



KTO

ANNUAL REPORT

2025



Director's Message



Maggid Mjengwa
Executive Director, KTO

It is my pleasure to present the 2025 Annual Report of Karibu Tanzania Organization (KTO), highlighting a year of meaningful progress, strategic growth, and deepened impact in advancing folk and adult education as well as lifelong learning in Tanzania.

Over the past year, KTO has continued to strengthen the role of Folk Development Colleges (FDCs) as dynamic centres for education, skills development, and community transformation. Our work has remained firmly grounded in the belief that education is a powerful tool for Youth empowerment particularly for young women, adolescent mothers, and other marginalized groups who often face significant barriers in accessing learning opportunities.

A key achievement in 2025 was the NACTVET accreditation of the Early Childhood Development (ECD) curriculum, which strengthened the professionalization of ECD training and enhanced the credibility of FDCs as nationally recognized institutions. KTO also supported the integration of the new vocational secondary education curriculum into the EHM program to improve learning relevance and quality. The EHM program continued to expand, offering second-chance education and vocational skills to thousands of young mothers and out-of-

school youth. This was further strengthened by SRHR education and daycare services, which improved learner support, retention, and the ability to balance education with family responsibilities. Through the Mpira Fursa initiative, we have demonstrated the transformative power of sports in promoting gender equality and youth empowerment. The expansion of this program to Zanzibar, including the establishment of a women's football team, reflects our commitment to creating inclusive opportunities that challenge social norms and unlock potential.

Our efforts have also been strengthened through strategic partnerships at national and international levels. Engagement with government institutions, civil society, and global partners has enabled knowledge exchange, policy influence, and the sharing of best practices that continue to enrich our programs and broaden our impact. While we celebrate these achievements, we remain mindful of the challenges ahead, including resource constraints and infrastructure gaps within FDCs. KTO is committed to working closely with stakeholders including MoEST to address these challenges and ensure the sustainability and scalability of our interventions.

I extend my sincere gratitude to our partners, government counterparts, development partners, and dedicated staff for their unwavering support and collaboration. Above all, I commend the resilience and determination of our learners, whose journeys continue to inspire our work. As we move forward, KTO remains committed to strengthening inclusive education systems, empowering communities, and contributing to national and global development goals.

Maggid Mjengwa

Executive Director, KTO

Executive Summary

In 2025, Karibu Tanzania Organization (KTO) continued to make significant progress in advancing inclusive, equitable, and quality education in Tanzania through the strengthening of Folk Development Colleges (FDCs). Anchored in its strategic priorities, KTO focused on revamping FDCs as centres of training, innovation, and community engagement, while promoting gender equality, lifelong learning, and human development. The organization's integrated approach combining policy engagement, program implementation, and strategic partnerships has contributed to expanding access to education and skills development for marginalized populations, particularly young women and adolescent mothers.

At the policy and systems level, KTO remained an active and influential member of the Education Sector Development Committee (ESDC) and its Technical Working Groups. Through these platforms, the organization contributed to national education dialogue, including advancing the implementation of the re-entry policy and strengthening the recognition of FDCs as key institutions for adult and non-formal education. A major milestone was the successful accreditation of the Early Childhood Development (ECD) curriculum (NVA Levels 1–3) by NACTVET, marking a significant step toward professionalizing ECD training and enhancing the credibility of FDCs as accredited training providers. KTO also supported the integration of the new vocational secondary education curriculum into the Elimu Haina Mwisho (EHM) program through coordinated capacity building, technical discussions, and policy engagement.

Programmatically, KTO achieved notable expansion and impact across its three core interventions: Elimu Haina Mwisho (EHM), Mpira Fursa, and Expanded Access to ECD Training. The EHM program continued to provide a vital second-chance education pathway, enrolling 1,725 participants in 2025 and bringing cumulative enrollment to over 11,000 since 2019. The program has enabled young mothers and out-of-school youth to re-enter education, acquire vocational and life skills, and transition into employment or further studies. The integration of complementary services, including Sexual and Reproductive Health and Rights (SRHR) education and daycare support,

has strengthened learner retention, wellbeing, and empowerment.

The Mpira Fursa initiative further demonstrated the transformative power of sports in education and community development. Through targeted capacity building, KTO trained coaches, teachers, and coordinators in grassroots football, promoting gender inclusion and enhancing youth participation. Football production training introduced an innovative livelihood component, enabling participants to generate income while addressing the shortage of sports equipment. The program's expansion to Zanzibar was marked by the establishment of a women's football team in Kizimkazi and at Forodhani, Raha Leo and Wingwi Alternative Learning and Adult Education Centers, representing a key milestone in advancing girls' and young women participation in sports and challenging cultural barriers.

The ECD program also recorded significant growth, expanding from 10 to 15 FDCs and reaching over 1,100 participants since the start of the program in 2021. With approximately 60% of graduates securing employment, the program is contributing directly to workforce development and improved early learning services. Quality assurance mechanisms, including post-moderation of examinations, further strengthened the standardization and credibility of training and assessment processes.

KTO also enhanced its impact through strengthened national and international partnerships. Collaboration with stakeholders in Zanzibar supported the piloting of the FDC model in alternative learning centers, while partnerships with Swedish Folk High Schools facilitated international knowledge exchange, capacity building, and shared learning under the Atlas framework. These engagements have reinforced KTO's position as a center of excellence in non-formal education and a bridge between local innovation and global best practices.

Monitoring, evaluation, and learning systems were strengthened through a results-based approach integrating field visits, digital tools, and continuous data quality assurance. Insights generated informed adaptive management and program improvement,

while preparations for a tracer study were initiated to assess long-term outcomes and employment pathways of graduates.

Despite these achievements, challenges persist, including limited infrastructure, insufficient teaching and childcare personnel, and resource constraints affecting program expansion. KTO continues to engage government and development partners to

address these gaps and ensure sustainability.

Overall, KTO's interventions have had a transformative impact, improving access to education, enhancing employability, promoting gender equality, and shifting community attitudes toward girls' education. By strengthening FDCs as inclusive and responsive learning institutions, KTO continues to contribute meaningfully to Tanzania's education development and the achievement of Agenda 2030.

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List of Acronyms and Abbreviations

AEP	Alternative Education Pathway
ALAE	Alternative Learning and Adult Education Centers (DALAE)
AJESR	Annual Education Sector Review
CSE	Comprehensive Sexuality Education
ECD	Early Childhood Development
DALAE	Department of Alternative Learning and Adult Education Centers (DALAE)
EHM	Elimu Haina Mwisho
ESDC	Education Sector Development Committee
FDC	Folk Development College
FSO	Folkhighshool Services Organization
GAWE	Global Action Week for Education.
GBV	Gender Based Violence
ICAE	International Council for Adult Education
KTO	Karibu Tanzania Organization
KWA	Karibu World Association
M&E	Monitoring and Evaluation
MoCAS	Ministry of Culture, Arts and Sports
MoCDGWSG	Ministry of Community Development, Gender, Women and Special Groups
MoEST	Ministry of Education Science and Technology
MoEVT	Ministry of Education and Vocational Training
NACTVET	National Council for Technical and Vocational Education and Training.
P/S	Primary School
PM RALG	Prime Minister's Office Regional Administration and Local Government.
SRHR	Sexual Reproductive Health and Rights
STIs	Sexually Transmitted Infections
TEN/MET	Tanzania Education Network / Mtandao wa Elimu Tanzania.
TFF	Tanzania Football Federation
TIE	Tanzania Institute of Education
TVET	Technical and Vocational Education and Training
TWGs	Technical Working Groups
UNFPA	United Nations Population Fund.
VETA	Vocational Education and Training Authority

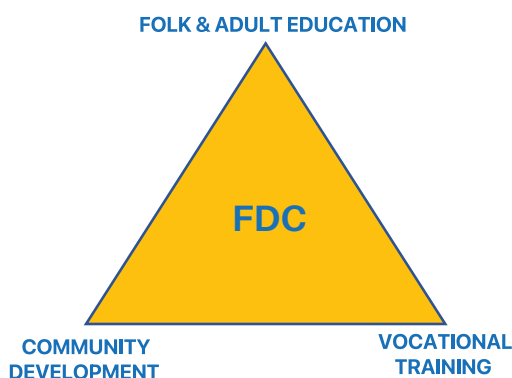


Introduction

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

Karibu Tanzania Organization (KTO) is a national membership-based NGO that serves as the umbrella body for all 55 Folk Development Colleges (FDCs) in Tanzania. Its main mandate is to strengthen and link FDCs so they can effectively advance adult education, folk education, and community development. Established in 1990 through a partnership between Tanzania and Sweden specifically between Tanzanian FDCs and Swedish Folk High Schools—KTO draws its membership largely from FDC teachers, principals, and participants.

KTO works closely with the Tanzanian government, particularly the Ministry of Education, Science and Technology (MoEST), the Ministry of Education and Vocational Training (MoEVT) in Zanzibar, as well as other ministries, national stakeholders, and international partners. The organization has a broad national network, operates officially in Zanzibar with an established office, and maintains neutrality in both political and religious matters. Governance is overseen by a Board of Directors, consisting of members elected during the general meeting and appointed experts, while daily operations are managed by a professional secretariat.



The Philosophy of FDCs

FDCs, which were founded in 1975 under the third phase of Tanzania's Adult Education Programme, are primarily located in rural areas and aim to deliver training that responds to community needs. They function as centers for vocational training and adult education, contributing to lifelong learning and local social and economic development. Their focus is on marginalized populations, positioning them as an Alternative Education Pathway (AEP).

Building on decades of experience in folk and adult education, KTO, in collaboration with the FDCs, provides training opportunities for young adults across the country. Currently, it is implementing the Elimu Haina Mwisho: Skills Development Programme for Young Women across 54 FDCs in partnership with MoEST. This initiative supports young mothers and women whose education was disrupted, enabling them to access secondary education, vocational skills, life skills, and entrepreneurship training, thereby enhancing their chances for employment, self-employment, and continued education.

KTO also implements the "Mpira Fursa: Tanzania Women's Football Programme" in partnership with Ministry of Culture Arts and Sports (MoCAS), Ministry of Education Science and Technology (MoEST) the President's Office, Regional Administration and Local Government Tanzania (PO-RALG) and Tanzania Football Federation (TFF). This initiative operates across the same 54 FDCs and aims to promote women and girls in football while advancing gender equality and socio-economic empowerment. The program extends to 113 primary schools, equipping girls with technical football skills and an understanding of the sport's economic potential. It promotes gender awareness, self-esteem, self-confidence, and rights awareness, contributing to the reduction of female school dropouts.

Additionally, KTO is facilitating a Certificate program in Early Childhood Development (ECD) Training Program in 15 FDCs, offering certification from the Commissioner of Social Work for childcare workers. This certification enables participants to secure employment in daycare centers or establish their own childcare facilities, thereby supporting community well-being and empowerment.

KTO's strategic plan focuses on expanding its impact across all parts of Tanzania, including Zanzibar. This expansion addresses critical issues such as high dropout rates in primary and secondary schools and the significant number of young people not enrolled in any form of education. By introducing the FDC model in Zanzibar, the program aims to provide accessible vocational training and education tailored to the needs of local communities. This initiative seeks to empower Zanzibar's youth to build sustainable livelihoods and contribute meaningfully to their communities' socio-economic development.

In summary, KTO's strategic expansion to Zanzibar aims to address the high dropout rates and the lack of alternative educational pathways for youth and young adults. By implementing the FDC model, the program intends to provide relevant vocational training and education, ultimately empowering the youth to contribute to the socio-economic development of their communities.

1.2 Theory of Change

KTO's Theory of Change is rooted in the conviction that lasting transformation begins at the grassroots level. When individuals, particularly those in rural and marginalized communities, are given access to relevant knowledge and learning opportunities, they are better positioned to identify and articulate their own educational needs and interests. Through democratic and participatory processes, these voices can shape community priorities and influence institutional practices.

At the same time, when government, development partners, and other stakeholders recognize the value of Folk and Adult Education and are motivated to invest in it, the enabling environment for change expands. These combined efforts generate impact at three levels:

- Individual level: enhanced skills, confidence, and agency to pursue education, livelihoods, and active citizenship.

- Institutional level: stronger Folk Development Colleges (FDCs) with improved capacity to deliver relevant, inclusive, and community-responsive education.
- Associative level: more vibrant networks and collective action among communities, institutions, and stakeholders, fostering accountability and shared responsibility for development.

Through this approach, KTO seeks to nurture participation, critical thinking, and reflection, while integrating global best practices into local realities. The result is empowered communities capable of driving social and economic development through collective action and meaningful change.

1.3 Strategic Focus Areas and Objectives

KTO's overarching goal is to contribute to the socio-economic transformation of Tanzanian society by leveraging the potential of Folk Development Colleges (FDCs). Through these institutions, KTO seeks to foster inclusive communities, uphold democratic values, strengthen citizen participation, promote gender equality, and advance sustainable development.

This vision is operationalized through three strategic focus areas outlined in the 2022–2027 Strategic Plan:

1. Revamping FDCs as Centres for Training, Innovation, and Community Engagement
2. Enhancing gender equality, lifelong learning and human development through FDCs
3. Partnering in folk and adult education nationally and internationally for attainment of Agenda 2030.

1.3.1 Strategic objectives

- i. To Strengthen FDCs as training, innovation, and alternative education pathway institutions, and platforms for community engagement
- ii. To strengthen adults with a focus on young women in accessing rights and opportunities for active citizen engagement and acquisition of skills
- iii. To spearhead the work of Folk and Adult

Education nationally and internationally, and the positive impact of the FDC concept among Tanzanian communities.

Our Vision

"To help to create well-informed, socio-economically empowered and active citizens in a just and sustainable Tanzanian society".

Our Mission

"To contribute to the socioeconomic 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".

Our Values

The following core values guide KTO's functions: People's Empowerment, gender equality and equity, transparency, effectiveness, accountability, integrity, commitment to human rights, cooperation and collaboration, diversity and volunteerism.

1.4 Our Partners

KTO delivers its mission and mandate through strong and diverse partnerships at both national and international levels. Currently, KTO works closely with five key ministries: the Ministry of Education, Science and Technology (MoEST), the Ministry of Education and Vocational Training (MoEVT) in Zanzibar, the Ministry of Community Development, Gender, Women and Special Groups (MoCDGWSG), the Ministry of Information, Culture, Arts and Sports (MoCAS), and the President's Office – Regional Administration and Local Government (PoRALG).

In addition, KTO collaborates with a range of development partners, including the Swedish International Development Cooperation Agency (Sida), the United Nations Population Fund (UNFPA), and the UEFA Foundation for Children.

At the local level, KTO partners with the Tanzania Football Federation (TFF), while international collaborations include the Karibu Sweden Global,

Folkhighschools Service Organization, Färnebo Folkhighschool, Linköping University, Uppsala University, and the International Council of Adult Education (ICAE).

Through these partnerships, KTO strengthens its capacity to support Folk Development Colleges (FDCs) and advance adult and folk education, gender equality, youth empowerment, and community development across Tanzania.

1.5 Our Reach

As an umbrella organization, KTO connects and supports all 55 Folk Development Colleges (FDCs) across mainland Tanzania, strengthening them to effectively deliver on their mandate of promoting adult education, folk education, and community development. In Zanzibar, KTO has started collaboration with three Alternative learning and Adult Education Centers, two in Unguja (Forodhani and Rahaleo) and one in Pemba (Wingwi).

Through the FDCs, KTO works hand in hand with local communities and civil society organizations to deepen understanding of human rights, promote gender equality, and highlight the links between these rights and the daily challenges people face. This integrated approach not only addresses immediate community needs but also builds a foundation for long-term social change.

KTO delivers this mission through a three-tiered strategy, working in parallel at the:

i. Local level: KTO facilitates' institutional capacity, in-service training, developing course concepts, supporting the implementation of programs, monitor programs, facilitate planning for community dialogue activities and supporting advocacy for gender equality, and Folk and Adult Education at a community level.

ii. National level:

At the national level, KTO engages in continuous dialogue with relevant ministries to influence policy, strengthen the development of Folk Development Colleges (FDCs), and advocate for the importance of Folk and Adult Education and Lifelong Learning as drivers of sustainable development. KTO champions

the unique role of FDCs as institutions within the education sector, positioning them as an Alternative Education Pathway (AEP) that addresses the needs of marginalized groups and supports inclusive education.

As a civil society organization, KTO functions as both a process leader and catalyst. It mobilizes its extensive network to connect institutions and partners, harness their expertise, and create platforms for joint learning and advocacy. Acting as the voice of FDCs, KTO carries forward the needs and challenges expressed by the colleges, co-develops strategies with them, and leads structured discussions with the Ministry of Education, Science and Technology (MoEST) and the Technical and Vocational Education and Training (TVET) Department.

This collaboration has resulted in the implementation of three integrated programs, delivered through FDCs in alignment with MoEST-approved curricula. The programs are anchored in Memoranda of Understanding (MoU) that define strategies, responsibilities, collaboration frameworks, cost-sharing arrangements with MoEST and MoEVT Zanzibar, and funding strategies for sustainability.

Through this joint approach, KTO ensures that FDC programs are embedded within national education priorities while remaining responsive to community needs.

iii. International level:

At the international level, KTO aligns its work with the Sustainable Development Goals (SDGs), all of which explicitly or implicitly include targets related to adult learning. In pursuit of Agenda 2030, KTO networks with global partners and stakeholders to advance lifelong learning, Folk Education, and Adult Education as key drivers of sustainable development.

Through these efforts, KTO connects Tanzania's Folk Development Colleges (FDCs) to international networks of Folk and Adult Education. This includes strong collaboration with Swedish Folk High Schools via Karibu World Association (KWA) and the Folkhighschools Service Organization (FSO), as well as global engagement through the International Council of Adult Education (ICAE). These partnerships not only strengthen FDCs but also ensure that Tanzania contributes to and benefits from global knowledge exchange and best practices in adult and folk education.



SUMMARY OF ANNUAL PERFORMANCE

2.1 Summary of Key Achievements

During this reporting period, Karibu Tanzania Organization (KTO) made notable progress in advancing skills development, improving education quality, and strengthening both national and international collaborations. In Zanzibar, KTO established partnerships with three ALAE centers Forodhani, Raha Leo, and Wingwi and successfully conducted football production training for the Vijana Nguvu Kazi program in Kizimkazi. This training engaged both male and female youth, and five days of evening sessions culminated in the formation of a women's football team, promoting gender inclusion and empowering young women in sports.

At the national level, the major achievement was KTO's leadership in facilitating the accreditation of the Early Childhood Development (ECD) course, NVA Levels 1–3, by NACTVET. The organization also coordinated ECD examinations post-moderation exercises across 15 FDCs implementing the ECD program, ensuring assessment consistency, fairness, and quality while providing actionable recommendations to strengthen future examinations.

KTO played a central role in supporting the orientation and capacity building needed to integrate the new vocational secondary education curriculum into the Elimu Haina Mwisho program. In partnership with the Tanzania Institute of Education (TIE), KTO coordinated technical discussions and helped establish a joint working group comprising representatives from FDCs, TVET institutions, and MoEST.

Internationally, KTO maintained its collaboration with Grimslövs and Sörängens Folk High Schools in

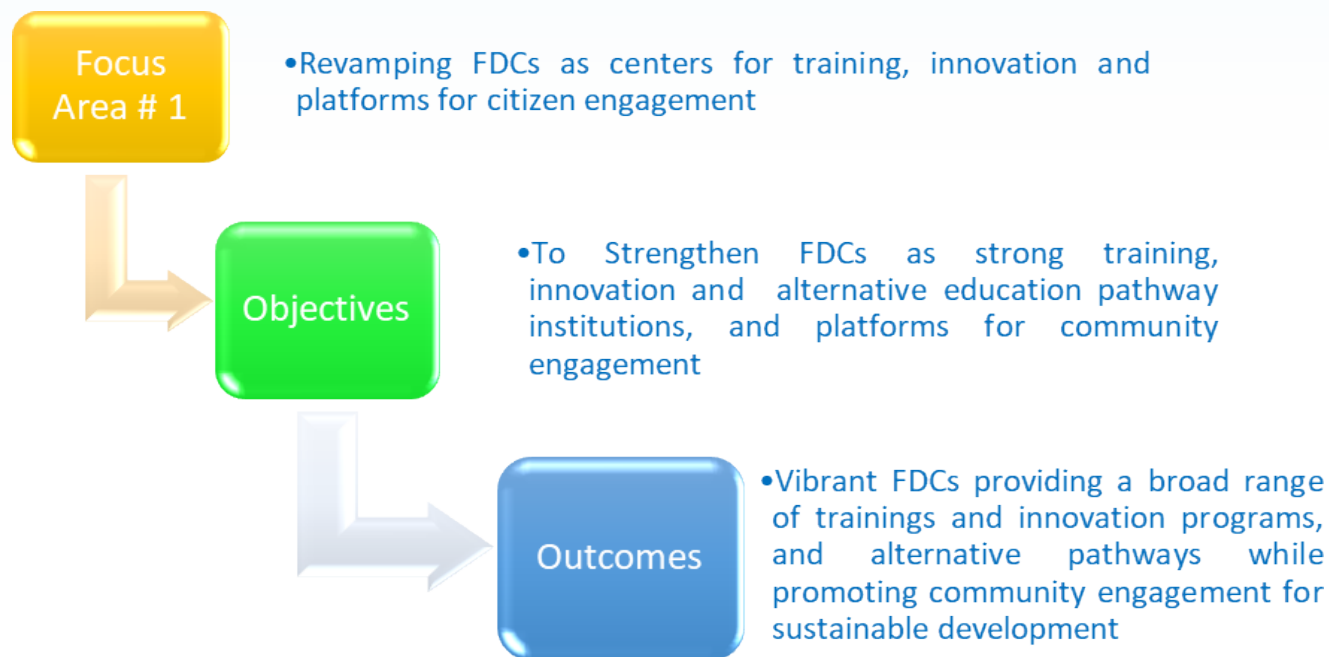
Sweden. In 2025, a delegation of 16 Tanzanian FDC representatives, led by the KTO Director and including staff from Ilula and Katumba FDCs, undertook a study visit to these Swedish Folk highschoools. The exchange offered valuable insights into global best practices, strengthened networks, and reinforced long-term collaboration under the Atlas Planning framework.

Additionally, KTO delivered an intensive training for 54 FDC nurses and health providers on comprehensive sexuality education (CSE) and youth-friendly sexual and reproductive health services (SRHR). Participants gained practical skills to provide life skills-based education covering adolescent health, contraception, STIs, GBV, and menstrual hygiene, enhancing youth wellbeing and empowerment across FDCs.

In governance and strategic engagement, KTO convened its Ordinary Board meetings to guide organizational oversight and decision-making. As an active member of the Education Sector Development Committee (ESDC), KTO planned to contribute to the Education Sector Development Plan (ESDP) process to ensure the FDC sector is represented effectively, and to participate in African Journal of Education and Social Research (AJESR) meetings to promote knowledge sharing and sector advocacy.

These achievements demonstrate KTO's ongoing commitment to inclusive education, institutional capacity building, and the promotion of both local and global knowledge exchange, generating lasting benefits for communities, youth, and education system in Tanzania.

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



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

During the reporting period, KTO has continued to champion the transformation of Folk Development Colleges (FDCs) into dynamic hubs of training, innovation, and community engagement. By aligning programmatic interventions with national education reforms, KTO has positioned FDCs

as inclusive institutions that provide alternative education pathways, promote lifelong learning, and support sustainable livelihoods. The organization's contributions have spanned curriculum development, policy influence, staff capacity-building, and the introduction of innovative programs that expand opportunities for marginalized groups, particularly adolescent girls and young mothers. Collectively, these efforts are revitalizing FDCs as vibrant centres that respond to learner needs, empower communities, and strengthen Tanzania's broader education system.

2.2.1 Policy Influence

KTO's role in advancing inclusive education has been further reinforced through its active engagement in the Education Sector Development Committee (ESDC). As a committed member, KTO has continued to advocate for the recognition and expansion of Folk Development Colleges (FDCs) within the national education system, emphasizing their critical contribution to adult learning, vocational training, and lifelong education. This engagement highlights the importance of FDCs in providing flexible and alternative pathways that respond to the needs of diverse learners.

KTO has also sustained its participation in the ESDC Technical Working Groups (TWGs), where it contributes technical expertise to policy dialogue, strategic planning, and the development of actionable frameworks aligned with national education priorities. Through this platform, KTO works collaboratively with stakeholders to influence decision-making, improve education quality and access, and strengthen sustainable education development in Tanzania. This involvement continues to position KTO as a key player in shaping education policy and driving innovation within the sector.



ESDC TWG session

2.2.2 Strengthened Sector Collaboration and Program Monitoring

Karibu Tanzania Organization (KTO), as a member of the Education Sector Development Committee (ESDC) and the ESDC Technical Working Group (TWG), actively participated in a Ministry of Education, Science, and Technology (MoEST)-led education sector field visit. KTO contributed to joint monitoring, learning, and knowledge-sharing initiatives alongside government institutions, civil society organizations, and other education stakeholders.

The visit facilitated enhanced collaboration and exchange of best practices aimed at promoting inclusive, equitable, and quality education. In addition, KTO conducted targeted monitoring of its programs at Kilwa Folk Development College (FDC), assessing progress, capturing lessons learned, and identifying areas for improvement. This engagement strengthened KTO's capacity to inform program strategies and foster evidence-based interventions in education.

2.2.3 Advancing the Re-entry Policy through the National Girls' Education Caucus

In the reporting period, KTO strengthened its role as a member of the National Girls' Education Caucus meeting convened by Tanzania Education Network/Mtandao wa Elimu Tanzania (TEN/MET). The forum brought together key education stakeholders to analyze the current state of implementation of the national re-entry policy. This policy aims to ensure that girls and boys who drop out of school due to pregnancy, early marriage, economic hardship, or other challenges are provided with the opportunity to return to formal education.

KTO's participation contributed to shaping critical discussions on the barriers and opportunities surrounding policy implementation at both school and community levels. By sharing insights from its ongoing work with Folk Development Colleges

(FDCs) and the Elimu Haina Mwisho program, KTO highlighted practical approaches for supporting adolescent girls and young mothers to re-enter education and continue their learning journey. This engagement further emphasized the importance of linking policy commitments with community-based initiatives that provide safe learning environments, life skills, and social support for vulnerable learners.

As an outcome, the caucus generated recommendations to strengthen awareness creation, enhance accountability at local and national levels, and ensure effective resource allocation for the enforcement of the re-entry policy. Through its involvement, KTO reinforced its position as a trusted advocate and technical contributor within the national education sector. This achievement not only advanced the collective goal of ensuring equitable access to education for all but also positioned KTO as a key partner in driving systemic change for gender-responsive education in Tanzania.



Caucus meeting on progress

2.2.4 Engagement in the Zanzibar Joint Education Review



Zanzibar Joint education review meeting 2025

KTO's participation in the Zanzibar Joint Education Review Meeting in 2025 strengthened its role as an active stakeholder in advancing inclusive and equitable education. Through this platform, KTO contributed evidence and experiences from the EHM and FDC programs, highlighting practical approaches to reintegration, gender-responsive education, and community-based support systems. Engagement in

the review enhanced collaboration with government counterparts and development partners, fostering alignment of adult and non-formal education priorities with broader sector reforms in Zanzibar. As a result, KTO's work gained greater visibility and influence, while creating opportunities for harmonization of strategies between Mainland Tanzania and Zanzibar, thereby reinforcing the collective effort toward achieving national and regional education goals.

2.2.5 Engagement in the National Assessment Framework

KTO, together with FDC Principals, actively participated in national-level consultations on the National Assessment Framework led by NACTVET. Through this engagement, KTO contributed practical perspectives on assessment approaches that reflect the realities of FDC learners, particularly young mothers in the EHM program. As a result, FDCs are better positioned to benefit from a more inclusive, standardized, and gender-responsive assessment framework that strengthens the quality, recognition, and credibility of training outcomes. This has enhanced collaboration with NACTVET and reinforced KTO's role in influencing national processes that directly impact adult and non-formal education delivery.



Kigamboni FDC Principal giving remarks in the workshop

2.2.6 Participation in the Global Action Week for Education (GAWE 2025)

Karibu Tanzania Organization (KTO) actively participated in the Global Action for World Education 2025 held in Katavi Region. Organized by TEN/MET alongside key education stakeholders, the event aimed to promote access to inclusive and quality education in line with global education priorities.

Through its core programs, Mpira Fursa, Elimu Haina Mwisho (EHM), and Early Childhood Development

(ECD), KTO facilitated hands-on demonstration, including leather football production, directly engaging primary and secondary school students, the main beneficiaries of the celebrations. This participation underscored KTO's role as a key stakeholder in advancing skills-based education and supporting the Government's education agenda.

The event also provided a platform for KTO to showcase its programs to regional leadership and other stakeholders, strengthening collaboration and visibility for ongoing and future education initiatives in Katavi Region.



Students at Mirumba Secondary School, holding leaflets from KTO's programs, Elimu Haina Mwisho and Mpira Fursa

2.2.7 Visibility

2.2.5.1 Participation in Media shows

Karibu Tanzania Organization (KTO) further strengthened its visibility and public recognition through a comprehensive live TV show designed to showcase the transformative opportunities available to young women through Folk Development Colleges (FDCs). The program featured inspiring success stories from Ritha Erasto, a former EHM participant at Mbinga FDC now pursuing university education at

Mkwawa University College of Education, and Tulizo Mwatebwe, a former EHM participant from Mputa FDC, TFF-trained coach, and current Physical Education student at Malya Sports Development College and Lotty Mwang'onda the Chairperson of FDC Principals in Mainland Tanzania. Their testimonies highlighted how KTO programs serve as effective pathways for accessing secondary education, vocational skills, and livelihood opportunities, particularly for young women and marginalized learners.



Tulizo Mwatwebe – Beneficiary of Elimu Haina Mwisho and Mpira Fursa

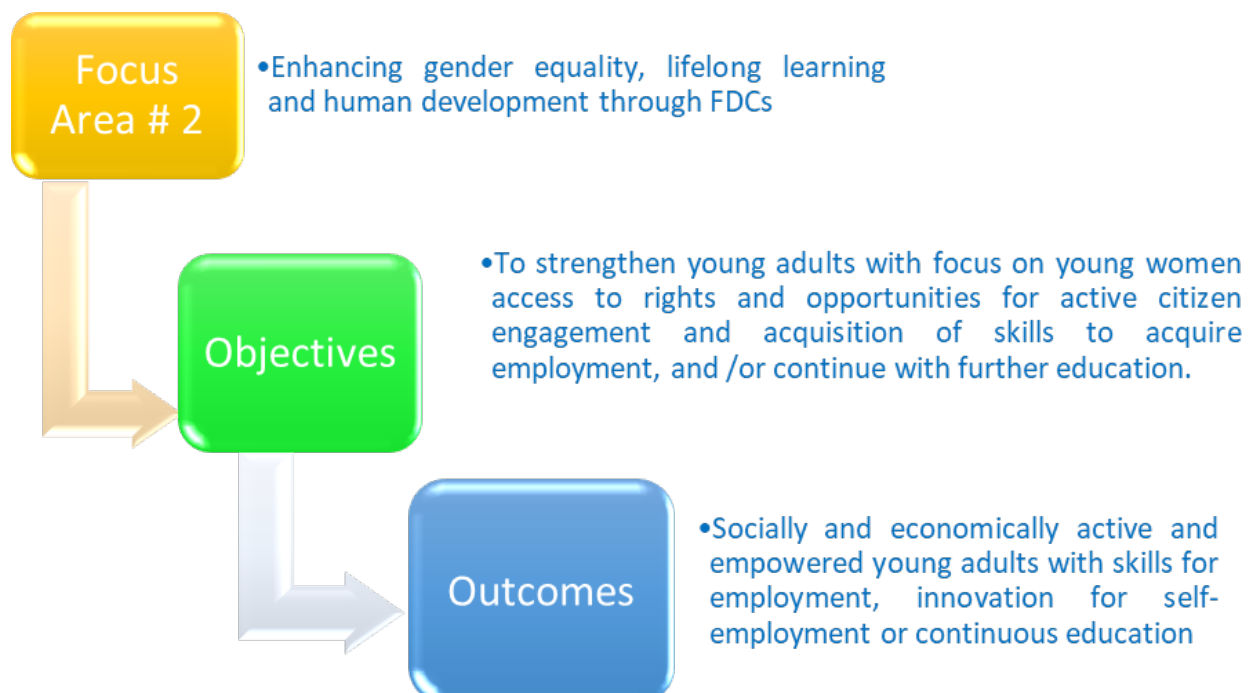


Ritha Erasto – Beneficiary of Elimu Haina Mwisho

The show also included insights from the national chairperson of FDC Principals and the KTO Executive Director, providing context on the operational model of FDCs and the broader impact of non-formal education programs. By broadcasting these stories to a wide audience, the initiative not only increased public awareness of KTO's programs and success in empowering girls and young women but also

enhanced the organization's credibility, strengthened its institutional profile, and positioned KTO as a leading advocate for inclusive, non-formal education and women's empowerment in Tanzania. The program created a platform for knowledge sharing, inspired potential learners, and showcased the tangible benefits of KTO's interventions to partners, policymakers, and the wider public.

2.3 Focus Area 2: Enhancing Gender Equality Lifelong Learning and Human Development through FDCs



Karibu Tanzania Organization (KTO), through its integrated three-tiered approach comprising the Elimu Haina Mwisho (EHM) program, Mpira Fursa initiative, and Expanded Access to Early Childhood Development (ECD) Training, continues to promote gender equality, lifelong learning, and holistic human development. Over the past six months, the organization has achieved notable progress in implementing these programs across Folk Development Colleges (FDCs), creating meaningful

opportunities for young women, girls and community members. These interventions have strengthened access to education, enhanced skills development, and fostered empowerment through non-formal education pathway. The reporting period has seen tangible outcomes in participant enrollment, capacity building, and knowledge exchange, underscoring KTO's role as a driver of inclusive education and youth development in Tanzania.

2.3.1 Elimu Haina Mwisho: Skills development Program for Young Women through FDCs

The program, implemented in 54 Folk Development Colleges (FDCs) through a close partnership between KTO and the Ministry of Education, Science, and Technology (MoEST), targets young mothers and women who dropped out of school for various reasons. It provides these participants with access to secondary education in a non-formal setting, vocational training, life skills, and entrepreneurship opportunities, empowering them to pursue employment and/or continue their education.



2.3.2 Summary of Key Achievements

2.3.2.1 Sustaining the EHM Program

In the first half of 2025, KTO has sustained the integration of the EHM program into the FDC training system, consolidating its role as a reliable pathway for young mothers and other marginalized learners to re-enter formal education and skills training. The 2025 cohort has so far recorded 1725 new participants, representing an increase of 591 participants compared to the 2024 cohort of 1,134. This positive growth reflects the program's increasing visibility, improved outreach strategies, and strengthened institutional capacity within FDCs to accommodate learners with diverse needs. Cumulatively, 11,511 participants have been enrolled in the program since 2019, demonstrating the program's contribution to addressing barriers to education access for vulnerable groups.

Beyond the numbers, this achievement has translated into broader participation in training programs and enhanced the program's gender-responsive approach, particularly by creating safe learning spaces for young mothers and linking education to livelihood opportunities. By aligning with national education priorities and integrating support services such as daycare, the EHM program is not only expanding access but also enabling women to balance family responsibilities with personal development. Collectively, these efforts are advancing equity in access to education and skills development, while strengthening FDCs as inclusive institutions capable of driving sustainable social and economic transformation at community and national levels.

2.3.2.2 Capacity building on the Revised Secondary Education Curriculum in collaboration with TIE

The capacity building sessions were successfully conducted with the primary aim of enhancing the EHM. During the reporting period, Karibu Tanzania Organization (KTO) has played a central role in facilitating the orientation and capacity-building processes necessary for integrating the new vocational secondary education curriculum into the Elimu Haina Mwisho program. In collaboration with the Tanzania Institute of Education (TIE), KTO coordinated technical discussions and supported the establishment of a joint working group with representatives from FDCs, TVET, and MoEST.

Key achievements include:

- **Capacity building:** Orientation sessions were conducted for FDC principals and teachers to familiarize them with the structure and requirements of the new curriculum, particularly focusing on vocational subjects at NVA Levels 1–3.
- **Implementation planning:** Together with the technical working group, KTO contributed to the development of a draft implementation plan outlining a three-year phased adoption of the curriculum in FDCs.
- **Policy dialogue:** KTO facilitated stakeholder engagement through the joint meeting held in Dodoma on 16 May 2025, ensuring that the perspectives of FDCs were represented in discussions with MoEST, TVET, and the Commissioner of Education's team.
- **Gender-responsive access:** Advocacy led to the agreement that fee-free education will be extended to young women enrolling in the vocational secondary program at FDCs, removing a major barrier to participation.



Left: Group discussions during the training. Right: Panel discussions on the new curriculum

2.3.2.3 Enhancement of SRHR education in FDCs

During the reporting period, KTO in collaboration with MoEST and Folk Development Colleges (FDCs) made significant progress in mainstreaming Sexual and Reproductive Health and Rights (SRHR) within the FDC training system. Responding to the needs of learners in the Elimu Haina Mwisho (EHM) program and the broader student community, the SRHR module was developed as an annex to the approved Life Skills syllabus. To support effective delivery, a comprehensive teaching guide was also produced. Life Skills teachers were capacitated to apply this updated curriculum, which has enabled them to confidently deliver accurate, age-appropriate, and relevant SRHR information. This intervention has strengthened the learning environment and expanded opportunities for young people, especially adolescent girls and young mothers, to access education that is both inclusive and responsive to their realities.

In addition to curriculum strengthening, KTO advanced efforts to reinforce the institutional capacity of FDCs in providing reproductive health services. A second round of specialized training was rolled out for nurses and FDC health service providers working in 54 FDCs colleges. The training brought together 31 (17 Female and 14 males) FDC nurses and 23 (16 Female and 16 Males) FDC health providers, who were equipped with knowledge, skills, and practical approaches to respond more effectively to the reproductive health needs of learners. Through this initiative, FDC-based health personnel are now better

prepared to integrate SRHR into daily service delivery, offer youth-friendly counselling, and address barriers faced by marginalized groups.

As a result of these combined efforts, FDCs are increasingly positioned as safe, supportive spaces where young people can not only pursue education but also access essential SRHR information and services. The integration of the SRHR module into the Life Skills syllabus ensures sustainability, while the strengthened capacity of both teachers and health service providers guarantees continuity of services beyond the reporting period. These outcomes contribute directly to empowering young people with the knowledge and support necessary to make informed decisions about their health and wellbeing, thereby enhancing their ability to remain in education and transition into productive livelihoods.

2.3.2.4 Enhancement of Day care services in FDCs

The overall enrolment of 1,037 children across the FDC-based Day Care Centres, with a near-equal distribution of 516 boys and 521 girls, reflects a strong and balanced demand for early childhood services within the communities served. This total indicates that the programme has achieved meaningful reach and acceptance, demonstrating that Day Care Services are relevant and responsive to community needs. At the same time, the figures suggest that there is still considerable room for expansion, as current enrolment levels likely represent only a portion of the potential demand across the catchment areas. Overall, the total numbers point to a promising foundation for scaling up and strengthening early childhood development services within the FDC system.

Key Challenges

No.	Challenges	Current Status	Way forward
1.	Lack of sufficient boarding facilities for young mothers and children in a few FDCs	Ongoing	Engaging MoEST to support to secure EHM 50 spaces and discuss boarding for young mothers' children
2.	Training of secondary teachers in the new curriculum	Resolved	TIE provided training
3.	New curriculum syllabus and competence-based education and training CBET Management challenges also in CBET	New	Engagement with MoEST
4.	Secondary education books from TIE.	Resolved	TIE provided books after KTO engagement with MoEST
5.	Limited access to safe drinking water	Ongoing	Engage with stakeholders
6.	Insufficient trained teachers in adult learning and Learner centered approach	Partly resolved	KTO built capacity of existing teachers KTO continues with discussions with MoEST on solving this challenge
7.	Insufficient teachers especially for secondary education	Ongoing	KTO has continued with discussions with MoEST on solving this challenge.
8.	Inability to cover personal upkeep and health insurance for participants	Ongoing	KTO is engaging other like-minded partners for support.
9.	Insufficient career guidance and counselling services	Partly resolved	Continue discussions with MoEST Capacity building to program coordinators in FDCs
10.	Insufficient SRHR services	Ongoing	SRHR education is now delivered to all. KTO continues with discussions with MoEST on enhancing services provision
11.	Day care centres not being fully equipped	Partly addressed	Engagement of MoEST, planned meeting with UNICEF and MoCDGWSG for more support.
12.	Insufficient Childcare workers for the day-care centers	Ongoing	Engage with MoEST to absorb more trained workers from the ECD program
13.	Lack of day care centres in some FDCs	Partly improved to 37 form 30	More engagement with MoEST

2.3.3 Mpira Fursa: Women Football Program

This program, implemented in partnership with the Tanzania Football Federation (TFF), Ministry of Information, Culture, Arts and Sports (MoCAS), and Ministry of Education Science and Technology (MoEST) aims to establish a nationwide framework to promote women's and girls' football. It seeks to identify and empower girls to become skilled and confident football players with a solid understanding of the sport and its economic opportunities. The program also promotes gender awareness and increased participation of girls in sports, while boosting their self-esteem, confidence, and knowledge of their rights. Additionally, it aims to reduce school dropout rates among primary school girls.



Mpira Fursa Program participants with KTO Director Maggid Mjengwa on the right

2.3.4 Summary of Key achievements

2.3.4.1 Capacity building on grassroots Football to Coordinators and PE Teachers

Karibu Tanzania Organization (KTO), through the Mpira Fursa program, successfully built capacity around grassroots football in Kigamboni, to 41 participants (31 female and 10 male) from FDCs. The capacity building activity brought together a diverse group of stakeholders, including women football coordinators from Folk Development Colleges (FDCs), Physical Education teachers from primary schools, six secondary school teachers from Zanzibar, trainers from Zanzibar Alternative Learning Centers (Rahaleo, Forodhani, and Wingwi), and two representatives from the newly formed women's football team, Kizimkazi Nguvu Kazi Zanzibar.

The training was delivered under the technical support from the Tanzania Football Federation (TFF), which provided expert trainer and certification for participants. TFF's involvement ensured that the training met national coaching standards, strengthened the technical credibility of the program, and enabled participants to receive official recognition for their newly acquired skills. By integrating TFF's expertise, the initiative not only enhanced the practical coaching abilities of participants but also reinforced pathways for professional development, mentorship, and sustained implementation of grassroots football



Football production session during the training

in schools, colleges, and communities across Tanzania. The training was designed to significantly strengthen participants' technical knowledge, practical coaching skills, and leadership capacity, enabling them to effectively establish, manage, and sustain boys' and girls' football teams across schools, FDCs, and local communities. Participants received hands-on coaching experience, guidance on program management, and mentoring strategies to enhance team performance and youth engagement.

Beyond technical coaching skills, the program emphasized the strategic use of football as a tool to:

- i. Promote physical and mental health among children, youth, and adults, supporting holistic development;
- ii. Foster social and economic empowerment of girls and women by creating access to new opportunities within sports;
- iii. Enhance school retention and positive engagement of children and youth by promoting teamwork, discipline, and active participation;
- iv. Build networks of trained coaches and coordinators capable of cascading skills and knowledge to peers and community members, ensuring sustainability and expansion of football programs.

This robust capacity-building initiative not only reinforced the role of football as a catalyst for inclusive

development and community empowerment but also amplified KTO's impact in nurturing talent, promoting gender equity in sports, and strengthening the sustainability of the Mpira Fursa program across Tanzania. Through this training, participants are now better equipped to inspire, mentor, and mobilize young people, ensuring long-term benefits for individuals and communities alike.

To tackle the shortage of quality footballs in schools and Folk Development Colleges (FDCs), participants received specialized training in football production. These sessions were designed to increase the availability of locally made, high-quality footballs while creating income-generating opportunities for artisans within FDCs and schools. The trained Physical Education teachers and women football coordinators are expected to cascade these skills within their institutions and wider communities, promoting both skill development and local entrepreneurship. This approach not only addresses immediate equipment needs but also enhances the long-term sustainability of the intervention.



Left: Trainees in practical training. Right: TFF trainer facilitating theoretical part of the training

Table 1: List of FDCs and Primary Schools involved in the training

S/N.	FDCs and Primary Schools from the Eastern Zone; Nzega and Mwanhala from the Western Zone and Zanzibar	
1.	Nzega FDC	1. Nyasa I Primary School
		2. Nyasa ii Primary School
2.	Mwanhala FDC	1. Mwanahala Primary School
		2. Isalalo Primary School
3.	Bigwa FDC	1. Bigwa Primary School
		2. Sechelema Primary School
		3. Ngolole Primary School
4.	Ikwiriri FDC	1. Ukombozi Primary School
		2. Umwe Primary School
5.	Kisarawe FDC	1. Vilabwa Primary School
		2. Mitengwe Primary School
6.	Kilosa FDC	1. Ustawi Primary School
		2. Mazoea Primary School
7.	Ifakara FDC	1. Maendeleo Primary School
		2. Mbasa Primary School
8.	Sofi FDC	1. Sofi Primary School
		2. Majiji Primary School
9.	Kigamboni FDC	1. Uhuru Primary School
		2. Kibugumo Primary School
		3. Gezaulele Primary School
3.	Forodhani Alternative Learning and Adult Education Center	1. Department of Alternative Learning and Adult Education Centers (DALAE)
		2. Haile Selasie Secondary school
		3. Chumbuni Secondary school
4.	Rahaleo Alternative Learning and Adult Education Center	1. Department of Alternative Learning and Adult Education Centers (DALAE)
		2. Nyerere Secondary school
		3. Kwerekwe A. Secondary school
		4. Kizimkazi Group
		5. Kizimkazi Group
5.	Wingwi Alternative Learning and Adult Education Center	1. Department of Alternative Learning and Adult Education Centers (DALAE)
		2. Micheweni Secondary school
		3. Chasasa Secondary school

2.3.4.2 Enhancing Youth Capacity and Gender Inclusion Through Football in Zanzibar

As part of the Mpira Fursa program rollout in Zanzibar, KTO successfully conducted training on football production alongside the promotion of women's football in collaboration with Vijana Nguvu Kazi Kizimkazi, a youth-based organization in Zanzibar. The training was conducted in Kizimkazi, Zanzibar, bringing together 30 (20 male and 10 female) participants from three Shehias including Kizimkazi Mkunguni, Dimbani, and Kibuteni. Participants actively participated in football sessions alongside the stitching classes.

This has not only expanded their technical capacity but also created a pathway for self-employment and income generation within their community.

In addition to production, sessions focused on football training were implemented, with a deliberate emphasis on strengthening women's participation in sport. These efforts culminated in the successful establishment of a women's football team in Kizimkazi, marking a significant milestone in broadening access and visibility for women in football in Zanzibar. The team is expected to act as a platform for talent development, social inclusion, and empowerment for girls and young women who have traditionally faced limited opportunities in organized sport.

As a result, the program not only strengthened vocational and sporting skills among participants but also contributed to shifting community perceptions on women in football, advancing gender equality, and positioning football as both a livelihood and a tool for social transformation.



Participants of the training in a group photo with their trainer (Johnither Kabunga) on the left

2.3.4.3 Overall performance of the program for 2025

The Mpira Fursa data (shown on appendix 6) for 2025 provides a comprehensive picture of participation across Folk Development Colleges (FDCs) and their associated primary schools, offering important insights into gender inclusion and the overall reach of the program. The data reflects both the scale of implementation and the extent to which the program is succeeding in promoting equitable participation among girls and boys at different levels.

At the FDC level, a total of 1,587 female players and 2,249 male players were recorded across all colleges. This translates to approximately 41% female participation compared to 59% male participation. While this indicates that the program has made notable progress in engaging young women, it also highlights that men still dominate participation at this level.

At the primary school level, the program demonstrates a stronger performance in gender inclusion. A total of 4,109 girls and 4,956 boys were reached through 387 girls' teams. This corresponds to approximately 45% participation for girls and 55% for boys, indicating a much narrower gender gap compared to the FDC level. This pattern suggests that the program is highly effective in attracting girls at the entry level. The relatively balanced participation at this level points to a positive shift in attitudes toward girls' involvement in sports, particularly during the early stages of engagement.



Primary school pupils playing football



Left: Some balls produced in a Training in Kizimakazi. Right: Trainees in a football production session

Key Challenges

S/N	Challenges reported in the previous annual report	Current Status	Way forward
1.	Poor sports infrastructure in FDCs	Ongoing	Engaging the government, stakeholders
2.	Insufficient training and sports equipment	Ongoing	Strengthening internal capacity to manufacture
3.	Insufficient sports fields to accommodate all sports activities at FDCs	Ongoing	Engaging the government for support
4.	Cultural barriers among communities	Partly resolved	Community engagement
5.	Lack of trainers for coach and referee course in FDCs	Partly addressed	Engaging the government, TFF and stakeholders for capacity building

2.3.5 Expanded Access to ECD training through FDCs

The Expanded Access to Early Childhood Development (ECD) training program aims to enhance access to quality ECD education in rural Tanzania through Folk Development Colleges (FDCs). Access to quality ECD services alleviates the caregiving burden often disproportionately borne by women, enabling them to pursue education, employment, and leadership opportunities. By providing safe and supportive environments for children's learning and growth, ECD programs free women to participate more fully in economic and social activities, contributing to their empowerment and financial independence. By focusing on holistic, child-centered, and multidimensional training, the program

plays a crucial role in improving school readiness for children in underserved areas. The training guideline for ECD teacher preparation at FDCs is based on the national early childhood development framework, incorporating active learning methodologies that emphasize child-centered approaches. A key component of the program is the development and upgrading of daycare facilities at FDCs, which serve as both training grounds and community hubs for childcare services.

The program is implemented in 15, the Ministry of Community Development Gender Women and Special Groups (MoCDGWG), and MoEST, aims to

meet the demand for high-quality daycare services for the children of young women enrolled in FDCs under the EHM program and parents in the surrounding FDC communities. The program offers a one-year training course certified by the Commissioner of Social Work of the MoCDGWSG. This certification enables participants to become accredited childcare workers in daycare centers or to establish their

own daycare facilities. The program's objective is to enhance access to ECD training through these centers, providing participants with opportunities for employment in FDCs, private and public daycare centers, or the chance to set up their own daycare services, thus improving overall daycare provision within FDCs.



Coordinators during training sessions

2.3.6 Summary of Key achievements

2.3.6.1 Sustaining the program into 15 FDCs

In alignment with its 2022–2027 Strategic Plan and the national agenda of professionalizing Early Childhood Development (ECD), KTO, in collaboration with MoEST, sustained implementation of the ECD training program in 15 Folk Development Colleges (FDCs) and successfully expanded it to an additional five institutions during the reporting period. This growth has significantly widened the reach of the program, ensuring that more regions across the country now benefit from structured training in ECD.

By June 2025, cumulative enrollment in the program reached 1,195 participants, reflecting strong demand and interest in the sector. Data further shows that approximately 60% of graduates have already secured employment in ECD-related roles, contributing

directly to improved service delivery in early learning centers, schools, and community-based childcare facilities. This outcome demonstrates not only the relevance of the training but also its immediate impact on employability and workforce readiness.

Beyond expanding enrollment, the program has also contributed to building a cadre of professional ECD practitioners capable of delivering quality services to children. By equipping graduates with both theoretical knowledge and practical skills, the initiative is supporting national efforts to improve early learning outcomes, strengthen school readiness, and reduce educational inequalities from the earliest stages.

Overall, the program is positioning FDCs as key players in advancing ECD training and service provision in Tanzania, while simultaneously offering new opportunities for youth and young mothers to enter the workforce, increase household incomes, and contribute to community development.

1. A structured approach used to guide and organize collaboration between a Swedish partner organization (like a school or education provider) and a foreign organization
2. Karumo, Katumba, Kibondo, Malya, Masasi, Mbinga, Mto wa Mbu, Newala, Sengerema, and Singida
3. Newala, Mbinga, Katumba, and Chisalu FDCs.

2.3.6.2 Enhancement of Quality Assessment

During the reporting period, KTO coordinated a post-moderation exercise for examinations administered across 10 Folk Development Colleges (FDCs) offering the Early Childhood Development (ECD) program end of 2024. The exercise was led by a technical team of experienced ECD educators and assessors, ensuring that the process drew on strong professional expertise.

The post-moderation was designed to safeguard consistency, fairness, and credibility in evaluating students' performance across all participating colleges. By reviewing examination tools, grading standards, and assessment outcomes, the process identified both strengths and gaps in current practices. It also generated actionable recommendations for strengthening future assessments and aligning them more closely with program learning objectives.

As a result, the exercise enhanced quality assurance and promoted standardization of examinations within the ECD program. It improved the reliability and validity of student assessments, contributing to more credible certification of graduates. In addition, the findings and recommendations documented in the post-moderation report are expected to guide continuous improvement in teaching, learning, and evaluation practices across the FDCs.

This achievement underscores KTO's role in ensuring that the ECD program maintains high standards of delivery and accountability, thereby enhancing its value as a professional training pathway and reinforcing the credibility of FDCs as centers of learning excellence.

2.3.6.3 Enhancement of Capacity and scaling of the program

In line with the 2022–2027 Strategic Plan, KTO made significant strides in advancing the professionalization of Early Childhood Development (ECD) training by expanding the program into five additional Folk Development Colleges (FDCs). With the inclusion of these institutions, the total number of FDCs implementing the program has now reached 15, marking a major milestone in the nationwide effort

to strengthen ECD service delivery. This expansion reflects KTO's strong commitment to ensuring that more regions across Tanzania benefit from high-quality ECD training and that more young people, particularly women, can access opportunities in the growing childcare and early learning sector.

To support the new colleges, KTO organized an in-service training program targeting two teachers from each institution. This professional development initiative was designed not only as a refresher but also as a platform to enhance teachers' competencies in line with current national standards and emerging issues in the ECD sector. The training focused on equipping participants with practical pedagogical skills, modern teaching and learning methodologies, effective facilitation techniques, and approaches to assessment and quality assurance. These elements were integrated to ensure that teachers are not only able to deliver the curriculum effectively but also foster a learner-centered environment that promotes creativity, inclusivity, and active participation.

A key outcome of this intervention has been the enhanced capacity of teachers to deliver quality ECD programs across the 15 colleges. By strengthening the skills of frontline educators, the program ensures greater consistency in how ECD is taught, while at the same time raising the overall standard of delivery. Teachers have reported increased confidence in facilitating learner-centered sessions, using participatory methods, and applying effective assessment strategies. The process has also promoted peer learning and networking across FDCs, further enhancing the sense of ownership and collaboration within the system.

At the institutional level, the expansion has increased the visibility of FDCs as important training hubs for early childhood professionals. The initiative has reinforced their role in diversifying educational pathways by offering relevant and employment-oriented programs. With more trained educators, the FDCs are now better positioned to produce competent ECD graduates who can fill critical gaps in schools, daycare centers, and community-based childcare facilities.

Looking ahead, this expansion sets the stage for scaling up the program's impact. The growing number of qualified ECD practitioners graduating from the colleges will not only support the government's

agenda of improving early learning outcomes but will also contribute to broader social and economic goals, including job creation, women's empowerment, and community development. Ultimately, the initiative is transforming FDCs into vibrant centers of innovation, training, and service delivery that respond to both local and national needs in education and development.

2.3.6.4 Accreditation of the ECD Curriculum

A significant milestone has been achieved in strengthening Early Childhood Development (ECD) training within the FDC system. A full ECD course curriculum, including four supporting subjects Life Skills, Entrepreneurship, Communication Skills, and Information Communication Technology was developed under the National Vocational Award (NVA) framework across three levels, designed for delivery over a three-year period with the potential for progression into the National Technical Award (NTA) system. This curriculum, which had earlier been

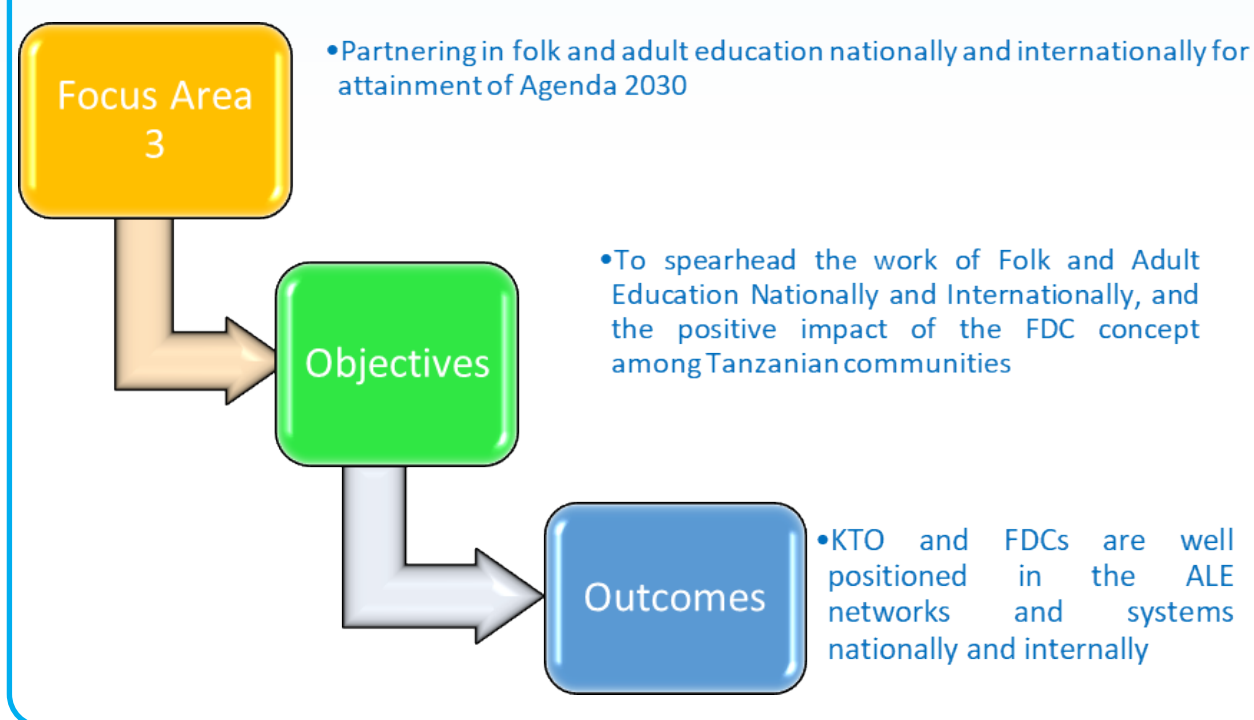
submitted through TVET to the National Council for Technical and Vocational Education and Training (NACTVET), has now been accredited by NACTVET, officially recognizing it as a nationally approved vocational program. Accreditation represents a critical step in professionalizing ECD training in Tanzania, enabling FDCs to deliver structured and certified programs that contribute to workforce development in the education sector.

In line with NACTVET directives, the next phase will involve the development of a training guide to support effective delivery of the accredited curriculum. The training guide will provide standardized teaching and assessment tools, ensuring consistency and quality across all institutions offering the program. Once finalized, the guide will further strengthen the implementation of the ECD program, guaranteeing that graduates are well-prepared to meet both professional standards and community needs in early childhood education and development.

Key Challenges

S/N	Challenges reported in the previous annual report	Current Status	Way forward
1.	Lack of accredited ECD curriculum	Resolved	NACTVET has accredited the submitted curriculum
2.	Lack of training guide for implementation of the curriculum	New challenge	Engagement with MoEST and soliciting of resources for development of the streeting documents
3.	Lack of trained childcare workers for day care centres	Ongoing	Engaging the government for placement
4.	Lack of ready trained teachers for the scale FDCs	Ongoing	KTO continues engaging experts and KTO FDC master trainers to train both faces to face and online

2.4 Focus Area 3: Partnering in folk and adult education nationally and internationally for attainment of Agenda 2030



To advance the Adult Education agenda at national, regional, and international levels, KTO has continued to actively engage in lobbying, advocacy, and networking efforts. These engagements are aimed at influencing policy directions, strengthening collaboration with key education stakeholders, and ensuring that adult and lifelong learning remains a priority in broader education and development frameworks. Through strategic participation in technical forums, contribution to policy dialogues, and alignment with regional and global education initiatives, KTO is positioning itself as a strong voice in shaping inclusive and equitable education systems. These efforts have also provided platforms for sharing experiences from the EHM and FDC programs, amplifying the visibility of community-based approaches, and mobilizing partnerships to address challenges facing adult education in Tanzania. Specifically, the initiatives undertaken during the reporting period have included:

2.4.1 KTO collaboration with Zanzibar

KTO continued to advance the Folk Development College (FDC) model in Zanzibar, building on the foundation laid during the 2024 FDC concept

orientation workshop. The initial workshop brought together high-level representatives from MoEVT Zanzibar, including the Deputy Permanent Secretary, Director of Secondary Education, Director of Vocational Training, Literacy Officer, Head of Rahaleo Centre, and the Coordinator of Secondary Education in Pemba, along with officials from MoEST. Participants engaged in a study visit to FDCs in Kilwa Masoko, Kigamboni, and Ikwiriri, observing operational practices, interacting with staff and participants, and exploring approaches that could be adapted for Zanzibar. This orientation fostered collaborative learning, knowledge exchange, and practical understanding of folk and adult education programs, laying the groundwork for piloting FDCs in the Isles.

Building on this experience, KTO organized another workshop and learning visit in 2025 to Bigwa, and Ifakara FDCs, involving ten delegates from MoEVT Zanzibar. The delegation included the Director Department of Alternative Learning and Adult Education (DALAE), Heads of the Alternative Education Division, Rahaleo Center, Wingwi and Forodhani Centers, and four vocational subject teachers, alongside the Chairperson of FDC Principals and a KTO master trainer and board

member. The visit provided an in-depth exploration of the FDC operational model, with particular focus on the implementation of the EHM program, enabling delegates to identify best practices and strategies suitable for adaptation in Zanzibar.

The event enhanced understanding of the FDC model among Zanzibar's education officials, strengthening institutional capacity to manage alternative education programs while identifying strategies and practical approaches for piloting FDCs in selected centers,

including Rahaleo, Wingwi, and Forodhani.

Through these workshops and visits, KTO successfully fostered knowledge sharing, built institutional capacity, and promoted collaborative learning, laying a strong foundation for the introduction and adaptation of the FDC concept in Zanzibar. These efforts contribute to expanding inclusive, alternative, and non-formal education opportunities, empowering communities, and strengthening the



Left: Rahaleo participants demonstrating their work to KTO Delegation. Right: The Director DALAE (at the front) in a briefing meeting with KTO Delegation

overall education ecosystem across the Isles.

2.4.2 Study visit to Bigwa and Ifakara FDCs

Karibu Tanzania Organization (KTO) successfully organized a comprehensive learning visit for ten senior representatives from the Ministry of Education and Vocational Training (MoEVT) Zanzibar to KTO, Bigwa, and Ifakara Folk Development Colleges (FDCs). The visit provided the delegation with an immersive opportunity to explore how FDCs operate, with a particular emphasis on the implementation of the EHM program, which has been instrumental in

facilitating access to education for young mothers and marginalized learners. Delegates participated in guided tours of the colleges, engaged in interactive discussions with staff and participants, and observed practical teaching and learning methods within the FDC model. This hands-on experience enabled the delegation to identify innovative practices and effective strategies that can be adapted to enhance Zanzibar's non-formal education system, particularly in piloting the FDC concept in the Isles. The exchange fostered mutual learning, strengthened institutional linkages, and reinforced KTO's role as a center of excellence in non-formal education, knowledge sharing, and the promotion of inclusive learning opportunities across the region.



Left: The Principal of Rahaleo Zanzibar inspecting participants demonstrations in Bigwa FDC. Right: A welcome meeting in Ifakara FDC Principal who is at the left

2.4.3 International Collaboration and Knowledge Exchange

KTO continued to strengthen its collaboration with Grimslövs and Sörängens Folk High Schools in Sweden, building on an established partnership aimed at enhancing global learning and supporting the Sustainable Development Goals (Agenda 2030). As part of this collaboration, a delegation of 16 Tanzanian FDC representatives, including both participants and staff from Ilula and Katumba FDCs, undertook a study visit to the Swedish schools.

During the exchange, the delegation engaged in immersive learning experiences, including classroom observations, participatory workshops, and discussions with Swedish educators and students. These activities provided valuable insights into international best practices in adult and folk education, innovative teaching methods, and institutional management. Participants were able to compare approaches, reflect on local challenges, and identify strategies for improving FDC programs in Tanzania.

The visit also facilitated networking and partnership-building, strengthening ties between Tanzanian and Swedish institutions and fostering opportunities for ongoing collaboration. Under the Atlas Planning framework, this exchange reinforced long-term collaboration, including knowledge sharing, co-development of curricula, and joint projects that enhance the quality and relevance of education in FDCs. By exposing Tanzanian FDC staff and participants to international models, the initiative contributed to capacity building, innovation, and the professional growth of both educators and students, while promoting sustainable and inclusive education practices within the FDC network.

The visit focused on sharing and learning about folk and adult education practices in both countries. The successful provided an avenue for sharing insights further planning for further action in areas of mental health and well-being for participants in order to boast learning in areas of sports and environment and climate change issues.



Exchange sessions in Grimslövs and Sörängens Folk High Schools

Table 2: List of representatives who attended the exchange

S/N	Name	Sex	Designation	FDC
1	Mussa Mturucky	M	Principal	Katumba FDC
2	Keneth Songa	M	Tutor	
3	Lusajo Mwaikinda	M	Tutor	
4	Diana Mbiinji	F	Tutor	
5	Poncian Sineda	M	Tutor	
6	Pendo Nassary	F	Tutor	
7	Rachel Hinju	F	Participant	
8	Delson A. Fungo	M	Participant	
9	Anna Kabuje	F	Principal	Ilula FDC
10	Halima Msonge	F	Accountant	
11	Anne Sanga	F	Nurse	
12	Tusekile Kayinga	F	Tutor	
13	Tupeliwe Lupenza	M	TC	
14	Misana Emmanuel	M	Tutor	
15	Elia Mwaishumo	M	Tutor	
16	Neserian Zakaria	M	Tutor	

KTO has continued to actively engage in global dialogues on democracy, citizen participation, and education. On 27 April, the KTO Director took part in the Karibu Global Annual General Meeting, followed on 28 April by participation and facilitation at the international conference Focal Point Ukraine – Democracy, Citizen Engagement and Folkbildning

in Times of Crisis. The conference, which brought together Folk High Schools from Denmark, Sweden, and Ukraine, underscored KTO's role in addressing pressing global issues. A key outcome was the agreement on a study visit to Tanzania in November, where KTO will host seven Folk High School principals from Sweden and one from Ukraine.



The executive director in one of sessions during the meeting

KTO Achievements at the Policy Level

During the reporting period, KTO consolidated and built upon significant contributions achieved in late 2024, which continue to shape outcomes in 2025. The organization actively participated in the launch of the revised Education and Training Policy (ETP), contributing to the transition from the 2014 version to the 2023 framework. This positioned KTO as a credible policy actor within the education sector. In addition, KTO maintained its engagement as a member of the Education Sector Development Committee (ESDC) and the Education Sector Development Technical Working Group (ESDC TWG), while also playing an active role in the Girls' Education Caucus. Through these platforms, KTO has influenced national policy dialogue and contributed to reforms, including the integration of Early Childhood Development (ECD) programs into Folk Development Colleges (FDCs) including development and accreditation of its curriculum and extension of the EHM training duration from two years to three years to accommodate the improved secondary education curriculum.

At the programmatic level, KTO has successfully advanced a range of skill development initiatives such as Mpira Fursa, Elimu Haina Mwisho (EHM), and ECD. These programs have strengthened pathways to employability and entrepreneurship while expanding opportunities for girls and young mothers to continue education after dropping out of school. Through systematic capacity-building, FDC staff and members have enhanced their ability to deliver quality services, implement curricula, and manage programs effectively. A key outcome has been the increasing number of female participants in FDC, reflecting greater inclusivity and the success of re-entry pathways for women and young mothers.

KTO has further diversified training opportunities by introducing football coaching, refereeing, and footballs production, while creating linkages that enable participants to advance to higher education in colleges and universities. Continuous dialogue and structured collaboration between KTO, FDCs and line Ministries including MoEST have been maintained, ensuring the sustainability of these interventions and alignment with broader education sector priorities.

Impact

The cumulative effect of these interventions has been transformative. Young people, particularly adolescent mothers, have regained hope and opportunities through targeted training and re-entry pathways. Many have demonstrated improved self-awareness, confidence, and assertiveness in claiming their sexual and reproductive health rights. Community attitudes toward girls' education have begun to shift positively, with parents showing increased support for continued education after pregnancy. Vocational and adult education programs have contributed to economic empowerment, enabling participants to secure livelihoods and reduce vulnerability. The availability of safe daycare services has eased childcare burdens, providing young families with more time for education and economic activity. These outcomes demonstrate KTO's growing impact in promoting gender equality, social inclusion, and sustainable educational development in Tanzania.

2.4.4 General workplan Implementation Challenges

The implementation of Quarter Four 2025 activities was affected by the national electoral process associated with the Tanzania General Election 2025. While the elections are a key democratic milestone, the period was also characterized by localized security concerns and intermittent disruptions in some areas, which collectively affected the smooth execution of planned program activities.

These circumstances resulted in temporary limitations on mobility and reduced participation of some stakeholders, particularly at community and local government levels. Consequently, some activities, including trainings and monitoring visits, and community engagement sessions were postponed.

Despite these challenges, the program maintained close coordination and implementing partners, allowing for the resumption of activities when conditions stabilized. Mitigation measures, including rescheduling, prioritization of essential activities, and adaptive planning, helped to minimize overall disruption and ensure continuity of critical program outputs.



MONITORING, EVALUATION AND LEARNING

In 2025, Karibu Tanzania Organization (KTO) strengthened its monitoring function to enhance accountability, track program performance, and support evidence-based decision-making. A results-based approach was applied, integrating quantitative and qualitative methods, standardized tools, and regular reporting to monitor progress against program objectives.

Monitoring was conducted through both field visits including in Bigwa, Ifakara, Sofi, Kilosa FDCs, and Raha Leo, Forodhani, and Wingwi Centres in Zanzibar as well as remote approaches. Field visits to Folk Development Colleges (FDCs) enabled verification of reported results, assessment of program quality, direct engagement with beneficiaries, and provision of technical support. These visits were guided by structured tools and informed timely improvements.

Complementary remote monitoring mechanisms included the use of digital data collection platforms such as KoboToolbox, virtual meetings, and phone follow-ups. This ensured continuous oversight, efficiency, and timely communication, particularly in geographically dispersed areas.

KTO maintained a strong focus on data quality assurance through routine verification, cross-checking of data with source documents, and capacity strengthening of staff and partners. Data generated was analyzed and used for reporting, learning, and adaptive management, supported by reflection meetings and documentation of best practices and lessons learned.

The findings from these visits contribute to continuous learning and improvement, enabling KTO to refine strategies, enhance program quality, and ensure that interventions are aligned with the needs of learners and local communities. By integrating monitoring insights into program planning and decision-making, KTO strengthens its ability to foster meaningful, sustainable outcomes across the FDC network.

To further strengthen impact assessment, KTO initiated plans to conduct a tracer study of beneficiaries. The study will track graduates' employment pathways, assess the relevance of skills acquired, and generate evidence on long-term outcomes. Preparatory activities, including tool development and cohort identification, were undertaken in 2025.

3.1 Lessons Learned

Valuable lessons emerged during program implementation through the review of activity reports, monitoring visits, and staff meetings, summarized as follows:

- i. Inclusive youth engagement involving both girls and boys in primary and secondary school football significantly enhances confidence and helps reduce dropout rates.
- ii. Actively engaging communities in education strengthens program ownership and improves learning outcomes.
- iii. Learning visits and partnerships with international institutions provide FDCs with opportunities to adopt best practices in both training delivery and institutional management.
- iv. Expanding engagement in functional literacy programs is critical to support and enhance ongoing literacy initiatives.
- v. Strong partnerships with government institutions at all levels are vital for program success.
- vi. Ongoing professional development for FDC staff, including both teaching and non-teaching personnel, is essential for maintaining high-quality education and institutional performance.

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