An Analysis of The Tanzanian Adult Education Policies:

*In a Context of Conceptualization, Purpose and Influence*

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There has been dormancy in and reluctance towards research on the Tanzanian adult education policy; especially on the meaning, purpose, and the influence of discourses at supranational organizations’ level on the same. Moreover, the power of adult education in most developing countries, has been underrated as a result of the belief that formal education has more returns as opposed to adult education which is considered as a form of non-formal education.

This study sought to analyze the adult education policies of Tanzania from the first existent adult education policy in 1967 to one of the most recent in 2014. While doing so, this research intends to elucidate, (i) the conceptualization of adult education in the Tanzanian policy documents (ii) the purpose of adult education as prescribed in them, and finally, (iii) to identify any possible influence of discourses of international organizations such as the Organization for Economic Co-operation and Development (OECD), European Union (EU) and United Nations Educational, Scientific and Cultural Organization (UNESCO) on the Tanzanian adult education policies.

Utilizing qualitative content analysis and Fairclough’s Critical Discourse Analysis (CDA), these policy documents were practically and critically examined. The results of this study reveal how variably adult education is conceptualized in the Tanzanian adult education policies. While some conceptualize it based on the African Indigenous Education, others base it on the modernity perspectives. Summarizing the conceptualizations from both schools of thought, it was identified that adult education is viewed as a transit for the values; knowledge and culture to future generations; education for self-reliance; second chance education; continuing education; an empowerment tool; a ladder to the economic competence and society’s wellbeing. Additionally, adult education is considered as a vital tool for individuals’ and societies’ sustainable livelihood, both for economic competence and competitiveness. In the light of international organizations’ possible influence, the results revealed that the international organizations discourses have had inevitable effects in ushering decisions of the Tanzanian policy makers. The convergence of technological events such as globalization and knowledge crisis have triggered the proliferation of adult education and learning policies in the direction of neo-liberal values more than the community-based values.

Avainsanat –Keywords
Adult education, adult education policy, adult education conceptualization, adult education purpose, supranational discourse, Critical Discourse Analysis, globalization, developing countries international organizations, OECD, EU, UNESCO.
Foreword

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<td>Adult Education</td>
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<tr>
<td>AIDS</td>
<td>Acquired Immune Deficiency Syndrome</td>
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<td>AIL</td>
<td>African Indigenous Learning</td>
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<td>ALE</td>
<td>Adult Learning and Education</td>
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<td>ANFEDP</td>
<td>Adult and Non-Formal Education Development Plan</td>
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<td>CA</td>
<td>Conversation Analysis</td>
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<td>CDA</td>
<td>Critical Discourse Analysis</td>
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<td>International Conferences on Adult Education</td>
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<td>DEATA</td>
<td>Distance Education Association of Tanzania</td>
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<td>EC</td>
<td>European Commission</td>
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<td>EFA</td>
<td>Education for All</td>
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<td>Education for Self-Reliance</td>
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<td>ETP</td>
<td>Education and Training Policy</td>
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<td>EU</td>
<td>European Union</td>
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<td>GDP</td>
<td>Gross Domestic Product</td>
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<td>GoURT</td>
<td>Government of the United Republic of Tanzania</td>
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<td>HIV</td>
<td>Human immunodeficiency virus</td>
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<td>ICBAE</td>
<td>Integrated Community Based Adult Education</td>
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<td>ICT</td>
<td>Information and Communication Technology</td>
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<td>LLL</td>
<td>Lifelong Learning</td>
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<td>OAU</td>
<td>Organization of African Union</td>
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<td>OECD</td>
<td>Organization for Economic Co-operation and Development</td>
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<td>PEDP</td>
<td>Primary Education Development Plan</td>
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<td>PLSE</td>
<td>Primary School Leaving Examination</td>
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<td>QT</td>
<td>Qualifying Test</td>
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<td>SDG</td>
<td>Sustainable Development Goals</td>
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<td>TANU</td>
<td>Tanganyika African National Union</td>
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<td>TIAE</td>
<td>Tanzania Institute of Adult Education</td>
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<td>TVET</td>
<td>Tanzania's Technical and Vocational Education Training</td>
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<td>UIL</td>
<td>UNESCO Institute for Lifelong Learning</td>
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<td>UN</td>
<td>United Nations</td>
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<td>MEMKWA</td>
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<td>Mkakati wa Kukuza Uchumi na Kupunguza Umaskini Tanzania</td>
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<td>MoEVT</td>
<td>Ministry of Education and Vocational Training</td>
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<td>NACTE</td>
<td>The National Council for Technical Education</td>
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<td>NFVAE</td>
<td>National Formal Vocational Adult Education</td>
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<td>NSGRP</td>
<td>National Strategy for Growth and Reduction of Poverty</td>
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<td>NYDP</td>
<td>National Youth Development Policy</td>
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<td>VET</td>
<td>Vocational Education Training</td>
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<td>VETA</td>
<td>Vocational Education and Training Authority</td>
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<td>WB</td>
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1 Introduction

1.1 The importance of adult education in African context

Adult education as part of education has been very vital, considering the goals to improve the economic situation, poverty reduction and adult and youth contribution to the spheres of the economy in the Sub-Saharan is the key to the future progress of mankind (Roy 1967). The urge to attain a middle income society has pushed the need to provide adult education among adults and provide them with occupation-oriented skills necessary to increase economic productivity. This has been of great concern in many developing countries (Tsatsaroni 2014), Tanzania not being an exception (URT 2009;2010). In this aspect, education for vocational, professional, technical, health, welfare, civic, community, political social and economic competence are some of the things that adult education invests in, in Tanzania. This is pinned on the UNESCO’s “Education for all” movement which aims to meet learning needs of people of all ages i.e. children, youth and adults (UNESCO 2000). It is a movement that puts education as a lifetime spectrum. To achieve reliable adult education, reliable adult education policies are essential (UNESCO 2000). According to the 2015 statistics of UNESCO on Tanzania’s literacy rate progress, it shows that since 1990, there have been a steady but significant rise in literacy rate as indicated in graph 1 below.

Figure 1: literacy rate statistics in Tanzania (UNESCO 2015)
The graph indicates that since 1990 to 2015, the rate of literate males from age 15 and above has always been higher than the female’s literacy rate. The men literacy rate is about 85% while the total literacy rate is about 78% and the female’s rate tailing at 74%. This is relative to major reason the policy documents advocate for adult education as a means to increase the literacy level, of which its importance, is realized in its core positive outputs, in almost all sectors of the society as Ferdman (1990) infers.

In Tanzania, and most parts of Africa, adult education can be traced back in the early 1960s (Mushi 1991, 351). Today, the knowledge age-era, adult education serves a big purpose in almost every sphere of life in Tanzania and economically, it has proved its need (Heisel 1979). Nyerere, the first president of Tanzania is acknowledged to be one of the Africa leaders that accentuated the importance of adult education after independence compared to other African leaders. Avoseh, (2001, 4) wrote “Julius Nyerere was one African leader who tried to make adult education a weapon that the ordinary people of his native Tanzania could use to tap the benefits of a civil society”. Nyerere used the ruling party (TANU) as one of the machineries to promote adult education. In one of his presidential addresses to the parliament in 1967, Nyerere said, “...The education provided must therefore encourage the development in each citizen of three things: An enquiring mind; an ability to learn from what others do, rejecting or adapting it to his own needs; and a basic confidence in his own position as a free and equal member of the society, who values others and is valued by them for what he does and not for what he obtains” (ESR 1967, 421; UNESCO 1994, 274).

Nyerere believed that adult education is key to the development of the country. He argued that, “Our country is dedicated to change, we must accept that education and working are both parts of living and should continue from birth until we die” (Nyerere 1973b, 300-301). To him adult education did not only mean reading and writing or counting, it also meant self-reliance and civilization, economically independent. He considered it as where every individual can get a chance to learn how to play part in spearheading the economy as well as other spheres in the development of the country. In the 1967, Education for self-reliance (ESR) campaign was started by Nyerere, and a policy was formed driven by many motives, ideologies, goals and intensions. It was a policy that was engineered by the strategy of work orientation. For education, it is not just a matter of it making an individual a member of the elite but rather being lifelong (Faure Report 1972). Education for self-reliance (ESR) achievements were not doubted for they were remarkable since the economic and social wellbeing of Tanzania had improved. However, the improved situation was not sustained for long. In the 1980s
the direction changed, and poverty increased, illiteracy and HIV pandemic flourished (GoURT & WB 2002).

The drastic economic changes led to a shift of educational policy from *Education for Self-Reliance* (ESR) to *Education and Training Policy* (ETP) in 1995. This policy paved way to practical education integration where the “work-oriented” nature such as that of 1967 *Education for Self-Reliance* (ESR) was applied. It aimed at equipping individuals with both intellectual and practical skills, self-reliance, work-oriented skill and values (URT 2003) The *United Republic of Tanzania* (URT 2003) admits that, after this period of the 1990s, there was no significant reduction of income poverty, especially in rural areas where most people live under the poverty line. This shows how, even after the introduction and implementation of this policy, it still left many stones unturned. As a result, there was a great motive for the reformation of education and adult education policy with desire to overcome different problems that arise with time under various perspectives.

In some sub-Saharan countries adult education is a relatively new theme and the significance of investing in it is overlooked in many of these countries. It is less considered as one the effective ways of education that can improve the progress of mankind. According to recent UNDP data, poverty is a major obstacle to development in sub-Saharan Africa (Sklias & Chatzimichailidou 2016). Most countries in the region experience low per capita income, low living standards and economic stagnation. It is of great importance that education should not be a self-contained enterprise, but as a parameter in a complex context where adult education coexists and interacts with various realms of political, social and economic life (UNDP 1996; Sklias & Chatzimichailidou 2016). Discussions on whether adult education’s potential to be instrument for tackling social problems in both developing and developed countries have propelled to the forefront adult education research. This means that AE policies constructed in either developing or developed countries are grounded on how adult education is conceptualized in these countries (Moutsios 2010). Post-industrial countries conceptualize adult education as a social policy (Griffin 1987); on the hand, the developing countries, with the help transnational and supranational political organizations such as OECD, UNESCO and EU, address adult education rather as a development instrument (Gelpi 1985).

Education researchers in the 21st century appraise whether adult education is entirely a nation-state responsibility or not, (Finger et al. 1998). One thing that is discounted for in most scholarly work is that, due to the scope and nature of the modern societies, it is almost impossible to be independent in making adult education policies (Robertson & Dale 2008; Finger et al. 1998). The trans-national spaces blend in in the nation-state public policies in some way, and the adult education field cannot
escape. As many adult education researchers emphasize, the likely reasons behind increasing discursive and dialogical integrations tensions in adult education spaces is the heights to which globalization has reached (Robertson & Dale 2008). For instance in Europe, the organizations which have global reach (Dale 2009; Nóvoa 2010) such as the OECD, EU and UNESCO have increasingly influenced education and adult education policies making them intergovernmental products through the notion of internationalization (Torres 2013; Holford et al. 2014; Milana 2017). By internationalization in this context of European adult education policies, it means that national level and supranational relationships encourage sharing ideas, practices and people networks in adult education spaces (Torres 2013; Holford et al. 2014; Milana 2017). Bearing this in mind, one interest of this study lies in finding out how the adult education is conceptualized in the Tanzanian adult education policy documents, regardless whether they are a result of external influences or solely made independently by Tanzania as a developing country.

The OECD, EU and UNESCO adult education policies have been advocating adult education in every possible way in different parts of the world (Dale 2009; Nóvoa 2010). The strategies, design objectives and expectations from these policies obviously quite differ from the Tanzanian adult education policies in so many ways. For example Kleibrink (2011) and Rasmussen (2014) argue that EU strives contribute to the unification of Europe via education, and this is executed through “establishing monitoring mechanisms through benchmarks and indicators at the European level, among others, participation in lifelong learning, to measure and compare the progress of member states, as well to promote and disseminate preferable norms, values and discourses in adult education” (Mikulec 2018). As a developing country, Tanzania strives to advance its levels of education and adult education through strategic policies, and the best way is to look into the strategies of countries which are ideally better in their adult education system and policies used and see how it could help in Tanzania (PEDP 2009). It is therefore the intension of the researcher to also look into the discourse patterns of these international organizations policy documents texts if there are normative pre-assumptions adopted or influences to Tanzanian AE policies as a result of thriving to make better policies.

1.2 Structure of the study

This study is sectioned in seven (5) chapters. Each chapter concentrates on a specific theme related to the study ranging from the introduction to recommendation and conclusion which is the last chapter. The first chapter presents the introduction and the structure of this study. The second chapter covers the theoretical framework of the study. In this chapter the main concepts and ideas that pave
way to this study are introduced. This chapter intends to provide insight to the major concepts such as adult education, adult education policy analysis, and discourse analysis because understanding these concepts in the context of this study play a major role in understanding the whole study.

The third chapter presents the research questions and methodology. It also sets forth the procedures, approach and methods through which the study was conducted. The research aims and questions are introduced in the beginning of the chapter and the rest of the chapter entails the type of data used in the study, the data collection and the data analysis methods.

The fourth chapter articulates the findings obtained from the study. The fifth chapter presents the conclusion and discussion of the study. The conclusion composes of the summary of the key findings, strengths and limitations of the study a detailed discussion, and recommendation. Discussion composes of reflection and researcher’s interpretation of the findings and the existing literature about the problem being examined in this study.

2 Theoretical framework

The major concepts, ideas, theories and the operational terms in this study are discussed in this chapter. Adult, adult education and discourse analysis, and the influence of international organizations in the Tanzanian adult education policies are discussed basing on the literature of previous studies.

2.1 Defining concepts

An adult

It is important to understand who an adult is in the context of this study, because there are various definitions and understandings of the term “an adult” Knowles (2012) explains that the term “adult” maybe defined by using various criteria such as age, maturity, legal age of adult hood, citizenship with full duties and rights and experience. It is more common that many scholars and non-scholars define the term adult by using the age criteria. This study will adopt the definition given by UNESCO where the term “adult” denotes “all those who engage in adult learning and education, even if they have not reached the legal age of maturity” (UNESCO 2000).

The Tanzania institute of adult education defines an adult as someone who could not proceed to secondary education after primary education, dropouts, or those that never had a chance to participate in adult educational activities (TIAE, URT 2004; 2009). Moreover, it refers to those who in most
cases participate in nonformal types of education and programs such as ICBAE- a community based programs that attempts to “ensure equitable access to quality literacy and post-literacy classes for young people and adults” (URT 2009), or those that participate in other formal adult education programs such as those MEMKWA- an educational programs for adults who need to pursue their education without passing through all stages of the formal system i.e. primary-secondary -university levels. For instance, if an adult never went school, through MEMKWA he or she has a chance to study 7 years of primary in two or three years. The MEMKWA programs is made in such a way that, an adult uses less time to accomplish much of the normal formal education content. Both ICBAE and MEMKWA are example AE programs that also provide the 3R education which is basically the beginning of most adult education in Tanzania especially those that have never been to any level of schooling. (URT, TIAE 2004; 2009).

**Adult education**

Numerous studies substitute lifelong learning for continuing, recurrent and adult education, but still, there is no single definition that explains one for all, but the claim that they are just closely related (Duke and Hinzen 2005). This means that these terms are broad, and they are understood and interpreted in various ways by practitioners, policy makers, researchers and adult educators, countries and organizations. For instance, UNESCO, Institute for Life-long learning (UIL2009; 2013) define Adult education based on three things, (a) “to equip adults with literacy and basic skills”, (b) “to provide continuing training and professional development”, and (c) “to promote active citizenship through what is variously known as community, popular or liberal education”. To them, adult education may also be referred to continuing education, recurrent education or second chance education. In that context, for UNESCO and the World Bank (WB)-whose view is almost like of UNESCO, lifelong learning is unparalleled education model to upgrade programs and educational policies in developing countries. However, EU and OECD, see Lifelong learning promotion as a blueprint for gearing up competitiveness and growth of the economy (Elfert 2015).

Regmi (2015) comments that, the UNESCO, WB, OECD and EU approaches to lifelong learning are built under two major models, which are the human capital and the social capital models. The UNESCO and WB have built their lifelong learning foundation mostly on the former, which emphasizes on fostering social well-being, active citizenship, building social capital, democracy, self-directed learning and self-awareness. On the hand, the OECD lifelong long learning approach is rooted on the latter, which aims at improving and increasing economic growth- achieved through advocating privatization, competition, productive capacities and formation of human capital. The first
time the idea to wed lifelong learning to economic growth was in 1961 when a policy conference on economic growth and investment in education held by the OECD. This model approach has since been strongly advocated through policy reports series by the Centre for Education Research and Innovation (CERI), the 1989 and 1996 conference reports and through research.

However, it should be noted that the general-like nature of these models’ approaches may not necessarily apply to all the countries that are relate to UNESCO or to the OECD. Illeris (1998) argues that, the fact that lifelong learning is understood as either purely economic or a purely social aspect remains to the state or governance of a country or an organization. It is not a general aspect like in developing countries or developed countries as they are grouped. To many developing countries, adult education is defined depending on the actual need of this education to the country. Nyerere for instance, strongly believed that in majority of the developing countries that were once colonized, adult education had the crucial role as of the acting as the stepping stone towards better economic, social and cultural development, active citizenship and self-awareness, which try to correct the “colonial mess” as they this “mess” brought down many countries in almost every aspect (Nyerere 1967). The ETP (1995) articulate that, the meaning of AE in Tanzanian rest on the positive relationship between, “the learning process, enhanced productivity and socioeconomic development (p 83)”

“Adult education in Tanzanian concerns itself primarily with the provision of literacy in the 3Rs and the efforts to sustain it. Existing adult education programs are confirmed to basic and post literacy, functional literacy (acquisition of life skills)” and continuing education” (p 82)

According to Jarvis (2004) adult education is a form of lifelong learning which means learning throughout an individual’s life span. He argues that, adult education and lifelong learning are not limited to but may be fields of practice, where adult education is the practice, and teachers of adults are the practitioner. From his perspective, if adult education and lifelong learning are fields of practice, they obviously involve practical knowledge. Nyiri (1988) emphasizes that, adult learners learn best through practice, repeated trials, succeeding, failing, wasting effort and time, and by following or breaking the rules. He adds that, practical knowledge is not only about the know-how but also being able to know that something may occur given some circumstances and having tacit knowledge, which grows through experience.

**Adult Education in an International Context**
Adult education has an amorphous nature that makes it difficult to demarcate its boundaries. As it is associated with numerous expectations and outcomes, its role in many countries is majorly associated to development. Indabawa (1991) noted that, even if development is multidimensional, adult education still plays a crucial role in all the dimensions of human development ranging from human capital, nutrition, health democracy and development of institutions. Even the economic role of adult education contributes to the formation of human capital. In other words, Indabawa is saying that, adult education and learning is not limited to social and economic spheres only, even though the role of adult learning is widely and easily noticed through these two. In this context, the UNESCO articulate the importance of adult education and learning in different levels and emphasize that, for a particular problem that acknowledges adult education as part of its solution, people should actively participate in the adult learning so as the so as they can participate in the solution process. For instance, in the fifth international UNESCO conference on adult education held in 1997 at Hamburg, it is stated that “substantive democracy and culture or peace are not given, they need to be constructed” (CONFINTIA V 1997, 1). For this specific quote, citizens must be educated and made aware of their rights, democracy and their responsibilities so that they can fully participate in all levels of these aspects to achieve them.

In an international context, the major adult education policy focus is *Lifelong learning* (LLL), Foley (2004). The issue of adult education policy is seen in the wider context its prospects and evolution internationally. From many quarters, the adult education policies have been debated by different social scientists and policy makers and many of the scholars. What shapes adult education policy is the contemporary context and history (Grewal 2012) For instance, he took examples from the Nordic and the Anglo-Saxon countries and displayed how they contrast each other of their history and tradition as related to the adult education policies in these countries. In Nordic countries, their adult education policies are deeply entranced to the long tradition of state support for equality and well-established obligation to full employment. In contrast, the adult education policies in the Anglo-Saxon countries have weaker traditions of social provision, and are tied to neoliberal, economic, market driven and state policy.

From these examples, the author tried to show some reasons why lifelong policies are not the same in different places. Though most polices major focus could lifelong learning, still, the factors or the driving forces behind the construction of these policies play a major part in what type of policies that exist in a certain country or organization. In Foley (2004), co-authors Rubenson and Beddie try to explain three generations of lifelong learning (LLL). They maintain that, in the late 1960s lifelong
learning was introduced by UNESCO as the master concept in education restructuring. Supported by the OECD and Education permanent, LLL together with ideas related to it such as recurrent education gained much attention when it was presented by the European Council. As per Rubenson and Beddie arguments, this period was the first generation of LLL. The appeal of LLL at this time was its latent response to new challenges that resulted from the social political cultural and economic change. The adult education policies at this time focused on individual development and it involved self-directed learning. It was more of “self-Made” rather than “being made” so that these individuals could work towards achieving essential goals of democracy such as self-awareness, self-evaluation and autonomous learning.

The second generation of lifelong learning was in the late 1980s. Foley (2004) explains in his article that, the economist world view was dominant especially in the industrial countries where the foundation of economic transformation were information and knowledge. The restricted view that guided lifelong learning policies was the market as related to the economic view. In other words, neoliberalism was the course of order in this generation. Dowrick (1989) explains the OECD in 1989 articulated that Lifelong learning is the major link between economic and educational strategies in the 21st century because at the peak of the second generation, education was becoming less distinct from the economy. The restricted view that dominated the second generation of lifelong learning and adult education has been extremely criticized. Rubenson and Beddie (2004) argue that, adult education scholars have geared up the criticisms and it has become something of a major concern among them to critically examine the policy documents and review the cardinal political economic imperative. Beddie and Rubenson write that, these criticisms seemed to have examined the policy documents in reference to employability and competitiveness leaving behind active citizenship, personal development, social inclusion, civic a health education. This resulted to the third generation, where the interrelation between civil society, market and state- the key institutional arrangements has been shown by lifelong learning and education.

In the previous two paragraphs, the two generations of lifelong learning saw a firm role for civil society and market respectively. The third generation shows the role of state. These three institutional arrangements are interrelated but not static. Rubenson and Beddie state clearly that in the third generation-state, it depends so much on the market generation ideas. Economic relevance rising as the key concept that drives policies of the government on adult education and learning, business interests are being prioritized. This affects the adult education policies in that, the business sector is given a top role in what skills, competences and knowhow the education system and the society
should produce, hence the type of education system and policies that should be practiced. This pulls back to the same alignments of the second generation of lifelong learning that is more economic oriented. Marginson (1997) notes that recognizing the growing concern of large groups not participating fully in social economic life, the third generation can be read as a balance shift amid the three arrangements. The second-generation arrangement still plays a central role in the current generation where civil society is practiced with less priority to the adult education policy. After a major concern by scholars and research to advocate its need to society and in the adult education discourse it has started to gain momentum, but the market arrangement remains top notch in the today’s society.

**Discourse analysis**

At a closer dig on what is known about “discourse”, many scholars and researchers confusingly use the term with overlapping definitions. This concept of discourse is vast and has been widely explored by a considerable number of scholars. Silverman (2006) explains that it is difficult to come to clear definition of “discourse” because it is heterogenous. Discourse seeks to analyze more of the activities present in a talk and that it mostly confused with Conversation Analysis (CA). To put a more clarity on what he calls discourse analysis, he put down some characteristics of discourse analysis to display its unlikeness to Conversation Analysis (CA). These features are summarized as first, discourse analysis is concerned with a far wider range of activities related to more conventional mostly in social sciences such as policies, gender equality and many as such. Second, it works with far more precise text compared to conversation analysis. As simple as it may mean as just a “dialogue” or “discussion or a debate or a talk. Several studies have observed that this word is not as simple as it may seem. Discourse analysis is both a new and an old discipline as argued by Dijk (1985). He maintains that the old discourse analysis can be traced back to 2000 years ago, originating from public speech, language and literature. It is rooted in the classical rhetoric, as Van Dijk call it, the art of excellent speaking.

Two disciplines, rhetorical and grammatical, the latter being concerned with correct use of language normative rules, the former was concerned with the public speech performance in legal and public settings were the major ingredients for making discourse a persuasive effective (Dijk 1985).

(2008) presents an argument that Critical Discourse Analysis (CDA) originated from critical language theory or critical linguistics which hold the position that, language is a form of social practice. Much has been written on critical discourse analysis since it first came to the picture in the
1970s including prominent contributors to the original idea of this approach. These people are such as Michel Foucault, Pierre Bourdieu, Antonio Gramsci, Ruth Wodak, Teun Dijk and Fairclough Norman to mention a few. With that being said, it is obvious why discourse critical discourse analysis has many dimensions such as CDA being an interdisciplinary approach that uses language as a form of social practice.

Norman assumes that any form of language is a communicative event. As he shows to agree with Foucault, Fairclough maintains that CDA concerned on how language can be used as a tool to exercise power (Garrity 2010). Fairclough came up with a three-dimension model to critical discourse analysis. These dimensions are text, discursive practice and social practice (Potter and Wetherell 1987). The first dimension is text. According Fairclough, text can be images, speech, writings or all the three of these together. Second dimension is the discursive practice, which involves production of texts. In this dimension, the analysis takes place at level of text. The third dimension is known as Social practice. It is about standards of the society or an organization in effect, and the social structure. Fairclough argues that this level of analysis is known as the norm level (See figure 5). His analytical approach assumes that language helps create change and can be used to influence behavior. Language is becoming a power tool in this aspect. Graham (2005) supports Normans idea by asserting that, discourse analysis highpoints the latent influence that discourse exerts in a specified context. Fairclough’s three-dimensional model and informed by the Foucauldian approach, “hegemonic discourse formulates regimes of truth, regulating power relation to the society, simultaneously containing and promoting chances for transformation and change” (Fairclough 1992; Facault 1972; 1980). In effect, the CDA is a pliable framework that mostly depends on the “epistemological framework being drawn upon” (Fairclough 1993; 2001; 2013; Graham 2005).

2.2 The Influence of International organizations to Nation- state level policies of Adult education

Milana & Holford (2016) argue that the constituents of the promoted discursive patterns by the OECD, UNESCO and the EU are what influence the locally implemented AE education policy and practices. They further discuss in their paper that these discursive patterns are mostly substantiated by those of globalization. In their study, where they scrutinized the UNESCO’s and the EU’s policy discourses, Milana and Holford put it clearly that in less economically developed countries the national level policy making process in education, in this case, -adult education is no longer a national level process but rather “blended” in international and transnational structures. Moutsios, (2010, 122)
explains this aspect of transnational an international space as “instituted and sustained by nation states, international organizations, inter-states entities and global corporations” Milana and Holford articulate that the international organizations mentioned earlier in this paragraph construe AE education policies as an expression of globalization processes. This means that the existence of some AE education policies in countries that are accustomed to these international organization may not be authentically existing for the country’s or citizens benefits but rather influenced by these transnational and international originations.

Several other studies such as the one conducted by Dreher at al. (2008) and Kinsley (2009) recognize how nation-state education policies can be easily influenced by the transnational structures. The discussion in that literature was debated on how strongly globalization processes affects people’s way of living and their fundamental value orientation, exploitation of natural resources, accumulation and production of goods, production of goods and power relations. Under this aspect, the scholars try to discuss the integration and influence of transnational patterns in nation-states utilizing embedded complexities in processes of contemporary globalization.

2.3 Policy Framework of Adult Education and Learning in Tanzania

There is no stand-alone policy for the adult education and learning education sub-sector in Tanzania. Both education, training and adult education polices are mostly in the same policy text document. Even though the 2014 Education and Training Policy stipulates broad and general guidelines on informal and formal adult education, learning and training sub-sector, these guidelines are not comprehensive enough to pilot effective catering for learning needs and opportunities as far as adult learning is concerned. Several previous empirical and non-empirical studies have highlighted the issue of absence of a comprehensive adult learning of Lifelong policy in Tanzania. Mushi (2009); Nabalambaa and Chikoko (2011) note that, notwithstanding the economic structure change and demographic shifts in several the Sub-Saharan countries, adult education is overlooked in most policy discourses.

The government of Tanzania holds the position that the Importance of adult education, adult learning and non-formal education has been realized in the country. Furthermore the Institute of Adult Education (IAE) and the Ministry of Education And Vocational Training (MoEVT) argue that part of their effort and commitment to the adult education sub-sector, is revealed in the development of the recent 2012/13 -2016/17 adult and non-formal education development plan (ANFEDP).They
maintain that, the reason that this plan came into the picture was not only to enhance the devising of UNESCO’s education for all (EFA) strategy to address the challenges facing adult, continuing and non-formal education in developing countries, but also execute the National Strategy for Economic Growth and Poverty Reduction (NSGPR), support the both the Development vision 2025 and millennium goals of the country.

The revival and subsequent reformation of the Education and Training Policy (1995), the Technical Education and Training Policy (1996), the National Policy on Higher Education (1999) and the Policy Information Technology and Communication for Basic Education (2007) compelled the formation the latest 2014 education and training policy. There are two administrative education authorities that took part in the formulation and the major part of the implementation of these policies. The Technical Education and Training Policy (1996), the National Policy on Higher Education (1999) was managed by the Ministry of Science, Technology and Higher Education whereas, the Education and Training. Policy (1995) and the Policy Information Technology and Communication for Basic Education (2007), was administered by the Ministry of Education and Culture (URT 2002).

The change of the structure of the Tanzanian economy, the need to catch up with the speed of globalization, the world labor market structure and demands (Milana 2012), the sustainable development goal number four- “Education for All (EFA)”, (UNESCO 2000) international organizations influences Tanzanian education sector. Thus, raising the quality of education, strengthening the relationship between formal and non-formal education and promoting adult education change (URT 2010). The effects of neo-liberalism and globalization have made the concept of adult education and lifelong learning a major one. In recent years, adult education and lifelong learning has arisen as concept that composes the prevalence of realization of education at all levels aiming at all levels of social segments. International organizations a such as UNESCO and OECD show their major concern and efforts towards lifelong learning and they have influenced adult education both developed and developing countries, integrating it into school and out-of-school education for both social and economic levels (Milana 2012).

Overtime, adult education in both developed in developing countries has transformed following how globalized the world is today. For various reasons and depending on the level of development countries have, adult education is advocated in different ways but the most common driving force is said to be neo-liberalism (Uysal 2009; Egetenmeyer 2015a) .With the intent overcome poverty, unemployment and an uneducated nation, many developing countries employ adult education in alignment with the common formal education which may seem to not be enough as the world is
growing fast. Heavy deprivation has burdened the developing countries leading them to the wider lens of realization of education at all echelons (Uysal 2009). In most of the Tanzanian policy documents, adult education is recognized as an important field that portrays an important role in the development efforts of the nation. Uysal adds that, as neo-liberalism acts as major force towards adult education advocacy in both developed and developing countries, in developing countries, another major reason for adult education advocacy is illiteracy. Within this context, adult education policies of developing and developed countries differed because of the disparity of the goals that these countries want to achieve, and some other factors such as, but not limited to, education setups, curricular, government setup, economic level and constructional support.

For instance, Mwaikokesya, Mpoki and Philemon (2016) articulate that the education policy of Tanzania is constrained by several limitations especially those concerning adult education among others, they explain some of these limitations that constrain construction and effective policy implementation on adult education. These confines are such as first, poor financing, resources and expenditure on adult education, lack of political will and giving adult education a much lesser priority and commitment has led to less financial support on adult education. In his analysis on education for older adults in Tanzania, Mushi (2010) highlights that the adult education and adult education programs are accorded a low status in the county because it assumed not to prepare adult for a high-income status. Ironically in many developed countries, adult education is considered as a very potent force to foster change.

Secondly, overlooking adult in programs design, Mushi and Philemon pointed out that the problems that affect the adult education and learning programs arise as a result of insufficient consultancy of the adult learners in the designing of these programs. Mushi (2012) in his finding, he reached the conclusion that these adults are brought on the picture when the policy makers and program developers want to mobilize these clients for implementation’s 2016 argues that, it is clear that a process of decision making and unilateral program designing that does not encompass the target group is likely to continue but has a lean chance of survival, success or even reaching its targets. In Tanzania, most of the adult education and learning inventions could not be successful in some cases, not well sustained because of this specific reason (Mushi 2016). In his study Mushi suggested that, it is important for the government to incorporate the adult learners in all steps of the policy process and taking their views into consideration in designing, implementation and evaluation of adult learning programs.
Thirdly, attitudes towards adult education, other previous empirical studies such as Nabalambaz and Chikoko (2011), Mpoki and Philemon (2017), Oppong (2006), Topală, (2014) have highlighted that attitudes are one of the benchmarks to understanding education policies and education in general. Oppong and Topală, in their finding have concluded that, in Tanzania, primary basic, secondary and tertiary education are the most important components in education. In comparison to other forms of learning such as adult education and learning suffers from overall mediocre image, and not much attention is given to it or to its potential benefits. Pong and Taipolă (2014), argue this inferior image given to adult education in Tanzania is because it is mostly linked to literacy. given the lower image that adult education is just about literacy or deemed to be individual survival and does contribute much to the economy of the country, the adult learning and education sector in Tanzania has hence received insufficient policy support and attention.

2.4 Locating adult education within the Tanzanian education and training system

The Tanzanian education system entails both private and public sectors. The public sector uses Swahili as the medium of instruction from the kindergarten to primary level except for English as subject (URT 2014). After seven years of primary education, students who pass the national primary examination known as the Primary School Leaving Exam (PLSE) join the secondary education where English is used as medium of instruction except for Swahili as a subject. In the contrary, private start using English onset from kindergarten through tertiary levels of education except for Kiswahili as a subject (URT 2014;2010). On this aspect of language as a medium of instruction, students with private school background on their primary education seem to have less challenge coping with ordinary secondary school subjects since they have early preparation of English since early stages of their primary education. Students from public schools in most cases fail to answer exam questions well even though they may have knowledge of the questions, expressing themselves in English as a new language is usually a challenge, and more cases than less often, this challenge of language goes on to the tertiary education levels (NACTE 2018).

The education in Tanzania also composes both the formal and the non-formal education. The basic, primary and secondary education are formal, as for higher education, there is formal and non-formal higher education. The formal higher education comprises of formal vocational training, college and university degree. The non-formal higher education comprises of non-vocational vocational centers, adult learning programs such as Integrated Community Based Adult Education Programs (ICBAEP) practiced in different villages and districts (NACTE 2018; Hanemann 2017). The most common adult
education provision forms are through vocation training, where most of the primary education failures, or school dropouts, or those that want to advance their skills and knowledge on certain field get a chance to learn or upgrade their education (Hanemann 2017; TIAE 2014)

2.4.1 Structure and dynamics of Tanzania education system and training

The United Republic of Tanzania education system has a 2-7-4-2-3-2+ structure (MoEVT 2010). In words, this structure is described as two years of pre-primary school, seven years of primary school education, four years of ordinary level secondary education, two years of advanced level secondary education, 3 years of bachelor’s degree and two or more years of post-graduate (Kayiranga et. al 2008). Nguni (2005) articulated that, under two phases, Tanzania educational system has undergone several reforms with varying episodes of events since independence. These reforms have been triggered by a variety of contexts ranging from micro to macro political, local to national. Considering the national level, the Tanzanian educational policy formulation and reforms have mostly been triggered and influenced mainly by political and economic paradigm shifts (Motyl 2017). These economic periods ranged from 1961 after independence, the Arusha declaration in 1967, the liberalization period in 1986 the economic reform program era in 2004 to the present National Strategy for Growth and Reduction of Poverty (NSGRP) which is known as (MKUKUTA) in its original version in Swahili (Abdulrahman and Hui 2018).

The Tanzania Ministry of Education and Vocational Training (MoEVT) (1982) admits that, after independence in 1961, the traces of inequalities and racial segregation in the colonial education did not create a favorable educational environment for the Tanzanians then. The government saw the need to reform the existing education policy to promote equality, self-reliance and socialization and active citizenship (Nyirenda and Ishumi 2002). After the British colonial school systems and policies, the first education policy reform was the “education for self-reliance” which took place around 1967 (Sanga 2016). This reform was mostly advocated by the first president of Tanzania after independence, affectionately recognized as Mwalimu (a direct translation of ‘teacher’ in Kiswahili) Julius Kambarage Nyerere. He is one of the greatest African political leaders and appreciated postcolonial philosophers throughout Africa and the world. He was moreover known for his rational openness to new ideas and censure and yet often displayed an independent mindedness that was unique among African thinkers. He saw education as means of bringing about society’s equality and liberation and he acclaimed individual education as means of fostering the collective good of society.
Figure 2: The Structure of Tanzanian Education System (Kayiranga et al. 2008)

2.4.2 Adult learning types practiced in Tanzania

Tanzania Institute of Adult Education is a parastatal organization that was established under the government act no: 12 of 1975 under the ministry of education and culture (URT 2004). The major objective of the establishment of this institute was to promote adult education. It is also responsible for coordinating, administering adult education activities. As part of the adult education and training promotion, the institute has taken the major responsibility of training adult educators through both distance learning and face to face ways (Mwaikokesya, and Mushi 2016; Mushi 1999). Distance Education Association of Tanzania (DEATA) and Non-governmental Organizations (NGOs) play a major role in helping the ministry of education and the Institute of Adult Education in coordinating and conducting adult education activities in the country (URT 2004)

Just as many developing nations in the Sub-Saharan Africa, the Tanzanian government and the Institute of Adult Education (IAE) has associated adult education mainly with literacy (Mushi 1995), technical and vocational and training education for adults that have not either had privilege to attend to even one class in their lifetime, or school dropouts or those that could not have a chance to continue
with their studies underlain by various reasons (URT 2005). These reasons are such as, failing, lack of school fees, individuals that want to improve their skills and knowledge or those that have had difficulties in being employed or retaining their work due to reasons such as having a job they are not skilled for (UIL 2013). Adult education is considered as an essential underpinning that is relevant in enhancing the Bourdieu’s social, cultural economic and human capitals (Ollis 2015). Ollis argues that, these capitals play a pivotal role in combating any forms of indirect or direct social exclusion among other forms of insecurities in the society.

It is also important to understand that Bourdieu forms of capitals are important in the society’s development especially the type of societies where inequalities of various forms are experienced (Straubhaar 2013; Minnis 1990). Most Tanzanian societies have had a background where men and the boy-child are given more value that women and girl-child (Maliti 2018; Vavrus 2005). This being an issue that has been dragged on for a long time, more men than women had access to education. The impact is felt today even after so many studies and efforts from international organizations, national and local ones on equality, inclusive education and women empowerment, programs to uplift and encourage women and girl-child (Brock 2013; Posti-Ahokas, 2014; Vasquez-Colina 2006). In 2002, the Tanzanian government saw the need to make primary education free. The driving force here was to get more children to school, especially those that have been denied a chance to be in school, in most cases, the girl-child (URT 2002).

It is not obvious that illiteracy is completely eradicated in Tanzania (Kaungamno 1972) but (URT 2014) admit that the literacy rate has increased at a reasonable rate since the 1970s. The intentions of innovating the adult education in the first place was the urge to acquire and maintain a literate environment. In the late 1970s, the influence of globalization, science and technology seemed to have major influence on range of various things such as education. It during this period that adult literacy and numeracy started improving (URT 2014; Paddick 2015). The statistics show a major improvement from 49.1% in the 1970s to 77.9% by 2015 (URT 2015; UNESCO 2015). The actual situation of literacy was encouraging up to the middle 1980s when post literacy and continuing education gained more attention since some part of the earlier problem-illiteracy- was reduced (Mushi 1994; Mpogolo 1985).

This post literacy and continuing education had aims in improving the individuals who had previously been in the literacy and numeracy programs (Mushi 1994; Mpogolo 1985). The post literacy education definition accounted to the general actions and measures taken to enhance the newly literate individuals to widen their knowledge, skills and practice what they had learnt in the previous phase.
The major objectives of the post literacy as part of enhancing continuing education were broadly articulated as, *application, continuation, remediation* and *communication* (Mpogolo, 1985). According Mpogolo, these objectives were generally intended to consolidate basic skills in literacy, enhance understanding of the society, self-identity and depended, lifelong learning, to increase vocational skills through diffusion of technology, to foster hope towards improving life quality of individuals among others.

Rogers (2018) explained these objectives of the post literacy campaign as follows. *Application* aimed at making attempts to improve an adults’ environmental and occupational knowledge, skills, values, and learning basics in English language, economics, mathematics and the national language Swahili. *Continuation* aimed at ensuring that the literacy skills acquired by these adult individuals was retained by ensuring the get access to literate environments through newspapers, rural libraries, cinema programs, and radio. *Remediation* was meant to be an alternative for the school dropouts or the disadvantaged that did not get any chance to join primary education or more advanced level of education. The implementation of this objective was through evening mature-age entry schemes, correspondence courses and guidance in autonomous learning, and community-based training. *Communication* objective strategically aimed to widen adults’ knowledge on the country’s history, cultural knowledge, a wider concept of politics and social life and active citizenship.

As pointed out earlier, The Institute of Adult Education (IAE), the Open University of Tanzania (OUT) and the Ministry of Education and Training (MoEVT) are the top operators of adult education in Tanzania. A study conducted by Mushi (2009) discusses how the role of running administrating and conducting education in Tanzania has customarily been the obligation of central and local governments. He discussed further that, apart from the Formal Vocation Training which seems to be more successful than all adult other education programs, most of ten success that is present in the adult education sector today is due to the rise of privatization and liberalization policies. The writer further asserts that some *non-governmental organizations NGOs* of adult education have emerged mainly.

**Technical and Vocational education and training (TVET)**

TVET in is an integral part of adult education as part of the whole system of education in Tanzania. It is offered through two discrete sub-systems (URT 2014). First, the vocational education and training, (VET) which is administered by the vocational education and training authority (VETA) (Wedgwood, 2007). VETA major objectives and administration activities are providing and promoting vocational education and training, regulating, coordinating and finding financial sources.
for Vocational Education and training in Tanzania (Bennell et al. 1999). The formal Vocational educational centers offer programs that mainly involve advancing the manual skills of young adults and older adults (Bennell et al. 1999). These skills are such as electrical installation, carpentry and woodwork, masonry, secretarial and office front desk, air ticketing, and other skill that do not require much forma qualification of previous studies (Wedgwood 2007; Bennell et al.1999).

Technical Education and Training (TET), on the other hand is administered by the national council for technical education (NACTE). Technical educational training composes of all tertiary and non-university institutions. The NACTE is in charge for the provision of all technical education to these institutions. Most programs and courses provided by the council are professional, semi-professional technical levels where the award of certificates, diplomas and degrees. In other words, TET is classified at bit higher class than VET although they provide adult education. Their difference is on the type of certification, courses and programs they offer. Each guiding council, i.e. VETA and NACTE, in their own spaces, they play part ion coordinating the education and training, register, accredit both private and public education and training institutions, with respect to TET and VET. They also play a crucial role in establishing a central database for technical and vocational education and training respectively (NACTE 2000).

The aim of TVET as emphasized in the medium strategic Plan 2012/2013-2015/2016 and that 2016/2017-2020/2021, is to create programs that enable and expand the achievement of life skills and meet the changing demands of the economy and of local and world market. The two bodies that provide TVET, i.e. NACTE and VETA are responsible for developing a curricular that corresponds to provision of skills equivalent to the market demands. For example, in the VET, the Trade Advisory Committee (TAC) see it that the programs provided by the vocational educational and training result to skills, knowledge and values that are highly in demand in the labor market. The TAC also asses the training standards. They determine the training needs and coordinate training activities that are trade related and with occupational standards.

Formal and Informal adult education

There are range of ways with which TVET programs are offered in Tanzania (Segumba 2015; MoEVT 2011). They involve adult education programs such as development colleges, distance learning, vocational training and university institutes. They also include lifelong learning and education programs. For example (URT 2013) acknowledge that the adult education sector in the
country has improved over the years. That, since the post-independence period, the role of adult education has been changing overtime, obviously because the society is not static. However, there are goals that has been there from the preliminary stages of adult education development to the present, because they are basic goals that need to be realized foe adult education to be improved. Such goals are such as literacy and numeracy and self-reliance (MoEC 2003). The country has therefore committed itself to developing programs that are ideal improving the level of different forms of adult education, so that majority of the population are able to cope with the present society’s problems, improvement of livelihood, be active members of the society and be self-dependent (Mushi 2004)

In addition, there are programs known as “Mpango kwa Elimu Maalum kwa Watoto waliokosa (MEMKWA)” This is a program that allows individuals who dropped out of school and would like to continue their studies to complete their studies within a shorter time (Segumba 2015; Ngodu 2010). In other cases, adults who have never gone to school use this program as a path way to also complete the formal education studies in shorter time. By its nature, it is suitable to be referred to as one of the “second chance type of adult education”. For example, an individual never went to school for whatever reasons, He or she can start their primary education and complete it within 3 years instead of the normal 7. This individual can proceed through the same path to secondary education and finally to the degree level where they follow the normal 3-4 years to attain it. There is also a difference in the testing system of this “MEMKWA” program and the normal primary and secondary education (Mkombozi Centre for Street Children 2005). The normal primary and secondary students are tested by exams called PLSE (Michael 2008) and NECTA for secondary education (URT 1999;2010). The “MEMKWA” national exams are known as Qualifying Tests (QT). The biggest organization practicing MEMKWA in Tanzania is known as Mkombozi Centre for Street Children. It takes care of street children and give them a chance to be part of the elite world. (Mkombozi Centre for Street Children 2005)

Distance learning is one form of formal adult education practiced in Tanzania. The biggest organization that provides distance learning programs in Tanzania is the Open University of Tanzania (OUT). (IAE 1994) It allows learners to learn with flexible schedules remotely. OUT was put into action by the government act Number 17 of 1992, which came to operational in 1973 in fact the biggest and the first institution in East Africa to provide Open Distance Learning (ODL) programs (Mbelle and Katabaro 2003). It provided courses such as psychology, legal practice, logistics and chain supply, engineering, business administration, computer science and many other courses on degree levels. The University aims at sharpening individuals’ abilities, skills knowledge and
professionalism. It allows individuals who are occupied with other activities in the course of life, have chance to attain qualification to upgrade themselves in their professionalism, be part of the elite society and help rise the countries’ development level so as to reach the 2025 vision of a Tanzania being a middle-income country.

Several programs and organization to effectively practice adult education activities and learning are such as *Integrated Community Based Adult Education (ICBAE)* (Mushi 2004; IAE 2011). Established since 1964, aiming at economic improvement through empowering people with entrepreneurship skills, fostering learning together and from each other, literacy equitable access to adult education (IAE 2011; UNESCO 2006; URT 2005). In line with this, workers education departments were established to improve employed individuals’ abilities and professionalism through adult education (URT 2005). Upgrade of skills are mostly attained through this workers departments because they are mostly affordable as well, rural training centers is another example of how adult education informally practiced in Tanzania. These training centers may be under close supervision of the local government level or owned by private sectors and non-governmental organizations (Mushi 2009). Their major aim is to provide education, skills, knowledge and value to be a better member of the society and self-dependent individuals through striving to acquire human, social, intellectual and cultural capitals. The groups especially targeted in these kinds of programs are all those that require basic education such as treading and writing, primary and secondary level dropouts, rural communities, vulnerable women and girls (IAE 2005)

3 Research Questions and Methodology

3.1 The aims of this study

A substantial number of studies have articulated the importance of educational policy analysis research (Duke 2003; Taylor et. al 1997; Burch 2007). Many policy researchers and analysts have put much effort on some domain policy analysis areas such as; the development of diagnostic models with which the policy process can be interpreted and construed, assessments of specific policies of education and suggestions of various tools and frameworks to aid efficient analyses of education policies (Stevenson 2006; Ball 1993 ;1998; Lester et al. 2016). Education for All has been on the agenda of the sustainable development goals since 2000 (UNESCO 2000; Antunes, Santos, and Videira 2006).
From the 1990s the concern of researchers and scholar education on adult sector itself in Tanzania started growing (Heisel 1979, 41-42) following the low percentage of the reading and writing skills among many Tanzanian adults and school dropouts (Avoseh 2001). From the United Republic of Tanzania (URT 2015) education and training data statistics, the numeracy and literacy skill level had stoked to 77.9% by 2015 from 1970s. Moreover, since Nyerere’s- (the first president of Tanzania) - initial advocacy of adult education through the education for self-reliance policy of 1967, technology and extra efforts put on the numeracy, literacy and self-reliance there have been a great improvement (URT 2003). This brings about the anchor of the type of adult education that will be of weight in this study, which is perched on threshold of non-formal education, including nonformal vocational adult education (NFVAE) which is more than just reading and writing.

Despite the international education organizations such as OECD and UNESCO efforts for adult education policy studies and research aid on developing countries, in Tanzania there is still a lack of adequate policy analysis research (PEDP 2007;2009). The less concern on the policy analysis of AE in Tanzania is a result most researchers putting more effort on formal education research with the belief that it is somewhat a bigger investment compared to adult education (Sklias & Chatzimichailidou 2016). The few Adult Education (AE) policy analysis research done are mostly based on measuring the efficiency of these policies to the economic growth of the country (GoURT &WB 2002), the effectiveness of the contemporary policies implemented, or evaluation of the extent to which the policy goals are attained (URT 2010).

Prior research generally substantiates that, international organizations such as the UNESCO, OECD and EU have been ideal in playing a major part in education and adult education policies in their member states and the globe (Coleman and Jones 2004). Regarding the main ideas, intentions, strategies, normative presumptions, values and ideologies of these organizations, it is obvious that how these international organization’s influence is integrated in the adult education policies may result to various effects of individual nation-states. This is because nation-states differ in how they conceptualize adult education, why they need it and on what grounds the policies regarding adult education are constructed.

In Tanzania, the concern on how the adult education is conceptualized, the purpose of adult education and the international organization’s influences remains limitedly understood and inadequately investigated by adult education researchers. This becomes the main reason that validates the researcher’s aims in this study on analyzing how far the Tanzanian adult education policies are far from UNESCO and OECD ideal, by using content and Fairclough’s critical discourse analysis method
as discussed by (Taylor 2004) to analyze the selected policy texts which will also act as the research data in the study.

3.2 Research questions
Despite AE education policy analysis being proven to be important by a considerable number of researchers, there is still deficiency of reliable studies with reference to the sub-Saharan developing countries. In Tanzania there are few to no policy analysis studies that have specifically focused on analyzing the discourse of the policy documents and how adult education is conceptualized. An area that is a bit explored is the analysis of adult education but not many of these studies have focused on the analyzing the purpose of adult education from adult education policy lens. This is the major reason as mention in the aims of this study, that this study specifically aims at analyzing the text of AE policy documents ,to examine the conceptualization of AE, to find out its purpose, and lastly, to analyze the influence of the international organizations such as UNESCO, OECD and EU ‘s discourse on the Tanzanian adult education policy documents discourse’s. These led to the following research questions, which are majorly the guiding questions of the whole study.

1. How adult education is conceptualized in Tanzanian adult education policy and policy related documents?
   — These questions aimed at examining how adult education is defined, and what it means in the Tanzanian context. (Qualitative content analysis)

2. What is the purpose of adult education in the documents? (Qualitative content analysis)
   — This question intended to find out what is expected of adult education and the specific outputs that were expected from adult education

3. What is the influence of the international organizations’ discourses on the Tanzanian adult education policies? (Critical Discourse Analysis)
   — For this question, it was intended to find out how much the adult education policies present in the policy documents presented has been influenced by international organizations. Are these policies solely made by the responsible adult education agencies in the country or there is some external influence?

It is crucial to mention that the researcher was aware of proper planning i.e. knowing the aim-which-determines the designs of the study, unit and sample of analysis, data collection and data analysis methods – which affects the depth of the study analysis, and the practical implication have a great
impact on the quality of the study. This study therefore adopted a descriptive research design framework based on the aim of this research which is to examine the content and characteristics of the Tanzanian adult education policies as a phenomenon that has not been given much attention by researchers. To ensure validity of the results obtained, the researcher used two methods of analysis. First, qualitative content analysis was used to examine the content and characteristics of the adult education policy texts. Secondly, Fairclough’s critical discourse analysis is used to analyze the results of the content analysis. Both methods will be utilized to address the research questions accordingly. Since some of the data to be used in the study were relatively inaccessible, the researcher was able to analyses only seven documents out of the expected eight.

The researcher requested the ministry of education and other responsible agencies through emails and phone calls for the other three policy documents with no avail. Some of these documents could not be accessible unless she was physically present.

3.3 Description of the research methods

In this sub-chapter, the methodological framework that aided the data collection and analysis in this study are discussed. In other words, the research design and the research approach that have been adopted in the study will be briefly explained. As research methods, qualitative content analysis and Fairclough’s Critical Discourse Analysis (CDA) framework will be explained. The type of data used in the study and the reasons the researcher used both CDA and content analysis research methods study is also be explained in brief.

The Fairclough’s (CDA) in this study involves the ties of three interrelated dimensions i.e. text, discursive practice and social-cultural practice, which also involve three interrelated analysis processes respectively; description, interpretation and explanation as shown in figure 5. The critical analysis of the education policies focuses more on the analysis of policy as opposed to an analysis for policy. This is because critical policy research is recognized as a dogmatic activity and policy as an instrument through which ideology is conveyed (McCulloch 2004). The research paradigm that is followed in this study originates from the critical outlook which demonstrates that education policies are more than text. They involve a varying range of dynamics such as cultural, social, and political and economics ones. All these are the total composition of the education policies in each stage of the process of their making, up to the stages where the text is produced. It is important for the researcher
to understand that policy is text is not mere text but accompanied with hidden meaning sometimes, different objectives and purposes. Moreover, there other things that influence the process of making of policy text before it becomes a text. For the researcher to achieve an appropriate or effective approach to analyze policy text, she needs to be able critique the policy, reason critically provide sound decisions and debate them with the powers of policy making (Ball 2009). The aim is trying to bring forth the discursive realities which are always changing and that they influence the policy making process overtime (Ball 1998).

In relation to Gale (2001) in his analysis on different approaches of critical policy analysis, he explains that;

“One way to trace the process of educational change and to expose the possible relationships between the socio-political present and the socio-political past is by policy historiography which is used to identify substantive issues of policy at particular hegemonic moments.”

The Tanzanian education policies have been constantly evolving due to various factors such globalization, the knowledge age, and mostly for neo-liberal reasons. If examined, the historiography may lead to exploration of subtleties of the policy formation process, the ways through which agreements and alliances are developed and reformed around contradicting interests in this process. Gale (2001) observed that, this specific discursive construction used by policy makers in the policymaking process are portrayed by aspects such as the urgency of the required solution or the criticalness of the problem at a specific time.

3.4 Data and data collection method

Each of the policy documents presented by the researcher deals with adult education in different perspectives and different thresholds. Their audiences and terms of references could differ baring the fact that their understanding and perspectives are not very similar. This may sound a bit abnormal, that if a nation has the same goals towards a specific aspect of education, then why would the policies and strategies differ in their objectives or expected realizations? As Ball (1998) argued, among others, policymaking involves discursive struggles and a series of arguments. Policy documents that are used as data in this study involved policy practitioners or bodies. In this case, all the documents and text used have different objectives and expectations toward adult education, so they speak about it differently. The searcher wants to find out if at some point these documents and texts would be aiming or expecting to achieve the same goal indirectly. The discursive nature of education policy text will
give the researcher a wider role to play in the context of examining and analyzing them with help of the research questions presented so that the focus point can be kept valid.

3.4.1 Process for document selection

This study focuses on the national level of analysis. It draws on data from the national and regional level policy documents that refer to adult education in Tanzania. International documents that were involved were a result of the process of analysis of the data where these documents were part of the influence of manifestation of some policy texts in the Tanzanian adult education policies. Another criterion is the years to which these documents were published. The year differences are handy in indicating, but not limited to the differences, improvements, and reasons for change in some polices regarding adult education. These policy documents acquired were from specific websites of relevant agencies of the government such as the Institute of adult education, and the Ministry of education and Vocational training. Some policy experts were consulted for the clarity and the understanding of the right policy documents to be used in the study. Moreover, these policy documents were parallelly sourced with document analysis. Figure 3 below clarifies this information.
3.4.2 The selected Policy documents

Education for self-reliance (ESR) 1967

Education for self-reliance is both a policy and an educational philosophy in Tanzania that was launched in 1967. This policy is recognized to have much of the First president of Tanzania’s influence. It’s major objective to foster self-reliance and undermine the oppressive, racial discriminative and unequal colonial education (Nyerere 1968, 417). Nyerere’s intention was to create a socialist society and abandon the capitalist type of society that colonial masters had created. He argued that it is better to create a socialist society based on three principles; “equality and respect for
human dignity, “sharing resources which are produced by our own efforts”, and “work by everyone and exploitation by non” (Nyerere 1968 p 418). For Nyerere, a capitalist society encourages selfishness and inequality. Setting these ideas in the national ethic, the education for self-reliance applied community education and traditional education as a way to educate the society about the targets that were set following those ideas mentioned before.

Tanzania Development vision 2025

Tanzania development Vision 2025 was launched in 2000. It is a result of economic reforms especially those that the country experienced in the 1986. In the early 1980s Tanzania underwent a persistent economic crisis that led to first major noticeable economic reform measures in the 1986. From this period, there have been close monitoring of efficient reform measures which have led to development of visions, strategies, goals, development plans and economic evaluation.

Moreover, through efficiency evaluation, the government noticed that most development policies, and strategies were not in consonance with a world led by market economy. In the need to align with the market led economy globe, there have been almost fifteen (15) structural adjustment programs More evaluation after not making much progress in development and economy advancements, led the Tanzanian government to realize that they are missing out something. They came to realization that they are lacking a long-term philosophy for development. This resulted to the Vision 2025. The Vision has a major focus on education in reaching to its aspirations. Through an educated learning society, unity, stability, peace, quality livelihood, sustainable growth and shared benefits this vision 2025 intends to have a standard economy, high development and to be a middle-income economy by 2025.

Education and training policy ETP (1995)

This is the first education and training policy after independence in Tanzania. It is the basis for all the educational programs, strategies and stance of education in Tanzania mainland. The Adult and Non-Formal Education Plans in Tanzania are hence established on the grounds of policy statements stipulated in the ETP. Since the major concern of Education and Training Policy (ETP) is to amend the education quality processes and improve access and equity for all adults, youth and children, delegating authorities to local levels, promoting autonomy and enlarging the resource base for upholding education.

2014 Education and training policy
The 2014 education and training policy advocates adult education, technical training and vocational education among others. The need to promote adult education with the same strength as formal education as come to realization after the rising speed of science and technology globally. It also aimed at aligning with the international trends about the returns of education based on economic social scientific and technological changes and challenges to increase opportunities, effectiveness and quality education in the country and achieving the middle-income country resource level by 2025.

National youth development policy (2007)

This policy is anchored in encouraging youths in valuing education as means to economic empowerment and the countries development. Its vision is based on having responsible, motivated youths that effectively participate in all the dimensions of the society. The Mission states as “Create an enabling environment for youth empowerment and enhancement of employment opportunities and security” (p9). The major objectives are “To empower, facilitate and guide youth and other stakeholders in the implementation of youth development issues” (p9). In the policy sub-objectives, it is stipulated that the policy intends that through various forms and levels of non-formal and continuing education programmers, the youth to acquire knowledge, skills and values to improve and develop their lives.

National strategy for growth and reduction of poverty II NSGRP (Mpango wa kukuza uchumi na kupunguza umaskini Tanzania MKUKUTA) - (2013)

Committed to the Millennium Development Goals (MDGs), the national strategy for growth and reduction of poverty (NSGRP II) or (MKUKUTA II)- its Swahili abbreviation is an organizing framework at national level that aspires for a quality livelihood for all. It is built on the Tiger-Mini-Tanzanian-Plan 2020(TMTP 2020) which targets to speed up the momentum to “fast-track ” the aspiration of vision 2025 and the medium term plan for growth and poverty reduction of (PRS(P) strategy paper (2000/01-2004/05).The desired outcomes of this strategy is under three clusters, first is the “growth of the reduction of income poverty” second is the “ improvement of quality life and social wellbeing ”and the last cluster is “governance and accountability”. To achieve this strategy’s goal, especially reaching a middle-income level by 2025, more attention is paid on responses to private investments, domestic saving, development of infrastructure, quality education, science and technology, human resource, the use of information and communication technologies (ICTs), efficient government and a competitive efficient and knowledge-based economy. This document is relevant to the study as among other things mentioned in the strategy as things that will enhance the
success of the strategy. Under cluster II – “Improved quality life and social wellbeing” the first goal states as “Ensuring expansion of vocational, technical, polytechnics, and higher education, and improving non-formal and continuing education” this goal stipulates clearly that adult, non-formal and lifelong learning as forms of education can be used as the poverty reduction weapon.

Adult and Non-Formal Education Development Plan (ANFEDP) (2012/13-2016/17)

The ANFEDP 2012/12-2016/17 is the second series after the ANFEDP 2003/04-2007/08. This was a medium-term strategy that was developed by the Ministry of education and vocational training after realizing the importance of Non-formal and adult education sub-sector. It is a strategy that demonstrated its commitment to the Education For All goals (EFA), Millennium Development Goals (MDGs) the National Strategy for Economic growth and Reduction of Poverty (NSGRP) targets and Tanzania Vision 2025. After intensive evaluation and consultation of the first ANFEDP plan, the Strengths, weaknesses, Opportunities, and Challenges recommendations were highlighted so that what could be extended to the 2012/13-2016/17 could be explicitly addressed major concern of this plan is rooted on the improvement, advocating, administration and coordination, access and equality, financing and sustainability and quality enhancement of the Non-formal, adult, and continuing education in Tanzania. Moreover, it highlights that the remaining 31% of illiteracy will be addressed explicitly. The Ministry of education and Vocational Training therefore stated that this plan was to “ensure that out-of-school children, illiterate youth and adults will get quality education and create a lifelong learning society and improve people’s livelihood, as well as increased awareness to prevent HIV and AIDS and address other cross cutting issues” (ANFEDP 2012/12-2016/17). *Table 1* below is a summary of these AE documents and how many pages deal with Adult education in each document.

<table>
<thead>
<tr>
<th>Policy document</th>
<th>Year</th>
<th>Pages (about AE/Total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education for self-reliance (ESR) 1967</td>
<td>1967</td>
<td>11/21</td>
</tr>
<tr>
<td>2014 Education and training policy</td>
<td>2014</td>
<td>8/80</td>
</tr>
</tbody>
</table>
### Table 1 Summary of number of pages that deal with adult education in Tanzania AE policies

<table>
<thead>
<tr>
<th>Policy/Plan</th>
<th>Year</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>National youth development policy (2007)</td>
<td>2007</td>
<td>21/24</td>
</tr>
<tr>
<td>Tanzania Development vision 2025</td>
<td>2000</td>
<td>11/31</td>
</tr>
<tr>
<td>National strategy for growth and re-education of poverty II</td>
<td>2013</td>
<td>20/168</td>
</tr>
<tr>
<td>Adult and Non-Formal Education Development Plan (ANFEDP) (2012/13-2016/17)</td>
<td>2012</td>
<td>26/46</td>
</tr>
<tr>
<td><strong>Total</strong> number of pages about AE in all documents /total number of pages in all documents</td>
<td></td>
<td><strong>126/487</strong></td>
</tr>
</tbody>
</table>

3.5 Data analysis

In this part, Methods that were used to analyze the obtained data are explained. There were two methods that we used to analyze the data in this study. One, is qualitative content analysis which was used to analyze the data obtained for research questions 1 and 2. Two is Fairclough’s critical discourse analysis (CDA) as highlighted in part 3.3. Besides, in the appendix and in the result part, there are concrete examples demonstrating how content analysis and discourse analysis was done in practice. Both methods content and discourse analysis as methods of analysis in this study are elucidated in detail below.

3.5.1 Content analysis

Content analysis is a research technique that is replicable, systematic and objective and is used to sift large volumes of any kind of text into fewer categories of content grounded clear and explicit coding rules (Berelson 1952, Holsti 1969, GAO 1996, Weber 1990 and Krippendorf 2004). Weber (1990) argues that, perhaps the major faulty in the utilization of content analysis technique is the notion that it merely count word frequency sum. Well, as much as this may apply and be true in many cases, Weber reminds researchers that when using word-frequency counts, they should consider a number of counterpoints in making inferences about valid matters. His argument is that, sometimes throughout a document, synonyms may be used for stylistic reasons. In this case, a researcher is likely
to underestimate or overestimate the significance of some concepts. In addition to that, in using word counts, the researchers should remember that some words may have multiple meanings and that not every word can represent a category. Furthermore, Weber urges that the awareness of these limitations is crucial since content analysis extends beyond word-frequency counts.

Among other qualitative methods such as phenomenology, historical research, grounded theory, and ethnography, content analysis research technique is employed in analyzing text data concentrating on the features of language as means of communication with attention to the contextual implications of the text (Bauer & Gaskell 2000). To carry out a content analysis of a text, the text should be coded into convenient sets or categories on a diversity of phrases, word sentences, sentences levels or themes (Mayan 2009). They are then scrutinized using one of the basic content analysis methods, which are relational or conceptual content analysis (Cho & Lee 2014). The data can be either qualitative for example –theories, meanings or philosophies behind texts, or quantitative for example counts how many times certain words appear (Kalof, Dan & Dietz 2008).

In the case of this study, the researcher employed a special type of qualitative content analysis referred to as “hermeneutic analysis” to analyses policy texts data obtained from the policy documents. As mentioned by various scholars in this acknowledged in this study, content analysis is mostly used in reducing large text to convenient categories through specify rules of coding.

Unlike grounded theory or content analysis, which ignores the context and meaning of text documents during the coding process, hermeneutic analysis is a truly interpretive technique for analyzing qualitative data. This method assumes that written texts narrate an author’s experience within a socio-historic context and should be interpreted as such within that context. The researcher in this case recurrently repeats between a particular text interpretation “the part” and a general context understanding “the whole”, in order to develop an understanding of the context where the whole phenomena is situated. (Somekh & Lewin 2005)

The researcher in this study used this technique to study the adult education policy text data extracted from variety of education policy documents and through the following steps; First the decontextualization stage; the researchers familiarizes with the text data and tries to form smaller meaning units which will bring out the initial whole general meaning of the texts in relation to the aim set out in the aims of the research. In other words, this stage can be referred to as the “open coding process”. Unlike the deductive reasoning studies, an inductive reasoning study, coded may change as the study progresses (Morse & Richards 2002). Second, recontextualization stage, where the
identified small meaning units are read alongside the original text so that the researcher can make sure the meaning of the original text stays unaltered. In some cases, the researcher is deeply involved with the data, there making it hard to determine what or what not to exclude (Burnad 1991; 1996).

Third is categorization stage, where subthemes are identified. At this stage, the meaning of the unaltered meaning units is considered to bigger themes which are more condensed to the major themes or categories in the last stage known as the compilation stage.

Although content analysis is handy in reducing large amount of data to simple and easy to interpret data, it can be limited to difficulties in deciding on what categories to include. In some cases, there is likely lack of objectivity especially when using forms that are more descriptive, such as thematic analysis (Burnad 1991; 1996). Moreover, in the case of quantitative content analysis, the wider picture is lost due to reducing the qualitative data into numerical values, which may reduce the validity of the data as some important data may be omitted (Bauer & Gaskell 2000). Coding may be tiresome and time consuming too, to avoid most limitations in the analysis process, the researcher planned dates and specific time for different stages of the research where taking breaks during the process was essential. Figure 4 is summary of the qualitative content analysis framework used in attempting to answer the first and the second research questions.
How can the quality of a content analyzed data be determined or assessed? Each aspect that adds quality in content analysis has its own way of being assessed. These aspects, i.e. coherence, transparency, reliability and validity are commonly used even in other methods of research. Being a social construction, content analysis in all its forms take into consideration some reality, which need to be judged by its outcome. In this case, assessment does not only stand on the grounds of the outcome, i.e. whether the analysis survives scrutiny and conveys interesting results, but also the sophistication of the methods used.
(Krippendorff 2004). However, there can be in assessing the quality of a content analysis one should bear in mind the constraints that may possibly occur in the aspects that add quality to the analysis itself. For instance, Bauer & Gaskell, (2000) articulate that in content analysis there is a trade-off between validity and reliability. This is to say that low reliability does not make an analysis as invalid since the indistinctness of the material are part of the analysis. Why? Because reliability only indicates an objectified analysis, of which, is not an essential condition of a valid analysis.

3.5.2 CDA as a research tool in this study

This study holds the position that critical discourse analysis is an essential tool for a critical adult education policy research (Rogers and Rogers 2011). Education policymaking is a knowledge synergy with which in most cases it involves a discursive struggle composited in the orbit varying values, beliefs, discourses, intellects that frame the context where the adult education is planned and realized.

In this study, whilst deploying some insights from a macro-level policy trajectory approach, CDA is goaled at unveiling the international and supranational organization’s discourse influences on the developing countries polices. It has been attributed by Burbules and Torres 2000; Daun 2010; Rizvi and Lingard (2010), that discourses of some the international organizations (UNESCO and OECD) and the political supranational organization such as the EU have shown to have a great influence in shaping the developing countries and global adult education policies. Moreover, the scholars who put their attention on adult education polices have unearthed the theory that, nowadays nation-state education and adult education policies frameworks cannot be understood as individual nation-state policies. This is because there are a vast length of external influences that affect these polices existence and implementation, “consequently, adult education today cannot be understood and treated only in the framework of individual nation-states and their policies, since the processes of globalization, greatly affecting the whole education space and spelling out the writing on the wall for methodological nationalism are playing an increasingly crucial role in the shaping and structuring of regional, national and local policies and practices in adult education” (Robertson and Dale 2009 Mikulec 2018).

It is therefore important to consider the primary focus on the meaning of the policy text of documents presented in this study. As far as the scope of this study is concerned, the transparency of the meanings and the ideologies in the policy documents texts is essential. The dominant discourses that imbue the
text reveal the theoretical underpinnings of the text itself (Chambers and Carver 2012). As explained earlier in this research, at some point in this study, critical discourse analysis was to be used. This approach is mainly informed by Norman Fairclough where his framework of analysis is an indicated in Fairclough, (1995, 57). His framework (see figure 5) was mostly used in identifying the main policy texts that were relevant to the study. This policy analysis method was mostly utilized for the third research question which in Ball’s trajectory approach would call “context of influence”.


4 Findings

In this section, the researcher’s intention is to present the key findings of the study after the analysis. It is the hope of the researcher that each research question is well answered by the findings. The research questions are answered through the results presented in various ways in this part, including tables, figures, quotations and summaries. The findings may be presented in various ways (Bertram & Christiansen 2015). Following the two-research method mentioned in the previous chapter, the models presented will gradually aid the answering of the research questions (Oliver 2010). The content analysis is utilized in answering the first and the second research question. The first research questions mainly aim at examining what adult education is understood as, in this document texts. The second research question aims at examining the purpose of adult education as presented in the documents- these - are usually represented by the strategies, objectives, vision and mission (Taylor 2004).
The themes that are identified in the content analysis are presented. The discourse analysis is utilized in answering the third research question- the influence of the international education policies in the policy texts-the discourses under scrutiny indirectly indicated the role the policy actors play in making these policies and the discursive struggles were identified. The reason the researcher decided to use discourse analysis on the third research question is because it analyses both the social and discursive practices dimensions through the discourse of the identified unit meanings. The researcher will be able to detect whether there is dominance, influence, resistance in the manifestation of these texts by examining the language used in the text. The particular interest of CDA is the linguistic manifestations of power (Wodak & Meyer 2009). “The exercise of power influences knowledge, beliefs, understandings, ideologies, norms, attitudes, values, and plans, and CDA seeks to uncover, reveal, and disclose implicit or hidden power relations in discourse” (Eggen & Brock-Utne 2005)

4.1 RQ 1: How is adult education conceptualized in the Tanzanian adult education policies?

In this first research question the researcher seeks to withdraw upon the AE policy documents that earlier introduced in (section 3.4.2). The question posed seeks explore how adult education is conceptualized in the Tanzanian adult education policy texts and discourse. In other words, this question explores what the policy texts signify, how it can be understood, or how the meaning of adult education is inscribed in the adult education policy discourse and text. The inquiry followed a qualitative content analysis method. The analysis summary is in (table 2) and (appendix A-D). As it is shown in the analysis, the meaning of adult education varies from policy one document to another, although there are some similarities in the context.

The analysis process based on this question ended up dividing policy documents used in this study into two categories, there are those that conceptualize adult education within the perspective African Indigenous Learning (AIL) and those that have mostly adopted the modernity perspectives. The Education and Self Reliance policy of 1967 and the Education and training policy 1995 were more based on the African Indigenous Learning (AIL) whilst the rest of the documents, i.e. Tanzania Vision 2025, NYDP (2002), ANFEDP (2012) NSGRP II (2015) and ETP (2014) adopted the modernity perspectives of adult education.

By AIL in this aspect it means that adult education is perceived as education that deeply took into account the African culture, norms, practices and values (Higgs 2003). In Tanzania ESR and ETP (1995) policy statements articulate this perception showing that AE was perceived as generally
functional. Preece (2009, 39) describes AIL as; “characterized by the goal to produce useful members of society-educating for good character, health and knowledge about the community's history and belief.” The ESR is a typical example of this, because most of its policy statements are grounded on the context of “the community good”. It is a policy that is rooted under the philosophy of socialism, education for self-reliance and “Ujamaa” a Swahili word meaning “familyhood”, promoted by Nyerere. His major aim was to foster togetherness in the community and encourage the extension of values, customs, and norms, learning to rely on oneself and helping each other in the community. The following part presents how AE is variably conceptualizes in the analyzed policy documents in this study. Those based on AIL are explained (section 4.1.1), while those conceptualized under the grounds of modernity perspectives are explained right after.

4.1.1 AE is a means to transit societal values, knowledge and wisdom for future generations

Adult education has been conceptualized to various meanings especially in the sensitive times such as in the immediate post-independence period when the country was left in pathetic state politically, economically, education-wise, and culturally (URT 1998). Nyerere thought the way through is to come up with a policy that will put the country in a better state, and this policy happened to the ESR (1967). The goals and aspirations of this policy were numerous, and amongst them was “Through adult education means, and by the custom of sharing to which young people were taught to conform, the values of the society are transmitted” (ibid 415).

Adult education is a conceptualized as a means which the societal values, knowledge and wisdom could be gained and also transmit to future generations. The adult education type practiced was mostly community based, aimed at bringing good relationship amongst people so that learning from each other would not be a hard process. For instance the statement; “the purpose of education is to transmit from one generation to the next the accumulated wisdom and knowledge of the society, and to prepare the young people for their future membership in the society and their active participation in its maintenance or development” (ibid 415) is a direct example of what was conceptualized as adult education in the ESR policy document.

Moreover, the ESR (1967) continues to reveal its meaning of adult education by emphasizing that adult education should foster togetherness and community life which states that “It has to foster the social goals of living together and working together for the common good” (ibid 420). This was fostered through what the researcher mentioned in the previous paragraph as “Ujamaa”, meaning
“familyhood”. This was Nyerere’s form of socialism which opposed the capitalism that the colonial masters mostly used because it involved exploitation of man by man He emphasized that, “The objective of socialism in the United Republic of Tanzania is to build a society in which all members have equal rights and equal opportunities; “in which all can live in peace with their neighbors without suffering or imposing injustice, being exploited, or exploiting; and in which all have a gradually increasing basic level of material welfare before any individual lives in luxury” (Nyerere 1968: 340).

Adult education was then been used to break the grip the colonialists had imposed, and foster the Tanzanian values, wisdom which could help improve the society and the society’s needs, by the culture of learning and teaching each other, sharing and transmitting the accumulated wisdom values and knowledge to the future generation.

The ESR further validates its conceptualization of adult education as a means to transit the societal values, knowledge culture and wisdom through the period the efforts to attenuate the colonial type of education were gaining momentum. This was a period when adult education was not only a transit for societal values, wisdom and knowledge to future generations but also what can be literally be referred to as strong boots to stomp on colonial education which was believed to promote inequality, oppression and colonial master interests. One ESR policy statement states that “Colonial education in this country was therefore not transmitting the values and knowledge of Tanzanian society from one generation to the next; it was a deliberate attempt to change those values and to replace traditional knowledge with the knowledge from a different society”(p. 417)” The deliberate objectives of the ESR in this aspect, was to use adult education by any means possible to make sure that colonial education was replaced by a type of education that promoted the Tanzanian indigenous values, practices and beliefs for the benefits of the present society and for future generations. For instance, agriculture was one productive activity that was trusted to bring about development in the societies of which most societies were rural based. This is evident in the ESR document with the articulation “This education must also prepare young people for the work they will be called upon to do in the society which exists in Tanzania—a rural society where improvement will depend largely upon the efforts of the people in agriculture and in village development” (p 420)

The ETP 1995 is policy document that in the analysis of this study, stands between the AIL and the modernity perspectives. Unlike the ESR which typically considers the AIL in almost all its AE policy statements, the ETP partly considers AIL perspectives and partly modernity perspectives. The major reason for this according to the analysis has to do with the time this policy document was implemented-1995. In this period Tanzania trying to stabilize itself economically through various
economic reforms especially after the Uganda-Tanzania war (1978-79) and the collapse of the East African Community (1977),(URT 1998), which destroyed property and left Tanzania in bad economic situation. This policy therefore was an educational policy which was after the 1986 economic reform. As a result, the ETP (1995) was embed with economic driven themes alongside those which cultural and societal values and aspects like gender equality, active citizenship, norms culture knowledge in favor of Tanzania and fostering education amongst all members in the society. In other words, The ETP supported both the AIL and the modernity perspective because it advocates for adult education to “reinforce the cultural base values of society and harmonize transition to modernization”(p 82). Nonetheless, it adds that one objective of adult education is “to sustain and further develop cultural identity and transmission of cultural values, attitude and customs of the society including activities which express, enrich and transform them” (p 82) and in another statement it says that “lack of culture and concern with cultural value in socio-economic development produces social reactions, varying from apathy to hostility” (p 83). These two statements indicate that socio-economic development largely depends on cultural values, but they are both products of adult education at the same time. In it is common in the modern time to associate adult education with economic needs more than culturally based values. This policy however, lies between the two, as it associates the former as dependent on the latter. This is the reason it also articulates that, the importance of adult education rests in its good alliance between cultural values, productivity and socio-economic development (p 83).

<table>
<thead>
<tr>
<th>Conceptualization of adult education in the policy AE policy documents</th>
<th>Based on the African Indigenous Learning (AIL) perspective and modernity perspectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Policy:</strong> ESR (1967) &amp; ETP 1995</td>
<td><strong>Meaning of AE concepts</strong></td>
</tr>
<tr>
<td>…to transmit from one generation to the next the accumulated wisdom and knowledge of the society, and to prepare the young people for their future membership in the society and their active participation in its maintenance or development (ESR, p 415)</td>
<td>boots to crush colonial education</td>
</tr>
<tr>
<td>Through these means, and by the custom of sharing to which young people were taught to conform, the values of the society were transmitted (ESR, p 415)</td>
<td>a transit of knowledge values and wisdom to future generations</td>
</tr>
<tr>
<td>Learn by living and doing. In the homes and on the farms, they were taught the skills of the society, and the behavior expected of its members. (p 415) the values of the society were transmitted (ESR, p 416)</td>
<td>solidarity ‘learning by doing transmitting values</td>
</tr>
<tr>
<td>…They learned by living and doing. In the homes and on the farms, they were taught the skills of the society, and the behavior expected of its members. (p415)</td>
<td>provide an inquiring mind</td>
</tr>
</tbody>
</table>
| Leaning from each other confidence | }
Colonial education in this country was therefore not transmitting the values and knowledge of Tanzanian society from one generation to the next; it was a deliberate attempt to change those values and to replace traditional knowledge with the knowledge from a different society. (p 417)

It has to foster the social goals of living together and working together for the common good. (420)

Must also prepare young people for the work they will be called upon to do in the society which exists in Tanzania—a rural society where improvement will depend largely upon the efforts of the people in agriculture and in village development. (420)

The education provided must therefore encourage the development in each citizen of three things: an inquiring mind; an ability to learn from what others do and reject or adapt it to his own needs; and a basic confidence in his own position as a free and equal member of the society, who values others and is valued by them for what he does and not for what the obtains(p 420-421)

ANFEDP (2012)
NSGRP II (2015)
ETP (2014)

| Advocacy and mobilization, access and equity, quality enhancement, capacity enhancement and development, financing and sustainability of the adult, non-formal and continuing education |
| An important aspect of Tanzania Government’s macro policies. Specifically, adult education has been conceived to have a liberating function to arouse popular consciousness for change so that the social evils could be eradicated. More importantly Adult education campaigns enabling the country transformed to a social, economic and political developed society is needed. Also, there is a need to promote literacy beyond simple numeric and reading abilities |

- Non-formal education and training system is provided to individuals who missed opportunities in the formal education and training system. (p 6)
- Adult education involves provision of knowledge and skills of reading, writing and arithmetic and progress after obtaining it. (p 33)
- Adult education provides opportunity of life-long learning (p 33)
- In collaboration with the stakeholders will make sure that adult education programs continue to emphasize the participation of both sexes. (49)

| an empowerment tool |
| equality |
| mobilization |
| capacity enhancement |
| liberation function |
| promotion of 3Rs |

Table 2 Conceptualization of adult education in the policy document

4.1.2 An empowerment tool

The best way to approaching the word “empowerment” in this study is by relocating Tanzanian narrative of “empowerment” in its societies. Thus, to have a better understanding in this part of the study, it is important to understand what the word “empowerment” means in this context. This study
adopted the definition of “empowerment” provided by several scholars. In this aspect, it is that which relates to notions such as liberation, self-direction, autonomy, equality, social, human and economic capital, mobilization, determination, self-awareness and confidence (Ibrahim & Alkire 2007). A clearer definition is that provided by Alsop, Bertelsen & Holland (2006), they define “empowerment” as

“The process of increasing the capacity of individuals or groups to make choices and to transform those choices into desired actions and outcomes. Central to this process are actions which both build individual and collective assets, and improve the efficiency and fairness of the organizational and institutional context which govern the use of these asset” (P 1)

They add that;

“Confident, informed and empowered individuals are the motor of economic change as their choices drive innovation and efficiency (Commission of the European Commission, 2007, 2). Empowered and informed individuals can more easily make changes in lifestyle and consumption patterns contributing to the improvement of their health, more sustainable lifestyles and a low carbon economy” (p 11)

The conceptualization of adult education as an empowerment tool has been affirmed in different levels of the Tanzanian AE policy documents analyzed in this study. From the earliest AE policy document-ESR 1967 to the latest ETP 2014, AE education has been described as a way that will enable individuals acquire “self and society power”. This “power” is what enables them tackle problems they face as individuals or as a society, those ranging from economic, social, cultural, political, religious and more, most crucially, with the aim of developing oneself and the society. In other words, these problems can be simply referred to as “a broken world”, which (Ceballos 2006) describes as one that is typified by “exclusion, inequality, poverty and structural violence” (p.8). As discussed in the beginning of the this section, the “empowerment” used in this study is that which umbrellas notions such as liberation, self-direction, autonomy, social, human and economic capital, mobilization, determination, self-awareness and confidence (Ibrahim & Alkire 2007). These notions therefore, are what represents empowerment as it is portrayed in the various AE policy statements that is will be discussed in the following as examples.

The ANFEDP 2012 portrayed the context of AE as an empowerment tool in the context mobilization, equity, and capacity enhancement to adults. They contend that through adult, non-formal and continuing education, individuals in the society should be enhance to be aware of their position in the society, should be aware of the rights, mobilized and gain quality enhancement, The policy document continue to advocate for adult education as a liberator, that raises consciousness among individuals to avoid and limit social evils. These are better explained in these policy statements;
“Advocacy and mobilization, access and equity, quality enhancement, capacity enhancement and development, financing and sustainability of the adult, non-formal and continuing education” (ANFEDP 2012)

“Adult education is an important aspect of Tanzania Government’s macro policies. Specifically, adult education has been conceived to have a liberating function to arouse popular consciousness for change so that the social evils could be eradicated, more importantly (ANFEDP 2012).”

The ETP 2014 follows suit in indirectly cognizing adult education as an empowerment tool through emphasizing equality in obtaining education. They stress on the consideration of both sexes’ participation in adult education programs to enable them be part development and transformation the society needs. Moreover, the basics of knowledge such as reading, writing and numeracy skills are equally proclaimed in this policy just like many other policy documents analyzed in this study. The policy statements emphasize on the 3Rs because this is considered an important stage of beginning to learn. They are essential for any learner to proceed in other learning processes. The fact that the policy document emphasizes these to be acquired by both sexes’ means that, acquiring education is not the only aim, equality is equally something of importance in this aspect. Equality in education participation, as aforementioned in the beginning of this section, is one of “empowerment” notions. It is expressed in the following policy statements.

“In collaboration with the stakeholders will make sure that adult education programs continue to emphasize the participation of both sexes” (ETP 2014, 49).

“Adult education involves provision of knowledge and skills of reading, writing and arithmetic and progress after obtaining it” (ETP 2014, 33).

The aspect of equality has also been explored by Tanzanian vision 2025. It directly emphasizes gender equality and empowerment of women is the society. It has hammered the importance in positivity of mind and equality as powerful component of human development. It states that;

“Gender equality and the empowerment of women in all socio-economic and political relations and cultures” (Vision 2025, 11).

“Be a nation whose people have a positive mind-set and a culture which cherishes human development...and high respect for all people irrespective of gender...” (Vision 2025, 7).

The ESR 1967 nonetheless, put more stress on what kind of adult education is desired for Tanzanians. They portray that adult education should be one that encourage each citizen to acquire three major
things which are meant to strengthen the spaces for raising a sense of openness, tolerance, sensitivity and togetherness. The policy asserts that, adult education should foster;

“An inquiring mind; an ability to learn from what others do and reject or adapt it to his own needs; and a basic confidence in his own position as a free and equal member of the society, who values others and is valued by them for what he does and not for what the obtains” (ESR 1967, 420-421).

“Must also prepare young people for the work they will be called upon to do in the society which exists in Tanzania—a rural society where improvement will depend largely upon the efforts of the people in agriculture and in village development” (ESR 1967, 420).

From the above statements, it can be noticed that solidarity, confidence, and an inquiring mind are some of things mentioned and expected to be gained from adult education. These literal tools of empowerment in this studied context. For instance, solidarity denotes reverence, collaborative attitudes, good relationships and alliance. In other words, solidarity consents appreciation other peoples’ identity in the society. In addition, confidence is also mentioned as an important aspect that adult learners should acquire through AE. It is obvious that that confidence is a power recipe as they help individuals be able to express themselves, be active in problem solving, defend themselves, participate in various activities of their own good and society good. An inquiring above all, added to confidence and solidarity, empowers adults to be able to overcome poverty, violence and injustice, as Freire (2000, 1) agrees.

4.1.3 Second chance Education

According to the analysis, the AE policy reveal another meaning for AE which is “second chance education” The policy documents statement advocates for adult education as second chance education under two major backgrounds, one, those who dropped out from primary and secondary education, those adults and youths who never had access to education at all. From 1995 policy documents added other reasons why adult education is conceptualized as second chance education. This because, career skills and trainings at workplaces were promoted through ae methods, moreover, the vocational Education that gained much attention from the ETP 1995 was a form of second chance education. As portrayed in the policy documents, ways to realize this was through organizing programs both formal and non-formal. Examples of these programs are such as Integrated Community-Based Adult Education, (ICBAE) and Complimentary Basic Education in Tanzania (COBET) which are mostly concentrated on developing learner centered approaches to literacy for out of school youths and
adults. NSGRP II promotes for ICBAE and COBET as forms of adult education as second chance forms education as it states;

“Special alternative educational facilities that are cost effective and focused, including ICBAE for youth and adults, and COBET for the small proportion of vulnerable children for whom schools are not appropriate”

The ICBAE has been efficient in Tanzania and it is mostly practiced in a range of rural areas in almost one third of the wards in Tanzania. According to (Yule 2001), women have mostly benefited from these programs. The benefits mostly involve awareness on their rights, entrepreneurship ideas and skills, self-reliance and the realizing the importance of education. In addition, technical and vocational training programs cover quite a large area that can accommodate adults and youths, especially those who failed to continue with the formal education due to failing of dropping out or lack of school fees, join the TVET where they gain a range of skills such as plumbing, ICT, electricity and wiring, masonry, carpentry, mechanics, literacy and numeracy, communication skills, marketing, tailoring and home economics among others. Another important program is “Qualifying Test (QT)” (URT 2010). This is a program that help those adults who still want to pursue the formal path of education achieve their goal. This applies to the adult who have never been to school, those who failed and want to redo the exam to get acquire the required credit point to proceed to the next level, or dropouts. The framework of this program is structured in a way that, the formal curriculum for all levels of education are followed and covered in a shorter than required time. For instance, someone was unable to proceed to secondary education because they lacked school fees, this person could wait until they are able to pay the fees, and they can pursue secondary education in three years instead of six.

4.2 RQ 2: The purpose adult education as explained in the policy texts in the documents

The second research question in this study was “What is the purpose of adult education as explained by the policy texts in the selected documents?” In this section, the information conveyed is entirely dependent on this research question. It examines the purpose of adult education in alignment with what the texts in the selected adult education policies of Tanzania stipulate. Are these polices speaking the same language? What do they expect from adult education? What do these texts tell us about the role of adult education in Tanzania?
The results in this section are divided into three major sections under two major themes which are 1. Improvement for sustainable livelihood and 2. Economic competence and competitiveness. These are the two umbrella terms that encompass all the major themes in the policy documents (see figure 6). In the figure below is a summary of the results of the second research question. After a closer examination of these polices through the qualitative content data analysis methods, (see section 3.5.1), two major themes were obtained. The arrows from the oval shape with policy documents, there are arrows directing to the major purposes of adult education according to the policies. There are then two other arrows that direct to the sub-themes of what the purpose of adult education is believed to be, from the policy documents. After the figure, more detailed results are presented.

4.2.1 Economic competence and competitiveness

The policy documents under scrutiny indicated that one major purpose of adult education in Tanzania is to achieve a high-level competence from the individuals to the society level. The terms “competence and competitiveness” are umbrella terms that encompasses all the major themes that appeared repeatedly in the policy documents. The major themes that were identified under these terms are, economic capital, quality professional skills, strengthen non-formal education, an educated and learning society sustainable economic development, literacy. This is further substantiated by some sub-themes that repeatedly appeared in each policy documents. Though with varying use of words, the analysis showed that the objectives and policy statements in each policy documents all aimed for
development sustainability. Variably the following were the most recurrent subthemes that were directed to the major theme of desire for sustainable development.

**Economic advancement**

As observed from figure 6 adult education policy documents indicate the desire to invest in adult education with an expectation that the economic situation will improve. This is indicated at individual level and at the society level, as the major intension is to reduce the income inequality among individuals which will yield to a standard income level in the country among individuals. This is explained by specific policy document such as the Education for Self -Reliance policy (ESR) which articulates that:

“Individually and collectively, we have in practice thought of adult education as a training for the skills required to earn high salaries in the modern sector of our economy”. (ESR, 415)

The role of adult education in the above statement is vividly attributed in the aspect of “training for skills” which will eventually enable an individual to earn high salary. In the long run, the country’s economy is adjusted if most of the people belong to the working class and they all earn a standard income. Moreover, The National Strategy for Growth and Reduction of Poverty (NSGRP), Vision 2025 and the National Youth Development Program, (NYDP) illustrate the desperate need to invest in adult education for the economic improvement as they assert the following statements:

“…… NSGRP II has also been informed by the changing global environment. Developments in the global economic conditions, such as increases in oil and food prices, and global financial and economic crisis, will continue to have ramifications on Tanzania’s economy” (NSGRP II, 2)

“Individually and collectively, we have in practice thought of adult education as a training for the skills required to earn high salaries in the modern sector of our economy”. (ESR, 415)

“Rural lifelong learning programs for empowered, well-motivated and responsible youth capable of participating effectively in social, political and economic development of the society. (NYDP, 11)”
From the above statements, the desire to match the Tanzanian economy with globalization speed and modernity is quite obvious. This is something researchers are interested in, in this global era. Barro and Lee (2013); Lee and Lee(2016) for instance, document that “Not surprisingly, investments in education and human capital per capita increased dramatically since the industrial revolution” Moreover Caselli (1999) agrees with the whole idea of the struggle to reduce the per capita income gap between the skilled and the unskilled otherwise, the modern societies are moving so fast and in no time a country will lag far behind the economic ladder. He states that,” One consequence of these present developments is an increasing salary gap between skilled and unskilled labor (Caselli 1999). Therefore to attain a middle-income society as it is emphasized in the vision 2025 of the country, Adult education in this aspect is one of these education pillars that should be highly invested in.

**Professional quality skills**

Adult education plays an undeniable role in improving basic and professional skills and is considered a channel the two monetary benefits from the “self” level to a “country’s” level” (OECD 2008). According the policy documents professional quality skills is one of the major benefits that largely relies on provision of quality adult education, most rural areas where less people are skilled. An economic vision is outlined through the lens of upgrading skills of individuals in the society. For instance, the following statements in one way or another, shows an impression of how economy the economy demands adult education to be widely mobilized so that the desire result can be attained.

“…ensure that the curriculum focuses on basic skills for communication, reading, writing and counting; research; analyze information; translate, evaluate and use knowledge, innovation, creativity and entrepreneurship at all levels of education and training” (ETP 2014, 40).

“Revamp closed and rehabilitates existing vocational training centers especially that provide training for disabled people” (NSGPR, 35).

“Improve quality of labor through apprenticeship and entrepreneurship programs targeting youths (training entrepreneurs to grow their business); support programs for women entrepreneurship and young girls training to transition to work” (NSGPR 36).

“Individually and collectively, we have in practice thought of education as a training for the skills required to earn high salaries in the modern sector of our economy”(ESR 1967, 415).
The context of the output desired out education may seem a bit overwhelming especially when most policy statements in the country are all directed to economic improvement. For a developing country, the major desire is to attain a stable economy first before everything else (Kennedy 2000), the results confirm this argument. They indicate that adult education content should be structured to first improve basics skills such as literacy and numeracy to more complex such as innovation skills, entrepreneurship, creativity, vocational training. Provision of education is through vocational and training centers, support programs for women and girls from lowest level of education to the highest. Both sexes are considered but women and girls are a priority, the susceptible and the disabled. Eventually, these are intended to improve people’s labor skills, upgrade professionalism, to have better opportunities in the modern society labor market.

**Education for Self-reliance**

Following the Arusha declaration and the education for reliance from 1967, the major enemies that were mentioned in these policies were poverty, ignorance, and disease (ESR 1967). Self-reliance has been mostly been advocated by the education for self-reliance strategy which intended to pursue this through practices of adult education. In the same way, the major aspiration for the Tanzanian vison 2025 is to attain a middle-income economy considering life standards, peace and stability, a good standard of education, and a competitive economy with a sustainable growth. Both ESR strategy and the Vision 2025 aspire for a better development standard, self-reliant individuals and country. There is basically almost nothing that the vision 2025 has mentioned in its aspiration that ESR did not mention, the only difference is the history, and time frame. Modernity technology and globalization have increased now then then Just as the ESR, the purpose of education was to enable individuals to be self-aware, self-reliant, so is the Tanzanian vision 2025 which generally relies on education to execute its goals and realize it aspirations. in the rural areas vision 2025 depends on the integrated Community-Based Adult Education (ICBAE), a learner centered and community centered programs that supports community members learning through creating mini projects, create a sense of commitment, support learners’ critical thinking skills and through the self-centered methods, be able to bring a sense of creativity hence self-reliance. This statement below from Vision 2025 acknowledges a need for self-reliant individuals as basis for development. It states;

“Attain self-reliance driven by the psychological liberation of the mind-set and the people's sense of confidence in order to enable the effective determination and ownership of the development (Vision 2025).”
**Literacy and Numeracy**

The concept of literacy is directly related to the previous concept of economic advancement. Literacy is indispensable to the achievement of the 4\textsuperscript{th} sustainable development goal, which calls for “inclusive an equitable quality education, and promote lifelong learning opportunities for all” (WEF, 2015). The role of adult education has played so far in improving the literacy level in Tanzania cannot be undervalued while in one way or the other, it is expected to help improve individual literacy, economic advancements, professional quality skills, and eradicating economic oppression are in some way or the other depend on literacy. The basic idea in this aspect is to attain a sustainable livelihood amongst individuals in the society and the society. This is evidenced in some policy documents’ which stated the following.

“Ensuring that out of school children, youth and adults, including people with special needs get education that enable them to be knowledgeable and skilled in order to improve their livelihood” (ANFEDP 2012/13-2016/17, 15).

“Adult education is concerned with the provision of basic and functional literacy skills which are reading, writing and doing simple arithmetic” (3Rs) ANFEDP 2012/13-2016/17, 19).

“Literacy among men and women and expansion of higher, technical and vocational education” (NSGPR II, 35).

“…ensure that the curriculum focuses on basic skills for communication, reading, writing and counting; research; analyze information; translate, evaluate and use knowledge, innovation, creativity and entrepreneurship at all levels of education and training” (ETP 2014, 40).

“Enabling adults and young people to acquire sustainable writing, reading, communication, numeracy and other desirable an immediate useful learning tool” (ETP 1995, 9).

In the first statement, the Adult Education and Non-formal Education Development Plan (ANFEDP) has clearly stated the **“function”** of adult education is providing literacy functional skills. In the second statement, it states that these skills should be attained by people of all ages and those with special needs so that they can be able to improve other life skills that will improve their livelihood.
These two statements presented by the (ANFEDP) are examples a combination of ideas which maybe in different sections of the same policy document which indirectly tries to show one major need; *Economic competence*. Priority to special needs individuals, school dropouts left out women and girls is generally emphasized in all the policy statements mentioned above. Once more, the major idea here is rooted to the attainment of a competent economy. As Johnston (2004) articulated; “the key factors in any link between literacy skills and economic performance are participation in paid work and workplace productivity” if the society has illiterate adults, it will be difficult for them to train or advance in skills and knowledge that they have, which results to less or not competent labor force. In turn they earn little or no income, increasing the level of dependency hence low gross domestic product (GDP) and low economy. Adult education researchers concur with the idea that economic improvements of a society mostly start with an educated society; “there is need to invest simultaneously in raising the literacy skill of both adults and children if we are to realize our full economic and social potential (McCracken & Murray 2009).

### 4.2.2 Improvement for sustainable livelihood

In each policy documents, the concept “poverty reduction” or the exact words were mentioned at least twice (see appendix A-D). It was acknowledged on the documents that adult education is expected to play a major part in poverty reduction and eradication. The reason the umbrella words “improvement for sustainable livelihood” is used here instead of *poverty reduction* despite being mentioned many times, is because the sustainable *livelihood* concept;

> “Attempts to go beyond the conventional definitions and approaches to poverty eradication. Poverty reduction has been found to be too narrow because it focuses only on certain aspects or manifestations of poverty, such as low income, or does not consider other vital aspects of poverty such as vulnerability and social exclusion” (Krantz 2001, 1).

The Tanzanian vision 2025 for instance urges to achieve standard quality livelihood through various strategies such as food security, gender equality, safe water to all people, access to quality education, access to quality health provisions, women empowerment, infant and maternal mortality reduced. And one of these strategies is to make sure that wellbeing of the people is not taken for granted. One of its objective’s states that “A high quality livelihood for all Tanzanians is expected to be attained
through strategies which ensure the realization of health, social, economic, political and civic goals” (Vision 2025).

Other purposes of adult education as presented by the policy documents under the concept of Improvement and sustainable livelihood are *improvement of wellbeing and capabilities, self-reliance, gender equality, active citizenship and civil education*, these are each explained below.

**Gender equality and equity**

According to five out of seven AE policy documents, gender equality is addressed as one of the things that is expected out adult education programs and activities. For instance, the emphasis to enroll more women to adult education programs with the aim of eliminating the bad history of men being more deserving in education than women. Delving on the benefits of gender equality, recent studies have shown that, gender equality contributes to many developmental parts of the society such as increasing the GDP of a country and even the per capita income of the individuals the society (Weil 2005, Lagerlöf 2003). In developing countries, women still dwell in poverty and are vulnerable because they lack education leading to lack of opportunities to participate in politics, labor market or even to be self-aware. (UNESCO 2010) This is why policy statements such as these in the following; they are made in such a traditional way, where gender inequality is directed to women against men because of their vulnerability in the history timeline.

“Expand active, life -skills based and gender sensitive teacher training for primary and secondary schools to cope with increases in enrolment” (NSGRP, 33).

“Gender equality and the empowerment of women in all socio-economic and political relations and cultures” (Vision 2025, 11).

“Be a nation whose people have a positive mind-set and a culture which cherishes human development…and high respect for all people irrespective of gender…” (Vision 2025, 7).

“The Government in collaboration with stakeholders will ensure that gender equality in education and training is considered” (ETP 2014, 44).

The documents try to explain about eliminating or reducing inequalities by empowering women in socio-economic. culture and political relations, training teachers to be more gender sensitive, foster positive mind-sets and culture and promoting it through different stakeholders, starting from the
government, to teachers, to policy makers. Moreover, promotion of men and women to engage in adult education, here they learn values knowledge and lean to value human development.

**Active citizenship and civic education**

The analysis shows that active citizenship and civic education is advocated through the lens of participation in adult education practices and activities. Once again, another purpose of adult education revealed. Bynner and Hammond (2004) in their findings, they reported that, higher levels of participation in civic issues is highly linked in participation in adult education courses. That those who attend adult education courses some of them are likely to be members of an association and some of those that abstained in previous elections, begin voting. Albeit, the Tanzanian policy statements that link adult education to civic education are meant to improve the levels of civic education and active participation of the citizens in different societal political activities in the society.

**Improvement of wellbeing and capabilities**

Another major finding from the analysis is what generated the estimates of wellbeing and capabilities. The yearning to achieve a sustainable wellbeing and improved capabilities has in somewhat been described most policy statements. Covering most of what most scholars consider as some elements of sustainable wellbeing when describing sustainable livelihood in a holistic way, (Biesta 2015; UNESCO 2015; Boyadjieva & Ilieva-Trichkova 2017; 2018; Rasmussen 2018). These elements have been present in the most policy documents in this study, indirectly and directly. Examples statements in aspect explained below under each element. These elements are conceptualized forms of “capitals”.

**Social capital**

Through various forms of adult education such as (Integrated community-based adult education (ICBAE)) a sense belonging in the individuals is expected to be built. Social capital is best known to be built through civic engagements (Putnam 2000) and a shared interchange of experiences towards pursuing the same kind of objectives (Schuller et al. 2000). In the AE policy statements presented in this study, the policy agenda on building better relationships in the society, more engagements, shared values and social trust can be promoted by effective adult education programs underpinned on achieving greater good of societies’ and individuals wellbeing.
“... ensure that the educated know themselves to be an integral part of the nation and recognize the responsibility to give greater service the greater the opportunities they have had” (ESR, 434).

“Create a lifelong learning society and improve people’s livelihood, as well as increased awareness to prevent HIV and AIDS and address other cross cutting issues” (ANFEDP, 8).

“Enhanced capabilities, with particular focus on the poorest, people with disabilities, and other vulnerable groups” (Cluster II, NSGRP).

*Accountability and good governance*

Under this aspect, the policy documents present the idea that adult education can aid in promoting and maintaining accountability and good governance of leaders of the society. The relationship between good governance, accountability and wellbeing of the people is linked with issues such as, democracy, peace, social tolerance, social cohesion, unity, political stability, and rule of law as NSGRP II emphasizes. As political as the issue of governance may seem like, it totally affects the wellbeing of the people since if there are contradict that destroys or reduces the quality of governance and accountability the public servants provide. Helliwell, Huang, Grover, & Wang, (2018) have presented in an OECD working paper on the empirical linkages of good governance and wellbeing. They tend to be in inclination to what is presented in the Tanzanian adult education policy statements in this study. They mention that, in their findings, they have reviewed evidence that suggest, when governance structures are more decentralized people are happier. The reason behind this is that decentralization does not make it difficult to understand local tastes. Moreover, they mention that wellbeing in the aspect of good governance is supported by trust and rule of law, a fair playing field, policy structures which are more inclusive. This implies that measures of the people’s capabilities and wellbeing of the society is not limited to outcomes linked to economic outputs (Webb et al. 2017).

4.3 RQ 3: The influence of international organizations to the Tanzanian adult education policy discourse.

The international organizations referred to in this study are UNESCO and the EU. The reason the UNESCO are EU are used in this part of the analysis is based on three motives. One, except for a few exceptions, the state level WWII adult education policies “owe a debt to UNESCO” with respect to policy development implementation in developing countries, meanwhile, the developed countries are observed to have the same trends with regard to EU (Bhola 1994, 319). Two, AE is addressed as a
clean-cut object in the policies of the both the UNESCO and the EU. Three, both entities have specific countries of focus with reference to their policies, but they still have a global reach in education as well as other settings of countries.

In the following section, an analysis of the international documents discourses is presented. Before the analysis, there is short introduction of the policy and related documents of UNESCO, OECD and the EU used in the analysis. The UNESCO’s policy documents are first introduced then those of the OECD and EU follow thereafter. An analysis of these documents under scrutiny, by using Fairclough’s discourse analysis, major themes in the discourses and the influence of these discourses are identified. In a table format, the analysis is summarized.

Table 4 shows a UNESCO OECD and EU policy documents; major themes and the discourses are identified and summarized in the table. The themes and the discourses are based on the major themes of each policy documents and they are presented after the researcher has read the documents. The presented discourses are example of a few that are discussed in relation to how they influence the Tanzania adult education policies. Table 5 presents a summary of the major objective of Tanzanian adult education polices used in this study. The intention of the researcher is to use these objectives as reference on what discourses these policy documents may have adopted from the international organizations or what influences are evidenced in these documents that may have resulted from international organization discourses (Table 4 and 5).

**United Nations Education, Social and Cultural organization (UNESCO)**

The United Nations Education, Social and Cultural organization (UNESCO) is an international Organization established in 1946, Paris. The contributors to its establishment such as the United States had the intention of promoting international Peace and security through international cooperation, education, culture and science. Their establishing avowal deliberates lack of literacy as mismatched with human dignity; herein bringing the concept of science, education and culture as world’s peace essentials. Latest UNESCO reports indicate that UNESCO has 193 member states distributed in Africa, Asia and Pacific. Arab states, North America, the Caribbean and Latin America and 11 associate members.

The African Union; formerly known as the Organization of African Unity (OAU) has been an associate member of the UNESCO. With the intention of attaining “An Integrated, Prosperous and peaceful Africa, driven by its own citizens and representing a dynamic force in the global arena” (p 2) The African Union as an associate member of the UNESCO, sets its goals in a way that those of
the UNESCO that relate to the Sub-Saharan are indirectly integrated in them. For instance, at almost a decade interval, the UNESCO has organized International conferences on adult education (CONFITEA). The major themes in adult education set out in all the 7 conferences so far, show a relationship to those that are set out in African Union adult education goals objectives, strategies, vision and mission for sub-Saharan countries. UNESCO is still given more attention by majority African countries than the African Union itself. This is because the UNESCO has had more impact and influence on AE education policies in its member states in Africa and its objectives are more specific and focused on education. The African Union on the other looks at every area that concerns the African continent, ranging for political, economic, social, and religious and education. The organization does not have one specify focus in relation to the African continent and its wellbeing. UNESCO advocates that its major policy roles are normative, promotion of intellectual cooperation and raising awareness.

“International co-operation and solidarity must strengthen a new vision of adult learning which is both holistic, to embrace all aspects of life, and cross-sectoral, to include all areas of cultural, social and economic activity” (UNESCO 1998, 27)

The OECD was created in 1961 and has 36 members currently. As its name suggests, The OECD is mostly an economic international organization that is goaled to stimulate its member countries’ and the world’s economic progress (Milana and Nesbit 2015; Nesbit and Foley 2004), through building better policies for better lives. The OECD clarifies its intention in its mission statement “to promote policies that will improve the economic and social well-being of people around the world” (OECD 2014). The OECD also puts forward approaches through which it expects to pursue this intention, some of these approaches include engagement, influence, set standards

Overtime, Scholars in education who work within the frames of transnational governance have raised concern on the influences, impact and effect the OECD in shaping the adult education policy and its discourse (Rinne et al 2004; Sellar & Lingard 2014). How the OCED through its discourses and policies shapes AE education policy agendas in countries and increase in geographical coverage overtime. It is affirmed in the OECD mission statement that its goal is “to promote policies that will improve the economic and social well-being of people around the world” (OECD 2014).

European Union (EU)

The European Union (EU) is an Economic and a political union with 28 member countries currently. It was founded in November 1993, when the Maastricht treaty came into force. It had 14 members
when it was founded. Its origins can be traced from the European Economic community EEC(1957), European Coal and Steel Community (ECSC) (1951), the treaty of Paris(1951) and the treaty of Rome (1957). A significant number of previous research in adult education indicate that the European Union has had a major influence to adult education policy of most European countries and some Non-European countries (Milana & Holford, 2014).

This situation has drawn more attention and desire to researchers in more understanding of the role played by the European Union in adult education (Mikulec 2018). These authors also argue that influence of international organizations such as EU, to adult education has also been a result of the significant deepening of social and economic crisis over the last decennium. This explains why AE has become a target policy objective to international organizations such the EU and the UNESCO among others (McCormick 2012). The EU adult education policy document that are used in this study are mostly those from 2000 to the 2016. This is because debates on lifelong learning and development of adult education policies started and intensified around this time.

The researcher examined the text within policy documents UNESCO, EU and OECD to illuminate the norms underlying their policies, both in explicit and implicit principles and values. This will enable the researcher to tease out and evaluate discourses of international organizations through the lens of their influence to the AE polices of Tanzania. Policy documents in the presented are monumental (Neuman 2001) therefore considered to be indubitable.

4.3.1 Dominance of neo-liberal agenda

Adult education is major policy target in the 21st century. One of the successful “working wonders” of the contemporary neo-liberal practices in support of globalization, subsumes convincing AE policymakers and stakeholders of its inescapability. This way the dominance of the neo-liberal discourses has somehow succeeded to permeate through most of the AE policy statements in Tanzania. As the summary in (table 4) indicate, European AE policy and policy related documents discourses vividly show there is influence on the Tanzania AE policy discourse. For instance, the European commission issued a memorandum on lifelong learning in 2000 which had four objectives namely employability, active citizenship, social inclusion and personal fulfilment. These objectives were as a result of the conclusions reached by the heads of state in Lisbon. The memorandum predicts equal chances for individuals to economic and social demands of change that result from the “knowledge age”. It claims that individuals as well as the member states education systems must adapt to the “knowledge age” (EC 2000 3).
This discourse has also been manifested the OECD’s new approach which shifts the discussions of adult learning and systems to the skills agenda “articulated” as the “the world of work” (Henry et al. 2001, 64). These discussions emerge from OECD’s economists accounts, with an argument that, promotion and demand for education is a result of technological changes, thus education is a result of technological change and a production integral factor, and has been also discussed by other scholars such as Welch (1970) and Bartel and Lichtenberg (1987). The OECD report of 1989 “Education and economy in a changing society” articulated that variation and the difference in the performance of the countries’ economy lies in the effectiveness of education and the capabilities of learning in a countries (OECD 1989, 19). It moreover attributes that, “a clear distinction cannot be drawn from what “education” and “economy” is, and that ”education and economy has become a catch phrase for a vague but urgent dissatisfaction with the status quo” (ibid 17). The economic stress and the 1996 “lifelong learning for all,” whose major focus was seen in strong ties between the economy and education, is an evidence that education was a pillar to the economy rather than adult education in its essence.

In 2008, the MoEVT Tanzania and Zanzibar in cooperation with the UNESCO national commission of the United Republic of Tanzania wrote a national report of the development and the art of adult learning and education in Tanzania. In this report, several commitments on adult education were mentioned. It clearly indicates that the country has endorsed the CONFITEA VI and the previous CONFITEA conference resolutions and aspirations (ALE overview). For instance, the part of the report that has the following statements is evident of the neo-liberal influence discourse in the Tanzanian adult education polices.

“In line with the Guiding Questions provided by the UNESCO Institute for Lifelong Learning (UIL), the UNESCO organ coordinating the preparatory process leading to CONFINTEA VI, the Report consists of the following five major sections: i) Policy, Legislation and Financing Context; ii) Quality of ALE: Provision and Participation; iii) Research, Innovation and Good Practice; iv) Adult Literacy; v) Expectations of CONFINTEA VI; and Future Perspectives for ALE”

The statement above in itself, is evident that there is international organization’s influence on the Tanzanian adult education policies. The first sentence starts with the statement “In line with the guiding questions provided by UNESCO…” meaning that, the report was written under guiding questions provide by the UNESCO, and this is doubt comes about, that, if the UNESCO provided the guiding questions then they must have provided the instructions in the first place. What this means is
that, they cannot pose ‘leading’ questions if they are not the ‘leaders’ in this aspect. This is more substantiated in the rest of that statement where sections of the report are discussed and the First section is “policy, legislation and financing context” where later in the text (p 7-9) UNESCO policy documents are mentioned and linked to the Tanzanian adult education programs and policies. The specific documents are the 2000 Dakar Framework for Action on Educating for all) and the millennium Development goals (MDGs).

The Tanzania development vison 2025 for example, stands out to be a document that shows to have so much influence from the international organizations in how it displays the power bond between international aid, and national development policy. The national development policy highly invests in adult education, through this chain adult education policies are affected. For instance, in the Introduction of Vision 2025 strategy, it is written;

“We are standing at the threshold of the 21st century, a century that will be characterized by competition …, advanced technological capacity, high productivity, modern and evident transport, communication infrastructure… we must, as a nation withstand the expected intensive economic competition ahead of us” (Vision 2025; Foreword).

A thorough scrutiny of this document’s texts indicate that the document is overly constructed in neoliberal discourses, as they obviously relate to the “economic development”. The first section itself articulates the words ‘competitiveness’ and ‘competition’ reappear at least 12 times. Related words in this strategy such as, ‘dynamic economy’, ‘entrepreneurship’, ‘market-Led economy’, ‘Middle income economy’, ‘highly productive economy’, ‘growth’ reflect the neo-liberal agenda. The reason to say this is that if the document is read closely, it will be noted that the value base of Nyerere has been somehow abandoned, reflecting on the dramatic change of directions observed the discourse of the policy. This is an obvious indicator that the Tanzanian government is not in total control some of its own policy agendas, and in this case, the development policy which involves adult education policy texts its document. Because in this document traditional cultural values, and knowledge is hardly evident in it.

4.3.2 From lifelong education to adult learning

Adult education has had two discursive shifts when analyzing the discourse of the three international organizations adult education policy discourse as it can be observed from (table 5). Its conceptualization has been changing in all the three organizations but there is no uniformity of these
discursive shifts for all the years except from the 1990s to the present where all the three organizations conceptualize adult education as “lifelong learning”. Moreover, the times that adult education become a key policy agenda differs in all the three organizations. Unlike the EU, the UNESCO and the OECD lifelong learning became a big part of the policy agenda long back, through a variety of literature from liberal to Marxists, examples, for the EU, lifelong education has been longer in the agenda more that the lifelong learning (Volles 2016). Both UNESCO and the OECD have been relevant players to the promotion of lifelong learning in the EU (UNESCO 2015).

Two discursive shifts observed from the policy documents of these organizations are summarized in the table. Borg and Mayo 2005 agree that that there have been two major discursive shifts in the OECD; UNESCO and EU policy discourse and they summarize them as;

1. from ‘adult’, via ‘recurrent’ and ‘permanent’ to ‘lifelong’—stressing the idea of a cradle-to-grave approach; and

2. from ‘education’ to ‘learning’—reducing the focus on structures and institutions and increasing the emphasis on the individual at the center of the educational process who has the responsibility of taking charge of his/her own learning (Borg and Mayo 2005).

Even without this analysis, researchers, such as Barros, Guimarães & Lima (2012) have acknowledged the fact that the existence of the term “lifelong learning” has been widely used in the transnational policies and has had the privilege of full recognition particularly in the OECD and EU policies such as; the Recurrent Education – a strategy for lifelong learning, (CERI 1973) the white paper and European year of lifelong learning Memorandum on Lifelong Learning), (EC 1996;2000)respectively. The analysis shows little difference with their findings because in the memorandum for instance, the term lifelong learning denotes “any learning activity with an objective, undertaken on a continuous basis and aimed at improving knowledge, skills and competences” (EC 2003,3). the statement “a learning activity with an objective undertaken on a continuous basis...” clearly shows that the memorandum is emphasizing learning activities with a basis of continuity. Though the term “lifelong learning has not been directly mentioned in this statement, that is how the memorandum intended to define “lifelong learning”. A direct expression on “lifelong learning” as education that lasts from the beginning to the end of our lives and in every sphere of lives- “life-wide”- states,
…… draws attention to the dissemination of learning, which can take place in all aspects of our lives … reminding us that a useful and pleasant acquisition of knowledge can take place, and indeed does, within the bosom of the family, during our leisure time and in our continuing social and professional life. (EC 2003, 3)

**Evolution of terminology around Lifelong Learning from the 1940s to beginning of 1990s onwards in three international organizations, (UNESCO, OECD and EU)**

<table>
<thead>
<tr>
<th>1940s</th>
<th>1950s</th>
<th>1960s</th>
<th>1970s</th>
<th>from the 1980s</th>
<th>From the 1990s</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNESCO</td>
<td>Adult Education</td>
<td>Adult Education</td>
<td>Education Permanente</td>
<td>Lifelong education</td>
<td>Lifelong learning</td>
</tr>
<tr>
<td>OECD</td>
<td>-</td>
<td>-</td>
<td>Recurrent education</td>
<td>Recurrent education</td>
<td>Lifelong learning</td>
</tr>
<tr>
<td>EUROPEAN UNION</td>
<td>-</td>
<td>-</td>
<td>Permanent education &amp; recurrent education</td>
<td>Mostly absent from the agenda</td>
<td>Mostly absent from the agenda</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>lifelong learning</td>
</tr>
</tbody>
</table>

Table 3: Summary of terminology evolution around lifelong learning

“Adult education” in the adult education field has been in use before 1940s according to the analysis of this study. There is clear distinction between “education” and “learning” in the term “adult education”. “lifelong learning” on the other hand is quite blurry and confusing with this current discourse which these supranational polices advocate. Something that may remain unnoticeable is that the Tanzanian AE policy documents in their statements, these terms are somehow confused. This analysis rests on the fact that some policy statements have not adopted a uniform usage of these two terms, i.e. “adult education” and “lifelong learning”. Well maybe they are used for some other reason that is not vivid in the policy statements, but I find it really confusing to find both statements sometimes used concurrently in one policy statement to convey a single piece of information. In this case, they are used as alternative words and not two different words. This brings about the doubt that, maybe it is possible that the Tanzania AE policy makers and stakeholders do not know the differences between these two terms or in what context to use which one.

This also verifies that, discourse “from adult education to lifelong learning” may not a result of some sort of paradigm shift in the case of Tanzania. With a closer examination, if attention is paid to the type of society, or time, it is obvious to paradigm shifts may not be equal, the developed countries and developing countries pace of development is different. In the case then, developed countries must have taken their time and chances to adjust to this paradigm shift whilst in developing countries such
as Tanzania, adult education was born just in the mid-1960s and as a country, they have to keep up with the pace of the UNESCO and other supranational organizations which first existed on the basis of the western countries. Tanzania has not had to time to adjust to this paradigm shift and this is why this discourse of shifting from AE to Lifelong learning to Tanzania is somehow blurry and not clear because the logic and the reason to use one term and not using the other is still confusing or used simultaneously in the policy documents.

4.3.3 Adult education as a human right

Adult education is conceptualized as adult learning in most of the policy documents as discussed in the previous part. The discourse of adult education as a “human right” reveals itself from various texts in the international organizations policy documents. For instance, the 1976 recommendation on the development of adult education adopted by the UNESCO pinpoints that Lifelong learning is “fundamental aspect of the right to education and facilitates the exercise of the right to participate in political, cultural, artistic and scientific life” (UNESCO 1976, 2). Viewing adult education from this lens, it is a human right thus fully recognizes experiences of all individuals and supports the alliances of the most unprivileged groups at all level of the society (p 1). The recommendation sets out “principles” that member states “shall” apply to secure their adult education provision as part of exercising this right. This, according to the recommendation, the member of UNESCO and nation-state should take adequate measures in implementation at all levels ranging from low local level to higher national levels. (p 5).

21 years later, the same discourse concept of AE as a “human right” was recontextualized by the Hamburg declaration on adult learning (UNESCO 1998). This reassertion of the concept had more weight this time. In its preamble the declaration articulates that; AE is “More than a right…” it is both a consequence of active citizenship and a condition for full participation in the society” (UNESCO 1998, 1) Apparently, adult education “can shape identity and give meaning to life” AE, conceptualized as adult learning in the Hamburg Declaration is power that is gained under the umbrella of “more than a human right”. That adult learning is equal to a human right and more, and when something is a right, then it is something that is deserving and respected. The declaration states that; through adopting the Belem framework, the in expect to have a guiding to harness the power and potential of adult learning and education for a viable future for all (p 5). This informs the members of UNESCO that, adult education and adult learning has a potential to change the society a
big deal thus easily prompted to give more focus on adult education and adult education policy agenda. Tanzania as a member of UNESCO is likely to be influenced. This is shown in the policy document and statements of Tanzanian, when trying to reach to these aspiration and expectations, setting goals objectives and strategies to use adult education effectively for the benefit of Tanzanian for social and economic benefits.

12 years after the Hamburg declaration, the UNESCO adopted the *Belem Framework for action* (UNESCO 2010) which also in its preamble the discourse of adult education as a human right is vividly disclosed in the first paragraph, where the concept is passively presented. The framework for action state that “adult education is recognized as an essential *element of the right to education*” With a major intention to overcome the impediments its members are facing especially towards fulfilling the right to education for younger people, the framework has paid more attention in the development if developing comparable statistical benchmarks, indicators, monitoring and evaluation mechanisms, and funding agencies for member states to assess progress of its implementation.

A closer look at the EFA UNESCO annual monitoring reports from member states, the analysis shows that these reports are embedded in the western epistemology, which is hidden behind the curtains of quality of education. The evaluation standards of the “quality education” underlay the EFA goals, which again the standards for evaluation are those relative to the EFA goals. This is no surprise that the Tanzania vision 2025, ETP 1995, 2014, NYDP, NSRG advocate for EFA in its policies.
<table>
<thead>
<tr>
<th>Organization</th>
<th>Adoption</th>
<th>policy concepts</th>
<th>major themes</th>
<th>geographical coverage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>United Nations Education, Social and Cultural Organization (UNESCO)</strong></td>
<td>Recommendation on the development of adult education (1976)</td>
<td>&quot;...by taking whatever legislative or other steps may be required and in conformity with the constitutional practice of each state&quot; (UNESCO, 1976, p. 2)</td>
<td>Expansion of adult education</td>
<td>+ Africa + Asia + Latin American</td>
</tr>
<tr>
<td></td>
<td>Hamburg declaration on adult learning (1997)</td>
<td>&quot;AE is more than a right...&quot; (UNESCO, 1997, p.1)</td>
<td>Scientific, social, economic and ecologically sustainable development; Social justice and gender equity</td>
<td>+ Africa + Asia + Latin American</td>
</tr>
<tr>
<td></td>
<td>Agenda for the future (1997)</td>
<td>&quot;AE Is human development and productive investment, (which) should be protected from the constraints of structural adjustment&quot;</td>
<td>The economic role of AE.</td>
<td>+ Africa + Asia + Latin American + Arab states</td>
</tr>
<tr>
<td></td>
<td>Dakar framework for action (2000)</td>
<td>&quot;National governments have an obligation for ensuring to ensure that Education for All goals and targets are reached and sustained.”</td>
<td>Collective commitment</td>
<td>global</td>
</tr>
<tr>
<td></td>
<td>Belem Framework for action (2009)</td>
<td>&quot;...the fulfilment of the right to education for adults and young people&quot;.</td>
<td>Reduction of the adult literacy gap; Social integration; Social benefit.</td>
<td>144 UNESCO member states</td>
</tr>
<tr>
<td><strong>European Union (EU)</strong></td>
<td>Memorandum for lifelong learning (CEC 2000)</td>
<td>the move towards lifelong must accompany a successful transition to a knowledge-based economy and society (p.3)</td>
<td>Acquiring basic skills by each interindividual Knowledge based society</td>
<td>EU member states+</td>
</tr>
<tr>
<td></td>
<td>communication: Adult learning: It is never too late to learn (CEC, 2006)</td>
<td>&quot; Adult Learning is a vital component of lifelong learning&quot; (EC, 2006, p.1)</td>
<td>Adult education to adult learning competitiveness and employability Lifelong culture on training for adults</td>
<td>EU member states+</td>
</tr>
<tr>
<td></td>
<td>action plan on adult education: it is always a good time to learn (CEC, 2007)</td>
<td>&quot;strengthen the adult learning sector in order to be able to use its full capacity&quot; (CEC ,2007)</td>
<td>Social inclusion, ensure quality and comparability of data one, increase in participation of stakeholders</td>
<td>EU member states+</td>
</tr>
<tr>
<td></td>
<td>Council recommendation on upskilling pathways: New Opportunities for Adults (CEU 2016b)</td>
<td>&quot;upskilling to the labour market and active participation to the society...&quot; (CEU 2016 b p.4)</td>
<td>Economic role of adult education Social active participation</td>
<td>EU member states+</td>
</tr>
</tbody>
</table>

Table 4: UNESCO and EU AE policy documents and related discourses
## TANZANIA AE POLICY OBJECTIVES IN SUMMARY

<table>
<thead>
<tr>
<th>Policy</th>
<th>major Objectives and goals</th>
<th>Geographical coverage-TANZANIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tanzania Education for self-reliance (ESR) 1967</td>
<td>ESR aims at developing in each citizen an inquiring open mind; ability to learn from others;</td>
<td></td>
</tr>
<tr>
<td>Tanzania Development vision 2025</td>
<td>“awaken, co-ordinate and direct people’s efforts minds and national resources to help attain sustainable development goals and expected intensive economic competition ahead…”</td>
<td></td>
</tr>
<tr>
<td>Education and training policy ETP (1995)</td>
<td>“… to promote the acquisition and application of learning content such as knowledge, skills, values, and attitudes relevant for the enhancement and improvement of life…” (ETP, p. 10)</td>
<td></td>
</tr>
<tr>
<td>2014 Education and training policy</td>
<td>“… and international directives that called for accelerated implementation of the Education and Training Policy…. Education for All and Millennium Development Goals.” (ETP, p. 2)</td>
<td></td>
</tr>
<tr>
<td>National youth development policy (2007)</td>
<td>“… In this millennium of science and technology, young men and women are the greatest as set for the present and future.” (NYDP p.2)</td>
<td></td>
</tr>
<tr>
<td>National strategy for growth and reduction of poverty II (NSGRP)</td>
<td>The Government adopted results and MDG-based strategy, the National Strategy for Growth and Reduction of Poverty in order to sustain and scale up achievements as well as address the challenges to growth and poverty reduction agenda. (NSGRP, p.2)</td>
<td></td>
</tr>
<tr>
<td>Adult and Non-Formal Education Development Plan (ANFEDP) (2012/13-2016/17)</td>
<td>“It is important to realize that basic and post literacy for young people and adults as well as continuing education should be viewed as a lifelong process which builds a complete literate society and intends to realize the EFA goals…” (ANFEDP 2012/13-2016/17, p. 8)</td>
<td></td>
</tr>
</tbody>
</table>

Table 5: A summary of Tanzanian AE policy objectives

## 5 Conclusion and discussion

This part presents a summary of the key findings of this study, the strengths and limitations of this study and a detailed discussion with reference to the theoretical framework and results obtained in this study. The researcher also presents some recommendations to the Tanzanian government, the
5.1 Summary of the key findings

In the previous chapter (4 findings), the findings were presented in detail. Those results presented in the previous chapter are also presented in this part but in summary. The order of the presentation follows the order of research questions, i.e. from the first, to the second to the third.

**How is adult education conceptualized in the Tanzanian adult education policies?**

The image of adult education is portrayed in many forms in the Tanzanian AE policies. The results simply show that AE in the AE policy documents is conceptualized as a transit for the values, knowledge and culture to future generations, education for self-reliance, second chance education, continuing education, an empowerment tool, a ladder to the economic competence and society’s wellbeing.

**What is the purpose of adult education according to the Tanzanian adult education policies?**

The seven policy documents have revealed an extensive purpose of adult education in Tanzania especially from the immediate time after independence when the country needed to readjust to the Tanzanian indigenous knowledge, culture and values that were appropriate for the Tanzanian society and economy and not the colonial masters’ one. Starting with the socialist philosophy and policy that Nyerere came up with-ESR, adult education served the purpose liberating people from illiteracy, inequality, and poverty through socializing and the culture of sharing.

The crucially of adult education developed more considering a developing economy and society, though with a few failures that mainly affected the economy on the basis of the *Structural and social transformation, agricultural sectors, human capital development initiatives* (Cooksey 2002; Kashuliza and Mbiha 1995; URT 1996; Meertens 2000; Rweyemamu 2002; Havnevик et al. 2008) led to reforms of economic and education reforms. In the case education reforms in this setting, most of the educational policies and strategies that came after the ESR of 1967 are considered a series educational reform. Ergo, the purpose of adult education as analyzed in all the seven policy documents were categorized into major categories. One, improvement of economic competence competitiveness and two, improvement of sustainable development. Under the improvement of the economic competence and competitiveness, the sub-purposes of adult education are for professional quality skills, for self-reliance and raising the literacy and numeracy rates. Under the improvement
of sustainable livelihood, the propose portrayed by the policy documents were to improve gender equality, promoting active citizenship and civic education, improvement of wellbeing and capabilities and lastly, promoting accountability and good governance.

What is the influence of the international organizations discourses on the Tanzanian AE policies?

First the study findings indicate that the international organizations-OECD, UNESCO and EU discourses have had both positive and negative influences on the Tanzanian adult education policies. The outstanding influences bench marked on several discourses which the results indicated to be neo-liberal agendas, the shift from lifelong education to lifelong learning, and adult education as human right. The neo-liberal discourse supported by trends of globalization and crisis knowledge, supranational organizations have been able to influence Tanzania’s AE policies. The analysis showed that most policies look up-to the supranational AE policy objectives, mostly the UNESCO in which Tanzania is member of. In this aspect of neo-liberal agenda discourse, Tanzania AE policy statements are therefore made to realize supranational goals, such as the focus of skills agenda and striving to make adult learners as economic assets hidden in the curtains of the term “human capital” while adult learning and education is being considered as an integral economic aspect. From the seven Tanzanian policy and related documents analyzed in this study, four of them revealed to be the most influenced with the neo-liberal agenda. This was observed through the policy statements and through examining the whether the statements original background is legitimately from the Tanzanian needs or involves realizing goals of other external objectives. These policy documents are, The Tanzanian vison 2025, National Youth Development Policy (NYDP), The 2014 Education and Training policy (ETP) and the National Strategy for Growth and Reduction of Poverty(NSGRP).One negative aspect of this level of influence to the Tanzanian AE is that the focus on the neo-liberal value has dominated most policy statements and yet the community based values are mentioned in a few and sometimes never in other policies statements.

Adult education as a human right discourse has been observe from the supranational organizations in this study. In the policy statements and documents of these organizations, especially the UNESCO and the EU, adult education is advocated as a human right and that member states of these e organizations are urged to this seriously. These organizations’ have the globes attention and easy reach. Tanzanian AE polices have mostly indicated in their foreword about realizing the UNESCO’s EFA goal. Education is therefore considered a right to everyone, and adult education, as one form of education is this aspect is also considered as a right especially those whose only way to develop as individuals and as members of the society is through adult education. The study revealed that this is a good influence because it has helped the promotion of educational overall in the policy documents,
most importantly adult education has started getting more attention in the policy agendas. Examples of the documents that the AE as human right discourse is widely observed are; *Recommendation on the Development of Adult Education, Hamburg declaration on Adult Learning* and the *Belem Framework for Action* (UNESCO 1976;1998;2010).

Nonetheless, “from lifelong education to lifelong learning” is another discourse that has been observed from the supranational organization. The analysis of this study has divulged the impacts of the process of this discourse to have had an influence on the Tanzanian AE policies. “Lifelong learning” has been seen to take most space in the supranational AE policy agenda especially towards the 1970s (see table 3). The term Lifelong is advocated and promoted in policy documents as it emphasizes constant on constant learning. The supranational reports and polices therefore impulses that lifelong education should be used in both developed and devoting countries AE policy documents as it is a recipe for constant learning as opposed to AE which seems to be more passive. The Faure report learning to be: *The World of Today and Tomorrow* (1972) emphasized on lifelong learning and argued that the concept “embraces all aspects of education and everything in it” (p 181).

The results have uncovered that, the Tanzania policy documents have embraced the concept “lifelong learning” but in other cases, it is used concurrently with “lifelong education”. This situation resulted to the implication that maybe, these two concepts are confusingly used as a result of adopting to a paradigm shift is not adjacent to the speed of growth of the kind of society Tanzania is. Moreover, it may have resulted to lack of enough time in understanding the ideology of all these terms before practicing, thus the confusion in the policy statements. Clearly, these terms are different as some supranational policies and AE scholars maintain. “Lifelong education” is articulated to be ideologically rooted in the humanitarian approach while “lifelong learning” is rooted in the economic determinism (CEU 2008; CEC 2006; Bagnall 2000; Faure 1972). These policies and reports have a western background and polices are formed based on the western culture and norms, how are the norms and policy narratives in these policies supposed to fit a society with a completely different background pace of development, culture and technology level? Maybe this is why the terms are simultaneously used because is difficult to put an ideology from a totally different background into practice.
5.2 Strengths and limitation of the study

This study has given the researcher an inimitable experience and a binocular spectrum about the adult education in Tanzania through the lens of AE policies. More insight is gained on how the today’s world in terms of technology, globalization and knowledge crises affect the discourses of adult education policy agenda. The study was informative and open eying to the researcher, where she realized that that there are so many things lacking in the case of adult education in Tanzania, though rhetorically, adult education is claimed to be important in the policy documents.

This study led the researcher to explore a vast area of the adult education field through articles, journals other literature. In the process, she has gained in depth insight on how much the contemporary AE research is diversified in terms of learning and teaching ranging from the perspectives of the geographical coverage to the cultural practices, in both the developed and the developing countries, specifically the Sub-Saharan ones. Some thematic areas in regard to adult education such as the approaches to the methodology, theory and the intellectual traditions are things the researcher has observed while exploring different literatures in the process of this study.

The limitation in this study mostly arose from proper utilization of the research methods in analyzing the data. While using the CDA method in analyzing the data, the researcher experienced the challenge of not finding one meaning of the texts. Other researchers such as Power (2001) admit that;

“Since no claim is made for the absolute truth of the claims made in a discourse analysis, one of the limitations is that, other competing claims are possible regarding the same discourse. This seems like a serious limitation until one considers that the same limitation applies to other methods of inquiry as well” (p 64),

Nonetheless, it was a little difficult to avoid undue bias since the interpretation of the text is mostly subject to open interpretation during analysis. To avoid such a limitation in discourse analysis, Webster and Watson (2002) suggest that there should be in-depth of a vast number of varying types of documents texts related to the subject under analysis. In this study for instance, in-depth and appropriate analysis would be attained by not focusing on one type of documents such as the policy and policy related texts but also other legislative texts, minutes, resolutions, concussions, proceedings, blogs, academic and non-academic articles and journals, books, notes, news, forewords, introductions, tittles, images structures and others of this sort.
Another limitation rested on the lack of access to all the documents the researcher intended to use in the study. There was no smooth communication between the researcher and responsible sources, which resulted in the delay of the analysis of the study. These documents could not be accessed anywhere other than the responsible source agents in Tanzania. The researcher however, tried her best to explicitly analyze the available policy and policy related texts. Therefore, the analysis was manual as it can be seen in the appendix (A-D), so that every aspect of the analysis in relation to the research question could be captured.

Porter (1996) argues that, discourse analysts are devoted to eliciting suitable and new checks for ensuring validity and reliability in discourse analysis, following their extreme critiques upon the existing methods of ensuring validity and reliability in discourse analysis. Being a discourse analyst, Porter suggests four ways that can be used to assess the reliability of discourse analysis, which he mentions to be “deviant case”, “participants understandings”, “coherence “and “readers evaluation”. Amongst these ways, readers’ evaluation is a way that is most suitable for this study. Potter argues that it is one of the methods that is very important because it involves presentation of the materials being analyzed “in order to allow the readers to make their own evaluation and if they choose to put forward alternative interpretation” In this regard, discourse analysis compared to other research techniques, is more open.

The opinion is that there is a meaningful result out of this research, however, the quality of it might be scrutinized by other qualitative research methods. Moreover, the nature of discourse analysis results in most cases are some sort of “interpretation” because the analyst is a subject to analysis process. Gill (2000) argues that, the status of a discourse analysis is “a careful close reading that moves between text and context to examine the content, organization and functions of discourse” (ibid, 188). He adds that, “discourse analysists tend to be quite humble people who dislike overblown claims and would never argue that their way is the only way of reading text. In the final analysis, “a discourse analysis is an interpretation, warranted by detailed argument and attention to the material being studied” (ibid, 188) As the analyst in this study I am subject to the analysis process, and following Gill’s argument, I do not claim that the analysis in this study is absolutely true. This, however, does not warrant unreliability of the results in the study. The researcher, was fully aware of reflexivity even before the study hence, tried being more careful in the process of production of this study. (Bakeman & Gottman 1986) argue that;

“Reliability of any assessment process is a minimal prerequisite needed to persuade others that data are objective. Through reliability measures, researchers can establish
that different judges code behaviors in similar ways; hence, researchers can use reliability measures to provide evidence that data do not vary as a function of the observer.”

Each aspect that adds quality in content analysis has its own way of being measured. These aspects, i.e. coherence, transparency, reliability and validity are commonly used even in other methods of research. Being a social construction, content analysis in all its forms takes into consideration some reality, which needs to be judged by its outcome. In this case, though every policy statements and texts were filled in all the coding frames, it resulted to a little ambiguity in interpretations of some specific factors.

The strength of the research however lies primarily on its validity; transparency and coherence, as all the steps of qualitative content and critical discourse analysis were followed in an orderly manner; validity, as all the coding frames corresponded the material ensured by data.

Time constraint, a common limitation into many researchers, may have limited the study to an in-depth analysis which may have led to the danger of unreliable results.

5.3 Discussion

This study has analyzed the Tanzanian adult education policy and related documents. Findings of this study indicate that Tanzania and its Ministry of education value education, in this case adult education. The content of the policy documents stood as a representation of the policy makers’ and other stakeholders’ ideas, discussions, discourses, thoughts, understanding, discernments and prospects out a specific aspect of adult education.

The results of the critical analysis of the adult education policy and policy related documents in this study showed that adult education is in Tanzania is conceptualized and considered as an important tool in improving the wellbeing and the economy of Tanzania and Tanzanians. Adult education has a major purpose for example the National Strategy for growth and reduction of poverty (NSGRP II) and the Tanzania vision 2025 are among the most recent adult education policy related document that have emphasized on the maximum utilization of adult education. Tanzania has resolved to become a g have highly been linked adult education to monetary benefits whilst very few to the non-monetary benefits of adult education.
The immense nature of adult education field has many wider benefits to the society. The courses, programs, ways with which AE is delivered or practiced, types of content, the adult education instructors, AE learners and the expectation in AE is what determines how much of these wider benefits can be realized or reach maximum utilization. Moreover, apart from the neo-liberal and economic related benefits of adult education that are indicated in most if not documents as shown in the findings section (4.2) adult education is linked to other miscellaneous things such as criminal actions reduction, social cohesion, intergenerational learning, awareness, political participation and voter participation among others (Schuller & Desjardins 2010).

Manninen (2019) articulates more about this in his results of a meta-analysis on changes adults experience after their participation in non-formal vocation AE. In his findings he argued that, the respondents were able to realize changes after participating in the NVAE, such as “learning motivation, self-confidence, social interaction, wellbeing, social interaction happiness etc.,” which he articulates, these kinds of benefits are referred to as “soft” in (Dewson & al. 2000). He however argued that, other benefits of participating in NVAE were not or less recognized by his respondents. He mentions these are “agency, political activity, becoming a better parent increased trust in other people etc.” According him the reason the participants may not have realized these benefits other than the softer ones is because they take time to develop.

Speaking of sustainable livelihood, in theory, it might be possible to easily evaluate and examine its dimensions of but in practice but difficult to measure what composes its elements. Considerably it is even more difficult to determine the critical constraints experienced in people’s lives. Adult education researchers such as (Scoones 1998, 4) put down a framework for analyzing sustainable livelihood, where sustainable livelihood is presented in forms of various “capitals”. One fascinating thing about this framework is one that can also be used to analyze rural sustainable livelihood because education is always lagging in rural areas. In his framework he identifies four types of capitals (Scoones 1998; Manninen 2019) as presented in the figure below.
Figure 7: framework for sustainable livelihood analysis. (Scoones 1998, 4)

From the figure it can be observes that there is a link between policy, livelihood, sustainability and responsible institutions and organizations. In the topmost part of the figure there are headings horizontally listed and in uppercase. Below each heading there are listed items. For example, under CONTEXTS, CONDITIONS AND TRENDS, thesis is the sub heading Policy and under policy there are other things listed, then there is arrow directing downwards to the contextual analysis of conditions and trends of policy setting. The same applies to other parts of the framework. In a simple way, the framework provides a simplified way of analyzing sustainable livelihoods by analyzing five things. 1. Policy contexts conditions and trends, 2. Livelihood resources i.e. the social, human, economic, and natural capital’s combination sequences and trade-offs, 3. Analysis of the influences of organization s and institutes on sustainable livelihood resources access. 4. Analysis of livelihood strategy portfolio pathways i.e. agricultural intensification, livelihood diversification, and migration. 5. Analysis of the put comes and trade-offs livelihood sustainability. According to Scoones the strength of this framework is that;
“It provides a more realistic framework for assessing the direct and indirect effects on people’s living conditions than, for example, one-dimensional productivity or income criteria” (p 4).

And its weakness is that;

“If applied consistently, it might be beyond the practical realities of many local development administrations, with the risk that this approach remains an initiative of donors and their consultants” (p 5).

The researcher agrees that this framework is a convincing one but doubts that this framework can work on a larger scale and produce a reliable analysis. This is because, even in the rural areas where the framework is recommended to be used, there is no guarantee that the population is low. Moreover, the framework would be reliable if it would be also applicable to urban areas. Despite these weaknesses, the researcher still recommends this framework for Tanzania in analyzing livelihood in rural areas because, most people in the rural areas are vulnerable, lack education and dwell in poverty (URT, 2017). This will eventually aid in the adult education policy making, on especially on what to strategize, or priorities in policy making and implementation. Another reason that this framework would still be commendable is that it captures every aspect that can make up “sustainable livelihood” wrapped in the terms; natural capital, economic capital, social capital, human capital and wellbeing.

Despite the presence of a well-coordinated and organized infrastructure from the regional adult education levels to ward levels, the absence of standalone adult education policies implies that, adult education priority is lowly accorded. It is not still given the attention it deserves but also thought to be an inferior to the formal forms of education. being a part of the Tanzanian formal education from the primary to the tertiary level, the researcher has observed that, most people in the community such as parents, and other adults have this notion that if an individual has not accessed the formal education i.e. primary school to ordinary secondary level to advanced secondary level then to university degree then they have automatically difficult to have a better future, economically. Somehow, most Tanzanians have this notion that if a child or an individual does not go through this process of education, the only other type of education apart from this does is not as good, which means that there are meagre chances of being in the best job markets. This is the researcher tends to think that somehow even the ministry of education sees adult education as a substitute for formal education and not as self-sufficient type of education. This can also be observed in the fact that, there are standalone
policies for the formal education from the lowest to the tertiary levels. There is therefore need for adult education for more clarity on its history and its prospects.

The study also revealed that there is reasonably an influence of the international organization’s discourse Tanzanian on the policy. Positive intentions were unearthed from these discourses. The major forces behind these discourses are encompassed in the today’s modern’s society’s buzzwords; technology, globalization, international relations and neo-liberal concepts. However, what will be the effects of these discourses to adult education in the long run be? The reality is that policy making has become internationalized, influences cannot be avoided. A developing country such as Tanzania in most cases take the passive position in discussing the directives from what is known as “payer of the piper” and some of these are what Milana (2016) refers to as the morality effect and the liability effect. Nonetheless, this is a question also raised by Bacchi (2000), he is concerned on what effects policy discourses of the international organizations produce. It is obvious that if something attracts the attention of scholars, then there are higher chances of being reality than rhetoric.

The Tanzanian adult education discourse has not been explored in depth in this study, however, the study still revealed that ESR philosophy and policy still plays a major role in the Tanzanian AE policy discourses. It is one of the pioneering policies in in the AE policy in Tanzania, and it still is acknowledged even in the most recent AE policy documents. I find this to be coinciding with the two Freire great articulations, “education for liberation” and “pedagogy of the oppressed” (Freire 1975). The Freire’s articulations are more famous in the literature of education more than the ESR but maybe Freire’s ideas were influenced by Nyerere’s philosophy or ESR, as the core objective of these articulations are rooted around the same ideas. For instance, the major objectives of ESR are developing an open mind and acquiring of individuals freedom, society’s freedom from the colonial systems and culture, learn the societies’ culture sustain and teach others about it. The Education for liberation and the pedagogy of the oppressed of Freire did not drop their fruits further from the same tree because their objectives can be observed as almost similar. The Education for liberation objectives were such as liberation from the colonial powers, practice of the societies’ culture, respond to the needs of the society in accordance with the type of society present.

The lifelong aspects in all these three articulations is realized on the desire to be learned to be independent as individuals and as a society. This maybe the reason they are widely used even in today’s AE policy documents because the promote independence. The fact that adult education can be used to acquire this, could be another reason that these articulations are widely used in the AE education policy discourses. Freire (1975) argues that, he does not believe that “institutionalized
education systems can be used to lever for liberation” (ibid, 16) I believe Freire was trying to say that AE even if non-formal, is self-sufficient in acquiring individuals’ and society’s needs.

5.4 Recommendations

This study was carried out so that the results would provide an insight of the image adult education in Tanzania through policy analysis. The relevance of this study therefor relies on the image that this study has come up with through the analysis. First, Tanzania expects to be a middle-income country by 2025(Vision 2025; ETP 2014; NSGRP II; NYDP; URT 2015). One major tool that the country relies on in attaining this goal is adult education, and it has proved its importance by being considered by several policy documents analyzed in this study. More understanding in this study provides an insight on what impression the education system in Tanzania has made for itself by lacking a standalone adult education policy. The imprint that adult education practices are moving quicker that the policies related with them might not be entirely untrue.

The results also indicate that even in the AE policy statements, monetary more than non-monetary benefits outstandingly reveal to be more linked to adult education in the policy document. Additionally, the results indicated how limitedly adult education is conceptualized. The policy statements almost similar terms and style of describing what adult education is. Moreover, the discourses analyzed from the international organization AE policies revealed to have influence on the AE policies of Tanzania, and most polices, most Tanzanian adult education polices showed to have been made by referring to some discourses of policy statement or recommendation of the international organization discourses. Following these, the key recommendations for this study are proposed in the following part.

Lacking a standalone policy for adult education brings an image of what may be called “undervalue” or “underestimation” of adult education. If the formal education for instance has its own policies, Why not the informal education adult education? One good thing on standalone polices is that there is more clarity on the directions, intensions and way through a certain aspect, in this case adult education. Adult education statements being mixed in other documents may cause misleading understandings hence lacking clarity. The researcher therefore recommends that, the policy stakeholders such as the TIAE, MoEVT and private adult education institutes to consider constructing exclusive adult education policy documents. This way it is easier to understand the directions of the Tanzanian adult education, nonetheless easier to analyze its implications. This will help to stop living “educational fantasy” where reality is different from what is publicized. For instance, the (ANFEDP
2012/13 – 2016/17) admits that adult education is given less credit, and the society has negative perception of its value to the society, in both the social and economic development. It states that; “Adult and Non-Formal Education Strategic Plan were not adequately implemented due to...society negative perception of valuing the contribution of adult education in national socioeconomic development” (ANFEDP, 13).

There is need for a new direct vision for adult education, a vision that captures its maximum potentiality and extremes, one that does not require to validate itself. Adult education is being underused because its link to economic development is given more weight. There is an imbalance of its utility. Considering the fact that Tanzanian is one of the developing countries in the Sub-Saharan, it is understandable that adult education is linked to the economic development of the country. Perhaps this is the reason that in most adult education policy statements in this study, more monetary links to adult education can be easily spotted. Adult education has more to give, than just economic related benefits. For instance, being aware of their position and their responsibilities as a person and as a member of the society is a big benefit from participation in adult education. This is justified by Manninen (2019), when he indicated in his results that after their participation in NVAE, his respondents were able to recognize some changes in them, which he calls “wider benefits”. These changes according to his study were such as, ”wellbeing, improved skills and learning motivation, social participation, networks and self-confidence”

Economic development is a product of many things undelaying it. For instance, if adult education is only meant to improve employability and income, it sounds convincing because a stable economy creates an alleyway to realizing other benefits. However, a nation is built with more than just economic competitiveness. The researcher recommends that there should be more AE policy statements directed to the “self” “health” “social engagements/social cohesion” “civic education/active citizenship” “criminal activities” This is because these build a better foundation for a better economy than vice versa. The MoEVT, TIAE, adult education state holders and AE policy makers should take into consideration that non-monetary benefits of adult education can build a strong foundation for the monetary benefit of adult education.

It is usually easy to fall in the trap to think that gender equality is always about women. When addressing a developing country, it may not sound odd at all to think that women are more involved when it comes to the topic of gender equity and equality. Why is this? Women and girls in developing countries, and some developed countries are usually the most vulnerable both at work and home where they are sometimes abused (Kibria 2016). However, the issue of gender inequality cannot be
discussed without involving men. The role of adult education in addressing the issue of gender inequality does not only work in the traditional way of thinking such as how most policy statements have addressed this issue. For example, the statement;

“Gender equality and the empowerment of women in all socio-economic and political relations and cultures” (Vision 2025, 11).

Gender equality is directed to directly mean it is women against men and not men as equal to women (Women UN 2015). Since the aim is to effectively use adult education and have a positive output, the researcher recommends that utilizing adult education to shift the mind-sets of both men and women through adult education should be the first thing. This will require both sexes to participate in learning and education. If they are taught the right content, both sexes are able to realize the importance of each other as individuals and as members of the society. Respect, awareness and human capital in both sexes. Their offspring’s will be respected and given better chances to access education, to participate in important issues as members the society. This in the long run, balances opportunities for both sexes in every aspect of the society. This begins with educating both sexes on the importance of each sexes, and this is directed to adult educators and adult education stakeholders, AE policy makers and adult learners themselves.

The researcher also recommends that the Non-government Organizations (NGOs) should be given more chances in the adult education. Specifically, in training, policy making and implementation. When the government collaborated with private sectors and organizations, the burden that the government undertakes all by itself and some few private organizations is reduced. There are Non-Government Organizations such as the Vodafone non-profit foundation which offers free literacy education for both children and adults in Tanzania and some other countries such as the democratic Republic of Congo, Ghana, Lesotho and Mozambique (AED 66/2006). This has remarkably aided the government in raising the literacy rates because it freely provided hence affordable by many.

Administrative roles in adult education should not be centralized to the government alone. This is because there is elusiveness in measuring the output of governments performance. Even at best, the results of measured outputs are usually proxies. when there is little or no competition for suppliers of a certain output category, in this case; adult education, performance and effectiveness is habitually hard to measure and as a result even harder to construct better strategies. This is obvious even under normal circumstances, in business for instance, competition is important in fostering better productivity.
It in the process of analysis in this study, it occurred to the researcher in this study that the administrative roles presented in the policy documents are mostly directed to the government. Most of the statement in these policy statements start with the phrase “the government (will)/ (shall)” This implies that if the government has to handle almost everything as indicated in the policy statements, the decentralization scope is limited. As a result, designing appropriate performance norms that accurately reflect the goals of the AE policy become rather elusive than clear to whom the policy is made for.

Thus, the researcher further recommends, distribution of administrative responsibilities to be specified in the policy documents. There is a wide pool of society members and organization who are willing to coordinate with the government to improve the country’s education situation. These people maybe non-government bodies, private sectors and organizations, and the government itself through its specialized agencies. This way, if all other factors underlying effectiveness remain constant, there are more chances of efficiency in productivity than when everything is not directed as the government’s responsibility.

The researcher also makes a recommendation for further research. Adult education and lifelong learning have become an important policy agenda to both developed and developing countries as it has been highlighted in the previous chapters. Tanzania lacks adequate Tanzania-based AE education policy research, in particular; critical research that attempts to address that which is rhetorical and that which is legitimate in action. In the context of whether adult education having a lesser contribution to the society’s economy and labor market as opposed to strict formal education, more research on the wider benefits of adult education could be explored. Moreover, in the context of supranational influences on Tanzanian adult education policies with technology, globalization and neoliberal objectives being the curtains, more research on this area would aid what Lingard (2010) and Raffe (2011) call authentic “policy learning and as opposed to policy borrowing.” More research means more information and awareness.
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Appendices

The following tables, (appendixes (A-D)) are a summary of the analysis of the first and the second research questions. The analysis was practically done and summarized into these tables as a result of qualitative content analysis method through the stages shown in figure 4, in section 3.5.1.

APPENDIX TABLE A

<table>
<thead>
<tr>
<th>RQ 1 AND 2 (Purpose and meaning)</th>
<th>National Strategy for Growth and Poverty Reduction (MKUKUTA) (2005) (National strategy document)</th>
<th>Sub-categories (Themes)</th>
<th>categories (Concept)</th>
</tr>
</thead>
<tbody>
<tr>
<td>no</td>
<td>decontextualization (open codes of unit meanings)</td>
<td>recontextualization(codes)</td>
<td>Vocational training centers</td>
</tr>
<tr>
<td>1.</td>
<td>Revamp closed and rehabilitates existing vocational training centers especially that provide training for disabled people and develop affirmative actions and increased employment for disabled. (P35)</td>
<td>1.Revamp closed and existing training centers</td>
<td>Disability</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.Rehabilitate training centers</td>
<td>Employment</td>
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<td></td>
<td></td>
<td>3.Affirmative action for disabled employment</td>
<td></td>
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<tr>
<td>2.</td>
<td>Universal literacy among men and women and expansion of higher, technical and vocational education. (p35)</td>
<td>1.Literacy</td>
<td>Literacy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.Men and women</td>
<td>Gender</td>
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<td></td>
<td></td>
<td>3.Technical and vocational education</td>
<td>Technical education</td>
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<tr>
<td>3</td>
<td>5.2.6 Improve quality of labor through apprenticeship and entrepreneurship programs targeting youths (training entrepreneurs to grow their business.); support programs for women entrepreneurship and young girls training to transition to work.</td>
<td>1.Skills development</td>
<td>Gender</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.Women, girls and youth employment</td>
<td>Employment skills</td>
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<td></td>
<td></td>
<td>3.Entrepreneurship programs</td>
<td>entrepreneurship skills</td>
</tr>
<tr>
<td>4</td>
<td>5.2.7 Promote self-employment and increased employment opportunities in informal sector</td>
<td>1.Self employment</td>
<td>self-employment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.Increase employment opportunities</td>
<td>informal sector</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.Informal sector</td>
<td></td>
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<tr>
<td>5</td>
<td>A.1.programmes that link with existing early childhood</td>
<td>1.Programmes linking early childhood provision</td>
<td>Programs</td>
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<td></td>
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<td></td>
<td>Child provision</td>
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<tr>
<td><strong>provision – health, nutrition, parenting education etc.</strong></td>
<td>2. Health, nutrition</td>
<td>Child health</td>
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<td></td>
<td>3. Parenting education</td>
<td>Child nutrition</td>
<td></td>
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<td></td>
<td></td>
<td>Parenting education</td>
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<tr>
<td><strong>6</strong></td>
<td><strong>F.2 Expand active, life skills based and gender sensitive teacher training for primary and secondary schools to cope with increases in enrolment.</strong></td>
<td>1. Active life skills</td>
<td>Life skills</td>
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<tr>
<td></td>
<td></td>
<td>2. Gender sensitive</td>
<td>Gender sensitivity</td>
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<td></td>
<td></td>
<td>3. Teacher training</td>
<td>Teacher professionalism</td>
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<td></td>
<td></td>
<td>4. Primary, Secondary schools</td>
<td>Education</td>
</tr>
<tr>
<td><strong>7</strong></td>
<td><strong>F.8 Increase funding for women’s education and training and improve their technical skills to equip them for a positive impact on development</strong></td>
<td>1. Increase funding</td>
<td>Funding women’s education and training</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Women’s education training</td>
<td>Technical skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Technical skills and Development</td>
<td>Development</td>
</tr>
<tr>
<td><strong>8</strong></td>
<td><strong>H.1 Implementation of a cost-effective and sustainable adult education program; expand cost-effective, hands-on training that prepares people to secure their livelihood</strong></td>
<td>1. Cost effective adult education programs</td>
<td>Cost efficacy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Hands on training</td>
<td>Practical training</td>
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<td></td>
<td></td>
<td>3. Prepare adults secure their livelihood</td>
<td>Adults life</td>
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<td></td>
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<td>Education for future life</td>
</tr>
<tr>
<td><strong>9</strong></td>
<td><strong>H.2 Special alternative educational facilities that are cost effective and focused, including ICBAE for youth and adults, and COBET for the small proportion of vulnerable children for whom schools are not appropriate</strong></td>
<td>1. Alternative education facilities</td>
<td>Options in adult education programs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Cost effective, focused programs (COBET, ICBAE)</td>
<td>Non-formal education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Youth, Adults, vulnerable children</td>
<td>Youth</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Adults</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Vulnerable children</td>
</tr>
<tr>
<td><strong>10</strong></td>
<td><strong>1.13 Reduced number of illiterate adults from 3.8 million (2004/05) to 1.5 million (2007/08).</strong></td>
<td>1. Reduced illiteracy</td>
<td>Reduce adult illiteracy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Adults</td>
<td>Adult education</td>
</tr>
<tr>
<td><strong>11</strong></td>
<td><strong>H.3 Institutionalize open and distance learning for youth not enrolled in formal secondary and vocational education</strong></td>
<td>1. Institutionalization of open, distance learning</td>
<td>Open learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Youths</td>
<td>Distance learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Youths</td>
</tr>
<tr>
<td>No.</td>
<td>1. Enhance literacy education, skills, entrepreneurship training and vocational guidance to rural population particularly women and youths</td>
<td>Informal secondary, vocational education</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>1. Enhance literacy education</td>
<td>Rural Women, youth literacy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Entrepreneurship skills and training</td>
<td>Rural women, youth entrepreneurship skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Vocational guidance</td>
<td>Rural women, youth vocational knowledge</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Rural women</td>
<td>Literacy Education entrepreneurship skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Rural youth</td>
<td>Vocational education</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>H.7 Promote establishment of cultural centers that promote development dialogue at all levels basing on cultural and natural opportunities for development</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>1. Establishment of cultural centers</td>
</tr>
<tr>
<td></td>
<td>2. Promote development dialogue</td>
</tr>
<tr>
<td></td>
<td>3. All levels</td>
</tr>
<tr>
<td></td>
<td>4. Cultural opportunities for development</td>
</tr>
<tr>
<td></td>
<td>5. Natural opportunities for development</td>
</tr>
</tbody>
</table>

**APPENDIX TABLE B**

**Question 1 AND 2 (Meaning and Purpose)**

**Adult and Non-Formal Education Development Plan (ANFEDP) (2012/13-2016/17) (national adult and non-formal education plan)**

<table>
<thead>
<tr>
<th>No.</th>
<th>Decontextualization (open coding of unit meanings)</th>
<th>Recontextualization- (codes)</th>
<th>Sub-categories (Themes)</th>
<th>Categories (Concept)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1</td>
<td>Adult and Non-Formal Education Development Plan (ANFEDP) is aimed at putting into practice most of the Vision 2025 aspirations as it emphasizes on ensuring that out of school children, youth and adults, including people with special needs get education that enable them to be knowledgeable and skilled in order to improve their livelihood. (p15)</td>
<td>emphasis on 1. Out of school children, youth and adults, people with special needs 2. Education for knowledge and skills 3. Life improvement</td>
<td>Out of school children</td>
<td>Life skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Youth</td>
<td>better life for disadvantaged, youths and adults.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Adults</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Special needs people</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Education for knowledge and life skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>skills for life improvement</td>
<td></td>
</tr>
</tbody>
</table>
In Tanzanian context, **adult education is concerned with the provision of basic and functional literacy skills which are reading, writing and doing simple arithmetic** *(3Rs)* (p19)

<table>
<thead>
<tr>
<th>Strategic Objective 1: <strong>Strengthen advocacy and sensitization to communities’ participation in adult, non-formal and continuing education programs</strong> (p25)</th>
</tr>
</thead>
</table>
| 1. **Strengthen advocacy and sensitization**  
2. **Community participation in adult, non-formal and continuing education programs** |
| Adult education  
Basic education  
Writing  
Reading  
Simple arithmetic |

| Role of Adult education  
Literacy and numeracy |

<table>
<thead>
<tr>
<th>Strategic Objective 2: <strong>Enroll out of school children, youth and adults including people with disabilities in basic, post literacy and continuing education centers.</strong> (p26)</th>
</tr>
</thead>
</table>
| 1. **Enrol out of school children, youth and adults**  
2. **Supporting the disabled in basic, post literacy and continuing education centers.** (p26) |
| out of school children  
disabled  
literacy education |

| Encourage literacy education among the abled and disabled |

<table>
<thead>
<tr>
<th>Strategic Objective 3: <strong>Review and revise curricula for basic, post literacy and continuing education for out of school children, youth and adults</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Review and revise curricula for basic, post literacy and continuing education for out of school children, youth and adults</td>
</tr>
</tbody>
</table>

| Curricular review  
appropriate teaching materials  
appropriate teacher training  
evaluation  
curricular review |

| proper curriculum literacy |

<table>
<thead>
<tr>
<th>Strategic Objective 4: <strong>Review and adapt the existing teaching – learning and training materials, and provide in-service training to teachers in correspondence with the reviewed curricula for basic, post literacy and continuing education</strong></th>
</tr>
</thead>
</table>
| 1. **Review and adapt the existing teaching – learning and training materials, and**  
2. **Provide in-service training to teachers in**  
3. **Correspondence with the reviewed curricula for basic, post literacy and continuing education** |

| Curricular review  
Teaching material review  
in-service training |

| appropriate teaching materials  
appropriate teacher training  
evaluation  
curricular review |
<table>
<thead>
<tr>
<th>Strategic Objectives 5: <strong>ICT program in place and used for enhancing basic, post literacy and continuing education</strong></th>
<th>1. <strong>ICT program in place and used for enhancing basic, post literacy and continuing education</strong></th>
<th>ICT in adult education</th>
<th>ICT and adult education, literacy Technology Basic, post literacy and continuing education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Objective 6: <strong>Develop modalities for accreditation, assessment, mainstreaming and certification of adult, non-formal and continuing education institutions, programs and learners in line with the Lifelong Learning</strong></td>
<td>1. <strong>Develop modalities for accreditation, assessment, mainstreaming and certification of adult, non-formal and continuing education institutions, programs and learners in line with the Lifelong Learning</strong></td>
<td>certification adult education institutions learners</td>
<td>Qualification framework accreditation</td>
</tr>
<tr>
<td>Strategic Objective 7: <strong>Strengthen advocacy and sensitization on Human Rights Education to create awareness, observe and respect human rights in the society.</strong></td>
<td>1. <strong>Strengthen advocacy and sensitization</strong> 2. <strong>Human Rights Education create awareness, observe and respect human rights in the society.</strong></td>
<td>strengthening human rights awareness human rights education observation of human rights</td>
<td>advocate human rights Awareness and observation of human rights</td>
</tr>
<tr>
<td>Strategic Objective 8: <strong>Develop and enhance the capacity of adult and non-formal education institutions to effectively manage and implement Adult, non-formal and continuing education programs</strong></td>
<td><strong>enhance the capacity of adult and non-formal education institutions</strong> <strong>effectively manage and implement Adult, non-formal and continuing education programs</strong></td>
<td>Institutions’ capacity building Programs implementation Adult, non-formal and continuing education</td>
<td></td>
</tr>
<tr>
<td>Strategic Objectives 9: <strong>Develop and equip adult, non-formal and continuing education centers and offices with physical facilities and equipment with appropriate technology to improve teaching – learning environment, accessibility, communication, monitoring and evaluation.</strong></td>
<td>1. <strong>education centers and offices with physical facilities and equipment with appropriate technology to improve teaching – learning environment, accessibility, communication, monitoring and evaluation.</strong></td>
<td>Adult education facilities Adult education equipment Technology Learning environment Monitoring and evaluation Improvements</td>
<td>procurement of physical equipment and facilities appropriate upgrades conducive learning environment accessibility</td>
</tr>
</tbody>
</table>
### Strategic Objective 10: Develop effective and efficient monitoring and evaluation system for tracking performance of the adult, non-formal and continuing education programs

<table>
<thead>
<tr>
<th>1. effective and efficient monitoring and evaluation system</th>
<th>2. tracking performance</th>
<th>efficiency monitoring and evaluation performance education programs</th>
</tr>
</thead>
</table>

### Strategic Objective 11: Strengthen coordination mechanism, administration structure, and linkages and partnership in adult, non-formal and continuing education at all levels.

<table>
<thead>
<tr>
<th>1. Strengthen coordination mechanism, administration structure</th>
<th>2. partnership in adult, non-formal and continuing education at all levels</th>
<th>coordination mechanism administration structure partnership links adult, non-formal and continuing education</th>
</tr>
</thead>
</table>

### Strategic Objective 12: Develop and sustain mechanisms for mobilizing financial resources from Government and non-government sources to finance adult, non-formal and continuing education programs for out-of-school children, youth and adults. (p40)

<table>
<thead>
<tr>
<th>1. mechanisms for mobilizing financial resources</th>
<th>2. Government and non-government sources to finance adult, non-formal and continuing education programs</th>
<th>management of financial resources mobilization of education resources maximum utility of financial resources Support Non-formal Education Containing education variety of adult groups</th>
</tr>
</thead>
</table>

### APPENDIX TABLE C

<table>
<thead>
<tr>
<th>Question 1 AND 2 (Meaning and Purpose)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decontextualization (open coding of unit meanings)</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>But we have never really stopped to consider why we want education—what its purpose is. Therefore, although there have been various criticisms about the details of curricula provided in schools, we have not until now questioned the basic system of education which we took over at the time of independence. (p 415)</td>
</tr>
<tr>
<td>Individually and collectively, we have in practice thought of education as a training for the skills required to earn high salaries in the modern sector of our economy. (p 415)</td>
</tr>
<tr>
<td>The purpose is to transmit from one generation to the next the accumulated wisdom and knowledge of the society (p 415)</td>
</tr>
<tr>
<td>to prepare the young people for their future membership in the society and their active participation in its maintenance or development. (p 415)</td>
</tr>
<tr>
<td>learn by living and doing. In the homes and on the farms, they were taught the skills of the society, and the behavior expected of its members. (p 415) the values of the society were transmitted (416)</td>
</tr>
<tr>
<td>The education provided by the colonial government in the two countries which now form Tanzania had a different purpose. It was not designed to prepare young people for the service of their own country; instead, it was motivated by a desire to inculcate the values of the colonial state.(p416)</td>
</tr>
<tr>
<td>Colonial education induced attitudes of human inequality, and in practice</td>
</tr>
</tbody>
</table>
underpinned the domination of the weak by the strong, especially in the economic field

It emphasized and encouraged the individualistic instincts of man, instead of his cooperative instincts. It led to the possession of individual material wealth being the major criterion of social merit and worth.

---

**APPENDIX TABLE D**

**Question 1 AND 2 (Meaning and Purpose)**

**NATIONAL YOUTH DEVELOPMENT POLICY**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
</table>
| **1. Vision:** To have empowered, well-motivated and responsible youth capable of participating effectively in social, political and economic development of the society. (p11) | 1. Empowered youth  
2. Motivated youth  
3. Active participation in the society | Youth empowerment  
Sense of responsibility in the society  
Active citizenship |
| **2. There shall be a mechanism to access opportunities in education; literacy education, training and social security for youth with disability and those living in difficult circumstances. (p11)** | 1. Access in education opportunities  
2. Social security for youth with disability  
3. Education, training and social security for youth in difficult conditions | mechanisms for access to education  
disabled youths support  
supporting youth living in poor conditions |
| **3. There shall be a mechanism to provide guidelines with a view of facilitating proper youth upbringing and development of youth talents (p11)** | 1. Provide guidelines  
2. Facilitating proper youth upbringing  
3. Development of youth talents | supporting youth talents  
ways for upbringing youth’s talents |
| **4. There shall be a promotion of equitable access to land and other resource allocations, literacy among men and women and expansion of higher, technical and vocational education** Rural Development | 1. Promotion of equitable access of land to youth  
2. Gender equity  
3. Rural youth | gender equity in resource allocation  
rural youth given more attention in resource allocation |
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| **Strategy and Women and Gender Development policy** (p12) | **5.** The Government shall continue to take stern measures to ensure that employers comply with laws and regulations regarding Occupation Health and Safety. (p12) | 1. **Complying to laws**  
2. **Health and safety of employers**  
ensure employers comply with occupation laws  
employer’s health and safety  
youth safety regulations |
| **6.** There shall be a mechanism to regulate and monitor ill effects of the use of Information Communication Technology amongst the youth (p13) | 1. **Monitor ill effects of ICT**  
2. **Regulate ill effects of ICT**  
evaluation of ICT in youth  
Regulate ill effects of ICT to youth |
| **7.** There shall be a conducive environment to encourage training institutions to incorporate ICT element in their curriculum. (p13) | 1. **Conducive environment for ICT implementation**  
2. **ICT implementation in youth curriculum**  
encourage ICT in youth curriculum |
| **8.** The Government in collaboration with the Private Sector shall create an enabling environment for establishment of employment opportunities as stipulated in National Employment Policy, Rural Development Strategy and Agricultural Development Policy. (14) | 1. **Establish environment for employment opportunities**  
create employment opportunities |
| **9.** The Government in Collaboration with private sector shall create conducive environment for youth to settle in rural areas through improvement of social services, infrastructure and promote rural development as it is stipulated in policy of Rural development strategy and Agriculture development Policy (15) | 2. **Improvement of rural social services**  
3. **Improve infrastructure and rural development**  
improvement of rural social services |
| **10.** Regulatory framework shall be developed to ensure social and economic empowerment of young people including the handicapped. (p16) | 1. **Social empowerment**  
2. **Economic empowerment**  
3. **Young people and handicapped**  
economic capital for abled and handicapped youth  
social capital |
| **11.** The Government in collaboration with other stakeholders shall put in place rights of youth. (p17) | 1. **Put in place youth rights**  
youth rights |
| **12.** There shall be a mechanism to involve the youth in the development protection and conservation of the Environment sustainability Resources sustainability |

**Environment sustainability Resources sustainability**
<table>
<thead>
<tr>
<th>13. natural resources and environment as stipulated in the respective policies and strategies. (p19)</th>
<th>3. Development of resources and environment 4. Protection of the environment and resources 5. Conservation of resources and environment</th>
<th>1. Cultural values protection 2. Cultural practices protection promoting Tanzanian cultural values and practices discouraging youth from external influences</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. There shall be a mechanism to protect acceptable cultural practices and promote the Tanzanian cultural values amongst the youth while at the same time protect the youth from harmful external cultural influences. (p19)</td>
<td>1. Media facilities 2. Communication facilities 3. Rural areas rural communication media establishment</td>
<td></td>
</tr>
<tr>
<td>15. The Government in collaboration with other development partners shall promote the establishment of youth friendly health services at all levels. (p20)</td>
<td>1. Friendly health services 2. Youth care creating friendly health services for the youth</td>
<td></td>
</tr>
<tr>
<td>16. Government shall put a mechanism to enhance international youth development programs and promote international cooperation. (22)</td>
<td>1. International cooperation 2. International programs 3. youth Youth International relations</td>
<td></td>
</tr>
<tr>
<td>17. Government, private sector and other stakeholders shall put in place mechanism to mainstream all issues of youth with disabilities in all sectors as stipulated in the National Policy on People with Disabilities (22)</td>
<td>1. Youth issues 2. disability mainstreaming disabled youth’ issues</td>
<td></td>
</tr>
</tbody>
</table>