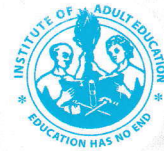


MINISTRY OF EDUCATION, SCIENCE AND
TECHNOLOGY

INSTITUTE OF ADULT EDUCATION



**SECONDARY EDUCATION QUALITY IMPROVEMENT
PROJECT (SEQUIP)**

ALTERNATIVE EDUCATION PATHWAY (AEP)

**Costed Plan for Expansion of Alternative
Education Pathway - 2020/2021-2025/2026**

AUGUST, 2022

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

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August, 2022

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ACRONYMS AND ABBREVIATIONS

| | |
|----------------|--|
| AEP | Alternative Education Pathway |
| BEST | Basic Education Statistics in Tanzania |
| FDC | Focal Development College |
| IAE | Institute of Adult Education |
| MoEST | Ministry of Education, Science and Technology |
| PO-RALG | President's Office Regional Administration and Local Government |
| SEQIP | Secondary Education Quality Improvement Project |
| SIS | School Information System |
| VTC | Vocational Training Centres |

FOREWORD

The Alternative Secondary Education Pathway (ASEP) programme is supervised by Ministry of Education, Science and Technology (MoEST) through the Institute of Adult Education (IAE) in collaboration with President's Office Regional and Local Government (PO-RALG). The role of IAE is to set standards for running ASEP programme as the Government organ mandated to implement non-formal education. PO-RALG provides learning infrastructure and human resources who facilitate Government-based Alternative Secondary Education Learning Centres.

The preparation of this Costed Expansion Plan is geared towards increasing on demand for secondary education. Since the introduction of the Education Sector Development Programme, most people have awakened and recognized the importance of education to their own lives. This led to the need of developing the costed plan for expansion of alternative education pathway 2020/2021-2025/2026.



Dr. Lyabwene M. Mtahabwa

Commissioner for Education

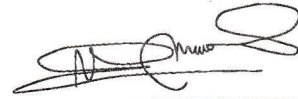
Ministry of Education, Science and Technology

ACKNOWLEDGEMENTS

The preparation of this Alternative Education Pathway (AEP) Costed Expansion Plan has been accomplished through the efforts of different experts in their different capacities within the Institute of Adult Education (IAE). The IAE Management profoundly acknowledges all of them for their invaluable devotion, commitment, time and energy. It is indeed impossible to mention all of them individually, but we extend profound acknowledgements to them for their contributions in the preparation of this document.

Furthermore, the IAE management extends sincere appreciations to the Ministry of Education, Science and Technology (MoEST) for its financial support through Secondary Education Quality Improvement Project (SEQUIP) project with the purpose of enabling smooth accomplishment of AEP costed expansion planned activities at IAE.

Finally, cordial gratitude is extended to all individuals who contributed in different aspects to the preparation of this document. Thank you all.



Dr. Michael W. Ng'umbi
Director
Institute of Adult Education

1.0 INTRODUCTION

1.1 Rationale

The Government of the United Republic of Tanzania through the Ministry of Education, Science and Technology (MoEST) and the President's Office - Regional Administration and Local Government (PO-RALG) is implementing the Secondary Education Quality Improvement Project (SEQUIP) -a five-year project (2020/2021-2025/2026) supported by credit from the World Bank. Within this project, IAE is implementing the component of secondary education provision to drop-out girls through Alternative Education Pathway (AEP). AEP aims at increasing access to secondary education, provision of responsive girls' learning environments, and improvement of retention and completion capacity of quality secondary education for girls and boys.

The SEQUIP-AEP Project aims at promoting girls' and boys' secondary education through:

- a) supporting girls who become pregnant to access recognized, quality AEPs to obtain lower secondary certification and continue with upper secondary education or post-secondary education;
- b) creating a gender sensitive, learner-friendly AEP centres environment through investing in supportive structures in the AEP centres and community including trained AEP guidance counsellors and stronger links with the community;
- c) expanding effective AEP to enable girls who drop out of lower secondary school, due to various reasons (including early pregnancy) finish the lower secondary education cycle and enter upper secondary school; and

- d) increasing the number of AEP centres through the construction of new learning centres that meet minimum AEP infrastructure standards.

To successfully achieve those objectives, there is a need to establish a plan for their achievement. The plan can provide the roadmap in implementing the desired activities. This Costed Plan for the Expansion of the AEP programme will therefore inform the Government and other education stakeholders on different areas of improvements and the financial and human resources required. It briefly presents highlights on expansion of infrastructure, enrolment plan, recruitment and deployment of instructors, materials production and distribution, community mobilization and sensitization and management and leadership training.

1.2 Methodology

The development of this Costed Plan involved the following steps:

- a) Extraction of secondary education drop-out girls from 2018 Basic Education Statistics (BEST);
- b) Organization of areas of expansion; and
- c) Development of the unit costs for each AEP learning centre building by considering its standard drawings, schedule of materials and labour for both minimum and standard packages.

1.3 Assumptions

The development of this costed plan was based on the following assumptions:

- a) Land for construction of new AEP learning centre buildings is owned by IAE;
- b) FDCs and VTCs will be used as AEP learning centres; and

- c) More AEP learning centres will be established in existing government buildings.

1.4 Exceptional Cases

In the development of this Costed Plan, some exceptions have been identified, and are as follows:

- a) Teaching and learning facilities for special needs in AEP learning centres were not covered in this plan but will be integrated in the next years of the project consolidated budgets following assessments; and
- b) Furniture for classrooms and teachers' offices for AEP learning centres which will be established in existing education institutions' buildings were not covered in this plan.

2.0 INFRASTRUCTURE PROJECTION AND COSTS

2.1 Current IAE Registered Open Schools

Currently, IAE owns 151 open schools distributed in different regions of Tanzania Mainland. The schools are shown in Table 2.1 and they are the AEP learning centres. Since IAE is expected to enrol a total of 12,000 drop-out girls through SEQUIP for the period of five years 2020/2021-2025/2026, the number of available open schools is insufficient. IAE plans to increase AEP learning centres and make rehabilitation of some of its existing ones.

Table 2.1: Number of IAE Registered Open Schools by Region

| S/N | Region | IAE |
|-----|---------------|-----|
| | Arusha | 1 |
| 2 | Dar es Salaam | 25 |
| | Dodoma | 5 |
| 4 | Geita | 23 |
| | Iringa | 2 |
| 6 | Kagera | 17 |
| | Katanga | 1 |
| 8 | Kigoma | 4 |
| | Kilimanjaro | 1 |
| 10 | Lindi | 2 |
| | Mt. Meru | 1 |
| 12 | Mara | 1 |
| | Morogoro | 3 |
| 14 | Morogoro | 1 |
| | Mtwara | 1 |
| 16 | Mwanza | 48 |
| | Njombe | 2 |
| 18 | Pwani | 3 |
| | Shinyanga | 1 |
| 20 | Ruvuma | 1 |
| | Tanga | 2 |
| 22 | Simiyu | 0 |
| | Singida | 1 |
| 24 | Tabora | 1 |
| | Uruwuu | 2 |
| 26 | Songwe | 2 |
| | | 151 |

Source: IAE registered Open Schools Report (2019)

2.2 AEP Infrastructure Projection

To provide sufficient AEP services, there is a need to substantially improve coverage and quality of AEP learning centres in all 26 regions.

The following will be done:

- Strengthen the existing AEP - 151 public IAE open schools;
- Expand AEP into new districts where early pregnancy incidence is high: 260 new centres to be established; and
- Construct new 12 model AEP learning centres which will include 2 classrooms, 1 library, 1 laboratory, 4 offices and toilets.

During the implementation of SEQUIP - AEP Project, IAE plans to increase access to Alternative Secondary Education by increasing AEP learning centres from 151 in 2020 to 411 in 2025. This will be done by establishing 248 AEP learning centres in existing government and Community or Faith Based Organizations' infrastructures and to build new 12 model AEP learning centres. The 12 model AEP learning centres are expected to meet the standard package in the following regions; Rukwa, Iringa, Pwani, Manyara, Lindi, Kigoma, Tanga, Kagera, Arusha, Shinyanga, Dodoma and Singida. The selection of these regions were made to enable initiation of safeguards processes.

However, through this Costed Expansion Plan the new AEP learning centres that meet the minimum package are considered in order to allow flexibility of building them whenever there is a need to do so. Table 2.4 shows the minimum and standard packages of facilities for AEP learning centres building.

Table 2.2: Minimum and Standards Package of Facilities for AEP Learning Centres Building

| Type of facilities/ facilities | Minimum Package with 1 stream (30 learners) | Standard Package |
|--------------------------------|---|---|
| Classrooms | 1 block of 2 classrooms | 2 blocks of 2 classrooms with offices |
| Teachers offices | 2 teachers offices | 4 teachers offices |
| Science laboratories | 1 multipurpose laboratory | 3 Laboratories 4 |
| Toilets | Pits: according to norm, boys 25:1, girls 20: 1 2 pits for learners with special needs, 2 pits for teachers (all in separate location) | Pits: according to norm, boys 25:1, girls 20: 1 2 pits for learners with special needs, 2 pits for teachers (all in separate location) |
| Library | 1 Min library with a capacity of 20 learners | 1 Min library with a capacity of 20 learners |
| Multipurpose hall | None | 1 Multipurpose hall with minimum capacity of 80 people |

The numbers and geographical distribution of AEP learning centres for each region will be calculated based on previous work that was done on secondary school drop-outs and the drop out distribution map of out of school children shown as Figure 2.1.

Table 2.3: AEP Learning Centres and Projected New AEP Learning Centres by Region

| No. | Region | Current number of AEP Learning centres | New AEP Learning Centres to be established by | | | Total number of AEP Learning centres by 2025 |
|-------------|-------------|--|---|-----------------------------------|------------------------------------|--|
| | | | Units available Government Infrastructures | Building New AEP Learning Centres | Units available NGO Infrastructure | |
| 1 | ARUSHA | 1 | 9 | 1 | 0 | 11 |
| 2 | DSM | 25 | 4 | 0 | 1 | 30 |
| 3 | DODOMA | 5 | 9 | 1 | 0 | 15 |
| 4 | GEITA | 23 | 1 | 0 | 1 | 25 |
| 5 | IRINGA | 2 | 9 | 1 | 0 | 12 |
| 6 | KAGERA | 17 | 4 | 1 | 0 | 22 |
| 7 | KATAVI | 1 | 10 | 0 | 0 | 11 |
| 8 | KIGOMA | 4 | 9 | 1 | 0 | 14 |
| 9 | KILIMANJARO | 1 | 9 | 0 | 1 | 11 |
| 10 | LINDI | 2 | 9 | 1 | 0 | 12 |
| 11 | MANYARA | 1 | 9 | 1 | 0 | 11 |
| 12 | MARA | 1 | 10 | 0 | 0 | 11 |
| 13 | MBEYA | 3 | 10 | 0 | 0 | 13 |
| 14 | MOROGORO | 1 | 9 | 0 | 1 | 11 |
| 15 | MTWARA | 1 | 10 | 0 | 0 | 11 |
| 16 | MWANZA | 48 | 5 | 0 | 0 | 53 |
| 17 | NJOMBE | 2 | 10 | 0 | 0 | 12 |
| 18 | PWANI | 3 | 14 | 1 | 0 | 18 |
| 19 | RUKWA | 1 | 9 | 1 | 0 | 11 |
| 20 | RUVUMA | 1 | 10 | 0 | 0 | 11 |
| 21 | SHINYANGA | 2 | 15 | 1 | 1 | 19 |
| 22 | SIMIYU | 0 | 16 | 0 | 0 | 16 |
| 23 | SINGIDA | 1 | 9 | 1 | 0 | 11 |
| 24 | TABORA | 1 | 10 | 0 | 0 | 11 |
| 25 | TANGA | 2 | 14 | 1 | 0 | 17 |
| 26 | SONGWE | 2 | 9 | 0 | 1 | 12 |
| GRAND TOTAL | | 151 | 242 | 12 | 6 | 411 |

2.3 Cost for AEP Learning Centre Buildings

Table 2.4 outlines summary of estimated unit cost for construction of new AEP learning centre buildings. The unit costs include labour cost of 25% and cost of furniture for each required infrastructure. The unit cost projections assume a 3.5% annual inflation during the costed plan period. The standard drawings and schedule of materials for each AEP learning centre facility has also been developed to guide the unit costs projection. For details on AEP learning centre drawing see **Annex**.

The cost for minimum and standard package of AEP learning centre buildings as per the guidelines for establishment and registration of open schools is Tsh. 122 million in construct a minimum package of AEP learning centre buildings; and Tsh. 315 million in constructing a standard package of AEP learning centre buildings.

Table 2.4: Summary of Estimated Cost for the Standard Package Bill-Construction of AEP Learning Centre Buildings

GENERAL SUMMARY

| Item | Description | Unit | Qty | Rate | Amount (TZS) |
|------|---|------|-----|------|-----------------------|
| | NO. 1-OFFICE BUILDING | | | | 173,658,028.31 |
| | NO. 2- TWO CLASSROOMS (2NR) | | | | 90,523,803.86 |
| | NO. 3- KID ROOM | | | | 23,066,977.48 |
| | NO.4-TOILET | | | | 28,073,037.32 |
| | FIXED TENDER SUM (VAT INCLUSIVE) CARRIED TO FORM OF TENDER | | | | 315,321,846.97 |

3.0 TRAINING PLAN FOR AEP MANAGEMENT AND LEADERSHIP

The Implementation of SEQUIP AEP involves various organs and officials responsible for education services. The officials include government officials at ministerial and local government offices, IAE Regional Resident Tutors, centre managers, centre coordinators, centre subject facilitators and councillors. All these actors need to undergo different kinds of training to have their capacity built for implementation of ASEP.

The kinds of training that will be received are through workshops, seminars and short courses. The expected training types are as shown in Table 3.1.

Table 3.1: Types of Training in AEP

| Actors | Training type | Capacity to be developed |
|---|---------------------------------------|---|
| 26 Regional Resident Tutors (RRTs), 26 Assistant RRTs & 26 Regional Centres Accountants; and 12 AEP Implementation team from IAE HQ | Seminars and workshops | Capacity to plan, design, monitor and evaluate AEP programme |
| 75 Life skills Facilitators and 75 Counsellors | Seminars and workshops | Capacity to plan, design, monitor and evaluate AEP activities |
| 70 AEP centre Managers/ Supervisors, 131 centre Coordinators and 40 Adult Education Officers | Seminars, workshops and short courses | Capacity to plan, design, monitor and supervise AEP activities at the centre |
| 400 AEP Learning centre Subject facilitators | Seminars, workshops and short courses | Capacity to carry out learning facilitation and advisory services at the centre |

Every recruited instructor will be required to attend training before assuming his/her facilitation responsibilities. Frequencies of the trainings will increase depending on the need.

The estimates of costs training activities will be as shown in Table 3.2.

Table 3.2: Estimated Cost for Training

| No. | Year two | | Year Three | | Year Four | | |
|-----|---|------------------------|--------------------------|--|--------------------------------|--------------------------|--------------------|
| | Category | Type of Training | Amount for Year 2 (TShs) | Category | Type of Training | Amount for Year 4 (TShs) | |
| 1 | 26 Regional Resident Tutors (RRTs), 26 Assistant RRTs & 26 Regional Centres Accountants; and 12 AEP Implementation team from JAEHQ. | Seminars and workshops | 150,000,000 | 26 Regional Resident Tutors (RRTs), 26 Regional Centres Accountants | Seminars and Refresher courses | 140,000,000 | |
| 2 | 75 Life skills Facilitators and 75 Counsellors | workshops | 240,000,000 | 75 Life skills Facilitators and 75 Counsellors | Seminars and Refresher courses | 200,000,000 | |
| 3 | 70 AEP centre Managers/ Supervisors, 131 centre Coordinators and 40 Adult Education Officers | workshops | 250,000,000 | 70 AEP centre Managers/ Supervisors, 131 centre Coordinators and 40 Adult Education Officers | Seminars and Refresher courses | 250,000,000 | |
| 4 | 400 AEP Learning centre Subject facilitators | workshops | 300,000,000 | 400 AEP Learning centre Subject facilitators | Seminars and Refresher courses | 300,000,000 | |
| | Total | | 940,000,000 | | | 890,000,000 | |
| | | | | | | | 200,000,000 |
| | | | | | | | 250,000,000 |
| | | | | | | | 780,000,000 |

4.0 COMMUNITY MOBILIZATION AND SENSITIZATION PLAN

Learners are members of the wider community. Their identification and successful learning depend on participation and support from the entire community. Community members will also take part during identification of learning centres. They are expected to play part in construction and establishment of learning centres too. Forming the neighbourhood of the learning centres, the local communities will form important part of the learning environment in AEP. Thus, community mobilization and sensitization on the matters is therefore of vital importance.

Community mobilization and sensitization will be used to promote community's participation in AEP activities and programme ownership. The level of engagement of individuals will vary depending on their interest and capabilities. They are expected to listen to some messages on the radio, television and social media. Others will participate in meetings and events regarding AEP. Still others will actively participate in designing, organizing and implementing AEP activities.

SEQUIP – AEP will utilize different strategies of reaching the community to create its awareness and win its support and participation in different processes and activities of establishing centres, identifying learners and running of learning centres. Community meetings (especially with community leaders such as traditional, religious and local political leaders) will be employed to create awareness and draw readiness of the community members to participate in AEP activities. Mass media channels such as community radios, television programmes and newspapers will also be used to raise awareness of the community members at large. Social media, posters and leaflets will also be used.

Local community leaders such as village/mtaa and religious leaders are expected to be very helpful in community mobilization and sensitization. They will also be consulted as important people who create the bridge between AEP managers/leaders and the local communities.

Community mobilization and sensitization will be a continuous process. Engagement of community will need to happen since the early stages of the project through the implementation to evaluation of the project. It will also be carried out even after elapse of the project.

The estimates of costs for community mobilization and sensitization activities will be as shown in Table 4.1.

Table 4.1: Estimated Cost for Community Mobilization and Sensitization

| Item No. | Type | Amount for Year 2 (TShs) | Amount for Year 3 (TShs) | Amount for Year 4 (TShs) |
|----------|--|--------------------------|--------------------------|--------------------------|
| | Radios and television announcements and programmes | 30,000,000 | 20,000,000 | 15,000,000 |
| | Social media | 3,000,000 | 3,000,000 | 3,000,000 |
| | Posters | 20,000,000 | 15,000,000 | 10,000,000 |
| | Leaflets/ brochures | 40,000,000 | 35,000,000 | 30,000,000 |
| | Advocacy meeting at regional levels | 120,000,000 | 100,000,000 | 95,000,000 |
| | Total | 213,000,000 | 173,000,000 | 153,000,000 |

5.0 ENROLMENT PLAN

5.1 AEP Learner's Enrolment Projection

Through SEQUIP, IAE is expected to enrol a total of 12,000 drop-out girls for the period of five years 2020/2021-2025/2026. The AEP learner's enrolment projections are based on the target given in the SEQUIP Project Operational Manual (POM). Furthermore, the recent data of drop out from Basic Education Statistics in Tanzania (BEST), 2018 were used in AEP learner's enrolment projection. Table 5.1 shows drop out girl's population estimates 2018-2024.

Table 5.1: Drop out Girls Population Estimates 2018-2024

| Reference Age | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |
|------------------------------|------------|------------|------------|------------|------------|------------|------------|
| Age (13-15) Form I & II | 600 | 640 | 643 | 650 | 645 | 560 | 490 |
| Age (16-18) Form III & IV | 89 | 80 | 79 | 80 | 78 | 90 | 60 |
| Total | 689 | 720 | 722 | 730 | 723 | 650 | 550 |

The projection of enrolment in the five years is based on the targets provided in the SEQUIP Project Operational Manual (POM). The targets are:

- By 2025, 15% of female secondary school drop-outs will complete AEP Form 4
- By 2025, 26% of female AEP Stage 2 completers re-enter the formal education system.

The enrolment projections are shown in Table 5.2.

Table 5.2: AEP Learners Enrolment Projection 2022-2025

| Form | 2022 | 2023 | 2024 | 2025 |
|------------------------------------|-------------|-------------|-------------|-------------|
| Stage 1 (Form I & II) | 2,800 | 2,800 | 2,900 | 2,950 |
| Stage 2 (Form III & IV) | 533 | 200 | 100 | 50 |
| Total | 3,333 | 3,000 | 3,000 | 3,000 |

Given that many more students are enrolling in lower secondary schools, it is likely that over the next few years drop-out numbers will increase (even if drop-out rates decline). The increasing number of dropout will increase the number of drop-outs who will need to be absorbed by the AEP centers.

In addition to enrolment of the 12,000 girls for the period of four years, AEP will also enroll drop out boys from the formal system of secondary education.

5.2 Supporting Vulnerable Girls

The project includes interventions to lower the costs of vulnerable female learners to attend Alternative Secondary Education Pathway (ASEP) classes. During SEQUIP-AEP Project implementation, vulnerable girls who will be enrolled at AEP learning centres will be supported by paying their tuition fees, mock and national examinations annually. This support will enable the girls to complete lower secondary education successfully.

Table 5.3: Estimated Cost for Supporting Girls

| Item No. | Type | Amount for Year 1 (TShs) | Amount for Year 2 (TShs) | Amount for Year 3 (TShs) | Amount for Year 4 (TShs) | Amount for Year 5 (TShs) | Amount for Year 6 (TShs) |
|----------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | AEP Learning Centre facilitation allowance | 990,000,000 | 990,000,000 | 1,980,000,000 | 1,980,000,000 | 1,980,000,000 | 990,000,000 |
| 2. | Mock examinations | 120,000,000 | 120,000,000 | 240,000,000 | 240,000,000 | 240,000,000 | 120,000,000 |
| 3. | National examinations | 400,000,000 | 400,000,000 | 400,000,000 | 400,000,000 | 400,000,000 | |
| 4. | Internal Assessment | 100,000,000 | 100,000,000 | 180,000,000 | 180,000,000 | 180,000,000 | 100,000,000 |
| 5. | Stationery and laboratory apparatus and chemicals for science subjects | 262,000,000 | 262,000,000 | 300,000,000 | 300,000,000 | 300,000,000 | 262,000,000 |
| | Total | 1,872,000,000 | 1,872,000,000 | 3,100,000,000 | 3,100,000,000 | 3,100,000,000 | 1,472,000,000 |

The identification of vulnerable girls to be enrolled in AEP will be done by consulting the School Information System (SIS), district, councils, wards and village officials and the entire community members who will assist in identifying them.

6.0 FACILITATORS MANAGEMENT AND DEPLOYMENT PLAN

Having of well prepared and motivated facilitators in AEP is extremely important. The fact that AEP has secondary education subjects and the new subjects introduced such as life skills make the aspect even more crucial.

Currently, facilitators in open schools are recruited, trained and supported based on the qualities stipulated in the Guidelines for Establishment and Management of Open and Distance Learning Centres of the 2004. SEQUIP – AEP project will be aligned with the recruitment and remuneration systems existing in the open schools. The project will ensure availability of qualified facilitators and councillors for advisory services. As a strategy of increasing number of facilitators, secondary school teachers and unemployed secondary education professionals with skills and commitment will be considered. Numbers of facilitators will be determined by number and variety of centres, subjects taught and learners. Remuneration then should not only merely depend on their qualifications but also on how they will perform their work.

Basic assumptions underpinning the costs to manage and deploy facilitators are as follow;

- ◆ Maximum number of facilitators in centre will be 10 (based on number of subjects taught), each one will facilitate an average of 2 sessions per week for science subjects and three 3 sessions for non-science subjects and 1 session per week for life skills

- ◆ Maximum number of learners in a class is 40
- ◆ Number of sessions in AEP Learning centre is 25 per week
- ◆ Facilitator will be paid Tsh. 6,000 per session
- ◆ Minimum annual estimates to cover facilitator cost in a AEP Learning centre will be; 25 sessions x Tsh. 6,000 x 11 months = Tsh. 1,650,000/= per centre per year
- ◆ Each centre coordinator will be paid Tsh. 100,000/= per month; for 11 months the amount is Tsh. 1,100,000/=
- ◆ The programme will begin with 131 AEP centres followed by 200; 280; 350 and 411 centres in the second to fourth years of its implementation, respectively.

Table 6.1: Estimated Cost for Facilitators and Coordinators Allowance

| Item No. | Category | Amount for | Amount for Year 2 (TShs) | Amount for Year 3 (TShs) | Amount for Year 4 (TShs) | Amount for Year 5 (TShs) | TOTAL |
|----------|--|----------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------|
| 1 | C e n t r e supervisors and coordinators | 288,200,000 | 440,000,000 | 616,000,000 | 770,000,000 | 904,200,000 | 3,018,400,000 |
| 2 | S u b j e c t facilitators | 864,600,000 | 1,320,000,000 | 1,848,000,000 | 2,310,000,000 | 2,712,600,000 | 9,055,200,000 |
| | Total | 1,152,800,000 | 1,760,000,000 | 2,464,000,000 | 3,080,000,000 | 3,616,800,000 | 12,073,600,000 |

7.0 MATERIALS PRODUCTION AND DISTRIBUTION PLAN

Although AEP offers secondary education, the nature of learning and time duration necessitate it to use flexible learning materials. Self-learning materials will be the main teaching and learning resources for this program.

Production and distribution of learning materials will be done by IAE depending on demand. The materials will be supplied from IAE headquarters to AEP learning centers through IAE regional offices. During the distribution, IAE headquarters and regional offices will serve as storage points.

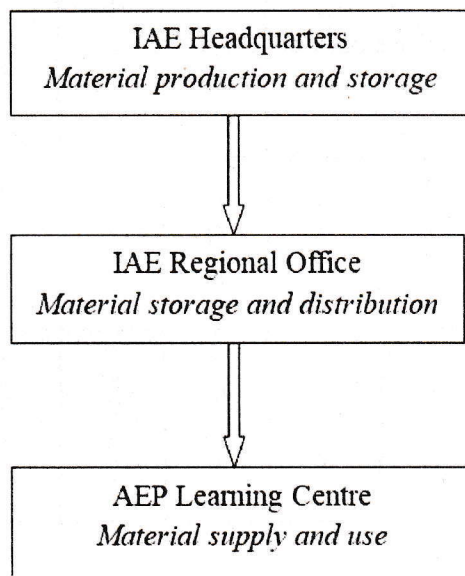


Fig. 7.1: Material Distribution Flow

The cost for materials production and distribution will be borne by SEQUIP - AEP throughout the 5-year implementation period of the project under World Bank support. The materials will be supplied freely to registered learners.

Basic assumptions in material production and distribution are:

- ◆ 3,000 learners will be enrolled annually
- ◆ The ratio of books will be 1:1 in each subject
- ◆ There will be 9 subjects
- ◆ Each subject will have 1 facilitator's guide for each centre
- ◆ Production of one book costs 8,000/=

Table 3.2: Estimated Cost for Material Production and Distribution

| Item No. | Category | Amount for Year 1 (TShs) | Amount for Year 2 (TShs) | Amount for Year 3 (TShs) | Amount for Year 4 (TShs) | Total |
|----------|--------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------|
| 1. | Stage I modules production | 450,000,000 | 450,000,000 | 4,500,000,000 | 4,500,000,000 | 9,900,000,000 |
| 2. | Stage II modules production | 450,000,000 | 450,000,000 | 450,000,000 | 4,500,000,000 | 5,850,000,000 |
| 3. | Production of guidelines and Syllabi | 700,000,000 | 30,000,000 | 30,000,000 | 30,000,000 | 790,000,000 |
| 4. | Distribution | 7,500,000 | 12,500,000 | 3,000,000 | 3,000,000 | 26,000,000 |
| | Total | 1,607,500,000 | 942,500,000 | 4,983,000,000 | 9,033,000,000 | 16,566,000,000 |

8.0 CONCLUSION

Financing of AEP is usually met by IAE according to its rolling strategic plans. Apart from support which is provided by development partners, IAE annually ring-fences the development budget for the expansion of AEP learning centres. This expansion costed plan, however, will be greatly supported by the Government through SEQUIP project.

The estimated costs for construction of AEP learning centre were based on site layout plan in (*Annex I*). Where possible it is encouraged that force account procurement procedures be used during the implementation of the plan. This method will allow procurement of locally available materials which may reduce the construction costs. However, cost of safeguards assessment will be covered by IAE internal source of funds after seeking advice from SEQUIP safeguards team.

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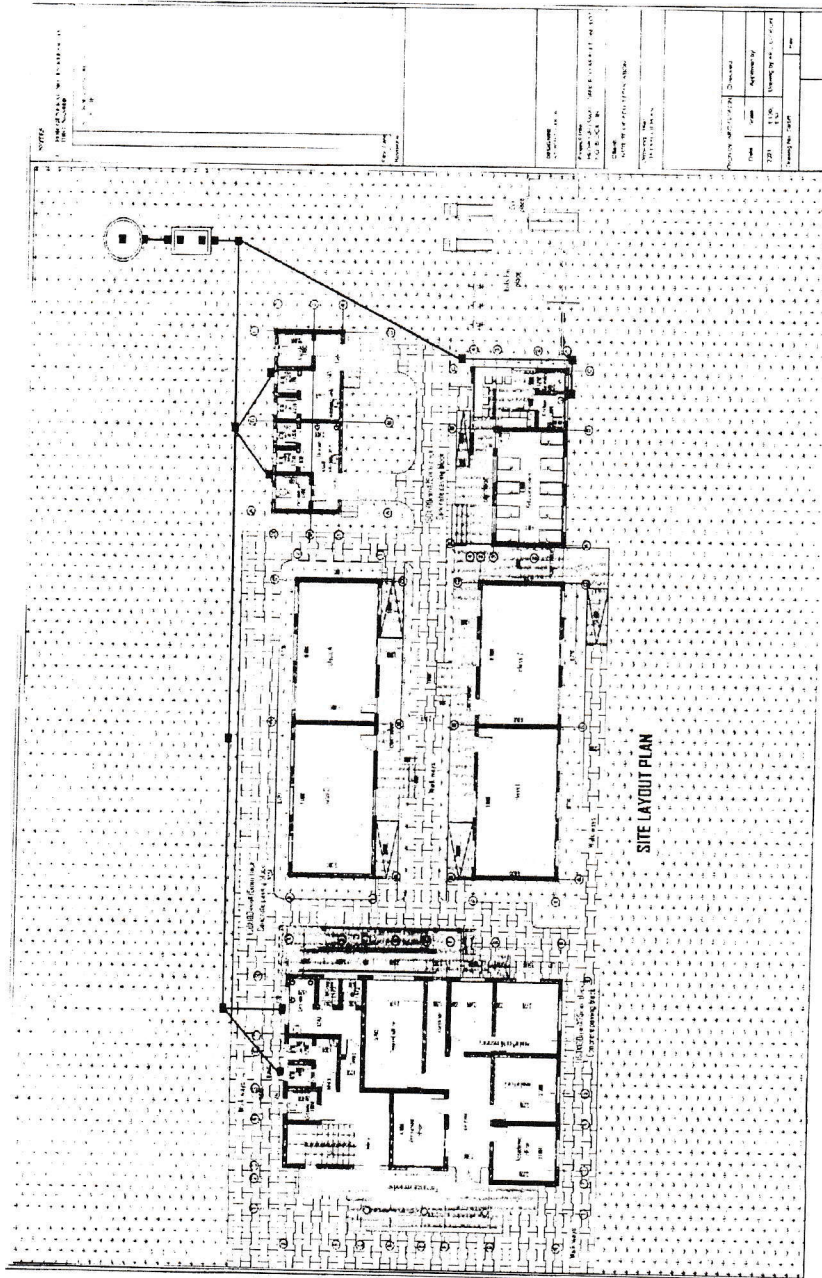
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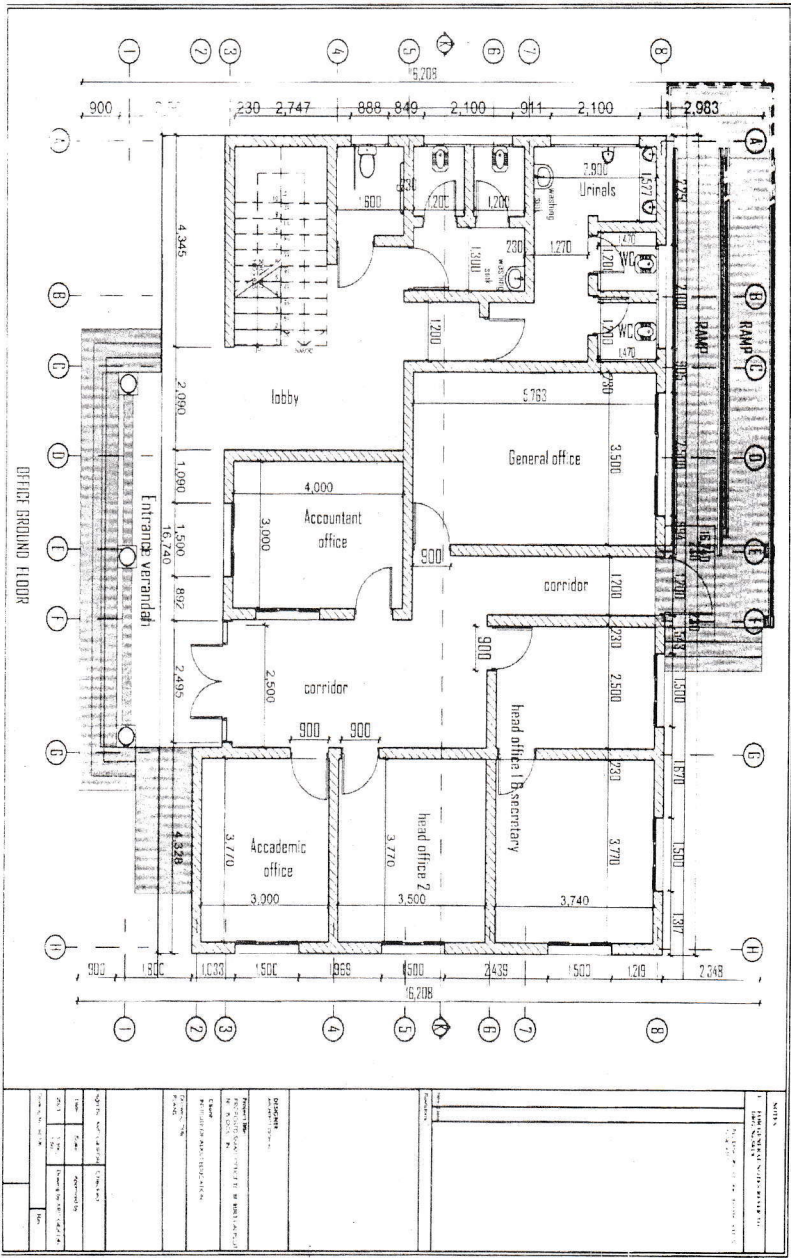
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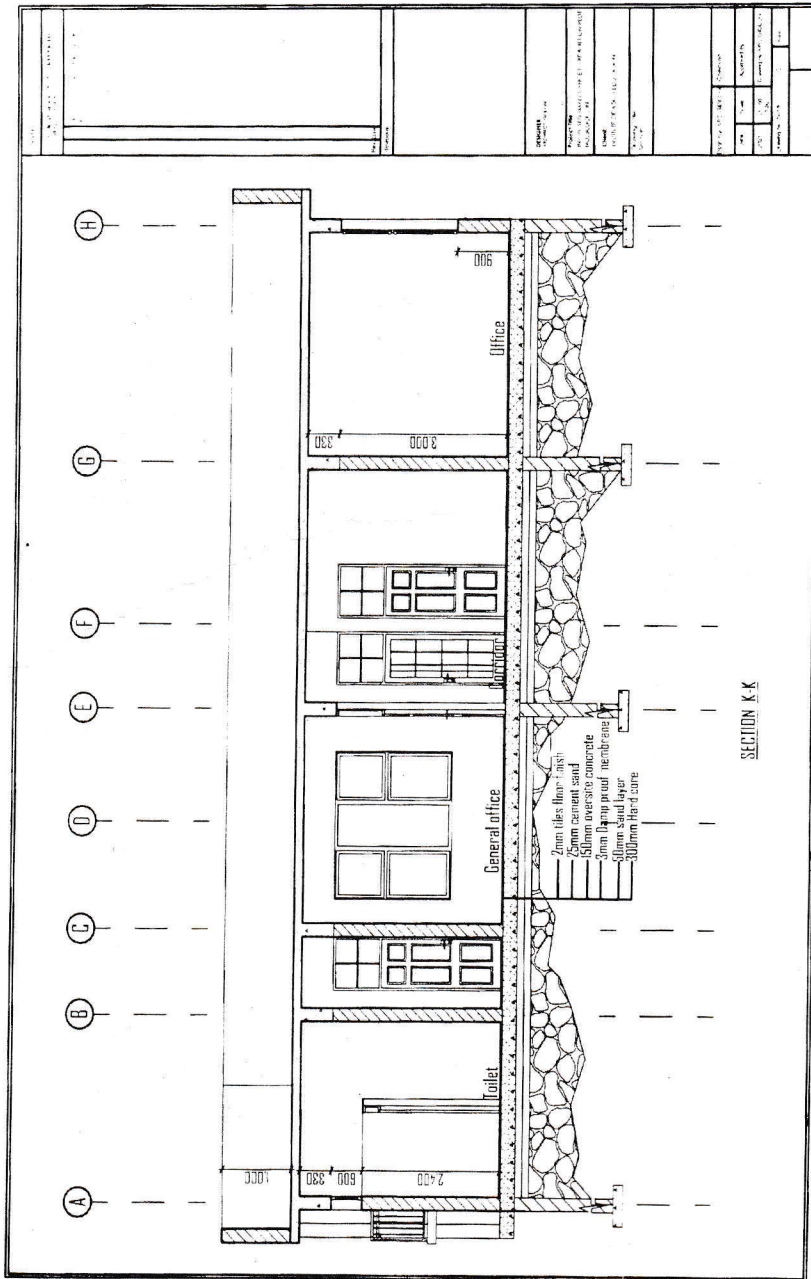
AEP LEARNING CENTRE SITE LAYOUT PLAN

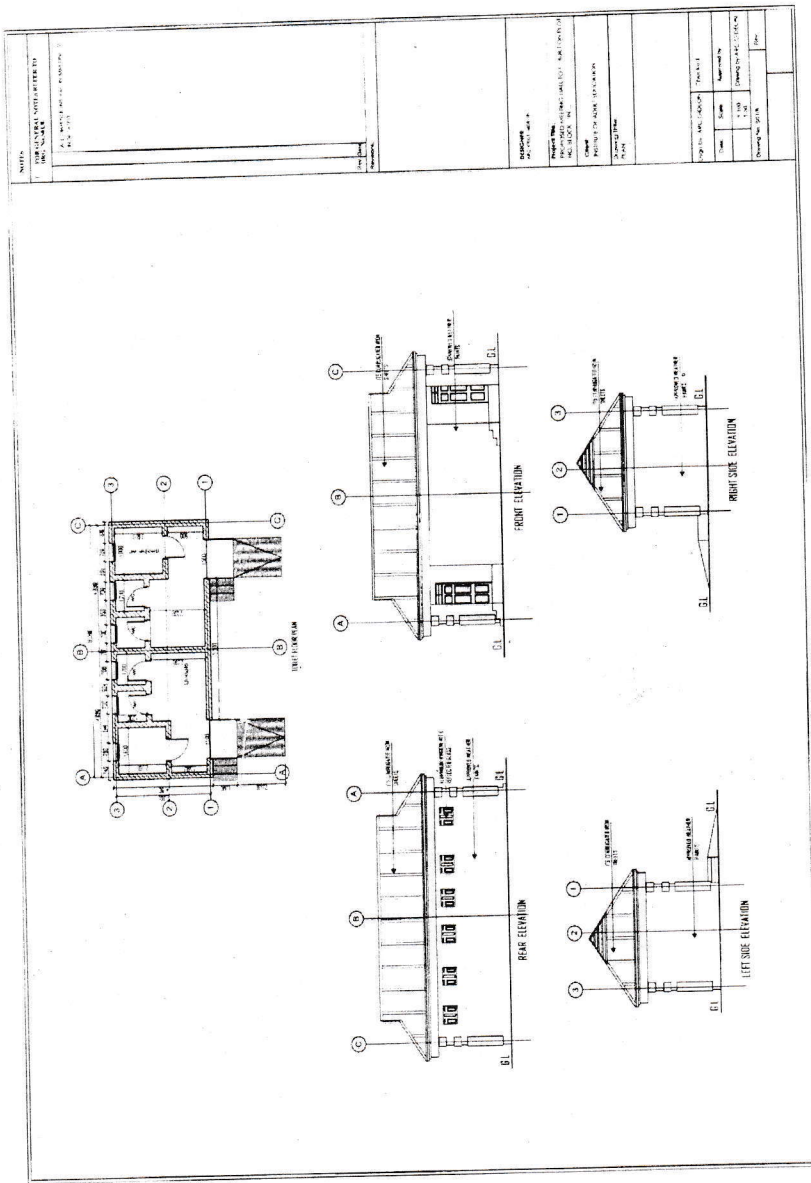


SITE LAYOUT PLAN

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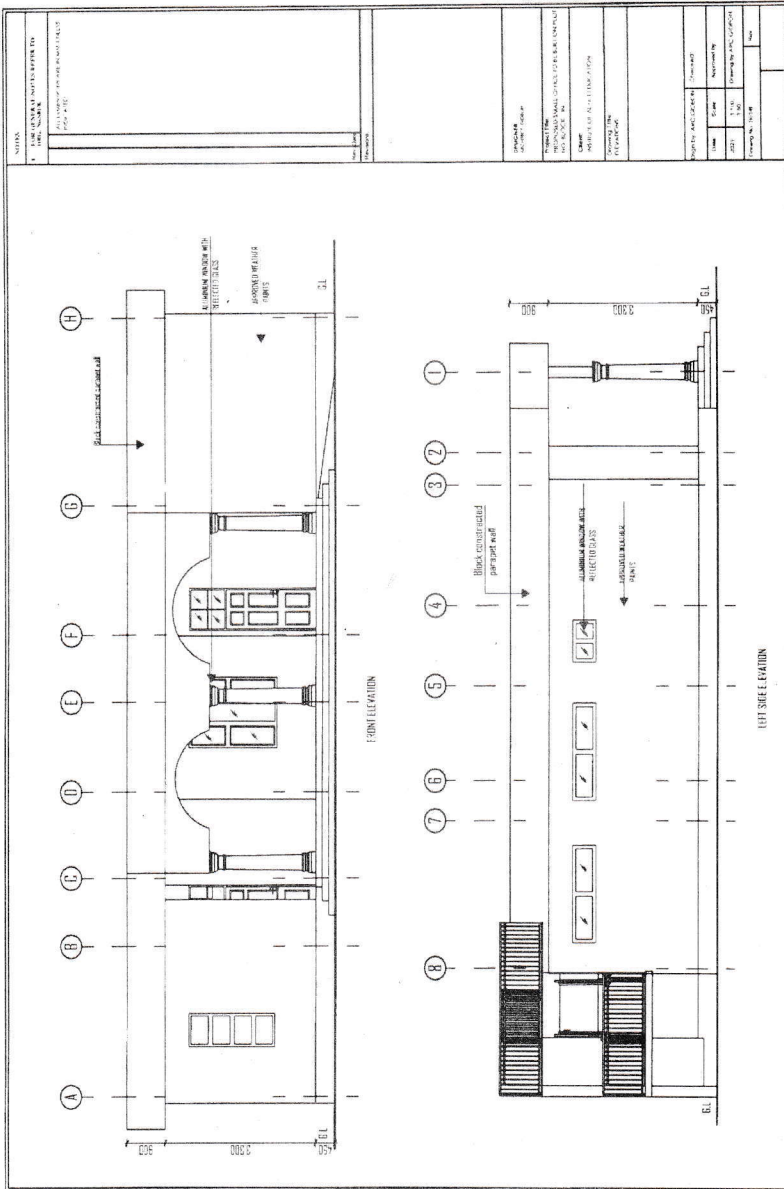
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