



# STRATEGIC PLAN 2022 - 2027

*LIFE LONG LEARNING FOR SUSTAINABLE  
DEVELOPMENT*

# STRATEGIC PLAN 2022 – 2027

*Lifelong Learning for Sustainable Development*

March 2022

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## LIST OF ACRONYMS AND ABBREVIATIONS

ALE	Adult Learning and Education
CAMFED	Campaign for Female Education
DP	Development Partners
DVV	German Adult Education Association
ECD	Early Childhood Development
EHM	Elimu Haina Mwisho
FDC	Folk Development College
FHS	Folk High Schools
FSO	Folk High schools Service Organization
IAE	Institute of Adult Education
ICAE	International Council of Adult Education
KSA	Karibu Sweden Association
KTO	Karibu Tanzania Organization
LIU	Linköping University
M&E	Monitoring and Evaluation
MoCAS	Ministry of Information Culture Arts and Sports
MoEST	Ministry of Education Science and Technology
MoCDGWSG	Ministry of Community Development, Gender, Women and Special Groups
ODL	Open and Distance Learning
Po-RALG	President's Office Regional Administration and Local Government
SRHR	Sexual Reproductive Health & Rights
TENMET	Tanzania Education Network/Mtandao wa Elimu Tanzania
TFF	Tanzania Football Federation
ToC	Theory of Change
TVET	Technical and Vocational Education and Training

## FOREWORD

I am pleased to present the 3rd Strategic Plan of KTO from 2022 through 2027. This Strategic Plan is the culmination of an all-inclusive consultative process that involved our FDC personnel, Ministry representatives, staff, board members, and other stakeholders. The Plan honors the past, the challenges, and creates the future for KTO.

Stakeholder's involvement in its development has helped refine and shape KTO's role in providing a clear vision, purpose and brand promise that will be the basis of developing a road map to achieve its key focus areas and strategic goals. The Plan articulates a comprehensive roadmap for the next five years, and outlines the strategies for KTO to achieve the strategic objectives.

This Strategic Plan has been developed to serve as the implementation plan for the next five years 2022-2027. It sets the pathways to support effort in improving quality of education, and at the same time supporting economic empowerment of young adults, especially women.

The success of our initiatives is based on priorities identified through our all-inclusive stakeholders' engagement and support at different stages of our programs' development and implementation. There is a saying; "If you want to go fast, go alone, but, if you want to go far, go together." KTO, as an organization, we have opted to go far.



I am immensely thankful for all your support and collaboration during the implementation of the previous plan, and for those who contributed to the development of this plan. I hope that we will continue walking together towards sustainable development.

Asanteni Sana!

A handwritten signature in black ink, appearing to read 'Maggid Mjengwa'.

Maggid Mjengwa

Executive Director, KTO



## EXECUTIVE SUMMARY

This Strategic Plan covers a period of five years starting June 2022-2027. This Third Generation Strategic Plan is the successor of the second-generation plan that covered the period 2018-2022, implementation of which planned programs led to strengthened FDCs as institutions for them to be able to fulfill their role in promoting folk and adult education, and community development.

Some of the key achievements recorded during the implementation of the previous plan include endorsement of the programs by the government in FDCs, government decision to allow re-entry into the formal system for girls who drop out of primary and secondary schools, adoption of the EHM program as an alternative education pathway in all 54 FDCs, and fee-free education for EHM program participants in FDCs. During this implementation period, the Kiswahili language was also adopted as a medium of instruction in FDCs to improve the quality of teaching among teachers in FDCs through KTO's capacity building training. Others include increased self-esteem, employment, and further studies opportunities for young women as a result of our course programs.

However, the implementation of the plan had several challenges including the COVID-19 pandemic that resulted in the closure of FDCs for about three months, hence delaying implementation of planned activities; insufficient secondary education teachers in FDCs against the inability of FDCs to pay for part-time teachers; preference of technical education to secondary education among participants; and limited ability by participants to afford indirect admission costs in FDCs.

Riding on the success of the third 2018-2022 Plan and the organization's vision which is the creation of well-informed, socio-economically empowered, and active citizens in a just and sustainable Tanzanian society; KTO is driven by the mission to contribute to the socio-economic advancement of Tanzanian society through folk and adult education at the FDCs, as a way to encourage progressive communities, citizen engagement, democratic practices, gender equality, and sustainable development. This plan will therefore be guided by several core values namely: People's Empowerment, Gender equality and equity, Transparency, Effectiveness, Accountability, Integrity, Commitment to human rights, Cooperation and Collaboration, Diversity, and Volunteerism.

The Plan identifies three key strategic focus areas for implementation during the period 2022 - 2027. Focus Area 1: Revamping FDCs as centers for training, innovation, and platforms for citizen engagement; Focus Area 2: Enhancing gender equality, lifelong learning, and human development through FDCs, and Focus Area 3: Partnering in folk and adult education nationally and internationally for the attainment of Agenda 2030.

The new SP is expected to lead to creating vibrant FDCs providing a broad range of trainings and innovation programs, and functioning as alternative education pathways while promoting community engagement for sustainable development; Socially and economically active and empowered young adults with skills for employment, innovation for self-employment or continuous education; and KTO and FDCs are well positioned in the ALE networks and systems nationally and internationally. The implementation of this plan is anticipated to be



coordinated by the existing KTO implementation machinery as crafted in the organization's governance structure.

An implementation matrix with clear outcomes, outputs, output indicators, and targets for the five-year duration plan is annexed to facilitate monitoring and evaluation of the Plan. The results of M&E will be used to make corrective actions, improve implementation of activities, and inform future plans. Guided by the Monitoring and Evaluation Plan, monitoring will involve collecting and analyzing information relating to the various indicators in the implementation matrix of the strategic plan.



# CHAPTER ONE

## INTRODUCTION

### Lifelong Learning

Learning is a phenomenon that has existed since the beginning of human life. It has endured throughout human existence; and that it is embedded in the very life of human beings. It is a lifelong process that reflects all contexts in life from a life wide, life-deep and lifelong perspective. Lifelong learning includes learning behaviors, obtaining knowledge, understanding, attitudes, values and competences for personal growth, social and economic well-being, democratic citizenship, cultural identity and employability. Learning is a continuous process based on learning to do, to know, to be and to live together; it is lifelong.

Education being one of the means to enhance learning is therefore a human right, embracing all forms of learning, formal and informal, throughout life. It is a key building block for poverty reduction and sustainable development.

Transformation of lives and unlocking livelihood options among marginalized groups, young people and adults requires access to quality education imparted holistically. This is because there is a strong linkage between education and learning, and sustainable development as it ensures participation by citizens in social, economic and political life.

Calls for improvement in non-formal and adult education are evident if sustainable learning and development is to be achieved as the current status remains inferior to that of formal education in many aspects. KTO pursuit to work with folk and adult education with special focus on access to education in a non-formal system, is an initiative to cherish lifelong learning for a sustainable emancipation of human beings.





## KTO AT A GLANCE

### Background Information

#### Karibu Tanzania Organization (KTO) and Folk Development Colleges (FDCs)

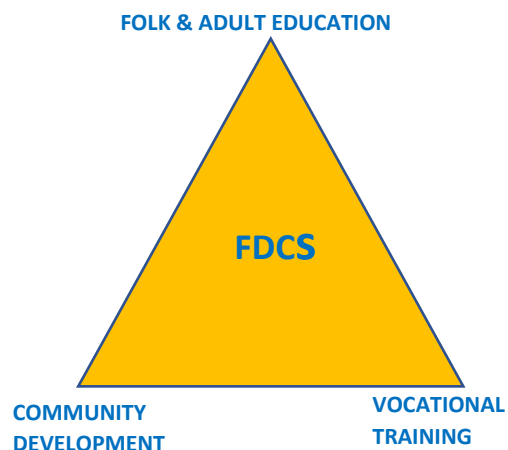
Karibu Tanzania Organization (KTO) is a member-based national level Non-Governmental Organization working as an umbrella organization for the Folk Development Colleges (FDCs) in Tanzania. KTO's function as an umbrella organization is to connect all 55 FDCs in the country and strengthen the FDCs as institutions to be able to fulfill their task in promoting adult education, folk education and community development. The majority of KTO members are teachers, principals and participants from the FDCs. KTO was established in 1990 as a result of cooperation between Tanzania and Sweden through Folk Development Colleges in Tanzania and Swedish Folk High Schools.

KTO works closely with the Ministry of Education, Science and Technology (MoEST), and other related ministries, as well as national and international partners. The organization has a nationwide network that enables it to reach out to many people through collaboration with FDCs. It is politically and religiously independent. Some of the members of the Board of Directors, are chosen at the general meeting, while others are appointed and have special knowledge and experiences. The board governs the organization. KTO has a secretariat with employed staff members dealing with day-to-day activities.

FDCs were established in 1975 as part of functional literacy programme, which was the

third phase of the Adult Education Programme. Majority of the FDCs are operating in rural areas and their primary mission is to provide access to training in areas relevant to their local communities.

These training consist of vocational training and general knowledge such as entrepreneurship, life skills and communication skills. Training involves personal development, strengthening capacity for the participants to acquire new knowledge, developing skills to acquire formal employment or self-employment, and continuing their studies after completing the courses.



FDCs are at one and the same time: a) vocational training centers; b) adult education institutions, contributing to the continuing education and lifelong learning of adults in their immediate context; and c) Folk Development Colleges, contributing to the social and economic development of the nation and their local communities. FDCs carry out their duties working with adult learning, Folk education,

Community development and Vocational training, while targeting marginalized groups, and act as an alternative education pathway.

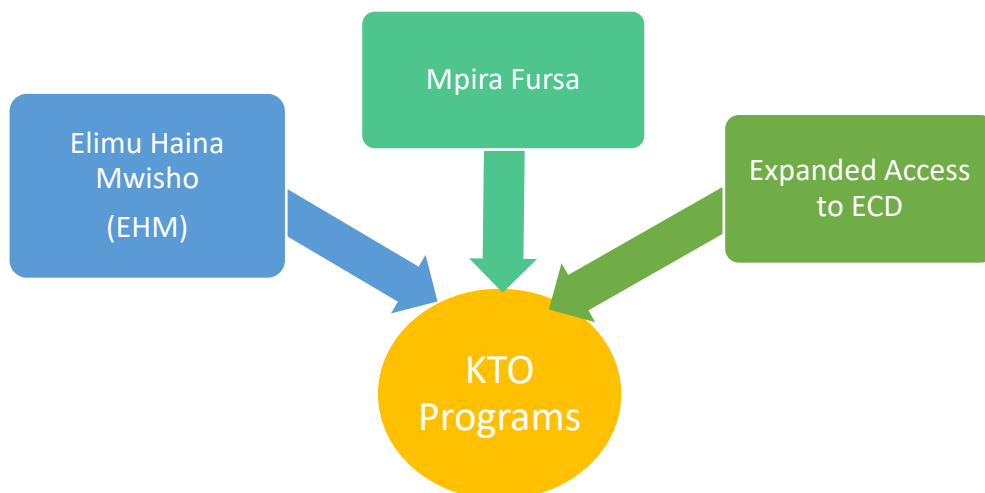
Together with the FDCs, KTO has a long experience of folk education, adult learning,

pedagogical work, rural development and has been providing training for young adults all over Tanzania.

## Our Vision, Mission, and Core Values

Our Vision	Our Mission	Core Values
		
To help to create well-informed, socio-economically empowered and active citizens in a just and sustainable Tanzanian society	“To contribute to the socio-economic advancement of Tanzanian society through folk and adult education at the Folk Development Colleges as a way to encourage progressive communities, citizen engagement, democratic practices, gender equality, and sustainable development”	<ul style="list-style-type: none"> <li>• People’s Empowerment</li> <li>• Gender equality and equity</li> <li>• Transparency</li> <li>• Effectiveness</li> <li>• Accountability</li> <li>• Integrity</li> <li>• Commitment to human rights</li> <li>• Cooperation and Collaboration</li> <li>• Diversity</li> <li>• Volunteerism</li> </ul>

## Our Programs



Currently KTO is working with 54 FDCs to implement its three main programs, and other non-program activities including policy formulation and lobbying. The FDCs are located in 24 regions divided into seven zones in Tanzania mainland. The three programs are:

- **Elimu Haina Mwisho: Skills Development program for young women through FDCs:** The programme targets young mothers and women who dropped out of school due to various reasons, giving them an opportunity to access secondary education in a non-formal setup, vocational training, life skills and entrepreneurship to bridge them into employment and/ or continue with further studies.
- **Mpira Fursa: Tanzania Women Football Program** implemented in collaboration with the Tanzania Football Federation (TFF). The program aims at promoting women and girls football development, and promote gender equality and socio-economic empowerment.
- **Expanded Access to Early Childhood Development (ECD) training through FDCs:** The program aims at training childcare workers, in a one-year certificate program. This program is currently implemented in 10 FDCs. It aims at building the FDCs as providers of knowledge and learning by adding ECD content to libraries, building out model day-care Centres, and supporting community engagement from the FDC to the community.



## THE CONTEXT

Education is among the factors that affects economic mobility across generations and therefore an important tool for households to break the cycle of poverty. Education is crucial for the overall success of the agenda 2030 as it is a force for social-economic and political transformation in communities. Through education, people of all ages can acquire the knowledge and skills needed to adopt to changes and situations affecting them like poverty, environmental and climate change. Like many other sectors, education is also affected by gender inequalities, impacting young women negatively by depriving them their right to education.

Since its 1961 independence, Tanzania has committed to providing quality education to its citizens for the country's development. This quest for delivery of Quality Education for National Development has been evolving since then as manifested in various policies, macro policies, plans and strategies. The education sector policies put in place to operationalize this vision including the Tanzania Development Vision (2025).

The national plans and strategies are also shaped by Tanzania's international commitments that the country has signed including the 1997 Southern African Development Community (SADC) Protocol on Education and Training; the 2000 Dakar Framework for Action on Education for All; the 2007 Perth Declaration on Science and Technology Education; and the global education 2030 agenda, agreed at Incheon, in

South Korea in May 2015; as well as the Global Partnership for Education since 2012.

In Tanzania, education particularly secondary education is the most directly associated with higher living standards and poverty reduction in rural and urban areas, and indirectly through its impact on health gains, productivity and social mobility<sup>1</sup>

As stated in the Tanzania Development Vision 2025, and the Education and Training Policy of 2014, the government envisions to improve the quality of education and training, and put in place structures and procedures that will enable the country to get educated Tanzanians who are yearning to continue learning to add value in achieving national development goals. The Education and Training Policy 2014 specifically endeavors to create:

- i. A system, structures, and flexible procedures that will enable a Tanzanian to continue learning using a variety of pathways academically and professionally
- ii. Quality education and training that is recognized nationally, regionally, and internationally;
- iii. Access to various education and training opportunities
- iv. An increase of human resources commensurate with national priorities and demand;
- v. Effective management and administration of education and training

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<sup>1</sup> World Bank, 2019, Poverty Assessment 2018



- vi. A sustainable financing modality for education and training; and
- vii. An education and training system that integrates cross-cutting issues (MoEST, 2014)

Some of the bold steps that have been adopted to operationalize the objectives of the Education and training policy and other relating national goals include the introduction of Fee-Free Basic Education Policy in 2016, provision of Literacy and Numeracy Education support under Global Partnership; and implementation of non-formal training programs under Secondary Education Quality Improvement Project (SEQUIP), re-admission into the formal education system for students who dropped out of schools due to various reasons as well as recognition of FDCs as institutions providing alternative Education pathway.

Despite ongoing government efforts, the sector still faces a number of serious challenges including; drop-outs due various reasons, poor learning outcomes for students, teachers' incompetence, insufficient community engagement, and a fragmented system where the wealthy afford quality private education and the poor are left with sub-standard government schooling.

Female students have been noted to be more affected by the general challenges facing the sector including a sharp drop in the number of girls, who transition from lower to upper secondary. This resulted in more challenges including unemployment, and failure to grab further education opportunities due to family responsibilities especially for young mothers with responsibilities to care for their children

with no access to child care services. These challenges expose girls and young women to a sustained dependency with minimized or no livelihood options. The high dropout rates due to various reasons, result into a big population that is left behind due to low literacy rate, denied their rights of being able to participate in democratic processes and involve themselves fully in transforming livelihoods, hence a challenge of breaking households poverty circles.

In 2015, approximately 24% of girls aged 15-19 years were married, and most births by adolescents take place within marriage. In 2017, about 5,500 girls were not able to continue with their secondary education due to adolescent pregnancies and early motherhood. Adolescent pregnancy among 15-19-year-olds is almost four times higher among the poorest, with 42% in the poorest income quintile compared to 13% in the richest quintile. Besides early marriage, other causes of pregnancy include the low level of knowledge on reproductive health, sexual violence, and poverty-related transactional relationships with men.<sup>2</sup> In 2018, the transition rate between lower and upper secondary was only 15% with far fewer girls than boys continuing; the transition rate for girls was 22% compared to 31% for boys.

The government has formulated strategies, policies, and plans to ensure access to education and skills necessary for widening livelihood opportunities as well as addressing the aforementioned challenges in education. These include the Tanzania Development vision 2025, National Five-Year Development Plan 2021/22 - 2025/26, Education Sector Development Plan (2016/17 – 2020/21), National Adult Literacy and Mass Education Rolling Strategy 2020/2021-

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<sup>2</sup> World Bank Tanzania Education Sector Institutional and Governance Assessment, 2021

2024/25, National Strategy for Inclusive Education (2017) and enlist FDCs as institutions for equipping trainees with knowledge and skills for self-employment and self-reliance and abilities to solve contextual immediate problems in communities<sup>3</sup>.

Much is needed to be done in emancipating youth cadre from the aforementioned challenges including capacitating them on their rights as well as widening their potentials through skills development, vocational training, and entrepreneurship through FDCs, which Prof. Alan Rogers described as being at one and the same time:

- i. Vocational Training Centres
- ii. Adult Education Institutions, contributing to the continuing education and lifelong learning of adults in their immediate context; and
- iii. Folk Development Colleges, contributing to the social and economic development

of the national and their local communities.

Established in 1975, the 55 FDCs as part of functional literacy programs with the same role and vision as described by Prof. Alan Rogers above, FDCs carry out their duties working with adult learning, Folk education, Community development, and Vocational training while targeting marginalized groups, and act as an alternative pathway to equip trainees with knowledge and skills for transformation of their livelihood.



<sup>3</sup> The Tanzania National Five-Year Development Plan 2021/22 - 2025/26

## CHAPTER TWO

### SITUATIONAL ANALYSIS

#### Implementation Status of the Previous 2018-2022 Strategic Plan

This five-year strategic plan builds up on the achievements and lessons learned during the implementation of KTO's previous (2018-2022) strategic plan. The plan also reflects the vision and priorities of KTO members, staff, partners and other stakeholders, as were shared during strategic planning process.

A total of 162 FDC principals, Training Coordinators, and program coordinators who are also KTO members from 54 FDCs provided their views and inputs during organisational assessment. Other stakeholders involved include representatives from the Ministries - MoEST, MoCAS, MoCDGWSG, and PO-RALG, and the KTO board members, as well as KTO staffs. The review of implementation of the strategic plan for the period 2018-2022 revealed notable achievements in the targets. The key achievements, challenges and lessons learnt are outlined below.

#### Summary of Achievements of the 2018-2022 Strategic Plan

The broad objective of the 2018-2022 strategic plan was to contribute to the socio-economic advancement of the Tanzanian society through FDCs, as a way to ensure progressive communities, democratic practices, citizen engagement, gender equality and sustainable development. This was attained through operationalization of the three strategic focus areas of the organization namely:

Rebranding the FDCs; Strengthening FDCs as a platform working for the gender equality through lifelong learning and inclusive education; and Developing KTO's role in partnering and lobbying for Folk and Adult Education nationally, regionally and internationally.

The focus areas were strategically set as a direction for creating vibrant FDCs, providing a broad range of trainings, positioning FDCs as institutions engaging in folk and adult education and vocational training. They also focused on capacitating FDCs as institutions engaging in community development, creating socially and economically active and equitable young adults equipped with skills for employment, innovation for self-employment, or continuous education; and support FDCs and KTO to become well-known brands among national and international stakeholders by raising awareness of the brands, hence gaining interest from different social groups.

Organization and Stakeholders strategic plan reflection meetings, and external evaluation report highlighted the following key achievements:

- i. Government decision to allow re-entry into formal system for girls who dropout out of primary and secondary schools, and adoption of the EHM program as an alternative education pathway in all 54 FDCs in 2022 from 3 FDCs in 2018.
- ii. All 54 FDCs functioning as alternative Education Pathway for young women through the EHM program, contributing

- increased enrolment of female participants into the FDC sector
- iii. Developed three new programs: EHM, ECD and Mpira Fursa, which have been mainstreamed into the FDC system by MoEST
  - iv. Fee Free Education for Elimu Haina Mwisho program participants in FDCs. KTO's engagement with the government on access to education among young women resulted to the government resolving that the programme is fee free, and free meals for young women and their children in FDCs. Fee free education for skills development young women participants in FDCs was initiated in 2019, as well as reduction of fees for other programs from an average of 500,000 to 250,000 Tanzanian Shillings from 2020 intake.
  - v. Adoption of Kiswahili as a medium of instruction in FDCs. For many years, KTO has been lobbying for adoption of Kiswahili as a medium of instruction to facilitate effective learning and teaching in FDCs. MoEST reviewed curriculum to Kiswahili that started to be used as a medium of instruction from 2020. This is a great achievement given that participants in FDCs are recruited from standard seven and/or dropped out of secondary school, and therefore with low skills in English language on the one hand and creation of effective facilitation among instructors
  - vi. Capacity building to FDCs personnel: Improved quality of teaching among teachers in FDCs through KTO's capacity building trainings. KTO empowered teachers with methodologies, tools, course planning assessment and frameworks who in turn disseminate expertise to others in FDCs. The FDCs have also improving their accountability both financial and non-Financial after KTO issued them with guidelines and standard templates for quality reporting.
  - vii. Facilitated the first Curriculum GlobALE training in Africa, in collaboration with DVV International and ICAE
  - viii. Increased policy influence by being a member of Education Sector Development Committee, and its involvement in the committee operations has enabled KTO to widen its engagement for education for women in FDCs. It has also been a useful avenue for KTO to influence the importance of FDCs in the sector, as KTO plays its role as a dialogue partner advocating for and on behalf of FDCs.
  - ix. Improvement of learning and teaching environment at FDCs by supporting pedagogical materials such as secondary education syllabus, books, ICT equipment and IEC materials for the programs.





- x. Facilitated curriculum and module development for EHM and ECD programs
- xi. Increased self-esteem, employment and further studies opportunities for young women as a result of our course programs. The programs have also contributed to increased enrollment of female participants into FDCs.
- xii. A total of 30 Daycare centers established in FDCs to serve the participants' children and the community, as well as practical training for ECD participants. This Went hand in hand with the renovation of the existing day care centers and equipping them with the dare care facilities to ensure there is conducive and attractive learning environment where children learn by doing.



- xiii. Stronger partnership and collaboration with likeminded organizations and networks including TENMET, IAE, CAMFED, and TFF, and internationally with DVV International, ICAE, FSO, LIU, KSA, Färnebo Folkhighschool, and the Danish People's Future Lab.
- xiv. Through the Danish People's Future Lab KTO has strengthened linkages with eleven (11) AE partners in nine countries
- xv. Strengthened collaboration with Swedish folkhighschools and Folk and adult education higher learning institutions through Facilitation of LIUs internship program for folkhighschool teachers
- xvi. Strengthened collaboration with relevant Ministries including MoEST, MoCDGWSG, MoCAS, and Po-RALG
- xvii. Established linkage with government institutions such as Malya College of Sports and Kisangara institute of social work in program development and training
- xviii. Increased number of women engaging in football related activities through Mpira Fursa program, including 43 trained female coaches among them, 35 practicing match commissioning after being trained by TFF in collaboration with TFF.
- xix. Gained support from more Development Partners and donors.
- xx. Increased visibility of FDCs locally, nationally and internationally resulting

- into an increased number of participants and awareness of the FDC sector
- xxi. Inclusion of sextortion awareness and prevention intervention in all 54 FDCs. KTO has established collaboration with PCCB
  - xxii. Apart from the Rebranding of FDCs, KTO with support from a DP, underwent an Institutional capacity building that resulted in having all the necessary policies in place. These include Human Resources Financial and Accounting, Procurement, Conflict of Interest, Human Trafficking, Fraud and Ant corruption, Ant-terrorism, Youth and Child Protection, and Whistle blower policies, which strengthens KTO internal control systems, Integrity, transparency as well as increased its accountability.
  - xxiii. KTO increased its staff members to include diversity of experience in both Financial Management, Audit, Communication, Coordination as well as monitoring and Evaluation, which has enhanced the accountability, visibility and transparency in all its engagements.
  - xxiv. Governance of the organization with a new board that included appointed board members with diverse professional and technical competences in Financial Management, Risk Management, Governance, IT, Law and Adult Education.



### Challenges and Corresponding Management Approach to Address these Challenges

- COVID-19 pandemic resulted to closure of FDCs for about three months resulting to delay of implementation of planned activities. The pandemic has had a prolonged impact as the plan had to be altered at some points to accommodate the pandemic's aftermaths including sickness
- Insufficient secondary education teachers in FDCs against inability of FDCs to pay for part time teachers
- Preference of technical education to secondary education among participants caused by a number of reasons including trauma caused by their previous secondary school experiences especially among EHM participants
- Limited ability by participants to afford indirect admission costs in FDCs: In spite of the fact that participants are admitted free of charge, there are indirect costs that participants are required to incur for, such as uniforms, mattresses, caution money etc. Participants from poor families fail to afford these costs
- Limited access to health services by participants associated by inability of participants to afford health insurance expenses
- Lack of libraries in FDC

### Lessons Learnt

KTO has learnt that together with program development processes and engagement with the Ministries concerned, policy influence has proved to be very effective. It has brought about direct action and significant change whenever it was needed. Fee free access to the EHM and decision by MoEST to pay for Examination fees are examples of the results of such engagements and policy influences that KTO has achieved.

Through its coordination role, KTO carries the FDCs experiences, challenges and suggestions on solutions and take them into the program progress and planning sessions with TVET.

With the close collaboration built up between KTO and the MoEST/TVET the three programs adopted into MoEST's FDC training system and implemented in a joint approach, which brings ownership and sustainability of the program. The programs are all integrated in the MoEST's agreed courses delivered by FDCs and all programs are mentioned in the MoU between MoEST and KTO and which different roles and responsibilities the partners will carry.

At the FDC level, staff can be moved/shifted from their FDCs to other positions or FDCs. Therefore, KTO involves FDCs in all steps of program planning, development and implementation together with the FDCs principals and coordinator of studies who are the top management of each FDC and responsible for the implementation of all programs at the FDC level.

## SWOT Analysis

KTO appreciates that there are internal and external factors which will influence the implementation of this strategic plan. An environmental scan was done through

Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis to identify internal strengths and weaknesses and external opportunities and threats as shown in table 1 below:

STRENGTH	WEAKNESSES
<ul style="list-style-type: none"> <li>• FDCs freedom to create new courses and innovation.</li> <li>• Government's support and collaboration</li> <li>• Open doors for national and international partners and networks open doors to other international partners</li> <li>• Large and vast network with all 55 FDCs across the country as members to KTO</li> <li>• Large population of young adults that have no alternative channels to continue their education other than through FDCs.</li> <li>• International network for programming, capacity building and lobbying in ALE</li> <li>• Opportunity to reach out to the wider community through FDCs</li> <li>• Intervention by other partners interested to work with KTO</li> </ul>	<ul style="list-style-type: none"> <li>• Insufficient staff for fully implementation of the plan</li> <li>• Lack of sustainable funding sources</li> <li>• Inadequate infrastructure in FDCs for our programs</li> <li>• Low-capacity in finance and administration in some FDCs</li> <li>• Insufficient number of trained teachers in FDCs</li> <li>• Insufficient number of teachers in FDCs</li> </ul>
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> <li>• FDCs freedom to create new courses and innovation.</li> <li>• Government's support and collaboration</li> <li>• Open doors for national and international partners and networks open doors to other international partners</li> <li>• Large and vast network with all 55 FDCs across the country as members to KTO</li> <li>• Large population of young adults that have no alternative channels to continue their education other than through FDCs.</li> <li>• International network for programming, capacity building and lobbying in ALE</li> <li>• Opportunity to reach out to the wider community through FDCs</li> <li>• Intervention by other partners interested to work with KTO</li> </ul>	<ul style="list-style-type: none"> <li>• Changes in laws, policies, regulations and circulars that may be instituted by the government</li> <li>• Withdrawal of funding by donors due to changes of their structures and policies.</li> <li>• Security challenge for FDCs being located near countries with conflicts</li> <li>• Occurrence of natural disasters and pandemics</li> </ul>



## CHAPTER THREE

### THE 2022 – 2027 STRATEGIC PLAN



### Methodology for Development of this Strategic Plan

From the outset, the development of KTO's new strategic plan has been driven by the idea that, in order for the organization to be successful, the plan itself must be co-created by its members and staff.

This strategic plan is a product of extensive consultation and preparations. Inputs and opinions were sought from one hundred sixty-two (162) FDC staff (who are also members of KTO) from 54 FDCs who were involved in the organizational strategic assessment, and TVET representatives through a meeting held at KTO. This went together with discussions held with KTO staff and board members aiming at enriching the draft strategic plan.

This strategic plan is essentially an outcome of the consideration of the achievements and challenges of the previous 2018-2022 strategic plan, and the expectations of stakeholders. It looks at the future of the organization and setting SMART targets to be achieved by 2027.

### Rationale for the Development of the New Strategic Plan

Since its establishment, KTO has developed and implemented two Strategic Plans: the 1st Strategic Plan 2014 – 2018, and the 2nd Strategic Plan 2018 - 2022. These strategic plans were in conformity with the Government's commitment to become a middle-income country by 2025, and its associated policy frameworks and plans such as the Education Sector Development Plan (ESDP) (2016/17 – 2020/21) with their emphasis on equitable access to education, and the National Inclusive Education Policy.

Built on the achievements of the previous plans, the 3rd Strategic Plan 2022-2027 therefore, lays KTO's comprehensive road map for the next five years clearly identifying the short- and medium-term strategies. The plan clearly outlines the focus areas, strategic objectives, outcomes and strategic activities to be implemented. The Strategic Plan also has a monitoring and evaluation framework for performance reviews





and measures of success to ensure efficient and full execution of the Plan. This new plan builds from the previous Strategic plan, with new areas including Innovation, Open Distance Learning (ODL through ICT, Environment and climate change, and Functional Literacy.

FDCs are unique institutions with the role of promoting folk and adult education, community development and vocational training. Their task is to meet the needs of adults and young adults in the society that enable them to acquire self-employment, formal employment or continue with their education, while fostering citizen engagement.

Many people are denied their rights to participate in the democratic processes due to being illiterate. As institutions, the FDCs have been established to function as entry points for functional literacy training to the surrounding community.

KTO would like to support this important task and add into the initiative the development of community resource and information centers (CRICS), development of the academic libraries to include a wider community, functioning as meeting point and literacy within and beyond the FDCs.

The FDCs are more recognized now by the government to play its role and the need of addressing the challenges in the society such as inequality, environment, illiteracy and a big population of young adults out of school who are unemployed.

KTO plans to further advocate for the importance of the FDCs in the education sector with a need of more teachers, resources, and even for an expansion of FDCs concept and institutions in the sector.

KTO will further focus its work on strengthening young women's rights and opportunities, gender equality environment and innovation, Sexual reproductive Health and Rights component in training, and in the development of the life-skills program through strengthening the systems in programming in the three different programs.

As we share this planet the environment and climate change are affecting us all. The FDCs with their unique role and location as they are situated in the rural Tanzania, need to act as examples in the society with innovation leading the sustainable environment solutions through programs, and as innovation hubs. KTO further works to support establishment of functional literacy in FDCs to address literacy challenges in local communities around FDCs.

## STRATEGIC FOCUS AREAS, OBJECTIVES AND EXPECTED RESULTS

### Our Strategic Focus

Our strategic choices are informed by our comparative strengths in folk and adult education and our unique engagement with the communities through FDCs, for a sustainable society.

### Our Approach

KTO strongly believes in the philosophy of Folk and Adult education as a tool for change in Tanzania. Using vast experience together with lessons learnt, KTO will include its ongoing programs in combination with developing other focus areas in close collaboration with FDCs. KTO cooperates closely with national and international partners, the MoEST and other concerned ministries.

KTO plays a dual role as a lobbyist and at the same time a cooperating partner to the MoEST. As a cooperating partner and with its coordination role, KTO carries the FDCs' experiences, challenges, and suggestions on solutions and take them in the program development, program progress and planning sessions with TVET.

With the close collaboration built up between KTO and the MoEST/TVET the three existing programs are implemented in a joint approach together with the FDCs as direct implementers at the grassroot level. The programs are all integrated in the MoEST's agreed courses delivered by FDCs, and all programs are listed in the MoU between MoEST and KTO, which defines the different roles and responsibilities to be carried by the partners, thus programs sustainability.

KTO's approach is to work parallel in three levels namely:

#### Local level

Building institutional capacity, developing course concepts, implementing programmes, conducting dialogue and advocating for gender equality, Folk and Adult Education at a community level.

#### National Level

Dialogues with Ministries concerned in policy issues, FDCs development and uniqueness, as well as advocating for the importance of Folk and adult Education and Lifelong Learning for sustainable development.

As an umbrella organization for the FDCs KTOs has dual role as a lobbyist and a cooperating partner to the government. KTO often functions as a link between the local and national level as a process leader and catalyst, with its networking capacity and ministries and partners.

#### International Level

Every one of the SDGs contains explicitly or implicitly adult learning targets. Networking with partners and other stakeholders in attaining Lifelong learning, Folk and Adult education as a way to reach the targets of Agenda 2030 mainly SDG 4 and SDG 5.

### Key Interventions & Implementation Strategies

#### Overall Objective

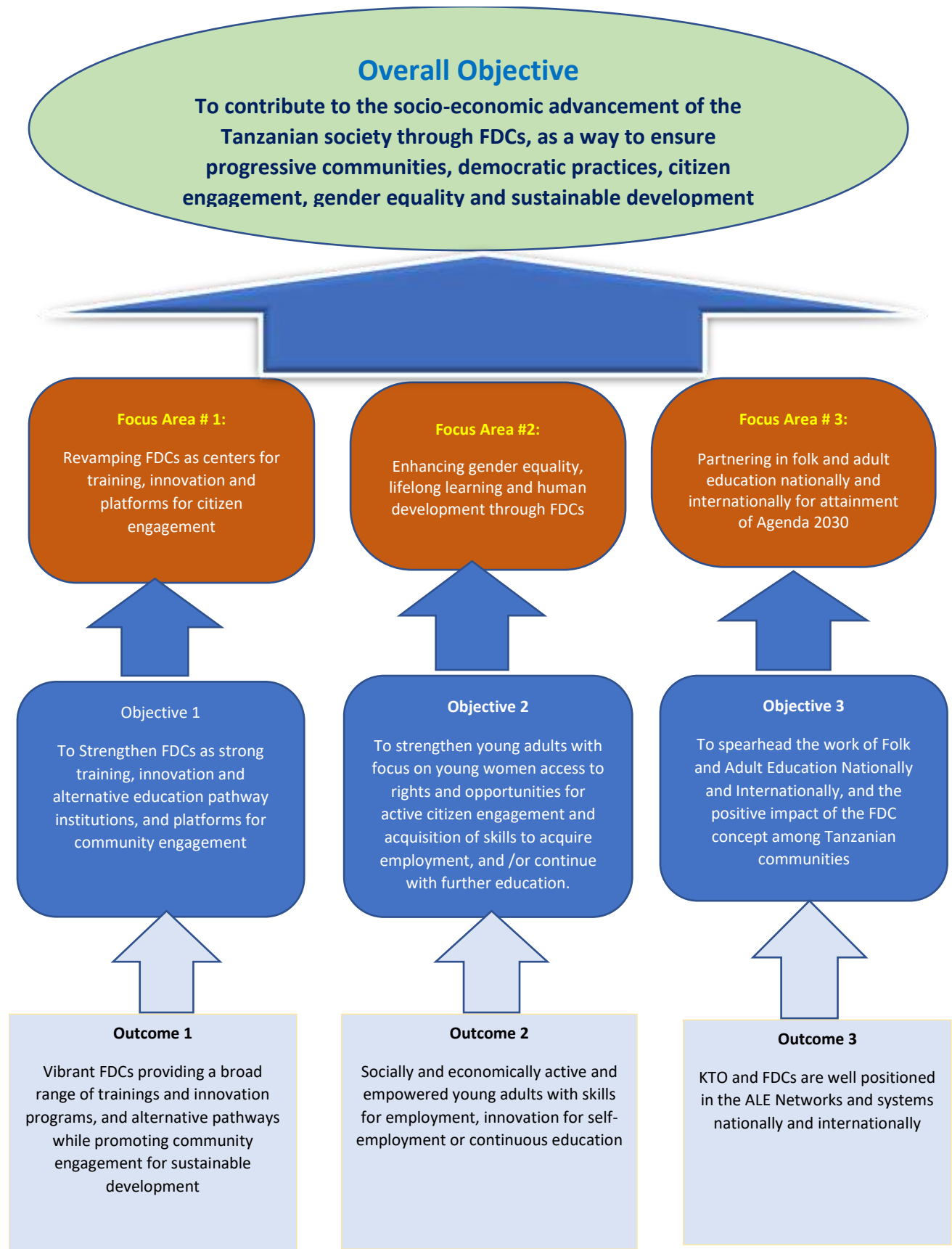
The broad goal of KTO's new strategic plan is to contribute to the socio-economic advancement of the Tanzanian society through FDCs, as a way to ensure progressive communities, democratic practices, citizen engagement, gender equality and sustainable development.



Implementation of the plan is clustered into three main strategic focus areas namely: Revamping FDCs as centres for training, innovation and platforms for citizen engagement;

Enhancing gender equality, lifelong learning and human development through FDCs; and lobbying for folk and adult education nationally and internationally, and expansion of FDC as a concept. The Figure below summarises the result framework.





## Summary of Strategic Focus Areas, Strategic Objectives, Outcomes and Outputs

### Focus Area # 1: Revamping FDCs as Centres for Training, Innovation, and Community Engagement

KTO continues working to re-establish the essence of FDCs as institutions working with Folk and Adult Education, Community Development, Vocational training and innovation. We will work to enhance visibility of FDCs as per the essence of their establishment, work with the

government to improve learning and teaching environment including transformation of academic libraries into community resource and information centers within and beyond the FDCs as well as strengthening ICT as means to enhance digital access, use and innovation for a sustainable society

Strategic Focus Area # 1	Strategic Objectives	Outcome	Outputs
Revamping FDCs as centers for training, innovation and platforms for community engagement	To Strengthen FDCs as training, innovation, and alternative education pathway institutions, and platforms for community engagement	Vibrant FDCs providing a broad range of trainings and innovation programs, and functioning as alternative education pathways while promoting community engagement for sustainable development	<ul style="list-style-type: none"> <li>• Efficiency and effectiveness in FDCs are enhanced</li> <li>• FDC concept is secured and extended in Tanzania</li> <li>• KTO strengthened as training provider</li> <li>• ODL using ICT and functional literacy program developed and functioning</li> <li>• Establishment of Community Resource Information Centres CRICS development around FDCs</li> <li>• Innovation and Environmental solutions hub are established in FDCs</li> <li>• FDCs visibility is diversely strengthened</li> </ul>

## Focus Area # 2:

### Enhancing Gender Equality, Lifelong Learning and Human Development through FDCs

Through the implementation of our three prong programs: Elimu Haina Mwisho, Mpira Fursa, and the Expanded Access to ECD training KTO strives to enhance gender equality, lifelong learning and human development. KTO commits

to strengthen linkages between formal education, non-formal education and informal learning through the development and implementation of national and cross-border mechanisms.

Strategic Focus Area # 2	Strategic Objectives	Outcome	Outputs
Enhancing gender equality, lifelong learning and human development through FDCs	To strengthen adults with focus on young women access to rights and opportunities for active citizen engagement and acquisition of skills to acquire employment, and /or continue with further education	Socially and economically active and empowered young adults with skills for employment, innovation for self-employment or continuous education	<ul style="list-style-type: none"><li>• SRHR services and education strengthened, and SRHR mainstreamed in training programs</li><li>• Measures to combat sextortion in FDCs are put in place and implemented</li><li>• EHM: Skills development program for young women is strengthened in FDCs and education system</li><li>• Mpira Fursa: Tanzania Women Football Program is strengthened and scaled to all 54 FDCs</li><li>• ECD training program strengthened, and expanded</li></ul>

## Focus Area # 3:

### Lobby for Folk and Adult Education Nationally and Internationally, and Expansion of the FDC Concept

Every one of the SDGs contains explicitly or implicitly adult learning targets. KTO is therefore, networking with partners and other stakeholders in attaining Lifelong learning, Folk and Adult education as a way to reach the aims of Agenda 2030.

Being a member to a number of national and International ALE networks including ICAE and partner with IAE, Swedish folk high schools

through the association with KSA, Färnebo FHS, Danish Folkhighschools through Future Peoples' Lab, LIU, DVV International and FSO KTO commits to strengthen the national, and regional network collaboration in the field of adult and folk education. As we collaborate and create more networks, KTO strives to expand the concept of FDC to other institutions to allow more young adults to benefit from it.

Strategic Focus Area # 3	Strategic Objectives	Outcome	Outputs
Partnering in folk and adult education nationally and internationally for attainment of Agenda 2030	To spearhead the work of Folk and Adult Education Nationally and Internationally, and the positive impact of the FDC concept among Tanzanian communities	KTO and FDCs are well positioned in the ALE networks and systems nationally and internally	<ul style="list-style-type: none"> <li>• Engagement in ALE Collaboration with partners is strengthened</li> <li>• New networks established</li> <li>• FDC concept development in ALE nationally and internationally</li> </ul>





## CHAPTER FOUR

### INSTITUTIONAL IMPLEMENTATION AND COORDINATION FRAMEWORK

#### Overview

In an effort to align core and support functions to attain greater efficiency, internal cohesion and alignment, KTO maintains a clear separation of power and mandates between its different governance structures. KTO's governance structures consists of: the Members, Board of Directors, and the Secretariat. It also maintains strong systems in place and technical capacity.

#### Governance

##### Members:

KTO members are the highest authority in all matters related to the running of the organization. They exercise their authority mainly through the Annual General Meeting (AGM).



##### The Board:

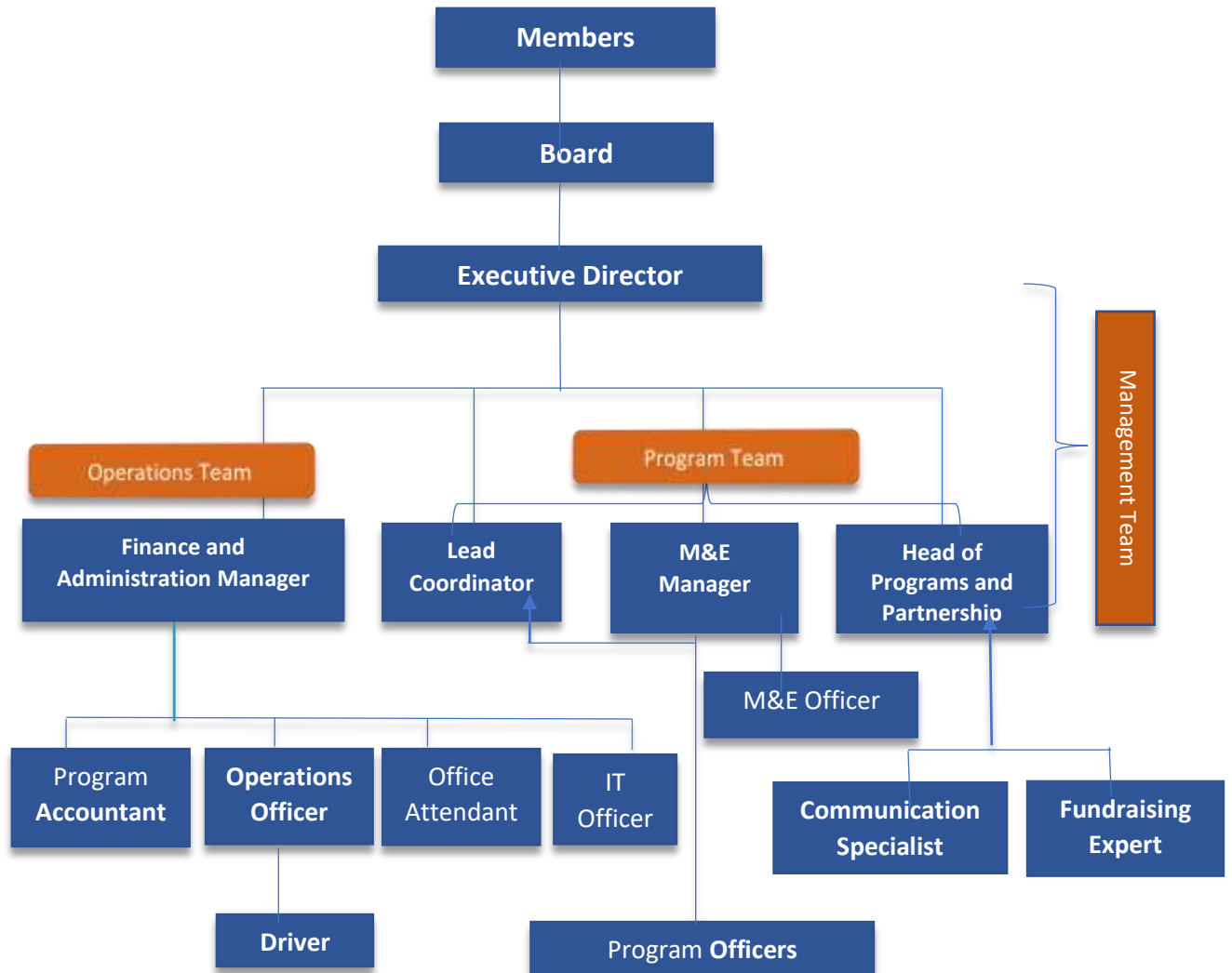
The KTO Board is the second principal organ of the Foundation. It provides regular oversight to the activities of the organization. The board consists of multi-disciplinary members with 5 members from FDCs and 4 others with different expertise.



##### Secretariat:

The coordination and oversight of programs is vested to the Secretariat led by the Executive Director who reports to the Board.

## KTO Organization Structure



In this new strategy KTO aims to increase the capacity of the staff members through various training in the areas that needs technical expertise. It also intends to increase the number of staff to support the strategy amongst being the Fundraising expert and Program Officers, but also to encourage the spirits of volunteerism both internally and externally, for smooth implementation of the strategy.

KTO also aspires to advocate for more members to join, and contribute to the growth of the organization, as well as to increase their effort to support the strategy.

## Operations

KTO has put policies in place to enhance efficiency, transparency and accountability. The focus on this strategic plan is to operationalize all its policies into full capacity.

To have successful program execution strong communication channels are inevitable. KTO aspires to strengthen the team work and communication through collaboration of all staff, FDCs and stakeholders in activity design and implementation for sustainable results. This will help to ensure firm implementation of the strategy, and smooth communication with FDCs.

Stakeholders will also be engaged in solving problems associated with programs implementation, including lobbying for funding for the Institutional capacity building in FDCs both in Finance and Administration.

## Financial Management

KTO has a well-established financial management system. It uses the QuickBooks accounting system to manage all its financial transaction, and a strong approval process when effecting financial transactions.

Quick books system has been setup to comply with all the Donor reporting requirement whereby any specific donor transaction can be categorized according to the workplan and activity budgets. It is also setup to comply with the International Financial Reporting standard (IFRS) as well as International Public sector Reporting standard (IPSAS), which is the Standard issued to guide all the NGO Operations. The Finance and Administration department handles all the financial transactions, and ensure that all documentations are in place.

The organization has Financial and Operating Manual that guides the financial management and compliance Matters. Financial reports are generated using International Public Sector Reporting standard. All

The Finance department provide endless support to program staff from the initial design of activity including the budget setup, it also assists with the Compliance with Donor requirement ensures that there is proper delegation of duties in execution of various Donor agreement cost effective way. It has also procurement manual in place which guides all the procurement activities in a transparency and cost-effective manner to ensure value for money.

KTO aspires to put in place a separate internal control documentation for easy implementation both by staff members and non-staff members.

## Financing Modalities and Accountability of Funders

In order to Finance the Strategy KTO will continue to solicit funding from various Development Partners both nationally and internationally as part of its sustainability plan

KTO is also seeking for co- funding support and long-term relationship with various DPs who have the same interest on what KTO is doing. KTO will strive to conduct fundraising through its own members and come up with innovative activities that will add more funding to the organization.

KTO will enhance the relationship with DPs, through strict financial controls, which have already been set in the KTO policies as well as Donor requirements. KTO will further enhance the relationship through transparency reporting, communication, and accountability on each activity, and each shilling that is getting from Funders.

Funders will be encouraged to contribute towards the delivery of the overall strategic plan 2022- 2027 rather than funding for specific program as it has been the case for the previous strategic plans.

To enhance the relationship with the prospective DPs, KTO commits itself on the following matters:

- Provide the accountability reports as required by each funding agreement
- Adhering to all the conditions set in the agreement between Funders and KTO
- Provision of the annual and semi-annual activity report, financial reports, and Monitoring and evaluation reports, indicating the results of all the activities undertaken during the reporting period as well as any specific funders' reporting requirement.

- Provision of quarterly newsletters which will be circulated to all the donors and the general public entailing what is happening in the program implementations
- KTO will ensure that there is proper monitoring of all activities as agreed in the workplans to ensure effective change, and value for money.
- Ensure availability of all the information relating to its programs both Financial and non-financial documents available for review as required and requested by specific donors.
- Ensure provision of Audit reports whenever needed by Funders.

## Our Theory of Change

Folk and Adult Education philosophy focuses on making knowledge accessible to people at the grassroots level, and believes strongly in the idea that education should be organized and defined by the needs and interest of the people; and that this should all rest on the firm foundation of democratic ideas.

Adult education is, in its broadest sense, a process – the process of adult learning. It describes a set of organized activities carried out by a wide variety of institutions for the accomplishment of specific educational objectives.

Another meaning combines all of these processes and activities into ideas, a movement or field of social practice. In this sense, adult education brings together, into a discrete social system, of all the individuals, institutions, and associations concerned with the education of adults, and helps them to work towards the common goals of improving the methods and materials of adult learning, extending the opportunities for adults to learn, and advancing the general level of their cultural understanding.



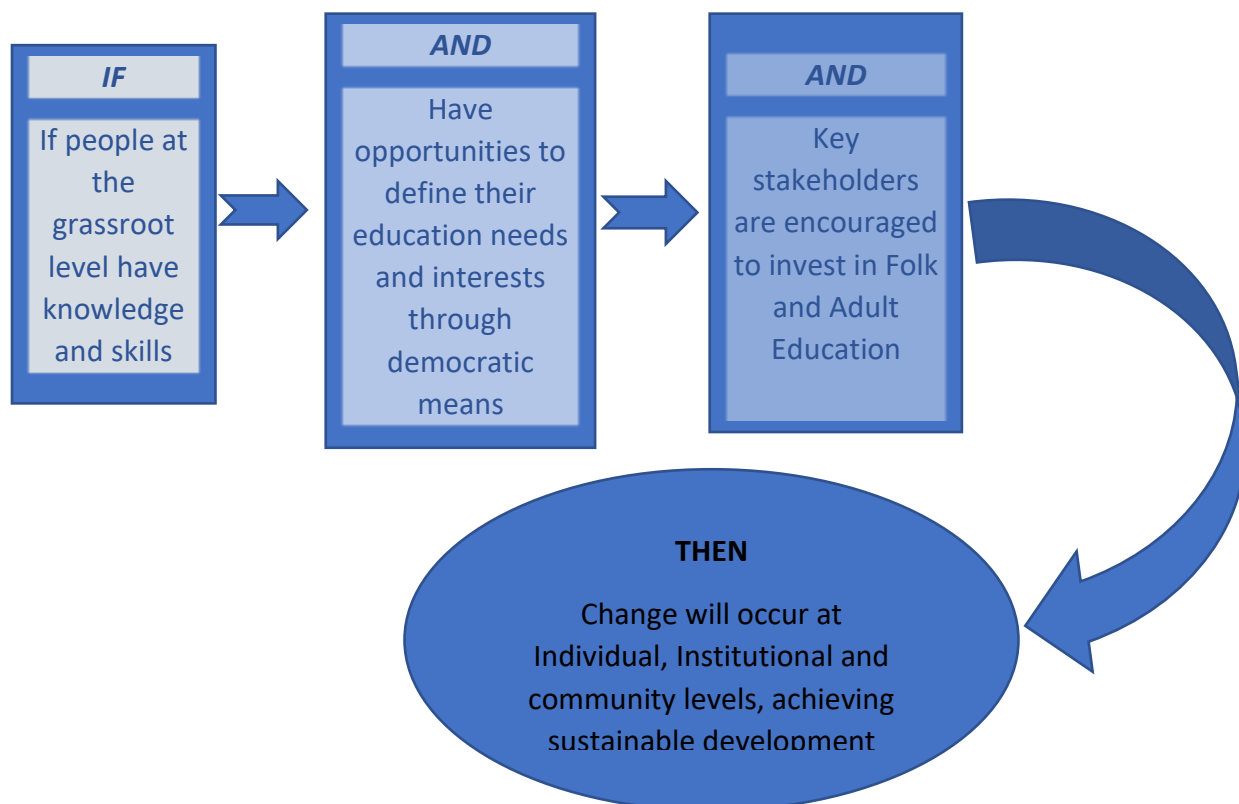
Folk education encourages learners to examine their lives critically and to take action to change social conditions. A gender relation is a crucial part of the analysis of power relations and social conditions that take place in folk education.

KTO seeks to contribute to a Tanzanian society which has an ability to foster a collective action for a sustainable change.

To achieve this long-term change, KTO believes that it needs to contribute to sustainable and inclusive development in Tanzania through strengthening skills, capabilities and widening potentials for access to resources through capacity development embedded in folk and adult education philosophy. It shall do this by partnering with FDCs, and other development actors.

This theory of change therefore, proposes a broader partnership approach that will be reflected in how KTO conceives its role, implementation approach, and ultimately the changes it aims to bring about.

Folk and adult education being the centre, KTO believes in developing people's capacity for social change through a collective problem-solving approach, emphasizing participation, reflection, and critical analysis of social problems. The learning process to create new knowledge involves learners' experiences and concerns, a high participation rate, critical reflection, connecting the local to the global and vice versa, and fostering collective action for change.



*Theory of Change*

## CHAPTER FIVE

### MONITORING, EVALUATION AND REPORTING

#### Overview

This chapter presents the monitoring, evaluation and reporting framework of the Strategic Plan. This will involve a systematic and continuous process of collecting, and analyzing information based on the indicators, targets and provision of feedback. An implementation matrix with clear outcomes, outputs, output indicators and targets for the five-year duration plan is annexed to facilitate monitoring and evaluation of the Plan. The results of M&E will be used to make corrective actions, improve implementation of activities, and inform future plans.

#### Monitoring Implementation of the Strategic Plan

KTO considers Monitoring Evaluation and Learning as a critical management tool through which it can learn and share; strengthen program relevance and effectiveness; and ensure more focused and accountable development. The overall goal for the MEL system for the strategic plan 2022-2027 will be: 'To generate and use comprehensive, high-quality evidence in making sound decisions that will lead KTO and its partners to contribute towards socio-economic advancement of the Tanzanian society through FDCs, as a way to ensure progressive communities, democratic practices, citizen engagement, gender equality and sustainable development.

Monitoring the implementation of the plan will act as an early warning system to detect potential bottlenecks and help to make adjustments where necessary. Monitoring will involve collecting and analyzing information.

relating to the various indicators in the implementation matrix of the strategic plan.

#### Evaluation of the Strategic Plan

Evaluation will involve a systematic and objective process of examining the relevance, effectiveness, efficiency and impact (both expected and unexpected) of the strategies. Evaluation will be done through formal surveys and assessments, and will look at what will be accomplished against the set targets. Two major evaluation activities will be undertaken namely mid-term and end term evaluation.

#### Mid-Term Evaluation

KTO will conduct a mid-term evaluation of this Strategic Plan to examine the progress towards achieving the set targets. The evaluation will be spearheaded internally. The recommendations of mid-term evaluation will help in making improvements to the Strategic Plan implementation process.

#### End-term Evaluation

The end-term evaluation will be conducted at the end of the Strategic Plan period and the achievements, challenges, lessons learnt and recommendation will inform the next cycle of the strategic planning process by KTO.

## ANNEXES

### ANNEX I: KTO 2022-2027 STRATEGIC PLAN LOGICAL FRAMEWORK

**Objective 1: To Strengthen FDCs as training, innovation, and alternative education pathway institutions, and platforms for community engagement**

	Results	Indicators	Means of Verification	Important Assumptions
Outcome 1	FDCs are vibrant institutions providing a broad range of trainings and innovation programs, and functioning as alternative education pathways while promoting community engagement for sustainable development	<ul style="list-style-type: none"> <li>• % of adult trainees who believe that FDCs provide gender sensitive services</li> <li>• % of adults enrolled into FDCs for AEP</li> <li>• Extent to which Communities engage into FDCs/KTO programs</li> </ul>	<ul style="list-style-type: none"> <li>• KTO reports</li> <li>• End of Strategic plan Surveys</li> <li>• Media reports</li> </ul>	KTO to secure funding
Outputs	Efficiency and effectiveness in FDCs are enhanced	Extent to which training delivery is of quality	<ul style="list-style-type: none"> <li>• Quality assurance report</li> <li>• KTO internal and external reports</li> </ul>	
	FDC concept is secured and extended in Tanzania	Number of trainings provided by KTO to FDCs	<ul style="list-style-type: none"> <li>• KTO reports</li> </ul>	
	KTO strengthened as training provider	<ul style="list-style-type: none"> <li>• Extent to which ICT is adopted in functional literacy</li> <li>• Developed Functional Literacy program</li> </ul>	<ul style="list-style-type: none"> <li>• KTO internal and external reports</li> <li>• FDC reports</li> </ul>	
	ODL using ICT and functional literacy program developed and functioning	<ul style="list-style-type: none"> <li>• Extent to which ICT use is adopted</li> <li>• Count of a functional literacy program established</li> </ul>	<ul style="list-style-type: none"> <li>• KTO internal and external reports</li> <li>• FDC reports</li> </ul>	

	Results	Indicators	Means of Verification	Important Assumptions
	Establishment/improvement of Community Resource Information Centres CRICS around FDCs	<ul style="list-style-type: none"> <li>Number of FDCs with established/improved CRICS in FDCs</li> </ul>	<ul style="list-style-type: none"> <li>KTO reports</li> <li>FDC reports</li> </ul>	
	Innovation and Environmental solutions hub are established in FDCs	<ul style="list-style-type: none"> <li>Number of FDCs with established environment related innovations</li> </ul>	<ul style="list-style-type: none"> <li>KTO reports</li> </ul>	
	FDCs Visibility is diversely strengthened	<ul style="list-style-type: none"> <li>Number of community awareness raising events conducted</li> <li>Extent to which FDCs and KTO covered in media</li> <li>The extent to which the public is aware of the KTO and FDCs brands</li> <li>Number of publications produced</li> </ul>	<ul style="list-style-type: none"> <li>KTO reports</li> <li>FDC reports</li> <li>Media reports</li> </ul>	KTO to secure funds
<b>Objective 2: To strengthen adults with focus on young women access to rights and opportunities for active citizen engagement and acquisition of skills to acquire employment, and /or continue with further education</b>				
<b>Outcome 2</b>	Socially and economically active and empowered young adults with skills for employment, innovation for self-employment or continuous education	<ul style="list-style-type: none"> <li>Extent to which young women and men access established programs</li> <li>Extent to which young women and men have knowledge on rights, skills for employment or innovation for self-employment</li> </ul>	<ul style="list-style-type: none"> <li>FDC Quarterly reports</li> <li>KTO internal reports</li> <li>Strategic plan Mid and end line evaluation report</li> </ul>	Continued government collaboration in implementing the programs
<b>Outputs</b>	SRHR services and education strengthened, and SRHR education mainstreamed in training programs	<ul style="list-style-type: none"> <li>Extent to which SRHR components are strengthened and</li> </ul>	<ul style="list-style-type: none"> <li>Life skills curriculum with the SRHR component</li> <li>KTO reports</li> </ul>	



	Results	Indicators	Means of Verification	Important Assumptions
		mainstreamed in the curriculum		
	Measures to combat sextortion in FDCs are put in place and implemented	<ul style="list-style-type: none"> <li>Number of measures established</li> <li>Extent to which FDC community members are aware of sextortion</li> </ul>	<ul style="list-style-type: none"> <li>KTO semi and annual reports</li> </ul>	
	EHM: Skills development program for young women is strengthened in FDCs and education system	<ul style="list-style-type: none"> <li>Number of FDCs implementing EHM</li> <li>Number of participants enrolled into EHM</li> </ul>	<ul style="list-style-type: none"> <li>FDCs enrolment updates</li> <li>FDC progress reports</li> <li>KTO reports</li> </ul>	
	Mpira Fursa: Tanzania Women Football Program is strengthened and scaled to all 54 FDCs and	<ul style="list-style-type: none"> <li>Number of FDCs implementing Mpira Fursa</li> <li>Number of FDC women participants enrolled into football</li> <li>Number of teams registered in Local councils</li> </ul>	<ul style="list-style-type: none"> <li>FDCs enrolment updates</li> <li>FDC progress reports</li> <li>KTO reports</li> </ul>	
	Expanded Access to ECD training through FDCs strengthened	<ul style="list-style-type: none"> <li>Number of FDCs implementing the course</li> <li>Number of participants enrolled</li> </ul>	<ul style="list-style-type: none"> <li>FDCs enrolment updates</li> <li>FDC progress reports</li> <li>KTO reports</li> </ul>	
<b>Objective 3: KTO playing an active role in spearheading the work of Folk and Adult Education Nationally and Internationally, and the positive impact of the FDC concept among Tanzanian communities</b>				
<b>Outcome 3</b>	Well known KTO and FDC brands to national and international stakeholders to raise awareness hence interest from different social groups	<ul style="list-style-type: none"> <li>Extent to which KTO and FDCs have an ability to lobby and advocate for FDCs locally and internationally</li> <li>Extent to which partnerships with local and</li> </ul>	Partnership/collaboration agreements	Implementation of programs will attract new partners

	Results	Indicators	Means of Verification	Important Assumptions
		international institutions, organizations and individuals are established.		
<b>Outputs</b>	Engagement in ALE Collaboration with partners is strengthened	<ul style="list-style-type: none"> <li>Number of new partners in ALE engaged</li> </ul>	KTO internal reports	
	Strengthen partner collaboration	<ul style="list-style-type: none"> <li>Extent to which existing and new collaborations are maintained</li> </ul>	KTO internal reports	
	FDC concept development in ALE nationally and internationally	<ul style="list-style-type: none"> <li>Extent to which FDC concept is expanded nationally and internationally</li> <li>Number of new FDCs established</li> </ul>	KTO internal reports	

## Annex II: Risk Analysis and Mitigation Measures

No.	Description	Impact	Likelihood	Risk score	Mitigation Measures
1	Funding shortfall for 2021	Very high	Moderate	High	<ul style="list-style-type: none"> <li>• Search and application for more funding openings</li> <li>• Discussions with Embassies, UN agencies, foundations</li> <li>• Broadening funding sources including widen membership contributions.</li> </ul>
2	Sextortion to participants	Very high	Moderate	High	<ul style="list-style-type: none"> <li>• Continuing communication with FDC management about the importance of ensuring protections for participants and ensuring that participants can feel comfortable to raise complaints.</li> <li>• Strengthening collaboration with PCCB in combating sextortion</li> <li>• Formation of clubs in FDCs</li> <li>• Rollout an extensive campaign against sextortion and all forms of sexual harassment</li> </ul>
3	Limited number of staffing to deliver KTO's strategy	High	Moderate	High	Ensure all funding proposals include sufficient staff funding to deliver the programs.
4	Miss-appropriation of KTO resources	Very high	Low	Very high	Ensuring compliance with existing requirements, guidelines, and with donor requirements.
5	Pandemics e.g., COVID_19	High	High	Very high	Ensure compliance to in place expert information on disease and pandemic control
6	Corruption	Very high	Low	Very high	<ul style="list-style-type: none"> <li>• Ensuring compliance to existing policies</li> <li>• Regular awareness creation sessions</li> </ul>
7	Government policy around young mothers' education opportunities	Very high	moderate	Very high	<ul style="list-style-type: none"> <li>• Strengthening collaboration with the government</li> <li>• Dialogue with the government to strengthen FDCs as alternative education pathway</li> </ul>
8	Change of FDCs into VETA institutions	Low	Low	Very high	<ul style="list-style-type: none"> <li>• Strengthen communication with the government and FDCs on the role of FDCs as institutions for Folk and adult education and alternative education pathway.</li> </ul>