THE UNITED REPUBLIC OF TANZANIA

THE EDUCATION SECTOR DEVELOPMENT PROGRAMME DOCUMENT

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ABSTRACT

The Government of Tanzania (GoT) recognises the central roles of education in bringing about socio-economic development for its people. It has in many ways tried to address the issue of quality of education and has taken measures to affirm that education is a basic right and a basic need for all. Through UPE and Adult literacy campaigns, vocationalisation of secondary education, and expanding tertiary and higher education, some considerable success has been realised. However, it has been realised that education is still facing many problems as well as challenges.

In 1996 the GoT undertook to develop the Education Sector Development Programme (ESDP) to address the existing problems and face the new challenges. This document summarises of the various actions and interventions that the GoT is determined to take in order to bring about the desired results.

The education sector development programme (ESDP) is a reform initiative that has been designed to bring about changes that will cover the whole of the education sector. The Programme articulates the Medium and Long term Education Development Strategy 1999-2015. The programme has been formulated through a process that benefited from the contributions of professionals, the civil society, local and international experts.

The ESDP is part of a wider human development and poverty eradication strategy as envisaged in The Tanzania Development Vision 2015, in which the role that Education is to play is clearly stated.

The ESDP is holistic and it is a departure from the traditional project approach to education development. The projects were a set of donor funded, mainly top-down, fragmented, uncoordinated activities that were being undertaken in different parts of the country. These were unsustainable and they failed to bring about the desired developmental impact on education. The ESDP endeavors to enhance coordination, collaboration, and synchronization and has clearly defined objective of focusing on education delivery. Sub-sector Master Plans have been developed with clear operational strategies and priority programmes that will be guiding the implementation process.

The ESDP is a bottom up approach and it is intended to operationalise the Education and Training Policy. The ESDP is in tune with reforms that are being implemented in Local Government with regard to devolving power to lower organs of the Education System.

The ESDP will use a diversified financial source that will include funds from the government, development partners, communities, parents, District Education Funds, and the National Education Levy. From this diverse base money for the activities will be realised.

The ESDP will essentially tackle issues of inadequate access, equity, and educational facilities; poor quality education services; low management capacity; inadequate financing; inefficiency; and low academic achievement. It will undertake to play a role in controlling the spread of HIV/AIDS, as it is a threat to the achievement of set goals.

In order to enhance successful implementation of sub-sector programmes a Monitoring and Evaluation mechanism will be integrated with the school inspection function. It will specifically evaluate the effectiveness of outputs and outcomes, will concentrate on classroom performance, teacher performance and competence, aspects that have a direct impact on the quality of education delivery. Monitoring and Evaluation will provide for quality assurance, system improvement, school improvement and accountability.

CHAPTER ONE

EDUCATION SECTOR DEVELOPMENT PROGRAMME

1.1   Background

The Education Sector Development Programme was formulated in 1996 by the Inter Ministerial Sector Management Group working under the leadership of the Education Sector Co-ordinating Committee (ESCC). Consequent to that the Basic Education Master Plan (BEMP) 1997 – 2002 was developed and issued in February 1997.

During December 1997 an update on the ESDP framework was developed by the Government. Further developments thereafter took into consideration the views from the Public Expenditure Review (PER), the Public Service Reform Programme (CSRP) and the Local Government Reform Programme (LGRP).

A pre-appraisal and progress review of ESDP by a joint Government-Donor group was held in March 1998. This pre-appraisal was a key milestone in charting the future of Education and Training over the next two decades. This articulated the Governments Medium and Long Term Education development strategy (1999/2000 – 2014/2015) while linking it with macro policies as articulated in The Tanzania Development Vision 2025.

The preparation of the Education Sector Development Programme has benefited from the involvement of professionals, experts, people from the civil society and appraisers comprising of local and international experts. This was done in consistency with the government's cherished principle of participatory democracy.   This process has enhanced transparency, effectiveness, efficiency and ownership given the fact that implementation of the programme is a shared responsibility among various stakeholders.

The Education Sector Development Programme is a broad development strategy guided by the national Vision and other macro policies.   In the endeavor to enhance sustainability, transparency, partnership and ownership the following strategic procedures were pursued:-

- A clear synergy between selected policies and broader development objectives;

- Operationalisation of agreed sectoral and sub-sectoral policies and strategies, including prioritization of public expenditure and specification of clear roles for the public and private sectors in education management and financing;

- A clear definition and assessment of the required medium term resource envelope, including its linkage with forward budget plans and the broader macro-economic development;

- An improved management and audit arrangements for the common fund disbursement and procurement of services;

- An institutional reform and development in line with broader Public Service and Local Government Reform programmes; and

- Putting in place processes for strategic negotiation and sector performance review among stakeholders.

The Government views the Education SDP framework as pivotal in achieving the human development and poverty eradication goals and objectives set out in the Tanzania Development Vision 2025 and Poverty Eradication Agenda. The policies and anticipated outcomes of the Education SDP reflect these broader development goals. The Government also aims at providing an enabling environment for the public and private sectors, Central Government, District Authorities and School Boards/Committees, Village Councils to adequately manage the process towards the achievement of the goals.

In formulating the Education Sector Development Programme, the Government took into account the reality of very low academic achievements precipitated by the poor teaching – learning environment which still prevail at present.

Tanzania has low level of literacy estimated at 71%(1997), down from 90 percent that was achieved in the 1970s. Currently, the gross enrolment rate for primary school pupils is 77.9 (1999) percent, down from 90 percent in the 1980s.

Transition rates from Primary to Secondary is 18 percent (1999) and the transition rate to Higher Education is 0.24%(1999).

1.2   Education Sector Policy Objectives

- To decentralise education and training institutions

  - To devolve more powers of managing and administering education to districts, communities and educational institutions

- To improve the quality of education

  - Strengthening in-service teacher training programmes.
  - Supply adequate teaching – learning materials.
  - Rehabilitation of school/college physical facilities.
  - Consolidate teacher training programmes.
  - Promoting research in education and training institutions.
  - Strengthening monitoring and evaluation.

- To promote access and equity to Basic Education

  - Encourage equitable distribution of education institutions and resources;
  - Expand and improve girls' education;
  - Ensure of disadvantaged social and culture groups access to education;
  - Identify talented, gifted and disabled children and make sure they are given appropriate education and training.
  - Provide education facilities to disadvantageg areas.

- To broaden the base for education financing

  - Cost-sharing measures
  - Establishment of Education funds

- To promote Science and Technology

  - Intensify vocational education and training;
  - Rationalise tertiary institutions;
  - Establish polytechnic institutions;
  - Strengthen science and technology education;
  - Develop formal and non-formal programmes for the training of technologists.

- To expand provision of education

- Involve the private sector;
- Promote and strengthen formal and non-formal, distance and out-of-school education programmes.

- Optimize utilization of existing education facilities and resources.

The Government's commitment to education development as a bridge to broader social development objectives will be achieved through the following strategies:

- Priority in public spending on education for basic education, through a target of 70% share of the recurrent budget over the period 1998-2015;

- Provide more quality education in secondary education opportunities, especially in under-served areas for disadvantaged groups and girls;

- Enabling post secondary and higher education provision to be demand-driven and market responsive.

- Instituting mechanisms and develop capacity to manage the sector wider education development programme.

The Education and Training Policy was developed as part of a wide human development strategy as outlined in The Tanzania Development Vision 2025, which takes into account major changes occurring globally:

The Vision identifies five main targets to be achieved:

- High quality livelihood;

- Peace, stability and unity;

- Good governance;

- A well educated and learning society; and

- A competitive economy capable of producing sustainable growth and shared benefits.

The Tanzania Development Vision 2025 specifies the contribution that is expected from the Education Sector in achieving the targets at issue. The responsibility of the education sector is clearly conveyed by one of the Vision targets as follows:

"A Well Educated and Learning Society"

Tanzania envisages to be a nation whose people are ingrained with a developmental mindset and competitive spirit. These attributes are driven by education and knowledge and are critical in enabling the nation to effectively utilize knowledge in mobilizing domestic resources for assuring the provision of people's basic needs and for attaining competitiveness in the regional and global economy. Tanzania would brace itself to attain creativity, innovativeness and a high level of quality education in order to respond to development challenges and effectively compete regionally and internationally, cognisant of the reality that competitive leadership in the 21st century will hinge on the level and quality of education and knowledge.

To this effect, Tanzania should:

- *Attain self reliance driven by the psychological liberation of the mindset and the people's sense of confidence in order to enable the effective determination and ownership of the development agenda with the primary objective of satisfying the basic needs of all the people – men, women and children.*

- *Be a nation whose people have a positive mindset and a culture which cherishes human development through hard work, professionalism, entrepreneurship, creativity, innovativeness and ingenuity and who have confidence in and high respect for all people irrespective of gender. The people must cultivate a community spirit; one which, however, is appropriately balanced with respect for individual initiative.*

- *Be a nation with high level of education at all levels; a nation which produces the quantity and quality of educated people sufficiently equipped with the requisite knowledge to solve the society's problems, meet the challenges of development and attain competitiveness at regional and global levels."*

The Education Sector Development Programme aims at operationalising both the Education and Training Policy and the Vision through programmes and actions that would bring about and enhance the quality of education services, by taking measures to improve resource utilisation including human, material and financial resources; strengthen management capacity; improve access and equity and strengthen quality assurance.

The Organization and Efficiency (O & E) reform component of the Public Service Reform Programme defines the future role of Central Government being mainly policy formulation, provision of regulatory frameworks and monitoring and evaluation. In view of these roles, the Ministries of: Education and Culture; Science, Technology and Higher Education; and Regional Administration and Local Government have been streamlined to correspond with their new roles and responsibilities.

As the role of Central Government changes from that of an implementer to that of an enabler, most of the education management responsibilities and decision making will be devolved to districts and schools/colleges. Consequently, legal and regulatory provisions have been made in order to operationalise the reforms in the education sector to demarcate responsibilities, clarify roles and minimise conflicts, confusion and neglect of grey areas.

The Education Sector Development Programme (ESDP) should be viewed as a strategy of interpreting and implementing the Education and Training Policy (ETP) of 1995 which advocates, among other things, for decentralised management of education and training institutions. To this end, the ESDP initiatives have been aligned to be consistent with the Local Government Reform Programme.

On the whole, the ESDP will require substantial financial input for it to achieve the set objectives. The Government of Tanzania and its development partners, both local and external, acknowledge the magnitude of the envisaged reform. In the context of resource constraint, implementation of the programme would be phased and according to set priorities. The ESDP will be executed in three phases each lasting

five years. During phase I (2000/2001 – 2004/2005), the programme will endeavor to achieve the following:

- Increase enrollment rate at all levels.
- Raise participation and retention rates.
- Raise transition rate.
- Increase levels of literacy.
- Provide adequate teaching-learning materials.
- Improve physical infrastructure and facilities.
- Raise teaching competencies.
- Broaden the resource base.
- Strengthen the management capacity of education training institutions
- Enhance participation of all stakeholders including local communities.
- Enhance access and equity.

1.3 Education Sector Development Programme Targets

- Eliminate illiteracy by 2010.

- Attain Universal Primary Education by 2015.

- Raise Minimum qualifications for primary school teachers to Grade "A"

- Provide all schools to have permanent and decent physical infrastructure.

- Establish nation wide Network of Teacher Resource Centres.

- Teacher/Pupil ratio to be 1:45 (Primary), 1:35 (Lower Secondary), 1:30 (Upper Secondary) and 1:25 (Teacher Training Colleges) 1:12 (Higher Education).

- Raise Minimum qualifications for a Teachers' College tutor to be a university degree with education.

- Nation wide network of district based education database to be established.

- Eliminate the incidence of HIV/AIDS/ST1s in education and training institutions.

- Raise achievement in academic performance at all levels of education to 75%.

- Attain 60 % achievement in academic performance.

- Attain 50% transition rate from primary education to secondary education

- Attain gender parity at all levels of education.

CHAPTER TWO

THE EDUCATION SECTOR DEVELOPMENT LANDMARKS

2.1   Notable changes in the Education Sector

The Education sector has gone through a number of changes since independence.   These changes have shaped the process of provision of education in Tanzania.   The consequent landmarks have been instrumental in creating the current system of Infrastructure and funding arrangements.   The prevailing socio-economic conditions and the Tanzania Development Vision 2025 aspirations supported by the 1995 Education and Training Policy call for fundamental transformations and remedy of inherent deficiencies in the education delivery system.

The following landmarks have prepared the environment for the envisaged reform:

- In 1961 the University College Dar es Salaam was established as a constituent part of the University of East Africa.

- In 1962 an act to regulate provision of education was passed in Parliament. This act repealed and replaced the 1927 Education Ordinance.

- In 1963 the government abolished all forms of discrimination on racial and religious basis in education at all levels as a result of the Education Act of 1962. The majority of privately owned primary schools were nationalized and education became free at all levels.   Furthermore, the Government streamlined the school curriculum, as well as made Kiswahili the national language.

- In 1967 Education for Self-Reliance (ESR) philosophy was adopted to guide the planning and practice of education. ESR was sequel of the Arusha Declaration, it appraised the education system then and proposed fundamental reforms in the school curriculum.

- Between 1967 and 1978 the government took several steps and enacted laws to legalize the Arusha Declaration and ESR directives as outlined hereunder.

    - The philosophy called for curriculum reform in order to integrate theory with acquisition of practical life skills. It also linked education plans and practices with national socio-economic development and the world of work.

    - In 1967 Cambridge School Certificate for Ordinary and Advanced levels were abolished and replaced by the East Africa Certificates, which were introduced in 1968.

    - In 1970 privately owned secondary schools were nationalized with an intention of expanding secondary school enrolment in order to enhance access.

    - In 1970, the University College of Dar es Salaam became an independent University of Dar es Salaam.

    - In 1971 the first Tanzanian public examinations were administered. This was part of the response to ESR philosophy to combine classroom achievement and performance in non-academic work such as farming, sports and games and other extra curricular activities.

    - In 1972 the government diversified secondary education into vocational biases (commercial, agriculture, technical and home economics), while at the sametime established post-primary vocational centres to be attached to each primary school.

- In the 1972 decentralisation policy the Government among others, created a framework for devolving powers to lower levels in the education sector.

- In 1973 The National Examinations Council of Tanzania (NECTA)was established by an Act of Parliament No. 23 of 1973.

- In 1974 the Musoma Resolution on Universal Primary Education (UPE) was announced.

- In 1974 Musoma Resolution required Advanced level secondary school graduates to enter the world of work and gain practical experience before entering higher education institutions.

- In 1975 Folk Development Colleges were established in order to support adult literacy, promote post primary training and continuing education.

- In 1975 the Institute of Education (IE) was established by an Act of Parliament No. 13. The Institute was originally established in 1964 with a role of associating the University College Dar es Salaam with the Ministry of Education and the Teachers' Colleges for the purpose of improving the quality of teachers. In 1975 it became a corporate body under the Ministry of Education. Later the Institute of Education became the Institute of Curriculum Development. But the name was later changed to that of the Tanzania Institute of Education (TIE).

- In 1975 a nine month leadership course for heads of secondary education was carried out with the aim of strengthening leadership at school level.

- In 1978 the National Education Act No. 25 was passed by Parliament. The main thrust of the Act was to repeal 1969 Education Act No. 50 as well as specify the following:
  - to consolidate education at all levels;

- re-introduction of the inspectorate;

- spelling out the role of the control government and that of Local Government in education provision;

- setting out conditions and procedures for the registration of private schools and

- setting out conditions for licencing as well as the registration of teachers.

- In 1981 The Presidential Commission of Education was appointed to review the existing system of education and propose necessary actions to lead the country towards the year 2000. The most significant recommendations by the commission which have been implemented include: establishment of the Teachers' Service Commission (TSC), Tanzania Professional Teachers Association, Sokoine University of Agriculture (SUA), Muhimbili University College of Health Sciences (MUCHS) and the Open University of Tanzania (OUT), Faculty of Education (FOE) at the University of Dar es salaam, formulation of National Policy for Science and Technology, the introduction of pre-primary teacher education programme, expansion of secondary education, the formation of 1990 National Task Force on education and the formulation of 1995 Education and Training Policy.

- In 1989 the Teachers Service Commission (TSC) was established by an Act of Parliament No. 1. The TSC replaced the Unified Teachers Service. The TSC was therefore charged with the role of appointing teachers to teaching posts, promotions, taking disciplinary action against them and processing their retirement benefits.

- The National Education Act No. 25 of 1978 was amended in 1995

- To accommodate the changes proposed in 1995

Education and Training Policy. This amendment has also led to establishment of Higher Education Accreditation Council.

- Another amendment to the same National Education Act No.25 was made in 1997. This amendment established the Dar es Salaam Institute of Technology and the National Council for Technical Education.

The education development reform initiatives outlined above have lacked comprehensive implementation strategy and financing plan. Despite that weakness, education and training initiatives in the past have been based on and guided by short and long-term development plans. They should therefore be regarded as milestones in the Education Sector Development. These initiatives or landmarks have progressively aimed at improving the quality of education and strengthening the link between education provided at all levels and socio-economic development of Tanzania.

The Education Sector Development Programme reform initiative is designed to look at education from a holistic approach. The reform addresses lessons learnt from previous reforms and there is synchronization of initiatives and programmes/projects carried out by all sub-sectors. The main thrust of this reform includes:

- Synchronization of all sub-sector programmes for consistency;
- Restructuring of management and administration;
- Bottom up planning of education;
- Mainstreaming gender and enhancement of gender parity;
- Education Management Information System (EMIS);
- Monitoring and Evaluation;
- Financing and Finance Management;

- Enhancement of internal and external efficiency
- Growth/expansion of education and training services.

Education policies for each sub-sector were accommodated in the 1992 National Task Force for development of a concept paper on the Tanzania Education System for the 21st Century.

2.2 Pre-Primary school

Pre-primary Education is being formalized. In the formalisation process each primary school would be required to establish a pre-school unit. Pre-schools will be run by professional teachers. Curriculum development and syllabuses, teacher training, education staff recruitment and school inspection will be guided by the Ministry of Education and Culture.

2.3 Adult Education

The reform in this area will include development of a learner centered and community based approach for adults and out of school youths.

2.4 Primary Education

The fundamental reform initiatives include: decentralisation of the management and administration of primary schools, and financing of Education and training institutions. Local Authorities will be responsible for preparation of Education Development Plans, and Development of district based databases. The next level shall be the ward based education management and planning. The lowest level of planning shall be the school where Whole School Development Planning be implemented.

Financing modalities shall include Central Government through block grants, Local Authorities through its revenue sources. Community contributions shall involve cost sharing which includes initiatives like Community Education Fund (CEF), and School Inspectorate service

charge. Such contributions are intended to promote participation and ownership.

2.5 Secondary Education

The first level of planning starts at school where whole school development plan shall take place. Finance management will go along with management retention of school fees and materials management. Curriculum reform shall be in line with current market demand and competencies required to compete in the global market. Vocationalization of education in line with survival skills shall be reactivated. As the private sector contribution increases in terms of education provision, co-ordination will need to be strengthened. The reforms call for school inspectorate services improved as well as the introduction of a service charge per child in school.

2.6 Teacher Training

The lowest level of teacher training shall be ward based involving Teacher Resource Centres (TRCs). Distance Teacher Training Methodologies will be reactivated. Each Teacher Training College will have comprehensive plan based on Performance Based Management. Linkage between the Inspectorate, Teacher Training Institutions (College and Universities) and Teacher Resource Centres as well as the Tanzania Institute of Education will be established. There is an urgent need to ensure that teachers trained at Universities are trained by professional teachers equipped with requisite teaching methodologies.

Various professional development initiatives should be linked with the school curriculum and training materials.

2.7 Tertiary and Higher Education

The reforms at this level are focusing on:
- Making such institutions more autonomous.
- Mainstreaming the curriculum.

- Rationalization of Tertiary and Higher Education institutions.
- Optimisation of existing facilities and resources.

CHAPTER THREE

EDUCATION SECTOR DEVELOPMENT PROGRAMME: INITIATIVES AND PRIORITIES

3.1   Introduction

Education Sector Development Programme is derived from policy objectives. It was formulated to address critical issues and problems facing the education sector in general. It is the set of policies, which have guided the sector-wide education development process. The Sector Development Programme is a comprehensive and complex undertaking entailing many fundamental changes as well as the participation of many and varied actors in the education sector. These changes/reforms are primarily focused on the learner. All planned reforms and interventions are ultimately intended to improve the academic achievements of the leaner.

The main policy related issues and problems, which have to be tackled by the ESDP, include the following:

- Inadequate access and equity to educational facilities and services.
- Poor quality educational services provided.
- Low management capacity of education provision services.
- Inadequate financing of education services.
- Inefficient utilisation of existing facilities.
- Low academic achievement

In the endeavour to address the challenges facing the education sector, the following reforms have been initiated:

3.2   Education Sector Development Programme Reform Initiatives

3.2.1   *Sector wide approach to education development*

Experience has shown that the project approach to education development has often resulted in serious vertical and horizontal dislocations in the education system. Consequently, inequities have emerged in access and quality between districts, schools, gender and disadvantaged groups that are inherent in the approach. Worse still, the project approach leads to inordinate loss of time of executives spent on separate consultations with several individual donors, individual project leaders, consultants and other persons and in project appraisal/review missions. This in turn increases inefficiency and reduces the impact of development initiatives and resources both financial and human.

The disruption of the project approach permeates right down to the rural areas where district officials spend too much time on single, stand-alone, donor funded receiving visitors and trying to understand monitoring modalities, reporting formats and procedures for different projects.

The sector wide approach to education development has been initiated to redress the problem of fragmented interventions. A holistic approach is being initiated in the education sector reform process. Inherent in this approach is the pooling of resources (human, financial and materials). The mobilisation and deployment of resources is done from the sector wide perspective. The greatest strength and merit of the Education Sector Development Programme is the involvement of all key stakeholders in education planning, implementation, and monitoring and evaluation.

The sector wide development approach, however, requires a new relationship between the Government and development partners. The main emphasis in this relationship is the enhancement of partnership, coordination, cooperation and collaboration among all stakeholders in the provision of education at all levels.

The endeavour to enhance coordination, collaboration, synchronisation and focus in education service delivery, sub-sector master plans have been initiated. The master plans envisaged to be developed to guide sub-sector education development include Basic Education Master Plan (BEMP), Secondary Education Master Plan (SEMP), Teacher Education Master Plan (TEMP) and Higher Education Master Plan (HEMP). These sub-sector master plans are conceived to be concrete operation strategies and actions with clearly defined specified priority programmes for implementation. However, the content of these plans is expected to be well interwoven in the wider sectoral development programme to ensure that the developments in the sub-sectors interface with each other.

The establishment of an education sector management structure is intended to promote as well as have in place a consultative system involving all stakeholders. The consultative system is expected to enhance vertical and horizontal integration in the planning process. The consultative system is not a parallel planning process. It is designed to function within the MoEC planning system. The consultative system is essentially intended to broaden the participation of education sector stakeholders and to speed up the process of decision making.

3.2.2 Decentralisation of the management of education and training institutions

Experience has shown that highly centralised planning is non-participatory and tends to ignore the peculiarities of various localities in the development process. In the Education and Training Policy (ETP) it is noted that the powers and decision making in the management and administration of education and training institutions have remained heavily concentrated at the ministerial level. Attempts to involve regions, districts and communities in the management and administration of educational and training institutions in their areas of jurisdiction are wanting, yet effective management of education and training institutions necessitates community involvement. Even in the sub-sector of basic education where management of education and training has been decentralised for a fairly long time, the existing system does not empower education managers at lower levels to exercise autonomy in decision making.

In line with the Local Government Reform Programme, the education sector has initiated regulatory changes and interventions to support the decentralisation

process to lower organs. The Education Act No. 25 of 1978 which was revised in 1995 to accommodate the Education and Training Policy is further being revised to incorporate education sector reform initiatives. Attendant with anticipated changes in the Education Act, regulations in support of the Act are also being revised.

Among the notable interventions in support of the decentralisation process include the establishment of Community Education Fund (CEF), a matching grant intended to encourage communities to finance the provision of education to their own children. This programme is currently covering 16 districts in Tanzania Mainland. The success of this programme is to bring about sustainable financing of education and management of the same at the grass-roots level. More importantly the quality component which is an integral part of the intervention is to yield quality products in the education system. It is the provision of quality education to our children which is going to quarantee sustainability of participation and retention to Primary Education. DBSPE is yet another initiative intended to build the necessary infrastructure to enhance decentralised management of education and training institutions.

The institutionalisation of district managed Teacher Resource Centres (TRCs) and the establishment of ward-based teacher development (in-service programme) are among the critical factors in the decentralisation process. The programme endeavours to promote ownership of education and training institutions by local communities. The ownership process is enhanced through participation in articulation of needs, choice of schools to be supported and modalities of community contribution. The DBSPE programme is currently operating in 62 districts. In all the districts where it is fully operational, the active involvement of local communities has created notable developments.

The decentralisation of textbook provision and distribution was initiated as a pilot project back in 1993. The decentralisation process was accompanied with the liberalisation of textbook production. The latter was mainly concerned with the transfer of publishing responsibility from the Government to commercial

publishers. The decentralisation process on the other hand is initially focussed on enabling districts to take up the responsibility of procurement of the textbooks and other teaching-learning materials through the commercial market outlets. The ultimate goal is to selection and procurrent of textbooks and other teaching-learning materials to institutions level.

The initiation of Primary Education Facilities Project (PEDFAC) is another attempt by MOEC/MSTHE/MRALG to mobilise as well as enhance the capacity of district authorities to plan and manage financial resources at their disposal. The project is also endeavouring to promote accountability, transparency and project management skills. The project started as a pilot in four districts. According to the outcome of the review, the project has proved to be very successful. It has succeeded in constructing among others, 230 new classrooms and rehabilitating 58 classrooms within three months. On the basis of this achievement the project will be expanded to cover 9 more districts. Thus making the total number of districts covered by the project to be 13. More importantly the project provides opportunity for nation wide expansion of the innovation.

All basic education based interventions are gradually being realigned to correspond with the Local Government Reform Programme. Interventions which are not nationwide such as CEF, PEDFAC, DBSPE, COBET and WSDP are being expanded to include all Phase I local authorities within the Local Government Reform Programme. Attendant with such developments, MOEC/MSTHE/MRALG have specified education sector specific performance indicators and minimum standards for service delivery. These specifications are expected to guide rational utilisation of financial resources including block grants.

3.2.2. *New approach to education planning*

The most important concern in the planning phenomenon is the planning process. Traditionally, education planning has been highly centralised. Plans were and have continued to be conceived, initiated and developed by the central authority at the national level. Thereafter, developed plans were disseminated to lower organs for adoption and implementation. This planning process has been a top-down one. The grass-roots have contributed little, if any, to the development of plans for implementation by the same.

The top-down planning process was originally justifiable because the Government structure was still centralised. The decentralisation process is however in the initial stages of development and the requisite capacity is in the process of being developed. The means and instruments to enable lower organs to initiate and develop their own plans based on concrete assessment of problems faced as well as the developmental needs of the local community also are in the process of being provided.

In response to the planning reform requirements a number of initiatives have been put in place to set the new system in motion. The planning reform initiatives include school mapping, whole school development programme and ward based education management programme. School mapping intervention is intended to build capacity for comprehensive data collection at the grass-roots level and skills development for preparation of district education development plans. The Whole School Development Programme and the Ward Based Education Management Programme are both intended to develop capacity at that level as well as promote micro-planning at both institutional and ward levels. The development of planning capacity at lower levels (institution, village/community, ward and district) is ushering in a new era in the planning process.

In the planning reform process (bottom-up vs top-down), the school is the lowest and the initial planning unit. Each school and each education institution is required to prepare its own education development plan. The next planning unit is the ward. The ward education development plan should be a synthesis of school development plans in that ward. The district is the next planning unit. The district education development plan should be the synthesis of ward education development plans in the district. The bottom-up hierarchical planning process continues logically that way to the national level.

3.2.4 Education management Information System (EMIS)
The demand for quantitative and qualitative information has been growing as the Government recognises that well managed and responsive education information systems facilitate policy formulation and efficient operation of the education system. However, availability of education data in this country is systematized,

sychronized and coordinated. Most data available are unprocessed and unreliable. This makes their utility limited because decision makers need analytical data that are reliable and appropriate. The speed for collecting data and information does not suffice growing demand for accurate and timely information on educational issues. Consequently, the gap between the demand and supply of educational related information is increasingly widening.

In the wake of decentralisation and devolution of powers, the issue of coordination and information sharing needs to be strengthened. Currently, information tends to be confined to people within particular units or departments. Even within the same institution, information on the performance of one department may not be readily available to another department. Thus, seeking for education information from various institutions becomes a tedious task. One needs to physically move from one place to another in search of information. However, even the physical movement does not guarantee the availability of the information sought. This is caused by missing data due to non-collection, crude storage, or late response characterise most of data collection, storage and retrieval system in this country. There are also concerns on the accuracy and relevancy of some education data collected. All these have to be addressed in the education sector development programme reform initiative.

Education Management Information System (EMIS) has been conceived and initiated to address the issue of information management to effectively manage the envisaged change. It involves the setting up of a computerised database that maintains a number of important education indicators in a database as well as other database from outside the education system but relevant to it. Such a database need to be operated by personnel trained in data analysis and information management.

The education sector in Tanzania is is managed by several ministries. At the central level it is divided into two Ministries, namely Education and Culture, and Science, Technology and Higher Education. However the management and administration of the primary education sub-sector is the responsibility of the Ministry of Regional Administration and Local Government (MRALG). This makes the management and administration of the education sector as a whole to be

shared responsibility among the three ministries (MOEC, MSTHE & MRALG). In addition, there are several other ministries and parastatals, which have direct influence on the sector. These include the Planning Commission the Ministry of Finance, the Civil Service Department, the Ministry of Community Development, Women Affairs and Children, and the Ministry of Labour and Youth Development. Institutions which are directly involved in the education sector include the Tanzania Institute of Education (TIE), the National Examinations Council of Tanzania (NECTA), the Tanzania Library Services (TLS), the Institute of Adult Education (IAE), the Teacher Service Commission (TSC), Non Governmental Organisations (NGOs), Community Based Organisations (CBOs), donor agencies and educational institutions such as universities, colleges and schools.

Currently, mechanism for linking the ministries and various institutions are not fully developed. The initiative to introduce EMIS is intended, among others, to provide the requisite information link among all the stakeholders in the education sector. EMIS will allow all users to generate data that will facilitate informed decision making, support monitoring and evaluation of the education sector and promote a culture of information sharing in an organized way.

As the education sector continues to expand, in terms of increased number of education and training institutions and enrolments, its management will become much more complex. Cost effective data collection and analyses systems are desirable for effective and efficient planning, management and monitoring of education in Tanzania. It is, therefore, desirable to have databases that are capable of analysing and displaying information in different formats. This will facilitate sharing of information by various institutions. In addition, efficient internal within (MOEC /MSTHE   and MRALG) communication system must be established and maintained.

The most critical factor in the establishment of the EMIS is the development of education databases.   It is envisaged that the national database will be established at the Ministry of Education and Culture. Thereafter sub-databases will be established at regional and district levels. Later on databases will be established to cater for   Ward Education level and ultimately to individual education and training institutions. The database network is the ultimate goal of

the EMIS. However, the education sector database network must also be linked to the macro level databases of the Planning Commission and the Ministry of Finance.

In order for EMIS to be useful in monitoring education, it has to include indicators that are necessary in evaluating the inputs, processes, outputs and outcomes/impact of the education system.

EMIS is therefore an important ingredient if the education system is to improve its effectiveness. Resources that would otherwise be wasted in ineffective use would be saved and channeled to improve the quality of education and to extend educational opportunities to underserved areas.

In upgrading the quality of existing information on the sector, the Government is committed to the concept of accuracy, timeliness and transparency. The computerised system will enhance accuracy, speed of transmission and, above all, the relevancy of their input to top management of the sector in arriving at decisions for future policies and strategies.

As part of strategies in implementing its plan, the Government will build on the positive elements, which already exist. At the central level and in the districts there are Government officials who are dealing with data collection and transmission on daily basis. It will be imperative in any development plan that these officials have the opportunity to upgrade their skills and build their capacity in handling computerised information system. The sustainability of EMIS highly depends on how well local experts will be empowered to handle such a system. Provision of adequate training to people who will be handling the system will be given top priority in the EMIS development.

The priority in EMIS development must be to set up a meaningful flow of reliable data/information from schools/districts to the central level. Districts shall be able to access either detailed or aggregate information. The central level shall usually only wish to access aggregate information that will assist in policy implementation and monitoring. It shall be exceptional for individual pieces of raw data to be

forwarded to the centre. EMIS searches or queries would be possible to any level within the system depending on what authority has been granted to the user.

3.3 Education Sector Development Challenges

The Education Sector Development Programme is policy driven. It is derived from the Education and Training Policy (1995). The programme was conceptualised and designed to address the following education challenges:

3.3.1 Enhancement of Access and Equity

The goal is to promote access and equity through measures of expanding equitable provision of education at all levels. Priority will be to basic education so as to make it available to all citizens. The government will encourage an equitable distribution of educational institutions and make available teaching and learning resources, expand and improve girls' education; screening for talented, gifted or disabled and appropriate education and training; take such measures as to reach the disadvantaged social and cultural groups.

The government will enhance partnership in the provision of education and training by encouraging private organisations and individuals to participate in the provision of education by establishing and managing educational institutions at all levels. It will promote and strengthen formal and non-formal distance education and out-of-school education programmes.

The government will guarantee access to quality adult literacy and non formal education to adults and out-of-school children and youth especially women and girls. The objective is to enable them acquire permanent skills in writing, reading communication and numeracy; and other desirable and immediate learning tools to enhance and improve their lives. This will be done through community based adult education which emphasises participation of the communities in planning and implementation of the programmes.

In order to achieve UPE and ensure higher transition to secondary education, the capacity to enroll and build new schools/classrooms and improve the teaching-

learning environment, the enforcement of the law on compulsory attendance and creating awareness among parents, strategic planning by targeting the poor as well as mobilising resources so that they are used optimally is critical.

3.3.2 Quality Revitalisation

The improvement of the quality of education delivery will be achieved through measures to strengthen tutors' training, pre-service and in-service teacher training programmes, the supply of adequate teaching-learning materials, construction and rehabilitation of schools and colleges. The curriculum will be revitalized to cater for t4echnological advancement through establishment of polytechnic, computer literacy at all levels and establishment of special curriculum for specially talented or gifted.

Quality will be enhanced through continuous support to teachers by School Inspectors, Ward-Education Coordinators, and Teacher Resource Centres (TRC)based in-service training.

3.3.3 Strengthening the Management capacity at National, Zonal, Regional, District, Ward and Institutional levels

One way to improve management capacity as the ETP directs is by devolving powers to lower organs and empowering them to manage and administer education and training institutions. These organs include zones, regions, districts, wards and individual institutions.

School Committees and Boards have representation of teachers and the local community. These are, according to the education act, empowered and entrusted with the responsibility of managing the school. They are expected to:

- Support the headteacher and teachers in carrying out their duties;
- Encourage parents to enroll and support the education of their children;
- Manage and account for all money, from whatever source that has been made available to the school;
- Be proactive in the interest of the children and parents.

3.3.4 Broadening the Resource Base of Education Financing

The Education and Training Policy intends to broaden the resource base for the financing Education and Training institutions through cost sharing involving individual parents, communities, NGOs, and private investors in education. By liberalising education provision, the private sector is encouraged to build schools, colleges and universities. Where possible institutions could generate funds through selling services. This will reduce over dependence on central government financing which is incapable of sustaining a demand driven expansion of education provision.

3.3.5 Optimising utilisation of existing facilities

Existing facilities in the education sector have been under-utilised in terms of both physical infrastructure and human resource. Reliable and valid data on the potentiality of the existing facilities is yet to be established. At all levels, the problem of proper utilization of education resources and facilities need to be addressed.

- At Basic Education level, usage of classroom is not optimal. Enrolment of students could be improved if multi-shift/multi-grade teaching could be introduced particulary in remote rural schools.

- At secondary level, vocationalized/biased schools do not effectively run the specialized subjects as intended due to underfunding.

- Tertiary and higher education has expanded very rapidly over the years. It is, however, characterized by low enrollment levels, low staff-student ratio, low quality output and duplication of efforts by numerous tertiary level institutions.

  Under the ESDP, apart from encouraging investment by the private sector it is intended to double the enrolment in order to optimize utilisation of plant, and facilities. This would be achieved through rationalisation of post-secondary institutions, as well as developing a more strategic use of space in campuses for academic work i.e. classrooms, laboratories, and libraries while involving the private sector in making accommodation and transport available to students.

3.3.6 Improving Teaching Staff

The teacher training is managed by three different ministries. The Ministry of Education and Culture (MoEC) is responsible for managing 35 government

owned teacher training colleges and 10 Non government colleges for Grade "A" and Diploma teachers. However, there is limited co-ordination and monitoring of Non government TTCs by MoEC. The Ministry of Science, Technology and Higher Education (MSTHE) is responsible for University graduate teachers trained by the University of Dar es Salaam and similar universities outside Tanzania. Vocational teacher training is managed by the Ministry of Labour and Youth Development. Such kind of fragmentation results in the development of scattered policies and implementation objectives which are overlapping.

The management of the institutions is concentrated in the hands of higher authorities in relation to, budgeting, financing, selection of teacher trainees, recruitment of personnel, enrolment, promotion, hiring and firing, and curiculum development. As the financial base is central, the underfunding does not allow flexibility in planning, thus hindering progressive programmes.

In the teacher training colleges, instructional materials are inadequate. Books used are outdated and college libraries are serviced and managed by untrained librarians. The curriculum is outdated and overloaded. In teacher training colleges, capacity building for serving teachers tutors is inadequate.

At higher education level, there is no institutionalised training of lecturers in pedagogics. Lecturers never went through pedagogical training. Taking into consideration the fact that the Faculty of Education has the potential for training lecturers the demand for teachers in higher learning institutions can not be met. Therefore, higher learning institutions recruit graduates from universities both local and foreign as teachers. However, such teachers lack pedagogical doze; in other terms they are not qualified teachers.

At higher education, few female students are selected or qualify to join science subjects.

3.4   **The Education Sector Development Programme Priorities**

The programme priorities are derived from the policy objectives and they constitute the overall programmes for implementation for the Medium Term Plan

2000/01-2004/05. These priorities form the basis upon which further improvements in future will hinge on.

The focus for the Medium Term Plan will be to:
- ❖ Increase enrolment and retention by improving the teaching-learning environment at all levels
- ❖ Strengthen the management capacity at all levels
- ❖ Improve the Education Management Information Systems
- ❖ Control the spread of HIV/AIDS/STIs through the education system at all levels of education

3.4.1 Priority 1

❖ **To increase enrolment and retention by improving the teaching-learning environment at all levels**

School facilities occupy a central position in the lives of teachers and students in schools. They consists of classrooms, teachers' offices and working spaces, furniture, laboratories, teachers' houses, play grounds, sanitation, and communication facilities. It is therefore critical that these facilities be made available and in reasonable quality.

It is evident that good school facilities do not only provide shelter and working space for students and teachers, but in addition, they act as incentives for teachers and students to stay in school, thus reducing absenteeism, dropouts, and accidents. It is critical that some good facilities for teachers and students exist if the set educational objectives are to be realized. The government is committed to providing good physical facilities on an incremental basis.

Physical facilities needs in Tanzania are enormous. The participation rates for both primary and secondary education are pretty low. The gross enrolment for primary education is about 77.9 percent and the net enrolment is at 56.7, suggesting that there are many school-going age children who are not in school, hence a dire need to raise enrolment.

In addition, the system needs to improve its capacity to address the out-of-school children and youth who have not accessed primary education so that they

may get functional primary education out of the formal school system e.g COBET. At secondary education level the gross enrolment ratio is 5 percent only. It is the intention of the government that the net enrolment ratio at primary education level to be raised to 75 percent and that of secondary education to 15 percent by the end of the plan period-2004/5. These are the broad parameters of the needs for physical facilities school system in the country.

Another major responsibility of the government is to ensure access to quality and sustainable adult literacy and non-formal education to adults.

The adult literacy rates have been decreasing from well over 90 percent in the 1970s to 84 percent and now to an estimated 71 percent. The following factors accounted for the decline in the provisions of adult education:

- The programmes were very much centralized and formalized;
- Subject matter charted out by subject specialists without taking into consideration the interests of the target groups;
- Lack of involvement of participants in decision making at all stages of development of the programmes of adult education;
- Lack of permanent teachers;
- Shortage of teaching-learning materials.

The Tertiary and Higher Education sub-sector has grown to over 150 institutions since 1961. In recent years the sub-sector has suffered from underfunding resulting in inability to acquire learning inputs, high rates and underutilised institutions, uncoordinated courses, lack of quality control and monitoring, and inadequate curriculum.

3.4.1.1 Specific programmes for implementation
(a)   Basic Education
- Construction/rehabilitation of classroom utilities, games and sports facilities
- Construction of teachers' houses
- Supply of textbooks and other teaching-learning materials

- Enhancement of teachers' competencies
- Expansion of COBET and ICBAE
- Re-deployment of teachers and optimizing their use
- Reduction of high drop-out rate of girls in upper grades
- Increasing school inspection services
- Revitalize school curriculum.

(b)   Secondary Education

- Construction/rehabilitation of classrooms, utilities, laboratories, libraries, subject specific rooms and games and sports facilities
- Enhance teachers' competencies
- Support girl students from poor/disadvantaged families for secondary education
- Supporting girls in opting science subjects
- Improving school inspection services
- Supply of textbooks and other teaching-learning materials
- Sensitize the community in gender balance in schools
- Revitalize school curriculum.

(c)   Teacher Education

- Rehabilitation of lecture rooms college buildings, libraries, science laboratories and specialized subject rooms e.g. language laboratory
- Rehabilitation of practising primary schools buildings
- Enhance the teaching competencies of college tutors
- Enhance PRESET programmes
- Enhance In-service Training for primary and secondary school teachers
- Enhance Distance Teacher Education
- Improving college inspectorate.
- Revitalize Teacher Education curriculum

(d)   Higher Education

- Increasing equitable access to technical and higher education

- Construction and rehabilitation of lecture rooms, lecture theatres to match with expanding enrolment
- Rehabilitation and equipping laboratories
- Supply teaching materials and equipping libraries with education materials
- Enhance research capacity and capability
- Sensitize the community in gender balance
- Enhance tutors and lecturers competencies
- Review technical and higher education curriculum to match with current market demand
- Enhance distance education.

OBJECTIVE	LEVEL	STRATEGIES	TIME-FRAME
Increase enrolment and retention by improving the teaching-learning environment	Basic Education	• Provide adequate number of teaching staff • Training and retraining of teachers • Construction of adequate number of classroom, utilities, staff houses and energy resources • Provide adequate supply of teaching – learning materials • Attractive incentive packages to teachers • Revive extra-curricular activities such as games and sports, music, physical education etc. • Improve language teaching • Revitalize Curriculum	2000/2001-2014/2015

	Secondary Education	- Provide basic teaching-learning materials and teachers guides - Improve language teaching - Rehabilitate school buildings including laboratories and specialized subject specific rooms. - Supply science equipment to community schools - Construct laboratories in community schools - Reintroduce practicals in science subjects - Equip libraries and inculcate reading habits among students - Revitalize Curriculum.	
	Teacher Education	- Set and adhere to proper selection criteria - Recruit well-trained quality tutors - Strengthen in-service programmes for tutors - Provide adequate supply of teaching-learning materials - Improve libraries, Science rooms and specialized rooms - Revitalize Curriculum.	

	Technical Education	• Recruit qualified tutors • Strengthen teacher training for tutors • Improve the supply of adequate learning and teaching materials • Review the curriculum.	
	Higher Education (Universities)	• Improve the availability of learning-teaching facilities • Rehabilitate lecture rooms and residential halls • Construct lecture theatres and laboratories • Review curriculum to reflect needs and demands in the labour market • Introduce contract-based tenure renewable in specified periods of time • Reintroduce Tutorial Assistants (TAs) system and expand post graduate training.	

3.4.2 Priority 2

❖ **To strengthen the Management Capacity at all levels**

The ultimate goal of any education system is to provide high quality education services to a broad range of clients in the most equitable, effective and efficient ways. The Tanzania education system has both strengths and weaknesses and it is functioning under difficult conditions characterized by underfunding, fragmentation, high internal and external inefficiency.

Capacity building, will entail addressing the following:-

- Infrastructural development such as laboratories, office spaces, and school buildings, transportation, communication, and energy resources

- Development Institutions as organized units such as for training, financial management; schools as organizations characterized by planning systems and processes, control mechanisms, quality control and assurance systems, reporting lines and relationships, and rewards and incentive systems. Similarly institutions responsible for providing essential school materials – textbooks, wall charts, wall maps and facilities – chemicals, chalksticks, desks, tables and a variety of equipment for science and other technical subjects.

- Having in place Legal Framework such as enabling legislation, regulations systems of appeals, obeyance of the rule of law and human rights, especially children rights; and instruments for the enforcement of discipline (regulations) and quality audit queries.

- Human Resources development, and appropriate deployment and utilisation, development, motivation of personnel at all levels and spheres of the whole education system.
- Technology of varied nature and levels of sophistication, to include computing word processing, teaching, learning, and for storage, retrieval and sharing of knowledge.

The objective of capacity building will therefore be to enable the Government ministries, their development partners, and affiliated units to become more effective and efficient in developing systems, procedures and technical skills for policy analysis, policy and programme formulation, adoption, implementation, monitoring and evaluation.

3.4.2.1   Specific programmes for capacity building

Targets of improving the quality of Education depend heavily on the education managers. Many of these education managers are appointed but only a very

small percent has received formal training. There is an inherent need therefore, of providing training in management, administration and financial management including procurement. The strengthening of management and administration capacities are intended to target the following:

(a) Basic Education

- Regional Secretariat
- District Executive Directors
- District Education Officers
- District Adult Education Co-ordinators
- Ward Education Co-ordinators
- TRC Co-ordinators
- Headteachers/Managers
- Assistant Headteachers
- School Inspectors
- School committees

(b) Secondary Education
- Heads of schools of both Government and Non-Government
- School managers of Non-Government
- Heads of departments
- Librarians
- Laboratory technicians
- Members of School Boards (Government and non-government)
- School Inspectors
- School Accountants

(c) Teacher Education
- Principals of Teachers Training Colleges (Government and non-government)
- Managers of Teachers Training Colleges (Non-Government)

	-	Members of college boards
	-	Tutors
	-	Librarians
	-	College Inspectors
	-	College Accountants

(d) Higher Education

- Heads of Institutions
- Faculty Deans
- Heads of Departments
- Academic Staff

(e) National Level

All along ESDP has had strong emphasis on development of organisational and management procedures and the emphasis mainly relates to the MoEC, MSTHE, MRALG and to their roles and functions in the Sector Development process. The government appreciates that a system can only decentralise if there is a strong centre, with a clear understanding of the new roles and responsibilities. Capacity building at the centre will include not only training but also confidence building, development of interpersonal and institutional relations and affiliation, pride, esteem, shared vision, a sense of mission and the willingness to utilise all means available to deliver quality education services in Tanzania. The priority programmes for national level capacity building will be to:-

- Provide further management training (i.e. policy analysis, educational planning, budgeting etc) to strategic officers in departments in the sector as a whole,

- Organize tailored workshops on result oriented management for Permanent Secretaries, Directors, Section Heads.

OBJECTIVE	LEVEL	STRATEGIES	TIME FRAME

Strengthen Management capacity at all levels	Basic Education	• Provide training for strategic planning and implementation, financial management control mechanisms, quality assurance control system, reporting lines and relationship and reward/ incentive systems • Provide basic infrastructure (office spaces, school buildings, transport, communication and energy resources).	2000/2001 – 2014/2015
	Secondary Education	• Provide training for strategic planning and implementation, financial control mechanisms, quality assurance control system, reporting lines and relationship and reward and incentive systems. • Provide basic infrastructure (office spaces, school buildings, transport, communication and energy resources).	

	Teacher Education	• Provide training for strategic planning and implementation, financial, control mechanisms, quality assurance control system, reporting lines and relationship and reward and incentive systems. • Provide basic infrastructure (office spaces, school buildings, transport, communication and energy resources).	
	Technical Education	• Provide training for strategic planning, financial management control mechanisms, quality assurance control system, reporting lines and relationship and reward/ incentive systems. • Provide basic infrastructure (office spaces, school buildings, transport, communication and energy resources).	

| | | Higher Education (Universities) | • Provide training for strategic planning, financial management and control mechanisms, quality assurance control system, reporting lines and relationship and reward/ incentive systems.

• Provide basic infrastructure (office spaces, school buildings, transport, communication and energy resources). | |

3.4.3 Priority 3

❖ *Improve Education Management Information System (EMIS)*

A major concern lies on the reliability of available data. Most of the information given from schools and districts is presented in raw form without being analysed. It appears that some district officials fill information using estimates rather than the actual figures. There is need to initiate change that will lead to the promotion of culture of information management systems at all levels of the organisation.

The main data collecting points currently are:

- NECTA
- The Policy and Planning Directorate
- The Bureau for Statistics
- The Inspectorate
- The Teacher Service Commission
- The Ministry of Finance
- Donors have their own data
- Institutions, especially Universities

Special studies will be carried out in order to generate comprehensive and reliable data in the following:

- School Mapping
- Teacher Audit
- Rationalization of Tertiary Institutions

Specific Programmes for implementation

OBJECTIVE	LEVEL	STRATEGIES	TIME FRAME
Improve Education Management Information System	Basic Education All levels	• Conduct School Mapping Exercise • Carryout Teacher Audit Exercise. • Establish EMIS by installing the requisite equipment at regional and district levels • Examine and select both qualitative and quantitative indicators to be used for monitoring the system and co-ordinating the flow of information between stakeholders and various levels of education • Streamline existing systems • Improve remote data capture and use of EMIS up to district level.	2000/2001 – 2014/2015

3.4.4 Priority 4

❖ *To control the spread of HIV/AIDS/STI/ through the education system at all levels*

Early sexual intercourse, lack of knowledge and information on inherent risks and preventive measures, has led youth both in school and out-of-school to

be the most vulnerable group to HIV/AIDS/STI. These youths form 65% of the Tanzania population. The 1987-1997 HIV/AIDS/STI data indicate that the sexually reproductive age group between 20 – 49 years and 15 –44 years for male and females respectively are the most affected. This group comprises the energetic and productive group which in the education sector they comprise students, teachers, lecturers, executive senior staff, middle managers and key staff at all levels.

The HIV/AIDS/STI effect to education sector is now very vivid. Increasingly orphaned children are missing the education opportunity. About 40% of school age children are not attending any form of basic education. The World Bank study of 1991 indicates that by year 2020 about 22% less from the then 60% who were attending primary education will not get basic education while 14% less of those who were attending secondary education will not get that education. The same study estimates that by year 2010 about 14,460 primary school teachers will die of HIV/AIDS/STI and this number is likely to increase to 27,000 by year 2020. The HIV/AIDS/STI is equally a threat to Technical and Higher education levels.

3.4.4.1 Specific Programmes for Implementation

♦ Sensitise the in-school youth at primary, secondary and post secondary levels and universities on the:
- Spread of HIV/AIDS/STI
- Preventive measures of HIV/AIDS/STI

♦ Train trainers of trainers on HIV/AIDS/STI in education and training institutions.
♦ Institutionalise HIV/AIDS/STI guidance and counseling in schools (Education and Training Institutions).
♦ Train Guidance and Counselling personnel (Heads, Deputies and matrons/patrons) to counsel the in-school youth at all levels on the spread/prevention of HIV/AIDS/STI.
♦ Train guidance and counseling personnel to counsel students and workers at all levels of the education sector.

♦ Sensitise students and workers on the spread and preventive measurers of HIV/AIDS/STI.

OBJECTIVE	LEVEL	STRATEGIES	TIME FRAME

Control the spread of HIV/AIDS/STIs through education at all levels	Basic and Secondary Education	• To involve parents in HIV/AIDS/STI prevention efforts in school committees and parents meetings	2000/2001 – 2014/2015
		• Improve education opportunities especially for girls	
		• Promote HIV/AIDS/STI education through extra curriculum activities	
		• Promote youth friendly services/positive sexual behavior change through use of peer education and strengthening counseling services	
		• Strengthen and promote use of school libraries to provide relevant educational materials on HIV/AIDS/STI, life skills and behavior change including provision of TVs and VCRs and computers	
		• Establish work place peer education, encourage voluntary testing and counselling and promote health seeking staff at all levels	
		• In corporate life skills	

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	Advanced and Technical and Higher Education	• Establish youth friendly screening and treatment services for HIV/AIDS/STI • Promote behavior change at the post secondary school level through peer education.	

CHAPTER FOUR

MEDIUM-TERM FINANCING FRAMEWORK 2000/01 – 2004/05

4.1 Education Financing Policy

Government accords priority to education, as reflected in the projected increased recurrent spending share for education from 22.8% in FY97/98 to around 25.0% by FY2000/03. This is a mark of recognition the government has in education in its pivotal role in the nation's development. Using this Medium-Term Financing Framework, the total government recurrent spending on education was expected to be Tsh.143.4 billion in 1999/2000 and the projected figure in 2004/05 is Tsh.232.9 billion (including salaries). Likewise, the total Government development expenditure on education was expected to be Tsh.60.3 billion, Tsh.63.3 billion and Tsh.66.5 billion in 1999/00, 2000/01 and 2001/02 respectively. This figure is expected to rise to Tsh.73.5 billion by the end of the plan period. The total Government development resource requirement by the year 2004-2005 is Tsh.343 billion. (See Table 1). The Government will continue to monitor the situation annually, making necessary adjustments to protect education development as a spending priority.

The ESDP Medium Term Financing Framework also demonstrates the highest priority accorded to Basic Education. The Basic Education recurrent spending share will be protected at around 70% per annum over the plan period. The Government's role in secondary education provision will be more of enabler rather than the major provider and it will be responsible to equitable access by gender, regional, geographical, social status and urban/rural dimensions and for quality control and performance monitoring. In terms of spending share, this is anticipated to rise from 9.4% per annum to 12.4% per annum over the plan period.

4.2 Diversification of Education Financing Services

In order to achieve national education development objectives, the Government has to involve other stakeholders in financing education. Apart from the Government, other financiers are development partners, communities and parents, District Education Trust Funds and Education Levy.

4.2.1 Contribution from Development Partners

Development expenditure on education appears to be increasing, albeit at low levels, considering the sector's share of the recurrent budget. Up to now there is no full capture of the foreign development expenditure in government accounts as a significant portion of foreign expenditure is transferred directly to districts.

4.2.2 Mobilisation of Communities and Parents

For sometimes, the financing burden for the education sector has been shifting from public to private sources. It has been established that direct payments by parents constitute the largest single source of financing for primary education. Parents pay not only UPE fees (Tsh.2000 per child although collection are lower) but also direct costs to them (i.e contributing to school buildings, examination expenses and sports on annual basis). Indirect costs are much higher and include the following items; uniforms, pair of shoes, pencils, school bag, exercise books etc. The list indicates that parental expenditure on education could be as much as Tsh.30,000.00 per primary school child per year. This compares with average recurrent expenditure per primary pupil of around Tsh.20,000 by the Government. On average, parents spend Tsh.1.68 for every Tsh.1 spent by the Government. It seems that parental financing of primary education exceeds that of the Government by a ratio between 1:1.5 and 1:2.

At a secondary education sub-sector the main contributions per pupil fall in the areas such as fees, uniforms and exercise books. For some pupils, transport and other costs would be involved. Some studies estimate per pupil direct cost to parents of Tsh. 93,000 per annum. This compares with per pupil recurrent expenditure by government of around Tsh.85,000 in 1998/99. Even in public secondary schools, the ratio of parental to government recurrent financing is about 1:1.

At the Teacher Education sub-sector, it is estimated that annual Government funding of around Tsh.400,000 per pupil in 1998/99, compares with students contributions of approximately Tsh.240,000 per year.

4.2.3 District Education Trust Funds

Under ESDP, each district is required to establish a District Education Trust Fund primarily for financing education activities. Despite the inadequate revenue sources, a number of districts have established Education Trust Funds.

4.2.4 Education Levy

The Education Sector Development Programme recognises the fact that it is not easy for the Government and parents alone to shoulder the burden of education financing. Efforts have to be made to identify other stakeholders and beneficiaries especially the business community and graduates who have enjoyed the national cake. Current source of funds envisaged include:

- raising rates on present fees
- levy on goods and services which are capable of producing good results when big numbers and nominal rates are used
- levy contribution by beneficiaries of education like the industrialists, investors and consumers of education services.

Table 1: ESDP Financing Requirements (excluding salaries) 2000 – 2005

(In TSh. Millions)

YEAR	DESCRIPTION	TOTAL DEVELOPMENT	RECURRENT	TOTAL
2000 – 2001	Resource Requirement	63,303.0	47,869.30	111,172.30
	Proposed Allocation	7,266.0	42,183.18	49,449.18
	Financing Gap	56,038.0	5,686.12	61,724.12
2001 –2002	Resource Requirement	66,469.0	49,206.10	115,675.1
	Proposed Allocation	9,687.0	47,569.10	57,256.1
	Financing Gap	56,781.0	1,637.00	58,418.0
2002 – 2003	Resource Requirement	68,813.0	49,807.23	118,620.23
	Proposed Allocation	13,699.0	52,207.05	65,906.05
	Financing Gap	55,113.0	-2,399.82	52,714.18
2003 – 2004	Resource Requirement	71,126.0	50,405.03	121,531.03
	Proposed Allocation	17,766.0	56,735.37	74,501.37
	Financing Gap	53,360.0	-6,330.34	47,029.66
2004 - 2005	Resource Requirement	73,544.0	51,009.88	124,555.88
	Proposed Allocation	23,096.0	61,671.35	84,767.35
	Financing Gap	50,448.0	-10,661.47	39,788.55
Total Resource Requirement		**343,255.00**	**248,297.55**	**591,552.55**
Total Proposed Allocation		**71,514.00**	**260,366.05**	**331,880.05**
Total Financing Gap		**271,741.00**	**12,068.50**	**259,672.50**

Source: Budget Guidelines February 2000

From the above table, the Education Sector Development Programme's resource requirement (excluding recurrent) totals up to Tsh.343 billion for the whole plan period. The lion's share of the total resource envelope (about Tsh.240 billion) is expected to be allocated to the Basic Education (70%) Secondary - 12.5% (Tsh.43 billion), Teacher Training - 5% (about Tsh.17 billion) and Higher and Technical Education - 12.5% (about Tsh.43 billion).

Table 2 : Basic Education Financing Requirement Framework – 2000 – 2005 in TSh. Millions (excluding salaries)

YEAR	TOTAL SECTOR FINANCING		ALLOCATION TO BASIC EDUCATION		
	DEVELOPMENT	RECURRENT	DEVELOPMENT	RECURRENT	TOTAL
2000-2001	63,303.00	47,869.00	44,312.1	13,759.60	58,071.7
2001-2002	66,469.00	49,206.10	46,528.3	14,447.60	60,975.9
2002-2003	68,813.00	49,807.23	48,169.1	14,718.46	62,887.6
2003-2004	71,126.00	50,405.03	49,788.2	14,987.13	64,775.3
2004-2005	73,544,00	51,009.89	51,480.99	15,256.90	66,266.79
Total	343,255.00	248,297.55	240,278.69	73,393.78	312,977.28

Source: Budget Guidelines February 2000

The broad policy thrust will be to contain salary spending growth, increase the non-salary spending share and volume and target development spending on key access and quality improvement determinants. Accordingly, per pupil recurrent spending will rise from

Tsh.18,053 in 1998 to Tsh.21,000.00 by the year 2003/04. The non-salary spending per pupil will rise from Tsh.744 in 1998 to the government target of Tsh.10,000.00 by the year 2003/04.

A key feature of this financial framework will be the release of Government funds for non-salary spending (other charges) through cost-efficiency gains. In order to secure equitable access for students from poor families, community/parental contribution will be contained at around Tsh.6,000 per annum.

4.7. The Focus of the Medium Term Financing Plan

The Medium Term Financing Plan is aimed at the learner. All planned reforms and interventions are meant to improve the teaching-learning environment, enhance access and equity, quality revitalization and enhancement of learning achievement. The ESDP and the Local Government Reform Programme (LGRP) are guided by both macro and sector policies. The LGRP shifts the responsibility for the management of primary schools to local authorities. This change has the potential to encourage the improvement in efficiency and effectiveness of education service delivery. The learner is, therefore the focal point around which the ESDP and the Medium Term Plan are built.

4.8. Prioritisation

Prioritisation in the Education Sector Reform Programme aims at addressing sectoral problems within the current resource constraints. Strategic decisions have been made in relation to the resource envelope and the envisaged activities to be undertaken during the plan period.

4.8.1 The Thrust of the Medium Term Plan

The thrust of the Medium Term Plan is to enhance learning achievement. During this period, the programme will address the following priorities:

(a) To increase enrolment and retention rate by improving the teaching learning environment at all levels

(b) To strengthen the management capacity at national, district and institutional levels

(c) To improve the Education Management Information System (EMIS)

(d) To control the spread of HIV/AIDS/STI through the education system.

Under each priority programme, there are **specific programmes** to be implemented under each sub-sector as specified in Chapter 3 of this document.

The Ed-SDP Development Programme Framework – 2000/01 – 2004/05 in TSh millions

Table 3 (a) Priority Programme I: To increase enrolment and retention rate by improving the teaching-learning environment at all levels.

Basic Education

S/N	SPECIFIC ACTIVITY	FY2000/01	FY2001/02	FY2002/03	FY2003/04	FY 2004/05	TOTAL
1.	Construct new classrooms	13,600.00	8.960.00	10,456.00	12,101.60	13,911.76	59,029.36
2.	Rehabilitate existing classrooms	2,855.80	3,141.38	3,455.52	3,801.07	4,181.18	17,434.95
3.	Text-book supply and others learning materials	12,985.00	14,283.50	15,711.85	17,283.03	19,011.33	81,274.71
4	Enhance teachers' (INSET) competencies	5,013.28	5,514.61	6,066.07	6,672.67	7,339.94	30,606.57
5.	Expand COBET and ICBAE	2,257.31	2,483.04	2,731.34	3,004.48	3,304.93	13,781.10
6.	To develop Teacher Resource Centres	775.90	853.49	938.84	1,032.72	1,135.99	4,736.94
7.	Improve School Inspection	320.00	352.00	387.20	425.92	468.51	1,953.63
Sub-Total		**37,807.29**	**35,588.02**	**39,746.82**	**44,321.5**	**49,353.64**	**206,817.27**

Table 3 (b)

Secondary Education

S/N	SPECIFIC ACTIVITY	FY2000/01	FY2001/02	FY2002/03	FY2003/04	FY 2004/05	TOTAL
1.	Construct, rehabilitate and furnish classrooms and laboratories	2,492.16	2,741.38	3,015.51	3,317.06	3,648.77	15,214.88
2.	Enhance teachers Competencies in Science teaching	551.54	606.69	667.36	734.10	807.51	3,367.20
3.	Identify and support girls from poor/disadvantaged families for Secondary Education	1,480.00	1,628.0	1,790.8	1,969.88	2,166.87	9,035.55
4.	Supply of text-books in Science and Mathematics to new school	321.87	354.06	389.46	428.41	471.25	1,965.05

5.	Supply of Science teaching equipment to community secondary school	780.04	858.04	943.85	1,038.23	1,142.05	4,862.21
Sub-Total		**5,625.61**	**6,188.17**	**6,806.99**	**7,487.69**	**8,236.45**	**34,344.91**

Table 3 (c)

Teacher Training

S/N	SPECIFIC ACTIVITY	FY2000/01	FY2001/02	FY2002/03	FY2003/04	FY 2004/05	TOTAL
1.	Rehabilitate Physical Facilities	200.00	220.00	242.00	266.20	292.82	1,221.02
2.	Enhance the Teaching Competencies of College turots (INSET)	540.00	594.00	653.40	718.74	790.61	3,296.75
3.	Train PRESET students (Grade A and diploma)	785.00	863.50	949.85	1,044.83	1,149.31	4,792.49
4.	Enhance distance teachers Education	311.66	342.83	377.12	414.82	456.30	1,902.73
5.	Develop the Teacher Education Master Plan (TEMP).	49.00	53.90	59.29	65.22	71.74	299.15
Sub-Total		**1,885.66**	**2,074.23**	**2,281.66**	**2,509.81**	**2,760.78**	**11,512.14**

Table 3 (d)

Technical and Higher Education

S/N	SPECIFIC ACTIVITY	FY2000/01	FY2001/02	FY2002/03	FY2003/04	2004/05	TOTAL
1.	Rehabilitate Lecture rooms and residential halls/hostels	400.0	440.0	484.0	532.40	585.64	2,442.04
2.	Construct lecture theatres	60.0	66.0	72.6	79.86	87.85	366.31
3.	Provide funding for research activities	840.0	924.0	1,026	1,128.6	1,241.46	5,160.06
4.	Supply teaching materials and construct multipurpose Science Complex for University of Dar es Salaam	800	880	968.00	1,064.8	1,171.28	4,884.08
Sub-Total		**2,100.00**	**2,310.00**	**2,550.60**	**2,805.66**	**3,086.23**	**12,852.49**
Priority Programme I: Total		**47,418.56**	**46,160.42**	**51,386.07**	**57,124.66**	**63,437.1**	**265,526.81**

Table 4 (a)   Priority Programme 2: Strengthening the Management Capacity in Administration and Financial Management at all levels.

Basic Education

S/N	SPECIFIC ACTIVITY	FY2000/01	FY2001/02	FY2002/03	FY2003/04	FY 2004/05	TOTAL
1.	National and Regional Leadership	454.32	499.75	549.73	604.69	665.16	2,773.65
2.	District level	4,460.40	4,906.44	5,397.08	5,936.79	6,530.47	27,231.18

3.	Ward Level	2,823.70	3,106.07	3,416.68	3,758.34	4,134.17	17,238.60
4.	School Level	1,020.80	1,122.88	1,235.17	1,358.68	1,494.55	6,232.08
Sub-Total		**8,759.22**	**9,635.14**	**10,598.66**	**11,658.52**	**12,824.35**	**53,475.89**

Table 4 (b)

Secondary Education

S/N	SPECIFIC ACTIVITY	FY2000/01	FY2001/02	FY2002/03	FY2003/04	FY 2004/05	TOTAL
1.	Training Heads of Government and Non-Government Secondary Schools	155.00	170.50	187.55	206.30	226.93	946.28
2.	Training Heads of Departments from Government Secondary Schools	158.00	173.80	191.18	210.30	231.33	964.61
3.	Train School librarians and laboratory technicians	10.00	11.00	12.10	13.31	14.64	61.05
4.	Train Board Members	8.00	8.80	9.68	10.65	11.71	48.84
5.	Train School Inspectors in School Inspection	8.60	9.46	10.41	11.45	12.59	52.51
Sub-Total		**339.60**	**373.56**	**410.92**	**452.01**	**497.20**	**2,073.29**

Table 4 (c)

Teacher Training

S/N	SPECIFIC ACTIVITY	FY2000/01	FY2001/02	FY2002/03	FY2003/04	FY 2004/05	TOTAL
1.	Sensitize College Principals on Whole College Development	1.92	2.11	2.32	2.55	2.80	11.70
2.	Train tutors in new methodologies and curriculum	1.92	2.11	2.32	2.55	2.80	11.70
3.	Train of Trainers (TOTs)	17.48	19.23	21.15	23.26	25.59	106.71
Sub-Total		**21.32**	**23.45**	**25.79**	**28.36**	**31.19**	**130.11**

Table 4 (d)

Technical and Higher Education

S/N	SPECIFIC ACTIVITY	FY2000/01	FY2001/02	FY2002/03	FY2003/04	FY 2004/05	TOTAL
1.	Training of Academic Staff	720.00	720.00	720.00	720.00	720.00	3,600.00
Sub-Total		**720.00**	**720.00**	**720.00**	**720.00**	**720.00**	**3,600.00**
Priority Programme 2: Total		**9,840.14**	**10,752.15**	**11,755.37**	**12,858.89**	**14,072.74**	**59,279.29**

Table 5 (a)   Improvement of Education Management Information System (EMIS)

Basic Education

S/N	SPECIFIC ACTIVITY	FY2000/01	FY2001/02	FY2002/03	FY2003/04	FY 2004/05	TOTAL
1.	To carryout School Mapping	1,276.00	1,403.60	-	-	-	2,679.60
2.	Conduct Teacher Audit	925.00	1,017.50				1,942.5
Sub-Total		**2,201.0**	**2,421.10**				**4,622.10**

Table 5 (b)

Technical and Higher Education

S/N	SPECIFIC ACTIVITY	FY2000/01	FY2001/02	FY2002/03	FY2003/04	FY 2004/05	TOTAL
1.	Conduct survey/study on rationalisation	300.00	-	-	-	-	300.00
2.	Identify areas of rationalisation	150.00	-	-	-	-	150.00
3.	Rationalize Tertiary and Higher Education institutions	-	5,000.00	1,119.25	1,231.17	1,354.29	8,704.71
4.	Rationalize staff	-	-	4,464.33	1,231.17	1,354.29	12,499.79
Sub-Total		**450.00**	**5,000.00**	**3,345.08**	**-**		**8,795.08**
Priority Programme 3: Total		**2,651.00**	**7,421.10**	**4,464.33**	**1,231.17**	**1,354.29**	**17,121.89**

Table 6 (a)   Priority Programme 4:   Controlling the Spread of HIV/AIDS/STI in the Education System

S/N	SPECIFIC ACTIVITY	FY2000/01	FY2001/02	FY2002/03	FY2003/04	FY2004/05	TOTAL
1.	Sensitize the in-school youth at ;primary, secondary and post secondary levels on the spread and preventive measures of HIV/AIDS/STI	44.00	48.40	53.24	58.56	64.42	268.62
2.	Train TOTs on HIV/AIDS in Education and Training Institution	34.72	38.19	42.01	46.21	50.83	211.96
3.	Institutionalize HIV/AIDS/STI guidance and Counselling in Schools	41.60	45.76	50.34	55.37	60.91	253.98

S/N	SPECIFIC ACTIVITY						
4.	Train Guidance and Counsellors personnel	48.00	52.80	58.08	63.89	70.28	293.05
Sub-Total		**168.32**	**185.15**	**203.67**	**224.03**	**246.44**	**1,027.61**

Table 6 (b)

Technical and Higher Education

S/N	SPECIFIC ACTIVITY	FY2000/01	FY2001/02	FY2002/03	FY2003/04	FY 2004/05	TOTAL
1.	Train Guidance and Counsellors in Colleges and Ministry Headquarters	30.00	30.00	30.00	30.00	30.00	150.00
2.	Sensitize students and workers through workshops	30.00	30.00	30.00	30.00	30.00	150.00
Sub-Total		**60**	**60**	**60**	**60**	**60.00**	**300.00**
Priority Programme 4: Total		**228.32**	**245.15**	**263.67**	**284.03**	**306.44**	**1,327.61**
Priority Programmes Grand Total		**60,138.02**	**64,578.82**	**67,868.84**	**71,498.75**	**79,170.57**	**343,255.00**

CHAPTER FIVE

MONITORING AND EVALUATION

5.1   The Education Sector Development Programme Monitoring and Review Framework

The sector wide approach requires a new relationship between partners in the provision of education in the areas of mutual trust and recognition of each other's differing capacities. In order to enhance closer cooperation and successful implementation of sectoral policies and objectives, it has been recognised that monitoring and evaluation will be central to the success of ESDP process. In view of lack of an elaborate monitoring and review system in the formal structure, the ESDP is endeavoring to establish and integrate monitoring and evaluation with the school inspection function.

The current monitoring systems tend to focus on accounting for inputs and activities rather than on evaluating the effectiveness of outputs and outcomes. In addition, the influence of the use of projects as a development tool has led to a focus on short-term, narrowly focused, easily measurable objectives. Longer term sector-wide objectives and broad development goals have rarely been addressed.

The information that does exist, coming from the monitoring that has been done, as part of, for example, project evaluations, tends inevitably to be of a quantitative rather than a qualitative nature. Perhaps as a consequence of this, educational goals have in the past, almost always been expressed in terms of quantitative indicators (i.e. number of pupils in school, teacher/student ratios, number of operational classrooms). Those indicators that also reflect quality, such as repetition rate, examination successes and teacher effectiveness, all tend to rely heavily on only one indicator of quality, examination results. There is a paucity of guidelines as to what constitutes quality in the classroom and how it might be measured. A number of key objectives of the ESDP, such as to improve classroom performance; to enhance headteacher performance; to improve teachers' competency, can only be adequately measured in terms of their impact on the quality of the activities in the school and in the classroom.

There is need to redefine more clearly, elements of what is regarded as quality in the classroom and in outcomes and to develop techniques and instruments for monitoring it.

Financial planning which is largely historical, reinforces the emphasis on input accounting. Financial monitoring is little concerned with the quality of outcomes of the process of implementation of change but concentrates with developing appropriate accounting systems to facilitate and maintain it. Financial planning in Tanzania has had only little concern with sectoral objectives, and budgets cannot be seen per se as vehicles for reform. As a consequence, they do not require rigorous monitoring of the quality of the product, merely the monitoring of budgetary procedures. Reports demanded by Stakeholders, both within and outside the sector likewise, seldom demand any rigorous analysis of the quality of the output or outcome and as a consequence, reform activities tend to be under-regulated.

One consequence of this is that well-intentioned reform activities can often fail, not because they are inherently inappropriate interventions, but because they are mis-reported, lack support and hence are misunderstood by key stakeholders.

Monitoring of channel has tended to be summative in nature. As an activity, it has been built onto the end of a project (or associated with an annual report) to provide an assessment of how well the project has performed in relation (only) to its stated goals. Seldom, other than on an informal basis, has monitoring been seen as a tool that is an integral part of the development activity, to be used to identify problems in its implementation, to provide continuous information of progress related to activity goals and budgets, and also to identify unforeseen pin-offs of the project implementation that might profitably be pursued.

The establishment of the Education Management Information System (EMIS) will form a basis for the ESDP monitoring. Critical information required by the ESDP monitoring procedures is currently spread across various ministries, directorates and other institutions.

School inspectorate provides a natural environment into which monitoring and evaluation of the ESDP could be anchored. School inspection is a vital means of monitoring the delivery of education, adherence to the stipulated curriculum and set standards, and ensuring efficiency and quality education. The efficiency and effectiveness of delivery of education under the decentralised and liberalised education system requires closer monitoring of schools as well as horizontal feedback mechanisms between the school inspectors and education agencies, managers and administrators at zonal, regional and district levels.

5.2   The School Inspectorate

The National Education Act No. 25 of 1978 Section 40-43 and the Education [amendment] Act No. 10 of 1995 sections 31-32 establishes the legal basis for the Inspection of schools in Tanzania. The Inspectorate is empowered to monitor delivery, adherence to stipulated curriculum, ensuring efficiency and quality in education.

In the Education and Training Policy the government reaffirmed that the school inspectorate would be strengthened and adequately resourced to enable it to monitor the provision of education.

The School Inspection System in Tanzania is the tool for monitoring and evaluating the implementation of the education policy by assessing the education achievements, promoting school improvement and for advising all stakeholders in education. The inspectorate provides feedback to the ministry, education agencies, school owners managers and administrators at all levels. The decentralized and liberalised education as the policy directs needs efficient and effective monitoring mechanisms.

5.2.1   Quality Assurance

A wide range of factors affects education quality, including initial teacher training, curriculum, planning, teaching methods, resourcing, assessment and evaluation. The school inspection system's function is to assist in quality development in all these aspects. Quality can best be achieved where all partners share common goals and objectives for the development of the education system and when positive and professional relationships are maintained between the school and the inspectors.

Evaluation has a critical part to play in assisting with all aspects of quality in schools. To this end, school inspectors will identify in schools good practice and will encourage teachers to develop further by their advice and support, especially when dealing with weak or new teachers. The work they will be doing and through the reports they shall be writing are essential to the MOEC as these will assure and confirm the quality of education provided in schools.

This process will be a means through which objective, dependable, high quality data can be obtained in the education system. Based on this information, existing policies can be modified as appropriate.

The inspectorate in the context of the ESDP has assumed a new vision in which inspectors are required to be concerned with education development and growth. The main purpose for the inspectorate will be school improvement, system improvement and accountability.

5.2.2 School improvement

The improvement of the quality of education in schools is seen as the primary purpose of school inspection. Through the process of inspection good practice will be recognised, identified, affirmed, and supported. Schools will be helped to reflect on and acknowledge the good work that the school is doing for its pupils. Schools that are experiencing difficulties will be helped. Inspectors will identify and put in place different strategies for helping those schools.

5.2.3 System improvement

Through school inspection, the MOEC can acquire objective information on how the educational system is being implemented in schools. It will acquire information on how effective or otherwise are the education policies it has put in place for schools and for the education of the children. As a result of the outcomes of inspection the Ministry may find it necessary or desirable to change or formulate new policies. The verification of inspection will be of enormous benefit to MOEC.

5.2.4 Accountability

A school inspection will serve as an instrument for rendering accountability. It is clear that the school is accountable to its pupils. They are the clients of the school and as such it is essential that they benefit from the education which the school provides. The school is accountable to the parents of the pupils. In this respect the parents must be assured that the schools are doing a good job. The school is accountable to its school committee/board, which has invested time and resources. It needs to be assured that a quality education is being provided. In broad terms the schools are accountable to the community at large. The country needs to be assured that the overall investment in education is worthwhile, that children are being well educated and that the government and owners/managers of schools are getting value for money which they have invested in schools.

In general terms the work of the Inspectorate can be divided into three roles as follows:-

- **Advisory**, i.e. advise, support, guide and affirm teachers, especially teachers on probation and teachers classified and unsatisfactory;

- **Supervisory,** i.e. conduct inspections of schools and teachers with a view to evaluating them and assessing their performance**;**

- **Development**, i.e. encourage, initiate, support projects of a development nature in schools, such as science education or the development of a school plan or the teaching of Kiswahili and English in the senior classes, etc.

School Inspection will be conducted in the context of the whole school evaluation whose major aims are to provide support information and advice to school, on quality of school planning, quality of school management and the quality of learning and teaching.

These will be evaluated by using nationally approved evaluation criteria or rating system, which has been designed to ensure that the evaluation is reliable and valid and reflects fairly the work of the school. The evaluation system is also designed to enhance the inspection process and to ensure a consistent approach throughout the system.

	Key Areas	Evaluation Criteria
Quality of Learning and Teaching	Planning and Preparation	i) Long-term planning of work ii) Short-term planning iii) Planning for the utilization of resources
	Presentation	i) Use made of available professional material resources ii) Methodology iii) Classroom management
	Pupil involvement	i) Classroom atmosphere ii) Relationships and behaviour iii) Attention and interest iv) Learning
	Classroom Assessment	i) Assessment modes ii) Outcome of assessment iii) Record keeping iv) Report mechanisms
	Pupil Outcomes Learning outcome	i) Pupils' knowledge/understanding of the subject ii) Pupils' skills in the subject iii) Pupils' attitudes to the subject
Quality of School Planning	The School Plan	i) Development ii) Content iii) Presentation

	Implementation of the school plan	i) Dissemination ii) Impact iii) Progress achieved in school development planning
Quality of School Management	In-school management	i) The Head/ ii) The Deputy Head iii) Post-holders iv) Additional teaching/human resources
	Board of Management	i) Composition/representation ii) Role and function iii) Involvement in school
	Parental involvement	i) Parental involvement at school ii) Learning support at home iii) Home-school links

The evaluation process will also take into consideration school context factors as well as view the school as a unit.

5.3 School context

Each school is unique in many respects and schools generally differ from each other. The school being a key component of the community it services, its socio-economic factors, its range of pupils ability and the level of resourcing it receives on the work, practices and routines. School context factors including accommodation/facilities, socio-economic circumstance, enrolment, will be important considerations for the inspector evaluating the school work and would be taken into account.

5.4 School as a unit

Whole school evaluation's main purpose will recognise each individual teachers' contribution but will also evaluate collaboratively the work of the school as a unit and to foster and promote the development of school activities as a whole.

5.5 Organisation and Capacity building

The Inspectorate will retain its structure at three levels i.e. the Headquarter Zone, and District, but in executing its functions it will use the services of the Ward Education Coordinator [WEC]. This is in line with ETP objective to devolve powers to lower levels. The WECs will work to give support in education service to primary schools and adult education centres, in such matters as supervising enrolment, mobilising attendance, monitoring and supervise school management, organise seminars for teachers and school committees, support new teachers and new headteachers. The WECS will be trained to enable them perform the new duties. Their training will include, among others, the following; communication skills, counselling, financial management, data collection skills, and organisation of seminars, and in service education.

Every school is to be inspected at least once, every three years and it shall be issued with a certificate of compliance with education standards that is derived from evaluation creteria for all the aspects of the school.

In order to ensure a reliable and sustainable coverage of inspectorate service, the government has instituted a public and private cost sharing in financing the work of the inspectorate.