

Analysis of the Status of Financial Resources for Community Education Programmes in Tanzania

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Abstract

This study analysed the status of financial resources for community education programmes in Tanzania. Purposive sampling was used to generate data from a total of 41 participants. Data were analysed thematically with the help of MAXQDA software. The findings of this study revealed that insufficient funds were disbursed for community education programmes. Further, it was disclosed that the nature of leadership determined the manner and pace in which funds were to be released. The study indicates that the delay of disbursement of funds sometimes significantly hampered the implementation of community education programmes. The study recommends that investment in both formal and non-formal education should be the central agenda if developing countries like Tanzania need to attain sustainable community development.

Keywords: *community education, budget, financial resources*

Introduction

After independence, the government of Tanzania set out various adult and community education programmes to eradicate poverty, ignorance and diseases. To ensure effective implementation of these programmes, the government set up planning documents for five years in which commitment was reflected. The first five year plan (1964-69) focused on the attainment of self-sufficiency in high-level manpower requirements. The second five-year plan (1969-74) had a goal of increasing the number of pupils' enrolment for standard one in proportion to the increase in the national population. The third five-year plan (1976-81) targeted at completing and strengthening the per capita income and access to education, health, water and other social services. All these plans had financial implications for effective implementation.

Financing education is a crucial aspect since education has a role to play in development at an individual, national and global level (Mosha, 2006). Due to this recognition, financing of education in Tanzania is currently a shared responsibility among stakeholders including the government, parents,

institutions, communities and donors (Omari, 2002). For instance, in 2021, the government of Tanzania received funds from different development partners for different purposes including community education programmes and sensitization of communities on COVID-19 in particular. For example, Tsh. 353.4 billion were received from International Monetary Fund (IMF) for the education sector (URT, 2022). Other funds for COVID-19 responses were from World Health Organization (WHO) and Global Fund. Other community education programmes were offered by different sectors and sub-sectors like agriculture, community development, livestock and entrepreneurship. These programmes were funded by the government of Tanzania and other funders within and outside Tanzania. According to Berker (1994), education is the producer of the stock of human capital required for economic development, as well as social, political and cultural progress. It generates the knowledge, attitudes, motivations and entrepreneurial dispositions that are essential for socio-economic growth. Due to its position, “education must compete for scarce funds of national budgets and international funds with other hungry and deserving sectors of the economy” (Mosha, 2006, p. 67).

From a global perspective, financial resources have been identified as crucial inputs to facilitate production processes in different sectors of the economy. Its essentiality is determined by the nature of the activity to be done with respective requirements. In most cases, all resources are vital to ensure productivity and development in all sectors of the economy for sustainable development (Jinna & Maikano, 2014; Olelewe et al., 2014). However, many governments spend financial resources inadequately on some activities to the extent that the accomplishment of objectives becomes problematic. Worse indeed, sometimes even human and physical resources become scarce, hence poor implementation of developmental activities (Barrientos & Villa, 2015; Onuoha & Nwosu, 2013). It is arguable that to ensure effective implementation of various community education programmes, all necessary resources, and financial resources in particular, should be in place. Availability of financial resources determines the accomplishment of planned tasks in a planned timeframe as there is no limiting factor to deny the planned activities. That is why literature has identified financial and human resources as the key stimulus of economic development (Almendarez, 2011; Becker, 1994). In the absence of financial resources, all planned activities with respective intended outcomes are in dilemma as the capability to handle them efficiently is rendered weak. Therefore, inefficient financial resources lead to the inefficient accomplishment of planned activities. Fahim and Sami (2011) remarked that inefficient and inequitable financial resources produce poor quality developmental outcomes due to the perpetuation of the rigid class structure and imbalance in different developmental sectors

Generally, development requires, *inter alia*, effective financing for human capital formation as one of the main factors of production (Jinna & Maikano, 2014). It is through effective financing and investment in human capital that developing countries should adhere to ensure that their people participate in production activities like any other factors in the production of goods and services (Griffiths, 2018; Mariana, 2015). Developing countries like Tanzania require people who are well equipped in terms of knowledge and skills for production in their areas of specializations. That is why other literature supports the importance of investment in education (educational financing) as the quality of every society in terms of economic growth and development (Dao, 2015). The non-formal approach to which community education belongs has a great developmental impact as it is localized for a specific community with respective production activities.

Since financing of education is one of problems in the accomplishment of educational objectives, it is an area which should be taken into consideration in all aspects of planning in the education sector, as Mosha (2006, p. 139) contends:

Effective approaches to financing are crucial if education systems in developing countries are to meet the goal of high-quality education for all children. Unfortunately, however, current financing methods in these countries are obsolete and in serious need of reform. The existing approaches were inherited from former colonial masters who saw financing only in terms of supporting minimum education, mainly for individuals required to fill menial and clerical posts in public and private offices and to operate the stagnant economics.

Since colonial education did not consider the vital role played by adult and community education, Ishumi (1981) came up with a call for measures by insisting that means must be found quickly, whereby the people as a community can understand and appreciate the forces which have changed and are changing their lives so radically. Community education should, as it spreads and develops, be able to give this knowledge and at the same time call out the ability and will to share in the direction and control of the social, economic and political forces.

The low perception of community education by society may be due to an inadequate understanding of its role in community development and poverty alleviation. The government of Tanzania and development partners have placed greater emphasis on primary and secondary education with less emphasis on adult and community education which is the immediate means for mitigating poverty and improving the standards of living of people. Investment in

community education has relatively quicker returns than the long-term investment in formal education for the children and youth. Adults need to be equipped with functional literacy, technical and work-oriented skills related to real-life situations and general environmental education necessary for better and fast productive performance (Ishumi, 1981).

In Tanzania today, non-formal education in which adult and community education belong is marginalized within the education system despite being declared in the Education and Training Policy of 1995 that: “Non-formal education and training shall be recognized, promoted, strengthened, coordinated and integrated with formal education and training system” (MoEVT, 1995, p. 95). This is evident in the country assessment report on Education for All (URT, 2000) in which Tanzania provides a critical review of the major decisions and actions undertaken since the World Conference on Education for All in 1990. In the report, more emphasis was placed on primary education while other aspects of education like adult and community education were partially mentioned (Bhalalusesa, 2006).

The essence of community education is to educate people to be useful members of the community and contribute to the development of the community (Hanachor & Olumati, 2012). Community education refers to all learning activities in a given community as per prevailing community needs and for community development. Saepudin and Mulyono (2019) contend that community education does not only develop as a complement, substitute or enhancer but rather becomes an alternative education that can be one way to improve the quality of public education as a whole and per the needs of the community. Therefore, community education is all about learning activities in the community that can either be initiated by the government or community members themselves due to the available driving forces and for the benefits of a person, the entire community and the nation at large. Generally, community education is geared to providing community members with knowledge and skills for community development.

Based on the foregoing argument, Haigh (2010) questioned that “education that does not help the mass of the common people equip themselves for the struggle for life, which does not bring out the strength of character, is it worth the name?” This implies that the provision of education in whatever form should benefit individuals and the entire community for their survival and better living standards. Other literature adds that community education is geared to the transformation of individuals, communities and nations at large for development in general. And that the number of countries’ prepared projects on non-formal basic education aiming at strengthening community development and ensuring long-term sustainability for the specific population has increased,

particularly in developing countries (Akande, 2007; Kintz, 2011). Tanzania is one of the countries committed to the fulfilment of Sustainable Development Goals (SDGs) as internationally agreed targets for reducing poverty, hunger, diseases, illiteracy, environmental degradation and discrimination against people. The increasing number of people living in poverty has made poverty alleviation a major concern in Tanzania (Robertson et al., 2007). Furthermore, Galabawa and Narman (2006) insisted that education has been widely accepted as one of the important foundations in combating poverty globally, nationally and locally. The provision of education (community education being inclusive) cannot be well implemented without the support of the required resources to ensure its provision and sustainability.

However, financial resources in particular provided for the execution of educational programmes are inadequate leading to frequent industrial actions in the education sector (OECD, 2017; Olelewe et al., 2014; Tshabangu & Msafiri, 2013). The repercussion of inadequacy of financial resources is poor implementation of educational plans, ultimately disastrous attainment of objectives in the education industry. Some developing countries are trying to invest in education with much effort, but still, availability of reliable financial resources for effective performance in the education sector is doubtful. Likewise, little has been researched on the financial resources for community education programmes in many countries.

Similarly, there is no comprehensive study that has been done focusing on the financial resources for community education programmes in Tanzania. Seemingly, less attention has been given to the deployment of financial resources for community education programmes, a phenomenon which has rendered insignificant the role of community education in the development process. From the foregoing background, this study sought to analyse the status of financial resources for community education programmes in Tanzania. More specifically, the study sought to: examine the status of budget for community education programmes; and explore the budget trend for community education programmes.

Theoretical Assumptions

In an attempt to address the necessity of financial resources in the accomplishment of different objectives and programmes, the Multiple Resource Theory illustrates the matter in respect of different tasks, modalities and processes. One of its stances is that the difficulty of a task is increased when additional resources are needed for its performance. And that, if two tasks fully use available common resources, increasing the difficulty of one task will hamper performance on a concurrent task (Basil, 2012). This realizes that resources are important

in performing the task for the attainment of objectives. The theory as well proposes that necessary resources are limited, thus, limitations can inhibit one process modality and attribute. It is, therefore, delightful that resources depend on each other for the effective implementation of activities and programmes. For example, there is a point at which the presence of human resources alone is not enough since physical resources need to be in place for the work to be done, thus a compelling need to have financial resources in place.

Community education

The ultimate goal of community education is the development of self-guiding and self-directed communities which can identify and satisfy the needs of all community members through coordination, cooperation and collaboration of all community resources (Ishumi, 1981). Community education encourages the development of a comprehensive and coordinated delivery system for providing educational, recreational, social and cultural services for all people in a community. The concept of community education is seen as one which has come of age and which appears to be in the right place at the right time (Saepudin & Mulyono, 2019). Olawuni et al. (2021) suggest that the community education curricula should be developed to cater for the specific needs of various categories of people including the 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 resources use as well as basic knowledge of the constitution on duties, rights of the citizens and legal procedures. According to a well-planned series of programmes, emphasis should be laid on constructive programmes (Mjagila, 1999).

Financial resources for community education

The current crises in the economies of most countries with high rates of inflation and falling revenues have pushed the issue of educational financing to the forefront of any discussion of education and development. The present lack of sufficient revenues and escalating costs of the financing system place most governments in a real dilemma since the methods for public financing of education may sometimes vary with the government structure of the country. Mosha (2006) is of the view that public financing is grounded in the belief that the central government has an interest in guaranteeing a minimum level of education. However, questions have been raised on the justification of heavy public expenditure on the education sector. Answers to these questions have boiled down to the need for reforms in the financing of education (Mosha, 2006).

Several private sources of funds contribute to the financial resources for community education. First and foremost are the households which undergo direct expenditure like fees and other requirements for their participation. Griffiths (2018) insists that the cost of education to the student or their families is usually not well known and most of the time, they are not even measured. Literature point out that in many developing countries, private contributions constitutes a major factor in financing education and community education in particular. These contributions and the efforts behind them are often neither specifically calculated nor adequately appreciated. Effective financing of education depends on a resilient economy that can provide the necessary revenue through public, private and donor resources. The financing of public education in many developing countries is centralized with most of the decisions made at the national level. Unfortunately, however, current financing methods in these countries are absolute and in serious need of reforms (Mosha, 2006). This is due to the fact that the existing approaches were inherited from former colonial masters, who saw financing only in terms of supporting minimum education mainly for individuals required to fill menial and clerical posts in public/private offices and to operate stagnant economies forgetting the aspect of community education for sustainable community development.

Methodology

This qualitative multiple case studies were conducted in four cities in Tanzania, namely Dar es Salaam, Arusha, Mwanza, and Mbeya. These cities were purposefully 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 purposefully selected due to the fact that most of providers of community education especially Non-Governmental Organizations (NGOs) and Community-Based Organizations (CBOs) were found in these cities. The total number of participants for this study was 41 experts or facilitators from different ministries with respective city council departments like agriculture, livestock, trade, community development, adult education and fisheries.

Semi-structured interviews and documentary reviews were used to collect data for this study. Semi-structured interviews were used to collect information from the participants belonging to the Ministry of Education, Science and Technology (MoEST), the Ministry of Health, Community Development, Gender, Elders and Children (MoHCDGEC), and the Ministry of Agriculture, Livestock, and Fisheries (MoALF) experts/facilitators. Furthermore, Semi-structured interviews were used to collect data from other different experts or facilitators in the selected study sites. The documentary review was selected

purposefully to complement data which were gathered from interviews. The qualitative data were subjected to content analysis by coding, data reduction and interpretation. Qualitative content analysis is a dynamic form of analysis of verbal, visual and written data. Generally, the data analysis was done both manually and with the help of MAXQDA software. The MAXQDA software was used to run data after importing documents, creating document groups, creating codes and organizing the code system for easy viewing, retrieving segments and activation of variables while working with the software.

Findings and Discussion

Budget for Community Education Programmes

During interviews with experts/facilitators of community education programmes, it was revealed that 71% of organizations/departments had a budget for community education programmes. Likewise, 29% had a budget for community education programmes but just in papers. It was noted that experts/facilitators used to plan their budget for educational training but the problem was the disbursement of such funds for implementation as requested. The researcher paid attention to knowing the extent to which the available funds were sufficient to carry out their activities in their organizations or departments. The finding from this aspect indicated that 77% of the funds which were being disbursed were insufficient. One Adult Education Officer complained:

Funds for training are not enough. For example, we plan our budget in the early stages, but what we receive is quite different from what we used to plan. And sometimes from different categories of our needs, we sometimes receive modified plans contrary to our priorities. For example, we requested funds for training, facilities, fuel, and allowance, but we were given funds for fuel and allowance, while the main activity and facilities were not considered. How can you use that allowance without going to train people? Then, what is the allowance meant for? (Interview, E4)

In supporting the same idea, one City Agricultural Officer added:

We always get less than what has been planned (budgeted). For example, we sometimes plan for TZS 700,000,000/= but we got TZS 200,000,000/= Worse indeed, sometimes even that TZS 200,000,000/= you cannot get it, but you get only TZS 100,000,000/=. Being the case, how can you manage to adjust that budget from TZS 700,000,000/= to TZS 100,000,000/= and still accomplish your plans? You may wonder, for instance,

during the previous budgetary year we did not receive anything from the central government. (Interview, A1).

The excerpts confirm that budgets were being planned by experts/facilitators in community education programmes as per their needs but the disbursement was problematic. The findings reveal that sometimes the funds were not disbursed from some sources of funds to serve the purpose as requested. This disturbed the equilibrium and plans of experts/facilitators to serve communities in terms of educational support, hence poor community development. The summary of the findings can be seen in Figure 1.1 below:

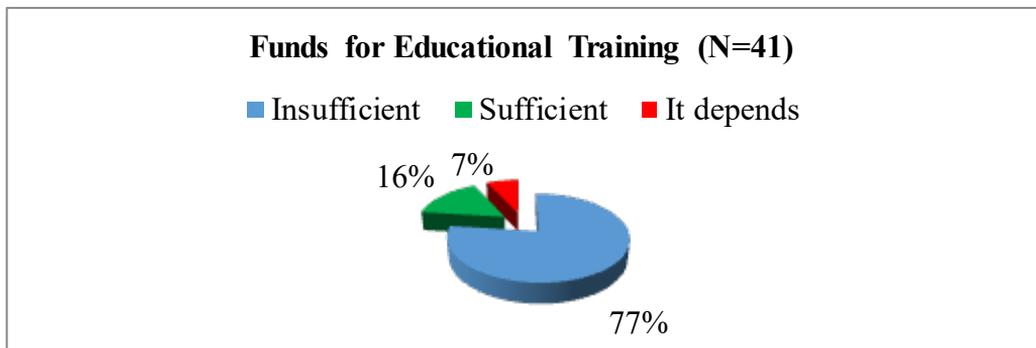


Figure 1.1: Responses of experts on availability of funds for educational training

Figure 1.1 further indicates that although the budget for community education programmes was insufficient, still, 16% of participants affirmed that the funds for community education were enough to cater for their needs and plans (the majority was from NGOs). Respondents added that, when funds were not enough, experts/facilitators used to introduce the participation cost-sharing to cover some important needs for effective training and accomplishment of their objectives. Nevertheless, the findings from Figure 1.1 reveal that 7% of participants declared that the budget is sufficient or insufficient depending upon several factors including the nature of the programme and the financial situation of the organization with respective priorities.

Despite the different sources of funds for community education programmes, still, the funds that were being disbursed to serve the purpose were insufficient to fulfil the needs for effective implementation of community education programmes. The reasons for insufficient disbursement of funds could be either due to less collection of funds from different sources, large number of activities as compared to the amount of revenue collections as well as priorities. This implies that even the performance in different sectors including community education provision was affected as experts/facilitators of community education programmes failed to support communities accordingly.

Nevertheless, the absence of funds denotes poor community education services, poor community support, hence poor production by communities and ultimately persistence of poverty in different communities. These findings concur with the study finding by Barrientos and Villa (2015) that resources to address poverty were more limited and that the constraints were derived from the political and policy environment in Latin America and Sub-Saharan Africa. Similarly, the findings are in line with the previously cited literature that inadequate financial allocation due to a lack of political will on the part of the government has always been an underlying problem facing the promotion of community education programmes (Akande, 2007; Dao, 2015; OECD, 2017; Olelewe et al., 2014).

The findings also unveil that the nature of leadership determined the release of funds for community education programmes. Both experts/facilitators from public and private organizations had one say on this ground. Therefore, the position of the management determined whether the funds were sufficient or insufficient, hence disbursement of enough funds, little or no funds at all. These findings are in agreement with the findings by Onuoha and Nwosu (2013) who did a study on planning and financing continuing and non-formal education in Nigeria and found that inadequate commitment to leadership on planning and financing as a strategic objective and an instrument for national development has been one of the major drawbacks of the efforts to pull itself out of poverty. Further, it is documented elsewhere that people with authority decide on the expenditure of financial resources by misallocating and diverging the public funds, thus sapping the motivation of other workers in some departments (Dwumfour & Ntow-Gyamfi, 2018; Fahim & Sami, 2011). That is why Mwaikokesya and Mushi (2017) declare that the reluctance in supporting education for older adults is due to the fact that the rationale for educational provision is based on the demands of the labour market to which older adults do not fit. Therefore, the provision of community education for different purposes including poverty reduction should be considered with respective financial support to attain different objectives including community development.

The Budget Trend for Community Education Programmes

The findings on this objective disclosed that 39% of experts/facilitators of community education programmes were requesting funds when needed, thus difficulties in realizing the specific budget trend. Experts/facilitators added that sometimes they were not conducting educational training due to the absence of funds, thus they were conducting training based on the availability of funds. Figure 1.2 summarizes other responses regarding the budget trend for community education programmes.

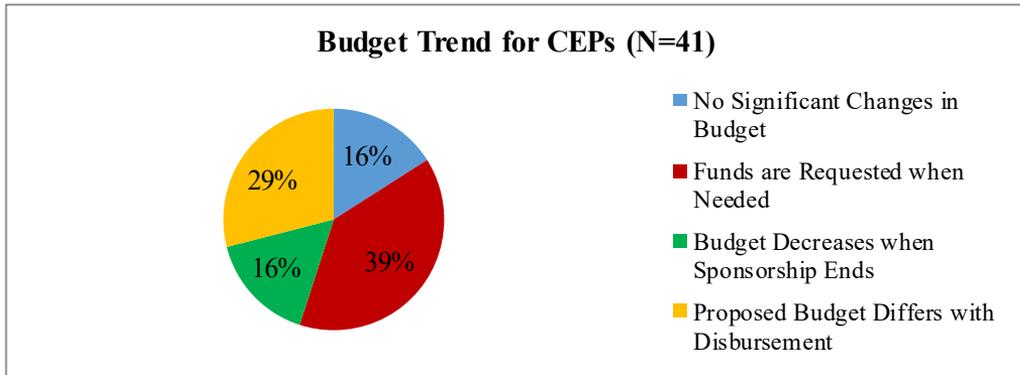


Figure 1.2: Responses of experts on budget trend for community education programmes

The findings as per Figure 1.2 reveal that the proposed budget differs from what was being disbursed as responded by 29% of respondents. Different experts/facilitators of community education particularly for government departments lamented preparing their budget according to their needs and priorities, but most of the time, their requests were not taken into consideration. The trend led experts/facilitators of community education to suffer in terms of the implementation of educational programmes. During an interview with one expert from one Ministry confirmed:

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

The findings as well disclose that funds for community education programmes were increasing or decreasing depending upon the availability of sponsorship. To confirm this, one Adult education officer explained:

In previous years, adult education had its account as well as its sponsor who was UNESCO. By that time things were so

good since we were assured of the availability of funds for the implementation of our programmes. But now, after the end of sponsorship, it has remained a story. The education budget is really a problem as we depend on the primary education budget. At least from 2012 to 2014, we had an education officer who was a product of Adult Education. At least when we were presenting our concerns about Adult Education programmes to be implemented; we were listened to and assisted financially. It was a bit a better moment for us (Interview. E3).

The quote confirms that when there were projects or donors, the budget became stable but after the end of sponsorship, the budget decreased. Also, the personality of leaders in power determined the release of funds for community education programmes.

To complement the findings from interviews, several documents were reviewed. During the documentary review, several things were revealed including the positive trend in the increase of the planned budget for different fiscal years. Also, it was observed that the approved budget in most cases was less than the planned budget. Indeed, the disbursed funds were very little compared to what was planned and approved. For example, this can be realized by studying the budget trend for the Agriculture Department from Kinondoni Municipal Council as presented in Table 1.1 below:

Table 1.1 *Budget Trend for Training (Agriculture Department) in TZS*

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

Source: Kinondoni Municipal Council (Dar es Salaam)

Table 1.1 shows that the funds budgeted for the financial year 2011/2012 to 2015/2016 for educational training in agriculture were increasing from time to time. But the amount of funds that were being approved was either increasing or decreasing hence no specific trend. Worse indeed, the percentages of the amount of funds that were disbursed were very low (6% – 15.3%) of the total planned budget. This aspect indicates that experts/facilitators in community

education programmes were facing difficulties in implementing their planned activities due to financial constraints. Thus, even the attainment of objectives by the respective department in their plans is doubtful.

During the review of the general budget allocation for the Departments of Community Development; Agriculture; and Livestock for Mbeya City Council for three consecutive years, it was revealed that the budget allocation was increasing for all three departments. The details can be seen in Figure 1.3 below:

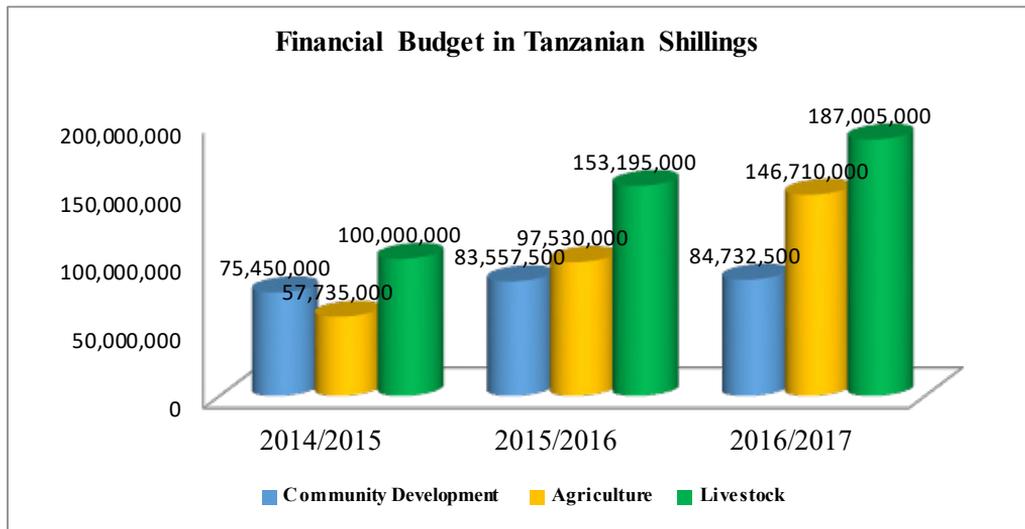


Figure 1.3: Budget trend for three departments in Mbeya City Council

Figure 1.3 shows that the trend of budget allocation was increasing in all departments, though the rate of increase for the Department of Community Development was very small compared to other departments. During the documentary review of budgetary allocation to the education sector by education levels from 2004/2005 to 2016/2017, it was disclosed that Primary Education, Non-formal Education, and support services had the largest share ranging from 50.8% to 69.3%. Technical and Higher Education was the second with a range of 16.7% to 27.3%. The third one was Secondary Education with a share of 6.2% to 20.4% while Teacher Education had the lowest budgetary share of 1.0% to 2.7%. More details can be seen in Table 1.2 below:

Table 1.2: *Budgetary Allocation to Education Sub-sectors by Education Levels 2004/05 – 2016/17 (in Mil.TZS.)*

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

Source: URT (2017) 0757745321

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

The Ministry of Education and Vocational Training is responsible for instituting financial regulations to be used for Adult Education/ Non-Formal Education activities. The Ministry of Education and Vocational Training shall set aside 3% of the Basic Education

budget for Adult Education /Non-Formal Education activities. The permanent secretary of the Ministry of Education and Vocational Training shall provide overall strategic leadership for funds set for implementation and development of Adult Education / Non-Formal Education (URT. 2006, p. 61)

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

It was further disclosed that sometimes budget planners at the city council level did not consult heads of departments to see their new plans and activities for the particular financial year; rather they copied and pasted the previous financial budgets. This could be one of the root causes for the complaints of experts/facilitators of community education programmes since their plans including the provision of community education were not taken into consideration right from the beginning. Further, during the budgetary reviews, it was noticed that the planned budget was at an increasing rate. However, what was being disbursed was very little contrary to the funds requested. This finding is in line with the finding by Shaleyfu (2012) that generally there were always problems of insufficient funds for youth and adult education in Namibia that affected the implementation of programmes. Insufficient funds for community education hampered the effective educational support in different communities ultimately the effects on the sustainability of community development (Dao, 2015; Fahim & Sami, 2011; Griffiths, 2018).

Further review of budget documents revealed that only 6% to 15.3% of funds were disbursed for educational training and only 3% of the total budget for basic education was allocated to adult and non-formal education as per Table 1.1 and 1.2 respectively. This adversely affected the implementation of educational programmes in the communities that led to poor production, hence the persistence of poverty in different communities. These findings are in correlation with the findings by Jinna and Maikano (2014) who found that there was a low amount of budgetary resources devoted to adult education by African countries. Thus, reflected the low priority given to this education sub-system despite its inclusion in the global development initiatives adopted since the 1990s.

Conclusion and Recommendations

Based on the study findings, it is evident that the funds which were disbursed for community education programmes were insufficient as they were not disbursed as requested. Those funds were mainly from various sources such as: Communities' own sources, donors, central government, and participants' contributions. However, sometimes there was a delay in the disbursement of the funds requested, hence hampering the implementation plan. Indeed, in the absence of donors, project funds and participants' fee which supplemented the scarce disbursed funds, things could have been worse.

It is therefore recommended that investment in both formal and non-formal education – in which community education belongs by budget and disbursement consideration should be a mandatory agenda if developing countries like Tanzania need to move out from the viscous vicious circle of poverty. This is quite possible with the government's deliberate political will to ensure the prosperity of community members by building sustainable socio-economic systems for sustainable community development.

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