Evaluation of Lifelong Learning Project at Mamtukuna Folk Development College in Rombo District, Tanzania

Elifather Amani, Victorine Salema, Bahiya Abdi
Educational Assessment and Evaluation, Mwenge Catholic University, Tanzania
elifatheramani@gmail.com

Abstract
This study focused on formative evaluation of Lifelong learning project at Mamtukuna Folk Development College in Rombo District, Kilimanjaro, Tanzania. The evaluation study focused on checking to what extent the Lifelong Learning Project achieved its objectives in providing training to Adolescent Girls and Young Women in Rombo District. The study used convergent design under mixed approach also the study used both probability and non-probability sampling in selecting respondents, the respondents of the study were college principal, tutors, students, village Executive Officer and District School Quality Assurance Officer. The study was guided by CIRO Model. Data were collected through questionnaire, interview guide and Document analysis guide. The results were presented using frequencies, graphs, percentages and mean and generated with the aid of Statistical Package for Social Sciences (SPSS) version 21 and Microsoft excel. Qualitative data have been presented in themes relating to the evaluation objectives and relevant information obtained. The findings from this evaluation revealed that vocational education play an important role in producing the technical skills required for economic growth in Tanzania. Despite of the great succession for the LLP in Rombo the study discovered that, there is great needs for the government to have special budget for facilitating this focal development college in the country since they do enormous work and advantageous to the community but in very hard financial situation. With regards to the research findings, the study recommended some strategies and steps to be taken forward for facilitating effectively implementation of the LLP in Rombo district and other regions in Tanzania

Keywords: E-recruitment, Internet, Roman Catholic Diocese

1. Introduction

Learning is a lifelong process which starts from birth to death in any given society (Adan, 2015). This implies that, during that process, learners acquire knowledge, skills, and values to sustain that specific society, the knowledge, skills, and values obtained during that process make a society to develop (Chien, 2016). The quality of a nation depends on the quality of the skills, abilities, and ideals obtained by its people (Anangisye, 2005). Education enhances the quality of life of a people and it is a means to self-realization and self-development (Koda, 2012). Nyerere (1999) stressed that education is for liberation, for it liberates the learner from life challenges like ignorance, diseases and poverty. The literature revealed that 23% of adolescents have no training or learning opportunities after they leave primary school, and girls are less likely to be enrolled in Vocational training classes than boys (Negassa, 2019).

Older adolescents are under pressure to assume adult roles including earning an income, yet massive unemployment prevents many young people from breaking out of poverty (Iddrisu, 2015). It was seen that the only solution to assist for assisting our girls who dropped out from school is to find alternative to continue with Vocational Education that help them to run their future life (Rasidy, 2017). Empowering adolescent girls and young women through Vocational education Training has become a priority goal of multiple stakeholders, including aid agencies, non-governmental organizations, foundations, and corporations (Chepsiror, 2012). Vocational education can play an important role in producing the technical skills required for economic growth in Tanzania, and in providing opportunities for many of the most vulnerable children that have been left out of the education system (Magoti, 2016).

Enrolment in vocational institutions increased from 72,938 in 2009 to 116,613 in 2010 –an increase of almost 60 percent. This included almost 55,000 girls and just over 62,000 boys. There are more than 72 Vocational training centers that offer a wide range of courses covering traditional male employment areas such as electrical installation, masonry, bricklaying, carpentry, joinery, plumbing, tailoring, road construction, machine fitting, pipe fitting and foundry (Servi, 2017). But little is offered in terms of skills for new employment areas such as information and communication technologies (ICT). Electricity and weaving classes attract both

male and female students, but most girls in vocational training seem to be engaged in more traditionally "female" courses, like sewing and cooking. Despite expansion, the number of places in the vocational training centres still does not meet the demand, and the majority of adolescents who live in rural areas are at a particular disadvantage with regard to access.

Adolescent Girls and Young Women (AGYW) are facing different challenges in the society. Despite that the dropout of AGYW in secondary schools in Rombo district has been increasing due to various factors especially pregnancies, so it is expected that the enrolment should increase due to the rate of drop out. But the enrolment at Mamtukuna FDC has been decreasing year after year, for instance in 2019 the enrolment was 48, 2020 only 45 students were enrolled and in 2021 only 39 AGYW were enrolled while the capacity of project expect to enrol not more than 50 AGYW per year but even this number was not attained since the project started. Karibu Tanzania Organization (KTO) is a non-government organization that introduced the project of **Life Long Learning** in order to deal with only adolescence girl's young women who dropped out from Primary and Secondary Education in various parts of Tanzania by giving them Vocation training programmes that strengthening their future life as wells self-employment for betterment life. Project has decided to deal with Adolescent Girls Young Women (AGYW) who is the most affected by this situation. After discovering this situation the evaluator thought that there is a need to conduct evaluation of lifelong learning project at Mamtukuna FDC to determine the extent to which the objectives of the project has been achieved as well as to find out the reason behind poor enrolment.

Evaluation Question

To what extent does the Lifelong learning project assists in provision of Vocational training for AGYW in Rombo District?

Figure 1.1 shows that, there are interactions of activities within the project from context, input, reaction and output. The Context on the lifelong learning project to the Adult Girls and Young Women who drops from various schools due to different circumstances, include the goal and the objectives of the project which is enrolment of all AGYW who drop from schools.

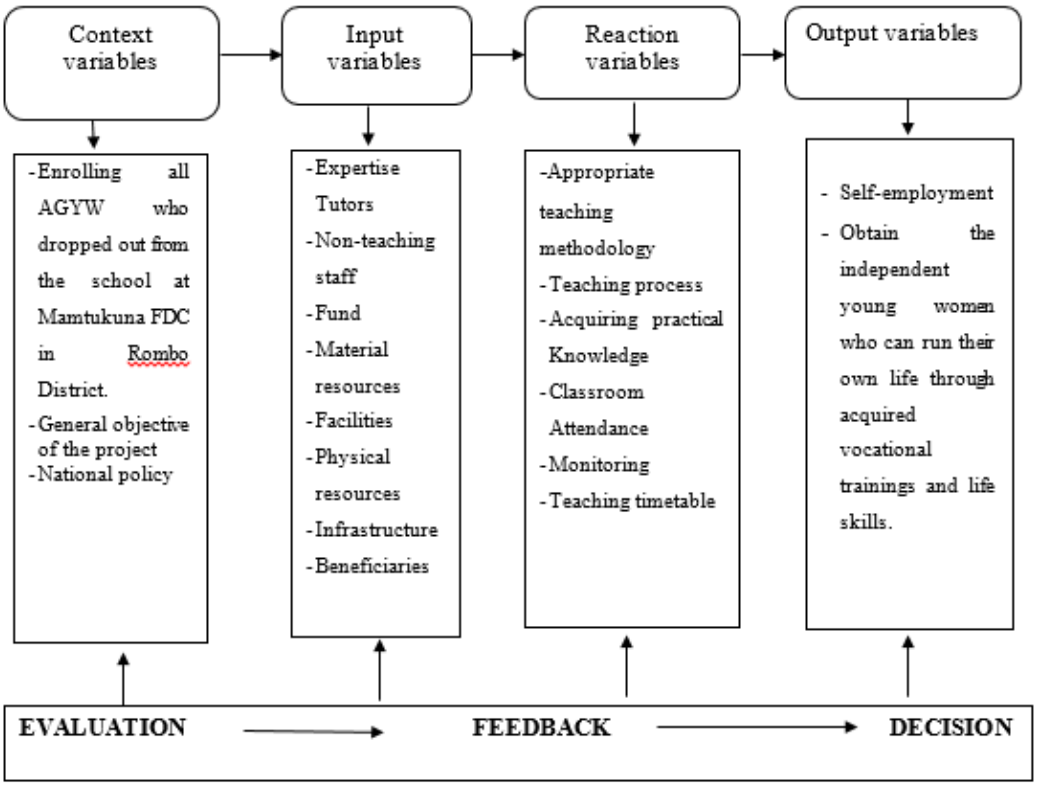

Figure 1.1 Conceptual framework of the implementation lifelong learning for AGYW at Mamtukuna FDC in Rombo District.

Source: Evaluator 2021 adapted from CIRO evaluation model

In order to achieve the intended objectives various inputs are important for the implementation of the project. Therefore, according to the project the following aspect such as context which comprises of Enrolling of all AGYW who drop out from the school at Mamtukuna FDC in Rombo District, General objective of the project and National policy? Also inputs that have to be considered are expertise Tutors, non-teaching staff, fund, material resources, facilities, physical resources, infrastructure and beneficiaries.

In the process model of evaluation includes, appropriate teaching, methodology, teaching process, acquiring knowledge, classroom attendance, monitoring and teaching timetable while the implementation process depends on the nature of inputs within the project while the output of the project is determined by Self-employment and obtain the independent for Adolescent Girls young women who dropped out from school due to various circumstances to run their own life

through acquired vocational trainings and life skills. Therefore to determine the extent to which the project objectives have been achieved all four stages should be evaluated.

2. Literature Review

The Extent at which LLP assists in provision of Vocational Training to AGYW

Puspakumarag (2013) in his study showed that life skills training was effective in preventing a wide range of problems such as substance abuse, teenage pregnancies, violence Bullying & to promote self-confidence and self-esteem among the adolescents. The evaluator used descriptive survey design. The respondent comprised 217 students. Questionnaires were used to collect data from the respondents. The study found that there is a great need for implement of life skill training is a need of an hour, for today's society. Imparting life skills training to the students can be helpful as it specifically addresses the needs of children, helps in motivating, providing practical, cognitive, emotional, social and self-management skills for life adjustments. The previous study is closely related to the current study in the aspect of life skills training but it focused more on implementing life skills to all adolescences but current study dealt with specific adolescence Girls Young women at Mamtukuna FDC. Also the research used only Secondary school students as respondents hence limited the information on the topic studied. The current study seek information from Adolescent Girls and Young Women, tutors, school quality assurance officers, college principal and village authority as intended respondents.

Yadav &Iqbal (2009) showed positive results of imparting life skills education to students and bringing the change in adolescent's attitude, thought and behaviour by providing supportive environment to them. The previous study is closely related to the current study in the aspect of life skills training but it focused more on implementing life skills to all adolescences but current study dealt with specific adolescence Girls Young women at Mamtukuna FDC. Also the research used only Secondary school students as respondents hence limited the information on the topic studied. The current study seek information from Adolescent Girls and Young Women, tutors, school quality assurance officers, college principal and village authority as intended respondents.

Roodbari, Sahdipoor, and Ghale (2013) in their research showed that life skills training has a positive effect and improves social development, emotional and social adjustment, suggesting an increase in compatibility of children and public health. The purpose of the study was to enhance

social, emotional and thinking skills through life skills education, helps the 21st- century youngsters to achieve their goals strengthens the abilities to meet the needs and demands of the present society and be successful in life. This study is related to the current study however the study which was done in Bungoma County, Kenya while the current study was conducted in Rombo District, Tanzania. The educational structures, policies and plans of Kenya might be different to that of Tanzania. Tanzanian schools might experience different challenges. In addition to that the researchers used only two instruments of data collection, questionnaire and interview guide which limit the access to all necessary data for their study. This study did not only use questionnaires and interview guides but also documentary analysis schedule of get access to all project documents.

Albertyn et al. (2004)conducted a study on life skills training enhance critical thinking abilities in Turkey., The study, the basic interpretive research design was used. Participants of the study were 32 faculty members from different programs in a faculty of education of a university in the western part of Turkey. Data were collected via face to face interviews using semi structured interview form. Findings of the study revealed that, significance and importance of life skills education to be integrated into the regular school curriculum and given on a daily basis by a life skills trainer/ teacher/counselor to enhance the mental health of students, equip them with better adapted skills to face the challenges of changing life situations and empower them to become fully functioning contributors to the host society in particular and the world in general. The current study focused to what extent the lifelong learning provides the training of Adolescent Girls and Young women at Mamtukuna FDC also the previous study didn't address well sample size and methodology but the current study came-up with reasonable methodology as well as sample size in order to come about with reliable information. Ramesh and Farshad C. (2018) carried out a study on the effectiveness of life skills training in increasing mental and physical health, pro-social behavior and decreasing in behavioral, social problems & self-destructive behaviors. The purpose of this study was to assess the effectiveness of life skills training to Girls. The study employed Qualitative design in which focus group discussion were used as an instrument for data collection. The sample was consisted 20 participants in which four group discussion with five members each. Findings also showed that students were able to generate ideas quickly and spontaneously as well as use their imagination and think out of the box. Good

discussion starter because the class can creatively generate ideas and to evaluate the pros and cons of each idea or rank ideas according to certain criteria.

McMaster & Andrew (2017) conducted a study on exploring enrolment management for an independent, faith-based secondary school in USA. The study employed a case study design. This qualitative study aimed to uncover the factors that drove enrolment numbers down and the factors that played a role in the fluctuating retention rates. The study also looked at the current enrolment management strategy of the school and whether the implementation strategies from higher education were viable options. The study revealed four major findings: the competition was fierce for students where the school was located, that student and parent experiences with the school faculty, staff and coaches had the greater influence on whether or not they remained at school, the administration embraced higher education models of enrolment management, and the school had an opportunity to better communicate their true identity to the community. The current study used convergent parallel design to find the influence of the long life learning to AGYW at FDC in Rombo District.

Iddrisu (2016) carried out the study which focused on the impact of enrolment and retention rate for both boys and girls in Tamale district in Ghana. The study employed descriptive statistics in data collection. The evaluator conducted an experiment on student's retention and enrolment by using twenty (20) public schools in which (10) schools each were treated as treatment and ten (10) were treated as control schools. The treatment schools are those schools which do not charge admission fee, examination fee and do not conduct entrance examinations. The control schools are those schools under study which charge admission fee, examination fee and conduct entrance examination. The findings indicated that parents were not ready to pay more for their girls' education and this resulted in the low girls' enrolment in control schools, girls dropping out from school more than boys due to the preference of boys' education than girls. On the other hand, in treatments schools, the competition rate for girls' education was high. This was accredited to the free education they receive in their education.

Servi (2017) conducted a study that examined students' ratings of satisfaction and the importance of academic advising and instructional effectiveness in relation to their retention from semester at one two-year technical college. Quantitative analysis was conducted on data indicating that spring to fall retention rates of students in their first year at the college were

significantly different than for the peers who had been at the institution for two or more years. The current study used both quantitative and qualitative data analysis procedures to analyse data. Jonais (2015) conducted a study on the access, retention and academic performance among Maasai primary school boys and girls in Monduli district, Tanzania. The study employed quantitative design where by cross-sectional survey was used. The questionnaires, checklist, and interview schedule were used in data collection. The study findings revealed that parents' participation in education of their children is the major factor that hinders access, completion and performance in primary schools. Most of the parents are illiterate and some have low level of education in such a way that they didn't see the importance of formal education to their pupils hence lost control of their children. The current study evaluated the long life learning to AGYW at Mamtukuna FDC in Rombo District

Knowledge Gap

Reviewed studies showed that several studies have been done in different parts of the world such as USA (McMaster & Andrew, 2017), Indonesia (Handayani & Nadiroh, 2017), Ghana (Iddrisu, 2016), Kenya (Jonais, 2015) and Tanzania (Saga, 2014). Most of these studies have tried to look on the aspect such as gender, enrollments, retention, completion rate, and child protection, but fail to address the issue of quality education and self-employment. Moreover, these studies used more of quantitative approach which limit the information since data collection is through the use of quantitative instruments alone. Furthermore, there was no evaluation conducted in the Long life Learning Project in Rombo District and therefore there was a need for formative evaluation. Therefore in order to clear this gap, the current study focused on the evaluation of lifelong learning project at Mamtukuna Folk Development College in Rombo District – Tanzania.

3. Research Methodology

This study used convergent design where the evaluator converges or emerges quantitative and qualitative data in order to provide a comprehensive analysis of the research problem. In this design evaluator collected information by using instruments such as questionnaire, interview guide and document analysis. Whereby quantitative and qualitative data was collected in one phase but separately in regards to the instruments mentioned above (Cresswell, 2014). The study targeted the AGYW learners at Mamtukuna FDC College, administrative and governmental

officials. 30 learners were sampled through simple random method as well as 8 tutors, quality assurer and college Principal who was automatic selected to participate in the study based on his position. Therefore his make the total of 48 participants who were involved in this study. Data was collected through a structured questionnaire with an open and closed-ended questions and structured interview. The researcher used descriptive (responses frequency and percentages) in analysing data with the aid of SPSS (Statistical Package for Social Science) version 21.

4. Findings

The Extent at which LLP assists in provision of Vocational Training to AGYW

In this evaluation question the evaluator sought to examine the extent at which LLP at Mamtukuna College succeeded to offer vocational skills to the intended learners. The evaluator collected information regards this objective from administrative officials and learners. The results gathered were then analyzed systematically hence presented in this report in form of tables and quotation form. The results in table 1 shows learners' responses on how does the project assisted them in acquiring vocational skills.

Table 1: **The Extent at which LLP assists in provision of Vocational Training to AGYW**

Variable	E	VO	M	S	NA	Mean (STD)
LLP conducts workshops and seminars for enhancing Tutors' knowledge, skills and attitudes for effective teaching.	17 (56.7)	5 (16.7)	5 (16.7)	2 (6.7)	1 (3.3)	4.2 (1.15)
LLP plays a great role in improving living standard of Adolescence Girls Young Women	8 (26.7)	7 (23.3)	8 (26.7)	5 (16.7)	2 (6.7)	3.5 (1.25)
LLP upgrades trained Tutors for effective teaching and improving performance of learners	1 (3.3)	14 (46.7)	12 (40)	2 (6.7)	1 (3.3)	3.4 (0.81)

LLP addresses Tutors and learners needs via approaches that are appropriate for conditions in College	12 (40)	4 (13.3)	8 (26.7)	2 (6.7)	4 (13.3)	3.6 (1.43)
LLP has trained tutors in participatory teaching approaches	13 (43.3)	5 (16.7)	10 (33.3)	2 (6.7)	0 (0)	4 (1.03)
LLP assists tutors in performing formative and summative evaluations	4 (13.3)	4 (13.3)	5 (16.7)	10 (33.3)	7 (23.3)	2.6 (1.35)
LLP enables tutors in building strong and friendly relationship with their Adolescence Girls Young Women	9 (30)	11 (36.7)	5 (16.7)	3 (10)	2 (6.7)	3.7 (1.2)
LLP conducts intensive survey concern the problem facing tutors in pedagogical skills	7 (23.3)	5 (16.7)	8 (26.7)	6 (20)	4 (13.3)	3.2 (1.37)
LLP has strong monitoring and evaluation strategies in ensuring that the programmes offered really meet the students' demands.	9 (30)	10 (33.3)	6 (20)	4 (13.3)	1 (3.3)	3.7 (1.14)
The Training offered by Long life learning had positive results on the raising learners' living standard.	8 (26.7)	4 (13.3)	5 (16.7)	7 (23.3)	6 (20)	3 (1.52)

Source: Field (2021)

Development of the Tutors Professional Skills

The study findings summarized in table 2 shows that majority of the participants declared that LLP had very often conducted workshops and seminars for enhancing Tutors' knowledge, skills and attitudes for effective teaching (mean=4.2). Moreover, the evaluator revealed that more than

half of the study participants (56.7%) agreed that the workshops were extremely conducted. This revealed that the project facilitator had an extremely invested in ensuring that the tutors at Mamntukuna become competent on teaching methodologies since more than 80% of the students agreed that the LLP has trained tutors in participatory teaching approaches. The evaluator had also revealed that despite of workshop on teaching methodologies the LLP had also invested on ensuring that Tutors are well trained on effective teaching and improving performance of learners (mean=3.4). This findings is in line with Negassa, (2019) who argued that one among the objective of the LLP is to facilitate and enhance teaching competence among those tutors who interact direct with learns.

Improved Learner-Tutor Relationship

Furthermore, the more than 60% of the learners agreed that the project facilitated enables tutors in building strong and friendly relationship with their Adolescence Girls Young Women. This help to build friendship and harmony hence make the learning process of vocational skills easer to both part tutors and learners. As how Servi (2017) revealed that Positive student-teacher relations may not guarantee academic achievement, but students who build close bonds with their instructors outperform pupils whose relationships with teachers are fraught with dispute.

Improving Living Standard

On addition, the study findings in table 2 also revealed that the LLP succeeded to improving the living standard of youth girls in Rombo district at moderate extent. About 26.7% of youth argued that the project improved their living standard at moderate level while 23.3% indicated at higher level and 26.7% indicated extremely. Moreover, 6.7% declared that the project did not improved their living standard at all. The study findings from one among the tutor indicated that, most of the study

Many young people expect to be touched directly by material things, something that is not the goal of this project.(*(Interview guide for Tutors 22nd June,2021).*

This is also illustrated by a study conducted by Temba (2013) in Monduli district where he noted that many young people under the age of 20, desire to receive direct assistance of valuables such as across and as well as failing to realize that support through knowledge has a greater chance of changing their lives in the future and helping them to avoid dependency.

Project Focused on Students and Tutor Needs

At the same time, the this study have shown that this project not only cares about the needs of students but also strives to focus on the needs of trainers who are certainly the main players in the implementation of this project. The findings summarized in table 2 indicated that 40% of the students supported that the project had extremely addresses Tutors and learners' needs via approaches that are appropriate for conditions in College. While 13.3% rejected, 6.7% said it implemented at slight level while 26.7 said moderately and 14.3% argued that it is very often consider the needs of both sides. However this can be revealed through workshops conducted that focused on enhancing the tutors skills and professional development in which the skills gained enable the tutor to be competent hence boos his/her career development as how argued by Adan (2015) that the knowledge that a person has cannot be taken away or erased from him. In addition to instructing trainers on how to teach effectively, the project has also slightly invested in equipping trainers with the ability to conduct evaluation (formative and summative analysis) to satisfy the student's ability through the training provided at the college though (mean = 2.6).

5. Conclusion

The findings from this evaluation revealed that vocational education play an important role in producing the technical skills required for economic growth in Tanzania, and in providing opportunities for many of the most vulnerable children that have been left out of the education system. This study released that, LLP implemented at Mamtukuna FDC reflects all contexts in life from a life wide, life-deep and lifelong perspective, it includes learning behaviors, obtaining knowledge, understanding, attitudes, values and competences for personal growth, social and economic well-being, democratic citizenship, cultural identity and employability. Moreover, the project implemented have succeeded at the great extent to run effectively workshops that intended to improve tutors professional skills and facilitated easer training deliverance for the aim of enriching the learners with required skills for their future life. Professional work cannot simply proceed from a fixed educational background; rather, education must be smoothly incorporated as part of work activities. Similarly, learning takes place not only at all ages and in virtually all professions; increasingly, it takes place among heterogeneous groups of people in families, clubs, and virtual communities. Despite of the great succession for the LLP in Rombo

the study discovered that, there is great needs for the government to have special budget for facilitating this focal development college in the country since they do huge work and advantageous to the community but in very hard financial situation.

Recommendation

With regards to the research findings, the study recommended some strategies and steps to be taken forward for facilitating effectively implementation of the LLP in Rombo district and other regions in Tanzania. First is to find easer way to assist the project facilitator financial due to several limitations witnessed such as inadequate material resources. Moreover, the LLP still in need of technical support from different institutions and NGOs in order to make its effective and sustainable. The government should ensure that the LLP have direct link with the College tutors in respective district. The study had also recommended monitoring reform to be established and feedback to be given to the regional officers under Ministry of Education. The LLP monitoring also allows determining the budget at any time based on the amount of time that has already passed which can in assist to rethink about the best strategies for raising the funds required.

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