

THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION AND CULTURE



EDUCATION SECTOR DEVELOPMENT PROGRAMME

**Adult and Non-Formal Education Sub-Sector
Medium Term Strategy
2003/04-2007/08**

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ABBREVIATIONS

ACCESS	Appropriate Cost effective Centres of Education within School System
ADAE	Assistant Director for Adult Education
ADEM	Agency for the Development of Education Management
AE	Adult Education
AVI	Audio Visual Institute
BEDC	Basic Education Development Committee
CBO	Community-Based Organization
CBRC	Community-Based Resource Centre
CCM	Chama cha Mapinduzi
CEO	Chief Education Officer
COBET	Complementary Basic Education in Tanzania
CSO	Civil Society Organization
DAEC	District Adult Education Coordinator
DED	District Executive Director
DEO	District Education Officer
DPE	Director for Primary Education
EFA	Education for All
EMIS	Education Management Information System
ESDP	Education Sector Development Programme
ETP	Education and Training Policy
FBO	Faith-Based Organisation
FDC	Folk Development Colleges
FTI	Fast Track Initiative
HIPC	Highly Indebted Poor Countries
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
IAE	Institute of Adult Education
ICBAE	Integrated Community Based Adult Education
IEC	Information Education Communication
IT	Information Technology
LAN	Local Access Network

LGA	Local Government Authority
LGRP	Local Government Reform Programme
M & E	Monitoring and Evaluation
MIS	Management Information System
MOEC	Ministry of Education and Culture
MCDWC	Ministry of Community Development Women Affairs and Children
MLA	Monitoring Learning Achievement
MOU	Memorandum of Understanding
MP	Member of Parliament
MTEF	Medium-Term Expenditure Framework
NECTA	National Examinations Council of Tanzania
AE/NFE	Adult Education/Non - Formal Education
NGO	Non – Governmental Organization
NLC	National Literacy Centre
OUT	Open University of Tanzania
PEDP	Primary Education Development Plan
PO-RALG	Presidents’ Office Regional Administration and Local Government
PRSP	Poverty Reduction Strategy Paper
PS	Permanent Secretary
PSLE	Primary School Leaving Examination
RC	Regional Commissioner
RCC	Regional Consultative Committee
REFLECT	Regenerated Freirean Literacy through Community Empowering Techniques
REO	Regional Education Officer
RS	Regional Secretary
RTD	Radio Tanzania Dar es Salaam
SACMEQ	South African Consortium For monitoring Education Quality
SO	Strategic Objective
SWOT	Strengths, Weaknesses, Opportunities and Threats
TIE	Tanzania Institute of Education
TLS	Tanzania Library Services
TRC	Teacher Resource Centre

TTC	Teacher Training College
UDSM	University of Dar es Salaam
UNESCO	United Nations Education, Scientific and Cultural Organisation
UPE	Universal Primary Education
URT	United Republic of Tanzania
VEO	Village Executive Officer
VET	Vocational Education Training
VETA	Vocational Education Training Authority
VTC	Vocational Training Centres
WEO	Ward Executive Officer

FOREWORD

The overriding goal of the Government of the United Republic of Tanzania is that of eradication of poverty under the guiding framework of the Poverty Reduction Strategy Paper (PRSP). The problem of large number of children and youth aged 11 – 18 year olds, who are out of school and who cannot have access to formal schooling mainly because the formal system does not have the built in capacity and resources to absorb them and the problem of increasing illiteracy rate among the poorest people is now widely acknowledged. More than any other form of education, Adult and Non-Formal Education targets the poor and helps them to reduce their poverty; it is a key in helping the poor extract themselves from the conditions causing poverty particularly through access to knowledge and information.

The Ministry of Education and Culture, therefore has recognized the need to embark on the strategy to streamline and strengthen its core functions of policy formulation, co-ordination, monitoring, and evaluation of Adult and Non-Formal Education to ensure that all out-of-school children, illiterate youth and adults get the best quality education. The provision of quality of education to this target group will contribute to the creation of a lifelong learning society, improvement of people's livelihoods, an increased awareness and prevention of HIV/AIDS, gender and environmental issues, good governance, sustained social and economic development of the country and to poverty eradication.

The Adult and Non-Formal Education Strategy has been developed through an intensive and consultative process, in order to (i) respond to the Strengths, Weaknesses Opportunities and Threats (SWOT) analysis and recommendations of the Status Report on Adult and Non-Formal Education of 2002 and (ii) contribute to the implementation of the Primary Education Development Plan (PEDP) and further strengthen the Education Sector Development Programme (ESDP). The policy framework supporting the development of this sub-sector strategy can be found in the National Education Act No. 25 of 1978, as amended by Act No. 10 of 1995, Education Training Policy of 1995, the Education Sector Development Programme (ESDP), the Primary Education Development Plan (PEDP), the Poverty Reduction Strategy Paper (PRSP), Tanzania's commitment to international education targets, especially the Dakar Framework for Action of Education for All (EFA) goals by 2015.

The AE/NFE Strategy has four main components in line with key components of the PEDP and ESDP, which are: Access and Equity; Quality Enhancement; Capacity enhancement and Development; and Post Literacy and Continuing Education. In addition to the main strategies, the document calls for the clarification of institutional roles and responsibilities of various levels of government and civil society organizations. It also calls for transparent and effective administrative arrangement, and for the strengthening of linkages with core support institutions such as the Institute of Adult Education (IAE), Tanzania Institute of Education (TIE), the National Examinations Council (NECTA), Folk Development Colleges (FDCs) and the Vocational Education Training Authority (VETA).

It is our intention to enhance and strengthen the linkage between the Adult and Non-Formal Education and formal education systems in order to achieve better co-ordination of efforts to improve quality of education, as well as enhance access and equity. In order for the strategy to be successful in the long term, it is necessary that: (i) the complementary feature towards the formal basic education sub-sector be viewed as temporary endeavor aiming at clearing the

backlog of unschooled children; (ii) the formal basic education sub-sector increases access to primary education and improves the quality of basic education for children and youth; and (iii) Adult literacy and continuing education be viewed as a lifelong process. The risk for not increasing access to and improving the quality of primary/non-formal basic education for children and youth is the possibility of not reaching the EFA goals of Universal Primary Education and improvement of literacy levels by 2015.

I would like to thank all those who have contributed to the preparation of this strategy.

Joseph J. Mungai (MP)
Minister for Education and Culture

EXECUTIVE SUMMARY

The Adult and Non-Formal Education (AE/NFE) Sub-sector Medium Term Strategy for the period 2003/04-2007/08, has been developed through an intensive work and consultation process, in order to (i) respond to the SWOT analysis and recommendations of the Status Report on Adult and Non-Formal Education of 2002 and (ii) contribute to the implementation of the Primary Education Development Plan (PEDP) and further strengthen the Education Sector Development Programme (ESDP). The policy framework supporting the development of this sub-sector strategy can be found in the Education and Training Policy (ETP) of 1995 the Education Sector Development Programme (ESDP), the Primary Education Development Plan (PEDP), the Poverty Reduction Strategy Plan (PRSP), Tanzania Development Vision 2025, and Tanzania's commitment to international education targets, especially the Dakar Education for All (EFA) goals for 2015.

The main problem addressed by this strategy is that of the large number of children and youth (11-18 year olds) who are out of school (estimated at 2.5 million) and who cannot have access to formal schooling mainly because the formal system does not have the built-in capacity and resources to absorb them. It also addresses the problem of increasing levels of illiteracy among the adult population (defined here as being of 19 years of age and above). Addressing these problems head-on is seen as an important step that can contribute to poverty reduction and to the sustained social and economic development of the country.

This sub-sector strategy, therefore, has three beneficiaries or target groups: (i) 11-13-year-old children and disadvantaged children aged 7 – 13 from Nomadic Communities, street children, disabled, orphans and out of reach; (ii) 14-18 year old youth; and (iii) 19+ year old adults. The three groups will be attended through accelerated Adult and Non-Formal Education modalities, catering for their specific needs. In the case of the 11-13 year old group, the objective will be to mainstream them into the formal system after a condensed two-year course that prepares them to take the Std. IV examination. In the case of the 14-18 year old group, the course will be of three years with the objective to prepare them not only to pass the Primary School Leaving Examination (PSLE), but also to acquire skills that they can use to gain employment. As for the adult group, the objective will be to provide them with literacy and communication skills as well as life skills tied to livelihood and community development.

The Overall Objective of the AE/NFE strategy is “Ensure, in partnership with the civil society, that out-of-school children, youth and adults have access to quality basic learning opportunities, especially girls, women, disadvantaged groups and nomads, with a view to improve the literacy level by 20%, and reducing the backlog of out-of-school children by mainstreaming at least the 11-13 year olds of the targeted groups; thus contributing to the creation of a lifelong learning society, improvement in people's livelihood, and to an increased awareness and prevention of HIV/AIDS.”

The AE/NFE sub-sector strategy has four main components, in line with the key components of the PEDP and ESDP, which are: Access and Equity; Quality Enhancement; Capacity Enhancement and Development; and Post Literacy and Continuing Education. Each of these components has its priority areas and corresponding strategic objectives and proposed strategies to achieve these objectives.

In summary, the main strategies proposed in this document to address the problem at hand and to achieve the overall objective are:

- *Access and Equity*
 - The gradual enrolment of out of school children and illiterate youth, over a period of five years starting in 2003;
 - The gradual enrolment of 3,800,000 illiterate adults, over a period of five years starting in 2003;
 - Conduct needs assessment, take stock of available materials and resources, design and implement appropriate delivery mechanisms for people with special learning needs.

- *Quality Enhancement*
 - The training of the needed number of professional and para-professional facilitators to attend the three targeted groups in the AE/AE/NFE centres, over a period of five years;
 - Develop appropriate Adult and Non-Formal Education curricula for the three groups, based on the existing knowledge and accumulated experience of pilot projects;
 - Develop AE/NFE programmes and materials for out-of-school children and youth, illiterate adults, and children with special learning needs
 - Revise appropriate teaching-learning and training materials for the three groups;
 - Develop an effective monitoring and evaluation system of the teaching-learning process and of the strategy implementation as a whole;
 - Develop a data collection, processing and dissemination system, with a view to integrate it later into the Education Management Information System (EMIS) of the MoEC;

- *Capacity Enhancement and Development*
 - Develop and/or enhance the managerial capacity and skills of key staff of the MoEC, Presidents Office – Regional Administration and Local Government (PO-RALG), local governments and civil society organisations;
 - Establish the AE/NFE centres, maximising the use of existing infrastructure, providing them with the essential equipment;
 - Provide MoEC, PO-RALG and the local government co-ordinating offices with the minimal infrastructure and equipment to perform the facilitation, administration, monitoring and evaluation, and data collection and information dissemination tasks;

- *Post-Literacy and Continuing Education*
 - Design a plan for providing post-literacy and continuing education opportunities to the adult population within the framework of the creation of a lifelong learning society;

- *Financing and sustainability*
 - Secure adequate financing for the implementation of the strategy;
 - Increase the budgetary allocation to the sub-sector.

In addition to these main strategies, the document calls for the clarification of institutional roles and responsibilities at various levels of government, including the role of the civil society organisations, especially in the implementation phase. It also calls for transparent and effective administrative arrangements, and for the strengthening of linkages with important support institutions such as the Institute of Adult Education (IAE), the Tanzania Institute of Education (TIE), the National Examination Council of Tanzania, the Vocational Training Centres (VTCs), and the Folk Development Colleges.

One aspect that this strategy document stresses is that, for this AE/NFE medium term strategy to be successful, the interdependence of sub-sectors within MoEC must be recognised. Therefore, the establishment of mechanisms for a permanent and critical dialogue between sub-sectors of MoEC is suggested, in order to facilitate programme and activity co-ordination as well as sharing of information and resources towards common goals.

Adequate financing is crucial for improved access, equity and quality achievement in the implementation of the strategy. The main thrust of the Medium Term Expenditure Framework (MTEF) is to secure and sustain implementation and expansion of high quality AE/NFE programmes based on the experiences gained in implementing complementary basic education programmes such as Complementary Basic Education in Tanzania (COBET), Integrated Community-Based Adult Education (ICBAE) and Appropriate Cost-Effective Centres of Education within School System (ACCESS). A number of strategies have been proposed including use of PEDP funding arrangement, collaboration with Non-Governmental Organisation/Community Based Organisations (NGOs/CBOs), establishment/strengthening of credit schemes, use of district Trust Funds, increase in public funding and allocation to AE/NFE, community contribution and Donor support.

The AE/NFE Strategy will cost about Tshs. 55.9 billion (equal to US\$ 54.5 million) to implement over a period of five years. The distribution of costs among the main beneficiaries is as follows: 11-13 year olds out-of-school group - Tshs.8 billion (14%); 14-18 year olds out-of-school group - Tshs. 13.2 billion (23.2%); Adult Education group - Tshs. 25.6 billion (45.8%); Post literacy group - Tshs. 2.6 billion (4.6%); and other capacity building costs - Tshs. 6.5 billion (11.4%).

The spread of the costs over the next five years is as follows:

	20003/04	2004/05	2005/06	2006/07	2007/08	Total
Amount in Tshs. - 'billions'	3.9	13.94	18.17	11.03	8.93	55.97
US\$ equivalent- 'millions'	3.79	13.56	17.68	10.74	8.7	54.47
%tage of total	6.9	24.9	32.4	19.7	15.9	100

The spread of the cost estimates among the major categories of expenditure is as follows; teaching, learning materials and examinations - Tshs. 13.8 billion (24.6 %); Facilitators training and honoraria - Tshs. 33 billion (59%); and other capacity building costs including expanded centres, technical assistance, post literacy support etc -Tshs. 9.1 billion (16%).

1. INTRODUCTION

BACKGROUND

In the context of the Education Sector Development Programme (ESDP), the Ministry of Education and Culture (MoEC) commissioned, in 2002, a consulting team to conduct an assessment of the Adult and Non-Formal Education (AE/NFE) Sub-sector. The result was the “Adult and Non-Formal Education (AE/NFE) Status Report [Tanzania Mainland]” of September 2002. This Report identified critical areas and urgent needs and issues pertaining to access, quality, management and organisation, monitoring and evaluation, and financing and sustainability of the AE/NFE programmes in the country. Based on the Household Budget Survey (2000), Census Report (2002) and conclusions and recommendations of the Status Report, there are about 2.5 million out-of-school children and youth between the ages of 8 and 18 and 5.5 million illiterate adults. Given this challenge, MoEC has seen the need to develop a medium term strategy for adult and non-formal education, and corresponding implementation plan, as an important step and necessary component of the Education Sector Development Programme. The strategy shall address all key issues raised in the Status Report recommendations and SWOT analysis of the sub sector.

The Education and Training Policy and Primary Education Development Plan have emphasised a need for the development of a clear, coherent and credible strategy for the sub-sector as well as the need for strengthening the partnership between the government and Civil Society Organisations (CSOs) in all stages of the AE/NFE Strategy development and implementation. The strategy is firmly based on the overall goal of providing basic education and learning opportunities for all and on the principle of lifelong learning.

An important aspect to consider during the implementation of this strategy is the relation between the formal basic education sub-sector and the AE/NFE Sub-sector. In the Primary Education Development Plan (PEDP) document it is stated that "***Adult and Non-Formal Education approaches will be expanded through a variety of initiatives and providers in order to address the backlog of unschooled children and youth in Tanzania***". The national strategy for AE/NFE is a means to operationalise this aspiration. These are children and youth who have never been enrolled in formal schools or have dropped out of the school. This large number is likely to decrease with the abolition of user fees and the expansion of the formal education system. The National Strategy will have to cater for literacy, numeracy, vocational and life skills for children, youth and adults geared towards employment, participation in the informal sector, combating diseases such as HIV/AIDS, and continuing education. It will also cater for the vulnerable groups of children, youth and adults.

The out-of-school children, illiterate youth and adults including those with special learning needs who are the primary beneficiaries of this strategy will get access to basic education, through non-formal modalities. The strategy will also target those who will be seeking literacy education and training. The 11-13 year old pupils who will pass Std. IV examination will be mainstreamed into the formal primary education system. In order for the AE/NFE sub-sector strategy to be successful in the long term, it is necessary that: (i) the complementary feature towards the formal basic education sub-sector be viewed as a temporary endeavour aiming at

clearing the backlog of unschooled children; and (ii) the formal basic education sub-sector increases access to primary education and improves the quality of basic education for children and youth; and (iii) adult literacy and continuing education be viewed as a lifelong process.

The risk for not increasing access to and improving the quality of primary/non formal basic education for children and youth is the possibility of not reaching the EFA goals of Universal Primary Education (UPE) and improvement of literacy levels by 2015. The AE/NFE Strategy, therefore, takes measured enrolment steps so as to contribute to the achievement of universal primary education and completion of and achieving other EFA goals as well. Therefore, it is imperative to establish a mechanism for a permanent and critical dialogue between sub-sectors, thus facilitating activity co-ordination and sharing of information and resources towards PEDP, ESDP and EFA goals and objectives.

2. POLICY CONTEXT

EDUCATION AND TRAINING POLICY

The Education and Training Policy (ETP) of 1995 is a guidance for provision of education and training in the country. The major thrust is in the areas of increasing enrolments, quality improvements, equitable access, and expansion and optimum utilization of available resources. In view of this policy, Adult and Non-Formal Education (AE/NFE) is conceived to produce a literate society in which all people can read and write and thus contribute to personal, social and economic development. The ETP provides for the creation of a true partnership between the state and other education providers by encouraging them to establish and manage schools and training institutions.

Thus the AE/NFE Strategy will foster and enhance attributes and develop a sense of empowerment, ownership and sustainability of the whole process. The strategy will be developed and implemented by the government in partnership with various AE/NFE stakeholders and will address the issue of illiteracy and basic education, expand sources of financing and in the process attain efficiency gains in the use of available resources.

EDUCATION SECTOR DEVELOPMENT PROGRAMME (ESDP)

ESDP is a sector-wide programme aimed at operationalizing the Education and Training Policy. It covers all education sectors including higher and vocational education. It was initiated in 1996 to help achieve the government's long-term development and poverty eradication targets and at the same time address the problems brought about by fragmented project interventions. The approach establishes new relationships in the provision of education and training, promotes partnership, coordination and ownership amongst all groups with vested interest in education. The AE/NFE Strategy is complementing PEDP and is part of the broader ESDP and will specifically deal with issues of education and training of out-of-school children, youth and adults.

PRIMARY EDUCATION DEVELOPMENT PLAN (PEDP)

PEDP is a development plan for primary education. The plan places AE/NFE expansion as one strategy for expanding enrolment. The PEDP has strategic priorities in the areas of enrolment expansion; quality improvement; capacity building; and optimum utilization of human and material resources.

PUBLIC SERVICE AND LOCAL GOVERNMENT REFORM PROGRAMMES

The Public Service Reform Programme (PSRP) focuses on performance improvement in the delivery of services. On the other hand, the Local Government Reform Programme (LGRP) seeks to improve delivery of services in the local authorities and emphasizes decentralization and devolution of power to local levels. The AE/NFE strategy is set firmly within the decentralized framework and will work with the existing institutions at local level to deliver Adult and Non-Formal Education to learners, especially to the out-of-school children, illiterate youth and adults.

POVERTY REDUCTION STRATEGY PAPER (PRSP)

The Poverty Reduction Strategy Paper (PRSP) is a medium-term plan, set in the Highly Indebted Poor Countries (HIPC) debt relief initiative. It is anchored on the premise that sustainable development will only take place if there is increased and improved levels of education. Lack of basic education undermines all efforts to improve health and nutrition, and impedes efforts to address the cause of diseases such as HIV/AIDS and other illnesses.

The PRSP focuses on reducing income poverty to improve human capacity survival and social well being, and contains extreme vulnerability among the poor. Among the PRSP's objectives is to expand adult education programmes. In view of the fact that completion rate at primary school level is only 65 percent, an average dropout rate is 6.6 percent, a significant number of school going age are out of school and 29% of adults are illiterates. Therefore, the PRSP goals and objectives cannot be achieved if almost one third of adult population are illiterate. The AE/NFE Strategy is therefore a development priority for reduction of people's vulnerability to poverty

TANZANIA DEVELOPMENT VISION 2025

The Tanzania Vision 2025 aims at a high quality livelihood for all Tanzanians through the realization of, among others, Universal Primary Education, the eradication of illiteracy and the attainment of a level of tertiary education and training commensurate with high quality human resources required to effectively respond to the developmental challenges at all levels.

Within the Vision 2025 context, education is the strategic agent for mindset transformation and for the creation of a well-educated nation, sufficiently equipped with the knowledge and skills needed to competently and competitively solve the development challenges which face the nation. In light of this, the education system is being transformed qualitatively and quantitatively, with a focus on promoting a science and technological culture at its lowest levels, giving a high standard education to children and adults. The Vision emphasizes the need to ensure that science and technology, including awareness of its application for promoting and enhancing productivity and reducing people vulnerability to poverty, permeates the whole society through continuous adult learning and publicity campaigns.

TANZANIA COMMITMENT TO INTERNATIONAL EDUCATION TARGETS

Tanzania is one of the countries which adopted both the 1990 Jomtien and the 2000 Dakar World conferences on Education For All (EFA) which formulated a Framework for Action for achieving Education for All by 2000 and 2015 respectively. In both conferences, Tanzania and other member states realized that basic education is at the heart of national development. In view of this commitment, the government has agreed to prioritize education sector development in an effort to alleviate poverty.

Universal Primary Education Campaign remains the core of Tanzanian determination to achieve EFA. Its principles of Access Equity and Quality for all children and youth underpin many of the policies incorporated into this AE/NFE Strategy.

3. STRATEGIC FRAMEWORK

This section is a core of the AE/NFE Strategy. It consists of four strategic/ priority areas namely: Access and Equity, Quality Enhancement, Capacity Enhancement and Development, and Post Literacy and Continuing Education. AE/NFE strategic objectives, goals and strategies are constructed around these strategic/ priority areas.

OVERALL OBJECTIVE

The overall objective is to ensure, in partnership with the civil society, that out-of-school children, youth and adults, especially girls, women, disadvantaged groups and nomads, have access to quality basic learning opportunities, with a view to improve the literacy level by 20%, and reducing the backlog of out-of-school children by mainstreaming at least the 11-13 years old of the targeted groups; thus contributing to the creation of a lifelong learning society, improvement in people's livelihood, and to an increased awareness and prevention of HIV/AIDS.

3.1 ACCESS AND EQUITY

The ETP (1995) states that the government shall guarantee access to basic education to all citizens. However, this perceived objective has not been fully realized. More than two (2) million children and youth are out of school for various reasons, including poverty, long distances to school, pregnancy, combined with decline in interest in education. Data has revealed that, the drop out rate between standard IV and V was 8.9% in 2001. There has however been an improvement in the dropout rate as a result of the affirmative action to operationalise PEDP. Nonetheless, some children will continue to be left out of school for a long time given the limited capacity of the formal education system to absorb all primary school age children.

ENROLMENT PROJECTIONS

Children aged 11-13

Strategic Objective 1:

Enrol all out-of-school children in NFE centres linked to primary schools, with a view to achieve EFA and PRSP targets and expand basic learning opportunities.

Goal: To enrol 234,331 out-of-school children in NFE centres by 2005.

Year	2003	2004	2005	2006	Total
Number	70,566	163,765			234,331

Strategies

- (i) The government will maximise utilisation of existing school facilities by ensuring that all schools with single shift will have another shift to accommodate 11-13 year old children for a four-year course condensed to two years;
- (ii) In the first year the Government shall facilitate those already enrolled (70,566 enrolled children). In the subsequent years enrolment will start with older age children (see Annex B);
- (iii) The IEC campaign, linked to PEDP will be undertaken to sensitise communities and parents to enrol and register out- of- school children in NFE centres;
- (iv) Collaboration between NFE actors will be strengthened to ensure delivery of quality NFE;
- (v) Each AE/NFE centre will have 90 learners with two facilitators;
- (vi) MOEC and PO-RALG will collaborate in conducting monitoring and creating conducive learning environment to ensure retention of children, especially girls;
- (vii) The communities, parents, children, community leaders and local government authorities will be conscientised to enrol over-aged out- of school children in NFE centres;
- (viii) The government will provide at least 30% of minimum salary as honoraria/incentive for teachers in NFE centres;
- (ix) COBET curriculum will be used in providing education for out- of school children;
- (x) The government will devise modalities for mainstreaming children from NFE centres into formal education system after two years;
- (xi) The Local Government Authorities (LGAs) and MoEC respectively will recruit and train professional facilitators (grade IIIA teachers) in NFE curriculum, materials and practical and participatory methodology of teaching NFE participants.

Youth aged 14-18

Strategic Objective 2:

Enrol out-of-school youth in NFE centres linked to primary schools with a view to achieving EFA and PRSP targets and expanding basic learning opportunities.

Goal: To enrol 382,800 out-of-school youth in basic education NFE centres by 2005

Year	2003	2004	2005	2006	Total
Number		153,120	229,680		382,800

Strategies:

- (i) The government will facilitate the achievements of the communities demands and efforts geared towards registering, enrolment and retention of out of school youth in NFE centres;
- (ii) The government will ensure maximum utilisation of existing community structures/buildings. Where there is no double shift, school classrooms will be used to accommodate 14-18 year olds learners;
- (iii) Effective learning for this group will start in 2004. Year 2003 will be used for undertaking necessary preparations;
- (iv) Enrolment will be on the basis of show up, and reverse enrolment strategy will be adopted when demand exceeds the available learning space;

- (v) LGAs and MoEC will respectively recruit and train professional facilitators;
- (vi) The centre will have 90 learners with two facilitators (Two classes each for 45 learners running concurrently);
- (vii) Facilitators from this group will be provided with at least 30% of minimum salary as honoraria/incentive, as it is for 11- 13 year old group;
- (viii) The government will adapt and use the COBET curriculum for this group. Duration will be 3 years before sitting for PSLE;
- (ix) The government will put in place modalities to ensure the youth who pass PSLE compete for entry into secondary schools and vocational training centres;
- (x) MoEC, in collaboration with Ministry of Labour, Youth Development and Sports, Ministry of Community Development, Women Affairs and Children, NGOs/CBOs and other stakeholders will establish mechanisms/guidelines to ensure partnership and facilitate provision of education to out-of -school youth.
- (xi) MoEC will prepare guidelines, which will facilitate the Local Government Authorities, NGOs/CBOs and other NFE stakeholders to carry out surveys to generate information that will facilitate establishment of NFE centres.

Adults aged 19+

Strategic Objective 3

Enrol all illiterate adults in basic AE centres, with a view to achieving EFA and PRSP targets and expanding basic learning opportunities.

Goal: To enrol 3,800,000 adults in basic adult education programmes and improve adult literacy levels by 20% by 2007.

Year	2003	2004	2005	2006	2007	Total
Number	250,000	750,000	900,000	900,000	1,000,000	3,800,000

Strategies

- (i) AE programme will commence in 2003 and centres will be created in the existing structures including Teachers' Resource Centres (TRCs) at the local level by refurbishing them to accommodate adult learners;
- (ii) Where space allows, school classrooms will be used to accommodate adult learners;
- (iii) Community participation in construction of Community Based Resource Centres and rural libraries to be used as learning centres will be encouraged;
- (iv) The Facilitator-Learner Ratio will be 1:30;
- (v) MoEC in collaboration with IAE will conduct Training of Trainers Workshops in a cascade model;
- (vi) The Local Government Authorities (LGAs) will recruit and train AE facilitators;
- (vii) Learning circle for adult learners will be 18 months;
- (viii) The government will provide 30% of minimum salary as honoraria for AE/NFE facilitators;
- (ix) MoEC and LGAs will enforce a policy of using all institutions including Primary Schools, TRCs, Teacher Training Colleges (TTC), and Secondary Schools as centres for AE/NFE;

Strategic Objective 4

Enhance access to basic education for out-of-school children, illiterate youth and adults with special learning needs.

Goal: Register and enrol all out-of-school children, illiterate youth and adults with special learning needs by 2005.

Strategies

- (i) The Government will conduct needs assessment and take stock of available opportunities and resources for providing education to people with special learning needs by 2004;
- (ii) Government will collaborate with LGAs, NGOs/CBOs and religious institutions design and implement appropriate delivery mechanism for people with special learning needs;
- (iii) MoEC in collaboration with its institutions (TIE, IAE and NECTA) and other stakeholders will develop AE/NFE programmes and materials for out-of-school children, illiteracy youth and adults with special education needs.

3.2 QUALITY ENHANCEMENT

AE/NFE provision is enhanced by availability of a relevant curriculum (which is based on the learning needs of the targeted beneficiaries), adequate teaching-learning resources and competent facilitators.

However, analysis of the AE/NFE sub-sector has indicated that existing programmes need a curriculum that incorporate cross-cutting issues as well as curriculum guides, properly trained facilitators and relevant teaching-learning materials. The AE/NFE Strategy aims at addressing the mentioned issues with the view to enhancing the quality of basic education provided.

Curriculum Development

Strategic Objective 5

Review and revise a flexible core curriculum for out of school children, youth and adults in order to facilitate and systematise the acquisition of basic learning, essential and life skills.

Goals:

1. Revise modalities for mainstreaming out of school children (11-13 year olds) and out of reach children by 2004.
2. Adult Education curriculum guide integrated with HIV/AIDS education, gender and environment in use in adult learning centres by 2004.

Strategies:

- (i) Review and revise existing curriculum to build among the pupils, youth and adults capacity for critical, analytical, creative thinking and problem solving.
- (ii) Develop modalities for mainstreaming

- (iii) Develop partnerships between education Sub-sectors with the aim of improving the quality of the AE/NFE curricula;
- (iv) Adapt and replicate experiences from pilot projects;
- (v) Develop a strategy for examinations equivalency and criteria for certification;
- (vi) Existing curricula guides adapted to suit the current learning needs.

Adapting Teaching-learning and Training Materials

Strategic Objective 6

Review and adapt the existing teaching-learning and training materials in correspondence with the core curriculum developed for the out-of-school children, youth and adults.

Goal

Relevant and cost effective teaching-learning and training materials for out of school children, youth and adults in use in AE/NFE centres by 2004.

Strategies:

- (i) Adapt existing teaching learning and training materials to correspond to the new core curriculum (see annex D);
- (ii) Adapt existing teaching-learning and training materials to suit adult learning and training needs;
- (iii) Integrate HIV/AIDS, gender and environment issues in teaching-learning and training materials;
- (iv) Review, revise, adopt and distribute existing HIV/AIDS, gender and environment IEC materials;
- (v) Develop and mainstream AE/NFE IEC packages into PEDP IEC programme e.g. radio programmes, rural newspapers, newsletters, mass campaigns and youth group discussion (e.g. TUSEME clubs);
- (vi) EFA Week in April and Adult Education Week of every year in September will be used to mobilise communities to ensure increased access to quality education for all at all levels.
- (vii) A system of capitation grant will be applied for procurement of teaching-learning and training materials.
- (viii) Book-pupil ratio for 11 – 13 year olds and 14 – 18 year olds will be one book for 3 learners (1:3).
- (ix) Adults' Book Ratio for 19+ will be one book for 5 learners.

Targets of books

Books to be printed for 11-13	
2003:	141,132
2004:	468,662
2005:	327,530

Books to be printed for 14-18	
2003:	306,240
2004:	765,600
2005:	765,600
2006:	459,360

Books to be printed for adults	
2003:	500,000
2004:	500,000
2005:	1,500,000
2006:	880,000

Training of Human Resources

The facilitators will be identified and recruited at the local level and be trained if they have a minimum of Form IV education. It is assumed that the difficulties for recruitment will be less if the honoraria paid is attractive and provides an incentive to participate and remain to facilitate the teaching-learning process in the AE/NFE Centres.

Strategic Objective 7

Train, in partnership with the civil society organisations and support institutions, an adequate number of trainers and facilitators, so that they efficiently and effectively implement the AE/NFE programmes at the training and classroom levels.

Goal

Recruit and train 11,110 professional facilitators and 2,604 para professionals for out of reach children (7 – 10 year olds), out of school children (11-13 year olds) and out of school youth (14-18 year olds) as well as 31,667 para-professionals for adults.

Strategies

- (i) A cost effective training and re-training programme package will be developed/revised for the trainers and facilitators. Education institutions including TRCs, Rural Press premises, IAE and other institutions will be used as training centres;
- (ii) The training and re-training of trainers and facilitators will sensitise and provide them opportunities to acquire and develop appropriate and practical pedagogical/andragogical skills that are academically sound, child friendly, learner-centred and gender sensitive;
- (iii) Linkage and networking of facilitators training and re-training between AE/NFE programmes and those of other stakeholders will be established and strengthened;
- (iv) Facilitators will be trained on how to use and adapt the existing teaching and learning materials including those related to HIV/AIDS, gender, environment and drug abuse.

Targets

Facilitators to be trained for 11-13 year olds		
	Professional	para-professional
2003:	784	784
2004:	1820	1820
2005:		

Facilitators for the 14-18 year olds	
	Professional
2003:	-
2004:	3403
2005:	5104

Facilitators for the 19+ year olds	
	Par-Professional
2003:	2778
2004:	8333
2005:	7222
2006:	1667

Monitoring and Evaluation of Implementation Process

Quality monitoring and support services are continuous processes performed by the management of education system. Currently, management of AE/NFE falls under PO-RALG and MOEC. Monitoring will concentrate on AE/NFE centre level performances, focussing on management efficiency and effectiveness. The efficiency and effective delivery of education requires closer monitoring of all AE/NFE Centres as well as horizontal and vertical feedback mechanisms within and between the school inspection at the district, zonal and national levels. The monitoring and evaluation processes will also encompass evaluating *relevance, impact and sustainability* of the teaching-learning processes and outcomes and not just focusing on the efficiency and effectiveness of the managerial system. The AE/NFE Status Report shows that AE/NFE Centres are not adequately monitored and evaluated to determine their effectiveness.

Strategic Objective 8

Develop an efficient and effective monitoring and evaluation system for the teaching-learning process and for assessing learning outcomes, to ensure quality in the performance of the AE/NFE programme.

Goal

An efficient and effective monitoring and evaluation system (learning processes and outcomes) for AE/NFE programmes in place by 2004.

Strategies

- (i) Capacity building of key staff, inspectors, facilitators and other stakeholders for Monitoring and Evaluation will be enhanced;
- (ii) AE/NFE network will be fully integrated into PRSP monitoring mechanism and carefully linked to the EFA indicators;
- (iii) South African Consortium for Monitoring Education Quality (SACMEQ) Tests or/and Monitoring Learning Achievement (MLA) Tests piloted in Zanzibar will be introduced and adopted to measure learning achievements in AE/NFE centres;
- (iv) The government will develop internal capacities of AE/NFE sub-sector and encourage conduct of regular research studies in collaboration with stakeholders.

Data collection, processing and dissemination system

Strategic Objective 9

Strengthen and improve AE/NFE sub-sector system of data collection, processing and dissemination to have reliable data that enhances accountability and transparency, and which improves planning and implementation of the strategy.

Goal

AE/NFE component incorporated in MoEC's EMIS by 2003.

Strategies

- (i) Strengthen information collection, process and dissemination system in existence at ministerial and local government levels;
- (ii) Entry point for interpreting AE/NFE EMIS programmes piloted at the district level including that of UNESCO in Shinyanga will be identified, reviewed, revised, and replicated to a national AE/NFE EMIS;
- (iii) AE/NFE EMIS with monitoring indicators will be integrated in the broader MoEC EMIS.

3.3 CAPACITY ENHANCEMENT AND DEVELOPMENT

Management capacity enhancement and development

The provision of quality AE/NFE cannot be achieved without a well-established management and administrative system. Management training will be provided to AE/NFE Committees at all levels, centre and Ward Education Co-ordinators, inspectors, and implementers at the district, regional and national levels, NGOs, CBOs and other stakeholders.

Strategic objective 10

Enhance and develop managerial capacity of AE/NFE sub-sector in partnership with LGAs and civil society organisations, in order to implement the strategy effectively.

Goal

Develop and enhance the managerial capacity and skills of 150 staff from PO-RALG, MoEC and associate institutions by 2005.

Strategies

- (i) Job descriptions of Regional and District adult education officers will be reviewed and revised basing on AE/NFE and PEDP implementation;
- (ii) Capacity building programme for staff and stakeholders will be designed;
- (iii) All staff and stakeholders with direct responsibility for AE/NFE management will be given training to ensure that they have skills for participatory planning, implementation, monitoring and evaluation;
- (iv) Ward authorities will be used to mobilize funds for centre AE/NFE committee training;

- (v) Ward in collaboration with village authorities will train AE/NFE committees regarding the roles and responsibilities of the committees;
- (vi) Develop AE/NFE HIV/AIDS activity plan that will be integrated into the MOEC HIV/AIDS Strategic plan;
- (vii) Support districts to prepare districts HIV/AIDS education plans;
- (viii) Issues of HIV/AIDS, gender, environment, drug abuse and good governance will be mainstreamed into managerial training packages;
- (ix) Financial management mechanism which is applied to PEDP will also be applied to AE/NFE.

Establishment of Linkages and Partnership with CSOs, Education institutions and International Organizations

Strategic Objective 11

Establish Linkages and partnership with CSOs, education institutions and international organizations.

Goal

Secure partnership and support to sustain implementation of AE/NFE programmes.

Strategies

- (i) Take stock of existing and potential CSOs, education institutions and international organizations engaged in delivery of AE/NFE;
- (ii) Prepare directory of providers of AE/NFE;
- (iii) Design and develop a Memorandum of Understanding (MoU);
- (iv) Convene meetings on regular basis to advocate and mobilize resources and support;

Physical facilities and equipment procurement

Strategic Objective 12

Develop and equip physical facilities for learning Centres and offices with appropriate technology and equipment to improve teaching and learning environment, accessibility, communication, monitoring and evaluation and efficiency in delivery of services.

Goal

AE/NFE sub sector equipped with appropriate working facilities by 2004.

Strategies

- (i) Ensure full utilization of existing physical facilities including TRCs and FDCs;
- (ii) AE/NFE sub sector will be equipped with appropriate working facilities.

3.4 POST LITERACY AND CONTINUING EDUCATION

The AE/NFE sub-sector in collaboration with the Institute of Adult Education, (IAE), will design, plan and implement post literacy programmes to cater for continuing and lifelong education for out-of-school children, youth and adults. Since the vision of the unit is the creation of life-long learning society, through these programmes, it is assumed that communities will get new insights, new ideas and expand their horizons in analysis of their environment. The post literacy programmes will give room for new and better skills and knowledge to participants. Thus, programmes designed will be based on total measures and actions taken to enable the participants (out of school children, youth and adult) to practise their skills and widen the knowledge gained in the preceding phases. The IAE, particularly the National Correspondence Department, Mwanza NLC and Local Government Authorities will have to be strengthened and supported to enable it to accomplish this important role. Services provided will therefore enhance improvement in people's livelihoods, increased opportunities for expanding economic base thus contributing to the realisation of Tanzania Vision, 2025.

Strategic Objective 13

To ensure availability of life-long learning opportunities for youth and adults through post literacy and continuing education.

Goal

A post- literacy component as an in-built, integral part of the AE/NFE national strategy for creation, maintenance and sustenance of a literate society by 2004.

Strategies:

- (i) The IAE will be supported and strengthened to provide Distance Education;
- (ii) Support IAE Regional Offices to establish and strengthen AE/NFE Evening Secondary Education Centres;
- (iii) Support Local Government Authorities to establish strengthen TRCs, Post Primary Vocational Education Centres and Community Based Resource Centres (CBRCs) by rehabilitating and equipping them with relevant learning materials;
- (iv) Assess the status of National Literacy Centre (NLC) in Mwanza and find means of strengthening it;
- (v) An Executive Agency will be formed to manage the rural presses;

4.0 FINANCING MECHANISM AND SUSTAINABILITY OF THE STRATEGY

4.1 FINANCING MECHANISM AND ACCOUNTABILITY

Adequate financing is crucial for improved access, equity and quality achievement in the implementation of AE/NFE Strategy. However, AE/NFE sub-sector has remained under-funded and does not have its own sub-vote to effectively operationalise its mission. The main thrust of the Medium Term Expenditure Framework (MTEF) is to secure and sustain implementation and expansion of high quality AE/NFE programmes basing on the experiences gained in implementing complementary basic education programmes such as COBET, ICBAE, ACCESS and REFLECT.

Also, the thrust is based on the need for increased budgetary allocation to the sub-sector, particularly for non-salary expenditure items.

Strategic Objective 14

Develop and sustain mechanisms for mobilizing funds to financing basic education for out-of-school and literacy programmes, from government and non-governmental sources, to ensure both availability of adequate resources, and accountability and transparency in the use of the resources.

Goal

Reliable mechanisms for mobilising funds to support the implementation of AE/NFE sub-sector programmes by 2004.

Strategies

- (i) The funding for the out of school children and youth will be funded under the PEDP funding arrangement;
- (ii) The 11-13 and 14-18 year old children will be supported through the capitation grant of Tshs. 5300 (US \$ 5). The spending of the US \$ 5 in terms of what is disbursed by the Council and what goes directly to the Centre will follow the current practice;
- (iii) Where AE/NFE Centre is a primary school under the local government authority, the management of funds will follow the current practice of funds being disbursed to the school account and managed by the school committee;
- (iv) Where a centre is not under the Council authority, there will be a contractual arrangement between the centre and the Council to allow for the capitation grant to be sent to the centre;
- (v) The local government will have the overall responsibility and accountability for financial resources spent in the centres;
- (vi) The District Education Officer in collaboration with the Ward Education Co-ordinator, the Ward Development Committee and Centre Management Committee, will manage the supervision of the funds;
- (vii) The Government will develop mechanisms for mobilising resources from various sources;

- (viii) The government will commit itself to providing a certain percentage of its basic education budget towards adult education programme;
- (ix) The funds set aside for adult education will be used for the acquisition of teaching and learning materials, allowances to facilitators and capacity building for local authorities through MOEC;
- (x) The adult education programme fund will provide for an investment grant to be spent for establishing new learning Centres in wards (i.e. Community Based Resource Centres).
- (xi) Community contributions towards establishing and maintenance of Centres are expected to complement government efforts;
- (xii) The agreed programme funds will include an allowance equal to Tshs. 2,060/= (US\$ 2) per head to procure teaching and learning materials for adult learners;
- (xiii) Mechanisms and procedures for timely and effective accounting, reporting and auditing for AE/NFE funds will follow the existing PEDP system;
- (xiv) Accountability and transparency in the use of funds will be emphasised and information provided to all levels of adult education system, including adult learners and the communities;
- (xv) The government shall create a civil society fund to support Civil Society Organisations which are active in implementing AE/NFE strategy.

4.2 SUSTAINABILITY OF AE/NFE STRATEGY

Strategic objective 15

Develop a sustainable plan for ensuring continuity to future operations through consultations with stakeholders to seek commitment towards supporting the AE/NFE strategy.

Strategies

- (i) The government and local authorities will set/establish committees at village, district and national levels whose mandate will be to determine future requirements and mechanisms for addressing issues relating to the strategy;
- (ii) The district councils will prepare and propagate sustainable NFE district plans through workshops;
- (iii) The government, in collaboration with NGOs, will survey, map and prepare a profile of NGOs/CBOs and other stakeholders involved in the delivery of AE/NFE;
- (iv) The local government will strengthen grass-root NGOs through capacity building on how to manage and conduct monitoring and evaluation of AE/NFE programme;
- (v) The local government will allocate adequate funds for AE/NFE in their annual budget.
- (vi) Communities especially youth and women will be mobilized to establish revolving loan funds to sustain AE/NFE programmes and improve their livelihood basing on the Integrated Community Based Adult Education (ICBAE) pilot project experience;
- (vii) The Adult Education Week as well as EFA Week of every year will be used to mobilize funds to be used for implementation of some of AE/NFE activities;
- (viii) AE/NFE service providers will continuously be encouraged by the government to carry out learning needs surveys to enhance the relevance of programmes offered;

5.0 INSTITUTIONAL AND ADMINISTRATIVE ARRANGEMENTS

A number of changes have taken place in the AE/NFE sub-sector. Proper institutional and administrative arrangements and organisation are essential to attain the objectives of AE/NFE strategy in Tanzania. The strategy will take advantage of existing institutional set ups to ensure efficient and effective implementation of the proposed activities. Also, in order to have smooth implementation of the strategy, there is a need to re-define roles, functions and responsibilities for each level of implementation.

5.1 ROLES/FUNCTIONS AND RESPONSIBILITIES

AE/NFE Centre

Specific functions of the AE/NFE Centre are as follows: -

- (i) To ensure and maintain a conducive learning environment;
- (ii) To deliver quality educational services according to prescribed curriculum;
- (iii) To build confidence in the community that the Centre is a useful investment to the development of entire community;
- (iv) To maintain close relationships with all stakeholders;
- (v) To maintain proper gender desegregated performance records of both children and staff.

Villages/ Mtaa Level

The specific functions of the village government to the AE/NFE centre will be: -

- (i) To mobilise and sensitise the community to participate in AE/NFE;
- (ii) To oversee the day-to-day functioning of AE/NFE to safeguard the AE/NFE property;
- (iii) To mobilise community contributions to support the Centres;
- (iv) To participate in the establishment and management of AE/NFE centres through the Centre Committee;

Ward Level

The Ward Education Coordinator (WEC) will coordinate AE/NFE activities within the framework of Ward Development Committee at ward level.

The specific responsibilities of the WEC will be:

- (i) To co-ordinate Centre activities within a ward;
- (ii) To ensure that all AE/NFE target groups are known and registered with AE/NFE Centres
- (iii) To share information with, and facilitate the participation of all community members in realising AE/NFE strategy objectives;
- (iv) To effectively communicate educational information to AE/NFE Centres and other local stakeholders;
- (v) To work with communities and ward leaders to mobilise funds to support the AE/NFE initiative in the Ward;
- (vi) To ensure, through the Ward Development Committee, that the resources allocated to Centres are utilised properly.

Local Government Authorities

The LGAs will assume full responsibility for the management and delivery of all Centre services within their boundaries. In line with principles of local government reform, the district and urban authorities will:

- (i) Ensure the meaningful and gender balanced participation of all community stakeholders in planning, monitoring and implementing the AE/NFE strategy.
- (ii) Prepare, in a participatory and gender inclusive way, three-year and annual development plans for the AE/NFE Centres, and incorporate them into district education plans;
- (iii) Use the development plans as a basis for preparing and monitoring requisitions for resources for Centres;
- (iv) Regularly monitor, review and evaluate the progress of AE/NFE activities, and report to the Regional Secretariat for transmission to PO-RALG, and MOEC;
- (v) Effectively communicate (AE/AE/NFE) educational information to village, wards, centres and other local stakeholder groups as well as to regional and national levels.

Regional Level

The Regional and District Commissioners will assist LGAs by creating an enabling environment for the implementation of the AE/NFE strategy by LGAs. The Regional Secretariat (RS) will provide technical support and advisory services to the district to enable it to implement the AE/NFE strategy. The responsibilities of the Regional Education Office in respect of AE/NFE strategy implementation are:

- (i) To carry out periodic audits in the LGAs and in AE/NFE Centres to ensure that performance targets and financial regulations are being met;
- (ii) To guide, co-ordinate and monitor the delivery of education to AE/NFE target groups by local authorities;
- (iii) To provide technical support to district co-ordinators;
- (iv) To ensure that LGAs prepare consolidated three-year education development plans that conform to MoEC Education and Training policy and quality assurance standards.

National level – MOEC

The roles and functions of MOEC include collaborative planning, monitoring and evaluation; and determining policy, regulatory and quality assurance standards. The Permanent Secretary (PS) will provide overall strategic leadership for AE/NFE implementation and development within MOEC. In implementing its task, MoEC is supported by the co-institutions of Institute of Adult Education (IAE), Tanzania Library Services (TLS), Agency for the Development of Education Management (ADEM), National Examinations Council of Tanzania (NECTA), Tanzania Institute of Education (TIE), University of Dar es Salaam (UDSM), and Open University of Tanzania (OUT).

The Adult Education Unit shall take the responsibility to co-ordinate the implementation of AE/NFE strategy, in consultations with NGOs, donors and other stakeholders within the ESDP framework. In respect of AE/NFE, the responsibilities of MoEC are:

- (i) To set policies that ensure quality education for all in Tanzania;
- (ii) To prepare, in a collaborative manner, detailed plans for AE/NFE implementation;

- (iii) To monitor review and evaluate progress, outcomes, the relevance and impact of AE/NFE for quality assurance and to regularly make sure reports are submitted to BEDC;
- (iv) To collaborate with PO-RALG on issues of planning, monitoring and evaluation;
- (v) To support and build the technical capacity of district offices;
- (vi) To collect, collate and communicate education information, including HIV/AIDS, gender, and environment related data, to all system levels, supporting education institutions, and interested stakeholders;
- (vii) To develop guidelines for establishment and monitoring of AE/NFE programme delivery to ensure efficiency and quality of education provision;
- (viii) To monitor disbursement and expenditure of funds allocated to districts for AE/NFE programmes.

President's Office –Regional Administration and Local Government (PO-RALG)

The role of PO-RALG is to oversee the decentralisation of government functions, to local levels including the delivery of AE/NFE by LGAs. It provides technical support and guidance to Regional Secretariats and LGAs. At national level it monitors, evaluates and co-ordinates regional education plans in collaboration with MOEC.

PO-RALG Education Team will also be responsible for directing and overseeing the implementation of AE/NFE strategy.

The specific responsibilities of the Education Team are:

- (i) To supervise and oversee the delivery of AE/NFE by local authorities;
- (ii) To ensure that LGAs prepare consolidated three-year education development plans, which include AE/NFE, that conforms to government goals and to education policy and quality assurance standards;
- (iii) To consolidate Regional plans and budgets into national Plans of Action, which will provide the basis for the approval and transfer of funds for AE/NFE from the treasury;
- (iv) To collaborate with MoEC in order to monitor, review and evaluate AE/NFE outputs and outcomes;
- (v) To participate as a joint stakeholder in the annual ESDP process of reviewing AE/NFE programmes;
- (vi) To support and build the capacity of Regional Secretariats and LGAs;
- (vii) To communicate education information to all system levels and interested stakeholders.
- (viii) To produce the regular financial and physical reports to the treasury and MoEC.

NGOs and Civil Society

The government's policy to provide AE/NFE of a high quality to all children, youth and adults requires the participation of a broad range of actors. NGOs and other CSOs have an important role to play in this endeavour.

In respect of AE/NFE, the responsibilities of NGOs and other CSOs are:

- (i) To participate effectively in planning and implementing activities at all levels that support AE/NFE and ESDP objectives;

- (ii) To participate as a joint stakeholder in the annual ESDP process of reviewing the education sector, including AE/NFE programmes;
- (iii) To contribute their experience and knowledge, as well as human, financial, technical, and material resources to the improvement and provision of AE/NFE;
- (iv) To share information with, and facilitate meaningful community participation in AE/NFE;
- (v) To effectively collect and communicate education information from and to AE/NFE centres, communities, government and other stakeholders.

Donor and Funding Agencies

The partnership between the government and the donor community is continuously being strengthened. The sector-wide development principle is to continue strengthening existing government plans and systems rather than the creation of independent, parallel project driven initiatives.

Proposed donor responsibilities in respect of AE/NFE are:

- (i) To mainstream donor plans and assistance into the government's policies, plans and budgets for the development and support of AE/NFE;
- (ii) To contribute AE/NFE support funds, and to agree with the government the criteria and rule for transfers of funds into and disbursement from the PEDP pooled Fund;
- (iii) To ensure that the planning of AE/NFE programmes falls within the PRSP, ESDP and AE/NFE development policy frameworks;
- (iv) To participate as a joint stakeholder in the annual ESDP process of reviewing the education sector, including AE/NFE;
- (v) To effectively communicate information to the ministries and to other national stakeholders, and at all times to operate in a transparent manner;
- (vi) Participate in joint Technical Working Groups and other Committees.

5.2 INSTITUTIONS OFFERING RELATED SERVICES

The AE/NFE sub-sector recognises the importance and legality of other institutions such as Folk Development Colleges and Vocational Training Centres. The strategy therefore endeavours to work with these key Institutions.

Folk Development Colleges

The underlying principle and task for the FDC is training of adults (15+ year olds) from villages and other places within their proximity with assumption that after the course graduates can go back to their localities and use their new skills and knowledge for the individual and community gains. Regularly, as internal arrangement, area specific, FDCs will be used as excursion places for increased knowledge and skills. As individual and personal initiatives, graduands can register and take various courses offered by these centres.

Vocational Training Centres

Mainly the 14-18 year old cohort will be linked to Vocational Education Training (VETs) for practical skills. However, linkage is not limited to this age group for even adult, the 19+ year olds can register and attain these important skills that are geared towards poverty reduction, contributing to attainment of goals/targets as set in the Tanzania Development Vision 2025.

National Examination Council of Tanzania

For the sake of assuring quality, NECTA will be brought in to set standards in collaboration with inspectorate and primary education departments for the out of school children. Setting of examinations for pupils to be mainstreamed into the formal system will be among the major roles for the council. The council will also join the rest in researching for and suggesting more improvement of the AE/NFE programmes.

Tanzania Institute of Education (TIE)

TIE is mainly involved in curriculum development. TIE will effectively participate in reviewing and revising the existing 11-13 and 14 –18 year old curriculum. As such, key issues that arise during implementation will be jointly dealt with through gathering of ideas, views and opinions from TIE as well as other important actors.

The Institute of Adult Education (IAE)

In relation to the powers granted through the Act on matters relating to AE/NFE, the Institute's role in implementing the AE/NFE Strategy will be the following:

- (i) In collaboration with AE Unit, to develop programmes for the training of facilitators and managers of adult and non-formal education;
- (ii) In collaboration with other authorities and agencies get involved in implementing the AE/NFE Strategy, by re-training centre facilitators and carrying out research studies;
- (iii) In collaboration with AE Unit, to engage in research on aspects of adult and non-formal education, evaluate and make available the findings to the Government, other public authorities and agencies;
- (iv) In collaboration with AE Unit and LGAs etc. to engage in the production and standardization of books and other learning materials for adult and Adult and Non-Formal Education and to disseminate information on new methods and developments in the promotion of adult and non-formal education;
- (v) In collaboration with AE Unit to render advice and assistance to MOEC, public and other organizations and persons engaged in adult and Adult and Non-Formal Education in curriculum development and preparation of syllabi or program or programmes for adult and non-formal education;
- (vi) To co-operate with MOEC/LGAs and other organizations in the provision of library facilities for adults in rural as well as urban areas;
- (vii) In collaboration with AE Unit, to stimulate and promote mass education, the development of mass media resources, including cinematography, photography and radio.

6.0 MONITORING AND EVALUATION OF THE STRATEGY

The implementation of this strategy will be monitored continuously using participatory approaches where different stakeholders will take part. However, for increased ownership, continuous learning and improvement of design, plan, implementation, monitoring and evaluation, there will be two kinds of evaluation, mid-term and end of strategy evaluation.

The purpose of these evaluations is to draw lessons resulting from AE/NFE programme implementation. The mid term review, to be done 30 months after the start, will bring issues that need to be re-addressed so as to achieve the goals in priority areas. A few key actors, including donors, local and foreign consultants (mainly for joint reviews and evaluations), NGOs, government departments (including MoEC, PO-RALG) and communities as primary actors; will be involved in the activity.

Summative evaluation will be done soon after the end of the strategy implementation. The evaluation teams, which include consultants, will be charged with the responsibility of working to see how the implementation objectives were met. The team will bring issues regarding participation, effectiveness and efficiency as well as any foreseeable impact to the lives of poor men, women, boys and girls. Key results of this evaluation will be used as reference for further design, planning and implementation of related strategies within the AE/NFE unit and ministry at large.

7.0 COST ESTIMATES FOR THE AE/NFE STRATEGY FOR THE PERIOD 2003/04 -2007/08

- (i) The AE/NFE cost estimates are greatly influenced by (i) the number of students to be enrolled because the government has to bear the tuition costs, and (ii) the number of facilitators to be recruited, trained and paid, which in turn is influenced by the class size.
- The class size for the 11-13 and 14-18 year olds is estimated at 45 as stated by the policy on enrolment, and attended by one facilitator;
 - The class size for the adults (19+ year olds) is estimated at 30 as prescribed by policy on enrolment, and attended by one facilitator.
- (ii) Basic education is a right to every child aged 7 to 18. Therefore, children aged 11-18 who will be enrolled in AE/NFE centres are entitled to capitation grant (as per PEDP). But only Tshs. 5,150/= (US \$ 5) has been planned for this purpose and will be used as follows: textbook and teaching materials Tshs. 4,120 (\$4) and administration support costs - Tshs. 1030 (\$1);
- (iii) As regards adult learners, a book allowance of Tshs. 2,060/= (US \$2) per person per course period has been provided for in the estimates. It is also assumed that the books procured for use by the learners will belong to a resource centre, in which case various enrolled groups will use. Hence cost estimates for learning materials have been limited to the first two years;
- (iv) Facilitator compensation is estimated at professional facilitator for 11-18 year olds - Tshs. 20,000/= per month for a maximum of 10 months. This is an allowance to be paid to those already under the government payroll for teaching in a second shift. The para-professional will be paid Tshs. 40,000/= per month for a maximum of 10 months. These will be recruited from the market and be offered temporary employment. In the case of adult facilitators, the rate is 30% of the minimum pay, now equal to Tshs. 20,000/= paid for a maximum of six months in a year;
- (v) The AE/NFE Strategy will cost about Tshs. 55.9 billion (equal to US\$ 54.5 million) to implement over a period of five years. The distribution of costs among the main beneficiaries is as follows: 11-13 year old out-of-school group - Tshs.8 billion (14%); 14-18 year old out-of-school group - Tshs. 13.2 billion (23.2%); Adult Education group - Tshs. 25.6 billion (45.8%); Post literacy group - Tshs. 2.6 billion (4.6%); and other capacity building costs - Tshs. 6.5 billion (11.4%);
- (vi) The spread of the cost estimates among the major categories of expenditure is as follows; teaching, learning materials and examinations - Tshs. 13.8 billion (24.6 %); Facilitators training and honoraria - Tshs. 33 billion (59%); and other capacity building costs including expanded centres, technical assistance, post literacy support etc -Tshs. 9.1 billion (16%);

(vii) The spread of the costs over the next five years is as follows:

	2003/04	2004/05	2005/06	2006/07	2007/08	Total
Amount in Tshs. – 'billions'	3.9	13.94	18.17	11.03	8.93	55.97
US\$ equivalent- 'millions'	3.79	13.56	17.68	10.74	8.7	54.47
Percentage of total	6.9	24.9	32.4	19.7	15.9	100

TABLE 1 (a) : COST ESTIMATES BY CATEGORY OF EXPENDITURE

NATURE OF COSTS	SUMMARY FOR FIVE YEARS (amounts in Tshs. '000)					CATEGORY OF COSTS ON A YEARLY BASIS (Amounts in Tshs. '000)					
	11-13 +	14-18 Year olds	ADULT (19+)	CAPACITY ENHANCEMENT	TOTAL	2003/04	2004/05	2005	2006	2007	TOTAL
Teaching/ Learning Materials (including Capitation grant)	2,686,739	5,914,260	3,998,460	-	12,599,459	1,025,705	3,590,373	4,729,110	2,021,420	1,232,852	12,599,459
Facilitator honoraria	3,218,105	5,257,120	16,995,052	-	25,470,276	1,128,314	4,885,022	7,125,643	6,387,373	5,943,924	25,470,276
Facilitator training	1,379,593	1,226,661	4,566,381	-	7,172,636	826,987	2,817,940	2,926,875	360,500	240,333	7,172,636
Training of trainers	-	-	-	224,540	224,540	223,510	1,030	-	-	-	224,540
Technical Assistance Costs	115,360	-	20,600	199,305	335,265	164,800	122,799	28,039	19,627	-	335,265
Examinations	482,722	788,568	-	-	1,271,290	-	145,366	337,356	315,427	473,141	1,271,290
Investment in Centres	-	-	185,400	2,575,000	2,760,400	61,800	1,091,800	1,091,800	515,000	-	2,760,400
Research costs	-	-	-	116,957	116,957	-	26,832	40,685	24,720	24,720	116,957
Equipment	-	-	-	712,245	712,245	71,585	334,750	151,410	154,500	-	712,245
Community mobilization	35,020	-	41,200	51,500	127,720	64,890	3,090	44,290	3,090	12,360	127,720
Others	-	-	4,120	2,420,550	2,424,670	217,330	673,980	878,100	437,930	217,330	2,424,670
Post literacy support	-	-	-	2,651,312	2,651,312	43,260	228,272	793,260	793,260	793,260	2,651,312
Total	7,917,539	13,186,609	25,811,213	9,083,012	55,998,373	3,905,430	13,946,746	18,173,358	11,033,888	8,938,950	55,998,373

Source: Summarized from Annex C

TABLE I (b): COST ESTIMATES BY CATEGORY OF EXPENDITURE IN DOLLARS

NATURE OF COSTS	SUMMARY FOR FIVE YEARS (amounts in US Dollars)					CATEGORY OF COSTS ON A YEARLY BASIS (Amounts in US Dollars)					
	11-13 +	14-18	ADULT	CAPACITY	TOTAL	2003/04	2004/05	2005/05	2006/07	2007/08	TOTAL
Teaching/ learning materials (including Capitation grant)	2,614,310	5,742,000	3,882,000	-	12,238,310	995,830	3,487,255	4,592,825	1,964,000	1,198,400	12,238,310
Facilitator honoraria	3,124,373	5,104,000	16,500,050	-	24,728,423	1,095,450	4,742,740	6,918,100	6,201,333	5,770,800	24,728,423
Facilitator training	1,339,411	1,190,933	4,433,380	-	6,963,724	802,900	2,735,864	2,841,627	350,000	233,333	6,963,724
Training of trainers	-	-	-	218,000	218,000	217,000	1,000	-	-	-	218,000
Technical Assistance Costs	113,200	-	20,000	193,500	326,700	160,000	120,422	27,222	19,056	-	326,700
Examinations	468,662	765,600	-	-	1,234,262	-	141,132	327,530	306,240	459,360	1,234,262
Investment in Centres	-	-	180,000	2,500,000	2,680,000	60,000	1,060,000	1,060,000	500,000	-	2,680,000
Research costs	-	-	-	113,550	113,550	-	26,050	39,500	24,000	24,000	113,550
Equipment	-	-	-	691,500	691,500	69,500	325,000	147,000	150,000	-	691,500
Community mobilization	34,000	-	40,000	50,000	124,000	63,000	3,000	43,000	3,000	12,000	124,000
Others	-	-	4,000	2,385,000	2,389,000	211,000	666,000	870,000	431,000	211,000	2,389,000
Post literacy support	-	-	-	2,645,012	2,645,012	42,000	227,012	792,000	792,000	792,000	2,645,012
Total	7,693,956	12,802,533	25,059,430	8,924,332	54,480,252	3,791,680	13,560,226	17,684,814	10,741,639	8,701,893	54,480,252

Source: Data on Table 1 converted to Dollars at about Tshs. 1030 to the dollar.

TABLE 2 (a): SUMMARY OF COST ESTIMATES BY CATEGORY OF BENEFICIARIES

	SUMMARY OF STRATEGY COSTS FOR THE PERIOD 2003/04 TO 2007/08					
	(Amounts in '000 Tshs.)					
	2003/04	2004/05	2005/06	2006/07	2007/08	TOTAL
11-13 out of school	1,221,323	3,640,049	3,066,377	81,930	50,000	8,059,679
14-18 out of school	-	1,980,182	4,459,790	4,039,221	2,707,417	13,186,609
Adult education learners	1,868,863	5,936,920	7,677,277	4,997,560	5,145,193	25,625,813
Post Literacy Group	43,260	228,272	793,260	793,260	793,260	2,651,312
Other indirect costs (capacity building)	771,985	2,161,323	2,176,654	1,121,918	243,080	6,474,960
Grand Total in Tshs. '000	3,905,430	13,946,746	18,173,358	11,033,888	8,938,950	55,998,373
Grand total in US\$	3,791,680	13,560,226	17,684,814	10,741,639	8,701,893	54,480,252

Source: Summarized from Annex C

TABLE 2(b): COST ESTIMATES BY CATEGORY OF BENEFICIARIES IN DOLLARS

	SUMMARY OF STRATEGY COSTS FOR THE PERIOD 2003/04 TO 2007/08(Amount in US Dollars)					
	2003/04	2004/05	2005/06	2006/07	2007/08	TOTAL
11-13 out of school	1,185,750	3,536,685	2,978,522	81,000	50,000	7,831,956
14-18 out of school	-	1,922,507	4,329,893	3,921,573	2,628,560	12,802,533
Adult education learners	1,814,430	5,764,000	7,453,667	4,852,000	4,995,333	24,879,430
Post Literacy Group	42,000	227,012	792,000	792,000	792,000	2,645,012
Other indirect costs (capacity building)	749,500	2,110,022	2,130,732	1,095,066	236,000	6,321,320
Grand Total	3,791,680	13,560,226	17,684,814	10,741,639	8,701,893	54,480,252

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ANNEX A₁: SWOT ANALYSIS – Assessment of Opportunities and Threats

OPPORTUNITIES	THREATS (RISKS)
<ol style="list-style-type: none"> 1. Political commitment 2. Political and economic stability 3. High demand for AE/NFE services 4. Existing of international agreements and conventions supporting EFA/ AE/NFE 5. Existence of civil society organization (CBOs, NGOs, etc) that offer AE/NFE programmes <ol style="list-style-type: none"> a. Learning progs. Established by communities b. Innovative pilot projects (COBET, ICBAE, ACCESS, etc.) 6. Open market economy 7. Common national language (Swahili) which facilitates the development of materials and curricula 8. The prospect of benefiting from the HIPC and EFA FTI initiatives 9. Existence of innovated and tested successful promising past experiences to learn from. 	<ol style="list-style-type: none"> 1. Limited financial resources of local governments in poor areas to support AE/NFE programmes/ Centres 2. Rapid increase of illiterate adult population and out-of-school children and youth 3. The HIV/AIDS pandemic 4. Internal migration from rural areas and within those areas 5. Migration of nomadic communities 6. Increasing number of people falling below the poverty line (~ at 50%) 7. Low economic productivity has negative consequences for local revenue generation 8. Poor infrastructure (roads, communication, etc.) which impacts negatively the delivery of programmes. 9. Lack of linkages/ synergies among actors in the AE/NFE sub-sector and with external actors 10. Lagging behind technological/scientific advancement 11. Very low participation rates at secondary level for the technological take off.

Annex A₂: SWOT ANALYSIS - Assessment of the Internal Capacity

STRENGTHS	WEAKNESSES	PRINCIPLES	RESOURCES (existing)	PENDING ISSUES	NEEDS
<ol style="list-style-type: none"> 1. MoEC recognizes importance of AE/NFE, and is also supported by national policies and plans 2. Existence of qualified manpower specialized in AE and AE/NFE at national, sub-national, zonal and local levels 3. Existence of support institutions (TIE, IAE, NECTA, rural presses, etc.) 4. Existence of training institutions, specific for AE/NFE (IAE, NLC and others) 5. Strong participation and diverse experience in AE/NFE of CBOs 	<ol style="list-style-type: none"> 1. Reducing the AE department from a directorate to a unit status within MoEC, with effect on decision making and resource management 2. Removal of AE/NFE as a subject in teacher training curriculum 3. Lack of a core curriculum and appropriate AE/NFE teaching and learning materials 4. Physical infrastructure/ machinery (presses, etc.) is either deteriorated or out of date 5. The majority of schools ceased to 	<ol style="list-style-type: none"> 1. Quality basic education 2. a well structured sub-sector reflecting the function to be performed 3. Lifelong learning 4. Partnership between government, civil society and private sector 5. Equitable access 6. Free basic education (For children of age 7-18 who attend primary education including those in AE/NFE programmes.) 	<ol style="list-style-type: none"> 1. Learning Centres established by CBO and NGOs 2. Various curricula exist that can be revised and adapted 3. Rural presses exist in seven zones/national literacy Centres (Mwanza)/Adult Education Press. 4. Qualifies management staff 5. Cadre of trained facilitators and trainers in some NGOs and CBOs 6. A group of support institutions and organizations 7. Adaptable teaching and learning materials 	<ol style="list-style-type: none"> 1. Appointment of regional adult education advisors 2. Guidelines for recruitment, selection and training of AE/NFE facilitators (and AE/NFE professionals/technicians?) 3. Clarification of the role of the Mwanza National literacy Centre 4. Clarification on who should train the AE/NFE facilitators (IAE or TTC or other) 5. Establishment of a National AE/NFE Advisory Board 6. Re-examination of MOEC structure for purpose of re-relocating AE Unit 	<p><u>(a). INTERNAL</u></p> <ol style="list-style-type: none"> 1. The resources allocated for AE/NFE activities at the MoEC should be clearly identified 2. Procurement of essential equipment (transport, communication, etc) 3. Review/update/create curricula and teaching –learning materials for AE/NFE 4. Develop financing modalities for kids in AE/NFE programme 5. Strengthening the managerial and technical capacity (including training of trainers) 6. Training of permanent and short

STRENGTHS	WEAKNESSES	PRINCIPLES	RESOURCES (existing)	PENDING ISSUES	NEEDS
<p>and NGOs</p> <p>6. Existence of developed curricula and materials for AE/NFE</p> <p>7. Forum for discussion among AE/NFE partners exists through the Tanzania Education Network</p> <p>8. Administrative structure in place from national to local level for the management of AE/NFE programmes</p> <p>9. AE Unit has experience running AE/NFE pilot projects (COBET, ICBAE)</p> <p>10. Clear policy and legal frame for AE/NFE exists (ETP, 1995; National Educ. Act, 1978, and</p>	<p>play a role in AE/ AE/NFE</p> <p>6. Lack of qualified facilitators for AE/ AE/NFE</p> <p>7. Lack of coordination among AE/NFE programmes and actors</p> <p>8. Lack of reliable management information system (MIS)</p> <p>9. Lack of reliable monitoring and evaluation system</p> <p>10. Invisibility of AE/NFE in MoEC budget</p> <p>11. Unclear forms of coordination/ linkage with the local governments</p> <p>12. Lack of guidelines for examination and certification</p>	<p>7. Gender equity</p> <p>8. Learner – centred</p> <p>9. Complementary between AE/NFE and formal education</p> <p>10. Mainstreaming AE/NFE children and youth in the formal system</p>	<p>8. Willingness of communities to participate/ support AE/NFE Centres in the form of labor</p>	<p>7. Clarification of responsibilities between local government and MOEC on AE/NFE</p>	<p>term facilitators</p> <p>7. Assess whether rural printing presses can be rehabilitated</p> <p>8. To revitalize AE/NFE training Centres at regional level (linkage could be made with Teacher Resource Centres in each Ward)</p> <p>9. Assess whether radio and TV programme can be used in AE/NFE programme/Centres.</p> <p>10. Establishment of EMIS system adapt to AE/NFE needs</p> <p>11. Creation of national and regional AE/NFE forums .</p> <p>12. Framework for partnership between government and other actors sectors (example</p>

STRENGTHS	WEAKNESSES	PRINCIPLES	RESOURCES (existing)	PENDING ISSUES	NEEDS
<p>Amendment, Tanzania Vision 2025)</p> <p>11. Existence of Sub-technical AE/NFE Working Group and BEDC Task Force, with representation from civil society organizations, donors and other stakeholders.</p>					<p>Universities, colleges, media, etc.)</p> <p>13. Creation of learning Centres (in primary school?)</p> <p>(b) EXTERNAL</p> <p>14. Initiating or strengthening international collaboration with counterparts in Sub-Sahara countries and beyond</p> <p>15. Conduct independent studies /research on the AE/NFE practice</p> <p>16. Partnership between AE/NFE sub-sector and private sector (employers)</p> <p>17. Assess the possibility of reviving the rural libraries</p>

**ANNEX B: COMPUTATION OF FACILITATORS AND MATERIALS REQUIRED,
BY GROUP**

**THE 11-13 YEAR OLD PROPOSED ENROLMENT AND FACILITATORS/
TEACHING-LEARNING MATERIALS REQUIREMENTS**

		ANNUAL ENROLLEMENT					
		2003/04	2004/05	2005/06	2006/7	2007/8	TOTALS
Intake into the program	1st	70,566	70,566				70,566
	2nd		163,765	163,765			163,765
Total enrolment in a year		70,566	234,331	163,765	-	-	234,331
Facilitators required annually	One facilitators manning two groups alternating: equal to 90 learners	784	2,604	1,820	-	-	2,604
Recruitment & release of Facilitators	Year 1	784					
	Year 2		1,820				
	Year 3			(784)			
	Year 4				(1,820)		
LEARNERS' TEXT BOOKS	one book per 3 learners x six subjects x 3 years	141,132	468,662	327,530	-	-	937,324
FACILITATORS' MANNUAL	No. of facilitators x 3 subjects	2,352	7,811	5,459	-	-	15,622
HIV/AIDS Materials	no. of learners/3 learners per book	23,522	54,588	-			78,110

**THE 14-18 YEAR OLD PROPOSED ENROLMENT AND FACILITATORS/
TEACHING-LEARNING MATERIAL REQUIREMENTS**

		2003/04	2004/05	2005/06	2006/7	2007/8	TOTALS
Intake into the program	1st intake						
	2nd intake		153,120	153,120	153,120		153,120
	3rd intake			229,680	229,680	229,680	229,680
	4th intake						
Total Enrolment in a year		-	153,120	382,800	382,800	229,680	382,800
Facilitators required annually	One facilitators manning two groups alternating: equal to 45 learners	-	3,403	8,507	8,507	5,104	
Recruitment & release of Facilitators	Year 1	-					
	Year 2		3,403				
	Year 3			5,104			
	Year 4					-	
	Year 5					(3,403)	
LEARNER TEXT BOOKS	one book per 3 learners x six subjects x 3 years	-	306,240	765,600	765,600	459,360	2,296,800
FACILITATORS' MANNUAL	No. Of facilitators x 3 subjects	-	10,208	25,520	25,520	15,312	76,560
HIV/AIDS Material	no. of learners/ 3 persons per book		51,040	76,560			127,600

**ENROLMENT OF ADULTS OF 19+ YEAR OLDS AND FACILITATORS/ TEACHING-
LEARNING MATERIALS REQUIREMENTS**

		2003/04	2004/05	2005/06	2006/7	2007/8	TOTAL
Intake into the program	1st intake	250,000	250,000				250,000
	2nd intake		750,000	750,000			750,000
	3rd intake			900,000	900,000		900,000
	4th intake				900,000	900,000	900,000
	5th intake					1000000	1000000
Total Enrolment in a year		250,000	1,000,000	1,650,000	1,800,000	1,900,000	3,800,000
Facilitators required annually	One facilitators manning two groups alternating: equal to 60 learners	4,167	16,667	27,500	30,000	31,667	31,667
No of centres required at any time			16,667	27,500	30,000	31,667	31,667
Recruitment & release of Facilitators	Year 1 training of facilitators	4,167					
	Year 2 training of facilitators		12,500				
	Year 3 training of facilitators			10,833			
	Year 4 training of facilitators				2,500		
	Year 5 Retrench unrequired staff					1,667	
LEARNERS' TEXT BOOKS	No. of adults/5person a copy x10 titles	500,000	500,000	1,500,000	800,000		
SUPPLEMENTARY BOOKS	Enrollees per year / 5 adults per book x 5 titles	250,000	1,000,000	750,000	400,000		
FACILITATORS' MANUALS	no. of facilitators x 4 titles	16,667	50,000	43,333			
HIV/AIDS LEARNING MATERIALS	no. of adults/5 persons per book x 1 titles	50,000	50,000	150,000	180,000	180,000	

ANNEX C: AE/NFE COSTED ACTIVITIES FOR FIVE YEARS (2003/04 - 2007/08)

ACTIVITY	INPUTS	UNIT MEASURE	UNIT COST IN CURRENT PRICES	YEARLY COSTS (AMOUNTS IN Tshs. '000S)					
				2003/04	2004/05	2005/06	2006/07	2007/08	TOTAL COSTS FOR 5 YEARS
Activity relating to out of school children			Tshs. IN '000						
i. Hold public advocacy meeting	material costs	no. of meetings	10,300	10,300	-	10,300	-	-	20,600
ii. Develop messages through electronic and print methods for public consumption	tech assistance	man-months	4,120	12,360	-	-	-	-	12,360
iii. Transmit messages via different media	mass media costs	no. insertions	515.0	-	1,030	-	1,030	-	2,060
v. Enroll 617,131 children and youth out of school				-	-	-			
• 11-13 Year olds	capitation grant	per pupil	5.2	363,415	1,206,805	843,390	-	-	2,413,609
• 11-13 Examination cost	exam cost	per pupil	2.1	-	145,366	337,356	-	-	482,722
vi. Conduct curricula reviews and revisions workshops				-	-	-	-	-	
• reviewer of curricula	tech assistance	man months	4,120.0	24,720	-	-	-	-	24,720
• conduct workshops	workshop organized	cost per workshop	5,150.0	10,300	-	-	-	-	10,300
• approval processes	meeting	cost per meeting	1,030.0	1,030	-	-	-	-	1,030

ACTIVITY	INPUTS	UNIT MEASURE	UNIT COST IN CURRENT PRICES	YEARLY COSTS (AMOUNTS IN Tshs. '000S)					
				Tshs. IN '000	2003/04	2004/05	2005/06	2006/07	2007/08
• curriculum printing	printing costs	copies	1.0	15,450	-	-	-	-	15,450
vii Conduct workshop on mainstreaming modalities	workshop organised	no of workshops	5,150.0	-	-	10,300	-	-	10,300
viii Conduct curriculum review and revision workshops by involving stakeholders				-	-	-	-	-	
ix Conduct review and revision of teaching-learning and training materials	tech assistance costs	man months	4,120.0	37,080	-	-	-	-	37,080
• Workshop to discuss materials produced	workshop org.	cost per workshop	5,150.0	10,300	-	-	-	-	10,300
• printing teaching-learning and training materials	part of capitation cost			-	-	-	-	-	
• distribution of teaching-learning and training materials	part of capitation costs			-	-	-	-	-	
x Human resource management and development									
• Train facilitators for 11-13 year olds	training costs	cost per facilitator	144.2	113,053	262,388	314,356	-	-	689,797
• Train para-facilitators for 11-13 year olds	training costs	cost per facilitator	144.2	113,053	262,388	314,356	-	-	689,797
• Honorarium to professionals for 11-13 year old	monthly facilitation	honoraria	206.0	161,504	536,358	374,840	-	-	1,072,702
• Honoraria for para professionals for 11-13	monthly facilitation	honoraria	412.0	323,008	1,072,715	749,680	-	-	2,145,403

ACTIVITY	INPUTS	UNIT MEASURE	UNIT COST IN CURRENT PRICES	YEARLY COSTS (AMOUNTS IN Tshs. '000S)					
				Tshs. IN '000	2003/04	2004/05	2005/06	2006/07	2007/08
xi Training of AE/NFE school committee members in the new- 5000 centres	training costs	no of committees	30.9	-	61,800	61,800	30,900	-	154,500
xii . Enroll 7-10 out of reach and disadvantaged children				-	-	-	-	-	
xiii. Issue circular on modalities to ensure availability of primary school curriculum for out of reach children in NFE centres	photocopying costs	lumpsum	10,300.0	10,300	-	-	-	-	10,300
xiv. Printing of primary school curricula	printing costs	lumpsum	15,450.0	15,450	-	-	-	-	15,450
Carry out needs assessment for kids with special needs	technical assistance	man-months	4,120.0	-	16,480	-	-	-	16,480
Develop study material for kids with special needs	technical assistance	man-months	4,120.0	-	24,720	-	-	-	24,720
Produce material for kids with special needs	general	lumpsum	50,000.0	-	50,000	50,000	50,000	50,000	200,000
Subtotal				1,221,323	3,640,049	3,066,377	81,930	50,000	8,059,679
xv. Access for the 14-18 year olds				-	-	-	-	-	
• Capitation grant 14-18 year old	capitation grant	per pupil	5.2	-	788,568	1,971,420	1,971,420	1,182,852	5,914,260
• Examination costs for the 14-18 year olds	exam cost	per pupil	2.1	-	-	-	315,427	473,141	788,568
xvii Training of facilitator for 14-18 year olds	training costs	cost per facilitator	144.2	-	490,665	735,997	-	-	1,226,661
xviii. Honoraria for professional facilitators for 14-18year olds	monthly facilitation	honoraria	206.0	-	700,949	1,752,373	1,752,373	1,051,424	5,257,120

ACTIVITY	INPUTS	UNIT MEASURE	UNIT COST IN CURRENT PRICES Tshs. IN '000	YEARLY COSTS (AMOUNTS IN Tshs. '000S)					
				2003/04	2004/05	2005/06	2006/07	2007/08	TOTAL COSTS FOR 5 YEARS
Subtotal				-	1,980,182	4,459,790	4,039,221	2,707,417	13,186,609
Activities relating to 19 year olds				-					
i. Hold public advocacy meeting	meeting costs	no. of meetings	10,300.0	10,300		10,300		10,300	30,900
ii. Develop messages through electronic and print methods for public consumption	tech assistance	man month	4,120.0	12,360		-	-	-	12,360
iii. Transmit messages via different media	mass media costs	no. of insertions	515.0	2,060	2,060	2,060	2,060	2,060	10,300
iv. Reviewer of curriculum	tech assistance	man months	4,120.0	12,360		-	-	-	12,360
v. Conduct review workshop	workshop costs	no. of workshops	5,150.0	10,300		-	-	-	10,300
vi. Printing of revised curriculum(adults)	printing costs	lumpsum	41,200.0	41,200		-	-	-	41,200
viii. Conduct workshops on review and revision of teaching-learning and training materials	workshop costs	no. of workshops	10,300.0	20,600		-	-	-	20,600
ix. Printing of materials for enrolled adult learners	capitation for textbooks	per adult	2.1	515,000	1,545,000	1,854,000		-	3,914,000
x. Distribution of materials to AE Centres	part of capitation costs			-		-	-	-	
xi. Train facilitators for 19+ year olds			144.2	600,881	1,802,500	1,562,167	360,500	240,333	4,566,381

ACTIVITY	INPUTS	UNIT MEASURE	UNIT COST IN CURRENT PRICES	YEARLY COSTS (AMOUNTS IN Tshs. '000S)					
				Tshs. IN '000	2003/04	2004/05	2005/06	2006/07	2007/08
xii. Honorarium for adult education facilitators	monthly facilitation	honoraria	154.5	643,802	2,575,000	4,248,750	4,635,000	4,892,500	16,995,052
xiii. Assess condition of AE Presses	tech assistance	man months	4,120.0	-	12,360	-	-	-	12,360
Subtotal				1,868,863	5,936,920	7,677,277	4,997,560	5,145,193	25,625,813
xiv Invite and enlist potential service providers through local government machinery and mass media.	advertisement costs	advert. Cost	1,030.0	1,030	1,030	-	1,030	1,030	4,120
xv. Develop Memorandum of Understanding (MoU) with NGO (or CSOs)	tech assistance costs	man month	4,120.0	8,240	-	-	-	-	8,240
xvi. Contract service providers	none			-	-	-	-	-	
xvii. Convene meeting of stakeholders to identify means of reaching out to the communities and to identify information to be disseminated.	meeting costs	cost per meeting	10,300.0	10,300	-	10,300	-	-	20,600
xviii. Develop messages through electronic and print methods for public consumption	mass media costs	tech assistance	4,120.0	8,240	-	-	-	-	8,240
xix. Identify channels of communication for reaching out to the communities.	tech assistance costs			-	-	-	-	-	-
xx. Transmit messages via different media	mass media costs	insertions	515.0	1,030	-	1,030	-	-	2,060
xxi. Convene meetings with community and local governments to sensitize them and secure their support	meeting costs	no of meetings	10,300.0	10,300	-	10,300	-	-	20,600

ACTIVITY	INPUTS	UNIT MEASURE	UNIT COST IN CURRENT PRICES Tshs. IN '000	YEARLY COSTS (AMOUNTS IN Tshs. '000S)					
				2003/04	2004/05	2005/06	2006/07	2007/08	TOTAL COSTS FOR 5 YEARS
xxii. Design and develop MoU	none.			-	-	-	-	-	
xxiii. Identify trainees and their respective training needs	advertising costs	insertions	515.0	1,030	1,030	-	-	-	2,060
xxiv. Design training packages/programme	tech assistance	man months	4,120.0	41,200	-	-	-	-	41,200
xxiv. Conduct training workshops	training activities	cost per trainee	185.4	-	-	-	-	-	
xxv. Train trainers			618.0	222,480	-	-	-	-	222,480
xxvi. Allocate facilitators to respective AE/NFE Centres	monthly facilitation	honoraria		-	-	-	-	-	
xxvi. Integrate in curriculum issues relating to HIV/AIDS	tech assistance	man months	4,120.0	12,360	-	-	-	-	12,360
xxvii. Facilitate the development of HIV/AIDS peer education plan at districts level	workshop	no. of workshops	10,000.0	-	400,000	600,000	200,000	-	1,200,000
xxviii. Collect existing IEC materials and distribute to AE/NFE centres	part of text book cost			-	-	-	-	-	
Conduct workshops for designing and developing M&E system				-	-	-	-	-	
--- expert support	tech assistance costs	man months	4,120.0	16,480	-	-	-	-	16,480
---- workshop organised	workshop	no of workshops	5,150.0	10,300	-	-	-	-	10,300

ACTIVITY	INPUTS	UNIT MEASURE	UNIT COST IN CURRENT PRICES Tshs. IN '000	YEARLY COSTS (AMOUNTS IN Tshs. '000S)					
				2003/04	2004/05	2005/06	2006/07	2007/08	TOTAL COSTS FOR 5 YEARS
i. Organize capacity building workshops for staff, facilitators and stakeholders on M&E	training costs	no of trainees	103.0	5,150	5,150	5,150	-	-	15,450
ii. Produce and distribute guidelines on M&E to stakeholders	printing costs	copy	1.0	5,150	-	-	-	-	5,150
Capacity building for programme managers									
i. Assess training needs of the identified staff	tech assistance	man months	4,120.0	-	12,360	-	-	-	12,360
ii Design training programs and materials	tech assistance	man months	4,120.0	-	16,480	-	-	-	16,480
iii. Conduct training	training costs	person cost	504.7	-	28,039	28,039	19,627	-	75,705
Revise the MoEC financial structure and recommend for the reinstatement of the sub sector sub vote.									
1. Analyze the current structure of the MOEC and recommend for the reinstatement of the directorate.									
Develop linkages with civil society partners									
1. Study the existing situation and establish principles for cooperation	tech assistance	man months	4,120.0	12,360	-	-	-	-	12,360
2. Identify and enlist institutions to form the partnership	none		-	-	-	-	-	-	

ACTIVITY	INPUTS	UNIT MEASURE	UNIT COST IN CURRENT PRICES Tshs. IN '000	YEARLY COSTS (AMOUNTS IN Tshs. '000S)					
				2003/04	2004/05	2005/06	2006/07	2007/08	TOTAL COSTS FOR 5 YEARS
3. Prepare a dossier of areas of cooperation				-	-	-	-	-	-
• expert to prepare dossier	tech assistance	man months	4,120.0	-	12,360	-	-	-	12,360
• printing/production of dossier	print costs	copies	1.0	-	5,150	-	-	-	5,150
Enter into memorandum of understanding and hold formal discussions with the partners				-	-	-	-	-	-
• local meetings held	meeting costs	no of meetings	5,150.0	5,150	-	5,150	-	5,150	15,450
• international meetings held	meeting costs	no of meetings		-	-	-	-	-	-
• support institutions meetings	meeting costs	no of meetings	5,150.0	5,150	-	5,150	-	5,150	15,450
Study the current data collection and processing system in relation to PEDP/NBS	tech assistance	man months	4,120.0	8,240	-	-	-	-	8,240
i. Establish user information needs	tech assistance	man months	4,120.0	4,120	-	-	-	-	4,120
ii. Design an appropriate information system	tech assistance	man months	4,120.0	12,360	-	-	-	-	12,360
iii. Strengthen and/or establish Centres for collecting, processing and disseminating information	training	person days	72.1	-	1,803	-	-	-	1,803
Assess and determine physical facilities requirements	none			-	-	-	-	-	-
i. Acquire physical facilities using					-	-	-	-	-

ACTIVITY	INPUTS	UNIT MEASURE	UNIT COST IN CURRENT PRICES Tshs. IN '000	YEARLY COSTS (AMOUNTS IN Tshs. '000S)					TOTAL COSTS FOR 5 YEARS
				2003/04	2004/05	2005/06	2006/07	2007/08	
procurement rules:				-					
• Equipment- computers, .		nos	1,545.0	30,900	185,400	-	-	-	216,300
• printers		nos	515.0	2,575	61,800	-	-	-	64,375
• cars		nos	30,900.0	30,900	-	30,900	-	-	61,800
• motorcycles		nos	2,060.0	-	41,200	82,400	123,600	-	247,200
• photocopying machines		nos	7,210.0	7,210	-	7,210	-	-	14,420
• bicycles		nos	61.8	-	30,900	30,900	30,900	-	92,700
ii. Equip with appropriate IT programs and link to internet and (LAN).	software and accessory equipment			-	-	-	-	-	
• Internet facility		nos	3,090.0	-	3,090	-	-	-	3,090
• soft wares		nos	12,360.0	-	12,360	-	-	-	12,360
Refurbish NFE centres	learning centres	nos	515.0	-	1,030,000	1,030,000	515,000	-	2,575,000
Develop a research agenda									
i. Establish a team of experts in AE/NFE to prepare a list of priorities for research.	tech assistance	man months	4,120.0	-	-	4,120	-	-	4,120

ACTIVITY	INPUTS	UNIT MEASURE	UNIT COST IN CURRENT PRICES Tshs. IN '000	YEARLY COSTS (AMOUNTS IN Tshs. '000S)					
				2003/04	2004/05	2005/06	2006/07	2007/08	TOTAL COSTS FOR 5 YEARS
ii. Convene a workshop to deliberate on the list of priority	workshop costs	no of workshops	5,150.0	-	-	5,150	-	-	5,150
iii. Approval of research agenda by appropriate organs in the sub sector	workshop/photo copying cost			-	-	-	-	-	
• convene a mini workshop		no of workshops	2,060.0	-	2,060	-	-	-	2,060
• Production costs		lumpsum	51.5	-	52	-	-	-	52
Prepare staff for research undertaking									
i. Carry out needs assessment	tech assistance	man months	4,120.0	-	8,240	-	-	-	8,240
ii. Develop training package and program	tech assistance	man months	4,120.0	-	8,240	-	-	-	8,240
iii. Conduct training	training costs	person days	72.1	-	-	10,815	-	-	10,815
Conduct research in collaboration with other partners									
i. Identify partners and areas of research for collaborate.	tech assistance	man months	4,120.0	-	4,120	-	-	-	4,120
ii. Convene meetings with partners and agree of areas of collaboration.	workshop costs	no of meetings	7,210.0	-	-	-	-	-	
iii. Develop a research plan for the next five years	tech assistance	man months	4,120.0	-	4,120	-	-	-	4,120
iv. Undertake research in identified areas	research costs	lumpsum	17,510.0	-	-	17,510	17,510	17,510	52,530
v. Prepare report and disseminate findings				-	-	-	-	-	

ACTIVITY	INPUTS	UNIT MEASURE	UNIT COST IN CURRENT PRICES Tshs. IN '000	YEARLY COSTS (AMOUNTS IN Tshs. '000S)					
				2003/04	2004/05	2005/06	2006/07	2007/08	TOTAL COSTS FOR 5 YEARS
• Report production costs	production costs	lumpsum	1,030.0	-	-	1,030	1,030	1,030	3,090
• Convening a workshop	workshop costs	no of workshops	2,060.0	-	-	2,060	2,060	2,060	6,180
Review and revise the existing programme and take on board the results to guide proper implementation				-	-	-	-	-	
• Resource person	tech assistance	man months	2,060.0	-	-	-	2,060	2,060	4,120
• Workshop costs	workshop costs	no of workshops	2,060.0	-	-	-	2,060	2,060	4,120
Include in government/donor fund mobilization meetings an agenda for AE/NFE sub-sector				-	-	-	-	-	
Convene meetings with stakeholders to agree on the percentage to be allocated to AE/NFE Sub sector	workshop costs	no of workshops	2,060.0	2,060	-	-	-	-	2,060
Establish Community Based Resource Centres	refurbishing costs	no. of centres	309.0	61,800	61,800	61,800	-	-	185,400
Accounting management system developed	tech assistance	man months	4,120.0	8,240	-	-	-	-	8,240
Provision for Program Review	consultant costs	man months	5,150.0	-	-	20,600	-	-	20,600
M&E report writing and dissemination	copying costs	no of copies	1.0	1,030	1,030	1,030	1,030	1,030	5,150

ACTIVITY	INPUTS	UNIT MEASURE	UNIT COST IN CURRENT PRICES	YEARLY COSTS (AMOUNTS IN Tshs. '000S)					
				Tshs. IN '000	2003/04	2004/05	2005/06	2006/07	2007/08
Set up committee to handle sustainability	committee time	no of meetings	1,030	-	-	1,030	1,030	-	2,060
Under take a Study on client/supplier perception of service				-	-	-	-	-	
• Study work	time in the field	lumpsum	15,450.0	15,450	-	-	-	-	15,450
• Workshop for dissemination	workshop costs	no. of workshops	5,150.0	5,150	-	-	-	-	5,150
Preparation of sustainable district plans	tech assistance	man months	4,120.0	-	12,360	-	-	-	12,360
Propagate the NFE district plans through workshop	workshop costs	no. of workshops	5,150.0	-	5,150	-	-	-	5,150
General operating costs to cover accessories for purchased equipment	general	lumpsum	206,000.0	206,000	206,000	206,000	206,000	206,000	1,030,000
Subtotal				771,985	2,161,323	2,176,654	1,121,918	243,080	6,474,960
POST LITERACY SUPPORT TO ADULT LEARNERS				-	-	-	-		
Develop post literacy & continuing education programme									
• Develop programme	technical assistance	man-months	4.12		12	-	-	-	12
• Workshops to discuss programme	workshop costs	no. of workshops	20,000		20,000	-	-	-	20,000
• Printing of programme	general	lumpsum	15,000		15,000	-	-	-	15,000
• Run programme covering adult learners	training costs	cost per adult	15		150,000	750,000	750,000	750,000	2,400,000

ACTIVITY	INPUTS	UNIT MEASURE	UNIT COST IN CURRENT PRICES	YEARLY COSTS (AMOUNTS IN Tshs. '000S)					
				Tshs. IN '000	2003/04	2004/05	2005/06	2006/07	2007/08
• Skills development - inservice - refresher course		cost per person	51.5	18,540	18,540	18,540	18,540	18,540	92,700
Support to Centres ie equipment - 5 per district	5 Centres in a district	cost per centre	206	24,720	24,720	24,720	24,720	24,720	123,600
Subtotal				43,260	228,272	793,260	793,260	793,260	2,651,312
GRAND TOTAL				3,905,430	13,946,746	18,173,358	11,033,888	8,938,950	55,998,373

ANNEX D: Working Definitions of Key Terms

- ❖ **Adult Education.** An educational activity or programme, that can be formal or non-formal, aimed at the provision of basic knowledge, skills, attitudes and competencies or continuing education to the adult population of the country. The provision of literacy training is considered a component of adult education.
- ❖ **Basic Education.** It is an education designed to satisfy the basic learning needs of children, youth or adults. It deals with the acquisition of general knowledge and competencies essential for life in society. It is the first phase of a process that can and should extend throughout the life of an individual.
- ❖ **Civil Society.** In the context of the development and implementation of this strategy, civil society refers to the organisations (NGOs, CBOs, faith, unions, business associations, co-operatives, etc.) and institutions (private universities, private media, private schools, etc.) which are not part of the state either at the central or local level, but who are active in education.
- ❖ **Formal Education.** Is the type of education that provides learning that is officially recognized through certification and conducted in the recognized schools. This education is characterized by being organized, with a structured curriculum, with clear objectives, time limits and defined roles as to who teaches and who learns.
- ❖ **Goals.** They are targets we want to attain in the pursuit of the objectives. The goals derive from the objectives and their attainment can be ascertained.
- ❖ **Lifelong Learning.** A process that begins at birth and continues through the lifespan of an individual, which is aimed at the continual acquisition of new knowledge, skills, attitudes and competencies. It can be both a principle and an end of individuals or a society.
- ❖ **Literacy.** It is the acquisition of basic skills such as reading, writing, numeracy, listening and speaking as well as a process to increase participation in social, political and economic activities. It can take place in or out of the school system. It has to be functional, i.e. used in local development activities, and it has to be sustainable.
- ❖ **Non-Formal Education.** A type of educational activity that is organised around the learning needs of specific target groups and which takes place outside the formal school system. It aims at enabling individuals or communities to solve their own problems and is characterised by the objective, the flexibility in terms of time, location and in adapting the learning contents to each specific group. AE/NFE can be used to provide learning opportunities to children, youth and adults.
- ❖ **Post-literacy.** It refers to the programmes or activities which aim to follow up, consolidate and increase the competencies of reading, writing, numeracy and other knowledge and skills acquired by the new literate as well as prevent the return to illiteracy and create the conditions for knowledge and skill application.
- ❖ **Strategic Objectives.** They establish the long term direction we want to pursue. They derive from the Mission/Vision statements.

ANNEX E: LIST OF TEACHING AND LEARNING MATERIALS

FOR 11-13; 14-18.

PRICES FOR COBET PUPILS BOOKS											
Book Title	P/T	Colours	Pages	No. of copies 5,000	Amount TZS	No. of copies 10,000	Amount TZS	No. of copies 25,000	Amount TZS	No. of copies 50,000	Amount TZS
				Price per copy Tshs.		Price per copy Tshs.		Price per copy: Tshs.		Price per copy: Tshs.	
English Cohort I-Mwanafunzi	P	2	188	2,578	12,887,500	2,062	20,620,000	1,804	45,106,250	1,547	77,325,000
English Cohort II-Mwanafunzi	P	4	200	3,920	19,600,000	3,136	31,360,000	2,744	68,600,000	2,352	117,600,000
Haiba Cohort I-Mwanafunzi	P	4	136	2,720	13,600,000	2,176	21,760,000	1,904	47,600,000	1,632	81,600,000
Haiba Cohort II-Mwanafunzi	P	2	124	1,758	8,787,500	1,406	14,060,000	1,230	30,756,250	1,055	52,725,000
Hisabati Cohort I-Mwanafunzi	P	4	232	4,520	22,600,000	3,616	36,160,000	3,164	79,100,000	2,712	135,600,000
Hisabati Cohort II-Mwanafunzi	P	2	268	3,603	18,012,500	2,882	28,820,000	2,522	63,043,750	2,162	108,075,000
Kiswahili Cohort I-Mwanafunzi	P	4	192	3,770	18,850,000	3,016	30,160,000	2,639	65,975,000	2,262	113,100,000
Kiswahili Cohort II-Mwanafunzi	P	2	124	1,758	8,787,500	1,406	14,060,000	1,230	30,756,250	1,055	52,725,000
Maarifa Cohort I-Mwanafunzi	P	4	188	3,695	18,475,000	2,956	29,560,000	2,587	64,662,500	2,217	110,850,000
Maarifa Cohort II-Mwanafunzi	P	2	220	2,988	14,937,500	2,390	23,900,000	2,091	52,281,250	1,793	89,625,000
Stadi za Kazi Cohort I-Mwanafunzi	P	2	200	2,731	13,656,250	2,185	21,850,000	1,912	47,796,875	1,639	81,937,500
Stadi za Kazi Cohort II-Mwanafunzi	P	2	208	2,834	14,168,750	2,267	22,670,000	1,984	49,590,625	1,700	85,012,500

PRICES FOR COBET TEACHER'S BOOKS											
Book Title	P/T	Colors	Pages	No. of copies 500	Amount TZS	No. of copies 1,000	Amount TZS	No. of copies 2,500	Amount TZS	No. of copies 5,000	Amount TZS
				Price per copy		Price per copy		Price per copy		Price per copy	
English Cohort I-Mwalimu	P	2	192	7,174	3,586,750	5,739	5,738,800	5,021	12,553,625	4,304	21,520,500
English Cohort II-Mwalimu	P	2	148	5,639	2,819,500	4,511	4,511,200	3,947	9,868,250	3,383	16,917,000
Haiba Cohort I-Mwalimu	P	2	128	4,942	2,470,750	3,953	3,953,200	3,459	8,647,625	2,965	14,824,500
Haiba Cohort II-Mwalimu	P	2	152	5,779	2,889,250	4,623	4,622,800	4,045	10,112,375	3,467	17,335,500
Hisabati Cohort I-Mwalimu	P	2	192	7,174	3,586,750	5,739	5,738,800	5,021	12,553,625	4,304	21,520,500
Hisabati Cohort II-Mwalimu	P	2	240	8,848	4,423,750	7,078	7,078,000	6,193	15,483,125	5,309	26,542,500
Kiswahili Cohort I-Mwalimu	P	2	176	6,616	3,307,750	5,292	5,292,400	4,631	11,577,125	3,969	19,846,500
Kiswahili Cohort II-Mwalimu	P	2	108	4,244	2,122,000	3,395	3,395,200	2,971	7,427,000	2,546	12,732,000
Maarifa Cohort I-Mwalimu	P	2	200	7,453	3,726,350	5,962	5,962,000	5,217	13,041,875	4,472	22,357,500
Maarifa Cohort II-Mwalimu	P	2	208	7,732	3,865,750	6,185	6,185,200	5,412	13,530,125	4,639	23,194,500
Stadi za Kazi Cohort I-Mwalimu	P	2	168	6,337	3,168,250	5,069	5,069,200	4,436	11,088,875	3,802	19,009,500
Stadi za Kazi Cohort II-Mwalimu	P	2	192	7,174	3,586,750	5,739	5,738,800	5,021	12,553,625	4,304	21,520,500

Annex E: (Continued)

For 19+ Group

Prices for Printing Adult Education Facilitators' Manuals

Adult Education Printing Press

Prices for Adult Education Facilitator's Manuals										
Book Title	L/F	Page	COPIES 10,000		COPIES 20,000		COPIES 30,000		COPIES 40,000	
			Unit Cost TZ S	Total Amount TZ S						
Siasa Jamii	F	132	1,400	14,000,000	1,300	26,000,000	1,200	36,000,000	1,005	40,200,000
Afya	F	96	1,018	10,180,000	945	18,900,000	873	26,190,000	731	29,240,000
Kilimo na Uchumi	F	136	1,442	14,420,000	1,339	26,780,000	1,237	37,110,000	1,035	41,400,000
Mwongozo wa Riflekti	F	52	551	5,510,000	512	10,240,000	473	14,190,000	396	15,840,000
Utunzaji wa Mahesabu	F	124	1,315	13,150,000	1,221	24,420,000	1,128	33,840,000	944	37,760,000
Mbinu ya Riflekti kwa Watoto	F	60	636	6,360,000	591	11,820,000	546	16,380,000	457	18,280,000
Mbinu ya Riflekti kwa Jamii Maalum	F	132	1,400	14,000,000	1,300	26,000,000	1,200	36,000,000	1,005	40,200,000

ANNEX F: Sample of NGOs/CBOs/FBOs Providing AE/NFE in Districts/Municipalities

S/NO	NGO/CBO/FBO	DISTRICT/MUNICIPAL	REGION
1.	Mkombozi Centre for street Children	Moshi	Kilimanjaro
2.	Street Children care and Development trust [SCCADET]	Temeke	Dar es Salaam
3.	Chama cha Uzazi na Malezi bora Tanzania – Kituo cha Vijana Temeke	Temeke	Dar es Salaam
4.	Tandika Youth Handcraft Group	Temeke	Dar es Salaam
5.	Child in the Sun	Kinondoni	Dar es Salaam
6.	Tukolene Youth Development Centre	Temeke	Dar es Salaam
7.	Amana Youth Centre	Temeke	Dar es Salaam
8.	Mbagala Street Girls Home	Ilala	Dar es Salaam
9.	Msimbazi Centre	Temeke	Dar es Salaam
10.	CARITAS Dar es Salaam	Ilala	Dar es Salaam
11.	Education Development Centre (time bound)	Ilala	Dar es Salaam
12.	St. Alban’s Street Children Society (Tuamoyo Street Children)	Ilala	Dar es Salaam
13.	Street Children Trust	Ilala	Dar es Salaam
14.	Yatika Group Trust Fund	Temeke	Dar es Salaam
15.	PHC Ambassador Foundation	Hai	Kilimanjaro
16.	Kalali Women Group	Hai	Kilimanjaro
17.	For Development Association (FODA)	Hai	Kilimanjaro
18.	HAWODEA (Hai)	Hai	Kilimanjaro
19.	HVTC – Boma	Hai	Kilimanjaro
20.	KIWAKKUKI	Hai	Kilimanjaro

S/NO	NGO/CBO/FBO	DISTRICT/MUNICIPAL	REGION
21.	Angaza Women Group	Hai	Kilimanjaro
22.	Neema Group	Hai	Kilimanjaro
23.	Nronga Women Group	Hai	Kilimanjaro
24.	Envirocare	Hai	Kilimanjaro
25.	Nkwarungo Sanaa Troup (NKWASATI)	Hai	Kilimanjaro
26.	SWAAT	Hai	Kilimanjaro
27.	AMREF	Hai	Kilimanjaro
28.	HATGA	Hai	Kilimanjaro
29.	Kamati ya Mila na Desturi Hai	Hai	Kilimanjaro
30.	UMATI (Hai)	Hai	Kilimanjaro
31.	C.E.F. Consolidated Education Fund – Moshi Urban	Moshi Urban	Kilimanjaro
32.	(SASA) St. Anne School Association	Moshi Urban	Kilimanjaro
33.	Conflict Resolution	Moshi Urban	Kilimanjaro
34.	Mkombozi Centre for Street – Children	Moshi Urban	Kilimanjaro
35.	Poverty Africa	Moshi Urban	Kilimanjaro
36.	White Orange Youth Organization	Moshi Urban	Kilimanjaro
37.	TAHEA/Mkombozi MVTC	Moshi Urban	Kilimanjaro
38.	KIMSWAKI	Moshi Urban	Kilimanjaro
39.	KINSHAI – Kilimanjaro NGO Closter	Moshi Urban	Kilimanjaro
40.	Youth Alive Kilimanjaro	Moshi Urban	Kilimanjaro
41.	WIDA- women in Development Association	Moshi Urban	Kilimanjaro
42.	CHAWAVUMA – Kilimanjaro	Moshi Urban	Kilimanjaro
43.	POA WIFI/USOKA Group	Moshi Urban	Kilimanjaro

S/NO	NGO/CBO/FBO	DISTRICT/MUNICIPAL	REGION
44.	UMATI	Moshi Urban	Kilimanjaro
45.	RED CROSS	Moshi Urban	Kilimanjaro
46.	TRETA – Trans Regional Environmental Technology	Moshi Urban	Kilimanjaro
47.	Kilimanjaro CRB	Moshi Urban	Kilimanjaro
48.	KTCTC – Kilimanjaro Technological and Commercial Centre	Moshi Urban	Kilimanjaro
49.	Institute of SRS of Kilimanjaro	Moshi Urban	Kilimanjaro
50.	KIWODEA	Moshi Urban	Kilimanjaro
51.	ENVIROCARE	Moshi Urban	Kilimanjaro
52.	KIWAKKUKI	Moshi Urban	Kilimanjaro
53.	MOSHI CHAPLE	Moshi Urban	Kilimanjaro
54.	QUOHEALTH FOUNDATION	Moshi Urban	Kilimanjaro
55.	KTA	Same	Kilimanjaro
56.	IAC	Same	Kilimanjaro
57.	YMCA	Same	Kilimanjaro
58.	Same Group Media (Habari)	Same	Kilimanjaro
59.	KUHAWA	Same	Kilimanjaro
60.	PADET	Same	Kilimanjaro
61.	KARAMATAC	Same	Kilimanjaro

S/NO	NGO/CBO/FBO	DISTRICT/MUNICIPAL	REGION
62.	NAFGEM	Same	Kilimanjaro
63.	CHIFU	Same	Kilimanjaro
64.	R.C. Women Development	Same	Kilimanjaro
65.	KKT – Dayosis Same	Same	Kilimanjaro
66.	KITAA	Same	Kilimanjaro
67.	SADEA	Same	Kilimanjaro
68.	KIFUMWA	Mwanga	Kilimanjaro
69.	UWAMWA	Mwanga	Kilimanjaro
70.	SPIDER	Mwanga	Kilimanjaro
71.	MIFIPRO	Mwanga	Kilimanjaro
72.	KIWAKKUKI – Mwanga Branch	Mwanga	Kilimanjaro
73.	TAFOPA	Mwanga	Kilimanjaro
74.	4H – Head, heart, hand and Health	Mwanga	Kilimanjaro
75.	PADET	Mwanga	Kilimanjaro
76.	MWETIF	Mwanga	Kilimanjaro
77.	DALTA	Rombo	Kilimanjaro
78.	Women Financial Trust Fund	Rombo	Kilimanjaro
79.	SACCOS	Rombo	Kilimanjaro
80.	UEPA	Rombo	Kilimanjaro
81.	RONGOKO	Rombo	Kilimanjaro
82.	ULCOP	Rombo	Kilimanjaro
83.	UWAMIRO	Rombo	Kilimanjaro
84.	CAM	Rombo	Kilimanjaro

S/NO	NGO/CBO/FBO	DISTRICT/MUNICIPAL	REGION
85.	UMARARO	Rombo	Kilimanjaro
86.	Benk Kala Shimi	Rombo	Kilimanjaro
87.	Envirocare	Rombo	Kilimanjaro
88.	WIFIPOA	Rombo	Kilimanjaro
89.	RESF	Rombo	Kilimanjaro
90.	Poverty Africa	Rombo	Kilimanjaro
91.	KWIECO	Rombo	Kilimanjaro
92.	Rainbow Centre (R.C.)	Rombo	Kilimanjaro
93.	Maadili Centre	Moshi rural	Kilimanjaro
94.	TAHEA	Moshi Rural	Kilimanjaro
95.	VEP	Moshi Rural	Kilimanjaro
96.	YCGT	Moshi rural	Kilimanjaro
97.	WEECE	Moshi Rural	Kilimanjaro
98.	MKUKI	Moshi Rural	Kilimanjaro
99.	4H Organization	Moshi rural	Kilimanjaro
100.	Roots and Shoots	Moshi Rural	Kilimanjaro
101.	Red Cross – HIMO	Moshi Rural	Kilimanjaro
102.	UDEA	Moshi Rural	Kilimanjaro
103.	Kilema workshop (NGO)	Moshi Rural	Kilimanjaro
104.	TEACA	Moshi Rural	Kilimanjaro
105.	MEDI	Mtwara/Mikindani	Mtwara
106.	MSEDA	Mtwara/Mikindani	Mtwara
107.	MDDF	Mtwara/Mikindani	Mtwara

S/NO	NGO/CBO/FBO	DISTRICT/MUNICIPAL	REGION
108.	FAWETA	Mtwara/Mikindani	Mtwara
109.	WAWATA	Mtwara/Mikindani	Mtwara
110.	SACCOS	Mtwara/Mikindani	Mtwara
111.	CHAWATA	Mtwara/Mikindani	Mtwara
112.	WABISOCO (CBO)	Mtwara/Mikindani	Mtwara
113.	SWAAT – Mtwara	Mtwara/Mikindani	Mtwara
114.	CHIMDO	Mtwara/Mikindani	Mtwara
115.	BAKWATA	Mtwara/Mikindani	Mtwara
116.	TCC	Mtwara/Mikindani	Mtwara
117.	Girls Guide (G.G.)	Mtwara/Mikindani	Mtwara
118.	TAHEA	Mtwara/Mikindani	Mtwara
119.	ADETA	Mtwara/Mikindani	Mtwara
120.	MTUWETU TRUST	Mtwara/Mikindani	Mtwara
121.	UPT (Unite Peasants of Tanzania)	Mtwara/Mikindani	Mtwara
122.	CHAWAMU	Mtwara/Mikindani	Mtwara
123.	MASHA	Mtwara/Mikindani	Mtwara
124.	SWISS AID	Mtwara/Mikindani	Mtwara
125.	MRENGO	Mtwara/Mikindani	Mtwara
126.	SEW	Mtwara/Mikindani	Mtwara
127.	Faraja Trust Fund	Morogoro Municipal	Morogoro
128.	L. Ugalla	Morogoro Municipal	Morogoro
129.	Daru-L-Arquam Primary School	Morogoro Municipal	Morogoro

S/NO	NGO/CBO/FBO	DISTRICT/MUNICIPAL	REGION
130.	Jema Trust Fund	Morogoro Municipal	Morogoro
131.	Mihayo	Morogoro Municipal	Morogoro
132.	Tarbiat	Morogoro Municipal	Morogoro
133.	Kanisa Katoliki Mazimbu	Morogoro Municipal	Morogoro
134.	Action Aid Tanzania	Kigoma Rural	Kigoma
135.	CORD – Kasulu	Kigoma Rural	Kigoma
136.	CARITAS	Kigoma Rural	Kigoma
137.	Good Samaritan	Kigoma Rural	Kigoma
138.	MERD – Movement for Education, Relief and Development	Kigoma Rural	Kigoma
139.	Neighbours Without Border (NWB)	Kigoma Rural	Kigoma
140.	Dogodogo Centre	Ilala	Dar es Salaam
141.	Save Children of Tarime	Tarime	Mara
142.	Kuleana	Mwanza Municipal	Mwanza
143.	Upendo Daima	Mwanza Municipal	Mwanza

ANNEX G: ADULT EDUCATION OPERATIONAL STRUCTURE

