

**THE UNITED REPUBLIC OF TANZANIA  
MINISTRY OF EDUCATION, SCIENCE AND  
TECHNOLOGY**



**INTEGRATED COMMUNITY - BASED  
ADULT EDUCATION PROGRAMME**

**Implementation Guidelines**

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## Foreword

The National Development Agenda in Tanzania, as outlined in the Tanzania Development Vision 2025 (URT, 1999), has prioritized socio-economic growth and poverty reduction. A key objective of this vision is to cultivate a well-educated learning society. In pursuit of this goal, Tanzania has established various education programmes and strategies aimed at contributing to the Education for All (EFA) initiative, which emphasizes equitable education, including adult education (URT, 2015). Adult education programmes are designed to promote self-reliance and enhance individuals' livelihoods at both individual and national levels through diverse education programmes and strategies. Among these adult education national programmes is the Integrated Community - Based Adult Education programme, launched in 1993 to advance the objectives of Education for All (EFA).

The Integrated Community - Based Adult Education (ICBAE) programme began as a four-year pilot project with the aim of developing learner-centred and community-based learning methodologies for literacy and post-literacy education among adults and out-of-school youth in Tanzania. Over time, the programme has expanded its reach across Tanzania, striving to ensure that all individuals have equitable access to quality literacy and post-literacy classes. Integrated Community - Based Adult Education adopts the REFLECT (Regenerated Freirean Literacy through Empowering Community Techniques) approach, which integrates literacy and basic education with problem-solving and socio-economic development issues. The programme supports learners in initiating mini-projects, such as income-generating activities, aimed at fostering social and economic transformation within their communities. The central objective of the ICBAE programme is to promote equitable access to quality basic education while enhancing participation and enabling young people and adults to acquire literacy skills and attain sustainable proficiency levels.

Through ICBAE programme, Tanzania has made significant strides in combating illiteracy. Approximately 3.2 million learners, initially with very low levels of literacy skills, have successfully acquired literacy skills through the programme. Despite the impactful outcomes achieved by ICBAE and the government's commitment to supporting adult education initiatives, there has been a decline in enrolment since 2009. Between 2009 and 2017, enrolment in ICBAE decreased dramatically from 1.2 million to under 0.4 million in 2016, and further dropped to 0.2 million in 2017.

The decline in enrolment prompted two studies to be conducted to assess the status of ICBAE programme implementation and the learning needs of learners so as to identify areas for possible improvements. These two studies, conducted by the Institute of Adult Education (IAE) in collaboration with DVV International in 2022, revealed that despite the progress made in the implementation of the ICBAE programme, there are prevailing challenges. One of the challenges identified is the lack of an updated curriculum framework and teaching and learning materials, including facilitators' guides and learners' reading materials. Despite the changing needs of society due to advancements in technology and shifts in the environment, the ICBAE curriculum framework has not been reviewed for almost 29 years. This situation poses a significant obstacle to addressing the evolving educational needs of learners and effectively delivering adult education programmes.

As a result, the Ministry of Education, Science, and Technology, in collaboration with DVV International, has undertaken a significant review of the ICBAE curriculum framework. This initiative recognises that curriculum review is essential not only for upholding the standards of adult learning and education programmes but also for enhancing the country's capacity to meet the Sustainable Development Goals (SDGs). The aim of the curriculum framework, is to ensure that the educational content and methodologies align with contemporary needs and challenges, thus better equipping learners with relevant skills and knowledge. This collaborative effort reflects a commitment to continuous advancement of adult education programmes in Tanzania.



.....  
Dr. Lyabwene M. Mtahabwa

**Commissioner for Education**

**Ministry of Education, Science and Technology**

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.....  
Prof. Michael W. Ng'umbi

**Rector**

**Institute of Adult Education**

## **Abbreviations and Acronyms**

ABET	Adult Basic Education and Training
ADASNE	Assistant Director for Adult and Special Needs Education
ADEM	Agency for Development of Education Management
ALE	Adult Learning and Education
ANFE	Adult and Non-formal Education
ANFEDP	Adult and Non-Formal Education Development Plan
BEST	Basic Education Statistics in Tanzania
CLC	Community Learning Centre
CMC	Community Management Committee
CMT	Council Management Team
CSEE	Certificate of Secondary Education Examinations
CSO	Civil Society Organization
DC	District Council
DAEO	District Adult Education Officer
DBE	Director of Basic Education
DED	District Executive Director
DEO	District Education Officer
DPs	Development Partners
DPP	Director of Policy and Planning
DPPEO	District Pre and Primary Education Officer
DSQAO	District School Quality Assurance Officer
DVV	Deutscher Volkshochschul-Verband
EPOS	Empowerment, Participation, Ownership, Sustainability
ESDP	Education Sector Development Programme
ESMIS	Education Sector Management Information System
EWV	Elimu ya Watu Wazima
FBO	Faith-based Organization
FDC	Folk Development College
FP	Focal Person
GAP	Group Activity Plan

IAE	Institute of Adult Education
ICBAE	Integrated Community-Based Adult Education
ICT	Information, Communication and Technologies
IFL	Intergrated Functional Literacy
ILW	International Literacy Week
LAMP	Literacy Assessment and Monitoring Programme
LGAs	Local Government Authorities
LLL	Lifelong Learning
LLLMIS	Lifelong Learning Management Information System
M&E	Monitoring and Evaluation
MoEST	Ministry of Education, Science, and Technology
NACTVET	National Council for Technical and Vocational Education and Training
NECTA	National Examinations Council of Tanzania
NEMA	National Environment Management Act 1998
NFE	Non-formal Education
NGO	Non-Governmental Organization
NIES	National Inclusive Education Strategy
NQF	National Qualifications Framework
PAL	Participatory Adult Learning
PEDP	Primary Education Development Plan
PoRALG	President’s Office – Regional Administration and Local Government
PPTC	Post-Primary Technical Teacher
PWD	People Living With Disabilities
QA	Quality Assurance
REFLECT	Regenerated Freirean Literacy through Empowering Community Techniques
RAEO	Regional Adult Education Officer
ReS	Regional Secretariat
RMT	Regional Management Team

SIS	School Information System
SNE	Special Needs Education
TACAIDS	Tanzania Commission for HIV AIDS
TCU	Tanzania Commission for Universities
TLSB	Tanzania Library Services Board
ToT	Training of Trainers
TRC	Teachers' Resource Centre
TZS	Tanzanian Shillings
UNESCO	United Nations Educational, Scientific and Cultural Organization
VAP	Village Activity Plan
VETA	Vocational Education and Training Authority
VSLA	Village Savings and Lending Association
WASH	Water, Sanitation and Hygiene
WDC	Ward Development Committee
WEO	Ward Executive/Education Officer
ZAC	Zanzibar Aids Commission
ZQA	Zonal Quality Assurer

## Glossary

Andragogy	The methods, practices and principles used in adult education.
Adult Learner	A person above the age of 15 years who is enrolled in an adult learning and education programme.
Adult education and learning	An integral part of the right to education and lifelong learning. It denotes the entire body of learning processes including formal, non-formal and informal learning , whereby those regarded as adults by the society in which they live, develop, and enrich their capabilities for living and working, both in their own interests and those of their communities, organisations, and societies.
Community Facilitator	May be a person proposed by the villagers and approved by the Ward Council responsible for the implementation of the ICBAE programme in the ward.
Community Learners Group	A group of up to 25 adult learners living in the same village and participating in the ICBAE Programme.
Community Learning Center	Community Learning Center (CLC) is a one stop center based at the Ward level for continuous education and lifelong learning as well as delivery of a range of other services. It is community owned and services may include providing training, adult literacy and numeracy support, library and health promotion services. The centre may also contain demonstration grounds and infrastructures for Information Communication Technology. In addition, it can be used for community meetings and sports.
Cross-cutting themes	Issues, topics, or concepts that transcend and have relevance across different sectors, disciplines, or areas of focus. These themes are overarching and interconnected, influencing various aspects of adult learning and education.
Competence-based approach	Learner-centred and adaptive approach to the changing needs of adult learners, facilitators, and society. In Competence-Based Approach, learners can acquire and apply the knowledge, skills, values, and attitudes to solve situations they encounter in everyday life.
Facilitator	An individual who helps, guides and supports a group of people in achieving their goals, making decisions, solving problems, or enhancing their understanding of a particular subject or process. The role of a facilitator is to create an environment that encourages open communication, collaboration, and active participation among group members.

Functional literacy	Functional literacy refers to the ability of an individual to use reading, writing, and mathematical skills in real-life situations, to enable them to function effectively in their daily lives and participate fully in society. Unlike basic literacy, which may focus solely on the ability to read and write, functional literacy emphasizes the practical application of these skills in various contexts.
Integration	The processes required to ensure that the various programme activities are coordinated properly with input from relevant government sectors and departments.
Inclusive adult Learning	An approach to adult education that aims to accommodate the diverse needs, backgrounds, and abilities of all learners. The focus is on creating an environment that is accessible and welcoming to individuals from various demographic, cultural, and socio-economic backgrounds.
Learning space	A physical setting for a learning environment, a place in which teaching and learning occur.
Lifelong Learning	Learning that continues throughout life to address an individual's learning needs.
LAMP Scale	Literacy Assessment and Monitoring Programme, specifically designed to provide adult literacy practitioners with the information required to effectively plan and implement literacy programmes by measuring literacy level.
Quality assurance	Quality assurance (QA) is a systematic process implemented by an organization to ensure that the products or services it delivers meet specified requirements and standards. The primary goal of quality assurance is to prevent defects, errors, or problems in the development or production process and to ensure that the final output meets the desired level of quality.
REFLECT	Regenerated Freirean Literacy through Empowering Community Techniques (REFLECT). This is a training approach that empowers learners to develop entrepreneurial and team spirit to solve their problems. Its methodology puts a strong emphasis on actively involving and engaging learners and fostering an environment where they take ownership of their learning processes. This empowerment enables learners to apply their newly acquired skills to address real-life challenges effectively.
Training of Trainers (ToT)	Training intended to engage master trainers in coaching new trainers that are less experienced with a particular topic or skill, or with training overall.

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# CHAPTER ONE

## THE PROGRAMME AND ITS BACKGROUND

### 1.1 Introduction

The Integrated Community-Based Adult Education (ICBAE) programme is a lifelong learning (LLL) programme which intersects between formal education, non-formal education, and adult Education. Within the framework of functional literacy, key components of this programme include the following: (i) entrepreneurship and business skills, (ii) life skills and civic education, (iii) agriculture and livestock, (iv) health and nutrition, and pre-vocational skills. Various cross-cutting themes include but are not limited to: human rights, gender, environmental education, digital technologies, and inclusion.

The ICBAE programme is developed within the framework of micro and macro national policy context to ensure its relevance and respond to the recommendations made from a socio-economic desk review that provided a situational analysis. Reference can be made to the Tanzania Development Vision 2025, Primary Education Development Plan (PEDP), Tanzania Youth Policy (2007) and Education Sector Development Plan (ESDP 2016/17- 2020/21) which highlight the importance of strengthening system, structure, and management in education. These and other national level policy and strategy documents provide the relevant framework.

The key policy frameworks supporting the development of ICBAE curriculum guidelines are anchored in legal and policy instruments; the Education and Training Policy (MoEST, 2014) guided by the Education Act 1978 and with the recent revision of this policy. The Adult Learning and Non-Formal Education Development Plan (ANFEDP 2011 – 2017) further institutionalized ANFE. The overall goal of the Education and Training Policy is to transform the education sector into an efficient, effective and outcome-based system which will facilitate the achievement of the educational strategic objectives. Adult learners therefore are to be better empowered to survive and thrive in an ever-changing socio-economic/political environment in a sustainable way. The vision of the National Adult Literacy and Mass Education rolling strategy is “to have a literate and informed society for an improved livelihood and sustainable development by 2025.” This provides an enabling environment that supports the implementation of the ICBAE programme guidelines.

## 1.2 Background

According to the 2022 Census, currently Tanzania has a population of over 61 million people, with two thirds of the population being below 25 years of age. The intercensal data indicate an increasing population trend, which has significant implications for both the formal and non-formal education systems that have to absorb more pupils, youth, and adult learners and ultimately these people have to find livelihoods opportunities<sup>1</sup>. The National Bureau of Statistics & Office of the Chief Government Statistician Zanzibar (2015), indicates that women in Tanzania tend to give birth shortly after marriage at a median age of 19.7 years.

Women with no formal education have their first birth much earlier than those with secondary or higher education (18.7 years and 24 years respectively). Overall, 27% of adolescent women aged 15 – 19 years were already mothers or pregnant with their first child. Adolescent girls and young women with no formal education are five times more likely to have begun childbearing (52%) compared to those who have attained higher education (10%). Teenage childbearing also varies by economic status, ranging from 13% among adolescent women in the wealthiest households to 42% among those in the poorest households.

Despite the success recorded in 1980s, there are still pockets of illiteracy in Tanzania. For example, in 2010, 2012, and 2015, there were 67.8%, 72.9% and 77.9% literate adults respectively. It is notable that illiteracy rates are higher among males. A longitudinal observation in the Basic Education Statistics in Tanzania, BEST (MoEST, 2011 years; and PO RALG, 2017; 2021) in 2011, 2017, and then in 2021 indicate that out of 1,388,216 pupils who were enrolled in Standard I in 2011 only 909,950 reached standard seven in 2017.

Among these 909,950, only 485,884 students managed to go up to Form IV in 2021. While enrolment for Form IV was 485,884 in 2021, the number of candidates who sat for the Certificate of Secondary Education Examinations (CSEE) in the same year was 538,024 – an excess of 52,140 (10%). The additional 10 percent of candidates might be considered to have come from a group of adults who pursue a similar level of education in non-formal settings, either in some institutions or at home.

As per the Tanzania Commission for Aids (TACAIDS) and Zanzibar Aids Commission - ZAC (2018), HIV prevalence is higher among females with primary (7.2%), and post-primary (7.6%) training. The prevalence decreases with the level of education. According to the National Bureau of Statistics and office of the Chief Statistician in Zanzibar (2021), unemployment is higher among people with secondary education and vocational training while unemployment has higher prevalence rate among females compared to males.

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<sup>1</sup> DVV International: “Support for Adult Education system building in Tanzania.2020

Progressively, there is a decreasing poverty trend from 34.4% in 2007 to 26.4% in 2018. However, there is a limited change in poverty level in rural areas, that is from 31% in 2007 to 31.3% in 2018.

### **1.3 Purpose of guidelines**

ICBAE guidelines provide a set of principles for governments and non-state actors that have to be adhered to for quality assurance in the delivery of the programme for all service providers.

### **1.4 Vision and mission of the programme**

#### **1.4.1 Vision**

To establish adult learner-centred and integrated community-based learning approaches within an enabling environment in Tanzania.

#### **1.4.2 Mission**

To implement ICBAE programme across Tanzania by promoting integrated functional literacy that will empower adult learners to discuss, analyse, and act on key issues in their communities thereby bringing about sustainable social and economic change and development.

#### **1.4.3 Pillars of the programme**

To strengthen Adult Learning and Education in Tanzania including provision of an enabling environment, institutional arrangements, technical and management process that will contribute to strengthening a more integrated system, that considers cross-cutting issues, stream-lined service delivery and a variety of lifelong learning opportunities and interventions.

The pillars of the ICBAE programme are:

- i) Empowerment;
- ii) Participation;
- iii) Ownership; and
- vi) Sustainability.

These four pillars resonate with key supporting elements as follows:

- a) Motivated ICBAE learners and facilitators
- b) Individual- and community-based curriculum
- c) Sustainable resources and visionary leadership
- d) Youth- and adult-friendly and conducive learning environment
- e) Gender responsiveness
- f) Digitized technologies resilience and adaptation to a changing environment

## **1.5 Goal and objectives**

### **1.5.1 Goal**

The central goal of the Integrated Community-Based Adult Education programme is to promote equitable access to functional literacy interventions while empowering youth and adults with no or limited literacy and numeracy skills to participate in the development process of their community, society, and country as a whole.

### **1.5.2 Specific objectives**

The specific objectives of the ICBAE programme include:

- To enhance learners' literacy and numeracy skills and their application for socio economic transformation.
- To place learners at the centre of the learning process.
- To provide education relevant to learners' surroundings, so that they are better informed and knowledgeable about topics such as health & hygiene, infectious diseases, and clean water.
- To support learners with their critical thinking and problem-solving skills so as to enable them to identify and address social, political, and economic issues and find solutions for them.
- To provide young people and adults with vocational skills which will enable them to engage in income-generating activities, through which they will be able to make use of their literacy skills and sustain themselves.
- To create a sense of commitment, responsibility, and sustainability by enabling learners to make decisions about curriculum, meetings, goals, and activities.
- To increase equitable employability and reduce poverty.

## **1.6 Expected outcomes**

- Increased demand and uptake of continuous adult learning opportunities among community members.
- Optimized adult and non-formal service delivery by the government and non-government actors, including the private sector.
- Improved incomes and quality of life among adult learners and their households' community members.
- Improved community involvement and participation in development processes.
- Improved literacy and numeracy among youth and adults.
- Improved values for youth and adults.

## **1.7 Target beneficiaries**

The programme shall target youth and adults (men and women) of 15 years and above including those with limited or no literacy and numeracy skills with special focus on vulnerable groups as listed below:

- i) Women
- ii) People with disabilities
- iii) Prisoners
- iv) People in hard-to-reach areas
- v) Unskilled youth and adults
- v) Refugees and migrants

## **1.8 Scope and area of operation**

The programme shall be implemented across all regions and councils of the Mainland Tanzania.

## **1.9 Mode of programme delivery**

The programme shall be delivered at community (village/mtaa) level through organized groups of between 25-30 learners, which will be known as literacy circles, and shall be managed by a trained facilitator supported by the government programme supervisor and managers at the district level. Learning shall be carried out in learning spaces, considered suitable and convenient by the learners, facilitator, and the community. Where education and religious institutions exist, learners may utilize their facilities. Creation of learning spaces shall be the responsibility of the local communities, local governments, Civil Society Organizations (CSOs), the community and the private sector.

The language of instruction shall be Kiswahili. Facilitators will use manuals which cover various topics such as agriculture, entrepreneurship, health and nutrition, life skill and civic education, and pre-vocational skills. However, the curriculum is very flexible, allowing learners to discuss topics related to their local problems, issues, and needs. Learners will not use textbooks. Instead, each literacy circle shall address key issues in their communities, design learning activities, participate in problem-solving, and plan income-generating activities. Learners at different levels of literacy shall be enrolled in the same literacy circle and work together and learn from each other.

## **1.10 Programme principles**

### **1.10.1 Human rights-based approach to learning**

The promotion and protection of the right to education shall always be upheld by duty bearers and right holders. The duty bearers and the right holders shall have the obligation to uptake adult education services.

### **1.10.2 Equality, equity, and access**

There shall be deliberate efforts to address issues that affect women and men, girls, and boys during programme implementation in a gender responsive manner. It is important to consider the strategic and practical needs of both men and women in ICBAE programme design and integrate gender at the inception phase and include gender andragogical methodology. ICBAE programme will consider gender assessment tools when assessing the needs and demands of potential adult learners, and gender-disaggregated data will be collected to inform future activities. Further, the programme shall address gender-based violence.

### **1.10.3 Flexibility**

The programme shall allow learners to focus on the topics and methods that are most relevant to them. Learners shall be given a chance to decide on when and how they would like to learn.

## **1.11 Liberation and social inclusivity**

Special consideration will be given to people with disabilities (PWDs). These people are included in the ALE programmes and their special needs are identified and supported. The programme shall ensure creation of an enabling environments for vulnerable groups in line with the National Inclusive Education Strategy - NIES (2018 - 2021). It shall also ensure inclusion of vulnerable and marginalized people such as the poor, older persons and PWDs. Inclusive learning opportunities shall be made available to all groups including women, youths, older persons, pastoral communities, persons with special learning needs, folk communities, indigenous communities, displaced communities, refugees, migrants, and people under special circumstances like prisoners and armed forces.

## **1.12 Learner and community centredness**

The learner and the community shall be the central focus of all aspects of the programme implementation. The involvement of learners in determining what they want to learn and how to learn shall be a primary requirement.

## **1.13 Needs-based approach**

The programme implementers shall, at all-times, consider the peculiar needs and context circumstances of the adult learners while at the same time linking to the national agenda.

#### **1.14 Active and tailored participation**

The programme shall engage the community to take active roles in planning, resource mobilization, implementation, as well as Monitoring and Evaluation (M&E). Similarly, curriculum materials and training tools shall be adapted to suit the context of community learning needs.

#### **1.15 Competence-based approach**

The programme shall ensure that there are learning objectives and that these are well communicated. The training content shall be developed from relevant competence standards. The ICBAE programme will be rolled out to ensure that it is performance-based, and assessment of learners against learning objectives is ongoing, and progress to the next competency level acknowledged.

#### **1.16 Multi-sectoral and multi-disciplinary implementation and partnership**

There shall be deliberate efforts to promote intra and inter-sectoral linkages at all levels of the programme for effective and efficient service delivery. There shall be recognition of the important roles and contribution by government and non-government actors in the implementation of the programme. This Principle will ensure cooperation, networking, collaboration, and coordination at all levels of implementation.

#### **1.17 Experiential learning**

Adult learners shall be encouraged to draw lessons from their life experiences and knowledge in the learning process.

#### **1.18 Environmental protection and sustainability**

Climate adaptation and resilience is a subject matter that is part of the ICBAE programme. The purpose of the National Environment Management Act 1998 is to provide for co-operative, environmental governance by establishing Principals for decision making on matters affecting the environment, institutions that will promote co-operative governance and procedures for coordinating environmental functions exercised by organs of state; and to provide for certain aspects of the administration and enforcement of other environmental management laws and to provide for matters connected therewith (United Republic of Tanzania – National Environment Management Act - NEMA November 1998). This programme provides learners with understanding on due diligence and regard to the drivers and barriers of climate adaptation, some of the livelihood risk of climate-induced disasters, drought, and other threatening environmental factors.

### **1.19 Information, media, and technology literacy**

The unprecedented wave of digitalization brought by the COVID-19 pandemic has shown that digital technologies, as any powerful innovation, bear the potential to both include and exclude people from educational processes, and have raised the priority of digital inclusion both locally and internationally. This programme mainstreams activities necessary to ensure that all individuals and communities, including the most disadvantaged, have access to using Information and Communication Technologies (ICTs).

# CHAPTER TWO

## OVERVIEW OF THE COMPONENTS OF THE ICBAE PROGRAMME

### 2.1. Introduction

The ICBAE Programme shall comprise five learning components:

- i. Agriculture and livestock keeping
- ii. Health and nutrition
- iii. Entrepreneurship and business skills
- iv. Pre-vocational skills
- v. Civic education and life skills

These components are imbued in Regenerated Freirean Literacy through Empowering Community Techniques (REFLECT) methodology<sup>2</sup>. Each competency within respective components aligns with the stages of REFLECT in adult teaching and learning. Participatory tools serve as instruments for visualizing concepts and facilitating discussions. All discussions within the facilitators' guide should be geared towards envisioning solutions for the challenges present in the community, with the ultimate goal of effecting desired changes. These discussions serve as catalysts for learning, sparking active engagement among learners and fostering an environment to acquiring deeper knowledge.

In the guides, words used for learning how to read and write are generated from discussions. Participants actively engage in discussions, and from which relevant words are identified for literacy activities. The learning process involves reading entire sentences and phrases, empowering participants to choose specific words they wish to emphasize in their learning. Ultimately, the word selected for study will resonate with participants' interests and the contextual needs of their community. Likewise, numeracy concepts will arise from the competences inculcated during the learning process. The numerical values will be associated with real things found in the community to help learners grasp the practical applications of numeracy in their daily lives.

Refer Annexes 1 – 5 for the detailed main and specific competencies. Annex 1: Agriculture and livestock keeping; Annex 2: Entrepreneurship and business skills; Annex 3: Civic education and life skills; Annex 4: Health and nutrition; Annex 5: Prevocational skills.

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<sup>2</sup> The REFLECT methodology places a strong emphasis on actively involving and engaging learners, and fostering an environment where they take ownership of their learning processes. This empowerment enables learners to apply their newly acquired skills to address real-life challenges. The impact of the REFLECT methodology extends beyond individual literacy and numeracy enhancement, significantly contributing to broader community development and empowerment.

## **2.2 Description of the components**

### **2.2.1 Component 1: Entrepreneurship and business skills**

**Principal learning outcome:** To comprehend the processes of identifying, and maintaining businesses that are sustainable for economic growth and job creation. The main competencies within the component are six (6) with nineteen (19) specific competencies. The activities and learning outcomes were designed to ensure that the learner gains skills and competencies that help him/her adapt to an ever-changing socio-economic environment by increasing household income and contributing to improved livelihoods.

### **2.2.2 Component 2: Health and nutrition**

**Principal Learning Outcome:** To acquire knowledge and skills to improve their health and reduce risks of chronic diseases. The main competencies within this component are four (4), with thirteen (13) specific competencies. The activities and learning outcomes ensure that the learner can gain skills and competencies that help him/her to have a health-seeking behaviour once they are aware of the different types of diseases, how to prevent them and the importance of nutrition to enable them, to have improved food security and diet.

### **2.2.3 Component 3: Civic education and life Skills**

**Principal Learning Outcome:** To analyze the key human rights, gender issues and life skills to better adapt their context. The main competencies within this component are seven (7) with twenty-one (21) specific competencies. The activities and learning outcomes ensure that the learner is sensitized, and then mobilized in his/her locality regarding various human and gender rights issues.

### **2.2.4 Component 4: Agriculture and livestock keeping**

**Principal Learning Outcome:** To practise modern and productive agricultural and livestock activities. The main competencies within this component are four with eighteen (18) specific competencies. The activities shall ensure that the learner can gain skills and competencies that help him/her acquire improved farming techniques that yield improved crop yield, increased food security, and contribute to household income.

### **2.2.5 Component 5: Prevocational Skills**

**Principal Learning Outcome:** To perform various hands-on tasks in the real world of work. The main competencies within this component are four (4), with eighteen (18) specific competencies. The activities and learning outcomes ensure that the learner can gain skills and competencies that help him/her contribute to improved household income, and build value-added capabilities that prepare him/her for the job market whether in formal or informal sector.

# CHAPTER THREE

## IMPLEMENTATION PROCEDURES

### 3.1 Orientation of stakeholders

The orientation of ICBAE programme is led by the Ministry of Education, Science and Technology (MoEST) in collaboration with different stakeholders. This will be executed with technical support from key institutions in Adult Learning and Education, such as the Institute of Adult Education. At the regional and district levels, the PO-RALG shall be responsible for programme implementation. At the district and ward levels, the District Education Department shall engage stakeholders through campaigns, stakeholder meetings, and avenues like courtesy visits. The orientation programme shall specifically target the management of various sector departments, institutions and non-governmental as well as faith-based organizations at the regional, district and ward levels.

Under the responsibility of the MoEST, the Institute of Adult Education shall organize orientation meetings for different stakeholders at the national, regional, district, and ward levels. The objective of these orientation meetings is to create awareness, for the effective implementation of the ICBAE programme by different actors including government ministries, sectors, and other key stakeholders.

The target groups at the national level include, but are not limited to, heads of different sectors ministries, and heads of various sector departments within the Ministry of Education, Science, and Technology (MoEST) and the President's Office, Regional Administration and Local Government (PO-RALG) as well as representatives from academia, private sector, and civil society.

At the regional level, the target groups include, but are not limited to, Regional Administrative Secretaries and heads of different sector departments key stakeholders. At the district and ward levels orientation meetings shall involve District Administrative Secretaries, heads of sector departments, NGOs, CBOs, FBOs, political and community leaders, learners' groups and other key stakeholders beneficiary to the implementation of ICBAE programme.

### 3.2 Training of trainers

The main objective of the Training of Trainers (ToT) programme is to equip District Adult Education Officers (DAEOs), FDC principals and representatives of NGOs with the required skills to deliver Functional Literacy and Adult Learning and Education methodology. The training shall be conducted by National Master Trainers from the Institute of Adult Education or other key stakeholders who are trained as National Master Trainers in ICBAE.

The objective of the training is to equip DAEOs, FDC principals/ teachers, and NGOs with knowledge and skills on how to capacitate community facilitators to enable them to deliver integrated Functional Literacy and Adult Learning and Education classes based on the ICBAE programme methodology, particularly Regenerated Freirean Literacy through Empowering Community Techniques (REFLECT). The training will seek to ensure that participants acquire the necessary competencies in delivering functional literacy and Adult Learning and Education. The specific objectives of the training are:

- a) Deepen participants' understanding of the psychology of adult learning.
- b) Provide participants with practical experience in utilizing the REFLECT approach like PRA tools and other functional literacy methodologies.
- c) Enable participants to create effective learning units for adult teaching and learning.
- d) Facilitate the development of a comprehensive training guide for training facilitators.
- e) Equip participants with the necessary facilitation skills to effectively train community facilitators.

### **3.3 Community mobilization and sensitization**

At the national level, the MoEST will be responsible for conducting orientation workshops for key officials. Regionally, administrators working collaboratively with the Councils shall ensure sensitization and mobilization campaigns are held at the community level. Village and ward administrators shall organize these campaigns through events at the village level, as directed by the Ward Development Committee (WDC), Council Management Team (CMT), and Regional Management Team (RMT). During these meetings, community members shall be informed about the programme, and efforts shall be made to encourage their active participation.

During meetings key messages will be conveyed to the community through entertainments such of community arts, including drama, skits, poetry, and drums. National and community events, such as Education Week, Civil Society Organization (CSO) Week, International Literacy Week (ILW), cultural festivals, national fairs, and exhibitions (including events like Saba Saba, Nane Nane, Education Innovation Week), and ALE campaigns, can be leveraged to promote the ICBAE programme and its potentiality for sustainability. Mainstream media, encompassing local radio, television, print media, as well as social media, shall play pivotal roles in reaching communities, civil society, the private sector, Faith-Based Organizations (FBOs), and decision-makers with key messages on ALE.

### 3.4 Selection, training, and motivation of facilitators

#### 3.4.1 Selection of community facilitators

The selection of facilitators shall be conducted through a ward meeting convened by the Ward Executive Officer (WEO), mandated by Ward Development Committee. There shall be a committee for the selection of facilitators, who will comprise influential people, religious representatives, the Social Welfare Officer, Community Development Officer, Village Health Officer, and Agricultural Extension Officer. The Community is expected to nominate at least three potential facilitators per village based on specified criteria which are:

- i) Having ability to read, write, and do mathematics, with a minimum qualification of an Adult and Basic Education and Training certificate level 1 and above.
- ii) Being an adult aged 18 years and above.
- iii) Having a positive attitude towards adult learning.
- iv) Being accepted by the community.
- v) Residing in the immediate vicinity where the CLC/learning space is situated.
- vi) Dedication to work and spirit of patriotism.
- vii) Having sufficient time to engage with Adult Non-formal Education (ANFE) programmes.

#### 3.4.2 Training of community facilitators

The facilitators' training shall be mandatory for a minimum of two weeks (10 working days). It is aimed at enhancing the skills and capabilities of facilitators to effectively conduct functional literacy and Adult Learning and Education classes. The training shall be conducted by a trained trainer like the District Adult Education Officer and FDC principals/teachers or NGO/FBO representatives. The facilitators' training will include the following competences:

- i) **Adult psychology:** Understanding the psychological aspects of adult learners, recognizing diverse learning styles, and adapting teaching methods accordingly.
- ii) **ICBAE guidelines:** Providing information on the ICBAE guidelines, elucidating objectives and Principals to facilitate a clear understanding among facilitators.
- iii) **Facilitator guides:** Training on the use and application of the five facilitators' guides, emphasizing how to effectively integrate literacy into the learning sessions.
- iv) **Teaching methodologies:** In-depth exploration of practical and participatory teaching methodologies tailored for adult learners.
- v) **Networking and stakeholder engagement:** Learning the importance of networking and strategies to engage government extension workers and other stakeholders in the technical aspects related to the learning components.
- vi) **Teaching and learning materials preparation:** Practical guidance on preparing teaching and learning materials for adult literacy programmes.

**vii) Supervision Skills:** Developing skills in supervision to ensure the effective implementation of the adult learning programme and the ongoing support of facilitators.

The initial training shall be conducted before the programme commences. Upon successful completion of the training, facilitators shall be awarded certificates recognizing them as ICBAE facilitators. Subsequently, the Council Executive Directors shall issue a letter of engagement to each facilitator. This letter shall serve as a formal document outlining the terms of reference and specific responsibilities of the facilitator within the ICBAE programme.

To foster peer learning, reflection, and continuous skills development, each learning center shall establish a community of practice (CoP) of the trained community facilitators. The CoP shall meet on quarterly basis and shall be facilitated by a trainer like the DAEO. Additionally, facilitators shall undergo a five-day refresher training annually to address potential skills gaps and accommodate new entrants. These training sessions, refresher courses, and regular community of practice meetings shall be coordinated by the Ward Education Officer in collaboration with the District Adult Education Officer.

### **3.4.3 Motivation to facilitators**

The training for the learners' group shall be scheduled twice a week, during which facilitators will engage with the group to teach functional literacy and Adult Learning and Education. Recognizing that facilitators are recruited on a voluntary basis, it is imperative to provide them with a honorarium, set at a minimum of 80,000TZS per month. This honorarium serves as a gesture of appreciation and motivation for their commitment and dedication to the programme. The necessary funds for these monthly stipends are expected to be derived from various sources, including the government's annual budget or district council funds allocated for youth, women and people with disability, contributions from civil society organizations, and a portion of the interest generated from Village Savings and Lending Activities (VSLAs). Facilitators shall form an association at the district level to oversee and manage their VSLA.

### **3.4.4 Situational analysis (SITAN)**

The learning spaces are envisioned as inclusive spaces where community members can gather and benefit from a wide range of learning opportunities and services provided by experts and facilitators from government sectors/departments, NGOs, and other stakeholders. In order to effectively meet the needs of the specific community, it is essential to conduct a comprehensive situational analysis. This analysis will provide a deeper understanding of the social, economic, political, technological, and cultural context.

Information on several key areas will be collected in the situational analysis, allowing for a thorough assessment such as community coverage, demand on skills and knowledge, indigenous knowledge, resource persons in various fields, income levels and sources of livelihoods, literacy levels, community participation, sports recreation, disease (burden), water, hygiene, and sanitation (WASH), environment, agriculture, and gender relations, among others. After analysis, the collected data will provide valuable insights to inform the services and initiatives at the learning space.

#### **3.4.5 Enrolment and placement of programme participants**

Learning in the ICBAE Programme is voluntary. Facilitators, supported by community leaders and supervisors, shall actively engage in mobilizing community members and registering individuals who express interest in the programme. The utilization of LAMP scale shall be integral for assessing the literacy levels of the registered participants. This assessment shall serve as a guide for facilitators to appropriately place participants, with each group ideally consisting of 25 to 30 individuals.

#### **3.4.6 The learning environment**

Learning shall be conducted in a learning space deemed suitable and convenient by the learners, facilitators, and the community. Where education and religious institutions exist, learners shall utilize those facilities. Where learning facilities exist, they shall be upscaled to learning space principles minimum standards (chapter 4.1). In cases where a specific location is desired, the responsibility for construction and renovation will fall on the community, local governments, civil society organizations (CSOs), and the private sector shall be responsible for construction and renovation.

#### **3.4.7 Teaching and learning materials**

The responsibility for providing essential instructional and learning materials to facilitators shall lie within the councils and other implementers of the ICBAE programme. These materials shall include, inter alia, chalkboards, dusters, chalk, books, and registers. Facilitators, with the support of District Adult Education Officer, can also engage in creating supplementary materials. The government, institutions, development partners and civil society are encouraged to supply supplementary materials that will further promote lifelong learning.

#### **3.4.8 Learning process**

Integrated Community Based Adult education (ICBAE) learning methodology is based on the REFLECT approach. Facilitators shall take the initiative to identify the learners' expectations and objectives at the onset of each learning cycle. Based on LAMP results, learners will be grouped based on their specific learning needs. The literacy achievement learning cycle shall take not more than six months, although the duration may extend for income generation projects and credit schemes to ensure their sustainability for as long as desired.

A learner who fails to meet the minimum requirement of 24 consecutive contact hours (8 consecutive meetings, equivalent to one month) shall be considered for re-entry in the subsequent learning cycle, requiring completion of the full month. Replacement of learners shall not be allowed one month after the commencement of the learning cycle. Adult learners shall be involved in planning their literacy and numeracy sessions, determining the venue, and setting the time for the sessions. They shall actively participate in the implementation of group and village action plans and group activity plans aimed at addressing problems and issues affecting the group and community, as well as Community Learning Center activities.

Facilitators shall prepare an activity plan prior to the learning cycle and sessions. Learners should bring their own writing materials, such as exercise books, pens, and pencils. Learners will graduate at the end of each learning cycle. Collaborative efforts with local leaders are essential for creating a suitable learning environment for adult learners and establish connections between adult learners and other development interventions.

#### **3.4.9 Leadership and management**

The Ministry Management Team at MoEST shall undergo orientation on ICBAE programme implementation, procedures and structures. Similarly, they should receive training on budgeting and coordination related to ICBAE. Their role shall be to oversee the implementation of ICBAE guidelines. The leadership structure begins with the Ministry of Education, Science and Technology (MoEST), which is the leading ministry responsible for regulating and ensuring the quality of education. MoEST is accountable for providing policy directions, administrative orders and facilitating bureaucracy to ensure quality implementation, monitoring and evaluation.

The President's Office-Regional Administration and Local Government (PO-RALG) shall play a crucial role in implementing ICBAE at various levels—regional, district, ward, and village levels. To ensure effective implementation, the Regional Adult Education Officers shall be part of the Regional Council Management Team while at the district level the District Adult Education Officers shall be part of District Council Management Team.

#### **3.4.10 Development and use of learning and instructional materials**

Learning under the ICBAE programme shall rely on locally developed, adapted, or adopted materials, carefully considering the learners' needs and the specific context. The Adult Education Press and the National Literacy Centre shall remain instrumental in printing adult learning materials. These materials shall include facilitator guides, learning units, supplementary resources, and locally available materials. The process of developing instructional materials shall be guided by the following criteria:

- Standards and quality
- Cost effectiveness
- Relevance and accuracy based on educational goals, curriculum, learners' needs and situation
- Language used by the majority of the people in a given geographical location
- Learner's participation/centredness
- Adherence to cultural norms and conducts of the specific society
- Gender-responsive materials
- Inclusivity

### **3.4.11 Learner assessment**

The assessment framework shall be developed and implemented in alignment with Adult Basic Education and Training (ABET) segment of the National Qualification Framework (NQF) overseen by the Ministry of Education, Science and Technology (MoEST). The focus of the assessments shall be on ascertaining learners' current skill levels and to systematically track their progress throughout the duration of the programme.

The training programme shall employ diverse assessment scales to allow graduates to have opportunity to transfer to alternative formal and non-formal pathways. The literacy and numeracy skills shall be assessed in line with the National Adult Literacy Assessment Framework.

## **3.5 Quality assurance and control at different levels**

Quality assurance is an essential element in assuring quality in the ICBAE programme and resources. The monitoring and evaluation framework of the ICBAE programme will adopt a multi-level approach, ensuring a comprehensive and systematic monitoring and evaluation process. Part of the process is monthly and quarterly data collection, as well as programme summative evaluations in every two to three years. Periodic research will add value in generating evidence-based programming for decision making and policy influence. This approach is designed to facilitate quality assurance and continual improvement.

### **3.5.1 National level**

The quality assurance at this level is led by the MoEST under the Quality Assurance Department. PORALG is responsible for regular monitoring and evaluation of programme implementation to ensure its alignment with programme objectives. Regular research and data collection will facilitate quality assurance and continual improvement.

### **3.5.2 Regional level**

The Regional Administrative Secretariat (RAS) shall receive reports from the District Executive Director (DED) who will submit them to the Regional Education Officer who shall review the reports before submitting the same to the zonal quality assurers who shall review, analyse and submit the district quarterly report to the MoEST.

### **3.5.3 District level**

At the district level, the DAEO shall receive the quarterly reports from the WEO who will submit them to the District Pre and Primary Education Officer (DPPEO) who shall review them and submit to the District Executive Officer.

### **3.5.4 Ward level**

On a quarterly basis, Ward Education Officers shall conduct monitoring, support supervision of programme and community facilitators' activities in consultation with the DAEO at this level for quality assurance. At the community level, community facilitators and learning spaces coordinators shall play an active role in monitoring learners' groups activities.

# CHAPTER FOUR

## LEARNING SPACES

### 4.1 Introduction

The learning process shall be carried out in the learning spaces chosen for their suitability and convenience, determined by the preferences of learners, facilitators and the community. Learning shall be carried out in diverse learning spaces including those found at educational and religious institutions, Folk Development Colleges (FDCs), Community Learning Centers, Teacher Resource Centres (TRCs), Rural Libraries and Post-primary Technical Centres (PPTCs). The broad array of learning environments will cater for the diverse needs and preferences of adult learners, fostering accessibility and inclusivity in the educational process.

To ensure that learning spaces meet the requirements for lifelong learning, the following criteria shall be considered:

- i) Location: Learning spaces should be situated close to the community, ensuring easy access to all community members.
- ii) Conducive environment: The learning spaces should be conducive and comfortable enough for effective learning.
- iii) Community ownership: It is essential for the learning spaces to be owned and supported by the community to foster a sense of community engagement and responsibility.
- iv) Management structure: learning spaces shall have clear management structure, ideally with a designated coordinator or management committee overseeing its operations.
- v) Demonstration area: learning spaces should have access to land for practical activities, enabling hands-on learning experiences for the community members.
- vi) Diverse learning opportunities: Learning spaces should offer a variety of learning opportunities to cater to the diverse needs and interests of community members to promote a continuous and well-rounded lifelong learning.

### 4.2 Principles for community learning centers

Community Learning Centres (CLCs) serve as comprehensive one stop learning spaces for continuous education and lifelong learning opportunities for all community members. Typically established and managed by the community, a CLC aims to offer diverse learning opportunities for community development, contributing to the enhancement of people's quality of life. Community Learning Centres (CLCs) play a pivotal role in personal and social development by empowering individuals and fostering community advancement through the provision of learning opportunities accessible to all members of the community.

Community Learning Centres (CLCs) shall be situated at the ward level to ensure easy accessibility for the community. The community together with the Ward Council and in consultation with the District Council shall identify existing suitable structures or sites for a CLC. The governance and oversight of CLC shall be entrusted to a CLC Coordinator and CLC Management Committee. The committee shall comprise six members selected during a ward meeting. Among the committee members, one shall be elected as the chairperson, and another one shall take on the role of CLC Coordinator. The day-to-day operations of the CLC shall be supervised and coordinated by the CLC Coordinator. The CLC Coordinator shall submit regular implementation reports to the Ward Education Officer (WEO) of the specific activities at the CLC. The WEO shall, in turn, forward these reports to the District Adult Education Officer (DAEO) of the respective council.

The activities and education services implemented at a Community Learning Center shall include, among other initiatives:

- Competence-based trainings in different areas such as agriculture, life skills, health, civic education, and adult literacy and numeracy,
- Library and information services, and ICT services
- Demonstration grounds for practical learning
- Sports, cultural and recreational activities
- Kindergarten and playground.

The CLC Coordinator and the management team are entrusted with the responsibility for the centre's operation, protection, and maintenance.

Recognizing the need for a holistic and practical approach, CLC shall embrace a multisectoral and multi-stakeholders' engagement in service delivery by forging partnerships with government sector departments, development partners, civil society, and faith-based organizations in order to empower the community and foster sustainable development. A key task for the CLC Coordinator, shall be to ensure that the CLC performs these functions appropriately to meet the needs of the communities.

# CHAPTER FIVE

## IMPLEMENTATION FRAMEWORK

### 5.1 Introduction

Coordination of the ICBAE programme at the national level shall be done by MoEST and overseen by the commissioner's office, and the Department of Basic Education. The coordination of the ICBAE programme shall be multisectoral. It will bring multiple stakeholders together under the guidance and direction of the MoEST to facilitate a unified cross-ministerial collaboration, supervision, and execution of the identified interventions.

The coordination framework will articulate the role of each stakeholder involved to ensure that they collectively address the diverse youth and adult learners' needs. To avoid being duplicative, the coordination structure builds on what already exists. Several stakeholders will be critical in coordinating the activities of the ICBAE programme at the national and lower levels. The coordination shall be governed by the current structure of MoEST, PORALG and other line ministries depending on the placing of the programme management.

### 5.2 Coordination of ICBAE at the National Level

#### 5.2.1 Ministry of Education Science and Technology

MoEST shall be responsible for policy formulation and regulation of education provision, setting standards, monitoring, and evaluation of the provision of education. ANFE at this level shall be led by MoEST and PoRALG shall be responsible for implementation. However, there will be inter-ministerial supervision and monitoring. There is a strong and sound relationship between formal basic education and adult and non-formal education such that if ANFE is not properly working and managed, there will be a high dropout rate, low attendance and absenteeism in primary and secondary education. Improvement in ANFE high retention, high completion rate and high attendance, will suggest improvement in basic education.

#### 5.2.2 Commissioner for Education

The office of the Commissioner has a Basic Education division and a Special Needs Education - SNE unit. The Basic Education division has three sections which are, Basic Education Policy Development, Basic Education Teacher's Training and School Accreditation. Basic Education Policy Development section has five units: Pre-school unit; Primary school unit; Secondary school unit; Adult Education and Non-Formal Education (ANFE) unit; and Cross-cutting issues unit.

The Directorate of Basic Education Policy Development shall oversee the preprimary, primary, Secondary and ANFE. It will also ensure that all cross-cutting issues (gender and inclusion, special needs, environment, digitization) are addressed. The ANFE unit has the following roles:

1. To provide inputs for development of ANFE policies, and guidelines.
2. To provide inputs for the development of ANFE curriculum.
3. To prepare, analyze, and upload data to the ESMIS and open government partnerships portal related to the section in accordance with the agreed workflow and protocol.
4. To conduct research on issues related to ANFE.
5. To provide guidance for talent development; and
6. To prepare and submit all reports (monthly, quarterly, annually) as well as all other ad hoc reports.

### **5.2.3 President’s Office-Regional Administration and Local Government (PO-RALG)**

PO-RALG is mandated to oversee the decentralization of the government functions to local levels including the delivery of Adult and Non-Formal Education by Councils. It provides technical support and guidance to Regional Secretariats and the LGAs. ICBAE implementation in PORALG shall be overseen by the Assistant Director for Adult and Special Needs Education (ADASNE) within the Department of Education and Administration. The delivery of adult and non-formal education can only flourish if there are effective administration and coordination mechanisms and structures at all levels, well defined roles and responsibilities of office bearers and availability of resources to implement the assigned duties. PO-RALG shall strengthen coordination mechanism, administration structure, and linkages and partnership in adult, non-formal and formal education at all levels.

### **5.2.4 Institutional and administrative arrangements**

Appropriate institutional and administrative arrangements are crucial in ensuring an efficient and effective delivery of the Adult and Non-Formal Education programmes. These programmes cut across various ministries and institutions and involve different stakeholders. The institutional and administrative procedures need to be streamlined including strengthening the inter-ministerial linkage in implementing adult and non-formal education programmes at all levels.

## **5.3 Roles and responsibilities of implementers**

### **5.3.1 MoEST**

#### **The primary responsibilities of the (MoEST) shall be to:**

- a) develop ANFE policies consistent with national aspirations and targets.
- b) prepare detailed ANFE annual plans based on Government priorities.
- c) prepare curriculum guidelines and regulations for the adult and non-formal education programmes.
- d) monitor, review and evaluate implementation of ANFE programmes in collaboration with PO-RALG.
- e) provide technical support and training to ANFE officials at regional and council levels on management and implementation of adult and non-formal and continuing education programmes.
- f) monitor the disbursement and track expenditure of funds allocated to councils for ANFE programmes in collaboration with PO-RALG.
- g) coordinate and oversee identification of educationally disadvantaged groups including people with disabilities, women, out of school children, illiterate youth and adults and ensure that they are enrolled in learning centres.
- h) coordinate action-oriented research to ensure policy decisions are evidence based.
- i) establish coordination mechanism and linkages among ministries, CSOs, private sector, institutions, and other stakeholders in providing ANFE programmes.
- j) raise awareness and publicity on lifelong learning focusing on ANFE through different media platforms.
- k) strengthen the communications function and infrastructure within the ministry.

### **5.3.2 PO-RALG**

#### **The primary responsibilities of PO-RALG shall be to:**

- a) strengthen adult and non-formal education section at the ministerial level.
- b) coordinate and monitor preparation of adult and non-formal education plans.
- c) coordinate, monitor and evaluate the implementation of adult and non-formal education plans and activities at the regional and council levels.
- d) coordinate, monitor and oversee the preparation of adult and non-formal education implementation plans and budgets at LGAs.
- e) approve adult and non-formal education regional plans and budgets which will form a basis for the allocation and transfer of funds from the treasury to the LGAs.

- f) supervise and oversee the delivery of adult and non-formal education at councils.
- g) coordinate and oversee identification of educationally disadvantaged groups including people with disabilities, women, out of school children, illiterate youth and adults and ensure that they are enrolled in learning centres.
- h) provide technical support and budget guidelines to the regional secretariats and councils to be overseen by the Director of Policy and Planning. (DPP).
- i) monitor, review and evaluate implementation of adult and non-formal education activities in collaboration with the MoEST.
- j) participate in the annual ESDP in reviewing education programmes.
- k) support and provide technical capacity through orientation targeting regional secretariats and LGAs on matters pertaining to adult and non-formal education.
- l) monitor the disbursement and track expenditure of funds allocated to councils for adult and non-formal education programmes, and
- m) produce regular financial and physical reports and submit them to the relevant authorities.

### **5.3.3 Regional Administration**

#### **Roles and responsibilities: Regional Adult Education Officer (RAEO)**

The main roles and responsibilities of RAEO are to assist the Regional Secretariat (RS). His/her main responsibilities shall be to:

- a) assist and advise the RS on all aspects of adult education, non-formal education, and special education in the region.
- b) oversee the implementation of the Adult Education Policy, non-formal education, and Special Education.
- c) coordinate the plans and the budgets for ANFE and Special Needs Education in the councils, including provision of food in units and centers and facilitators' allowances for ANFE.
- d) coordinate professional competitions organized in the region and council for ANFE and special needs education.
- e) assess the needs and coordinate the distribution of resources related to ANFE and special needs Education (SNE).
- f) provide technical advice to Local Governments and stakeholders in promoting ANFE and SNE.
- g) report on activities related to ANFE and SNE to relevant authorities at the national level.
- h) coordinate, participate and oversee orientation programmes regarding ANFE and SNE.
- i) initiate plans for the establishment of ANFE and SNE projects managed by Government and Non-Governmental Organizations in the region.
- j) ensure that all stakeholders in adult and non-formal education are effectively

involved in the processes of planning, implementation, and control.

- k) plan, oversee and conduct ALE and literacy campaigns as well as various national and international ANFE and SNE events.
- l) support educational research related to ANFE and SNE.
- m) coordinate and oversee assessments related to ANFE and SNE in the region.

### **5.3.4 District Council (DC)**

#### **5.3.4.1 The District Education Officer's roles and responsibilities regarding to ANFE are as follows:**

- a) Ensure that all stakeholders in adult and non-formal education are effectively involved in the processes of planning, implementation and control.
- b) Prepare ANFE development plans and budgets for the councils and ensure that ANFE activities are integrated in all Council annual plans.
- c) Ensure that resources allocated for the ANFE programmes are delivered and utilized timely for the intended purpose.
- d) Carry out regular monitoring of ANFE activities and provide technical backstopping to practitioners and stakeholders.
- e) Sensitize and mobilize stakeholders to ensure that adequate funds from Council own sources and Government subvention are allocated for the implementation of ANFE activities.
- f) Ensure ANFE issues are discussed in the Council meetings.
- g) Ensure ANFE issues are included as a permanent agenda item in quarterly Council meetings and reports.
- h) Coordinate the ANFE District committees.
- i) Ensure that Resource Centres are maintained and well-equipped with the relevant resources.
- j) Conduct assessment of ANFE learners as per set guidelines; and establish coordination mechanism of all adult and non-formal education providers at the Council.

#### **5.3.4.2 The District Adult Education Officer (DAEO)**

##### **Areas of responsibilities:**

The DAEO shall support the DEO in the following roles and responsibilities:

- a) To prepare the ANFE budget as well as advise on its allocation to various activities.
- b) To advise the District Education Officer (DEO) in matters related to ANFE at the district level.
- c) To prepare and report on matters related to ANFE activities to the DEO.
- d) To coordinate all ANFE activities as per existing guidelines and legal frameworks.
- e) Coordinate all ANFE stakeholders involved in the processes of planning, implementation and control.
- f) Follow up on action agreed in the quality assurance reports regarding the

implementation of ANFE and SNE programmes.

- g) Share key government information/updates raised by officials/stakeholders at the village/ward level.
- h) Conduct mobilization and sensitization/orientation programmes targeting government leaders and community members at the ward and village level.
- i) Plan, coordinate and conduct ALE and literacy campaigns as well as various national and international ANFE and SNE events.

#### **5.3.4.3 Ward Education Officer**

The roles of the Ward Education Officer shall be to:

- a) Coordinate ANFE activities within the ward.
- b) Ensure that resources mobilized are allocated for ANFE programmes and are utilized properly.
- c) Mobilize funds and other resources to support adult and non-formal education initiatives.
- d) Communicate educational information to all ANFE stakeholders.
- e) Ensure that each village/Mtaa identifies, enrolls, and retains learners in the learning centres.
- f) Support and advise the Ward Development Committee (WDC) and present ANFE matters.
- g) Ensure that Resource Centres are maintained and well-equipped with the relevant resources.
- h) To conduct regular monitoring of ANFE programmes at the Ward level.
- i) Ensure that the processes of recruiting ANFE teachers are conducted transparently and endorsed by the WDC.

#### **5.3.4.4 Community/village level – (the Head of School)**

**Areas of responsibilities:**

- a) Sensitizing and mobilizing communities regularly on the benefits of ANFE based on their socio-economic development needs.
- b) Ensuring the registration, attendance, and retention of ANFE target groups in the learning spaces.
- c) Ensuring that funds and other resources are mobilized by the communities to support ANFE.
- d) Ensuring ANFE issues are discussed in various community meetings.
- e) Ensuring that existing facilities including classrooms, Teachers Resource Centers, community buildings and grounds are used to facilitate adult, non-formal and continuing education activities.
- f) Recommending and advising on the recruitment of ANFE teachers.

### **5.3.5 Development Partners (DPs)**

#### **Areas of responsibilities:**

- a) Contributing funds to support the implementation of the adult and non-formal education programmes.
- b) Participating in the review and monitoring of the adult and non-formal education plans; and
- c) Providing technical support to enhance implementation of adult and non-formal education activities.

### **5.3.6 Institute of Adult Education (IAE)**

#### **Areas of responsibilities:**

- a) Building capacity of ANFE administrators and facilitators.
- b) Providing technical backstopping to adult and non-formal education administrators and facilitators.
- c) Providing in-service training for literacy, continuing and other non-formal education teachers through conventional and open and distance learning mode.
- d) Organizing mass education programmes on critical issues and other cross-cutting issues.
- e) Conducting research and evaluation on non-formal and continuing education and disseminating information.
- f) Providing consultancy and advisory services to stakeholders on curriculum development and study materials for non-formal and continuing education.
- g) Designing and developing ANFE curricula and teaching and learning materials.

### **5.3.7 Tanzania Library Services Board (TLSB)**

#### **Areas of responsibilities:**

- a) Providing reading materials to ANFE beneficiaries.
- b) Providing technical support for ANFE programmes at all levels for accessing the relevant materials.
- c) Providing tailor made training programmes to ANFE library staff.

### **5.3.8 National Examinations Council of Tanzania (NECTA)**

NECTA is responsible for setting and administering national examinations.

### **5.3.9 Vocational Education and Training Authority (VETA)**

#### **Areas of responsibilities:**

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

- a) Provide technical support to ANFE teachers and facilitators on provision of vocational education.

- b) Build capacity of ANFE vocational education teachers and facilitators through training.
- c) Provide opportunities for field attachment for ANFE learners.

### **5.3.10 Agency for Development of Education Management (ADEM)**

#### **Areas of responsibilities:**

- a) Designing training programmes for professional development of staff based on management, administration, research and development.
- b) Monitoring and evaluating the impact and outcome of the training in relation to administrative matters in education leadership and management.

### **5.3.11 Folk Development Colleges (FDCs)**

#### **Areas of responsibilities:**

- a) Promoting and providing vocational education and training.
- b) Providing technical support to adult and non-formal education teachers on provision of vocational education.
- c) Being centres for adult learners.
- d) Providing capacity building to ANFE vocational education teachers through training.
- e) Enhancing ANFE learners with literacy skills through post-literacy programmes.

### **5.3.12 National Council for Technical and Vocational Education and Training (NACTVET)**

#### **Areas of responsibilities:**

NACTVET is the principal technical education regulatory body which is mandated to perform the following:

- a) Setting and maintaining quality standards in technical education and advising the government on the strategic development of the subsector.
- b) Recognition of awards offered by ANFE learning centers covering technician, semi-professional and professional levels leading to the award of certificates, diplomas, degrees, or other related awards.
- c) Registering, monitoring and accrediting institutions that offer technical adult and non-formal and continuing education.
- d) Providing capacity building on developing appropriate curricula.
- e) Accommodating vocational ANFE learners in the existing TVET assessment frameworks.

### **5.3.13 Private Sector**

#### **Areas of responsibilities:**

- a) Providing funding and technical support for effective implementation of ANFE programmes targeting youth and adults.
- b) Supporting ANFE evidence-based programming that influences policy.

### **5.3.14 Communities**

#### **Areas of responsibilities:**

- a) Mobilizing and sensitizing youth and adults to uptake ICBAE.
- b) Supporting Government initiatives in the promotion of ICBAE for youth and adults.

### **5.3.15 Tanzania Commission for Universities (TCU)**

#### **Areas of responsibilities:**

- (a) Ensuring that higher learning institutions are actively involved in the professionalization of ANFE.
- (b) Ensuring quality of the higher learning programmes and research related to ANFE.

### **5.3.16 Higher Education Institutions**

#### **Areas of responsibilities:**

- a) Availing access to knowledge and resources for ICBAE through research, advisory services, consultancy and innovation.
- b) Conducting conferences and workshops on ANFE, research and participating in policy debates and development.

### **5.3.17 Media**

#### **Areas of responsibilities:**

Raising awareness of the community and advocating for increased implementation of ICBAE within the community.

### **5.3.18 Youth and adults**

- a) Seeking information on ICBAE and encouraging peers to take part in ICBAE.
- b) Registering and actively participating in ICBAE Learning Centers.
- c) Actively promoting ICBAE among aspirants.

## 5.2.19 Civil Society Organizations and Private Sector/Funders

### Areas of responsibilities:

- a) Contributing funds to support the implementation of adult and non-formal education programmes.
- b) Participating in reviewing and monitoring adult and non-formal education plans.
- c) Providing technical support to enhance implementation of adult and non-formal education activities.
- d) Implementing the ICBAE Programme.

### Annex 1: The Cascade Model

Table 1 below is a description of methodology of the ICBAE training targeting various participants at various levels. (refer to Annex 1 – Cascade model)

**Table 1: ICBAE training participants at the Leadership/management level**

Level	Targeted participants/learners	Methodology	Trainer/s
<b>National</b>	Multi-sectoral Heads, of Heads department, heads of section, heads of unit, ANFE focal persons (FPs)	Half day orientation	Master Training of Trainers (MTTs)
<b>Regional</b>	Regional Secretariat (ReS), RCMT (RAS, Regional Secretariat - Education, multi-sectoral technical leads	1 day orientation	MTTs
<b>District</b>	<b>DCMT (DED, DAS, DEO)</b>	<b>Half day orientation</b>	<b>MTTs</b>
	Multi-sectoral technical specialists, DAEOs, DSQAOs.	3 days orientation training	MTTs

### Level 2: ICBAE training participants at the Community level facilitation

<b>Ward</b>	WDC (Ward Councillors, WEOs, multi-sectoral technical teams at ward level – Community facilitators)	7 days orientation training	MTTs
<b>Community</b>	Learners groups (Youth and adults)	2-week training	Community Facilitators

## Annex 2: The Five Learning Components

### 1: Entrepreneurship and Business

**Principal Learning Outcome:** To apply reading, writing and simple arithmetics skills in entrepreneurial and business activities.

MAIN COMPETENCE	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	LEARNING OUTCOMES Learners to demonstrate ability to:	TEACHING AND LEARNING TOOLS
<b>1. Applying entrepreneurship skills in business</b>	1. Analyzing different entrepreneurship activities undertaken	i. Discussing the concept of entrepreneurship. ii. Differentiating between entrepreneurship and an entrepreneur iii. Outlining examples of entrepreneurs	Develop strategies for scaling and growing the business.	<ul style="list-style-type: none"> <li>• Marker pens</li> <li>• Flipcharts</li> <li>• Still Pictures</li> <li>• Video</li> </ul>
	2. Classifying characteristics of entrepreneurship	i. Identifying business opportunities ii. Describing the concept of creativity iii. Analysing risks in business	i. Apply the key characteristics of entrepreneurship in identifying business opportunities and analysing business risks. ii. Analyse business scenarios, develop innovative solutions, and make informed decisions.	<ul style="list-style-type: none"> <li>• marker pens</li> <li>• flipcharts</li> <li>• different pictures of entrepreneurs</li> </ul>
	3. Identify the importance of entrepreneurship in business.	i. Identifying entrepreneurship in fighting with poverty. ii. Explaining employment opportunities in entrepreneurship. iii. Outlining the importance of entrepreneurship in human daily life.	i. Identify and assess entrepreneurial opportunities by analysing market dynamics, consumer needs, and industry trends. ii. Evaluate the feasibility and potential of new business ventures.	<ul style="list-style-type: none"> <li>• marker pens</li> <li>• flipcharts</li> <li>• different pictures of entrepreneurs</li> </ul>

MAIN COMPETENCE	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	LEARNING OUTCOMES Learners to demonstrate ability to:	TEACHING AND LEARNING TOOLS
<b>2. Utilizing business skills</b>	1. Analyzing the concept of business	i. Discussing the concept of business ii. Explaining the importance of business iii. Analysing good business ideas	i. Analyse and assess various business models, including their revenue streams, cost structures, and market orientation. ii. Strategize on different business ideas.	<ul style="list-style-type: none"> <li>• Marker pens</li> <li>• Flipcharts</li> <li>• Still Pictures</li> <li>• Video</li> </ul>
	2. Classifying characteristics of entrepreneurship	i. Identifying business opportunities ii. Describing the concept of creativity iii. Analysing risks in business	i. Apply the key characteristics of entrepreneurship in identifying business opportunities and analysing business risks.	<ul style="list-style-type: none"> <li>• Marker pens</li> <li>• Flipcharts</li> <li>• Different pictures of entrepreneurs</li> </ul>
	3. Analyzing Sources of business capital	i. Discussing business capital ii. Outlining the sources of business capital iii. Utilizing business capital in business.	i. Analyse the financial needs of a business, including working capital requirements, expansion plans, and investment opportunities	<ul style="list-style-type: none"> <li>• Marker pens</li> <li>• Flipcharts</li> <li>• Still Pictures</li> <li>• Charts for business plan</li> <li>• video</li> </ul>
	4. Using a loan recording book	i. Discussing the concept of loan recording book ii. Outlining the importance of having loan recording book iii. Using the loan recording book	i. Document all loan-related information, including borrower details, loan terms, and disbursement records.	<ul style="list-style-type: none"> <li>• marker pens</li> <li>• flipcharts</li> <li>• still pictures</li> <li>• charts for business plan</li> <li>• video</li> <li>• piece of cloths</li> </ul>
<b>3. Applying market skills</b>	1. Analysing the concept of market	i. Explaining the concept of market and marketing in business ii. Discussing the importance of market and marketing. iii. Analysing methods of researching market and marketing	i. Evaluate the supply side of the market, examine the availability of goods and services, production capacities, and the number of suppliers. ii. Identify technological factors, resources, and barriers to entry.	<ul style="list-style-type: none"> <li>• marker pens</li> <li>• flipcharts</li> <li>• still pictures</li> <li>• charts for business plan</li> <li>• video</li> <li>• piece of cloths</li> </ul>

MAIN COMPETENCE	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	LEARNING OUTCOMES Learners to demonstrate ability to:	TEACHING AND LEARNING TOOLS
	2. Analyzing the concept of customer service.	i. Identifying the concept of customer ii. Explaining the traits and needs of customers. iii. Discussing ways of enhancing good relationship with a customer.	i. Identify various customer service channels and demonstrate the ability to manage customer interactions.	<ul style="list-style-type: none"> <li>• marker pens</li> <li>• flipcharts</li> <li>• still pictures</li> <li>• charts for business plan</li> <li>• video</li> <li>• piece of cloths</li> </ul>
	3. Describing branding in business.	i. Explaining the concept of quality and advertisement ii. Discussing the importance of branding and adhering to the quality in business. iii. Outlining ways of branding in business and products.	i. Extend a brand to new product lines or categories while maintaining and leveraging the existing brand's trust and reputation. ii. Develop a brand strategy, outline the brand's positioning, target audience, messaging, and competitive advantage and guide branding efforts.	<ul style="list-style-type: none"> <li>• marker pens</li> <li>• flipcharts</li> <li>• cash book dummy</li> </ul>
<b>4. Classifying Bookkeeping</b>	1. Analysing the concept of bookkeeping	i. Explaining the concept of bookkeeping. ii. Discussing the importance of bookkeeping. iii. Analysing symbols that are used in bookkeeping.	Create and maintain a chart of accounts, categorize and organize financial transactions effectively into specific accounts.	<ul style="list-style-type: none"> <li>• marker pens</li> <li>• flipcharts</li> <li>• cash flow book dummy</li> </ul>
	2. Analyze cost and price	i. Explaining the meaning of price and cost in business. ii. Distinguishing different prices and costs in business. iii. Computing the cost and prices in business.	Categorize costs accurately to understand their impact on pricing and profitability.	<ul style="list-style-type: none"> <li>• marker pens</li> <li>• flipcharts</li> <li>• profit and lost book dummy</li> </ul>

MAIN COMPETENCE	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	LEARNING OUTCOMES Learners to demonstrate ability to:	TEACHING AND LEARNING TOOLS
	3. Differentiate between profit and loss	i. Explaining the meaning of profit and loss in business ii. Adding profit and reducing loss in business. iii. Computing the loss and profit in business.	i. Differentiate between different types of profit, including gross profit, operating profit, and net profit, and explain their significance in business. ii. Differentiate between types of loss, including operating loss and net loss, and their implications for their business.	<ul style="list-style-type: none"> <li>• marker pens</li> <li>• flipcharts</li> <li>• charts for income and expenditure</li> <li>• income and expenditure tree</li> </ul>
5. Analysing concept of income and expenditure	1. Describing the meaning of income and expenditure	i. Discussing the concept of income and expenditure ii. Preparing income and expenditure book iii. Analysing the importance of preparing income and expenditure report.	i. Categorize different types of expenditures, including operating expenses, interest payments, taxes, and personal expenses. ii. Develop a budget that balances income and expenditure while considering financial goals and priorities	<ul style="list-style-type: none"> <li>• marker pens</li> <li>• flipcharts</li> <li>• dummy for income and expenditure chart.</li> </ul>
	2. Calculating income and expenditure in business	i. Identifying income and expenditure in business ii. Computing income and expenditure in business iii. Comparing income and expenditure in business	i. Determine the appropriate period for calculating income and expenditure, considering business needs. ii. Develop and manage a budget based on the income and expenditure calculations, considering financial goals and priorities.	<ul style="list-style-type: none"> <li>• marker pens</li> <li>• flipcharts</li> <li>• the dummy for income and expenditure chart.</li> </ul>

MAIN COMPETENCE	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	LEARNING OUTCOMES Learners to demonstrate ability to:	TEACHING AND LEARNING TOOLS
	3. Analysing the importance of income and expenditure book in business	i. Explaining the importance of using income and expenditure book ii. Discussing the loss in income and expenditure in business iii. Outlining methods of keeping income and expenditure book in business.	i. Maintain a comprehensive and accurate income and expenditure record as a core financial management practice. ii. identify areas for cost control and operational efficiency improvements, and align financial strategies with business objectives	<ul style="list-style-type: none"> <li>• marker pens</li> <li>• flipcharts</li> <li>• the dummy for income and expenditure chart</li> </ul>

## 2. Health and Nutrition

**Principal Learning Outcome:** To apply reading, writing and simple arithmetics skills in improving health and nutrition within the community.

MAIN COMPETENCE	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	LEARNING OUTCOMES Learners to demonstrate ability to:	TEACHING AND LEARNING TOOLS
<b>1. Raising awareness on health</b>	1.1 Accessing health services in the community	<ol style="list-style-type: none"> <li>1) Discussing places where one can get health services.</li> <li>2) Drawing a map showing health facilities in the locality.</li> <li>3) Mentioning the benefits of access to health care.</li> <li>4) Identifying traditional healers in the community.</li> </ol>	<ol style="list-style-type: none"> <li>i. Mention where health services are available in their locality.</li> <li>ii. Identify areas where community health workers are available.</li> <li>iii. Collaborate with local health authorities.</li> <li>iv. Have access to health service providers.</li> </ol>	<ul style="list-style-type: none"> <li>• flip chart</li> <li>• marker pens</li> <li>• real objects</li> <li>• videos</li> <li>• photographs</li> <li>• maps</li> </ul>
	1.2 Describing types of diseases and their occurrence.	<ol style="list-style-type: none"> <li>1) Listing diseases and their frequency of occurrence</li> <li>2) Discussing the effects of each disease in each season.</li> <li>3) Mentioning sources of some of the diseases in each season.</li> </ol>	<ol style="list-style-type: none"> <li>i. Identify various diseases that emerge seasonally in the community.</li> <li>ii. Identify the sources of diseases.</li> </ol>	<ul style="list-style-type: none"> <li>• flip chart</li> <li>• marker pens</li> <li>• real objects</li> <li>• videos</li> <li>• photographs</li> <li>• disease calendar</li> <li>• social map</li> </ul>
	1.3 Creating awareness on sexual health and reproductive rights (SRHR)	<ol style="list-style-type: none"> <li>1) Discussing the benefits of reproductive health education.</li> <li>2) Analyzing the effects of high-risk behavior.</li> <li>3) Listing the antenatal/post-natal support and services in the locality.</li> <li>4) Listing methods of safe home delivery</li> </ol>	<ol style="list-style-type: none"> <li>i. Apply different methods of birth control.</li> <li>ii. Identify the symptoms of pregnancy.</li> <li>iii. Seek various sources of knowledge about pregnancy.</li> <li>iv. Classify tasks that a pregnant mother can do.</li> <li>v. Prepare appropriate diet for pregnant women.</li> </ol>	<ul style="list-style-type: none"> <li>• flip chart</li> <li>• marker pens</li> <li>• real objects</li> <li>• videos</li> <li>• photographs</li> <li>• demonstration tools</li> </ul>

MAIN COMPETENCE	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	LEARNING OUTCOMES Learners to demonstrate ability to:	TEACHING AND LEARNING TOOLS
	1.4 Protecting the child's health.	5) Mentioning sources of nutrition for pregnant women 6) Mentioning important equipment for a mother who is about to give birth.  1) Discussing the symptoms of illnesses. 2) Identifying the sources of childhood diseases. 3) Discussing the means of treatment of various childhood illnesses. 4) Outlining growth and development of children under five.	vi. Identify dangerous symptoms for pregnant women. vii. Identify important vaccines for pregnant women  i. Take his/her child/ children to a regular health centre vaccinations. ii. Take preventive healthcare initiatives to his/her child/ children. iii. Read the child's clinical card.	<ul style="list-style-type: none"> <li>• flip chart</li> <li>• marker pens</li> <li>• real objects</li> <li>• videos</li> <li>• photographs</li> <li>• maps</li> <li>• demonstration tools</li> </ul>
<b>2. Combating diseases</b>	2.1 Protecting oneself from communicable diseases.	1) Identifying causes and effect of communicable diseases using problem tree. 2) Outline techniques for preventing communicable diseases. 3) Discussing effects of communicable diseases. 4) Listing risk factors of various diseases.	i. Maintain clean and sanitary living and working environments. ii. Implement measures to control vectors. iii. Explain the various sources and examples of communicable diseases. iv. Limit contact with persons showing symptoms of diseases. v. Determine the treatment of communicable diseases.	<ul style="list-style-type: none"> <li>• flip chart</li> <li>• marker pens</li> <li>• real objects</li> <li>• videos</li> <li>• photographs</li> </ul>

MAIN COMPETENCE	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	LEARNING OUTCOMES Learners to demonstrate ability to:	TEACHING AND LEARNING TOOLS
	2.2 Identify non-communicable diseases and their effects	<ol style="list-style-type: none"> <li>1) Discussing the effects of non-communicable diseases in the family</li> <li>2) Listing methods of combating non-communicable diseases</li> <li>3) Analysing the treatment of non-communicable diseases.</li> <li>4) Discussing places where one can obtain health services.</li> </ol>	<ol style="list-style-type: none"> <li>i. Make lifestyle modifications.</li> <li>ii. Make early diagnosis of non-communicable diseases.</li> <li>iii. Access different places to get treatment.</li> </ol>	<ul style="list-style-type: none"> <li>• flip chart</li> <li>• marker pens</li> <li>• real objects</li> <li>• videos</li> <li>• photographs</li> <li>• maps</li> </ul>
	2.3 Identifying high risk behaviours that can affect the human body	<ol style="list-style-type: none"> <li>1) Outlining high risk behaviors.</li> <li>2) Analyzing the internal organs of the human body.</li> <li>3) Discussing how high-risk behavior affects the internal organs of the body.</li> </ol>	<ol style="list-style-type: none"> <li>i. Reduce high risk-behaviour affecting their bodies (e.g., smoking, excessive drinking, stress, etc).</li> <li>ii. Prepare foods that build and strengthen the body.</li> </ol>	<ul style="list-style-type: none"> <li>• flip chart</li> <li>• marker pens</li> <li>• real objects</li> <li>• videos</li> <li>• photographs</li> <li>• maps</li> </ul>

MAIN COMPETENCE	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	LEARNING OUTCOMES Learners to demonstrate ability to:	TEACHING AND LEARNING TOOLS
<b>3. Improving hygiene in the community</b>	3.1 Raising awareness on water sanitation and hygiene.	<ol style="list-style-type: none"> <li>1) Assessing the locality indicating water sources.</li> <li>2) Analyzing the types of toilets in the community.</li> <li>3) Discussing the importance of safe disposal of human waste.</li> <li>4) Outlining the importance of handwashing behavior</li> </ol>	<ol style="list-style-type: none"> <li>i. Build proper sanitation and hygiene facilities.</li> <li>ii. Practise good hygiene.</li> </ol>	<ul style="list-style-type: none"> <li>• flip chart</li> <li>• marker pens</li> <li>• real objects</li> <li>• videos</li> <li>• photographs</li> <li>• maps</li> <li>• demos</li> </ul>

MAIN COMPETENCE	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	LEARNING OUTCOMES Learners to demonstrate ability to:	TEACHING AND LEARNING TOOLS
	3.2 Observing the Principals of personal hygiene	<ol style="list-style-type: none"> <li>1) Outlining the benefits of personal hygiene.</li> <li>2) Analyzing the important factors contributing to personal hygiene.</li> <li>3) Discussing the standards of hygiene in the community.</li> </ol>	<ol style="list-style-type: none"> <li>i. Improve overall hand hygiene particularly before meals and after using the toilet.</li> <li>ii. Practise proper personal hygiene daily</li> </ol>	<ul style="list-style-type: none"> <li>• flip chart</li> <li>• marker pens</li> <li>• real objects</li> <li>• videos</li> <li>• photographs</li> <li>• maps</li> <li>• demos</li> </ul>
	3.3 Recognizing the importance of good housing.	<ol style="list-style-type: none"> <li>1) Outlining the characteristics of a good house.</li> <li>2) Assessing the quality of good houses (number of rooms, toilets, windows for good air circulation, etc.).</li> <li>3) Discussing the possible effects of living in a house with low standards.</li> <li>4) Discussing ways of improving the standards of the house.</li> </ol>	Build/renovate a house with the proper ventilation and sanitation facilities.	<ul style="list-style-type: none"> <li>• flip chart</li> <li>• marker pens</li> <li>• real objects</li> <li>• videos</li> <li>• photographs</li> <li>• maps</li> <li>• demos</li> </ul>

MAIN COMPETENCE	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	LEARNING OUTCOMES Learners to demonstrate ability to:	TEACHING AND LEARNING TOOLS
<b>4. Preparing a healthy diet</b>	4.1 Identifying a healthy diet	<ol style="list-style-type: none"> <li>1) Outlining the foods found in the community.</li> <li>2) Discussing the benefits of those foods in the human body.</li> <li>3) Analyzing the benefits of food for the body.</li> </ol>	<ol style="list-style-type: none"> <li>i. Prepare nutritious meals.</li> <li>ii. Prepare balanced meals that include a variety of food groups.</li> </ol>	<ul style="list-style-type: none"> <li>• flip chart</li> <li>• marker pens</li> <li>• real objects</li> <li>• videos</li> <li>• photographs</li> <li>• maps</li> <li>• demos</li> </ul>
	4.2 Combating Malnutrition	<ol style="list-style-type: none"> <li>1) Discussing the concept of malnutrition.</li> <li>2) Analyzing the cause and effect of malnutrition.</li> <li>3) Discussing various food storage methods for domestic use.</li> </ol>	Prepare balanced nutrition, dietary diversity, and breastfeeding.	<ul style="list-style-type: none"> <li>• flip chart</li> <li>• marker pens</li> <li>• real objects</li> <li>• videos</li> <li>• photographs</li> <li>• demos</li> </ul>
	4.3 Infant and young child feeding	<ol style="list-style-type: none"> <li>1) Categorizing children under 2 years in different age groups and their feeding requirements</li> <li>2) Analyzing different types of feeding according to age categories.</li> <li>3) Discussing breastfeeding to alternative feeding.</li> </ol>	Engage family members and caregivers in supporting appropriate infant feeding practices.	<ul style="list-style-type: none"> <li>• flip chart</li> <li>• marker pens</li> <li>• real objects</li> <li>• videos</li> <li>• photographs</li> <li>• demos</li> </ul>

### 3. Agriculture and Livestock Keeping

**Principal Learning Outcome:** To apply reading, writing and simple arithmetics skills in practising modern agricultural and livestock activities.

MAIN COMPETENCE	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	LEARNING OUTCOMES Learners to demonstrate ability to:	TEACHING AND LEARNING TOOLS
<b>1. Analysing better farming techniques</b>	i. Using community resources sustainably	i. Identifying community natural resources ii. Discussing the methods of conserving natural resources. iii. Assessing effective use of resources on the economy.	i. Plan for future community development initiatives. ii. Use natural resources to generate income	<ul style="list-style-type: none"> <li>ashes, flip chart, maker pen, piece of stick, sand, banners,</li> </ul>
	ii. Applying effective agricultural methodologies and techniques	i. Discussing community agriculture activities ii. Discussing the strategies used to simplify the agricultural activities during the high agricultural season. iii. Outlining activities conducted during the low agricultural activity	i. Plan activities that contribute to maximization of crop yields. ii. Use the agricultural calendar correctly. iii. Select the appropriate crop according to the seasonal calendar.	<ul style="list-style-type: none"> <li>ashes, flip chart, maker pen, piece of stick, sand, banners, sacks</li> </ul>
	iii. Prioritizing crops basing on the community needs.	i. Outlining crops that can grow suitably in their locality in different seasons of the year. ii. Discussing types of crops based on their ranking.	i. Rank crops according to community needs ii. Prepare a chart based on the crop appropriateness. iii. Select crops that meet the diverse needs of the community.	<ul style="list-style-type: none"> <li>maker pen, piece of stick, sand, banners,</li> </ul>

MAIN COMPETENCE	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	LEARNING OUTCOMES Learners to demonstrate ability to:	TEACHING AND LEARNING TOOLS
	iv. Cultivating Cash crops	i. Discussing the types of cash crops grown in their community. ii. Analyzing the benefit accrued from the cultivated cash crops. iii. Differentiating crops that need to be planted in highland and lowland areas. iv. Outlining resources needed to cultivate cash crops	Cultivate cash crops with high market demand that leads to high profitability.	<ul style="list-style-type: none"> <li>ashes, flip chart, maker pen, piece of stick, sand, banners</li> </ul>
	v. Applying Irrigation Farming	i. Discussing the importance of access to water. ii. Analysing the source and usage of water in the community. iii. Outlining the strategies for addressing the challenges of water shortage. iv. Discussing the importance of irrigation farming.	i. Assess reliable water sources such as rivers, lakes, ground water or reservoirs. ii. Choose appropriate irrigation system/s.	<ul style="list-style-type: none"> <li>ashes, flip chart, maker pen, piece of stick, sand, banners</li> </ul>

MAIN COMPETENCE	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	LEARNING OUTCOMES Learners to demonstrate ability to:	TEACHING AND LEARNING TOOLS
	vi. Land ownership and household income	i. Outlining occupied and unoccupied community land. ii. Discussing the techniques used for land distribution. iii. Analyzing the effect and impact of unequal distribution and ownership of land	i. Maximize the use of land resources for community development. ii. Diversify economic resources including land to enhance household resilience to economic/ environmental shocks.	<ul style="list-style-type: none"> <li>ashes, flip chart, maker pen, piece of stick, sand, banners</li> </ul>
<b>2. Mitigating the Climate and Disasters</b>	i. Conserving Community environment	i. Outlining community activities that affect environment. ii. Discussing the effect of misusing the community environment. iii. Analysing the techniques for protecting community.	i. Implement sustainable practices for managing natural resources such as water, soil, forests, and biodiversity.	<ul style="list-style-type: none"> <li>ashes, flip chart, maker pen, piece of stick, sand, banners, video, pictures</li> </ul>
	ii. Analysing rainy seasons	i. Outlining different types of events such as floods, heavy rain, drought, and others. ii. Discussing years with different larger events. iii. Analysing events based on their occurrence.	i. Align agricultural activities with rainfall patterns to improve crop yields. ii. Develop a rain calendar to minimize environmental damage from extreme weather events.	i. rain calendar. banners. ii. maker pen. iii. flip chart, iv. pencils v. video vi. pictures

MAIN COMPETENCE	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	LEARNING OUTCOMES Learners to demonstrate ability to:	TEACHING AND LEARNING TOOLS
	iii. Determining community disaster	<ul style="list-style-type: none"> <li>i. Discussing larger disaster events that happened in the community.</li> <li>ii. Explaining major changes in the community that are caused by events</li> </ul>	<ul style="list-style-type: none"> <li>i. Identify trends and patterns in disaster occurrence.</li> <li>ii. Prepare events flow that happened in the community.</li> <li>iii. Locate areas or populations at higher risk during disasters</li> </ul>	<ul style="list-style-type: none"> <li>i. community map banners.</li> <li>ii. maker pen.</li> <li>iii. flip chart,</li> <li>iv. pencils</li> <li>v. video</li> <li>vi. pictures</li> </ul>
<b>3. Describing different types of Poultry Farming</b>	i. Rearing Chicken	<ul style="list-style-type: none"> <li>i. Discussing the concept of poultry farming.</li> <li>ii. Analysing the importance of poultry farming.</li> <li>iii. Outlining types of poultry.</li> <li>iv. Analysing poultry farming equipment's requirements.</li> <li>v. Discussing methods of breeding in poultry.</li> </ul>	<ul style="list-style-type: none"> <li>i. Apply the modern poultry farming.</li> <li>ii. Identify types of poultry that are suitable for breeding.</li> <li>iii. Develop sustainable practices to ensure the long-term viability of poultry farming.</li> </ul>	<ul style="list-style-type: none"> <li>i. banners.</li> <li>ii. maker pen.</li> <li>iii. flip chart,</li> <li>iv. pencils</li> <li>v. video</li> <li>vi. pictures</li> </ul>
	ii. Rearing Ducks	<ul style="list-style-type: none"> <li>i. Discussing the concept of duck rearing.</li> <li>ii. Analysing the importance of duck rearing.</li> <li>iii. Outlining types of duck rearing.</li> <li>iv. Analysing duck rearing equipment's requirements.</li> <li>v. Discussing methods of duck rearing.</li> </ul>	<ul style="list-style-type: none"> <li>i. Apply the modern duck rearing.</li> <li>ii. Identify types of ducks that are suitable for breeding.</li> <li>iii. Develop sustainable practices to ensure the long-term viability of duck rearing.</li> </ul>	<ul style="list-style-type: none"> <li>i. banners.</li> <li>ii. maker pen.</li> <li>iii. flip chart,</li> <li>iv. pencils</li> <li>v. video</li> <li>vi. pictures</li> </ul>

MAIN COMPETENCE	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	LEARNING OUTCOMES Learners to demonstrate ability to:	TEACHING AND LEARNING TOOLS
	iii. Keeping a guinea fowl	i. Discussing the origin of guinea fowl. ii. Outlining the importance of rearing guinea fowl. iii. Analysing the types or varieties of guinea fowls. iv. Identifying requirements for guinea fowl keeping. v. Discussing the quality of the house used for rearing guinea fowls	i. Identify the health guinea fowl for breeding. ii. Implement disease prevention measures, including vaccinations and regular health checks. iii. Apply effective breeding programmes to manage guinea fowl reproduction.	i. banners. ii. maker pen. iii. flip chart, iv. pencils v. video vi. pictures
<b>4. Practising animal husbandry</b>	i. Keeping Cattle	i. Outlining the concept of cattle farming. ii. Discussing the importance of cattle farming. iii. Analysing the types of cattle. iv. Discussing the requirements for cattle farming. v. Discussing methods of breeding in cattle. vi. Assessing zero grazing methods.	i. Use modern cattle breeding methods that yield good results. ii. Apply effective use of resources and technology for cattle ranching.	<ul style="list-style-type: none"> <li>ashes, banners, maker pen, flip chart, pencils ropes, feeding equipment,</li> </ul>
	ii. Piggery Farming	i. Outlining the concept of piggery farming. ii. Discussing the importance of piggery farming. iii. Discussing the requirements for piggery farming. iv. Assessing methods of breeding pigs.	i. Apply modern pig farming methods. ii. Breed pigs effectively. iii. Generate income through keeping pigs.	<ul style="list-style-type: none"> <li>ashes, banners, maker pen, flip chart, pencils, ropes, feeding equipment</li> </ul>

MAIN COMPETENCE	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	LEARNING OUTCOMES Learners to demonstrate ability to:	TEACHING AND LEARNING TOOLS
	iii. Goat rearing	i. Discussing the concept of goat rearing. ii. Outlining the importance of goat rearing and the types of goats. iii. Discussing the requirements for goat farming. iv. Outlining methods of breeding goats.	i. Apply the modern goat keeping techniques. ii. Apply effective goat breeding methods. iii. Develop a goat rearing business plan.	<ul style="list-style-type: none"> <li>ashes, banners, maker pen, flip chart, pencils ropes, feeding equipment</li> </ul>
<b>5. Practising Fisheries</b>	i. Fishing practices	i. Outlining the concept of fish farming. ii. Discussing the importance of fish farming. iii. Analyzing the requirements for fish farming. iv. Discussing methods of fish breeding.	i. Apply effective fish farming techniques	<ul style="list-style-type: none"> <li>ashes, banners, maker pen, flip chart, pencils ropes, feeding equipment</li> </ul>
	ii. Preserving fish	i. Discussing the importance of fish processing. ii. Outlining fish processing methods. iii. Discussing preliminary fish processing steps. iv. Analysing fish preservation methods (modern & traditional) v. Discussing the effects of improper fish processing.	i. Apply effective and innovative fish preservation techniques. ii. Generate household income through fish preservation methods. iii. Use fish preservation methods to increase household food security	<ul style="list-style-type: none"> <li>ashes, banners, maker pen, flip chart, pencils ropes, feeding equipment</li> </ul>

MAIN COMPETENCE	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	LEARNING OUTCOMES Learners to demonstrate ability to:	TEACHING AND LEARNING TOOLS
	iii.Sustaining fish products	i. Discussing fish handling techniques. ii. Assessing the harmful effects of illegal fishing on the environment and on human health. iii. Analysing the types of illegal fishing.	i. Practise modern fishing techniques that preserve fish population ii. Avoid illegal fishing practices. iii. Apply effective prevention methods against illegal fishing practices.	<ul style="list-style-type: none"> <li>ashes, banners, marker pen, flip chart, pencil ropes, feeding equipment</li> </ul>

#### 4. Civic Education and Life Skills

**Principal Learning Outcome:** To apply reading, writing and simple arithmetics skills in civic education practices.

MAIN COMPETENCE	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	LEARNING OUTCOMES Learners to demonstrate ability to:	TEACHING AND LEARNING TOOLS
<b>1. Valuing civil rights, dignity and culture</b>	i. Enhance Socio-cultural and religious diversity	i. Discussing key Principals of cultural diversity. ii. Analyzing benefits and challenges of cross-cultural management iii. Discussing the benefits of ethnic and religious tolerance. iv. Analysing the importance of global institutions and international relations.	i. Adapt to different cultural environments. ii. Be flexible n with other cultural/ethnic groups. iii. Accommodate differences in culture and religion	<ul style="list-style-type: none"> <li>• flip chart</li> <li>• marker pens</li> <li>• real objects</li> <li>• videos</li> <li>• photographs</li> <li>• illustrations</li> </ul>
	ii. Valuing civil rights	i. Discussing voter's rights ii. Listing the documentation required for voter rights. iii. Identifying voters' station and their localities iv. Discussing the importance of sensitization and mobilization for voters. v. Analysing the key Principals of good governance and leadership	i. Make individual voter choices. ii. Vote at the correct voter stations iii. Ask for assistance with regard to voting process.	<ul style="list-style-type: none"> <li>• flip chart</li> <li>• marker pens</li> <li>• real objectives</li> <li>• videos</li> <li>• photographs</li> <li>• graphs and illustrations</li> </ul>

MAIN COMPETENCE	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	LEARNING OUTCOMES Learners to demonstrate ability to:	TEACHING AND LEARNING TOOLS
	iii. Defining the rule of law	i. Outlining the definitions of key legal terms. ii. Analyzing the judicial system in Tanzania. iii. Discussing the importance of the constitution iv. Outlining ways of accessing legal support and aid. v. Discussing the East African Community and its treaties	i. Correctly identify the judicial system, roles and responsibilities ii. Correctly address legal issues to the right decision-making body/ agency.	<ul style="list-style-type: none"> <li>• flip chart</li> <li>• marker pens</li> <li>• real objectives</li> <li>• videos</li> <li>• photographs</li> <li>• household calendar</li> <li>• resource maps/ data/lists</li> <li>• graphs and illustrations</li> </ul>
	iv. Building civic skills	i. Discussing effective communication skills ii. Outlining ways of engaging in civil discourse and respectful debate. iii. participating in civic activities such as community service or activism.	<ul style="list-style-type: none"> <li>• Present agendas to local government and key decision makers regarding voting process</li> <li>• Become potential aspirants and candidates in the election process.</li> <li>• Choose the right aspirants and candidates in the electoral process</li> </ul>	<ul style="list-style-type: none"> <li>• flip chart</li> <li>• marker pens</li> <li>• real objectives</li> <li>• videos</li> <li>• photographs</li> <li>• household calendar</li> <li>• graphs and illustrations</li> <li>• communication tools</li> </ul>

MAIN COMPETENCE	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	LEARNING OUTCOMES Learners to demonstrate ability to:	TEACHING AND LEARNING TOOLS
<b>2. patriotism and constitutional rights</b>	i. Awareness raising on constitutional affairs and civilian rule.	i. Defining the Constitution, Parliament and Judiciary ii. Discussing functions of the Parliament and Judiciary iii. Defining the concept of executive iv. Explaining the cycle of the structure of executives v. Analysing roles of civil servants (Ministers, Local Government Leaders) vi. Determining the structure of ward/ village/street government	<ul style="list-style-type: none"> <li>• Make proper reference to the functions of the constitutional structures.</li> <li>• Address individual/ community issues to the right decision-making bodies</li> </ul>	<ul style="list-style-type: none"> <li>• flip chart</li> <li>• marker pens</li> <li>• real objectives</li> <li>• videos</li> <li>• photographs</li> <li>• household calendar</li> <li>• legal aid resources graphs and illustrations</li> </ul>
	ii. Citizen participation	i. Analyzing the importance of advocacy in the community. ii. Assessing advocacy issues in a community. iii. Listing types of advocacy. iv. Discussing advocacy objectives in a particular community/ setting.	i. Prepare advocacy activities in their communities ii. Advocate to their own rights in their communities iii. Address duty bearers with the issues they face	<ul style="list-style-type: none"> <li>• flip chart</li> <li>• marker pens</li> <li>• real objectives</li> <li>• videos</li> <li>• photographs</li> <li>• voter box</li> <li>• voter cards</li> <li>• advocacy pyramid</li> <li>• advocacy assessment tools</li> </ul>

MAIN COMPETENCE	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	LEARNING OUTCOMES Learners to demonstrate ability to:	TEACHING AND LEARNING TOOLS
	iii. Raising awareness on civil knowledge	i. Analysing democratic rights of citizens ii. Discussing the importance of human rights. iii. Outlining rights and responsibilities of a citizen iv. Explaining the impact of violation of Human Rights vii. Listing all activities/ events that are against gender equality. of GBV viii. Developing effective measures to control GBV for best practices.	i. Be a responsible citizen ii. Stand for individual human rights. iii. Advocate against violation of human rights iv. Build the capacity of other members in the community on human rights awareness v. Apply civic rights regarding individual/ community issues vi. Develop effective and protective measures to control GBV for best practices. vii. Practise gender responsiveness in daily activities viii. Identify indicators that justify gender equity and equality	<ul style="list-style-type: none"> <li>• flip chart</li> <li>• marker pens</li> <li>• real objectives</li> <li>• videos</li> <li>• photographs</li> <li>• household calendar</li> <li>• legal/ paralegal aid resources</li> <li>• graphs and illustrations</li> </ul>

MAIN COMPETENCE	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	LEARNING OUTCOMES Learners to demonstrate ability to:	TEACHING AND LEARNING TOOLS
<b>3. Classifying gender development and inclusion</b>	i. Discussing gender in a broader perspective	i. Conceptualizing Gender related concepts. ii. Clarifying the gender roles and responsibilities. iii. Differentiating between Gender and sex roles. iv. Realizing the effects of gender bias. v. Explaining gender workload in the community vi. Identifying risk factors that contribute to Gender-based violence (GBV). vii. Listing all activities/ events that are against gender equality. of GBV viii. Developing effective measures to control GBV for best practices.	i. Create awareness on gender related concepts and roles, ii. Categorize roles and responsibilities according to gender perspective. iii. Improve gender responsiveness at individual and community level. iv. Report GBV matters to the right authorities v. Develop effective and protective measures to control GBV for best practices. vi. Practise gender responsiveness in daily activities vii. Identify indicators that justify gender equity and equality	<ul style="list-style-type: none"> <li>• flip chart</li> <li>• marker pens</li> <li>• real objectives</li> <li>• videos</li> <li>• photographs</li> <li>• access and control profile</li> <li>• 24 hour activity profile.</li> </ul>

MAIN COMPETENCE	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	LEARNING OUTCOMES Learners to demonstrate ability to:	TEACHING AND LEARNING TOOLS
	ii. Enhancing inclusivity	i. Identifying persons with disabilities (PWDs) and the marginalized groups. ii. Providing services to marginalized groups and people with disabilities. iii. Forming study groups which are inclusive. iv. Supporting participants with learning disabilities	i. Recognise the value of diversity in the learning environment. ii. Develop strategies for creating an inclusive and positive learning environment. iii. Respect the rights of PWDs. iv. Increase access to social and support services for PWDs. v. Increase participation of marginalized groups in social-economic development matters.	<ul style="list-style-type: none"> <li>• flip chart</li> <li>• marker pens</li> <li>• real objectives</li> <li>• videos</li> <li>• photographs</li> <li>• access and control profile</li> <li>• 24-hour gender activity profile.</li> <li>• drawings of male and female figures</li> </ul>
	iii. Identifying marginalized groups	i. Identifying minority groups in accordance with economic activities (pastoralists, migrants: urban-rural/rural-urban migration settlements, internally displaced people (IDPs)). ii. Specifying minority groups localities and economic activities. iii. Identifying minority groups needs.	i. Set proper settlement plans. ii. Provide proper services to marginalized groups iii. Recognise lack of access to education, health, employment opportunities, etc. iv. Promote peace making and equitable allocation of resources.	<ul style="list-style-type: none"> <li>• flip chart</li> <li>• marker pens</li> <li>• real objects</li> <li>• videos</li> <li>• photographs</li> <li>• settlement maps</li> </ul>

MAIN COMPETENCE	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	LEARNING OUTCOMES Learners to demonstrate ability to:	TEACHING AND LEARNING TOOLS
4. Taking social responsibilities	i. Participating in social events	i. Identifying social events. ii. Organizing social events. iii. Performing social events (traditional celebration, weddings, funerals). harvesting cultural festivals, education celebrations etc)	i. Strengthen corporation and unity in families and communities. ii. Raise awareness of key community event dates and activities. iii. Improve their social well-being.	<ul style="list-style-type: none"> <li>• flip chart</li> <li>• marker pens</li> <li>• real objectives</li> <li>• videos</li> <li>• photographs</li> <li>• drawings of male and female figures</li> </ul>
	ii. Apply ethical decisions	i. Discussing the concept of ethics. ii. Outlining ethical Principals. iii. Practising ethical-consideration in decision making.	i. Recognize ethical considerations in decision-making. ii. Act against unethical behaviour and decisions.	
	iii. Analyse social issues	i. Identifying various social issues affecting communities. ii. Determining the root causes and consequences of social challenges. iii. Solving social action using case studies	Take action on combating major social issues in their communities.	<ul style="list-style-type: none"> <li>• flip chart</li> <li>• marker pens</li> <li>• real objectives</li> <li>• videos</li> <li>• photographs</li> <li>• advocacy pyramid and tools</li> </ul>

MAIN COMPETENCE	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	LEARNING OUTCOMES Learners to demonstrate ability to:	TEACHING AND LEARNING TOOLS
<b>5. Emphasising life skills</b>	i. Promoting personal development	i. Creating self-awareness focusing on physical and mental health ii. Discussing self confidence, and self-esteem. iii. Analysing interaction and interrelational skills. iv. Analysing leadership skills, character, and style. v. Outlining fundamental Principals and values of presentation skills. vi. Discussing the importance of effective communications. vii. Identifying types of communication and their uses. viii. Outlining communication barriers	i. Highlight essential abilities and knowledge that contribute to personal and professional success. ii. Practise leadership skills (character, ability to lead, confidence building, etc.). iii. Make rational and appropriate decisions iv. Apply proper use of language and etiquette. v. Use effective communication and presentation skills.	<ul style="list-style-type: none"> <li>• flip chart</li> <li>• marker pens</li> <li>• real objectives</li> <li>• videos</li> <li>• photographs</li> <li>• self-help books</li> </ul>

MAIN COMPETENCE	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	LEARNING OUTCOMES Learners to demonstrate ability to:	TEACHING AND LEARNING TOOLS
	ii. Manage conflicts	i. Discussing the relationship building ii. Analysing negotiation skills iii. Outlining alternative solutions to conflict for peace building iv. Identifying legal resources for conflict resolution v. Analysing the root causes and dynamics of conflict.	i. Demonstrate the ability to learn from conflicts. ii. Apply lessons to future situations. iii. Foster a culture of respectful disagreement. iv. Manage conflict resolution process.	<ul style="list-style-type: none"> <li>• flip chart</li> <li>• marker pens</li> <li>• real objectives</li> <li>• videos</li> <li>• photographs</li> <li>• conflict management and tools</li> </ul>
	iii. Develop critical thinking	i. Outlining analytical skills. ii. Breaking down complex problems into manageable components. iii. Identifying patterns and trends within data or information. iv. Discussing diverse perspectives and alternative viewpoints.	i. Apply analytical skills ii. Willingness to change opinions in the face of compelling evidence.	<ul style="list-style-type: none"> <li>• flip chart</li> <li>• marker pens</li> <li>• real objectives</li> <li>• videos</li> <li>• photographs</li> </ul>

MAIN COMPETENCE	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	LEARNING OUTCOMES Learners to demonstrate ability to:	TEACHING AND LEARNING TOOLS
<b>6. Parenting education</b>	i. Providing Early Childhood support and guidance	i. Discussing parenting education and its importance ii. Identifying types of parenting styles iii. Discussing basic components of parental role.	Provide support on life skills development.	<ul style="list-style-type: none"> <li>• flip charts</li> <li>• marker pens</li> <li>• real objectives</li> <li>• videos</li> <li>• photographs</li> </ul>
	ii. Influencing children through good discipline	i. Discussing different forms of disciplines. ii. Analyzing effective and non-punitive discipline strategies. iii. Outlining appropriate parental child communication skills. iv. Discussing children's needs and concerns	i. Practise good discipline ii. Teaching children appropriate behaviors and consequences.	<ul style="list-style-type: none"> <li>• flip chart</li> <li>• marker pens</li> <li>• real objectives</li> <li>• videos</li> <li>• photographs</li> </ul>
	iii. Modelling positive behaviour	i. Discussing family values and behaviors ii. Outlining positive role models and behaviours for ethical and moral conduct iii. Outlining negative role models and behaviours for ethical and moral conduct	i. Demonstrate positive role modelling. ii. Demonstrate humility by acknowledging mistakes and learning from them. iii. Exhibit self-disciplining in managing their actions and emotions.	<ul style="list-style-type: none"> <li>• flip chart</li> <li>• marker pens</li> <li>• real objectives</li> <li>• videos</li> <li>• photographs</li> </ul>

## 5. Pre-Vocational Skills

**Principal learning outcome:** To apply reading, writing and simple arithmetics skills in performing various hands-on tasks in the contemporary world.

MAIN COMPETENCE	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	LEARNING OUTCOMES Learners to demonstrate ability to:	TEACHING AND LEARNING TOOLS
<p><b>1. Food production</b></p>	<p>i. Beverages making</p>	<p>i. Discussing the meaning of beverages.            ii. Outlining the type and uses of beverages.            iii. Outlining equipment and tools used for making beverages.            iv. Making beverages according to the specified ingredients and methods.            v. Discussing the importance of working in a clean and sanitary environment, clean tools, and equipment.            vi. Discussing the importance of storing tools and equipment properly.</p>	<p>i. Prepare beverages as per specified standards.            ii. Work in a sanitary environment devoid of food hazards.            iii. Store the correct tools and equipment for making beverages.</p>	<ul style="list-style-type: none"> <li>• flip charts</li> <li>• marker pens</li> <li>• pictures of different ingredients for beverages</li> <li>• real objects</li> <li>• manila cards</li> <li>• equipment and crockery.</li> </ul>

MAIN COMPETENCE	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	LEARNING OUTCOMES Learners to demonstrate ability to:	TEACHING AND LEARNING TOOLS
	2. Cooking eggs	i. Discussing nutrients found in eggs. ii. Outlining the type and the quality of eggs. iii. Discussing how to store eggs, equipment and tools used in cooking egg dishes in a sanitary environment. iv. Analyzing methods for cooking eggs. v. Cooking eggs	i. Cook eggs as per specified standards. ii. Effectively use the tools to fry eggs and meals with eggs. iii. Cook eggs in a sanitary environment.	<ul style="list-style-type: none"> <li>• flip charts</li> <li>• marker pens</li> <li>• video</li> <li>• still pictures</li> <li>• cooking equipment</li> <li>• photographs</li> <li>• illustrations</li> <li>• real objects</li> </ul>
	3. Cooking yeast dough products	i. Discussing the types of yeast dough and their products. ii. Outlining the equipment and tools used for cooking yeast dough products. iii. Assessing ingredients for cooking yeast dough products. iv. Outlining how to clean working place tools and equipment. v. Discussing how to store the tools and ingredients properly after use. vi. Cooking yeast products vii. Discussing how to serve the products of yeast dough	i. Prepare yeast dough products according to the required standards. ii. Cook yeast dough products as per specified sanitary standards. iii. Serve dishes/ products made of yeast as an ingredient.	<ul style="list-style-type: none"> <li>• flip charts</li> <li>• marker pens</li> <li>• picture of different cooking pans</li> <li>• manila cards</li> <li>• video</li> </ul>

MAIN COMPETENCE	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	LEARNING OUTCOMES Learners to demonstrate ability to:	TEACHING AND LEARNING TOOLS
	4. Cooking chapatti	i. Discussing the concept of chapatti. ii. Analysing the equipment and tools for making chapatti. iii. Outlining the correct quantity and quality of ingredients for making chapatti. iv. Discussing the method of preparing the chapatti dough. v. Outlining how to clean the working tools, equipment, and ingredients. vi. Analysing how best to store ingredients and cooking tools properly. vii. Preparing chapatti viii. Describing on how to serve chapatis	i. Prepare chapatti as per specified standards. ii. Cook the chapatti according to the specified sanitary standards. iii. Serve the prepared chapatti.	<ul style="list-style-type: none"> <li>• flip charts</li> <li>• marker pens</li> <li>• manila cards</li> <li>• black board</li> <li>• real objects</li> <li>• equipment</li> <li>• ingredients</li> <li>• video</li> <li>• photographs</li> </ul>

MAIN COMPETENCE	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	LEARNING OUTCOMES Learners to demonstrate ability to:	TEACHING AND LEARNING TOOLS
	5. Cooking rice dishes	i. Discussing the types and quality rice. ii. Listing different dishes cooked by using rice iii. Analysing methods for cooking different types of rice dishes. iv. Discussing the different ingredients to be used in cooking rice dishes v. Discussing the importance of cooking rice in a sanitary environment. vi. Outlining different foods that can be served with rice. vii. Cooking rice dishes viii. Discussing how to serve rice dishes	i. Cook rice as per specified standards. ii. Serve the rice with the correct dishes.	<ul style="list-style-type: none"> <li>• flip charts</li> <li>• marker pens</li> <li>• manila cards</li> <li>• video</li> <li>• pictures of different ingredients</li> </ul>

MAIN COMPETENCE	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	LEARNING OUTCOMES Learners to demonstrate ability to:	TEACHING AND LEARNING TOOLS
<b>2. Masonry and brick laying</b>	1. Tiles fitting	i. Discussing the types and use of different tiles. ii. Analysing how to use correct measurements and equipment for fitting tiles. iii. Discussing the proportional calculations in mixing the materials needed to fix tiles on the wall or the ground. iv. Explaining how to do surface preparation for tiles fitting v. Discussing how to fix the tiles on the surfaces vi. Fitting tiles	i. Fit tiles as per technical specifications	<ul style="list-style-type: none"> <li>• flip charts</li> <li>• marker pens</li> <li>• manila cards</li> <li>• pictures of (hammer, gloves, mallet, measuring tape, cement, spirit level, wooden float)</li> <li>• simple machine for cutting tiles</li> </ul>

MAIN COMPETENCE	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	LEARNING OUTCOMES Learners to demonstrate ability to:	TEACHING AND LEARNING TOOLS
	2. Making Paving blocks	i. Discussing the meaning of paving blocks. ii. Outlining the types and importance of paving blocks. iii. Analyzing paving materials (bricks and cement floors) iv. Discussing proportional calculations in mixing the equipment needed to fire bricks on the floor (pavement) v. Making paving blocks vi. Outlining the process of curing vii. Fitting the paving blocks	i. Make paving blocks as per technical specifications. ii. Make paving blocks using various models. iii. Fit paving blocks according to the specified standards.	<ul style="list-style-type: none"> <li>• flip charts</li> <li>• marker pens</li> <li>• video</li> <li>• pictures of (mallet, gloves, measuring tape, trowels, spirit level, different molding boxes)</li> <li>• manila cards</li> </ul>

MAIN COMPETENCE	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	LEARNING OUTCOMES Learners to demonstrate ability to:	TEACHING AND LEARNING TOOLS
	3. Painting	iv. Discussing the concept of painting and types of paints. v. Outline types of painting skills vi. Analyze the safety measures related to painting. vii. Outline and select appropriate equipment and tools for painting. viii. Perform the painting process	i. Paint as per technical specification ii. Apply different painting techniques	<ul style="list-style-type: none"> <li>• Flip charts</li> <li>• Marker pens</li> <li>• Picture of different painting brushes, buckets, gloves, masonry line.</li> <li>• Video</li> <li>• Manila cards</li> </ul>

MAIN COMPETENCE	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	LEARNING OUTCOMES Learners to demonstrate ability to:	TEACHING AND LEARNING TOOLS
	4. Constructing simple pipe fittings for clean and waste water systems	i. Discussing the concept of clean water and waste water systems. ii. Analyzing how to connect pipes of clean water system. iii. Outlining constructing pipes for waste water systems and their appliances. iv. Constructing pipes fitting for clean and waste water system v. Connecting pipes to sanitary chambers	i. Construct simple pipe fittings of clean and waste water system as per technical specifications. ii. Connect pipes to septic tanks, sewers, chambers, soak way pit and cesspool	<ul style="list-style-type: none"> <li>• flip charts</li> <li>• marker pens</li> <li>• pictures of spades, measuring tapes, trowels,</li> <li>• water pipes, hoes, spirit levels.</li> <li>• cement and sand</li> <li>• manila cards</li> </ul>

MAIN COMPETENCE	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	LEARNING OUTCOMES Learners to demonstrate ability to:	TEACHING AND LEARNING TOOLS
3. Carpentry and Joinery	1. Simple roofing	iii. Identifying the tools and equipments and materials to be used in construction of roof. iv. Calculating the total number of materials to be used in making a simple roofing v. Assessing scaling of drawings and the required materials. vi. Preparing and keeping records of drawings and measuring tools. vii. Outlining the procedures to be used when constructing simple roofing viii. Constructing a simple roof	i. Identify tools and equipment used in the constructing a roof ii. Calculate the materials to be used in making a simple roof iii. Construct a basic roof as per technical specifications	<ul style="list-style-type: none"> <li>• flip charts</li> <li>• marker pens</li> <li>• pictures of different joints (wooden)</li> <li>• pictures of timbers, pencils, try squares, cutting saws.</li> <li>• manila cards</li> </ul>

MAIN COMPETENCE	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	LEARNING OUTCOMES Learners to demonstrate ability to:	TEACHING AND LEARNING TOOLS
	2. Making basic joints	i. Defining terminologies used in carpentry and joinery joints. ii. Preparing framing joints, widening joints, and lengthening of joints. iii. Analyzing the importance of safety precautions when making various joints. iv. Discussing the importance of cleaning the working place tools and equipment and storing them properly	Construct basic joints as per technical specifications	<ul style="list-style-type: none"> <li>• flip charts</li> <li>• marker pens</li> <li>• pictures of hammers, try squares, measuring tapes, cutting saws, different size of nails, spirit levels, pencils.</li> <li>• manila cards</li> </ul>

MAIN COMPETENCE	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	LEARNING OUTCOMES Learners to demonstrate ability to:	TEACHING AND LEARNING TOOLS
	3. Constructing doors frames	i. Outlining the concept and terms related to frames. ii. Outlining tools, equipment and materials required in door frame construction. iii. Analyzing the drawings of a frame according to the specified calculations and materials. iv. Assessing the cutting, the members and planning of the required joints. v. Assembling members to have a frame. vi. Discussing the importance of safe and clean workplace environment and tools according to workshop rules and regulations	i. Construct door frames as per technical specifications ii. Observe the safety measures when constructing door frames.	<ul style="list-style-type: none"> <li>• flip charts</li> <li>• marker pens</li> <li>• pictures of cutting saws, hammers, pencils, try square, chisels,</li> <li>• pictures of different door and</li> <li>• window frames.</li> <li>• manila cards</li> </ul>

MAIN COMPETENCE	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	LEARNING OUTCOMES Learners to demonstrate ability to:	TEACHING AND LEARNING TOOLS
	4. Ceilings construction	i. Discussing the concept of a ceiling and materials used in constructing ceilings ii. Outlining the types of ceiling the standard height and tools required. iii. Assembling the main members. iv. Reinforcing other members. v. Discussing the importance of safe and clean workplace environment and tools according to workshop rules and regulations	i. Observe the standard safety precautions ii. Construct ceiling as per technical	<ul style="list-style-type: none"> <li>• flip charts</li> <li>• marker pens</li> <li>• pictures of cutting saws, hammers, measuring tape, try squares, chisels, ladders, iron sheets, nails, timber.</li> <li>• manila cards</li> </ul>
<b>4. Electrical installation</b>	1. Setting up electrical equipment	i. Outlining the drawings, diagrams, and symbols. ii. Analyzing the use of the drawings, diagrams, and symbols a for electricity installation. iii. Assessing the materials required for electrical installations. iv. Discussing how to fix electrical fault(s) v. Installing small scale electrical installations	Carry out small scale electrical installations according to the required specifications.	<ul style="list-style-type: none"> <li>• flip charts</li> <li>• marker pens</li> <li>• manila cards</li> <li>• video</li> <li>• sign board (pictures)</li> </ul>

MAIN COMPETENCE	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	LEARNING OUTCOMES Learners to demonstrate ability to:	TEACHING AND LEARNING TOOLS
	2. Maintaining electrical installations and domestic appliances	i. Analyzing the testing and repairing of electrical appliances and parts. ii. Discussing how to fix, remove, and replace electrical appliances and (parts) and solder joints. iii. Analyzing the importance of adhering to health and safety regulations. iv. Performing the task of maintaining the electrical installation and domestic appliances	i. Maintain electrical installations and domestic appliances as per technical specifications. ii. Adhere to the safety and precautions	<ul style="list-style-type: none"> <li>• flip charts</li> <li>• marker pens</li> <li>• manila cards</li> <li>• sign boards (pictures)</li> </ul>

MAIN COMPETENCE	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	LEARNING OUTCOMES Learners to demonstrate ability to:	TEACHING AND LEARNING TOOLS
	3. Setting up install solar power in home	i. Assessing the drawings, diagrams, and symbols required and how to interpret them. ii. Outlining the equipment needed for solar electricity iii. Discussing measurements, estimations of solar electricity installation. iv. Discussing how to excavate the wall for connecting the solar electricity cables. v. Analyzing the solar power faults. vi. Performing the task of installing simple solar power plants and equipment	i. installing electrical solar power equipment at home as per technical specifications. ii. installing small solar power plants according to the required standards.	<ul style="list-style-type: none"> <li>• marker pens</li> <li>• manila cards</li> <li>• video</li> <li>• sign boards (pictures)</li> </ul>
	4. Maintaining solar electrical system	i. Outlining care and maintenance of tools and servicing solar powered appliances. ii. Discussing the importance of applying health and safety regulations related to solar electricity. iii. Analyzing the cost of installation of solar power and related appliances	i. Maintain solar electrical system as per technical specifications ii. Adhere to the safety and precautions	<ul style="list-style-type: none"> <li>• flip charts</li> <li>• marker pens</li> <li>• manila cards</li> <li>• sign boards or drawings</li> </ul>

MAIN COMPETENCE	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	LEARNING OUTCOMES Learners to demonstrate ability to:	TEACHING AND LEARNING TOOLS
	5. Installing electrical equipments to hybrid domestic electricity	i. Assessing the drawings, diagrams, and symbols required and how to interpret them. ii. Discussing the drawings, symbols, and equipment required for hybrid electricity. iii. Performing the task of installing electrical equipment to hybrid domestic electricity	i. Install electrical equipment to install hybrid domestic electricity.	<ul style="list-style-type: none"> <li>• flip charts</li> <li>• marker pens</li> <li>• manila cards</li> <li>• video</li> <li>• sign boards (pictures)</li> </ul>
<b>5. Hair Dressing</b>	1. Saloon management	i. Listing the equipment used for cleaning the surrounding ii. Outlining areas that need special care on cleaning iii. Discussing the importance of cleaning the saloon environment iv. Listing the equipment used in body cleaning v. Discussing how to maintain personal hygiene vi. Outlining the rules and regulations of the saloon vii. Discussing hospitality and customer care when performing saloon duties	i. Maintain workshop occupational safety, ii. Manage and handle costumers iii. Maintain personal hygiene	<ul style="list-style-type: none"> <li>• flip chart,</li> <li>-marker pen</li> <li>• tooth brush and toothpaste</li> <li>• necessary things for floor , window and roof cleaning</li> </ul>

MAIN COMPETENCE	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	LEARNING OUTCOMES Learners to demonstrate ability to:	TEACHING AND LEARNING TOOLS
	2. Hair Washing and steaming	i. Mentioning the equipment to be used for washing hairs ii. Discussing the indicators of a good shampoo and ingredients for making local hair conditioner iii. Discussing the procedure to be followed when washing natural and smoothed hair iv. Discussing how to perform hair steaming using local equipment and advanced machine v. Explaining how to perform steaming on natural hair and smoothed hair vi. Discussing different procedures on how to dry and make stylish hairs vii. Performing practicals on washing and steaming hairs	i. Wash all types of hair ii. Steam all types of hair	<ul style="list-style-type: none"> <li>• flip chart, marker pen</li> <li>• water</li> <li>• shampoo</li> <li>• natural ingredient for steaming at the locality</li> <li>• ready made prepared ingredients used for steaming</li> <li>• advanced machine used for steaming</li> </ul>

MAIN COMPETENCE	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	LEARNING OUTCOMES Learners to demonstrate ability to:	TEACHING AND LEARNING TOOLS
	3. Hair plaiting	i. Explaining different types of plait hair styles ii. Discussing how to plait natural hair iii. Explaining the difficulty of plaiting smoothed hairs iv. Outlining different braid hair styles v. Discussing how to plait different braided hair style vi. Discussing the importance of safety on workplace vii. Practising plaiting different styles	i. Plaiting different hair styles on natural hairs ii. Plait different styles using braid	<ul style="list-style-type: none"> <li>• flip chart</li> <li>• marker pen</li> <li>• braid</li> <li>• combs</li> <li>• oil</li> </ul>
<b>6. Design Sewing and cloth technology</b>	1. Making accessories	i. Explaining the meaning of accessories ii. Mentioning different types of accessories iii. Discussing the materials used in making wallet cloth earring and girls pad iv. Discussing how to make wallet cloth earring and girls pad by using hand needles v. Practising on designing a simple wallet, cloth earring and girls pad	i. Make and design a simple wallet ii. Make cloth earring iii. Design and make girl pad	<ul style="list-style-type: none"> <li>• small scissors</li> <li>• iron</li> <li>• garments in different colours</li> <li>• safety gear and equipments</li> </ul>

MAIN COMPETENCE	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	LEARNING OUTCOMES Learners to demonstrate ability to:	TEACHING AND LEARNING TOOLS
	2. Making tie and dye materials	i. Explain on tie and dye materials ii. Discuss the colour and chemical used on dying materials iii. Discuss fabrics selection for dying iv. Discuss motifs designing v. Discuss the procedures for making tie and dye vi. Making tie and dye on fabrics	Design motifs and make tie and dye fabrics as per technical specifications	<ul style="list-style-type: none"> <li>• flip chart, -marker pen</li> <li>• gloves</li> <li>• nose mask</li> <li>• goggles</li> <li>• buckets</li> <li>• iron</li> <li>• needle</li> <li>• sharpener</li> <li>• scissors</li> <li>• spoon</li> <li>• basin</li> <li>• cooking pots</li> <li>• assorted motif designs</li> <li>• cloth line and pag</li> </ul>
	3. Making printing on materials	i. Explaining the meaning of printing materials ii. Discussing fabrics selection for printing iii. Discussing how to prepare assorted motifs iv. Explaining the procedures for making printing on the fabrics v. Discussing and practising printing of a number of fabrics	Design motifs and print fabrics as per technical specification	<ul style="list-style-type: none"> <li>• printing table</li> <li>• woolen blanket</li> <li>• gloves</li> <li>• apron / dustcoat</li> <li>• plastic untesil</li> <li>• clothline and pegs</li> <li>• printing block</li> <li>• wooden/ metal frame</li> <li>• luuminating table flip chart, -marker pen</li> </ul>

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