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Editorial Note

The Chief Editor of *LAE Journal of Research and Development (IJORED)*, is pleased to present Volume 2, Issue 1, published in March 2026. The current issue brings together eleven (11) scholarly contributions from researchers within and outside Tanzania, reflecting a strong commitment to advancing knowledge across diverse fields of education, social sciences, technology, law and development studies.

The papers featured in this issue demonstrate a growing interdisciplinary linkage of contemporary research and its relevance to real-world challenges. The first paper, *Undergraduate Entrepreneurship as a Driver of Lifelong Learning: Evidence from Obafemi Awolowo University*, explores the role of entrepreneurial education in shaping lifelong learning competencies among university students. In a similar spirit of educational transformation, another study examines *A Meta-Synthetic Analysis on School Headship in Tanzania*, providing critical insights into leadership practices and their alignment with school realities.

Legal and language discourse is represented through *Comprehensibility of Legal Language: A Case Study of the Supreme Court Finance Act 2023 Ruling in Kenya*, which interrogates accessibility and clarity in judicial communication. Educational preparedness is addressed in *Misaligned Readiness: Association Between Self-Reported Abilities and Actual English and Academic Performance Among First-Year College Students in Tanzania*, highlighting gaps between perceived and actual student competencies.

The journal also features research addressing socio-economic development, including *Socio-Economic Challenges in Small-Scale Gold Mining: A Case of Geita, Tanzania*, which sheds light on the lived realities of artisanal miners. In the domain of educational technology, several studies contribute valuable insights. These include *The Role of Mobile Technology in Enhancing Learning amongst Open and Distance Education Learners*; *Technological Advancements Facilitating Lifelong Learning* and *Bridging the Digital Gap: Mobile Money Services (MMSs) as a Catalyst for Financial Inclusion in Rural Tanzania*, all of which underscore the transformative potential of digital tools in education and development.

Teacher development and educational quality are also central themes. The article *Teacher-Related Factors Influencing the Sustainability of Continuous Professional Development in Ubungo District Public Primary Schools* examines professional growth among teachers, while *Assessing Learners' Support Service in Quality Complementary Secondary Education Provision* evaluates the effectiveness of support systems in alternative education settings. Finally, *From Hand to Paper: How Recognition of Prior Learning (RPL) Shapes Social Livelihoods of Informal Construction Workers in Mwanza City* provides an important perspective on skills recognition and its impact on livelihoods and social inclusion.

Collectively, these articles contribute significantly to academic discourse and policy dialogue, particularly in strengthening education systems, promoting inclusive development, and addressing socio-economic challenges in Tanzania and beyond. The diversity of methodologies and contexts represented in this issue reflects the journal's commitment to scholarly rigour, relevance and global engagement.

On behalf of the editorial board, sincere appreciation is extended to authors for their valuable contributions, and reviewers for their critical and constructive feedback, which has greatly enhanced the quality of the published work. Acknowledged also is the continued support of readers and stakeholders who make the growth of IJORED possible.

Scholars, practitioners and policymakers are cordially invited to engage with the insights presented in this issue and continue contributing high-quality research in future editions of the journal.

Sincerely,

Prof. Kija Steven Magembe

Chief Editor,

IAE Journal of Research and Development (IJORED)

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