

Research Article

Role of Coordinators in Promoting Sustainable Adult Education Programmes to Eliminate Illiteracy in Dar es Salaam Region - Tanzania

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Abstract

The purpose of this paper was to study the role of coordinators in promoting sustainable Adult Education Programmes to eliminate adult illiteracy in the Dar es Salaam Region, Tanzania. Methodologically, the paper employed a qualitative approach, which allied with case study design and had a sample size of 20 respondents who were adult learners, coordinators and facilitators. The study found that coordinators of adult education play an important role in ensuring acute education and taking care of adult learners through proper supervision, and technological innovation to eradicate the illiteracy rate for adults in Tanzania. The study further unveils that coordinators encourage and enhance learners' academic progress through guidance and counselling services. Moreover, the findings illustrate that the assistance of the coordinators in different centres, such as guidance, counselling, and proper advising, helps students to reach their goals. This makes them become ambassadors who are used to inviting others as a result of increasing the number of students in adult learning education. It is concluded that adult education is essential for human development since it builds a clear understanding, and creates innovation, enhancing the knowledge and skills capacity of reaching everybody in any city, communities, and individuals, which is passed on to the next generation. The study recommends that the Tanzanian government invest more in adult education programs to enhance proper implementation. Moreover, Efforts should be made to initiate a participatory process between the central government and coordinators who lag to promote innovations in adult education, such that transfer of technical skills, training, motivation and cooperation would be encouraged.

Keywords

Adult, Adult Education, Adult Learners, Coordinators, Instructors

1. Introduction

The need to invest in Adult Education (AE) in particular has been a concern of individuals, families, communities and national states, either individually or collectively [18]. Adult education is the core of lifelong learning as it entails all forms of education and learning, including formal, non-formal and

informal learning processes [8]. Adult education plays a key role in creating social capital, fostering social inclusion, and fighting both immediate and less apparent social exclusion expenses. To enhance adult literacy citizenship, adult learning is a significant underpinning since it prove skilled and inno-

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vative people even in the elder ages [1]. Basic skills and key skills are recognized as essential unmet requirements for many individuals in both advanced and poorer parts of the globe. Adult Education (AE) in particular, has been a concern of eliminating the rate of illiteracy among individuals, families, communities and national states [34].

For instance, England has an estimated 9 million working-age adults (more than a quarter of adults aged 16-65 years) with both low literacy and numeracy abilities. This represents the general achievement of England in the Survey of Adult Skills-about the average for literacy under effective supervision with the coordinators [25]. It reported that 9 million individuals are struggling with fundamental skills of adult education to enhance reasoning. For example, they may struggle to assess how much petrol is left from a gauge view in the petrol tank, or they may not be able to comprehend directions on an aspirin bottle. They called 'low-skilled' here. Weak fundamental abilities decrease productivity and employability, harm citizenship, and are thus deeply involved in equity and social exclusion problems [3].

In America, participation of ageing adults in education and learning based on a growing importance of lifelong learning arising from the emergence of global forces and needs necessitating learning throughout life [14]. The major concerns in this context have been a country's ability to devise policies, effective coordinators and strategies that would recognize the importance to create educational opportunities and institutions catering for older adult education. Despite the essentiality of education for adults, its provision requires great concern as it is a cohort that could give up quickly if not satisfied [31].

Around the 20th to the 21st Century, many educational institutions, especially in developed countries, have improved from being purely formal education to informal education, which is known as adult learning, therefore increasingly offering some courses for adult learners to diminish the rate of illiteracy among adult all over the world [27]. The program being perpendicular with employing skilled experts who facilitating learning activities and fulfilling the aim of the institution [16].

In developing countries such as Nigeria, Education for older people also thought to be central because elder people play a key role in African family welfare, and the majority of families would not survive without the contribution of older people [5]. The program of adult education began around the 21st century; it has emerged as the impact of global tendencies on national education strategies and policies, such as those for lifelong learning and life-wide learning. They require the development of international and national strategies and measures for involving adults in educational activities and expanding the market for educational services. It believed that across the country, many extended families have been relying on older adults as a source of support. Meanwhile, there is argument for the importance of adult education at a higher age because it is likely to preserve autonomy, and encourage

social participation in later life. It argued further that education for adults is crucial because an ageing population often linked with a decrease in social adaptability, and consequently, educational activities of older people, both at individual and societal levels, should be encouraged when this responsibility aliened to the coordinators who oversee academic, economic and administrative activities in a ward and district level [9].

When Kenya became independent in 1963, over half of the population was under the age of fifteen and 80% of the population was illiterate [22]. Only half of the number of kids eligible for college between the ages of seven and thirteen actually attended college. Only 10 percent of those attending primary school went to secondary schools. There was no financial resource to expand formal child education quickly. The nation was poor and more than 20% of the domestic budget spent on formal schooling alone.

This, ratio was high overtraining and leaves little room for development beyond maintaining pace with the annual rise of 3 percent in population [24]. Kenya's current provision of adult basic education has been sporadic, often disorganized, and usually unrelated to any predetermined priority order or general national growth. The adult basic education overshadowed by other fundamental under supervision unit, which include coordinators and very critical priorities of the young and independent Kenya. The management of the system of adult education and various institutions provide educational services for adult learners under the scope of coordinators. Most of the organization setting the implementation of these services from the grassroots whereby coordinators were responsible for [13]. The adult education coordinators oversees the adult education program, which provides education, literacy and other basic educational services to adult learners.

In Tanzania, Adult Education (AE) established in 1960 as an extra mural studies section of Makerere University College, under the University of London. In 1963, the Institute upgraded into a department and placed under the Dar es Salaam University College. Later on, it became an autonomous Institution established by Parliamentary Act Number 12 of 1975 under then Ministry of National Education, currently, the Ministry of Education, Science and Technology. To-date, the Institute has become a centre for Learning, Research and Training in Adult Education arena for Certificate, Diploma and Degree courses learners. Its services extended to the grassroots level through regional centres established in 26 regions of Mainland Tanzania [15].

The programme solid with the coordinators who are responsible to oversee the whole activities pertaining academic matter with the aims of design, develop and deliver accessible quality life-long education programs through blended learning for sustainable social-economic development of Tanzania, Africa and the rest of the world. For instance, at a national and institutional level coordinators were examine the demands of the market of educational services for adults in order to offer up- to-date courses; constant updating of the calendar and the program of the courses offered. However, the sector still faces

a number of challenges in relation to funding and infrastructure. Access for adults in rural areas, accompanied by the allocation of skilled facilitators, could go a long way towards reducing illiteracy nationally. The study guided by the following research question:

What are the contribution of coordinators in promoting sustainable Adult Education Programmes to eliminate illiteracy?

2. Review of Related Literature

Investigation found that coordinators in adult education programs examine the demands of the market for educational services for adults to maintain a high level of competitiveness in their institution. coordinators used to study the social and individual needs to update the calendar and the program of courses according to the needs of the potential students [19]. In addition, they perform strategic, tactical, and operational management of the institution. They also provide valuable connections to the institution's external environment, including employers, the media, and other relevant stakeholders. Not only that, but also they provide staff for the preparation, organization, and implementation of quality educational services for adult learners which used to eliminate illiterate adult and produce skilled people; provide the best teachers for the institution; attract partners and sponsors; maintain a good and modern material and technical base and ergonomic conditions for the training; provide good advertising for the institution and the individual courses. They use international programs, stakeholders' aid and projects for funding educational activities and training of teachers and organizers purposefully seek feedback on the effectiveness of the courses offered [12].

Adult education coordinators contributes to the individual as well as collective development of societies in establishing programs which used to boost and encourage elders who need to educate themselves though non-formal and informal system. Non-formal and informal adult learning play a significant role for social inclusion, active citizenship as well as personal development and well-being, even though they are often not fully recognised as legitimate forms of education in that the ways and results of learning may be less tangible than in formal education and learning [26].

The findings found that teachers in Open and Distance Learning provide the basic understanding and knowledge in their course through the supplementary materials such as reference books and articles, as well as encouragements which used to broader understanding of the courses in addition to the information they got from their modules [7]. The same, content showed that, there are limited face-to-face contacts between distance learners and their tutors, tutors should make sure that they provide learners with adequate study materials and guide them on how to effectively interact with them. This will have a positive implication in the depth and width of understanding of the materials [34].

The findings found that, teachers are the one who can im-

prove students' academic progress by giving different assistance such as guidance and counselling [17]. It is very important to make students improve their academic performance. He found that guidance and counselling services helped them in the selection of the programs, being active and cooperative, as well as being encouraged not to give up and withdraw, thus completing their programs successfully. Also, the findings revealed that major benefits of instructors in ODL are related to its flexibility, accessibility, affordability and life-based education opportunities. ODL enables an expansion of tertiary [29].

Moreover, it found that adult education provides knowledge, competences and skills such as language skills, creative skills, under the assistance of coordinators who play a significant roles to customary approachable environment for adult to learn [21]. These can be used for both professional and private advancement and, in many cases, enable people to access the formal education system. Secondly, it promotes transversal skills, i.e. social skills, communication skills, analytical and cognitive skills etc., sometimes called "life skills". All of these skills are vital for participating in the labour market and creating new jobs, engaging in democratic processes and becoming an active citizen. Furthermore, participating in adult education has also very positive effects on the individual in terms of better health in old age, improved general well-being, and increased inclusion in the community and society.

Further study found that, Communities and societies develop as those that are part of adult education develop individually and collectively. Adult education creates social change through enhancing employment prospects, improving health levels and financial literacy of those from deprived backgrounds as well as offering them opportunities to acquire the tools needed to run their own lives. Lifelong learning is key for achieving social change and reducing poverty levels around the world. It has the capacity to positively affect many dimensions of poverty, peace, reconciliation as well as conflict prevention [2].

Moreover, coordinators are responsible for the preparation and implementation of an effective educational process. They improve the qualification of the teachers of adult learners by providing flexible educational programs, improving the quality of the educational resources and materials needed for the classes, and purposefully seeking feedback on the effectiveness of the training. In the classroom, the role of the coordinator is assumed by the teacher (or the trainers) of the course. S/he makes diagnostics of the group of learners, plans and adapts the educational content according to the needs of the group, the goal and the objectives of the course, structures the curriculum in terms of topics and schedules, develops a portfolio of the course and prepares materials for the participants [13].

In addition, coordinators supervising programs which used to help adult to acquire needed knowledge and capabilities for sustainability through an adult education. It is important as it

allows for creation of learning community, cities and regions. It fosters the culture of learning through life and fills every learning space in the life of an individual [8]. Adult education is important for sustainable development due to the following points: The learning activities vary to include a host of learning opportunities for equipping adults for greater opportunities in cities and communities. Its programmes include literacy, professional development education, citizenship education, extension services, health education and liberal as well as retirement education. To boost people's opportunity for sustainable development through these programmes, there is the great need for interjecting them with information and communication technologies (ICT), as these would boost their participation in community matters, making their voices to be heard and thereby contributing to sustainable development in cities and community and all over the world. They added that Adult education is innovative in nature as it provides many possibilities for realizing lifelong learning, reducing dependence on formal learning structures and encouraging individualized learning thereby providing necessary exposure into doings of relevance in the world around them. This exposure through technological networking bring into the world of creativity and awakening the innovation tendencies of the people [33].

Coordinators used to implement the goals of education through proper coordinate and supervising Adult education to provide a forum for a safer, healthier, more prosperous and environmentally sound world and helps individual to contribute to social, economic, cultural progress, tolerance and international cooperation. It is the key to personal and societal sustainability. Adult education provides coping skills for any challenging issues in cities and communities. Adult education enables people to reflect and act on emergency situations and take decisive actions to deal with such whether personal or societal [23].

Furthermore, coordinators manage the educational work by using group dynamics as well as coordinate the implementation of the program and plan each class. They used to monitor the observance of the schedule of the class and, as a whole, the observance of the conditions for the realisation of an effective learning process and assess the effectiveness of each class and the course as a whole because the teacher educates adults, s/he must involve them actively in the educational process. Taking into account their need to self-regulate, s/he should encourage them to plan and organise their learning activity to be managers of their learning [30].

3. Research Methodology

This section provides the road map in which the research inquiry was undertaken. It covers the description of the Study Area, Research Approach, Research Design, Targeted Population, Sampling Techniques and Sample Size, Data Collection Methods, Data Analysis, Trustworthiness of the Study and the end there are Ethical Issues and Consideration.

3.1. Study Area

The study was conducted in Dar es Salaam Region specifically. The area of this study was selected based on the facts that if the researcher is familiar with the study area helps the researcher to handle the obstacles that might affect the process of data collection [32]. From that ground the researcher of this study is familiar with Dar es Salaam region particularly at the institute of adult education hence her experiences facilitated the process of data collection on the roles of coordinators in relation to eliminating adult illiteracy.

3.2. Research Approach

The study adopted the qualitative research approach. The approach was deemed appropriate for the study as it was enabled to obtain detailed information from the informants in their natural settings regarding various socially constructed meanings and practices in relation to the question under study. Qualitative approach takes place in natural settings and involves the interpretation of facts based on multiple meanings that people bring to them [37]. Qualitative research is more effective in obtaining information about opinions, values, behaviours, and social perspectives of a particular population [6]. The natural setting is providing the subjective opinions of the respondents and the primary source of data that was collected in form of words, pictures, records and artefacts than the numbers. Furthermore, the approach provided an insight into the problem that helps to develop an idea for potential qualitative research. Through this approach, the researcher was able to collect data through the use of interviews.

3.3. Research Design

In this study researcher employed a case study design whose purpose was to collect information from different coordinators, adult learners and facilitators that provided holistic information about the contribution of coordinators in promoting sustainable Adult Education Programmes to eliminate illiteracy in Dar es Salaam Region-Tanzania. Case study design is chosen in qualitative research to provide in-depth, contextual understanding of a specific phenomenon or case, particularly when the context is crucial and manipulation of variables is not possible. It allows researchers to explore complex issues, generate new theories, and understand the interplay of various factors within a real-life setting [38]. Thus Case study design was meant to develop this study to come up with a clear finding that entails in detail and an in-depth information on the problem under inquiry and in the natural setting.

3.4. Study Population

The term population as a group of people having common characteristics, target population is a group of individuals from whom samples are taken. Population can be a large

group of people for whom the results of the study are to be generated [36]. The target population for this study included coordinators, adult learners, and facilitators who were selected in Dar es Salaam Town Council.

3.5. Sampling Techniques and Sample Size

3.5.1. Sampling Techniques

This study employed purposive sampling techniques to get respondents based on the position they held. Facilitators are the ones providing teaching activities as part of professional development, while coordinators have the role of supervising the daily teaching and learning process, and organising a teaching and learning environment for learners. Adult learners are the ones who benefit from the program of adult education prepared by the institute and supervised by the coordinators.

3.5.2. Sample Size

A sample is a portion of a population of people, objects or items that are taken from a large population or measurement [19]. For the case of this study, a saturation point was used to select a sample of 20 informants who were interviewed and provided the relevant data for this study, and indeed the selected sample supported the requirements of the study by developing the well-known findings. In a qualitative approach, "saturated" refers to the point where a researcher has collected enough data that no new themes, insights, or patterns are emerging, indicating they have thoroughly explored the topic and can confidently draw conclusions from their findings. Essentially, the data considered full and further data collection would not provide any additional meaningful information, thus ensuring the research is robust and credible [41]. Saturated data follows an important thing, which is ensuring data quality; reaching saturation is crucial for achieving methodological rigor in qualitative research as it signifies that the data is comprehensive and sufficient to answer the research questions. Guides data collection; once saturation is reached, the researcher can stop collecting data, preventing unnecessary redundancy and allowing them to focus on analysis. Not a fixed number; saturation is not a specific number of participants or interviews, but rather a concept assessed through ongoing analysis where new insights become increasingly rare. Continuous evaluation; researchers need to actively monitor their data collection process to identify when saturation is approaching by comparing new data to existing themes and codes [42].

3.6. Data Collection Methods

This study employed interview as data collection methods/techniques that were administered by the researcher in the field. Interviews are the primary data collection technique for gathering data in qualitative methodologies [10]. Interview

tailored in this study because it gave the first-hand information from the participants [39]. The researcher used a semi-structured interview whereby close and open-ended questions of the interview was administered to the participants by noting all information while each interviewee will consume five (25) minutes. An interview instrument involves the presentation of oral verbal stimuli and replies in terms of oral verbal responses [19]. This study was administered an interview guide that focused on the research topic. The semi-structured interviews also used open-ended questions which allow the participants to explain their own opinions on the asked questions based on the research objectives.

3.7. Data Analysis

Qualitative data analysis includes processes such as examining, categorizing, tabulating, testing and synthesizing evidence, to draw empirically based conclusions. It involves breaking down collected data into manageable themes, trends and relationships [35]. As it is impractical to present all collected data, analysis brings order, structure and interpretation of the massive generated data. In qualitative case study research, normally data analysis goes simultaneously with data generation, presentation and narrative reporting [35]. Simultaneous data collection and analysis provide the researcher with an opportunity to look into his/her data and think of ways to either refine or reform his/her research questions and collect new or better data if needs arise. There is no single way of data analysis in qualitative research. The way to be used in analysing the data depends upon the research questions, the way data will be used and the resources available to facilitate the process. In this study, data analysis processes based on the adopted research methodology which relates to the qualitative interpretive approach. Thus, the collected data were analysed manually using thematic data analysis procedures. The thematic data analysis used in this study hinged on the theoretical perspectives [2]. They define thematic data analysis as a method for identifying, analysing, and reporting patterns (themes) within the data. The procedure that was employed for the analysis of data in this study involves six concurrent steps [40]. The steps included data familiarization, in this phase, the researcher read and re-reading the data, to become deep and well familiar with its content. This stage helped the researcher to be familiar with the data related to the questions. Another stage is generation of initial codes; hence a researcher involved generating a summary of the main themes of the data that might be relevant to answering the research questions. Furthermore, research was searching for themes whereby the researcher involved organization of data in relation to each candidates' theme, so that it is possible to work with the data and review the viability of each candidate theme. Another stage is reviewing themes, in this stage the researcher was checked the candidates' themes against the questions, to determine whether they tell a convincing story of the data, and one that answers the research question. In this phase, themes

developed, which sometimes involves themes being split, combined, or rejected. Another stage in data analysis plan is to define and naming themes whereby the researcher developed a detailed analysis of each theme, working out the scope and focus of each theme and determining the story of each. It also involves deciding on an informative name for each theme. This stage used to analyse themes according to the scope of the content. The final stage is producing the reports. In this stage, researcher weaving together the analytic narrative and data extracts and contextualised the analysis in relation to existing literature.

3.8. Trustworthiness of the Instrument for Qualitative Approach

Number of criteria used to ensure data trustworthiness of the study, namely, credibility, transferability and Confirmability [32].

Credibility was ensured by examining the data collected using the three tools, respondents and cases. More attention to respondents was given during the interview session and observation processes and emerging contrasting issues that strengthened the findings.

Transferability was ensured by employing more than one case, especially the number of schools that form good numbers of respondents by employing more than one method of data collection using of appropriate duration for data collection.

Conformability was ensured by establishing proper records of data in the field. The recorded data transcriptions, interview notes and other secondary information that was obtained from the field were used to confirm the quality of the study. Furthermore, the two supervisors who guide the researcher audited and traced the logical progression of reasoning from the evidence presented to the conclusion under this study.

3.9. Ethical Issues and Considerations

Ethical issues are very important for the researcher to observe in the whole process of any research, especially those involving human beings [6]. The researcher has to ensure that research is going to be conducted ethically. The research participants' were treated following standards and norms which confirm their humanity [28]. Ethical issues categorized into informed consent, the right to privacy of professional colleagues, and protection from harm. In this study, the researcher adhered to all ethical issues relating to human rights as well as the national rules and regulations [20].

Informed consent and assent: According to informed consent is a process of making the respondents aware of the purpose of the study, the way it was conducted, its dangers and the researcher's credentials. The researcher met with the prospective participants and provides them with details clarification of the purpose of the study. The researcher also informed them about the way the study was conducted as well as the use of the information that was generated.

Confidentiality and anonymity: the treatment of information that a participant has disclosed in a relationship of trust, with the expectation that was not disclosed to others without permission. Anonymity entails that no one was able to know the personal identity of any research participant [4]. In this study, the researcher had an obligation to maintain anonymity and confidentiality.

4. Findings and Discussion

The findings found that coordinators of adult education play a great role to supervise and implement the program promoted by the government and stakeholders. During the interview, one of the participants was the opinion that

Coordinators used to supervise and implement different programs from the education stakeholders, such as Integrated Community Based Adult Education programme (ICBAE) and Complementary Basic Education in Tanzania (COBET). These programmes marked a shift to more learner-centred and community-based approaches. A review of Integrated Community Based Adult Education programme was carried out in 2023, drawing attention to complementary areas such as relevance, employability, soft skills and gender. The Integrated Programme focus much to reduce a number of adult illiteracy all over the country (*Interviewed Coordinator, May, 2025*).

This findings correlate with the findings which found that coordinators manage the educational work by using group dynamics as well as coordinate the implementation of the program and plan each class [11]. They used to monitor the observance of the schedule of the class and, as a whole, the observance of the conditions for the realization of an effective learning process and assess the effectiveness of each class and the course as a whole because the teacher educates adults, s/he must involve them actively in the educational process. Taking into account their need to self-regulate, s/he should encourage them to plan and organise their learning activity to be managers of their learning.

Moreover, the researcher found out that coordinators used to interprets and stand on behalf of the institute to ensure that The Education and Training Policy to promote adult learning is implemented and accomplished. During the interview, one of the participants said;

Tanzania education Policy of 2014 as updated in 2023 emphasis on areas such as encouraging adult learners to learn, developing them to become innovative, developing digital literacy and critical thinking. Moreover, the coordinators used to abide with other programs such the National Adult Literacy and Mass Education Rolling Strategy (NALMERS) as another key document that aims to enhance quality and access in the Adult Education sector for the aim of eliminating illiterate rate for adults (*Interviewed Facilitator, May 2025*).

The current study agreed with the report by the Ministry of Education, Science and Technology (2024) as indicated that

coordinators help to coordinate and supervise all programs from the MoEST which carries out its Adult Learning Education mandate with the support of various actors. Coordinators represent the Institute of Adult Education (IAE), who help oversee the quality of Adult Learning Education in the country, as well as providing training for practitioners and learners of Adult Learning Education at different levels.

The researcher also found that coordinators enhanced learners' academic progress. Learners' responses indicated that the guidance and counselling services provided to them helped them in various ways such as improving their studying skills and techniques.

This was supported by the learner when he said:

Coordinators assist us to achieve a certain levels of understanding. They assist us when we meet snags in learning process, they inspire and making fiend environment for us to learn and providing guidance and counselling as a way of making learning process in a smoothly way (*Interview with Learners, May 2025*).

In the same context, another learner affirm that:

Indeed, coordinators have a great impact in our study since, we are slow learners due to the different reason such as age, responsibilities as well as family chores which steered us to encounter hitches to handle academic matters and other activities. Thus, the coordinators providing advice, listening the problem and providing required assistance on time (*Interviewed Learners, May 2025*).

The above explanations indicate that; it is impossible for adult learners through IAE to achieve knowledge, skills and good performance without assistance. Coordinators' support provides learners with more structure during the early stages of a new learning and gradually turn responsibility over to them as they internalize and master the skills needed to engage in more complex learning.

The current study conquer with the found that, teachers are the one who can improve students' academic progress by giving different assistance such as guidance and counselling [17]. It is very important to make students improve their academic performance. He found that guidance and counselling services helped them in the selection of the programs, being active and cooperative as well as being encouraged not to give up and withdraw thus completing their programs successfully. Also the result found that major benefits of instructors in ODL are related to its flexibility, accessibility, affordability and life-based education opportunities. ODL enables an expansion of tertiary [19].

Moreover, it was reported that coordinators develop students' knowledge and skills through face-to-face meetings program and mobile phone interactions. The researcher found that coordinators have been explained to assist students, for example, in clarifying difficult concepts, guiding students' group discussions and advising students on appropriate ways to tackle questions, particularly essay questions, together with writing and presenting scholarly works. Hence, it increases knowledge and skills in their relevant courses. In relation to

this, one of the students said:

During face-to-face meetings, our instructors help to clarify difficult concepts that we encounter in the modules. They also advance our skills by advising us on the appropriate ways to tackle questions. They teach us how to write a good essay, which helps us very much in writing our assignments and examinations (*Interviewed Learners, May 2025*).

This implies that face-to-face meeting conducted by coordinators is an essential component for adult learners. Indeed, face-to-face interaction between instructors and learners promotes learning by joint problem solving and meaning negotiation between partners working with independence and equality on each other's ideas. They learn from each other gaining important knowledge and skills. The findings also associate with the study which found that teachers in Open and Distance Learning provide the basic understanding and knowledge in their course through the supplementary materials such as reference books and articles, as well as encouragements which used to broader understanding of the courses in addition to the information they got from their modules [7]. This will have a positive implication in the depth and width of understanding of the materials.

In the same way, the findings from the facilitators illustrated that support from the instructors, as organised by the coordinators help to increase the number of students who reached their goals. One of the facilitator had the following to say:

Indeed coordinators tried to stabilize learning environment hence, who join us receive required skills, knowledge in an optimal performance. Our centre also allows adult learners to use our premises and infrastructure such as rooms, furniture and library for their personal and group studies hence, it also increase the number of learners who need to broaden their knowledge (*Interview with Instructor May 2025*).

With references to the above quotation, it implies that assistance from the instructors in different centres, such as guidance, counselling, and proper advising help students to reach the goals. This makes them become ambassadors who use to invite others as results of increasing the number of students.

5. Conclusion

This work illustrated the Role of coordinators in promoting sustainable Adult Education Programmes to eliminate illiteracy in Dar es Salaam Region, Tanzania. The study gather information from adult learners, coordinators and facilitators in adult education. The current study highlighted that coordinators of adult education play an important role in ensuring acute education and taking care for adult learners through proper supervision, and technological innovation to eradicate illiteracy rate for adults in Tanzania. It is concluded that adult education is essential for human development since it builds clear understanding, and creates innovation, enhancing knowledge and skills capacity of

reaching everybody in any city, communities, and individuals which is passed on to the next generation.

6. Recommendations

Based on the above, the following recommendations are made:

Tanzania government should invest much in adult education program to enhance proper implementation. Moreover, Efforts should be made to initiate a participatory process between the central government and coordinators who logging behind to promote innovations in adult education such that transfer of technical skills, training, motivation and cooperation would be encouraged.

Abbreviations

AE	Adult Education
COBET	Complementary Basic Education in Tanzania
IAE	Institute of Adult Education
ICBAE	Integrated Community Based Adult Education Programme
ICT	Information and Communication Technologies
MoEST	Ministry of Education, Science and Technology
NALMERS	National Adult Literacy and Mass Education Rolling Strategy
ODL	Open and Distance Learning

Author Contributions

Elisiana Eliamini Kinanguka is the sole author. The author read and approved the final manuscript.

Conflicts of Interest

The author declares no conflicts of interest.

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