

**FOLK DEVELOPMENT COLLEGES IN TANZANIA: PROSPECTS AND
CHALLENGES**

By

Raphael J. Mokoki

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of
Masters of Arts in Education of the University of Dodoma

The University of Dodoma

October 2013

CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the University of Dodoma dissertation entitled: *Folk Development Colleges in Tanzania: Prospects and Challenges*, in partial fulfillment for the requirements of the degree of Master of Arts in Education of the University of Dodoma.

Signature.....

Dr. Elinami V. Swai

(SUPERVISOR)

Date.....

DECLARATION

AND

COPYRIGHT

I, **Raphael J. Mokoki**, declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other University for a similar or any other degree award.

Signature.....

No part of this dissertation may be reproduced, stored in any retrieval system or transmitted in any form or by any means without prior written permission of the author or the University of Dodoma.

ACKNOWLEDGEMENTS

I would like to be thankful to the almighty God for His guidance and provision of good health to me since the beginning of pursuing my learning to the completion of this dissertation.

However, I would like to extend my gratitude to Munguri and Chisalu Village Executive Officers (VEO), and Munguri and Chisalu FDCs management at large for accepting my request and allowing me to conduct research in their administrable area. Also my special thanks should go to the local community members and graduants in Munguri and Tambi villages who agreed to be interviewed and their passion that they gave me during the whole process of data collection. I really appreciate their cooperation.

A special note of gratitude must go to Dr. Elinami V. Swai, my supervisor, who guided me with incredible patience and insight. Her keen comments and rich guidance were invaluable. I also provide special thanks to Mr. Benjamin B Mgaraganza and Silas Mirau for their advice and comments. In addition, I express special thanks to my lecturers and my colleagues, M.A Education students, who always offered me their heartfelt support which made me complete this work.

My gratitude also goes to my supportive family and my fiancée, Sophia Sukari, for their love which has continued to be a daily source of inspiration to the best I can do.

I also appreciate the warmth and love of my grandparents, Raphael K. Mokoki, and Devotha Waginsu, for their love, prayers and support they showed me from my childhood up to adulthood.

Lastly I am indebted to my lovely relatives, brothers and sisters for providing me with valuable financial support, and they have been a constant source of love, guidance and encouragement whenever a gap occurred in my studies. Without their cooperation and support, this work would not have been possible.

DEDICATION

This work is dedicated to my Mother, Anna Mokoki, for her sacrifice in my life and to our family. The academic success that I have attained so far results from a solid foundation that she had laid. May God bless my mum.

ABSTRACT

Tanzania like many other developing countries is facing unemployment problem. The government established vocational training institutions including FDCs in order to provide technical skills for self-reliance and self-employment. The purpose of this study was to explore the views on the effectiveness of FDCs in promoting self-reliance and self-employment among the FDC alumni. It used a descriptive survey research design to examine a total of eighty (80) respondents. Data were collected using observation, interviews and documentary reviews. The findings disclosed that most of the community members had negative perception on the effectiveness of FDCs in promoting self-reliance and self-employment to FDCs alumni.

This study proposes that FDC management and tutors need to conduct a tracer study to locate their graduants. This would help to understand what they are doing and how effective they are doing. The tracer study would also help in developing curricular that could be more appropriate in the job market.

TABLE OF CONTENTS

CERTIFICATION	i
DECLARATION AND COPYRIGHT.....	iii
ACKNOWLEDGEMENTS	iv
DEDICATION	vi
ABSTRACT.....	vii
TABLE OF CONTENTS.....	viii
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF PLATES	xi
LIST OF ABBREVIATION AND ACRONYMS.....	xii
CHAPTER ONE : THE PROBLEM AND ITS CONTEXT	1
1.0 Introduction and Background of the Study	1
1.1 Statement of the problem	6
1.2 Objectives of the Study	7
1.3 Research Questions	7
1.4 Significance of the study.....	7
1.5 Scope and Limitation of the Study.....	8
CHAPTER TWO : LITERATURE REVIEW	9
2.0 Introduction.....	9
2.1 Theoretical Framework	9
2.1.1 Socio-cultural Theory	9
2.1.2 Applicability of Socio-cultural Theory in this Study.....	11
2.2 Adult Education and Development	11
2.3 Empirical Studies	12
2.3.1 The Role of Adult Education in Development	12
2.3.2 Adult Education and rural development	14
2.3.3 Adult Education and Self-reliance/Self-employment	16
2.3 The Knowledge Gap	18

CHAPTER THREE : RESEARCH METHODOLOGY	20
3.0 Introduction.....	20
3.1 Research Design.....	20
3.2 Research Approaches	21
3.3 Area of the Study	21
3.4 Study Population.....	21
3.5 Sampling Procedures and Sample Size.....	22
3.5.1 Purposive Sampling	22
3.5.2 Simple Random Sampling.	23
3.6 Instruments for Data Collection.....	24
3.6.1 Observation	24
3.6.2 Interviews.....	25
3.6.3 Documentary Review.....	26
3.7 Data Analysis	26
3.8 Validity and Reliability.....	27
3.9 Ethical Issues	27
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND DISCUSSION.....	28
4.0 Introduction.....	28
4.1 Community Members' Views on the Effectiveness of FDCs in Promoting Self-reliance and Self-employment	28
4.2 Individual and Community Economic Projects Emanating from FDCs.....	36
4.3 FDC Tutors Perceptions of their Role in Promoting Self-employment and Self-reliance to FDC alumni.....	44
4.4 Chapter Summary	47
CHAPTER FIVE : SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	49
5.0 Introduction.....	49
5.1 The summary of the Major Findings of the Study.....	49
5.1.1 Conclusions of the Study	51
5.2 Recommendations and Suggestions for Adult Education Research and Practice.	53
REFERENCE.....	55
APPENDIX I.	62
APPENDIX II	64

LIST OF TABLES

Table 4.1 Community Members' Views on the Effectiveness of FDCs in Promoting Self-Reliance and Self-employment	29
Table 4.2 Individual and Community Economic Projects Emanated from FDCs	38

LIST OF FIGURES

Figure 2.1 Vygotsky's Model of Mediated Learning	11
Figure 3.1 Distribution of Sample Size in the Study Area	24

LIST OF PLATES

Plate 4.1 One of the Manual Tools in the Carpentry Workshop in One of the FDCs32

LIST OF ABBREVIATION AND ACRONYMS

AE	Adult Education
DTCs	District Training Centers
FDCs	Folk Development Colleges
FHS	Folk High Schools
FTCs	Farmers Training Centers
KIDDP	Kenya Italy Dept for Development Programme
NGOs	Non-Government Organizations
PRA	Participatory Rural Appraisal
RTCs	Rural Training Centers
TVET	Technical and Vocational Education Training
URT	United Republic of Tanzania
VEO	Village Executive Officer
VETA	Vocational Education and Training Authority
WHO	World Health Organization

CHAPTER ONE

THE PROBLEM AND ITS CONTEXT

1.0 Introduction and Background of the Study

Since 1960s and 1970s, a number of Adult Education innovations have been introduced in Tanzania with the goal of enabling people to be self-reliant and self-employed (Mushi, 1991). Self-reliance means a state of being independent. That is, doing things independently rather than having things done for us or depending on others for things that can be done. Self-reliance does not mean people do not need others; but that the help sought should make one move forward rather than being dependent. Self-employment, on the other hand, refers to the ability to engage in productive work without depending on instructions from an employer or a supervisor.

In Tanzania, Adult Education programmes were initially developed to enable adults to read and write and also to help them engage in socio-economic activities that would help them become self-reliant and self-employed. Initially, adult education programmes were developed to encourage and foster the socialist goals of living and working together, for the common good (Nyerere, 1968). Nyerere, the first president of Tanzania, made a call for adult education to be directed at helping people to help themselves and for it to be approached as part of life: 'integrated with life and inseparable from it. According to Nyerere, adult education had two functions: first, to inspire a desire for change, and an understanding that change is possible, and second, to help people to make their own decisions and to implement those decisions for themselves (Nyerere 1978: 29, 30).

Among the adult education initiatives made in Tanzania were the establishment of literacy, post literacy and Folk Development Colleges (FDCs). Literacy programmes were established in the first stage of adult education with a goal to eradicate adult illiteracy. Post literacy, on the other hand, was established as the second stage of adult education with a goal to consolidate literacy into functional and prevent relapses into illiteracy (Mosha, 1985). FDCs were established to enable the literates to acquire some academic and technical skills to participate well in their communities. This study focuses on FDCs in Tanzania. The goal is to assess how FDCs have attained their goals of enabling people to acquire academic and technical skills to participate in community.

Folk Development Colleges in Tanzania were instituted to achieve these two goals. They are multi-purpose residential Adult Education Institutions related to Folk High Schools (FHS) of Sweden established in Tanzania in 1975 as a result of the late Nyerere's ideas when he visited Scandinavian countries (URT, 2012). According to Mutanyata (2007), FDCs are grassroots institutions that promote adult basic education and vocational skills with an aim to reduce poverty in rural Tanzania. FDCs, it is assumed, can provide alternative educational pathway to those who were unable to meet the costs of formal schooling. They are seen as more down to earth educational institutions than formal schooling, which can meet the practical learning needs of the out-of-school young adults (Meena, 1995).

The idea of establishment of FDCs can be traced back from the former Farmers Training Centers (FTCs), District Training Centers(DTCs), and Rural Training Centers (RTCs) which were established in 1962, 1965 and 1968 in Tanzania (Mosha, 1985). These training institutions were converted to FDCs after the president's visit to Sweden where he

was impressed by that country's Folk High Schools (FHS). In October 1973, Tanzania sent a delegation to Sweden to study the working of the FHS. The delegation recommended the adoption of such colleges to meet the national requirement (Ibid).

In Tanzania, FDCs were established by the Ministry of National Education in 1975 under the Act No 96 of 1975 under section 5 with a role to provide skills and knowledge to adults to enable them to contribute to rapid modernization of the country, to facilitate and ease follow up activities related to literacy campaigns and to improve the standard of general education particularly standard seven (primary school) leavers.

Currently, there are 55 FDCs country-wide spread in every region in mainland Tanzania. In 2009/2010, the colleges provided training to 31,039 participants including 4, 913 long course participants, 26,126 short and outreach course participant out of which 13,347 participants were trained by FDCs in collaboration with other Government and private institutions (URT, 2012).

Among the FDCs main goals are; to develop personalities of individuals, their ability to think, feel and appreciate people's problems so that they could help others participate more fully in the socio-economic activities of their community; to advance the adults knowledge so that they could make better decisions in personal and public matters; to help adults to understand the county's philosophy of socialism and self-reliance and encourage them to play an active role in political matters; to advance community knowledge, skills and abilities for democratic participation in cooperative endeavors; and to promote knowledge and advance skills in agriculture, handicraft, domestic science and health science.

Since the FDCs were meant to inculcate self-reliant and self-employment spirits, special kinds of programmes were offered as core and supporting programmes. The core programmes were those identified as essential to provide knowledge and skills for self-reliance and self-employment while supporting programmes were those identified as potential to broaden the learners' mental faculties in general knowledge and which would enable them to utilize the skills gained from core programmes. Core programmes include agriculture, and technical education, such as Carpentry, Masonry, Metal work, Domestic Science, and Accountancy. Supporting programmes include Political Education, Political Economy, Culture, Adult Education, Language and Bookkeeping (Mosha, 1985).

While FDCs have imparted knowledge and skills to learners for over thirty years, their effectiveness in combating poverty and promote self-reliance and self-employment is yet to be determined. Despite this bleak situation, the same FDCs Philosophy is being used elsewhere in the world to provide education to the grassroots.

In Scandinavian countries, for example, this philosophy was practiced in Folk High Schools (FHS). Like Tanzania, FHS is a system of non-formal adult education emerged in response to the need to educate rural citizens who would not otherwise have access to higher education, since then they have spread to urban areas as well, but continue to serve a unique set of functions in each Scandinavian country (Bagley, et al 2009).

According to Bagley *et al* (2009), In Norway and Denmark, Folk High Schools offer a year of courses which do not directly contribute toward one's degree, but instead offer students the invaluable opportunity to explore various topics and subjects without concern for grades.

In Sweden, specifically Folk High Schools offer both a non-graded “year off,” as well as the opportunity for students to complete their upper secondary school requirements in a non-competitive and individualized setting. These institutions focus on more free and informal deliberations rather than normal formal education provisions. They play a great role in promoting lifelong learning and shed light on basic questions surrounding life of people both as individuals and as members of the society.

Many African countries have also embraced FDC philosophy though in different names and goals. Polytechnics of Kenya, Mozambique, Zambia and Malawi for example play the same role. The polytechnics are found in Cities, Municipalities and some in the local communities.

Citing Barkan and Okumu (1979), Lukambuzi (2004) identified the role of polytechnics in Mozambique as to provide skills, solve unemployment problems and bridge the gap between formal and informal education. Subjects taught include domestic science, tailoring, cookery, mechanics, masonry, carpentry, patterning and fashion making, just to mention few. Theory is integrated with practical work to allow learners to use skills and knowledge they have acquired which can be applied to real environments.

In Kenya, the National Council of Churches of Kenya initiated the Youth Polytechnics in 1968. In 1971, the Government introduced the concept of supporting Youth polytechnics set up by local communities and churches. This was a strategy to ensure that school leavers had access to technical, entrepreneurial and business skills with a goal to enable them engage in income generating activities hence improve the standards of communities in which they live, and stem rural-urban migration. Local communities, religious and other

non-governmental organizations support Youth Polytechnics in different parts of the country (KIDDP, n.y). For example, Youth Polytechnics, widely known as village polytechnics, are regarded as the solution to the problems of youth unemployment. Village polytechnics started as low-cost, post primary training centers in rural areas in Kenya. Polytechnics in Kenya are supported by Italy under Development Programme Support which has been instrumental in supporting Kenya Vocational Training Sector (KIDDP).

In Botswana, the builder's brigades of Botswana were instituted to employ young men and women in productive activities for the aim of fighting against poverty and youth unemployment (Sheffield, 1973). Kilon (1976) explained the concept of 'Brigade center' in Botswana as a cluster of brigades such as builders, carpenters, auto-mechanics and farmers organized under a single local governing authority in a single locality started in 1965. These institutions resemble with FDCs in their roles, functions and goals of establishment. According to Sheffield (1973), the brigades in Botswana have attracted a great deal of attention because they provide vocational training to school leavers at a little or no cost to the government and because they make innovative use of scarce resources.

1.1 Statement of the problem

While the philosophy of FDCs has spread like wildfire worldwide and each country had hopes to raise self-reliance and self-employment, unemployment and dependency are still high especially in Tanzania. Furthermore, there is no study that has explored the extent to which FDCs have managed to raise self-reliance and self-employment. This study aims to fill this gap in the literature. It explores the community members' views on the effectiveness of FDCs in promoting self-reliance and self-employment among the FDC alumni and the surrounding communities.

1.2 Objectives of the Study

Specifically, the study intended:

- i. To explore the community members' views on the effectiveness of FDCs in promoting self-reliance and self-employment.
- ii. To examine individual and community economic projects emanating from FDCs.
- iii. To assess FDC tutors' perceptions of their role in promoting self-reliance and self-employment to FDC alumni.

1.3 Research Questions

The research was guided by the following questions:

- a) What are the community members' views on the effectiveness of FDCs in promoting self-reliance and self-employment?
- b) What are individual and community economic projects emanating from FDCs?
- c) What are FDC tutors' perceptions of their role in promoting self-reliance and self-employment to their alumni?

1.4 Significance of the study

The findings of this study it would create awareness and understanding on the effectiveness of FDCs in promoting self-reliance and self-employment to the Tanzanians. Also, the findings of this study would influence policy makers to develop appropriate policies on FDCs and review their objectives and curriculum content to fit the current socio-economic development of Tanzania. Furthermore, the findings of this study would contribute to knowledge on the topic and open up the way to other researchers who would need to carry out similar or related studies.

1.5 Scope and Limitation of the Study

The study was confined to only two Folk Development Colleges in Kondo and Mpwapwa districts in Dodoma region. The two colleges, namely Munguri and Chisalu were purposely selected from Tanzania mainland because they are among the first FDCs established in 1976 and 1978. As a case of two colleges, the study had a limitation of generalizing the findings to other colleges of the same training programmes.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Chapter two presents a review of related literature. It starts with a theoretical framework that guided the study and empirical studies on adult education and development, adult education and rural development, adult education and self-reliance/self-employment. It ends up with knowledge gap in the literature.

2.1 Theoretical Framework

Theories provide a road map to tackle research problems. As Talcott Parson observed long ago, theories “help illuminate research problem” (Parsons: 1938, 13). Nevertheless, all theories are contextual (Redding *et al.*, 2003).The theoretical framework to be adapted in this study will guide the current and future understanding of the role of adult education and FDCs in particular in promoting self-reliance and self- employment. Socio-cultural and adult education are appropriate theories for this study.

2.1.1 Socio-cultural Theory

In this study, Vygotsky’s socio-cultural theory was applied. This theory looks at the important contributions that the society makes to individual development. It stresses the interactions of people in their culture in which they live. Crowford (1996) points out that socio-cultural theory focuses not only on how people develop but also how that development is shaped by the culture. Socio-cultural theory focuses on social and cultural context in which individuals play an active role in appropriating tools and symbols. Tools

here can mean anything from hoes, tractors to pens and technology. Symbols can mean belief system, work ethics and the like.

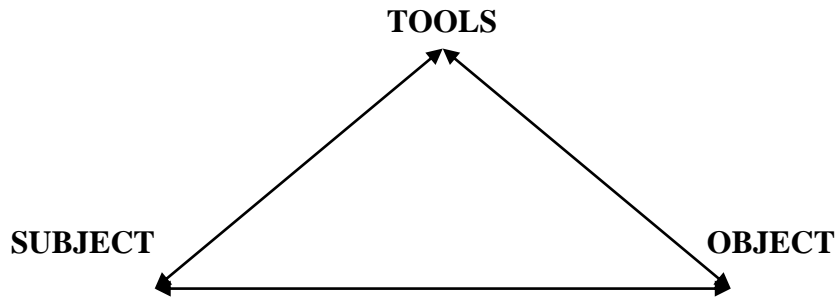
Although much of the socio-cultural theorists focus on children and their learning, some elements was important in explaining how learners in FDCs can be transformed and at the same time transform FDCs.

According to Vygotsky (1978), Participation in social and cultural activities is key to learning and to the development of cognition and culture. Knowledge is not raw materials obtained by sensory, but mediated culturally by tools and symbols.

Citing Vygotsky (1978), Swai (2006: 40) identifies tools as things that people use to master and triumph over nature or change their environment. Things such as pens, tractors, computers, telephones and the like can be categorized as tools. These are used to change human external environment such as houses, economic activities and the like. This environment can be termed as objects. Objects are cultural entities that people work to change and transform to achieve a perceived goal. In the FDC context, self-reliance and self-employment may be object for individuals to enroll. Tools in FDC may be courses to be learnt and the certificates offered. Symbols may be the rules and regulations in classroom interactions which include the relationship between FDC instructors and students.

In summary, according to Vygotsky, human activity consists of a subject (or actor), an object (either an entity or a goal), and mediational tools and signs. The figure 1.1 represents the Vygotsky's Model of Mediated Learning.

Figure 1.1. Vygotsky's Model of Mediated Learning



Source: Swai (2006: 41)

2.1.2 Applicability of Socio-cultural Theory in this Study

Socio-cultural theory of learning was relevant in this study in exploring the FDC alumni's views on the effectiveness of FDCs in achieving the goal which is promoting self-reliance and self-employment. This theory helped in understanding the effectiveness of FDCs within the Vygotsky's mediated learning triangle which includes economic projects, individual self-reliance and self-employment.

2.2 Adult Education and Development

Adult education (AE) is a large and unstructured field of practice with uncountable content areas, delivery systems, goals and clientele (Merriam & Caffarella, 1999). It is considered in both developed and developing countries as an important aspect for social changes and development (Youngman, 2000). This belief has led many countries to depend on adult education for promoting development. Scholars have been keen to study the relationship between adult education and development. Marquies (2010), for example, view life skills as an important aspect for adult learners in their daily lives for personal and community development. Life skills as defined by the World Health Organization (WHO) in 1997 are abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. Life skills are an

important aspect for community development and contribute much in promoting self-reliance and self-employment, which lead to individual and community development.

Thus, this study is framed within the above theories- socio-cultural and adult education and development. These theories individually and together helped to explain the effectiveness of FDCs in promoting self-reliance and self-employment.

2.3 Empirical Studies

2.3.1 The Role of Adult Education in Development

McLean (2009) did a study on the effects of adult education on sustainable development in Jamaica. She used a quantitative approach with survey method. Her focus was on finding out whether adult learners were engaged in activities that moved them from awareness about sustainability to taking action for achieving sustainable development. She focused on five sectors including agriculture, automotive trade/transportation, building and construction services, and hospitality services programs to assess the effects of adult education in realizing the organizational goals. The findings revealed that, adult education could not by itself bring about sustainable development. Mclean found that the socio-political condition in the country was a major barrier to achieve sustainable development. McLean attached this socio-political condition with the failure to apply the theories and content of adult education in real life situation.

Nambinga (2007) did a study on investigating the role played by Adult basic education in the development of rural Namibia. The focus was on the relevance of the programmes offered in helping women of the area in their development. The researcher used a qualitative research strategies and interview, observation and documentary analysis to

understand relevant skills needed to develop the women participation as they concentrated on literacy and numeracy. The findings revealed that, women needed skills that could help them generate income to improve their living conditions. The researcher suggests that, adult basic education should include the content that would uplift and improve the lives of the participants on a social, economic and educational level.

Snyder and Tendese (1995) on their book *African women and development* viewed adult education as an answer to African women development. They identified relevant adult education programs relating to the needs of the community life such as health, family planning and money- making projects which empower adults to become economically independent and self-reliant. These authors suggested that, Adult education programs should be designed to empower adults to realize their potential, to be able to start their own business, gain skills that can enable them to be employed, among others.

James (2009) did a study on awareness and application of life skills education in primary schools in post-conflict areas in Uganda. The focus of the study was on eliminating high levels of poverty especially in rural areas and unemployment to adult learners for their development. The researcher used a cross-sectional survey and questionnaire, interview guides and observation. The study revealed that the application of life skills by pupils was weak and most teachers faced numerous problems in the promotion of life skills. James suggested that materials on life skills need to be supplied to schools, a core subject on life skills be introduced in schools and funding life skills activities could be considered.

In summary, the works of Snyder and Tendese (1995); Nambinga (2007); James (2009); and McLean (2009) give insight on the significant role played by adult education in

development and provision of life skills which help adult learners to cope with the social demands especially in eliminating poverty and unemployment. Despite this role, socio-economic condition must allow the practice of adult education using appropriate theories, including critical theory, to question societal oppression and exploitation.

2.3.2 Adult Education and rural development

Akinpelu (1985) did a study on post literacy and vocational training in the context of rural development and income generation in Africa. His focus was on the contribution of the village polytechnic of Kenya, the builder's brigades of Botswana and the Folk Development Colleges of Tanzania in self-development, particularly income-generation and economic issues. The study found that, there was a sufficiently strong economic basis for such a programme to be successful in spite of the differences in socio-political ideologies. It suggested that vocational training can be a viable option for rural unemployment and poverty reduction.

Simiyu (1990) did a study on vocational and technical education and training in Kenya. He explored the benefits that might accrue from youth polytechnic in producing graduates for self or salaried-employment to participate fully in the development of rural and urban areas. The researcher used a case study and observation, interviews, and questionnaires. The findings of the study revealed that trainees acquired necessary skills for both salaried jobs and self-employment which were relevant to rural and urban development though the technology applicable in the rural area was somewhat different from that in the urban area because of the unavailability of electricity. The researcher suggested that the government should consider taking full responsibility of providing tools, equipment (including maintenance), and materials and other miscellaneous facilities necessary for the day-to-

day operations in the youth polytechnics. Also pedagogy or professional training in instructional methods and refresher courses for skills upgrading should be arranged for the instructors to up-date their knowledge and skills.

Matsepe (2002) did a study on adult education as an agent for social change in Lesotho. The researcher focused on the role played by adult education in both urban and rural communities for development. The researcher used a descriptive approach with case studies, interview, questionnaire and observation. The study revealed that the role played by adult education was important as an agent for social change. It provided solution to pressing issues and problems of the disadvantaged groups. The researcher suggested that follow up studies were needed in order to assess the impact of adult education in Lesotho.

Mutanyatta (2007) did a tracer study of youths who had completed studies from FDCs in Tanzania. His focus was on the crucial role played by FDCs in promoting adult basic education, vocational skill training and poverty reduction in rural Tanzania. Specifically, he focused on FDC alumni who became pro-active and continued with Vocational Education and Training Authority (VETA) trade tests, their test performance and their subsequent employment opportunities by combating youth unemployment and poverty. The researcher used anecdotal evidence, interview and documentation. The findings of the study showed that, with comparative to other students, a reasonable number of FDC alumni passed trade test revealing the relevance and effectiveness of the internal efficiency of the FDCs. Also the graduants managed to secure self-employment in line with the philosophy of FDCs mission. The researcher suggested that, FDCs should be spread in all districts in this era of science, technology and information communication technology to enhance rapid rural development and eradicate poverty.

In summary the work of Akinpelu (1985); Simiyu (1990); Matsepe (2002); and Mutanyatta (2007); increase our understanding on how adult education may promote rural development. Vocational training institutions are seen as important aspects to community and rural development. However, there is no evidence that adult education promotes self-reliance and self-employment. The next section examines this issue.

2.3.3 Adult Education and Self-reliance/Self-employment

Marques (2010) did a comparative study on the contribution of entrepreneurship education in the development of life skills in young people in Belgium and Ireland. The focus of the study was on the development of skills that might help adult learners become more entrepreneurial in their daily lives in order for them to be self-reliant. The researcher used a qualitative approach and interview and documentary research. The study found that Belgium and Ireland had recognized the important role of education and training in the development of skills and personality, important for the labour market for youth to be self-reliant and self-employed. The study suggested that, entrepreneurship to adult learners should be considered as a general attitude that could be useful in all work activities and everyday life for self-reliance, self-employment and development in general.

Palmer (2004) did a study on the perceived importance of the occupational work ethic among adult students in technical colleges in Georgia. The focus of the study was on the importance of work ethic instruction in technical education which serves a vital role in preparing students for employment. The researcher used a quantitative research and survey and interview in the study. The findings of the study revealed the inclusion of reflection and the emotional dimension of learning as additional strategies for incorporating work ethic into the classroom because students' perceptions about their

work experiences impacted their thoughts about work ethic. The researcher suggested that adult learners needed opportunities to reflect on their experiences, critique them, and apply this knowledge in meeting their future employment goals.

Al-Alawneh (2009) did a study examining educators and employers perceptions on career and technical education graduates' employability skills for the labor market in Jordan. The researcher focused on improving the quality of technical education institutions graduates in the local and global labour market competition. The researcher used a survey method and questionnaire. The findings of the study revealed that there were no significant differences between employers' and educators' perceptions on graduates of career and technical education in terms of fundamental skills and personal management skills in the labour market. Al-Alawneh (ibid) suggested that both employers and educators needed specific type of skills that were important in the workplace. The study suggested that, graduates need to market themselves to be employable and equipped with generic and technical skills needed in the labor market. Furthermore, he suggested that graduates needed skills on how to transfer the attained skills to the workplace.

Ogundele *et al.* (2012) did a study on entrepreneurship training and education as a strategic tool for poverty alleviation in Nigeria. The study focused on the effect of entrepreneurship training on poverty alleviation to adult learners and promoting self-reliance. Researchers used a quantitative study with stratified random sampling technique where 250 entrepreneurs and apprenticeships from five local government areas in Lagos state, South Western Nigeria were selected. Data were gathered through a self-monitored questionnaire survey. The findings revealed that youth empowerment was influenced by their acquired technical skill. The study suggested that effective technical education, youth

empowerment, and social welfare service were catalysts for poverty alleviation and self-reliance to adults.

In summary, the works of Ogundele *et al* (2012); Marques (2010); Palmer (2004); and Al-Alawneh (2009) show the role played by adult education in the creation of opportunities for self-reliance and self-employment. Both developed and developing countries have used several means to treat problems encountered by young graduates of primary schools and adult learners to fight against poverty and unemployment. Generally, the above studies expand the knowledge of the researcher on the important role played by adult education in promoting human cognition. But none of the studies showed a direct relationship between adult education and development, rural development and self-reliance/ self-employment. The literature revealed that adult education programs and technical education were regarded as one of the solutions for poverty and unemployment alleviation in rural and urban communities, but the literature is silent on how adult education contributes to self-reliance and self-employment.

2.3 The Knowledge Gap

From the above empirical studies, adult education is viewed as an important aspect for social change and development in both developed and developing countries. For example McLean (2009); Ndambinga (2007); Snyder and Tendese (1995); and James (2009) in their studies show this.

Adult education has also been theorized as playing a big role in the provision of basic skills to adults for the development of rural communities through different programmes, and it is offered in various vocational training centres including polytechnics and Folk

Development Colleges which are non-formal in nature as revealed by Akinpelu (1985); Simiyu (1990); Ndambinga (2007); Matsepe (2002) and Muttanyata (2007).

While programmes offered in adult education aim at fighting against poverty and promote self-reliance and self-employment (Ogundele, 2012; Marques, 2010; Palmer, 2004; and Al-Alawneh, 2009), most of the studies show that there is a mismatch between the programmes offered and the community needs which make it difficult for adults to be self-reliant and self-employed hence remain poor in their communities.

The above studies did not show the relationship between adult educators and promoting self-reliance and self-employment nor did they explore the community members' views on the effectiveness of FDCs in promoting self-reliance and self-employment.

This study, therefore, has addressed this gap in the literature focusing on Folk Development Colleges in Tanzania. The following chapter presents the methodology used in this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

Chapter three attempts to delineate research procedures which were used in carrying out the present study. Specifically, it describes how the intended research objectives were achieved under the present investigation. The following sub-sections were covered: research design, research approach, research area, population of the study, sampling procedures and sample size, tools used, description and development of tools, validity and reliability of instruments, data analysis plan and ethical issues in research.

3.1 Research Design

Research design is a road map which helps researchers to understand where they are going and where they want to be at the completion of the journey (Kothari, 2004). As a road map, it helps to determine the best way to reach the destination (Loudon *et al*, 2007), and it gives the guidelines or specific steps that have to be followed so as to get evidence in relation to the questions of the study. This study employed a descriptive survey design. According to Kombo and Tromp (2006), a descriptive survey research design focuses on information about people's attitudes, opinions, habits or any of the various educational or social issues of the study. This design was used because it helped the researcher to get enough information on a problem under study. The reason behind the choice of this type of research design is that, it helps the researcher to deeply describe views and peoples insights about the research problem (Bryman, 2004).

3.2 Research Approaches

The study mainly used qualitative approach but supplemented with some quantitative elements. Bryman (2004) contend that, qualitative approach is most appropriate in studying social realities through multiple tools of data collection that are qualitative in nature. Qualitative approach was used for descriptive data especially data obtained from interviews, observations and documentary studies. In this study, qualitative approach was supplemented with some quantitative elements in data analysis and presentation for objective results and interpretation of facts. Borg and Gall (1983) argued that, no any research being purely quantitative or qualitative completely independent unless is supplemented by some elements of the other.

3.3 Area of the Study

The study was conducted in Dodoma region focusing on two Folk Development Colleges namely Munguri and Chisalu located in Kondoa and Mpwapwa district. Dodoma region was selected purposely because of being among the regions whose its FDCs are oldest, the institutions are situated in the researchers' home region where the researcher has been experiencing the operations of various activities conducted by FDCs and looking through various documents on the operations of FDCs, the researcher became convinced there could be a need to explore community members views on the effectiveness of FDCs in promoting self-reliance and self-employment among the FDC alumni. These reasons helped the researcher to get the reliable data pertaining to this study.

3.4 Study Population

According to Kombo and Tromp (2006), population refers to a group of individuals, objects or items from which samples are taken for measurements. Mugenda and Mugenda

(1999) define population as a complete set of individuals, cases or objects with some common observable characteristics. The target populations in this study were tutors and graduants from Folk Development Colleges as well as the community members around the colleges in Dodoma region. The reason for including tutors was to try to get their opinions on their roles in promoting self-reliance and self-employment among the FDC alumni in the era of globalization and development of science and technology. The reason of including graduants in this study was to get detailed information on whether the skills they got when they were at those colleges enabled them to be self-reliant and self-employed in order to explore the effectiveness of FDCs in promoting self-reliance and self-employment. On the other hand, the reason of including community members was to get their views on the effectiveness of FDC in promoting self-reliance and self-employment among the FDC's alumni.

3.5 Sampling Procedures and Sample Size

Cohen *et al.* (2000) define sample as a section or a part of the target population whose information can be generalized to the large population. It is a process of selecting a number of individuals for a study in a way that the sample will represent the large group from where it was selected. In this study, both purposive sampling and simple random sampling techniques were used.

3.5.1 Purposive Sampling

Purposive sampling was used in the selection of tutors with regard to the subjects they were teaching. Ten (10) tutors were purposely selected in which consideration was made on technical subjects and principal subjects they were teaching. In order to meet the objectives of the study and get relevant information, the researcher selected few tutors

who were available, ready to be interviewed and who were potentially rich in information needed for the study, which, according to Miles and Huberman (1994), are those from which one can learn a great deal about issues of central importance to the purpose of the research. Considering this, the researcher set a boundary of cases that could be studied within the set time limit.

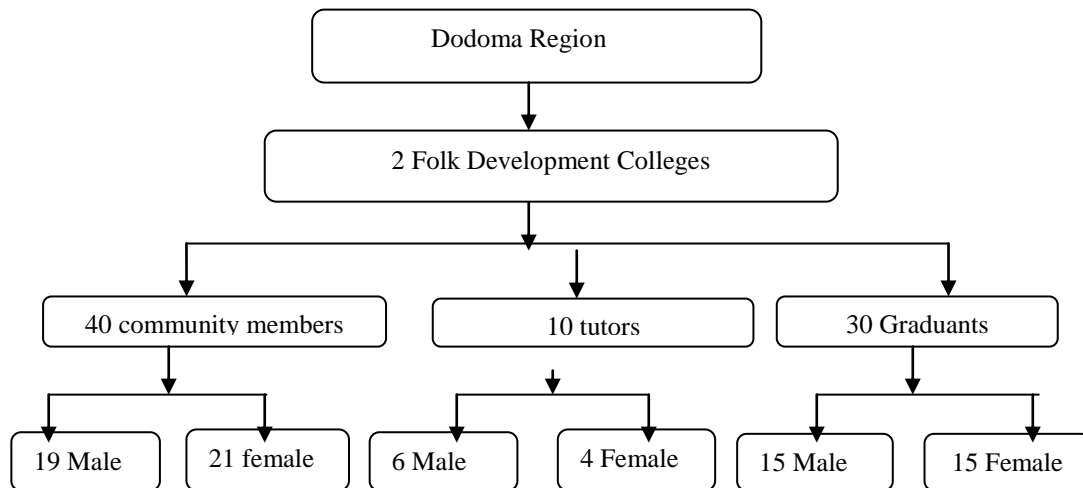
Thirty (30) graduants were also purposely selected from the population of the communities. The researcher consulted tutors and community members in order to get FDC alumni in a pilot study and selected cases that could be studied within the set time limit. It was therefore not expected that the persons chosen were representatives of the population but rather possessed the information needed for the study.

3.5.2 Simple Random Sampling.

Simple random sampling was employed in selecting forty (40) community members who participated in the study. Random sampling is the one in which every item of the universe has an equal chance of inclusion in the sample (Bryman, 2004) and Kothari (2004). The researcher selected randomly the community members who were ready to participate in the study on the basis of their experiences.

The flow chart sampling distribution is given in Fig.3.1

Figure 3.1 Distribution of Sample Size in the Study Area



Adopted from Mgaraganza (2011: 40)

3.6 Instruments for Data Collection

In the study, three major types of instruments for data collection, namely observation, interview and documentary review were used. Observation and interview guides were used to collect primary data, while documentary review was used to gather secondary data.

3.6.1 Observation

Non-participant observations were made in the study area as the community members, instructors and graduants went about their daily routine. Observation was done to observe the actual activities taking place in the colleges, individual and community economic projects emanating from the FDCs, tools used in teaching and learning as well as the infrastructure around the college. Also observation was done to the individual and community economic projects emanating from FDCs. In some research, observation of people is not required but observation of the environment. This can provide valuable

background information about the environment where a research project is being undertaken (Hancock, 2002). The main reason of using observation was to examine the effectiveness of FDCs and individual and community economic projects emanating from FDCs in promoting self-employment and self-reliance to FDC alumni. Direct observation helps the researcher to put behavior in context and thereby understand it better (Kombo & Tromp, 2006). To supplement observation pictures were also taken to reveal the situation.

3.6.2 Interviews

The semi-structured interviews were used as they are useful in the collection of rich qualitative data due to their flexibility, being focused, time-effective and they enable researcher to get a complete and detailed understanding of the issue under study (Kombo & Tromp, 2006). In this technique, Auerbach & Silverstein (2003: 23) add that, “with interview the researcher learns the subjective experiences of the participants”. Moreover, interviews enabled the researcher to obtain data required to meet specific objectives of the study and to provide in-depth data which are not possible to get by using a questionnaire (Mugenda & Mugenda, 1999; Wiersma & Jurs, 2004). The interviews were conducted after observation in order to get more clarification on some issues observed. The information obtained was noted in a notebook. Interviews helped the researcher to explore the community members’ views on the effectiveness of FDCs in promoting self-employment and self-reliance and to assess FDCs tutors’ perceptions of their roles in promoting self-employment and self-reliance for students after their studies. Interviews were also used to collect qualitative data from graduants on their views about the effectiveness of FDCs in promoting self-employment and self-reliance. The reason for using this instrument was to get deep information on the effectiveness of FDCs in promoting self-employment and self-reliance among the FDC alumni.

3.6.3 Documentary Review

Bailey (1994) defined documentary methods as the analysis of documents that contain information about the phenomenon that a researcher wishes to study. According to Bailey, documents are used to supplement information which will be collected through other methods such as in-depth interviews. Documents such as college objectives, fliers and FDCs guidelines were examined. Such documents revealed some basic information on the involvement of community members around the colleges. They helped the researcher to examine the community members' views on the effectiveness of FDCs in promoting self-reliance and self-employment to FDC alumni.

3.7 Data Analysis

The research was qualitative in nature and gave the researcher an opportunity to obtain meaning and understanding of experiences, attitudes and feelings of community members towards the effectiveness of FDCs in promoting self-employment and self-reliance to FDC alumni. The data collected from face-to-face interviews were coded by classifying and collapsing responses in a notebook. Non-participation observations were listed and classified before being described qualitatively. Further, the documents provided information on the status of Folk Development Colleges in Tanzania. Most of the qualitative data in this study were sorted, edited and the key findings were analyzed in a descriptive manner as a text while some quantitative findings were analyzed through descriptive statistics which involved tabulation of responses in order to obtain percentages by using frequencies of the responses. The analyzed data were also used to write the results.

3.8 Validity and Reliability

The term validity is used when determining whether the findings are accurate from the stand point of the researcher, the participants or the reader of an account (Creswell and Miller, 2000). It is used to judge whether the research accurately describes the phenomenon which is intended to describe (Bryman, 2001). Reliability refers to certainty of an instrument to yield similar results over time; it is a measure of degree to which research instruments yield results or data after repeated trial (Mugenda & Mugenda, 1999; Bryman, 2004).

To insure validity and reliability in this study, the triangulation of data gathering instruments (use of interview, observation and documentary review) was used. Mathiso (1998) argues that, triangulation is a typical strategy for improving both validity and reliability. Also, a pilot study was conducted to test the relevance and validity of the instruments and clarity of the questions to ensure reliability or consistency of the results over time.

3.9 Ethical Issues

Masson and Bramble (1997) argue that, consideration of the ethics and values in research reminds the researcher his responsibility for acknowledging literature source, keeping the public informed and protecting privacy as well as welfare of human objective. For the purpose of this study, the researcher asked permission from the authority of the University of Dodoma before conducting the research. After getting the permission from the University, the information was sent to the selected study area. Also, the respondents were informed about the purpose of the study and were assured about confidentiality that the information collected would be used for academic purpose only.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

Chapter four presents results, analysis and discussion of the research findings presented according to the research objectives developed in chapter one. The chapter is divided into three major sections: section one presents the data on community members' views on the effectiveness of FDCs in promoting self-reliance and self-employment; section two focuses on the data pertaining to the individual and community economic projects emanating from FDCs; and section three presents the data on FDCs tutors' perceptions on their role in promoting self-reliance and self-employment.

4.1 Community Members' Views on the Effectiveness of FDCs in Promoting Self-reliance and Self-employment

The study sought to find out the community members' views on effectiveness of FDCs in promoting self-reliance and self-employment among the FDC alumni. It intended to examine whether the FDCs achieve the intended goal or not. Data for this objective were collected from interview sessions with seventy community members including the FDC alumni found in the study area. The question was, "*What are the community members' views on the effectiveness of FDCs in promoting self-reliance and self-employment?*" Table 4.1 shows the summary of the responses from the community members and the alumni.

Table 4.1. Community Members' Views on the Effectiveness of FDCs in Promoting Self-reliance and Self-employment

Respondents	Effective			%	Not effective			%
	Male	Female	Total		Male	Female	Total	
Community members	10	07	17	56.66	12	11	23	57.5
Alumni	06	07	13	43.33	7	10	17	42.5
Total	16	14	30	100	19	21	40	100

Source: Field Data (2013).

Data obtained indicates that 30 (42.85%) of the respondents said that FDCs were effective while 40 (57.14%) said that FDCs were not effective in promoting self-reliance and self-employment. Among of those who said the FDCs are effective in promoting self-reliance and self-employment 30 (42.85%) respondents gave different reasons; 17 (56.66%) respondents said that FDCs were effective because some graduants had gained competencies in many jobs, as it is vivid in the following respondent's views:

"Some FDC students have the ability to produce quality products such as furniture and clothes while others have become very reliable constructors of houses. All these are the products from these colleges"

One of the alumni added that:

"FDC helped me to be self-employed and self-reliant because I can now make different furniture. This has helped me to be self-reliant."

Some believed that Folk Development Colleges were effective due to the fact that the graduants were hard workers in engaging in activities they learned in the community and this had helped them to be employed in different organizations. One of the graduants had this to say:

“Many FDC graduants have secured employment in various sectors and some have established their own workshops. I, for example am employed and at the same time I have my own business. So, I could say, FDC has made me what I am.”

These findings were supported by Mutanyatta (2007) when he found a reasonable number of graduants had passed trade tests which implied that they were competent in the labour market. In addition to this, data revealed that some alumni managed to secure self-employment in line with the philosophy of FDCs’ mission.

On the other hand, those who did not see the effectiveness of FDCs thought that the colleges failed to train students in marketable skills as the following response shows:

“I learnt animal husbandry from the FDC, but I could not use this skill after my studies. I stayed for seven years looking for a job and trying to think on what I could do. Fortunately, I went for a short course in entrepreneurship on poultry project in one of the Vocational Training Institutions. From this course, I gained knowledge and skills which enabled me to start my own project on poultry. I would say, FDCs provide abstract knowledge and one comes out without the necessary understanding of what to do with the knowledge gained.”

Others blamed FDCs for lacking competent tutors and poor infrastructure, which are associated with poor knowledge and skills on the part of graduants, as this response shows:

“Most of the tutors do not have enough skills and are not competent in teaching. Some make learners very uncomfortable. They are so harsh and angry all the time. Another challenge is lack of electricity and may be transport. These are major challenges in our college.

Some respondents thought that the knowledge and skills gained from FDCs were not enough. One had to undergo some more training and get some assistance before managing to be independent and self-reliant. One had this to say:

“In order for them to be self-employed and self-reliant after completion of their studies, they need to attach themselves to more skilled people, what they call, apprenticeship on the courses they learned. Some look for assistance from the government, parents or NGOs for tools to be able to be self-employed or self-reliant”

Still others thought FDCs offer outdated courses which do not match with the available market. They use traditional ways in teaching and learning process which do not match with the development of science and technology. One respondent said:

“Look at the tools in the carpentry workshop, they are outdated, some are broken and nobody cares to repair them despite the fact that we are learning skills to repair things. Most of the tools that we use are manual. In many workshops in towns, people use electric tools. They are easier to use and they use less human energy. One would say, FDCs are outdated.”

Plate 4.1. One of the Manual Tools in the Carpentry Workshop in One of the FDCs



Source: Field Data, (2012)

Basing on the above findings, it shows that there are those who believe that FDCs are not effective in promoting self-employment and self-reliance. This group of respondents links this with incompetence on the part of the tutors and outdated courses which result into FDC students to complete their studies with poor knowledge and skills and fail to be self-employed and self-reliant. These findings are supported by different scholars. For instance, Mutanyatta (2007) found that less than one third of the respondents who were the FDC graduants had attained relevant wage employment and a sizeable number of graduants had their job expectation unmet. Amuka et al (2011) found that students in polytechnics were taught practical subjects theoretically due to the lack of adequate space; inadequate teaching and learning materials; and inadequate competent resource persons. Hartl (2009) found that TVET education provide inferior education compared to general education and fails to solve a problem of youth unemployment.

In Kenya, the same observation was found in polytechnics. Kelemba (2010), for example, found that the quality of training in polytechnics deteriorated because of inadequate and obsolete tools and equipment and lack of quality-assurance mechanisms, leading to incompetent graduants. Habib (1999) found that adult education tutors lacked facilitation skills to understand one's problems which resulted in lingering socio-economic problems. Like in FDCs, Habib (ibid) found the organization of adult education courses neglecting the practical learning needs of the learners and students were made to learn mechanically, producing people who could not put the skills learnt into practice. The same observation was made by MOYA (2006a); Ogundele et al (2012); and Mwinzi & Kelemba (2009). These scholars showed that adult education graduates possessed inadequate technical and entrepreneurial skills required in the labour market. The studies established the correlation between adult education programme levels and the market relevance or employment opportunities, since a programme level cannot be relevant in the job market and fail to offer employment- opportunities to the trainees. The study concludes that the higher the programme level, the higher the chances of access to employment.

Also, the findings revealed that FDCs were not effective because of poor cooperation with the communities around, making to the community fail to support the colleges in different economic activities. For example, one of the community members in one of the FDCs complained that:

“When this college was built in our community, we expected we would learn various skills such as farming and animal husbandry. But it is very difficult for an ordinary farmer to learn these skills because there is no good cooperation between the college and the community. This discourages peasants and other community members bordering the college from participating in its programmes. We only send our children there, but we do not have much say in what our children should learn that can help them to be self-reliant or self- employed.”

These findings were supported by Mosha (1985) who found that tutors were not being effectively used in important areas like agriculture and their skills were not properly used when they had no work to do at the FDC. There is lack of preliminary investigation into the people's problems which adversely affected the type of training offered, and the quality of the product in FDCs. He added that the courses offered might be too theoretical and not geared to solving known local problems. Meena (1995) also argued that FDCs failed to meet the expectations of its major clients which made the community around the colleges not participate in the FDC programmes. This factor contributed to capacity under-utilization and paralyzed some of the activities of these institutions. Kiplagat (2010) in his study revealed that the more the determinant of employment is integrated into the youth polytechnic programmes, the more the programmes become marketable and thus the more they enhance the trainee's access to the employment opportunities. It was established that when the required knowledge and skills by employers are incorporated into the programme, and when the job specifications are known, then the programmes will provide knowledge and skills for self-employment, leading to enhanced access to employment.

However, these findings divert from the findings by Guodong (2003) and Kelemba (2010) who found that the fundamental aim of adult education was to enable all citizens with the ability to live, work and labor to realize all-round development through developing their personal resources, improving their knowledge and skills and optimizing their personality in accordance with different needs in life, work and learning. Communities should be mobilized on the role of adult education in promoting education, training and industrialization which help adults to be self-reliant and self-employed.

On top of that, Zadeh and Ahmad (2010) viewed participation as a vehicle of community development. In order to achieve development in the community, community members should be involved directly in the process of development. So, through good cooperation and participation between the college and the community in different economic activities, FDCs can be a catalyst to community development.

From this point of view, the study found that FDCs failed to help most of their clients to fulfill their needs of being self-employed and self-reliant. The major reasons mentioned for this could be lack of tutors, very poor infrastructure, competition from other vocational training institutions, low level of education and rudimentary tools in teaching and learning which are not marketable in helping students to be self-employed and self-reliant.

These reasons can be justified by Muttanyata (2003) as cited in Ndamgoba (2010) who found that infrastructures were obsolete and buildings were not appropriate to house modern equipment like computers. In some colleges like Rubondo, Ngara, Gera and Malya there was no electricity.

Mosha (1985) also justified that FDCs had problems related to transportation and money, unclear guidelines on the implementation of these tasks, lack of good supervision and evaluation of work habits which require due consideration so that concrete plans can be devised and implemented. He suggested that criticizing the tutors or college principals will not help, but making available the required materials and equipment, and good plans, and motivating the staff will enable them to function well.

From the above findings, it may be depicted that FDCs which are among the adult education institutions do not play a great role in promoting self-employment and self-

reliance to their alumni. Community members are discouraged that their children do not acquire appropriate skills to enable them to be self-reliant with the notion that the colleges offer very poor skills to the learners which do not help them.

In summary, this section shows the mismatch on the perception of FDCs among community members. Some had negative perception on the effectiveness of FDCs in promoting self-reliance and self-employment to its alumni. This group argued that colleges failed to train students in marketable skills, lacked competent tutors, had poor infrastructures and outdated courses which were associated with poor knowledge and skills on the part of the graduants. Also, poor cooperation with the communities around was mentioned as a barrier for the community to support the colleges in different economic activities. FDCs were regarded as outdated institutions which were forgotten by the government. Therefore, in this group community around do not see their (FDCs) effectiveness in promoting self-reliance and self-employment to their alumni. There were those who perceived FDCs positively. This group of FDC alumni used the skills and knowledge to start economic projects such as furniture making and building construction. All these, to them, can be said that FDC was effective in promoting self-reliance and self-employment. Because there is no social institution that is 100% perfect, it can be said with confidence that FDCs are effective.

4.2 Individual and Community Economic Projects Emanating from FDCs

The second objective sought to find out the individual and community economic projects emanating from FDCs. This intended to examine the extent to which FDCs contribute to economic development in the surrounding communities. Data for this objective were obtained through interviews and observation made by the researcher on different

individual economic projects in the study area with 40 community members and 30 FDC alumni. The question was “*What are individual and community economic projects emanating from FDCs?*” The data revealed that the observed individual economic projects emanating from FDCs were tailoring, carpentry, masonry, animal husbandry, and gardening. On the other hand, data revealed that there were no community economic projects emanating from FDCs.

Table 4.2 summarizes the individual and community economic projects emanating from FDCs.

The researcher interviewed some of the respondents who were the FDC alumni in their workshops where he observed some individual economic projects emanating from the FDCs.

17 (24.28%) responded that tailoring was among the individual economic projects emanating from FDCs because some graduants had their tailoring workshops which they used and helped them to be self-employed and self-reliant as one of the respondents said that:

“Many graduants have their own tailoring machines which they use to get money to sustain their lives by sewing and repairing some clothes “

18 (25.71%) responses mentioned carpentry as the individual economic project emanating from FDC. They said that:

“Most of the graduants use the skills gained on carpentry and establish their workshop and produce furniture and sell them, which help them to be self-employed and self-reliant.”

Similarly 16 (22.85%) respondents show that masonry was the individual economic project emanating from FDCs which helped some graduants to have self-employment and were self-reliant. One of the FDC alumni said that:

“I use masonry skills gained from the college to build and repair houses which help me and my family to have our daily needs and fight against poverty.”

06 (8.57%) respondent show that some graduants engaged themselves in gardening where they used the skills obtained from the colleges to open gardens and grow green vegetable, tomato, onions, carrot and other products from the garden. One of the respondents said that:

“Some of the graduants have garden projects. Through them we get vegetables and fruits like water melon and cucumber. They get much money which helps them to fight against poverty.”

04 (5.71%) respondents showed that some alumni had animal husbandry project which emanated from the skills gained from FDC, which helped them to be self-employed and self-reliant. One of the parents of the graduant from FDC said that:

“My child use animals such as cows and donkeys for farming as economic activity. He gained that knowledge from FDC.”

The rest 09 (12.85%) responded that there was no any individual economic project emanating from FDCs because most of the graduants did not use the skills obtained from FDCs to open up individual economic projects since they remained like other villagers who did not pass in any institution. When asked as to why they did not use skills obtained from FDCs to open up individual economic projects, one of the community members from the study area explained that:

“They complete their studies with very little practical skills which make them fail to establish any economic project. Also, they said that, courses offered in FDCs were not marketable.”

Basing on the above findings, it is revealed that FDC offer little knowledge and skills for students to establish their own economic projects. Most of the students complete their studies with very poor knowledge and skills which need them to attach themselves to more skilled people on the course they learned in order to improve their knowledge for them to be self-reliant and self-employed. The study revealed that few students who worked hard and attached themselves to more skilled people had succeeded to be self-employed and self-reliant and those who did not attach themselves to more skilled people did not use the skills gained.

Also, the findings revealed that students who got financial support for tools to start their workshops after their studies succeed to be self-employed and were self-reliant. For those who lacked financial support after completions of their studies were not self-employed and self-reliant because they failed to apply the skills gained from the college. One of the interviewees who attended a two-year course in mechanics during the academic year 1991/1992 in one of the FDCs in the study area revealed that:

“He gained sufficient knowledge in terms of theory and practice in mechanics. Unfortunately, he could not utilize the knowledge gained due to the lack of financial support. He informed the researcher that there were no mechanic workshops in the village and since he had no place to live in town he could not get employment in the garages which could have utilized his skills. So, he is a peasant in the village like others who never attended any course in FDCs.”

On the other hand, when the community members were asked whether there were community economic projects emanating from FDCs, the response from community members indicated that 22 (55%) of the community members said that there was no community economic project emanating from FDCs in their community. 10 (25%) said that they were not sure if there was any community economic project emanating from FDCs apart from the water project which was not functioning in one of the FDCs while 08 (20%) responded that they did not know if there was any community economic project emanating from FDCs.

The findings from the study revealed that there were no community economic projects emanating from FDCs. The community members seemed not to understand if colleges could offer knowledge and skills on economic projects which were useful for them in fighting against poverty. These findings were supported by different scholars: Meena (1995) in her study found that the local communities which were supposed to have

benefited from the FDC project were glaringly missing. She found that there was no feasibility study to analyze their learning needs, to understand the various conditions under which the project was going to be located, and to get the gist of their needs and concerns. When the project took off, neither the ministry of Education nor the donor had an idea of what existed in terms of the physical facilities, the equipment in the colleges, and what were the varied needs of these institutions in relation to the localities they were expected to serve. From this point of view, it shows that communities around the colleges are not much involved in FDC economic projects which make difficulties for the community to see the importance of the college being in their environment.

Mosha (1985) also found that there was no effort to assess the village needs before planning new programmes in FDCs. Many people said that tutors did not visit villages in order to find out more about their problems. This information reveals that little effort was made to identify people's needs and village problems before organizing training programmes including economic projects in FDCs.

The study by Fass (1986) diverts from these studies; he found that theory suggests that the process by which traditional societies become more self-reliant involves entrepreneurship in experimenting with different ways to move from known to unknown forms of economic activities. The knowledge of basic business skills can often help adult learners to be self-reliant and self-employed. Sewing projects focused entirely on training in various sewing skills, like dressmaking, tailoring, and contract alterations, and then on marketing the services could enhance people to generate income to them and promote self-reliance.

MacLean (2009) also in his study found that, the involvement of adult learners in the sustainability movement was paramount. Adults are more likely than secondary school students to get support from the political leadership for bringing about requisite change. Many adult learners are also heads of households, role models or community champions and have the capacity to motivate useful action at the workplace or in their neighborhoods. With regards to this, FDC students as adult learners should be given knowledge and skills on economic projects apart from technical skills learned for the aim of changing their mindset and their communities at large for their development.

From this point of view, FDCs play a great role in promoting community economic projects around the colleges through their alumni which will help the community members to fight against poverty and create opportunities for self-reliance and self-employment. The study found that, FDCs possessed many economic projects such as livestock keeping, gardens, sewing, carpentry, and farms but the communities around the college were not involved in these projects which could be helpful for them to be self-reliant and self-employed.

To sum up, the findings from this section depicted that, tailoring, carpentry, masonry, garden and animal husbandry were the main individual economic projects emanating from FDCs. From the interview and observation made by the researcher, responses revealed that very few graduants managed to establish their own individual economic projects. Little knowledge and skills gained by graduants and lack of financial support to the graduants after their studies were the major barriers to most of the FDCs alumni to establish their individual economic projects. These reasons made them not achieve their goals of being self-reliant and self-employed. Also, the study revealed that there were no community economic projects emanating from FDCs though colleges possessed many

economic projects such as livestock keeping and farms. Community members seemed not to understand if colleges could offer knowledge and skills on economic projects which were useful for them to fight against poverty.

4.3 FDC Tutors Perceptions of their Role in Promoting Self-employment and Self-reliance to FDC alumni.

The study sought to find out FDC tutors perception on their role in promoting self-reliance and self-employment to FDC alumni. This intended to assess whether the FDC tutors help graduants to be self-reliant and self-employed after their studies or not. Data for this objective were collected from interview sessions with ten FDC tutors found in the study area. The question was, *“what are the FDC tutors perceptions of their role in promoting self-reliance and self-employment to their alumni?”*

One of the tutors said that:

“My role is to provide to the learners enough skills and abilities in the courses they learned. When these skills can be developed by the learner after their studies, they will be able be self-reliant and self-employed.”

Some tutors perceive their role as to provide guidance and counseling to learners to develop the skills gained by attaching themselves to more skilled people on the courses they learned at the college after their studies which would help them to cope with the environment. This helps learners who are ambitious of being self-employed and self-reliant to succeed in their lives as revealed by one of the tutors:

“I guide and counsel my students on many issues socially and academically. This helps them to cope with the environment and challenges facing them as they pursue their studies.”

On the other hand, all the tutors responded that they provided little knowledge on entrepreneurship skills and life skills which would help them to start their economic projects by using the skills emanating from FDCs. The response below reveals this:

“I also provide them with little knowledge on entrepreneurship skills which will help them as adults to start small business in order for them to get tools to start their workshops.”

All the tutors responded that, though they provided knowledge and skills to the learners, they faced many challenges which discouraged their effort of helping learners to be self-employed and self-reliant after completion of their studies. Some of the challenges mentioned include poor infrastructure, inadequate tutors, nature of the students enrolled, i.e. different educational levels from those who did not know how to read and write, standard seven leavers and school drop-outs, poor government support especially financial support to run the colleges and the use of local/ manual tools in teaching and learning which do not suit the current development of science and technology.

The study revealed that tutors had positive perceptions of helping FDC students to be self-employed and self-reliant, but they lacked creativity and facilitation skills of helping their students to complete their studies with enough knowledge and skills for self-employment because of the challenges facing them. FDC tutors should have the ability to raise the consciousness of the learners according to their environment, help them analyze their problems, find solutions to their problems and help them empower themselves by being creative. If FDCs tutors will keep on complaining on the challenges facing them and not being creative, the colleges will remain isolated and continue to be a failure in helping FDC students to be self-employed and self-reliant.

These findings were supported by Habib (1999) who found that, adult education tutors lacked facilitation skills to understand one's problems, which results in lingering socio-economic problems. Habib (ibid) added that if adult education is not targeted towards learners' interests, very soon learners will lose interest in studying. Tutors play an important role of raising the interest of the learners for them to be self-reliant.

Citing Owino (1997), Makori (2005) found that, most of the vocational educational teachers were professionally incompetent to handle the innovation. Though many had long teaching experience and were trained, the training programme had not been specifically geared to the teaching of vocational subjects. A number of adult educators teaching technical and vocational subjects were not trained for such a job, thus raising concern over the competence and quality of adult educators teaching in vocational Training Institutions. This contributes to the failure to trigger desired effects through vocational education in Kenya.

Mosha (1985) found that adult educators lacked skills in teaching adults and some tutors lacked knowledge and skills for teaching the principal subjects and even technical subjects.

These findings divert from the findings by Torres (2002) who found that adult educators played a great role in promoting self-reliance and self-employment through lifelong learning. They create empathy for the learners and allow them to engage in collective interpretation of their realities in a non-threatening atmosphere. He also found that the level of adult educators varied and there was no uniform qualification required for one to become a promoter or adult educator (Torres, 2002).

In summary the findings from this section show that tutors perceive their role as to provide to the learners up-to-date skills and building abilities through competence based learning, provision of guidance and counseling for the alumni to cope with the environment and provision of little knowledge and skills on entrepreneurship and life skills. Though they have positive perception towards their roles, they face many challenges which distract their role of helping their alumni to be self-reliant and self-employed. From this point of view, they lack creativity and facilitation skills on how to cope with the challenges for the aim of helping their alumni to be self-reliant and self-employed.

4.4 Chapter Summary

This chapter presented and discussed the study findings related to the efficacy of FDCs in promoting self-reliance and self-employment. The chapter started with exploring the community members' views on the effectiveness of FDCs in promoting self-reliance and self-employment. It was found that most of the community members viewed FDCs as providing outdated materials, using outdated materials that are not effective in promoting self-employment and self-reliance to its clients.

The chapter also focused on examining the individual and community economic projects which emanated from FDCs. The findings from the study showed that the major individual economic projects emanating from FDCs were tailoring, carpentry, masonry, animal husbandry, and gardening. On the other hand, data showed that there were no community economic projects emanating from FDCs though colleges possess many economic projects.

Lastly, the chapter focused on assessing FDC tutors' perceptions of their role in promoting self-reliance and self-employment to FDC alumni. The findings from the study revealed that tutors had positive perceptions of helping FDC students to be self-employed and self-reliant, but they lacked creativity and facilitation skills of helping their students to complete their studies with enough knowledge and skills for self-employment because of many challenges facing the colleges including poor infrastructure, inadequate tutors, inadequate teaching and learning resources, nature of the students, and poor government support especially on financial support to run the colleges.

Generally, the findings revealed that some community members around the colleges had negative perceptions towards FDCs because of not understanding the objectives of the colleges. However, there were those who perceived the FDCs positively and this group had things to show. Among the objectives of the colleges is to promote knowledge and advance skills in agriculture, handcraft, domestic science and health science. FDCs provide students with knowledge and skills which can be improved by learners after their studies for them to be self-employed and self-reliant. If learners do not improve their knowledge and skills gained after their studies, they remain poor and dependent on their families.

The next chapter presents summary, conclusion and recommendations of the study.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

Chapter five presents the summary, conclusion and recommendations on the topic under study. The chapter is confined in interpreting the findings to make sense, based on the research objectives of this study. The chapter is divided into two parts. The first part summarizes the major findings of this study and the second part provides recommendations, and suggestions for adult education research and practice.

5.1 The summary of the Major Findings of the Study

Data collected on whether FDC promote self-reliance and self-employment or not reveal that most of the FDC alumni could not use the knowledge and skills gained from FDC to be self-reliant or self-employed. This implies that FDC alumni continue to face economic insecurity although they engage in FDC programme that meant to alleviate poverty and promote development. These FDC alumni confront poverty alongside their neighbors who have not participated in FDCs.

From the findings of this study, it can be said that there is a mismatch between policy makers' ideas of FDCs and adult learners attending FDCs in Tanzania. From the literature, the study by James (2009); Simiyu (1990); Marques (2010) and Mutanyatta (2007) ascertain that adult education play a great role in promoting self-reliance and self-employment to adult learners. But the findings divert from this wisdom as they were supported only by 42.85% of the respondents, while 57.14% of the respondents viewed FDCs as not effective in promoting self-reliance and self-employment. The findings show

that adult learners and FDC alumni in particular fear to do things more than what they were taught. In other words, they fail to take initiatives beyond what they were taught by their facilitators. This implies that adult education and FDC programmes could promote self-reliance and self-employment if the learners were taught to think beyond the content that they were exposed to; it cannot solve everything in the society including unemployment problems. FDC learners were supposed to use the knowledge and skills gained as tools to solve the problem of dependency and unemployment, rather than thinking that the knowledge and skills were the problems themselves.

As Vygotsky (1978) in socio-cultural theory explains, a child is exposed to cultural tools which he or she internalizes. Later, it makes sense and uses it to solve its problems. Likewise, the FDC alumni were supposed to make sense of the knowledge and skills gained to use them as tools to solve the problems of self-reliance and self-employment. However, it is wrong to assume that adult education will automatically lead to becoming self-reliant and self-employed, the culture must be conducive to allow this. This includes providing the alumni with necessary tools and resources to start economic projects.

The economic insecurity experienced by FDC alumni raises several concerns about the effectiveness of adult education programmes in diminishing poverty and material hardship, and the efficacy of FDCs designed to promote economic self-reliance. As these learners leave their economic activities to engage in adult education programme for two years with a hope that it will help them become self-reliant and self-employed, the loss of time can lead to severe material hardships and may ultimately undermine the achievement of economic self-reliance upon the completion of the programme. This fact requires the policy makers and curriculum developers to revisit the FDCs curricula to fit the current

socio-economic condition. Learners need to be exposed to knowledge and skills that will enable them to solve the current socio-economic problems using appropriate tools and resources.

Lastly there is a mismatch between policy makers and adult learners as well as adult education and promotion of self-reliance and self-employment. Self-reliance and self-employment go beyond adult education. For someone to be self-reliant and self-employed, the social capital is very important in creating employment opportunities to adult learners.

5.1.1 Conclusions of the Study

The study aimed at exploring the community members' views on the effectiveness of FDCs in promoting self-reliance and self-employment to FDC alumni. The findings indicated that there was a negative perception on the effectiveness of FDCs in promoting self-reliance and self-employment to their alumni. Tutors, on the other hand, did not help their learners to be self-reliant and self-employed by expanding their roles beyond the provision of knowledge and skills.

It was concluded that FDCs as grassroots level institutions located in rural areas if utilized well could be a solution to youth unemployment and poverty alleviation to the local communities around the colleges. Colleges were upset and seen by the communities around as not helpful for them. The colleges were left with many challenges like poor infrastructure, inadequate financial support, shortage of tutors and teaching and learning resources which made tutors work in difficult environment. The ministry concerned should give priority to the colleges by working together with financial institutions in order to support the colleges which seem to be vanishing.

The findings from the study revealed that policy makers and adult education learners had different perceptions of the effectiveness of FDCs in promoting self-reliance and self-employment. Policy makers perceived FDCs to be effective in exposing learners to the possibilities of becoming self-reliant and self-employed. Participants perceived FDCs as a panacea to solve their immediate problems which were dependency and unemployment. Most of the participants (more than 56%) perceived FDCs as not effective and were not helpful. Being located in their place does not mean are helpful to them.

This means that FDCs alone do not promote self-reliance and self-employment to their alumni. Policy makers in isolation with tracer studies to the communities around the institutions will result to policies which contradict the clients. Therefore, policy makers should conduct tracer studies in order to understand the community needs and prepare demand driven programmes which will help the clients to be self-reliant and self-employed and cope with the development of science and technology.

The findings revealed that FDCs did not promote economic development to its alumni since most of the clients had no enough capital to start economic projects. It can be said that even those who succeeded to be economically developed may be FDCs did not help them to be the way they are. Their personal struggles and support from their families helped them to be the way they are. This means that knowledge and skills alone do not help adults in economic development. Economic development is more than adult education; it needs capital, networks and self-motivation of the learners. FDCs should be assisted financially by the government, NGOs and donor agencies in order to help graduants to get important tools which will help them to start their workshops for their economic development.

The findings revealed that FDC tutors did not perceive their role beyond the provision of knowledge and skills to their learners. They complained on many challenges facing them which hindered their role of helping their clients to be self-reliant and self-employed. This means that, FDC tutors did not play other roles of helping their learners to be self-reliant and self-employed after completing their studies. They only dealt with learners when they were at the colleges by providing them with knowledge and skills, but when learners completed their studies were left alone to struggle in order to get self-employment which was difficult to them. Most of the learners were discouraged because of lacking assistance, especially financial support from the colleges, government and NGOs. Therefore, FDC tutors in collaboration with the government and parents should create supporting environment to the learners after completion of their studies which will help them develop knowledge and skills gained for self-reliance and self-employment.

5.2 Recommendations and Suggestions for Adult Education Research and Practice.

- FDC management and tutors need to conduct a tracer study to locate their graduants. This will help to understand what they are doing and how effective they are doing. The tracer study will also help in developing curricula that is more appropriate in the job market.
- Most of the colleges are located in rural areas where most of the Tanzanians live. Therefore, the Ministry of Community Development, Gender and Children should consider extending FDCs to the rural areas.
- This study opened up further research topics on the effectiveness of FDCs in promoting self-reliance and self-employment to their alumni. Future research similar to this should be carried in other FDCs and their communities around in

Tanzania since the study covered only one region (two districts) with two FDCs. The future studies should also include data collection from adult education officers in the areas concerned in order to provide diverse perspectives and valuable visions into understanding the complexity of adult education and self-reliance/self-employment. Also, the study could be conducted to investigate the role of adult educators in promoting life skills.

REFERENCE

- Akinpelu, J. (1984), Post-Literacy and Vocational Training in the Context of Rural Development and Income Generation in Africa. *International Review of Education*, Vol 30, No.3, 315-328.
- Al-Alawneh K. M (2009), Examining Educators and Employers Perceptions on Career and Technical Education Graduates Employability Skills for the Labor Market in Jordan. A Dissertation in Workforce Education and Development submitted in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy. The Pennsylvania State University; the Graduate School Department of Learning and Performance Systems.
- Amuka, M. L; Olel M, L; & Gravenir, Q. F. (2011), Examination of the Effects of Cost Sharing Policy on Science and Technology Education and Training in Kenya National Polytechnics. *Australian Journal of Business and Management Research*, 1 (2).
- Bagley, S. S. and Rust, D. V. (2009), Community-Based Folk High Schools in Norway, Sweden, and Denmark. *Community College Models*. Springer Science + Business Media, pp. 279-298.
- Barkan, D. J, and Okumu, J. J (1979), *Politics and Public Policy in Kenya and Tanzania*. Heinemann Educational Books: Nairobi.
- Berg L. B. (2007), *Qualitative Research Methods for the Social Sciences*. Prentice Hall.
- Biswalo, P. L. and Baartjies, Z. (2001), Womens Need for Credit in order to Participate in Income-generating Activities: Swaziland Case Study. Adult Education and Development: Institute for International Cooperation of the German Adult Education Association IIZ/DVV. www.iiz-dvv
- Borg, W. R. and Gall, M. D. (1998), *Educational Research: An Introduction*. New York: Longman Inc.
- Bryman, A. (2004), *Social Research Methodology*. Oxford. Oxford University Press.
- Chambers, R. (1993), *Rural Development: Putting the Last First*. London. Longman.

Cohen, L., Manion, L.M. and Morris, K. (2000), *Research Methods in Education*. Routledge Falmer. London:

Crawford, K. (1996), Vygotskian Approaches to Human Development in the Information Era. *Educational studies in Mathematics* Vol, 31, 43-62.

Creswell, J. W. and Miller, D.L. (2000), *Determining Validity in qualitative Inquiry. Theory and Practice*. Ohio State University, 39(3).

Dipholo, K. (2007), "*Implementation of Participatory Rural Development in Botswana*" A Thesis Submitted for the Degree of Doctor of Philosophy in the University of the Witwatersrand, Johannesburg.

Fass, S (1986), Innovations in the Struggle for Self-Reliance: The Hmong Experience in the United States. Reviewed work(s): Source: *International Migration Review*, Vol. 20, No. 2, Special Issue: Refugees: Issues and Directions (Summer, 1986), pp. 351-380 Published by: The Center for Migration Studies of New York, Inc. Stable URL: <http://www.jstor.org/stable/2546040> .Accessed: 09/10/2012 06:24.

Foley, M. and Edwards (1997), Escape from Politics? Social Theory and the Social Capital Debate. *American Behavioral Scientist*, 40: 550.

Government of Botswana (1976), *Botswana's Brigades*, Government Printer. Gaborone.

Guodong, X. (2003), *Adult Education and Development: Adult Education in China: Present Situation, Achievements and Challenges; 25 Years of Cooperation: ASPBAE and IIZ/DVV*.

Hedegaard, M. (2002), *A Cultural-Historical Study: Learning and Child Development*. Aarhus: Aarhus University Press. James, O. (2009), Awareness and Application of Life Skills Education in Primary Schools in Post-conflict Areas: A case of Kalaki County Kaberamaido District. A Dissertation Submitted to the Graduate School in Partial Fulfillment for the Award of Master of Education Degree in Science Education of Makerere University, November, 2010.

Habib, N (1999), Community Development through Adult Education among Women. Adult Education and Development. *Institute for International Cooperation of the German Adult Education Association*: Vol 53; 1999; retrieved on 12/01/2013 from www.iiz-dvv.de

Hartl, M. (2009), *Technical and Vocational Education and Training (TVET) and Skills Development for Poverty Reduction – Do Rural Women Benefit?* International Fund for Agricultural Development, Italy

Kilon, A. E. (1976), *Agricultural Project, Kweneng Rural Development Association (Brigade) Molepolole.*

Kiplagat, H. (2010), The Relevance of Youth Polytechnics' Programmes towards Youth Employment: A Study of Chepkorio and Iten Youth Polytechnics in the larger Keiyo District. A Research Thesis Submitted in Partial Fulfillment of the Requirements for the Award of the Degree of Master of Philosophy in Technology Education (Electrical and Electronics Option) in the Department of Technology Education, School of Education, Moi University, October 2010.

Kombo, D. K., & Tromp, D. L. A. (2006), *Proposal and Thesis Writing: An Introduction.* Nairobi: Paulines Publications Africa.

Kothari, C.R. (2004), *Research Methodology: Methods and Techniques.* New Delhi: Wiley Eastern Ltd.

Lukambuzi, M. (2004), *The Role of Information in Enhancing Performance in Folk Development Colleges in Tanzania: A Case Study of Folk Development Colleges in Coast and Shinyanga Regions: A Dissertation Submitted for Partial Fulfillment of Master of Arts in Education, University of Dar es Salaam.*

Makori, A. (2005), The Kenya's Educational Policy: Exploring some of the Major Impediments to Redesigning Pedagogy. University of Reading. A Paper Presented at the International Conference (30th May to 1 June 2005: Nanyang Technological University, Singapore).

Marques, L. (2010), *The Contribution of Entrepreneurship Education in the Development of Life Skills in Young People: A Comparative Research Study between the NFTE (Network for Teaching Entrepreneurship) Licensed Partners in Belgium (Brussels) and Ireland (Dublin). Fulfillment of a Dissertation for the MA in Comparative European Social Studies at Zuyd University in Maastricht.*

Masson, E.J. and Bramble, W.J. (1997), *Research in Education and Behavior Science Concept and Methods*. Brown and Benchmark Publishers Bogota.

Matsepe W. M. (2006), *Adult Education as an Agent for Social Change. A Case Study in Lesotho. A Dissertation Submitted in Accordance with the Requirements for the Degree of Doctor of Education in Subject Didactics at the University of South Africa.*

McLean, P. (2009), *An Assessment of the Effect of Adult Education on Sustainable Development in Jamaica. A Dissertation Submitted to the Faculty of the College of Education in Partial Fulfillment of the Requirements of the Doctor of Philosophy, Florida Atlantic University Boca Raton, FL.*

Meena, R. (1995), *The impact of Divergent Interests in an Aided Project Process: The Case of Swedish-Aided Folk Development Colleges in Tanzania. A Dissertation Submitted for Partial Fulfillment of Master of Arts in Education, University of Dar es Salaam.*

Merriam, B.S. & Caffarella, S.R. (1999), *Learning in Adulthood: A Comprehensive Guide*. Jossey-Bass Publishers.

Miles, M. and Huberman, A. (1984), *Qualitative Data Analysis*. London. Sage Publications.

Miles, M. B. & Huberman, A. M. (1994), *Qualitative Data Analysis*. London: Sage.

Moore, P. (1998). *Reading Recovery Teacher Training: Communities of Learners Engaged in Inquiry, Network News (Spring 1998): 7.*

Mosha, H.J. (1985), *Progress and Impact of Folk Development Colleges on National development: The Tanzanian Experience*. Dar es Salaam: Ministry of Education.

Mugenda, M. and Mugenda, O. (1999), *Research methods: Quantitative and Qualitative Approaches*. Nairobi: Acts Press.

Mushi, K.A. P. (1991), *Origins and Innovations in Adult Education Innovations in Tanzania*. *Journal Article*. Vol. 37, No 3, 351-363.

Mutanyatta, J. (2007), Folk Development Colleges (FDCs): Unique Grassroots Level Institutions that Promote Adult Basic Education, Vocational Skills and Poverty Reduction in Rural Tanzania. *Journal of adult education Tanzania* 15.

Nambinga, T. S. (2007), The Role of Adult Basic Education and Training Programmes in the Development of Rural Black Women in the Omusati Region in Namibia. A Dissertation Submitted in Partial Fulfilment of Requirements for the Degree of Magister Technologiae in the Subject Human Resource Development at the University of South Africa.

Ndua, E. (1988), Technical Education in Kenya: A Study of Youth Polytechnics. M.A. Thesis, McGill University, Montreal, Canada.

Nyerere, J. K. (1968), *Education for Self-reliance, Freedom and Socialism*. Dar es salaam: Dar es salaam University Press.

Nyerere, J. K. (1978), Development is for Man, by Man, and of Man: The Declaration of Dar es Salaam In B. Hall and J. R. Kidd (eds.) *Adult Learning: A Design for Action*, Oxford: Pergamon Press.

Ogundele, et al (2012), Entrepreneurship Training and Education as Strategic Tools for Poverty Alleviation in Nigeria. *American International Journal of Contemporary Research* Vol. 2 No, 1.

Oiro, S. and waithaka, D. (1982), *Realizing the Potential of Village Polytechnics*. Nairobi: Action Aid, Kenya.

Owino, G.C. (1997), Vocational Education in Primary Schools in Kenya and Tanzania: A Comparative Study with Special Reference to Kenya. Eldoret : Moi University (Faculty of Education). MA Dissertation (unpublished).

Palmer, L. (2004), *The Perceived Importance of the Occupational Work Ethic Among Adult Students in Technical Colleges*. A Dissertation Submitted to the Graduate Faculty of the University of Georgia in Partial Fulfillment of the Requirements for the Degree of Doctor of Education, Athens, Georgia 2004.

Pasons, T. (1938), *The Role of Theory in Social Research*, in *American Sociological Review*, Vol. 3, No. 1, 13-20.

Redding, C. A; Rossi, J.S; Ross, S. R; Velicer, W.F. & Prochasker, J. O. (2000), *Health Behavior Model*. *The International Electronic Journal of Health Education*, 3 (Special Issue): 180-193 Retrieved on 15th Oct, 2012 from <http://www.iejhe.siu.edu>.

Sheffield, J.R. (1973), *Education in Kenya: A Historical Study*. New York: Teachers' College, Columbia, University Press.

Simiyu John, H.G.W. (1990), *Vocational and Technical Education and Training in Kenya: Case Studies of Two Exemplary Youth Polytechnics*. A Thesis Submitted to the Faculty of Graduate Studies and Research in Partial Fulfillment of the Requirements for the Degree of Master of Arts (M.A) in the Department of Administration and Policy Studies in Education. McGill University Montreal, Quebec, Canada.

Swai, E. V. (2006), *Construction of Womanhood in Africa: The Case of Women in Rural Tanzania*. A Thesis in Adult Education Submitted in Partial Fulfillment of the Requirements for the Degree of Doctor of Education. The Pennsylvania State University U.S.A

Synder, M.C. and Tendesse, M. (1995), *African Women and Development*. London: Zed Books.

Torres, R.M. (2002), *Lifelong Learning: A New Momentum and a New Opportunity for Adult Basic Learning and Education (ABLE) in Developing Countries*. Retrieved 13th Nov 2012 from <http://www.Fronesis.org>

URT (2012), *Ministry of Community Development, Gender and Children*. Folk Development Colleges (FDCs).

Vygotsky, L. (1978), *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.

Youngman, F. (2000), *The Political Economy of Adult Education and Development*. London. Zed Books.

APPENDIX I

MWONGOZO WA KUHOJI WAKUFUNZI WA VYUO VYA MAENDELEO YA WANANCHI

1. (i) Jina la chuo ----- (ii).Jinsia yako
.....(iii). Umri wako ni miaka mingapi-----
iv) Uzoefu wako kazini ni miaka mingapi.....
v) Unafundisha masomo gani? -----
2. Ni kwa jinsi gani ufundishaji wa wakufunzi kwenye vyuo hivi unakidhi matakwa ya wanachuo katika kujiajiri wenyewe?
3. Je! vifaa vya kufundishia na kujifunzia vilivyopo vinafaa kuwapa wanachuo ujuzi na maarifa ya kutosha kujitegemea wamalizapo mafunzo yao?
4. Kupata mafunzo kwenye vyuo vya maendeleo ya wananchi kunaweza kuwasaidia wanachuo waweze kujitegemea?
5. Ni kwa jinsi gani wakufunzi wanaweza kuwasaidia wanachuo kuweza kujiajiri baada ya mafunzo yao?
6. Njia za kufundishia na kujifunzia mafunzo ya vyuo vya maendeleo ya wananchi zinawapa uwezo wanafunzi kujiajiri baada ya mafunzo?
7. Kozi zinazotolewa na vyuo hivi zinaendana na maendeleo ya sayansi na teknolojia ya kisasa?
8. Je! wewe una nafasi gani ya kuwawezesha wanachuo kujiajiri wenyewe?
9. Ni nafasi ya serekali kuwawezesha wanachuo kujiajiri na kujitegemea baada ya mafunzo yao hapa chuoni?

10. Vyuo vya maendeleo ya wananchi ni muhimu kwa taifa, tafadhali toa maoni yako.

11. Nini mawazo yako juu ya uboreshwaji wa vyuo vya maendeleo ya wananchi nchini?

APPENDIX II

MWONGOZO WA KUHOJI WANAJAMII

1. Unaelewa nini kuhusiana na vyuo vya maendeleo ya wananchi?
2. Je! Unamfahamu mtu aliyemaliza mafunzo katika vyuo hivyo?
3. Je! Mafunzo yanayotolewa chuoni yanakidhi mahitaji ya walengwa?
4. Katika watu ambao unawafahamu waliosoma kwenye vyuo hivyo, unadhani elimu waliyoipata chuoni inawasaidia kupambana na maisha yao ya kila siku?
5. Kuna tofauti gani unazozifahamu kati ya ujuzi alionao mtu aliyesoma vyuo hivi na vyuo vingine vya ufundi.
6. Unadhani wahitimu wa vyuo hivi wanaweza kushindana kwenye soko la ajira pamoja na wahitimu wa vyuo vingine vya ufundi?
7. Je! Kuna wahitimu wa vyuo hivi ambao wametumia ujuzi waliopata vyuoni kuanzisha miradi mbalimbali ya kiuchumi ambayo inawasaidia katika kumudu maisha yao ya kila siku?
8. Kama kuna ambao wameanzisha miradi kutokana na ujuzi waliopata kwenye vyuo hivyo, unafikiri wanaiendesha miradi hiyo kwa ujuzi / kiwango kikubwa tofauti na wenye miradi kama hiyo ambao hawakupitia kwenye vyuo vyovyote?
9. Je jamii ya hapa imenufaikaje na uwepo wa chuo hiki mahali hapa?
10. Nini maoni yako kuhusiana na vyuo vya maendeleo ya wananchi katika kupambana na umaskini kwa vijana?
11. Nini maoni yako kuhusu jamii inayokizunguka chuo katika kukiboresha?

APPENDIX III

MUONGOZO WA KUHOJI WANACHUO WALIOHITIMU

1. Una miaka mingapi? (.....) jinsia yako ni (.....)
2. Je! umesoma chuo gani cha maendeleo ya wananchi?na umehitimu mwaka gani?
3. Je! umesomea ujuzi gani (fani gani) katika chuo hicho?
4. Umewahi kupata ujuzi mwingine mbali na chuo ulichokisoma?
5. Ni kwa vipi ujuzi ulioupata umekusaidia katika kujiajiri na kujitegemea?
6. Je! kuna mradi wowote wa kiuchumi uliouanzisha ambao umetokana na ujuzi ulioupata chuoni?
7. Nini mawazo yako kuhusu kuboresha chuo ili kuwasaidia walengwa waweze kujiajiri na kujitegemea?