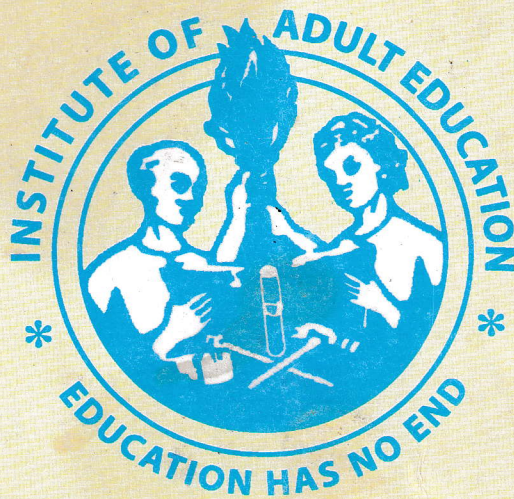


# INSTITUTE OF ADULT EDUCATION



## CORPORATE STRATEGIC PLAN

**2008/2009 - 2012/2013**

**INSTITUTE OF ADULT EDUCATION**



**CORPORATE STRATEGIC PLAN  
2008/2009 – 2012/2013**

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## **FOREWORD**

Education for All (EFA) has been recognized by all countries the world over, as a viable strategy for elimination of illiteracy and a tool for enhancement of livelihood. The importance of EFA is visualized in different national development policies, plans, programmes and frameworks in the United Republic of Tanzania (URT). Some of the long term development frameworks include, National Development Vision 2025, National Strategy for Growth and Reduction of Poverty and the Election Manifesto of 2005 of the ruling party, Chama cha Mapinduzi [CCM].

The National Strategy for Growth and Reduction of Poverty (NSGRP) 2005 (famously known in Kiswahili as MKUKUTA) guides the current social, economic and education sector reforms. The Institute of Adult Education Corporate Strategic Plan (IAE CSP), is therefore instrumental in facilitating attainment of MKUKUTA goals.

This Corporate Strategic Plan (CSP) is the result of an extended participatory and consultative process of internal and external evaluation of IAE activities. The Institute will undertake subsectoral reform measures and restructuring in order to effectively and efficiently deliver AE services to Tanzanian people. IAE takes cognizance of the merits of continuous consultation with all key stakeholders because it is through careful implementation of agreed strategies that the EFA goals can be realized.

The IAE is mandated by Act 12 of 1975 to provide adult and non-formal continuing education in the country by implementing policies, capacity building to teachers and administrators of adult and non-formal continuing education, curriculum development for the same, distance education and mass education programmes.

This five-year Corporate Strategic Plan 2008/09 – 2012/13 document is designed to guide the prioritization of IAE activities and strategies for implementation of the expanding roles of the Institute within the current global context. The document stipulates the Institutes' aspiration to be “**a centre of excellence that maintains a learned and informed society,**” the mission statement of the IAE, the objectives and the strategies to achieve them.

Towards meeting the EFA goals of ensuring equity and equality in provision of quality adult and non-formal continuing education, the IAE will operate as an independent and sustainable corporate entity and has to address the following challenges: increased illiteracy rates in Tanzania, adult and non-formal education sub sector reforms, linkages and collaborations with other sectors of the economy, advocacy and publicity, increased financial gap, IAE employees capacity building,

HIV/AIDS, gender, environment, guidance and counselling, the use of Information and Communication Technology (ICT) and modern methods for Information Education and Communication (IEC) in delivering adult and non-formal continuing education. This strategy forms the basis for the sustainable development and implementation of effective adult and non-formal continuing education programmes and projects that will ensure challenges are addressed and objectives are realized.

Adult and non-formal continuing education issues are multisectoral in nature and require positive interactions with both national and international partners. The institute will thus endeavour to liaise with and involve stakeholders in the implementation of this Corporate Strategic Plan. The IAE is committed to the implementation of this Corporate Strategic Plan, and in so doing, needs the support of all stakeholders in addressing adult education sub sector challenges.



.....  
Dr. Harun A. Kasale  
**Chairman**  
IAE Council

## **ACKNOWLEDGEMENTS**

This Institute of Adult Education (IAE) Corporate Strategic Plan (CSP) is an outcome of integrated efforts of various experts from within and outside the Institute. Developing this document was a long process which required resources in terms of time, money and people to have it in place. A number of determined people devoted their time and resources untiringly to ensure effective preparation of this document, the IAE management profoundly acknowledges the valuable input of them all.

I would like to express my sincere gratitude to the Minister for Education and Vocational Training (MoEVT), Deputy Ministers, for their technical advice and support on the preparation and production of this document. My gratitude are also extended to the Permanent Secretary for MoEVT and Directors of Policy and Planning, Secondary Education, Primary Education Departments and Adult Education Unit, for both material and technical support.


Obviously, this work is a result of concerted efforts of various IAE partners and stakeholders from different institutions, which include the University of Dar es Salaam, Prime Minister's Office, National Council for Technical Education (NACTE), Southern Africa Extension Unit (SAEU) and others from government and non-governmental organizations who assisted on technical issues at different stages of developing this CSP.

I would also like to extend my special thanks to members of the IAE Council for their valuable contributions and endorsement of the IAE Corporate Strategic Plan.

Distinctive thanks should go to the IAE strategic planning team under the guidance of a consultant from the University of Dar es Salaam who vigorously dedicated their time, skills and knowledge in ensuring that this plan takes shape.

Lastly but not least, I would like to pay tribute to all IAE staff, students and other stakeholders who in one way or another participated in the process of preparing this very important document.

Thank you all.



Lambertha H. Mahai  
**Director**  
Institute of Adult Education

## **LIST OF ABBREVIATIONS AND ACRONYMS**

ACC	- Accounts
ADM	- Administration
ADEM	- Agency for Development of Educational Management
AE & CD	- Adult Education and Community Development
AE	- Adult Education
AE & NFE	- Adult Education and Non-formal Education
AIDS	- Acquired Immune Deficiency Syndrome
ADAE & CD	- Advanced Diploma in Adult Education and Community Development
AU	- African Union
BA	- Bachelor of Arts
BSc	- Bachelor of Science
CAG	- Controller and Auditor General
CBET	- Competence Based Education and Training
CBO	- Community Based Organisation
CCI	- Cross Cutting Issues
CCT	- Christian Council of Tanzania
CD	- Community Development
CDTF	- Community Development Trust Fund
COBET	- Complementary Basic Education in Tanzania
COL	- Commonwealth of Learning
COSET	- Complementary Secondary Education in Tanzania
CSP	- Corporate Strategic Plan
CU	- Counselling Unit
DAE & CD	- Diploma in Adult Education and Community Development
DE	- Distance Education
DEO	- District Education Officer
DFID	- UK Department for International Development
DILES	- Distance Learning Education Services
DVD	- Digital Video Disc
DVV	- Deutschen Volkshochschul Verbandes
EAC	- East African Community
EFA	- Education for All
EMIS	- Education Management Information System
ESDP	- Educational Sector Development Programme
ETP	- Education and Training Policy
FBO	- Faith Based Organisation
FY	- Financial Year
HESLB	- Higher Education Student's Loans Board
HIV	- Human Immune Virus

HQ	- Headquarters
IAE	- Institute of Adult Education
IAE CSP	- Institute of Adult Education Corporate Strategic Plan
ICBAE	- Integrated Community Based Adult Education
ICT	- Information Communication Technology
IEC	- Information, Education and Communication
IP	- Implementation Plan
JAET	- Journal of Adult Education in Tanzania
KCC	- Kibaha Conference Centre
KPIs	- Key Performance Indicators
LAN	- Local Area Network
LGRP	- Local Government Reform Programme
MA	- Master of Arts
MBA	- Master in Business Administration
MDAs	- Ministries, Departments and Agencies
MDGs	- Millennium Development Goals
M&E	- Monitoring and Evaluation
MKUKUTA	- Mkakati wa Kukuza Uchumi na Kupunguza Umaskini Tanzania
MoEC	- Ministry of Education and Culture
MoEVT	- Ministry of Education and Vocational Training
MSc	- Master of Science
MS	- Monitoring System
MTEF	- Medium Term Expenditure Framework
NACTE	- National Council for Technical Education
NECTA	- National Examinations Council of Tanzania
NEMC	- National Environmental Management Council
NFE	- Non-formal Education
NFCE	- Non Formal Continuing Education
NGO	- Non Governmental Organisation
NORAD	- Norwegian Agency for Development
NSGRP	- National Strategy for Growth and Reduction of Poverty
ODL	- Open and Distance Learning
OUT	- Open University of Tanzania
OXFAM	- Oxford Committee for Famine Relief
PEDP	- Primary Education Development Plan
PER	- Public Expenditure Review
PMORALG	- Prime Minister's Office, Regional Administration and Local Government
PMS	- Performance Management System
PMU	- Procurement Management Unit
PPRA	- Public Procurement Regulatory Authority
PSRP	- Public Service Reform Programme

PTT	- Part Time Tutor
QT	- Qualifying Test
RCC	- Regional Centres Coordination
RPE	- Research, Planning and Evaluation
SADC	- Southern Africa Development Community
SAED	- Studies in Adult Education
SAEU	- South African Extension Unit
SEDP	- Secondary Education Development Plan
SIDA	- Swedish International Development Agency
SIDO	- Small Industries Development Organisation
SWOC	- Strengths, Weaknesses, Opportunities and Challenges
TACAIDS	- Tanzania Commission for AIDS
TDV	- Tanzania Development Vision
TEA	- Tanzania Educational Authority
TEC	- Tanzania Episcopal Conference
TIE	- Tanzania Institute of Education
TLS	- Training and Library Services
TLSB	- Tanzania Library Services Board
TRC	- Teachers' Resource Centre
TV	- Television
UD	- University of Dar es Salaam
UN	- United Nations
UNESCO	- United Nations Educational, Scientific and Cultural Organisation
UNICEF	- United Nations Children's Fund
UPE	- Universal Primary Education
URT	- United Republic of Tanzania
USAID	- United States Agency for International Development
VCD	- Video Compact Disc
VETA	- Vocational Education and Training Authority
WAMO	- Wageni Morogoro (Kituo cha Mafunzo na Mikutano Morogoro)
WAN	- Wide Area Network
WB	- World Bank

## **EXECUTIVE SUMMARY**

The Institute of Adult Education was established by the Act of Parliament No. 12 of 1975 under the then Ministry of National Education, currently Ministry of Education and Vocational Training.

IAE is charged with the responsibility of implementing adult and non-formal education policies, capacity building for teachers and administrators of adult and non-formal education, providing access to equitable and quality adult and non-formal education through distance education, mass education, and research and publications. The Governance and control of the IAE is vested in the Governing Council, while day to day management is undertaken by the Director, assisted by Deputy Director, Chief Administrative Officer, Heads of Departments and Units.

The IAE Corporate Strategic Plan (IAE CSP) is a five-year programme, covering 2008/09 – 2012/13. It is a framework deliberately designed as a tool for providing improved service in the Institute. It specifically outlines steps the IAE proposes to take to operationalise its commitment to ensuring that the field of adult education and non-formal education (AE & NFE) takes a proactive and sustainable role in the provision of open and distance learning and national development arena.

It demonstrates how this commitment is linked to national and international policies, declarations and conventions; and builds on what has already been achieved by the IAE since its establishment in 1975.

The IAE CSP provides a critical analysis of the past, current and future services which the Institute offers to the public. It also accepts contributions made by other institutions in the education sector and is committed to implementing national, regional and international conventions and declarations to which Tanzania is a signatory.

The CSP also examines the IAE strengths, weaknesses, opportunities and challenges; and outlines the factors which can pose a threat to the Institute's future development. The CSP outlines its overall strategic goal, which is **to provide quality training in adult and continuing education, open and distance learning, mass education, research and publications; and reduce the spread of HIV/AIDS by the year 2012/13**. To realise this goal, IAE has identified thirteen strategic objective areas, which it envisages to achieve in the implementation period. To fulfil these objectives, the CSP includes strategies, targets and key performance indicators aimed at their achievement.

A clearly identified implementation framework for institutional endeavours is an essential tool for implementation of any plan; in this context the IAE CSP spells out how this plan will be financed, implemented, monitored and evaluated.

It is envisaged that the CSP will enable the IAE to use the plan as a road map towards improving quality, efficiency, effectiveness and delivery of services on a sustainable level in the long term. However, the IAE CSP takes cognizance of a number of challenges and constraints: human, financial and physical in implementing whatever was planned. The IAE's administrative and operational structure will ensure efficiency in coordination, monitoring and implementation of the plan.

This Strategic Plan is intended to assist the IAE to efficiently provide a sustainable quality adult and non-formal continuing education to Tanzanians. It is also anticipated that, improvement in IAE performance will have a multiplier effect across adult and non-formal education sub sector and all other sectors that depend on its performance.

# Chapter 1

## INTRODUCTION

### 1.1 BACKGROUND

This is the 3rd five-year IAE Corporate Strategic Plan (CSP), 2008/09 – 2012/13. The first corporate strategic plan, covered 2001/2-2003/4, and the second IAE CSP covered 2004/5-2007/8. The first and the second corporate strategic plans were not fully and effectively implemented due to lack of both financial and human resources.

The planning and preparation of the current 3rd IAE corporate strategic plan has been a long process involving consultative meetings, discussions, interviews, forums and participation of various stakeholders. The process took into account prevailing implementation problems and constraints.

Corporate Strategic Planning has been conceived as a process of determining organisation's long-term sustainable development goals and then identifying the best approaches for achieving those goals. In an educational institution like the Institute of Adult Education (IAE), strategic planning is defined as a conscious process by which an institution assesses its current status and the likely future condition of its environment, identifies possible future state for itself and then, develops organised strategies, policies and procedures for selecting optimal activities. The current IAE Strategic Planning serves as a framework for corporate decision-making, securing support or approval from the stakeholders; i.e. the public and government ministries and institutions. It will provide a basis for more detailed annual plans and help to explain the institute's services to others. It will also clarify institutional priorities and provide an opportunity to address fundamental national priorities and take the initiative to improve institutional performance.

In the process of developing this strategic plan, the IAE CSP made a critical analysis of the past, current and future services which it offers to the public. The services include:

- i. Training Programmes:
  - (a) Long-term Courses – Certificate, Diploma and Advanced Diploma in Adult Education and Community Development.
  - (b) Short Courses – Computer training, secretarial and language training courses.
  - (c) Skills Based Courses – driving, tailoring, carpentry, mechanics, masonry, etc.
- ii. Open and Distance Learning (ODL).
- iii. Provision of Mass Education on different developmental issues.
- iv. Publications of Journals and Study materials.
- v. Research and Consultancy.

## **1.2 OBJECTIVE OF IAE CSP**

The general objective of the 3rd IAE CSP is to determine priority activities for the next 5 years (2008/09 – 2012/13). The priority activities of the plan have been selected in line with national guiding policies and frameworks, including Tanzania Development Vision 2025, National Strategy for Growth and Reduction of Poverty (NSGRP) popularly known as MKUKUTA (2005), Education and Training Policy (ETP) 1995, Education Sector Development Programme (ESDP) 1997, Primary Education Development Plan (PEDP) 2000 – 2004, Local Government Reforms Programme(2002 – 2005), Adult Education/Non-formal Education Strategy (AE/NFE) 2003 – 2008, Secondary Education Development Plan (SEDP) 2004 – 2009. Specifically, the IAE CSP intends to:

1. Provide a situational analysis and thorough reassessment of IAE strengths, weaknesses, opportunities and challenges as well as its performance goals and future prospects.
2. Improve performance and service delivery.
3. Create a more responsive institutional structure.
4. Increase the level of institutional, departmental and individual accountability, efficiency and effectiveness in resource allocation and management.
5. Improve transparency and communication between management, employees and other stakeholders.

## **1.3 PLANNING AND PREPARATION PROCESS OF IAE CSP**

In the course of developing this strategic plan, the IAE took into consideration various government policies and plans, including MKUKUTA, Tanzania Development Vision 2025, Public Service Reform Programme (PSRP) and Education Sector Development Programme (ESDP).

The development of the IAE CSP document involved the following processes:

- I. **Planning and Preparations:** The IAE Council directed Management to prepare a CSP whereby management took initiative to inform the MoEVT Permanent Secretary for approval and support. The next step was holding consultative meetings which were conducted with internal/external stakeholders. The meetings produced a plan to show the commitment of the IAE to develop an elaborate CSP. The IAE commissioned a resource person to lead the CSP development process accompanied by a technical team comprising IAE officials.
- II. **Capacity Building of Technical Team:** Two days training led by a resource person from the University of Dar es Salaam was conducted at Kibaha Conference Centre (KCC) to familiarise the technical team on how to develop a CSP.

- III. Workshop on drafting of IAE CSP: The IAE CSP draft document was developed at a workshop conducted in Morogoro, which laid a framework to guide the development of CSP activities and budgets.
- IV. The framework guided the development of activities through internal consultative sessions and interviews with IAE management and staff and the Ministry. The activities were consolidated and harmonised into one draft document.
- V. Holding a National Stakeholders' workshop to solicit views and inputs to enrich the document followed by a review session of the draft to incorporate stakeholders' comments and inputs.
- VI. Presentation of the final draft of the CSP to the IAE Council for scrutiny and approval.
- VII. The approved document being printed and finally launched.

Taasisi maendeleo course zote  
na majunzo ya E/ya wataalamu, wakazi, majumbeu wa Taamu etc.

## Chapter 2

### SITUATIONAL ANALYSIS

#### 2.1 BACKGROUND

The Institute of Adult Education was established in 1960 as an extra mural studies section of Makerere University College, under the University of London. In 1963, the Institute was upgraded to a department and placed under the Dar es Salaam University College.

The Institute of Adult Education (IAE) became an autonomous institution by Parliamentary Act No. 12 of 1975 under the then Ministry of National Education, currently the Ministry of Education and Vocational Training [MoEVT]. The Institute became a centre for learning, research and training in adult education and its services extended to the grassroots level through regional centres established in each of the 21 regions of Tanzania Mainland.

#### 2.2 IAE MANDATE

In accordance with the (IAE) Establishment Act No.12 of 1975, the mandate of the IAE as provided in the said Act is:

- i. Implementation of adult and non-formal education policies.
- ii. Human resource development (capacity building) of teachers and administrators of adult and non-formal education.
- iii. Curriculum development and preparation of syllabi or programmes for adult and non-formal education.
- iv. Adult education and non-formal education research.
- v. Mass education.
- vi. Correspondence (distance) education.

#### 2.3 ROLES AND FUNCTIONS OF IAE

##### 2.3.1 Roles

The IAE is charged with the responsibility of providing access to equitable and quality training and non-formal education; information and communication services to all Tanzanians through adult and distance education.

##### 2.3.2 Functions

The IAE responsibilities and functions to the nation as established by Act No.12 of 1975 include:

- a) To formulate and execute programmes of training for teachers and administrators of adult education.
- b) To assure responsibility for adult education within the United Republic and to make provision for places and centres of learning, training and research in matters pertaining to adult education.
- c) To co-operate with the Government of the United Republic and the people of Tanzania in the planned and orderly development of adult education in the United Republic.
- d) To promote and engage in research into the operational and organisational aspects of adult education and to evaluate and make available to the Government and other public authorities in the United Republic findings on any research carried out by it.
- e) To disseminate information on findings of research pertaining to adult education carried out by other institutions or organisations in Tanzania or elsewhere.
- f) To engage in the production and standardization of books and other study materials for adult education and disseminate information on new methods and development in the promotion of adult education.
- g) To render advice and assistance to Government, public and other organizations and persons engaged in adult education in curriculum development and preparation of syllabi or programmes for adult education.
- h) To provide consultancy services and render assistance to workers or employees, or organizations representative of workers or employers in the planned or orderly development of workers' education in the United Republic.
- i) To co-operate with public authorities and other organizations in the provision of library facilities for adults in rural as well as urban areas.
- j) To stimulate and promote mass education and development of mass media resources, including cinematography, photography, radio and newspapers for adult education purposes and co-operate with the Government, institutions and organizations in Tanzania in the production and distribution of magazines, newspaper and other similar publications.
- k) To provide education by correspondence.
- l) To co-operate with University of Dar es Salaam in the implementation of any scheme pertaining to the entry to the University of Adults.
- m) To co-operate with other institutions or organizations in the United Republic which are concerned with the promotion of adult education and to endeavour to co-ordinate their activities.
- n) To manage the affairs of any institute, college, or other education and training institutions the interest of which are vested in, transferred to or otherwise acquired by the Institute.
- o) To participate in or to make arrangements for conferences, seminars and discussions on matters connected with the work of the Institute.

- p) To conduct examinations for, and to grant diplomas, certificates and other awards of the Institute.
- q) To do all such acts and things and to enter into all such contracts and transactions, as are, in the opinion of the Council, expedient or necessary for the proper and efficient discharge of the functions of the Institute.

## **2.4 EDUCATIONAL FRAMEWORKS**

### **2.4.1 Global and Regional Policies on Education**

Tanzania is a signatory to the Universal Declaration of Human Rights Convention proclaimed by United Nations (UN) General Assembly in 1948 and other declarations, which aim at ensuring that education as a basic right of a human being is achieved. The African Nations Declaration in 1961 on Universal Primary Education (UPE) by the year 1980, the Jomtien Declaration of 1990, the Dakar Framework for Action of 2000, Children's Rights Summit of 1991 and the Ouagadougou Declaration of 1993 gave the world and in particular African countries a new impetus for the provision of educational opportunities for all. These global and regional declarations provided an expanded vision of Education for all, including Non-formal Education.

The Dakar Declaration (2000) focuses on Adult and Non-formal continuing education. Its emphasis lies on:

- i. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.
- ii. Achieving a 50% improvement in the level of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
- iii. Improving all aspects of the quality of education and ensuring excellence of all so that recognised and measurable learning outcomes are achieved by all especially in literacy, numeracy and essential life skills.

Globalization, regional integration (EAC, SADC, AU) and economic and technological changes emphasize on the importance of the promotion of lifelong learning culture whereby individuals are constantly gaining new skills and is recognized by the majority in the country as one of the strategic priorities. This is especially true in relation to the skills that empower people to benefit from the knowledge economy. Approaches to lifelong learning are emphasized in MKUKUTA, which require individuals to acquire skills in order to obtain and retain employment and thus overcome one of the major poverty obstacles to social inclusion. Economic and social goals for adult education and lifelong learning are thus combined.

#### **2.4.2 National Broad Policies Underlying Educational Reforms**

To support the global and regional efforts towards educational reforms, national sectoral policy and strategic interventions were initiated, which include:

##### **A. Tanzania Development Vision 2025**

Tanzania Development Vision 2025 [2000] envisages total elimination of ignorance and creation of a middle economy society by 2025. This accords high priority to the education sector, which is considered vital in bringing about social and economic transformation. In view of this, the Vision 2025 stipulates the following:

“Education should be treated as a strategic agent for mindset transformation and for the creation of a well educated nation, sufficiently equipped with the knowledge needed to competently and competitively solve the development challenges which face the nation. In this light, the education system should be restructured and transformed quantitatively with a focus on promoting creativity and problem solving” [Tanzania Development Vision 2025: 19].

##### **B. National Strategy for Growth and Reduction of Poverty (NSGRP) 2005**

MKUKUTA places education as a priority intervention as it enables people to use their capacities and increase their learning potentials. It also empowers individuals to participate in the transformation of their own lives and society. Education therefore remains at the heart of development and a priority strategic intervention in the efforts to alleviate poverty. This corporate strategy will put more attention to effective Adult and Non-formal Continuing Education as a strategy to implement MKUKUTA.

##### **C. Educational Policy, Strategies and Interventions in Tanzania**

###### *i. Education and Training Policy (ETP) 1995*

Education and Training Policy (ETP) is a sector policy aiming at guiding, synchronising and harmonizing structures, plans and practises; to ensure access, equity and quality at all levels; as well as proper and efficient mechanisms for management, administration and financing of education including adult and non-formal education sub sector.

###### *ii. Education Sector Development Programme (ESDP) 1997*

Education Sector Development Programme (ESDP) is a sector wide approach intervention, which was an attempt to realize Education and Training Policy objectives. The ESDP was an initiative by the government to help it achieve long-term human development and poverty reduction targets and to redress the problem of fragmented intervention. The key focus of the initiative was to promote partnership, coordination and ownership among all groups of people with a stake in education. This initiative opened up liberalisation of education in Tanzania. Nevertheless, it has largely kept Adult and Non-formal Education

provision without clear direction hence, the current increased illiteracy rate to the tune of about 31 per cent.

*iii. Primary Education Development Plan (PEDP) 2001-2005*

Primary Education Development Plan focuses on issues of enrolment and access, teacher recruitment and deployment, and classroom rehabilitation and construction. It also focuses on non-formal education programmes for out-of-school children and youth. In view of this, the IAE is charged with capacity building for supervisors and facilitators of Adult and Non-formal Continuing Education.

*iv. Secondary Education Development Plan (SEDP) 2004-2009*

Secondary Education Development Plan outlines the framework for achieving greater access to secondary education, which ensures that quality, efficiency and delivery of secondary education is achieved through Open and Distance Learning (ODL).

*v. Adult Education and Non-Formal Education Strategy (2003-2008)*

Adult Education and Non-formal Education Strategy, was a deliberate attempt towards achieving Education for All (EFA). The strategy covers the following objectives:

- a) To eradicate illiteracy, sustain post-literacy and numeracy.
- b) To sustain and further develop cultural identity through the transmission of cultural values, attitudes and customs of society.
- c) To sustain and develop indigenous technologies.
- d) To provide on-the-job skills training.
- e) To reinforce the cultural base of society and harmonise transition to modernisation.
- f) To promote the acquisition and development of basic knowledge and functional skills relevant to personal development and life in the community.
- g) To lay foundations for life-long education.
- h) To ensure the realisation of the basic human right of "EFA" and to complement formal education.

## **2.5 PERFORMANCE REVIEW**

The IAE operations have been changing over time. Between the 1970s and 1980s, a strong political will prevailed. This attracted various stakeholders to support adult and non-formal education in the country. The IAE thus received full support from the government and development partners. From the early 1990s to-date, the IAE has been experiencing changes in stakeholders' spirit to work or support its programmes for most of the stakeholders and development partners have directed their support to

NGOs and other sub sectors. Successive governments which have been operating in an environment of globalisation, liberalisation policies, and market oriented economy have not succeeded to provide full support to Adult Education and Non-formal Continuing Education in Tanzania.

In performing its functions for the past 10 years from 1997 to 2007, the IAE has put much emphasis in the areas of research and evaluation, curriculum development, training and facilitation, mass education, open and distance learning, capacity building and consultancy. The institute's priority emphasis has been limited and necessitated by new development in the areas of policy shift at international, regional and national levels.

The IAE performance review is based on various sources, namely departmental reports, management and council reports, PricewaterhouseCoopers Report (1997), NACTE Assessment Report (2006/2007), research findings and reports of various studies done at the IAE e.g., Kinunda's Report (2005).

Based on the above-mentioned policies and performance reviews, the IAE had the following long-term objectives:

- i. Improve access, equity and quality of adult and non-formal continuing education at all levels.
- ii. Improve management of adult and non-formal continuing education at all levels.
- iii. Improve efficiency in the collection, analysis, storage and dissemination of adult and non-formal continuing education data and information.
- iv. Create a conducive environment for efficient delivery of adult and non-formal continuing education services.
- v. Prevent the spread of HIV/AIDS among adolescents, the youth and adults.

## **2.6 ACHIEVEMENTS**

Based on the above objectives, the IAE has managed to achieve the following:

### **2.6.1 Academic Achievements**

- i. Increase of enrolment in Diploma programmes due to increased demand for higher education.
- ii. Transforming correspondence education into Open and Distance Learning (ODL) programme and development of its curriculum materials in 2004/05 that led to the rapid increase in enrolment of ODL learners from 390 learners to 16801 learners by June 2006/07.
- iii. Incorporation of special needs education components in ODL curriculum,
- iv. Decentralization by devolution of ODL programmes.
- v. Innovation of curriculum, and hence the change of name from Adult Education (AE) to Adult Education and Community Development (AE &

- CD) in both Diploma and Advanced Diploma Programmes to cater for current demands in the job market.
- vi. Revival of Advanced Diploma in Adult Education and Community Development.
  - vii. Capacity building of 1387 centres' coordinators (head teachers and ward education officers) on supervision and coordination of COBET and ICBAE programmes.
  - viii. Implementation of mass education programmes, including sensitization programmes e.g. HIV/AIDS campaign of 2001, publication of journals and studies in adult education and voices of women series and others,
  - ix. Conducting HIV/AIDS and gender sensitization seminars for IAE employees and students.
  - x. Advocacy of IAE programmes through TV, Radio, brochures, newspapers and field visits in all 21 regions.
  - xi. Preparation and submission of project write-ups/proposals and consultancy services (COBET facilitators tracer study, capacity building of COBET and ICBAE ward coordinators and supervisors, training of VETA resource centres managers and development of training materials, etc).
  - xii. Conducting short courses at headquarters and regional centres on computer applications, tailoring, driving, languages, etc.

#### **2.6.2 Administrative Achievements**

- i. Capacity building of staff through long and short term courses.
- ii. Recruitment of new academic and non-academic staff.
- iii. Relative increase in acquisition and utilization of computers and ICT for effective information/data processing and storage, and communication.
- iv. Improved motivation and accountability, hence, retention of workers.
- v. Improved relationship with other national and international institutions.
- vi. Renovation and refurbishment of some offices, classrooms, buildings, lecture/seminar halls and libraries.

#### **2.6.3 Financial Achievements**

- i. Improved financial management and use of accounting and fixed assets and audit manuals.
- ii. Substantial increase of internal revenue and government subvention from year 2004/2005.
- iii. Improved Audit Reports.

## **2.7 PROBLEMS**

During this period (2002/2003 – 2006/2007), the IAE faced the following problems:

### **2.7.1 Academic Problems**

- i. Non-production of quarterly Newsletter, and post-literacy materials, under-production and lack of marketing strategy for produced journals and studies.
- ii. Low performance of ODL learners in Qualifying Test and Form Four National Examinations due to lack of quality assurance, inadequate facilities, knowledge and skills in running ODL programmes among ODL centre coordinators and facilitators.
- iii. Inadequate research activities due to lack of a research policy and funds. This has resulted into lack of adult education research and evaluation reports in the country for better planning of the Adult and Non-formal Education sub sector.
- v. Slowness in designing new programmes.
- vi. Lack of a documentation centre and inadequate central data management system.
- vii. Inadequate learner support services.

### **2.7.2 Administrative Problems**

- i. Inadequate knowledgeable and skilled supporting staff in various departments, units and regional centres, in their areas of work and application of ICT.
- ii. Inadequacy of modern facilities, equipment and infrastructure such as ICT and lack of a network between IAE headquarters and regional centres. Shortages also cover modern conference halls and facilities, office premises in regional centres, houses for staff and furnished buildings.
- iii. Inability to provide adequate learner and staff support services.
- iv. Lack of IAE solicited accommodation for IAE students undertaking long courses.
- v. Insufficient transport facilities, which make accessibility and provision of learner support services to study centres very difficult in the regions.
- vi. The IAE print shop machinery is old and outdated, entailing increased dependency on manual operations.

### **2.7.3 Financial Problems**

- i. Non adherence to laid down systems and guidelines for financial monitoring and evaluation in the IAE regional offices.
- ii. Insufficient government subventions.

## **2.8 IAE STAKEHOLDERS ANALYSIS**

As a means for achieving the development of IAE Corporate Strategic Plan, a mini – service delivery survey was conducted in November 2007. It involved various stakeholders at different levels, from national to the districts where the questionnaires were distributed and collected accordingly. The stakeholders included MoEVT officials, UDSM, PMO-RALG, NGOs, IAE Staff, IAE students, IAE retirees, and other individuals. The major aim was to capture from stakeholders their views and perceptions on the delivery of IAE services to meet the needs of IAE clients. One hundred eighteen (118) questionnaires were filled out of One hundred thirty (130) that were distributed.

### **2.8.1 Key Findings**

The survey showed that satisfactory performance was registered in the following two areas:

**Advocacy and Publicity:** IAE ex-students are the major means through which the IAE activities are known by the public (37.6%), followed by media (20.4%), through Regional Resident Tutors office and DEOs offices (12.7%).

**Functions and Activities:** IAE has hard working, experienced staff with variety of expertise led by a good leader (27%). Secondly, IAE has a good record in provision of alternative learning opportunities to formal schooling (17.1%) and good in designing NFE curriculum materials and methodologies (17.1%) and also it is perceived as a centre of excellence for adult and continuing education that meets the immediate needs of beneficiaries (15.4 %).

**Areas of Weak Performance:** These include poor infrastructure (26.7%), lack of libraries and learning materials (13.6 %), poor use of ICT (9.2%) lack of publicity (8.8%), poor communication channels (8.8%), contradicting national coordination structure of NFE (7.6 %) and inaccessibility in districts and at grassroots level (7.6%).

**Proposed Areas for More Effective Functioning of IAE:** Programmes should be tailored to market and beneficiaries demands (16.5%), offering of higher degrees (14.5%), and outreach programmes to the grassroots (10.5%), establishment and use of ICT (9.5%) and provision of Diplomas and certificates by correspondence (8.5%).

### **2.8.2 Results from the Stakeholders Meeting and Consultations**

For the purpose of getting more inputs from stakeholders, the IAE convened a stakeholders' meeting on 19th December 2007 and made some consultations with key stakeholders. The major aim was to solicit ideas and opinions on how best the IAE can improve its functions. Areas of focus for this particular meeting were: the position of AE in the Tanzania education system; relevance of IAE mandate and functions; the best vision of IAE; institutional and implementation arrangement and reduction of financing gap.

### **2.8.3 Key Responses**

The responses provided by stakeholders were as follows:

#### *The Position of AE in the Tanzania Education System*

It appears in the ETP 1995 and recognized in the URT as a NFE; there is an Adult Education Unit in the MoEVT; AE officers are placed in all districts; Establishment of IAE by an Act of Parliament and Department of AE and Extension Services at the UDSM.

#### *Relevance of IAE mandate and functions*

The mandate is still valid, but some of the functions need revision such as functions f, j, l and n.

#### *The best vision proposals*

- a. A centre for excellence in life-long learning. (To be come)
- b. Continuous improvement of education and training of society.
- c. A maintained and sustained literate, skilled and learned society so as to cope with global development challenges.
- d. A maintained and sustained literate and knowledgeable society.
- e. A respectable institute that maintains and sustains a literate and learned society.

#### *Institutional and implementation arrangement*

- a. The Act for the establishment of IAE needs to be reviewed in order to incorporate global and local challenges; e.g. East African Community.
- b. Improve human resource capacity at all levels especially the 55 percent of supporting staff. IAE should take deliberate measures to improve the education capacity for its employees.
- c. Establish Twin Colleges both locally and internationally for competence and effectiveness, register others from abroad and within.
- d. Consider potentials for partnership with the private sector in developing new investments, [Public – Private Partnership].

#### *Reduction of financing gap:*

- a. To engage in consultancy and research activities to generate reasonable income.
- b. Introducing new training programmes such as: Diploma in Adult Education Health Services; Diploma in Adult Education Agriculture; Diploma in Adult Education Bee Keeping; Diploma in Adult Education Business Administration; Diploma in Adult Education Project Planning.
- c. Soliciting Funds: the IAE Council should have specific known roles and be aggressive in soliciting funds.

## **2.9 IAE SWOC ANALYSIS**

The SWOC analysis identifies areas in which IAE is strong and, also, in which it is weak as well as her current opportunities and challenges, as summarized in Appendix 1.

### **2.9.1 Strengths**

- i) IAE is an independent governmental institution operating under Parliamentary Act. No. 12 of 1975, which provides it with a mandate to undertake 17 functions basing on the Adult Education Policy of 1969.
- ii) IAE has a wide coverage and access. It has offices in 21 regions of Tanzania Mainland, which facilitate easy coordination and delivery of the Institute's services to the grassroots level.
- iii) IAE has experienced, qualified and competent professionals at the head office and regional centres, who implement its programmes effectively.
- iv) IAE provides alternative access to secondary education through open schooling and distance learning.
- v) Training of middle cadre and grassroots professional adult educators-cum-facilitators.
- vi) Committed leadership/good governance at institutional level. IAE advocates popular decision-making in achieving common goals.
- vii) Own headquarters building located in central business district of Dar es Salaam city, and others in Mwanza, Mbeya, Morogoro, Dodoma, Rukwa, Tabora, Ruvuma and Kilimanjaro regions. This offers an opportunity for IAE to undertake more activities as well as decreasing overhead costs.
- viii) Owns print shop which reduces costs in production of learning and instructional materials for target groups. Also it enhances control and maintains standards for quality of the materials.
- ix) Trained supporting staff in the areas of finance, materials management, library and administration whose services enhance effective implementation of the IAE planned activities.
- x) Ability in researching, designing and developing adult education and NFE curriculum and learning materials, including primers and publications.

Possession of expertise in:

- a. Organising mass campaigns on developmental and cross-cutting issues.
- b. Designing, developing and conducting ODL programme in NFE style.
- c. Producing various adult education journals and studies.
- d. Offering evening secondary education programmes.
- e. Research and publications.

### **2.9.2 Weaknesses**

- i. Inadequate human resource development and training systems.,
- ii. Unattractive incentive scheme.

- iii. Weak partnership, collaboration and linkage mechanisms with other stakeholders.
- iv. Lack of modern information and communication facilities and equipment.
- v. Low pace in adopting change.
- vi. Lack of IAE clear research and consultancy policy.
- vii. Lack of comprehensive system for monitoring and evaluation of IAE programmes.
- viii. Unstable system of advocacy and publicity of the institute and its programmes within and outside the country.
- ix. Lack of office premises in some regional centres leading to non-conducive working environment.
- x. Lack of computerised networking system within and between IAE headquarter and regional centres.
- xi. Inadequate financing of the IAE activities and capacity building.

### **2.9.3 Opportunities**

- i. Recognition of AE as a NFE sector by URT and the ETP 1995 as well as placement of AE officers in all districts.
- ii. Existence of IAE by Act of Parliament and the AE department at the University of Dar es Salaam.
- iii. High public demand for professional training on adult education and community development.
- iv. Global and national appreciation of basic education as a human right. This gives assurance for IAE to continue expanding educational programmes for out-of-school youth, adolescents and adults, hence accords IAE political support.
- v. Recognition of IAE programmes by other higher learning institutions and the labour market.
- vi. MKUKUTA creates a good opportunity for IAE to access more resources for ensuring better service delivery. It also enhances coordination within education and other sectors.
- vii. PEDP and SEDP have created more clients for IAE services. PEDP produces more post primary graduates who are IAE clients, whereas SEDP comprises ODL as an alternative learning approach which is implemented by IAE.
- viii. Existence of non-governmental and private sectors in conducting adult education and NFE programmes.
- ix. Need for mainstreaming cross-cutting issues in development activities. Issues like HIV/AIDS, gender, environment have created opportunities for IAE intervention.
- x. Availability of sponsorship for IAE students from Higher Education

Students Loan Board (HESLB) and other sponsorship opportunities. This gives IAE students assurance of enrolment and completion.

- xi. Improved relationship between IAE and other stakeholders, including the government.
- xii. Emergence and growth of ICT, globalisation, science and technology and regional integration.
- xiii. Access to public buildings for conducting programmes which enables IAE to have capacity of expanding its programmes.
- xiv. IAE recognition by NACTE as a higher learning institution.

#### **2.9.4 Challenges**

- i. Adult Education is perceived by the community as an inferior form of education, a second chance education for those who miss conventional education and not otherwise.
- ii. Adult Education is not considered a priority as it used to be in the 1970s when resources were available for this sub sector; currently availability of funds is linked to PEDP and SEDP.
- iii. The Adult education Directorate has been reduced to a unit at the MoEVT with no vote, so is given less attention.
- iv. Emergency of uncoordinated competitors who offer similar programmes as the IAE.
- v. Lack of awareness of IAE activities by other sectors in the provision of adult and mass education.
- vi. Low economic capacity and high costs of living which affect students as IAE clients in paying their fees, hence affecting enrolment at the Institute,
- vii. Exodus of qualified personnel looking for greener pastures, as a result of which IAE is weakened.
- viii. HIV/AIDS, which has been claiming the lives of productive and resourceful people among whom are IAE staff.
- ix. Disfunctional libraries run by unskilled librarians in the regions and communities.
- x. Changing of development partners' priorities.
- xi. Inability to accommodate all qualified applicants into IAE's Diploma and Advanced Diploma programmes due to space limitations.
- xii. Conflicting frameworks for implementation of adult and non-formal continuing education in the country.
- xiii. Lack of strong political will. The IAE is not given a rightful place in terms of status and rights, thus resulting into failure to maximise its potentiality.
- xiv. Availability of funds to run AE programmes is difficult unless they are attached to PEDP and SEDP.

## **Chapter 3**

### **VISION, MISSION AND OBJECTIVES**

Attainment of Tanzania Development Vision 2025, MKUKUTA goals and the ETP in a globalised environment calls for greater determination in planning and implementation of Adult and Non-formal Continuing Education backed by a strong political will, so as to effectively complement formal education efforts. In realisation of these goals, the IAE has put in place the following vision, mission and objectives.

#### **3.1 VISION**

Centre of excellence that maintains a learned and informed society.

#### **3.2 MISSION**

To design, develop and implement quality adult continuing education and training programmes that will enable people to acquire knowledge and skills required for sustainable development and dealing with global challenges.

#### **3.3 CORE VALUES**

The Institute of Adult Education will be guided by the following values:

- a. Professionalism: IAE is committed to the provision of high standard adult and non-formal continuing education and training.
- b. Transparency: IAE is committed to operating in an environment of openness and honest transactions.
- c. Integrity: IAE employees will adhere to honest and strong moral principles in the provision of quality adult and non-formal continuing education to all Tanzanias.
- d. Partnership and team building: IAE is committed to working together and supporting one another in its efforts to achieve its goals and objectives. It is also committed to work with other stakeholders.
- e. Social responsibility: IAE is committed to offering its services in the spirit of stewardship, community empowerment and development.
- f. Zero tolerance to corruption.
- g. Creativity and innovativeness: IAE is committed to the generation of new ideas, better methods of improving adult and non-formal continuing education in Tanzania.

#### **3.4 THE IAE CORPORATE STRATEGIC PLAN**

In consistence with national development priorities and the Tanzania Development Vision 2025, the IAE has identified the following objectives, strategies, targets and performance indicators in the 2008 – 2013 strategic plan.

### 3.5 IAE STRATEGIC GOAL

The overall goal of the Institute of Adult Education is ***“to provide quality training in adult education and community development, open and distance learning, mass education, enhance research and publications and reduce the spread of HIV/AIDS by the year 2012/2013.”*** This goal will be realised through the implementation of the following strategic objectives:

### 3.6 STRATEGIC OBJECTIVES

1. Provision of high quality Open and Distance Education in both urban and rural areas.
2. Improved quality of certificate, diplomas and degrees in Adult Education and Community Development programmes to teachers and administrators.
3. Designed and developed quality Mass Education and Women Development programmes.
4. Improved quality and accessibility of readers and study materials in both urban and rural areas.
5. Strengthened and established mass media resources.
6. Improved Education Management Information System (EMIS).
7. Established adequate and modern places and centres of learning, training and research in matters pertaining to Adult Education.
8. Enhanced research, planning, publications and consultancy services.
9. Strengthened collaboration, linkages and partnership with other stakeholders in development of policies, plans and quality programmes for Adult and Non-formal Continuing Education in Tanzania, across EAC, SADC regions, Africa and the world.
10. Strengthened human resource capacity at all levels.
11. Mainstreaming of cross-cutting issues in IAE policies, plans, programmes, and monitoring and evaluation processes.
12. Enhanced services and reducing the spread of HIV/AIDS among adolescents, youth and adults.
13. Promoted social welfare activities to boost morale, relationships and standard of life of workers, staff and students.

#### 3.6.1 Strategic Objective 1: Provision of High Quality Open and Distance Education

##### ***Rationale***

Since the Primary Education Development Plan (PEDP) was launched in 2001, Tanzania has experienced a significant rise in pupils' enrolment as well as completion and pass rates in primary education. In spite of these commendable achievements, Tanzania had the lowest secondary education enrolment rate even by standards of

developing countries. In coping with Secondary Education Development Plan (SEDP) objective of raising the transition rate to secondary school, SEDP recognises the role of IAE in complementing government efforts toward achieving the objective of increasing access to secondary education through Open and Distance Learning (ODL) approach. ODL opens up gates of access to adolescents who will not be absorbed by the conventional education system and interested out-of-school youth and adults. In addition, this approach will promote access and equal opportunities by reaching out socially and educationally disadvantaged groups and individuals like pastoralists, girls and people with disabilities.

***Specific Strategy 1.1: Increase Enrolment, Ensure Equity, Retention and Completion for ODL Learners***

*Targets*

- a) Fifty thousand (50,000) ODL learners enrolled by 2009.
- b) Conducive teaching and learning environment ensured by 2013.
- c) Develop guidelines to ensure equity in the provision of education by 2013.
- d) ODL study material transcribed into Braille for the visually impaired by 2013.
- e) Expand secondary education through Complementary Secondary Education in Tanzania (COSET) by 2010.
- f) Initiate evening classes for continuing education by 2011.

*Key Performance Indicators*

- i. Number of ODL learners enrolled.
- ii. Friendly teaching and learning environment ensured.
- iii. Equitable access to ODL programmes.
- iv. ODL Braille study materials in use.
- v. COSET programme developed and implemented.
- vi. Number and types of evening classes' programmes for workers education initiated.

***Specific Strategy 1.2: Improve the Management Processes in Provision of Distance Education***

*Targets*

- a) Strengthen delivery and coordination system by 2010.
- b) Criteria for work force requirement on provision of quality Distance Education in place and in use by 2011.
- c) Delivery and coordination framework on implementation of Open Schooling and Distance Learning in place by 2010.

*Key Performance Indicators*

- (1) Planned distance education activities well implemented.



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- (2) Proper placement of personnel (Professionalism).
- (3) Enhanced capacity of ODL facilitators and coordinators.
- (4) Improved delivery and coordination of open and distance learning in Tanzania.

### ***Specific Strategy 1.3: Improve Learner Support Services***

#### *Targets*

- a) Establish learners' guidance and counselling services in all study centres by 2013.
- b) Create awareness on the role of the community to support distance education learners by 2013.
- c) Identification of learner support interventions from central, local government as well as other stakeholders by 2011.

#### *Key Performance Indicators*

- a) Improved retention and completion rate in open and distance education programmes.
- b) Active participation from the community in support of distance education learners.
- c) Number and types of learner support interventions identified and accessed by learners; i.e. libraries, study centres, study circles etc.

### ***Specific Strategy 1.4: Ensure Quality of Open and Distance Education Study Materials***

#### *Targets*

- a) Review and develop ODL study materials by 2013.
- b) Production of ODL materials by 2013.
- c) Capacity building on effective facilitation of ODL by 2013.

#### *Key Performance Indicators:*

- i. Study materials developed for new courses.
- ii. Reviewed areas incorporated in study materials.
- iii. Number and type of ODL materials produced and distributed.

### **3.6.2 Strategic Objective 2: Improved Quality of Certificates, Diplomas and Degrees in Adult Education and Community Development Programmes**

#### ***Rationale:***

The need for skills upgrading in the context of continuous technological changes calls for the improved provision of Adult Education diplomas and certificates to cater for the varying needs of adult learners. The existing IAE curricula need to be reviewed to match with on-going changes and NACTE's requirements.

***Specific Strategy 2.1: Expand and Improve Provision of Certificate and Diploma Programmes in Adult Education and Community Development***

*Targets:*

1. Review and restructure diploma curricula and syllabi into modular design and Competence Based Education and Training (CBET) format by 2011.
2. Review and upgrade Advanced Diploma curricula into modular design and CBET format to degree level in accordance with NACTE requirements by 2010.
3. Enrolment of diploma students increased from 261 to 300 by 2011.
4. At least 120 needy students enrolled by 2013.
5. Diploma level programme by distance education introduced by 2012.
6. Review Examination Regulations and Procedures by 2010.
7. Refurbish and Retool IAE library by 2011.
8. Mainstreaming ICT knowledge and skills into diploma programmes by 2010.
9. Establish linkages with other twin colleges by 2011.
10. Review field attachment procedures to consider issues of community development by 2010.
11. Introduce specialised diploma courses (e.g. agriculture, counselling etc.) by 2013.

*Key Performance Indicators*

- i. Reviewed and restructured Diploma curricula and syllabi in use.
- ii. Reviewed, restructured and upgraded advanced diploma.
- iii. Degree programme curricula and syllabi in place.
- iv. Number of diploma/undergraduate students enrolled.
- v. Number of scholarships for needy students.
- vi. Up-to-date books and other reading materials, and modern ICT in use in the IAE library.
- vii. Reviewed examination regulations and procedures booklet in place.
- viii. Linkages established both locally and internationally.
- ix. Students attached on adult and literacy community development work.
- x. Number and types of specialised diploma courses.

***Specific Strategy 2.2: Introduce Professional and Life-long Learning Skill-based Programmes***

*Targets:*

- a. Tailor-made programmes introduced by 2013.
- b. Language courses introduced by 2013.
- c. Initiate a variety of short courses in the regions by 2013.

*Key Performance Indicators:*

- i. Number of tailor-made programmes in place
- ii. Number of language courses introduced.
- iii. Number and types of short courses initiated in the regions.

***Specific Strategy 2.3: Capacity Building for Adult and Non-formal Continuing Education Programme Coordinators***

*Targets:*

- a) Conduct capacity building to COBET and ICBAE facilitators and supervisors in all districts in mainland Tanzania by 2010.
- b) Monitoring and evaluation system for COBET and ICBAE in place by 2010.
- c) Design and implement capacity development programmes on AE research, planning and evaluation by 2012.

*Key Performance Indicators:*

- i. Number of COBET and ICBAE facilitators and supervisors trained.
- ii. Monitoring and evaluation system in place.
- iii. Number and kinds of capacity development programmes conducted and research activities improved.

***Specific Strategy 2.4: Establish Degree Courses on Adult Education and Community Development***

*Targets:*

- a) Conduct a feasibility study to explore training needs by 2011, for award of degrees.
- b) Develop curriculum and course outlines by 2011.
- c) Identify and recruit lecturers and other resource persons by 2012.
- d) Finalisation of processes and start implementation by 2012.

*Key Performance Indicators:*

- i. Number and kinds of training needs identified.
- ii. Curriculum and different course outlines developed.
- iii. Number of lecturers identified and recruited.
- iv. Training activities operational.

**3.6.3 Strategic Objective 3: Designing and Developing Quality Mass Education and Women Empowerment Programmes**

***Rationale:***

The Tanzania Development Vision 2025, envisages Tanzania to be a nation with a high level of education at all levels; it anticipates and is committed to life-long learning and promotion of a learned society. Adult Education is expected to facilitate

realisation of this goal through development of community education as well as continuing education programmes aimed at facilitating modernisation and development in general. It calls for clear understanding of community needs in order to improve the life of individuals and groups through provision of skills, competencies, and modification of behaviours, values, attitudes, morals and beliefs so as to cope with the or match the dynamism of change. The IAE realises its role in addressing the same by designing women's empowering programmes and projects and organising mass education programmes for the general public, particularly in the rural areas.

***Specific Strategy 3.1: Initiate and Organise National Campaigns on Different Developmental Issues***

*Targets*

- a) Design and organise campaigns on different national developmental and cross cutting issues by 2013.
- b) Plan, prepare and conduct census for illiteracy rate in collaboration with MoEVT, National Bureau of Statistics, Government Ministries and other Public Institutions.
- c) Design and implement specific strategies for literacy campaigns. (e.g. political commitment, community involvement, development partner's support and others).

*Key Performance Indicators:*

- a) Number of mass education campaigns designed and organised.
- b) Illiteracy rate status established and shared by the public.
- c) Number and types of specific strategies for literacy campaigns designed and implemented.

***Specific Strategy 3.2: Design and Organise Life-long Community Based Educational Programmes***

*Targets*

- a) Life-long community educational needs assessment by 2013.
- b) Design, develop and conduct life-long community based training activities/educational programmes by 2013.
- c) Technical backstopping of life-long community-based tailor-made training programmes by 2013.

*Key Performance Indicators:*

- i. Number and kinds of areas of concern identified.
- ii. Different life-long community based educational programmes developed and conducted.
- iii. Variety of training programmes implemented and sustained.

### ***Specific Strategy 3.3: Establish Mass Media Education Programmes***

#### *Targets:*

- i) Design television and radio education programmes by 2013.
- ii) Initiate libraries in IAE regional centres by 2011.
- iii) Design and develop films, video, VCD and DVD by 2013.

#### *Key Performance Indicators:*

- i) Number of television and radio programmes aired.
- ii) Sharing of information in the community increased.
- iii) Number and types of films and video produced and increased community awareness on various development issues.
- iv) Number and types of titles and degree of accessibility to learners/users/clients.

### ***Specific Strategy 3.4: Develop and Conduct Women Empowerment Programmes***

#### *Targets:*

- a) Develop and conduct training programmes for empowering women on various development issues by 2013.
- b) Production and distribution of women study materials by 2013.

#### *Key Performance Indicators:*

- i. Number and types of programmes developed.
- ii. Number and titles of study materials produced.
- iii. Level of empowerment observed.

### **3.6.4 Strategic Objective 4: Improved Quality and Accessibility of Readers and Study Materials for Adult Education**

#### ***Rationale:***

Readers and study materials are crucial in creating a well informed society as well as sustaining literacy. Communities need to be reached with reliable and relevant information so as to cope with the prevailing development challenges. To this end, the IAE needs to review, develop and produce readers and study materials in order to expand and deliver knowledge and information to the needy communities.

### ***Specific Strategy 4.1: Review and Design Quality User-friendly Readers and Other Study Materials for Promotion of Adult Education***

#### *Targets:*

- a) Review and update IAE post literacy learning materials by 2010.
- b) Design and develop user-friendly readers and other study materials by 2013.
- c) Design and develop district specific curricula and materials by 2013.
- d) Design and develop curricula and materials for learners with special learning needs in collaboration with MoEVT and other stakeholders by 2013.

*Key Performance Indicators:*

- i) Number of readers and other study materials reviewed and updated.
- ii) Number and types of user-friendly readers and other study materials designed and developed.
- iii) Number and types of district specific curricula and materials developed and in use.
- iv) Number and types of curricula and materials for learners with special learning needs developed and in use.

***Specific Strategy 4.2: Produce and Distribute Quality User-friendly Readers and Other Study Materials***

*Targets:*

- a. Production of community based literacy and post literacy learning materials by 2011.
- b. Identify areas/places where there is a need for study materials by 2013, and
- c. Distribute materials to IAE regional centres, rural libraries, community resource centres, TRCs and feed the IAE website with study materials.

*Key Performance Indicators:*

- i) Number and types of community based literacy and post literacy learning materials produced.
- ii) Areas/places where there is a need for study materials identified.
- iii) Number and types of titles registered and degree of accessibility to users, and
- iv) Improved livelihood, information sharing, reading habits and well-being among community members and the society.

**3.6.5 Strategic Objective 5: Strengthening and Establishing Mass Media Resources**

***Rationale:***

Mass media play a crucial role in education and especially in reaching more IAE clients in a short time and with minimum resources. In order for IAE to fast track its vision and mission as well as reach out to the disadvantaged groups (nomads, people with disabilities, orphans, fishing communities, etc), strengthening, establishing and owning mass media resources is of utmost importance. This will also help the realisation of EFA goals, Vision 2025, MKUKUTA goals and ETP that call for creation of a well informed society and sustenance of literacy among communities in Tanzania.

***Specific Strategy 5.1: Strengthening of Mass Media Resources***

*Targets*

- a) Refurbishment of mass media studio and documentation centre by 2010.
- b) Retooling of mass media studio and documentation centre by 2010.
- c) Capacity building on the use of the studio by 2011.

*Key Performance Indicators:*

- i) Quality studio in place and in use.
- ii) Mass media documentation centre in place and in use.
- iii) Improved capacity and quality of programmes produced from the studio.
- iv) Easy accessibility of mass media documents.

***Specific Strategy 5.2: Establishment of Community Information Resource Centres***

*Target*

- (a) Establishment of mass media documentation centres in five selected regions by 2013.
- (b) Establish ICTs models for mass education (village cinemas, tele-centres, community media centres, ICT kiosks, internet, etc by) 2013.

*Key Performance Indicators:*

- i) Accessibility of mass media information materials to the communities.
- ii) Improved awareness on development issues.
- iii) Number and kind of mass media resources and centres established and in use.

***Specific Strategy 5.3: Owning of Mass Media Resources***

*Targets*

- a) Baseline survey and needs assessment for construction of mass media resource centres in five regions by 2009.
- b) Construction of mass media resource centres in five regions by 2011.
- c) Retooling of mass education resource centres in five regions by 2013.

*Key Performance Indicators:*

- i) Needs for construction of mass media resource centres in five regions identified.
- ii) Mass media resource centres constructed in five regions.
- iii) Mass media resource centres equipped and in use in five regions.

***Specific Strategy 5.4: Commercialisation of IAE Mass Media and Resources***

*Targets*

- a. Develop policy on commercialisation of IAE resources by 2011.
- b. Develop a strategy for modernising IAE print shop, WAMO and mass media studio by 2011.
- c. Establish management for commercial units by 2010.

*Key Performance Indicators:*

- i.) Policy document in place and in use.
- ii.) Improved and modernised commercial resources.
- iii.) IAE commercial units in operation.

### **3.6.6 Strategic Objective 6: Improve the Education Management Information System (EMIS)**

#### ***Rationale:***

The number of IAE programmes, students, staff as well as data management is expected to expand significantly. This calls for a modernized EMIS to enhance expediency and accuracy of information dissemination, data storage and retrieval. Information Communication Technology (ICT) is Considered Enablers to any form of development in the 21st century. Equally, Information Education and Communication (IEC) becomes efficient and effective with the use of state of the art facilities. To enhance its performance in service delivery, IAE needs to embrace the utilization of ICT.

#### ***Specific Strategy 6.1: Promote Use of ICT in IAE Operations***

##### *Targets*

- a) Identification of IAEs' ICT needs by 2010.
- b) Develop IAE policy and guidelines for the use of ICT by 2011.
- c) Capacity building on the use of ICT by 2011.
- d) System and guidelines in operation by 2013.

##### *Key Performance Indicators:*

- i) IAE's ICT needs identified.
- ii) IAE's ICT system and guidelines in use.
- iii) Efficiency in the use of ICT.
- iv) Information sharing system at IAE enhanced.

#### ***Specific Strategy 6.2: Establish and Develop an Effective IEC System***

##### *Targets*

- (a) ICT and e-governance use promoted at IAE headquarters, regional offices and study centres by 2011.
- (b) Retooling and establishment plan for IEC by 2012.
- (c) Reliable internet connectivity, LAN and WAN at the IAE headquarters and regional offices by 2010.
- (d) IAE communication and information sharing strategy developed by 2010.
- (e) Initiate processes for development of AE-NFE Management Information System by 2011.
- (f) Capacity building programme on IEC by 2013.
- (g) Establish IAE website by 2010.

##### *Key Performance Indicators:*

- i) Effective use of ICT and e-governance.
- ii) Retooling and establishment plan for IEC in place and in use.
- iii) Local Area Network (LAN) and Wide Area Network (WAN) established.

- iv) Improved communication and educational information sharing.
- v) Improved delivery of services.
- vi) IAE website in use/in place.

### **3.6.7 Strategic Objective 7: Establish Adequate and Modern Places and Centres of Learning, Training and Research in Matters Pertaining to Adult Education**

#### ***Rationale:***

Currently the IAE working and learning environment is not well accommodative to new innovations and changes. Therefore, to be able to perform its functions properly the institute needs to establish a conducive environment for efficient and effective delivery of its services. Also there is a need to have a friendly and adaptable learning and working environment which includes good offices with modern facilities, classrooms, staff accommodation, reliable transport and other support services so as to improve access and equity in education at all levels.

#### ***Specific Strategy 7.1: Increase and Rehabilitate Offices, Classrooms, Conference Halls at IAE Headquarters and Regional Offices***

##### *Targets*

- a) Own premises for all regional centres by 2013.
- b) IAE premises at headquarters and regional centres rehabilitated by 2011.
- c) Expand Wageni Morogoro (WAMO) IAE Training and Conference centre by 2011.
- d) Expansion and rehabilitation of classrooms by 2011.
- e) Construct and/or rent adequate number of students' hostels by 2011.

##### *Key performance Indicators:*

- i. IAE owned premises in place.
- ii. Number of premises rehabilitated at headquarters and regional centres.
- iii. New conference hall, hostels, administration block, recreation facilities constructed and rehabilitated at WAMO.
- iv. Number of rehabilitated classrooms in use.
- v. Hostels in place and in use.

#### ***Specific Strategy 7.2: Refurbishment and Retooling of IAE Offices at Headquarters and Regional Offices***

##### *Targets*

- a) Identification of requirements for refurbishment and retooling by 2010.
- b) Mobilize resources for refurbishment and retooling by 2013.
- c) Offices at IAE headquarters, IAE print shop, studio, WAMO and regional centres well equipped with modern facilities by 2013.

*Key Performance Indicators:*

- i) Inventory of requirements in place.
- ii) Types of resources mobilised.
- iii) Number and type of facilities installed at IAE headquarters, IAE print shop, studio, WAMO and regional centres.

***Specific Strategy 7.3: Develop and Implement IAE Staff Welfare Plan***

*Targets*

- a) Identification of IAE staff welfare needs by 2010.
- b) Develop plan for addressing staff welfare needs by 2010.
- c) Welfare facilities – [transport, medical, housing, computer, telephone] accessible to all IAE staff as per plan.

*Key Performance Indicators:*

- i. Types of needs identified (staff welfare inventory in place).
- ii. Implementation plan for IAE staff welfare in use.
- iii. Number of staff and type of welfare facilities accessed.

***Specific Strategy 7.4: Acquire Transport Facilities at IAE Headquarters and Regional Offices***

*Targets*

- a) Develop a plan for acquisition and maintenance of transport facilities by 2009.
- b) Acquisition of transport facilities for IAE headquarters and all regional centres by 2013.
- c) IAE headquarters and regional centres have transport facilities by 2013.

*Key Performance Indicators:*

- i. Acquisition and maintenance plan in operation.
- ii. Number and types of vehicles acquired.
- iii. Service delivery fast tracked.

**3.6.8 Strategic Objective 8: Strengthened IAE Planning, Research, Publication and Consultancy Services**

***Rationale:***

Quality research in adult education and community development is unavoidable and has relevance to a broad range of fields and human endeavours. High quality research evidence is very important when it is used to inform policy-making and professional practice. Adult educators, practitioners and policy makers need to be able to draw on the evidence of research to make informed decisions about policy, programmes and projects as well as publicising the findings of research and consultancies undertaken. Research, publications and consultancy are core activities of the IAE. However the

IAE does not have a clearly stated policy or guidelines on research, consultancy and publications. As a technical institution and service provider in Adult Education and Non-formal Continuing Education, IAE requires such instruments to enable it establish a coherent and sustainable system in the provision of its services within the ever-changing socio-economic environment.

***Specific Strategy 8.1: Development of IAE Research, Consultancy and Publication Policy by 2013***

*Targets*

- a) Feasibility study to understand other stakeholders' context by 2010.
- b) Developed IAE research, consultancy and publication policy and implementation guidelines by 2011.
- c) Operationalisation of IAE research, consultancy and publication guidelines by 2012.
- d) Strengthened research, planning, monitoring and evaluation, and publications unit upgraded into a department by 2010.

*Key Performance Indicators:*

- i. Practice and experience from other stakeholders documented.
- ii. IAE policy document on research, consultancy and publications in place.
- iii. Types of research, consultancy and publications guidelines in place.
- iv. Well coordinated system of research, consultancy and publications.
- v. Functional research, planning and publications unit.

***Specific Strategy 8.2: Strengthening IAE Consultancy and Advisory Services***

*Targets*

- a) Establish consultancy and advisory services bureau by 2010.
- b) Develop IAE consultancy and advisory services marketing strategy by 2010.
- c) Establish institutional data base for consultants, resource persons and institutions by 2009.
- d) Continuous updating of data base by 2013.
- e) Solicit and carry out at least 4 consultancies every year by 2011.
- f) Monitoring and evaluation of consultancies and advisory services carried out by the IAE by 2013.

*Key Performance Indicators:*

- i) IAE consultancy and advisory services bureau established.
- ii) Increased number of consultancies and advisory services conducted by the IAE.
- iii) IAE institutional data base for consultants, resource persons, institutions in place and in use.
- iv) IAE consultants, resource persons, institutions data base reviewed and updated.

- v) Number and kinds of consultancies and advisory services solicited and carried out.
- vi) Enhanced quality of consultancies and advisory services conducted by the IAE.

***Specific Strategy 8.3: Strengthening IAE Publications Services***

*Targets*

- a) Develop advocacy strategy for IAE publications by 2009.
- b) Establish local and international linkages with other academic institutions, publishers and individuals by 2013.
- c) Develop and implement marketing strategy for IAE publications by 2011.
- d) Publicise and disseminate the IAE publications by 2013.

*Key Performance Indicators:*

- (i) Increased awareness on IAE publications,
- (ii) Number and kind of linkages established,
- (iii) Increased number of publications, and
- (iv) Number and kind of publications.

***Specific Strategy 8.4: Promote a Collaborative Culture of Educational Research within the IAE for Rational Plans and Evaluation***

*Targets*

- a) Development of a focused and balanced portfolio of research that addresses short, medium and long term issues of importance to policy and practice by 2013.
- b) Create joint structures to guide research agenda in a collaborative manner by 2011.
- c) Design and conduct capacity development sessions on research methodologies by 2012.
- d) Provide consultancy and advisory services to government, institutions, NGOs, development partners and other stakeholders in the field of adult and non-formal education, research, planning and evaluation by 2013.

*Key Performance Indicators:*

- i) Portfolio of researches developed and implemented.
- ii) Improved coordination of research activities.
- iii) Knowledgeable people on research methodologies at different levels.
- iv) Number and types of consultancies provided to different stakeholders.

***Specific Strategy 8.5: Develop and Coordinate Medium and Long Term Policies, Strategies and Priorities of IAE within the Framework of the Functions and Structure of the URT Systems***

*Targets*

- a) Review trends in global and national educational development issues and assess their implications for the future roles, functions and services of IAE by 2013.
- b) Keep under review the functions, priorities and operational policies as well as the organizational and staff structures of the Institute by 2013.
- c) Participate in the system wide policy and decision-making processes, and guide the preparation of IAE positions for presentation to those bodies and committees by 2013.
- d) Guide the substantive work of IAE departments, units and sections by 2013.
- e) Review IAE establishment Act taking into account the role of IAE in regulating the adult education sector and advice on the amendments required by 2010.

*Key Performance Indicators:*

- i) Assessment of trends on educational development issues available and shared by different stakeholders.
- ii) Number and kinds of reviews and the level of improved IAE performance,
- iii) Increased IAE presentation to different fora and inclusion of IAE concerns into wide policy decision making processes.
- iv) Well organised IAE plans and implementation processes hence improved performance.
- v) IAE establishment act reviewed and amendments made.

***Specific Strategy 8.6: Operate and Continuously Improve an Effective Quality Assurance System for the IAE to Ensure that Regular Activities, Programmes and Projects are Well Designed and Implemented***

*Targets*

- a) Identifying areas for improvement of IAE performance by 2010.
- b) Providing guidelines and advice on the application of quality AE management by 2013.
- c) Maintaining dialogue with AE stakeholders on the continuous improvement of AE in the country by 2013.
- d) Conducting selected cluster evaluations, grouped by source of funds or substantive themes by 2013.
- e) Ensuring the analysis and dissemination of evaluation findings and their feedback into the design of future IAE activities by 2013.

*Key Performance Indicators:*

- i) Gaps and areas for improvements identified and addressed for clear functioning of internal processes of IAE.
- ii) Improved performance of management processes by staff, programmes and projects.
- iii) Monitoring and evaluation information is shared and improvements are made to the concerned programmes/projects.
- iv) Evidence based decisions are made for proper policies, plans, M&E activities.
- v) Evaluation information is shared for improved initiative of new programmes and innovation in adult and continuing education.

***Specific Strategy 8.7: Reporting and Making Research Results Accessible to the Larger Community of Scholars***

*Targets:*

- a) Create procedures for coordination of editing of publications for the Institute by 2010. (SAED, JAET, newsletters, magazines, calendars, brochures, women's voice series, post literacy, juhudi series etc.).
- b) Writing AE academic papers, consolidating reports on workshops, conferences, seminars and researches by 2013.
- c) Disseminate and publicise research findings so that they can be understood, debated on and become known to those who can fruitfully use them by 2013.
- d) Establish a documentation centre for the IAE publications, documents and other publications from outside the institute by 2010.
- e) Create linkages and collaboration for joint publications with other public and private sector institutions by 2011.

*Key Performance Indicators:*

- i) Well coordinated editing of publication structures and procedures.
- ii) Number and types of papers, reports presented and consolidated.
- iii) Timely production and dissemination of research findings.
- iv) A quality documentation centre in use.
- v) Number of linkages and joint publications established and fully operational.

**3.6.9 Strategic Objective 9: Strengthen Collaboration, Linkage and Partnership with other Stakeholders in Development of Policies, Plans and Quality Programmes for Adult and Non-formal Education in the Country**

***Rationale:***

There are a number of institutions, private sector organisations, CBOs and other providers engaged in the provision of adult and non-formal continuing education programmes. Currently there are no institutionalised procedures, structures and

modalities to control and regulate the quality of materials and facilitators, certification, procedures and time frame in running AE/NFE programmes. Therefore, there is a need for the IAE as a government institution to take up leadership role in establishing advocacy, networking, collaboration and partnership policy, as stipulated in Part II section 4 (m) of the IAE Establishment Act which states; “to cooperate with other institutions or organisations in the URT which are concerned with the promotion of adult education and to endeavour to coordinate their activities;”

***Specific Strategy 9.1: Put in Place Systems for Advocacy, Networking and Collaboration***

*Targets:*

- a) Identification of stakeholders’ expectations, competencies and priority areas by 2010.
- b) Develop IAE advocacy, networking and collaboration strategy by 2011.
- c) Incorporation of stakeholders views on the IAE establishment Act by 2011.
- d) Monitoring and evaluation of implementation of strategy by 2013.

*Key performance Indicators:*

- i) Potential stakeholders’ expectations, competencies and priority areas identified and documented.
- ii) IAE advocacy, networking and collaboration strategy operational.
- iii) Proposed areas for amendments of IAE Establishment Act in place.
- iv) Improved coordination of IAE advocacy, networking and collaboration activities.

**3.6.10 Strategic Objective 10: Strengthen Human Resource Capacity at All Levels**

***Rationale:***

Capacity building is an important aspect for efficient and effective service delivery in the IAE. The present situation indicates that there are weaknesses that need to be addressed in order for IAE to carry out its operations efficiently and effectively. The main weakness has been lack of professional skills amongst IAE staff, which has affected efficiency in service delivery. Other weaknesses are in the area of inadequate incentives and understaffing.

In order for the IAE to deliver its services appropriately, emphasis should be focused on training and capacity building; improved scheme of service; and establishment of workforce requirements inventory.

***Specific Strategy 10.1: Improve Human Resource Capacity and Efficiency in Delivery of Services***

*Targets:*

- (a) Ten (10) academic staff trained at postgraduate level by 2013.
- (b) 160 staff trained in various professional short courses by 2011.
- (c) Develop exchange programme for IAE staff's capacity development by 2011.
- (d) Establishment of modalities for supporting IAE academic staff participate in professional and academic conferences by 2011.
- (e) Develop capacity of supporting staff at all levels by 2012.
- (f) Recruit and / or train three PhD holders by 2012.
- (g) Capacity building for effective facilitation by part time tutors (PTT); recruit and train professional tutors/facilitators on ODL by 2013.

*Key Performance Indicators:*

- (a) Improved level of effectiveness in performing their duties.
- (b) Improved IAE services.
- (c) Enhanced performance, innovation and expansion of IAE networking and collaboration.
- (d) Clear modalities for participation in professional and academic conferences in place.
- (e) Number and categories of facilitators and the level of improved service delivery capacity.

***Specific Strategy 10.2: Ensure Retention of IAE Employees***

*Targets:*

- a) Improve infrastructure and working tools/equipment.
- b) Increase opportunities for formal and informal interaction between IAE employees at different levels.
- c) Awareness creation on IAE scheme of service by 2009.
- d) Systems of operationalisation of IAE scheme of service by 2013.
- e) Monitoring and evaluation (on-going).

*Key Performance Indicators:*

- i) Improved performance.
- ii) Improved social relations.
- iii) Reduced grievances among IAE employees.
- iv) Effective implementation of IAE scheme of service.

**Specific Strategy 10.3: Implement Effective Performance Management Systems (PMS)**

*Targets:*

- a) Status on the current management performance in place by 2010.
- b) Guidelines for implementation of PMS by 2011.
- c) PMS in operation by 2012.
- d) Monitoring and evaluation system operational by 2013.

*Key Performance Indicators:*

- i) IAE Management performance status identified.
- ii) PMS implementation guidelines in use.
- iii) Performance of IAE management improved.

**Specific Strategy 10.4: Improve IAE Staff Recruitment and Deployment Procedures**

*Targets*

- a) Carry out IAE work force audit by 2010.
- b) Professional gaps and areas of expertise identified by 2011.
- c) Personnel database established by 2011.
- d) Recruitment and placement system established by 2013.

*Key Performance Indicators*

- i) Areas of expertise identified.
- ii) Number and types of professional gaps identified.
- iii) IAE personnel database established and updated periodically.
- iv) Improved criteria for recruitment and placement of personnel.

**3.6.11 Strategic Objective 11: Mainstreaming of Cross-cutting Issues in IAE Policies, Plans, Programmes, and Monitoring and Evaluation Processes**

***Rationale:***

Cross-cutting issues are themes or factors which touch on many if not all aspects of an undertaking and in this case the IAE operations. In every society and organization there is a "mainstream" where choices are considered and decisions are made that affect all its members. Mainstreaming is a strategy to ensure that concerns related to specific issue or theme are considered within this central decision making arena. It is an approach that makes consideration of cross-cutting issues such as human rights, gender, HIV/AIDS, environment, guidance and counselling, inclusive civic education and others as an integral part of planning, budgeting, programming and monitoring and evaluation processes. Several policies and guidelines have been directing the states, institutions to consider cross-cutting issues as critical to their endeavours and therefore should be mainstreamed within the systems and frameworks. The IAE should ensure that, initiatives to address cross-cutting issues have been woven into

the fabric of its structure and the society in a way that contributes to sustainable development.

***Specific Strategy 11.1: Build the Foundation for Mainstreaming of Cross-cutting Issues***

*Targets:*

- a) Sensitisation on the issues that need mainstreaming.
- b) Analyse and make available accurate information on the issues for mainstreaming.
- c) Seek support for the mainstreaming process from different stakeholders.

*Key Performance Indicators:*

- i) Number and types of sensitisation activities conducted by 2013.
- ii) Issues raised that need mainstreaming by 2013.
- iii) Availability of accurate information on cross-cutting issues by 2013.

***Specific Strategy 11.2: Set Up and Strengthen the Mechanisms for Mainstreaming***

*Targets:*

- a) Establish coordination desk within research, planning and evaluation unit.
- b) Cross-cutting issues technical working group/committees established by 2010.
- c) Capacity building on the use of mainstreaming guidelines undertaken by 2013.
- d) Monitor the implementation.

*Key Performance Indicators:*

- i) Different CCIs committees established and operational.
- ii) Number and types of guidelines.
- iii) Level of inclusion of CCIs in all IAE policies, plans, programmes and activities.
- iv) Improved capacity on mainstreaming of CCIs.

***Specific Strategy 11.3: Apply Capacity and Implement Interventions***

*Targets:*

- a) Integration of cross-cutting issues into key policies and programmes of the IAE by 2013.
- b) Undertaking special training or remedial activities by 2013.
- c) Review of policies, guidelines, programmes by all in the IAE.
- d) Solicit consultancies for mainstreaming of CCIs from other institutions by 2013.

*Key Performance Indicators:*

- i) IAE policies, guidelines and programmes addressing the CCIs.
- ii) Gradual integration of CCIs into the IAE activities.
- iii) Institutionalise mainstreaming in the IAE.
- iv) Number and types of consultancies conducted.

**3.6.12 Strategic Objective 12: Enhance Services and Reduce the Spread of HIV/AIDS Among Adolescents, Youth and Adults**

***Rationale:***

The spread of HIV/AIDS in Tanzania is affecting several adults; adolescents, youth and the society. As this pandemic is affecting the realisation of MKUKUTA goals; the IAE needs to provide education, care and support services to IAE employees, guidance and counselling to the learners and the community.

***Specific Strategy 12.1: Establish a Mechanism for Identifying HIV/AIDS Victims Among IAE Employees***

*Targets:*

- (a) All HIV/AIDS victims among IAE employees identified by 2010.
- (b) Updated HIV/AIDS data sheet.

*Key Performance Indicators:*

- i) Number of HIV/AIDS victims among IAE employees identified.
- ii) HIV/AIDS data sheet updated and in place.

***Specific Strategy 12.2: Develop HIV/AIDS Programme for Care and Support Services and Impact Mitigation for IAE Employees***

*Targets:*

- a) HIV/AIDS victims among IAE employees provided with care and support services from other service providers by 2009.
- b) Social and material needs of HIV/AIDS victims identified by 2008.
- c) Care and support, impact mitigation services provided to IAE employees with HIV/AIDS by 2011.
- d) Internal and external resources for care and support services available by 2013.

*Key Performance Indicators:*

- i) Types and kinds of services provided to individual victims from other service providers.
- ii) Types and kinds of social needs identified among victims.
- iii) Level of provision of care and support services.
- iv) Types and kinds of resources mobilised.

***Specific Strategy 12.3: Establish and Strengthen Guidance and Counselling Desk at IAE Headquarters, Regional Centres and Study Centres***

*Targets:*

- a) Number of qualified guidance and counselling service providers recruited by 2013.
- b) Number of well-equipped premises for guidance and counselling services operational by 2013.
- c) Number and types of HIV/AIDS educational materials accessed from other sources, developed, produced and distributed by 2013.
- d) Number of counsellors and types of capacity building programmes conducted by 2013.

*Key Performance Indicators:*

- i) Level of quality of guidance and counselling services provided.
- ii) Improved performance of guidance and counselling desk.
- iii) Level of accessibility of HIV/AIDS educational /promotional materials.
- iv) Improved service delivered by counsellors.

***Specific Strategy 12.4: Develop HIV/AIDS Awareness Creation Programme for Out-of-school Adolescents, Youth and Adults***

*Targets:*

- (a) Number and types of areas of concern for HIV/AIDS educational interventions identified by 2010.
- (b) Programme for dissemination of identified areas of concern to other stakeholders by 2011.
- (c) Number and types of HIV/AIDS educational intervention programmes developed and implemented by 2012.
- (d) HIV/AIDS materials for sensitization accessed from other sources, developed, produced and distributed by 2012.
- (e) IAE HIV/AIDS strategy developed and operational by 2013.
- (f) System for monitoring and evaluation in place by 2010.

*Key Performance Indicators:*

- i) Areas of educational intervention identified.
- ii) Findings of identified areas of concern disseminated.
- iii) Programmes for educational intervention developed and implemented.
- iv) Levels of accessibility of HIV/AIDS educational materials.
- v) IAE HIV/AIDS strategy in place and in use.
- vi) Monitoring and evaluation system in place.

**3.6.13 Strategic Objective 13: Promote Social Welfare Activities to Boost Morale, Relationships and Standard of Life of Workers, Staff and Students.**

***Rationale:***

Inclusion of social aspect in an Institution is very crucial since it develops and strengthens unity and solidarity at institutional level. Hence, IAE has a corporate social responsibility to promote and maintain mental, physical, health and social well-being of workers and students.

***Specific Strategy 13.1 Establish Corporate Social Responsibility Policy***

*Targets:*

- a) To have a corporate social responsibility policy by 2010.

*Key Performance Indicator:*

- i. Corporate social responsibility policy in place and in use.

***Specific Strategy 13.2: Prepare Cultural, Game and Sports Programme***

*Targets:*

- a) Prepare competition and bonanza schedule by 2009.
- b) Prepare schedule family day, e.g. national park tour, game reserves, beach etc. by 2009.
- c) Organizing sports day by 2009.

*Key Performance Indicators:*

- i. Competitions, family day, sports day and bonanza schedule in place and operational.

***Specific Strategy 13.3: Establish Institutional Linkages and Collaboration with Other Institutions Dealing with Sports, Games and Other Social Activities***

*Targets:*

- a) To participate in organized national/inter-institutional competitions by 2011.
- b) To establish and/ or participate in social clubs by 2009.

*Key Performance Indicators:*

- i) Number and types of organized national/inter-institutional competition.
- ii) IAE social club established.

## **Chapter 4**

### **INSTITUTIONAL FRAMEWORK AND IMPLEMENTATION ARRANGEMENTS**

#### **4.1 THE INSTITUTE OF ADULT EDUCATION**

Tanzania recognizes that education as a major instrument for economic and social development helps in reducing poverty and improving living standards through sustainable growth and investment in human capital. Since 1995, the Government of Tanzania has undertaken a series of education reforms through sector wide development programmes in order to address the existing problems and face challenges encountered in the sector. The implementation of education reforms within the existing policy framework can only be achieved through a well-established management and administrative systems.

The management and administrative structures and systems of the Institute are guided by legal provisions and regulations that have impacted significantly in the way the delivery of adult and non-formal continuing education services which are linked to formal education and have to be conducted in harmony with various groups of the society. The institutional framework and implementation arrangements of the Institute of Adult Education during the implementation of this Strategic Plan should aim at enabling it perform its functions and objectives as provided for in the IAE Establishment Act No. 12, of 1975 in an efficient and effective manner. The following sections of this chapter provide a detailed narrative institutional framework and structure of the Institute.

#### **4.2 THE CURRENT INSTITUTE OF ADULT EDUCATION INSTITUTIONAL FRAMEWORK**

The Institute of Adult Education is one of the organizations under the Ministry of Education and Vocational Training, which has a mandate of complementing education provision through non-formal continuing education programmes.

While the legal provisions and regulations that are inherent in the mandate of the Institute have enhanced a proper and efficient mechanism for management, administration and financing of IAE programmes, the MoEVT through the Directorate of Policy and Planning and Adult Education Unit has the role of developing policies, guidelines and monitoring of adult education activities in the country.

The current internal institutional framework of the Institute of Adult Education is the outcome of the one law, which governs, among other things, the establishment, functions and organization of the Institute.

#### **4.2.1 Establishment of the Institute of Adult Education**

The IAE was established by Act of Parliament No. 12, of 1975. Part two, section 3 (2) of the establishment act stipulates that, 'the institute shall be a body corporate and shall:

- i) Have perpetual succession plan and common seal.
- ii) In its corporate name; be capable of being sued.
- iii) Be capable of purchasing and otherwise acquiring and/or eliminating any movable or immovable property.

This part shows that the IAE is an independent body with a right to sue or is liable of being sued. It also has ownership, management and operations of resources. The IAE is not supposed to operate as a loss making institution; hence commercialisation of its operations is crucial.

Part three, section 5 (1) states, "There shall be a Council of the Institute of Adult Education". Part three section 6 (1) states "Subject to the provision of the act, the governance and the control of the Institute shall be vested in Council". Section 6 (2), 1 stipulates "The council shall have power:

- a) to administer the funds and other assets of the Institute.
- b) to administer the properties of the Institute, both movable and immovable.
- c) to signify the acts of the Institute by use of the common seal.
- d) on behalf of the Institute to receive gifts, fees, donations, grants or other moneys.
- e) subject to the provision of this Act, to appoint such officers of the Institute as it may consider necessary.
- f) to do all such acts and things as may be provided for in this Act or as may, in opinion of the Council be necessary or expedient for the proper performance of its functions.

The powers vested in the Council of the IAE suggest that, the Council has the role of ensuring good corporate governance by maintaining efficiency, effectiveness, transparency and accountability of the IAE operations. The Council has to play a proactive role in soliciting funds from different sources, internal and external, and also to supervise the generation of funds through revenues. In principle, the IAE as a corporate entity has mandate of generating and managing its own funds as well as reinvesting the moneys in its core activities. The IAE owns these resources on behalf of stakeholders and shareholders who are the beneficiaries of its services.

#### **4.2.2 Organizational Duties and Responsibilities**

The Institute is under the control and direction of the Director whose powers are prescribed in the IAE Establishment Act No. 12 of 1975. The Director is the utmost head of the Institute responsible for the administration, superintendence, control and direction of the Institute in Tanzania Mainland. The Deputy Director and Chief Administrative Officer are appointed for specific functions in the Institute to assist the Director in his / her duties.

#### **4.2.3 The IAE Operational Functions Set Up**

The administration of the IAE is vested in the Director as provided under section 9 (1) of the IAE Establishment Act No.12 of 1975. The Director is responsible to the council for the:

- Proper administration of the Institute in accordance with the policy laid down by the Council.
- Academic management of the Institute in accordance with the policy laid down by the Council.
- Proper enforcement of decrees.
- Discipline of persons admitted to course of instruction provided by the Institute.;

#### **4.2.4 IAE Departments**

These are led by Heads of Departments whose responsibilities include the following:

- i. The efficient administration and management of the Institute.
- ii. The efficient operations and training in the Institute.
- iii. Coordination of regional centres.
- iv. Attending management meetings.
- v. Decision-making at departmental and managerial level.
- vi. Any other duties that may be assigned to them by the Director.

##### **a) Training and Library Services Department**

The Training and Library Services Department performs all duties concerning long term and short term courses. These include Advanced Diploma, Ordinary Diploma, Certificate and Short courses. The Head of department is assisted by Registrar, Coordinator of short courses, Coordinator of Advanced Diploma, Coordinator of Ordinary Diploma, Chief Librarian and the Dean of students.

##### **b) Mass Education and Women Development Department**

The Mass Education and Women Development Department has the responsibility of designing and organising mass education programmes for the general public through workshops, seminars, training, publications and mass media. It is also responsible for designing women empowering programmes and projects. The head of department is assisted by three coordinators of mass education section, women development section and editing and publications section.

**c) Distance Education Department**

The Distance Education Department (DED) originated from the National Correspondence Institution (NCI). The NCI was established in 1970 and became operational in 1973 as an independent unit of the Institute of Adult Education (IAE) with full financing and technical support from Sweden through its International Development Agency (SIDA). Financial and technical support included the following: construction of a three-storey building which is currently the headquarters of the IAE and, installation of printing equipment. The department has its own vote. The DED whose main function is provision of various courses through Distance Education methods has currently innovated Open and Distance Learning programme (ODL). ODL is a project under DED which has also been designed to complement Secondary Education Development Plan (SEDP). Other functions include designing, developing and printing distance education materials and capacity building.

The head of the department is assisted by the Academic Coordinator who supervises Subject Coordinators and other academic matters.

The department consists of the following support services sections:- academic, editorial, accounts and stores, records, dispatch and counselling and guidance.

**d) Regional Centres Coordination Department**

The Regional Centres Coordination Department ensures that all IAE functions are performed properly in the regions. Currently the IAE has 21 regional centres. The IAE regional resident tutors represent the IAE Director and interests at the regional and district levels. They are answerable to the Head of Department of Regional Coordination. The regional centres have both academic and supporting staff. The academic staff include Regional Resident Tutors and Organizing Tutors. Supporting staff include accounts clerk, secretary/typist, driver and messenger. Academic and supporting staff at the centre work as a team.

**e) Personnel and Administration Department**

Personnel and Administration Department deals with all matters pertaining to human resources development and administration of all Institutes' activities. Personnel, supplies and stores officers assist the head of department in performing the duties.

**f) Finance and Stores Department**

Finance and Stores Department is responsible for all matters concerning finances, salaries, revenue and budgets of the Institute.

**g) Specialised Units**

Under the six IAE core departments there are units which carry out specialised technical duties and responsibilities. These include:

- (i) Planning, Research and Publications Unit.
- (ii) Procurement Management Unit.
- (iii) Printing Unit. *(roles in iip?)*
- (iv) Short Courses Unit.
- (v) Audit Unit.
- (vi) Counselling Unit.
- (vii) Examinations Unit.
- (viii) Morogoro Conference and Training Centre (Wageni Morogoro - WAMO).

#### 4.2.5 IAE Human Resource Capacity

Currently IAE has a human resource capacity of 302 (M-171 and F-131) employees as follows:

##### i) Academic Staff

There are 71 (M-34 and F-37) academic staff in the IAE who are situated in all departments, units, sections and regional centres. They assist heads of departments and units on the implementation of day-to-day duties and functions.

##### ii) Supporting Staff

There are 201 (M-107 and F-94) supporting staff who perform day-to-day support/operational duties of the various departments, units and regional centres.

**Table 4.1: Composition of IAE staff 2007/2008**

Category	No	Sex		Academic Qualifications									
		M	F	PhD	MA MBA MSc	BA/ BSc	ADV. DIP.	ORD. DIP.	CERT	VI	IV	STD VII	
Top management	3	2	1		3								
Management	14	8	6		10	4							
Academic staff	61	21	15		32	36	1	10					
Supporting staff	224	130	94		1	5	3	4	9	1	34	149	
Total	302	171	131		46	45	4	14	9	1	34	149	

The data show gender balanced statistics with hierarchical management. However the number of supporting staff is bigger than academicians and the majority are of low strata, an issue which needs to be addressed.

### **4.3 DESIRED INSTITUTIONAL LINKAGES AND COORDINATION**

The IAE aspires to become efficient and effective in designing, developing and implementing quality adult and non-formal continuing education programmes in the country. To achieve this mission, the IAE acknowledges that an effective and well coordinated institutional framework is one of the important factors that determines the mode of operation of all stakeholders that will be involved in the Institute's endeavours. There are several IAE stakeholders in Tanzania, which are significant in enhancing and maintaining institutional linkages, close collaboration and therefore promoting quality provision of adult and non-formal continuing education in the country.

It is crucial that the IAE builds a facilitative internal environment and forges wider institutional collaboration and partnership. Close collaboration entails the need for concerted and coordinated efforts among a number of key stakeholders.

All stakeholders are challenged to collaborate as a team in the implementation of the IAE - CSP and lines of action. This obviously has to take into consideration maintenance of independence of individual departments if this strategy is to be fully owned by stakeholders basing on policy guidance, objectives, functions and roles that will be assigned to each stakeholder.

#### **4.3.1 Need for Coordination and Mainstreaming**

Education and Vocational Training Policy implementation, reform programme and budget processes are at the centre of all processes and linkages between central government ministries, departments, agencies and other stakeholders. These policy and reform outputs are fed into the MTSAP and Medium Term Expenditure Framework (MTEF) processes, which again form the preparations of annual plans. There is need to ensure that all these key reform processes and institutional settings are appropriately harmonized, integrated, sequenced and properly timed in order to provide adequate linkages and synergies among them to enhance the efficacy and efficiency of the Institute of Adult Education.

The challenge is to design and provide institutional framework on how the Institute's CSP should be implemented to ensure that it does not undermine government machinery and systems and that they are mainstreamed, consistent, sustainable and efficient. Mainstreaming of adult education and non-formal continuing education implementation has the advantage of promoting a coherent policy and planning processes, consolidating resource envelope and strengthening lifelong learning in Tanzania. These policy implementation processes need to have a well centralized, efficient and accountable institutional structure for effective management and coordination. This presupposes the need for the Adult Education Unit to be re-instated and /or transformed into a fully fledged Department in the Ministry.

### **4.3.2 Restructuring the Institutional Framework**

The institutional framework of the IAE aims at enabling and facilitating the Institute to discharge its duties effectively and efficiently as described by its Establishment Act. The institutional framework of the Institute should be organized in a way that it ensures excellence, professionalism, transparency, accountability, team building, earn public trust and self sufficiency of the Institute. The very basic requirement is to create the most current institutional framework that enables the Institute to accomplish its mission and hence achieve the aspired vision. This can be achieved by ensuring that IAE operates as an independent corporate entity owned by the government and has capacity of setting strategies that guarantee that the required framework for that purpose is in place.

## **4.4 STRATEGIC OBJECTIVES OF THE INSTITUTIONAL FRAMEWORK**

Basically the general objective of the organizational framework of the Institute is to organize and mobilise members of the Institute in a manner that enables them to discharge national development obligations and duties assigned in collaboration with other stakeholders effectively and efficiently. The specific strategic objectives for achieving this are:-

- i. To ensure that there are efficient and effective mechanisms for regular supervision, monitoring and evaluation of IAE programmes, projects, regulations, performance and disciplinary matters.
- ii. To establish a system that ensures that the IAE has zero tolerance on corruption.
- iii. To ensure close collaboration and effective network within the Institute and other stakeholders.
- iv. To keep the Institute close to and accountable to the public.
- v. To create an open, transparent and quick communication framework in management and operations of activities throughout the Institute.
- vi. To have an institutional set up that ensures regular / timely needs assessment of the IAE employees at all levels.
- vii. To establish an effective mechanism of dealing with disciplinary problems among the IAE employees.

## **4.5 OTHER STRATEGIES**

There are other strategies worth noting for the institutional framework of the IAE to be effective. They are grouped under specific headings in order to have a more focused programme.

### **4.5.1 Legal Framework that Governs the Institutional Set up of the IAE**

The institutional framework of the IAE is governed by the Establishment Act No.12 of 1975. The strategy should be to ensure that the legal framework that governs the institutional set up should not be the source of failure in adult education and non-formal continuing education in Tanzania. This therefore, calls for the review of the IAE Establishment Act to ascertain that this is operational.

#### **4.5.2 IAE as a Sustainable Independent Corporate Entity**

To achieve the desired institutional transformation, IAE should plan its targets and priorities appropriately. In specific terms, the corporate strategic direction is to solicit:

- Deliberate intervention by the GOT and other development partners, to reduce illiteracy by promoting the provision of appropriate, affordable and sustainable financial services to the Adult and Non Formal Education sub sector.
- In the long run IAE should strive to operate as an independent corporate entity that is effective, transparent and efficient in the fight against illiteracy through optimal utilization of human and financial resources.

#### **4.6 TRANSITIONAL INSTITUTIONAL FRAMEWORK FOR COORDINATION, MANAGEMENT AND IMPLEMENTATION OF THE IAE REFORM PROGRAMME**

The Director's office is the key policy coordinating and managing agency in the implementation of the Institute of Adult Education CSP. It has the role and responsibility of the MoEVT and in particular, to create, foster, facilitate and support an enabling environment for the discharge of its duties effectively and efficiently as prescribed by IAE Establishment Act No. 12 of 1975. The Director's position and institutional framework should be organized in a way that it ensures excellence, transparency and accountability, earn public trust and self sufficiency of the Institute.

##### **4.6.1 Objectives of the Transitional Institutional Framework**

It will be the responsibility of the Directors' office in close collaboration with the current set up of the Institute of Adult Education to ensure smooth, transparent, effective and efficient implementation of the CSP. Basically, the joint/linking/collaborative objectives of the organizational set up of the Institute of Adult Education are:-

- i. To organize and mobilise members of the Institute in a manner that enables them to discharge duties assigned to the departments, units and regional centres effectively and efficiently.
- ii. To create an open problem solving hierarchy throughout the Institute.
- iii. To place decision-making and problem solving responsibilities as close as possible to the information sources.
- iv. To build trust among the IAE management, employees as well as among individual groups throughout the Institute.
- v. To help IAE manage its affairs according to the present and future needs of its clients.
- vi. To increase self-control and self-direction for all personnel within the Institute from the supporting staff, tutors, lecturers to the Director.

#### **4.6.2 The Relationship between Institute of Adult Education and Other Government Agencies**

The IAE needs to maintain a close relationship with other government agencies responsible for formal and non-formal continuing education in Tanzania. The IAE is required to develop a strategic partnership policy that, while adopting a whole-of-government approach, can clearly express the functions, roles, responsibilities, rights and obligations of each party. Such partnerships must respect the other's points of view and different philosophical bases; seek to work together to achieve common goals, without imposing inappropriate burden on the resources of other agencies. The IAE must ensure that partnership policy with various stakeholders and other government agencies can:

- i) Enhance linkage with civil service departments.
- ii) Facilitate IAE participation in government policy processes.
- iii) Ensure that roles, responsibilities and relationships with other educational institutions are clear, transparent and consistent in the provision of high quality adult and non-formal continuing education in Tanzania.
- iv) Set clear policies of cooperation with other continuing education providers i.e. public/private partnership policy.
- v) Identify and make use of professional knowledge boundaries.
- vi) Ensure optimal collaboration and best use of modern technology.
- vii) Ensure harmonization of qualifications and positions of different cadres in relation to NACTE requirements.

#### **4.7 THE MAIN COLLABORATING STAKEHOLDERS**

The main collaborating institutions that will be involved in the implementation of the Institute of Adult Education CSP include:-

- i. Key collaborator – MoEVT, in particular DPP and Adult Education Unit.
- ii. Ministries, Departments and Agencies (MDAs) such as those responsible for Formal Education, Adult Education and Non-Formal Continuing Education, Local Government, Finance, Planning, Health and Social Welfare, Public Service Management, Infrastructure, Environment, Natural Resources, Community Development and many others who in one way or another have a role in life-long learning.
- iii. Development partners and other international organizations.
- iv. The private sector.
- v. Community Based Organisations (CBOs), Faith Based Organisations (FBOs) and Non Governmental Organizations (NGOs).
- vi. Training and Research Institutions such as University of Dar es Salaam, OUT, NECTA, TIE, ADEM, VETA, TLSB, TEA and others.
- vii. The media.
- viii. The communities.

Each of these stakeholders has a role to play in life-long learning and the implementation of the Institute of Adult Education strategic plans. Such roles and the way they will be discharged and coordinated are matters that will have to be clearly agreed upon and developed into strategic and implementation plans for the programme.

#### **4.8 IMPLEMENTATION ARRANGEMENT**

##### **4.8.1 Time Bound Implementation Plan**

The IAE Corporate Strategic Plan will be launched during financial year 2008/09 as a basic instrument document to guide the operations of the organization.

##### **4.8.2 Implementation Plan**

The Implementation Plan (IP) refers to the respective Medium Term Expenditure Frameworks to be implemented using the financial year 2008/09 budget. It will be the responsibility of the IAE in collaboration with the MoEVT to plan, endorse and prepare all specific lines of activities for the success of the IAE reform. The immediate key tasks to be undertaken will be:

- i. Approval of the main IAE Corporate Strategic Plan Document by the council.
- ii. Establishment of clear systems for M&E for effective implementation, cooperation and operational efficacy.
- iii. Work in close collaboration with the Directorate of Policy and Planning and Adult Education Unit in the Ministry in ensuring that Adult Education is harmonized and integrated into Education Sector Reviews and processes. Currently, only COBET, a remedial programme to clear backlog and ICBAE programmes feature on the reviews.
- iv. Strengthening of IAE departments, units and regional centres for planning, preparation and implementation of annual plans and budgets according to the CSP.
- v. The Council in collaboration with the management to lay strategies, measures and lines of action aiming at lobbying for political and national leadership support and commitment at local and central government levels.
- vi. The Council in collaboration with the management to solicit funds from various sources, locally and internationally, based on those specific strategic priorities.
- vii. The management and staff to design specific strategies and Quick Win Line of Action to improve working relations and linkages with all collaborating institutions [e.g. customer care, mind box, internal communication system and public relations].

#### **4.8.3 Finalization of Planning and Preparation and Start of Implementation Plan**

The following are some tentative short term measures and lines of activities to be pursued as part of finalization of planning and preparation and start of implementation of the IAE Corporate Strategic Plan's activities.

- ***Implement Capacity Building Programme Activities***

Design and implement series of capacity building programme activities for all members of the IAE about roles, functions and responsibilities of the IAE in enabling or facilitating the institute to effectively discharge its/their duties.

- ***Enhance Clear Organizational Relationships and Linkages***

Establish clear guidelines that show the organizational relationship between MoEVT (e.g., Adult Education Unit) and the IAE as far as AE and NFE is concerned in matters relating to policy and practice, operation, resource allocation and what should be strictly under IAE as professional and technical institution for implementing AE and NFE in the country and what should be under the MoEVT which is responsible for policy not necessarily staffed by professionals in matters relating to AE, NFE, continuing education and life-long learning.

- ***Sensitization Programme***

During the initial phase, the IAE will have the responsibility of sensitizing the public (urban and rural population) on the unique characteristics of the Corporate Strategic Plan of the Institute, the key issue being its role in supporting the realization of the Vision 2025 that accords high priority to the education sector as a pivot in bringing about social and economic transformation in the country. The IAE strategy must earn community confidence, recognition and acceptance by its professional response to provision of Adult and NFE and continuing education. There is need to conduct a series of awareness creation and consultative workshops and meetings with various strategic stakeholders in the country. These include:

- a) Top management of all MoEVT departments and institutions.
- b) Local and Central government authorities.
- c) Other like minded educational institutions.
- d) Media organizations and institutions.

- ***Study, Determine and Solve any Form of Institutional Gaps, Overlapping and Inconsistencies***

There is need to conduct internal and external institutional studies to determine and solve any form of institutional gaps, overlapping and inconsistencies. It is important to examine if the current institutional structure is suitable for enabling the IAE to discharge its duties effectively, efficiently and transparently.

- ***Establish Effective Lines of Communication***

There is need to design and implement a series of activities aimed at establishing an effective communication linkage between the IAE headquarters and the regional centres. These include:

- a) Establishing a reliable communication network and management information systems between the IAE headquarters and the regional centres.
- b) Enhancing relevant and timely AE/NFE data and management information for effective monitoring and evaluation by all IAE departments.
- c) Instilling a culture of using management information system, including statistical education data for policy analysis, planning and decision-making processes at all levels.
- d) Strengthening institutional coordination arrangement and synchronization of the system of NFE data and information collection and compilation to avoid inconsistencies, delays, duplications and resource wastage in both the IAE headquarters and regional centres.
- e) Establishing a well-equipped documentation centre at the IAE head office, continuous updating of AE/NFE materials such as training reports, modules, studies, articles, and newsletters to support research for the institute and for the students.

## **Chapter 5**

### **FINANCING FRAMEWORK FOR THE IAE CS PLAN**

#### **5.1 INTRODUCTION**

The designing of a good Corporate Strategic Plan for the IAE is a major milestone in the drive to the successful implementation of non-formal and continuing education in the country. The real test of the IAE CSP, however, depends crucially on whether it is sustainable, transparent, credible and realistic in relation to the socio-political challenges, human and financial resource envelopes of the nation. In effect, adequate and sustained financing framework is critical to successful implementation of the IAE CSP.

This chapter assesses the current financing framework, implications of reaching IAE CSP targets and ultimately the need to attain the targets. It revisits key features of current financial framework and related challenges; and then presents the proposed financing framework for the IAE CSP, methodology for estimating financing requirements and the financing strategy.

Mobilisation of resources will place emphasis on internal and central government sources, particularly the contributions of the corporate and core IAE activities as well as government and foreign assistance, with a long-term objective of increased resource utilization and efficiency. Implications of the financing framework in terms of corporate fiscal stability as well as the risks associated with external shocks are also highlighted.

#### **5.2 REVIEW OF CURRENT FINANCING FRAMEWORK**

The IAE Establishment Act No. 12 of 1975, Part 5 Section 11 (Financial Provisions) states that; "The funds and resources of the institute shall consist of:

- a. Such moneys as may be provided for the purposes of the Institute by Parliament.
- b. Such funds or assets which may vest in or accrue to the Institute from other sources by way of fees, gifts, grants or otherwise.
- c. Such sums as the council may, subject to the provisions of section 12, borrow for the purposes of the institute.
- d. Such sums as may in any manner become payable to or vested in the Institute either under the provisions of this Act or to the carrying out of its functions, or by way of fees, gifts or otherwise.

In addition to financial provisions provided in the Act, the MoEVT, IAE Council and Management also have roles to solicit funds from within and outside to finance activities and programmes.

In implementing the ESDP, the government has deliberately been increasing the education budget over the years. This is due to the importance it has been attaching to the education sector, including AE/NFE. However, such an increase has not been reflected in the budgetary allocation to the IAE. To be able to successfully implement the IAE CSP, the following measures should be undertaken:

- MoEVT should allocate more budgetary funds for IAE activities and programmes.
- The IAE management should enhance its own internal sources of revenue, especially those which are able to operate commercially, e.g. Printing Unit.
- The IAE should establish consultancy and advisory services bureau.
- The IAE should review the current financing framework in relation to revenue and expenditure.

The existing financing framework of the IAE constitutes both revenue and expenditure frameworks.

### **5.2.1 Revenue Framework**

There are four revenue sources of financing IAE activities. These include government subventions, internally generated revenue, direct donor funds and projects/programmes. The total IAE revenue increased from Tshs. 2.69 billion in 2004/5 to Tshs 4.3 billion in 2006/07. Both government subventions and projects/programmes are from the central government via the Ministry of Education and Vocational Training, under vote 46. The two sources accounted for about 74.3 per cent of the total financing in year 2006/2007. Table 5.1 shows IAE revenue framework and performance for the last three fiscal years 2004/05 – 2006/07.

### **5.2.2 Revenue Challenges**

The following have been major revenue shortcomings, issues and challenges as indicated in Tables 5.1 to 5.2:

- Inadequate total finance resources.
- Dependency on the central government financing (about 44%).
- Limited own / internal financing mechanisms (about 25%).
- Small direct contributions from development partners attributed to change in government policies and priorities (about 1%).
- Procurement procedures not in line with prevailing conditions.

**Table 5.1: IAE Revenue Performance, 2004/05 – 2006/07**

BROADREVENUE SOURCE	2 0 0 4 / 2 0 0 5	%	2 0 0 5 / 2 0 0 6	%	2 0 0 6 / 2 0 0 7	%
	AMOUNT SHS		AMOUNT SHS		AMOUNT SHS	
Government subvention	1,275,996,652	48	1,528,582,145	61	1,802,762,685	44
Internal general revenue	605,976,336	22	911,836,955	36	1,018,628,173	25
Donors	31,784,000	1	16,000,000	0.6	32,966,519	1
Projects / programmes	780,000,000	29	40,480,300	2.4	1,170,349,127	30
TOTAL	2,693,756,988	100	2,496,899,000	100	4,024,673,504	100

Source: IAE Audited Accounts 2004/2005, 2005/2006 and Draft Accounts 2006/2007

**Table 5.2: Other Charges Fund Requirements Vs Allocation Released**

YEAR	REQUIREMENT TSHS	FUND ALLOCATION RELEASED TSHS	%	GAP TSHS	%
2004/2005	1,320,000,000	432,640,500	33	887,359,500	67
2005/2006	1,650,000,000	585,650,250	36	1,064,349,750	64
2006/2007	2,015,650,000	639,525,674	32	1,376,124,326	68
2007/2008	2,205,500,000	436,455,300	20	1,829,044,700	80

Source: IAE Audited Accounts 2004/2005, 2005/2006 and Draft Accounts 2006/2007

**Table 5.3: Development Fund Requirement Vs Fund Allocation Released**

YEAR	REQUIREMENT TSHS	FUND ALLOCATION RELEASED TSHS	%	GAP TSHS	%
2004/2005	550,000,000	145,000,000	26	405,000,000	74
2005/2006	680,000,000	100,000,000	15	580,000,000	85
2006/2007	750,000,000	200,000,000	26	550,000,000	74
2007/2008	860,000,000	240,000,000	28	620,000,000	72

Source: IAE Audited Accounts 2004/2005, 2005/2006 and Draft Accounts 2006/2007

### **5.2.3 Strategic Revenue Objectives**

The IAE Establishment Act provides for the IAE to secure funds from the government, to solicit funds from other sources by way of fees, gifts, grants, or otherwise. The Establishment Act allows the IAE to borrow moneys by way of loan or overdraft. Basing on the provision from the Act, the Council and the IAE management have the role of identifying financially viable entities and soliciting funds at national level. Moreover, they are supposed to link the IAE to the MKUKUTA and other developmental goals so as to identify sources of funds for each IAE activity or services. Meanwhile, the IAE has power to initiate the internal sources of revenue.

Although the IAE is granted these powers by the Establishment Act, it is not fully practiced. This is an internal weakness and consultations with the Minister have pointed to the need for searching for sustainable means of financing adult education activities in Tanzania. In this context, the following strategic revenue objectives are to be considered when implementing the IAE CSP:

- Search for more, alternative and consistent sources of finances. There is a need for more funds and diversification of sources of revenue.
- Enhance efficient planning and budget systems to suit corporate objectives. There is also a need for a strong and efficient finance system.
- Achieving value for money economy, efficiency and effectiveness of expenditure systems and procedures.
- Increase internally generated income substantially and reduce budget dependency.
- Improve finance management system; i.e. revenue and expenditure systems in regional centres which constitute about 80 per cent of internally generated revenue.
- Resource planning, pooling and allocation of resources should be based on institute priorities.
- Optimal shared tangible/physical resources and sharing resources lead to money savings.
- Capacity building on revenue monitoring and control.
- Borrowing money from financial institutions and other development funding agencies.

### **5.2.4 Expenditure Framework**

Total expenditure for IAE activities and programmes increased from Tshs. 2.036 billion in year 2004/05 to about Tshs. 3.824 billion in 2006/07 as shown in Table 5.4. However, the following are major issues, challenges of IAE expenditure noted during internal consultations and audits:

- Non-adherence to finance rules and regulations in regional centres due to lack of qualified personnel in the area of finance and inadequate monitoring and

- evaluation on financial resource systems and procedures.
- Problems in implementation of public procurement regulations in regional centres.
  - Limited application of plan and budget implementation control mechanisms.
  - Limitations in achieving value for money, economic efficiency and effectiveness of expenditure systems and procedures in regional centres due to lack of qualified finance and procurement officers.
  - Inability in prioritization of expenditure on activities given limited financial resources.
  - Inadequate development expenditure to improve required working environment and infrastructure.
  - Diversification of expenditure from planned activities leading to over expenditure.
  - Variances due to inadequate resources to cover basic and necessary expenditure not fully funded by other charges.
  - Limited /inadequate other charges allocation from Government subvention.
  - Available funds not enough to implement IAE core operational activities.
  - Delays in releasing other charges subvention.

**Table 5.4: IAE Expenditure Performance, 2004/05 – 2006/07**

Expenditure	Year		
	2004/2005	2005/2006	2006/2007
Recurrent:			
- Personal emoluments	857,329,543	890,453,660	1,175,526,368
- Other charges	593,841,968	1,656,640,970	1,406,701,384
Projects/programmes	170,798,50	434,687,140	434,903,205
Development	145,000,000	100,000,000	806,857,000
<b>TOTAL</b>	<b>2,035,858,651</b>	<b>2,817,893,140</b>	<b>3,824,087,957</b>

Source: IAE Audited Accounts 2004/2005, 2005/2006 and Draft Accounts 2006/2007

### 5.3 COSTING OF PRIORITY INTERVENTIONS

The data analysis in Table 5.1 and 5.2, points to the need for priority interventions. The costing of priority interventions observed in Chapter Three will be based partly on the analysis of recurrent cost implications of CSP programmes and inputs at all levels. The major cost components are based on an estimate of the basic unit of services. From these estimates, financing requirements are derived for the medium term subject to availability of the resource envelope. However, the comprehensive estimation of financing requirements and their implications on implementation of the

IAE CSP presents a number of challenges:

- i) The information available is often insufficient to determine the unit cost, especially in some core IAE activities where inputs and outputs are hard to measure.
- ii) Weak link between plans, actual costs and resource allocations – mainly because most actual costs are unknown. This situation complicates the estimation process.
- iii) The financial implications of IAE core interventions within “new/ ad-hoc /cross-cutting activities” are not explicitly considered. As such, the regional centres financing plans are not comprehensive.
- iv) The interdependent nature of the budgetary goals and existing institutional arrangements that guide resource allocation make financing defined by the “Ministry” less meaningful.

The financing strategy focuses on own IAE and central government budgetary allocations to priority activities.

#### **5.4 PLANNING AND BUDGETING SYSTEM**

Planning and budgeting in IAE is conducted at departmental and regional centre levels basing on the Institute objectives and priorities, which are compatible with national education sector policy objectives and priorities. MTEF approach is used in the planning and budgeting preparation.

##### **5.4.1 Established System**

- MTEF is translated into annual plan and quantified into monetary terms (values) i.e. budgeting.
- Budget implementation; i.e. resource allocation and release.
- Budgeting, monitoring and control of actual expenditure compared with budget and variances extracted. Reasons for any variances explained and corrective action taken as a feedback for subsequent budgeting process.

##### **5.4.2 Processes/Procedures**

- Issue of budget guidelines in accordance with Treasury, Ministry and Institute requirements.
- Heads of departments prepare a draft budget, which is then consolidated by a budget committee.
- Consolidated budget discussed by management meeting to see if sector and institute objectives and priorities have been considered.
- Resource allocation is then effected according to IAE priorities.
- Draft budget scrutinized by Workers’ Council Secretariat.
- Draft budget submitted to planning and finance committee of the Council for scrutiny and review.

- Draft budget submitted to the Council for approval.
- Approved budget by the council submitted to the ministry for final approval and submission to Parliament.

#### **5.4.3 Implementation Status**

The following are some of the reasons that affect implementation of some activities which are to be addressed in the new CSP financial framework:

- Lack of sufficient funds.
- Budget monitoring and control not properly executed at regional centres.
- Deviation of funds from planned activities to other unforeseen activities/events due to lack of funds to cover such urgent and unforeseen activities.
- Over expenditure due to price changes.

It is believed that the proposed financial framework in this CSP will eliminate these problems.

#### **5.4.4 Budget Implementation**

##### ***Action Plan:***

After budget approval and fund allocation, action plan is prepared to implement budget, showing activities, inputs, time frame for activities, output, fund requirements and responsible officer/office.

##### ***Expenditure:***

In order to implement budget, heads of departments submit fund requests to the Director. After approval, funds are released. In releasing the funds, financial regulations and procedures are adhered to, to ensure that they are used according to budget and complying with financial rules/ regulations and procurement regulations and procedures.

Special attention is paid to procurement process as it consumes substantial financial resources. In procurement process the institute uses Public Procurement Act 2004 and the public procurement regulations 2005 together with the Institute of Adult Education's financial regulations and accounting manual.

In most cases, procurement is made using competitive tendering system as stipulated in the Act. Other methods are also used. All these aim at ensuring fairness, transparency, efficiency and economies of scale in all procurements.

Due to problems arising from procurement irregularities, the Institute established Procurement Management Unit (PMU) during the year 2006/2007 to manage all procurements. This is also in line with Public Procurement Regulatory Authority (PPRA) requirements to have a PMU in all public procuring entities.

## **5.5 FINANCING FRAMEWORK FOR IAE CSP**

### **5.5.1 Financing Factors**

Successful implementation of the IAE CSP and achievement of the targets, hinge on sustaining overall fiscal stability and financial viability and the extent to which adequate domestic and external resources are committed to finance the IAE CSP over the short and medium terms.

### **5.5.2 Critical Financing Factors and Considerations**

In assessing the financial resources that will be required to implement the IAE CSP, the Institute will need to take into account the following financing factors and considerations:

- Sustainable corporate fiscal stability, which requires the creation of conditions favourable for achieving higher, broad-based and widely shared and sustainable internal and central government fiscal balance.
- Updating the estimated financial requirements, annually, to factor-in full costing of priority activities / interventions envisaged in the IAE CSP. This points to the need to include corporate clients and development partners as major financing agents.
- Increasing the size of the resource envelopes and adhering to strategic expenditure prioritization basing on the assumption that the IAE CSP will be financed mainly from central and other sources of revenue both public and private.

### **5.5.3 Financing Considerations**

- The estimation of IAE CSP financing shall build on the corporate and central government budgetary approaches, while trying to address some of the weaknesses noted above, but focusing more on costs of attaining specific outcomes.
- Recognising that some of the targets/outcomes are multi-objectives, thus requiring clear identification of IAE interventions and therefore financing needs.
- The financing interventions will continue to depend mainly on central government funding and IAE maximum use of own resources and mobilization efforts. Although the Institute authority has shown resolve to reduce dependency on central government budgeting, this source of financing will remain crucial in supplementing own resources for the foreseeable future.

#### **5.5.4 Estimation of Financing Requirements**

The estimation of financing requirements is done taking into consideration, the need to:

- Focus on demand driven and outcome-based IAE CSP.
- Make an explicit link between long-term IAE CSP strategies and the budget.
- Provide sufficient time between finalisation of IAE CSP and preparation of the 2008/09 budget, which will begin implementing the IAE CSP.
- Minimize wide variations in available data/information needed to apply the various methodologies for well-budgeted, MTEFs and strategic plans.
- Need to consider that IAE CSP is a rolling document to be revised by learning from implementation.

The methodology for preliminary costing of the IAE CSP involved the following main steps:

- i) Aggregating resource requirements.
- ii) Development of a financing strategy – distinguishing between sources, funding and emerging gap.

#### **5.6 IAE CSP FINANCING STRATEGY**

The current and immediate financing strategy for IAE CSP assumes that the central government will continue to play a critical role in the implementation of the strategy. However, attempts to quantify the contribution and financing requirements from more sustainable sources must be designed and implemented.

The current internal revenue source is still inadequate compared to the expenditure needs. However, realizing higher revenue efforts is an extremely difficult and slow process, which is likely to take a considerable time to achieve. Nonetheless, increasing the internal revenue effort is crucial and a challenge that needs to be pursued given the substantial expenditure requirements that arise in connection with the central government's role of providing capital and development projects/programmes.

Table 5.5 shows the Medium Term Expenditure Framework for 2007/08 – 2009/2010, which is built on the foundation of the projected resource envelope and expenditure consistent with the fiscal targets highlighted above, as well as expenditure requirements. The major constraint to an expanded expenditure programme is the size of the resource envelope.

**Table 5.5: MTEF Budget 2007/08 – 2009/10**

YEAR	INTERNAL REVENUE	EXPENDITURE	
		RECURRENT	DEVELOPMENT
2007/2008	1,707,512,000	2,668,883,825	506,000,000
2008/2009	2,049,914,000	4,001,076.70	850,000,000
2009/2010	2,458,817,280	4,423,899,151	1,000,000,000

Source: IAE-MTEF 2007/08 – 2009/10

The Institute of Adult Education own (internal) revenue resources are projected to increase from Tshs 1.7 Billion in 2007/08 to about Tshs 2.46 billion in 2009/10. To ascertain the best sources, uses of and control of funds is necessity in achieving IAE CSP. Cash must be raised from internal and /or external sources. The flow of funds in the operations of the institute must be monitored. Benefits in the form of returns, repayment, or services must be given in the sources of internal and external financing. All these must be handled in a way that complements and supports overall corporate strategy. The mix of externally generated short-term and long term funds in relation to amount and timing internally and externally generated funds should be appropriate to the corporate objectives, strategies and policies.

Capital budgeting i.e. analyzing and ranking of possible investment in fixed assets such as buildings and equipment in terms of additional outlays, is needed for the benefit of improving service delivery. Best strategies such as resource pooling, public-private partnership, sharing tangible assets, joint ventures and others will be used. Priority areas and expenditure will be worked out in accordance with government policies and sector objectives.

More investigation is needed to determine capacity of central government authority in financing IAE CSP. On a more optimistic note, it is expected that development partners will come in and honour their contributions and to scale up level of resource flows to the Institute in the implementation of the IAE CSP, a vehicle for achieving the national development goals.

**Table 5.6: Projected Revenue Sources**

YEAR	GOVERNMENT SUBVENTION	INTERNALLY GENERATED	PROJECTS/ PROGRAMMES	DONORS	TOTAL
2007/08	2,316,384,000	1,345,000,000	600,000,000	50,000,000	4,311,384,000
2008/09	2,779,660,000	1,707,512,000	750,000,000	75,000,000	5,312,172,000
2009/10	3,057,626,000	2,045,000,000	500,000,000	82,500,000	5,685,126,000
2010/11	3,363,388,000	2,484,510,000	500,000,000	90,750,000	7,255,398,000
2011/12	3,699,727,000	2,932,969,000	500,000,000	99,825,000	7,232,521,000

Source: IAE MTEF Dudget Estimate 2007/08 – 2011/2012

Table 5.6 shows projected revenue sources, composition and trend. Statistics indicate that the Institute will continue depending on government subventions for financing its activities. Currently, a large part of Institute financing (67.6 per cent) is from the central government. The IAE corporate strategy aims to finance 51 per cent of its activities by government subventions only by the year 2011/2012.

### 5.6.1 Budget Gaps

Table 5.7 shows total revenue, expenditure and budget balances from FY 2004/05 – FY 2006/7. The table suggests that the overall budget balances have been varying from Tshs 0.658 billion in 2004/5 to Tshs. - 0.320 billion in 2005/06 and to about Tshs. 0.200 billion in 2006/07. These positive and negative financing gaps are largely associated with the following factors:

- Inefficient Action Planning.
- Delayed timing of fund releases.
- Delay in procurement implementation due to long procurement procedures as per new Act.
- Price variations due to fluctuations in inflation and foreign exchange rates.

**Table 5.7: Budget Gaps from FY 2004/05 – FY 2006/07**

Fiscal Year	2004/2005	2005/2006	2006/2007
Revenue	2,693,756,988	2,496,899,000	4,024,673,504
Expenditure	2,035,858,651	2,817,893,140	3,824,087,957
Balance	657,898,337	-320,994,140	200,585,547
Cumulative Balances	247,365,998	89,538,199	290,123,746

Source: IAE Audited Accounts 2004/2005, 2005/2006 and Draft Accounts 2006/2007

### 5.6.2 Internal Sources of Revenue

More important is to note that, the IAE corporate financial strategic objective is to finance about 40 per cent of other charges expenditure from own and internal revenue resources. This entails the need to improve internally generated income activities. The following are major sources of internal revenue:

1. Open and Distance Learning.
2. Hall hire.
3. Sale of publications and ODL modules.
4. Printing charges.
5. Conference and training centre – WAMO.
6. Diploma fees.
7. Short courses.
8. Multimedia studio.
9. Consultancy services.

### **5.6.3 Internal Revenue Enhancing Strategies**

The following are specific internal revenue enhancing strategies:

- Increasing number of open and distance learning students.
- Improving basic IAE infrastructure facilities such as conference halls and facilities, thereby increasing demand of their services.
- Improve consultancy and advisory services.
- Marketing of publications - look for subscriptions and inserting advertisements in publications (journals) to increase publications' sales.
- Running printing unit as business or income generating unit. Inserting working capital, marketing, adding machines, or reviving/upgrading available ones.
- Increasing number of Certificate, Ordinary Diploma and Advanced Diploma student intakes.
- Strengthening research and planning, and short course units to accommodate more tailor-made programmes.
- Introducing new, quality and competitive AE programmes (short courses).
- Running studio as income generating unit.
- Put in place competitive and reasonable fees for IAE programmes/services.

### **5.7 FRAMEWORK FOR ESTIMATING THE IAE CSP FINANCING REQUIREMENTS AND PROJECTING THE RESOURCE ENVELOPE**

The estimation of resource requirements to implement the IAE CSP over the medium term cannot be done with any fair degree of accuracy, as the exercise requires undertaking expenditure reviews for all interventions identified in Chapter Three and under the IAE CSP process to get a better sense of prioritization. An important component of PER, MTEF, budget exercises will be to undertake full costing of the IAE CSP activities. The financing requirements and costing of the priority actions will have to be done based on analytical work on recurrent cost implications of sector programmes. Technical studies will be done to determine the basic unit of service and what it costs to deliver the services. Subsequently, financing requirements are to be derived for both the medium term and the long term under different assumptions regarding the resource envelope.

As for the resource envelope projections, a starting point could be to take the 2008/09 revenue estimates as the baseline scenario and build-in the likely revenue performance and projections over the medium term. Factors that would need to be considered include: (i) a review of the performance record of different sources of financing taking into account special events; (ii) elasticity of the various sources of financing; (iii) improvements in central government sources (MoF and MoEVT); (iv) potentials for widening the internal revenue bases; (v) developments in major IAE programmes / projects; and (vi) expectations about externally sourced funds (loans and grants) from other stakeholders. Finally, the options will then have to be evaluated by the central government authorities, (MoF and MoEVT) to form the basis of the MTEF. The input-output relationship assumed under such a financing

programme will hinge on the presumption that resources will be used efficiently to produce expected outputs and outcomes as indicated in Chapter Three.

### **5.8 MEASURES REQUIRED TO IMPROVE GOVERNMENT FINANCES**

The measures that are needed to be taken into account in order to ensure government's capacity, and increase efficiency and accountability of financial management for achieving poverty reduction targets include:

- The central government, that is MoF and MoEVT, to adopt and implement acceptable sustainable formula for transferring funds to be used for short, medium and long term IAE corporate objectives.
- Adopt corporate IAE objectives to enhance financial efficiency through improvement of services and efficient coordination mechanisms.
- Design strategic approaches, ways and means of mobilising external financing and channelling development assistance to IAE programmes.
- Enhance MTEF and PER systems to ensure that, the appropriate steps are taken to improve budget management processes, including the integration and follow-up on the IAE CSP. This will ensure that the IAE CSP will be part of an integrated corporate planning and budgeting system driven by core priorities and disciplined by budget realities.
- Increase financial allocation to core and strategic IAE development programmes /projects.
- The MoEVT in collaboration with major education sector development partners to design and implement strategies aimed at mobilization of external resources needed for IAE development projects.

### **5.9 RISKS RELATED TO IAE CSP FINANCING FRAMEWORK**

There are two main constraints to filling the funding gap requirements: firstly, the financial gap itself, and secondly the absorptive capacity. The exercise on priorities is important to address the funding gap and ensuring capacity building is built into the planning, budgeting and its implementation.

Overall, fiscal stability and financing of the first year of IAE CSP could potentially be affected by current central government revenue limitations and expenditure needs. However, central government commitment to enforce expenditure discipline and adherence to monetary policy targets will be maintained through continued implementation of key reforms.

Adverse developments in the global economy, technological developments and unforeseen market changes in the education sector could thwart the financing of IAE CSP depending on the ability of the IAE to adjust or hedge against such events.

### **5.9.1 The Financing Gap**

The financing gap is large and is unlikely in the short run to be fully filled by the projected resources. This is also compounded by unpredictability of central government and low donor financing. The IAE also strives to have financial independence as a corporate entity in addition to increasing resources.

### **5.9.2 Measures to Minimise Risks**

- Absorptive Capacity:
  - currently, the IAE is working on improving its budgeting and accounting system.
  - IAE has employed qualified accountants, internal auditors and procurement personnel.
  - IAE has established audit unit and committee.
- Revamping donors' interest by:
  - Linking IAE operations with global, regional and national broader interests through advocacy on importance of the Institutes activities and programmes.
  - Establishing a committee that will publicise IAE activities through media and publications.
  - Establish direct relationship with development partners.
  - Establish linkages with private providers; e.g. media, ICT, mining companies etc.
- Speed up income generation activities.
- Reduce expenditure by avoiding unbudgeted activities.
- Increase efficiency on expenditure.

## **Chapter 6**

### **MONITORING AND EVALUATION (M&E)**

#### **6.1 THE CURRENT MONITORING AND EVALUATION**

The current Monitoring and Evaluation (M&E) system of the IAE requires Heads of Departments and Units to compile quarterly progress reports in their respective departments and units. These are presented in management meetings for discussions and interventions. Thereafter, the quarterly reports are compiled and presented to the Council for action and MoEVT for budgeting process and parliament reports.

The current IAE M&E system is not explicit and comprehensive in the Act and in the policy. Most of it is done in an ad-hoc manner to allow time for data/information reading, translation and feed back. Some data in the reports are just for information, and usually there are no attempts made on what is to be tracked and corrected. The experience shows that, most of the reports are compiled hurriedly and usually with little use of appropriate data.

The current global situation is competitive. To cater for the challenges of globalization, regional integration, internal reforms and liberalization calls for efficiency, transparency and adherence to the rules of the game and market; hence the need for intensive M&E system.

#### **6.2 DESIRED MONITORING AND EVALUATION (M&E) SYSTEM**

Consultations with key stakeholders suggested that for the IAE Corporate Strategic Plan to be sustainable, i.e., consistent, alive and dynamic, its implementation strategies and plans will have to be subjected to regular and continuous Monitoring and Evaluation, (M&E), by implementing agents and stakeholders suggestions at different given times and levels. The IAE Corporate Strategic Plan Monitoring and Evaluation (IAE CSP M&E) system will be established, with the following general objectives:

First, to facilitate review of the performance of the IAE CSP implementation and performance, both at the input and output/impact levels, using quantitative and qualitative indicators. These include routine internal reviews done by all departments, units, regional centres and other government institutions. The latter will also include process indicators.

Second, to provide feedback that will enable updating of the IAE CSP management and implementation. This provides a basis for corrective actions to improve the CSP performance. The IAE Corporate Strategic Plan has to continue as a living document

that reflects what is happening on the ground and consistency with respect to other national development goals. The monitoring shall provide key inputs for continuous adjustments and flexibility in the CSP implementation.

Third, the monitoring reports must provide necessary and sufficient data and information for IAE decision-making processes as needed at different levels by different departments, units, sections and centres. This suggests the need for harmonized monitoring requirements and data.

The general IAE Corporate Strategic Plan strategy for monitoring and evaluation consists of comprehensive approach of the academic and non academic departmental arrangements, processes and outcomes. It will involve implementation of IAE core services and MIS strategies and ensure efficient target data collection, analysis, storage, dissemination, communication and strategic linkages with other national monitoring systems. Monitoring implementation of IAE CSP and evaluation of progress are an integral part of the IAE Monitoring and Evaluation System.

### **6.3 SPECIFIC OBJECTIVES AND STRATEGIES OF THE MONITORING SYSTEM**

#### **6.3.1 Specific Objectives**

The Monitoring System (MS) for the IAE CSP will be an internal system designed to meet information needs of different stakeholders, including MoEVT, IAE Council, management and staff, policy makers, civil servants in the central government, local government officials, civil society organisations, research and academic institutions, development partners, the media and the general public. The specific objectives of the system are:

- i) To ensure timely availability of data.
- ii) To ensure proper storage, easy access and use by different stakeholders.
- iii) To analyse data and disseminate the findings to stakeholders.
- iv) To promote evidence-based decision-making at all levels through monitoring and an increased attention to evaluation.
- v) To ensure that targets of global initiatives (e.g. MDGs) to which Tanzania is committed are integrated into the system and localised.

#### **6.3.2 Specific Strategies**

The general strategy will consist of a multi-pronged approach of special institutional arrangements. It will target data collection, analysis, storage, dissemination, communication, and strategic linkages with other monitoring systems. It will also work for improved funding modalities. In specific terms, to achieve these objectives, the IAE CSP will design and implement the following strategies:

- a) Focus on monitoring implementation and evaluating progress in all major clusters of the IAE CSP outcomes.
- b) Increase attention to monitoring at all levels, particularly making linkages between IAE annual plans, budgets and Public Expenditure Review (PER) processes including Public Service Management. Process monitoring will also take place where appropriate.
- c) Create more space for on-going evaluation.
- d) Link with the M&E systems of the other central and local governments and other systems to ensure adequate provision of more disaggregated data so as to facilitate monitoring at all levels (national and regional), while still focusing on institutional level monitoring.
- e) Complete integration of the global (MDGs) regional and national targets and indicators into the IAE CSP indicators.

### **6.3.3 Institutional Arrangements**

The institutional framework for monitoring and evaluation for IAE CSP consists of an institutional set-up and an institutional environment. The former covers the reporting, supporting, and coordination systems for monitoring and evaluation. The latter provides the incentive system for the employees and the various stakeholders to implement planned M&E activities.

There is a need to establish a comprehensive M&E institutional arrangement composing of the internal IAE committees, and technical working groups.

### **6.3.4 The Institute of Adult Education**

The IAE Director's office is the overall coordinator of CSP implementation and M&E system. The Research, Planning and Evaluation Unit will be responsible for coordinating implementation and M&E system of the IAE CSP. The unit will ensure efficiency, effectiveness and consistency of IAE CSP implementation and M&E systems. It will work in collaboration with all IAE departments, units and regional centres. In addition, all the relevant Monitoring Systems and networks need to be linked, consulted and involved in the M&E of the IAE CSP through broad based committees, both horizontally and vertically.

## **6.4 IAE MONITORING AND EVALUATION SYSTEM**

There will be two types of M&E systems, internal and external.

### **Internal System**

In the internal M&E system section, committees and technical working groups within the IAE shall be established to manage development and assessment of M&E reports and provide technical or professional opinions and guidance to other collaborating departments, committees, units, sections and centres.

Institutional set-up for monitoring starts from Council through audit committee (for finance matters) to the management, then extends to the lower levels; i.e. regional centres to ensure quality provision of adult education and non-formal continuing education to all, and in particular to the rural areas. This is important because the IAE CSP relevance of indicators may differ by levels and locations. In addition, national levels need to link up with lower levels and vice versa for the generation of accurate and relevant data and information.

### **External System**

The external M&E system will pay particular attention to linkages with other monitoring and evaluation systems under MKUKUTA, ministerial M&E system to ensure that the different monitoring systems at different levels inform each other. Operationally the emphasis will be on generating relevant data to meet the information needs of different stakeholders and creating awareness of the available information for its effective use in planning and decision-making. Specifically, the MS will:

- Strengthen linkages with the ministry and other educational sector institutions and their M&E systems.
- Align and harmonise public AE & NFE needs for information and for greater coherence within the national education sector context.
- Harmonise output/information from Public Expenditure Review (PER) reports with the MS output indicators. It will be important to track targets set for indicators and feed results back for actual implementation of the IAE CSP.

### **6.4.1 Monitoring and Evaluation Unit**

Internal Monitoring and Evaluation section under the Directors' office will be established under the Research and Planning Unit. The M&E section will focus on: Administration and Personnel; Finance; Training and Library Services; Distance Education; Regional Centres coordination; Mass Education and Women Development; and Continuing and Life-long Learning Projects.

### **6.4.2 Specific Roles of the M&E Section**

The following are the specific roles of the M&E section:

- Monitor implementation of IAE annual plans and medium term strategic plans.
- Formulate advocacy and capacity building programmes at all levels (national, regional and district).
- Ensure that appropriate IAE M&E procedures and regulations are established.
- Identify and map all Adult & NFE programmes in the country and conduct critical analysis on a regular and continuing basis.
- Ensure integration of sound IAE CSP management into IAE development plans / programmes and other administrative levels.
- Act as a repository for archival and current IAE CSP management information

and disseminate on regular basis information to other stakeholders through newsletters, memos, conferences and media as may be appropriate.

- Provide technical support, including institutionalization of M&E process in the IAE.
- Undertake service delivery surveys, interviews and experimental studies to collect stakeholders/clients views on services rendered by the IAE.
- Coordinate mid-year and annual performance reviews on the functioning of internal processes critical to the delivery of services and training.
- Conduct research and impact studies of plans, projects and programmes undertaken by the IAE and ensure the analysis and dissemination of the findings and their feedback into the design of future IAE activities.
- Participate in preparing plans, programmes, including establishment of performance targets and indicators.
- Collect, study and analyze statistics needed in the formulation and implementation of policies and plans.
- Prepare brief periodic (quarterly, mid-year, and annual) performance reports for IAE.

## **6.5 MONITORING**

### **6.5.1 Indicators**

There is a need to develop a list of M&E indicators to meet the information needs of different stakeholders at national level. The indicators set will be reviewed however, to meet additional information requirements necessitated by the new developments in IAE CSP. Indicators setting will be done using different approaches, which pervade the implementation of the IAE CSP. Global MDGs targets and indicators will also be addressed by the monitoring system to facilitate sustained reporting on these global indicators.

### **6.5.2 Data Collection and Storage**

Each department, unit and regional centre will be involved in data collection and storage. Emphasis will be placed on timely data quality and the routine administrative data systems will be strengthened and harmonised accordingly. There is a need to conduct a series of internal surveys.

### **6.5.3 Data and Policy Analysis**

The current situation reveals that, there is a gap in the area of data and policy analysis at the IAE. To ensure effective M&E requires the IAE to build capacity in the area of research and policy analysis.

### **6.5.4 Data Dissemination and Communication**

The MS will have a dissemination, advocacy and sensitisation strategy that is

operationalised through a communication mechanism, designed to manage institutional linkages that are key to the IAE CSP and to receive continuous feedback from the departments, units and regional centres. The strategy is intended to improve communication for advocacy of the IAE CSP, MDGs and MS, facilitate a better understanding of the MKUKUTA indicators so as to increase participation at all levels.

## **6.6 EVALUATION**

At each particular implementation period, internal and external evaluation will be undertaken to review performance of the IAE CSP. The internal evaluation will assess systematically and objectively the relevance, processes and performance of the IAE CSP. The general objective of evaluation is to determine the relevance, effectiveness and impact of the strategy on the social, political and economic development of the country. Both qualitative and quantitative (including process) indicators will be reviewed.

The specific objective of the process of evaluation is to examine the implementation of the IAE Corporate Strategic Plan and to elicit the systematic relationships that exist between the programme performance and their effects. The ultimate goal is to identify the optimal design of short and medium term implementation plans, strategies, processes and outcomes. That is, the evaluation will serve two important specific objectives. First is to assess the IAE CSP performances during specific time bound period (e.g. 2008/09 – 2012/13), and the second is to provide lessons and determine adjustments that may be required in the subsequent periods.

The evaluation of the IAE CSP shall be carried out to correspond to the evaluation of specific short-term and medium-term strategies. This will allow assessing the implementation of the policy, strategies and specific programmes. The results of the evaluation will contribute to an effective assessment of the implementation of the IAE CSP and NSGRP strategies.

Lessons from the monitoring and evaluation should be used to make the necessary modifications and improvements. Where success is recorded, concerted efforts should be directed at sustaining it and duplicating the efforts in other legal sector areas where it may be relevant. In the case of failure, an evaluation of the limitations, which may have occurred in any of the above mentioned areas and processes, strategies need to be reviewed and where necessary, the IAE CSP strategies and lines of action should be revisited.

Evaluation will be done at three levels:

- First, internal evaluation will continue through the production of the IAE Performance Reports and the Public Expenditure Review (PER) process.

- Secondly, additional space will be created for on-going evaluation mechanisms through departments, units and regional centres. Assessments and other methodologies such as service delivery reports and other qualitative assessments, particularly of the CSP activities, will be carried out.
- Thirdly, a comprehensive review informed by annual progress reports produced under the IAE consultative processes will take place at the end of each year.

### **6.7 IMPLEMENTATION MECHANISMS**

The CSP MS will be implemented through:

- An institutional structure comprising IAE Council, Audit Unit, Management Committee and the Monitoring Steering Committees. The Terms of reference for these structures will be elaborated in respective documents.
- A rationalized and harmonized system of routine data collection at all levels.
- Capacity development at all levels for data collection, analysis and application.
- Dissemination plans targeted at key stakeholders.

### **6.8 MONITORING TOOLS AND DELIVERABLES**

Output and deliverables of the IAE CSP MS will be:

- Annual Progress Reports, using MS output to both indicate progress and update the IAE CSP, thus making the IAE CSP a living document.
- Analytical reports on surveys, interviews and studies.
- A communication strategy with an interactive element to facilitate on-going feedback from stakeholders.

### **6.9 THE ACCOUNTABILITY AND FEEDBACK SYSTEMS**

The IAE CSP anticipates sustainable development and a greater ability to respond better to the public security and safety needs of Tanzanians. The achievements of the IAE CSP have to be realized as a continuous process over a period of time, by creating an enabling environment for provision of quality AE & NFE and entire monitoring and evaluating of the CSP efforts.

The realization of the IAE efforts depends upon successful implementation of the IAE CSP, which needs to be founded on societal and political bases. The former necessitates creation of a well educated nation with a high quality of life for all Tanzanians. The political pillars, on the other hand, signify tolerance of diversity of ideas emanating from the implementation of the plan. Two sets of IAE CSP M&E strategic approaches have to be designed.

First, the establishment of a system of accountability to the community and feedback mechanisms at all times and levels. The IAE CSP M&E must have an in-built checks and balances mechanism to enhance clarity, enthusiasm, efficiency, communication and commitment. This requires an integration of functions, operational approaches,

participation of key stakeholders and improvement of the service delivery efficiency at all levels.

There will be an institutionalized system of communication in terms of formal and informal consultative interactions, meetings and fora. These will forge a strong strategic alliance between the IAE and other socio-economic agencies, including the private sector, civil servants, trade unions, business associations, local government, community based organizations and households. Each party needs to objectively understand the dimensions of the CSP as well as the corresponding responsibilities and commitments the concerned party has to play.

Secondly, is the establishment of the internal reward system for good performers and punishment for failures at all levels of the CSP Implementation Plan. The “carrot and stick” approach has to be formalized and institutionalized.

There is need to create an internal M&E culture inside the IAE. The IAE CSP M&E requires an acceptable system to mobilize AE officer’s diligence, stimulate creativity, galvanize diverse efforts, recognize and reward performance. This requires preparations for the review and design of appropriate incentive schemes (wages, salaries, allowances and other benefits), regulations, systems and measures. The above proposed IAE CSP M&E system will facilitate the adoption of best practices as well as allowing for incorporation of necessary changes in the course of implementation of the plan with an intention of creating an enabling environment for poverty reduction initiatives in the short, medium and long-term perspectives.

## **Chapter 7**

### **CONCLUSION**

The CSP is a framework within which the IAE will be able to use as a guide in implementing its core functions in the period 2009-2013. It has been designed specifically as a tool for providing direction and guidance in the operationalisation of the Institutes' strategic objectives. The CSP document has spelt out a detailed analysis of key activities and processes that will be undertaken in the period 2009-2013, and these are as follows:

- Advocate the Institute's activities and programmes to the general public and specifically to stakeholders and development partners.
- Determine institutional priorities and provide an opportunity for IAE to address fundamental national issues, including poverty reduction and cross-cutting issues.
- Assessing IAE strengths, weaknesses, opportunities and challenges with a view to improve performance and services delivery.
- Revisit the budget allocation modalities and set up strategies to secure more funds through revamping donor interest, advocating IAE activities and programmes through the use of media and publications, establishing links and relationships with development partners and private providers.
- Revisit the IAE expenditure framework and modalities with a view to increasing efficiency in the use of the money provided and realised. Currently IAE has started instituting measures to improve the budget accounting system by employing qualified accountants, internal auditors and procurement personnel.
- Institute measures to ensure that, internally generated resources are ploughed back into IAE core functions, e.g. procuring teaching/learning materials and facilities for the diploma programmes, including furniture, library books, computers etc and purchase of motor vehicles for both headquarters and regional centres.
- Institute a system of efficient, effective and transparent expenditure of IAE funds.
- Revisit the IAE Establishment Act No. 12 of 1975 in relation to the MDGs indicators, EFA goals, Tanzania Development Vision 2025, MKUKUTA goals, ESDP etc, so as to meet the desired conditions and reforms.
- Revisit the place of the IAE and its programmes in relation to the East African Community, SADC and the African Union to make IAE graduates acceptable in the labour market.
- Conduct an internal institutional review to determine institutional gaps, overlaps and inconsistencies with a view to improving its functions.
- Establish an internal reward system for good performers and punishment for

failures, under-performance and non-performers.

- Establish an institutional system of monitoring and evaluation to ensure provision of quality adult and non-formal continuing education to all out-of-school children, youth and adults.

The implementation of IAE CSP will depend greatly on the type of employees (both academic and supporting), their capacity to deliver (qualifications, working experiences and environment) and the resources available (financial and material). The role of the management will also count in terms of human, time and financial resources investment through delivery of IAE core services.

IAE believes that, if each and every one of its staff plays his/her role with utmost dedication and commitment, this CSP will greatly strengthen IAE programmes, increase revenue collection and reduce government dependency.

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## APPENDICES

### APPENDIX 1: SWOC ANALYSIS OF THE INSTITUTE OF ADULT EDUCATION

Mid-Term Objectives	Strengths	Weaknesses	Opportunities	Challenges
1. To improve access and equity in education at all levels	<p>a. IAE has a wide network structure of 21 regional centres which extends to grass root level all over the country,</p> <p>b. IAE has designed DE programmes which readily cater for the varied needs, for the diverse types of learners, and is capable of reaching the missed out,</p> <p>c. IAE owns a print shop for production of teaching materials,</p> <p>d. IAE production of user friendly and self-contained materials (modules), accompanied by guides and manuals,</p> <p>e. IAE's operation is mandated by Parliamentary Act No. 12 of 1975,</p> <p>f. IAE provides training for middle cadre and grassroots professional adult educators cum facilitators,</p> <p>g. Ability in researching, designing and developing Adult Education and NFE curriculum and learning materials including primers, journals, studies and publications,</p> <p>h. Producing various adult education journals and studies, and</p> <p>i. Offering open schooling secondary education programme.</p>	<p>i) Delivery of ODL materials mainly through printed materials,</p> <p>ii) Untrained centre coordinators and facilitators in management of ODL delivery methods,</p> <p>iii) Inadequate use of ICT,</p> <p>iv) Weak partnership, collaboration and linkages mechanism with other stakeholders,</p> <p>v) Lack of IAE clear research and consultancy policy,</p> <p>vi) Lack of comprehensive systems for monitoring and evaluation of IAE programmes,</p> <p>vii) Lack of laid down system of advocacy and publicity of IAE programmes and activities, and</p> <p>viii) Unstable system of advocacy and publicity of the institution and its programme within and outside the country.</p>	<p>1) ODL has been mainstreamed in SEDP, government plan,</p> <p>2) Increasingly the number of stakeholders is seeking provision of ODL programmes,</p> <p>3) High demand for professional training in adult education and community development,</p> <p>4) IAE as an institution legally charged with the responsibility of providing adult and continuing education to out of school children, youth and adults,</p> <p>5) Recognition of AE as a NFE sector by URT and ETP 1995 as well as placement of AE officers in all districts,</p> <p>6) Presence of IAE by Act of Parliament and the AE department at the UDSM,</p> <p>7) High public demand for professional training in adult education and community development,</p> <p>8) Global and national appreciation of basic education as a human right,</p> <p>9) Recognition of IAE programmes by other higher learning institutions and the labour market,</p> <p>10) Availability of clients through PEDP and SEDP. PEDP produces more post primary who are IAE clients, SEDP comprises ODL which is implemented by IAE,</p> <p>11) Availability of sponsorship for IAE students from Higher Education Students Loans Board (HESLB) and Local Government and employers, and</p> <p>12) Recognition of IAE by NACTE.</p>	<p>(i) Inadequate and delay of release of funds,</p> <p>(ii) Lack of coordination policy for ODL providers,</p> <p>(iii) Inability to accommodate all qualified applicants into IAE's Diploma and Advanced Diploma programmes due to space limit,</p> <p>(iv) Conflicting frameworks for implementation of adult and non formal continuing education in the country.</p> <p>(v) Disfunctional libraries run by unskilled librarians in the regions and communities,</p> <p>(vi) The place of adult education and non-formal continuing education on the country is low,</p> <p>(vii) Monitoring and evaluation inadequate system due to limited transportation,</p> <p>(viii) AE is perceived as an inferior education, a second-rate education for those whomisconventional education,</p> <p>(ix) Adult Education Directorate reduced to a Unit at MoEVT with no vote,</p> <p>(x) Emergence of uncoordinated competitors who offer similar programmes as IAE, and</p> <p>(xi) Low economic capacity and high costs of living which affect students as IAE clients pay fees themselves or as majority are on self sponsorship.</p>

Mid-Term Objectives	Strengths	Weaknesses	Opportunities	Challenges
2. To strengthen management and administration capacity at all levels.	<p>a) Committed leadership/good governance, which allows popular decision-making at institution level,</p> <p>b) IAE has various managerial forums, including management meetings, master workers council, Board/Council, and</p> <p>c) Trained support staff in the areas of finance, materials management, library and administration services whose enhance effective implementation of the IAE planned activities.</p>	<p>i) Lack of human resource development policy leading to absence of personnel audit,</p> <p>ii) Inadequate trained personnel to manage IAE activities at the head office and at the regional centres,</p> <p>iii) Lack of partnership policy,</p> <p>iv) Unattractive incentive scheme, and</p> <p>v) Inadequate financing of the IAE activities and capacity building.</p>	<p>1) Resources available for capacity building from development partners,</p> <p>2) Government succession plan stressing TD programmes,</p> <p>3) IAE developing ODL partnership policy, and</p> <p>4) Government increasing education sector budget allocation to 18 per cent.</p>	<p>(i) Exodus of qualified personnel looking for greener pastures due to unfavourable scheme of service,</p> <p>(ii) Rapid changes in globalisation vs management rigidity, and</p> <p>(iii) HIV/AIDS which has been claiming the lives of productive population which among them are IAE employees.</p>
3. To improve the Education Management Information System (EMIS).	<p>a) IAE has a structure that extends to regions which facilitate easy delivery of her services, and</p> <p>b) Relative increase in acquisition and utilisation of ICT for effective information/data processing and storage.</p>	<p>i) IAE has no laid down EMIS policy,</p> <p>ii) Inadequate knowledge and skills in the use of ICT,</p> <p>iii) Lack of ICT network between head office and regional centres,</p> <p>iv) Lack of modern information and communication facilities and equipment, and</p> <p>v) Low pace in adopting changes.</p>	<p>1) Possibility of collaboration with other institutions such as OUT,</p> <p>2) ICT is now a national focus which is also stipulated in various education plans and programmes e.g. ESDP, PEDP, SEDP and LGRP, and</p> <p>3) Emergence and growth of ICT, globalisation, science and technology, and regional integration.</p>	<p>(i) Changes in the ICT technology itself, and</p> <p>(ii) Uncertain electricity supply.</p>
4. To create a conducive environment for efficient and effective delivery of educational supportive services.	<p>a) IAE has various manuals on ODL programmes management and implementation,</p> <p>b) Decentralization by devolution of ODL and other programme implementation, and</p> <p>c) Own headquarters building in central business district of Dar es Salaam city, others in Mwanza, Morogoro, Dodoma, Rukwa, Tabora, Kilimanjaro and Ruvuma regions.</p>	<p>i) IAE has insufficient mechanism for follow up of programme implementation (funds, transport, ICT),</p> <p>ii) There is no institutional follow up mechanism,</p> <p>iii) Lack of departmental and institutional training,</p> <p>iv) ODL programme facilitators lack appropriate skills.</p> <p>v) Lack of clear research policy, and</p> <p>vi) Lack of own office premises in some of regional centres.</p>	<p>1) Increased support from developed stakeholders e.g. MOEVT, COL, World Bank etc,</p> <p>2) Global and national appreciation of basic education as a human right.</p> <p>3) Improved relationship between IAE and other stakeholders including the government, and</p> <p>4) IAE access to public buildings for conducting different programmes which enables IAE to have a capacity of expanding its programmes.</p>	<p>(i) Study centre facilitators of ODL are not permanent employees of IAE, and</p> <p>(ii) Exodus of trained personnel to greener pastures.</p>
5. Improve the services and prevent spread of HIV/AIDS infections among learners and employees.	<p>a) IAE has a specific department which deals with cross cutting issues including HIV/AIDS to employees, learners and public,</p> <p>b) Teaching/ learning materials on HIV/AIDS are in place,</p> <p>c) IAE has developed write ups on HIV/AIDS for funding,</p>	<p>i) Lack of guidance and counselling service at IAE head office and regional centres, and</p> <p>ii) People are not open in matters related to HIV/AIDS.</p>	<p>1) HIV/AIDS is a national issue</p> <p>2) Availability of funds,</p> <p>3) HIV/AIDS has been incorporated in the education curricular at all levels, as well as MKUKUTA, and</p> <p>4) Need for mainstreaming crosscutting issues in</p>	<p>(i) Release of funds that does not match with requirement,</p> <p>(ii) Lack of strong political will to support IAE,</p> <p>(iii) AE is given less priority compared to previous years [1970s-1980s],</p>

Mid-Term Objectives	Strengths	Weaknesses	Opportunities	Challenges
	<p>d) Possession of expertise in:</p> <ul style="list-style-type: none"> <li>• Designing, developing and organising mass campaigns on cross cutting issues,</li> <li>• Production of user-friendly educational materials including primers, journals, etc,</li> <li>• Research, and</li> </ul> <p>e) Experience in organising mass campaigns on development and cross cutting issues.</p>		<p>development activities. Issues like HIV/AIDS, gender, environment have created opportunities for IAE intervention.</p>	<p>(iv) Changing of development partners' priorities, and</p> <p>(v) Lack of awareness of IAE activities by other sectors in the provision of adult and mass education.</p>

**APPENDIX 2**

**Table 1 – Category 1: CLIENTS/CUSTOMERS**

Stakeholders	Expected services/support from IAE	Expected Services/Support from stakeholders
1. Adult learners: - Literates, - Illiterates, and - Neo literates	<ul style="list-style-type: none"> <li>Functional and vocational skills:</li> <li>- Consultancy/advisory services</li> </ul>	<ul style="list-style-type: none"> <li>Learning opportunities/centres demand/ enrolment, and</li> <li>Expertise and local resources in programme and course development in a participatory approach.</li> </ul>
2. Out of school children and youth: - Adolescents, - Out of school children, - School leavers and dropouts, and - Refugees.	<ul style="list-style-type: none"> <li>Work/professional oriented training,</li> <li>Life skills,</li> <li>Vocational skills/general education and basic skills,</li> <li>Continuing education,</li> <li>Secondary education, and</li> <li>Tertiary education.</li> </ul>	<ul style="list-style-type: none"> <li>Propose learning needs in a participatory way for IAE programmes improvement/innovation, and</li> <li>Enrol on NFCE centres.</li> </ul>
3. Adult facilitators cum administrators: - Facilitators, - Programme developers, - Audio/visual materials developers, - Community workers, and - Librarians.	<ul style="list-style-type: none"> <li>Tailor made courses,</li> <li>Provision/Development of skills in:                             <ul style="list-style-type: none"> <li>- Training/facilitation,</li> <li>- Programme development,</li> <li>- Community based research,</li> <li>- Library management,</li> <li>- Advocacy, publicity and lobbying,</li> <li>- Communication, and</li> <li>- Entrepreneurship.</li> </ul> </li> <li>Psychology and philosophy:                             <ul style="list-style-type: none"> <li>- Industrial, and</li> <li>- Conflict management.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Income (revenue/fee collection),</li> <li>Link with community through conducting studies/research,</li> <li>Provision of feedback through symposia/ conference,</li> <li>IAE advocacy and programme marketing, and</li> <li>Wide scope of experience sharing due to diversified geographical locations.</li> </ul>
4. IAE employees	<ul style="list-style-type: none"> <li>Tailor-made programmes,</li> <li>In service training,</li> <li>On job training,</li> <li>Reward/motivation attached with improved technocratic power,</li> <li>Good remuneration, and</li> <li>Job security.</li> </ul>	<ul style="list-style-type: none"> <li>Link with their employers, and identification of their proper needs so as to improve IAE Training Programmes, and</li> <li>Improved quality services after training.</li> </ul>
5. - Communities, - CBO's, and - FBO's	<ul style="list-style-type: none"> <li>Community awareness on:                             <ul style="list-style-type: none"> <li>- Health education,</li> <li>- Environmental Education,</li> <li>- Civic Education,</li> <li>- Poverty reduction skills,</li> <li>- Gender,</li> <li>- HIV/AIDS,</li> <li>- Good governance,</li> <li>- Women empowerment,</li> <li>- Child labour and</li> <li>- Human rights.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Community participation in provision of adult and non-formal continuing education,</li> <li>Learning needs feedback, and</li> <li>Access to utility and/or available local resource.</li> </ul>
6. Government Ministries and Non-Governmental Organizations: 1)MoEVT, 2)PMORALG, 3)Ministry of Water, 4)Ministry of Labour and Youth Development,	<ul style="list-style-type: none"> <li>Mass education, sensitization and campaign programmes enabling government ministries to achieve their mission,</li> <li>Consultancy and advisory services on issues related to organization programme and running of adult education activities,</li> </ul>	<ul style="list-style-type: none"> <li>Participation in mass education activities,</li> <li>Financial support,</li> <li>Expertise in experience sharing,</li> <li>Resources - human and material, and</li> <li>Political support in promoting institutional status/recognition.</li> </ul>

Stakeholders	Expected services/support from IAE	Expected Services/Support from stakeholders
5) Ministry of Community Development, Gender and Children, 6) Public Service Management, 7) Justice and Constitutional Affairs, 8) Health and Social Welfare, 9) Agriculture, Food Security and Cooperatives, and 10) Vice President's Office - Environment.	<ul style="list-style-type: none"> <li>• Capacity building in short and tailor made programmes,</li> <li>• Continuing education, and</li> <li>• Designing and developing mass educational materials.</li> </ul>	

**Table 2 – Category 2: REGULATORS**

Stakeholders	Expected services/support from IAE	Expected Services/Support from stakeholders
1. MoEVT, 2. IAE Council, 3. Tanzania Audit Corporation and CAG, 4. NACTE, 5. NECTA, 6. Public Service Management, 7. Ministry of Finance/ Registrar of Treasury, 8. Public Procurement Regulatory Authority, and 9. Pricewaterhouse Coopers.	<ul style="list-style-type: none"> <li>• Progress report on IAE activities,</li> <li>• Important documents of the IAE (IAE Act), and</li> <li>• Set policies, guidelines and circulars to ensure quality.</li> </ul>	<ul style="list-style-type: none"> <li>• Financial and material management skills, and</li> <li>• Report of monitoring and evaluation of organization behaviour.</li> </ul>

**Table 3 – Category 3: PARTNERS**

Stakeholders	Expected services/support from IAE	Expected Services/Support from stakeholders
1. Development partners: . DVV - SIDA . UNESCO - UNICEF . COL - World Bank . USAID - OXFAM . CDTF - SIDO . NORAD - ICCO/CCT . Chinese Embassy, and - TEC . Indian High Commission . Hans Seidel Foundation	<ul style="list-style-type: none"> <li>• Information on identified institutional and community based needs,</li> <li>• Legal framework assurance,</li> <li>• Expertise,</li> <li>• Materials support, and</li> <li>• Link and networking with community.</li> </ul>	<ul style="list-style-type: none"> <li>• Support on human resource development programme,</li> <li>• Financial, material and technical support, and</li> <li>• Community and resource mobilization skills.</li> </ul>
2. Institutional Partners: - NECTA, - TIE, - VETA, - UDSM, - OUT, - TLS, - British Council, - NEMC, - TACAIDS, and - Higher Education Students Loans Board (HESLB).	<ul style="list-style-type: none"> <li>• Expertise,</li> <li>• Resource sharing,</li> <li>• Consultancy services,</li> <li>• Tutors and students (library members) who utilize library services, and</li> <li>• Information/data.</li> </ul>	<ul style="list-style-type: none"> <li>• Technical support,</li> <li>• Human resources development,</li> <li>• Consultancy services,</li> <li>• Source of information/knowledge for tutors and learners, and</li> <li>• Financial support.</li> </ul>

Stakeholders	Expected services/support from IAE	Expected Services/Support from stakeholders
3. Ministries: <ul style="list-style-type: none"> <li>. MoEVT,</li> <li>. Ministry of Water,</li> <li>. Ministry of Labour, Employment and Youth Development,</li> <li>. Ministry of Community Development, Gender and Children,</li> <li>. Vice President Office ( Environment),</li> <li>. Public Service Management,</li> <li>. Justice and Constitutional Affairs,</li> <li>. Health and Social Welfare, and</li> <li>. Agriculture.</li> </ul>	<ul style="list-style-type: none"> <li>• Expertise sharing/exchange,</li> <li>• Physical resources,</li> <li>• Information Education and communication skills, and</li> <li>• Capacity building on mass mobilization and awareness creation.</li> </ul>	<ul style="list-style-type: none"> <li>• Expertise sharing,</li> <li>• Financial support,</li> <li>• Material support,</li> <li>• Technical capacity,</li> <li>• Link with community,</li> <li>• Political support, and</li> <li>• Information communication rendering, monitoring and supervision of the IAE programmes.</li> </ul>
4. NGO's, FBO's, CBO's and Community as well as Individual/private providers.	<ul style="list-style-type: none"> <li>• Development of policies and guidelines,</li> <li>• Consultancy and advisory services pertaining to adult education,</li> <li>• Technical capacity,</li> <li>• Coordination of NFE programmes,</li> <li>• Programmes supervision and quality control, and</li> <li>• Teaching/ leaning materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Source of learning needs,</li> <li>• Source of information for effective planning, implementation and monitoring,</li> <li>• Sharing experiences and knowledge, human, financial, technical and material resources,</li> <li>• Facilitate community participation, and</li> <li>• Participation in planning and implementation of activities at all levels.</li> </ul>
5. Adult education facilitators.	<ul style="list-style-type: none"> <li>• Teaching materials,</li> <li>• Capacity building,</li> <li>• Conducive working- environment, and</li> <li>• Remunerations.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective facilitation,</li> <li>• Guidance and counselling of learners,</li> <li>• Provision of leaner support services, and</li> <li>• Reports.</li> </ul>

**Table 4 – Category 4: EMPLOYEES**

Stakeholders	Expected services/support from IAE	Expected Services/Support from stakeholders
1. Employees	<ul style="list-style-type: none"> <li>• Salaries and other incentives,</li> <li>• Training opportunities which improve performance,</li> <li>• Job security, rewards and motivation,</li> <li>• Conducive working environment, and</li> <li>• Terminal benefits.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional expertise,</li> <li>• Efficiency,</li> <li>• Technical advice for the improvement and sustainability of the IAE programmes, and</li> <li>• Commitment.</li> </ul>

### APPENDIX 3: IAE STRATEGIC PLAN MATRIX

Objectives	Strategies	Targets	Key performance Indicators (KPIs)	Responsible Department	
1. Provision of high quality open and distance education in both urban and rural areas.	1) Increase enrolment; ensure equity, retention and completion of ODL learners.	a) 50,000 ODL learners enrolled by 2009.	i) Number of ODL learners enrolled,	DE & RCC	
		b) Conducive teaching and learning ensured by 2013.	ii) Teaching and learning friendly environment ensured,	DE & RCC	
		c) Develop guidelines to ensure equity in the provision of education by 2013.	iii) Guideline on Equitable access to ODL programmes in place,	DE & RCC	
		d) ODL study materials transcribed into Braille for the visually impaired by 2009.	iv) ODL Braille study materials in place and use,	DE & RCC	
		e) Expand secondary education through Complementary Secondary Education in Tanzania (COSET).	v) COSET programme developed, and	DE & RCC	
		f) Initiate evening classes for workers education by 2011.	vi) Number and types of evening classes' programmes for workers education initiated.	DE & RCC, TLS	
	2) Improve the management processes in provision of distance education		a) Strengthen coordination system by 2013.	i) Planned distance education activities well implemented,	DE & RCC
			b) Criteria for work force requirement on provision of quality distance education in place and in use by 2013.	ii) Proper placement of personnel (professionalism),	DE & RCC, ADM
			c) Coordination framework on implementation of open and distance learning in place by 2010.	iii) Enhanced capacity of ODL facilitators and coordinators, and	DE & RCC
				iv) Improved coordination of Open and Distance Learning in Tanzania.	DE & RCC, ADM
	3) Improve learner support services		a) Establish learners' guidance and counselling services in all study centres by 2013,	i) Improved retention and completion rate in distance education programme,	ADM, DE, RCC, ACC, & CU
			b) Create awareness on the role of the community to support distance education learners by 2013, and	ii) Active participation from the community in support of distance education learners, and	ADM, DE, RCC, ACC, & CU
			c) Identification of learner support interventions from central, local government and other stakeholders by 2011.	iii) Number and types of interventions identified and accessed by learners i.e. libraries, study centres, study circles etc.	ADM, DE, RCC, ACC, & CU
	4) Ensure quality of Open and Distance Education Study materials		a) Review and develop ODL study materials by 2013,	i) Study materials developed for the new courses,	DE
			b) Production of ODL materials by 2013, and	ii) Reviewed areas incorporated in the study materials, and	DE
			c) Capacity building on the use of ODL materials 2013.	iii) Number and type of ODL materials produced and distributed.	DE

Objectives	Strategies	Targets	Key performance Indicators (KPIs)	Responsible Department	
2. Improved quality of certificate, diplomas and degrees in Adult Education and Community Development programmes to teachers and administrators.	1) Expand and improve provision of Certificate and Diploma programmes in Adult Education.	a) Review and restructure diploma curricula and syllabi into modular design and Competence Based Education and Training (CBET) format by 2011,	i) Reviewed and restructured Diploma curricula and syllabi in use.	TLS & RCC	
		b) Review and upgrade advanced diploma curricula into modular design and CBET format to degree level in accordance with NACTE requirements by 2010,	ii) Reviewed, restructured and up-graded advanced diploma.,	TLS & RCC	
		c) Enrolment of diploma students increased from 261 to 300 by 2011,	iii) Degree programme curricula and syllabi in place,	TLS & RCC	
		d) At least 120 needy students enrolled by 2013,	iv) Number of diploma/ undergraduate students enrolled,	TLS & RCC	
		e) Diploma level programme by distance education introduced by 2012,	v) Number of scholarships for needy students,	TLS & RCC	
		f) Review examination regulations and procedures by 2010,	vi) Reviewed examination regulations and procedures booklet in place,	TLS & RCC	
		g) Refurbish and retool IAE library by 2011,	vii) Updated books and other reading materials and modern ICT in use in the IAE library,	TLS	
		h) Mainstreaming ICT knowledge and skills into the Diploma programmes by 2010,	viii) ICT mainstreamed in diploma programme and in use,	ADM & ACC	
		i) Establish linkages with other twin colleges by 2011,	ix) Linkages established both locally and internationally	ADM & ACC	
		j) Review field attachment procedures to consider issues of community development by 2010, and	x) Students attached to adult and literacy community development works, and	TLS	
		k) Introduce specialised diploma courses (e.g. agriculture, counselling etc.) by 2013.	xi) Number and types of specialised diploma courses conducted.	TLS	
		2) Introduce professional and lifelong learning skill-based programmes	a) Tailor-made programmes introduced by 2013,	i) Number of tailor made programmes in place,	ADM, TLS, DE, ME, RCC, RPU, ACC
			b) Language courses introduced by 2013, and	ii) Number of language courses introduced, and	TLS, RCC
c) Initiate variety of short courses in the regions 2013.	iii) Number and types of short courses initiated in the regions.		TLS, RCC		
3) Capacity building for adult and non-formal continuing education programme coordinators and facilitators.	a) Conduct capacity building to COBET and ICBAE facilitators and supervisors trained in all districts in mainland Tanzania by 2010,	i) Number of COBET and ICBAE facilitators and supervisors trained,	ME & RPU,		
	b) Monitoring and evaluation system for COBET and ICBAE in place by 2010, and	ii) Monitoring and evaluation system in place, and	ME&RPU		

Objectives	Strategies	Targets	Key performance Indicators (KPIs)	Responsible Department
		c) Design and implement capacity development programmes on AE research, planning and evaluation by 2012.	iii) Number and kinds of capacity development programmes conducted and research activities improved.	RPU,
	4) Establish degree courses on adult education and community development.	a) Conduct a feasibility study to explore training needs by 2011,	i) Number and kinds of training needs identified,	RPU, TLS
		b) Develop curriculum and course outlines by 2011,	ii) Curriculum and different course outlines developed,	TLS & RPU,
		c) Identify and recruit lecturers and other resource persons by 2012, and	iii) Number of lecturers identified and recruited, and	ADM, TLS, RPU
		d) Finalisation of processes and start implementation by 2012.	iv) Training activities operational.	ADM, TLS, RPU
3. Designed and Develop quality Mass Education and Women Empowerment programmes.	1) Review and design quality user-friendly readers and other study materials for promotion of Adult Education.	a) Review and update IAE post literacy learning materials by the year 2010,	i) Number of readers and other study materials reviewed and updated,	ME
		b) Design and develop user-friendly readers and other study materials by 2013,	ii) Number and types of user-friendly readers and other study materials designed and developed,	ME
		c) Design and develop district specific curricular and materials by 2013, and	iii) Number and types of district specific curricula and materials developed and in use, and	ME
		d) Design and develop curricular and materials for learners with special learning needs in collaboration with MoEVT and other stakeholders by 2013.	iv) Number and types of curricular and materials for learners with special learning needs developed and in use.	ME
	2) Produce and distribute quality user-friendly readers and other study materials.	a) Production of community-based literacy and post literacy learning materials by 2011,	i) Number and types of community-based literacy and post literacy learning materials produced,	ME
		b) Identify areas/places where there is a need for study materials by 2013, and	ii) Areas/places where there is a need for study materials identified,	RPU, ME
		c) Distribute materials to IAE regional centres, rural libraries, community resource centres, TRCs and feed the IAE website with study materials.	iii) Number and types of titles registered and degree of accessibility to users, and	RCC, RPU, ME
			iv) Improved livelihood, information sharing, reading habits and well-being among community members and the society.	DE

Objectives	Strategies	Targets	Key performance Indicators (KPIs)	Responsible Department
4. Improved quality and accessibility of readers and study materials in both urban and rural areas.	1) Review and design quality user-friendly readers and other study materials for promotion of Adult Education.	a) Review and update IAE post literacy learning materials by the year 2010,	i) Number of readers and other study materials reviewed and updated,	ME
		b) Design and develop user-friendly readers and other study materials by 2013,	ii) Number and types of user-friendly readers and other study materials designed and developed,	ME
		c) Design and develop district specific curricular and materials by 2013, and	iii) Number and types of district specific curricula and materials developed and in use, and	ME
		d) Design and develop curricular and materials for learners with special learning needs in collaboration with MoEVT and other stakeholders by 2013.	iv) Number and types of curricular and materials for learners with special learning needs developed and in use.	ME
	2) Produce and distribute quality user-friendly readers and other study materials.	a) Production of community-based literacy and post literacy learning materials by 2011,	i) Number and types of community-based literacy and post literacy learning materials produced,	ME
		b) Identify areas/places where there is a need for study materials by 2013, and	ii) Areas/places where there is a need for study materials identified,	RPU, ME
		c) Distribute materials to IAE regional centres, rural libraries, community resource centres, TRCs and feed the IAE website with study materials.	iii) Number and types of titles registered and degree of accessibility to users, and	RCC, RPU, ME
			iv) Improved livelihood, information sharing, reading habits and well-being among community members and the society.	DE
5. Strengthened and established mass media resources.	1) Strengthening of mass media resources	a) Refurbishment of mass media studio and documentation centre by 2010,	i) Quality studio in place and in use,	ADM, DE
		b) Retooling of mass media studio and documentation centre by 2010, and	ii) Mass media documentation centre in place and in use,	ME
		c) Capacity building on the use of the studio by 2011.	iii) Improved capacity and quality of programmes produced from the studio, and	ME
			iv) Easy accessibility of mass media documents.	ME
	2) Establishment of community information resource centres	a) Establishment of mass media documentation centres in 5 selected regions by 2013, and	i) Accessibility of mass media information materials to the communities in terms of number and types,	ADM, ACC, ME
		b) Establish ICT models for mass media (village cinemas, tele-centres, community media centres, ICT kiosks, internet etc) by 2013.	ii) Improved awareness on development issues, and	ADM, ACC,
			ii) Number and kind of mass media resources and centres established and in use.	ADM, ME, ME

Objectives	Strategies	Targets	Key performance Indicators (KPIs)	Responsible Department	
	3) Owning of mass media resources	a) Baseline survey and needs assessment for construction of mass media resource centres in 5 regions by 2009,	i) Needs for construction of mass media resource centres in 5 regions identified,	ADM, TLS, DE, ME, RCC, RPU, ACC	
		b) Construction of mass media resource centres in 5 regions by 2011, and	ii) Mass media resource centres constructed in 5 regions, and	ADM, TLS, DE, ME, RCC, RPU, ACC	
		c) Retooling of mass education resource centres in 5 regions by 2013.	iii) Mass media resource centres equipped and in use in 5 regions.	ADM, TLS, DE, ME, RCC, RPU, ACC	
	4) Commercialisation of IAE mass media and resources.	a) Develop policy on commercialisation of IAE resources by 2011,	i) Policy document in place and in use,	RPU, ADM, ACC	
		b) Develop a strategy for modernising IAE print shop, WAMO and mass media studio by 2011, and	ii) Improved and modernised commercial resources, and	ADM, ME, RPU, TSL	
		c) Establish management for commercial units by 2010.	iii) IAE commercial units in operation.	ADM, ACC	
6. Improved Education Management Information System (EMIS).	1) Promote use of ICT in IAE operations.	a) Identification of IAEs' ICT needs by 2010,	i) IAEs' ICT needs identified,	ADM, ACC, RCC, RPU	
		b) Develop IAE policy and guideline for the use of ICT by 2011,	ii) IAE ICT system and guideline in use,	ADM, ACC, RCC, RPU	
		c) Capacity building on the use of ICT by 2011, and	iii) Efficiency in the use of ICT, and	ADM, ACC, RCC, TLS	
		d) System and guidelines in operation by 2013.	iv) Information sharing system at IAE enhanced.	ADM, ACC, RCC, RPU	
	2) Establish and develop an effective IEC system.	and an IEC	a) ICT and e-governance use promoted at the Institute of Adult Education's headquarters, regional offices and study centres by 2011,	i) Effective use of ICT and e-governance,	ADM, ACC, RCC
			b) Retooling and establishment plan for IEC by 2012,	ii) Retooling and establishment plan for IEC in place and in use,	ADM, ACC, RCC
			c) Reliable internet connectivity, LAN and WAN at the IAE headquarters and regional offices by 2010,	iii) Local Area Network (LAN) and Wide Area Network (WAN) established,	ADM, ACC, RCC
			d) IAE communication and information sharing strategy developed by 2010,	iv) Improved communication and educational information sharing,	ADM, RPU, ME
			e) Initiate processes for development of AE-NFE Management Information System by 2011, and	v) Improved delivery of services, and	ADM RPU, ME
			f) Capacity building programme on IEC by 2013.	vi) IAE website in use/in place.	ADM

Objectives	Strategies	Targets	Key performance Indicators (KPIs)	Responsible Department
7. Established adequate and modern places and centres of learning, training and research in matters pertaining to adult education.	1) Increase and rehabilitate offices, classrooms, conference halls at IAE headquarters and regional offices.	a) Own premises for all regional centres by 2013,	i) IAE owned premises in place,	ADM, ACC, RPU
		b) IAE premises at headquarters and regional centres rehabilitated by 2011,	ii) Number of premises rehabilitated at headquarters and regional centres,	ADM, RCC
		c) Expand Wageni Morogoro (WAMO) Training and Conference centre by 2011,	iii) New conference hall, hostels, administration block, recreation facilities constructed and rehabilitated at WAMO,	ADM, ACC, RPU
		d) Expansion and rehabilitation of classrooms by 2011, and	iv) Number of rehabilitated classrooms in use, and	ADM, TLS, ACC
		e) Construct and or rent adequate number of students' hostels by 2011.	v) Hostels in place and in use.	RPU, TLS, ACC
	2) Refurbishment and retooling of IAE offices at headquarters and regional offices.	a) Identification of requirement for refurbishment and retooling by 2010,	i) Inventory of requirements in place,	RPU, ADM, ACC
		b) Mobilize resources for refurbishment and retooling by 2013, and	ii) Types of resources mobilised, and	RPU, ADM, ACC
		c) Offices at IAE headquarters, IAE print shop, studio, WAMO and regional centres well equipped with modern facilities by 2013.	iii) Number and type of facilities installed at IAE headquarters, IAE print shop, studio, WAMO and regional centres.	RPU, ADM, ACC
	3) Develop and implement IAE staff welfare plan.	a) Identification of IAE staff welfare needs by 2010,	i) Types of needs identified (staff welfare inventory in place),	ADM, RPU
		b) Develop a plan for addressing staff welfare needs by 2010, and	ii) Implementation plan for IAE staff welfare in use, and	ADM, RPU
		c) Welfare facilities – [transport, medical, housing, computer, telephone] accessible to all IAE staff as per plan.	iii) Number of staff and type of welfare facilities accessed.	ADM, RPU
	4) Acquire transport facilities at IAE headquarters and regional offices.	a) Develop a plan for acquisition and maintenance of transport facilities by 2009,	i) Acquisition and maintenance plan in operation,	ADM, ACC, RPU
		b) Acquisition of transport facilities for IAE headquarters and all regional centres by 2013, and	ii) Number and types of vehicles acquired, and	ADM, ACC, RPU
		c) IAE headquarters and regional centres have transport facilities by 2013.	iii) Service delivery fast tracked.	ADM, ACC, RPU

Objectives	Strategies	Targets	Key performance Indicators (KPIs)	Responsible Department
8. Enhanced research, planning, publication and consultancy services.	1) Development of IAE research, consultancy and publication policy by 2013.	a) Feasibility study to understand other stakeholders' context by 2010,	i) Practice and experience from other stakeholders documented,	RPU
		b) Developed IAE research, consultancy and publication policy and implementation guidelines by 2011,	ii) IAE policy document on research, consultancy and publications in place,	RPU, ADM, ME, TLS
		c) Operationalisation of IAE research, consultancy and publication guidelines by 2012, and	iii) Types of research, consultancy and publications guidelines in place, and	RPU, ADM, ME, TLS
		d) Strengthened Research, Planning, M&E and Publications unit upgraded into a department by 2010.	iv) Well coordinated system of research, consultancy and publications.	RPU
	2) Strengthening IAE consultancy and advisory services.	a) Establish consultancy and advisory services bureau by 2010,	i) IAE Consultancy and Advisory Services Bureau established,	ADM, RPU
		b) Develop IAE consultancy and advisory services marketing strategy by 2010,	ii) Increased number of consultancies and advisory services conducted by the IAE,	ADM, ACC
		c) Establish institutional database for consultants, resource persons and institutions by 2009,	iii) IAE institutional data base for consultants, resource persons, institutions in place and in use,	ADM, RPU
		d) Continuous updating of data base by 2013,	iv) IAE consultants, resource persons, institutions database reviewed and updated,	ADM, RPU
		e) Solicit and carry out at least four consultancies every year by 2011, and	v) Number and kinds of consultancies and advisory services solicited and carried out, and	RPU
		f) Monitoring and evaluation of consultancies and advisory services carried out by the IAE by 2013.	vi) Enhanced quality of consultancies and advisory services conducted by the IAE.	RPU
	3) Strengthening IAE Publications services.	a) Develop advocacy strategy for IAE publications by 2009,	i) Increased awareness on IAE publications,	ME, RPU, ADM
		b) Establish local and international linkages with other academic institutions, publishers and individuals by 2013,	ii) Number and kinds of linkages established,	RPU, TLS, ADM, DE, ME
		c) Develop and implement marketing strategy for IAE publications by 2011, and	iii) Increased number of publications, and	ADM, RPU, ME
		d) Publicise and disseminate the IAE publications by 2013.	iv) Number and kinds of publications.	ADM, RPU, ME
	4) Promote a collaborative culture of educational research within the IAE for rational plans and evaluation.	a) Development of a focused and balanced portfolio of research that addresses short, medium and long term issues of importance to policy and practice by 2013,	i) Portfolio of researches developed and implemented,	RPU, ME, TLS

Objectives	Strategies	Targets	Key performance indicators (KPIs)	Responsible Department
		b) Create joint structures to guide the research agenda in a collaborative manner by 2011,	ii) Improved coordination of research activities,	ADM, RPU, TLS
		c) Design and conduct capacity development sessions on research methodologies by 2012, and	iii) Knowledgeable people on research methodologies at different levels, and	ADM, RPU, TLS
		d) Provide consultancy and advisory services to government, institutions, NGOs, development partners and other stakeholders in the field of adult and non-formal continuing education research, planning and evaluation by 2013.	iv) Number and types of consultancies provided to different stakeholders.	ADM, RPU, ME, TLS, DE
	5) Develop and coordinate medium and long term policies, strategies and priorities of IAE within the framework of the functions and structure of the URTs systems.	a) Review trends in global and national educational development issues and assess their implications for the future role, functions and services of IAE by 2013,	i) Assessment of trends on educational development issues available and shared by different stakeholders,	ADM, RPU,
		b) Keep under review the functions, priorities and operational policies as well as the organizational and staff structures of the institute by 2013,	ii) Number and kinds of reviews and the level of improved IAE performance,	ADM, RPU,
		c) Participate in the system wide policy and decision-making processes, and guide the preparation of IAE positions for presentation to those bodies and committees by 2013,	iii) Increased IAE presentation to different fora and inclusion of IAE concerns into wide policy decision making processes.	ADM, RPU
		d) Guide the substantive work of IAE departments, units and sections by 2013, and	iv) Well organised IAE plans and implementation processes hence improved performance, and	ADM, RPU
		e) Review IAE Establishment Act taking into account the role of IAE in regulating the adult education sector and advice on the amendments required by 2010.	v) IAE Establishment act reviewed and amendments made.	ADM, RPU
		6) Operate and continuously improve an effective quality assurance system for the IAE to ensure that; regular IAE activities, programmes and projects are well designed and implemented.	a) Identifying areas for improvement of IAE performance by 2010,	i) Gaps and areas for improvements identified and addressed for clear functioning of internal processes of IAE,
	b) Providing guidelines and advice on the application of quality AE management by 2013,		ii) Improved performance of management processes by staff programmes and projects,	ADM, RPU, RCC
	c) Maintaining dialogue with AE stakeholders on the continuous improvement of AE in the country by 2013,		iii) M&E information is shared and improvements are made to the concerned programmes/projects,	ADM, RPU,
	d) Conducting selected cluster evaluations, grouped by source of funds or substantive themes by 2013,		iv) Evidence based decisions are made for proper policies, plans, M&E activities,	RPU

Objectives	Strategies	Targets	Key performance Indicators (KPIs)	Responsible Department
		e) Ensuring the analysis and dissemination of evaluation findings and their feedback into the design of future IAE activities by 2013, and	v) Evaluation information is shared for improved initiative of new programmes and innovation in adult and non-formal continuing education, and	ADM, RPU,
		f) Identifying areas for improvement of IAE performance by 2010.	vi) Areas for improvement identified.	ADM, RPU
	7) Reporting and making research results accessible to the larger community of scholars.	a) Create procedures for coordination of editing and publications for the Institute by 2010. (SAED, JAET, newsletters, magazines, calendars, brochures, women voice series, post literacy and juhudi series, etc.),	i) Well coordinated editing and publication structures and procedures,	ME, ADM, RPU,
		b) Writing AE academic papers, consolidating reports on workshops, conferences, seminars and researches by 2013,	ii) Number and types of papers, reports presented and consolidated,	RPU, TLS
		c) Disseminate and publicise research findings so that they can be understood, debated on and become known to those who can fruitfully use them by 2013,	iii) Timely production and dissemination of research findings,	ADM, RPU,
		d) Establish a documentation centre for the IAE publications, documents and other publications from outside the institute by 2010, and	iv) A quality documentation centre in use, and	ADM, RPU, ME
e) Create linkages and collaboration for joint publications with other public and private sector institutions by 2011.	v) Number of linkages and joint publications established and operational.	RPU, ADM		
9. Strengthened collaboration, linkage and partnership with other stakeholders in development of policies, plans and quality programmes for adult and non-formal continuing education in Tanzania.	1) Put in place systems for advocacy, networking and collaboration.	a) Identification of stakeholders' expectations, competencies and priority areas by 2010,	i) Potential stakeholders' expectations, competencies and priority areas identified and documented,	ADM, TLS, DE, ME, RCC, RPU, ACC
		b) Develop IAE advocacy, networking and collaboration strategy by 2011,	ii) IAE advocacy, networking and collaboration strategy operational,	ADM, TLS, DE, ME, RCC, RPU, ACC
		c) Incorporation of stakeholders views on the IAE Establishment Act by 2011, and	iii) Proposed areas for amendments of IAE Establishment Act in place, and	ADM, RPU
		d) Monitoring and evaluation of implementation of strategy by 2013.	iv) Improved coordination of IAE advocacy, networking and collaboration activities.	ADM, RPU
10. Strengthened human resource capacity at all levels.	1) Improve human resource capacity and efficiency in delivery of services.	a) Ten (10) academic staff trained at postgraduate level by 2013,	i) Improved level of effectiveness in performing their duties,	ADM
		b) 160 staff trained in various professional short courses by 2011,	ii) Improved IAE services,	ADM

Objectives	Strategies	Targets	Key performance Indicators (KPIs)	Responsible Department
		c) Develop exchange programme for IAE staff's capacity development by 2011,	iii) Enhanced performance, innovation and expansion of IAE networking and collaboration,	ADM
		d) Establishment of modalities for supporting IAE academic staff participation in professional and academic conferences by 2011,	iv) Clear modalities for participation in professional and academic conferences in place,	ADM
		e) Develop capacity of support staff at all levels by 2012,	v) Number and categories of facilitators and the level of Improved service delivery capacity,	ADM,
		f) Recruit and or train three PhD holders by 2012, and	vi) Number of PhD recruited and or trained, and	ADM
		g) Capacity building for effective facilitation by Part Time Tutors (PTT); recruit and train professional tutors/facilitators on ODL by 2013.	v) Number of part time tutors trained/facilitated.	ADM, DE
	2) Ensure retention of IAE employees.	a) Improve infrastructure, working tools/equipment and environment,	i) IAE management performance status identified,	ADM, DE
		b) Increase opportunities for formal and informal interaction between IAE employees at different levels,	ii) PMS implementation guidelines in use, and	ADM, ACC
		c) Awareness creation on IAE scheme of service by 2009,	iii) Performance of IAE management improved.	ADM, RPU
		d) Systems of operationalisation of IAE scheme of service by 2013, and		ADM, RPU
		e) Monitoring and evaluation system operational by 2013.		
	3) Implement effective Performance Management Systems (PMS).	a) Status on the current management performance in place by 2013,	i) IAE management performance status identified,	ADM
		b) Guidelines for implementation of PMS by 2013,	ii) PMS implementation guidelines in use, and	ADM
		c) PMS in operation by 2013, and	iii) Performance of IAE management improved.	ADM
		d) Monitoring and evaluation system operational by 2013.		ADM, RPU
	4) Improve IAE staff recruitment and deployment procedures.	a) Carry out IAE work force audit 2010,	i) Areas of expertise identified,	ADM
		b) Professional gaps and areas of expertise identified by 2011,	ii) Number and types of professional gaps identified,	ADM
		c) Personnel database established by 2011, and	iii) IAE personnel database established and updated periodically, and	ADM
		d) Recruitment and placement system established by 2013.	iv) Improved criteria for recruitment and placement of personnel.	ADM

Objectives	Strategies	Targets	Key performance Indicators (KPIs)	Responsible Department
11. Mainstreaming of cross cutting issues in IAE policies, plans, programmes, and monitoring and evaluation processes.	1) Build the foundation for mainstreaming of cross cutting issues	a) Sensitisation on the issues that need mainstreaming,	i) Number and types of sensitisation activities conducted by 2013,	ADM, RPU
		b) Analyse and make available the accurate information on the issues for mainstreaming, and	ii) Issues raised that need mainstreaming by 2013, and	RPU
		c) Seek support for the mainstreaming process from different stakeholders.	iii) Availability of accurate information on cross cutting issues by 2013.	RPU, ME
	2) Set up and strengthen the mechanisms for mainstreaming	a) Establish coordination desk within Research, Planning and Evaluation Unit,	i) Different CCI committees established and operational,	ADM, RPU
		b) Cross cutting issues technical working group/committees established by 2010,	ii) Number and types of guidelines,	ADM, RPU, ME
		c) Capacity building on the use of mainstreaming guidelines undertaken by 2013, and	iii) Level of Inclusion of CCIs in all IAE policies, plans, programmes and activities, and	ADM, RPU, ME
		d) Monitor the implementation.	iv) Improved capacity on mainstreaming of CCIs.	ADM, RPU
	3) Apply capacity and implement interventions	a) Integration of cross cutting issues into key policies and programmes of the IAE by 2014,	i) IAE policies, guidelines and programmes addressing the CCIs,	ADM, RPU
		b) Undertaking special training or remedial activities by 2014,	ii) Gradual integration of CCIs into the IAE activities,	ADM, RPU
		c) Review of policies, guidelines, programmes by all in the IAE, and	iii) Institutionalise mainstreaming in the IAE, and	ADM, RPU
		d) Solicit consultancies for mainstreaming of CCIs from other institutions by 2013.	iv) Number and types of consultancies conducted.	ADM, RPU, ME
	12. Enhanced services and reduce the spread of HIV/AIDS among adolescents, youth and adults.	1) Establish a mechanism for identifying HIV/AIDS victims among IAE employees.	a) Establish a mechanism for identifying HIV/AIDS victims among IAE employees.	i) Number of HIV/AIDS victims identified, and
			ii) HIV/AIDS data sheets updated and in place,	ADM, CU, ME
2) Develop HIV/AIDS programme for care and support services and impact mitigation for IAE employees		a) HIV/AIDS victims amongst IAE employees provided with care and support services from other service providers by 2013,	i) Types and kinds of services provided to individual victims from other service providers,	ADM, CU, ME
		b) Social and material needs of HIV/AIDS victims identified by 2010,	ii) Types and kinds of social needs identified amongst victims,	ADM, CU, ME
		c) Care and support, impact mitigation services provided to IAE employees with HIV/AIDS by 2011, and	iii) Level of provision of care and support services, and	ADM, CU, ME
		d) Internal and external resources for care and support services available by 2013.	iv) Types and kinds of resources mobilised.	CU, ADM & RCC

Objectives	Strategies	Targets	Key performance Indicators (KPIs)	Responsible Department
	4) Develop HIV/AIDS awareness creation programme for out of school adolescents, youth and adults.	a) Number and types of areas of concern for HIV/AIDS educational interventions identified by 2013,	i) Areas of educational interventions identified,	ME
		b) Programme for dissemination of identified areas of concern to other stakeholders by 2011,	ii) Findings of identified areas of concern disseminated,	ME
		c) Number and types of HIV/AIDS educational intervention programmes developed and implemented by 2012,	iii) Programmes for educational intervention developed and implemented,	ME
		d) HIV/AIDS materials for sensitization accessed from other sources, developed, produced and distributed by 2012,	iv) Levels of accessibility of HIV/AIDS educational materials,	ME
		e) IAE HIV/AIDS strategy developed and in operation by 2013, and	v) IAE HIV/AIDS strategy in place and in use, and	ME
		f) System for monitoring and evaluation in place by 2010.	vi) Monitoring and evaluation system in place.	ME & RPU
13. Promoted social welfare activities to boost morale, relationships and standard of life of workers, staff and students.	1) Establish corporate social responsibility Policy.	a) To have a corporate social responsibility policy by 2010.	i) Corporate social responsibility policy in place and use.	ADM
		2) Prepare cultural, game and sports programmes.	i) Competition, family day, sports day and bonanza schedule in place and operational.	ADM
	a) Prepare competition and bonanza schedule by 2009,			
	b) Prepare schedule family day, e.g. national park tour, game reserves, beach etc. by 2009, and			
	c) Organizing sports day by 2009.			
	3) Establish institutional linkages and collaboration with other institutions dealing with sports, games and other social activities.	a) To participate in organized national/inter-institutional competition by 2011, and	i) Number and types of organized national / inter institutional competition events, and	ADM
b) To establish and/or participate in social clubs by 2009.		ii) IAE social club established.	ADM	

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