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Institute of Adult Education P. O. Box 20679, Dar es Salaam, Tanzania

Tel: +255-022-2150838/2151048. Fax: +255-022-2150836.

Email: [info@iae.ac.tz](mailto:info@iae.ac.tz) Website: [www.iae.ac.tz](http://www.iae.ac.tz)

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All Correspondence should be addressed to:  
Managing Editor, Journal of Adult Education,  
Institute of Adult Education,  
P. O. Box 20679, Dar es Salaam, **TANZANIA**

Tel: +255 22 2150838. Email: [jaet@iae.ac.tz](mailto:jaet@iae.ac.tz) and, a copy to [managingeditor75@gmail.com](mailto:managingeditor75@gmail.com)

## Editorial Note

This issue of the Journal of Adult Education in Tanzania (JAET) is published at a moment of significant reforms in the education system. Ongoing reforms in re-entry education, lifelong learning, digitalisation, teacher professional development, quality assurance, and skills development are reshaping the role and expectations of adult and non-formal education. The papers in this issue provide timely empirical evidence on how these reforms are being implemented in practice, the progress achieved, and the constraints that continue to shape outcomes.

The contributions taken as a whole confirm the growing importance of adult and non-formal education in national development and social inclusion initiatives. The studies show how adult education systems address enduring issues like out-of-school youth, re-entry students, gendered exclusion, mismatched skills, and the demands of a shifting labour market. The findings show that adult education should be viewed as a strategic system for promoting equitable access to learning and skills across the life course rather than as residual.

Digital change is a recurrent theme in this issue. The benefits and vulnerabilities of digital transformation are highlighted by research on artificial intelligence, online education, inclusive digital design, and multilingual pedagogy. The results highlight the need for intentional policy investment in infrastructure, digital competency, and inclusive pedagogical approaches to prevent exacerbating already-existing disparities, even when technology offers new opportunities for access and efficiency. Beyond enrolment, authors have emphasized quality and access. Effective inclusion necessitates learner-centered institutional practices, ongoing involvement, and psychosocial support, according to studies on open and remote learning students and re-admitted teen moms. Research on learner-centered pedagogy, quality assurance, and teacher professional development also shows that professional collaboration, supportive supervision, and practical funding are necessary for quality improvement rather than just compliance.

When combined, the publications highlight the significance of consistent investment in adult and non-formal education systems, policy coherence, and evidence-based reform. JAET is still dedicated to promoting research that influences practice and policy, increasing lifelong learning in Tanzania and beyond.

**Prof. Sempeho I. Siafu**

Chief Editor