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MINISTRY OF EDUCATION AND VOCATIONAL TRAINING



ADULT AND NON-FORMAL EDUCATION DEVELOPMENT PLAN (ANFEDP),
2012/13 – 2016/17

FINAL DRAFT

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ABBREVIATIONS

ADEM	-	Agency for Development of Education Management
AE/NFE	-	Adult Education and Non- Formal Education
ANFEDP	-	Adult and Non-Formal Education Development Plan
AIDS	-	Acquired Immune Deficiency Syndrome
CBOs	-	Community Based Organizations
CCD	-	Centre Community Dialogue
CDP	-	Child Development Policy
COBET	-	Complementary Basic Education in Tanzania
CONFINTEA	-	International Conference on Adult Education
CSOs	-	Civil Society Organizations
DESO	-	Decade for Sustainable Development
EFA	-	Education For All
ESDP	-	Education Sector Development Programme
ETP	-	Education and Training Policy
FBO	-	Faith Based Organizations
FDC	-	Folk Development Colleges
HIV	-	Human Immune –Deficiency Virus
HRESP	-	Human Rights Education Strategic Plan
IAE	-	Institute of Adult Education
IPPE	-	Integrated Post-primary Education
LGAs	-	Local Government Authorities
LGRP	-	Local Government Reform Programme
LIFE	-	Literacy Initiative For Development

MDG	-	Millennium Development Goals
MKUKUTA	-	Mkakati wa Kukuza Uchumi na Kupunguza Umaskini
MoEVT	-	Ministry of Education and Vocational Training
NECTA	-	National Examinations Council of Tanzania
NFE	-	Non-Formal Education
NGOs	-	Non-Government Organizations
NLC	-	National Literacy Centre
NPD	-	National Policy on Disability
NSGRP	-	National Strategy for Growth and Reduction of Poverty
NTA	-	National Technical Awards
ODL	-	Open and Distance Learning
OUT	-	Open University of Tanzania
PEDP	-	Primary Education Development Programme
PMO-RALG	-	Prime Ministers- Regional Administration and Local
PRSP	-	Public Service Reform Programme
PSLE	-	Primary School Leaving Examinations
RISE	-	Radio Instruction to Strengthen Education in Tanzania
SWAPs	-	Sector Wide Approaches
TBT	-	Tanzania Beyond Tomorrow
TIE	-	Tanzania Institute of Education
TLSB	-	Tanzania Library Services Board
UNLD	-	United Nations Literacy Decade
UPE	-	Universal Primary Education
WDC	-	Ward Development Committee
WEC	-	Ward Education Coordinator

FOREWORD

The Government of Tanzania has demonstrated its commitment to the provision of education to all its citizens by signing different world declarations and commitments. The Government recognizes adult, non-formal and continuing education as important aspects for achieving EFA goals, MDGs and NSGRP targets.

The Ministry of Education and Vocational Training (MoEVT) recognized the importance of Adult and Non-formal Education sub-sector, therefore it developed the Medium Term Strategy of 2003/04 – 2007/08 to ensure equitable and quality provision of education for out of school children, youth and adults. However, the evaluation of the Strategy indicated that a number of target groups were yet to be reached. This has caused the MoEVT to prepare Adult and Non-Formal Education Development Plan (ANFEDP) 2012/13 – 2016/17 to ensure that out-of-school children, illiterate youth and adults will get quality education and create a lifelong learning society and improve people's livelihood, as well as increased awareness to prevent HIV and AIDS and address other cross cutting issues.

The Adult and **Non-Formal** Education Development Plan (ANFEDP) 2012/13 to 2016/17 focuses on the following priorities: advocacy and mobilization, access and equity, quality enhancement, capacity enhancement and development, financing and sustainability of the adult, non-formal and continuing education. Furthermore, ANFEDP indicates and clarifies institutional roles and responsibilities of various levels of Government as well as Civil Society Organizations. It includes administrative arrangements, and the need to strengthen linkages with main support institutions such as the Institute of Adult Education (IAE), Tanzania Institute of Education (TIE), the National Examinations Council of Tanzania (NECTA), Vocational Education and Training Authority (VETA) and National Council for Technical Education (NACTE). ANFEDP intends to enhance and strengthen the linkage of adult and non-formal education and formal education for better coordination thus improve the quality of education and enhance access and equity.

It is important to realize that basic and post literacy for young people and adults as well as continuing education should be viewed as a lifelong process which builds a complete literate society and intends to realize the EFA goals and contribute to the improvement of people's livelihood.

I would like to extend my thanks to all who have contributed to the preparation of this ANFEDP.

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MINISTER FOR EDUCATION AND VOCATIONAL TRAINING

Executive Summary

The Adult and Non-Formal Education Development Plan (ANFEDP) for the period 2012/13 – 2016/17 has been developed to meet government commitments to address challenges affecting the adult, non-formal and continuing education and achieve Education for All (EFA) goals, Millennium Development Goals, strategy for economic growth and poverty reduction and the Tanzania Development Vision 2025. ANFEDP focuses on the following critical issues: - advocacy and sensitization, access and equity, quality enhancement, capacity enhancement and development, monitoring and evaluation, administration and coordination, financing and sustainability of the adult, non-formal and continuing education. The plan was developed through an intensive work and consultation process, in order to respond to the Strength, Weaknesses, Opportunities and Challenges (SWOC) analysis and recommendations of the Evaluation Report on Adult and Non-Formal Education strategy of 2003/04-2007/08 and it contributes to the implementation of Education Sector Development Programme (ESDP).

The main issue which this plan addresses is that of the remaining illiteracy rate of 31 percent among the adult population who cannot contribute effectively to poverty reduction initiatives and sustain socio-economic development of the country. Furthermore, the plan intends to provide learning opportunities to school leavers and neo-literates who want to advance their education through post literacy and continuing education programmes. It also addresses the number of out-of-school children and youth (11 – 18 years old) estimated to be 1.5 million and who have no access to formal schooling or have dropped out of school.

This plan targets 6,523,100 illiterate adults aged 19+ years and 3,528,876 neo-literate youth and adults who will enroll in basic and post literacy programmes. The plan also targets 318,240 youth and adults who will be enrolled in Integrated Post Primary Education (IPPE) and Open and Distance Learning (ODL) secondary education centres. On top of that, it targets 469,630 disadvantaged children aged 11- 18 years old, especially those from nomadic communities, children with disabilities and children living in the streets.

The main priority areas of this plan are:-

Advocacy and Sensitization

To create awareness within the communities and stakeholders who will be involved in the implementation of ANFEDP in order to solicit their effective participation.

Access and Equity

To increase enrollment of illiterate youth and adults in literacy, post literacy and continuing education centres and reduce number of out of school children in non-formal learning centres.

Quality Enhancement

Develop relevant and innovative curricula to cater for the needs of beneficiaries of Adult, Non-Formal and Continuing Education programmes. Therefore, the flexible curriculum for out of school children, youth and adults shall be reviewed in order to facilitate acquisition of basic learning tools of literacy, vocational and life skills. Along this line curricula review shall go hand in hand with reviewing teaching-learning and training materials and training of qualified adult educators/teachers.

Capacity Enhancement and Development

Implementers of AE/NFE programmes deserve ongoing opportunities for further qualification in order to grow and work effectively. The existing institutions shall be used to design and offer professional development programmes for key implementers of ANFEDP programmes. Therefore, MoEVT in collaboration with PMO- RALG shall carry out an AE/NFE human resource audit on personnel functions and managerial competences. Linkages and networking shall be strengthened between various stakeholders in order to promote collaboration in provision of Adult, Non-Formal and Continuing Education.

Administration and Coordination

To strengthen administration, coordination, partnership and linkages at all levels in order to effectively and efficiently implement ANFEDP activities.

Monitoring and Evaluation

The key actors for monitoring and evaluation shall attend professional development programmes. This goes together with development of a reliable monitoring and evaluation mechanism to track the implementation of ANFEDP. Furthermore, MoEVT shall expand LL-MIS countrywide to ensure availability of reliable data on adult, non-formal and continuing education to enhance planning at all levels.

Financing Mechanism and Sustainability of ANFEDP Activities

Financing mechanism for mobilizing resources shall be designed to include government, development partners, CSOs, FBOs and private sector.

The total cost for implementing ANFEDP over a period of five years will be Tshs. 314.5 billion (US\$ 196.5 million). The distribution of costs is as follows: Teachers' salaries; Tshs.117.3 billion (37%), teaching-learning materials Tshs. 91.8 billion (29.1%), training of teachers Tshs 89.1 billion (28.3%), procurement of physical facilities and equipment Tshs. 8.6 billion (3%), and monitoring and evaluation Tshs. 3.6 billion (1.1%). Other areas of estimates are training of coordinators and supervisors of ANFEDP implementation and general administration which will cost Tshs. 1.8 billion each.

The average amount of money allocated for Adult and Non-formal Education from government, CSOs, United Nations agencies and other Partners for the past five years is Tshs 30,450 billion per annum. If the same financing trend continues over the span of ANFEDP the financing gap for implementing the planned activities will be Tshs. 284,455,184,044 billion.

1.0 BACKGROUND AND RATIONALE

This chapter highlights the historical perspective of adult education in Tanzania and the rationale for developing the Adult and Non-Formal Education Development Plan (ANFEDP).

Since independence in 1961, ignorance and illiteracy have been conceived as causes of abject poverty, disease, oppression and exploitation which were commonplace in the society. Hence, the provision of education to all the citizens has been an important aspect of Tanzania Government's macro policies. Specifically, adult education has been conceived to have a liberating function to arouse popular consciousness for change so that the social evils could be eradicated. More importantly, adult education was considered, and is still, a strategic agent for boosting national development as remarked by the Father of the Nation and First President of Tanzania the late Julius Kambarage Nyerere when introducing the First Five Year Social and Economic Development Plan to the Union Parliament, that:

“ ... First we must educate adults. Our children will not have an impact on our development for five, ten, or even twenty years” (Nyerere, 1964).

The Government's commitment to prioritize on adult education was translated into establishing and launching functional literacy, post literacy as well as literacy supporting programmes. Importantly, institutions such as Institute of Adult Education, Folk Development Colleges and Rural Press Centres were established to support adult education in the country. Many Tanzanians participated in the programmes.

As a result of the Government's rigorous efforts, illiteracy was reduced from 67 per cent in 1967 when the concept of functional literacy was introduced to 9.6 per cent in 1986. Beginning from mid 1980s the impressive successes of the adult education programmes could not be sustained due to the nation's economic hardships and the resultant policy shifts. Adult education as well as other social sectors no longer received attention in terms of budget allocation. This culminated into significant decline of adult education movement in the

country as well a steady increase in the rate of illiteracy among school age children, out of school youth and adults. At the turn of the new millennium in 2000, it was estimated that adult illiteracy had increased from 9.6 per cent in mid 1980s to 31 per cent.

Guided by the Education Sector Development Programme (ESDP), the Government embarked on the development and implementation of educational programmes for primary, secondary, and adult and non-formal education in order to address the appalling situation of education, and literacy in particular, as well as to heed to the Dakar Framework of Action of 2000 on Education for All (EFA). The Primary Education Development Plan (PEDP) aimed at achieving Universal Primary Education (UPE) for all school age children whereas the Secondary Education Development Plan (SEDP) was meant to enable at least 50 per cent of primary school leavers' access secondary education. The Medium Term Adult and Non-Formal Education Strategic Plan (2003/4 – 2007/8) was meant to ensure that out-of-school children, youth and adults, especially girls, women and disadvantaged groups, have access to quality basic learning opportunities with a view to improve the country's literacy level by 20 per cent.

The implementation of PEDP and SEDP registered commendable successes in terms of enrolment and upgrading of infrastructure. On the other hand, only about 651,224 out of school children and youth (compared with the target of 2,500,000) benefitted through the Complementary Basic Education in Tanzania (COBET) programme. Also, only 1,700,000 adults (which are 45% of the targeted goal of 3,800,000 beneficiaries) were provided education through the Integrated Community Based Adult Education (ICBAE). The Medium Term Adult and Non-Formal Education Strategic Plan were not adequately implemented due to financial resource constraints and society negative perception of valuing the contribution of adult education in national socio-economic development.

Despite the notable gains of PEDP and SEDP, recent statistics indicate that the quality of teaching and learning in primary and secondary schools in Tanzania is declining. About 6 per cent of primary school pupils drop out before completing the cycle and some complete the cycle without mastering the 3Rs. Pupils' performance in the 2010 Certificate of Secondary Education Examination (CSEE) revealed that only 49 per cent of the candidates passed the examination at Division 1 to 4 while the rest failed.

These statistics imply that besides those who could not access formal schooling, adult, non-formal and continuing education programmes must be emphasized in order to address the learning needs of those who did not benefit

fully from the formal school system. Adult and non-formal education must provide appropriate learning environments to primary school drop outs and those requiring second chance instructions in secondary education.

The Government recognizes that, Tanzania will not be able to achieve her national aspirations embedded in the Vision 2025, National Strategy for Growth and Reduction of Poverty/MKUKUTA and fulfill her obligations relating to the implementation of the Dakar Framework of Action on EFA and Millennium Development Goals if education sector is not developed holistically. Since the primary objective of adult, non-formal and continuing education is the acquisition of relevant knowledge, practical skills and attitudes for promoting and sustaining socio-economic progress then ANFEDP reflects Government's commitment and concerted efforts to strengthen provision of adult, non-formal and continuing education.

2.0 POLICY CONTEXT

This chapter analyses the policy context which provides the basis for the development of ANFEDP.

The key policies which inform the provision of adult, non-formal and continuing education exist within International ratifications, National Macro-policies, various ministries and sectoral policies and programmes within the Ministry of Education and Vocational Training. The macro-policies include the Tanzania Development Vision (2025) which is operationalized through the National Strategy for Growth and Reduction of Poverty (NSGRP). Others from ministries include Public Service Reform Program (PSRP, 1999); The National Youth Development Policy (NYDP, 1996), National Policy on Disability (NPD, 2004); Child Development Policy (CDP, 2010).

Education Sector policies and programmes include Technical Education and Training Policy (1996); Higher Education Policy (1999); Information and Communication Technology Policy for Basic Education (2007), Primary Education Development Plan (PEDP, 2002 -2011), Secondary Education Development Plan (SEDP, 2004-2009); Educational Sector Development Programme (ESDP, 1997) and Adult and Non-Formal Education Strategy (2003/04-2007/08); The overall policy is the Education and Training Policy (1995).

The key policies and programmes are highlighted below.

2.1 National Macro Policies

2.1.1 Tanzania Development Vision 2025

The Tanzania Development Vision 2025 states the vision of education over the period to embrace preparing ‘a well educated, knowledgeable and skilled Tanzanian able to competently and competitively cope with political, social, cultural, economic and technological development challenges at national and international levels.

Adult and Non-Formal Education Development Plan (ANFEDP) is aimed at putting into practice most of the Vision 2025 aspirations as it emphasizes on ensuring that out of school children, youth and adults, including people with special needs get education that enable them to be knowledgeable and skilled in order to improve their livelihood.

2.1.2 National Strategy for Growth and Reduction of Poverty (NSGRP)

Tanzania puts much attention on poverty reduction so as to improve livelihood, peace, stability and unity, good governance and high quality education for all Tanzanians.

The NSGRP was developed to contribute to the issues pertaining to poverty reduction and economic growth. NSGRP education operational targets among others include, making sure that at least 80% of adults, especially women in rural areas are literate. The strategy cannot be achieved if the existing high levels of illiteracy among adult population are unattended. Thus, the development of ANFEDP is of paramount importance for achieving this end.

2.1.3 The Education and Training Policy (ETP)

The major focus of ETP is to improve the quality of education processes; increase and improve access and equity for all children, youth and adult, devolving powers to local levels and broadening the resource base for supporting education.

The Adult and Non-Formal Education Development Plan is therefore, developed basing on policy statements stipulated in the ETP. The ANFEDP will enhance the implementation of the policy in order to make sure that out of school children, youth and adults get basic education as their right.

2.1.4 Education Sector Development Programme (ESDP)

The Education Sector Development Programme (ESDP) of 1997 was developed to achieve the holistic nation's long term development and poverty alleviation targets with the emphasis for addressing unsustainable approaches of fragmented project interventions. ESDP also establishes new relationship and coordination system in the provision of education and training as well as promoting partnership among Government, CSOs and private sector. Thus, ANFEDP is linked to ESDP aspirations.

2.1.5 Primary Education Development Programme (PEDP)

PEDP is a development Programme for primary education which addresses seven key areas in the provision of basic education in Tanzania. One of its focused areas was the realization of Universal Primary Education (UPE) goals. However, its implementation was limited as some school age children still do not access formal schooling and some dropout before completing school cycle.

Therefore, ANFEDP will complement the PEDP efforts of expanding enrolment especially to the school aged children and youth who could not access basic education.

2.1.6 Secondary Education Development Programme (SEDP)

The overall goal of SEDP is to increase the proportion of Tanzania youths completing secondary education with acceptable learning outcomes. But statistics indicate that the transition rate (2011) from primary to O level secondary education was 52.2 percent and from O level secondary to A level secondary education was 11.7 percent. In this regard, ANFEDP opens opportunities for those who missed formal secondary schooling to access it through Open and Distance Learning (ODL) delivery mode.

2.1.7 Local Government Reform Programme (LGRP)

Local Government Reform Programmes emphasizes Decentralization by Devolution that is empowerment and entrusting local communities to plan, implement, monitor and evaluate the delivery of services. ANFEDP activities shall be implemented in line with LGRP.

2.1.8 National Youth Development Policy (NYDP)

The National Youth Development Policy puts emphasis on encouraging youths to pursue education at various levels for their benefits, for the community they live and the nation as a whole. ANFEDP will help to reach the youth, through various flexible non-formal and continuing education programmes.

2.1.9 Child Development Policy (CDP)

The policy aims at promoting child development through provision and strengthening maternal and child care, immunization and preventive health.

ANFEDP outlines strategies on how parenting education will be provided through adult, non-formal and continuing education programmes.

2.1.10 National Policy on Disability (NPD)

The policy aims at encouraging people with disabilities to participate meaningfully in improving their well being. ANFEDP shall adapt inclusive education strategies in adult, non-formal and continuing education programmes to meet learning needs of people with disabilities.

2.1.11. Information and Communication Technology Policy for Basic Education

The ICT policy for basic education was developed on the view that ICT is a key factor that will enable people to communicate effectively, access information, think critically and creatively to meet the challenges of 21st Century. Information and Communication Technology (ICT) is very important to be applied by learners especially, in hard to reach areas.

ANFEDP shall provide ICT framework for flexible teaching and learning in adult, non-formal and continuing education programmes, where everybody can access education.

2.2 International Declarations

2.2.1 Education For All (EFA)

Tanzania is one of the countries which adopted both the 1990 Jomtien and the 2000 Dakar World Conferences on Education for All (EFA).

The main EFA Goals that are linked to the Adult and Non-Formal Education include meeting learning needs of children, youth and adults, improving adult literacy 50 per cent in 2015, and all aspects of the quality of education

Implementing these goals is still a challenge and thus, ANFEDP brings forward new strategies to address the challenges.

2.2.2 Millennium Development Goals (MDGs)

The Millennium Development Goals (MDGs) respond to the world's main development challenges. The MDGs are drawn from the actions and targets contained in the Millennium declaration of 2000 on promotion of gender equality, combating HIV and AIDS, malaria and other diseases and ensuring environment sustainability.

These issues are relevant to Adult, Non-Formal and continuing Education provision and will be addressed in ANFEDP.

2.2.3 Other International Commitments

Tanzania has also endorsed other international declarations which include the International Conferences on Adult Education (CONFINTEA), United Nations Literacy Decade (UNLD), and Literacy Initiative for Empowerment (LIFE) and United Nations Decade for Sustainable Development (DESD). The conferences revived and renewed the international momentum for adult learning and education to redress lack of systematic and effective policies and conditions for adult literacy.

Therefore, the declarations have key issues that need to be implemented within the framework of ANFEDP.

3.0 OVERVIEW AND SITUATIONAL ANALYSIS OF ADULT, NON-FORMAL AND CONTINUING EDUCATION IN TANZANIA

This chapter provides the overview of adult, non-formal and continuing education. It also evaluates the implementation of existing programmes and distinguishes issues that are fundamental to future success of adult, non-formal and continuing education sub-sector.

3.1 Overview of Adult, Non-formal and Continuing Education

Non-formal Education is any organized and sustained educational activities outside the school system. Non-formal education may take place both within and outside educational institutions and cater for persons of all ages depending on country contexts, it may cover educational programmes to impart adult literacy, basic education for out of school children, life skills, work skills and general culture. Non-formal education programmes do not necessarily follow the ladder system and may have different duration. Generally, non-formal education embraces adult and continuing education.

Adult education is the entire body of ongoing learning processes whereby people regarded as adults by the society to which they belong develop their

abilities, enrich their knowledge, and improve their technical or professional qualifications or turn them in a new direction to meet their own needs and those of their society.

In Tanzanian context, adult education is concerned with the provision of basic and functional literacy skills which are reading, writing and doing simple arithmetic (3Rs). Also it includes efforts to consolidate and sustain the acquired basic skills through post literacy and literacy supporting programmes (rural libraries, rural newspapers and radio programmes). Functional literacy aims at enabling learners to use the acquired skills for improving their livelihood. Examples of functional adult literacy initiatives include Integrated Community Based Adult Education (ICBAE) and Yes I Can.

Adult education also embraces continuing education including Open and Distance Learning (ODL), Self Study and Extra Mural programmes.

Continuing education is pursued by people who for various reasons had no opportunity with formal school education. In Tanzania the Institute of Adult Education has been one of the main planners and providers of continuing education through evening classes, self study and distance learning courses at secondary and diploma levels. The Open University of Tanzania is another leading institution for the provision of continuing education at higher levels.

3.2 Situational Analysis of Adult, Non-Formal and Continuing Education Programmes

3.2.1 Basic and Post Literacy Programmes

Basic and Post Literacy Programmes as well as income generating activities are implemented within the framework of Integrated Community Based Adult Education (ICBAE).

ICBAE is an initiative for improvement of basic and post literacy programmes aiming at promoting full participation of learners in designing and developing the curricula and learning materials to sustain the programme.

In 2005 ICBAE was expanded in the whole country by establishing 10 model centers in each council. The councils were expected to establish other learning centers depending on the needs of the community, but in reality very few councils expanded the programme as expected. Enrolment trend of learners in basic and post literacy programmes was fluctuating for the past three years

(2009 to 2011) indicating that there has been an average of 977,566 learners per year.

Currently illiteracy rate stands at 31 percent, though there is variation among councils and regions.

Achievements;

Since it started ICBAE has indicated significant achievements which include:

- i. Increase in enrollment of learners in adult education programmes for instance in 2003 to 2005 the target was to cover a total enrollment of 1,900,000 learners. But the enrolment turned to be 1,900,255. This implies the performance was successful as the actual enrolment increased by 225 learners compared to the target.
- ii. Livelihood of learners improved through income generating activities and credit schemes.

Challenges;

- i. Adult education in general and literacy in particular are not one of LGAs priorities in their strategic plans. Hence there is lower allocation of funds to implement activities;
- ii. Supply of adequate teaching and learning materials in ICBAE literacy classes (study circles);
- iii. Over dependence on untrained and voluntary teachers who are lowly and irregularly paid;

3.2.2 The “Yes I Can” Literacy Programme

“Yes I Can” Literacy Programme is another programme which has been initiated **2008**. The programme overall objective is to enhance provision of Adult Literacy in Tanzania through adaptation of the Cuban “Yo si puedo” Literacy Model into Tanzanian context. The programme is delivered through radio, television and DVD and VHS recorders. The programme will be implemented within the framework of ICBAE. Targeted groups are youth and adults.

Achievements;

- i. The teaching and learning materials for this programme which include a film with 65 lessons, learner’s workbook and teachers manual have been developed;
- ii. Agreement of collaboration between the Governments of Tanzania and Cuba has been signed to mark the beginning of implementation.

Challenges;

- i. Increased number of illiterate people who need to be targeted by “*Yes I can*” programme in relation to availability of resources (financial, human and material resources);
- ii. How to link this programme with other programme using ICT in the department;

3.2.3 Basic Education for Out of School Children and Youth

3.2.3.1 Complementary Basic Education in Tanzania (COBET)

Basic Education for Out of School Children and youth is implemented through Complementary Basic Education in Tanzania (COBET) supported by Radio Instruction to Strengthen Education (RISE).

Moreover, CSOs and Private Sector complement the government efforts by opening and managing learning centres. The programmes aim at ensuring that all out of school children and youth get education as their basic right.

Achievements;

Notable successes of the programme are as follows:

- i. A total of 651,224 out of school children and youth benefitted through COBET programme between 2004 and 2008;
- ii. Provided opportunities for children from disadvantaged circumstances to get education;
- iii. Motivated communities to convert COBET centres into primary schools;
- iv. Acquired life skills helped to rehabilitate children with deviant behaviours and empowered them for self employment.
- v. Influenced primary school to adapt curriculum, participatory teaching and learning methodology and to become child friendly,

Challenges;

- i. Failure to provide capitation grant to COBET learners, denying them education as their basic right;
- ii. COBET is not one of LGAs priorities in their strategic plans. Hence there is lower allocation of resources to implement the programme;
- iii. Inadequate supply of teaching and learning materials in COBET classes;
- iv. Over dependence on untrained and voluntary teachers who are lowly, irregularly or not paid at all;
- v. The co-existence of incompatible COBET curriculum and learning materials with that of primary education to which COBET learner are mainstreamed.
- vi. Inadequate capacity to plan, coordinate and monitor and evaluate COBET activities among professional leaders such as coordinators, school inspectors and Ward Education Coordinators;

3.2.3.2 Radio Instruction to Strengthen Education (RISE)-“Mambo Elimu”

MoEVT also coordinates the Radio Instruction to Strengthen Education (RISE). It is an innovation to support COBET through the use of ICT (MP3 and Radio technology). The programme is implemented with the aim of providing basic education to out of school children and youth who could not get chance of being enrolled in formal primary schools especially in hard-to-reach areas; pastoralists, mobile and nomadic communities. The districts include Kilindi, Kiteto and Ngorongoro.

Achievements;

Key achievements of the RISE programme include:

- i. Transforming 11 centres into primary schools;
- ii. A total of 2,712 learners (1,505 males, 1,207 females) participated in the programme since 2006 and
- iii. A total of 332 learners (188 males, 144 females) have been mainstreamed in primary schools.

Challenges;

- i. A big number of children in pastoral and fishing communities (Ngorongoro, Kiteto, Kilindi, Mtwara, Shinyanga, Mwanza, Mara and Singida) are still out of school;

- ii. Inadequate supply of ICT equipment in learning centers and capacity to service the equipment;
- iii. Low and irregular payment of honoraria to teachers;
- iv. Inadequate capacity to plan, coordinate and monitor and evaluate RISE activities among professional leaders such as coordinators, school inspectors and Ward Education Coordinators;

3.3 Literacy Supporting Programmes

Literacy supporting programmes were established to enable learners to both sustain their acquired literacy skills of reading, writing and arithmetic and use the skills and knowledge gained for sustainable socio-economic development. Literacy supporting programmes included Rural Press, Rural Libraries, and Education through radio and film. The Rural Press included: *Jielimishe* for Northern Zone, *Elimu ni Bahari* for Western Zone, *Elimu Haina Mwisho* for the Lake Zone, *Tujifunze* for the Southern Zone, *Elimu Yetu* for Central Zone, *Nuru Yetu* in Highlands Zone and *Jiendeleze* for Eastern Zone.

The biggest challenge facing the Literacy Supporting programmes is that, for a long time the programmes are dysfunctional due to budgetary constraints.

3.4 Workers Education

As a branch of adult education, workers education in Tanzania was established and given emphasis during the implementation of the Arusha Declaration on socialism and self reliance. Workers education was meant to enhance workers' technical skills, knowledge on economic and social affairs and raise their political awareness. Also, it involved teaching workers about laws and regulations of their workplaces, government machinery and parastatal organizations in order to make them participate in decision-making.

Every workplace had a workers' education officer who was responsible for coordinating workers' education. Three hours were set aside each week to enable workers participate in programme.

Currently, workers' education is no longer effectively organized due to change in political ideology from socialism to capitalism.

3.5 Continuing Education

Continuing education incorporates programmes in Open and Distance Learning (ODL), Integrated Post Primary Education (IPPE), academic and professional courses offered by the Institute of Adult Education (IAE), Open

University of Tanzania (OUT) and other stakeholders. The programme aims at providing secondary education to out of school children, youth and adults as well as enhancing academic and professional skills for teachers and other workers.

Achievements;

- i. Enrolment in all continuing education programmes has increased. Enrolment in ODL secondary level has increased from 5,767 (2,835 males, 3,132 females) in 2004 to 64,338 (29,104 males, 35,324 females) in 2011. At the same period development for academic courses offered by IAE has increased from 201 (87 males, 114 females) to 678 (330 males, 348 females). **ODL is a viable strategy for improving gender equity and equality in education.**
- ii. Integrated Post Primary Education curriculum which integrates academic and vocational skills at secondary level has been developed. Also learner-centred modules and manuals for secondary and diploma levels have been developed.

Challenges;

- i. Limited capacity of the continuing education institutions to meet the increased demand;
- ii. Limited mechanism for coordination among continuing education service providers at secondary level;
- iii. Over reliance on print materials rather than the use of ICT and multi-media facilities due to expenses and availability of new technology;
- iv. Society negative perception towards continuing education service offered through ODL;
- v. Over dependence on secondary school teachers who are not oriented to teach in ODL study centres/open learning system;
- vi. Limited learning materials to learners with special learning needs such as the visually impaired learners.

4.0 KEY PRIORITY AREAS

This chapter consists of priority areas, strategic objectives, goals and strategies to be implemented for five years 2012/13 – 2016/17.

4.1. Advocacy and Sensitization

Education is vital for socio-economic development of individuals, communities and societies. In Tanzania where the literacy levels are low due to poverty and lack of awareness on the importance of education among parents and the adult population in general, advocacy and community sensitization is key to enable the communities appreciate the importance of adult, non-formal and continuing education. In this regards, advocacy and sensitization will enable the communities to participate effectively in implementing ANFEDP activities.

Strategic Objective 1: Strengthen advocacy and sensitization to communities' participation in adult, non-formal and continuing education programmes.

Goal: Advocacy and sensitization programme on adult, non-formal and continuing education developed and operationalized through multi-media by 2012/13.

Strategies:

- i. MoEVT, IAE and other stakeholders to design advocacy and sensitization programme;
- ii. MoEVT, NLC, IAE, Zonal Press Centres, CSOs and other stakeholders to undertake advocacy and sensitization of ANFEDP through making publication and printing of advocacy and sensitization materials (calendars, posters, leaflets, newsletters and rural newspapers) for ANFEDP;
- iii. MoEVT in collaboration with IAE will use radio and TV stations to facilitate production and broadcasting of radio and TV spots, jingles and films;
- iv. MoEVT to facilitate utilization of culture and sport activities (dances, poems, choir, music) through Adult Education Week, EFA Week and other events; and
- v. MoEVT to promote networking with other ministries, institutions and CSOs on advocacy and sensitization.

4.2 Access and Equity

The Education and Training Policy (ETP) of 1995 clearly emphasizes on provision of basic education to all citizens. However, the significant number of out of school children, youth and adults were not reached as planned in implementation of Adult and Non-Formal Education strategy 2003/2004 – 2007/2008. Therefore, there is a need for the Government to renew its efforts to ensure that all target groups are reached.

4.2.1. Enrolment of Learners

Strategic Objective 2: Enroll out of school children, youth and adults including people with disabilities in basic, post literacy and continuing education centres.

Goal 1: To enroll 187,852 out of school children aged 11-13 in non-formal basic education learning centres by 2017.

Year	2012/13	2013/14	2014/15	2015/16	2016/17
Number	34,100	36,208	37,668	39,376	40,500

Strategies

- i. MoEVT and LGAs will ensure that space is allocated to accommodate the 11-13 year old children who are mainstreamed into the formal education system;
- ii. LGAs will sensitize and mobilize the communities to provide learning facilities for out - of- school children where a primary school is far;
- iii. MoEVT and LGAs will continue to sensitize communities and parents to enroll and register out- of -school children in the Non-Formal Education centres;
- iv. LGAs will collect and maintain accurate data on the availability (in communities) and enrolment of out of school children in the learning centers;
- v. MoEVT and PMO-RALG will ensure the mainstreamed Non-Formal Education learners are guaranteed to get the capitation grant;
- vi. MoEVT and PMO-RALG will continue to provide monthly honoraria equivalent to the 50 percent of the Government minimum wage to the Non-Formal Education teachers regularly and timely;
- vii. MoEVT, PMO-RALG and LGAS will mobilize the communities to ensure that children, especially girls, from disadvantaged groups,

- fishing communities and nomads access quality learning opportunities; and
- viii. MoEVT will utilize communication technology such as MP 3 and 4 to enable out-of-school learners in hard to reach areas to acquire basic education.

Goal 2: Enroll 281,778 out of school youth aged 14 – 18 in non-formal basic education learning centres by 2017.

Year	2012/13	2013/14	2014/15	2015/16	2016/17	Total
Number	51,150	54,312	56,502	59,064	60,750	281,778

Strategies

- i. The LGAs in collaboration with the communities ensure availability of facilities (classrooms, furniture) to accommodate learners at the centres; and
- ii. MoEVT to collaborate with Ministry of Labour, Employment and Youth Development, Ministry of Community Development, Gender and Children, CSOs and other adult and non-formal education stakeholders to facilitate the provision of education to-out-of school youth including children with special learning needs.

Goal 3: Enroll 6,523,160 non literate adults aged 19+ in basic literacy learning centres by 2017.

Year	2012/13	2013/14	2014/15	2015/16	2016/17	Total
Number	642,104	940,264	1,340,264	1,760,264	1,840,264	6,523,160

Strategies:

- i. MoEVT in collaboration with PMO-RALG to conduct regular literacy surveys to identify most affected areas by illiteracy;
- ii. MoEVT and LGAs to deploy media such as the use of TV, video cassettes and radios to enable illiterate adults acquire the basic literacy skills;
- iii. The MoEVT and PMO-RALG to facilitate and ensure that all education Institutions are used as centres for adult education;

- iv. The LGAs to ensure that each adult education class has a minimum of 10 learners and a maximum of 30 learners; and
- v. MoEVT, PMO-RALG and LGAS shall mobilize communities to ensure that women and adults from disadvantaged and nomads groups access quality learning opportunities.

Goal 4: Identify, register and enroll all out-of- school children, illiterate youth and adults with special learning needs in learning centres by 2013.

Strategies

- i. MoEVT in collaboration with PMO-RALG and LGAs to conduct situational analysis to assess the opportunities and resources available for providing education to people with special learning needs;
- ii. MoEVT in collaboration with LGAs to conduct house to house census to identify people with learning needs and enroll them in learning centres;
- iii. MoEVT and PMO-RALG shall strengthen partnership with CSOs and other stakeholders providing education to people with special learning needs;
- iv. MoEVT in collaboration with PMO-RALG and LGAs to recruit and train teachers to facilitate out- of -school children, illiterate youth and adults with special learning needs; and
- v. MoEVT, PMO-RALG and LGAs will mobilize the communities to ensure that people with special learning needs access quality education opportunities.

Goal 5: Enroll 3,528,876 out of school youth and adults in post literacy learning centres by 2017.

Year	2012/13	2013/14	2014/15	2015/16	2016/17	Total
Number	541,686	654,860	705,400	751,060	875,870	3,528,876

Strategies

- i. The LGAs to ensure that each post literacy class has a minimum of 10 learners and a maximum of 30 learners;

- ii. MoEVT in collaboration with PMO-RALG to conduct regular sensitization to facilitate enrolment of post literacy learners;
- iii. MoEVT and LGAs will mobilize and sensitize people with disabilities and marginalized groups to access post literacy and continuing education programmes;
- iv. MoEVT will strengthen Mwanza National Literacy Center to support the provision of post literacy and continuing education in Lake Zone;
- v. MoEVT will prepare policy guidelines and circular to guide enrolment of interested learners in the post literacy centres; and
- vi. MoEVT will revive and support rural presses to contribute to provision of post literacy and continuing education.

Goal 6: Enroll 300,000 learners in ODL centers by 2017.

Year	2012/13	2013/14	2014/15	2015/16	2016/17	Total
Number	40,000	50,000	60,000	70,000	80,000	300,000

Strategies

- i. The LGAs in collaboration with communities and other service providers including the private sector, will ensure availability of facilities (classrooms, furniture) to accommodate ODL learners at the centres;
- ii. IAE will ensure that each centre accommodates a minimum of 30 ODL learners;
- iii. IAE will initiate 40 ODL advanced secondary education learning centers, at least one in each region;
- iv. IAE will transcribe Ordinary level ODL study materials into braille;
- v. IAE will use ICT and multi media in teaching and learning in the ODL programme;
- vi. IAE will use its established studio to develop digital materials for ODL
- vii. IAE and MoEVT will finalize the national ODL policy and implementation guideline;
- viii. MoEVT and IAE will initiate learner support services in all ODL centres to ensure that learners complete their courses without dropping-out.

Goal 7: A total of 18,240 learners enrolled in IPPE centres by 2017.

Year	2012/13	2013/14	2014/15	2015/16	2016/17	Total
Number	2,500	3,900	4,100	4,300	4,440	18,240

Strategies

- i. IAE will expand IPPE programme to reach 152 districts after piloting in seven districts;
- ii. IAE will collaborate with VETA to ensure effective accreditation, assessment, certification and mainstreaming learners in light of the lifelong learning qualifications framework;
- iii. MoEVT will design mechanism to ensure IPPE learners benefit from the Skills Levy and
- iv. MoEVT and IAE will provide capacity building to Regional Resident Tutors, centre coordinators and school inspectors on management of IPPE.

4.3 Quality Enhancement

The quality of Adult, Non-Formal and Continuing Education has continued to be affected by low qualification of teachers to meet education needs of different target groups, absence of harmonized curricula and linkages between various levels, quality and control tool kit, and qualifications framework for establishing equivalences across grades and levels. In terms of teaching and learning materials, most of them are not learner centered and do not sufficiently address cross cutting issues including gender, human rights and environment.

The importance of ICT in management and learning cannot be over-emphasized. However, most of the adult non formal and continuing education are challenged by shortage of relevant facilities and capacity of available staff to use them.

Therefore quality enhancement is key for improving the provision of adult, non-formal and continuing education.

4.3.1 Curriculum Development

Strategic Objective 3: Review and revise curricula for basic, post literacy and continuing education for out of school children, youth and adults.

Goal: To have relevant curricula for basic, post literacy and continuing education for out of school children, youth and adults by 2014

Strategies

- i. MoEVT and LGAs will pilot and implement the Yes I Can curriculum to equip the learners with basic knowledge and literacy skills;
- ii. MoEVT and IAE will integrate cross cutting issues such as, human rights, entrepreneurial skills, HIV and AIDS, gender, environment, drug abuse and good governance civic education, agriculture and health in basic, post literacy and continuing education curriculum framework;
- iii. MoEVT, TIE and IAE will revise post literacy curriculum (equivalent to Standard 5 – 7) and harmonize it with ICBAE and COBET (Cohort II) curriculum framework;
- iv. MoEVT, IAE and TIE will update COBET curriculum to harmonize it with formal primary education curriculum;
- v. MoEVT in collaboration with Ministry of Community Development, Gender and Children, Ministry of Health and Social Welfare and CSOs will design parenting education curricula to facilitate inculcation of verbal communication, language acquisition and competence among babies (0-3 years old) at their early years of growth;
- vi. MoEVT and IAE will design, develop and implement community based and mass education curriculum to address cross-cutting issues such as, human rights, HIV and AIDS, gender, environment, drug abuse and good governance civic education, agriculture and health;
- vii. IAE will operationalize IPPE to improve the existing ODL curriculum;
- viii. MoEVT and IAE will review and revise curriculum and syllabi for the Certificate in Adult Education programme to conform with NECTA, NACTE, Teacher Education and Teachers Services Department requirements.

4.3.2. Teaching - Learning and Training Materials

Strategic Objective 4: Review and adapt the existing teaching – learning and training materials, and provide in-service training to teachers in correspondence with the reviewed curricula for basic, post literacy and continuing education

Goal: Relevant and cost effective teaching-learning and training materials for basic, post literacy and continuing education in use by 2015;

Strategies

- (i) MoEVT and IAE will develop curricula guides to equip teachers with knowledge and skills on how to facilitate the curricula
- (ii) MoEVT and IAE will integrate cross - cutting issues in teaching-learning and training materials;
- (iii) MoEVT and IAE will revise and print teaching – learning materials for post literacy including materials for the Old curriculum;
- (iv) MoEVT, LGAs and IAE will distribute teaching and learning materials to the learning centres;
- (v) MoEVT and IAE will develop a policy framework and guidelines for ODL teachers;
- (vi) MoEVT, IAE and TIE will adapt teaching – learning and training materials for out- of-school children, youth and adults to suit the needs of people with special learning needs;
- (vii) MoEVT, PMO-RALG and Tanzania Library Services Board (TLSB) will collaborate to initiate and ensure that the Community Based Resource Centres (CBRC) and the rural libraries are furnished and stocked with relevant reading materials;
- (viii) MoEVT and LGAs will procure teaching – learning and training materials for out-of- school children using capitation grant ;
- (ix) IAE will procure and supply ICT and other facilities to ODL centers;
- (x) MoEVT and CSOs to develop parenting education materials and guides to provide knowledge and skills to parents to enable them inculcate verbal communication, language acquisition skills and competence to babies (0-3 years old) at their early years of growth;
- (xi) MoEVT, PMO-RALG, NGOs, FBOs and CBOs to facilitate availability of teaching and learning materials for people with special learning needs; and
- (xii) MoEVT will develop, print and distribute braille materials to designated centres for learners with special needs.

4.3.3 Training of Teachers for Adult, Non-Formal and Continuing Education

Goal:

1. A total of 14,090 teachers for out- of- school children and youth, 117,629 teachers for basic and post literacy, and 7,500 for ODL trained by 2017;
2. Parenting education programme to facilitate provision of appropriate child rearing services for teachers and other relevant stakeholders established by 2013.

Strategies

- i. MoEVT, IAE will develop the training package for basic, post literacy and continuing education teachers;
- ii. MoEVT, IAE and CSOs will train teachers on the use of practical and participatory approaches (andragogy) to facilitate learning based on basic, post literacy and continuing education curricula;
- iii. MoEVT and LGAs will use IAE, Teachers Colleges, National Literacy Centre and Teacher Resource Centres as training centres for the teachers;
- iv. MoEVT, IAE and LGAs will train teachers on how to use the newly developed teaching – learning and training materials;
- v. MoEVT in collaboration with LGAs to expand the use of diagnostic teaching in adult and non-formal education centres;
- vi. IAE shall recruit, train and deploy qualified teachers in ODL and IPPE centres;
- vii. IAE will design, develop and implement relevant distance learning programmes for adult teachers of ODL and IPPE centres;
- viii. MoEVT in collaboration with LGAs will empower the teachers in entrepreneurial skills to enable them facilitate the establishment of income generating projects and credit schemes in basic and post literacy centres;
- ix. MoEVT will establish a programme to enable teachers acquire parenting education skills to facilitate provision of child rearing services to parents.

4.3.3 Enhancing management and learning in basic, post literacy and continuing education through ICT

Strategic Objectives 5: ICT programme in place and used for enhancing basic, post literacy and continuing education.

Goal: ICT integrated and used in management and teaching-learning in basic, post literacy and continuing education centers by 2013/14.

Strategies

- i. MoEVT in collaboration with the Ministry of Science and Technology through its Commission for Science and Technology will integrate ICT in the provision of basic, post literacy and continuing education;

- ii. MoEVT will equip basic, post literacy and continuing education canters with ICT devices such as computer, radio, television, Video Compact-Disc (VCD, MP3 and 4, chip, flash and Digital Video Disk (DVD) to facilitate the teaching and learning processes;
- iii. MoEVT, PMO-RALG and IAE will develop capacity building programmes on ICT for basic, post literacy and continuing education teachers, Ward Education Coordinators, District Coordinators, District School Inspectors, Regional adult education officers, MoEVT, NLC and IAE officials;
- iv. MoEVT in collaboration with LGAs, IAE and CSOs will construct, rehabilitate or renovate rooms and buildings (TRCs, IAE regional centres libraries and rural libraries) to facilitate, installation and the use of ICT.
- v. MoEVT and IAE will explore the use of cost effective sources such as wind, bio gas and solar power to generate energy for ICT devices; and
- vi. MoEVT and IAE will facilitate e-learning in hard to reach areas for learners with disabilities and nomads.

4.3.3. Accreditation, Assessment, Mainstreaming and Certification

Strategic Objective 6: Develop modalities for accreditation, assessment, mainstreaming and certification of adult, non-formal and continuing education institutions, programmes and learners in line with the Lifelong Learning Qualifications Framework

Goal: Modalities for accreditation, assessment, mainstreaming and certification of adult and non-formal education programmes and learners developed by 2013.

Strategies

- i. MoEVT will institutionalize the existing modalities for assessment, mainstreaming and certification of adult, non-formal and continuing education;
- ii. MoEVT will establish regulatory body for accreditation of adult, non-formal and continuing education programmes;
- iii. Institute of Adult Education will review modalities for assessment of IAE's certificate in adult education to enable learners be assessed and certified in line with NACTE and NECTA requirements.
- iv. MoEVT in collaboration with LGAs will conduct basic and pos literacy test annually to assess the progress of the learners before moving to the next level; and

- v. MoEVT in collaboration with PMO-RALG to conduct literacy tests after every two years of learning to assess the effectiveness of the literacy programmes in reducing illiteracy rate;
- vi. MoEVT will entrust IAE to offer the certificates of performance for basic post literacy and continuing education.

4.3.5. Human Rights Education

Strategic Objective 7: Strengthen advocacy and sensitization on Human Rights Education to create awareness, observe and respect human rights in the society.

Goal: Develop and implement human rights education programme at all levels of education system by 2016

Strategies

- i. MoEVT, IAE, Commission for Human Rights and Good Governance (CHRAGG) and CSOs will develop HRE programme;
- ii. IAE through its Mass Education Department will prepare and disseminate participatory human rights education materials for education system;
- iii. MoEVT will promote the capacity of National Literacy Centre to undertake effective HRE advocacy and sensitization activities, carry out studies and research on human rights education in collaboration with other stakeholders;
- iv. MoEVT will facilitate publication and printing of Human Rights Education materials such as calendars, posters, leaflets and other media;
- v. MoEVT and Ministry of Information, Youth, Culture and Sports (MIYCS) will facilitate production and broadcasting of HRE radio and TV spots, jingles and films;
- vi. MoEVT and MIYCS will facilitate utilization of culture and sports in promoting HRE;
- vii. MoEVT will coordinate the mainstreaming of HRE issues in respective departments, institutions and CSOs;

- viii. MoEVT will promote networking with other organizations, Civil Society groups on Human rights education;
- ix. MoEVT will liaise with Justice and Constitutional Affairs through CHRAGG and other stakeholder ministries in facilitating the implementation of HRE Strategic Plan.

4.4. Capacity Enhancement and Development

Practitioners of adult, non formal and continuing education have inadequate capacities to plan, manage, monitor and evaluate implementation of basic, post literacy and continuing education activities. There is shortage of physical facilities and equipment in learning centres and offices.

Capacity building of adult and non-formal education institutions and actors is crucial for enhancing efficiency and effectiveness in managing and delivering adult, non-formal and continuing education.

Strategic Objective 8: Develop and enhance the capacity of adult and non-formal education institutions to effectively manage and implement Adult, non formal and continuing education programmes.

Goal: Provide in-service training to 7,500 IAE ODL teachers, 3,500 ward education coordinators, 750 district coordinators, 152 district school inspectors, 25 Regional adult education officers, 60 MoEVT, NLC and IAE officials to facilitate the implementation of ANFEDP by 2014.

Strategies

- i. MoEVT and IAE will develop ANFEDP capacity building programme;
- ii. MoEVT and IAE will strengthen linkages and networking among stakeholders with a view to enhance adult, non-formal and continuing education training package;
- iii. MoEVT and PMO-RALG will carry out human resource audit to establish competences in relation to assigned functions, conduct proper human resource allocation and provide on the job training ;
- iv. MoEVT and IAE will design training programmes for professional development of adult and non-formal education staff based on management, administration, research and development;
- v. MoEVT and PMO-RALG to facilitate training to adult education supervisors at regional and district levels on decentralized planning,

management and supervision, monitoring and evaluation and procurement of suitable teaching and learning materials through ADEM.

4.4.1. Supporting IAE in Providing Academic and Professional Certificate, Diplomas and Degree Courses

Goal: Improve academic and professional certificate, diploma and degree courses offered by IAE by 2014.

Strategies

- i. MoEVT and IAE will conduct survey to identify programmes, methodologies and customer satisfaction on certificate, diploma and degree courses offered by IAE;
- ii. MoEVT and IAE will prepare training programme to strengthen the capacity of IAE lecturers on the current programmes and methodologies;
- iii. Employers including LGAs will provide sponsorship to diploma and degree students to facilitate their training;
- iv. MoEVT, IAE and NACTE will review and revise certificates, diploma and degree curricula basing on the findings of the customer satisfaction survey;
- v. IAE will introduce certificates and diploma in distance education through distance learning;
- vi. IAE will refurbish and retool IAE regional centres libraries with ICT facilities, books and other reading materials;
- vii. IAE will rehabilitate offices, classrooms, lecture halls and recreational facilities; and
- viii. IAE will institutionalize the use of ICT in teaching and learning processes.

4.4.2 Procurement of Physical Facilities and Equipment

Strategic Objectives 9: Develop and equip adult, non-formal and continuing education centres and offices with physical facilities and equipment with appropriate technology to improve teaching – learning environment, accessibility, communication, monitoring and evaluation.

Goal: Appropriate facilities used for provision of adult, non-formal and continuing education centres and offices by 2017.

Strategies:

- i. MOEVT and LGAs will explore how to optimize the use of existing physical facilities, including TRCs and FDCs;
- ii. MoEVT will equip adult, non-formal and continuing education centres with appropriate working facilities (solar panels, TV sets, radio and video cassette player);
- iii. MoEVT and IAE will rehabilitate and equip NLC, Adult Education Press, IAE Regional and Zonal Rural Press centres as well as rural libraries with appropriate facilities and equipment and
- iv. MoEVT will replace the dilapidated printing machinery in Press 'A' and Zonal Centres to increase capacity in publishing, printing, marketing and distribution of education materials in all level of education.

4.5 Monitoring and Evaluation (M&E)

Monitoring and evaluation are essential components to ensure effective implementation of ANFEDP. However, there is ineffective monitoring and evaluating system for adult, non formal and continuing education. Also, availability of reliable data for making rational plans and effective implementation is challenge to be addressed. Research is key for ensuring that educational decisions and practices are evidence-based, but it is not well developed in the field of adult, non-formal and continuing education.

Strategic Objective 10: Develop effective and efficient monitoring and evaluation system for tracking performance of the adult, non-formal and continuing education programmes.

Goals:

1. Reliable monitoring and evaluation system to track the implementation of adult, non-formal and continuing education programmes in place by 2012/13;
2. Research capacity among adult, non-formal and continuing education practitioners developed by 2015.

Strategies

- i. MoEVT will establish monitoring and evaluation system as in-built mechanism for tracking performance of the adult, non-formal and continuing education programmes;
- ii. MoEVT and PMO-RALG will build capacity of key staff to monitor and evaluate the implementation of the ANFEDP;
- iii. MoEVT and LGAs will strengthen the capacity of the Adult Education Committees at all levels to monitor and evaluate the programmes;
- iv. MoEVT will expand LL-MIS countrywide to ensure the availability of reliable data on adult, non-formal and continuing education;
- v. MoEVT will monitor trends of access and quality in adult, non-formal and continuing education and disseminate the results to stakeholders; and
- vi. MoEVT and LGAs will monitor the use and care of teaching-learning and training materials;
- vii. MoEVT will identify existing research capabilities of individual experts, institutions and networks;
- viii. IAE will conduct training on research methods to teachers of adult, non-formal, and continuing education;
- ix. MoEVT, PMO-RALG and other education stakeholders will create structure to guide research agenda, support adult educators and other researchers to conduct researches on adult, non-formal and continuing education and disseminate findings to stakeholders.

4.6 Administration and Coordination

The delivery of adult, non-formal and continuing education can only flourish if there are effective administration and coordination mechanisms and structure at all levels, well defined roles and responsibilities of office bearers and availability of resources to implement the assigned duties. However, adult, non-formal and continuing education sub-sector has ineffective mechanism for coordination and administrative structure and weak linkage between the government and among providers of adult, non-formal and continuing education. Resources for implementing the assigned duties are also not accessible.

Strategic Objective 11: Strengthen coordination mechanism, administration structure, and linkages and partnership in adult, non-formal and continuing education at all levels.

Goal 1: Coordination mechanism and administration structure for adult, non-formal and continuing education improved by 2014

Strategies:

- i. MoEVT and PMO-RALG will establish a department of adult and non-formal education at district level;
- ii. MoEVT in collaboration with PMO-RALG and stakeholders shall prepare adult and non-formal education sub-sector policy within the framework of lifelong learning;
- iii. MoEVT and PMO - RALG to ensure that every education institution has a professional coordinator of adult, non-formal and continuing education programmes; and
- iv. MoEVT, PMO-RALG and LGAs to restore adult education committees.

Goal 2: Linkages and partnership to support and sustain implementation of ANFEDP secured and in place by 2014.

Strategies:

- i. MoEVT and LGAs will take stock of existing and potential NGOs, FBOs and CBOs education institutions and international organizations engaged in the delivery of adult, non-formal, and continuing education;
- ii. MoEVT will prepare Directory of owners and providers of adult, non-formal and continuing education; and
- iii. MoEVT will organize meetings with stakeholders to share information on implementation and progress of adult, non-formal and continuing education

4.7 Financing Mechanism and Sustainability of the ANFEDP 2012/13 - 2016/17

Adequate financing is a key factor to ensure effective implementation of this Plan. However, for many years the adult, non-formal and continuing education sub-sector has remained under-funded and hence unable to accomplish its mission. Therefore, mechanisms for mobilizing financial resources from Government and non-government sources (including Development Partners, CSOs, private sector and communities) to finance ANFEDP will have to be established to sustain the planned activities.

Strategic Objective 12: Develop and sustain mechanisms for mobilizing financial resources from Government and non-government sources to finance

adult, non-formal and continuing education programmes for out-of-school children, youth and adults.

Goal 1: Develop mechanisms for mobilizing financial resources to support the implementation of ANFEDP by 2012/13.

Strategies

- i. MoEVT, PMO-RALG and LGAs will strengthen mechanisms for soliciting and mobilizing financial resources from different sources;
- ii. Ministry of Finance and Economic Affairs (MoFEA) will provide adequate funding for smooth implementation of ANFEDP;
- iii. MoEVT will support learners under COBET programme by granting Tshs. 10,000/= per learner and Tshs. 20,000/= per learner with disability;
- iv. MoEVT will fund ODL centres through SEDP funding arrangements;
- v. MoEVT and PMO-RALG will liaise with CAG to ensure timely auditing ANFEDP allocated funds;
- vi. MoEVT and PMO-RALG will emphasize on the use of existing government system for timely and effective accounting and reporting of ANFEDP funds;
- vii. The Regional Sub-Treasury will transfer funds allocated for ODL to secondary schools hosting ODL centres;
- viii. MoEVT and PMO-RALG will ensure that the existing guidelines and regulations on financial management and procurement are issued at ward and centre levels to guide the implementation of ANFEDP;
- ix. MoEVT and Councils will set aside funds for acquisition of teaching and learning materials for adult, non-formal and continuing education, monthly honoraria for teachers and capacity building for local practitioners; and
- x. MoEVT and PMO-RALG will create a Civil Society Fund to support CSOs which are active in implementing adult, non-formal and continuing education programmes.

Goal 2: A plan to ensure sustainability of operations of ANFEDP activities developed by 2014.

Strategies

- i. MoEVT and PMO-RALG will sensitize and mobilize communities especially youth and women to establish revolving loan funds and credit schemes to sustain ANFEDP;
- ii. The Councils will provide technical support in preparing centre and ward plans to be integrated in the council development plans;
- iii. MoEVT, PMO-RALG and LGAs will use the annual Adult Education and Education for All Weeks to mobilize funds to be utilized for the implementation of the ANFEDP activities;
- iv. MoEVT, PMO-RALG and LGAs will undertake a multi-media public information campaign to sensitize and mobilize education actors and stakeholders at all levels on the sustainability of ANFEDP ;
- v. MoEVT and LGAs will strengthen committees at village, district and national levels to monitor and evaluate ANFEDP activities and take appropriate actions including remedial measures;
- vi. MoEVT and PMO-RALG will sensitize education actors at LGAs and community to participate in mobilization of resources for implementing ANFEDP activities including construction of Community Based Resource Centers;
- vii. MoEVT, PMO-RALG and LGAs will improve transparency on resource mobilization and allocation;
- viii. MoEVT, PMO-RALG will continuously encourage Development Partners, FBOs, CSOs and private sector to support and participate in implementing ANFEDP activities.

5.0 INSTITUTIONAL AND ADMINISTRATIVE ARRANGEMENTS

This chapter outlines the roles and responsibilities of various ministries, institutions and organizations which will be involved in implementing ANFEDP.

Appropriate institutional and administrative arrangements are crucial in ensuring an efficient and effective delivery of the Adult, Non-Formal and Continuing Education programmes. These programmes cut across various Ministries, institutions and involve different stakeholders. The implementation of the Adult and Non-Formal Education Strategy revealed a number of shortcomings in the institutional and administrative procedures which need to be streamlined including strengthening the inter-ministerial linkage in implementing Adult, Non-Formal and Continuing Education programmes at all levels. The implementation of the ANFEDP 2012/13/13-2016/17 will therefore take cognizance of the redefined roles, functions and responsibilities of the Adult and Non-Formal Education partners and the existing institutions.

The roles, functions and responsibilities for each level of implementation are outlined below.

5.1. Roles and Responsibilities

5.1.1 Adult and Non-Formal Education Centre Level

The Adult and Non-Formal Education Centre shall be headed by the Head teacher of primary school who shall perform his/her duties under the guidance of Adult and Non-Formal Education centre committee.

The Adult and Non-Formal Education Centre shall perform the following roles and functions:-

- i. Establish conducive learning environment for the out-of-school children, youth and adults including people with special learning needs and the marginalized group;
- ii. Liaise with the Village/Mtaa authorities for support and integration of the centre planned activities into the Village/Mtaa Development Plans;
- iii. Institute “Centre Community Dialogue” (CCD) to enable the communities to be directly involved in the planning process of the Adult and Non-Formal Education at community level for effective commitment in resourcing and implementation of the Adult and Non-Formal Education programmes;
- iv. Mobilize and ensure efficient and effective use of resources at the centre;
- v. Maintain an up to date register of the Adult and Non-Formal Education learners;
- vi. Maintain proper gender desegregated performance records of both learners and staff;
- vii. Prepare regular implementation reports and communicate to the Ward Education Coordinator;
- viii. Establish and maintain close relationship with all education stakeholders; and
- ix. Establish Adult and Non-Formal Education centre committee.

5.1.2 Village/Mtaa Level

The Adult and Non-Formal Education at Village/Mtaa level shall be headed by the Chairperson of the Social Services Committee who shall perform his/her duties under the guidance of the respective committee.

The specific roles and functions of the Village/Mtaa include:-

- i. Sensitize communities regularly on the benefits of Adult and Non-Formal Education to their socio-economic development and the need to participate in Adult and Non-Formal Education activities effectively;
- ii. Enforce the registration, attendance and retention of Adult and Non-Formal Education target groups in the centers;
- iii. Inform and mobilize communities to participate in implementing various Adult and Non-Formal Education activities;
- iv. Ensure that funds and other resources are mobilized by the communities to support Adult and Non-Formal Education initiatives;
- v. Ensure Adult and Non-Formal Education issues are discussed in the Social Services Committee meetings;
- vi. Ensure that the processes of recruiting Adult and Non-Formal Education teachers are conducted transparently and endorsed by Social Service Committee; and
- vii. Ensure that existing facilities including classrooms, Teachers Resource Centers, community buildings and grounds are used to facilitate adult, non-formal and continuing education activities.

5.1.3 Ward Level

The Ward Education Coordinator (WEC) will coordinate Adult and Non-Formal Education activities at ward level and will be supported by Adult and Non-Formal Education Ward Committee and Social Services Committee of the Ward Development Committee.

The specific roles and functions of the ward level include:

- i. Coordinate Adult and Non-Formal Education centre activities within a ward;
- ii. Ensure that resources mobilized and allocated to Adult and Non-Formal Education programmes through WDC are utilized property;
- iii. Mobilize funds and other resources to support Adult and Non-Formal Education initiatives ;
- iv. Communicate educational information to Adult and Non-Formal Education centres and other stakeholders;
- v. Ensure that each Village/Mtaa identifies, enrolls and retains out-of-school children, illiterate youths and adults in learning centers;
- vi. Establish Adult and Non-Formal Education Ward Committee ;
- vii. Establish and maintain Ward Community Resource Centre that can accommodate among other things Adult and Non-Formal Education Library;

- viii. Build capacity of Adult and Non-Formal Education centre committee members and teachers; and
- ix. Ensure that Adult and Non-Formal Education data within the ward are collected, documented and updated appropriately.

5.1.4 Council Level

The **District Adult Education Officer (DAEO)** will coordinate Adult and Non-Formal Education activities at Council level. He/She will be supported by the **District Adult and Non-Formal Education Committee** and **Council Social Services Committee**. **In implementing ANFEDP activities DAEO will liaise with DEOs for primary and secondary education.**

In line with the principles of the Local Government Reform, the specific roles and functions of the Council shall be to:-

- i. Ensure that all community stakeholders in Adult and Non-Formal Education are effectively involved in the processes of planning, implementation and control;
- ii. Prepare Adult and Non-Formal Education development plans and budgets for the Council and ensure that Adult and Non-Formal Education activities are integrated in Council annual plans, three year development plans and budgets in line with the education policy guidelines;
- iii. Ensure the resources designated to the Adult and Non-Formal Education programmes are delivered in time and utilized for the intended purpose;
- iv. Carry out regular monitoring of Adult and Non-Formal Education activities and provide technical backstopping to practitioners and stakeholders;
- v. Sensitize and mobilize stakeholders to ensure that adequate funds from Council own sources and Government subvention are allocated for the implementation of Adult and Non-Formal Education activities;
- vi. Ensure Adult and Non-Formal Education issues are discussed in the Council meetings;
- vii. Ensure Adult and Non-Formal Education issues are included as a permanent agenda item in quarterly Council meetings and reports;
- viii. Establish Adult and Non-Formal Education Council committee;

- ix. Ensure that Ward Community Resource Centres that can accommodate among other things Adult and Non-Formal Education Library are established, maintained and supported;
- x. Build capacity of Ward Education Coordinators on Adult and Non-Formal Education programmes and of Adult and Non-Formal Education committee members;
- xi. Conduct assessment of Adult and Non-Formal Education learners as per set guidelines; and
- xii. Establish Coordination mechanism of all Adult and Non-Formal Education providers at the Council.

5.1.5 Regional Level

Under the Local Government Reforms, the Regional Secretariat has been charged with the role of policy interpretation, advise, coordination, monitoring, enforcement and creating and enabling environment for the Local Government Authorities (LGAs) to discharge their duties. The implementation of Adult and Non-Formal Education at this level is coordinated by the Regional Adult Education Officer who is supported by Regional Adult Education Committee and answerable to the Regional Administrative Secretary.

The specific roles and functions of the Regional level in relation to the implementation of ANFEDP shall be to:-

- i. Coordinate and monitor the LGAs in the delivery of Adult and Non-Formal Education programmes;
- ii. Provide technical support to the Adult and Non-Formal Education Council Coordinators;
- iii. Track allocation, disbursement and payment of honoraria to Adult and Non-Formal Education teachers at Council level;
- iv. Ensure that Adult and Non-Formal Education activities at Council level are integrated in annual plans, three year development plans and budgets in line with the education policy guidelines and submit to relevant authorities;
- v. Establish Adult and Non-Formal Education Regional Committee;
- vi. Plan, coordinate and conduct Adult and Non-Formal Education activities during Adult Education week; and
- vii. Coordinate assessment of literacy and post literacy learners in the region;
- viii. Coordinate and oversee the development of Adult and Non-Formal Education in the region; and

- ix. Prepare Adult and Non-Formal Education development plans and budgets and ensure that Adult and Non-Formal Education activities are integrated in Regional Secretariat annual plan, three year development plan and budget in line with the education policy guidelines.

5.1.6 National Level

5.1.6.1 Prime Minister's Office-Regional Administration and Local Government (PMO-RALG).

PMO-RALG is mandated to oversee the decentralization of the government functions to local levels including the delivery of Adult and Non-Formal Education by Councils. It provides technical support and guidance to Regional Secretariats and the LGAs.

The implementation of Adult and Non-Formal Education at this level shall be coordinated by Head of Adult Education Section who shall be answerable to the Director of Education Coordination Department.

The specific roles and functions of the PMO-RALG in relation to the implementation of ANFEDP shall be to:-

- i. Establish Adult and Non-Formal Education Section at PMO-RALG Headquarters;
- ii. Coordinate and monitor preparation of Adult and Non-Formal Education plans in the Regional Secretariats;
- iii. Coordinate, monitor and evaluate the implementation of Adult and Non-Formal Education regional and council plans and activities ;
- iv. Approve Adult and Non-Formal Education Regional plans and budgets which will form a basis for the allocation and transfer of funds from the Treasury to the LGAs;
- v. Supervise and oversee the delivery of Adult and Non-Formal Education at Councils;
- vi. Coordinate Monitor and oversee the preparation of Adult and Non-Formal Education implementation plans and budgets at LGAs ;
- vii. Coordinates and oversee identification of educationally disadvantaged groups including people with disabilities, women, out of school children, illiterate youth and adults and ensure that they are enrolled in learning centres;

- viii. Provide technical support and budget guidelines to the Regional Secretariats and Councils;
- ix. Monitor, review and evaluate implementation of Adult and Non-Formal Education activities in collaboration with MoEVT;
- x. Participate in the annual ESDP of reviewing education programmes;
- xi. Support and build the capacity of Regional Secretariats and LGAs on matters pertaining to Adult and Non-Formal Education;
- xii. Monitor the disbursement and track expenditure of funds allocated to councils for Adult and Non-Formal Education programmes;
- xiii. Communicate educational information to Adult and Non-Formal Education Regional Secretariats, Councils and other stakeholders; and
- xiv. Produce regular financial and physical reports and submit to the relevant authorities.

5.1.6.2 Ministry of Education and Vocational Training (MoEVT)

MoEVT is mandated for policy formulation and regulation of education provision, setting standards, monitoring and evaluation of the provision of education.

The implementation of Adult, Non-Formal and Continuing Education at this level shall be coordinated by Director of Adult, Non-Formal and Continuing Education supported by the National Adult, Non-Formal and Continuing Education Committee. The Director is answerable to the Permanent Secretary of MoEVT.

The specific roles and functions of the MoEVT in relation to the implementation of ANFEDP shall be to:-

- i. Develop Adult, Non-Formal and Continuing Education policies in consistent with national aspirations and targets;
- ii. Prepare detailed Adult, Non-Formal and Continuing Education annual plans basing on Government priorities;
- iii. Prepare curriculum guidelines and regulations for the Adult, Non-Formal and Continuing Education programmes;
- iv. Monitor, review and evaluate implementation of Adult, Non-Formal and Continuing Education programmes in collaboration with PMO-RALG;

- v. Provide technical support and training Adult, Non-Formal and Continuing Education officials at Regional and Council levels on management and implementation of Adult, Non-Formal and Continuing Education programmes;
- vi. Monitor the disbursement and track expenditure of funds allocated to councils for Adult, Non-Formal and Continuing Education programmes in collaboration with PMO-RALG;
- vii. Coordinates and oversee identification of educationally disadvantaged groups including people with disabilities, women ,out of school children, illiterate youth and adults and ensure that they are enrolled in learning centres;
- viii. Coordinate action oriented researches in order to ensure policy decisions are evidence based;
- ix. Establish coordination mechanism and linkages among ministries, CSOs, private sector, institutions and other stakeholders in providing Adult, Non-Formal and Continuing Education programmes.
- x. Build capacity to technical staff of NLC Mwanza and Rural Press Centres on broadcasting and news reporting of Adult, Non-Formal and Continuing Education programmes respectively; and
- xi. Enhance capacity of Press A staff and infrastructure to perform its functions effectively.

5.2. Institutions Offering Related Services

MoEVT recognizes the role of its institutions which support the provision of Adult, Non-Formal and Continuing Education in this country. These institutions include:- Institute of Adult Education (IAE), National Literacy Centre (NLC) Mwanza, Tanzania Library Services Board (TLSB), National Examinations Council of Tanzania (NECTA), Tanzania Institute of Education (TIE), Vocational Education and Training Authority (VETA) Agency for Development of Education Management (ADEM), Open University of Tanzania (OUT) and Folk Development Colleges (FDCs).

5.2.1. Institute of Adult Education (IAE)

The Institute of Adult Education (IAE) is responsible for the implementation of adult education and non-formal education programmes within the framework of existing national policies and strategic interventions. The key roles of IAE in relation to implementation of ANFEDP are:-

- i. Providing in-service training for literacy, continuing and other non - formal education teachers;
- ii. Providing Open and Distance Learning (ODL) for secondary education and community based education;
- iii. Organizing mass education programmes on critical issues such as civic education, poverty reduction, HIV-AIDs and environment education;
- iv. Conducting research and evaluation on non-formal and continuing education and disseminate information;
- v. Providing consultancy and advisory services to stakeholders on curriculum development, and study materials for non-formal and continuing education; and
- vi. Designing and developing secondary education ODL curricula and teaching and learning materials.

5.2.2. The National Literacy Centre (NLC), Mwanza

The NLC is responsible for research, broadcasting, printing of newsletters and primers, monitoring and evaluation and provision of library services.

The key roles and functions of NLC in relation to implementation of ANFEDP are:-

- i. Monitor and evaluate the implementation of Adult and Non-Formal Education programmes and human rights education in the Lake Zone councils;
- ii. Implement human rights education activities in the lake zone in light of Human Rights Education Strategic Plan (HRESP);
- iii. Conduct capacity building on the implementation of Adult and Non-Formal Education programmes for the Government and Non-government leaders in the lake zone;
- iv. Conduct research in the lake zone on aspects of adult education and human rights education and disseminate findings to the stakeholders;
- v. Carry out advocacy and sensitization activities on ANFEDP through mass media;
- vi. Print teaching and learning materials and newsletters for Adult and Non-Formal Education programmes;
- vii. Broadcast Adult and Non-Formal Education programs; and
- viii. Provide library services to Adult and Non-Formal Education beneficiaries

5.2.3. Tanzania Institute of Education (TIE)

TIE is responsible for developing curricula and teaching and learning materials for pre-primary, primary, secondary, teacher education and complimentary basic education in Tanzania. With regard to ANFEDP implementation TIE will:-

- i. Provide technical support in developing and reviewing curricula and materials for COBET programme;
- ii. Organizing in-service training for COBET teachers;
- iii. Collaborate with IAE to review curriculum and modules for Certificate in Adult Education course.

5.2.4. Tanzania Library Services Board (TLSB)

The TLSB is responsible for provision of library services to the general public and supply of reading materials to schools and councils libraries.

The key roles and functions of TSLB in relation to implementation of ANFEDP are:-

- i. Provide reading materials to Adult and Non-Formal Education beneficiaries;
- ii. Provide technical support to council library staff; and
- iii. Provide tailor made training programme to Adult and Non-Formal Education library staff.

5.2.5. National Examinations Council of Tanzania (NECTA)

The NECTA is responsible for setting and administering national examinations.

The key function of NECTA in relation to implementation of ANFEDP is to accommodate secondary ODL and Complementary Basic Education in Tanzania (COBET) learners in the existing assessment procedures.

5.2.6. Vocational Education and Training Authority (VETA)

The VETA is responsible for coordinating, regulating, financing, promoting and providing vocational education and training. With respect to the implementation of ANFEDP the key roles and functions of VETA are:-

- i. Provide technical support to Adult, Non-Formal and Continuing Education teachers on provision of vocational education;

- ii. Build capacity of Adult, Non-Formal and Continuing Education vocational education teachers through training; and
- iii. Accommodate vocational Adult, Non-Formal and Continuing Education learners in the existing VETA assessment procedures.

5.2.7. National Council for Technical Education (NACTE)

NACTE is the principal technical education regulatory body. Its main tasks are to develop and implement policies, regulations and procedures to set and maintain quality standards in technical education, and advise the government on the strategic development of the subsector.

Its scope covers all the technical tertiary education institutions that deliver courses at technician, semi-professional and professional levels leading to the award of a certificate, diploma, degree or other related award, other than universities and their affiliated colleges.

With respect to the implementation of ANFEDP, NACTE shall:

- i. Register, monitor, and accredit institutions that offer technical adult, non-formal and continuing education
- ii. Provide capacity building on developing appropriate curricula

5.2.8. Agency for Development of Education Management (ADEM)

The ADEM is responsible for the development of administrative and managerial skills among educational professionals and practitioners.

With respect to the implementation of ANFEDP the key roles and functions of ADEM are:-

- i. Build capacity of Adult, Non-Formal and Continuing Education staff at regional, councils and ward levels through training on administrative and management roles;
- ii. Provide technical support to Adult, Non-Formal and Continuing Education administrative and management staff; and
- iii. Monitor and evaluate the impact and outcome of the training.

5.2.9. Open University of Tanzania (OUT)

The OUT is responsible for offering post secondary education and training in a flexible manner to accommodate those who have not accessed higher formal education opportunities in conventional institutions.

With respect to the implementation of ANFEDP the key roles and functions of OUT are:-

- i. Offer learning opportunities to learners completing Adult, Non-Formal and Continuing Education courses at secondary education level through open and distance learning;
- ii. Build capacity of Adult, Non-Formal and Continuing Education staff at various levels; and
- iii. Carry out research on the implementation of Adult, Non-Formal and Continuing Education and disseminate findings to stakeholders.

5.2.10. Folk Development Colleges

The Folk Development Colleges (FDCs) are responsible for providing knowledge and Pre and Vocational skills to youth in colleges and also through out-reach programmes. With respect to ANFEDP the key roles of FDCs are and adults to:-

- i. Provide vocational knowledge and skills to neo-literate and adult learners;
- ii. Build capacity of adults on cross cutting issue – HIV and AIDS environmental management, gender development and guidance and canceling;
- iii. Provide teaching and learning facilities to COBET learners;
- iv. Accommodate and provide training to pre-vocational and secondary education to youths and adult;
- v. Collaborate with MoEVT in matters related to adult, non-formal and continuing education policy, regulations, curricula and plans; and
- vi. Collaborate with MoEVT in matters.

5.3. Partnership with CSOs

For a long time, Civil Society Organizations (CBOs, FBOs and NGOs) have complemented Government's efforts to ensure that out of school children, youth and adults access quality basic learning opportunities. Currently there are no CSO direct interventions in adult education (TENMET 2010).

In the course of implementing the Adult and Non-Formal Education programmes, the major challenges being encountered include:

- i. Reaching all illiterate adults including people with special learning needs;
- ii. Mobilizing adequate resources to implement Adult, Non-Formal and Continuing Education programmes effectively;
- iii. Reaching all out of school children and youth;
- iv. Paying of honoraria to the Adult and Non-Formal Education teachers on sustainable basis;
- v. Establishing coordination mechanisms and linkages with CSOs providing Adult, Non-Formal and Continuing Education;
- vi. Strengthening Adult and Non-Formal Education administrative structure at the council level;
- vii. Providing continuing education and training opportunities to COBET and ODL graduants;
- viii. Strengthening Adult and Non-Formal Education Rural Presses to resume their role of collecting educational news and writing newsletter/newspapers;
- ix. Building the capacity of NLC to carry out research and broadcast Adult, Non-Formal and Continuing programmes through radio; and
- x. Having permanent paid Adult and Non-Formal teachers in Adult and Non-Formal Education centres.

5.4 Development Partners (DPs)

The role of development partners is crucial in supporting Government initiatives. Since the initiation of ESDP, development partners have participated in sector dialogue process aiming at strengthening Government plans and systems. More importantly DPs provide technical assistance and contribute financial resources to implement Government interventions.

With respect to the implementation of ANFEDP the key roles and functions of DPs are:-

- i. Contribute funds to support the implementation of the Adult, Non-Formal and Continuing Education Programmes;

- ii. Participate in the review **and monitoring** of the Adult, Non-Formal and Continuing Education plans; and
- iii. Provide technical support to enhance implementation of Adult, Non-Formal and Continuing Education activities.

6.0. COST ESTIMATES FOR THE ADULT AND NON-FORMAL EDUCATION DEVELOPMENT PLAN 2012/13-2016/17

This chapter outlines the cost estimates for facilitating implementation of ANFEDP for five years.

The cost estimates for the Adult and Non-Formal Education Development Plan is largely influenced by:

- i. Number of learners to be enrolled under the programmes (refer table 1); and
- ii. The number of teachers to be recruited, trained and deployed (refer table 2).

The class size for the children aged 11-13 and 14-18 years old is estimated to be 30. Each class will be attended by two teachers;

Children and youth aged 7-18 who will be enrolled in non-formal education centres will be entitled to a Capitation Grant of Tshs 10,000 provided through PEDP funding modalities (PEDP II Document 2007-2011). The grant will be used to purchase teaching and learning materials (Tshs. 6,000/=) and for supporting administrative costs (Tshs. 4,000/=).

The class size for the adults (19+ year olds) is estimated at 30 learners as prescribed by adult education guidelines on enrolment. The class will be attended by one facilitator.

A book allowance of Tshs. 3,600/= (US\$ 2) per person per course period has been estimated per learner in the adult education programme. It is also assumed that the books procured for use by the learners in the basic and post literacy will be used for a maximum period of two years.

In the Yes I Can programme, a Learner's Workbook will cost Tshs 3,600 and each learner will have his/her own workbook. A Facilitator's Manual will cost Tshs 1,800. Each learning centre will have one copy. A set of DVDs consisting of 17 pieces of 65 lessons will cost Tshs.135,000. Each learning centre will have one set. Each adult and non-formal learning centre (ICBAE & COBET) will be facilitated by trained teachers. During facilitation they will be

remunerated as to motivate them to facilitate effectively. The teachers will be paid monthly at a rate of T.shs 60,000/=. The teachers teaching in Yes I Can programme will sign a six months contract with the Government. The contract will be renewable subject to satisfactory performance.

Table 1: Summary of Adult Education and Non-Formal Learners for the Period 2012/13/13 to 2016/17

ACTIVITIES	SUMMARY OF LEARNERS FOR THE PERIOD 2012/13 to 2016					
	2012/13	2013/14	2014/15	2015/16	2016/17	TOTAL
11-13 out of school	34,100	36,208	37,668	39,376	40,500	187,852
14-18 out of school	51,150	54,312	56,502	59,064	60,750	281,778
Basic Adult Literacy learners	642,104	940,264	1,340,264	1,760,264	1,840,264	6,523,160
Post Literacy Group	541,686	654,860	705,400	751,060	875,870	3,528,876
ODL	40,000	50,000	60,000	70,000	80,000	300,000
IPPE	2,500	2,900	4,100	4,300	4,440	18,240
Total	1,311,540	1,737,544	2,203,934	2,203,934	2,900,824	10,839,906

Table 2: Summary of Adult Education and Non-Formal Teachers for the Period 2012/13 to 2016/17

TEACHERS	NUMBER OF TEACHERS FOR EACH YEAR					
	2012/13	2013/14	2014/15	2015/16	2016/17	TOTAL
11-18 out of school	2,558	2,716	2,825	2,953	3,038	14,090
Literacy and Post Literacy Group	18,056	21,829	23,513	25,035	29,196	117,629
ODL	2,000	2,500	3,000	3,500	4,000	15,000
IPPE	83	130	137	144	148	642
Total	22,697	27,175	29,475	31,632	36,382	147,361

Table 3: Teachers Salaries for the Period 2012/13 To 2017

TEACHERS SALARIES FOR THE PERIOD 2012/13 to 2016/17						
TEACHERS	2012/13	2013/14	2014/15	2015/16	2016/17	TOTAL
11-18 out of school	1,841,760,000	1,955,520,000	2,034,000,000	2,126,160,000	2,187,360,000	10,144,800,000
Basic and Post Literacy	13,000,320,000	15,716,880,000	16,929,360,000	18,025,200,000	21,021,120,000	84,692,880,000
ODL	2,880,000,000	3,600,000,000	4,320,000,000	5,040,000,000	5,760,000,000	21,600,000,000
IPPE	119,520,000	187,200,000	197,280,000	207,360,000	213,120,000	924,480,000
Total	17,841,600,000	21,459,600,000	23,480,640,000	25,398,720,000	29,181,600,000	117,362,160,000

Table 4: Cost Estimates for Training Teachers

Teachers	2012/13	2013/14	2014/15	2015/16	2016/17	TOTAL
Out of school 11-18	665,080,000	706,160,000	734,500,000	767,780,000	789,880,000	3,663,400,000
Basic Literacy via Yes I Can	5,564,780,000	8,148,920,000	11,615,500,000	15,255,500,000	15,948,920,000	56,533,620,000
ODL	260,000,000	325,000,000	390,000,000	455,000,000	520,000,000	1,950,000,000
IPPE	16,600,000	26,000,000	27,400,000	28,800,000	29,600,000	128,400,000
Post literacy	4,694,560,000	5,675,540,000	6,113,380,000	6,509,100,000	7,590,960,000	30,583,540,000
Total	10,535,940,000	14,175,460,000	18,146,280,000	22,248,400,000	24,089,480,000	89,195,560,000

Table 5: Cost Estimates for Training Coordinators of ANFEDP Implementation

Type of cadre	2012/13	2013/14	2014/15	2015/16	2016/17	TOTAL
Ward Education Coordinators						
	400,000,000.00	500,000,000.00	500,000,000.00	0	0	1,400,000,000.00
District Adult Ed. Coordinators						
	80,000,000.00	120,000,000.00	100,000,000.00	0	0	300,000,000.00
School Inspectors						
	0	20,000,000	20,400,000	20,400,000	0	60,800,000.00
Regional Officers						
	16,250,000.00	0	16,250,000.00	0	0	32,500,000.00
MOEVT, NLC and IAE						
	48,000,000.00	0	48,000,000.00	0	0	96,000,000.00
Total	544,250,000.00	640,000,000.00	684,650,000.00	20,400,000	0	1,889,300,000.00

Table 6: Cost Estimates for Teaching – Learning Materials

	2012/13	2013/14	2014/15	2015/16	2016/17	Total
Out of school children 11 – 13						
	72,416,000.00	75,336,000.00	75,336,000.00	78,752,000.00	81,000,000.00	382,840,000.00
Out of school children 14 – 18						
	102,300,000.00	108,624,000.00	113,004,000.00	78,752,000.00	81,000,000.00	483,680,000.00
Basic Literacy via Yes I Can						
Workbook	2,311,574,400	3,384,950,400	4,824,950,400	6,336,950,400	6,624,950,400	23,483,376,000
Teachers. Manuals	38,526,240	56,415,840	80,415,840	105,615,840	110,415,840	391,389,600
DVD	2,889,468,000	4,231,188,000	6,031,188,000	7,921,188,000	8,281,188,000	29,354,220,000
Post Literacy via ICBAE						
Materials	1,950,069,600	2,357,496,000	2,539,440,000	2,703,816,000	3,941,415,000	13,492,236,600
ODL						
Materials	2,800,000,000	3,500,000,000	4,200,000,000	4,900,000,000	5,600,000,000	21,000,000,000
IPPE						
Materials	175,000,000	203,000,000	287,000,000	301,000,000	310,000,000	1,276,800,000
GRAND TOTAL	10,676,138,240	14,276,170,240	18,528,014,240	22,859,210,240	25,476,269,240	91,815,802,200

Table 7: Cost Estimates for Procurement of Physical Facilities and Equipments

Description	2012/13	2013/14	2014/15	2015/16	2016/17	Total
Procurement of Physical Facilities and equipment	345,000,000	5,650,280,000	1,000,000,000	885,000,000	770,000,000	8,650,280,000

Table 8: Cost Estimates for Monitoring and Evaluation 2012/13-2016/17

Admin Level	2012/13	2013/14	2014/15	2015/16	2016/17	TOTAL
Ward Education Coordinators	300,000,000	408,000,000	416,160,000	424,483,200	432,972,864	1,981,616,064
District Adult Education Coordinators	199,250,000	203,235,000	207,299,700	211,445,694	215,674,608	1,036,905,002
District School Inspectors	69,700,000	71,094,000	72,515,880	73,966,198	75,445,522	362,721,599
Regional Adult Education Officers	16,250,000	16,575,000	16,906,500	17,244,630	17,589,523	84,565,653
MOEVT, NLC and IAE	38,000,000	38,760,000	39,535,200	40,325,904	41,132,422	197,753,526
Total	623,200,000	737,664,000	752,417,280	767,465,626	782,814,938	3,663,561,844

Table 9: Cost Estimates for General Administration

Description	2012/13	2013/14	2014/15	2015/16	2016/17	Total
Costs for conducting general administrative duties	341,000,000	362,080,000	376,680,000	393,760,000	405,000,000	1,878,520,000

Table 10: Summary of Costs for Implementing ANFEDP (in Tshs.)

Description	Years					Total
	2012/13	2013/14	2014/15	2015/16	2016/17	
Teachers Salaries	17,841,600,000	21,459,600,000	23,480,640,000	25,398,720,000	29,181,600,000	117,362,160,000
Teaching/Learning Materials	10,676,138,240	14,276,170,240	18,528,014,240	22,859,210,240	25,476,269,240	91,815,802,200
Procurement of Physical Facilities and Equipments	345,000,000	5,650,280,000	1,000,000,000	885,000,000	770,000,000	8,650,280,000
Training of Teachers/Teachers	10,535,940,000	14,175,460,000	18,146,280,000	22,248,400,000	24,089,480,000	89,195,560,000
Training of Coordinators and supervisors of ANFEDP implementation	544,250,000.00	640,000,000.00	684,650,000.00	20,400,000	0	1,889,300,000.00
Monitoring and Evaluation	623,200,000	737,664,000	752,417,280	767,465,626	782,814,938	3,663,561,844
General administration	341,000,000	362,080,000	376,680,000	393,760,000	405,000,000	1,878,520,000
Grand total	40,907,128,240	57,301,254,240	62,968,681,520	72,572,955,866	80,705,164,178	314,455,184,044

