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# INSTITUTE OF ADULT EDUCATION

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## Editorial Note

It is with profound pride and enthusiasm that I introduce the inaugural edition of the *LAE Journal of Research and Development (IJORED)*, the official academic publication of the Institute of Adult Education (IAE), Tanzania. This first issue represents a remarkable achievement in our shared mission to foster scholarly inquiry, encourage informed dialogue, and contribute to knowledge advancement across various disciplines, including education, social sciences, technology, and community development.

The establishment of *IJORED* affirms our commitment to offering a reputable platform for researchers, practitioners, and policymakers to disseminate evidence-based findings that address pressing real-world issues. This maiden volume illustrates the diversity and depth of research both within Tanzania and internationally, tackling emerging topics as well as persistent challenges in our communities.

The eleven scholarly works featured in this issue span a wide range of themes: from analysing the economic impact of COVID-19 on small-scale entrepreneurs in Zambia, to assessing the role of induction training in improving employee performance in Mbeya city, to exploring skills' utilisation of government technical college graduates towards self-employment in Dar es salaam city, Tanzania; from examining the effects of overcrowded classrooms on class management in Dodoma, from evaluating the quality of teachers in non-formal education centres and from investigating digital transformation in Tanzania to offering historical insights into unethical malaria treatment practices in Muheza District, Tanga Region.

Other contributions explore innovative teaching strategies and the use of ICT through design thinking, entrepreneurial activities among graduates. Notably, this issue also features two timely papers: one on leveraging adult education as a catalyst for socio-economic change in

rural Tanzanian communities, and another offering insightful reflections on practicum experiences from pre-service teachers' perspectives in Tanzania.

Collectively, these studies showcase both the academic rigour of the authors and their commitment to developing practical solutions to societal concerns. *IJORED* will continue to champion such contributions, upholding scholarly excellence, ethical standards, and relevance to both local and global contexts.

On behalf of the Editorial Board, I extend heartfelt gratitude to all authors, peer reviewers, and the entire editorial team for their dedication in bringing this inaugural edition to fruition. It is our hope that this journal will serve as a reliable source of knowledge and an enduring inspiration to researchers, educators, and development practitioners for years to come.

Sincerely,

Prof. Kija Steven Magembe

Chief Editor,

***IAE Journal of Research and Development (IJORED)***