The United Republic of Tanzania

Ministry of Education, Science and Technology

National Adult Literacy and Mass Education Rolling Strategy 2020/2021-2024/25

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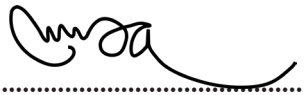
FOREWORD

Acquisition of adult literacy and mass education skills is crucial for helping male and female Tanzanians transform the environment in which they live. Being an essential basic skill and key competence for active citizenship, literacy has been one of the key aspects of adult education programmes in our country. Hence, this strategy aims at shifting the ground for Tanzanian youths and adults, for whom literacy is a challenge in their everyday lives. The purpose of this strategy is to design, develop and organise accessible and quality adult literacy and mass education programmes. Furthermore, the strategy focuses on ensuring sustainability of competencies obtained through strengthening of literacy supporting services. It has been developed after a situational analysis and consultation with diverse adult literacy and mass education actors in the country. This strategy sets out what adult literacy and mass education key stakeholders have identified as the way forward to significantly address the challenges of adult literacy and mass education in Tanzania.

Various adult literacy and mass education actors such as MoEST, PO-RALG, MDAs, IAE, LGAs, CSOs, DPs, Universities, TLSB, and VETA are all critical participants in the design and implementation of the National Adult Literacy and Mass Education Rolling Strategy (NALMERS). Strong cross-governmental cooperation and support is required to ensure a coherent and efficient implementation pathway. To this effect, the government has an ongoing commitment to have a literate and informed society for improved livelihood and sustainable development. The government is also aware of the fact that, severe lack of youth and adult literacy skills can thwart efforts to achieve the national development agenda and the sustainable development goals by 2030, to which

Tanzania is fully committed to achieve. By and large, the Government through MoEST will continue creating conducive environment that will enable various stakeholders to fully participate in this initiative.



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Dr. Lyabwene M. Mtahabwa
Commissioner for Education

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The National Adult Literacy and Mass Education Rolling Strategy (NALMERS) is a product of joint contributions from various dedicated individuals, organizations and government ministries. The Institute of Adult Education (IAE) expresses gratitude to all stakeholders who made this strategy a reality. In particular, IAE appreciates the Ministry of Education, Science and Technology (MoEST) for its commitment in the leading role of developing the strategy. Instructions and continuous support from MoEST has led to successful writing of this strategy. IAE is also thankful to all experts within IAE, MoEST and President's Office-Regional Administration and Local Government (PO-RALG) for their insights and practical advice that have enriched this document.

Similarly, IAE thanks all other organizations and partners for their profound contributions towards completion of this strategy. The Institute also acknowledges contributions from the University of Dar es Salaam (UDSM), the Open University of Tanzania (OUT), Tanzania Institute of Education (TIE), National Examinations Council of Tanzania (NECTA) and Vocational Education and Training Authority (VETA). Other organizations include the Tanzania Library Services Board (TLSB), Folk Development Colleges (FDCs), Civil Society Organizations (CSOs) and development partners.

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Dr. Naomi Katunzi

IAE Council Chairperson

LIST OF ABBREVIATIONS

ADEM	Agency for Development of Educational Management
ANFE	Adult Non-Formal Education
CSOs	Civil Society Organisations
DPs	Development Partners
ESDGs	Education for Sustainable Development Goals
ESDP	Education Sector Development Plan
ESMIS	Educational Sector Management Information System
ETP	Education and Training Policy
FBOs	Faith Based Organisations
FDCs	Folk Development Colleges
HIV/AIDS	Human Immunodeficiency Virus/ Acquired Immunodeficiency Syndrome
IAE	Institute of Adult Education
ICBAE	Integrated Community Based Adult Education
LGAs	Local Government Authorities
M&E	Monitoring and Evaluation
MDAs	Ministries, Departments and Agencies
MoEST	Ministry of Education, Science and Technology
MoFP	Ministry of Finance and Planning
MTEF	Medium Term Expenditure Framework
MoCU	Moshi Cooperatives University
NALMERS	National Adult Literacy and Mass Education Rolling Strategy

NGOs	Non-Governmental Organisations
PO-RALG	President's Office, Regional Administration and Local Government
RRT	Regional Resident Tutor
RS	Regional Secretariat
SDG	Sustainable Development Goals
SIDO	Small Industries Development Organisation
TIE	Tanzania Institute of Education
TLSB	Tanzania Library Services Board
TVET	Technical and Vocational Education Training
VETA	Vocational Education and Training Authority
WEO	Ward Educational Officer

EXECUTIVE SUMMARY

The Government of Tanzania has made a concerted effort to fight against illiteracy in the country. There are both formal and non-formal strategies employed to combat illiteracy within Tanzania. These efforts and strategies by the Government of Tanzania resonate with the Sustainable Development Goal 4.6 which commits "to ensure that all youth and adults, both men and women, achieve literacy and numeracy by 2030". This goal reflects the continued global efforts urging Governments all over the world to stamp out illiteracy.

Despite the country's efforts to support education and literacy opportunities since independence, Tanzania Population and Housing Census (URT, 2012) revealed that 5.5 million young people and adults aged 15 and over (22.4% of the population) were illiterate. This figure paints a picture of 5.5 million youth and adults who are still without the fundamental right to literacy and education opportunities. Illiteracy is a huge hindrance to personal and community growth and development. Therefore, the National Adult Literacy and Mass Education Rolling Strategy (NALMERS) is five-year programme, covering the period 2020/2021-2024/2025 which comes to respond to this call. It recognizes literacy as a right prerequisite for personal, social, economic and political development.

NALMERS is a framework deliberately designed as a tool for providing guidance to various stakeholders who are implementing adult literacy and mass education programmes at different levels. The strategy recognizes that adult literacy and mass education are cross cutting issues to be addressed by multiple actors in adult and non-formal education sub-sector. NALMERS has been developed from the situation analysis which involved a variety of individuals, governmental and non-

governmental organizations, educational institutions and development partners. It articulates the national commitment in revamping adult literacy and is linked with other national and global policies, declarations and conventions, by building on what has already been achieved in education sector since independence.

The NALMERS long term vision is to have a literate and informed society for improved livelihood and sustainable development. To realise this vision, the strategy has set various objectives including to: facilitate development of accessible, quality and relevant adult literacy and mass education programmes; facilitate the use of adult literacy and mass education policy framework; promote literacy supportive systems and programmes; establish adult literacy and mass education data management system; establish effective assessment framework for adult literacy and mass education programmes; develop quality adult literacy and mass education teaching and learning materials; build capacity among adult literacy and mass education facilitators and coordinators; promote research to inform decisions in adult literacy and mass education programmes; and promote innovation and creativity in the practice of adult literacy and mass education. It also sets strategies, targets and performance indicators for each objective.

The strategy clearly defines implementation framework, spells out how monitoring and evaluation will be conducted; and defines financing mechanism for achieving the objectives. While MoEST assumes the guiding role in the implementation of the strategy in collaboration with PO-RALG, other stakeholders need to ensure that their stipulated roles are mainstreamed in their plans and budgets. Thus, it is envisaged that NALMERS will serve as a roadmap for increasing and maintaining literacy rate among youths and adults in the country for improved livelihood and sustainable development.

CHAPTER ONE

INTRODUCTION

1.1 Background

Literacy is one of the key instruments for development which forms an essential set of basic skills and competences for active citizenship. It enhances people's ability to act in the pursuit of freedom and increases their capability to transform their lives. Inability to read, write and operate with numbers makes people vulnerable to poverty, social exclusion and failure to attain fundamental needs and denial of human rights. In recognition of the noble role of literacy, since 1948, UNESCO considers literacy as a human right. Literally, the concept of literacy denotes ability to read, write and perform simple arithmetics in any language at an appreciable level. However, in this strategy literacy is not only about the ability to read, write and do simple numeracy but also to appreciate their use in day to day interactions and in solving problems of day-to-day living.

Since independence in 1961, illiteracy has been conceived as one of the prime causes of abject poverty, diseases, oppression and exploitation of the society. Hence, the initiatives to eradicate illiteracy among adults were introduced in 1970s by Tanzanian government. To achieve its target, the government took some of the initiatives, such as mobilizing the needed resources for implementing adult literacy programmes from various donors and other partners both inside and outside the country, establishing a grassroot administrative structure and training of Adult Education Coordinators. At least every council or district mobilized the adults to join literacy classes for learning to read, write and do simple arithmetics. Mass campaigns such as *Kazi ni Uhai, Kupanga ni Kuchagua, Uhuru na Kazi, Wakati wa Furaha,*

Uchaguzi ni Wako, Chakula ni Uhai, Mtu ni Afya and *Siasa ni Kilimo* were also organized.

The Ministry of Education mounted a number of programmes to support the neo-literates. For example, a post-literacy curriculum was developed consisting of 3 stages namely V, VI and VII (later renamed into lower, intermediate and higher level) to avoid comparison with primary school levels. The curriculum was designed to include theoretical and practical aspects. The theoretical aspect, for example, included subjects such as English, Kiswahili, Economics, Mathematics and Political Education, which were offered in post-literacy classes. The practical component involved work oriented programmes such as agriculture, home-craft and crafts, which were offered in special adult education centres and Folk Development Colleges (FDCs). The inclusion of a practical bias in the post-literacy curriculum was considered to be a necessary step geared towards integrating literacy and production.

The theoretical and practical subjects were accompanied by supporting programmes which included rural newspapers, rural libraries, radio education programmes and film education. The programmes were launched in a bid to provide the literate population with practical information on agriculture, health and home craft, the ultimate aim being to create a sustainable literacy environment in the rural areas. To realize these, eight rural newspapers were established in the country. In addition, 3,170 rural libraries were established at ward level, each carrying an average of 400 books.

The aforesaid strategies produced registered tangible success by 1980s. For example, Tanzania recorded a reduction of illiteracy from 80% in 1961 to 9.6% in 1986. However, since then the country experienced a decline in literacy rate. The 2012 national census showed that illiteracy rate reached 28.4%, rural areas

having higher rate of 37.7%. At that time, there were there were 3.5 million out of school-aged children and youth aged 7 to 19. It also projected that in 2015, there would be 5 million out of school-aged children and youth. Additionally, the Basic Education Statistics of Tanzania (BEST) of 2017 indicates that the dropout of primary school pupils for five consecutive years 2012, 2013, 2014, 2015, and 2016 were, 104,295; 67,037; 84,481; 85,985; and 117,927 respectively. This situation is likely to contribute to the increasing illiteracy rate in the country.

Since illiteracy is one of obstacles for attainment of the Tanzania Development Vision 2025, which aspires to transform Tanzania's economy into a middle income and semi industrialized nation, adult literacy and mass education programmes are imperative. It is within this context that the Government, through the Ministry of Education, Science and Technology (MoEST), has developed this National Adult Literacy and Mass Education Rolling Strategy (NALMERS).

1.2 Purpose of NALMERS

This strategy aims at strengthening the operations of adult literacy and mass education programmes in Tanzania. Its implementation is for five years (2020/2021-2024/2025) with a long-term goal of eliminating illiteracy for transformation of people's livelihood. NALMERS is specifically prepared to guide operationalization of adult literacy and mass education initiatives and programmes in the country.

1.3 Procedure in Development of NALMERS

The process of developing NALMERS has involved various actors at different stages. Initially, MoEST tasked the IAE to conduct situational analysis for developing NALMERS draft. Situation analysis was conducted, involving consultative meetings with key stakeholders

and reviewing of existing national and international strategies and plans which affect adult literacy and mass education. Consultations with informants responsible for adult literacy and mass education in the country were also made. The draft was then received for reviewing and sharing at Ministry level among MoEST and PO-RALG before it could be finalized for implementation.

CHAPTER TWO

SITUATION ANALYSIS

2.1 Adult Literacy and Mass Education Development in Tanzania

Since independence in 1961, Tanzania has been putting notable efforts in addressing illiteracy. In 1970s, the government launched a massive adult literacy campaign. To achieve it, functional literacy, post-literacy and literacy supporting programmes such as workers' education, film education, radio education, rural press and Folk Development Colleges (FDCs) were initiated. As a result, illiteracy rate among adults was reduced from more than 80% in 1961 to 9.6% in 1986. However, since then, this impressive success could not be sustained due to the nation's economic hardships and the resultant policy shifts. As a result, adult education sub-sector was greatly affected, leading to decline of literacy rate as indicated in Figure 1.

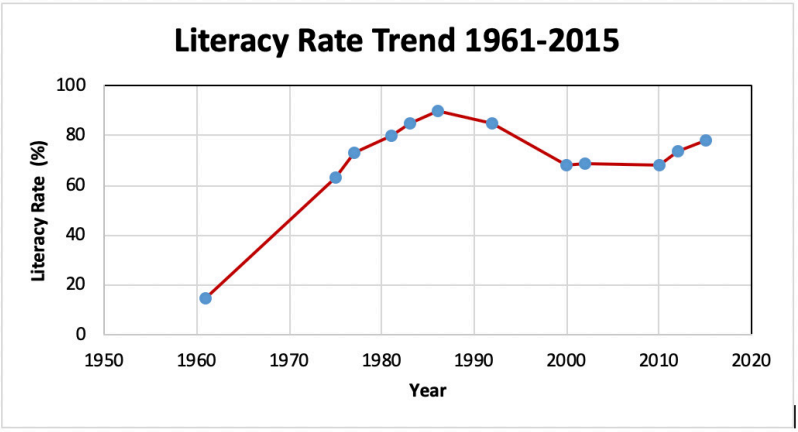

Figure 1: Literacy rate trend 1961-2015

To address the challenge of declining literacy rate, numerous commitments have been made by Tanzania one of them being participation in the United Nations Literacy Decade (UNLD) held 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. Its emphasis was on a need to enhance synergies between formal, non-formal and informal education and learning, and the creation of literate environment as part of its strategies to revamp adult education. It was also committed to the resolutions and recommendations of the United Nations Decade for Sustainable Development (DESD), which aimed 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 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.

In 2001 the government launched PEDP, aiming at increasing, among other things, access and equity to quality education. Its implementation embraced the government's commitments to realise EFA goals and the UN Millennium Development Goals. In 2002, the government saw a need to develop Adult Education and Non-Formal Education (AE/NFE) Strategy within the framework of PEDP in order to provide opportunity for a large number of out-of-school children and youth to access education, and address the problem of increasing illiteracy among adults. The strategy responded to a number of challenges in areas of access, quality, management, capacity, efficiencies and resources. Notable programmes such as Complementary Basic Education in Tanzania (COBET) and Integrated

Community-Based Adult Education (ICBAE) were introduced to contribute towards addressing the problem. In 2010, Tanzania developed Adult and Non-formal Education Subsector Medium Term Strategy 2010/11-2014/15 to meet the government's commitments to achieve EFA, MDGs, Poverty Reduction Strategy Plan and Tanzania Development Vision 2025. The strategy put emphasis on access and development, post-literacy and continuing education, financing and sustainability of the adult and non-formal education programmes. Despite the notable success of the aforementioned strategies and plans, illiteracy rate in the country is still high.

2.2 Main Policy Frameworks Informing NALMERS

Development of this strategy is informed by the following policy instruments and plans:

2.2.1 Sustainable Development Goals 2030

The Sustainable Development Goals (SDGs) are inter-governmental agreed set of targets relating to international development. They follow the Millennium Development Goals (MDGs) and build on the 2030 agenda for Sustainable Development. This agenda is a plan of action for people, planet and prosperity. It also seeks to strengthen universal peace in larger freedom and recognises that eradicating poverty in all its forms and dimensions including extreme poverty is the greatest global challenge and an indispensable requirement for sustainable development. Tanzania is strongly committed to implement this plan in collaborative partnership with other countries and stakeholders.

Goal 4 is particularly relevant for the inclusive development of the adult literacy and mass education programmes. Goal 4.6 commits "to ensure that all youth and adults, both men and women, achieve literacy and numeracy by 2030".

2.2.2 Tanzania Development Vision 2025

The Tanzania Development Vision 2025 expresses long-term national objectives which Tanzania aspires to attain. This vision, among other things, aspires to transform Tanzania's economy into a middle income and semi industrialized nation by 2025. The vision aims at a high-quality livelihood for all Tanzanians which can be achieved through creating a well-educated and learning society, realization of which requires, among others, eradication of illiteracy. Adult literacy and mass education programmes provide knowledge and skills needed for competently and competitively solving developmental challenges.

2.2.3 CCM Election Manifesto (2015-2020)

The CCM Election Manifesto is rooted in the Tanzania Development Vision 2025. Generally, the manifesto (section 51 to 52) addresses Government's commitment to enhance synergies between formal, non-formal and informal education in revamping adult education for creation of a literate society.

2.2.4 Education and Training Policy (2014)

The Education and Training Policy emphasizes on creating a literate society by increasing educational and training opportunities to different groups of people, and enhancing learners' completion of their education circles at respective levels. Through the policy, the Government makes commitment to establish procedures and conducive environment to ensure that education and training, including adult education, are delivered efficiently at all levels through different modes including open and distance learning.

2.2.5 Education Sector Development Plan (ESDP)

Recent data from the Education Sector Development Plan (ESDP) 2016/17-2020/21 report indicate that Tanzania has a significant number of out-of-school children and youngsters, and that nearly a quarter of adults are illiterate. Hence, there is a need to have a well-planned strategy to address the situation.

2.2.6 Local Government Reforms Programme

The Local Government Reforms Programme is an integral part of the wide public sector reforms which emphasizes on decentralization and devolution of power to the local levels aiming at strengthening people's participation at the grassroots. Adult education programmes need to operate within the decentralized frameworks for delivery of basic education to out-of-school children, youth and adults.

CHAPTER THREE

STRENGTHS, WEAKNESSES, OPPORTUNITIES AND CHALLENGES (SWOC) ANALYSIS

3.1 An Overview of the SWOC Analysis

SWOC analysis for this strategy focused on assessment of internal and external environment.

3.2 Assessment of the Internal Environment

The assessment of internal environment is focused on strengths and weaknesses.

(a) Strengths

Strengths that support the implementation of NALMERS include:

i. Presence of Government institutions set up for administration and implementation of NALMERS;

ii. Long-time experience of MoEST and other agencies and collaborators such as IAE, TLSB, PO-RALG, media houses, FDCs and NGOs in managing adult education programmes including adult literacy and mass education programmes;

iii. Existence of academic institutions for continuously training and building capacity of facilitators and administrators in adult literacy and mass education;

iv. Willingness of the Government and the community to support and finance adult literacy and mass education in the country; and

v. Existence of policy guidelines requiring all public premises to be centres of adult literacy programmes.

(b) Weaknesses

i. Ineffective national policy frameworks for promoting adult literacy programmes;

ii. Inadequacy of relevant adult literacy and mass education programmes;

iii. Inadequate adult literacy supportive systems and programmes at different levels;

iv. Ineffective adult literacy and mass education data management system;

v. Absence of a standardized framework and tools in assessing teaching and learning in adult literacy and mass education;

vi. Uncoordinated system of developing adult literacy and mass education teaching and learning materials;

vii. Absence of national professional standards for adult literacy and mass education facilitators and coordinators;

viii. Inadequate promotion of creativity and innovation on matters regarding adult literacy and mass education;

ix. Inadequate comprehensive and coordinated research on adult literacy and mass education in the country; and

x. Ineffective ANFE committees at all levels.

3.3 Assessment of External Environment

Scanning external environment focuses on matters which can positively or negatively affect NALMERS from outside. The factors which were taken into consideration in the assessment are based on political environment, legal and regulatory framework, relationship and cooperation with other stakeholders, sociological, economic and environment factors, and they fall under opportunities and challenges.

(a) Opportunities

Implementation of NALMERS is deemed feasible due to the following opportunities:

i. Legal and Regulatory Framework

   There are policies, legislations and programmes that direct and support the implementation of NALMERS. These include National Education Policy (1995;2014); Government Notice No. 494 of 17 December, 2010 which established PORALG and parliamentary Act No. 12 of 1975 whereby the Institute of Adult Education (IAE) is responsible for running continuing and non-formal education programmes.

ii. Presence of international efforts and policies promoting adult literacy programmes in individual countries;

iii. Promising political atmosphere desiring for a literate society as revealed in different political deliberations, speeches and political parties' manifestos such as the CCM Election Manifesto of 2015-2020;

iv. Readiness of other internal and external partners who can be involved in implementation of NALMERS;

v. Presence of NGOs, CBOs, FBOs, political organisations and other social and economic groups that can promote or provide avenue for literacy programmes;

vi. Prevalence and increasing use of mass media, mobile phones, mobile library facilities and computers;

vii. Presence of potential learners in adult literacy and mass education programmes; and

viii. Availability of motivated stakeholders who are potential to run, support or collaborate in operationalization of NALMERS.

(b) Challenges

The possible challenges may include:

i. Misconceptions of literacy programmes among various stakeholders may retard implementation of NALMERS; and

ii. Insufficient funds allocated for adult education expenses.

CHAPTER FOUR

VISION, MISSION AND STRATEGIC OBJECTIVES

4.1 Vision

The vision of the National Adult Literacy and Mass Education Rolling Strategy is "to have a literate and informed society for improved livelihood and sustainable development by 2025."

4.2 Mission Statement

The mission of this strategy is "to design, develop and organise accessible and quality adult literacy and mass education programmes and ensure sustainability of competencies obtained through strengthening of literacy supporting services."

4.3 Strategic Objectives

The strategy has the following nine strategic objectives:

i. To establish accessible, quality and relevant adult literacy and mass education programmes;
ii. To strengthen adult literacy supportive systems and programmes;
iii. To improve adult literacy and mass education data management systems;
iv. To establish qualifications standards for Adult literacy and Mass Education Programmes;
v. To develop quality adult literacy and mass education teaching and learning materials;
vi. To develop capacity among adult literacy and mass education facilitators and coordinators;
vii. To promote research, innovations and creativity in the practice of adult literacy and mass education.

4.4 Strategic Objectives, Strategies, Targets and Performance Indicators

SO1. To establish accessible, quality and relevant adult literacy and mass education programmes

Rationale

Shortage of adult literacy and mass education programmes calls for short term and long-time corrective measures which focus on two issues: quality of the programmes and their relevance to learning needs of various communities. Quality of programmes implies combined results of improvement in establishing learning centres, resource allocation, training of facilitators and supervisors as well as motivating work morale of implementers. Relevance of programmes entails consideration of context variations in their designing. Further, relevance calls for involvement of learners and stakeholders in various stages from planning to implementation and flexibility in delivery modes and methods. This also calls for diversifying adult literacy to be accessible within easy reach to all youths and adults who need it, particularly the poor and disadvantaged.

Strategies

a) Conduct needs assessment for developing quality and relevant adult literacy and mass education programmes.
b) Create awareness on the importance of adult literacy and mass education programmes.
c) Develop operational guidelines for adult literacy and mass education programmes.
d) Sensitize stakeholders to establish adult literacy and mass education programmes.

Targets

i. Learning needs for developing relevant and quality adult literacy and mass education programmes identified in all districts by 2022.

ii. A portfolio of training/learning needs for different groups of people in each district established by 2022.

iii. Mass media campaign on the importance of adult literacy and mass education conducted by 2025.

iv. At least 6 sensitization meetings, seminars and workshops conducted in each ward by 2022.

v. One literacy programme developed in each district by 2022.

vi. One mass education programme developed in each district by 2022.

vii. Curriculum guidelines for adult literacy and mass education programme in place and in use by 2025.

viii. One public outreach programme established in each ward by 2023.

ix. Three stakeholders engaged in establishing literacy and mass education programmes in each district by 2025.

x. One literacy centre established in each ward by 2025.

xi. Two million potential learners' access adult literacy programmes by 2025.

Key Performance Indicators

i. Learning needs assessment report in place.

ii. Number of literacy and mass education programmes prepared in each district.

iii. Number of established public outreach programmes in each district.

iv. Percentage increase yearly of number of youth and adults who participate in literacy and mass education programmes.

v. Number of adult literacy centres established in each district.

vi. Number of learners accessing adult literacy and mass education programmes.

vii. Literacy and mass education programme guideline in place and use.

viii. Evidences of improved livelihood of community members.

SO2: To strengthen Adult Literacy Supportive Systems and Programmes

Rationale

The effectiveness of adult literacy and mass education programmes

depends largely on availability of effective and efficient support systems and series of support programmes. Tanzania has a long history on use of literacy support systems such as rural libraries, rural newspapers and radio. Nonetheless, those support systems have not been used adequately for strengthening support systems and programmes. There is a need for adapting new technologies and improving the relevant existing ones to ensure effective and efficient support systems and programmes in the country.

Strategies

a) Conduct situational analysis on existing adult literacy supportive systems and programmes.

b) Establish adult literacy supportive systems and programmes in both rural and urban areas.

c) Establish mobile libraries in semi nomadic communities where illiteracy rate is high.

d) Conduct advocacy and publicity on adult literacy supportive systems and programmes.

e) Initiate and strengthen linkages between adult literacy, mass education programmes and mass media.

Targets

i. Situational analysis conducted in all districts by 2022.

ii. Four advocacy and publicity programmes are conducted yearly.

iii. One rural library in each region is enriched with relevant adult literacy collections by 2025.

iv. One radio education programme established in each region by 2025.

v. A national TV programme on adult education established by 2025.

vi. Three Social and economic groups integrated with adult literacy education in each ward by 2025.

vii. One post literacy centre established in each ward by 2025.

viii. Institute of Adult Education (IAE) printing press strengthened by 2025.

ix. All Folk Development Colleges used for adult literacy and mass education development by 2025.

x. One mobile library established in all semi nomadic communities by 2025.

xi. A mobile phone application (App) designed and used in adult literacy and mass education by 2025.

Key Performance Indicators

i. Evidences of existing status of literacy supportive systems and programmes at each district.

ii. Number of informed and committed stakeholders to support the establishment of adult literacy support services.

iii. Number of adult literacy support infrastructure constructed, rehabilitated and furnished with necessary requirements.

iv. Number of functioning adult literacy support programmes in the communities.

v. Number and percentage of beneficiaries accessing literacy supportive services.

vi. Decreased number of adult literacy graduates relapsing into illiteracy.

vii. Number of literacy study centres and circles established and sustained in the unreached and or underserved groups.

viii. Number of motivated semi-nomadic communities in accessing adult literacy and mass education programmes.

ix. Percentage increase of communities accessing quality adult literacy and mass education programmes through mass media.

SO3. To improve Adult Literacy and Mass Education Data Management Systems

Rationale

Implementation of adult literacy and mass education programmes is characterised by flexibility and diversity, provided by different stakeholders under different ministries and sectors. This situation causes a challenge of accessing reliable and accurate data to inform policy and practice. The existing data management systems is designed for managing data mainly in the formal education system. Therefore, there is a need to have effective mechanisms and systems that can accommodate the nature of adult literacy and mass education programmes.

Strategies

a) Conduct situational analysis on existing adult literacy and mass education data management systems.

b) Strengthen adult literacy and mass education data management system for all levels of implementation.

c) Mainstream adult literacy and mass education data into the existing data management systems.

Targets

i. Existing situation of adult literacy and mass education data management system established by 2021.

ii. Indicators for adult literacy and mass education developed and mainstreamed into BEMIS, EMIS and village registry by 2022.

iii. Capacity of LGAs to collect and process data developed by 2022.

iv. Data on adult literacy and mass education disseminated by 2023.

Key Performance Indicators

i. Situation analysis report put in place and in use.

ii. Number of tools for adult literacy and mass education data management in use.

iii. Number and categories of trained actors on adult literacy and mass education data management system

iv. Existence of adult literacy and mass education data in BEMIS, EMIS and village registry

v. Established status of adult literacy and mass education data annually

SO4. To establish qualifications standards for Adult literacy and Mass Education Programmes.

Rationale

The Education Sector Development Plan (ESDP) underscores that, learners at all levels should acquire acceptable levels of foundation, transferable and vocational skills and knowledge through formal, TVET, adult and non-formal education. It is evident that many learners want recognition, validation and accreditation of their learning to show what they have learnt. Unlike formal education system, adult literacy and mass education is characterized by having flexible and diversified curricula and learning schedule to respond to learners and environmental needs. Its structure has flexible points of entry and exit, re-entry and re-exit. Therefore, it needs special attention in terms of qualifications standards to address its flexibility nature of contents and delivery modes.

Strategies:

a) Conduct situational analysis to establish the current operational status of adult literacy and mass education programmes and providers.
b) Set qualifications standards and progression pathways for adult literacy and mass education programmes.
c) Establish standardized system for measuring and awarding adult literacy and mass education programmes.

Targets

i. Current operational status of programmes and providers of adult literacy and mass education established by 2021.
ii. A standardized system for measuring and awarding adult literacy and mass education programmes established by 2022.

iii. Qualifications standards and academic progression pathways in adult literacy and mass education programmes set by 2022.

Key Performance Indicators

i. Situational analysis report showing evidences of operational status of adult literacy and mass education programmes and providers in place.
ii. Number of adult literacy and mass education programmes and providers adhering to the set qualifications standards and performance levels.
iii. Number of learners progressing to next levels and education pathways.
iv. Number of adult literacy and mass education graduates recognized by broader qualifications framework.
v. Number of programmes and providers validated and accredited to offer adult literacy and mass education.

SO 5. To develop quality adult literacy and mass education teaching and learning materials

Rationale

Educational resources such as texts, videos, software, and other materials are crucial to facilitate teaching and learning. Adult literacy and mass education programmes require materials that suit abilities and interests of the varying learners' characteristics. Hence, their preparation is guided by principles that ensure relevance and suitability. The conventional teaching and learning materials in adult literacy programmes have been print based, which could be expensive, difficult to access and less motivating. Current technological developments can offer opportunities for use of non-print materials too.

Strategies

a) Develop teaching and learning print materials based on predetermined guidelines and the local context.

b) Enhance use of multimedia in adult literacy and mass education programmes.

c) Make use of teachers' resource centres to build capacity in development of literacy and mass education materials.

Targets

i. A guide for developing teaching and learning materials for adult literacy and mass education programmes developed by 2022.

ii. All required adult literacy teaching and learning print materials to be produced by 2025.

iii. Context specific teaching and learning materials developed and produced in each district by 2025.

iv. A guide for use of multimedia in adult literacy and mass education prepared and used by 2024.

v. All functioning teachers' resource centres used in building capacity for localized literacy material development by 2025.

Key Performance Indicators

i. A guide for developing teaching and learning materials made available and put in use.

ii. Number and types of quality and relevant teaching and learning materials developed, printed and in use.

iii. A guide for use of multimedia made available and put in use.

iv. Number and types of localized literacy and mass education materials developed and in use.

SO 6: To develop capacity of adult literacy and mass education facilitators and coordinators

Rationale

In Tanzania, most of students who are enrolled in training institutions in the field of adult education are in-service personnel. Upon graduation, these students go back to their former working stations, mostly in the formal education system, leaving adult literacy and mass education programmes being served with unqualified staff. The fact that adult education sub-sector lacks clear identity in the public service scheme increases the problem. Consequently, there is a need to strengthen short-term and long-term training system in the field of adult education and seek to recognize the profession in the public service scheme.

Strategies

a) Develop short and long-term capacity enhancement programmes for adult literacy and mass education facilitation, managerial and material development skills.

b) Conduct short term training sessions for adult literacy and mass education centre facilitators and coordinators.

c) Establish professional standards in adult literacy and mass education linked with public service requirements.

Targets

i. 2 short-term training programmes on facilitation, management and material development developed in each district by 2025.

ii. 1 long-term training programmes on facilitation, management and material development put in place by 2025.

iii. 5 teachers from each district trained annually in long courses on coordination of adult literacy and mass education programmes by 2025.

iv. 2 para-professional and 1 professional adult literacy facilitators trained from each established centres by 2022.

v. Professional standards for adult literacy and mass education facilitators and coordinators developed and recognized by 2025.

Key Performance Indicators

i. Number of short and long term courses developed.

ii. Number of teachers attended short-term courses in each district.

iii. Number of trained facilitators, coordinators and other stakeholders annually.

iv. Established link of qualifications of adult literacy and mass education facilitators with scheme of services.

v. Number of recognized adult literacy and mass education educators by public scheme of services.

vi. Evidences of experiences on improved adult literacy and mass education practices.

SO 7: To promote research, innovations and creativity in the practice of adult literacy and mass education

Rationale

Despite various technological and socio-economic changes in the world, adult education in Tanzania has not adequately adapted innovations. Shortage of research, investments, technological developments and local innovations that are not yet nurtured are among the factors accounting for the situation. This strategic objective, therefore, calls for fostering research work, innovation and creativity for development and sustainability of adult literacy and mass education programmes. It calls for proper coordination of research and innovative work to facilitate knowledge development, practical improvement and policy information in the field of adult literacy and mass education in the country.

Strategies

a) Formulate stakeholders' joint structures to guide identification of research agenda in adult literacy and mass education in the country.

b) Strengthen capacities of different adult literacy and mass education practitioners to conduct research and share the findings.

c) Establish mechanism for nurturing of creativity, innovations and reflective actions in adult literacy and mass education.

d) Promote culture of continuing learning among adult education practitioners.

Targets

i. National research agenda in adult literacy and mass education jointly identified by 2025.

ii. One hundred sixty nine (169) adult literacy and mass education practitioners trained to conduct research and share findings by 2025.

iii. One research on adult literacy and mass education conducted in each district by 2025.

iv. One mentorship programme for research, creativity and innovations established in each district by 2024.

v. One adult literacy and mass education model programme developed and piloted in each region by 2025.

vi. Capacity of practitioners to develop context specific adult literacy and mass education programmes and curricula enhanced by 2025.

vii. Consultative meetings, seminars, workshops and festivals to cater for diverse needs of adult education practitioners organized at national, regional and district levels by 2025.

viii. One national exhibition on innovative practices and ideas on adult literacy and mass education conducted yearly.

Key Performance Indicators

i. National research agenda put in place.

ii. Number and types of guides available for improvement of adult literacy and mass education practices.

iii. Number of trained practitioners on research, creativity and innovativeness.

iv. Number and types of research, creativity and innovativeness training programmes conducted.

v. Increased number of research reports and publications shared across the levels of implementation and wider community.

vi. Increased number of experiences shared (best practices) by various stakeholders on literacy and mass education programmes.

vii. Number of quality and relevant adult literacy and mass education curricula and programmes developed by different practitioners.

viii. Percentage increase in number and types of adult literacy and mass education programmes provided by different actors.

ix. Increased documented evidences of community support to adult literacy and mass education initiatives.

CHAPTER FIVE

INSTITUTIONAL COLLABORATION FRAMEWORK FOR IMPLEMENTATION OF NALMERS

5.1 NALMERS Actors

The NALMERS recognizes that, literacy and mass education is a multi-sectoral to be addressed by multiple actors in adult non-formal sub-sector. Its implementation therefore, need to be undertaken by various stakeholders at different levels of operations. It should be coordinated within the institutional arrangements mainstream to allow for proper planning and allocation of resources. The operationalization of this strategy involves various actors who may belong to groups of people, institutions and organisations. The key actors in this strategy are the following:

i. Ministry of Education, Science and Technology

ii. President's Office, Regional Administration and Local Governments

iii. Ministry of Finance and Planning

iv. Other Ministries, Departments and Agencies (MDAs)

v. Institute of Adult Education

vi. Folk Development Colleges

vii. Vocational Education and Training Authority

viii. Tanzania Library Services Board

ix. Higher Learning Institutions

x. Civil society organisations, faith-based organisations and non-governmental organisations

xi. Development Partners

xii. Private providers of literacy and mass education

xiii. Individual local community members

xiv. Groups of learners and individual leaners

5.2 Institutional Arrangement in Implementation of NALMERS

Adult literacy and mass education activities implementation, supervision, support provision, monitoring, coordination and general administration are carried out through the following institutional arrangements with their respective roles and responsibilities:

a) Ministry of Education Science and Technology (MoEST)

The roles and responsibilities of MoEST shall be to:

i. Provide general guidance on development and implementation of NALMERS in collaboration with PO-RALG;

ii. Ensure alignment of the practice of NALMERS and other macro-sectorial policies;

iii. Coordinate and monitor implementation of NALMERS at national level;

iv. Establish coordination mechanism and linkages among Ministries, Departments and Agencies (MDAs), CSOs, private sector, higher learning institutions and other stakeholders in providing adult literacy and mass education programmes; and

v. Solicit financial resources from government, development partners and other educational stakeholders to support implementation of NALMERS.

b) Ministry of Finance and Planning

Roles and responsibilities of the Ministry of Finance and Planning on the implementation of NALMERS shall be to:

i. Ensure adult literacy and mass education programmes are considered in government plans and budget;

ii. Prepare a guideline for financing adult literacy and mass education activities in the country; and

iii. Ensure funds for NALMERS implementation are disbursed in every region at appropriate time.

c) Institute of Adult Education (IAE)

The Institute of Adult Education roles and responsibilities in the implementation of NALMERS shall be to:

i. Prepare curriculum guidelines and materials to support implementation of adult literacy and mass education programmes at national level;

ii. Develop and pilot model programmes on adult literacy and mass education;

iii. Prepare national adult literacy standardized tools for measuring adult literacy rate and general assessment;

iv. Set assessment standards and qualifications for adult literacy programmes in the country;

v. Design and implement short and long-term courses on adult literacy and mass education to adult education coordinators, professionals, para-professionals and providers in the country;

vi. Design and prepare booklets and learning materials for neo-literates;

vii. Carry out capacity building to NALMERS implementers in the country;

viii. Provide technical advisory and consultancy services on matters regarding adult literacy and mass education;

ix. Carry out national research on adult literacy and mass education and disseminate findings to stakeholders;

x. Carry out monitoring and evaluation of adult literacy and mass education activities in the country;

xi. Provide technical backstopping to practitioners and stakeholders;

xii. Coordinate assessment procedures and administer awarding system of adult literacy and mass education in the regions; and

xiii. Establish and administer database on literacy in the country.

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

The specific roles and responsibilities of the PO-RALG in relation to the implementation of NALMERS shall be to:

i. Coordinate, monitor and evaluate regional education plans in which adult literacy and mass education activities are integrated;

ii. Consolidate regional plans and budgets into national plans of action which will form the basis for approval and transfer of funds from the Treasury to LGAs;

iii. Supervise and oversee the delivery of adult literacy and mass education at LGAs;

iv. Ensure that LGAs prepare consolidated mid-term expenditure framework, annual and three-year education budget plans basing on activity plans drawn up from education to council level in conformity with the government goals, the education policy and quality assurance standards;

v. Collaborate with MoEST in order to monitor, review and evaluate adult literacy and mass education programme outputs and outcomes at LGAs;

vi. Ensure adult literacy and mass education quarterly reports and data on registration, retention and participation from regions and districts are properly collected and submitted to PO-RALG; and

vii. Provide guidelines and directives on appropriate use of financial, human and physical resources including reading corners, mobile libraries, rural libraries, regional libraries, mass media resources, centre facilities and facilitators in respective areas.

e) Regional Level

The regional level shall include Reginal Administrative Secretary, Regional Education Officer, all heads of departments and IAE Regional Resident Tutors. The roles and responsibilities of the regional level regarding implementation of NALMERS shall be to:

i. Coordinate and monitor registration, attendance and retention of youths and adult learners in the literacy learning centres in all districts in a region;

ii. Assume coordination and monitoring responsibilities of delivery of adult literacy and mass education programmes;

iii. Monitor allocation, disbursement and payment of remuneration and other incentives to adult literacy and mass education facilitators and paraprofessionals at district or municipal council level;

iv. Compile regional adult literacy and mass education development plans and budgets and ensure that adult literacy and mass education activities are integrated in regional educational annual plans and budgets;

v. Plan, coordinate and conduct adult literacy and mass education activities during adult education week;

vi. Ensure district or municipal councils initiate resource or reading corners, mobile libraries, rural libraries and mass media resources centres;

vii. Coordinate and oversee identification of educationally disadvantaged groups including people with disabilities, women, illiterate youths and adults and ensure that they are enrolled and retained in literacy learning centres at district level and;

viii. Coordinate assessment of adult literacy and mass education learners in the region.

f) Council level

District Education Officer and all relevant heads of departments shall oversee the implementation of NALMERS in areas under their jurisdiction i.e. wards, village/mtaa and literacy centres. The roles and responsibilities of local governments shall be to:

i. Ensure registration, attendance and retention of youths and adult learners in adult literacy learning centres at the district or municipal level;

ii. Prepare literacy and mass education action plan, budgets and ensure salary and remuneration of professionals/facilitators and paraprofessionals are included in the annual district budgets;

iii. Ensure adult literacy and mass education issues are included as a permanent agenda item in quarterly council meetings and reports;

iv. Ensure that adult literacy and mass education quarterly data and reports are submitted from village/mtaa centres through ward education officers;

v. Initiate resource or reading corners, mobile libraries, rural libraries and mass media resource centres at district level and lower levels i.e. ward, village/ mtaa;

vi. Provide guidance to improve adult literacy and mass education implementation in the district;

vii. Mobilise and distribute resources for implementing adult literacy and mass education programmes at district or municipal council;

viii. Ensure provision of remuneration and other incentives to adult literacy facilitators and paraprofessionals in the district;

ix. Sensitize and mobilise stakeholders to support and participate in implementation of adult literacy and mass education activities;

x. Carry out regular monitoring of adult literacy and mass education activities and provide technical backstopping to practitioners and stakeholders;

xi. Build capacity of Ward Education Officers and Centre Coordinators on adult literacy and mass education programmes;

xii. Supervise conduct of assessment of adult literacy and mass education learners as per set guidelines;

g) Ward Level

The Ward Education Officer and other relevant officers at the ward level shall perform the following roles and responsibilities to ensure implementation of NALMERS:

i. Ensure that each village/mtaa identifies, enrols and retains youths and adults' learners in learning centres;

ii. Coordinate adult literacy and mass education centre activities within the ward;

iii. Sensitize and mobilise stakeholders to ensure that resources for supporting adult literacy and mass education activities are available at ward level;

iv. Ensure that literacy and mass education data for adults and youths within the ward are collected, documented, updated and shared with the district level; and

v. Initiate resource or reading corners, mobile libraries, rural libraries and mass media resources centres at ward level.

h) Village/Mtaa Level

The community and village/mtaa leadership shall have the following roles and responsibilities:

i. Ensure the registration, attendance and retention of youths and adult learners in the adult literacy learning centre at village/ mtaa level;
ii. Ensure that existing facilities such as classrooms, teachers, adult literacy centres and grounds are maintained to be used to facilitate the implementation of literacy and mass education activities;
iii. Ensure youths and adults with special needs or from marginalised settings are accommodated in adult literacy and mass education activities;
iv. Sensitize and mobilise community members to participate in implementing adult literacy and mass education activities at village/mtaa;
v. Sensitise youths and adults on the benefits of literacy and mass education to their socioeconomic development and the need to participate in literacy effectively; and
vi. Ensure youth and adult literacy and mass education issues are discussed in village/mtaa the meetings.

i) Learning Centre Level

Learning centre coordinator and facilitators shall have the following roles and responsibilities to ensure the implementation of NALMERS at learning centre level:

i. Register youths and adults in the adult literacy learning centre;
ii. Establish conducive learning environment for youth and adults at the centre;

iii. Mobilise and ensure efficient and effective use of resources at the centre;

iv. Cooperate with village/mtaa authorities in order to integrate centre activities into village/mtaa annual development plans;

v. Prepare regular adult literacy and mass education activities implementation reports and share with Ward Educational Officer (WEO);

vi. Establish and maintain close relationship with all education stakeholders; and

vii. Establish adult literacy and mass education centre committee.

5.3 Roles and Responsibilities of other Institutions and Partners

a) Vocational Education and Training Authority (VETA)

VETA roles and responsibilities in the implementation of NALMERS shall be to:

i. Provide technical support to adult literacy and mass education facilitators on provision of pre-vocational education; and

ii. Accommodate pre-vocational practical training through adult literacy and mass education.

b) Folk Development Colleges (FDCs)

Roles and responsibilities of FDCs in the implementation of NALMERS shall be to:

i. Collaborate with the IAE to promote adult literacy and mass education programme in the country;

ii. Promote adult literacy and mass education by providing knowledge and pre-vocational skills to youth and adults; and

iii. Provide support of teaching and learning facilities for implementation of NALMERS programme.

c) Higher Learning Institutions

In the implementation of NALMERS, universities and other higher learning institutions in Tanzania shall have roles and responsibilities of:

i. Developing and piloting model programmes on adult literacy and mass education;

ii. Building capacity of adult literacy and mass education staff at various levels;

iii. Carrying out research on the area of adult literacy and mass education and share the findings with stakeholders; and

iv. Providing advisory services on the field of adult literacy and mass education.

d) Civil Society Organisations, Faith-Based Organisations and Non-governmental organization

In the implementation of NALMERS, the roles and responsibilities civil society organisations, faith-based organisations and non-governmental organisations shall be to:

i. Ensure registration, retention and participation of youth and adults in literacy programmes in their literacy centres;

ii. Mobilise adequate resources to implement NALMERS in the country including hard to reach communities;

iii. Establish coordination mechanisms and linkages with CSOs, FBOs and No-governmental organizations providing adult literacy and mass education in the country;

iv. Conduct and support research in adult literacy and mass education matters and sharing information with the government; and

v. Participate in curriculum development.

e) Development Partners (DPs)

Development partners' roles and responsibilities in the implementation of NALMERS shall be to:

i. Provide resources to support the implementation of NALMERS;

ii. Participate in the review of adult literacy and mass education plans;

iii. Provide technical support to enhance implementation of NALMERS;

iv. Establish contacts and networks; and

v. Share ideas and experiences related to adult literacy and mass education.

f) Tanzania Library Services Board (TLSB)

TLSB roles and responsibilities in the implementation of NALMERS shall be to:

i. Provide reading space for youths and adult learners in literacy programmes;

ii. Provide books and other reading materials to youths, adults and facilitators in adult literacy and mass education programmes; and

iii. Provide advisory and consultancy services on libraries in NALMERS implementation.

CHAPTER SIX

MONITORING, EVALUATION AND REPORTING FRAMEWORK

6.1 An Overview

A monitoring, evaluation and reporting plan describes how the whole monitoring and evaluation system and reporting for the strategy works. This includes the indicators, who is responsible for collecting them, what forms and tools will be used, and how the data will flow through the organisation. Monitoring, evaluation and reporting is intended to track implementation of the NALMERS through provision of timely, accurate and relevant information to stakeholders to support their decision making processes.

The framework is developed using a logical framework matrix method. The method provides the opportunity to view the objectives and tasks in a logical sequence. The method further provides the opportunities to link the interdependences of various objectives, expected outcomes, expected outputs and the necessary activities required to achieve the objectives at different levels of the objective hierarchy.

The logical framework matrix method defines basic elements of the Monitoring and Evaluation (M&E) systems. It defines the indicators needed to measure the degree of achievements, specifies the sources of data for the indicators and formulates the assumption statements (external factors). However, assumptions are not included at the levels of output and activity because these levels are in full control of the internal management in implementing the strategy.

6.2 Monitoring and Evaluation of NALMERS Implementation

In NALMERS implementation monitoring will involve data collection, data integrity, data storage and data accessibility. There will be a series of reports to monitor the strategy performance. There will be quarterly progress reports from internal monitoring tool to compare approved work plan with actual performance and identify constraints and recommended remedial actions as required. Further, there will be semi-annual and annual strategy implementation reports. The evaluation will assess the outcomes and impact of the strategy based on the objectives of the strategy through mid-term and final evaluation. It will assess the Strategy performance based on effectiveness, efficiency, impact and its sustainability. The results of monitoring and evaluation indicators will be reported to appropriate audiences as required.

CHAPTER SEVEN

FINANCING AND SUSTAINABILITY OF THE STRATEGY

7.1 Financing of the NALMERS

With recognition that provision of adult education is a multi-stakeholder agenda, financing of NALMERS implementation will come from different financial sources. The main sources are:

i. The Government: This is the main financier of NALMERS implementation, through regular budget (MTEF at different levels of implementation from national level to lower levels of the local governments); and

ii. Different stakeholders such as Civil Society Organisations, development partners, private sectors and the community.

7.2 Financing Strategies

i. MDAs to establish and strengthen mechanism for soliciting and mobilizing financial resources from different sources;

ii. Ministry of Finance and Planning will provide adequate funding for smooth implementation of NALMERS;

iii. MDAs will emphasize on the use of existing government systems for timely and effective accounting and reporting of NALMERS funds;

iv. MDAs will ensure the existing guidelines and regulations of financial management, including procurements are issued at all levels to guide the implementation of NALMERS;

v. MDAs will set aside funds for acquisition of teaching and learning materials for NALMERS, incentives for facilitators and capacity building for local practitioners; and

vi. MDAs will create linkage with CSOs and private sector to support NALMERS.

7.3 Cost Estimates for the NALMERS for the Period 2020/2021-2024/2025

The cost estimates for NALMERS are based on a number of items which are influenced by:

i. Number of adult literacy learners to be enrolled under the literacy programmes (refer Table 1)

ii. The number of facilitators to be recruited, trained and paid based on the class size (refer Table 2)

Table 1: NUMBER OF LEARNERS FOR THE PERIOD 2020/2021 TO 2024/2025

Activities	NUMBER OF LEARNERS FOR THE PERIOD 2020/2021 TO 2024/2025					
	2020/21	2021/2022	2022/2023	2023/2024	2024/2025	Grand Total
Basic adult literacy	500000	470000	350000	480000	400000	2200000
Post literacy	750000	620000	600000	330000	270000	2570000
Total	1250000	1090000	950000	810000	670000	4770000

Table 2 : NUMBER OF FACILITATORS FOR THE PERIOD 2020/2021 TO 2024/2025

Activities	NUMBER OF FACILITATORS FOR THE PERIOD 2020/2021 TO 2024/2025					
	2020/21	2021/2022	2022/2023	2023/2024	2024/2025	Total
Basic adult literacy	5570	5000	6000	4500	5070	26140
Post literacy	5200	4535	3537	3535	2535	19342
Total	10770	9535	9537	8035	7605	45482

The class size for the youth and adult is estimated at 30 learners as prescribed by adult education guidelines on enrolment; and is attended by one facilitator and two para-professionals.

For each of the adult learners under literacy and post-literacy programmes, estimated cost of Tzs. 6,500 (US$3) per person is budgeted to cover books and stationeries for course period. Literacy programmes at centre level will be facilitated by professional and para-professional facilitators. During facilitation they will be remunerated to motivate them.

Professional facilitators in both literacy and post-literacy classes will be remunerated by being paid Tzs. 50,000 per month for a maximum of 10 months. The estimated cost for professional facilitator is an allowance to be paid to those already under the government payroll for teaching in a second shift. A Para-professional facilitators will be paid the rate of Tzs. 50,000 for a maximum of 10 months in a year.

The total cost for NALMERS will be about 42.6 billion for a period of five years. The distribution of the costs is as summarized in Table 3.

Table 3: Summary of the Cost Estimates for NALMERS activities 2020/2021- 2024/2025

	SUMMARY OF THE STRATEGY COST FOR THE PERIOD 2020/2021 TO 2024/2025					
	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025	Total
Basic adult literacy	3,250,000,000	3,055,000,000	2,275,000,000	3,120,000,000	2,600,000,000	14,300,000,000
Post-literacy	4,875,000,000	4,030,000,000	3,900,000,000	2,145,000,000	1,755,000,000	16,705,000,000
Facilitation	538,500,000	476,750,000	476,850,000	351,750,000	380,250,000	2,224,100,000
Capacity building, need assessment, data management, setting standards and M&E	5,735,000,000	280,000,000	321,1000,000	110,121,000	130,000,000	9,466,121,000
Grand total	**14,398,500,000**	**7,841,750,000**	**9,862,850,000**	**5,726,871,000**	**4,865,250,000**	**42,695,221,000**

7.4 Sustainability in NALMERS Implementation

To ensure sustainability in the implementation of NALMERS, the government shall create conducive environment for different stakeholders to participate in adult literacy and mass education programmes, and specifically:

i. MDAs will provide a technical support to LGAs in planning and integrating NALMERS in their development plans.

ii. MDAs and LGAs will utilize various opportunities available for them, including Annual Adult Education and Education for All Week.

iii. MDAs and LGAs will mobilize funds in support of the NALMERS activities.

iv. MDAs and media house will undertake mass media campaigns to sensitize and mobilize other stakeholders to take proactive roles in supporting NALMERS.

v. MDAs and LGAs will effectively make use of the established Adult and Non- Formal Education Committees at all levels to monitor and evaluate NALMERS activities.

vi. MDAs and LGAs will improve transparency on resources mobilization and allocation through established reporting structures.

vii. MDAs will build capacity on effective delivery in implementation of NALMERS; and

viii. NALMERS will be reviewed after five years.

APPENDIX

Strategic Objectives, Strategies, Responsible Institutions, Performance Indicators and Timeframe

No.	Strategic Objective	Performance indicator	Targets	Frequency of data collection	Responsible	Timeframe
1.	To establish accessible, quality and relevant literacy and mass education programmes	i. Number of literacy centres established in a district ii. Number of learners accessing literacy and mass education	i. One literacy centre established in each Village/mtaa by 2025 ii. Two million potential learners' access adult literacy programmes by 2025	Quarterly Annually Mid term	IAE, MoEST, PO-RALG, LGAs, CSOs, VETA, SIDO	2021-2025

No.	Strategic Objective	Performance indicator	Targets	Frequency of data collection	Responsible	Timeframe
2.	To strengthen literacy supportive systems and programmes	i. Number of functioning literacy support programmes in the communities ii. Percentage increase of communities accessing quality literacy and mass education programmes through mass media	i. One radio education programme established in each region by 2025 ii. One post literacy centre established in each ward by 2025	Quarterly Annually Mid term	IAE, MoEST, PO-RALG, LGAs, CSOs, DPs, • Universities, TLSB, VETA, SIDO	2021-2025

No.	Strategic Objective	Performance indicator	Targets	Frequency of data collection	Responsible	Timeframe
3.	To improve literacy and mass education data management system	i. Tools for literacy and mass education data management in use. ii. Number and categories of trained actors on literacy and mass education data management system	i. Needs for adult literacy and mass education data management system identified by 2021 ii. Tools for adult literacy and mass education data management system accessed and used by 2022	Quarterly Annually Mid term	IAE, MoEST, PO-RALG, LGAs	2020-2025

No.	Strategic Objective	Performance indicator	Targets	Frequency of data collection	Responsible	Timeframe
4.	To establish qualification standards for Adult literacy and Mass Education Programmes	i. Number of adult literacy and mass education programmes and providers adhering to the set qualifications standards and performance levels ii. Number of adult literacy and mass education graduates recognized by broader qualifications framework	i. A standardized system for measuring and awarding adult literacy and mass education programmes ii. Qualification standards and academic progression pathways in adult literacy and mass education programmes set by 2022	Quarterly Annually	IAE, MoEST, PO-RALG, LGAs,	2020-2022

No.	Strategic Objective	Performance indicator	Targets	Frequency of data collection	Responsible	Timeframe
5.	To develop quality literacy and mass education teaching and learning materials	i. Percentage of teaching and learning materials printed ii. Number of teachers' resource centres under use	i. All required adult literacy teaching and learning print materials to be produced by 2025 ii. All functioning teachers' resource centres used in building capacity for localized literacy material development by 2025	Quarterly Annually mid term	IAE, MoEST, PO-RALG, LGAs	2020-2025

No.	Strategic Objective	Performance indicator	Targets	Frequency of data collection	Responsible	Timeframe
6.	To develop capacity among literacy and mass education facilitators and coordinators	i. Number of capacity enhancement programmes for different actors in literacy and mass education ii. Existence of national qualifications framework for literacy and mass education facilitators and coordinators linked with public service requirements	i. Short and long-term training programmes on facilitation, management and material development in place by 2025 ii. Professional standards for adult literacy and mass education facilitators and coordinators developed and recognized by 2025	Quarterly Annually mid term	IAE, MoEST, PO-RALG, LGAs,	2021-2025

No.	Strategic Objective	Performance indicator	Targets	Frequency of data collection	Responsible	Timeframe
7.	To promote research, innovations and creativity in the practice of adult literacy and mass education	i. Research agenda in place ii. Number of trained practitioners on research, creativity and innovativeness	i. Research agenda on adult literacy and mass education is jointly Identified by 2025 ii. One mentorship programme for research, creativity and innovations established in each district by 2024	Quarterly Annually Mid term	IAE, MoEST, LGAs, CSOs, Universities, VETA, SIDO	2021-2025