

**THE UNITED REPUBLIC OF TANZANIA**



**EDUCATION AND TRAINING SECTOR  
DEVELOPMENT PROGRAMME (ESDP)**

**Primary Education Development Programme II  
(2007 – 2011)**

---

**Basic Education Development Committee (BEDC)-**

November 2006

## **FOREWORD**

During the past five years (2002-2006), the Government has been implementing the Primary Education Development Programme (PEDP). The programme is an effort to translate Tanzania Development Vision 2025 and the Education and Training Policy 1995 into specific priorities and achievable targets in the medium term and to realise the goals and targets agreed upon in the year 2000 as set out in the Dakar Framework for Action on Education for All (EFA) and the World Summit Millennium Development Goals (MDGs). It was also aimed at ensuring that all people in Tanzania especially children, have access to basic quality education, as a right.

In order to attain the longer-term EFA goals, PEDP sought to achieve four main short-term objectives, namely enrolment expansion; quality improvement; capacity building and strengthening institutional arrangements. Implementation of the programme was facilitated by a favourable political climate and on-going socio-economic reforms. These include the Local Government Reform Programme (LGRP) aimed at decentralising decision making and management of resources, the Public Service Reform Programme (PSRP) aimed at streamlining the civil service for efficiency and effectiveness and the Financial Management Reform (FMR) for streamlining resource mobilisation and their effective utilisation. PEDP has been implemented when the sector-wide approach (SWAp) was in vogue.

The achievements recorded during the past five years under PEDP are impressive. Due to abolition of school fees and other factors, there has been a rapid increase in enrolment. The GER and NER improved from 84% and 65.5% in 2001 to 112.7% and 96.1% in 2006 respectively; the number of primary schools increased from 11,873 in 2001 to 14,700 in 2006; transition rate from primary to secondary school increased from 22.4% in 2001 to 49.3% in 2005; and a total of 50,800 under qualified teachers have been upgrading professionally to attain the minimum qualifications for Grade A teachers. These are but only a few achievement indicators. In fact these achievements have led to the public to demand a similar expansion at secondary education level.

Such achievements can sometimes lead to complacency. There is, therefore, need to take stock of the challenges during implementation of the programme. These challenges have been identified by different stakeholders at different levels as well as through planned annual reviews and the major broad-based consultative Education Sector Review carried out during 2005/2006. The challenges are many, but the key one is that unequal attention has been paid to enrolment expansion and other objectives, namely quality improvement, capacity building and institutional arrangements or management. The specific challenges are presented in greater detail in this document. Suffice it here to say that five years is too short a time to meet EFA goals and MDGs, hence the need for another five-year extension of the programme. This document presents the second phase of PEDP (PEDP II).

Based on the lessons learnt from PEDP I, PEDP II now has seven areas of focus. These are: (1) Enrolment Expansion with focus on ensuring Access and Equity; (2) Quality Improvement; (3) Capacity Building; (4) Cross-Cutting Issues; (5) Strengthening Institutional Arrangements; (6) Educational Research; and (7) Monitoring and Evaluation. This is a Government programme. It has been prepared in a participatory manner, involving the Government, Development Partners (DPs) and Non-State Actors. As stated in this document, implementation of PEDP II will also require the participation of all stakeholders.

I would, therefore, like to take this opportunity to call upon all communities, parents, Local Government Authorities (LGAs), Civil Society Organisations (CSOs), individuals and Development Partners to work in partnership with the Government to realise the objectives of PEDP II. We need to advocate for an education system which meets our needs, to facilitate change and secure a better education for our children and the future of Tanzania.

Hon. Margaret S. Sitta, MP

**MINISTER FOR EDUCATION AND VOCATIONAL TRAINING**

December 2006

DAR ES SALAAM.

---

**Contents**

	<b>Page</b>
Contents.....	I
Abbreviations .....	Iii
1.0 INTRODUCTION.....	1
2.0 POLICY CONTEXT .....	2
2.1 Development Vision .....	2
2.1.1 Tanzania Development Vision 2025.....	2
2.1.2 Education Vision.....	2
2.1.3 Tanzania Commitments to International Education Goals and Targets.....	2
2.2 National Strategy for Growth and Reduction of Poverty (NSGRP).....	3
2.3 Education and Training Policy (ETP) 1995 .....	4
2.4 Education Sector Development Programme (ESDP) 1997.....	4
2.5 Other Government Reforms.....	5
2.5.1 Local Government Reform Programme (LGRP).....	5
2.5.2 Public Financial Management Reform Programme (PFMRP).....	5
2.5.3 Public Service Reform Programme (PSRP).....	5
2.5.4 Joint Assistance Strategy in Tanzania (JAST).....	6
3.0 REVIEW OF PEDP I (2002 – 2006).....	6
4.0 PRIMARY EDUCATION DEVELOPMENT PROGRAMME II (2007-2011) .....	8
4.1 Enrolment Expansion ( <i>Access and Equity</i> ).....	8
4.1.1 Pre- Primary Education .....	8
4.1.2 Primary Education .....	11
4.1.3 Special Needs and Inclusion.....	16
4.1.4 Adult and Non- Formal Education (AE/NFE) .....	17
4.2 Quality Improvement .....	18
4.2.1 Human Resource .....	18
4.2.2 Curriculum Development and Implementation.....	19
4.2.3 Examinations and Assessment.....	21
4.2.4 School Inspection,; Recruitment and Training of Inspectors.....	21
4.2.5 Teaching and Learning Materials .....	22
4.2.6. Pre-Service and In-service Training (PRESET and INSET).....	23
4.3 Strengthening Capacity in Governance, Management and Monitoring.....	24
4.3.1. Governance and Management Training .....	24
4.3.2. Training in Monitoring and Evaluation including EMIS.....	25
4.3.3. Information, Education and Communication (IEC) .....	25
4.3.4. Financial Management Training .....	26
4.4 Cross Cutting Issues (CCIs) .....	27
4.5 Educational Research.....	28
4.6 Institutional Arrangements .....	30
4.6.1 Roles and Functions .....	30

---

	<b>Page</b>
4.6.2 Institutional Responsibilities .....	30
4.7 Monitoring and Evaluation.....	37
5.0 COSTING AND BUDGET FRAMEWORK .....	38
5.1 Costing of Primary Education .....	38
5.2 Budget Framework: Resource Available and Financing Gap .....	39
5.3 Funding Modalities .....	39
References .....	41
ANNEXES.....	42

---

## Abbreviations

ADEM	Agency for Development of Education Management
AE/NFE	Adult Education/Non-Formal Education
AIDS	Acquired Immunity Deficiency Syndrome
BEDC	Basic Education Development Committee
BEST	Basic Education Statistics in Tanzania
CBO	Community Based Organization
CCI	Cross Cutting Issues
CG	Capitation Grant
COBET	Complementary Basic Education in Tanzania
CPD	Continuous Professional Development
CPEE	Certificate of Primary Education Examination
DED	District Executive Director
DEOs	District Education Officers
DG	Development Grant
DPs	Development Partners
EE	Environment Education
EFA	Education For All
EMIS	Education Management Information System
ESD	Education for Sustainable Development
ESDP	Education Sector Development Programme
ETP	Education and Training Policy
FEDC	Folk Education Development Committee
FY	Financial Year
GBS	General Budget Support
GER	Gross Enrolment Ratio
GoT	Government of Tanzania
GPI	Gender Parity Index
GRP	Gender Responsive Pedagogy
HIPC	Highly Indebted Poor Countries
HIV	Human Immuno-deficiency Virus
IAE	Institute of Adult Education
ICBAE	Integrated Community Based Adult Education
ICT	Information Communication and Technology
IEC	Information, Education and Communication
IMSC	Inter-Ministerial Steering Committee
INSET	In-service Training
JAST	Joint Assistance Strategy Tanzania
LGAs	Local Government Authorities
LGRP	Local Government Reform Programme
MCDGC	Ministry of Community Development, Gender and Children
MDAs	Ministries, Departments and Agencies
MDGs	Millennium Development Goals
MHEST	Ministry of Higher Education, Science and Technology
MKUKUTA	Mkakati wa Kukuza Uchumi na Kupunguza Umaskini Tanzania
MLEYD	Ministry of Labour, Employment and Youth Development
MOEVT	Ministry of Education and Vocational Training
MoF	Ministry of Finance

---

MoU	Memorandum of Understanding
MPEE	Ministry of Planning, Economy and Empowerment
NACP	National Aids Control Programme
NECTA	National Examinations Council of Tanzania
NER	Net Enrolment Ratio
NGOs	Non- Governmental Organisations
NSAs	Non – State Actors
NSGRP	National Strategy for Growth and Reduction of Poverty
OVC	Other Vulnerable Children
PEDP	Primary Education Development Programme
PER	Public Expenditure Review
PF	Pooled Fund
PFPs	Pooled Fund Partners
PFMRP	Public Finance Management Reform Programme
PMO-RALG	Prime Minister’s Office – Regional Administration and Local Government
PRS	Poverty Reduction Strategy
PRE-SET	Pre-Service Training
PS	Permanent Secretary
PSRP	Public Service Reform Programme
RAS	Regional Administrative Secretary
RS	Regional Secretariat
SAP	Strategic Action Plan
STI	Sexually Transmitted Infections
SWAp	Sector-Wide Approach
TACAIDS	Tanzania Commission for AIDS
TDMS	Teacher Development and Management Strategy
TIE	Tanzania Institute of Education
THEDC	Tertiary and Higher Education Development Committee
TLS	Tanzania Library Services
TPR	Teacher-Pupil Ratio
UN	United Nations
UDSM	University of Dar es Salaam
UPE	Universal Primary Education
USD	United States Dollar
VET	Vocational Education and Training
WB	World Bank
WDCs	Ward Development Committees
WECs	Ward Education Coordinators
WSDP	Whole School Development Planning

## 1.0 INTRODUCTION

Tanzania has consistently focused its development strategies on combating ignorance, diseases and poverty. Investment in human capital is recognised as central to improving the quality of lives of Tanzanians and reduction of poverty.

The education reforms introduced in 1995 through a sector-wide development programme were aimed at addressing pertinent problems facing primary education sub-sector including low enrolment rates; crowded, poorly furnished and unfinished classrooms; shortage of teaching and learning materials including textbooks and non-textual materials; inadequate qualified teachers, lack of management and quality assurance training programmes; diverse and less relevant curriculum; increased poor attendance and dropout rates; low performance at Primary School Leaving Examination, gender issues and dreadful impact of HIV and AIDS.

At the time when implementation of PEDP I started in July 2001, for example, total primary school enrolment stood at 4,875,764 with Gross and Net Enrolment Ratios of 84.9% and 66.0% respectively. Performance of PEDP over the past five years are discussed under the section on Review of PEDP I. Generally, remarkable progress has been made during the plan period although a number of challenges still face the primary education sub-sector. These challenges are a threat towards realization of sub-sector targets enshrined in the MKUKUTA, Tanzania Development Vision (2025), EFA (2015) targets and the MDGs.

This Primary Education Development Programme, (PEDP II), is designed to address the critical challenges of the sub-sector with a focus of strengthening linkages within the basic education and education sector in general. PEDP II aims at building on the existing opportunities and macro-and overarching Government reforms of Public Service Reform Programme (PSRP), Public Financial Management Reform Programme (PFMRP) and Local Government Reform Programme (LGRP) just to mention a few.

PEDP II is a medium term (5 years) programme that focuses on seven strategic components at primary sub-sector namely (a) Enrolment expansion with focus on ensuring access and equity; (b) Quality improvement; (c) Strengthening capacities; (d) Addressing the cross cutting issues; (e) Strengthening institutional arrangements; (f) Undertaking educational research, (g) Conducting educational Monitoring and Evaluation.

The programme takes into account the recommendations from PEDP reviews of 1993 and 1994 and the Education Sector Review 2006. The priorities are in line with priorities as set out in the proposed 10 year plan of the education sector and determination of these priority components were done by various stakeholders including government, non state actors and development partners.

Implementation of this plan depends much on concerted efforts and participation of all key actors in pre-primary and primary education. Elaboration of roles and



responsibilities of all actors are spelt out in a number of PEDP II implementation guidelines that will be used hand in hand with this document. All actors are cordially urged to fulfill their responsibilities to make this programme a success so as to contribute towards attainment of EFA targets, MDGs and NSGRP targets.

## 2.0 POLICY CONTEXT

### 2.1 Development Vision

#### 2.1.1 Tanzania Development Vision 2025

Tanzania Development Vision 2025 accords high priority to the education sector which is considered to be pivotal in bringing about social and economic transformation, as described in the following statement:

*Education should be treated as a strategic agent for mind-set transformation and for the creation of a well-educated nation, sufficiently equipped with the knowledge needed to competently and competitively solve the development challenges which face then nation. In this light, the education system should be restructured and transformed qualitatively with a focus on promoting creativity and problem solving (URT 2000:19).*

#### 2.1.2 Education Vision

In response to Development Vision 2025, PEDP II focuses on the education component that aims at creating “a well-educated, knowledgeable and skilled Tanzanian able to competently and competitively cope with political, social, cultural, economical and technological development challenges at national and international levels”.

The Government seeks to provide equitable quality basic education and vocational skills to all. This is to ensure among other factors adequate provision of quality teachers, conducive environment for stakeholders willing to participate in providing education and vocational skills, efficient management in education delivery and conducive learning/teaching environment for students and teachers at all levels.

#### 2.1.3 Tanzania Commitments to International Education Goals and Targets

Tanzania is committed to Education for All (EFA) targets set by the 1990 Jomtien World Conference on Education for All. In its review of education progress since Jomtien, the 2000 World Forum in Dakar developed the Dakar Framework for Action with six specific targets as follows:-

- expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
- ensure that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free compulsory primary education of good quality;

- ensure that the learning needs of young people and adults are met through equitable access to appropriate learning and life skills programmes;
- achieve a 50% improvement in levels of adult literacy by 2015, especially for women and equitable access to basic and continuing education for all adults;
- eliminate gender disparities in primary and secondary education and achieve gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;
- improve all aspects of the quality of education and ensure excellence.

Tanzania's commitment to EFA targets is also reflected in its being a signatory to the United Nations Convention on the Rights of the Child, one of which is access to quality basic education. Moreover, international efforts towards the attainment of Universal Primary Education (UPE) is reflected in the Millennium Development Goals (MDGs) as advanced at the UN Millennium Summit in September 2000, with two major goals aimed at attaining universal primary education in all countries by 2015, gender equality and empowerment of women.

## 2.2 National Strategy for Growth and Reduction of Poverty (NSGRP)

The initial Poverty Reduction Strategy (PRS) was a medium-term strategy (2000/01-2002/03) which focused on:

- reducing income poverty;
- improving human capabilities, survival and social well being;
- containing extreme vulnerability among the poor.

In the 2004 Poverty Reduction Strategy (PRS) review, it was realised that poverty is multi-dimensional in nature and inequalities in various levels of income groups were still high. The attainment of poverty reduction targets would require much more resources, participation of several sectors and collaboration with a broader section of actors. The Government, therefore, introduced the National Strategy for Growth and Reduction of Poverty (NSGRP) to address the weaknesses inherent in PRS by focusing on the aspirations of the Tanzania Development Vision 2025 and adoption of the outcome approach which counts on the contribution of all sectors towards growth and poverty reduction

### **NSGRP Operational Education Targets:-**

- increase number of pre-primary children;
- increase NER from 90.5% in 2004 to 99% in 2010;
- increase percentage of children with disabilities in schools from 0.1% in 2004 to 20% in 2010;
- increase percentage of orphans and vulnerable children in schools from 2% in 2000 to 30% in 2010;

- at least 75% of boys and girls pass Primary School Leaving Examinations (PSLE) by 2010;
- achieve average daily attendance of at least 85%;
- improve learning environment of all children in schools with all educational institutions; safe, violence free, child friendly and gender sensitiveness;
- effective HIV and AIDS education, environment and life skills programs offered in primary; secondary schools and teachers' colleges;
- at least 80% of adults, especially women in rural areas are literate;
- reduced number of illiterate adults from 3.8 million in 2004/05 to 1.5 million by 2009/10; na
- reduced number of students in Complimentary Basic Education in Tanzania (COBET) from 234,000 in 2004/05 to 70,566 in 2008/09.

### 2.3 **Education and Training Policy (ETP 1995)**

ETP was formulated in 1995 with a desire to improve the provision and quality of education and training delivered in the country. The major objective of this policy is to achieve increased enrolment, equitable access, quality improvement, expansion and optimum utilisation of facilities, and operational efficiency throughout the education system, through enhanced partnership in the delivery of education, broadening the financial base and the cost effectiveness of education, and streamlining education management structures through the devolution of authority to LGAs, communities and schools. Other policy measures taken as a result of implementing PEDP 2002 – 2006 were the abolition of fees in primary schools and use of uniforms in Teachers' Colleges. While these changes in primary schools have resulted in considerable increase in pupils' enrolment, assurance of employment to teachers has been an attracting factor for many secondary school Ordinary Level graduates to join Teachers' Colleges. In line with these changes, were the abolition of academic up-grading courses in favour of professional up-grading course by primary school teachers which has encouraged the enrolment of Grade B/C teachers into the professional up-grading courses.

### 2.4 **Education Sector Development Programme (ESDP 1997)**

Following the ETP (1995), the Education and training Sector Development Programme (ESDP) as a strategy towards a Sector-Wide Approach (SWAp) to education development was initiated in 1997 and revised in 2001. The main goal of SWAp was to achieve the long-term human development and poverty reduction targets and to redress the problems of fragmented interventions through projects so as to promote the collaboration and partnership among all stakeholders, using pooled human, financial and material resources. This collaboration is hinged on planning, implementing, monitoring and evaluation of education delivery. ESDP objectives on pre-primary and primary education sub-sectors are

derived from the major objectives of ETP on improving the quality of the education process; increasing and improving access and equity for all children; decentralising the management of pre-primary and primary schools; devolving authority to local levels; and broadening the financial base for supporting education.

## 2.5 **Other Government Reforms**

### 2.5.1 **Local Government Reform Programme (LGRP)**

The Local Government Reform Programme (LGRP) is an on-going structural and institutional endeavour of the Government to decentralise powers and decision making of the Central Government to the Local Government Authorities (LGAs) with a view of improving performance in the delivery of social services. This effort complements the current Public Service Reform Programme (PSRP) and is set within this decentralised framework. LGRP is geared towards strengthening the capacities of staff through well established structures of the local communities to enhance planning, implementing, monitoring and evaluating the delivery of quality pre-primary and primary education. Delivery of pre-primary and primary education is compliant to the principle of decentralization by devolution. Implementation of most of PEDP II activities are vested within the Local Government and their relevant lower organs.

### 2.5.2 **Public Financial Management Reform Programme (PFMRP)**

Financial Management Reform Programme focuses on areas of budget and accounting reforms, external resources management, procurement, investment management and information technology. Under the reform, Intergrated Financial Management System (IFMS) is to be strengthened by expanding computerization system to cover all MDAs and Local Government Authorities to track expenditure, disbursements and expenditure in real time. Internal audit will be strengthened to ensure that there is adequate capacity to effectively undertake internal audit function at LGAs and schools and that audit committees in all MDAs and in the National Audit Office (NAO) are in place.

Transfers of health and education sector recurrent expenditure funds to the LGAs is based on a formular. Education transfers take into account school age population within the LGAs. Plans are under way to allocate education development budgets using a formular so as to make all disbursements to LGA more, transparent, predictable and objective. During PEDP II preiod education transfers' formular will be reviewed in order to have harmonized equitable distribution of resources across regions and LGAs.

### 2.5.3 **Public Service Reform Programme (PSRP)**

The purpose of the PSRP is to ensure that service delivery within priority sectors of the public service conforms to public expectations for satisfaction, relevance and value. The programme developmental objective is to improve accountability, transparency and resource management for service delivery in the public service.

#### **2.5.4 The Joint Assistance Strategy in Tanzania (JAST)**

This is a principle of development partnership relating to harmonize and align aid modalities so as to attain increased aid effectiveness, strengthened accountability and mutual trust and eventual reduced dependency. To achieve these goals, the Government has increasingly been encouraging Development Partners to channel their development assistance through General Budget Support (GBS) rather than project or sub-sector support/pooled funds. The main source of PEDP II funding will be the Government of the United Republic of Tanzania and partners supporting Tanzania's development agenda. To align with the JAST principles most of Development Partners who supported PEDP I through the pooled fund mechanism are finalizing the processes of joining the GBS funding modalities. However, the Government will be flexible to accommodate assistance from Development Partners who have not decided to join the GBS.

### **3.0 REVIEW OF PEDP I (2002 – 2006)**

The Government of Tanzania (GoT) embarked on a countrywide Programme (Primary Education Development Programme - PEDP) to ensure that every eligible child gets the best quality education. The programme is an outcome of Government's efforts to translate Tanzania's Education and Training Policy (ETP) and the Education Sector Development Programme (ESDP) goals into feasible strategies and actions for the development of primary education. In addition, the programme is a practical demonstration of the Government's commitment to international conventions and agreements regarding improvement of access, equity and quality of Basic Education.

The Primary Education Development Programme (PEDP) was launched in 2001 and its implementation started in January, 2002 with four main objectives namely: enrolment expansion; quality improvement; capacity building and strengthening institutional arrangements. PEDP (2002 – 2006) was formulated to attain medium term objectives and targets, as part of the long term objectives and targets of EFA goals to be realised by 2015.

The Government introduced Capitation Grant (CG) and Development Grant (DG) and abolished school fees and enrolment related contributions so that parents could enroll and ensure compulsory attendance of their children to school. Communities, on the other hand, continued to support schools in their localities as a way of complementing the Government's efforts. The HIV and AIDS, on the contrary, continue to seriously affect both teachers and pupils.

To-date, several monitoring exercises, two joint review exercises and one full education sector review have been carried out to ascertain the levels of achievement of the programme. Findings from those studies portray significant achievements and challenges with regard to PEDP I implementation.

Some key achievements realized by PEDP I are:-

- Primary school enrolment increased from 4,842,875 in 2001 to 7,959,884 in 2006. The GER and NER improved from 84% and 65.5% in 2001 to 112.7% and 96.1% in 2006 respectively. The Gender Parity Index (GPI) has remained at 0.99 over the same period.
- The pass rate at Primary School Leaving Examinations (PSLE) improved from 28.6% in 2001 to 61.8% in 2005.
- The transition rate from primary to secondary school increased from 22.4% in 2001 to 49.3% in 2005.
- The Book Pupil Ratio improved from 1:20 in 2001 to 1:3 in 2006.
- The number of primary schools increased from 11,873 in 2001 to 14,700 in 2006.
- The primary school curriculum has been revised to include aspects that are competency based and relevant to learners' needs and global challenges.
- A total of 50,813 under qualified primary school teachers have been upgraded professionally to attain the minimum qualification (i.e. Grade IIIA ).
- School committees and educational leaders at all levels were trained to enhance their capacities to manage primary education delivery.
- COBET was expanded to all regions LGAs whereby, out of the 1,283 Cohort II learners who sat for Primary School Leaving Examinations (PSLE) in 2004 and 2005 a total of 296 (23%) passed and were selected to join Form 1;
- ICBAE expanded from 80 centres in 2004 to 1,140 in 2005. Enrolment of learners expanded from 675,000 in 2004 to 1,892,368 in 2005;
- A total of 15,534 facilitators for COBET and 1,136 for ICBAE were trained in 2005.

Over the past five years, PEDP I focused mainly on enrolment expansion with little attention to quality aspects. As such, the programme still faces a number of challenges which hinder the attainment of delivery of primary education of good quality. These challenges include:-

- Inadequate inservice teacher training;
- Inadequate qualified teachers for pre-primary classes and primary schools;
- Undesirable Book-Pupil Ratio (BPR) of 1:3;
- Inadequate orientation of teachers on the improved curriculum and examinations and assessment systems;
- Poor working environment of districts school inspectorates;
- Shortage of teachers leading to undesirable Pupil-Teacher Ratio (PTR) of 1:52;
- Inadequate classrooms, teachers houses, toilets and furniture;
- Shortage of pre-primary classes and facilities;
- Inadequate inclusive facilities for pupils with special learning needs;
- Inadequate capacity in governance, management, monitoring and evaluation;
- Inadequate capacity of existing education system to address crosscutting issues including gender, HIV and AIDS and environment;

- to establish and sustain care and support services to AIDS victims in order to enable them effectively participate in the teaching and learning processes;
- Inadequate attention to promote gender responsive pedagogy;
- Undeveloped performance assessment mechanism; and
- Financing gaps due to unfulfilled commitments.

The Government recognizes that the existence of these challenges will hinder the delivery of quality primary education in Tanzania and the attainment of National Strategy for Growth and Reduction of Poverty (NSGRP) also known in Kiswahili as ‘Mkakati wa Kukuza Uchumi na Kupunguza Umaskini Tanzania’ (MKUKUTA) targets.

The Government, in its efforts to address these challenges, has, in consultation with stakeholders, developed the second phase of the Primary Education Development Programme (PEDP II, 2007 – 2011).

#### 4.0 **PRIMARY EDUCATION DEVELOPMENT PROGRAMME II (2007 – 2011)**

The preparation of PEDP II began in 2005, before PEDP I ended. Various stakeholders were involved at different stages in its formulation and implementation. In this document, it is expected that the implementation of key policy and strategic directions will still require further work to be done by developing and up-dating detailed strategies and work plans that will enable the development of Basic Education to be continuous and sustainable.

PEDP II has seven programme areas or components, namely, enrolment expansion (access and equity), quality improvement, strengthening capacity in governance and management, cross-cutting issues, strengthening institutional arrangements, undertaking educational research and conducting educational monitoring and evaluation. In this section each of these programme areas and related sub-components with their respective objectives and strategies are provided.

The Government recognises the existence of on-going innovative education improvement projects being implemented and supported by Civil Society Organisations (CSOs), the corporate sector and Development Partners, from which good lessons can be learnt. Efforts will be made during PEDP II to mainstream successful and useful innovations. The Government urges stakeholders whose projects cannot be mainstreamed immediately to establish links with PEDP structures to avoid duplication of efforts.

##### 4.1 **Enrolment Expansion (Access and Equity)**

Enrolment expansion, both at pre-primary and primary education levels, continues to be the highest priority component. The main thrust under this component is to ensure full identification and admission of all eligible children and their regular attendance.



#### 4.1.1 Pre-Primary Education

The Government's commitment is to ensure that pre-primary education is accessible and a basic right to every child as articulated in ETP (1995: 2–4).

The objectives of pre-primary education are to:-

- encourage and promote the overall personality development of the child, that is, his or her physical, mental, moral and social characteristics and capabilities;
- identify children with abnormal patterns of development or educational potentials and devise special programmes for them;
- mould the character of the child and enable him/her to acquire acceptable norms of social conduct and behaviour;
- help the child acquire, appreciate, respect and develop pride in the family, his or her cultural background, moral values, customs and traditions as well as national ethics and identity;
- provide the child with opportunities to acquire and develop communication, numerical and manipulative skills;
- prepare the child for primary school education.

To achieve these objectives, all LGAs are guided by the policy to make sure that each primary school has a pre-primary class and each head-teacher is required to make sure that there is a pre-primary teacher and classes which are well managed.

##### a) *Pre-Primary Enrolment*

The Government's intention to expand enrolment at this level of education is based on research findings which show that children who attend pre-primary schooling tend to be more highly motivated to learn at school than those who do not. In addition such children are more socialized and enjoy primary school activities than their counterparts.

The Government, therefore, has decided to implement its policy directive that requires each primary school to have a pre-primary class admitting 5-6 year olds. In the meantime, the MOEVT will consult the Ministry of Community Development, Gender and Children (MCDGC) to harmonize the pre-primary and pre-school going age as recommended by the Education Sector Review (ESR) 2006. Given that distance from home to school can prohibit access by children living in difficult and hard to reach areas and those with any form of disability, a pre-primary option that includes parent education, community based pre-schools/pre-primary classes and even home-based pre-schools can be viewed as a network of support services that widen the reach to all children.

In achieving the targeted enrolment, especially reaching the disadvantaged, the Government adopts the following strategies:-

- Maximize utilization of existing pre-primary school facilities to accommodate all eligible pre-primary school children by 2011;

- Urge LGAs and communities to ensure that a pre-primary school/class is attached to each primary school in their areas of jurisdiction by 2011;
- Prepare in a collaborative manner the development of curriculum and curriculum materials, manuals, and guidelines for pre-primary schools and classes;
- Prepare pre-primary education management manuals for pre-primary schools and centres;
- Use a multi-media public Information Education Communication (IEC) campaign to sensitize all education actors at all levels on the need to expand pre-primary education;
- Ensure the participation of all actors in the provision of pre-primary education.

<b>Pre-Primary Enrolment Targets:</b>	2007: 791,560
	2008: 1,033,376
	2009: 1,399,096
	2010: 1,894,337
	2011: 2,043,984

#### b) *Teacher Training and Recruitment*

Under PEDP I, the Central Government through MOEVT provided the necessary policy framework and encouraged the private sector ownership and management of pre-primary schools. Further, the Government encouraged the private sector to invest more on training teachers by establishing and managing teachers training colleges in line with Government policies and curricular requirements.

#### *Objectives*

The objectives for teacher training and recruitment during PEDP II are to:

- improve the teaching competencies of pre-primary school teachers;
- train and recruit adequate number of pre-primary school teachers;
- reach a Teacher-Pupil Ratio (TPR) that will effectively accommodate enrolment increases as well as reinforce quality learning.

#### *Strategies*

- Enforce criteria that are effective in selecting male and female teacher trainees of high quality and good career prospect;
- Target achieving a TPR of 1:40;
- Orient and build capacity of pre-primary school teachers;
- Provide adequate in-service training to pre-primary teachers;
- Sensitize education actors at the LGAs and the community on the importance of pre-primary education;
- Ensure gender balance during distribution of trained pre-primary school teachers;

- Promote participatory teaching and learning which will increase gender responsive pedagogy, teacher-pupil contact, friendly atmosphere and a two-way-traffic teaching through effective classroom interaction, assessment, management and supervision.

c) *Construction of Pre-primary School Classrooms*

Classrooms for pre-primary schools will be given appropriate consideration.

*Objectives*

The main objective is to make sure that all pre-primary classes are conducted in quality classrooms.

<b>Pre-Primary Classroom Construction Targets:</b>	2007:	-
	2008:	5,732
	2009:	5,732
	2010:	5,732
	2011:	688

*Strategies*

- Ensure that every primary school has at least one classroom for pre-primary education;
- Provide Development Grant (DG) to support community efforts in the construction of pre-primary classrooms;
- Sensitize the community to participate in the construction of pre-primary classrooms;
- Encourage religious and other civil society organisations to participate in the construction of pre-primary school classrooms.

#### 4.1.2 Primary Education

a) *Enrolment*

The Government will continue to implement compulsory enrolment and attendance of all school-age children paying special attention to the aspect of equity to ensure that orphans and Other Vulnerable Children (OVC) such as street children, victims of child labour, the girl child, children with disabilities, children from poor families and from pastoralist and hunter-gatherer communities and those living in difficult and hard to reach areas enrol, attend and complete primary education.

*Objectives*

- To enrol all 7-year old children, (6-year old girls), into Standard I by 2011;

<b>Enrolment of Standard 1 Pupils Targets:</b>	2007:	1,166,737
	2008:	1,197,459
	2009:	1,232,569
	2010:	1,319,478
	2011:	1,383,752

- To enrol over-age (8-13 years) children by 2007 who for some reasons were never enrolled;
- To ensure that the formal school system is able to cater for all school-age children;
- To ensure that all children from difficult and hard to reach areas, orphans and those with disabilities are enrolled.

#### *Strategies*

- Continue abolishing enrolment and attendance related fees and other mandatory contributions so that every child is assured of primary schooling as a basic right. LGAs will be required to ensure that school development contributions are made by all communities owning the primary school and that no child-boy and girl is denied schooling including participation in school activities because of inability of his/her parents to pay the agreed contributions.
- Establish a care and support scheme to meet basic requirements for the education of disadvantaged children, orphans and children with disabilities;
- Undertake a multi-media public Information, Education and Communication (IEC) campaign to sensitize education actors and stakeholders at all levels about PEDP sustainability and its implications;
- Construct adequate classrooms to get rid of overcrowded classes;
- Ensure recruitment of adequate number of teachers to attain the desired Teacher-Pupil Ratio (TPR) of 1:40
- Enforce compulsory enrolment and attendance regulation;
- Establish strong school committees to manage and monitor the achievement of the enrolment objectives and targets.

#### b) *Teachers' Training, Recruitment and Deployment*

Since the beginning of PEDP in 2001, a total of 43,370 primary school teachers have been recruited. However, given enrolment surge during this period, the TPR has not improved to reach the targeted ratio of 1:40. So far the TPR is at 1:52. The Central Government will, therefore, continue to train adequate numbers of pre-service male and female teachers in order to match with the pupils' enrolment increase and staff attrition rates as a result of such factors as retirement, AIDS-related deaths and normal teacher mobility.

#### *Objectives*

To attract adequate numbers of Form 4 graduates with good grades to join pre-service teacher training courses and abolish teacher-recruitment barriers and bureaucracy by directly placing teachers to LGAs with shortage of teachers immediately after training; and increase teacher-pupil contact time through effective teacher management and supervision

*Strategies*

- Select male and female ex-form IV students who have scored Division I-III at Certificate of Secondary Education Examinations for Grade A teacher training and resume a two-year comprehensive training of Grade A pre-service teachers;

<b>Pre-service Teachers Training Targets:</b>	2007: 7,335
	2008: 14,750
	2009: 15,783
	2010: 13,642
	2011: 9,700

- Continue with redeployment, decentralised appointments of teachers and where necessary apply double shift teaching;
- Attain and maintain the teacher-pupil ratio of 1:40 so as to accommodate enrolment increase as well as reinforce quality education delivery;
- Provide incentive package to teachers, with special emphasis to those in the difficult and hard to reach areas and provide good career prospects and better terms of service to teachers;
- Maintain the minimal school instruction time at 20 hours per week;
- Increase the number of female teachers in rural areas so as to ensure an equitable and gender-balanced distribution of trained teachers;
- Establish a formal mechanism for supporting and mentoring newly recruited teachers.
- Finalize and implement the Teacher Development Management Strategy (TDMS) for teachers' recruitment, training and retention

<b>Primary School Teachers Recruitment Targets:</b>	.2007 Nil
	2008: 7,335
	2009: 14,750
	2010: 15,783
	2011: 13,642
	2012 .....9,700

c) *Construction of Primary School Classroom*

Construction of classrooms for primary schools will be given priority in order to make the school environment conducive for effective learning and teaching. The Government will carry out a demand-driven programme in construction of primary school infrastructure. This will include construction/rehabilitation and regular maintenance of classrooms, teachers' houses, sanitary facilities and supply of furniture for primary schools using a Development Grant (DG).

*Objectives*

The over-riding objective of the Government's is to improve the quality of infrastructure in primary schools by developing and carrying out construction programme and inculcating regular maintenance culture among key players in PEDP especially at the LGAs and grassroots. The key PEDP implementers are Local Government Authorities (LGAs) and School Committees. The whole school development plan will be a guide to the disbursement of funds to schools.

<b>Primary School Classrooms Construction Targets:</b>	2007:	2,303
	2008:	10,753
	2009:	10,753
	2010:	10,753
	2011:	10,753

*Strategies*

- build new schools and/or classrooms so as to reduce overcrowded classrooms to attain a class size of 1:40;
- complete un-finished classrooms constructed during PEDP I;
- phase out double shift teaching especially in urban areas by 2010;
- rehabilitate the existing classrooms at the rate of 3% annually;
- replace old and dilapidated or rundown classrooms with new classrooms so as to make learning environment attractive;
- provide technical support to School Committees which are responsible for construction and management of PEDP funds at school level; and
- mobilize communities and Non State Actors to participate in the construction and rehabilitation of classrooms.

d) *Construction of Teachers' Houses*

PEDP recognizes provision of teachers' houses as an incentive for teachers in particular to those employed and deployed in the difficult and hard to reach areas. This plan indicates that 50% of the new recruits will be provided with housing.

<b>Primary Schools Teachers' Houses Targets:</b>	2007:	2,183
	2008:	21,936
	2009:	21,936
	2010:	21,936
	2011:	21,936

*Strategies*

- Provide DG for construction of teachers' houses especially in remote areas
- Mobilize school communities, Village/Mtaa Government to participate in the construction of teachers' houses

- Mobilize and appreciate the contribution of Non State Actors to take part in the construction and rehabilitation of teachers' houses.
- Encourage teachers to build their own houses in areas close to their schools.

e) *Construction of Pit Latrines*

Pit latrines are essential facilities in order to maintain sanitation and hygiene in school. The Government in collaboration with the community will continue to construct pit latrines required to attain the required standards.

*Objectives*

To sustain attendance and reduce dropouts especially for girls as well as maintain pupils' health and school sanitation through provision of adequate and clean sanitation facilities and toilets/pitlatrines.

<b>Primary Schools Pit Latrines Construction Targets:</b>	2007:	56,500
	2008:	17,864
	2009:	17,864
	2010:	17,864
	2011:	17,864

*Strategies*

- Ensure that adequate pit latrines with adequate facilities for female pupils are constructed to attain the desired pit latrine pupils ratio of 1:20 for girls and 1:25 for boys;
- Provide sufficient funds for construction of pit latrines;
- Sensitise communities to participate in construction pit latrines at school.
- Provide incinerators or other disposal facilities to permit female pupils manage biological needs.

f) *Construction of Water Points*

Clean and safe water which is essential for human life will be supplied to schools lacking such facility. This will be done in collaboration with LGAs and communities around the schools. The Government will provide Tshs.1.0m per school for construction of water point.

*Objectives*

To maintain pupils' health and sanitation within the school environment and reducing dropouts especially for girls through provision of clean and safe water.

*Strategies*

- Mobilize communities to participate in construction of water points at every school;

- Support schools in construction of water points by providing Development Grant;
- Provide rain water harvesting facilities such as gutters and water reserve tanks.

g) *Supply of Furniture*

The supply of desks and chairs in pre-primary and primary schools will continue to be the role of the Government and community. The Joint PEDP Review Report (2004:28) indicated that only 50% of the primary school pupils sat on desks. This situation interferes with the delivery of quality education and therefore requires to be seriously redressed.

*Objectives*

- To provide conducive teaching and learning environment in order to contribute to the quality delivery of primary education and motivate pupils attendance and effective teaching and learning.

*Strategies*

- Inculcate the culture of taking care and maintenance of school facilities;
- Ensure replacement of basic furniture at the rate of 3% annually;
- Ensure adequate supply of furniture to every school.

Year	Pre-Primary School Furnitures Targets		Primary Schools Furnitures Targets	
	Teachers Chairs	Desks	Teacher Chairs	Desks
2007	788	-	5,400	56,500
2008	3,328	40,200	20,800	131,200
2009	3,870	50,600	30,320	131,230
2010	6,410	55,100	24,700	142,800
2011	7,952	55,100	23,600	166,180

#### 4.1.3 Special Needs and Inclusion

The concept of special needs arises from the difficulties that children and young people experience in learning during their education career, both short-term and long-term. The difficulty may arise from social, psychological, cultural and physical (disability) factors. The Salamanca Framework of Action for Special Needs (UNESCO, 1994) urged all countries to ensure that children with special needs are enrolled and attend the local neighbourhood regular community school to promote inclusive education.

The concept of inclusive education focuses on society's willingness to meet the learning needs of all its members in their locality. In practical terms, inclusive education relates to the opening up of all regular school and out-of-school programmes to welcome, accommodate and meet the learning needs of all members of the local community. It demands that schools should place special needs at the centre of their development planning in order to accommodate diversity in the school population and



seeks to improve the learning outcomes of students in academic achievements, social skills and personal development.

In order to meet the special learning needs of children in regular schools, the Government will ensure that at least one teacher at each primary school is trained in special needs and inclusive education, specifically Tanzanian Sign Language (TSL), Braille typing, preparing tactile diagrams and maps, taking ear mould impressions and producing ear moulds and fitting hearing aids. The pre-primary and primary teachers' training curricula will provide skills to identify children with special needs. Nevertheless, pre-primary school teachers will need capacity building on how to identify children with these needs. Adequate teaching and learning materials will be supplied to ensure effective teaching, hence improve performance of pupils with special needs.

#### *Objectives*

To enrol all pupils with special needs in pre-primary and primary schools or in special needs units as well as enhance capacity for primary school teachers and education leaders at community level to manage pupils with special needs.

#### *Strategies*

- Ensure identification of children with special educational needs;
- Sensitize communities and teachers to understand the importance of educating children with special educational needs especially girls as a strategy for reducing vulnerability to exclusion, neglect and abuse;
- Prepare a Code of Conduct for Special Needs defining roles of different stakeholders, e.g. teachers, parents, community, different professionals in identification, assessment, referral, care and support, developing Individualised Education Plans (IEPs), collaborative planning and teaching;
- Develop clear Terms of Reference (ToR) for teachers specially trained in special needs with a focus on working with regular classroom teachers;
- Monitor attendance and performance of male and female pupils with special education needs;
- Ensure adequate availability of appropriate equipment and teaching and learning materials;
- Improve school infrastructure by making them friendly to pupils with disabilities;
- Develop an Index of Inclusive Education for Tanzania;
- Empower schools to plan for inclusion through the whole development planning process; and
- Promote roles of the existing special schools and units to become specialized centres for supporting regular schools in their catchment areas.

#### **4.1.4 Adult and Non-Formal Education (AE/NFE)**

Adult and Non-Formal Education is a systematically organised, educational activity carried outside the framework of formal education system to provide selected types of learning to particular sub-groups in the population including adults, youths as well as children. The overall objective is to ensure that out-of-school children, youths and adults, including girls, women and disadvantaged groups have access to quality basic learning opportunities. According to AE/NFE Medium Term Strategy (2003/04 – 2007/08), the intention is to improve the literacy level by 20% by 2008 and reduce the backlog of out-of-school children by mainstreaming the 11-13 years old of the targeted groups into the formal primary schools.

### *Objectives*

To enhance access to basic education for out-of-school children, illiterate youths and adults including those with special learning needs by enrolling all out-of-school children; youths; and adults in NFE centres linked to primary schools, with a view to achieve EFA and NSGRP targets and expand basic learning opportunities

### *Strategies*

- Strengthen MOEVT and PMO-RALG collaboration in conducting monitoring and evaluation of NFE Medium Term Strategy implementation;
- Ensure LGAs' maximum utilization of existing community structures/buildings and other facilities to accommodate AE/NFE learners;
- Conduct needs assessment and take stock of available opportunities and resources for providing education to out of school children, youths and adults and with special learning needs by 2008;
- Ensure LGAs include AE/NFE in their education planning and budgeting to be able to pay at least Tshs. 20,000.00 per month as honoraria to teachers in adults education centres as well as provide teaching and learning materials.
- Ensure gender parity in participation of male and female adults in AE/NFE programmes.

### *Targets*

- To enrol existing 234,331 out-of-school children in NFE centres and mainstream them into primary schools by 2008;
- To enrol 382,800 out-of-school youths in NFE centres by 2008;
- To enrol 3,800,000 adults in adult education programmes and improve adult literacy levels by 20% by 2009;
- To enrol all out-of-school children, illiterate youths and adult with special learning needs by 2008.

## **4.2 Quality Improvement**

Improved quality of teaching and learning; and provision of quality services will have a positive impact on learning outcomes. Many factors and actors determine quality of the process of teaching and learning such as training and upgrading of teachers, adequate numbers and quality of human resources required to manage research, teach, monitor and evaluate education process. It further focuses on ensuring the improvisation and availability of quality gender responsive teaching and learning materials for quality learning outcomes.

#### 4.2.1 Human Resource

Human resource in this context means all education actors including classroom teachers and administrators. Throughout 2007 – 2011, PEDP II programmes for up-grading teachers' qualifications will continue. Emphasis will be on the professional development of teachers, tutors, school inspectors, WECs/supervisors, school committees and other educational actors.

##### *Objectives*

To enable teachers, education supervisors at wards and LGAs acquire and develop appropriate competences and active gender responsive pedagogical skills needed for quality delivery and supervision of primary education.

##### *Strategies*

- Strengthen various cost-effective pre-service and in-service teacher training programmes;
- Establish and ensure effective utilisation of school-based teacher resource centres;
- Provide Tshs. 40,000/= and Tshs. 50,000/= per school teacher and school inspector per annum for in-service training respectively;
- Provide professional development opportunities for all education actors;
- Ensure that all educational development activities focus on gender responsive pedagogy;
- Implement Teacher Development Management Strategy (TDMS).

#### 4.2.2 Curriculum Development and Implementation

The quality of education is strengthened by availability of relevant curricula guidelines and quality of teaching and learning materials. However, delivery of quality learning outcomes depends on, among other things, the development of appropriate mechanisms and qualified implementers. In order for schools and Teacher Colleges to have appropriate and relevant curricula, the Government will support curricula reviews as deemed necessary.

##### *Objectives*

To ensure that appropriate and relevant curriculum for schools and teacher colleges are in place; develop a strong mechanism for curricula orientation and implementation and develop a methodological updating framework for quality education delivery outcomes.

*Strategies*

- Produce adequate quality teaching and learning materials in primary schools and teacher s’ colleges;
- Review the existing curriculum to meet current and future needs and orient the teachers on the same;
- Strengthen the production and provision of relevant teaching and learning materials for schools and teachers’ colleges;
- Provide support for review of the existing curricula;
- Ensure capacity enhancement of curriculum developers including teachers;
- Introduce mechanism for regular curricula feedback from the implementers.

**4.2.3 Examinations and Assessment**

Assessment and administration of examinations are core components in the implementation of curriculum. The National Examinations Council of Tanzania (NECTA) has been entrusted to establish and develop guidelines for schools and Teachers’Colleges learning assessment and coordinate administration of examinations. In order to ensure quality assessment and management of examinations, the Government will continue to provide financial and material support and ensure security and safety in the entire examination process.

*Objectives*

To improve administrative management of assessment in schools and teachers’ colleges taking into account gender sensitivity and fairness in assessment and examinations; ensure that examinations are learner centred and competency based; and secure and safe environment in the whole process of examinations.

*Strategies*

- Provision of adequate and up todate equipment/resources for assessment and administration of examinations;
- Improve quality of examinations by making them gender sensitive and competence and learner centred.
- Establish a secured and safe environment in examination process;
- Provide capacity building sessions on gender and competency based assessment and examinations;
- Identify competency based performance indicators.

**4.2.4 School Inspection, Recruitment and Training of Inspectors**

School Inspection is a tool for monitoring and evaluating the education standards, implementation of education policy, promoting school improvement and advising stakeholders on various aspects of education. It also provides feedback on the inspection feedback to education agencies, managers, school owners and education actors.

The Government will continue to provide capacity building for school inspectors through gender responsive professional development, management skills and re-tooling.

### *Objectives*

To improve competencies and working environment of school inspectors, ensure availability of adequate qualified school inspectors at all levels and provide professional support to classroom teachers and school committees.

### *Strategies*

- Recruit and train adequate qualified school male and female inspectors;
- Provide inspectorate offices with appropriate working facilities;
- Ensure provision of competence-based gender responsive training for the school inspectors;
- Monitor and evaluate implementation of school curricula using relevant and gender responsive indicators;
- Rehabilitate district inspectorate offices;
- Prepare week-end seminars where teacher and inspector interaction will be enhanced;
- Inspect adequate number of education institutions;
- Put in place incentives for re-deployment, decentralised appointments and new recruitment.

<b>School Inspectors Recruitment Targets:</b>	2007:	140
	2008:	135
	2009:	130
	2010:	125
	2011:	125

#### **4.2.5 Teaching and Learning Materials**

The quality of education is enhanced by availability of relevant and quality teaching and learning materials that are also gender responsive. Appropriate textbooks are one of the crucial factors in successful learning. To enable schools to have adequate and appropriate teaching and learning materials, the Government will ensure that Capitation Grant (CG) is available as proposed in PEDP I; that is Tshs. 10,000/= per pupil both at pre-primary and primary school level.

*Objectives*

To facilitate teachers and pupils to prepare and use teaching and learning aids, provide sufficient and relevant instructional materials for all pupils to support curriculum requirements.

*Strategies*

- Continue providing Capitation Grant of Tshs. 10,000/= per pupil nationwide;
- Introduce a Capitation Grant of Tshs. 20,000/= per pupil with disability in order to meet high prices of teaching and learning materials;
- Continue using the Whole School Development Plan (WSDP) for a wider choice on approved instructional materials;
- Encourage publishers, book sellers and suppliers to open book-shops in all places, especially in rural areas;
- Lower the current average of Book-Pupil Ratio (BPR) from 1:3 in 2005 to 1:1 in 2010.
- Encourage publishers and book writers to ensure that teaching and learning materials are gender sensitive and develop indicators for their assessment.

**4.2.6 In-Service Training (IN-SET)**

A teacher in the school and classroom in particular is the main instrument for bringing about qualitative improvement in learning. However, initial training of teachers does not guarantee continuous and sustainable improvement in the quality of learning processes. Provision of cost effective in-service tutor and teacher training programmes will be geared towards sensitising and developing pedagogical skills among tutors and teachers. INSET will be operationalised in line with the Teacher Development and Management Strategy (TDMS).

*Objectives*

To ensure that teachers, tutors and school inspectors have the required competences with confidence and love of teaching profession. Tutors, curriculum developers and school inspectors should be able to provide necessary professional support to teachers and provide gender responsive pedagogy skills at all levels.

*Strategies*

- Reinforce the philosophy of participatory teaching and active learning in teachers' colleges;
- Have clearly defined and sustainable Continuous Professional Development (CPD) programmes for pre-primary and primary school teachers, tutors, school inspectors and curriculum developers;
- Implement Teacher Development and Management Strategy;

- Emphasize on classroom management competence in pre-primary and primary schools;
- Strengthen and conduct classroom-based researches;
- Improve existing scheme of service for teachers, tutors and school inspectors;
- Upgrade 60% of tutors in Government teachers' colleges to the minimum qualification required for a tutor by 2010;
- Ensure that all INSET activities address gender responsiveness.

#### 4.3 **Strengthening Capacity in Governance, Management and Monitoring**

The third priority in PEDP is to strengthen the capacity and competences of all education actors at all levels. This will enhance the desired efficiency in the provision of basic education. In order to undertake capacity building effectively and efficiently a Capacity Building Strategy for Basic Education will be developed in the context of ESDP by 2008.

##### 4.3.1 **Governance and Management Training**

Good Governance, Accountability and Management Training will be provided to all education actors at all levels. Issues to be addressed will involve internal efficiency and quality-related issues. Education actors from the centre will continue to be trained in policy formulation and analysis, strategic planning and budgeting, research, monitoring and evaluation, curriculum development and review, testing, examinations and assessment mainstreaming cross cutting issues within the country and abroad.

##### *Objectives*

To ensure that all key actors at all levels have knowledge of good governance and relevant management skills at all levels and that School Committees are gender-sensitive, democratically constituted and inclusive of all key stakeholders able to maintain the concept of Whole School Development Plan at all schools.

##### *Strategies*

- Allocate USD 500 per school to enable training of School Committee members;
- Build capacity for head-teachers and WECs to enable them to handle management issues in schools within their areas of jurisdiction;
- Train education personnel at council, regional and central levels in current methods of conducting policy analysis, research, monitoring and evaluation, participatory planning, school mapping and related studies inside the country and abroad; na
- Provide relevant working facilities at all levels to enable effective implementation of their roles and functions.

##### 4.3.2 **Training in Monitoring and Evaluation including EMIS**

Education planners and managers require accurate and timely data and information to effectively plan and manage quality education reforms in the context of NSGRP. EMIS is a tool for organising, processing and storing education data and information in a format that aids planning, implementation, monitoring and evaluation. While the Education Sector Management Information System (ESMIS) is underway, the basic education sub-sector will continue to enhance and improve the existing EMIS on understanding that the parts are essential inputs for the whole.

#### *Objectives*

To ensure that education planners and managers at all levels can generate and access reliable gender disaggregated data and information on the education system and that decision makers get an up-to-date and reliable data and information across all key indicators to enable them reach appropriate decisions and judgements.

#### *Strategies*

- Up-dating EMIS with relevant education data and information;
- Develop mechanisms that will ensure appropriate collection, flow and use of education data and information;
- Train planners and managers at all levels in education data and information management and communicate the same to stakeholders in the education system;
- Communicate educational data and information to stakeholders both horizontally and vertically.

### **4.3.3 Information, Education and Communication (IEC)**

The Government recognises the need to initiate and sustain open dialogue with the masses in order to improve public awareness of Government policies and implementation strategies. Following this, IEC strategy was established in all ministries to ensure that right and relevant messages reach intended clients while getting systematic feedback from the same. The IEC has a role of informing the public on what is taking place in the Basic Education Sub-sector and getting feedback from them to the Government for effectively delivery of basic education.

#### *Objectives*

To improve information flow in and out of the Ministry and build capacity of IEC within the basic education system;

#### *Strategies*

- Use IEC materials and the mass media to disseminate basic education information to the public;
- Sensitize and disseminate education information including plans and programmes to stakeholders and the whole public through use of seminars, workshops, conferences, symposia, performing arts and audio-visual materials



- Use influential leaders to sensitize the general public on the education plans and programmes;
- To strengthen linkages within basic education system and other education sub-sector systems; and
- To enhance the use of films, video works and stage plays.

#### 4.3.4 Financial Management Training

Implementation of PEDP II will require training in financial management of all actors to enable them manage and use funds appropriately by adhering to financial and procurement procedures, guidelines and regulations. The training will also focus on record-keeping, reporting, information and data management.

##### *Objective*

To ensure proper management and accountability in the use of funds at all levels.

##### *Strategies*

- Revise and translate into Kiswahili, the Financial Management and Procurement Manuals;
- Print and distribute Financial Management and Procurement Manuals to all schools and other levels;
- Adhere to mechanisms and procedures for accurate accounting, reporting and auditing of PEDP funds;
- Maintain accountability and transparency in the use of public funds;
- Strengthen the capacities of School Committees to manage public funds disbursed to schools.

#### 4.4 Cross Cutting Issues (CCIs)

##### *a) HIV and AIDS*

The Ministry of Health, through the National AIDS Control Programme (NACP), collaborated with the then Ministry of Education and Culture (MOEC) to design an educational response that will reach children and youths in schools and teachers' colleges. These were included in a series of five year Mid-Term Plans (MTP) under the auspices of the NACP. The current one is the TACAIDS Multi - sectoral Strategic Plan (2003-2007).

##### *Objectives*

- To equip all players of the basic education sub-sector with knowledge and skills that will enable them to protect themselves and others

against the HIV and AIDS pandemic and STIs as well as provide care and support to those infected and affected particularly pupils and teachers.

*Strategies*

- Put in place mechanisms that will make the impact of HIV and AIDS on tutors, teachers and pupils known;
- Provide life skills-based education that will enable learners, teachers and other sub-sector employees to cope with the HIV and AIDS and STI pandemic including care and support;
- Impact mitigation taking into account gender and vulnerability issues;

*b) Environmental Education*

The Ministry of Education and Vocational Training has integrated Environmental Education (EE) and Education for Sustainable Development (ESD) in curricular for pre-primary, primary, secondary schools, Teachers' and Vocational Training Colleges.

*Objective*

To continue preventing adverse impact of environmental problems/degradation on the quality of human life by imparting knowledge that will enhance sustainable development through actions that will protect, preserve and conserve the environment for the benefit of the future generations.

*Strategies*

- Conduct capacity building for teachers at all levels on environmental education;
- Promote new teaching methods which are child-centred with a variety of inquiring methods, problem-solving, critical thinking and practical learning;
- Empower learners to be able to relate environmental content to real life that will promote active learning.
- Promote environment conservation practices including but not limited to planting trees in schools and other education institutions.

*c) Gender Equality*

Mainstreaming gender issues in the policies, strategies and budgets of the Ministries is a human rights-based response to Tanzania's commitment to provide quality education for all based on the National Strategy for Growth and Reduction of Poverty (NSGRP). Addressing gender issues across the education system makes an important contribution to the achievement of access, quality and equity to education which are the major goals of the Education and Training Policy.

*Objectives*

To strengthen capacity building in gender issues at all levels and ensure that gender issues are mainstreamed in the policies, strategic plans, programmes and budgets.

*Strategies*

- Finalize the MOEVT Gender Strategic Plan 2007-2011;
- Design capacity building/training modules on gender to respond to specific needs;
- Increase awareness of the impact of gender issues on education through effective use of IEC;
- Ensure that basic education institutions and centres provide gender responsive pedagogy;
- Conduct a comprehensive study on mainstreaming gender issues in education institutions;
- Strengthen the monitoring and evaluation of gender mainstreaming process across MOEVT and allocate budget for the process.

#### 4.5 **Educational Research**

Over the years there has been a growing concern throughout the country that many pupils complete primary school without achieving satisfactory levels of learning. In addition, there are growing cases of dropout and early pregnancies of school girls which have not been seriously worked on. Unfortunately, the quality enhancement policies have largely emphasized on systemic analyses and the resultant blanket policy recommendations mainly focused on quantitative rather than qualitative interventions. Often, the programs to implement system-wide policies do not take into account the wide variations in realities among schools.

Responses to unique local realities can only be achieved if local educators' organize and reflect on their own experiences and use these reflections to design local interventions that will improve pupils' learning. What has been missing is a structured approach that helps local educators analyze and reflect on which school characteristics are most significant for pupils' learning as part of the process of planning and implementing local improvements in teaching and learning. Therefore, there is need to conduct educational research in PEDP II.

*Objectives*

To create a cadre of local educators who will be able to identify local school characteristics, establish priorities and undertake action-based studies aimed at pursuing learning improvement in their areas of jurisdiction.

*Strategies*

In collaboration with other stakeholders the Ministry of Education and Vocational Training will:-

- To identify specific school characteristics that could be used as a catalyst for improving pupils' learning outcomes in Tanzania;
- To establish a set of practical priorities at the local level (regional and below) for improving pupils' learning including indicators for gender responsive pedagogy;
- To create and provide the cadre of local educators with the skills, experience, and confidence in the methodology that will allow them to continue to analyze the quality of their schools in collaboration with other local educators;
- design studies for specific areas of problems and intervention;
- analyse data and write research reports;
- disseminate the reports including lessons learnt to stakeholders for further steps.

#### 4.6 Institutional Arrangements

This component focuses on the optimal use of human, material and financial resources within the education system. To meet the human and material aspects of this goal, the Government's decentralisation by devolution policies will underpin all the changes in institutional and individual roles and responsibilities.

To address the financial aspects of this goal, the Government will implement fiscal decentralization policy following subsidiarity principle. The Government will therefore increase the overall budget allocation of basic education to LGAs while encourage greater community participation in development of primary and non-formal education in their areas of jurisdiction.

##### 4.6.1 Roles and Functions

The Sector Ministry will continue to focus on policy and legislation formulation, quality assurance, setting standards, and monitoring and evaluation. Implementation roles will be devolved to LGAs and schools to enable them deliver primary education of good quality. The overall goal is to enable the community to ensure that all school age going boys and girls access quality primary education.

##### *Objectives*

- To realign roles and responsibilities among Central, Regional and LGAs in order to empower local authorities to manage basic education and ensure that central actors collaborate effectively on the formulation of policies for basic education.

##### *Strategies*

- Define roles and responsibilities of LGAs in the management and delivery of quality basic education;
- Emphasise and strengthen cooperation and collaboration between education actors and those from other sectors at Ward, Council, Regional and at the Centre;
- Maintain the appointment of two senior officers from MOEVT and PMO-RALG as programme coordinators;
- Involve MOEVT departments and its institutions in implementing PEDP activities falling under their respective departmental functions.

##### 4.6.2 Institutional Responsibilities

The Government's goal of broadening democratic participation and accountability at school level demands increased involvement of the communities. Partnership between schools and communities will be developed in order to strengthen school management. At the school level, the School Committee will be accountable to the Village/Mtaa and Councils respectively.

*Objective*

To ensure democratic participation, transparency and accountability on basic education delivery.

a) ***Village/Mtaa Level***

The Government will empower School Committees by providing them with financial and human resources for better management and development of the schools.

The School Committee's responsibilities will be to:

- sensitise and involve all pupils, parents, teachers, the community and community based organisations in the development of the school;
- oversee the day-to-day affairs of the school;
- approve whole school development plans and budgets and submit them to relevant authorities for scrutiny, consolidation and approval;
- operate bank accounts and efficiently and effectively manage funds received for implementation, while guaranteeing maximum accountability and transparency;
- ensure safe custody of property acquired using PEDP II funds;
- prepare and submit accurate and timely physical and financial progress reports to LGAs through Village/Mtaa authorities, and Ward Development Committees (WDCs);
- ensure systematic information of the community through publication of their deliberations/decisions/school budget on public bill-boards;
- ensure compulsory enrolment and attendance of all school age children in the Village/Mtaa.

b) ***Ward Level***

It is expected that the community and the leaders in the ward will continue to work together to ensure that all children of school age are enrolled and attend school without dropping out. The Ward Education Coordinators (WECs) will be responsible for coordination and supervision of pre-primary and primary school development in their respective wards.

The WEC's responsibilities will be to:

- ensure that all children of school age in the ward are enrolled and that they attend school without dropping out;
- share information and facilitate the participation of all parents and the community in realising the PEDP II objectives;
- help school committees in identifying their priorities and assist them in developing medium term whole school plans;
- ensure that the implementation of PEDP II funded activities operate in a transparent and accountable manner;
- professional and administrative support to schools.

c) ***Local Government Authority (LGA) Level***

The LGA will have the responsibility of management and delivery of all pre-primary and primary education services within its boundaries. At this level, planning, management and monitoring capacity will continue to be strengthened.

The LGAs responsibilities will be to:

- involve the community and other stakeholders in meaningful participation in planning, implementing and monitoring processes;
- involve the community and other stakeholders in the preparation of three year and annual development plans for the councils' pre-primary and primary education delivery;
- guide and enforce the proper use and accounting of PEDP II funds by the School Committees;
- prepare and submit physical and financial progress reports timely and regularly to PMO-RALG and MOEVT through Regional Secretariat;
- communicate effectively educational information to Village/Mtaa, schools and other relevant stakeholders;
- provide technical support to schools and Village/Mtaa committees in the tasks of procurement and proper utilization of PEDP II funds.

d) ***Regional Level***

The Regional Office will be responsible for providing technical support and advisory services to the Councils to enable them implement PEDP II in the most effective and efficient ways.

The responsibilities of the Regional Office will be to:

- carry out periodic internal audits in the LGAs and schools;
- guide, coordinate and monitor the delivery of Pre-Primary and Primary Education by Councils;
- provide technical support to council education offices;
- ensure that LGAs prepare consolidated three-year and annual education development plans timely;
- consolidate LGAs' pre-primary and primary education plans and budgets within the Region and submit them to PMO-RALG and MOEVT to facilitate sectoral education planning;
- communicate effectively education information to councils and other relevant stakeholders.

e) ***Central level***

(i) *The Ministry of Education and Vocational Training (MOEVT)*

The roles and functions of MOEVT will be formulation of policy and regulations, quality assurance, setting standards, planning, monitoring and evaluation.

There are five core support institutions which play important role in the delivery of quality education. The core institutions are:-

- Tanzania Institute of Education (TIE) which has the role of developing curricula and production of teaching and learning materials.
- National Examinations Council of Tanzania (NECTA) which sets Examinations and award grades to all levels of basic education.
- Agency for Development of Education Management (ADEM) for training education managers and supervisors.
- Tanzania Library Services (TLS) for training of library personnel and provide library service support.
- Institute of Adult Education (IAE) which trains adult education specialists and coordinate upgrading distance learning.

The Permanent Secretary (PS) will continue to be responsible for overall strategic leadership of PEDP II implementation assisted by the PEDP Co-ordinator who will be responsible for coordinating PEDP II implementation and facilitating consultations with NGOs, Development Partners and other stakeholders supporting the basic education sub-sector reforms.

The Responsibilities of MOEVT will be to:

- set policies that ensure provision of quality education for all in Tanzania;
- collaborate with PMO-RALG and all key stakeholders to prepare action plans, guidelines and manuals for PEDP implementation;
- collaborate with PMO-RALG on issues of planning, monitoring and evaluation;
- carryout reviews of PEDP II/ESDP implementation jointly with other stakeholders;
- support and build the technical and professional capacity of Central, Regional and Council Education offices;
- produce regular progress reports to be submitted to the BEDC and the Inter-Ministerial Steering committee (IMSC);
- collate and communicate education information and data including HIV and AIDS – related data to all system levels supporting education institutions and interested stakeholders;
- receive education information from all system levels and stakeholders.

(ii) *Prime Minister's Office – Regional Administration and Local Government (PMO-RALG)*

The roles and functions of PMO-RALG will be overseeing the decentralisation of Government functions to local levels including the delivery of pre-primary and primary education by Councils. It will provide technical support to Regional Secretariats and LGAs. At



national level it will monitor, evaluate and co-ordinate regional development plans in collaboration with MOEVT.

PMO-RALG Education Coordinating Team (ECT) headed by a senior officer as PEDP Co-ordinator will continue to coordinate implementation of PEDP including AE/NFE. PMO-RALG will also collaborate with MOF and MOEVT to develop and implement strategy towards harmonisation of education grant system and LGAs' grant system in the context of the Local Government Reform Program.

The responsibilities of the Education Coordination Team will be to:-

- supervise and oversee the delivery of pre-primary and primary education by LGAs;
- ensure LGAs prepare consolidated three-year and annual education development plans that conform to Government development goals and quality assurance standards;
- consolidate regional plans and budgets into National Plans of Action in collaboration with MoEVT, which will provide the basis for the approval and transfer of PEDP II funds from the Treasury;
- collaborate with MOEVT in order to monitor, evaluate and review PEDP II implementation;
- support and build the capacity of education advisers in the regions and councils;
- communicate education information to all system levels and stakeholders;
- produce regular financial and physical reports to the Treasury and MOEVT;
- to receive education information from all system levels and stakeholders.

(iii) The Ministry of Finance (MOF) will solicit and mobilize for availability of financial resources from different sources. It will also develop and provide guidelines and regulations on financial management and procurement for the implementation of PEDP II. The MOF in collaboration with MOEVT, PMO-RALG and CAG will take the lead to ensure timely auditing of PEDP funds.

f) ***Basic Education Development Committee (BEDC)***

BEDC is a broad-based body comprised of representatives from Ministry of Finance (MoF), key directors of MOEVT and PMO-RALG, representatives of NGOs, Teacher Trade Union and donors active in education. The committee will have the responsibility of overseeing the development of basic education and will be co-chaired by the Permanent Secretaries of MOEVT and PMO-RALG.

BEDC has five Technical Working Groups (TWGs) namely: Enrolment Expansion, Quality Improvement, Resource Allocation, Cost Efficiency

and Financing (RACEF), Institutional Arrangements and Cross-Cutting Issues (CCIs). Each TWG will be responsible for planning the implementation of and basic education development programme including PEDP and SEDP component related to its mandate. The BEDC will maintain a Task Force consisting of representatives of all key members from the TWGs and will oversee and scrutinize the work of the TWGs before submission to the BEDC.

The responsibilities of BEDC will be to:-

- ensure that basic education plans are in line with Government policies;
- identify needs for technical and financial resources to support basic education, and PEDP II in particular;
- advise the management on an effective multi-media Information Education and Communication (IEC) programme;
- share expenditure of Education Programme Fund (EPF) for planned and approved activities;
- relate to PEDP II plans budgets and expenditure reports and other basic education sub- sector programmes;
- review PEDP II targets annually in order to assess progress and to set targets for the following year;
- ensure the participation of basic education stakeholders in the ESDP review process;
- effectively collect, communicate and receive educational information among basic education stakeholders;

**g) *Education Sector (ES) Inter-Ministerial Steering Committee (IMCS)***

The Education Sector Inter-Ministerial Steering Committee (IMSC) is an inter-ministerial organisation that co-ordinates and spearheads ESDP implementation. The committee oversees performance of three sub-sector development committees namely: Basic Education Development Committee (BEDC), Folk Education Development Committee (FEDC) and Tertiary and Higher Education Development Committee (THEDC). Members of the Committee are the Permanent Secretaries of the following Ministries:

- Ministry of Education and Vocational Training (MOEVT);
- Ministry of Higher Education, Science and Technology (MHEST);
- Prime Minister's Office, Regional Administration and Local Government (PMO-RALG);
- Ministry of Labour, Employment and Youths Development (MLEYD);
- Ministry of Community Development, Gender and Children (MCDGC);
- Ministry of Planning, Economy and Empowerment (MPPEE)
- Ministry of Finance (MOF).

The Permanent Secretary in the Prime Minister's Office will chair the committee meetings.

The roles of the IMSC will be to:

- oversee and monitor implementation of ESDP;
- provide higher level inter-ministerial co-ordination;
- ensure ESDP consistency with broad Government policies;
- Institute an annual joint stakeholder review process that operates in line with the Government's commitments to the Public Expenditure Review (PER), General Budget Support (GBS) and NSGRP processes.

**h) *Government, Donors and other Funding Agencies***

The existing partnership among the Government, donors and other funding agencies will continue to be strengthened. Donor funds designated for support to the PEDP II will be channelled to the Government through General Budget Support (GBS), sector Budget Support and sub-sector and project support. The Government will urge all donors supporting education to use the GBS funding modality in order to reduce transaction costs.

The responsibilities of the Government, donors and other funding agencies will be to:-

- harmonise donors and other funding agencies' plans and policies into the Government's policies;
- harmonise Government, donors' and other funding agencies' policies and plans for the development and support of pre-primary and primary education;
- participate as joint stakeholders in the ESDP review process.
- effectively communicate information to the sector ministries and to other relevant stakeholders in a transparent manner.

**i) *Non State Actors (NSAs)***

NSAs include Non Governmental Organisations (NGOs) Community-Based Organisations (CBOs) Faith Based Organisations (FBOs) and Civil Society Organisations (CSOs). Provision of basic education of a high quality to all children requires the participation of a broad range of actors as each of them has important roles to play.

The responsibilities of NGOs, CBOs, Faith-Based and Civil Society Organisations will be to:

- participate effectively in planning, implementing, monitoring and evaluating activities at all levels that support the ESDP and PEDP objectives;
- participate as joint stakeholders in the ESDP review process;

- contribute their experiences, knowledge, human, financial, technical and material resources to the improvement and provision of quality basic education;
- share information and facilitate community participation in Basic Education;
- advocate and lobby for innovations in implementation of PEDP II at various levels.
- effectively collect and communicate educational information to and from all education stakeholders.

#### 4.7 **Monitoring and Evaluation**

Monitoring and Evaluation has a key role in ensuring effective implementation of PEDP II within the framework of planned targets. It also provides feedback to education agencies, managers, school owners and educational actors at basic education and vocational training levels on how the programme is being implemented.

The analytical component of monitoring exercises will be given a prominent role to ensure the available data systematically feed into planning and policy design process. In order to execute their duties efficiently, staff members of the Monitoring and Evaluation Unit will work closely with other education actors supporting the implementation of PEDP by doing close follow up and collecting gender disaggregated data emanating from the implementation of programme activities.

##### *Objective*

To establish the level and extent of achievement of targets set on access, equity and quality education and capacities of education leaders and institutions for policy decisions.

##### *Strategies*

- Monitor the enrolment of pupils and evaluate its expansion through Net Enrolment Ratio (NER) and Gross Enrolment Ratio (GER).
- Evaluate the improved quality of primary education by identifying cost effective methodologies to monitor learning outcomes using quality indicators such as Teacher-Pupil Ratio (TPR), Book-Pupil Ratio (BPR); Teacher-Pupil Interaction, use of teaching and learning materials, pupils interaction with content/textbooks, speaking and reading, problem solving in mathematics disaggregated reports of pupils achievement measures and pupils performance rate.
- Monitor and evaluate the provision of capacity building programmes to teachers and other education staff.
- To monitor income and expenditure in access to education services and learning achievements.

## 5.0 COSTING AND BUDGET FRAMEWORK

### 5.1 Costing of Primary Education

The proposed PEDP II cost projections are largely based on the calculated unit costs and the enrolment projections between 2007 and 2011. The unit costs used in attaining cost projections have been calculated using the Primary Education Development Plan Action Plan for the FY 2005/06 and the 2006 BEST (Basic Education Statistic of Tanzania) document.

In order for the cost projections to have a logical meaning, the basic assumptions taken into considerations are as follows:

- (a) the current inflation rate of 4 per cent is constant over the plan period (2007 – 2011);
- (b) the current domestic revenue collection of 14 per cent of GDP (2005/06) is expected to increase up to 16.7 per cent of GDP by 2011;
- (c) the Government will continue to allocate 19.7 per cent of its discretionary budget to Basic Education;
- (d) the GDP will continue to grow from the current 6.7 per cent up to 10 per cent by 2011 (*source: Budget Guidelines – 2005/06 – 2007/08 – p. 5*);
- (e) the Government commitment to allocate up to 25 per cent of its overall recurrent expenditure to Education Sector is met. Out of this total, up to 70 per cent has to be allocated to Basic Education;
- (f) the National Population Growth rate of 2.9 per cent (2002 census) is constant over the plan period;
- (g) the real exchange rate is expected to follow the purchasing power parity in the medium and long terms; and
- (h) construction costs indicated in the Annexes exclude community contribution which is 20%.

From the projections, as it was the case in the ending PEDP (2002-2006), the PEDP II will be characterized by big resource spending items such as teacher salaries and capitation grant, under recurrent expenditure while under development expenditure the construction of class rooms and teacher houses items will dominate.

The cost summary table reflects the real financing requirements to achieve ambitious targets of enrolment and quality primary education in Tanzania by 2011. This costing exercise was conducted independently from the budgetary envelope available: it represents a high case scenario where there is no real budgetary constraint.

In this context, it is worth mentioning that key policy orientations and assumptions have an important financing impact on the final cost. For instance, the choice of scaling up pre-primary – with the final objective of one pre-primary classroom in each primary school as well as a 80% pre-primary NER by 2010 – has a huge impact on the final PEDP II cost. Similarly, the ambitious target for Pupil-Teacher Ratio has large implications in terms of teacher requirements and therefore increases both recurrent costs and construction costs.

Other costing scenarios, based on lower targets and incremental implementation of new policies with high cost impact, have been developed to complement this first scenario. Besides, the cost summary will not be considered as a static document: regular review exercises will allow for systematic update of the costing based on the actual data. This regular revisitation of the costing in the course of PEDP II implementation will help MoEVT and PMO-RALG to adjust the planning and the allocation of constrained resources to priority expenditures.

## 5.2 **Budget Framework: Resource Available and Financing Gap**

The budget framework has been prepared by taking the consideration that the current share of education sector of 20.5% will be maintained over the period of PEDP II.

## 5.3 **Funding Modalities**

Contrary to PEDP I which was funded through a basket fund mechanism which came to an end in June 2006, PEDP II will be mainly funded through the National Budget. As stated in the Joint Assistance Strategy of Tanzania, the stated preferred aid modality of the government is budget support. As a consequence and with the view of strengthening national accountability and government systems and procedures, main donors involved in the education sector have chosen to move towards budget support, even though, in a transition phase, some donors will continue to support primary education through projects. This modality of support will also accompany the move towards a sector-wide approach of education reform as observed by the 2006 Education Sector Review and its High Level Meeting held in June 2006.

Indeed, there is now a consensus, in Government and donors, on the need to mitigate the negative effects of the approach through sub-sector and strengthen the linkages both across sub-sectors and with other government reforms (Local Government Reform, Public Finance Management Reform, Public Service Reform, Poverty Monitoring System. The 2006 General Budget Support and Joint Review pointed out the necessity to strengthen the Public Expenditure Review (PER) process at both macro and sector levels to ensure the most efficient use of available resources by MDAs in achieving MKUKUTA goals.

The ability of MoEVT and PMO-RALG to attract sufficient funds from Treasury to cover PEDP II costs will depend on their continuous involvement in the PER process and on their efforts to improve planning and budgeting at the education sector level. It will also depend on the following:

- improved systems for sharing information on resource mobilization and allocation;
- enhanced accountability and transparency in the management of public resources;
- enhanced transparency inherent in the PER process would result in increased donor support;
- satisfactory joint sector review of performances in the context of General Budget Support annual reviews.

### *References*

- URT (1995) *Education and Training Policy*, MoEC, United Republic of Tanzania
- URT (1999) *Kiongozi cha Mkaguzi wa Shule*, Wizara ya Elimu na Utamaduni, Jamhuri ya Muungano wa Tanzania
- URT (2000) *Tanzania Development Vision 2025*, Planning Commission, United Republic of Tanzania
- URT (2001) *Primary Education Development Plan (PEDP) 2002-2006, Basic Education Development Committee (BEDC)*, United Republic of Tanzania
- URT (2003) *Joint Review of the Primary Education Plan (PEDP)*. MoEC. United Republic of Tanzania
- URT (2004) *Joint Review of the Primary Education Plan (PEDP)*. MoEC. United Republic of Tanzania
- URT (2004) Kitabu Cha Nne, Makadirio ya Fedha za Serikali (Sehemu A), *Mipango ya Maendeleo ya Wizara na Mkoa kwa mwaka unaoanzia tarehe 1 Julai, 2004 na kuishia tarehe 30 June, 2005* Kama ilivyowasilishwa Bungeni
- URT (2005 -2008) *Education Management Information System (EMIS) Development Plan*
- URT (2005) *Communication Strategy for the Ministry of Education and Culture*, MoEC, United Republic of Tanzania
- URT (2005) *Hotuba ya Waziri wa Elimu na Utamaduni Mh. Joseph J. Mungai Mb., Kuhusu Makadirio ya Matumizi ya Fedha kwa Mwaka 2005/2006*
- URT (2006 – 2008) *Guidelines for the Preparation of Medium Term Plan and Budget Framework*, United Republic of Tanzania.
- URT (2006), *Education Sector Review Aide Memoire* United Republic of Tanzania.



## PRE- PRIMARY AND PRIMARY EDUCATION RESOURCE REQUIREMENT PROJECTIONS

*Proposed PEDP Costs Summary 2007 – 2011:– in Million Tshs.- SCENARIO I*

A. RECURRENT COSTS	Years				
	2006/07	2007/08	2008/09	2009/10	2010/11
<b>Primary Enrolment</b>	<b>8,217,328</b>	<b>8,213,523</b>	<b>7,970,167</b>	<b>7,849,615</b>	<b>8,088,516</b>
1. Salaries.....	362,518	367,615	407,729	432,440	469,819
2. Other Charges.....	42,716	44,831	45,678	47,236	51,108
3. Capitation Grants for Primary.....	82,173	82,135	79,702	78,496	80,885
4. Capitation Grants for Pre- Primary.....	7,916	10,334	13,991	18,943	20,440
5 Capitation Grants for students with special learning needs.....	380	387	395	403	411
6. Capacity building (Training).....	14,924	15,093	14,814	15,334	16,085
7. Capacity building (Logistic support).....	8,263	8,357	8,205	8,176	8,525
8. Teacher Training.....	39,532	51,292	49,207	44,980	46,382
9. Information Education Communication.....	900	910	893	925	970
10. Education management Information System.....	1,307	1,321	1,297	1,342	1,408
11. Special Needs Education.....	3,241	3,278	3,217	3,330	3,493
12. Non Formal Education.....	5,692	5,756	5,650	5,849	6,135
13. Technical Assistance.....	224	227	222	230	241
14. Incentive to teachers Involved in Double Shift....	565	520	464	421	399
15. Examinations and Assessment.....	7,995	8,086	7,936	8,215	8,618
16. Curriculum Development.....	1,290	1,305	1,281	1,326	1,391
17. Cross-Cutting Issues.....	404	409	401	415	436
18. School Inspection.....	6,073	6,141	6,028	6,240	6,545
19. Monitoring and Evaluation, Reviews and Audits	3,492	3,532	3,467	3,588	3,764
20. Maintenance Costs (3% of Development costs)	2,158	9,639	9,639	9,660	8,531
<b>TOTAL RECURRENT COSTS.....</b>	<b>591,763</b>	<b>621,169</b>	<b>660,216</b>	<b>687,551</b>	<b>735,585</b>
<b>B. DEVELOPMENT COSTS</b>					
Pre- Primary Class rooms.....	-	31,526	31,526	31,526	3,784
Primary Class rooms.....	11,000	59,142	59,142	59,142	59,142
Pre- Primary Toilets.....	-	8,025	8,025	8,025	963
Primary Toilets.....	39,550	12,505	12,505	12,505	12,505
Pre- Primary Desks.....	-	4,814.9	4,814.9	4,814.9	577.9
Primary Desks.....	3,390	7,873	7,873	8,572	9,971
Pre- Primary, Primary Teachers construction costs	18,000	197,424	197,424	197,424	197,424
Construction of Water Tanks (for 30% of Primary schools).....	24,139	24,478	27,149	28,794	-
<b>TOTAL DEVELOPMENT COSTS</b>	<b>96,079</b>	<b>345,787</b>	<b>348,458</b>	<b>350,803</b>	<b>284,366</b>
<b>TOTAL PEDP COSTS</b>	<b>687,842</b>	<b>966,956</b>	<b>1,008,674</b>	<b>1,038,354</b>	<b>1,019,952</b>

The Recurrent Costs were arrived at by multiplying the unit cost in Annex 3 by the Total Primary Enrolment

The Development Costs were arrived at by multiplying the unit costs of facilities and furniture in Annex 5 by the respective projections found in Annex 4.

Note: All things being equal, Scenario I considers the actual requirements in implementing PEDP II

## Proposed PEDP Costs Summary 2007 – 2011:– in Million Tshs. – SCENARIO II

A. RECURRENT COSTS	Years				
	2006/07	2007/08	2008/09	2009/10	2010/11
<b>Primary Enrolment</b>	<b>8,217,328</b>	<b>8,213,523</b>	<b>7,970,167</b>	<b>7,849,615</b>	<b>8,088,516</b>
1. Salaries.....	362,518	367,615	407,729	432,440	469,819
2. Other Charges.....	42,716	44,831	45,678	47,236	51,108
3. Capitation Grants for Primary.....	82,173	82,135	79,702	78,496	80,885
4. Capitation Grants for Pre- Primary.....	7,916	10,334	13,991	18,943	20,440
5. Capitation Grants for students with special learning needs.....	380	387	395	403	411
6. Capacity building (Training).....	14,924	15,093	14,814	15,334	16,085
7. Capacity building (Logistic support).....	8,263	8,357	8,205	8,176	8,525
8. Teacher Training.....	21,636	33,145	21,977	31,557	27,856
9. Information Education Communication.....	900	910	893	925	970
10. Education management Information System.....	1,307	1,321	1,297	1,342	1,408
11. Special Needs Education.....	3,241	3,278	3,217	3,330	3,493
12. Non Formal Education.....	5,692	5,756	5,650	5,849	6,135
13. Technical Assistance.....	224	227	222	230	241
14. Incentive to teachers Involved in Double Shift...	565	520	464	421	399
15. Examinations and Assessment.....	7,995	8,086	7,936	8,215	8,618
16. Curriculum Development.....	1,290	1,305	1,281	1,326	1,391
17. Cross-Cutting Issues.....	404	409	401	415	436
18. School Inspection.....	6,073	6,141	6,028	6,240	6,545
19. Monitoring and Evaluation, Reviews and Audits	3,492	3,532	3,467	3,588	3,764
20. Maintenance Costs (3% of Development costs)	2,093	5,586	5,600	5,621	4,786
<b>TOTAL RECURRENT COSTS.....</b>	<b>573,802</b>	<b>598,968</b>	<b>628,947</b>	<b>670,089</b>	<b>713,314</b>
<b>B. DEVELOPMENT COSTS</b>					
Pre- Primary Class rooms.....	-	22,928	22,928	22,928	2,752
Primary Class rooms.....	8,000	43,012	43,012	43,012	43,012
Pre- Primary Toilets.....	-	8,025	8,025	8,025	963
Primary Toilets.....	39,550	12,505	12,505	12,505	12,505
Pre- Primary Desks.....	-	1,805.6	1,805.6	1,805.6	216.7
Primary Desks.....	1,187	2,756	2,756	3,000	3,490
Pre- Primary, Primary Teachers construction costs	10,000	83,695	83,695	83,695	83,695
Construction of Water Tanks (for 15% of Primary schools).....	11,025	11,466	11,925	12,402	12,898
<b>TOTAL DEVELOPMENT COSTS</b>	<b>69,762</b>	<b>186,192</b>	<b>186,650</b>	<b>187,372</b>	<b>159,531</b>
<b>TOTAL PEDP COSTS</b>	<b>643,563</b>	<b>785,160</b>	<b>815,597</b>	<b>857,461</b>	<b>872,845</b>

**Note:** Scenario II assumes the following assumptions regarding to the actual requirements.

Community contribution for Classrooms and Teachers houses is assumed to be 28% of Total construction costs.

Teacher/Pupil ratio to be maintained at 1:45 over time.

Only 60% of teacher working in hard to reach areas to be given houses.

Quarter of the total teacher to be given in service training each year.

Half of the required Pre- Primary teachers to be recruited yearly.

Construction of water tanks is assumed to be 15% of the existing Primary Schools each year.

70% of the required desks will be purchased yearly.

## Proposed PEDP Costs Summary 2007 – 2011:– in Million Tshs. – SCENARIO III

A. RECURRENT COSTS	Years				
	2006/07	2007/08	2008/09	2009/10	2010/11
<b>Primary Enrolment</b>	<b>8,217,328</b>	<b>8,213,523</b>	<b>7,970,167</b>	<b>7,849,615</b>	<b>8,088,516</b>
1. Salaries.....	362,518	367,615	407,730	432,441	469,820
2. Other Charges.....	34,173	31,382	31,974	33,065	35,775
3. Capitation Grants for Primary.....	65,739	57,495	55,791	54,947	56,620
4. Capitation Grants for Pre- Primary.....	6,332	7,234	9,794	13,260	14,308
5. Capitation Grants for students with special learning needs.....	304	271	276	282	288
6. Capacity building (Training).....	11,939	10,565	10,370	10,734	11,260
7. Capacity building (Logistic support).....	6,611	5,850	5,744	5,723	5,967
8. Teacher Training.....	17,309	23,201	15,384	22,090	19,499
9. Information Education Communication.....	720	637	625	647	679
10. Education management Information System.....	1,045	925	908	940	986
11. Special Needs Education.....	2,593	2,294	2,252	2,331	2,445
12. Non Formal Education.....	4,554	4,030	3,955	4,094	4,294
13. Technical Assistance.....	179	159	156	161	169
14. Incentive to teachers Involved in Double Shift....	452	364	325	294	279
15. Examinations and Assessment.....	6,396	5,660	5,556	5,751	6,032
16. Curriculum Development.....	1,032	913	896	928	973
17. Cross-Cutting Issues.....	323	286	281	291	305
18. School Inspection.....	4,858	4,299	4,219	4,368	4,582
19. Monitoring and Evaluation, Reviews and Audits	2,794	2,472	2,427	2,512	2,635
20. Maintenance Costs (3% of Development costs)	2,306	7,262	7,318	7,367	5,972
<b>TOTAL RECURRENT COSTS.....</b>	<b>532,177</b>	<b>532,914</b>	<b>565,980</b>	<b>602,227</b>	<b>642,888</b>
<b>B. DEVELOPMENT COSTS</b>					
Pre- Primary Class rooms.....	-	22,068	22,068	22,068	2,649
Primary Class rooms.....	8,800	41,399	41,399	41,399	41,399
Pre- Primary Toilets.....	-	5,617	5,617	5,617	674
Primary Toilets.....	31,640	8,753	8,753	8,753	8,753
Pre- Primary Desks.....	-	3,370	3,370	3,370	405
Primary Desks.....	2,712	5,511	5,511	6,001	6,980
Pre- Primary, Primary Teachers construction costs	14,400	138,197	138,197	138,197	138,197
Construction of Water Tanks (for 30% of Primary schools).....	19,311	17,135	19,004	20,156	-
<b>TOTAL DEVELOPMENT COSTS</b>	<b>76,863</b>	<b>242,051</b>	<b>243,921</b>	<b>245,562</b>	<b>199,056</b>
<b>TOTAL PEDP COSTS</b>	<b>609,040</b>	<b>774,965</b>	<b>809,901</b>	<b>847,789</b>	<b>841,945</b>

**Note:** Scenario III assumes the following assumptions regarding to the actual requirements.

Since resources are scarce and limited, this make the implementations of actual requirements difficult hence Scenario III assumed 80% of the actual requirements to be implemented in year 2006/07 and 70% rest of the years with exception of Personal Emulment.

**PEDP Financial Framework 2006/07 - 2010/11(In Million Tshs)****1. Scenario I****A: Resources**

<b>Resources</b>	<b>2006/07</b>	<b>2007/08</b>	<b>2008/09</b>	<b>2009/10</b>	<b>2010/11</b>
<b>Total Govt. Expenditure</b>	<b>4,850,588</b>	<b>4,915,887</b>	<b>5,478,911</b>	<b>6,185,963</b>	<b>6,983,952</b>
<i>of which</i>		1.35%	11.45%	12.90%	
<i>Recurrent Expenditure</i>	3,116,121	3,034,835	3,423,599	3,963,569	4,474,869
<i>Development Expenditure</i>	1,734,467	1,881,052	2,055,311	2,262,394	2,554,243
<b>Total Education Expenditure</b>	<b>993,310</b>	<b>1,007,757</b>	<b>1,123,177</b>	<b>1,268,122</b>	<b>1,431,710</b>
<i>of which</i>					
<i>Recurrent Expenditure</i>	807,124	818,863	912,648	1,030,425	1,163,350
<i>Development Expenditure</i>	186,186	188,894	210,528	237,697	268,360
<i>Total education .as % of total Government expenditure</i>	20.5%	20.5%	20.5%	20.5%	20.5%
<b>Total Primary Education Expenditure</b>	<b>497,177</b>	<b>580,468</b>	<b>646,950</b>	<b>730,439</b>	<b>824,665</b>
<i>of which</i>					
<i>Recurrent Expenditure</i>	436,677	509,833	568,224	641,554	724,314
<i>Development Expenditure</i>	60,500	70,635	78,725	88,885	100,351
<i>Total primary education as % of total education expenditure</i>	50.1%	57.6%	57.6%	57.6%	57.6%
<b>B: PEDP II Cost Projections</b>					
	<b>2006/07</b>	<b>2007/08</b>	<b>2008/09</b>	<b>2009/10</b>	<b>2010/11</b>
<b>Total PEDP Cost</b>	<b>687,842</b>	<b>966,956</b>	<b>1,008,674</b>	<b>1,038,354</b>	<b>1,019,951</b>
<i>of which</i>					
<i>Recurrent Cost</i>	591,763	621,169	660,216	687,551	735,585
<i>Development Cost</i>	96,079	345,787	348,458	350,803	284,366
<b>C: Financing Gap</b>					
	<b>2006/07</b>	<b>2007/08</b>	<b>2008/09</b>	<b>2009/10</b>	<b>2010/11</b>
<b>Total Financing Gap</b>	<b>190,665</b>	<b>386,488</b>	<b>361,724</b>	<b>307,915</b>	<b>195,286</b>
<i>of which</i>					
<i>Recurrent Cost</i>	155,086	111,336	91,992	45,997	11,271
<i>Development Cost</i>	35,579	275,152	269,733	261,918	184,015
Total Financing Gap (in million USD)	141	286	268	228	145

## 2. Scenario II

<b>A: Resources</b>					
Resources	2006/07	2007/08	2008/09	2009/10	2010/11
<b>Total Govt. Expenditure</b>	<b>4,850,588</b>	<b>4,915,887</b>	<b>5,478,911</b>	<b>6,185,963</b>	<b>6,983,952</b>
<i>of which</i>		1.35%	11.45%	12.90%	
<i>Recurrent Expenditure</i>	3,116,121	3,034,835	3,423,599	3,963,569	4,474,869
<i>Development Expenditure</i>	1,734,467	1,881,052	2,055,311	2,262,394	2,554,243
<b>Total Education Expenditure</b>	<b>993,310</b>	<b>1,007,757</b>	<b>1,123,177</b>	<b>1,268,122</b>	<b>1,431,710</b>
<i>of which</i>					
<i>Recurrent Expenditure</i>	807,124	818,863	912,648	1,030,425	1,163,350
<i>Development Expenditure</i>	186,186	188,894	210,528	237,697	268,360
<i>Total education .as % of total Government .expenditure</i>	20.5%	20.5%	20.5%	20.5%	20.5%
<b>Total Primary Education Expenditure</b>	<b>497,177</b>	<b>580,468</b>	<b>646,950</b>	<b>730,439</b>	<b>824,665</b>
<i>of which</i>					
<i>Recurrent Expenditure</i>	436,677	509,833	568,224	641,554	724,314
<i>Development Expenditure</i>	60,500	70,635	78,725	88,885	100,351
<i>Total primary education .as % of total education expenditure</i>	50.1%	57.6%	57.6%	57.6%	57.6%
<b>B: PEDP II Cost Projections</b>					
	2006/07	2007/08	2008/09	2009/10	2010/11
<b>Total PEDP Cost</b>	<b>643,563</b>	<b>785,160</b>	<b>815,597</b>	<b>857,461</b>	<b>872,845</b>
<i>of which</i>					
<i>Recurrent Cost</i>	573,802	598,968	628,947	670,089	713,314
<i>Development Cost</i>	69,762	186,192	186,650	187,372	159,531
<b>C: Financing Gap</b>					
	2006/07	2007/08	2008/09	2009/10	2010/11
<b>Total Financing Gap</b>	<b>146,386</b>	<b>204,692</b>	<b>168,647</b>	<b>127,022</b>	<b>48,180</b>
<i>of which</i>					
<i>Recurrent Cost</i>	137,125	89,136	60,722	28,535	(11,000)
<i>Development Cost</i>	9,262	115,556	107,925	98,487	59,180
Total Financing Gap (in million USD)	108	152	125	94	36

### 3. Scenario III

#### A: Resources

Resources	2006/07	2007/08	2008/09	2009/10	2010/11
<b>Total Govt. Expenditure</b>	<b>4,850,588</b>	<b>4,915,887</b>	<b>5,478,911</b>	<b>6,185,963</b>	<b>6,983,952</b>
<i>of which</i>		1.35%	11.45%	12.90%	
<i>Recurrent Expenditure</i>	3,116,121	3,034,835	3,423,599	3,963,569	4,474,869
<i>Development Expenditure</i>	1,734,467	1,881,052	2,055,311	2,262,394	2,554,243
<b>Total Education Expenditure</b>	<b>993,310</b>	<b>1,007,757</b>	<b>1,123,177</b>	<b>1,268,122</b>	<b>1,431,710</b>
<i>of which</i>					
<i>Recurrent Expenditure</i>	807,124	818,863	912,648	1,030,425	1,163,350
<i>Development Expenditure</i>	186,186	188,894	210,528	237,697	268,360
<i>Total education as % of total Government expenditure</i>	20.5%	20.5%	20.5%	20.5%	20.5%
<b>Total Primary Education Expenditure</b>	<b>497,177</b>	<b>580,468</b>	<b>646,950</b>	<b>730,439</b>	<b>824,665</b>
<i>of which</i>					
<i>Recurrent Expenditure</i>	436,677	509,833	568,224	641,554	724,314
<i>Development Expenditure</i>	60,500	70,635	78,725	88,885	100,351
<i>Total primary education .as % of total education as expenditure</i>	50.1%	57.6%	57.6%	57.6%	57.6%
<b>B: PEDP II Cost Projections</b>					
	<b>2006/07</b>	<b>2007/08</b>	<b>2008/09</b>	<b>2009/10</b>	<b>2010/11</b>
<b>Total PEDP Cost</b>	<b>609,040</b>	<b>774,965</b>	<b>809,901</b>	<b>847,789</b>	<b>841,945</b>
<i>of which</i>					
<i>Recurrent Cost</i>	532,177	532,914	565,980	602,227	642,888
<i>Development Cost</i>	76,863	242,051	243,921	245,562	199,056
<b>C: Financing Gap</b>					
	<b>2006/07</b>	<b>2007/08</b>	<b>2008/09</b>	<b>2009/10</b>	<b>2010/11</b>
<b>Total Financing Gap</b>	<b>111,863</b>	<b>194,497</b>	<b>162,951</b>	<b>117,351</b>	<b>17,280</b>
<i>of which</i>					
<i>Recurrent Cost</i>	95,500	23,081	(2,244)	(39,326)	(81,426)
<i>Development Cost</i>	16,363	171,416	165,195	156,677	98,705
Total Financing Gap (in million USD)	83	144	121	87	13

## Annex 3

## Proposed Unit Cost for Recurrent Expenditures 2007 – 2011 (in Tshs)

	Proposed PEDP Unit Cost 2007	Proposed PEDP Unit Cost 2008	Proposed PEDP Unit Cost 2009	Proposed PEDP Unit Cost 2010	Proposed PEDP Unit Cost 2011
<b>Recurrent Expenditure</b>					
<b>1. Salaries</b>					
Teacher Annual Salary Unit Cost.....	44,116	44,757	51,157	55,091	58,085
<b>2. Other Charges</b>					
Leave, Travelling costs, Transfer costs etc.....	5,198	5,458	5,731	6,018	6,319
<b>3. Capitation and Other Charges</b>					
Capitation Grants for Primary.....	10,000	10,000	10,000	10,000	10,000
Capitation Grants for Pre Primary.....	963	1,258	1,755	2,413	2,527
Capitation Grants for students with special learning needs.....	46	47	50	51	51
<b>4. Capacity building (Training)</b>					
School Committees.....	902	912	923	970	987
Councils .....	606	613	620	652	664
Regions.....	106	107	109	114	116
For MOEVT & PMO-RALG.....	202	204	207	217	221
<b>5. Capacity building (Logistic support)</b>					
Ward Officers.....	873	883	894	904	915
Councils and regions.....	8	8	8	8	8
MoEVT and PMO-RALG.....	125	126	128	129	131
<b>6. Teacher Training</b>					
Pre-Service Training.....	625	2,002	1,490	2,062	1,867
In-Service Training.....	5,875	5,960	6,813	7,337	7,735
Teacher Trainees Allowances for new Hire.....	1,248	1,263	1,278	1,343	1,367
<b>7. Information Education Communication</b>					
I.E.C.....	110	111	112	118	120
<b>8. Education management Information System</b>					
EMIS.....	159	161	163	171	174
<b>9. Special Needs Education</b>					
Special Education.....	394	399	404	424	432
<b>10. Non Formal Education</b>					
NFE.....	693	701	709	745	758
<b>11. Technical Assistance</b>					
T.A.....	27	28	28	29	30
<b>12. Incentive to teachers Involved in Double Shift</b>					
Double Shift.....	69	63	58	54	49
<b>13. Examinations and Assessment</b>					
.....	973	984	996	1,047	1,065
<b>14. Curriculum Development</b>					
Curriculum Development.....	157	159	161	169	172
<b>15. Cross-Cutting Issues</b>					
C.C.I.....	49	50	50	53	54
<b>16. School Inspection</b>					
.....	739	748	756	795	809
<b>17. Monitoring and Evaluation, Reviews and Audits</b>					
.....	425	430	435	457	465
<b>Total Unit Costs.....</b>	<b>71,751</b>	<b>75,233</b>	<b>83,381</b>	<b>89,919</b>	<b>93,993</b>

A combination of Projections and past PEDP Financing experience was used to derive unit cost figures

Unit Costs are based on total Primary Enrolment  
 Average annual Teacher Salary of 2,177,640/= was assumed  
 Capitation Grants for Pre Primary and Primary pupils was assumed to be 10,000/= per pupil  
 Capitation Grants for student with special learning needs was assumed to be 20,000/= currently there are 18,982 pupils and an increase of 2% per year was assumed. Five days of In service Training for every teacher at a cost of 290,000/= was assumed. Pre Service Training Cost of 700,000/= per New Recruit was assumed.

**Annex No. 4****Pre- Primary Education Classrooms 2007 – 2011**

Items	Years				
	2006/07	2007/08	2008/09	2009/10	2010/11
Number of primary schools	14,700	15,288	15,900	16,536	17,197
1 Pre-primary classroom per Primary school	1	1	1	1	1
Pre prim classrooms Requirements	14,700	15,288	15,900	16,536	17,197
Existing Classes rooms	-	-	5,732	11,464	17,196
Additional Requirements	14,700	15,288	10,168	5,072	1
Depreciation 3%	-	-	172	344	516
Annual Construction	-	5,732	5,732	5,732	688

Currently, 2006-07, no existing pre-primary class rooms and no budget for annual construction  
 By 2010-11, each existing primary school will have a specific pre-primary class room  
 Each year, there will be a 4% increase in the total number of primary schools

**Primary Education Classrooms 2007 - 2011**

Items	Years				
	2006/07	2007/08	2008/09	2009/10	2010/11
Enrolment	8,217,328	8,213,523	7,970,167	7,849,615	8,088,516
Class Size	78	72	65	60	55
Requirements	105,350	114,077	122,618	130,827	147,064
Existing Classes	102,050	104,050	114,803	125,556	136,309
Additional Requirements.	3,300	10,027	7,815	5,271	10,755
Depreciation 3%	3,062	3,122	3,444	3,767	4,089
Annual Construction	2,000	10,753	10,753	10,753	10,753

Enrolment figures based on Census data of 2002 for 7 - 13 year old and projected growth rate of 2.9% a year

**Pre-Primary Pit Latrines 2007 - 2011**

Items	Years				
	2006/07	2007/08	2008/09	2009/10	2010/11
Number of Pre primary Class rooms Constructed	-	5,732	5,732	5,732	688
No.of Pit latrines per Class	2	2	2	2	2
Pre primary Pit latrines Requirements	-	11,464	11,464	11,464	1,376
Existing Pit Latrines	-	-	11,464	22,928	34,392
Depreciation 3%	-	-	344	688	1,032
Annual Construction	-	11,464	11,464	11,464	1,376

For every new Pre Primary classroom constructed two Pit latrines will be built (One for girls and one for boys, based on class size of 40)



### Primary Pit Latrines 2007 – 2011

Items	Years				
	2006/07	2007/08	2008/09	2009/10	2010/11
Enrolment	8,217,328	8,213,523	7,970,167	7,849,615	8,088,516
No. of Pupils per Pit	23	23	23	23	23
Requirements	357,275	357,110	346,529	341,288	351,675
Existing Pit Latrines	223,720	280,220	298,084	315,948	333,812
Additional Requirements	133,555	76,890	48,445	25,340	17,863
Depreciation 3%	6,712	8,407	8,943	9,478	10,014
Annual Construction	56,500	17,864	17,864	17,864	17,864

The figure for existing pit latrines for 2006/07 is taken from PEDP I Progress Report

### Pre-Primary Desks 2007 - 2011

Items	Years				
	2006/07	2007/08	2008/09	2009/10	2010/11
Number of pre primary Class rooms Constructed	-	5,732	5,732	5,732	688
Number of desks per class	14	14	14	14	14
Pre primary Desks Requirements	-	80,248	80,248	80,248	9,632
Existing Desks	-	-	80,248	160,496	240,744
Depreciation 3%	-	-	2,407	4,815	7,222
Annual Procurement	-	80,248	80,248	80,248	9,632

For every new Pre Primary classroom constructed 14 desks will be procured (Three pupils per desks, based on class size of 40)

### Primary Desks 2007 - 2011

Items	Years				
	2006/07	2007/08	2008/09	2009/10	2010/11
Enrolment	8,217,328	8,213,523	7,970,167	7,849,615	8,088,516
No. of Pupils per Desk	5	4	4	4	3
Requirements	1,643,466	2,053,381	1,992,542	1,962,404	2,696,172
Existing Desks	1,643,466	1,699,966	1,831,185	1,962,404	2,105,278
Additional Requirements	0	353,415	161,357	0	590,894
Depreciation 3%	49,304	50,999	54,936	58,872	63,158
Annual Procurement	56,500	131,219	131,219	142,874	166,183

**Pre- Primary Education Teachers Recruitment 2007 – 2011**

Items	Years				
	2006/07	2007/08	2008/09	2009/10	2010/11
Enrolment	791,560	1,033,376	1,399,096	1,894,337	2,043,984
Net Enrolment ratio	35	45	60	80	85
Pupil/Teacher Ratio	46	45	43	42	40
Requirements	17,208	22,964	32,537	45,103	51,100
Existing Teachers	14,591	14,153	22,964	32,537	45,103
Additional Requirements	2,617	8,811	9,573	12,566	5,996
Attrition 3%	438	425	689	976	1,353
Annual Recruitment	-	9,235	10,262	13,542	7,349

Enrolment figures are based on Projected Net Enrolment Ratio derived from Census data of 2002 for 5 - 6 year old and projected population growth rate of 2.9% a year.

The actual recruitment for Pre Primary Teachers will start in 2007/08

**Primary Education Teachers Recruitment 2007 – 2011**

Items	Years				
	2006/07	2007/08	2008/09	2009/10	2010/11
Enrolment	<b>8,217,328</b>	<b>8,213,523</b>	<b>7,970,167</b>	<b>7,849,615</b>	<b>8,088,516</b>
Pupil/Teacher Ratio	52	50	48	46	45
Requirements	158,026	164,270	166,045	170,644	179,745
Existing Teachers	151,882	154,661	164,270	166,045	170,644
Additional Requirements	6,144	9,610	1,775	4,599	9,101
Attrition 3%	4,556	4,640	4,928	4,981	5,119
Annual Recruitment	7,335	14,250	6,703	9,580	14,220

Enrolment figures based on Census data of 2002 for 7 - 13 year old and projected growth rate of 2.9% a year.

**Table 9: Pre-Primary and primary Teachers Houses 2007 – 2011**

Items	Years				
	2006/07	2007/08	2008/09	2009/10	2010/11
Number of Teachers	166,473	168,814	187,234	198,582	215,747
Percentage of Teachers Working in Remote Areas	0.75	0.75	0.75	0.75	0.75
Requirements	124,855	126,610	140,426	148,937	161,810
Existing Houses	30,376	32,376	54,312	76,248	98,184
Additional Requirements	94,479	94,234	86,114	72,689	63,626
Depreciation 3%	911	971	1,629	2,287	2,946
Annual Construction	2,000	21,936	21,936	21,936	21,936

All Teachers working in Remote Areas will be provided with housing.

The Number of Teachers includes Pre Primary and Primary Teachers

## Annex No. 5

**CONSTRUCTION OF FACILITIES UNIT COSTS****Facilities and Furniture***Unit Cost for Construction of Facilities/Furniture (Tshs. Mill.)*

1. Classrooms (Pre-primary and Primary)	5.5
2. Teachers Houses	7.0
3. Latrines	0.7
4. Chairs	0.03
5. Desks	0.03
6. Tables	0.07
7. Water Tanks	1.0

The cost for Class rooms and Teachers' houses constructions includes Communities contribution which is assumed to be 28%

**Capitation Grant and Other Quality Improvement Costs***Capitation Grant in Tshs*

1. Facility repairs	2,000
2. Textbook, teaching guides, supplementary reading materials	4,000
3 Chalk, exercise books, pens, pencils	2,000
4. Administration materials	1,000
5. Examination paper, purchase and printing	1,000
<b>Total Capitation</b>	<b>10,000</b>