

Participation of Communities in Community Education Programmes in Tanzania

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Abstract

Communities' participation in learning processes is very crucial to ensure that knowledge, skills and competencies are acquired for the effective performance of communities' undertakings. However, the choice of what to learn to streamline with communities' desires is more important than learning itself. Thus, this paper examines the instigation and involvement of communities in community education programmes in Tanzania. The study employed mainly qualitative research methods and multiple case study design. Purposive and convenient samplings were used to capture information (data) from a total of 100 respondents. Qualitative data were categorized thematically while quantitative data were tabulated, graphed in the form of frequencies as derived from responses with the help of MAXQDA software. The findings for this study revealed that communities' needs/requests were the main factors for instigating community education programmes by 83%. Further, the controversy was disclosed concerning communities' involvement in choosing what to learn. Sixty-three percent of experts from higher and middle authorities claimed that experts and leaders at lower levels were used to involve communities in selecting what to learn, while 56% of community members declared to be informed by their leaders about the available training but not in selecting what to learn. It is, therefore, recommended that for the best consequences of communities' participation in community education programmes, conducting a situational training needs assessment is vital.

Keywords: *community education, involvement, instigation participation*

Introduction

Community participation in education is widely recognized as a vital vigour in the efforts to remove barriers to attaining the objectives of any community education programme. Successful and effective engagement of all stakeholders including community members empowers communities to participate effectively with a sense of ownership in multiple facets of education. Community participation cultivates moral support and strengthens the relationship, hence, sustainability of the programme. Additionally, one of the advantages of involving local communities from the initial stage is to find innovative and coupled up solutions to specific local

problems and subsequently, coordinate delivery with appropriate management in sturdy accountability (Kintz, 2011; Shore, 2008).

Participation in community education programmes

Both men and women in the community have to participate in community education programmes to ensure that no one is left behind to ensuring community development. The participation can be direct or indirect through representation depending upon the nature of the decision to be made. However, it is important to ensure that those participating in decision making are fully informed and organized (Munene & Thakhathi, 2017) and have the freedom to state their views as they pursue their agenda and the entire community they are representing contrary to personal interests.

There is a need to empower communities so that they participate in decision making to be part of developmental activities which are taking place in the community. It should be noted that community empowerment is a distinct concept from community involvement since community members can be actively involved in an initiative, but still fail to exercise control over the core process and influence the expected results (Hunter, 2015). That is why community empowerment through community education is not only important but also crucial to ensure community participation in decision making including the educational facet.

It is advised that no single stakeholder group either internally or externally can have full control over decision making, rather they must learn to share the power according to the resources they hold (Liu, Eng, & Ko, 2013). It is emphasized that the community with respective people should perceive themselves as able and entitled to make the decision, and that marginalized or oppressed community members acquire basic rights to achieve greater control over their lives (Hunter, 2015; Lei Guo, Su & Lee, 2018).

Without active participation and involvement from local communities, it would be impossible to establish a promising developmental direction that has blessings from the entire community as a result of participative decisions. Salazar (2012) argued that communities must recognize tangible benefits before they participate actively in all matters of their concern. This will help communities to know the beginning and the expected ending, ultimately be in a position to deal with arising challenges towards their destination. In this view, participation in community education programmes could be one of the tools to sensitize communities and motivate them to

participate in learning activities to know their power in their own lives (Ayinde & Torimiro, 2014; Chapsos, Koning & Noortmann, 2019).

Conceptualizing community education

If community education is regarded as one of the vital tools for empowering communities in various aspects including participation in decision making, how do scholars conceptualize it? Ezimah (2004) defines community education as a process aimed at raising consciousness, spreading understanding and providing the necessary skills for the social, economic, political and cultural development of the community. Akande (2007) defines community education as education geared towards the articulation of community needs and problems. Generally, community education refers to education provided to a group of people living in a particular geographical area to develop their knowledge, skills, and competence determined by their socio-economic needs. It is within the community, by the community and for sustainable community development.

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

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

Analysis of learning needs

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

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

To ensure sustainable and miscellaneous human prospect in a long run, the formulation of educational policies dealing with all the intricacies of sustainability and proficient management for their flourishing implementation is to be anticipated (Carron & Carr-Hill, 1991). However, the problem of most planners, particularly on community education programmes, rests on the identification of learning needs and assessing the future demands of those communities for better implementation of those educational programmes. Failing to identify the learning needs of communities automatically raises doubt on its implementation and successful attainment of objectives and goals in place.

Identification of learning needs and assessing the future demands has been a serious problem in the sense that, community education programmes are diverse and complex, thus foreseeing the specific needs for some years to come, becomes difficult. Although this has been noted to be the problem, several scholars in the field of planning agree that planning for community education could play an important part in national development in African countries, provided that it is geared to specific needs (Bottery, 2004). The same idea has been insisted by Onuoha and Nwosu (2013) that adult and community education programmes, in general, should be closely linked

with the needs, interests, and aspirations of learners to cultivate their motives on their socio-economic development goals.

Poster (1982) suggests that the community education curricula should be developed to cater for the specific needs of various categories of people including disabled, unemployed, rural and urban youth, refugees, prisoners, farmers, fisheries, business people and entrepreneurs. The programmes should focus on the thematic areas which particularly and appropriately address the needs of the learners including income-generating projects, healthy living education, agricultural education, gender equity, environmental conservation and natural resource use as well as basic knowledge on the constitution on duties, rights of the citizens and legal procedures (Acharlu & Vigyan, 1990). According to a well-planned series of programmes, stress should be laid on constructive programmes for virtuous benefits and sustainability.

The Problem

Despite the fact that community members are participating in learning opportunities available including community education programmes, still, several claims are arising regarding the relevance of what they are learning. The main concern which is questionable is all about their participation concerning instigation and involvement in selecting what they wish to learn reflecting their undertakings for better production and development. Several studies have examined the contribution of Integrated Community-Based Adult Education programme in poverty reduction, alternative approaches to adult education, implementation of the programmes, challenges of educational leadership, factors affecting aid coordination and the role of adult and community education in promoting equality in education. Studies by Akinkugbe and Kunene (2001); Bottery (2004); Isack (2013); Kavanagh (2007); Liveille (2012); Swai (1999) and University of British Columbia (2012) are cases in point. What seems to be unknown is the degree of relevance of community education programmes by reflecting the involvement of community members in selecting what they want to learn, thus the dire need for this study.

Purpose and Objectives of the Study

The purpose of this study was to examine the participation of communities in community education programmes in Tanzania. Specifically, the objectives of the study were to:

- i) examine the factors for instigation of community education programmes in different communities;
- ii) investigate the involvement of community members in selecting community education programmes

Theoretical Assumptions

Involvement is a crucial component in making decisions on what to learn, how to learn and where to learn particularly for adult learners. The decision by the learners can contribute to the persistence of students in learning activities. The involvement theory states that the amount of learning and personal growth associated with any educational programme is directly proportionate to the quality and quantity of student involvement in the programme (Astin, 1999; Stukas & Dunlap, 2002).

This theory assumes that a student learns best when involved in decision making regarding the educational programme to learn. And that the involvement of the student is measurable both qualitatively and quantitatively based on the level of involvement which determines the participation of the student in learning. The theory accentuates the students' behaviour with the argument that it is what the student does and how the student behaves that defines and identifies involvement. It further emphasizes the active participation of the student in the learning process. Therefore, effective participation in learning is determined by the decision making which is preceded by the involvement of the learner right from the beginning for the right and commendable decisions. This is plausible since the theory postulates that involvement occurs along a continuum that is distinct for each student at a given time. The theory concludes that the "effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement" (Astin, 1999, p. 519)

Research Methodology

This study employed mainly qualitative research methods. The study used a multiple case design as it allows wider exploring of research questions and theoretical evolution and provide a more complete and comprehensive understanding of the research problem (Creswell, 2012; Schoonenboom & Johnson, 2017; Venkatesh et al., 2016). The study was conducted in four big

Cities in Tanzania, namely Dar es Salaam, Arusha, Mwanza, and Mbeya. These Cities were purposively selected to capture the diversity of communities dealing with different socio-economic activities (farming, livestock keeping, trade and fishing). Moreover, the four big cities were selected purposively because providers of community education, NGOs, in particular, were found in these Cities. The total number of respondents for this study was 100 people, out of whom 41 were experts from different Ministries with respective City council departments like Agriculture, Livestock, Trade, Community development, Adult education and Fisheries were key informants of this study. Other experts who were involved in this study were from different NGOs and CBOs. All the experts from different Ministries, City councils, NGOs and CBOs were purposively selected. The study as well gathered information from 59 trainees who were sampled conveniently.

Data collection methods and analysis

Interviews, documentary review and Focus Group Discussions were used to collect data for this study. Semi-structured interviews were used to collect information from experts from different Ministries with respective City councils as well as NGOs and CBOs. Semi-structured interview permits probing to have more and complete data, thereby assuring the effectiveness of communication between the interviewees and the interviewer (Creswell, 2012). The documentary review was selected purposely to complement some information that was gathered from interviews. Focus Group Discussions were used to collect data from trainees who participated in different community education programmes to have their views regarding this study. Data analysis began at the outset of fieldwork (concurrent mixed analysis). The qualitative data were subjected to content analysis while quantitative data were tabulated, graphed in the form of frequencies as derived from responses and the percentages were calculated. Generally, the data analysis was done both manually and with the help of MAXQDA software. However, it is cautioned that computer-assisted qualitative data analysis software cannot interpret data rather can assist in managing data coding and store the data for easy retrieval (Kumar, 2011; Punch, 2014).

Study Findings

Instigation of community education programmes

The findings from interviews disclosed that communities' needs/requests were the main factors for instigating any community education programme. About 34 responses out of 41 equal to 83% confirmed that. The needs of communities were identified by experts in different ways including visitation to the communities. Other needs were instigated by community members by submitting their requests to their leaders at different levels; hence the key factors for initiating community education programmes were realized.

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

Generally, there are several factors for instigating community education programmes, there are some community members who are coming directly to our office seeking training assistance. But these people do come for such request with the hope of assisting them even financially. Even though we do not hesitate to assist them in terms of training, we teach them what they need. Along with, we advise them where and how to access funds for establishing their enterprises (INT. E4)

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

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

The foregoing extracts evident that, both Government departments and Non-Governmental Organizations were providing community education programmes based on the demands of the learners. When learners faced production problems or challenges, they sought educational assistance as a practical solution by submitting their requests to responsible authorities. Thereafter, the respective authorities had to take responsive measures including educational

trainings to respective communities. Other factors which were revealed from interviews were: production challenges; policy/Institutional plans; reports by leaders at lower levels, and technology change.

The same research question was asked to trainees of community education programmes. The information was gathered through focus group discussions. The researcher was interested to know the views of trainees on what were considered to be the factors for instigating community education programmes. A total of 14 focus group discussions were conducted. The findings from Focus Group Discussion divulge that challenges/problems in production activities were the key factors for instigating community education programmes. About 40% of respondents confirmed that. During the discussion, one livestock keeper commented:

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

The extract confirms that one of the main factors for community members to instigate community education programmes was challenges/problems that were facing them in their daily activities as per their specialization. The extract also realizes the potentiality of experts in their communities for solving problems that were encountered in different communities.

Lack of knowledge/expertise and the sake for more opportunities/production got the equal total weight of 23%. The findings show the correlation between knowledge and production. Community members believed that knowledge and skills could help them in doing better in their production activities. They believed as well that participating in educational programmes could help them widen their chances and create more opportunities around their surroundings. Thus, community members declared that the instigation of community education programmes was for the sake of creating more opportunities and increasing more production. During a focus group discussion one of the entrepreneurs, aged 51 years elucidated:

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

The extract unveils that it is not necessarily that the one who is employed in the government sector always earns more, but rather even a self-employed person can do better in terms of income generation. Moreover, the extract suggests that to do better in the entrepreneurship industry, attending different types of training is unavoidable. Other factors for instigating community education programmes from FGDs were experts' plan (10%), and technology change (4%).

Involvement of community members in selecting community education programmes

Findings through interviews revealed that experts of community education programmes from higher and middle authorities were using experts at lower levels as well as community leaders in involving the communities in selecting community education programmes (63%). This strategy of involvement was mentioned by almost every Ministry expert, City council experts as well as NGOs and CBOs experts. In responding to this question, one expert from NGO clarified:

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

Meanwhile, the findings from trainees indicated that communities were being informed by their experts or community leaders about the available training. This signifies that instead of being involved in selecting community education programmes to be trained as per their needs, they were being informed about the training to be conducted. As that was the case, communities failed to cater for their needs for training as some of the education and training programmes were not relevant. During the discussions, one livestock keeper had the following to say:

I do remember at first, we were informed by City council experts that there will be training that is important for livestock keepers. Surely, after attending that training we learned a lot, and that was my first time to attend educational training for livestock keepers. For other training, ward experts come to inform us in case of anything. But you cannot attend all education and training programme since others are relevant but others are not, and sometimes different experts from different organizations are teaching the same thing, while we have other things which we wish to be taught (FGD, B3).

The foregoing excerpts indicate the controversy concerning the involvement of community members in selecting educational programmes to be taught with respective consequences in regards to relevance in their undertakings and duplication of educational programmes. Other findings related to this question are as summarized in figure 1.

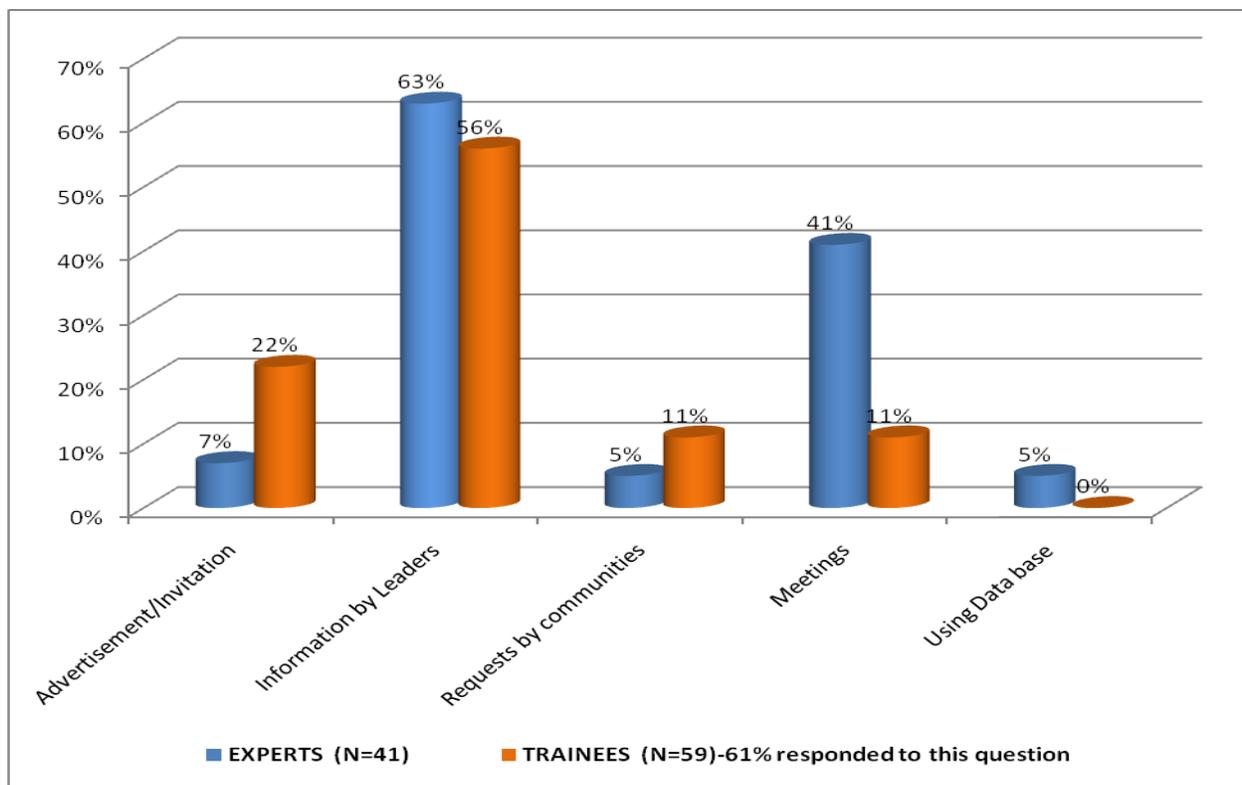


Figure 1: Summary of How Experts and Trainees are involved in Selection of CEPs (*More than one answer was possible*)

Meetings with community members are other means which were disclosed to be used in involving communities in selecting community education programmes. This approach is the second after the use of experts in community education programmes at lower levels. The approach of conducting meetings with communities as per figure 1 is revealed by 41% of respondents from interviews and 11% from FGDs. This denotes that before deciding what to teach communities, experts of community education programmes used to conduct meetings with community groups or leaders of community groups to hear their concerns including the training needs. One agricultural City officer with working experience of more than 20 years explained:

We do our best to ensure that farmers are involved in selecting what they think is the great problem that needs educational support from us. Sometimes it becomes difficult to do this exercise since it needs money to reach these people. But we have (O & OD) - Opportunity and Obstacle for Development plan which

is the approach used for identifying the community needs. This is done by conducting meetings with community members so that they air out their needs. After such an exercise, we come back to our office and see what has been claimed by the majority. Then we plan what to begin with, according to its weight and urgency (INT. A1).

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

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

The findings from the extracts indicate that community members were being involved in selecting community education programmes to be taught as per their needs. Different approaches have been shown to reach different communities to ensure that their preferences were being taken into consideration. Those approaches are well and good if well implemented since community education should be for communities themselves. It is commendable to involve communities since they are the ones who know what is problematic in their production activities. Therefore, involving them means that their concerns are to be addressed accordingly. The problems and challenges in their production activities are anticipated to be reduced for the attainment of their expected goals and objectives.

However, from the extracts, it is noticeable that, despite the goodwill of experts of community education programmes to involve the communities in selecting community education programmes, the issue of cost for reaching communities was raised. This shows that it is quite possible that communities were not well involved or very few communities were being involved due to financial constraints. Additionally, there were some issues that experts of community education programmes taught communities as directed by higher authorities without involving them; this scrutinizes the relevance of such ambush training. Much more, it is apprehended that there were communities' meetings with experts of community education programmes that were

happening by chance, that is why the confirmation from community members was very low at 11%. These two findings indicate some shortfalls in the real meaning of involvement of communities in selecting community education programmes. As far as the findings are concerned, this denotes that communities were being informed rather than being well involved in the community education programme selection processes.

Discussion

It was interesting to find out that different departments and organizations with respective experts considered community needs as a factor for instigating community education programmes. As per its nature, community education should be community-oriented, since what is prevailing in the community is something to be addressed. Though community needs are diverse and somehow complex to meet them all, it is advised to take into consideration those needs for the effective implementation of community education programmes for sustainable development. This finding is in line with the study done by Mensah (2014) who found that educational programmes which were offered in Botswana were based on the needs of various communities and were offered into acceptable values and norms of the society. As a result, those educational programmes helped different communities to reduce their production challenges effectively.

The research findings by City council experts disclose that policy and plans from higher authority were as well among the factors for instigating community education programmes. This means that the approach for the implementation of educational programmes was a top-down approach. It is well and good that policy constitutes the legitimate decision making in various aspects of resources, guidelines, and organization of the educational system. However, this finding is in doubt in terms of implementation despite the goodwill of policy formulation to serve the purpose. The doubt emanates from the extent to which the policy formulation has gone through the requisite steps of policy formulation including the involvement of stakeholders to cater for the needs of the society.

Additionally, the policy is an important aspect of any nation for its operation. Having a policy in hand helps leaders and other experts on how to go about in performing their responsibilities. The policy works if there is a conducive environment for its implementation. The use of policy in instigating community education programmes seems to be controversial as per study findings by Onuoha & Nwosu (2013) who found the troubling inefficiencies and problems in planning and implementing policies despite commendable work done by the Nigerian government on

formulating different policies. In connection with this finding, Mosha (1995) as well found that central policy decisions fail to incorporate the beneficiaries' needs and aspirations and that without involving local communities there will be a gap during the implementation stage (Chapsos et al., 2019). Therefore, although experts were using policies as a ground to initiate educational programmes, it is suspect that implementation of those educational programmes is questionable particularly on its relevance to the end-users. The doubt rests on the extent to which the policy formulation procedures were capable to capture the communities' needs, as well as strategies for effective implementation.

Indeed, participation in educational programmes increases the capacity of communities to gain new knowledge, skills, and competence that helps them to apply in their production activities. This is possible since communities use new and modern ways of production that automatically lead to better and improved production. Much more, by participating in educational programmes, communities open new doors to see other opportunities around their surroundings. Ultimately, communities try possible engagement in available possibilities to increase their income and improve their living standards. This finding correlates with the finding by Olinga & Lubyayi (2002) who assessed the causes for poor farmers in Uganda. The finding indicates that lack of education and skills was ranked the second greatest cause of their poverty. This justifies that along with other factors, education is a crucial tool for reducing poverty among participating communities in educational trainings.

Badu-Nyarko & Zumapkeh (2014) argue that currently non-formal education is considered as a panacea for all socio-economic problems. Likewise, Akande (2007) emphasizes that community education should be the immediate way of coping with the problems inhibiting community development. This literature corresponds with the findings of this study as both experts and trainees of community education programmes declared that existing production challenges and problems in the communities was the major factor for initiating community education programmes. This entails that, experts from the Ministry level, City councils, NGOs, and CBOs should consider education as a possible solution to reduce challenges and problems facing different communities in their production activities. It is interesting to apprehend that even communities thought positively about education as a way to solve their problems, hence initiating educational programmes. That is why, as far as the finding is concerned, URT (2015) suggested that the education system should be restructured and transformed by promoting creativity and problem-solving.

The finding on change in technology has a direct connection with the suggestion by Sarkar (2015) who, after realizing the poor performance of the Toto agricultural community, suggested that the development of that community was only possible if they were taught different and modern techniques of agricultural production. Suresh (2001) as well insisted that our economic environment is changing, thus we can no longer apply old techniques and expect new results. The finding is in line with Ranis (2011) who recommended that to become more efficient, there is a need to innovate the traditional way of doing things through either diversification of using existing skills or adopting new technologies and practices in our socio-economic activities. It is, therefore, agreeable that technology is crucial for individual, community and national development if there is a dire need to change communities' livelihoods.

It was plausible to find out that both experts and trainees declared that meetings were one of the approaches for involvement in selecting community education programmes. This means that truth subsists on this aspect since the confirmation by both experts and trainees as per figure 1 is 41% and 11% respectively. This entails that experts and trainees of community education programmes used to meet and discuss the concerns and training needs of communities before planning for educational programmes. Though, one can find that there is a great discrepancy in this response as the percentage of experts is bigger, about thrice, as much as that of trainees. This indicates that the aspect of the meeting was less disclosed by trainees than proudly presented by experts of community education programmes. Even though, it is obvious that those educational programmes that were being prepared were the kind of approach that had a better impact since educational programmes originated from the trainees themselves. This finding is concomitant with the findings by Kotze (2012), and Hanachor & Olumati (2012) who recommended that, for effective and relevant community development, there should continuously be involvement of practitioners in addressing realities and challenges of poor communities. Thus, educational activities should be relevant to communities' needs.

It was disturbing to find out that the issue of information by leaders at lower levels as another way of involving communities had two different impressions. The first impression by experts during interviews (52%) was to use leaders at lower levels in involving community members in selecting their educational needs. But on the side of trainees (56%), the observation was like leaders at lower levels were there as a channel to pass on information to the communities as assigned by higher authorities. Therefore, the point of involvement in selecting educational

programmes as per their preferences is controversial. This is because instead of being involved in the selection, communities were being informed about the available training contrary to their real educational needs.

There are several levels of stakeholders' involvement like inform, consult, engage, collaborate and partnership (OECD, 2015; Munene & Thakhathi, 2017). The aspect of community involvement in selecting community education programmes has both supporting literature and defies literature. Lei Guo (2018) elucidates that developing and applying appropriate processes to identify learners' needs and how to address them have a good possibility of meeting the learning objectives. Noguchi et al., (2015) also comment that empowering local communities in learning enables local people to take direct and practical action to the problems and challenges facing them. By being involved in identifying educational needs means that the intention of experts and trainees of community education is the same towards respective goals. Indeed, there are negative impacts of not involving stakeholders in planning and decision making as divulged by Akande (2007) that community programmes/projects that did not involve beneficiaries resulted in discontinuation during the implementation stage.

All in all, the aspect of beneficiaries' involvement at an early stage of planning and decision making has a positive impact to both planners and beneficiaries. It should be noted that during planning, there are goals and objectives set to be achieved. By setting goals and objectives, automatically evaluation criteria are being set too. Therefore, if the planners set objectives on behalf of communities and expecting communities to implement them effectively, while their objectives are not matching, its implementation is done with difficulties. As a result of the evaluation, planners fail to meet their objectives. It is therefore argued that communities' needs in planning educational programmes should be highly considered. The essence of consideration is to ensure that their objectives for participation in community education programmes are met, including using new knowledge and skills for better production, hence poverty reduction.

Conclusions and Recommendations

In light of the key research findings, the following conclusions are drawn based on the study findings: Firstly, not all community education programmes were instigated by learners. Other community education programmes were instigated by experts at different levels. This is contrary to usual processes of situational needs assessment for effective problem solving through

education and training. Additionally, other community education programmes were driven by the pertaining situation like technological changes. Secondly, the level of involvement of communities in selecting educational programmes was not effective since the strategies of involvement were partially observed. This affected the relevance of educational programmes to some extent, hence less attainment of expected objectives by community members. Thirdly, cost was identified as the main problem to reach communities for effective analysis and identification of community learning needs. That is why other approaches which were used by several stakeholders like using community leaders in identifying the learning needs were eventually not effective.

Therefore, it is recommended that planners and organizers of community education programmes should budget for assessing the learning needs in different communities to ensure that what they plan to teach is from the trainees themselves and will be beneficial to learners in terms of solving community related challenges in their undertakings. Furthermore, planners and organizers of community education programmes should involve intensively all the stakeholders like trainees in selecting educational programmes for realizing the relevance of programmes, effective adoption and application of what they learnt in the classroom situation, and ultimately sustainable community development.

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