



Education for Everyone. Worldwide.
Lifelong.



Community Learning Centre Built to last

A REPLICABLE MODEL FOR SUSTAINABLE ADULT EDUCATION



Community Learning Centres in Action

RUVU JKT COMMUNITY LEARNING CENTRE | KIBAHA DISTRICT, COASTAL

143

Learners enrolled since opening of the centre

42

Mastered 3Rs + Entrepreneurship

Graduated 2025

68

Learners enrolled since **Current** 2026 cycle

71

Businesses Started

(Active local entrepreneurs)

20

Community Facilitators trained



“When we started, we had no budget, but eventually, through cooperations, we built a centre for the community. Where there is a CLC, it is possible.”

– *Mektilda Kahindi, District Adult Education Officer, Kibaha DC*



About This Blueprint

This compendium documents the best practices developed and implemented at the Ruvu JKT Community Learning Centre (CLC) in Kibaha District. It is organised by thematic area rather than by location, so that practitioners, policymakers, and development partners can easily find and adapt specific models to their own contexts.



IMPACTFUL

Clear evidence of positive change.



REPLICABLE

Structured enough for another CLC to copy.



SUSTAINABLE

Continues without constant external funding



INNOVATIVE

Uses a creative approach to solve a common problem.





Governance & Sustainability

The Community Survey

The Ruvu JKT CLC did not begin with a building and a pre-packaged programme. It began with a question.

Before a single class was held, CLC Coordinator Teacher Nasikiwa Mbwambo led her team out to all five sub-villages of Mtambani ward to conduct a rigorous community needs survey. They visited every hamlet. They asked residents directly what they needed, what they already knew, and what they could not access.

The findings shaped everything that followed. Residents reported that more than three-quarters of the community was engaged in agriculture, livestock, and especially fish farming – driven by proximity to the Ruvu River. That survey result became the CLC's founding programme: not a template imported from outside, but a curriculum built to answer the specific needs of the specific people who would learn there

“What led us to focus on these major areas was the needs of the surrounding community. We conducted a community survey by visiting our five sub-villages. We discovered that many community members focused on agriculture and livestock, especially fish farming.”

Nasikiwa Mbwambo, CLC Coordinator

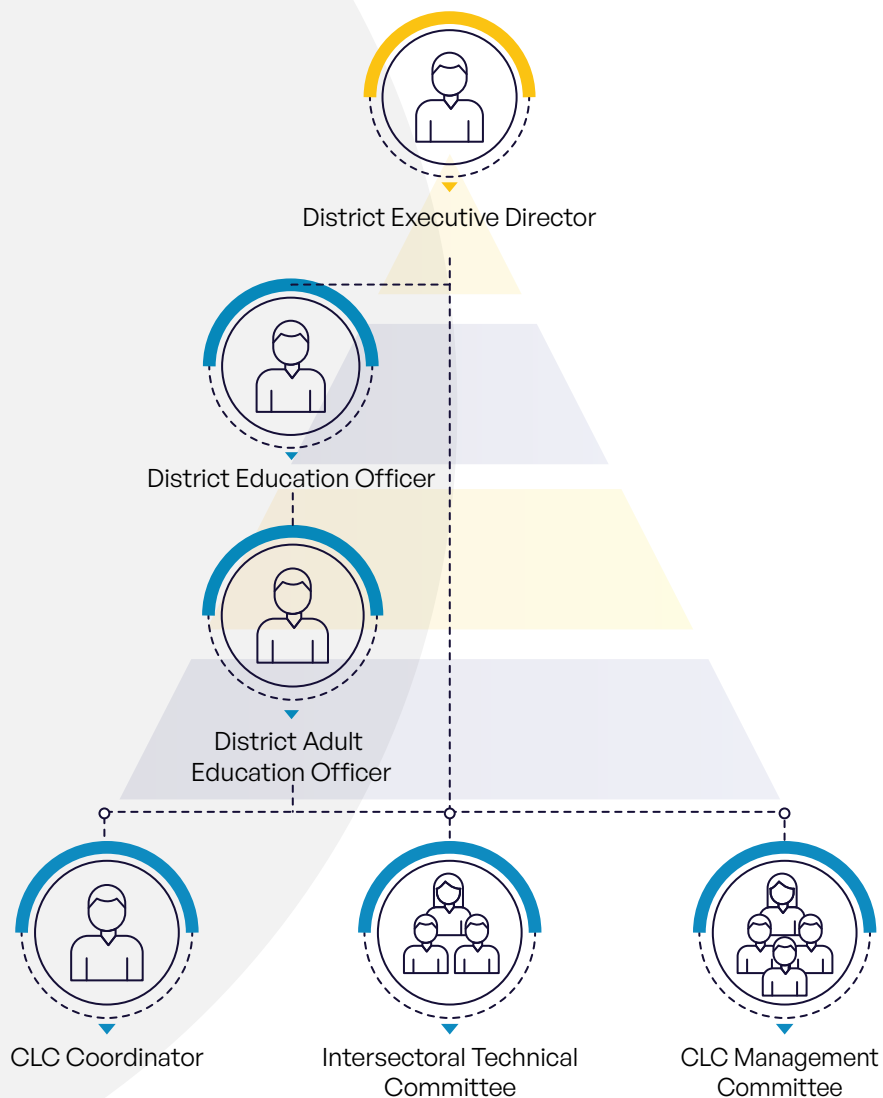
This is the first best practice the Ruvu JKT model offers: ask before you build. The fish pond, the vegetable garden, the vocational workshops – none were designed in an office. They were designed in the community.

Governance & Sustainability

The structure

The CLC is coordinated by Teacher Nasikiwa Mbwambo, who oversees all adult education activities across five sub-villages in Mtambani ward. Beneath her is a CLC Management Committee (CMC) that meets quarterly to review plans, evaluate progress, track income and expenditure, and ensure the centre stays on course.

The CLC operates a hub-and-spoke model: the main centre at Ruvu JKT Primary School serves as headquarters, while satellite learning spaces in each of the five sub-villages bring education directly into the communities where learners live. Each space has its own facilitator and connects back to the central committee.



Governance & Sustainability

Building a Resilient Hub Through Integrated Service Delivery

Behind every visible success story—the fish ponds, the batik, the university fees—is an invisible architecture. The Ruvu JKT CLC operates on the Adult Learning and Education System Building Approach (ALESBA), ensuring it functions as a true hub for integrated service delivery.

The CLC is managed by a local committee that meets quarterly to track income from the centre's multiple revenue streams. Crucially, the Kibaha District Council acts as a co-investor, not just a regulator. Because the CLC's plans originate at the grassroots level, they are consolidated directly into the District Council's master plan.

This systemic backing recently resulted in a monumental milestone: adult education was formally recognized in the district budget, with an allocation of 6,000,000 TZS. If external sponsors leave tomorrow, the infrastructure, government extension officers, and local revenue streams are already in place to ensure the CLC survives.





Teaching for Immediate Impact

What is taught?

The trades and crafts programme at Ruvu JKT is the most visible expression of the CLC's impact. Learners do not just study – they produce goods, find markets, and build enterprises that outlast the training itself

The crafts programme currently covers batik fabric printing, soap and detergent production (laundry soap, bathing soap, bleach), petroleum jelly-based medicinal ointment (locally called Vicks), natural wine production, and body lotion making. Tailoring is the programme's largest single activity by enrollment.

97

Tailoring learners registered

4

Sewing machines available

(2 from DVV, 2 from district council)

Priority improvement: 5 additional sewing machines planned to meet demand





Teaching for Immediate Impact

The REFLECT Method

Adults do not learn like children; they learn to solve immediate challenges. At the Ruvu JKT CLC, the 3Rs (Reading, Writing, and Arithmetic) are never taught in a vacuum. Instead, educators use the highly participatory REFLECT methodology, linking literacy directly to tangible trades.

As one facilitator explains, a learner who cannot read or count will struggle to run a business or give correct change. By learning the word “Karanga” (peanut) on the chalkboard, and then immediately shelling, roasting, and packaging real peanuts in the workshop, the word translates directly into income.

“You can’t cook batik in a notebook. It requires reality, or you ruin it.” – *Suzi Lymo, Batik Facilitator*

THE JOURNEY FROM CLASSROOM TO MARKET



Sustainable Agriculture & Organic Farming

The CLC's demo plot provides hands-on training in sustainable agricultural practices, delivered in partnership with agriculture extension officers from the District Council. The focus is on reducing chemical dependency, improving soil health, and extending crop viability.

The agriculture learner whose story is documented in the success stories section came to the CLC struggling with industrial chemical pesticides that were causing skin allergies, sleep problems, and deteriorating eyesight. After training in organic bio-pesticides and moisture-conservation composting techniques, he has built a house, purchased plots of land, and started rental properties – all through farming income

Agribusiness and health

“After applying the knowledge from here, even my eyesight has improved – because we stopped using industrial chemical pesticides.”
- Pius Joseph, Farmer & Learner - Ruvu JKT CLC

Key agricultural practices taught:

- Organic bio-pesticide preparation – natural materials with no chemical residue, safe for farmers and consumers
- Compost-based moisture retention – leaf compost applied to retain soil moisture for up to one week per watering cycle
- Correct spray-to-harvest waiting periods – preventing consumer exposure to chemical residues
- Sustainable pepper cultivation – care techniques that extend plant life to 2.5–3 years
- Vegetable garden management – crop rotation, spacing, and market timing





Sustainable Agriculture & Organic Farming

For years, local farmers grew vegetables the only way they knew how—using industrial chemical pesticides applied by hand. It cost them money in constant reapplication, and more importantly, it cost them their health. Many suffered from severe itching and failing eyesight.

From Chemical Hazards to Organic Harvests

When these farmers joined the CLC, they didn't find dry lectures. They found a living classroom. District agricultural extension officers used the CLC's demonstration plot to teach organic farming hands-on. Farmers learned to brew bio-pesticides from natural materials that leave no chemical residue and build leaf compost that retains soil moisture for up to a week.

Today, farmers are seeing higher yields, longer-lasting plants (pepper plants surviving up to 3 years), and completely restored health. The organic shift has allowed learners to buy land, build rental properties, and eye international export markets.





Sustainable Agriculture & Organic Farming

The fish pond at Ruvu JKT Primary School is the CLC's flagship income-generating activity and its most visible proof of concept. The pond was built with the support of Kibaha District Council, which saw the community demand for fish farming skills and invested in constructing the infrastructure. The first harvest has been completed and the pond restocked.

Fish Farming

What the Training Covers

- Feeding schedules and portion calculation – learners use a small weighing scale to measure exact daily amounts, divided across three feeding times
- Pond-bank management – grass planted on the banks to prevent erosion, kept trimmed short to eliminate hiding spots for predators
- Predator protection – net installation above the pond to prevent kingfisher and other diving birds from striking the fish
- Perimeter fencing – to keep dogs, monitor lizards and other ground predators away
- Water quality monitoring – checking clarity and managing pond health
- • Starter feed (0.8mm) transitioning to grower feed (3mm) as fish develop



“Fish require very close monitoring. If you just feed them randomly, you might overfeed or underfeed them. We do basic math to calculate exactly how much the fish eat. When it's feeding time, you measure the exact amount so there is no waste.”

– Almasid Yusufu, Fisheries Expert Advisor

Community Engagement & Mobilisation

How Communities Are Invited to Learn

A CLC that cannot mobilise its community will not survive long enough to change it. At Ruvu JKT, community engagement is not a communications strategy – it is built into the centre’s structure, its scheduling, and the way it relates to the five sub-villages around it.


Adults do not attend learning programmes simply because they are available. They attend because they can see a clear benefit that is worth the opportunity cost of their time. The CLC uses three strategies that have shown measurable results:



Bonanzas & Community Festivals

The centre organises community festivals with football matches, tug-of-war, and entertainment that draw large crowds from across the ward. While people are there for the fun, the CLC showcases products made by its learners: batik, wines, soaps and explains what the centre offers.


The approach works because it meets people in a social setting where they are already receptive, without requiring them to first identify themselves as someone who needs adult education.



Decentralised Learning Spaces

By placing a satellite learning centre in every one of the five sub-villages, the CLC eliminates the barrier of distance. Local government leaders advocate for the centre during their own hamlet meetings, making outreach a continuous, community-embedded process rather than a periodic recruitment campaign.

The result: learners do not have to travel, and the CLC is not a distant institution. It is the building next to the school where they already take their children.



Targeted Male Engagement

Male participation is the centre’s most persistent inclusion challenge this is consistent with patterns across Tanzania’s entire adult education sector. The centre has developed specific strategies that have shown real results to increase men participation:

- Boda-boda licensing classes
- Income management seminars
- Connecting to government loan funds

The Ripple Effect: Stories of Transformation



Mary Stella Abubakar

From frying cassava on the street to funding her son's university degree. Mary mastered batik and five types of wine-making at the CLC, choosing the hardest skills because she "makes the things others give up on."



Robert Elinazi Mzava

After decades teaching Tanzania's children, Mzee Mzava retired and became a student himself. With CLC support, he dug an earthen pond, stocked 4,000 fingerlings, and proves that learning a new trade has no age limit.



Pius Joseph

Through the CLC's demonstration plots, Pius transitioned entirely to organic bio-pesticides and compost. Today, his health is restored, his crop yields have multiplied, and he has built rental properties from the profits.

She Used to Fry Cassava. Now She Is Paying Her Son's University Fees.

Mary Stella does not hesitate when she talks about where she started. Before she came to the Ruvu JKT CLC in Mtambani ward, she was a single mother of two, frying cassava and mandazi on the street to get through the day. Her co-parent had been absent for years. The street business kept food on the table – but only just. There was no capital to grow it, no path she could see.

That changed when her ten-cell leader announced that an adult education and skills centre was starting near Ruvu JKT Primary School. Mary Stella registered early and became one of the centre's first learners.

The four years I spent learning here are the same four years my son used to finish his diploma and start his degree. I am the one paying for his education."



Attending was not easy. Classes ran at 11 AM and 3 PM – both cutting across cooking, child-care, and the street business she depended on. “Your mind isn’t fully at school,” she admits. “Your mind is at home, thinking about what the children will eat.” She kept going anyway.



Over four years, Mary Stella did not just learn one or two things. She learned batik fabric printing. She mastered five types of wine-making: rosella, grape, pineapple, sugarcane, and starfruit. She learned to produce a Vicks-style medicinal ointment by hand over a charcoal stove – a product she says treats up to six skin conditions as well as respiratory problems. She learned bar soap production. She learned costing, packaging, and how to find customers. She deliberately chose the hardest skills. Where others stopped, she continued.



The income changed the shape of her family's life. Her son – who was in primary school when his father left – finished secondary school, completed a diploma, and is now pursuing his first degree. Mary Stella pays the fees. Her younger child finished Form Four with strong results and is headed to Form Five and Six. She has also bought a plot of land.

Mary Stella is already looking beyond her own household. She wants a small factory – one section for wine processing, another for batik. "If I get a factory, I will be an example to others," she says. "I will teach them and help them reach where I have reached." She has been at the CLC for four years. She is still there – not as a student now, but as a presence. A proof that the centre works.

Let us not give up. It doesn't matter what kind of difficult life we are going through. If a problem hits us, we won't just stare at it – we will look to the future. That problem will just be a bridge to cross. Just like me, I passed through it." – *Mary Stella , Learner*



How to Replicate This Model in Your District

Begin with the Community

- 1** The Guidelines require a context analysis before any programme is designed. At Ruvu JKT, the CLC Coordinator visited all five sub-villages of Mtambani ward – asking residents what they needed before anything was planned. The survey revealed that most community members were engaged in agriculture and fish farming. That finding became the curriculum. A CLC built on genuine community demand will not struggle for learners

Anchor the CLC in Government Systems

- 2** The Guidelines call for CLCs to be embedded within the national ALE system – not as a reporting obligation, but as the foundation for institutional survival. At Ruvu JKT, that connection runs from the CLC all the way to TAMISEMI at the national level. It is what allowed the Ruvu JKT model to contribute to a national government announcement that CLC guidelines should be rolled out across Tanzania

Make the CLC Self-Sustaining from the Start

- 3** The Guidelines identify financial sustainability as a core pillar – through income-generating activities, community contributions, and government co-investment, rather than reliance on a single external donor. At Ruvu JKT, the fish pond, the demonstration garden, and the vocational workshop are the financial backbone of the centre. Approaching the District Council as a co-investor – not just a regulator – produced a formal 6,000,000 TZS budget allocation for adult education.

Mobilise What Already Exists

- 4** The Guidelines identify financial sustainability as a core pillar – through income-generating activities, community contributions, and government co-investment, rather than reliance on a single external donor. At Ruvu JKT, the fish pond, the demonstration garden, and the vocational workshop are the financial backbone of the centre. Approaching the District Council as a co-investor – not just a regulator – produced a formal 6,000,000 TZS budget allocation for adult education.

Design for Those Who Are Hardest to Reach

- 5** The Guidelines make inclusion a non-negotiable principle. At Ruvu JKT, this means flexible scheduling for women balancing childcare, boda-boda licensing as an entry point for men, practical assessment that does not exclude learners with lower literacy, and satellite learning spaces in each sub-village so no one has to travel far. Equity is built into the structure – not added as an afterthought.



The Ruvu JKT Community Learning Centre is not a showcase. It is a working, improving institution that has made real differences in the lives of real people. What makes it worth documenting is precisely that it is replicable.

To learn more, collaborate, and replicate this model in your own district, scan the QR code below to join the MOJA Digital Platform today.





DVV International

Education for Everyone. Worldwide.
Lifelong.



Plot No. 12, Haile Selassie Rd, Masaki
Block No.4, Pecanwood Apartments
P.O Box 78949, Dar Es Salaam, Tanzania
Off: +255 222 602 436
tanzaniaoffice@dvv-international.co.tz
www.dvv-international.co.tz