

THE UNITED REPUBLIC OF TANZANIA



EDUCATION SECTOR DEVELOPMENT PROGRAMME (ESDP)

EDUCATION SECTOR PERFORMANCE REPORT 2007/2008

Education Sector Development Committee

September 2008

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LIST OF ABBREVIATIONS

ACCC	Association of Community Colleges of Canada
ATC	Arusha Technical College
AE/NFE	Adult and Non-Formal Education
CBO	Community Based Organization
CCM	Chama cha Mapinduzi
CDOs	Community Development Officers
CG	Capitation Grant
COBET	Complementary Basic Education in Tanzania
DFID	Department for International Development
DG	Development Grant
ECD	Early Childhood Development
ESDP	Education Sector Development Programme
ESMIS	Education Sector Management Information System
ETP	Education and Training Policy
FBO	Faith Based Organization
FDC	Folk Development College
FEDP	Folk Education Development Programme
GBS	General Budget Support
FY	Financial Year
GER	Gross Enrolment Ratio
GoT	Government of Tanzania
GPI	Gender Parity Index
HKMU	Hurbert Kairuki Memorial University
HLM	High Level Meeting
IAE	Institute of Adult Education
IMSC	Inter Ministerial Steering Committee
IMTU	International Medical Technical University
JESWG	Joint Education Sector Working Group
KCMC	Kilimanjaro Christian Medical Centre
LGAs	Local Government Authorities
LL-MIS	Life Long Learning Management Information System
LLTT	Life Long Learning Technical Team
MCDGC	Ministry of Community Development Gender and Children
MDA	Ministerial Department and Agencies
MIS	Management Information System
MNMA	Mwalimu Nyerere Memorial Academy
MoEVT	Ministry of Education and Vocational Training
MoU	Memorandum of Understanding
MTEF	Medium Term Expenditure Framework
MUHAS	Muhimbili University of Health and Allied Sciences
NACTE	National Council for Technical Education

NER	Net Enrolment Ratio
NGO	Non-Governmental Organization
NMSH	National Multi-Sectoral Framework
PEDP	Primary Education Development Programme
PER	Public Expenditure Review
PGDE	Post Graduate Diploma in Education
PLWHAs	People Living With HIV/AIDS
PMO-RALG	Prime Ministers Office - Regional Administration and Local Government
PSLE	Primary School Leaving Examinations
PTBR	Pupil Text Book Ratio
QITWG	Quality Improvement Technical Working Group
RVTSCs	Regional Vocational and Training Service Centres
SIDA	Swedish International Development Agency
TC	Teachers' Colleges
TCU	Tanzania Commissions for Universities
ToR	Terms of Reference
TPR	Teacher Pupil Ratio
TRC	Teacher Resource Centres
TVET	Technical and Vocational Education and Training
TWG	Technical Working Group
UDSM	University of Dar es Salaam
UN	United Nations
UNESCO	United Nations' Educational, Scientific and Cultural Organization
UNFPA	United Nations Funds for Population Agencies
UNICEF	United Nations Children's Fund
VET	Vocational Education and Training
VETA	Vocational Education and Training Authority
VTC	Vocational Training Centre
WBUCHS	Weill Bugando University College of Health Sciences
WEC	Ward Education Coordinator

PREFACE

Statement of the Minister for Education and Vocational Training

Provision of good quality education to all Tanzanians is accorded high priority by the Government of Tanzania because of its centrality in bringing about the nation's social and economic development.

The Government of Tanzania regards education as one coherent entity, from Basic through Higher Education. This is based on the reorganization of government ministries that was decided in February 2008, when the Higher and Technical Education Divisions became part of the MoEVT. The components of Tanzania's education sector include Pre-Primary, Primary, Secondary, Teacher Education, Adult and Non-Formal Educational known as "basic" education, Folk Education, Technical and Vocational Training, and Higher Education. All sub-sectors fall under the parent Ministry, the Ministry of Education and Vocational Training (MoEVT) except for the Folk Education sub-sector which falls under the Ministry of Community Development, Gender and Children (MCDGC).

Core Functions

The MoEVT is responsible for education policy formulation and for following up on implementation, regulations, standard setting, quality control and assurance, examination administration, curriculum development and teacher education. The MoEVT is also responsible for monitoring and evaluation of the entire sector performance, undertaking educational research, planning, coordinating education programmes and capacity building of education managers and practitioners for quality delivery of education at all levels.

Within the MoEVT there is the department for vocational and technical education. In Technical and Vocational education (TVET), there are alternative

educational and training opportunities available after primary, ordinary secondary (O level) and advanced (A level) secondary education levels, which lead to careers as skilled workers, technicians and professionals who are able to work in different sectors of the economy. The focus is on imparting knowledge and skills to youths that is necessary to enable them to contribute to the socio-economic development of their communities, and ultimately to that of the country.

Since February 2008, the whole education sector from pre-primary to higher education was made to fall under one ministry (MoEVT). However, the delivery of Pre-Primary, Primary and Secondary Education falls under the Local Government Authorities directly accountable to the Prime Minister's Office-Regional and local government (PMO-RALG).

Folk Education which is under the MCDGC focuses on the development and advancement of adult knowledge, skills and abilities to enable citizens to participate in democratic, economic and cooperative endeavors. Folk education also promotes knowledge and skills in agriculture, handcraft, domestic science and health science. This serves to broaden the knowledge of the population as a whole, and in the process, it prepares adults for self employment.

The MCDGC is also responsible for policy formulation, inspection, curriculum development, and monitoring and evaluation of Folk Development Communities (FDC). Other forms of complementary or alternative approaches to education are overseen directly by the MoEVT in collaboration with the Institute for Adult Education.

Policies Guiding the Education Sector

The provision of education is guided by Policies, Acts and Philosophies which include:

- (i) Education for Self Reliance of (1967);
- (ii) Musoma Resolution of (1974);
- (iii) Education and Training Policy (1995) (currently under review) ;
- (iv) Children Development Policy (1996);
- (v) Community Development Policy (1996);
- (vi) Women and Gender Development Policy (2000);
- (vii) Technical Education and Training Policy (1996);
- (viii) National Higher Education Policy (1999) (currently under review);
- (ix) Ruling Party (CCM) Election Manifesto (2005 – 2010);
- (x) Tanzania Development Vision (2025);
- (xi) The National Strategy for Growth and Reduction of Poverty (NSGRP) (MKUKUTA);
- (xii) Education and Training Sector Development Programme ESDP I (2001) and ESDP 2, which was revised in August 2008 and will be presented at the 2008 ESR;
- (xiii) National ICT Policy of Tanzania (2003)
- (xiv) National Science and Technology Policy (1996)
- (xv) MOEVT ICT Policy (2007);
- (xvi) Act No. 1 of 1994 on Vocational Training;
- (xvii) Education Act 25 (1978) as Amended by Act No. 10 (1995);
- (xviii) Act. No. 9 (1997) on National Accreditation Council for Technical Education (NACTE);
- (xix) Act. No. 7 (2005) of Establishment of Universities;
- (xx) Act. No. 8 (2001) on Education Fund (Mfuko wa Elimu);
- (xxi) Act. No 9 (2004) on Higher Education Students Loan Board, HESLB

Guided by these policies and acts, the Ministry is continuing to implement the following programmes and strategies:

- (i) Primary Education Development Programme (PEDP) 2007-2011;
- (ii) Secondary Education Development Programme (SEDP) 2004-2009;
(second phase is under way)
- (iii) Teacher Development and Management Strategy TDMS-2007;
- (iv) Adult Education and Non-formal Education Strategy; ,2003/4 -2007/8
- (v) Technical and Higher Education Sub Master Plan, 2003 - 2018.

Based on the Strategic Plan, Budget Guidelines and the agreed priority actions in the ESR Aide Memoire 2007¹, the priorities for FY 2007/2008 included:

- (i) Construction of Primary and Secondary school teacher's houses;
- (ii) Provision of teaching and learning facilities for schools as spelt out in the strategic plan of the Ministry as well as the MKUKUTA- related activities;
- (iii) Training of teachers to cope with increased numbers of students enrolled;
- (iv) Financial support to needy students through a Higher Education Student Loans Board;
- (v) Improve HIV/AIDS education across all sub-sectors
- (vi) Develop the Higher Education Development Programme (HEDP) to meet the public high demand for higher education and be able to absorb 12.5% of 'A' Levels graduates as indicated in the Ruling Party Election Manifesto;
- (vii) Rehabilitation and expansion of infrastructure in Technical and Higher Learning Institutions to cope with increased numbers of students;
- (viii) Rehabilitation of FDCs infrastructure to cope with increasing numbers of participants enrolling (particularly in short courses); and
- (ix) Increase the supply of teaching and learning materials and assistive devices for people with disabilities, to enhance quality skills provision.

¹ See Annex 1 p. 23-25, ESR Aide Memoire, 2007.

Generally there have been remarkable achievements in areas of access, equity, capacity building, ICT, education management and sector dialogue at development committee levels. However there are still challenges that the sector is looking forward to address. The critical focus over the coming years will be on quality improvement especially in the Sciences, Mathematics, ICT and languages.

STATEMENT BY THE PERMANENT SECRETARY

The education sector is expected to contribute to social and cultural enhancement, national pride, community solidarity and individual fulfillment of his/her potentials. We are focusing on creating a conducive and friendly environment for teaching and learning, where there is mutual respect between teachers and learners.

The education sector is an agent of change in social, economic, technological and culture development of the country. The key stakeholders in the sector include the Government Ministries (local, regional and central), Development Partners (DPs), Civil Society Organisations (CSOs), Faith Based Organizations, the private sector and communities at large. All of these stakeholders have contributed in different ways to the improved performance of the sector. Their timely contribution is highly appreciated and the GoT is looking forward to continued and increased support from all of her partners.

The 2007/8 allocated resources from the National Budget for the education sector were used to finance a broad range of expenditures including salaries, higher learning students loans, catering, utilities, teaching and learning materials, school inspection, training of teachers, construction, rehabilitation and maintenance of infrastructure, furniture and equipment of schools, colleges, and public universities.

The total national budget in financial year 2007/08 was 6 Trillion Tsh. The share of the education sector was 18.3% of the total budget compared to 18.8% on the financial year 2006/07. Although this represents a decrease of 0.5% in the share of the budget, there was an absolute increase of 21%, from Tsh. 912,015 Million to Tsh 1,100,188 Million. Since education is an important tool towards achievement of both the Vision 2025 and MKUKUTA targets, we envision to an increased share of education sector allocations to reach 25% of the total Government

budget in future, which would then support our concerted effort to achieve the MDG and EFA goals.

The main sources of revenue for the MoEVT are schools and colleges. By June 2008, the Ministry had received 10,950 Million Tshs. through revenue collection of tuition fees and school inspection fees for Basic Education, which equates to 101.5% of projected collections.

The total amount allocated for Education recurrent expenditure for 2007/8 was 902,419 Million Tshs. Out of this, 47.6% was for Personal Emoluments (PE) with 35.1% for Other Charges (OC) and for the Development Expenditure 17/.4%. As of June 30th 2008, the MoEVT had received 100% of PE and 80% of OC. All of the PE was spent while only 76% of OC was spent up to June 30, 2008.

The total amount allocated for Development Expenditure was 185,580 Million Tshs. Of this amount, 39% were local funds and 61% were foreign funds. Of this amount, 60% of local funds, and 85% of foreign funds were released and spent at more than 95%.

Over the last one year, positive developments have been realised on areas of access and equity, quality improvement, cross cutting issues and capacity development as was envisioned in the Education Sector Review Aide Memoire of 2007. The details of achievements are provided in the relevant sections of this report. During the year under review, it is clear that some challenges still face our efforts to realize intended outputs and outcomes. These are also discussed in this report.

While the provision of quality education is a responsibility of the Government, we urge all stakeholders including the Development Partners, Civil society, and

the community at large, to fulfill our commitments to support the achievement of the MKUKUTA goals related to education.

The Government will continue to collaborate with partners to ensure that we deliver quality education at all levels so as achieve intended MKUKUTA outcomes.

1.0 INTRODUCTION

This report provides a detailed description of the status of the education sector performance in general and for sub-sectors in particular. The report covers Pre-primary, primary, secondary, Teacher Education, Higher, Technical and Vocational, and Folk Education sub-sectors.

The report on the performance of the sector is made against the agreed benchmarks and targets for the year 2007/08. These targets are derived from the Strategic Plan, Budget Guidelines and the agreed priority actions in the ESR Aide Memoire 2007, and from the agreed Education Sector Wide Monitoring Tool. They incorporate MKUKUTA, MEG, EFA Ruling Party Manifesto and GBS PAF targets.

The report highlights performance in relation to (a) progress towards outcomes; (b) progress towards improved service delivery; (c) achievements of milestones; (d) annual targets; (e) financial performance; (f) Human resource recruitment, deployment and retention; and (g) sector dialogue. The report further summarizes staffing levels, vacancies, and other key issues including the budget, both personal Emoluments (PE) and other charges (OC).

For each sub-sector, the areas under review include Access and Equity, Quality improvement, Capacity Building, Monitoring and Evaluation and Cross Cutting Issues.

In addition, the report details the key issues and challenges and identifies targets at risk or which were not met and shows the ministry's actions taken to mitigate these challenges. Based on this analysis, key priority actions have been identified for the year 2009/10.

2.0 OVERALL PERFORMANCE

2.1 Progress Towards Reaching Outcomes

The Education sector has made some improvements over the last year towards the achievement of its goals and objectives, but is facing important challenges.

Provision of education falls under Cluster 2 of MKUKUTA. The cluster 2 MKUKUTA goals, specifically 1 and 5, address equitable access to primary and secondary education, universal literacy within the community and expansion of technical, vocational, and higher education.

The key findings of overall performance within the sector are highlighted in Table 1. These also include the areas in which targets are likely to be met, as well as those at risk.

Table 1: Overall Performance

Period: Projected Results Covering the Period From Financial Year 2006/07 to financial Year 2007/08

Objective and Code	Indicator Name and Description	BASELINE		INDICATOR TARGET VALUES(as per SP)			Indicator Type					DATA SOURCE /MEANS OF VARIFICATION	COMMENT
		Baseline Date	Indicat or Value	2005/06	2006/07	2007/08	S	MDG	M	P	R		
	Pre-Primary												
	Net Pre-Primary school enrollment	2004	24.60%	28.5%	33.1% (m=32.3, f=34.0)	36.8% (m=36.7, f=36.9)	A	√	√	√	√	BEST	No target set
	Total number of teachers pre-primary	2004	10,365	14,591	18,463	16,597						BEST	No target set
Access, equity and quality of education improved by 2009/10	Primary												
	Net Primary school enrollment	2000	59%	96.1%	97.3% (m=97.6, f=97.0)	97.2% (GPI=0.99) (m=97.5,f=97.0)	A	√	99%	√	√	BEST	More efforts needed to attain target
	% of cohort completing Standard VII	2000	70%	77.7%	72% (m=70.8, f=72.4)	65% (m=64.5, f=66.2)		√	90%	√	√	BEST	More efforts needed to attain target
	Standard VII exam pass rate	2000	22%	70.5%	54.2% (m=63, f=45)			√	60%	√	√	BEST	Efforts needed to be in target range
	Transition rate from standard VII to Form I (m/f not available)	2000	21.0%	49.3%	67.5%	56.7%		√	50%	√	√	BEST	target within range, however decreasing
	Primary drop out rate (m/f not available)	2003	3.80%	3.4%	3.20%	3.10%						BEST	Efforts still needed
	Proportion of children with disability attending primary school (Based on GER)	2006	0.24%	0.24%	0.29% (m=0.33, f=0.24)	0.41% (m=0.47, f=0.35)		√	20%	√	√	BEST	Efforts needed to be in target range

Percentage of OVC enrolled in primary school	2006	8.6%	8.6%	9% (m=9.18, f=8.82)	10.9% (m=10.9=83, f=10.94)			20%			BEST	Efforts needed to be in target range
Primary teacher/pupil ratio	2000	1:46	1:52	1:53	1:54		√	1,45	√	y	BEST	Efforts needed to be in target range
Primary pupil/classroom ratio	2006	1:92	1:92	1:90	1:77							Efforts needed to be in target range
Primary pupil/textbook ratio	2001	1:20	1:3	1:3	1:5 - 1:12			1:1				Efforts needed to be in target range
Primary repetition rate (m/f not available)	2003	5.30%	5.5%	4.40%	4.90%						BEST	
Total number of Primary School teachers	2003	113,980	151,882	154,868	154,895						BEST	
Primary qualified teacher (gradeA + above)/pupil ratio	2003	1:106	1:76	1:73	1:63			1:62			BEST	on track
Pupil/ toilet(pit latrine) ratio for primary schools	2005	1:60	1:60	1:62 Male 1:58 Female	1:62 Male 1:59 Female	1:25 male 1:20 female						Efforts needed to be in target range
Secondary												
Net Secondary Enrolment % form 1-4	2002	6.00%	13.4%	20.70%	24.4% (GPI=0.99) (m=		√	50%	√	√	BEST	Efforts needed to be in target range
Net Secondary enrolment % form 5+6	2002	0.40%	1.00%	0.90%	1.4% (1.3% female)			25%			BEST	Efforts needed to be in target range
% of female enrolment in form I	2003	48.20%	47.9%	47.10%	44.70%			50%			BEST	Efforts needed to be in target range
% of cohort completing secondary form 1-4	2003	91.00%	87.8%	93.50%	94.40%						BEST	
% of cohort completing secondary form 5+6	2004	90.1%	90.1%	93.4%	73.2%						BEST	

Division 1-III in Form 4 examinations pass rate (f/m not available)	2000	25.80%	35.7%	35.70%				70%			BEST	target at risk
Secondary drop out rate	2003	6.60%	9.9%	4.40%	2.70%						BEST	
Secondary repetition rate form 1-4	2003	3.40%	2.3%	2.10%	3.00%						BEST	Target on track
Total number of secondary school teachers	2003	16,399	23,905	23,252	32,835						BEST	No target set but need to improve
percentage of secondary students provided with scholarship	2003	6,019	24,019 (4.58%)	34,012 (5.03%)	42,211 (3.4%)						BEST	
Teacher Education												
Percentage of primary school teaches with relevant qualifications (grade A+ above)	2003	53.89%	69.2%	73.1% (m=71.1, f=75.2)	85.6% (m=83.9, f=87.3)			90%			BEST	target on track
Percentage of secondary school teaches with relevant qualifications (diploma + above)	2003	86.57%	85.8%	80.88% (m=78.8, f=86.1)	73.4% (m=71.0, f=79.1)			90%			BEST	Efforts needed to be in target range
Total intake per year (college capacity)	2005	26,224	26,224	21,824	22,517						BEST	No target set but need to improve No target set but need to improve
Percentage of tutor in teachers' colleges with relevant qualifications (degree + above)	2004	36.4%	37.3%	40%	42%						BEST	No target set but need to improve
Adult and Non-Formal Education												
COBET enrolment	2005	221,479	221,479	185,206	111,413						BEST	Within range
Enrolment in ICBAE Centres	2005	1,668,503	1,668,503	1,039,124	1,059,128						BEST	Efforts needed to be in target range

Technical & Vocational Education												
Technical Education enrolment	2006	40,059	-	40,059	47,079 (46.6% female)						NACTE	No target set but need to improve
Vocational Education enrolment	2005	35,797	35,797	79,429	120,644 (45% female)						VETA	No target set but need to improve
Higher Education												
Gross Higher Education Enrollment	2005	0.27%	0.27%	1.22% (75,346)	1.23% (82,428)		Y	2%	y	y	HEST	on track
Number of higher education students provided with loan (f/m not available)	2006	51,772	-	51,772	55584						HSLB	No target set but need to improve
Folk Education												
FDC enrolment	2005	25,246	25,246	30,000	31,462 (43% female)						MCDGC	No target set but need to improve
Macro Economic Resources												
GDP Growth rate	2003	6.90%	7.40%	6.70%	7.10%						NBS	
Share of expenditure allocated to education as % of total budget	2003	18.70%	16.00%	18.8%	18.3%						BEST	
Share of GDP allocated to education	2003	4.00%	4.20%	5.30%	5.30%						BEST	

Note: MDG - Millennium Development goals; M=Mkukuta; P=PAF; R=Ruling Party Manifesto; S= sector Monitoring tool (a=active, f=future use)

2.2 Progress in Improving Service Delivery

During the FY 2007/08 the education sector undertook several measures aimed at improving the delivery of quality education.

The most significant change towards improvement of service delivery was the restructuring of the Ministry of Education and Vocational Training (MOEVT). The three departments of the former Ministry of Higher Education, Science and Technology, including Higher Education, Technical Education and the UNESCO National Commission, were transferred into the MOEVT. In addition, new divisions and units were established: Adult and Non Formal Education Division, Education by Media Unit, Cross Cutting Issues Unit, Legal Services Unit, Information, Education and Communication Unit and the Management Information Systems Unit.

Additionally, and the management of secondary schools was transferred to PMORALG. See Annex 1 (organogram) for the full details.

Significant policy reforms have been undertaken in the last 12 months. The Education and Training Policy (ETP) is under review and to be completed within FY 08/09. The revised Education Sector Development Program (ESDP) was finalized in May 2008, and is now the key education sector document for planning, budgeting and implementation purposes.

The Technical Education and Training Policy was revised and finalized for incorporation into the revised ETP during FY 2008/09. The Higher Education Development Program (HEDP) was underdevelopment in 2007/08. A taskforce is working on the document for finalization of the programme to be completed in the FY 2008/09.

The Teacher Development and Management Strategy (TDMS) was finalized and approved in May 2008, with a revised costing and action plan incorporated.. This aims at providing strategies on improving availability of

adequate competent teachers and tutors, who will effectively support pre-primary, primary, adult and non-formal education, as well as secondary schools and teachers' colleges.

2.2.1 Pre-Primary Education

The number of pre-primary classes has increased from 21,607 in 2005/06 to 28,048 in 2007/08. To address the demand for pre-primary teachers the training of pre-primary school teachers continued through an integrated Grade IIIA Teacher Training Curriculum. The future plan is to separate pre-primary teachers' training from ordinary primary school teachers training as stipulated in the TDMS. There has also been the development of Inter-sectoral Early Childhood Development (ECD) strategy, and the development of ECD service delivery initiative for eight (8) districts. This will feed into the development of the ECD policy scheduled to be undertaken in FY 2008/09.

2.2.2 Primary Education

The PEDP programme was evaluated. The key findings are included in Annex 2. In addition, the recommendations from the evaluation were reviewed and action was taken to address some of those findings.

Education research was conducted to assess the poor performance of the PSLE results and is described in more detail on Chapter 3.1 of this report. As a result of those findings improvements have been made, such as the orientation of 50% of teachers (including 150 teachers from government and non government English medium schools) on the new primary curriculum. However, the duration of the programme was not uniform across the councils, therefore, the MoEVT is planning to organize systematic and standardized training to all teachers in the financial year 2008/9.

The PEDP financial audit was conducted in this FY07/08 in 30 councils to track expenditures, the findings of which are included in section 3.1.5.

2.2.3 Secondary Education

As part of the expansion of secondary education, a total of 313 new secondary schools, and 88 'A' level classrooms were constructed. 13 'O' level schools were expanded to 'A' level, leading to an increased enrolment of Form 5 students from 21,789 in 2007 to 25,240 in 2008.

A total of 3,488 licensed and retired teachers were contracted, as a temporary measure, to curb the problem of insufficient numbers of secondary school teachers. The process will continue until there are enough qualified teachers to fill all the necessary vacancies.

The two tier curriculum for teaching diplomas was introduced in July 2007. This is to alleviate the inadequate supply of teachers, mainly at secondary level. The two tier curriculum for Grade A teachers teaching at Pre-primary and primary levels is to be introduced in July 2009. There are more details on this in Chapter 3.1.

2.2.4 Adult and Non Formal Education.

A diagnostic study in four regions (Dar es Salaam, Dodoma, Mwanza and Ruvuma) was conducted with the view of adopting the Cuban Model on adult literacy development. The status of adult literacy in the four regions has now been established. This is the basis on which the Tanzania Cuba Literacy Development Project is to be implemented from 2008-13. This is financed through the 2008/09 budget with technical assistance provided by the Cuban Government.

2.2.5 Higher Education

A draft rehabilitation plan for public universities was prepared and is under review. The plan will be finalized in the FY 2008/9.

A Science and Technology Higher Education Project (Quick win Project) that will be supported by a credit from the World Bank was developed. Preliminary

activities such as preparation of project proposals, implementation plan and environmental and social management framework, and signing the agreement have been carried out. The Project is now poised to take off after declaring its effectiveness which is envisaged to be done in the first quarter of the 2008/09 Financial Year.

There was increased enrolment in Higher Education Institution from 75,346 in 2006/07 to 82,428 in 2007/08, as well as an increase in student loans to needy Higher Education students from 51,772 in 2006/07 to 55,584 students in 2008. Also, a Loan Management Software system has been put in place in FY 2007/08 to enhance performance of HELSB in processing loans.

2.2.6 Technical and Vocational Education and Training

As part of the restructuring, a new department was created, with a merging of technical and vocational areas of work thus facilitating better coordination and management. The development of this new department is in line with the draft Technical and Vocational Education and Training Policy. A MOU was signed with the Association of Community Colleges of Canada (ACCC) to facilitate implementation of partnership programmes on technical and vocational training. A Labour market survey was conducted in 74 councils, and reported that 1/3 (around 25) of those, had neither public nor private VET Centres.

2.2.7 Folk Education

The FDCs administration increased service provision in their institutions by improving the teaching and learning environment through rehabilitating the buildings and infrastructure so that they are attractive and accessible. This move enhanced enrolment in short courses that were conducted in collaboration between colleges and Non State Actors. There were 12,432 participants in 2006/2007 which increased to 16, 235 in 2007/2008, of which 9,650 were men and

6,585 were women. Information Communication and Technology (ICT) facilities were upgraded to provide computers and printers to 46 FDCs.

2.3 Gender Issues

The ministry is aware of the important role that education plays in improving the lives of all boys and girls. Some improvements have been made in FY 2007/08 to address gender inequality and the achievement of MDG goals. Both at the level of pupil and teachers, gender disparities are not apparent in primary and lower secondary. However, as the number of school years increases, enrolment of girls declines. Pass rates have declined at primary level to 54%, with 63% of all boys who write the exams passing, and only 45% of girls. Sex of teaching staff remained unchanged at primary and secondary school levels, with 50% of male and female teachers at Primary and 30% women and 70% men at secondary. School infrastructure has expanded significantly, as is reported later in this document, however, sanitation facilities are not yet in line with this expansion. There is currently an average pupil/toilet ratio of 59:1 for both boys and girls, with geographical disparities. This is not in line with suggested minimum standards of 25:1 for boys and 20:1 for girls. Pregnancy among school girls across the country is a concern that is being addressed.

2.4 HIV and AIDS in Education

The 5 year strategic plan on HIV/AIDS and life skills programme within the education sector ended in 2007. A new plan is required that corresponds to the NMSH (national multi-sectoral framework). The AIDS education unit is active with 4 officers and administered by the chief education officer's office. The national framework for life skills education is in the progress of development in coordination with the AIDS education unit and the department of policy and planning.

There is a workplace programme in development through the department of administration and personnel, together with the AIDS education unit. Guidelines for peer education were developed for school in 2007/08 and peer educators within the MOEVT were trained on workplace related HIV and AIDS issues. There is also some cooperation between the guidance and counselors unit and the AIDS unit in the delivery of HIV prevention and care and support education in schools. Teaching and learning materials have been developed for primary schools, but have not yet been reviewed in line with the revised curriculum and are of insufficient quantities.

2.5 Evaluation and Review

There have been a significant number of evaluations and reviews conducted over the last seven years. The findings and recommendations of all of these reports would be useful in the preparation of the three year outcome report for 2009/10. Some analysis of the findings, recommendations and the status of implementation has been undertaken for the following reports (a) PEDP Evaluation (2007); (b) ESA(2005); (c) PAF (2005); (d) PER (2005); (e) Teacher Education Development and Management study (2006); (f) The Diagnostic literacy (Cuban) Study (2008); and (g) the study on Education Sector Dialogue (2005). See Annex 4 for additional details.

Other Studies include the (i) Education Sector Country Status Report (2001); (ii) Education Sector Public Expenditure Review (2002); (iii) Post Primary Study (2003); (iv) Folk Education Study (2003); (v) Education Sector Public Expenditure Review (2003); (vi) Education Sector Public Expenditure Review (2004); (vii) Public Expenditure Tracking Study (2004).

2.6 Milestones

The road map agreed after the 2007 ESR during the High Level Meeting (HLM) included 22 key milestones to be addressed during the year 2008. These are key priority areas now being implemented by the Ministry and represent an important means of measuring the Ministry's achievements in the last 12 months. The following chart updates actions taken for each activity within the agreed milestones and indicates the status of implementation up to the end of September 2008.

Table 2: Agreed Milestones for 2007/08

Key Planned Priority Interventions or Milestones				Assessment			STATUS AS AT 24 th September 2008
S/N	STRATEGY	ACTION	SPECIFIC ACTIVITY	on track	At Risk	Off Track	
1	STRENGTHEN EDUCATION SECTOR COORDINATION AND REVIEW PROCESS	Develop an agreed roadmap for sector dialogue, to include time frame for production of inputs, minimum levels of horizontal, vertical & external consultation, and guidance on the format for annual and after 3-4 reviews.	1) To develop Roadmap for the Sector Dialogue by January 2008	X			Roadmap developed, shared and revised by March
			2) To Conduct Four Sub - Sector TWG Meetings by December 2008		X		One meeting for each FETWG and two meetings for each BETWG have been Conducted
			3) To Conduct four Sub - Sector Task Force Meetings by December 2008	X			Two meetings for FE taskforce and three for BE taskforce have been Conducted
			4) To Conduct two Sub - Sector Development Committee Meetings by August 2008.	X			Two meetings for BEDC has been Conducted
			5) To conduct four Govt. TWG Meetings by December 2008	X			Two meetings conducted
			6) To conduct four JESWG Meetings by December 2008.		X		One JESWG meeting have been held in July 2008.
			7) To conduct four IMSC by December 2008.			X	No IMSC have been held in 2008
			8) To Prepare ESR by September 2008	X			ESR prepared as planned
			9) To conduct ESR workshop by end of September 2008.	X			Jointly agreed to change date of ESR to October 6-7 2008.
			10) To conduct HLM by end of October 2008.	X			HLM scheduled for October 2008 as planned

2		Clarify the responsibilities of education MDA	1) To compile Education MDAs responsibilities by March 2008.	X			MDAs responsibilities compiled in March 2008 as planned and approved by the president in July 2008
			2) To Publish MDAs Responsibilities in the Sub-Sector Web-Sites by June 2008.	X			MoEVT and allied institutions has been posted on the Web Site.
3		Develop and implement a systematic way to capture public views on education	1) To develop and share framework/mechanism for capturing public views through existing dialogue structure July 2008.	X			Small task team within the ESDC taskforce developed site visit guidelines on focused group discussion in August 2008
			2) To collect public views by October 2008.	X			Public views collected during site visits undertaken from 14-18 September 2008
			3)				
4	STRENGTHEN DATA & PERFORMANCE REPORTING	Strengthen analysis in sector performance report of results against plans, resources allocated and actual expenditure & demonstrate how priorities from previous year have informed planning and budgeting for the subsequent year.	1) To review Education Sector Performance Report Template by May 2008	X			Review of template done and approved by BEDC taskforce, and BEDC. The MOFEA guidelines were followed and revised to reflect the specific issues within the education sector
			2) To Prepare analytical Sub-Sector performance report by June 2008.	X			Zero draft of the annual performance report by sub-sector was completed in July 2008.
			4) To compile and share Education Sector Performance report by October, 2008.	X			Joint review of the zero draft and preparation of first draft conducted in August 2008 and finalised in September 2008 in line with the timelines for the ESR.
			5)				

5		Agree a sector-wide monitoring framework with indicators by March 2008	2) To develop and share sector-wide effective monitoring tool with indicators by May 2008.	X			Sector Monitoring tool was developed and validated through ESDP structures: the ESDC taskforce and ESDC.
6		Allocate adequate funds for ESMIS implementation in 2008/9 - 2010/11 MTEF including resources for capacity development	1) To allocate funds for Sub-Sector MIS in the MTEF by June 2008		X		Funds at the tune of 50m shs for Sub sector MIS allocated in the MTEF for FY 2008/9
			2) To allocate funds for ESMIS coordination in the MTEF by June 2008			X	ESMIS development with support from development partners is in progress
7		Develop and establish website on education statistics accessible to the public	1) To develop and collect sub-sector education statistics by July 2008		X		BEST produced and distributed in June 2008. The BEST is being reviewed to accommodate statistics from technical and higher education. However, HEST has yet to be completed. Last done in 2006/07
			2) To establish sub-sector education Websites to publish education statistics by August 2008.		X		MoEVT web site in place. Posting of education statistics on the web site done for basic education up to 2006/07 not for 200708, however higher education is not yet in place.
			3) To establish ESMIS website for public use by October 2008			X	ESMIS development with support from development partners in progress
8	STRENGTHEN PLANNING AND BUDGETING	Finalise the ESDP to include a clear education vision statement forwarded to higher Govt levels for endorsement and develop a financing plan for ESDP which prioritises issues of quality and is based on collective planning &	1) conduct sub-sector TWG meetings to deliberate on ESDP document by June 2008.	X			Completed and the ESDP finalised in July 2008
			2) To conduct Sub-Sector Task Force meetings by May 2008	X			
			3) To conduct Sub-Sector Development. Committee meetings on the same by May 2008	X			
			4) To conduct Govt. Technical WG meeting June 2008	X			

		budgeting.	5) To conduct JESWG meetings June 2008	X			The ESDP has been finalised by the Government in July 2008
			6) To conduct IMSC meeting June 2008			X	
			7) To finalize ESDP document by June 2008	X			
11		Improve timeliness of disbursements and information flow to LGAs.	1) To develop and share TOR for information flow mechanism to LGAs by June 2008.			X	Quarterly disbursement of funds to LGA published by MOFEA through local media
			2) To develop and share information flow mechanism by June 2008.			X	
			3) To advertise disbursements to LGAs in accordance to information flow mechanism by December 2008.	X			
12		Training school committees and LGAs on efficient Management of Resources	1) To revise and share training modules by October 2008.	X			PEDP Implementation guidelines and manuals including financial manuals prepared and translated into Kiswahili. The guidelines to be printed and distributed to LGAs in FY 2008/9
			2) To conduct Training of Trainers by November 2008.	X			
			3) To train school committees and LGAs on efficient management of resources by December 2008.	X			
13		Establish mechanism to identify means to improve cost/ internal efficiency	1) To develop and share mechanism for improvement of cost/internal efficiency by July 2008.			X	Not yet Implemented. To be carried out once the unit costs have been determined
14		Undertake analysis of unit costs including community contributions	1) To prepare and share TOR for analysis of Unit Cost including community contributions by July 2008.			X	In Progress. A team for preparation of TOR for analysis of unit cost has been formed

			2) To develop and share Unit Costs including community contributions by December 2008.	X			
15	INCREASE ACCESS TO AND QUALITY OF EDUCATION SERVICES	Strengthen inclusion in education and present recommendations for adoption at 2008 review (to include promoting reading culture, provision of learning materials, inclusion of children from difficult environments, needs of disabled learners, ECD and needs	1) To identify and enrol groups with special needs by February 2008	X			Groups were identified and enrolled. GER improved from 0.29 to 0.41 against MKUKUTA target of 20%)
			2) To identify and supply related teaching and learning materials and assistive devices for special needs students by February 2008.	X		Teaching and learning materials and assistive devices for special needs were supplied	
			3) To organise education stakeholders workshop to collect public views and recommendations on how to strengthen inclusion in education for incorporation in 2008 review by August 2008.	X		Issues on inclusion in education are covered in the focused group discussions carried out during site visits from 14 - 19 September 2008	
16		Production of gender guidelines to create more awareness and mainstreaming of gender in education MDAs	1) To prepare and share gender guidelines by July 2008		X		Gender guidelines prepared but not yet shared. Planned to share through ESDC .
			2) To mainstream gender issues in education plans, policies and programmes by December 2008.	X		Gender issues have been mainstreamed in the existing plans and programmes such as PEDP, SEDP, and ESDP etc. Gender issues will continue to be mainstreamed in future plans	
17		Prioritise resources for TRCs, ICT in TCs and the establishment of community libraries	1) To identify centres and required resources for community libraries by October 2008.	X			Work in Progress
			2) To commit resources in MDAs MTEF for TRCs, ICT in TCs and for the establishment of community	X		Resources for TRCs, ICT in CTs allocated in the MTEF budget	

			libraries (in phases) by December 2008.				
			3) To establish community libraries in phases by December 2008.	X			Regional and District libraries continue to be strengthened by TLSB
18		Harmonization of Qualification Framework	1) To prepare and share TOR for preparation of Qualification Framework by December 2008.	X			Work in progress. VETA and NACTE are jointly working on the issue
19		Finalise the Teacher Development and Management Strategy (TDMS)	1) To share and finalize TDMS by June 2008.	X			Finalised and approved in May 2008
20	SCIENCE, TECHNOLOGY & VOCATIONAL EDUCATION	Harmonise curricula for Maths and Science and review and update the TVET curricula.	1) To prepare and share TOR to harmonise curricular for Maths, Science and TVET by September 2008.		X		Stakeholders views on TVET curricular harmonization collected and compiled
			2) To conduct study to collect stakeholders views by December 2008.	X			
21		Undertake a situational analysis and skills assessment for TVET and establish a national qualifications framework.	1) To prepare and share TOR for TVET situational analysis by September 2008		X		Situational analysis and skills assessment for TVET jointly undertaken by NACTE and VETA
22		Sensitise and incentivise students and teachers undertaking S&T to promote science and technology in education system.	1) To prepare and share TOR for incentive scheme for students and teachers undertaking S&T by June 2008.			X	TOR for fact finding teams prepared and will be shared
			2) To develop and share incentive scheme for students and teachers undertaking S&T by September 2008.			X	TOR not yet prepared for sharing
			3) To apply incentive scheme for students and teachers undertaking S&T by December 2008.		X		

2.7 Issues and Challenges

The key issues of concern within the sector are centred around the effective provision of quality education, particularly in the challenging context of expanded enrolment at all levels, low primary completion rates for all students, and declining pass rates, particularly for girls. There are also significant regional and geographical disparities within enrolment, attendance, transition, survival and completion rates.

Other key challenges include how to:

- (i) Manage rapid expansion at all levels from a financial and budgeting perspective as well as ensure adequate funding of education programmes;
- (ii) Set realistically achievable projections for the key targets in the sector, taking into account the MKUKUTA and the ESDP priorities.
- (iii) Facilitate Research and Development at all levels of education and adequately monitor and evaluate the performance (including impact) of the education programmes at all levels of education;
- (iv) Implement strategies and policies within the timelines across all sub-sectors, including the ICT, ESMIS and TDMS; and
- (v) Provide incentive packages for teachers at all levels.
- (vi) Review and develop a curriculum that is demand driven;
- (vii) Build adequate capacity in governance, management, monitoring and evaluation and address cross-cutting issues; and
- (viii) Ensure effective linkages and synergies within the education sector; and
- (ix) Improve the teaching of science, mathematics and language subjects across the education sector.

In addition, there have been some decreasing trends in some key areas over the past three years, with targets at risk of not being met. The details on the progress of specific indicators have been highlighted in section 2.1.

In the FY 2008/09 the Ministry in collaboration with education stakeholders will strive to address the mentioned challenges so as to improve provision of education to all learners. The Ministry is also aware of the trends detailed in table 1 and has responded to these challenges, the details of which are set out below in table 3.

Table 3: Targets At Risk and Mitigating Actions by the Education Sector	
Targets at Risk or Not Met	Actions taken by Government to address Targets
Decreased NER for primary education	<ul style="list-style-type: none"> • To enforce compulsory enrolment and attendance regulations. • Continue improving school environment including urging communities to provide school meals. • Monitor closely age specific enrolment in line with primary school enrolment guideline issued by MoEVT.
Cohort completing standard VII is decreasing	<ul style="list-style-type: none"> • Strengthen enforcement of compulsory attendance. • To review repetition policy whereby pupils failing Std. IV will have to undergo remedial classes instead of repeating the grade. • To strengthen alternative programme (COBET) to accommodate over-age out of school children.
Transition rates from Standard VII to Form 1 has decreased but still remains within the MKUKUTA target	<ul style="list-style-type: none"> • Expansion of secondary education construction was prioritized for FY 06/7 and 07/08, with construction of 313 new secondary schools at ward level in 2007/8. • Focus is on improving quality for FY 08/9 through in-service teacher training and provision of teaching and learning materials.
Standard VII exam pass rates decreased, especially for girls (45% girls/ 62% boys).	<ul style="list-style-type: none"> • Education research conducted to assess causes for poor performance in PSLE results • Strengthen school supervision and provision of professional support to teachers.
Proportion of children with disability attending primary school well below target.	<p>Continuous sensitization of parents/ communities in collaboration with disability associations.</p> <ul style="list-style-type: none"> • Strengthen inclusive education to enable all schools admit learners with non-severe disabilities. • Provision of special equipment and materials. • Development of a special needs strategy, draft to be completed by end of FY 08/09 • Training special needs teachers.

Division 1-III in Form 4 examinations pass rate is stable but well below MKUKUTA target.	<ul style="list-style-type: none"> • Provision of capitation grant. • Strengthen school supervision and provision of professional support to teachers. <p>Implement TDMS.</p>
Primary pupil teacher ratio has been increasing since 2000.	<ul style="list-style-type: none"> • TDMS is completed, approved and is being implemented, from July 08. • A 2 tier system for pre-service grade A and diploma teacher training, starting from 2009/10 to 2009/10 respectively. • As per PEDP programmes 61,210 teachers will be recruited between 2007 – 2010 in order to improve PTR to 40:1 targeted.
Secondary school (Form 1-4) repetition rates increasing	<ul style="list-style-type: none"> • Form 2 examination have been reviewed to allow Form 2 examination failures to continue with Form 3 with remedial classes instead of repeating the grade.
Primary school pupil/textbook ratio is high and not uniform across the regions	<ul style="list-style-type: none"> • Commitment of the Government to disburse capitation grant will continue to ensure that the 40% of funds are fully utilized for textbooks. • Publishers are being encouraged to publish textbooks appropriate for the new curriculum.
Secondary school pupil/textbook ratio is unknown	<ul style="list-style-type: none"> • M&E resulting focusing on review of textbook ratio at secondary schools (Form 1-4, 5+6) to be conducted before April 2009
Percentage of OVCs enrolled in primary schools is low and unlikely to be achieved without additional action	<ul style="list-style-type: none"> • Continuous sensitization of communities in collaboration with Non State Actors and other associations. • Extend provision of support to reach more OVCs.
Net Secondary enrollment is progressing but doubling within 2 years is unrealistic to achieve	<ul style="list-style-type: none"> • The Government to sustain efforts of enrolling age specific children at primary schools. • To ensure compulsory attendance of enrolled pupils at primary and secondary school levels.
Percentage of secondary school teachers with relevant qualifications is decreasing 86% to 73% over last 5 years	<ul style="list-style-type: none"> • Expansion of Teacher Education at Diploma and Higher Learning Institutions including encouraging all Universities to offer Education degree. • Expand Advanced Secondary Education intake • Implementation of 2 tier system of Diploma Teachers starting from 2008.

3.0 ACHIEVEMENT OF ANNUAL TARGETS

The analysis in this section highlights achievements made in 2007/08 as indicated in section 2.0.

3.1 Pre-primary and Primary Education

3.1.1 Access and Equity

At pre primary level, the target for 2008 was to enroll 1,033,376 pupils. However a total of 873,981 pupils of whom 435,956 were boys and 438,025 girls were enrolled. This is an increase of 6% compared to 795,011 pupils enrolled in 2007. The NER improved from 33.1% in 2007 to 36.8% in 2008 while the GER improved from 35.7% in 2006 to 38.6% in 2008. The annual NER target should be reconsidered so as to align with EFA and Mkukuta Goals, while ensuring that quality is maintained.

At primary level, the target for Standard I enrolment was 1,197,459. Actual enrolment increased from 1,379,293 in 2007 to 1,389,190 in 2008. This implies that the enrolment is over and above the target. This is likely caused by population increase and because of increased sensitization of parents on the benefits of sending their children to school.

Table 4: Primary Schools Enrolment STD 1 and STD I - VII

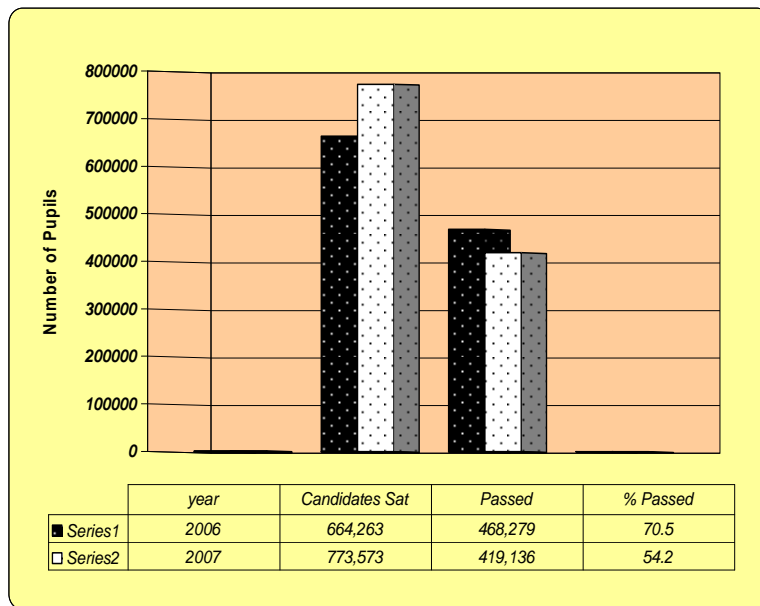
Year	Enrolment STD I			Enrolment STD I - VII		
	Boys	Girls	Total	Boys	Girls	Total
2007	699,255	680,038	1,379,293	4,215,171	4,101,754	8,316,925
2008	700,524	679,666	1,380,190	4,261,831	4,148,263	8,410,094

As indicated in table I, there was increased enrolment in primary schools with a total of 8,410,094 pupils enrolled in 2008 of whom 4,261,831 were boys and 4,148,263 were girls. This included 34,661 pupils with special needs education. There was an increase of 1.1% on enrolment as compared to 2007 when 8,316,925 pupils were enrolled of whom 4,101,754 were girls and 4,215,171 were boys, The GER for the years 2007 and 2008 was 114.4% and 112.3% respectively; while NER was 97.3% for 2007 and 97.2% for 2008. This shows a decrease in the GER and indicates that the number of children who are beyond eligible school age (7-13 years) is going down. The NER, however, shows a very slight decrease, keeping it short of the NER of 99% by 2010 as indicated in the MKUKUTA document. However, there remain some significant disparities across regions, such as 91.4% in Tabora and 99% in Mtwara.

Of great importance in the context of EFA, is the decrease over the past three years in completion rates (from 77% to 72% to 65%). This calls for concerted efforts in order for Tanzanians to be on track for the achievement of universal Primary Education. There is a need to find out the causes of such trends, to ensure that immediate actions can be taken to attain EFA/MKUKUTA and MDGs goals.

The transition rate from primary to secondary was 67.5% in 2006 compared to 56.7% in 2007. The decrease in transition rate was due to low pass rate at PSLE.

Figure 1: Primary School Leaving Examination, 2007



Source: BEST 2007/08

The Gender parity index (GPI) has virtually been achieved at primary and secondary level at a ratio of 1:1, meaning that efforts of attaining EFA targets and MDGs goals has been achieved and that Tanzania is on-track to eliminate gender disparity at all levels of education by 2015. However, there are still big differences between boys and girls in terms of completion rates and achievements measured by PLSE results. For example, the number of candidates selected for form one in 2008 was 231,241 boys compared to 164,689 girls.

Primary Education has also involved out of school children who have been enrolled through the Complementary Basic Education in Tanzania (COBET). The enrolment of COBET learners in 2008 stood at 111,413 (male 63,086 and female 48,327) compared to the 2007 enrolment of 185,206 (male 106,463, female 78,743) as indicated in table 5. This table indicates that there is a decrease in the enrolment of COBET learners year by year which is an achievement, as in 2007 a

total of 47,670 students (female 26,838, male 20,832) sat for Std IV examination and 34,867 (male 21,047 female 13,820) were mainstreamed into formal primary education. In the same year, a total of 7,290 (male 4,432, female 2,858) COBET learners sat for standard VII examination and 2,363 (male 1,601, female 762) were selected to join Form I. Despite these achievements, there is still a need to strengthen COBET for certain categories of children, including those who have dropped out and street children. The MoEVT is planning to conduct an evaluation of COBET in FY 2008/09.

Table 5: COBET Learners Enrolment by Sex 2007/08

Year	Enrolment		Total
	Male	Female	
2007	106,463	78,743	185,206
2008	63,086	48,327	111,413

Primary Education also includes Special Needs Education. Special Needs Education is provided to children with disabilities in order to enable them to access an educational service which is a right to every child.

The enrolment of children with special needs has been increasing every year. In 2007 a total of 24,003 (boys 13,974, girls 10,029) children with special needs were enrolled, compared to 34,661 (boys 19,998, girls 14,663) enrolled in 2008.

This increase in the enrolment of children with special needs was due to continuous sensitization of the community, whereby compulsory enrolment of all children has been emphasized. The Government has put emphasis to inclusive education for children with mild and moderate disabilities and those with severe disabilities have to be enrolled in special schools. However, actual

data for eligible children for special needs education have to be captured so that the proportion of those in school can be accurately calculated.

This will assist in the rationale to significantly set up the numbers of children with special needs in primary and secondary schools and thereby see the small increase from 0.29 to 0.41% over the previous year as a first step in reaching the 20% target stated in the MKUKUTA targets for 2010.

Table 6: Pupils with Special Needs by type of disability, 2007 and 2008

Year	Albino	Visually impaired	Hearing Impaired	Physically	Mentally Impaired	Autism	Multiply Impaired	Others	Total
2007	2,911	2409	4032	8,121	4976	357	524	2146	24003

Year	Albino	Visually Impaired	Hearing impaired	Physically Impaired	Mentally Impaired	Autism	Multiply Impaired	Others	Total
2008		3,107	5,110	13,851	7,241	527	715	3,508	34,661

SOURCE (BEST 2007/08)

Note: Others include behavioural disordered, Learning Difficulties' and speech problems.

Access and equity in primary education can not be achieved without teacher recruitment and proper deployment of teachers. Teacher recruitment and deployment is emphasized in PEDP II in order to ensure that access and equity are given proper consideration. The procedure for posting teachers responds to the needs of local councils, and those with big shortages of teachers are given priority and receive more teachers. Regions and LGAs have the role of ensuring that teachers are posted to schools with large shortages of teachers.

The recruitment of 7,800 teachers in FY 2007/08 will slightly reduce the pupil/teacher ratio from the PTR of 56:1 to 53:1. Even with this recruitment, still we have not reached the required PTR of 40:1. In most regions the PTR is still high, with Shinyanga at 74:1, Kigoma at 60:1, Kagera at 61:1, Tabora at 68:1, Mwanza at 66:1, compared with Dar es Salaam which has a PTR of 38:1. The Government will continue to train and directly recruit more teachers in order to reach the desired PTR to all regions.

In order to support the increased access and equity, availability of adequate number of classrooms, teachers' houses, pit latrines and furniture is very crucial. In the year under review a total of 1,263 classrooms, 277 teachers' houses and 939 pit latrines were constructed and 21,485 desks were fabricated. The construction activities were carried out using funds allocated during FY 2007/08 and funds carried forward from FY 2006/07 as well as community contributions. Funds allocated in FY 2007/08 to carry these activities were 1,050 Million Tshs. for desks, 1,759 Million Tshs. for classrooms and 3,173.7 Million Tshs. for Teachers' houses. Those carried out from FY 2006/07 were 5,108.2 Million Tshs. for classrooms, 7,095.2 Million Tshs. for Teachers' houses, 461.1 Million Tshs. for fabrication of desks and 189.3 Million Tshs. for pit latrines.

3.1.2 Quality Improvement

In PEDP II quality improvement has been a major priority focusing on improved teaching approaches and methods in classrooms, ensuring the availability of quality teaching and learning resources and ensuring the necessary support for maintaining educational standards.

In Financial year 2007/08, Capitation Grants (CG) amounting to 53,507.8 Million Tshs. and 12,168 Million Tshs. were carried forward from the FY 2006/07 and were disbursed to councils and schools for the purchase of teaching and learning

materials including textbooks, science kits, human body models, slates, mathematical kits and other textual and non textual materials. The national average Pupil/Textbook Ratio (PBR) in the period under review is 5:1 compared to an average of 3:1 in 2005. This is a set back towards attaining the national target of PTBR of 1:1 by 2010. Importantly, this has a significant impact on the quality of education service provision. The deterioration of the pupil textbook ratio is attributed to stagnation of capitation grants and the revision of social studies subject into three independent subjects; namely history, geography and Civics.

In-service teacher training is an essential tool for enforcing qualitative improvement in the teaching and learning processes. Such a process is maximized when there is a supportive environment in which learners can participate actively. During the period of Financial Year 2007/08, a total of 4,000 grade B/C teachers went through Grade IIIA upgrading modular course. In addition, a total of 7,800 students teachers completed Grade IIIA and were posted to different regions and councils.

The training on a revised curriculum was conducted and a total of 70 teachers from Arusha and other English Medium Primary Schools participated. The training was also conducted in 7 districts, including Bagamoyo, Temeke, Hai, Siha, Magu, Mtwara, and Makete. The training was facilitated by Tanzania Institute of Education (TIE) staff. The training was attended by 364 classroom teachers from the 7 districts, 2 district education officials from each district and 2 ward education coordinators from each district. The plan is that this activity is extended to cover all districts in order to ensure quality training to improve teaching and leaning in schools.

Examinations are considered as both a tool of assessment of learners' achievements and for selection to other levels of education. In the Primary School Leaving Examination which took place in September 2007, a total of 773,573 pupils (396,944 being boys and 376,609 girls) sat for the examination. Out of these, 419,136 (248,215 boys and 170,921 girls) passed their examinations. However, the pass rate for 2007 was 54.2% compared with 70.5% in 2006. It was therefore less than the previous year by 16.3%. One of the reasons for the decrease in pass rate was due to shortage of teachers and textbooks in some schools.

At standard IV level examination, a total of 1,147,174 pupils (568,493 boys and 578,681 girls) sat for the examination. Out of this, 897,203 (448,115 boys and 449,088 girls) which is equivalent to 78.2% passed. The experience is that pupils who fail in standard IV examinations are forced to repeat the class. This created some short fall in the system of primary education including dropouts, repetitions, overcrowdings and inadequate supply of teaching and learning materials. The Government realized that this shortfall contributed to the delay of its effort towards realization of MDGs, EFA goals and MKUKUTA operational targets. As such the Government has revised the use of standard IV examination results. With effect from this year (2008) it will no longer be a tool for promotion to standard V, as this will be automatic. The examination will be a means for identifying pupils with difficulties in specific subjects so as to give them remedial classes.

The Ministry of Education and Vocational Training has developed a draft Minimum Standard document for Primary Education. The purpose is to ensure the provision of quality education on an equitable basis throughout the country. The standards give guidance on design and implementation of primary

education programmes by providing a common framework to be followed by all agencies. This is under revision to be completed in FY 2008/09.

3.1.3 Capacity Building

During the financial year 2007/08, capacity building was carried out to 2,332 leaders and professionals including officials at regional, councils and ward level. The training focused mainly on policy issues, roles and responsibilities of various implementers as stipulated in the programme documents and procedures of financial and material management at all levels. The knowledge and skills developed has broadened the school managers' understanding for effective and efficient implementation of PEDP and SEDP.

3.1.4 Monitoring and Evaluation

In the financial year 2007/08, two monitoring exercises were carried out in all Local Government Authorities (LGAs). The purpose was to ascertain the level of disbursement of CGs and DGs at Councils and school levels. It also assessed the availability of teaching and learning materials at school level, construction of school infrastructure, procurement of desks, the implementation of the policy of compulsory enrolment and attendance to all school age children in pre and primary schools. The monitoring findings indicated that, compulsory enrolment of pre and primary school children in all LGAs has been very successful. Enrolment for pre-primary is almost 90 percent while for primary schools is 97,2 percent. The dropout rate stands at 6%. The findings reveal that the pace of development of school infrastructure remains slow. The shortage of classrooms, teacher houses, pit latrines and desks is almost 60 percent. Schools have been receiving CGs and DGs, but the common complaint has been the insufficiency of the funds to cover their needs.

3.1.5 PEDP Financial Audit 2006/07

PEDP Financial Audit 2006/07 was carried out and 30 councils were audited. The main focus was to follow the proper use of the allocated funds in schools, councils and at central level. The tracking of funds from central to councils and schools was also observed. Some of the main findings included (a) Delay in disbursement of funds and materials (15 councils); (b) Inadequate supervision of classroom construction (2 councils); (c) Payments made out of deposit accounts (2 Councils); (d) Lack of supporting documents (17 councils); and (e) Lack of expertise in EPICOR accounting software (4 councils) .

The Audit sub-committee met and discussed these findings and the recommendations made by the Auditor and came up with three other recommendations which include; i)NAO staff based in the regions to follow up audit to the LGAs to see whether the recommendations by the auditors are implemented. These staff would be facilitated financially by MoEVT to enable them to start executing this task during the second quarter of FY 2008/09. ii) PMO-RALG should strengthen internal audit functions at LGAs in order to address most of the issues identified by the auditors. iii) The Audit Sub - Committee should be strengthened by adding to its members a senior officer from Inspection Unit of the Local Government Department in the PMO-RALG. In addition, the sub-committee should arrange to conduct site visits in order to learn audit-related issues on the ground and advise accordingly.

The audited District Councils were Monduli, Babati, Hanang , Mpwapwa, Njombe, Bukoba, Ngara, Kigoma, Same, Lindi, Tarime, Musoma, Mbeya, Morogoro, Masasi, Mwanza, Misungwi, Mkuranga, Sumbawanga, Songea, Bukombe, Tabora, and Urambo. The audited Municipal councils were Kinondoni, Iringa, Moshi, Mtwara, Sumbawanga, Singida and Tanga.

3.1.6 Educational Research

One piece of educational research was carried out in 2007/08. The main focus was to investigate poor performance of the 2007 PSLE results and cases and effects of early pregnancy in primary school pupils. The findings suggested that one of the reasons for poor performance on the 2007 PSLE was due to the shortage of teachers and textbooks in some schools. Regarding the cases of pregnancy, one of the reasons was found to be poverty of the society, and culture of various societies, especially in the coastal regions. However, a comprehensive report is in place and a re-entry policy for pregnant girls in is development and is expected to be completed in FY 2008/09.

Table 7: Pregnancies by Grade in Tanzanian Primary Schools

Grade	2006/07	2007/08
Grade I	0	0
Grade II	19	2
Grade III	66	26
Grade IV	364	218
Grade V	741	605
Grade VI	1391	1,326
Grade VII	898	1,017
Grand Total	3479	3,194

Source: BEST regional Data

3.1.7 Information Education and Communication (IEC)

Information regarding implementation of PEDP is provided through Ed-SDP news letters, PEDP calendars, diaries, and Radio Boresha Elimu which is aired every Monday evening. In the period under review, a total of 165,000 copies of Ed-SDP newsletter were prepared and distributed to implementers and other

key stakeholders from Central, LGAs and school level. In addition, 36 radio programmes and 12 adverts on radio and TV prepared and aired.

3.1.8 Institutional Arrangements

The councils undertook the responsibilities of ensuring that all stakeholders and providers of primary education from the councils to grassroots level are aware of their roles and responsibilities so as to successfully implement PEDP activities. Various interventions including school committee meetings to discuss budgets and endorse expenditures at school levels were conducted. Moreover, Ward Educational Coordinators (WECs) in all councils were involved in monitoring and supervision, as well as coordinating school development plans.

Regions, on the other hand, are responsible for monitoring and supervision of PEDP implementation in councils to ensure that the activities are carried out according to laid down standards and policy directives. The centre (PMO-RALG and MoEVT) continues to provide policy and technical guidance to regions and councils regarding effective implementation of PEDP.

Regular follow-up and supervision visits to councils and schools increases accountability and commitment by different educational actors at the grassroots.

PEDP II has been financed jointly by the Government, Development Partners through General Budget Support (GBS), LGAs and community contributions.

3.2 Adult and Non Formal Education

3.2.1 Access and Equity

The Target for ICBAE in 2008 was 1,288,664 (594,380 males and 694,684 females). However, only 1,059,124 learners (551,331 males and 507,793 females) were enrolled. This decrease of 18% from the figures of 2007 reflects a decrease in

financial support from PEDP, resulting in a shortage of materials and limited funds for facilitators' honoraria.

In the year 2007/08, the Adult and Non-Formal Education (AE/NFE) Division implemented the following planning, capacity development and related activities:

3.2.2 Quality Improvement

Two major initiatives to develop a curriculum framework and national qualifications framework for AE/NFE, harmonized with VETA and FDCs' short course delivery, have been integrated into the One UN Joint Program (JP) for Education (2009-2010), resulting in (a) preparation of 'Yes, I can!' instructional materials; (b) 15 Teachers sponsored to pursue Diploma courses in AE; (c) Situational Analysis of the provision of technical education conducted in post-literacy centres carried out; and (d) 4 laptops, 1 TV, Overhead Projector, and VCDs procured for use at national level.

3.2.3 Planning

Six key stakeholder institutions (AE/NFE Division, VETA, FDCs, IAE, EMIS Unit, and TENMET) drafted a Strategic Framework for Lifelong Learning, to synergise ICBAE/COBET with non-formal Vocational Training and short courses provided by Folk Development Colleges.

A much-needed information base for AE/NFE programs, to those provided by VETA, FDCs, and CSOs, is being established via the Lifelong-Learning Management Information System (LL-MIS) pilot project, which is a key component of ESMIS. These included:

(a) Development of a conceptual framework for Lifelong Learning (provided by AE/NFE Division, VETA, FDCs and CSOs), which delineates parameters for this important domain within MKUKUTA and ESDP.

(b) An orientation in the scope and potential of the LL-MIS was undertaken at national level.

(c) Diagnostic studies in 12 pilot districts, to identify district-specific information needs and to fine-tune the conceptual framework in line with local realities.

(d) Development of a list of indicators for LL-MIS, with a particular focus on measuring progress towards achieving ICBAE/COBET targets.

A Diagnostic Study was conducted in four regions (Mwanza, Ruvuma, Dodoma, Dar-es Salaam) in preparation of the 'Yes I can!' Adult Literacy Development Project, a pilot initiated in six districts of Ilemela (Mwanza), Songea Urban (Ruvuma), Dodoma Municipal (Dodoma), Temeke, Kinondoni and Ilala (Der es Salaam), which resulted in a status Report on Adult and non-formal provision in these regions. Sensitization on the project was also done in the pilot districts.

Four Regions in the Lake Zone (Mwanza, Shinyanga, Mara, Kagera) were covered by a Human Rights Education (HRE) Strategic Plan, to be implemented with AE/NFE providers in the Lake Zone.

A Study identifying a total of 2,246 out-of-school children in marginalized fishing communities was undertaken in Mwanza City and Bukoba Rural Districts.

3.2.4 Capacity Building

A total of 36 LGAs officers from under-mentioned councils were capacitated in the LL-MIS pilot project (Temeke, Ilala, Rombo, Mbulu, Kondoa, Shinyanga Municipal, Shinyanga Rural, Kigoma Rural, Makete, Mvomero, Sumbawanga and Mtwara Mikindani). The training included the design and implementation of LL-MIS development plans, undertaking Diagnostic Studies and analysing Reports; as well as designing and using LL-MIS indicators.

A total number of 252 LGAs (Adult Education Coordinators and Audio-Visual Officers) were introduced to recent initiatives to strengthen AE/NFE in Tanzania. In addition, 56 COBET facilitators were trained in Mwanza City and Bukoba district council; and 36 school inspectors were trained in Quality Assurance in the implementation of COBET. A total of 36 Facilitators trained as trainers on diagnostic teaching in 10 councils namely: Temeke, Mvomero, Morogoro Rural, Iringa Rural, Songea Rural, Sumbawanga Rural, Dodoma Municipal, Bagamoyo, Hai and Igunga.

3.2.5 Institutional Arrangements

A Lifelong Learning Technical Team (LLTT), coordinated by the AE/NFE Division, has been established to implement ESMIS and one UN JP for education activities. The LLTT is institutionalized within the ESMIS National Technical Team, which reports through the ESMIS Sub-Committee under the Quality Technical Working Group.

Rehabilitation of the Adult Education Press (Ministry Headquarters) and the National Literacy Centre offices in Mwanza is progressing well. The Adult and Non-formal Education Unit has been upgraded to a Division, for effective overseeing the provision and development of adult and non-formal education in the country.

3.2.6 Challenges

There is limited financial ability within the LGAs to implement the AE/NFE programmes and interventions, as well as limited resources to follow-up AE/NFE activities at the national level. There is also low capacity of the AE/NFE in planning, advocating and implementing AE/NFE programmes at council level.

3.3 Secondary Education

3.3.1 Access and Equity

Concerning Secondary Education Enrolment, the total number of Form 1-6 students increased from 1,020,510 (477,314 female and 543,196 male) in 2007 to 1,222,403 (543,279 female and 679,124 male) pupils in 2008. This is an increase of 19.8%. The percentage of girls in Form 1-4 and 'A' level education were 45% and 40% of the total enrolment in 2008 respectively. This means that efforts towards gender balance in education participation is improving. Thus a focus of girls' equal access to education by 2015 as indicated in the EFA target is on track. The Secondary Education Gross Enrolment Ratio (Form 1-6) increased from 22.1% in 2007 to 26.1% in 2008. This increase is attributed to the increased number of secondary schools constructed by communities. The number of registered secondary schools has increased from 3,485 (2,806 government and 679 non-government schools) in 2007 to 3,798 in 2008 (3,039 government and 759 non-government).

The Net Enrolment ratio for Forms 1-6 increased from 5.9% in 2004 to 23.5% in 2008. It is worth noting here that NER in all grades has been increasing every year since the inception of SEDP in 2004, implying that over the five years (2004-2008) the rate of enrolling students at official age is improving. A total of 41,515 Form 1-4 and 696 Form V pupils from low income households were provided with scholarship grant.

The transition rate from primary to secondary education decreased from 67.5% in 2006 to 56.7% in 2007. The number of students registered in secondary education Form 1 decreased from 448,448 in 2007 to 438,901 in 2008 equivalent to a decrease of 2%. The number of students that joined High School (Form 5) in public schools increased from 21,789 in 2007 to 25,240 in 2008 representing an increase of 16%. The increase in the enrolment calls for significant improvement in providing for

supporting facilities like furniture, water and sanitation, teachers' houses, library and laboratories.

In promoting access and equity the following were also implemented in FY 2007/08; construction of 865 classrooms, 1,501 teachers' houses, 34 dormitories, 19 libraries, 84 laboratories, and 19 administration blocks. Upgrading 13 secondary schools to A level and the rehabilitation of old secondary schools.

A total of 10,195.4 Million Tshs. was provided as fee subsidy to 2,725 Government secondary schools to cover 755,217 students at the rate of about Tsh. 13,485 per student. The Government also improved services to pupils with disabilities by rehabilitating buildings and infrastructure for 7 secondary schools namely: Moshi Technical, Moshi, Lugalo, Mpwapwa, Korogwe, Iringa Girls and Kazima. 105 Million Tshs. were used. In addition, 12 girls' hostels were constructed in 12 regions to assist the underserved areas to retain students in order to catch up with others. Local Government Authorities as well as many other NGOs/CBOs, FBO, and individuals are supporting students from low income households and students with disabilities.

3.3.2 Quality Improvement

During the period under review, the Government executed the following in order to improve the quality of secondary education. The education curriculum was streamlined to address the need to develop analytical and market-oriented skills. The focus of the reviewed curriculum has shifted from content-based to competency-based. This has been referred to in the Updated secondary education development programme (SEDP) document 2004-2009. A total of 22 secondary schools manuals for teaching form I - IV were prepared. The manuals were prepared using SEDP funds amounting to 41.5 Million Tshs. Secondary

schools teachers will be trained to use these manuals in their daily teaching during FY 2008/09.

In order to improve the teaching and learning environment, the provision of Capitation Grants for purchasing teaching and learning materials for Government and Qualified Non Government schools amounting to 9,153.1 Million Tsh. and 250 Million Tshs. respectively was done. The CG was provided to 2,805 Government schools to cover 822,422 pupils who received about Tshs.11,130 per student out of a total targeted 20,000 Tshs. and also to 111,487 non -government secondary schools students who received about Tshs. 2,242.41 per student.

Girls Science Camp for secondary schools was conducted at Zonal level for 1026 girls and workshops for 3,400 Science, Mathematics and English teachers were conducted. This promoted science and technology as stipulated in MKUKUTA. However, the funds provided were not sufficient to cater for the all students.

Performance in the Form 4 and Form 6 examinations has had no significant changes but it is expected to improve after the recruitment of more teachers and provision of more teaching and learning materials. Over the period, Seminary Schools candidates performed better at (division I-III) followed by Government and Non-Government schools; while community schools experienced worst performance due to the increased number of students that did not match with existing infrastructure. Some of the major causes for this under-performance include shortage of teachers, (especially science teachers), inadequate management skills, low teacher motivation and shortage of teaching and learning materials. Most schools lack basic instructional facilities like laboratories, laboratory equipments and materials, library books, textbooks and reference materials. The current pupil/ teacher ratio in Government secondary

schools is 41:1 while that in non- Government schools is 24:1. The Inspection Division has been strengthened so as to follow- up on quality issues in schools.

The number of students and availability of science teachers in 2007 is shown hereafter:

Table 8 Number of Students and availability of Science Teachers in 2007

Subject	Students	Streams	Periods	Teachers available	Teachers needed	Short age	Short age
Biology	976,423	24,411	97,642	1,467	5,139	3,672	71%
Chemistry	983,225	24,581	98,323	1,470	5,175	3,705	72%
Mathematics	998,200	24,955	149,730	2,016	7,881	5,865	74%
Physics	990,122	24,753	99,012	1,324	5,212	3,888	75%

Source: Updated Secondary Education Development [SEDP] 2004-2006.

3.3.3 Capacity Building.

Sponsorship of 110 mathematics teachers at Tumaini University and 35 teachers for Post-graduate Diploma in Education (PGDE) and Masters Degree at the University of Dar es Salaam (UDSM) was conducting during FY 2007/08. However there is still a need to build capacity of more teachers so as to give them more “ professional sharpness”.

3.4 Teacher Education

The core responsibility of teacher education division is the training of adequate and competent teachers for primary and secondary schools. It is also responsible for providing in-service training for primary and secondary school teachers to enhance classroom performance. Teacher Education is offered in 68 registered Teachers’ Colleges of which 34 (including the newly opened Dakawa) are owned by government and 34 are privately owned. The following achievements were realised:

3.4.1 Access and Equity

In the FY 2007/08 the Ministry planned to train teachers to cope with increasing enrollment in primary and secondary schools. According to PEDP II 2007-2010, updated SEDP 2004-2009, and TDMS 2008-2013 data, the number of teachers needed for primary schools for the year 2007/08 was 51,259; the number of teachers required for secondary school was 21,168.

Despite these requirements, the actual teacher training target was 7,335 for primary schools and 14,491 for secondary schools. This is mainly because of inadequate capacity of colleges to accommodate more teacher trainees. The actual training however was above the set target for primary school teachers by 2,222, and less by 1,038 for secondary school teachers. The main challenge for attaining the set target for diploma teachers is the inadequate supply of form six leavers. The shortage is more critical for Science and Mathematic subjects where the failure rate is high and few students are achieving required competency. To fill the vacant places for Diploma, more Grade IIIA teacher trainees were enrolled.

The demand for teachers remains high at all levels and across all regions/areas. Table 7 presents annual requirements for teachers at different levels.

Table 9: Annual Requirements for Teachers at Different Levels

LEVEL	ANNUAL REQUIREMENTS						TOTAL
	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	
PRE-PRIMARY	-	2,617	8,811	9,573	12,566	5,996	39,563
PRIMARY	51,259	48,674	35,255	17,491	7,681	-	160,360
SECONDARY	21,168	26,115	28,460	25,183	23,695	13,256	137,877
TOTAL	72,427	77,406	72,526	52,247	43,942	19,252	337,800

Source: PEDP II 2007-2010, updated SEDP 2004-2009, and TDMS 2008-2013

Apart from the inadequate capacity of teachers' colleges to train the required teachers, there is an inability to attract, train and retain high quality teachers in schools. Therefore the Ministry has instituted the following initiatives to address these challenges:

(a) A two tier system for training diploma teachers has been introduced starting July, 2007. The two tier system for Grade A teachers teaching at primary level will start in July 2009. This will increase the production of teachers to two times the normal production, and hence improve the PTR towards achieving the desired TPRs at both primary and secondary education levels.

(b) The formulation of TDMS details how to achieve sustainable availability of adequate competent teachers and tutors at all levels and programs. Some of the interventions proposed to address these issues include the creation of an environment for the development of all-round, well motivated, and committed teaching force through the expansion of teachers' colleges infrastructure and facilities.

The amount disbursed to cater for pre-service training including funds for block teaching practices was 1,002.5 Million Tshs.

3.4.2 Quality Improvement

Quality assurance requires among other things, availability of adequate competent teachers in the classrooms; availability of relevant curriculum; availability of adequate Teaching and Learning Materials; provision of regular in-service courses and professional development program to raise teachers' competence and hence improve classroom practices. The following targets were set:

- Deployment of teachers to schools and teachers colleges;
- Up-grading 26,017 Grade B/C teachers to Grade IIA;

- Conduct In-service training for secondary schools Science, Mathematics and English teachers;
- Support 1,500 license teachers pursuing qualifying studies through the Open University of Tanzania;
- Review teacher education Diploma Curriculum;

The following achievements were made on each of targets set above: 9,028 Grade III A Pre-service teachers were deployed to primary schools in 21 regions of Mainland Tanzania; 2, 941 Pre-service Diploma holders were deployed in secondary schools in 21 regions of Mainland Tanzania, (See table 8 for regional distribution).

The curriculum review in Teacher Education is vital to the development of quality education. During the year under review, the teacher education curriculum for the pre-service diploma in secondary education was reviewed. A total of 27 syllabuses for the academic and pedagogical subjects were developed and training was done. The review of the two tier curriculum for the pre-primary, primary and physical education was done in June 2008.

The National examinations of 26,217 Grade B/C teachers was done where 22,017 passed, 4,200 were unsuccessful and are continuing with their modular programme. 396 regional facilitators for Science, Mathematics and English subjects were trained to conduct school based training for secondary school teachers. These in turn conducted training to 7,025 teachers for Science, Mathematics and English subjects at school level.

In addition, in-service training was conducted for 2,112 teachers on Inclusive Education from 88 Councils and for 3,400 secondary school teachers in Mathematics, English Language and Science subjects.

Table 10: Distribution of New Teachers to Regions by Level of Education 2007/08

NO	REGION	Number of teachers by level	
		GRADEIII A	DIPLOMA
1	ARUSHA	436	147
2	DAR ES SALAAM	546	207
3	DODOMA	358	125
4	IRINGA	202	139
5	KAGERA	407	177
6	KIGOMA	288	87
7	KILIMANJARO	312	188
8	LINDI	138	93
9	MANYARA	368	74
10	MARA	400	128
11	MBEYA	427	169
12	MOROGORO	566	191
13	MTWARA	162	91
14	MWANZA	1160	213
15	PWANI	394	132
16	RUKWA	309	79
17	RUVUMA	162	119
18	SHINYANGA	745	223
19	SINGIDA	238	69
20	TABORA	501	115
21	TANGA	909	176
Total		9,028	2,941

Fees amount of TShs 381,022,000/ were disbursed to the Open University of Tanzania to support 1,500 license teachers. The teacher education diploma curriculum was reviewed with one year college based and one year school based training. 5536 first year trainees were distributed to schools for one year classroom training and their payments were processed.

3.4.3 Capacity Building

The Teacher Education Division has a workforce of 2696 teaching and non-teaching staff working at the Ministry Headquarters and Colleges. The division however, requires 500 more new tutors to teach in the 34 existing government teachers' colleges. Capacity building programs for the teacher education workforce were provided to 635 college tutors to pursue first degrees (328), Masters (17) and Ph.D (10) programs. The funds spent on this program were 388.6 Million Tshs. The total coverage was low mainly because of inadequate funds.

3.5 Inspectorate

3.5.1 School Inspection

School inspection is vital as a means of monitoring the delivery of quality education, adhering to the stipulated curriculum, setting standards and ensuring efficiency and quality in education. All education institutions are required to be inspected at least once in every two years.

During the Financial Year (FY) 2007/08, the School Inspectorate department had the following targets:

During the FY 2007/08, whole school inspection was conducted in 18,240 educational institutions which is equivalent to 79% of the 23,126 institutions targeted. Professional support was given to teachers and educators with 1,880 Heads of secondary schools, 5,808 Head teachers and 52 Teachers' Colleges

Principals given management and administration support. The inspection target achieved rose from 68% in FY 2006/07 to 79% in FY 2007/08 which was an increase of 11%.

Besides the targeted whole school inspection, special inspections for 2,720 community secondary schools were carried out for the purpose of facilitating school registration. Also the Inspectorate Department was facilitated by the PEDP financial resources of 270 Million Tshs. for monitoring the new primary school teachers who were under the two-tier training system in 122 Districts.

Table 11: Number of Education Institutions Inspected by March 2008

Institution	Target	Inspected	%
Pre-primary	5,636	4,710	84
Primary	7,795	5,808	74
Secondary Schools	2,083	1,880	90
Adult Education Centres	7,212	5,520	77
Special Education	205	130	63
Post Primary Technical Centres	143	140	98
Teacher Colleges	52	52	100
Total/Average	23,128	18,240	79

Source: MoEVT -Annual Budget Speech 2008/09

3.5.2 Working Environment

The Department also improved working environment of Zonal and District Offices by rehabilitating 20 District Offices; purchasing 9 vehicles; and furnishing 20 District Offices. This had increased the efficiency in inspecting instructions from 68% FY 2006/07 to 79% FY 2007/08

3.5.3 Capacity Building

During the FY 2007/08, the Department aimed at recruiting 100 newly school inspectors and to provide in-service training to 142 school inspectors in order to improve the capacity of the Department. The achievement was as follows; 53 new school inspectors were recruited and trained during the FY 2007/08. Also 130 school inspectors had a workshop on revised/improved curricular for teacher education. This is 91.5% of the targeted inspectors. In addition, 15 school inspectors who are pursuing studies at the Open University of Tanzania were supported with book allowances worth 3 Million Tshs.

3.5.4 Teaching/Learning Assessment

The Department conducted the national Form Two Examinations in 2,360 Centers with a total of 295,954 registered candidates. Out of these, 279,765 candidates 133,620 girls (48%) and 146,145 boys (52%) sat for the examination. This is an increase of 69,798 (33%) candidates compared to that of the year 2006.

Of the 279,765 candidates who sat for the examination, 259,023 (92%) passed the examination, with 118,809 (46%) candidates girls and 140,214 (54%) boys.

This examination aimed at supporting continuous assessment mechanisms and those who failed were required to repeat the class. However the policy was changed in the FY 2008/08 whereby from this year those who under-perform will not repeat but will be given remedial teaching as is the case with standard IV examination failures.

3.5.5 Educational Research

The department conducted two research studies namely:- The effectiveness of "*Alternative to Practical*" mode of teaching of science subjects in the provision of practical education, and "*Allegations against Poor Administration and Management of Teachers' Colleges*".

On The effectiveness of “*Alternative to Practical*” mode of teaching of science subjects, 85.24% of the respondents in the survey recommended that schools should conduct laboratory practicals instead of “*Alternative to Practicals*” as these develop skills in students that are necessary for societal and individual needs.

Regarding the research on the Allegations against Poor Administration and Management on Teachers’ Colleges, 70% of the respondents in the research said that Principals, Tutors and non-teaching staff should not stay in one station for more than 5 years as this triggers mismanagement in such institutions. The same number of respondents (70%) said that, social services (eg water, housing, electricity) and sufficient infrastructure should be available in the colleges and schools so as to make the learning environment conducive. The two research reports are to be used for taking remedial measures to improve provision of quality education

3.5.6 Challenges

The low achievement in school inspections is due to insufficient resources.

3.6 Higher Education

3.6.1 Access and Equity

In 2007/08, a total of 82,428 students out of whom 25,342 were female and 54,919 male were enrolled in 21 existing higher learning institutions. This is an increase of 9% from 2006 enrolment. Out of 82,428 students enrolled in the higher learning institutions 17,765 were enrolled in 14 private institutions. In addition, 22,632 learners were enrolled in non-degree programmes, 47,044 in undergraduate programmes and 5,670 in Post-graduate programmes.

A total of 1,512 Medical Doctoral (MD) students were provided with grants amounting 4.342 billion Tshs. That also benefitted 16 Dentist Doctoral students.

The students were in various universities and colleges including:

- Muhimbili University of Health and allied Sciences – MUHAS;
- Hubert Kairuki Memorial University- HKMU;
- Kilimanjaro Christian Medical College – KCMC;
- Weill Bugando University College of Health Science WBUCHS; and
- International Medical Technical University – IMTU.

During the Financial year; a total of 55,981 students in higher learning institutions were planned to be given loans from the Higher Education Students' Loan Board. The Board also planned to collect 1,200 Million Tshs. in repayment of loans.

To ensure that many Tanzanians accessed higher education, during FY 2007/08, 55,685 students in both public and private institutions in and outside the country were issued with loans equal to about 99.47% of the total 55,981 students planned to be given loans. The Board allocated a total amount of 121,994.8 Million Tshs. to needy and eligible students, of which 108,109.4 Million Tshs. were released.

As of 30th of May, 2008 the Board had collected a sum of 716,617,882.83 from former loan beneficiaries. The total repayment for 2007/2008 was projected to be 1.2 billion. Therefore the amount repaid is 59.7% of the total.

In 2007/08, the percentage of female students in higher learning institutions was 34.8%. This is an increase of 2.5% from the 2006 female percentage (32.3%). This is lower for women in science and engineering programmes, which averaged below 20%. The challenge has been addressed by introducing a pre-entry programme to the female students who have less qualification. This is seen to be effective in improving performance.

The Government continued to encourage private sector to establish and run higher education institutions to support the Government's effort in providing higher education. In the year 2007/08, six universities and university colleges were registered. So far there are 21 private universities and university colleges; making a total of 32 universities and university colleges.

The Science and Technology Higher Education Project (Quick Win Project)

The Science and Technology Higher Education Project (Quick Win Project) was developed and finalized. Preliminary activities such as preparation of project proposals, implementation plan and environmental and social management framework, and signing the agreement were carried out. The Project is now poised to take off after declaring its effectiveness which is envisaged to be done in the first quarter of the 2008/09 Financial Year.

This is a project that will be supported by a credit from the World Bank. The objective of the project is to increase quantity and quality of higher education graduates with special emphasis on science, technology and education through an improved learning environment. The project covers the following:

- Investment in priority disciplines for economic growth(US\$ 47,36m);
- Expansion of capacity for teacher training and for graduate studies in education(\$35m);
- Strengthening key Higher Education Agencies and Institutions (\$8.5m);
- Investment in system wide ICT and library (\$ 7,0m)

The Higher and Technical Education Programme (Mpango wa Maendeleo Elimu Ya Juu _MMEJU) development is at its infancy stage. The programme aims at increasing access and improving quality of higher education. Tanzania aspires to become a middle income country in the near future, with the concomitant requirement to produce diverse and high quality human resources and innovative ideas that directly support the growth and development of the economy, and in the course to address the challenges posed by the success of PEDP and SEDP.

3.6.2 Quality Improvement

The Tanzania Education Authority (TEA) was established to solicit funds in order to promote education development at all levels in terms of rehabilitation and construction of infrastructure, purchase of books and laboratory equipments, hostels etc. In the year 2007/08 TEA disbursed a total of 38,223.8 Million Tshs. for improvement of infrastructure, purchase of teaching and learning materials, laboratory equipments and sponsor female students in pre entry science programmes in technical and higher education.

The Tanzania Commission for Universities (TCU) ensures appropriateness relevance and quality status of facilities, programmes, courses, students and staffs. The Tanzania Commission for Universities (TCU) had the following achievements in 2007/2008 including;

- a) The TCU assessed 93 degree programmes from 10 universities and 8 university colleges. Of the 93 programs, 38 were approved and the remaining 55 are yet to be reviewed and qualified for approval.
- b) A total of 327 certificates were assessed for accreditation. Out of the 327 certificates, 263 were approved and recognized by the accreditation

- committee, 6 were not accredited due to the fact that the institutions which awarded them were not accredited while 58 certificates were sent to the National Examination Council of Tanzania for certification.
- c) A total of 10 universities were inspected. Out of the 10 universities, 4 were given temporary registration. These are:-
- i) University of Dodoma;
 - ii) Stephano Moshi Memorial University (a College of Tumaini University);
 - iii) Sebastian Kolowa University College of Tumaini;
 - iv) St. John's University of Dodoma
- University of Arusha was fully registered. Five universities were registered under condition of fulfilling some requirements.
- d) Seven Public universities were provided with Charters. These are:
- The University of Dar Es Salaam,
 - Open University of Tanzania
 - Ardhi University
 - Muhimbili University of Health and Allied Sciences
 - Sokoine University of Agriculture
 - Mzumbe University
 - Dodoma University
- e) The TCU coordinated admission of a total of 24,488 students in various universities in the country.

3.6.3 Capacity Building

The Higher Education Department has provided financial support of 560 Million Tshs. to 64 Masters students and 6 PhD students in Public Universities to build up their Human Resource Capacity Building among Junior Staffs in the faculties.

3.6.4 Challenges

- (i) Low enrollment in higher education institutions compared to a good number of academically eligible students who have the required qualifications to join higher education institutions following the success of PEDP and SEDP programmes by 2008 (the enrollment in secondary schools \cong 361,447 Vs Higher Education Institutions enrollment \cong 82,000)
- (ii) Inadequate infrastructure in higher education institutions to accommodate eligible students.
- (iii) Inadequate textbooks, reference books, journals and laboratory equipments.
- (iv) Inadequate teaching staff in higher education institutions accompanied by poor mastery of teaching language.
- (v) Inadequate budgetary allocation for higher education development.
- (vi) Lack of understanding/awareness on cost-sharing policy in higher education.

3.7 Technical and Vocational Education

The provision of technical and vocational education is directly linked to goal 1 of cluster II of MKUKUTA which is in line with MDGs and EFA targets as well as the ruling party commitments. The goal addresses equitable access at all levels of education and the expansion of quality technical and vocational education.

Technical and vocation education is also expected to play a leading role in the attainment of cluster I goals by producing the skilled technical manpower required by respective social economic sectors.

3.7.1 Vocational Education

VET covers all forms of organized vocational education and training. There are 922 VET centres, of which 12 are Regional Vocational Training and Service Centres (RVTSCS) and 9 Vocational Training Centres (VTCs) managed by the Vocational Education and Training Authority (VETA). The rest of the centres are owned by Faith-Based Organisations (FBOs) and Non-Government Organization (NGOs).

3.7.1.1 Access and Equity

In 2007, a total of 120,644 learners attended long and short courses for different skills from public and non public institutions. Of these, 58,990 trainees benefited from long courses while 61,654 attended short courses. Following the implementation of PEDP and SEDP, the total number of primary and Secondary school leavers is expected to reach 1.5 million in 2010. In view of technological developments, coupled with globalization, many jobs require modern skills. With the transition rate from primary education pegged at 50% and the failure rate from secondary education pegged at 30%, the number of young men and women in need of vocational education and training is expected to increase tremendously. The main challenge is to mobilize adequate resources to facilitate the expansion of VET so as to accommodate graduates from primary and secondary education.

A total of 53,413(45%) girls attended long and short courses in various skills compared to 35,996 (45%) who attended similar courses in 2006. The target is to achieve a participation rate of 50% by 2010. In addition 168 youth with special

needs were supported to attend long courses in various skills as compared to 90 youths with special needs in 2006. The number of girls and youth with special needs has increased because of increased number of VET centres nationwide. This calls for allocation of more funds for assistive devices.

3.7.1.2 Quality Improvement

During 2007, national trade test and business administration examinations were attempted by a total of 25,336 candidates of which 18,829 (74%) passed. A total of 9,351 leavers who were undergoing training in both public and non public VTC attempted competency-based assessment whereby 7,689 (82%) passed.

3.7.1.3 Capacity Building

In 2007, a total of 66 vocational teachers undertook skills upgrading in industries in Dar es Salaam and Iringa. In addition, 197 teachers attended vocational teachers training courses at the Morogoro Vocational Instructors Training College.

3.7.2 Technical Education

Technical education covers all post-secondary, non-university, and tertiary institutions. There are 210 technical education institutions out of which 170 are owned by Ministries Departments and Agencies (MDAs) while the remaining are owned by private, Community and Faith based organizations.

During the year 2007/8, the technical education and training policy draft document was finalized.

3.7.2.1 Access and Equity

During the period under review, a total of 26 technical education institutions were registered whereby 10 institutions were awarded full registration, 11

institutions got provisional registration and 5 institutions got preparatory registration. Thus, a total of 210 institutions had been registered by the end of December 2007. Table 1 shows the number and status of registration per subject.

Table 12: Summary of Registered Institutions as at 31st December 2007

S / N	Subject Board	Institute Per Board	Registration stage						TOTAL REGISTERED FULL & PROVISION	
			Full		Provision		Preparatory		TOTAL	PERCENT
			No.	%	No.	%	No.	%		
1	Agriculture Natural Resources & Environment	27	20	74	1	4	6	22	21	78
2	Business and Management	22	16	73	5	23	1	5	21	95
3	Engineering and other Science	35	24	69	9	26	2	6	33	94
4	Health and Allied Sciences	100	80	80	15	15	5	5	95	95
5	Planning and Welfare	26	17	65	8	31	1	4	25	96
TOTAL		210	157	78	38	18	15	7	195	93%

Source NACTE 2008

There is however unequal distribution of institutions geographically, thus giving rise to inequity of access considering the nature of transport facilities and the high cost of transportation. The main challenge here is mobilization of adequate resources to facilitate the establishment of a new institution in the Western part of the country.

The summary of enrolment is as shown in Table 11. In 2007/08, a total of 47,079 students were enrolled in technical education institutions of which 25,132 equivalent (53.4%) were female. Compared to the enrolment of students in

2006/7, there was an enrolment increase of 7,020 students which is equivalent of 17.5%.

TABLE 13: Summary of Enrolment in Technical Education Institution

S/N	Subject Board	Capacity	2006 Enrollment	2007 Enrollment			% Female	% Utilization	% Increase
				Male	Female	Total			
1	Agriculture, Natural Resource and Environment	4,335	2,906	2,471	971	3,442	28.2%	79.4%	18.4
2	Business Management	21,765	18,954	11,043	11,043	22,086	48.6%	104%	19.4%
3	Engineering and other science	9,109	5,378	4,591	985	5,576	17.6%	61.2%	3.7%
4	Health and Allied Science	8,595	7,154	2,735	5,010	7,745	64.6%	90.1%	8.3%
5	Planning and Welfare	10,400	5,664	3,665	3,938	7,603	51.8%	73.1%	34.2%
TOTAL		54,204	40,059	25,132	21,947	47,079	46.6%	86.9%	17.5%

Source; NACTE 2008

The engineering and other science category recorded the lowest increase of 3.0% followed by health and allied sciences. Others up the ladder were agriculture, natural resources and environment, followed by business and management and lastly the planning and welfare category. The least growth in the engineering category is to a large extent attributed to the inability of parents/students to meet course expenses at the recently established private institutions like St. Joseph College of Engineering, Kilimanjaro International Institute for Telecoms, Electronics and Computers, and the JB Institute of Information Technology.

This enrolment level is considerably too small to sustain social economic and technological development. This situation will have to be properly addressed in order to attain MKUKUTA cluster 1 goals. In an attempt to address the issue, 1800 scholarships were granted to ordinary diploma students studying at DIT, MIST and ATC through the then Ministry of the Higher Education Science and Technology. Similar arrangements were effected by other MDAs. The challenges include utilizing and expanding the infrastructure in the existing private institutions as well as expanding the physical infrastructure of the existing public institutions.

3.7.2.2 Quality Improvement

A total of 26 technical education institutions were inspected for registration and 19 technical education institutions were inspected for accreditation of which 9 were given full accreditation status, 11 provisional registration status and 3 were directed to address identified deficiencies. A total of 79 out of 210 institutions were accredited to offer competence based programmes. The slow rate of accreditation is attributed to the limited capacity of institutions in carrying out labour market surveys, curriculum development and to install quality assurance and control mechanisms.

Auditing the qualifications of teaching staff was also conducted in 2007/08. In the exercise 328 teachers were awarded full registration status and 150 teachers were awarded provisional registration. A database on information of qualified teaching staff was established at NACTE. Upon the completion of the ongoing ESMIS project, the relevant information will be easily available at MoEVT MIS. Analysis of the work force will be carried out in 2008/9. A summary of registered teachers is indicated in table 3.

Table 14: Summary of Registered Teachers as at June 2008

Subject Board	Institutes (No)	STATUS OF REGISTRATION		
		Full	Provisional	Total
ANE	15	165	23	188
BMG	8	119	58	177
EOS	14	231	64	295
HAS	30	144	8	152
PFW	11	181	44	225
TOTAL	78	840	197	1037

Source: NACTE 2008

3.8 Folk Education

3.8.1 Access and Equity

The targets were to provide training to 90,000 people from surrounding communities in FDCs by 2010 and to rehabilitate 58 FDCs by 2010.

The activities implemented in 2007/08 to attain the above targets include:-

- i) A total of 31,492 participants including 13,571 women were provided with employable skills in FDCs against 30,000 participants targeted for 2007/08. This was an increase of about 5%. This was also an increase of 13% as compared to 2006/2007 where by 27,907 participants were enrolled;
- ii) A total number of 31,492 participants (17,921 men and 13,571 women) against the targeted 30,000 participants (15,000 men and 15,000 women) were provided with skills and knowledge to enable them acquire self employment. All of them were provided with literacy skills, business and entrepreneurship management skills to enhance their income generating ability;
- iii) A total of 23 FDCs were rehabilitated to enhance accessibility and the teaching and learning environment; and
- iv) In addition, a total of 23 FDCs workshops were rehabilitated to ensure practicals are conducted appropriately.

3.8.2 Quality Improvements

To ensure knowledge and skills are delivered appropriately to the target groups the targets put forward and accompanied activities performed were as follows:-

Targets

- i) To train 300 FDS staff for career development by 2010;
- ii) To provide ICT and e government equipment to 58 FDCs by 2010;
- iii) To improve literacy education, technical and entrepreneurship skills and vocational guidance and to 30,000 women by 2009/10;
- iv) To provide business entrepreneurship and credit management skills to 600 graduates from FDCs by 2010;
- v) To provide teaching and learning materials in 58 FDCs by 2010; and
- vi) To provide training, care and support services to PLWHAs, widows and orphans provided through FDCs by 2010

Activities implemented in 2007/08 to attain the above targets include:-

- i) 22 FDC's staff facilitated for career training. 150 staff are targeted to be trained in 2008/09 ;
- ii) 11 computer sets for FDC's were purchased and distributed to FDCs to facilitate training, with the expectation that all FDCs will be reached by 2010;
- iii) 56 tutors from 25 FDC's and 4 Municipality CDO's went through training on counseling skills and needs assessment skills;
- iv) 58 FDC's were monitored and inspected as planned;
- v) Teaching and learning materials and assistive devices such as wheel chairs, (people with physical disabilities), spectacles, and lotions for albino and TV sets for people who have mental disabilities were purchased for 53 FDC's;
- vi) Credit management skills training done to 50 graduates to promote placement of graduates and effective self employment ; and

- vii) 28 FDC's staff were provided with work related services to motivate them to deliver their services properly;

3.8.3 Good Governance

To be able to prepare community-based institutions for other institutions and communities to emulate, the following targets were put forward: to facilitate three annual and 63 zonal FDCs principals' meetings by 2010, to recruit 20 accountants and 50 stores staff in 58 FDCs by 2010, and to facilitate 696 board meetings in 58 FDC by June 2010.

The activities implemented in 2007/08 to attain the above targets included:

- One annual and six zonal FDC's participants and community development officers meeting were conducted.
- 58 FDCs conducted one board meetings instead of 2 meetings as planned. Another meeting will be conducted in October after the Parliament session because Members of Parliament are members of the board;
- Two meetings with development partners were facilitated to promote education sector dialogue;
- 22 accounts and stores staff in 11 FDC's received professional and management training.

3.8.4 Monitoring and Evaluation

All 58 FDCs were inspected. This enabled the inspectors to provide required advice and learn about the challenges facing colleges, with the view to advancing measures to rectifying the situation.

3.8.5 Challenges

The main challenge that inhibited the implementation of activities was the partial implementation of the FEDP. If FEDP was implemented resources couldn't be a

major hindrance. For 2007/2008 FEDP indicated that 48,241 Million Tshs. was required to be able to finance the planned activities. The resources allocated were 3,868.7 Million Tshs. which is merely 8% of the requirements.

3.9 ESMIS

The Education Sector Management Information System (ESMIS) Program is implemented by the Government of Tanzania with Development Partners' (EC, UNESCO, UNICEF, and UNFPA) financial and technical support, within the overall framework of the Education Sector Development Program (ESDP) for 2008-2017.

Design of the ESMIS Program follows a standard methodology for information system development:

- Phase I (July 2007-June 2008): a one year consultative and participatory design phase. A Situation Analysis, undertaken during the first half of this phase has informed the program's design.² This phase culminated in development of a Medium-Term Master Plan and monitoring matrix.

- Phase II (July 2008-June 2009): Implementation of the Medium-Term Master plan upon validation by Education Sector Development Committee fora. The Master Plan will be institutionalized within the ESDP framework as a Medium-term ESMIS Plan for 2011-2017. Central MIS units for the sub sectors that present major weaknesses will be strengthened.

- Phase III (July 2009 – June 2010): Decentralization of ESMIS at all levels as per the Operational Master Plan and for all Education sub-sectors will be

² The Situation Analysis is included in the 'ESMIS Program Progress Report, December 2007'. While most stakeholder institutions were consulted during this process, some remain to be consulted during implementation of the Master Plan.

completed. The phase will also cover transfer of skills to all identified beneficiaries (staff and users of the new establishes ESMIS.) The Sector will also develop a fully operational and professional designed web-based data dissemination interface, e-mail library functions and e-governance services.

The Program's goal is: "Enhanced sector performance through implementation of an Education Sector-wide Management Information System (ESMIS) and development of national and sub-national capacities for evidence-based decision-making and planning".

Broadly, this goal combines two related priority strategies, outlined below: (a) the design and institutionalization of a sound information base which harmonizes diverse sub-sector MIS in a single system; and (b) the development of capacities at various levels in the administrative hierarchy to utilize the data generated by ESMIS and other sources for strengthened sector-wide planning and policy reform.

3.9.1 Achievements

- i) During the participatory elaboration of the Draft Master Plan, implementation of the first priority strategy (focusing on information system improvement, development and harmonization) has been initiated at national level;
- ii) A decentralization process has also recently been initiated through pilots in about 28 selected districts;
- iii) A flexible data base with user-friendly query capabilities has been used for 2008 basic education data collection and BEST production. It constitutes a foundation for harmonizing the whole system which will

- iv) A collaborative strategy between VETA and MCDGC, based on the use of a common data collection instrument and sector harmonized database, is being piloted. Implementation of a similar strategy had begun for Higher Education. Following the restructuring of the MoEVT;
- v) A Pilot Lifelong Learning MIS (LL-MIS) is integrated in the ESMIS programme (LL-MIS districts are part of the 28 selected districts for the decentralization pilot operation);
- vi) The capacity building strategy on education planning and M&E is based on a “learning by doing” education sector analysis exercise. This has been designed and will be implemented once all subsectors MIS are fully operational, as per the MoU; and
- vii) A list of indicators integrated in a monitoring tool has been validated and has been used in preparing the Education Sector Performance Report 2007/08.

3.9.2 Institutionalization

A series of meetings have been organised around the necessary institutionalization of ESMIS within ESDP. Terms of reference for the following structures are under validation.

Decision-making will be the role of ESDC and coordination will be the role of the ESMIS Sub-Committee which is temporarily located under the Quality Technical Working Group (QTWG) and will be mainstreamed into the ESDP Monitoring and Evaluation TWG within the Education Sector Development Programme (ESDP) for 2008-2017.

Technical implementation will be the role of the ESMIS National Technical Team (NTT) which will participate fully in technical capacity development where required, and in implementing key technical activities within the framework of the Draft ESMIS Master Plan.

3.9.3 Challenges:

There are two key challenges: how to finalize and speed up the validation of the Medium Term Master plan and how to speed up the implementation of MIS programme activities in the Technical and Higher Education subsectors as well as allied institutions.

3.10 HIV and AIDS in Education

The intent of the AIDS Programme is to equip all members of the ministry with knowledge, skills and attitudes to protect themselves and others against HIV/AIDS and reduce its impact on education delivery.

In the year 2007/2008; on Enabling Environment, 60 female teachers union leaders against the targeted 150 were trained on HIV/AIDS, Counseling and Life Skills advocacy in order to enable them inform relevant knowledge to others members of the teachers union. Likewise, Training of 150 secondary school teachers against the targeted 300 teaching HIV/AIDS topics to effectively teach the topics to the learners in newly opened secondary schools was done. Training of teachers in new schools is ongoing. On informing districts officials on MoEVT HIV/AIDS Programme interventions, 180 District Education Officers and District Planning Officers were advocated on MOEVT interventions in order for them to include in their District MTEF Plans.

On programme management; in order to equip learners with relevant knowledge, the Ministry printed and distributed in schools 135,000 copies of Peer Education books for Std 5, 6 and 7 and 10,000 assistive devices for Special Needs Education.

The unit also conducted a Situation Analysis Survey in 11 regions in Tanzania Mainland to map implementation of AIDS programme in the year 2003-07 in order to refine the development of the HIV strategic plan 2008 - 2012. Revision of the strategic plan 2008 - 2012 is on progress.

3.11 Gender Issues

Gender equity which is another important area for CCI, has major contribution to the achievement of access, equity and quality of education aimed at meeting the EFA targets and reduction of poverty especially for girls and women.

The Ministry's Gender Strategic Plan 2009/2013 was developed and is in the process of being shared in all respective ESDP for a. Gender sensitization posters (21,000) were prepared and distributed to all schools and colleges. The gender TOT Training was conducted in Central, North East and Eastern Zones.

National Consultative Meeting on re-entry policy for pregnant school girls was conducted to solicit public views on the issue. In addition the zonal consultative meetings on the problem of school girls' pregnancy have been conducted to all zones; its report has been processed and presented to MoEVT management. Zonal dissemination workshops were also conducted to solicit inputs for the consultative Report on Pregnant School Girls Problems, with policy draft to be completed in FY 2008/09.

3.12 Improving the Education Environment

In the year 2007/08, the Ministry of Education aimed at developing capacity for Teachers and Schools Inspectors on the importance of emphasizing Environmental Management and sustainable resources use to the learners. During FY2007/08 MoEVT conducted training workshops to teachers and school inspectors on how to use the Environmental Education Guideline for integrating environmental concepts in all subjects taught in primary schools. The training also enabled teachers to enhance networking and develop strategies on how to mainstream Education for Sustainable Development in daily teaching in order to meet the MDGs. At total of 200 teachers and 50 school inspectors were trained from three zones against the target of training 500 teachers.

The Ministry also prepared the Environmental Education Strategy 2008 – 2012. The strategy gives a brief plan to ensure that all levels of education emphasize the importance of environmental management and sustainable development.

The “Draft” of the fact sheet which will be used as a resource for teaching vocational skills subject in primary schools in the area of health and first aid, food and nutrition and agriculture and animal husbandry has been completed. The Fact sheet emphasizes the importance of environmental management and various ways of working on projects in order to generate income at some extent to reduce poverty and guide learners on generating income while managing the environment.

The Ministry is also among the Ministries which are implementing the dissemination of the Environmental Management Act of 2004 under EMA – ISP a programme monitored by the Vice President Office (VPO).

4.0 Financial Performance

During 2007/08 the national budget increased by 25% from Tshs 4,850,600 million Tshs. in the previous financial year to Tshs 6,066,800 million Tshs. The share of education in the national budget ³ was Tshs 1,100,188,396 million or 18.3% of the total budget compared to 18.8% in the financial year 2006/07. Despite the insignificant proportional decrease of 0.5% in the share of the budget, in real terms there was an absolute increase of 21%, from 912,015 million in 2006/07 to 1,100,188,396 million Tshs in 2007/08.

The financial review analysis in this document covers four Ministries;

- i. Ministry of Education and Vocational Training (MOEVT)
- ii. Prime Minister Office –Regional Administration and Local Government Authority (PMO-RALG)
- iii. Ministry of Community Development, Gender and Children (MCDGC)
- iv. Ministry of Higher Education, Science and Technology.

4.1. Allocation

The total budget of the four sub-sectors in 2007/08 was 1,100,188,396 million which was equivalent to 99% of the total education sector budget⁴. The respective percentage distribution was;

i. MOEVT (Vote 46)	265,767.9m	24.25%,
ii. LGAs (Vote 79 -89 &95))	538,465m	49.16%
iii. MCDGC (Vote 53)	3,372m	0.31%
iv. MHEST (Vote 68)	287,876m	26.28%

³ This figure includes the specific education sub-votes for basic education, tertiary & Higher education, Vocation and training plus other education budgets in other ministries.

⁴ *ibid*

In relative terms the largest beneficiaries for the education budget were Primary Education (49.1%), Higher Education (23.9%) and Secondary Education (15.7%) that jointly receive 88.7% of the budget. Compared with 2006/07, the three main sub-sectors –Primary, Secondary and Higher Education – all increased their shares of total spending. The share of Teacher Education, Vocational Training, Folk Development and Technical Education was less than 2% each (Table 13).

Table 15: Trends of Budget Allocation by Sub-sector

	2003/04	2004/05	2005/06	2006/07	2007/08
Primary Education	45.9%	63.1%	55.8%	53.9%	49.1%
Secondary Education	10.1%	15.0%	14.9%	13.2%	15.7%
Vocational Training	1.1%	0.8%	1.3%	1.2%	1.7%
Teacher Education - MoEVT	3.9%	0.9%	1.2%	1.1%	1.7%
Administration	6.4%	3.6%	3.9%	5.0%	2.7%
Folk Development	0.6%	0.2%	0.3%	0.3%	0.3%
University Education	21.8%	12.0%	16.9%	19.9%	23.9%
Technical Education	2.0%	1.1%	1.6%	1.6%	1.3%
Other Tertiary	4.9%	2.6%	2.9%	2.4%	2.6%
UNESCO Commission - MoHEST	0.1%	0.0%	0.1%	0.0%	0.0%
Science & Technology - MoHEST	0.7%	0.3%	0.5%	0.6%	0.5%
Administration - MoHEST	2.5%	0.4%	0.7%	0.8%	0.3%
Percent of Total Govt. Budget	12.6%	18.7%	17.4%	18.8%	18.3%

Source: Education Sector Review (2007) Aide-Memoire

Analysis of the trends in allocation indicates an increased emphasis in Secondary and Higher Education. Noteworthy, the administration budget share decreased from 5.8% in 2006/07 to 3% in 2007/08.

Higher Education received 27.9% of the increased allocation to the education budget followed by Secondary (18.4%) and Primary (17.9%) The budget allocated to Technical Education for 2007/08 decreased by 1.4%.

Item-wise the budget comprised personal emoluments (PE)⁵, other charges (OC) and development funds categorized under local and foreign components. Funds allocated to PE accounted to 47.6%, to OC 35.1 %, and to Development Local

⁵ It should be noted that the PE component of the HE institutions is not considered here. The ministry disburses the total budget to the universities without specification at the budget level of the PE, OC and Development funds.

funds 7.0%. Development Foreign funds constituted 10.4% of the education budget.

4.2. Expenditure

Available data show that funds release to the education sector in 2007/08 amounted to 108% of the budget and actual expenditures were 1,077,257 million Tshs 98.3% of budget allocations. The MoEVT received 21.0% of budget allocation, LGAs 53.03% and MCDGC 0.3% and MHEST received 25.7%. The proportion of foreign development funds released was 83.1% as compared to 92.3% for local development funds. The total amount allocated for Education recurrent expenditure for 2007/08 was Tshs 905,664 million. Out of this, 57% was for Personal Emoluments (PE) with 43% for Other Charges (OC).

The proportion of funds released varied in terms of release to different budget components and among various sub-votes. The Ministry is following its policies for the rapid expansion of education, including the expansion of secondary and higher education, whilst improving the quality at primary level. Analysis of the expenditures indicates that the rapid expansion of secondary education was partially financed with increased development spending in 2005/06. A total of 54,361 million TShs was allocated for Development Expenditure for Secondary Education in 2007/08 as compared to Tshs 70,992 million in 2006/07.

Table 16: Actual Expenditure by Sub-Vote in 2007/08

SCHEDULE 1		EDUCATION SECTOR FINANCING ANALYSIS FOR THE FINANCIAL YEAR ENDING 30th JUNE 2008						
VOTES		BUDGET	% of total budget	RELEASE	% released/ budget	% of total release	EXPENDITURE	% exp/released
46	MOEVTC	265,679.	24.24	231,700	20.97	20.97	231,222	99.79
	PE	103,552.50	38.98	99,321	95.91	42.87	97,882	98.55
	OC	51,856.80	19.52	39,653	76.47	39.92	40,634	102.47
	foreign dev	95,856.80	36.08	78,730	82.13	198.55	78,713	99.98
	Local dev	14,375.90	5.41	13,996	97.36	17.78	13,993	99.98
56	PMO-RALG(PEDP)	430		430		0.04	430	100.00
	Local dev	430		430			430	100.00
70 – 89 & 95	LGAs	538,465.00	49.14	585,968	108.82	53.03	558,781	95.36
	PE	415,178	77.10	455,513	109.72	77.74	455,513	100.00
	OC	92,300	17.14	99,468	107.77	16.97	99,468	100.00
	foreign dev	0	0.00	0		0.00	0	
	local dev	30,987	5.75	30,987	100.00	5.29	30,987	100.00
53	MCDGC	3,372.00	0.31	3,372	100.00	0.31	3,369	99.91
	PE	1,435	42.56	1,435	100.00	42.56	1,435	100.00
	OC	898	26.62	898	100.00	26.62	895	99.70
	foreign dev	0	0.00	0		0.00	-	
	local dev	1,039	30.81	1039	100.00	30.81	1039	100.00
68	MHEST	287,876	26.27	283,471	98.47	25.65	283,455	99.99
	PE	1,055	0.37	1,009	95.64	0.36	1,009	100.00
	OC	239,388	83.16	242,615	101.35	85.59	242,606	100.00
	foreign dev	17,895	6.22	15,802	88.30	5.57	15,802	100.00
	local dev	29537	10.26	24,045	81.41	8.48	24,038	99.97
TOTAL		1,095,822.90	99.96	1,104,941.00	328.26	100.00	1,077,257.00	97.49
TOTAL SECTOR BUDGET PER COMPONENT	PE	521,221	47.6	557,278	50.4	106.9	555,839	100
	OC	384,443	35.1	382,634	34.6	99.5	383,603	100
	foreign dev	113,752	10.4	94,532	8.6	83.1	94,515	100
	local dev	76,368.9	7.0	70,497.0	6.4	92.3	70,487.0	100
TOTAL		1,095,823	100.0	1,104,941	100	100	1,104,444	100.0

Note: Total does not include the budget allocated to Teachers' Service Commission

Table 17: Relationship Between Recurrent and Development Expenditure with Enrolment At Primary And Secondary Levels

PRIMARY		05/06	06/07	07/08	% increase 06/07 - 07/08
Gross Enrolment (Gvt)		7541208	7959884	8316925	4.5%
Expenditure		332,537	448,582	540,790	20.6%
o/w	Recc	295,846	397,637	520,219	30.8%
	Dev	36,691	50,945	20,571	-59.6%
Expenditure/capital		44,096	56,355	65,023	15.4%
o/w	Recc	39,231	49,955	62,549	25.2%
	Dev	4,865	6,400	2,473	-61.4%
SECONDARY					
Gross Enrolment (Gvt)		355188	490492	829094	69.0%
Expenditure		100,806	123,577	174,227	41.0%
o/w	Recc	36,463	60,933	103,757	70.3%
	Dev	64,343	62,644	70,470	12.5%
Expenditure/capita		283,810	251,945	210,141	-16.6%
o/w	Recc	102,658	124,228	125,145	0.7%
	Dev	181,152	127,717	84,996	-33.4%

BEST enrolment data, Current prices

At primary level, recurrent expenditure per pupil has increased in the last year and faster than inflation from 49,955/= to 62,549/= in 2007/08. However, in secondary schools, recurrent expenditure has not kept pace with inflation and has remained relatively static. However, the development expenditure decreased by 33% per secondary student from 127,717/= in 2006/07 to 84,996/= in 2007/08. This significant decrease is explained by the fact that the three tranche credit from the World Bank to finance SEDP activities elapsed in the previous financial year while the enrollment in Secondary School almost doubled as compared to 2006/07.

The Local Government Authorities (LGAs) received a total of 99,468 million TShs and spent all the resource released. These allocations are for non-salary uses in primary education, like the capitation grant etc. The capitation Grant per pupil in

primary education was 4,300/= per year in 2007/8, compared to targeted capitation grant of 10,000/= per pupil. This decrease on 2006/07 capitation grant expenditures this was partly due to increase in number of pupils in primary schools and stagnation of capitation grants allocation after the first phase of PEDP

Funds for PE were released in their totality while the release of funds to cover OC was at the level of 76.7% for MoEVT. MCDGC received 100% for both PE and OC. LGAs as well received 109.2% of the budgeted PE and 107.77% of the budgeted OC. MHEST received 95.64% of the PE budget and 101.35% of the OC budget. In relation to Local Development Funds, MCDGC received 100%, MOEVT 97.36%, LGAs received 100% and MHEST received 81.41%.

Expenditure across the four votes reached 97.5% of the released funds. LGAs expenditure was 95.36% whereas the expenditure at MoEVT, MHEST and MCDGC was close to 100%. At the aggregate level, PE, Development Local and Foreign funds were spent almost in their totality.

4.3 Revenue

The main sources of revenue for the MoEVT are fees collected at schools and colleges. By June 2008, the Institutions under MOEVT collected Tshs10,950 million. as fees which were retained and spent at institutional level. For higher education the figures have not been captured in view of transitional arrangement following the restructuring of the education sector. The revenue collected will be captured in the next reviews.

4.4. Challenges⁶

Despite a slight decrease in the relative share of the national budget, in real terms there was an increase of 21% of the budget relative to the previous financial year. However, there was a reduction in spending per capita due to increase in enrollment and responsibilities. On the average all the allocated funds were released of which 97.49% were spent.

Allocation to some education subsectors i.e. vocational, technical, folk education and teacher training is low and would require analysis of the needs and challenges of the sector and relate to the demand of the respective output. Of importance would be to analyze the labour market demand survey in order to address the needs.

The rapid expansion of all education subsectors continues to be a challenge in terms of fiscal space and implementability. A careful strategy to diversify funding, institute alternative channels for student loans and manage growth, particularly at secondary, technical and vocational, and higher levels of education is part of the ESDP plan.

5.0 Human Resources

Human resources are key to effective implementation of the education sector priority activities. The education sector employs human resources with diverse skills that should be updated regularly to cope with ongoing changes. The efforts encompass both, preparation of teachers and increased recruitments.

Tanzania, like other countries that have achieved rapid enrolment growth of primary education, is being confronted by the challenges of rapid expansion of the secondary and higher education sectors. Tanzania's secondary enrolments

⁶ This analysis is conducted without taking revenue received by the MOEVT into consideration.

have increased from about 430,000 in 2004, to about 1,222,403 in 2008- an increase by a factor of 2.8 over four years. The enrolment in the secondary education schools and in higher education institutions is projected to continue to grow rapidly, causing a critical shortage of human resources.

This shortage of staff continues to be one of the challenges facing the education sector as shown in the table 13. During the FY 2007/8, there were 16,597 Pre-Primary teachers of whom 1,834 were for non-Government Pre-primary schools. The situation in primary and secondary education is alarming where the required number of teachers are increasing rapidly from 24,329 in 2007 to around 48 000 in the year 2009. Teachers' shortages are more severe in rural areas, in science subjects and in English language.

The number of secondary schools increased from 3,485 in 2007 to 3,789 in 2008 thus calling for recruitment of additional support staff such as finance officers, librarians, and laboratory technicians. The major part of the vacancies (5,090) in the non teaching staff area is related to the secondary Education.

In order to promote efficiency and effectiveness, an optimal number of both teaching and non teaching staff is required. The Government of Tanzania has introduced different strategies against this critical shortage of human resources and has been increasing the preparation and employment of teachers at all levels. All this happens and runs accordingly through policies, strategies, programmes and acts which govern human resource like the Public Service Act, Standing Orders and Public Ethic Codes.

The total number of education sector personnel which includes teaching and non-teaching staff, managers for FY 2006/07 and 2007/08 in government schools is as follows:

Table 18: Staffing Levels in Government Schools 2007/08

SUB - SECTOR	Available number of teachers	Required number of Teaching staff 2007/2008	Deficit
	Total	Total	Total
Pre-primary	14,763	32,216	17,453
Primary	149,433	184,369	34,936
Secondary	24,971	51,794	26,823
Teacher education	916	835	81
Inspectorate	1,090	1,483	393
Folk Education	968	1,696	728
Higher Education	2,351	3,233	882
Technical Education	110	133	23
Non - Teaching Staff	3,003	8,775	5,772

Source: Reports from MOEVT, PMO-RALG, 2007/08

5.1 Government Strategy

The Ministry's strategy is to:

- (i) FAST Track the Posting of Teachers in schools immediately after completion of their course
- (ii) Implement the World Bank- assisted Science and Technology Higher Project for Higher and Technical Education, aimed at expanding the capacity for teacher preparation particularly in sciences, mathematics and languages.
- (iii) Implement the Teachers Development Management Strategy (TDMS)
- (iv) Intensify the theoretical part of the Teacher Training during the first year and introducing longer practical training in schools during the second year.
- (v) Enhance the capacity of OUT to provide distance education courses for upgrading "A" level graduates employees as secondary school teachers.
- (vi) Ensure that the salaries are available in due time
- (vii) Increase the budget to make sure that the Teacher accommodation is made available. In 2007/08 the Government allocated 13,509 Million Tshs. for the construction of 1,501 Teachers Houses.
- (viii) To improve teacher services and retention the secondary education has been shifted to the local government as part of the D by D programme.
- (ix) Preparation is underway to initiate the Higher Education Development Programme and the Technical and Vocational Education Programme
- (x) Establishment of University of Dodoma which is projected to enroll 40,000 students.

Table 19: Pupil Teacher Ratio (PTR)

Sub-sector	PTR for Government schools 2006/07	PTR for Government schools 2007/08
Pre-primary Schools		55:1
Primary schools	53:1	54:1
Secondary Schools	37:1	34:1
Folk Education	n/a	n/a
Vocational/technical	n/a	n/a
Higher Education (private)	28:1	
Higher Education (public)	20:1	

Source: BEST2008, BSHE2002/3 -2006/7

The PTR for pre-primary is 55:1 reflecting an acute shortage of teachers. More teachers will have to be recruited in order attain the desired ratio of 40:1.

There were 53 Teachers Colleges in 2007. Each college requires on average 12 facilitators/educators and 20 non teaching staff.

There are 363 educators in Folk Development College, whereas the requirement is 636, therefore the gap is 273. There are 605 non-teaching staff, the gap is 455 staff.

6.0 Sector Dialogue and Accountability

Sector dialogue and accountability are key aspects of good governance which ensures effective leadership and management of the sector. Effective educational outcomes require sector-wide coordination, a coherent approach to investment and performance management, and an integrated process from entry (pre-school) onwards. Last year the educational sector in Tanzania was dispersed

across a number of Ministries related to that and was coordinated by the Office of the Prime Minister (PMO). The Education Sector elements are currently situated within two Ministries namely Ministry of Education and Vocational Training (MOEVT) and Ministry of Community Development, Gender and Children (MCDGC). For folk education, taking into consideration such developments, the coordination function has now been entrusted to the MOEVT. The new Ministry structure has facilitated a more effective coordination of the sector.

The Government of Tanzania (GoT) has the mandate in terms of the education sector's governance and implementation. However, successful implementation will be achieved most effectively, justly and equitably by means of effective dialogue structures involving the GoT, Civil Society Organisations, educational professionals, Development Partners (DP), and the wider community.

An important element of the education sector dialogue is the committee structure. Joint working sessions between the Government, Development Partners and CSOs have been functioning. Further emphasis should be put on the joint structure placed under genuine senior government leadership. The participation of decision makers in the process will be strengthened. Intra and Inter-sectoral coordination has been strengthened. TWGs have been expanded to incorporate representatives from new departments. In addition, the ministry is working hand in hand with PMO-RALG, MoFEA, Planning Commission, PMO, MCDGC, DPs, CSOs and the community on the implementation of ESDP priorities including ESR, the ESDP main document and the ESMIS programme.

Implementation of the Joint Assistance strategy in Tanzania is also noted as a useful instrument regulating relationships between GoT and development partners. In this regard General Budget Support continue to be the preferred

funding modality. The Government has been assuming the leadership over managing all development processes as stipulated in the JAST document.

Many DPs have joined the education DPG and dialogue is through the troika structure of current, in-coming and out-going chair (currently SIDA, DFID, and EU respectively). It is the aim to have all DPs working through a single structure to avoid increase in transaction costs for the ministry.

6.1 Progress on Strengthening Participation of Domestic Actors in Planning and Decision Making Process

Planning and decision making are processes which involve participation of various actors from national to grassroots levels. The level and degree of involvement depends on the nature of the issue at hand. Various actors including domestic actors have been participating in planning and decision making processes as follows (a) at school level, school committees in primary schools and school boards at secondary schools have been mandated to plan, allocate resources according to their areas of priorities and supervise the implementation process; and (b) at district level, local authorities have been given mandate to employ, manage funds and are responsible for the human resources. In the Financial year 2007/08, responsibility for operations of secondary schools was transferred to the Local government Authorities (LGAs) as a way of strengthening planning and decision making for effective operation of secondary schools.

Civil Society Organizations also have been involved in the revision of Education and Training Policy (ETP 1995) by giving their views. This is an on-going process and is expected to be completed in FY 2008/09.

Regarding progress on information sharing, there has been information

sharing among various education stakeholders. These have been achieved through publications such as ESDP newsletter, calendars, brochures, projects and programme booklets, BEST, and committee meetings etc. In addition, the MOEVT website is in place whereby various education information such as functions of the ministry's departments, official/national examination results and Higher Education scholarships are available to all Tanzanians.

7.0 Way Forward

7.1 Education Sector Priority Areas for 2008/09 - 2010/11

1. To strengthen supply of qualified teachers across the country through construction of teachers houses in difficult environments and to expedite training and recruiting more teachers and tutors;
2. To strengthen the quality of and capacity in education through strengthened TRCs, and implementation of the Teacher Development and Management Strategy (TDMS); conducting regular and inclusive in service teacher training in Mathematics, Science and English Language subjects and promote reading culture among students, teachers and adult learners;
3. To improve the supply of textual and non-textual teaching and learning materials for regular students and students with learning disabilities, through the full provision of relevant financial resources including capitation grants at all levels;
4. To improve the teaching and learning environment at all levels through construction/rehabilitation of necessary learning infrastructure such as classrooms, libraries, laboratories, lecture theatres and sports facilities for both education and vocational and technical institutions;

5. To Strengthen data gathering, analysis and performance reporting through implementation of the Education Sector Management Information System (ESMIS) plan and capacity building on the same;
6. To strengthen education planning, budgeting and monitoring of disbursements, expenditures and results including undertaking financial audit and conducting regular finance tracking surveys and capacity building of key players at all levels. This will include conducting the PETSIDS in FY 2008/09.

7.1.1 Summary of Sub-Sector Priorities for FY 2008/09

The budget for FY 2008/09 is hinged on the priority areas identified in the ESDP plan and budget guidelines. It includes the construction of Primary and Secondary school teachers' houses; training of secondary school teachers, provision of teaching and learning facilities for secondary schools and higher learning institutions and rehabilitation of tertiary institutions.

It is assumed that the resource both from local, foreign and community sources will be available to improve and sustain the gains realized in the previous year.

7.2 Key Actions for 2008/09

Emanating from the priorities highlighted above, the following are the key actions for 2008/09 by sub-sectors.

7.2.1 Basic Education

- i) Develop the Early Childhood Development (ECD) Policy and Development of Early Childhood Development Guidelines;
- ii) Provide Development Grant to support community efforts in the construction of 5,732 primary classrooms;

- iii) Provide Development Grants for Construction of 21,936 primary school teacher's houses and construction of 726 secondary school teachers' houses;
- iv) Construction of 200 classrooms for A level;
- v) Construction and equipping of 46 laboratories;
- vi) Provide training to 18,000 pre-service and in-service teachers, for primary schools, 3,000 secondary schools licensed teachers and 240 teachers in special needs education; and
- vii) Upgrading of 400 Grade B/C teachers to grade A through modules.

7.2.2 Higher Education

- i) Provision of loans to 60,000 needy students in local higher learning institution and abroad;
- ii) Provide financial support to 14 Higher Education Institutions;
- iii) Provide sponsorship to 1,561 Medical Doctors students studying at Local Higher Learning Institutions and abroad;
- iv) Invest in priority disciplines for economic growth;
- v) Expand capacity for teacher preparation and for graduate studies in education;
- vi) Strengthening key higher education agencies and institutions;
- vii) Support design and piloting activities in system wide ICT and libraries; and
- viii) Develop and finalize the Higher Education Development Programme (HEDP/MMEJ)

7.2.3 Technical and Vocational Education and Training

The sub-sector will undertake the following to address TVET issues:

- i) Carry out needs assessment for the existing Vocational Education and Training Centres in 20 Councils by June, 2009;

- ii) Rehabilitate 3 VET Centres and Commence the construction of 25 VET centres;
- iii) Rehabilitation and expansion of physical facilities in existing Technical Institutions (ATC & MNMA) to accommodate increased enrolment;
- iv) Facilitate the upgrading of training at two Regional Vocational Training Centres to enable them offer technician programme;
- v) Develop a curriculum/bridging programme that will enable VETA graduates proceed with training at higher levels (Technician Training);
- vi) Analyze the results of the labor market survey for improved planning and pertinence of vocational education; and
- vii) Develop the Technical and Vocational Education and Training Development Programme.

7.2.4 Folk Education

The prioritized actions for folk education sub-sector include:

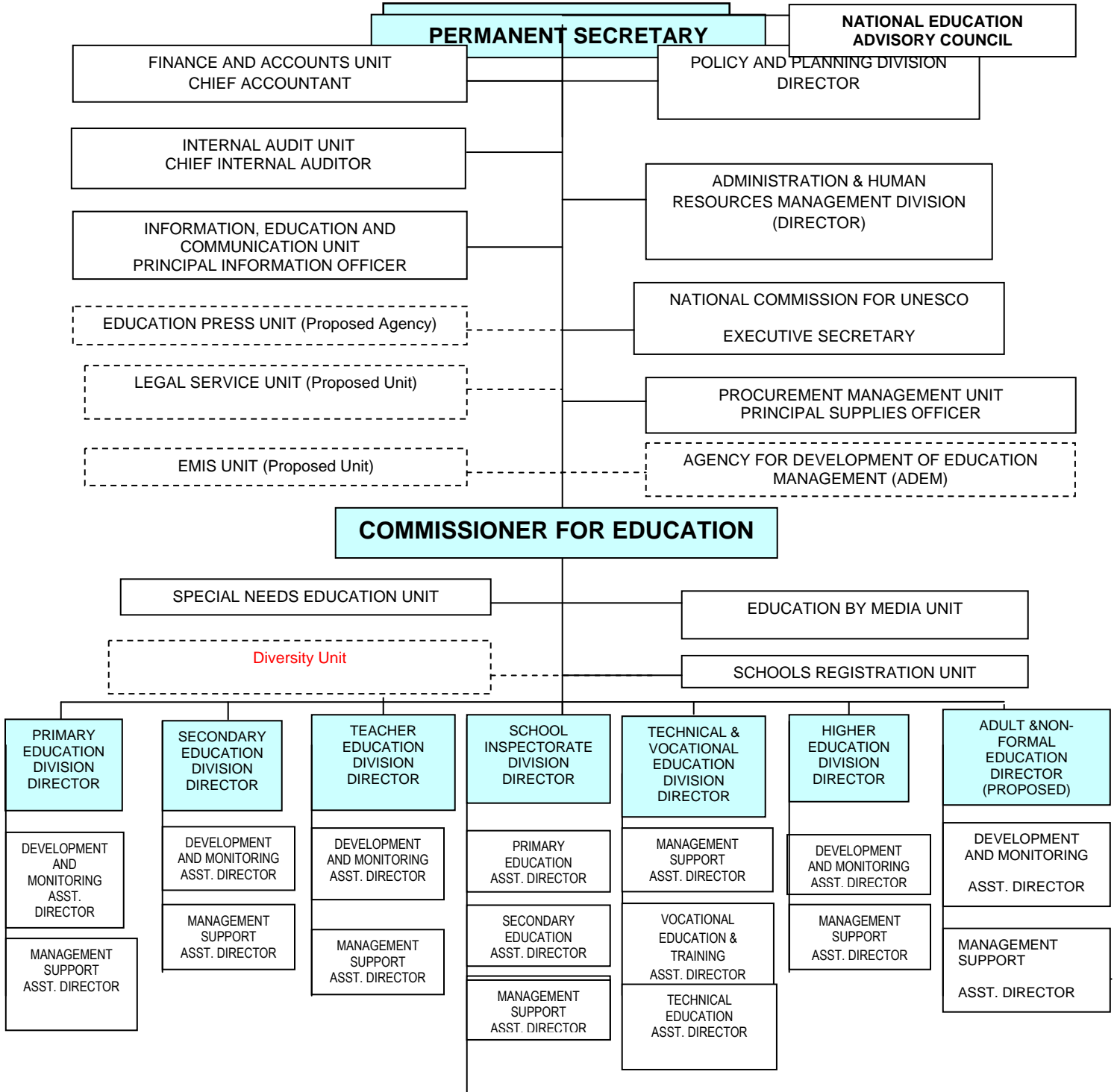
- i) Facilitate residential and outreach training for 30,000 participants;
- ii) Train 100 FDC's staff on various professional skills and refresher courses;
- iii) Improve ICT equipment and accessories to 30 FDCs;
- iv) Develop and install a harmonized Education Sector Monitoring System.
- v) Equip 58 FDC's with transport facilities.

7.3 Budget Guidelines FY 2009/10

Arising from the challenges highlighted in section 2.5, milestones and the prioritized action for 2008/09, the following are priority actions to guide the budget FY 2009/10;

- i) Expansion of facilities in Teacher Training Colleges to cater for expanded enrolment of student teachers;
- ii) Construction of teachers houses for both primary and secondary schools;
- iii) Construction of classrooms and laboratories for secondary schools;
- iv) Facilitation of training of adequate teachers for secondary schools abroad to supplement the domestic capacity;
- v) Provision of loans to need students
- vi) Rehabilitation and expansion of facilities in existing institutions both technical and higher learning institutions;
- vii) Rehabilitation, refurbishment and construction of VET Centres;
- viii) Establishment of new tertiary education institutions
- ix) Construction and refurbishment of community libraries;
- x) Implementation of the TDMS;
- xi) Implementation of Higher Education Development Programme and the Technical and Vocational Education Programme; and
- xii) Implementation of ESDP and development of the first three year costed operational plan through the RACEF TWG.

ORGANISATION STRUCTURE OF THE MINISTRY OF EDUCATION AND VOCATIONAL TRAINING



Evaluation of the Impact of the Primary Education Development Plan (PEDP) 2002-2006

The Government of Tanzania embarked on the Primary Education Development Plan (PEDP) towards the long-sought goal of achieving Universal Primary Education (UPE). The PEDP 2002 – 2006 was a sub component of the wider Education Sector Development Programme (ESDP), and had four strategic priorities: Expansion of enrolment; improving the quality of teaching and learning processes; building capacity within the education system and other public and private sectors with a stake in education provision; and strengthening the institutional arrangements that support the planning and delivery of educational services.

Phase One of PEDP came to an end in December 2006. Before embarking on the subsequent phases, a comprehensive assessment was needed to bring out what worked and what didn't as lessons learned for refining future programmes in the primary education sub sector. This involved assessment of the quantitative and qualitative impacts of PEDP.

The Terms of Reference for the impact assessment specified that three regions would be selected for the study to include advantaged and disadvantaged regions. Accordingly, the study selected three regions; one from each of the following groups: best performing regions after PEDP, the medium, and the poorest performing regions before PEDP. Performance, in this case, was defined by the net enrolment in primary schools. The following regions were then identified and selected, respectively: Kilimanjaro, Rukwa and Lindi.

It was further specified that from each of the selected regions, two councils - rural and urban, should be selected for the evaluation. Automatically, Moshi (U) for Kilimanjaro, Sumbawanga (U) for Rukwa and Lindi (U) for Lindi were included in the sample.

In each selected region, the worst performing district as at the beginning of PEDP was identified through the respective Regional and District Education Officers and clarification from the published Regional and District Data on Education (BEST). These are **Rombo** for Kilimanjaro, **Sumbawanga Rural** for Rukwa, and **Lindi Rural** for Lindi region. This structure of sampling provided two-points of time, i.e. before and after PEDP, ideal for an impact evaluation. In each selected district five schools were identified for interviews using the same approach.

Findings, Lessons Learned and the Way Forward

The impact assessment shows that the direct support-to-school approach in the primary education sub sector is more effective in delivery of the services compared to the earlier approach in which expenditure decisions were made and implemented either by the Ministry or Local Councils. The former approach undermined the role of schools and local communities in setting their priorities, planning and expenditure decisions. Surely, the impact of PEDP at school level is remarkable.

With the onset of PEDP, many classrooms have been constructed across almost all primary schools in Tanzania. Likewise, new teachers' offices and houses, toilet facilities have been constructed. In addition, rehabilitation of some of the old cum decaying school buildings has been carried out. These efforts have had significant impact on the physical appearance of schools, and thus increased teachers' morale and pupils like their schools than before.

Apart from construction, schools received capitation funds and procured teaching and learning materials, furniture, and funds to support school-based examinations and the general school administration. As schools got direct support, school committees became more active in school development planning, monitoring and supervision. Community awareness and participation in school affairs also increased.

PEDP provided in-service training for teachers and recruited and deployed new teachers to schools. The impact on the TPR ratio varies by districts and by schools depending on the initial situation and the impact of PEDP on school enrolment.

With the onset of PEDP school enrolment as depicted by both GER and NER increased. The latter reached 96.1% in 2006, which indicates that majority of children are now enrolled in schools at the right age than before. The then bad performing councils in school enrolment have had a big impact on enrolment that offset the PEDP achievement in other school indicators including TPR.

The dropout rate indicates a declining trend; fewer pupils dropped out of school in 2006 compared to the previous years. With regard to repetition, the study found that fewer pupils repeated grade in 2006 than the previous two years. But the trend however does not give us a conclusive answer with regard to the impact of PEDP on repetition rates because on average, the number of repeaters in primary school is increasing annually.

The PSLE pass rates for both females and males have recorded outstanding increase since 2003. The trend in the pass rate for Std. IV does not give a clear conclusion with regard to the impact of PEDP because the data for the pre-PEDP period are not available. But clearly, the pass rate stands at a higher point in 2006 compared to the year 2002 when PEDP began.

PEDP also recorded achievements in Non Formal Education, COBET in particular. The out-of-school children and youth were enrolled in school and were successfully mainstreamed after Std IV. A number of centres for ICBAE have also been established across the country.

Despite the outstanding achievements made under the phase one of PEDP, there remain outstanding gaps to address and deal with in the subsequent phases of PEDP.

More effort is needed to improve the teaching and learning environment

The actual number of classrooms available is only 55% of the total classroom needs, indicating a gap of 45% or 86,220 classrooms as indicated earlier. Likewise, the available teachers' houses are only 19% of the total needs, indicating a gap of 81% equivalent to 151,944 teachers' houses. The TPR, BPR and the EBPR are not yet down to the standard and desired ratios. Likewise, the school dropout rate and the repetition rates are still on the high side although are declining. Undoubtedly, more effort is needed to improve the schooling environment in the primary education sub sector.

Harmonize school committee and village government roles and work relations

Under PEDP, funds are directly transferred to school accounts, and thus bypassing the respective village government and the ward development committee for good reasons. These authorities feel that they are sidelined, and as a result, they are not as active as they should be as owners of the schools. The working relations between schools, village government and the ward development committee should be improved through more and open information sharing about school development planning, receipt of funds and expenditure thereof.

Deploy Ward Education Coordinators more efficiently

The ward education coordinators are not yet efficiently deployed. Their terms of work are not clear. Since training, supervision, regular inspection, auditing and advice are crucially needed at the grassroots level with the onset of decentralization of the procurement of school materials; the ward education coordinators could be used more efficiently to provide advise, guidance, consultation and supervision.

Ensure regular and effective school inspection including effective use of the reports

The study found that school inspection is not done regularly particularly in remote areas. Some of the visited schools had not been inspected for the last three years. But more important in school inspection is to expand the check list to reflect the recent development in school management and administration. This would make the inspection comprehensive. The reports of school inspection are rarely used as a planning tool for education management both at school and district level. There is a need for creating local demand of the inspection process and the reports.

Strengthen the audit unit of the LGAs

With the onset of the decentralized system of procurement of school needs, the audit capacity of the REO's office and district councils needs to be strengthened, so that auditing becomes regular and more frequent to track and address anomalies and misuse of education funds.

Strengthen the supervisory role of councillors and regional monitoring units

The study noted a number of anomalies with regard to the management and disbursement of PEDP funds. For example, one would imagine that with the regular meeting of the councillors, issues of PEDP funds would be presented discussed and councillors give directives accordingly. Unfortunately, this was not observed in all of the six councils visited. This raises an important question as to whether the council, in its current status, has the capacity to supervise sectoral policies and management of

funds in their respective districts. Persistent reallocation of earmarked sectoral funds by councils will misalign policy objectives as set by the respective ministries and public expenditure priorities at the grassroots level. This inconsistency will compromise attainment of MKUKUTA targets, MDGs and other development goals. Developing the capacity of LGAs to adhere to and monitor implementation of the government budget is crucial.

Provide legal protection to school commercial transactions

With the onset of PEDP, schools procure their needs through local tendering process. This has legal aspects as schools enter into formal contract with material and service providers. Accordingly, legal advice and training is deemed crucial. This should precisely be one of the roles of the council's legal officers who are yet to do so.

Rationalize deployment of teachers within districts

The findings of the impact evaluation have indicated that the teacher pupil ratio has improved in some districts and in others not. Also, the ratio differs between schools, with some having a lower than the required ratio of 1:45; and others have a higher ratio than the required. Clearly, there is a need for councils to redeploy teachers in order to achieve a balance in the teacher pupil ratio and minimize the observed disparities. Schools in remote settlements have fewer teachers than those located in non remote areas. A permanent solution to the problem of the avoidance of remote schools by teachers is to compensate for the additional costs and inconvenience arising from working in those areas. Computation of indices of remoteness by districts and by wards may be necessary to make this recommendation operational.

The current system of deployment of teachers does not take into account the long term experience and thus specialization acquired; teachers are deployed as if they can teach any of the current subjects in primary schools. In practice, this is inefficient use of human resource in the sub sector; not every teacher can teach Mathematics, and not every teacher can teach English either; and therefore deployment of teachers by counts only is misleading and less effective. Much as we struggle to upgrade teachers, we should also allocate them efficiently to ensure that specialization and experience are observed. A Teachers' Development and Management Strategy needs to be in place and provide recommendations on this issue accordingly.

Complete the unfinished classrooms and teachers' houses of phase one of PEDP

PEDP phase one left behind several on-going construction projects at school level. These could not be rolled over to PEDP phase two because of the changing priorities and the nature of the allocation of the development funds – that allocates classrooms and teachers' houses at fixed costs. Also, PEDP started in 2002 and ended in 2006, a period of five years for which costs of procurement of building materials and services changed over time. To complete the PEDP phase one unfinished business, schools should be allowed to use their PEDP two capitation funds earmarked for rehabilitation for construction accordingly. Alternatively, appropriate allocation can be made under phase two of PEDP. This needs evaluation and supervision by the respective councils. Otherwise, there should be a phasing out fund for the phase one of PEDP.

Assess and certify local contractors

The PEDP evaluation team observed that in almost all schools visited the quality of the floors of the classrooms constructed under PEDP is poor and has started to wear out. This raises a question as to whether quality standards can be met and adhered to by local contractors. There is a need of reassessing local contractors to determine their technical competence and their mortgages and financial positions that will guarantee quality services including payback in the case of unaccepted delivered services. Community contributions in the form of workmanship can also lead to poor buildings including the floors. Meanwhile, schools should be encouraged to use their PEDP two funds allocated for rehabilitation to redo the floors in the respective classrooms.

There is a general observation that the allocation of development grants under PEDP one was too inflexible between new construction and rehabilitation of school buildings. Several schools would prefer to rehabilitate their old and hard structures rather than concentrate on construction of just one or two buildings. Definitely, with appropriate assessment and guidance from council engineers, this would have been more efficient in improving the school teaching and learning environment than purely concentrating on new buildings and giving little attention to rehabilitation services. Thus, development funds allocated for construction of school buildings should also be flexible as far as rehabilitation is concerned.

Review the status of pure rural schools located in urban councils

The long term planning in urban councils envision becoming modern cities; and as such, a number of rural settlements have been earmarked and included in the urban setting for future development. The PEDP allocation of development funds biased against schools that are purely rural but earmarked and included in urban councils for future development. As a result, these schools did not benefit equally relative to their rural counterparts. Phase two of PEDP should find ways of addressing this anomaly.

Identify and mark school geographical boundaries to avoid intrusion and school land disputes

Schools and their respective communities should be sensitized and encouraged to identify their school boundaries to avoid intrusion and conflicts with neighbours. The process should involve communities, the school neighbours, and the school administration under supervision from the land department office of the respective council. This would pave way to land surveying and granting of title deeds for school's properties to the respective village government.

Build up community awareness on school academic performance in all grades

Community involvement in school affairs in many schools is limited to contributions in the form of labour, materials and cash. Many inquiries and queries revolve around such contributions and receipt of the same from external sources. Communities including school committees are not commonly used to discuss and inquire on performance of pupils in the different grades of primary education like Std 1, 2, 3, 4, 5, etc. In fact, performance in national exams is, in principle, determined by the continuous

performance of pupils in the lower grades. There is a need of instituting community-level quality enforcing mechanisms in all grades in primary schools. This would ensure local accountability to school performance and be able to assess performance of teachers individually.

Use an average score in Std. 4 as the pass mark rather than the current pass mark by subject

The current arrangement for promotion from Std 4 to 5 requires that a pupil gets pass mark of 60% in every subject of examination. A pupil failing to score 15 points out of the total of 25 points for each of the exam subjects cannot qualify for promotion to grade 5. This has been assessed as too demanding; and instead, there have been suggestions that the pass mark be based on an average pass mark of 60%. This would reduce repetition at grade 4.

Regularize reviews and changes in school curriculum

Schools have risen complains that frequent changes in school curriculum is costly on them both from purchase of new teaching materials and adaptation by teachers. Also, during the field visits for the impact evaluation study, it was learnt that the new school curriculum is yet to start in schools in Lindi Rural. This has implications on the performance of the respective pupils at Std 4 and further to the effective acquisition of the required knowledge in primary schools.

Provide Special Education for disabled Children

Public schools in rural areas do not have facilities and trained staff for special education for disabled children. This may be difficult to put in place in all schools. But having at least one boarding school for disabled children in every council and provision of needs accordingly would ensure that disabled children are not left out. There shouldn't be a separate school for them, but just expansion of one chosen school to ensure that they also mix with other children.

Sustainability of the PEDP achievements

Notwithstanding the outstanding achievements made under the phase one of PEDP, there remain outstanding gaps to address and deal with in the subsequent phases of PDEP. The actual number of classrooms available is only 55% of the total classroom needs, indicating a gap of 45% or 86,220 classrooms as indicated earlier. Likewise, the available teachers' houses are only 19% of the total needs, indicating a gap of 81% equivalent to 151,944 teachers' houses. The TPR, BPR and the EBPR are not yet down to the standard and desired ratios. Likewise, the school dropout rate and the repetition rates are still on the high side although are declining. Undoubtedly, more effort is needed to improve provision of primary education in Tanzania.

Sustainability of PEDP achievements entails that capitation funds continue to be sent to schools every year with adjustments for inflation accordingly; development funds continue to be sent to schools regularly; and active involvement, support and participation at all levels continue to be there. Therefore, we have resource constraint on

one hand and the need for commitments cum incentives to effective participation in the management of primary education on the other hand.

PEDP was largely financed by external resources. In the year 2007/08, government expenditure on primary education is expected to be more than six hundred billion TShs. This is 18% of the total government internal revenue in the last financial year, and about 14% of the projected government internal revenue in the financial year 2007/08. But as a proportion of the total government revenue for the year 2007/08, the share of the primary education sub sector is about 10%. Considering that SEDP and similar programmes on higher learning education are equally demanding, sustainability of the financing of primary education in the context of the modalities developed and adopted during PEDP may not be feasible in the foreseeable future. The development fund is particularly the major issue. With the current enrolment of about eight million pupils in primary education, the capitation grant of Tshs 10,000 requires about 80 billion Tshs per year. This appears to be sustainable, but without development grants, the teaching and learning environment will be overstretched by the rising enrolment in schools and the existing gaps that PEDP phase one could not bridge. Notwithstanding the gaps that could not be met by phase one of PEDP, more space and teachers are required to meet the expanding demand for primary education. The year 2007/08 government budget is about six trillions of which domestic resources are projected to contribute 4.4 trillions. Looking on internal resources alone, this implies a fiscal deficit of about 30% that needs to be bridged by external resources. In the last financial year, the actual gap was about 32%. Undoubtedly then, current internal government resources alone will not be able to sustain the current achievements of the primary education sub sector. Complimentary resources from other

PEDP Audit Executive Summary

1.1 Tasks Performed

In undertaking the audit of the Programme at the ministries we performed the following audit task/procedures:

- (i) Discussed with the MoEVT management on the status of implementation of the programme during the period under review.
- (ii) Obtained and reviewed the various programme documents in order to get an understanding of the functions and mode of operation of the programme.
- (iii) Obtained, reviewed and verified the statements of receipts and payments for the year under review to underlying records for each ministry involved, NECTA and TIE.
- (iv) Performed audit test and other procedures as per the terms of reference and agreed audit programme.
- (v) Discussed the findings and obtained responses from the ministries.
- (vi) Selected a sample of councils to be visited – in collaboration with MoEVT and PMO-RALG.
- (vii) Incorporated audit findings from the councils visited.
- (viii) Issued the final report comprised of the Statement of Receipts and Payments (with our opinion thereon) and Management Letter for each Ministry – section 3 to 8.

1.2 Audit Opinion

Detailed audit are included in each ministry's section of this report. The types of opinions issues for each ministry are:

- (i) Ministry of Finance: unqualified opinion.
- (ii) Ministry of Education and Vocational Training: qualified opinion. The qualification is based on limitation of scope due to *commingling of funds*.
- (iii) Prime Ministers' Office – Regional Administration and Local Government: qualified opinion. The qualification is based on uncertainty of the accuracy of fund balances, unsupported payments and missing payment vouchers.

1.3 Internal Control Findings

(a) Ministry of Finance

No reportable issues identified.

(b) Ministry of Education and Vocational Training

- (i) Some of prior year issues not implemented

- (ii) No evidence of review of bank reconciliation statements
 - (iii) Missing supporting documents
 - (iv) Inadequate imprest control procedures
 - (v) Mis-posting of expenditures.
- (c) Prime Ministers' Office – Regional Administration and Local Government**
- (i) Previous audit issues not yet implemented
 - (ii) Lack of supporting documents and missing payment vouchers
 - (iii) Payments on unbudgeted expenditure and on activities not related to PEDP.
- (d) Local Government Authorities**
- (i) Non disbursement of funds to schools
 - (ii) Delays in disbursement of funds and materials
 - (iii) Inadequate supervision of classroom construction
 - (iv) Lack of Council's Education Plan of Action
 - (v) Use of funds for non planned activities
 - (vi) Unsupported adjustments in cash book
 - (vii) Opening and closing fund balance not agreed to cash book
 - (viii) Incorrect bank reconciliation statement
 - (ix) Long outstanding cheques on bank reconciliation statements
 - (x) Inaccurate PEDP financial reports
 - (xi) Lack of expertise in EPICOR accounting software
 - (xii) Lack of supporting documents
 - (xiii) Poor control over imprests
 - (xiv) Payment made out of deposit accounts
 - (xv) Accrued expenses reported as payments
 - (xvi) Misallocation of expenditure
 - (xvii) Inventory items not booked in stores ledger
 - (xviii) Budget overrun on expenditure
 - (xix) Lack of evidence of competitive bidding
 - (xx) Payments made on profoma invoices.

1.4 Recommendations

We recommend the following to the ministries:

- (i) Implement audit recommendations as agreed
- (ii) Ensure that funds are spent on programme activities and as per approved budgets
- (iii) Improve accounting and record keeping system
- (iv) Follow up implementation of audit issues at the LGAs during inspections/review missions.

Annex 4: Cuban adult literacy project details summary

Cuban Adult Literacy Project Summary

The Adult Education Development Project (AEDP) for FY 2008/09 has been developed through intensive work and consultation processes in order to; (i) respond to the Tanzania-Cuba Agreement to assist Tanzania in her efforts to revamp adult education programmes and improve the internal efficiency of the education system, (ii) conduct SWOT analysis and recommendations of the Diagnostic Study on Adult Education conducted in four regions (Dar-es Salaam, Ruvuma, Dodoma and Mwanza in 2007, (iii) contribute to the implementation of the Primary Education Development Programme (PEDP), Adult and Non Formal Education Medium Term Strategic Plan, 2003/04-2007/08; and (iv) further strengthen the Education Sector Development Programme (ESDP). The policy framework supporting the development of this sub-sector strategy can be found in the Education and Training Policy (ETP) of 1995, Education Sector Development Programme (ESDP), the Primary Education Development Plan (PEDP), National Strategy for Growth and Reduction of Poverty NSGRP) popularly known by its Kiswahili acronym MKUKUTA (Mkakati wa Kukuza Uchumi na Kupunguza Umasikini), Tanzania Development Vision 2025, and Tanzania's commitment to international education targets, especially the Dakar Education for All (EFA) goals for 2015. Millennium Development Goals (MDGs) and Literacy Decade.

The overall objective of AEDP is to enhance provision of adult literacy in Tanzania through adaptation, integration and implementation of the "Yes I Can" Model. Specifically, the objectives are to demonstrate the effectiveness of the "Yes I Can" methodology in Tanzania's context; validate the T/L materials that will support the project and develop capacity for the generalization stage.

The main problem addressed by this project is that of the increasing levels of illiteracy among the youth and adult population (defined here as being of 15 years of age and above). Addressing these problems head-on is seen as an important step that can contribute to poverty reduction and sustained social and economic development of the country.

The beneficiaries of the project or target groups are mainly youth and adults. The groups will be attended through accelerated Adult and Non-Formal Education modalities, catering for their specific needs. The objective will also be to provide them with literacy and communication skills as well as life skills tied to livelihood and community development; thus contributing to the creation of a lifelong learning society, improvement in people's livelihood, and increased awareness and prevention of HIV/AIDS."

The project has four main components, in line with the key components of the PEDP and ESDP, which are: Access and Equity; Quality Enhancement; Capacity Enhancement and Development; and Post Literacy and Continuing Education. Each of these components has its priority areas and corresponding strategic objectives and proposed strategies to achieve these objectives.

In addition to these main strategies, the document calls for the clarification of institutional roles and responsibilities at various levels of the government, including the role of the civil society organizations (CBOs), especially at the implementation phase. It also advocates for transparent and effective administrative arrangements, and the strengthening of linkages with important support institutions such as the Institute of Adult Education (IAE), Tanzania Institute of Education (TIE), Vocational Training Centres (VTCs), National Literacy Centre (NLC) and the Folk Development Colleges.

One aspect that this project document stresses is that, for this project to be successful, the interdependence of sub-sectors within MOEVT must be recognised. Therefore, the establishment of mechanisms for a permanent and critical dialogue between sub-sectors of MOEVT is suggested in order to facilitate programme and activity co-ordination as well as sharing of information and resources towards common goals.

Adequate financing is crucial for improved access, equity and quality achievement in the implementation of the strategy. The main thrust of the Medium Term Expenditure Framework (MTEF) is to secure and sustain implementation and expansion of high quality adult education based on the experiences gained in implementing complementary basic education programmes such as Complementary Basic Education in Tanzania (COBET), Integrated Community-Based Adult Education (ICBAE) and Appropriate Cost-Effective Centres of Education within School System (ACCESS). A number of strategies have been proposed including use of PEDP funding arrangement, collaboration with Non-Governmental Organization/Community Based Organizations (NGOs/ CBOs), establishment/strengthening of credit schemes, use of district Trust Funds, increase in public funding and allocation to AE/NFE, community contribution and Donor support.

To implement the pilot stage of the project (using “Yes I Can” methodology) in the FY 2008/09, funds amounting to Tsh. 731,741,000/= will be required. Tsh. 400,000,000/= is expected to be allocated through the general budget support. Hence, the gap is TSh. 331,741,000/=

The spread of the cost estimates among the major categories of expenditure is as follows;

- Advocacy and mobilization - Tsh. 24,789,000 (3.4%)
- Teaching and learning materials - Tsh. 344,345,000 (47.1%)
- Human resources - Tsh. 91,281,000 (12.5%)
- Honoraria - Tsh. 28,320,000 (3.9%)
- Monitoring - Tsh. 22,785,000 (3.1%)
- Rehabilitation - Tsh. 220,221,000 (30%)

Total **Tsh. 731,741,000**