

**UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION AND VOCATIONAL TRAINING**



**CONFINTEA VI REPORT 2009:
THE DEVELOPMENT AND STATE OF THE ART OF ADULT
LEARNING AND EDUCATION (ALE)**

National Report of Tanzania

Prepared by:

Ministry of Education and Vocational Training (MoEVT; Tanzania Mainland) and
Ministry of Education and Vocational Training (MoEVT; Zanzibar)

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ABBREVIATIONS

| | | |
|--------------|---|---|
| ALE | - | Adult Learning and Education |
| 'A' LEVEL | - | Advanced Level |
| ALSDP | - | Alternative Learning and Skills Development Project |
| AIDS | - | Acquired Immune Deficiency Syndrome |
| BEDC | - | Basic Education Development Committee |
| COBET | - | Complementary Basic Education in Tanzania |
| BSE | | Basic Statistics in Education |
| COL | - | Commonwealth of Learning |
| CONFINTEA VI | - | UNESCO Sixth International Conference on Adult Education. |
| DALAE | - | Department of Alternative Learning and Adult Education |
| EFA | - | Education For All |
| ESDP | - | Education Sector for Development Programme |
| ETP | - | Education and Training Policy |
| FAWE | - | Forum for African Women Educationalists |
| FDC | - | Folk Development College |
| HIV | - | Human Immunodeficiency Virus |
| IAE | - | Institute of Adult Education |

| | | |
|----------------|---|---|
| ICBAE | - | Integrated Community Based Adult Education |
| ICT | - | Information and Communication Technology |
| ISC | - | Inter Ministerial Steering Committee |
| LGAs | - | Local Government Authorities |
| LGRP | - | Local Government Reform Programme |
| LIFE | - | Literacy Initiative for Empowerment |
| MCDGC | - | Ministry of Community Development, Gender and Children |
| MDGs | - | Millenium Development Goals |
| MKUKUTA | - | Mkakati wa Kukuza Uchumi na Kupunguza Umaskini Tanzania |
| MKUZA | - | Mkakati wa Kukuza Uchumi na Kupunguza Umaskini Zanzibar |
| MoEVT Training | - | Ministry of Education and Vocational Training |
| MDGs | - | Millennium Development Goals |
| NFE Sub TWG | - | Non-Formal Education Sub-Technical Working Group |
| NGOs | - | Non-Governmental Organizations |
| NSGRP | - | National Strategy for Growth and Reduction Poverty |
| ODL | - | Open and Distance Learning |
| 'O' Level | - | Ordinary Level |
| PEDP | - | Primary Education Development Programme |
| PSLE | - | Primary School Leaving Examination |
| REFLECT | - | Regenerated Flerian Literacy through |

| | | |
|--------|---|---|
| | | Empowering Community Technique |
| UMATI | - | Uzazi na Malezi Bora Tanzania (Family Planning Association of Tanzania) |
| UIL | - | UNESCO Institute for Life |
| UNDESD | - | United Nations Decade of Education for Sustainable Development. |
| UNDESD | - | United Nations Decade of Education for Sustainable Development |
| UNESCO | - | United Nations Education Scientific and Cultural Organization |
| UNLD | - | United Nations Literacy Decade |
| UNICEF | - | United Nations Children Fund |
| URT | - | United Republic of Tanzania |
| VETA | - | Vocational Education Training Authority |
| WB | - | World Bank |
| ZSGRP | - | Zanzibar Strategy for Growth and Reduction of Poverty |

FOREWORD

In Tanzania, the provision of adult education has always been a priority in the socio-economic development of the country since the attainment of political independence in the beginning of 1960s. At independence illiteracy as an aspect of lack of education was considered as one of the major enemies of the nation; the other two being poverty and illness. Adult education was conceived as having a liberating function for arousing popular consciousness for change and providing a framework through which these constraints could be transformed. This was emphasized by Mwalimu Julius K. Nyerere, the first President of Tanzania, in 1969 when he remarked:

“People’s lives can only be improved by their own efforts and through their own understanding. And, against the background of ignorance and poverty which we inherited at independence, this means that adult education of all types is of vital importance for rapid development” (IAE, 1969 pp. 8 – 9).

In 1970 (38 years ago) the United Republic of Tanzania made a solemn declaration of enhancing adult education within the context of the universal human right to education as provided by *the UNESCO Convention and Recommendation against Discrimination in Education (1960)*.

With this in view, Tanzania has been an active participant to the

Jomtien Conference of 1990 which adopted the *World Declaration on Education For All (EFA)* stating the EFA agenda that *'everyone has the right to education'* paving the way for meeting the basic learning needs.

The United Republic of Tanzania was also among 164 governments, together with partner organizations around the world who were participants to the *World Forum on Education for All* of 2000 in Dakar which adopted the *EFA Framework for Action* expressed in the *Six EFA Goals*. As adult learning and education expand it faces challenges as well. It must address the challenges of population growth and economic constraints. Despite the challenges, however Tanzania has progressively made efforts in the area of adult education as can be noted that in Tanzania in 1977 illiteracy for the population aged 13 years and above was 27% and was systematically reduced to 10% in 1986 and lightly rising to 16% in 1997.

For the sustainability of adult learning and education, it is important that the process be viewed as long term. The risk of not raising access to and improving the quality of education for the youth and adults could be a pitfall for reaching the EFA goals of Universal Primary Education and the improvement of literacy level by 2015.

Many sincere thanks and appreciation to all those who have contributed to the preparation of this report.

OVERVIEW

Universal Primary Education campaign remains the core of Tanzania's determination to achieve EFA. However, its principles of *Access, Equity and Quality* for all children and youth underpin many of the policies incorporated into the Adult Literacy Education (ALE) programmes in Tanzania. The country is committed to the *United Nations Literacy Decade (UNLD)* launched in December 2001 by the United Nations General Assembly under the slogan "*Literacy as Freedom*". The strength of UNLD is based on a broad notion of literacy as the foundation of *lifelong learning*. The Government of Tanzania has been emphasizing the need to enhance synergies between *formal, non-formal, informal education and learning*, and *the creation of literate environments as part of its strategies to revamp adult education*.

The country is committed to the resolutions and recommendations of the *United Nations Decade for Sustainable Development (DESD)*. The DESD initiatives aim at renewing the international momentum for adult learning and education and to redress the discrepancy between the insights and discourse on one hand and the lack of systematic and effective policies and conditions for adult literacy and learning on the other. Tanzania has also endorsed the most previous three CONFINTEA conference resolutions and recommendations which emanated from the meetings held in Tokyo (Japan) in 1972, Paris (France) in 1985 and Humburg (Germany) in 1997. Like other UNESCO member states, the Government is also making

preparations for participating in the CONFINTEA VI to be held in Brazil in 2009 with the following objectives:

- Pushing forward the recognition of adult learning and education as an important element of all factor conducive to life long learning of which literacy is a foundation;
- Highlighting the crucial role of adult learning and education for realization of current international education and development agendas (EFA, MDGs, UNLD, LIFE, and DESD); and
- Renewing political momentum and commitment and to developing the tools for implementation of literacy programmes in order to move from rhetoric to action.

The Report on the *Development and State of the Art of Adult Learning and Education (ALE)* is a Decade Report of adult learning and education in Tanzania from April 1997 to April 2008.

It provides an assessment of the state of art of adult learning and education in Tanzania simultaneously portraying an overview of the Government's achievement of the *Dakar Education For All (EFA) Goals* on one hand, and the *Millennium Development Goals (MDGs)* on Adult Learning and Education on the other. Besides, the Report is abreast with that *Education Sector Development Programme (2000-2005)* which aims at providing education for all by 2015.

Further, it is a reflection of the ***Tanzania Strategy for Growth and Reduction of Poverty*** (*Mkakati wa Kukuza Uchumi na Kupunguza Umaskini - MKUKUTA*) and the **Zanzibar**

Strategy for Growth and Reduction of Poverty (Mkakati wa Kukuza Uchumi na Kupunguza Umaskini Zanzibar – MKUZA), the twin national long-term policy frameworks for the achievement of quality of life. In the process, MKUKUTA and MKUZA both target for education development in Tanzania.

The Report has been deliberately prepared as a Working Document for the National delegation during *the UNESCO 6th International Conference on Adult Education (CONFINTEA VI)* to be hosted by the Government of Brazil, in May 2009.

In line with the Guiding Questions provided by the **UNESCO Institute for Lifelong Learning (UIL)**, the UNESCO organ coordinating the preparatory process leading to CONFINTEA VI, the Report consists of the following five major sections:

- i) Policy, Legislation and Financing Context;*
- ii) Quality of ALE:
Provision and Participation;*
- iii) Research, Innovation and Good Practice;*
- iv) Adult Literacy;*
- v) Expectations of CONFINTEA VI;
and Future Perspectives for ALE.*

The Report was prepared jointly by the Ministry of Education and Vocational Training Tanzania Mainland and the Ministry of Education and Vocational Training in Zanzibar in

collaboration with the UNESCO National Commission of the United Republic of Tanzania. Then, it was tabled before the Adult Learning and Education National Stakeholders. The Meeting consisted of representatives from Ministries of Education, the Institute of Adult Education, Local Government Authorities, universities and NGOs in Education and the UNESCO National Commission of Tanzania.

The Stakeholders, who are indeed the indispensable right owners of the Report, provided it with valuable input for quality assurance.

GENERAL OVERVIEW ON TANZANIA

The United Republic of Tanzania is a union of two countries, namely the then Tanganyika and Zanzibar. The union was made on 26th April 1964. The Ministry of Education and Vocational Training for Tanzania Mainland and the Ministry of Education and Vocational Training in Zanzibar coordinate education activities in Tanzania Mainland and Zanzibar respectively.

Basing on the 2002 population census data, Tanzania has a population of 40,000,000 peopled of whom 22,500,000 are adults aged 15 years and above, which is equivalent to 56% of the total population. The literacy rate among age 15 and above is 70% (78% for men and 62% for women). Overall, about 28.6% of Tanzanians can not read and write in any language. Illiteracy rate is higher among women (36% compared to men (20.4%). Only 34.6% of the adult population in Zanzibar is employed in the Government and private sector and the rest are self employed. Most of those who are self employed, work in agriculture, livestock keeping, fishing, hand craft and petty business. Women especially those in rural areas are engaged in poultry farming, agriculture and petty business. Kiswahili is both the national language and lingua franca. Both English and Kiswahili are official languages. Kiswahili is the medium of instruction at the primary level and ALE whereby English is the medium of instruction from the secondary level of education. . In Zanzibar, Arabic is among the taught and examinable

subject from primary to tertiary level.

CHAPTER ONE

1.0 POLICY, LEGISLATION AND FINANCING CONTEXT

1.1. Legislative and Policy Frameworks of ALE

The development of the current programmes is supported by the following policies:

- **Education and Training Policy (ETP) of 1995.** This is the basis for the development of all education programmes in Tanzania Mainland. In view of this policy, ALE aims at producing and sustaining a literate society capable of contributing to personal, social and economic development. The ETP, 1995 provides for the creation of a true partnership between the state and other education providers by encouraging them to establish and manage ALE programmes and institutions.

- **The Education Sector Development Programme (ESDP)**

In order to implement the ETP, the Government initiated the ESDP in 1997. The programme was reviewed in 2001, 2003 and 2007 to address issues which emerged during the implementation. This is a sector-wide approach to educational development launched to help the Government to achieve its long-term development and poverty eradication targets and consolidate interventions through collaboration with stakeholders addressing the problems

brought about by fragmented projects interventions. This policy covers all sectors including ALE.

The main focus of ESDP is on the promotion of access and equity to basic education by:

- encouraging equitable distribution of educational institutions and resources;
 - expanding and improving girls' education;
 - ensuring access to education for the special, social and cultural groups;
 - identifying children with disabilities and making sure that they are given appropriate education and training;
 - providing education facilities to underserved areas.
-
- **Primary Education Development Plan (PEDP) (2001-2006)** This is a plan for further development of primary schooling which placed ALE as one of the strategies for expanding enrolment and quality improvement. PEDP has strategic priorities in the areas of enrolment expansion; quality improvement; capacity building; and optimum utilization of human and material resources.

 - **The Zanzibar Education Policy 2006**
The Zanzibar Education Policy of 2006 was developed in response to the Government's poverty reduction programme (ZPRP), The Millennium Development Goals (MDGs), EFA goals and a desire to achieve the goals spelt out in the Vision

2020 which all aim at accelerating socio-economic development.

- **Zanzibar Education Development Plan (ZEDP) (2008)** is being developed within the framework of Zanzibar Education Master Plan (ZEMAP of 1996). As it was implemented, ZEMAP focused on following four strategies:
 - Professional upgrading of teacher competence and improving teachers' welfare.
 - Forging partnership with non-governmental organizations (NGOs) in education development, liberalizing provision of education and offering appropriate incentives to private initiatives.
 - Promotion of school based management, parent teacher associations and community and local government support.
 - Promotion of cost sharing and self-reliance.

These strategies were designed to ensure local ownership and leadership, promote partnership in designing and executing development programmes, encourage good governance, transparency and capacity building and make effective use of aid and donor support.

- **Local Government Reform Programme (LGRP)**

This programme is an integral part of the wide public sector reforms which emphasize decentralization and devolution of power to local levels which ultimately strengthens democracy at

the grassroots level. ALE programmes are set firmly within the decentralized framework for delivery of basic education to out-of-school children, youth and adults.

- **National Strategy for Growth and Reduction of Poverty (NSGRP)**

The National Strategy for Growth and Reduction of Poverty (NSGRP) known by its Kiswahili acronym as MKUKUTA in Tanzania Mainland and Zanzibar Strategy for Growth and Reduction of Poverty (ZSGRP) or MKUZA in Kiswahili are national organizing frameworks for putting focus on poverty reduction high on the country's development agenda. The main focus of ZSGRP and NSGRP is on the reduction of income and non income poverty as well the attainment of sustainable development. Both initiatives are based on the aspirations of Tanzania Development Vision 2025 and Zanzibar Development Vision 2020 which aim at achieving, high quality livelihood, peace, stability and unity, good governance, high quality education and international competitiveness. They are anchored on the premise that sustainable development will only take place if there is an increased and improved level of education. Lack of basic education undermines all efforts to improve health, social-economic conditions and livelihood of the people. ALE programmes are being developed in response to the overriding goal of the Government of reducing poverty under the guiding framework of poverty reduction strategy.

- **The Tanzania Development Vision 2025 and Zanzibar Development Vision 2020**

Both visions aim 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. ALE programmes contribute to the realization of the visions' goals of a well educated nation, sufficiently equipped with science and technology, knowledge and skills needed to competently and competitively solve development challenges which face the nation.

- **The Dakar Framework for Action on Education for All**

Tanzania is a party to the 2000 Dakar Framework for Action which adopted six goals to be implemented by 2015. The goals which have a direct link with ALE programmes in Tanzania include:

- a) Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes;
- b) Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults

- c) Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

In view of this, the provision of ALE is considered to be at the core of Tanzania's initiative towards achieving EFA goals and targets by 2015.

- **The Millennium Development Goals (MDGs)**

Reducing illiteracy rate, promoting gender equity, empowerment of women and improving environmental sustainability through access to water and sanitation are among the MDGs targets to be achieved by 2015. In light of the country's understanding that, the MDGs can effectively and sufficiently be realized if the communities are properly educated, the Governments are putting adequate emphasis in developing and implementing ALE programme.

- **Adult and Non-Formal Education Strategy**

The strategy was developed in 2003 to facilitate the implementation of an alternative education programme for out-of-school children, youth and adults. The overall objective of the strategy was to ensure 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 years old of the targeted groups; thus contributing to the creation of a lifelong learning society, improvement in people’s livelihoods, and to an increased awareness and prevention of HIV/AIDS.

Some of the specific targets of this strategy were to:

- Enroll 617,131 out of school children and youth (234,331 Cohort I and 382,800 Cohort II) in COBET learning centres by 2005
- Enroll 3,800,000 non literate adults in literacy learning centres by 2007

The Tanzania – Cuba Adult Education Development Programme has also been developed within the framework of the Adult and Non Formal Education Strategy of 2003 – 2008 focusing mainly on literacy development which got lower priority compared to the COBET.

1.1.1 Legislative and Administrative Framework of ALE

1.1.1.1 Legislative Framework

The Ministry of Education and Vocational Training in both Tanzania Mainland and Zanzibar have legal mandate for policy formulation, co-ordination, monitoring and evaluation and setting standards on all matters pertaining to education and training. The provision of ALE is guided by parliamentary Act No. 12 of 1975 whereby the Institute of Adult Education (IAE) is responsible for running continuing and non-formal education

programmes in Tanzania, with special emphasis to the rural communities. The Education and Training Policy (1995) is guidance for provision of education and training in the Country. According to this policy ALE is an integral part of the education system. In view of this policy, the National Education Act No. 25 of 1978 was amended in 1995 to reinforce the implementation of the policy. In addition to that, the House of Representatives passed a policy on Vocational Training in 2007 which emphasis on the provision of vocational training to out-of-school children, youth and adults.

1.1.1.2 Administrative Arrangement

The provision of quality adult and non-formal education cannot be achieved without a well established management and administrative systems. Institutional and administrative or management systems have been established in order to facilitate effective co-ordination at different levels of decision making and implementation.

In Tanzania Mainland, management at the national level, has been subsumed in the overall established process management structures. It consists of ESDP Inter-Ministerial Steering Committee (ISC), Basic Education Development Committee (BEDC), BEDC Task Force and Technical working Groups in areas of enrolment expansion, quality improvement, institutional management, resource allocation and financing. Moreover, a Non-Formal Education Sub-Technical Working

Group (NFE SubTWG) has been established to chart out adult and non-formal education plans and submit to the BEDC for approval and funding. The role of BEDC is to oversee the development and management of education including non-formal education. In Zanzibar, the steering Committee composed of Principal Secretaries of Ministries that fall under social services sector, namely Education, Health, Women and Children, Water and Planning was established in 1997 to oversee the development of education. It plays a central role in decision making and management. (*see Appendix II*).

In order to enable and empower lower organs to initiate and develop their own plans, the Government established the Local Government Reform Programme (LGRP) in 1997. In the context of the programme, all powers to make and effect decisions are being devolved to lower levels. The Local Government Authorities assume full responsibility for management and delivery of both formal and non-formal education services within their areas of competency. This means that, the roles and functions of MoEVT include policy formulation, resource mobilization, co-ordination, collaborative planning, monitoring and evaluation and regulating quality assurance standards.

In planning, the Village Government is the lowest and the initial planning unit. Each village is required to prepare its education/development plan. The ward is the next planning

unit for formal and non – formal education. The ward plans are synthesized to form district plan which is managed by the Local Government Authority (LGA). At every level of operation there is a committee which assumes the role of overseeing the development of ALE.

Legislations and policies enacted since 1997 have played a big role in promoting adult education enrolment, retention and completion and reducing the problem of relapsing into illiteracy of men and women. These achievements are apparent in the Mainland's ICBAE pilot areas in Morogoro, Lushoto, Sengerema and Moshi districts. Tremendous achievements have also been achieved countrywide.

1.1.2 Priority goals of ALE

The goals of ALE in Tanzania are:

- To eradicate illiteracy, sustain post-literacy and numeracy;
- To promote the acquisition and development of basic knowledge and functional skills relevant to personal development and life. in the community
- To lay the foundation for lifelong learning.
- To ensure the realization of the basic human right to Education for All and to complement formal education.
- To provide education to the disadvantaged groups, including nomads, girls and women on cross-cutting issues such as HIV/AIDS, poverty reduction, environment and good governance.

1.2 Financing of ALE

Adequate financing is crucial for improved access, equity and quality achievement in the implementation of ALE. However, ALE sub-sector has remained under-funded to effectively operationalize its mission. The main thrust of the Medium Term Expenditure Framework (MTEF) is based on the need for increased budgetary allocation to ALE programmes for non-salary expenditure items.

1.2.1 Public Investment in ALE

a) The main source of financing ALE is from the Government budget and donor support.

b) Budget allocated to ALE from other sectors

Besides the Ministries of Education and Vocational Training, other sectors which indirectly deliver ALE programmes include The Ministry of Agriculture, Ministry of Livestock Development, Ministry of Health and Social Welfare and Ministry of Community Development, Gender and Children. The budget allocated for ALE activities in these institutions are not known due to lack of co-ordination mechanism between MOEVT and other institutions providing ALE.

c) Budget Allocated for ALE in Local Government Authorities

In Tanzania Mainland, Local Government Authorities (districts, town, municipal and city councils) are responsible, *inter alia*, for implementing ALE activities in their respective areas. They are required to set aside a budget for facilitating the implementing of the ALE activities. Funds allocated in Local Government Authorities for ALE increased from T.shs 3,702,317,088 in 2002/3 to T.shs. 6,322,765,500 in 2004/5 (see Appendix I). However, a small proportion of these funds (between 11% - 13%) was meant to support implementation while the rest was mainly allocated for employees' salaries.

The Department of Alternative Learning and Adult Education in Zanzibar has allocated Tshs. 224,316,000.00 in 2007/08 compared to Tshs. 33,974.000.00 in 1996/7. This indicates that financing has improved by 560.1%.

1.2.2 Foreign Bilateral/Multilateral Donor Investment in ALE

There are considerable efforts made by multilateral donors, notably UNICEF, UNESCO, WB, COL and DVV international, to finance ALE programmes in Tanzania. The funding cover activities such as capacity building of ALE personnel and materials development. The total amount of bilateral/multilateral donor financing for ALE is not known due to the use of the general budget support system which requires

donors to provide financial support to enable the Government implement its planned activities as a whole.

1.2.3 Support to ALE from Private/Corporate Sector

There are several private firms which provide ALE programmes in Tanzania. Since there is no system for coordination of ALE providers, there are no records at MOEVT on the programmes offered and budgets.

1.2.4 Civil Society Support to ALE

The Education and Training Policy of 1995 encourages the participation of other stakeholders in education. The policy allows Non-Governmental Organizations, Faith-Based Organizations and private firms to establish and run ALE programmes. In view of this policy, several Civil Society Organizations such as KWETU SOTE, TACOSODE, UMATI, CARITAS, KULEANA, FAWE and TERA have been established to offer ALE programmes.

1.2.5 Learners' Contributions to ALE

Adult learners can be categorised according to the programmes in which they participate. Some learners undertake literacy and post-literacy courses which are elementary. The costs for running these courses are entirely met by the Government. Other learners take continuing education programmes which are either academic or professional. The learners who pursue these programmes are required to pay fees as a way of

supporting the providing agency to meet the running costs. The fees paid by a learner to pursue courses leading to the award of certificate of secondary education range from Tshs. 137,000 (US \$ 120.6) to Tshs. 172,000(US \$ 151.4) per annum. By contrast, learners who pursue courses leading to the award of the ordinary diploma pay annual fees ranging from Tshs. 600,000/= (US \$ 528) to Tshs. 800,000/=(US \$704).

Community contribution in LAE centre around construction of learning centre buildings, provision of land to support in-come generating projects as well as initial capital for starting the projects operated by the learning groups.

1.2.6 Specific direct or indirect financial incentives in support of ALE

Learners who pursue a diploma and advanced diploma in Adult Education, have been required to pay schoolfees as away of supporting the Institute of Adult Education to meet the running costs. A fees paid by a learners to pursue courses leading to the award of a diploma in AE range from 600,000/= to 800,000/=. Some learners are supported by their respective Local Governments to meet those requirements. On the other hand, students who pursue advanced diploma most of them receive loans from Higher Learning Students' Loan Board to cover their tuition fee, accommodation, stationery and meal allowance.

1.2.7 Benchmarks for Financing ALE

The existing benchmarks for financing ALE in Tanzanian context relate to the training of administrators/ supervisors of ALE programmes at the national and district level. The remuneration of adult literacy facilitators has been given more emphasis to the extent that a specific amount has been set for both Zanzibar (T.shs. 15,000/=, equivalent to US\$ 13) and Tanzania Mainland (T.shs. 20,000/= equivalent to US \$ 18). It is understood that this remuneration is not enough to motivate the facilitators. This is an obvious challenge to the Government. In this regard, Tanzania seeks the co-operation of the international community for financial support of enhancing the effectiveness of ALE programmes.

CHAPTER TWO

2.0 QUALITY OF ALE: PROVISION, PARTICIPATION AND ACHIEVEMENT

2.1 Provision of ALE and Institutional Framework

The Ministry of Education and Vocational Training has the overall mandate for managing and co-ordinating ALE through the Departments of Alternative Learning and Adult Education (in Zanzibar) and Adult Education Unit (in Tanzania Mainland). The roles of the ministries centre around policy formulation, co-ordination, quality assurance and monitoring and evaluation. In Tanzania Mainland the Institute of Adult Education is the custodian of the implementation of ALE and manages/co-ordinates all continuing education programmes in the country. At the grassroots level, the Prime Minister's Office – Regional Administration and Local Government (PMO RALG) co-ordinates ICBAE programme implemented in Local Government authorities (i.e. district, town, municipal or city councils).

The Management and co-ordination of vocational training is done by the Vocational Education and Training Authority (VETA), which is an autonomous institution of the Ministry. Other skills training courses targeting adults are managed by the Ministry of Community Development, Gender and Children through the Folk Development Colleges.

2.1.1 Institutions Responsible for Managing and Coordinating ALE

The Institute of Adult Education, Local Government Authorities, Ministry of Education and Vocational Training (Tanzania Mainland); and Department of Alternative Learning and Adult Education in Zanzibar are institutions responsible for managing ALE programmes at the national level. Table 1 and 2 show programmes offered by the Institute of Adult Education, LGAs and NGOs and the Department of Alternative Learning and Adult Education in Tanzania Mainland and Zanzibar respectively. The section outlines a list of institutions, different types of providers, areas of learning, costs of programmes, linkages which exist between ALE and formal education system and the issues of certification and awards.

**2.1.1 Table 1: ALE Programmes offered by the
Institute of Adult Education, LGAs and NGOs in
Tanzania Mainland.**

| Programme name brief description | a) Provider (please choose the appropriate one from below) | | | b) Area of learning (please choose the appropriate one/s) | | | c) Target group/s | d) Programme cost (Tzs) | e) Funding source |
|--|--|---------|---------|---|------------------|----------------------|--|-------------------------|--|
| | Public/stat e | CSC/NGO | Private | General Competences | Technical skills | Knowledge generation | | | |
| ICBAE | √ | | | | | √ | Illiterate Adults 19+ old years | 28,277,125,000 | Government |
| COBET | √ | √ | | √ | √ | | - Drop-outs 11-18 yrs - Non-enrolled - Dis-advantaged Groups | 21,246,288,000 p.a | Government Donors |
| ODL | √ | √ | √ | √ | √ | | - Std. VII Leavers - Drop-outs - Dis-advantaged Groups - Up-grading group - Handicapped - Marginalised groups | 503,368,750 p.a. | Individual contribution |
| Certificate in Law | √ | | | | | | - Up-grading group - Form IV & VI leavers. | | Individual contribution |
| Certificate in Adult Education | √ | | | | √ | | - Teachers - Form IV Leavers | NIL | Individual contribution |
| Diploma in Adult Education | √ | | | | √ | | - Teachers - Form IV and VI Leavers | 271,680,000 p.a | -Individual contribution - Employers - MOEVT |
| Advanced Diploma in Adult Education | √ | | | | √ | | - Teachers - Form IV and VI Leavers | 301,000,000 p.a | Individual contribution - Employers - MOEVT |

Source: MOEVT and IAE

2.1.2 Table 2: ALE programmes offered by the Department of Alternative Learning and Adult Education in Zanzibar.

| Programme name brief description | a) Provider (please choose the appropriate one from below) | | | b) Area of learning (please choose the appropriate one/s from below) | | | c) Target group/s | d) Programme cost | e) Funding source |
|---|---|---------|---------|--|------------------|----------------------|--|-------------------|-----------------------------------|
| | Public/state | CSC/NGO | Private | General Competences | Technical skills | Knowledge generation | | | |
| Literacy | √ | | | √ | | √ | Illiterate adults | 135,645,920 p.a | Government |
| Domestic science (post-literacy) | √ | | | √ | √ | | Graduates from literacy classes | NIL | NGOs |
| Continuing education leading to 'O' level | √ | | √ | √ | | | Form II Leavers | NIL | Individual contribution |
| Continuing education leading to 'A' level | √ | | √ | √ | | | Form IV Leavers | NIL | Individual contribution |
| Continuing education leading to certificate in Law | √ | | √ | | √ | | Form IV Leavers | NIL | Individual contribution |
| Continuing education leading to diploma in Law | √ | | √ | | √ | | Graduates of certificate in Law and 'A' level leavers. | NIL | Individual contribution Employers |
| Alternative Learning and Skills Development Programme | √ | | | √ | | √ | i) Drop-outs ii) Non- enrolled iii) Early – marriage iv) Early – pregnancy v) Disadvantage groups. | 135,645,120/= p.a | Government |
| Women's programme | √ | | | | √ | | Women from literacy classes | 6,000,000/= p.a | Government/donors. |

| Programme name brief description | a) Provider (please choose the appropriate one from below) | | | b) Area of learning (please choose the appropriate one/s from below) | | | c) Target group/s | d) Programme cost | e) Funding source |
|-------------------------------------|---|---------|---------|--|------------------|----------------------|--|-------------------|---------------------------------------|
| | Public/state | CSC/NGO | Private | General Competences | Technical skills | Knowledge generation | | | |
| Domestic science | √ | | | | √ | | Std. VII, Form II, and Form IV leavers | 6,236,000/= | Individual contribution Government |
| Carpentry and Joinery | √ | | | | √ | | Std. VII, Form II, and Form IV leavers | 6,236,000/= | Individual contribution Government |
| Qualifying Test | √ | | | √ | | | Form II Leavers | NIL | Individual contribution |

Source: DALAE, MOEVT Zanzibar

Table 1 and 2 indicate that ALE programmes are offered by the Government (central and LGAs) and NGOs. Individual contribution is a dominant feature in financing most ALE programmes. The role of the NGOs is to support the Governments' efforts in the implementation of ALE programmes.

2.1.3 Linkages between Formal and Non-Formal Approaches

Co-ordination of ALE at the Local Government Authority level is centred at the district/town/municipal/city education offices. The offices are also responsible for the management of formal primary and secondary education. Majority of primary school teachers also play the role of facilitating adult literacy groups/classes. Moreover,

formal education buildings, classrooms and other facilities are also used by adults participating in ALE activities in accordance with Education and Training Policy (1995). According to this policy, all education institutions were designated as centres of adult learning with the aim of maximizing the utilization of these school facilities.

Some of the beneficiaries of ALE programmes are those who dropped out from the formal education system. Thus, participation in non-formal education (ALE) programmes offers an opportunity to continue learning in both non-formal and formal setting.

Mechanisms for mainstreaming adult learners into formal education system after completing adult literacy courses are yet to be developed. However, a few adult learners join vocational education and training and non-formal continuing education courses after successful completion of literacy education.

2.1.4 Certificate and national awards

With regard to certification and national awards, some ALE programmes offer certificates to beneficiaries upon completion of the course while others do not. Examples of study programmes which offer certificates and national awards in Tanzania Mainland include the Open and Distance Learning (ODL) of the Institute of Adult Education, Certificate Course in Law, Ordinary and Advance Diploma in Adult Education and Community Development. In Zanzibar, such courses include Alternative Learning, Literacy Education, Domestic Science and all courses under the Continuing Education programme.

In Tanzania mainland, a system for certification and providing national awards to ICBAE beneficiaries is yet to be developed.

2.2 Participation in ALE

This section is particularly concerned with participation rates, access to programmes, and the motivation and profile of target groups/learners. The section outlines the overall participation rate, specific programmes such as literacy programmes, income generating skills and technical skills programmes as well as measures taken to increase participation.

a) Literacy programmes offered by the MoEVT and DALAE

With the emerging of the open economy, greater democracy and the pandemic of HIV/AIDS, both governments have made several efforts in improving and reviving literacy programmes. ALE programmes like ICBAE and its technique of facilitation, REFLECT encourage participation.

The programmes are enhanced by a relevant curriculum guide which is based on the learning needs of the target beneficiaries, adequate teaching-learning resources and competent teachers. Through this programme, the communities in general and learners in particular have been able to participate fully in identifying their basic and felt needs, developing the curriculum which is learner-centred and

preparing teaching and learning materials that are consonant to their needs.

Moreover, the learning outcomes and socio-economic development impacts are measured by looking at the learners ability to utilize practically what they have learned. ICBAE programmes have been proved to enhance learners to identify income generating project that are manageable and suitable to their environment. These are like poultry keeping, tree planting, fish ponds, carpentry and piggery.

Through the income which they generate,learners especially young mothers and women, have increased the purchasing power so that they may be able to meet other costs such as buying uniforms pens/pencils, exercise books etc for themselves and their children. They have also managed to improve nutrition, health and hygiene and reduce malnutrition rates among children together with maternal and child mortality rates.

The application of acquired literacy skills is used to make a qualitative assessment. This includes, observations, interviews, discussions and informal meetings the facilitator or the evaluator ought to make an assessment of the impact of the acquired basic literacy skills in the day to day lives of the learners. Table 3 shows the trend of enrolment of learners from 1997 to 2008.

2.2.1: Table 3: Participation in Literacy Programmes

| YEAR | TANZANIA MAINLAND | ZANZIBAR |
|-------------|--------------------------|-----------------|
|-------------|--------------------------|-----------------|

| | Male | Female | Total | Male | Female | Total |
|------------------|------------------|------------------|-------------------|---------------|---------------|---------------|
| 1997/1998 | 653,478 | 1,032,008 | 1,685,486 | 2,541 | 2,365 | 4,906 |
| 1998/1999 | 541,887 | 861,659 | 1,403,546 | 1,871 | 3,207 | 5,078 |
| 1999/2000 | 440,228 | 622,850 | 1,063,078 | 1,945 | 2,896 | 4,841 |
| 2000/2001 | 443,193 | 630,123 | 1,073,316 | 1,789 | 3,113 | 4,902 |
| 2001/2002 | NA | NA | NA | 1,520 | 3,325 | 4,845 |
| 2002/2003 | NA | NA | NA | 1,708 | 4,059 | 5,767 |
| 2003/2004 | NA | NA | NA | 2,586 | 4,243 | 6,829 |
| 2004/2005 | 848,777 | 1,051,478 | 1,900,225 | 2,074 | 4,561 | 6,635 |
| 2005/2006 | 778,407 | 890,096 | 1,668,503 | 2,126 | 5,471 | 7,697 |
| 2006/2007 | 593,980 | 694,684 | 1,288,664 | 2,283 | 5,537 | 7,820 |
| 2007/2008 | NA | NA | NA | 3,592 | 5,627 | 9,219 |
| Total | 4,299,950 | 5,782,898 | 10,082,848 | 24,035 | 44,404 | 68,439 |

Source: URT (2007) Basic Statistics on Education and DALAE

Key: NA= Data Not Available

Data in Table 3 indicates that the participation of women is higher than that of men. Note that data for 2001/2002 – 2003/2004 were not available as they were not included in the ministry's database.

Continuing Education Programmes offered by the Tanzania IAE and DALAE

With regard to continuing education, IAE and DALAE have been conducting a number of programmes ranging from 'O' level to 'A' level secondary school education for the youth, adults and workers. Together with the aim of reaching as many learners as possible the overall goal of these programmes is to provide quality education to out-of-school youth, children, adults and other disadvantaged groups including nomads, girls and disabled. The programmes under continuing education offered by IAE and DALAE include; secondary education within two years, Open and Distance Learning-Crash

Programme whereby one can complete secondary education in less than two years, QT, “O” level and”A” level.

Assessment modalities for ODL and other continuing education programmes include self – check exercises,monthly examinations, terminal examination and annual examinations. Upon completion of the study programmes learners are also required to sit for National Examinations. Table 4 shows the trend graduands in different programmes offered by IAE and DALAE from 1997/1998 to 2006/2007.

Table 4: Participation in Continuing Education Programmes

| Year | TANZANIA MAINLAND | | | ZANZIBAR | | | | | | | | |
|--------------|-------------------|--------|---------------|---------------|---------------|---------------|--------------|--------------|--------|-----------|--------|-------|
| | Programmes | | | Programmes | | | | | | | | |
| | ODL | | | QT | | | 'O' LEVEL | | | 'A' LEVEL | | |
| | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| 1997/1998 | 259 | 167 | 426 | 924 | 830 | 1754 | 482 | 622 | 1104 | 30 | 20 | 50 |
| 1998/1999 | 180 | 100 | 280 | 1114 | 843 | 1957 | 256 | 331 | 587 | 153 | 64 | 217 |
| 1999/2000 | 143 | 61 | 204 | 1308 | 1778 | 3086 | 308 | 478 | 786 | 141 | 52 | 193 |
| 2000/2001 | 120 | 46 | 166 | 1550 | 1991 | 3541 | 346 | 459 | 805 | 80 | 154 | 234 |
| 2001/2002 | 96 | 36 | 132 | 603 | 705 | 1308 | 274 | 423 | 697 | 129 | 88 | 217 |
| 2002/2003 | 79 | 43 | 122 | 1500 | 1876 | 3376 | 360 | 569 | 929 | 193 | 60 | 253 |
| 2003/2004 | 162 | 72 | 234 | 1879 | 2535 | 4414 | 512 | 839 | 1351 | 196 | 81 | 277 |
| 2004/2005 | 176 | 76 | 252 | 2254 | 2684 | 4938 | 324 | 629 | 953 | 158 | 69 | 227 |
| 2005/2006 | 311 | 169 | 480 | 2173 | 2758 | 4931 | 575 | 686 | 1261 | 185 | 58 | 241 |
| 2006/2007 | 307 | 83 | 390 | 2078 | 2799 | 4877 | 521 | 871 | 1392 | 460 | 312 | 772 |
| 2007/2008 | - | - | 9,492 | 2273 | 3008 | 5281 | 773 | 1043 | 1780 | NA | NA | NA |
| TOTAL | | | 12,178 | 17,656 | 21,807 | 39,463 | 4,695 | 6,950 | 11,645 | 1,725 | 958 | 2,683 |

Source: - IAE and DALAE

As Shown in Table 4, the number of learners graduating from continuing education programmes had no specific pattern but fluctuated from one year to another.

Certificate Course in Law Offered by IAE and DALAE

The certificate course in law is organized by the Faculty of Law of the University of Dar es Salaam in collaboration with the IAE and DALAE. The course has opened opportunities for the adult learners who have completed Stage II (equivalent to Form IV) through evening classes programme to have access to learn more about human rights, rule of law, good governance, as well as the promotion

of civic education in the society. Table 5 shows the number of graduands from 1999 to 2008.

Table 5: Participation in Certificate and Diploma in Law Course

| Year | Tanzania Mainland | | | Zanzibar | | | | | |
|--------------|--------------------|------------|--------------|--------------------|------------|------------|----------------|-----------|-----------|
| | Programmes | | | Programmes | | | | | |
| | Certificate in Law | | | Certificate in Law | | | Diploma in Law | | |
| | Male | Female | Male | Total | Male | Total | Female | Male | Total |
| 1999/2000 | 90 | 16 | 106 | 1 | 12 | 13 | - | - | - |
| 2000/2001 | 130 | 25 | 155 | - | 15 | 15 | - | - | - |
| 2001/2002 | 126 | 31 | 157 | - | 11 | 11 | - | - | - |
| 2002/2003 | 104 | 40 | 144 | 2 | 15 | 17 | - | - | - |
| 2003/2004 | 104 | 40 | 144 | 6 | 25 | 31 | - | - | - |
| 2004/2005 | 52 | 29 | 81 | 9 | 27 | 36 | - | - | - |
| 2005/2006 | 92 | 49 | 141 | 16 | 38 | 54 | - | - | - |
| 2006/2007 | 50 | 30 | 80 | 14 | 53 | 67 | 44 | 08 | 52 |
| 2007/2008 | NA | NA | NA | 17 | 61 | 78 | 13 | 05 | 18 |
| Total | 748 | 260 | 1,008 | 65 | 257 | 322 | 57 | 13 | 70 |

Source: IAE and DALAE

Data in Table 5 show that, men participation is higher compared to women in both Tanzania Mainland and Zanzibar. This is due to the fact that most of the participants who pursue the course are soldiers. The security sector is mostly dominated by men.

Professional Programmes Offered by the Institute of Adult Education

Through its Department of Training and Library Services, IAE also conducts Certificate, Diploma and Advanced Diploma programmes in Adult Education and Community Development through which it trains adult education practitioners. Upon graduation, the trainees mainly go back to the local community at grassroots level to undertake planning, implementation and management of functional adult literacy, post literacy programmes and other community based development activities. Table 6 shows the enrolment in the Diploma and Advanced Diploma in Adult Education and Community Development programmes.

Table 6: Participation in Diploma and Advanced Diploma in Adult Education and Community Development Courses

| Year | Diploma | | | Advanced | | |
|--------------|------------|------------|------------|------------|------------|------------|
| | Male | Female | Total | Male | Female | Total |
| 1999/2000 | 20 | 20 | 40 | - | - | - |
| 2000/2001 | 35 | 29 | 64 | - | - | - |
| 2001/2002 | 44 | 32 | 76 | - | - | - |
| 2002/2003 | 43 | 29 | 72 | - | - | - |
| 2003/2004 | 38 | 33 | 71 | - | - | - |
| 2004/2005 | 49 | 38 | 87 | - | - | - |
| 2005/2006 | - | - | - | 44 | 16 | 60 |
| 2006/2007 | 97 | 61 | 158 | 68 | 48 | 116 |
| 2007/2008 | 70 | 52 | 122 | 70 | 39 | 109 |
| TOTAL | 396 | 294 | 690 | 182 | 103 | 285 |

Source: IAE

Data in table 6 shows that the trend of enrollment in diploma programmes is improving. However, the advanced diploma was

recently revived. As the number of participants increases, it shows that there is an increasing demand for this programme.

Technical Skills Training offered by Ministry of Community Development, Gender and Children (MCDGC) and DALAE

With the emerging of open economy, Tanzania has made efforts to improve technical skills training programmes in order to enhance the ability of self employment among learners. Through these programmes learners are able to establish their own workshops such as carpentry, cafeteria and tailoring centres. The income which is generated, has increased the purchasing power such that they are able to meet living costs such as buying uniforms pens/pencils, exercise books for themselves and their children. Table 7 shows the enrolment trends from 2000 to 2006.

Table 7: Participation in Technical Skills Training

| Year | Tanzania Mainland | | | Zanzibar | | | | | | |
|--------------|-------------------|---------------|----------------|---------------------|-------------|-------------|------------|---------------------|------------|--|
| | FDCs Programmes | | | Domestic Programmes | | | Science | Carpentry & Joinery | | |
| | Male | Female | Total | Male | Female | Total | Male | Female | Total | |
| 2000 | 3,274 | 2,601 | 5,875 | - | 118 | 118 | 19 | - | 19 | |
| 2001 | 6,118 | 5,023 | 11,141 | - | 104 | 104 | 14 | - | 14 | |
| 2002 | 6,124 | 5,783 | 11,907 | - | 131 | 131 | 06 | - | 06 | |
| 2003 | 8,315 | 7,715 | 16,030 | - | 144 | 144 | 12 | - | 12 | |
| 2004 | 13,274 | 11,532 | 24,806 | - | 145 | 145 | 14 | - | 14 | |
| 2005 | 13,721 | 12,903 | 26,624 | - | 130 | 130 | 09 | - | 09 | |
| 2006 | 14,106 | 13,801 | 27,907 | - | 123 | 123 | 13 | - | 13 | |
| 2007 | 13,721 | 12,903 | 26,624 | - | 126 | 126 | 13 | - | 13 | |
| 2006 | 14,106 | 13,801 | 27,907 | - | 136 | 136 | 05 | - | 05 | |
| 2007 | NA | NA | NA | - | 126 | 126 | 04 | - | 04 | |
| 2007 | NA | NA | NA | - | 142 | 142 | 05 | - | 05 | |
| Total | 64,932 | 59,358 | 124,290 | | 1425 | 1425 | 114 | | 114 | |

Source: MCDGC and DALAE

Data in table 7 shows that, there is increase of enrolment in the Folk Development Colleges (FDC) established in mid 1970s to meet the

socio-economic challenges of rural communities. FDCs offer long and short courses ranging from one day to two years. The enrolment of participants increased from 5,875 in 2000 to 27,907 in 2006 in Tanzania Mainland. In Zanzibar domestic science programmes seem to attract women while carpentry and joinery programmes attracts male learners only. This is attributed by gender roles which are deep rooted in Tanzanian culture, e.g. female have made for light work while men for strenuous work. However, learners' participation in carpentry programme seems to decrease at alarming rate compared to previous years.

The Complementary Basic Education in Tanzania

COBET programme is a new and innovative strategy introduced in Tanzania in 1999 in order to address the educational needs of children who, because of a variety of reasons, could not enroll or dropped out of the formal primary school system. The Government of Tanzania has adopted the COBET model as a strategy for addressing the educational needs of the over-aged children. Table 8 shows the enrollment trend of COBET learners from 1997 to 2008.

Table 8: Participation in COBET and Alternative Learning and Skills Development Programmes

| Year | Tanzania Mainland | | | Zanzibar | | |
|--------------|-------------------|----------------|------------------|--------------|------------|--------------|
| | Male | Female | Total | Male | Female | Total |
| 1999/2000 | - | - | - | 49 | 28 | 77 |
| 2000/2001 | - | - | - | 130 | 36 | 166 |
| 2001/2002 | - | - | - | 167 | 62 | 229 |
| 2002/2003 | 828 | 692 | 1,520 | 372 | 74 | 446 |
| 2003/2004 | 244,487 | 221,531 | 466,018 | 279 | 85 | 364 |
| 2004/2005 | 199,084 | 158,406 | 357,490 | 224 | 53 | 277 |
| 2005/2006 | 183,888 | 141,838 | 325,726 | 563 | 215 | 778 |
| 2006/2007 | 106,463 | 78,743 | 185,206 | 782 | 296 | 978 |
| 2007/2008 | NA | NA | NA | 1303 | 663 | 1966 |
| Total | 734,750 | 601,210 | 1,335,960 | 2,566 | 849 | 3,315 |

Source: MOEVT and DALAE

Data in Table 8 show that learners who enrolled in the COBET programme increased sharply in 2003/2004 when they programme was scaled up country wide. Later on learners decreased because some were mainstreamed into formal system of education. In Zanzibar the enrollment is on the increase due to the fact that more learning centres are being established

Women Participation in Income Generating Skills Training in Zanzibar

In its efforts of implementing the National Strategy for nGrowth and Reduction of Poverty, MoEVT - Zanzibar in collaboration with local communities has established women income generating groups. The overall objectives of this programme is to empower women by giving

them entrepreneurship skills relevant to their daily activities. Through this programme women are able to generate incomes which enable them to improve their living standards. Table 9 shows the total number of women participating in the income generation training programme.

Table 9: Women Participation in Income Generating Skills Training in Zanzibar

| Zanzibar | | |
|-----------------|-------------------------|-------------------------------|
| Year | Number of Groups | Number of Participants |
| 1997/1998 | 73 | 1068 |
| 1998/1999 | 57 | 967 |
| 1999/2000 | 55 | 998 |
| 2000/2001 | 48 | 1082 |
| 2001/2002 | 56 | 1012 |
| 2002/2003 | 59 | 1152 |
| 2003/2004 | 60 | 1286 |
| 2004/2005 | 68 | 1299 |
| 2005/2006 | 68 | 1310 |
| 2006/2007 | 63 | 1150 |
| 2007/2008 | 74 | 1194 |
| Total | 681 | 12,518 |

Data in table 9 show that there is a little fluctuation in the number of women groups and participants of the programme for the last ten years. Generally, the data show that there are few women joining the groups.

2.2.2 Surveys/Studies Undertaken on Non-participation and groups that are difficult to reach:

None

2.2.3 Survey Studies Undertaken on Learners Motivation

None

2.2.4 Measures to Increase Participation:

Special measures to mobilize learners and increase participation which have already been undertaken include *literacy programmes for nomads, literacy programmes for fishermen and women, basic education programme for teenage mothers*. These programmes are mainly run by local NGOs.

2.2.5 Specific Groups Targets by ALE Provision:

Specific groups targeted by ALE include nomads, fishermen and women, teenage mothers and other vulnerable groups.

2.2.6 Benchmarks for Participation in ALE

Participation in ALE is guided by benchmarks related to:-

- Criteria for entry into a programme;
- Assessment of learning achievement;

- Promotion and progression.

2.3. Monitoring and Evaluating Programmes and Assessing Learning Outcomes

2.3.1 Monitoring and Evaluation of Programmes and Assessing

Learning Outcomes

Quality monitoring and evaluation services are continuous processes performed by the management education services at the ministry, local government, ward and centre levels. ALE learners themselves also have the role to play in assessing the learning outcomes. Currently management of ALE falls under the ministries of Education and Vocational Education in Tanzania Mainland and Zanzibar. Monitoring and evaluation concentrates on literacy centre level performances focusing managerial efficiency and effectiveness. The monitoring and evaluation processes also encompass evaluating relevance, impact and sustainability of the teaching- learning processes and outcomes and not just focusing on efficiency and effectiveness of managerial system. This requires closer monitoring of all ALE centres, as well as horizontal and vertical feedback mechanisms within and between education inspection at the district, zonal and national levels.

2.3.2 Tools and Mechanisms used to Monitor and Evaluate Programmes

With regard to assessment of learning outcomes, the methods used include learner-facilitator discussions, written assignments and self – check exercises. In terms of evaluation of learning outcomes, the methods used include national examinations done at grade 4 and 7 for COBET learners. Adult learners pursuing secondary education are required to sit for the Qualifying Test, which is equivalent to the Form Two national Examination, and Form Four Examination. As regard to adult literacy classes, the application of acquired literacy skills is used to make a qualitative assessment. This is done through observations, interviews, discussions and informal meetings between the evaluators on the one hand and the learners and facilitators on the other. The evaluators are also required to make an assessment of the impact of the acquired literacy skills in the day to day lives of the adults learners . This is done occasionally by means of an observation schedule for checking the use of the reading, writing and numeracy skills.

The practical and participatory methodologies used in ALE centres facilitate the participation of the ALE learners facilitate the participation of the ALE learners in the teaching -learners process, discussions and evaluation of the action points. The implementation of the action points lead to the evaluation of their literacy programmes and existing linkages with income-generating projects and credit schemes.

2.3.4 The Use of Monitoring and Evaluation Results

Monitoring and Evaluation results are used in many ways. For example, the results of the pilot of COBET in five districts led to the expansion of the COBET programme countrywide. Also, the results of monitoring and evaluation of COBET and ICBAE programmes between 2004 and 2005 led to the issuing of the *Education Circular No. 3 of 2006* which directs all LGAs to set aside budgets for facilitating the implementation of the two programmes. In Zanzibar, Monitoring and Evaluation results of 2007/2008 informed the decision-makers on the low academic levels of facilitators and the need for serious training. Following the impressive results of functional adult literacy programmes the Government of Zanzibar is considering to raise the salary scale of facilitators from 15,000/= (US \$ 13) to Tshs. 30,000/= (US \$ 26) per month.

2.3.5 Benchmarks in relation to outcomes of ALE

- ◆ COBET and Alternative and Skills Development learners who pass Grade 4 Examination are mainstreamed into grade 5 of formal primary school. Those who under perform are mainstreamed into Grade 4.

- ◆ Learners from adult literacy programmes are given opportunities to join further education and training upon successful completion of the literacy programmes.
- ◆ Adult learners are encouraged to celebrate their successes each year during the International Literacy Week. Non-participants are also sensitized to participate.

2.4. Adult Educators/facilitators status and Training

2.4.1 Qualifications/Training required for adult educators/facilitators

Academic/qualifications required for functional adult literacy include possession of Secondary Education Certificate and some training in adult learning. There are two types of facilitators for literacy education: primary school teachers who teach adult literacy as an additional responsibility and volunteers. Facilitators of COBET and Alternative Learning programmes are either primary school teachers, retired primary school teachers or para-professional facilitators. All these categories of educators must hold certificates of secondary education as well as undergo initial training of up to two weeks to be able to handle COBET and Alternative Learning classes.

In addition to the initial training, adult literacy and COBET facilitators are given in-service training courses of up to two weeks depending on availability of funds.

2.4.2 Status of Adult Education

In Tanzania, Adult Education is considered as a profession. Higher learning institutions which provide courses in Adult Education include the University of Dar es Salaam, Open University of Tanzania, Mkwawa University College of Education and Dar es Salaam University College of Education. All these institutions offer degrees in Adult Education.

2.4.3 The proportion of Adult Educators/Facilitators in relation to the overall number of Teaching Personnel

Adult educators/facilitators constitute 20% of the overall number of the teaching personnel in Tanzania Mainland. In Zanzibar the teaching force for ALE is still undeveloped – there are only ten educators/facilitators as of February 2008.

2.4.4 Terms of employment and remuneration

- ◆ Adult literacy facilitators are employed as temporary workers. They are paid a monthly honorarium of Tsh. 20,000/= and 15,000/= per months in Tanzania Mainland and Zanzibar respectively.
- ◆ Administrators at the ward, district and national levels are employed on permanent basis and receive monthly salaries basing on their academic and professional qualifications as well as experiences.

CHAPTER THREE

3.0 RESEARCH, INNOVATION AND GOOD PRACTICE

3.1 Tanzania is not different from other developing countries in

which meager funds are allocated by the Government for educational research. However, since 2003, a number of substantive research studies have been undertaken. Key studies in Adult Education which have been undertaken in Tanzania during the last five years are indicated in table 10.

3.1.1. – 3.1.4:

Table 10: Major Questions, Key Finding and Recommendations for Policy and Practice.

| Research Topic | 3.1.2. Major Questions/Research Tasks | 3.1.3 Key Findings | 3.1.4 Recommendation to policy and practice |
|--|---|---|--|
| i. Non-Formal Education as a rural development Strategy for reducing rural – urban youth migration A Case study of ICBAE in Missungwi District, Mwanza Tanzania (2007) | <ul style="list-style-type: none"> • How do ICBAE participants join and participate in the programme. • Who are the actor’s involved in the ICBAE programmes?, What are their roles? • What Is the relevance of imported knowledge and skills to ICBAE participants. • What are the linkages between ICBAE and other programmes in an effort to reduce (fight) rural – urban immigration? | <p>The ICBAE centres were accessible to all people (mostly literates) regardless of age, sex and education background.</p> <ul style="list-style-type: none"> • Ministry of Education and Vocational Training provided the curricular framework, but what to learn was determined by specific communities or group of learners. • The role of the actors, was determined by the position of the actor in the society (community) i.e. leaders to popularize and do advocacy about the programme; • Instructors had the require qualifications; • Ministry of Education and Vocational Training designated REFLECT as the methodology to be used in the programme; • Partners i.e. private institution and NGO assisted ICBAE by provision of expertism, capacity building and finances; • The community played in low profile –down because most believed ICBAE was a top-down programme. | <p>a) Participants accessibility:</p> <ul style="list-style-type: none"> ○ The government to launch a strong advocacy and mobilization to communities, leaders on the importance of ICBAE a means of eradication of poverty. ○ Graduants in ICBAE programmes should be provided with working tools (local government – concerned) as an incentive and motivation. |
| ii) The Status of Open and Distance Learning in Tanzania; A case study of the I.A.E. (2006). | <ul style="list-style-type: none"> • Identify and register out-of-school children (14 – 18 age) who completed Std. 7 in the year 2003 – 2004 or early earlier and could not access secondary | <ul style="list-style-type: none"> ○ Majority of the students who complete primary school fail to access secondary school education even if they had passed their exams. ○ Very few standard seven leavers manage to secure placement in private schools and vocational | <ul style="list-style-type: none"> ○ The IAE should set standards of a Learning centre interms of personnel, equipment and furniture and other teaching aids for its target learners. |

| | | | |
|---|--|--|---|
| | <p>education through formal schooling.</p> <ul style="list-style-type: none"> • Identify places/buildings in the respective communities where ODL programmes can be conducted. • Identify competent and professional secondary school teachers who can effectively facilitate learners in ODL study centres. • Identify basic and felt learning needs of the target learners. • Identify potential partners and institutional in the operationalization of the ODL programme. | <p>institutions.</p> <ul style="list-style-type: none"> ○ Majority of them missed a chance to pursue secondary school. | <ul style="list-style-type: none"> ○ Modern Learning Centres should be established. ○ IAE Regional centres should have an organizing tutors so as to give the Resident tutors ample time to deal with issues pertaining to running of the ODL programme. ○ IAE should use centres mandate to be a co-ordinating body for non-formal education, in order to ensure quality, standards and proper certification. ○ Vocational skills such as tailoring, carpentry and computer skills should be incorporated in the ODL programmes. ○ The ODL programmes should inspire the learners with self-employment spirit. |
| <p>iii) Perception of stakeholders on the effectiveness of Educational centres for out-of-school Teenage mothers (2005)</p> | <ul style="list-style-type: none"> • To collect and analyze the teenage mothers' profiles and experiences, of learning in the out-of-school teenage mothers' centres and assess if they had any effect on the success of the programme. • To describe and analyse the facilitators' perceptions on the effectiveness of the centres as reflected on their roles and experiences of facilitating learning of teenage mothers in these centres. • To examine the management process of the centres and assess the measures put in place by the managers to ensure quality control and sustainability. | <p>The programmes were effective in realizing the goals.</p> <ul style="list-style-type: none"> ○ Lack of start-up Capital for graduates. ○ The problem of finding a market for the goods produced in the centres frustrated all participants involved in the study. ○ The programme facilitators were not trained to handle teenage mothers although most of them had other teaching qualifications. | <ul style="list-style-type: none"> ○ Facilitators should be given special training in handling the special cases of teenage mothers in the centres. ○ Government through the Ministry of Education and Culture, Ministry of Community Development, Gender and Children and the local government should make sure that, teenage mothers' education. Interventions centres are established all over the Country to cater for the growing number of out-of-school teenage mothers. ○ The community should be incorporated in the process through ward officers and the family members. ○ People should be organized to contribute to the start up capital for the centre graduates in the wards for this could serve the |

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| | | | variety of disadvantaged women. |
| The Development of Alternative Approaches to Formal Basic Education for Out-of-School Children in Zanzibar (2004) | <ul style="list-style-type: none"> To find out the existence of out-of-school children Zanzibar Who are out of school children Where are they found and what do they do. | <ul style="list-style-type: none"> There are more than 20,000 out-of-school children in Zanzibar. Out-of-school children are of two categories namely non enrolled and dropouts. Out-of-school children are mainly concentrated in urban areas but also can be found in rural areas. Out-of-school children occupy themselves with all petty business but some of them are injurious and illegal. | <ul style="list-style-type: none"> For the remedy some out-of-school children are to be mainstreamed to primary schools others are to be given vocational training. |
| Evaluation of Alternative Learning Programme in Zanzibar (2006) | <ul style="list-style-type: none"> To find out the impact of Alternative Learning Programme in Zanzibar since its establishment in 2000. | <ul style="list-style-type: none"> Most of out-of-school children from rural and urban have joined the alternative Learning Programme. The initial was very difficult. There were tremendous achievements to the trainees as some changed from illiterates to literates and some got the opportunity of pursuing their education in primary and secondary schools like other children. | <ul style="list-style-type: none"> More alternative Learning centers to be established especially in rural areas. The promised vocation training should be expedited so that elder children to benefit from them as early as possible. |
| Situation analysis on Adult Education Programme in Zanzibar. A case study of Fukuchani. | <p>To find out</p> <ul style="list-style-type: none"> What problems facing the learning centres in Fukuchani. Why few adults join classes. What should be done to learners who have successfully completed stage IV literacy. | <ul style="list-style-type: none"> Poverty and over burdening of women hinder their participation in adult education programme. Adult learners expected material gains from the programme. Women's income generating groups are doing better besides of many problems facing the programme. The provision of 3Rs skills only have no immediate impact upon people's life and learners fail to see its advantage. | <ul style="list-style-type: none"> Adult Education programme in Zanzibar need to be revamped according to the learners needs. |

3.2 Innovations and Examples of Good Practice

Innovations and/or exemplary programmes in ALE which have been developed since 1997 that make a significant difference in Tanzania and could be instructive for other countries include COBET and Alternative Learning Programme for out –of-school children and the youth as well as the Integrated Community Based Adult Education (ICBAE).

3.2.1 In terms of policy formulation regarding ALE, stakeholders

involvement has been taken as key element for enhancing public ownership of the programmes and accountability in the implementation. Innovative financing mechanisms which have been adopted evolve around the decentralization policy whereby LGAs have been empowered to budget for ALE activities which are to be implemented in their respective areas. In this respect the ministry of Education in Tanzania Mainland has issued the Education Circular No. 3 of 2006 which requires every LGA to earmark a budget to finance ALE activities.

With regard to teaching and learning methods, participatory methodologies which include REFLECT, Diagnostic Teaching, role play, demonstration, field visits, etc. have been accepted as appropriate not only for adult

learners but also for children and the youth. In addition to that, adult learners' involvement in curriculum design has been adopted as a good practice as it ensures relevance of the learning programme to the learners' socio-economic realities. The above practice and innovations have proved to be more effective than the previous ones.

CHAPTER FOUR

4.0 ADULT LITERACY

4.1 In Tanzania, Literacy is viewed as the acquisition and use of reading, writing and numeracy skills in the development of active citizenship, improved health and livelihoods, and gender equality.

4.2 New policies adopted and implemented

No new policy on adult and non-formal education as being formulated since 1997 in Tanzania Mainland. However, the *Adult and Non-Formal Education (AE/NFE) Strategy* was developed in 2003 for countrywide implementation of COBET and ICBAE programmes. In Zanzibar, the *Alternative Learning Programme* was established in 2000 to cater for the learning needs of out-of-school children and the youth.

4.3 Examples of Effective and Innovative Programmes

The programmes which indicate the best practice and innovations in ALE include the Integrated Community Based Adult Education (ICBAE) which caters for adult learners and the youth of age 19 and above, Complementary Basic Education in Tanzania (COBET), the Alternative Learning and Skills Development (ALSD)

in Zanzibar designed for children aged 11 – 18 years who are out of primary schooling system and Open and Distance Learning programme.

4.3.1 Why ICBAE is considered to be Best practice and Innovation

The programme has the core principles of empowerment, participation, ownership and sustainability. ICBAE aims at promoting and strengthening participation and empowerment of the direct beneficiaries at the village level with specific focus to existing attitudes and gender imbalances. Communities are given power to make decisions on what to learn, what income generation projects to undertake and how to do for their own benefit.

4.3.2. The Complementary Basic Education in Tanzania (COBET) programme

The target group of this programme is children aged 11 to 18 years who leave in disadvantaged environments, and who are at risk to miss primary schooling. Street children are also beneficiaries of the programme. After three years of the course, those in cohort I (children aged 11-13 years) sit for the Grade 4 Examinations to assess their learning achievement before being mainstreamed into formal education system in grade 5. In the case of the cohort II

(14-18 years old), they sit for the Primary School Leaving Examination (PSLE) after attending the course for three years. Those who pass the examination are selected for secondary education or mainstreamed to formal schooling in other education programmes eg. Vocational Education or Folk Development Colleges. Those who do not get the chance to continue with secondary education join ODL programme or vocational training centres. In 2004 and 2005 a total of 296 COBET learners (201 boys and 95 girls) were selected to join secondary schools for further studies out of 1283 learners who sat for PSLE. This represents a 23% transition rate. Overall, some 500,000 children and youth have benefited from COBET since 2003.

The Open and Distance Learning (ODL) Programme

ODL programme was established by IAE in early 1970s. However, following the adoption of the Secondary Education Development Programme in 2004 the programme was given more emphasis. The goal of ODL is to provide quality education to out of school youth, children, adults and other disadvantaged groups including nomads, girls and disabled who are unable to

access education thorough the formal system of education.

The specific objectives of ODL are:-

- To provide equivalent education to children, youth and adults who could not get the opportunity in the formal education system.
- To complement government efforts of achieving EFA goals and targets.
- To cater for youth and adults who dropped out of school due to various reasons.
- To provide education to disadvantaged groups including nomads, girls and women on cross-cutting issues such as HIV/AIDS, poverty reduction, environment and good governance.

By December 2007, ODL had enrolled 13,000 learners.

4.3.3 Zanzibar's Alternative Learning Programme

- In 2000, the Alternative Learning Programme was established whereby the target group who are children and youth aged from 13 to 18 years are being enrolled in learning centres established within the normal schools.

The learners are grouped according to the level of their education and all of them undergo intensive learning for one year, using an integrated lower primary curriculum. At the end of the year children sit for a special examination and the best performers are mainstreamed to Grade 4 and above.

In 2006 a centre for Alternative Learning was established to cater for the drop outs and non-enrolled. The centre has a capacity of taking over 700 learners. The centre also provides adult learning in computer, law, medicine, and accountancy studies. The centre has now become a community learning institution and it offers training seminars and workshops on daily basis.

In 2008 two vocational training centres with modern workshops have been put up in Unguja and Pemba. The centres are soon expected to provide vocational training for girls and boys who are too old to stream in the normal schooling.

Generally, these innovations in ALE have proved to be very useful especially in promoting learners participation and programme sustainability at community level.

4.5 ALE programmes which have been established following the adoption of the AE/NFE Strategy aim at reducing illiteracy among adults and creating a lifelong learning society. In view of this, learners who complete COBET and Alternative Learning programmes are given chances to join formal education system and other continuing education programmes. Those who successfully complete functional literacy are encouraged to join the ODL and vocational education and training programmes.

CHAPTER FIVE

5.0 EXPECTATIONS OF CONFINTEA VI AND FUTURE PERSPECTIVES FOR ALE

5.1 In Tanzania's perspective, the overall outcome of CONFINTEA VI entails the following:

- Advocacy, political will for adult Learning and education generated in Tanzania.
- ALE as well as EFA, UNLD, LIFE, DESD agendas and the MDGs goals enhanced.
- Links and interfaces with other sectors like agriculture, health etc. created.
- Co-operation between Governments, bi-lateral/ multilateral organizations and UN agencies increased.
- Human resource development/professional growth and quality in adult education improved.
- New financing possibilities (eg. Commitment of International development organizations) developed and applied.
- Effectiveness of ALE programmes enhanced.

- South – South, South – North and Regional Co-operation as regards ALE enhanced.

5.2 Challenges and Recommendations

5.2.1. Challenges:

- Putting in place an elaborate and practical system for accreditation of ALE institutions in order to ensure that there is systematic and quality provision of education.
- Devising an alternative system of assessment and examination which is equivalent to the formal system.
- There is no elaborate system for training volunteer literacy facilitators.
- Developing a system for mainstreaming learners from literacy programmes into formal education system and other continuing education programmes.
- Agreeing on national research agenda setting an adequate budget for research.

- Inadequate understanding of ALE, hence low profile compared to other education sub-sectors and limited community motivation to participate.
- Reaching disadvantaged groups including women and nomadic communities.
- Limited financing of ALE sub-sector and programmes.

5.2.2 Recommendations:

- The Governments (Tanzania Mainland and Zanzibar) to rethink on the appropriate budgets for ALE sub-sector. There is a need to elevate the existing funding level to at least three per cent (3%) of the budget for education sector.
- National advocacy campaigns are needed to sensitize the public on the coverage, scope and importance of ALE.
- Strengthening links and interfaces between formal, adult and non-formal education.
- Exploiting the potentialities of ICT/IEC to improve the delivery of ALE programme.
- Institutionalising the training (pre-service and in-service) of facilitators to ensure that they receive

substantial training and minimum wages of primary school teachers.

- Strengthening the use of participatory and practical methodologies to ensure active engagement of learners and relevancy to their lives.

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Appendix 1: Funds allocated to Local Government Authorities for Adult Education for FY 2002/3 to 2004/5

| REGION | TOTAL AMOUNT OF FUNDS (in T.shs) ALLOCATED FOR ADULT EDUCATION EACH FINANCIAL YEAR (Facilitators' honoraria inclusive) | | | AMOUNT OF FUNDS ALLOCATED FOR FACILITATORS' HONORARIA EACH YEAR | | |
|-----------------|---|----------------|----------------|--|----------------|----------------|
| | 2002/3 | 2003/4 | 2004/5 | 2002/3 | 2003/4 | 2004/5 |
| 1.ARUSHA | 193,685,806.00 | 247,726,600.00 | 276,605,200.00 | 21,775,200.00 | 22,746,600.00 | 16,295,000.00 |
| 2.DAR ES SALAAM | 170,215,160.00 | 225,444,000.00 | 286,555,500.00 | 22,900,000.00 | 32,487,000.00 | 29,095,000.00 |
| 3.DODOMA | 205,111,700.00 | 255,498,400.00 | 371,806,500.00 | 21,550,000.00 | 28,230,000.00 | 42,527,400.00 |
| 4.IRINGA | 188,336,900.00 | 239,254,900.00 | 315,728,900.00 | 28,800,000.00 | 43,910,000.00 | 24,829,800.00 |
| 5.KAGERA | 170,775,200.00 | 288,529,000.00 | 403,095,600.00 | 12,550,000.00 | 23,350,000.00 | 72,962,200.00 |
| 6.KIGOMA | 100,121,917.00 | 130,451,100.00 | 225,796,000.00 | 1,386,000.00 | 10,005,000.00 | 25,912,100.00 |
| 7.KILIMANJARO | 163,087,800.00 | 304,365,400.00 | 252,037,400.00 | 5,000,000.00 | 101,432,900.00 | 21,868,500.00 |
| 8.LINDI | 113,702,800.00 | 104,280,400.00 | 164,337,300.00 | 15,108,500.00 | 26,080,600.00 | 22,315,000.00 |
| 9.MARA | 214,347,500.00 | 242,696,900.00 | 287,533,200.00 | 21,075,400.00 | 25,819,000.00 | 37,128,300.00 |
| 10.MANYARA | 132,367,800.00 | 197,803,700.00 | 269,842,400.00 | 15,415,000.00 | 30,300,000.00 | 49,621,300.00 |
| 11.MBEYA | 277,000,900.00 | 345,027,100.00 | 463,466,400.00 | 14,470,000.00 | 23,971,300.00 | 68,219,000.00 |
| 12.MOROGORO | 148,985,800.00 | 268,333,400.00 | 335,892,800.00 | 20,224,600.00 | 21,455,800.00 | 34,886,700.00 |
| 13.MWANZA | 266,446,800.00 | 310,170,500.00 | 466,709,700.00 | 32,014,600.00 | 32,216,700.00 | 114,221,500.00 |

| REGION | TOTAL AMOUNT OF FUNDS (in T.shs) ALLOCATED FOR ADULT EDUCATION EACH FINANCIAL YEAR (Facilitators' honoraria inclusive) | | | AMOUNT OF FUNDS ALLOCATED FOR FACILITATORS' HONORARIA EACH YEAR | | |
|--------------|---|------------------|------------------|--|----------------|----------------|
| | 2002/3 | 2003/4 | 2004/5 | 2002/3 | 2003/4 | 2004/5 |
| 14.MTWARA | 191,284,000.00 | 233,235,500.00 | 341,095,200.00 | 21,735,600.00 | 22,230,000.00 | 35,685,000.00 |
| 15.PWANI | 141,310,800.00 | 219,123,600.00 | 227,147,400.00 | 17,440,000.00 | 43,720,000.00 | 31,454,400.00 |
| 16.RUKWA | 63,463,356.00 | 115,020,400.00 | 193,751,500.00 | 16,386,800.00 | 18,664,000.00 | 27,847,400.00 |
| 17.RUVUMA | 172,759,600.00 | 196,831,200.00 | 238,556,700.00 | 11,961,000.00 | 13,070,000.00 | 15,990,000.00 |
| 18.SHINYANGA | 252,879,490.00 | 300,799,000.00 | 432,597,100.00 | 27,196,000.00 | 26,338,000.00 | 54,717,500.00 |
| 19.SINGIDA | 90,701,800.00 | 187,655,300.00 | 146,797,800.00 | 24,450,000.00 | 25,500,000.00 | 52,203,600.00 |
| 20.TABORA | 204,935,029.00 | 249,612,900.00 | 335,899,500.00 | 14,791,200.00 | 25,566,000.00 | 43,011,200.00 |
| 21.TANGA | 240,796,910.00 | 291,361,100.00 | 287,513,400.00 | 54,352,900.00 | 25,778,200.00 | 20,900,000.00 |
| TOTAL | 3,702,317,068.00 | 4,953,220,400.00 | 6,322,765,500.00 | 420,582,800.00 | 622,871,100.00 | 841,690,900.00 |

Source:URT (2004) : Appendices to Volume III Estimates of Public Expenditure Supply Votes (regional) : Details on Urban and District Councils Grants and Subventions

Appendix II: Institutional Framework for PEDP and ALE Implementation

