INNOVATIONS IN ADULT EDUCATION: THE CHANGING PERSPECTIVE OF THE POST-LITERACY CURRICULUM IN TANZANIA

Philemon A. K. Mushi

Abstract

Efforts to create conditions and facilities for the provision of life-long education in Tanzania, necessitated inter alia, the development of a post-literacy (PL) curriculum in the late 1970s. Since its inception, the form and content of the curriculum have undergone significant changes. The purpose of this article is twofold: first, to analyze the content within which the PL curriculum was perceived and developed and, second, to examine the factors that influenced the changes. It complements a earlier article on the general development of adult education in Tanzania (Mushi, 1991).