THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION AND CULTURE

TEACHER EDUCATION MASTER PLAN (TEMP)

MEDIUM TERM STRATEGIC AND PROGRAMME FRAMEWORK 2000-2005

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PREFACE

The Tanzania vision 2025 sees education as a strategic agent for mindset transformation and for the creation of a well educated nation that can face the development challenges facing the nation. This requires multi-sectoral strategies and actions which are integral to overall development efforts. In this regard the government has embarked on sector development approach and the Ministry of Education and Culture is taking forward Education Sector Development Programme (Ed-SDP) which intends to improve the education system.

For elaboration of the programme, the government has taken several initiatives. This includes development of Basic Education Master Plan (1997) and Secondary Education Master Plan (1998). The Teacher Education Master Plan (TEMP) is yet another effort to translate our education and training policies into actions.

The Teacher Education Master Plan is an integrated framework of training and re-training for educators in formal and non-formal education context. It covers other issues such as management and administrative structures, financing mechanisms, curriculum monitoring, and evaluation methods. The TEMP has been developed taking into consideration existing practices and structures. It is also build on existing teacher education programmes.

The purpose of the TEMP is to strengthen the machinery for policy formulation, professional development, monitoring and evaluation of teacher training and learning. However, the Education and Training Policy will continue to guide teacher education development in the country.

I hope that TEMP will not be an end product but will provide a basis for further development of the teacher education programmes on regular basis. I also hope that the completion of TEMP will give way for the development of an Integrated Education Development Master Plan covering all the education sub-sectors.

MRS M. MALALE
PERMANENT SECRETARY

LIST OF ABBREVIATIONS

ACSE	Advanced Certificate of Secondary Education
BSc	Bachelor of Science
BTP	Block Teaching Practice
COBET	Complementary Basic Education in Tanzania
CSE	Certificate of Secondary Education
DBSPE	District Based Support to Primary Education
Ed-SDP	Education Sector Development Programme
EMIS	Education Management Information System.
ETP	Education and Training Policy
FO ED	Faculty of Education
ICBAE	Integrated Community Based Adult Education
ICT	Information Communication Technology
INSET	In-service Education and Training
LGRP	Local Government Reform Programme
MLYD	Ministry of Labour and Youth Development
MOEC	Ministry of Education and Culture
MSTHE	Ministry of Science Technology and Higher Education
NECTA	National Examinations Council of Tanzania
NGO	Non-Governmental Organisation
OUT	Open University of Tanzania
PRESET	Pre-service Education and Training
RNE	Royal Netherlands Embassy
PRESET	Pre-service Education and Training
RPM	Regular Preventive Maintenance
SESS	Science Education in Secondary Schools
Sida	Swedish International Development Agency
SLTP	Single Lesson Teaching Practice
SPCE	Student Per Capita Expenditure
STIP	Science Teachers´ In-service Programme
STR	Student Teacher Ratio
TCs	Teachers Colleges
TED	Teacher Education Department
TEMIS	Teacher Education Management Information System
TEMP	Teacher Education Master Plan
TETWG	Teacher Education Technical Working Group
TOTs	Training of Trainers
TP	Teaching Practice
TPR	Teacher Pupil Ratio
TTU	Tanzania Teachers Union
TRC	Teachers´ Resource Centre
TSC	Teachers Service Commission
UDSM	University of Dar es Salaam
VETA	Vocational Education and Training Authority.
VTTC	Vocational Teachers' Training College

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TEACHER EDUCATION MASTER PLAN

1.0 INTRODUCTION

The Teacher Education Department (TED) is the foundation of other departments in the Education Sector. This is because of its crucial role of producing professionals and leaders for the entire education system.

It is responsible for first, developing and monitoring of teacher education, including:

- reviewing the teacher education curriculum, the teaching materials and teaching methods;
- setting and monitoring standards of training;
- overseeing professional development of teachers and tutors, ensuring access and equity for all in the profession; and
- monitoring programmes and projects.

Second, it is responsible for overall management of the teacher education sub-sector, including:

- reviewing policy, plans and regulations;
- processing applications for ownership and registration of teachers colleges;
- issuing guidelines for selection of students to teachers colleges;
- co-ordinating tutor recruitment, and deployment;
- processing application of teaching licences in Teachers' colleges (TCs)
- issuing guidelines on management and administration of TCs; and
- co-ordinating budget preparation and financial resource allocation to teachers colleges.

Teacher Education is currently managed by at least three ministries. The Ministry of Education and Culture (MOEC) manages a network of 34 government Teachers Colleges and provide guidance to 10 privately owned ones. The Ministry of Science, Technology and Higher Education (MSTHE) manages university based teacher education offered by the Faculty of Education (FOED) at the University of Dar es Salaam (UDSM), the Open University of Tanzania, the Sokoine University of Agriculture, Tumaini and St Augustine Universities in Tanzania. The Ministry of Labour and Youth Development manages a Vocational Teacher Education Programme, currently offered at the Morogoro Vocational Teachers' College.

The 34 government TCs have a capacity of 14,500 student teachers at certificate and diploma level. Certificate teachers are deployed in pre-primary and primary schools whereas diploma teachers are deployed at secondary schools and TCs. The TCs offer both pre-service teacher education (PRESET) and in-service teacher education (INSET). PRESET programmes include Grade A Teaching Certificate courses and Diploma in Education courses. The two programmes last for two years and are mainly residential. Private colleges have a current enrolment capacity of 2000 students. However, actual enrolment has never exceeded 350 students.

The curriculum of the two year programmes includes academic and professional components. The academic component focuses on improving content knowledge in the teaching subjects. The professional component focuses on provision of foundation knowledge in the principles of education, child psychology, research and educational management. The pedagogy component focuses on methods of teaching and micro-teaching. There is also field experience called Block Teaching Practice (BTP)) which lasts for 6-8 weeks annually during which students do practice teaching in the schools.

The INSET programmes consist of short courses of 3-9 months duration. There is also an upgrading programme intended to upgrade Grade C/B teachers to first ordinary level secondary school education and then to Grade A teachers professional training. The professional up-grading course takes one year.

At university level the system offers the following programmes:-
- Bachelor of Education programmes in Science or Arts. These are programme for students training to work mainly as tutors in teacher education institutions.
- Bachelor of Arts with Education, Bachelor of Science. with Education (UDSM) and Bachelor of Commerce with Education offered by mainly OUT. Students under these programmes train as teachers of various subjects to work in secondary schools and sometimes in Teachers' Colleges,
- Bachelor of Education programme for adult education students. These work later in Adult Education centres as tutors or in districts as adult education administrators.
- The Sokoine University of Agriculture also produces a few students with a BSc. in agricultural education and extension services who are prepared as extension workers for farmers in agriculture as well as teaching in agriculture biased secondary schools and colleges.

The Education and Training Policy (ETP) emphasises, among other things, the need to promote the following skills in trainee teachers: competence and effective communication in English and Kiswahili, competence in the teaching of science and technology, as well as effective teaching. ETP also mandates that primary school minimum teaching qualifications should be Grade A and for secondary schools, a good combination of diploma and degree teachers while in TCs it should be mainly university degree teachers.

Access to teacher education is competitive. TCs are spread throughout the country. Most TCs are co-educational (with the exception of 4 which are exclusively for females and one for males). In 1998 TCs employed a total of 1004 tutors (227 graduates, 621 with diploma, 10 with Grade A and 127 with Special Certificates).

The management and administration of TCs is centralised under the Director of Teacher Education in MOEC. Each TC has a Principal and a Deputy Principal. MOEC recruits, and promotes college tutors, admits students, appoints and transfers college principals and tutors. Curriculum development and review for TCs is a professional task of the Tanzania Institute of Education.

The university faculties of education are more autonomous with deans and heads appointed in the university authorities as stipulated by their acts of parliament. The university curricula are designed, reviewed and revised by the faculties and eventually approved by the University Senate.

Financing of teacher education is done centrally from MOEC, MSTHE, or MLYD through budget allocation from the treasury. INSET programmes are usually underfunded. This makes INSET courses irregular, and poorly co-ordinated. Cost sharing in PRESET and long INSET courses by student teachers began in 1996. A college fee of Tsh. 85,000/= is currently charged to each student annually

2.0   SITUATIONAL ANALYSIS

Despite visible success in the training of teachers many problems also exist. There is therefore great need to reform the teacher education sub-sector in order to improve access and equity in the teaching profession, improve the quality of programmes and the curriculum in general, improve management and financing arrangements while maximizing the use of available resources.

2.1   Quality of Teacher Education and Training

The PRESET programmes are meant to supply well trained teachers for the entire education system. Thus, there is need to regularly -review them to ascertain their quality, relevance and appropriateness. There is also need to review the demand for teachers in various disciplines, including the recently created subjects called Work Skills (Stadi za Kazi). The issue of specialisation of teachers into subject clusters rather than trying to produce all round experts, is yet another issue worth considering. Similarly there is need to improve the management and financing of the practice teaching component, and instituting a culture of regular review and revision of the teacher education curriculum.

The condition of some TCs is considered adequate due to recent maintenance programmes. However, the majority of the colleges are in poor shape with deteriorating buildings, furniture, books, sewage, and other infrastructure. The teaching and learning environment is also poor, with unequipped science laboratories, poorly stocked libraries and lack of other learning resources.

Both areas in the teacher education (PRESET and INSET) that require improvement can best be done by carrying out a qualitative needs assessment in order to identify pedagogical deficiencies of teacher training and the shortcomings of curriculum content knowledge, pedagogy and practical skills among teachers. This process will help confirm (or refute claims) made by some schools and the general public that:

- current training programmes do not produce the skills needed for teaching in schools and colleges;
- programmes turn out excess arts and humanities teachers and insufficient science, maths and language teachers;
- Grade A PRESET programme is too ambitious, trying to train teachers who can teach all subjects in the curriculum rather than encouraging specialization and excellence;
- teacher education curriculum is not systematically developed and does not gather the views of key stakeholders and clients of the programme;
- programmes are inflexible and do not cater for different beneficiaries with diverse needs and interests;
- curriculum is too theoretical and conservative and does not encourage inquiry, critical thinking and reflective practice.

2.2 Access and Equity

Access to teacher education is competitive and open to all secondary school leavers depending on the level they want to train, and provided they qualify to join the teaching profession. Currently (2000) 44 public and private 10 TCs with an enrolment capacity of above 16,500, train Grade A teachers for 11,516 primary schools, enrolling 4,057,965 pupils. The training of teachers also include diploma teachers for 890 secondary schools with an enrolment of 225,607 pupils. The universities train about 500 graduate teachers annually for secondary schools and TCs.

Teacher Pupil Ratio for (TPR) primary and secondary schools is 1:37 and 1:20 respectively while the Teacher Student Ratio (TSR) for teachers colleges is currently 1:10. These ratios are often considered to indicate underutilization when compared to recommended policy figures (1:45 primary, 1:28 secondary and 1:17 for TCs). It is debatable, however, as to whether the recommended ratios are ideal for conducive learning or they are merely set to meet economic constraints.

In INSET programmes there is also a more serious imbalance in access to training among married women teachers, and teachers in remote areas who are unable to attend regular courses for a number of reasons. There is gender imbalance in PRESET and INSET enrolment in some key courses such as science and mathematics. A flexible national plan for INSET provision also needs to be worked out.

The opening of Teacher Resource Centres (TRCs) is expected to solve the problem of women and teachers from remote areas but this can only happen if the TRCs are evenly distributed, properly co-ordinated, and their programmes well designed and managed. There is a need to build more TRCs and equip them and also train the trainers who will manage the training programmes offered there.

The issue of capacity building for TCs, TRCs and Ward Based Teacher Support will be addressed by opening up opportunities for graduate and postgraduate teacher training in higher education institutions in order to meet growing demand of master or mentor teachers, trainers, INSET facilitators and managers .

2.3 Management and administration

Currently TCs are managed by principals who are answerable to MOEC's Director of Teacher Education. Universities are more autonomous. Teacher Resource Centres have yet to establish a clear management structure. The link between TCs and TRCs is weak and needs strengthening. Management and administration of TCs do not allow for high level power sharing between college boards and MOEC. The prevailing feature of management and administration is one of high concentration at MOEC in relation to recruitment

and selection of teacher trainees to the PRESET and INSET programmes, promotion and appointment to position of leadership. Lack of Teacher Education Management Information System (TEMIS) makes it difficult to make decisions due to lack of sufficient data. College boards are bureaucratically selected and there is a tendency of selecting incompetent members whose roles are limited to advisory capacity. This makes boards inefficient and taking long time to make decisions and settle disputes. Some administrators in MOEC and its institutions are inadequately trained in management.

There is lack of motivation to excel due to low incentives to outstanding performance in teacher education including acquisition of higher academic or professional qualifications. The procedures for assessment of teacher educators, and their living and working conditions, are often inappropriate. The criteria for changing teachers grades and the notification to teachers on matters that concern their welfare, is also inadequate.

Other poorly managed areas include boarding and catering services, physical education, sports and games facilities, social, medical and security services. There are also very poor communication (including telephone and ICT) and transport services, thus making management of teachers colleges, especially in remote rural areas, very difficult.

There is a need to establish and reinforce proper administrative structures and procedures in TCs. This involves defining the number of streams of entry, fixing levels of intake, and standardising length of the teaching period, determining the weekly working load of tutors and setting clear criteria for determining the entitlements for the staff. This is needed in order to improve efficiency and effectiveness of operation. There is also a need to rationalise TCs and allow for specialization into primary or secondary curricula.

A credit system to record and reward INSET attendance and professional competence is lacking. Despite the existence of school inspectorate, monitoring and enforcement of set standards of teacher education is poor. The weak co-ordination and monitoring of private TCs from MOEC have made it possible for their stakeholders to violate current regulations and guidelines for opening private TCs. This needs to be addressed by tightening the mechanism of accreditation and control of TCs and other educational institutions.

2.4 Financing

The financing of teacher education is basically centralized. However, the sub-sector remains among the lowest financed. The bulk of the central funding mainly finance teacher salaries and related payments, leaving a small proportion for other development activities. For example,. development funding has often fluctuated, falling from 2.5% (1995) to 1.8% (1996) and rising again to 2.5% in 1998. The low level of funding for Teacher Education has often led to deterioration of college facilities, shortage of teaching and learning materials, shortened college terms and abandoned BTP. This has also

led to grater dependence on student fees to meet running costs, consequently resulting in low enrolment, retention and quality of education provided.

Teacher education development expenditures have been in the area of INSET training programmes. Most of the development projects suffer from serious under funding and poor reporting and co-ordination. The monthly funding system (cash budget) does not allow for flexibility in planning at institutional level. Auditing and other financial supervision are irregular and institutional managers are inadequately trained in modern financial management and administration skills.

The need for financing are greatest in the PRESET and INSET programme development and management. Increased funding here will update teacher trainers with latest content and pedagogical skills. Improved funding for TCs will also improve the learning environment, thus leading to production of well trained and effective teachers.

A well trained and resourced pool of teacher educators means that they can produce competent teachers for the school, and also retrain the ones already in the schools. Adequate investment in teacher education, can therefore improve the profession much faster. Trainers can be produced locally in earmarked TCs or at the local Universities, through tailored postgraduate, Masters, or other in-service programmes. Where necessary, training of key trainers (tutors) can be done abroad. Maintenance of links with other international institutions and training centres will help maintain international quality in training.

The current zero financing of Teacher Resource Centres, by government needs to be redressed by allocating funding for staffing and management of the centres. The search for foreign financing for these centres will continue as they have great impact on professional development at local level. The co-ordination of donor support in this area is crucial in order to ensure that TRCs are spread evenly throughout the country and they are of comparable quality. The high cost of residential PRESET and INSET courses may be lowered by channelling some trainees through TRCs and offering flexible teacher education programmes and allowing for non-residential training.

These issues are summarised in the next section, and in the main section of the document which follows. Programmes are developed to address the problems and issues raised.

3.0   ISSUES AND PROBLEMS ADDRESSED BY THE TEACHER EDUCATION MASTER PLAN

The following issues and problems are those requiring action by the Master Plan. The issues and problems are:

3.1   Quality:

- Despite recent review of various curricula at various levels, there are no orientation courses/programmes of college tutors and teachers to new curricula and effective teaching strategies at primary, secondary and other levels.

- The PRESET curriculum does not address some of the subjects taught in primary school e.g. Stadi za Kazi, and Maarifa ya Jamii.

- Current upgrading INSET programme does not give opportunity for teachers to grow professionally within the pre-primary and primary system; it tends to encourage exit from the system and join secondary or other sectors.

- Teacher education curricula at Grade A and Diploma level are not adequately synchronised.

- Currently teacher education curricula focus more on imparting academic content than developing professional knowledge, skills, and attitudes.

- There are inadequate library facilities in most of the Teachers´ Colleges.

- Some of the tutors in Teachers´ Colleges are underqualified, unqualified and untrained.

- There is no subject specialisation for grade A student teachers in Teachers´Colleges. This forces a teacher to be a jack of all trades.

- Some PRESET and INSET programmes are not based on adequate needs assessment and appropriate curricula.

- Despite the existence of a number of educational projects and programmes, knowledge, skills and dispositions gained from these educational projects are not adequately utilised and mainstreamed in the pre-service and in-service teacher education programmes.

- A number of TRCs have been established recently by various agents. However, there is no comprehensive programme for training TRC personnel or training teachers at TRCs.

- The infrastructure and teaching and learning environment of some TCs are in very poor state.

- Gender sensitivity training is a weak component in the curriculum.

- Currently there are weak linkage between teacher education programmes and higher education programmes.
- The preparation of teachers to handle the issues of STDs and HIV/AIDS, environmental science and technology education is inadequate.

- There is lack of communication skills improvement programme in both English and Kiswahili for student teachers in Teachers Colleges. This stifles the communication ability of teachers and tutors and affects their effectiveness in teaching. As a result there has been a decline of communication standards in Tanzania education in general and many people think it is only a problem of medium of instruction.

- There is no regular review of Teacher Education Curriculum. Existing curriculum is out of date and does not balance academic and professional training adequately. Little field experience exists to translate foundational and psychological knowledge into classroom practice.

- There is shortage of teachers and limited capacity to train teachers in Work Skills, Music, Fine Art, Theatre Arts, Physical Education, Special Needs Education, Agricultural Science, Technical Education and Home Economics. Training programmes for these teachers are few and their curriculum is fairly limited to cater for the needs of a diversity of children in the schools.

- Assessment of student teachers appears to focus too much on pencil and paper tests and less on practical tasks. There is a mismatch between classroom performance of teachers and teachers examination results, such that those scoring very high marks in examinations are not necessarily effective in the classroom.

- There is no holistic approach in upgrading programmes. Teachers are upgraded on an ad-hoc basis, which does not help maintain standards of teacher qualifications in the system.

- The quality of teaching and learning Science and Mathematics is poor in schools and teachers colleges. This is due to many factors but teacher quality, gender stereotyping and instructional materials rank top among them.

3.2 Access and Equity

- Although the problem of professional development is a general one, there is a more serious inaccessibility of INSET opportunities among certain groups of teachers, including women, teachers of certain subjects such as Arts and Crafts, and teachers in remote areas. These groups tend to be stagnant and frustrated.

- Many TRCs have been opened during the last five years. However, there is uneven distribution of TRCs nationally, since they are not properly co-ordinated. This makes some areas have very few while others have abundance.

- There is gender imbalance for both trainees and tutors in TCs.

- Women participation especially in Science, is still low. There is student wastage due to late reporting or no show-up.

- A few opportunities exist under projects such as DBSPE, ICBAE, SESS, TEAMS and STIP for teachers to attend professional development courses. However, there is limited professional development programme for teacher educators in general and college tutors in particular and all teachers in primary, secondary, adult and vocational education institutions.

- The use of distance and open learning approaches in teacher education are underdeveloped.

3.3 Management and Organisation

- There is underutilisation of available resources in Teachers Colleges.

- There are inadequate linkages among TCs, schools, TRCs, district authorities, community and educational institutions to the extent that most of these organs are working in isolation.

- There is lack of regular and timely preventive maintenance (RPM) of the college infrastructure. Many facilities in good colleges are deteriorating heavily and this reduces the capacity of the institutions to produce quality teachers.

- There are poor transport and communication facilities such as vehicles, telephones, and computers. This reduces efficiency of colleges and TRCs.

- There is high concentration of administrative powers at the Ministry of Education and Culture.

- Currently there are loopholes which make it possible for incompetent college board members to be appointed

- Efforts to provide INSET programme are not well co-ordinated. There are many organs running uncoordinated INSET programmes.

- There is unreliable Teacher Education data and information. This makes it difficult to make key decisions.

- The system of monitoring, evaluation and provision of feedback in teacher education lacks efficiency and effectiveness. This stifles innovation and improvement in professional training and development.

- The TRC system lacks co-ordination. This means there can be many TRCs that are poorly distributed, hence not making an impact in the professional development leading to better teaching and learning of students in school and colleges.

- The morale and commitment of tutors is low due to low pay and motivation, which stifle innovation. Some senior tutors are highly qualified but are not doing a good job; this discourages young dynamic members to develop professionally and academically

- The training of teachers in Teachers´ Colleges does not correlate with the requirements of pre-primary, secondary and teacher education.

- Although UDSM trains at least 15 college tutors a year, most graduates do not report to Teachers Colleges. As a result there is shortage of qualified and competent tutors.

- Lack of regular monitoring of teacher education system exists to the extent that it is difficult to know which colleges or programmes are successful or not as there is no weighting of the INSET courses of less than one year. Generally INSET courses attended do not count for promotion.

- Selection procedures and remuneration of members of the teaching force do not attract the best brains. The low ability teachers in the schools can be very damaging especially to the weak and most able learners.

- The current procedures for appointment to leadership positions lacks openness, and transparency, objectivity and fairness. This leads to unqualified and incapable individuals being appointed to manage institutions leading to stagnation and inefficiency.

- The teaching profession is perceived to have a low status in the Tanzanian society.

- There is no credit system of recording and systematic accreditation of INSET courses offered in the country. Teachers are, therefore, not motivated to improve their professional skills through regular INSET.

- There is lack of minimum standards for infrastructure of Teachers College.

- Despite existence of school inspectorate in the MOEC, monitoring and enforcement of set standards of teacher education is poor.

- There is limited data on the training needs of teachers and tutors for both PRESET and INSET programmes.

- Management of instructional time in TCs is inefficient resulting into loss of valuable opportunities for teaching and learning.

- Little effort is made by college management to get feedback from college and national examinations and take remedial action where appropriate.

3.4   Financing

- Limited allocation of funds to practice teaching exercise leads to poor preparation of teachers in TCs.

- There is underfunding of Teacher Education Department such that it is unable to run its strategic activities.

- Government support to Teacher Resource Centres is very little. Hence there is a danger for these institutions to be unsustainable.

- There is low expertise in matters related to effective financial management – especially mobilization, generation, disbursement, control, and effective use in TCs and the entire teacher education department.

- Introduction of fees in PRESET and INSET has discouraged many good candidates to enrol into teacher education programmes.

- Uncoordinated donor funds lead to some colleges getting a lot of financial support while others get very little.

- Despite many years of ESR, income generation through ESR activities is very low and management of ESR funds is not transparent.

- The cost effectiveness of small colleges is low in comparison to big colleges.

- Teachers College have limited autonomy on financial matters.

- Residential courses are costly to run despite being more convenient for student teachers especially women.

- There is lack of transparency in mobilization and utilization of funds for Teacher Education.

- There is no regular and systematic financial auditing and control in Teachers Colleges.

4.0   VISION AND MISSION OF TEACHER EDUCATION AND OBJECTIVES OF TEMP

Teacher Education Master Plan reflects current national and global developments in teacher development and training. Without a plan to invigorate and develop the teaching force, the objectives of earlier master plans (Basic Education and Secondary Education Master Plans), can never be realised as teachers are a priority resource in the promotion of education. Teacher education is conceived as a continuing process of professional development as opposed to a one-short programme aimed at producing a product with static skills.

The overall plan of teacher education needs to first ensure selection of entrants with the best cognitive affective and psychomotor skill.   This should be followed by the provision of initial preparation for a life long process of professional growth and development. This process can be seen to be a responsibility of each teacher who is after all paid for his good services. It is also the responsibility of the nation to ensure that its children get quality education, given by competent professionals and in high quality schools, in order to compete at regional and global level. The training programme needs to be holistic and programmatic in order to balance optimal development of academic and professional capacities in a teacher. In the teacher education system the various players must have a clear understanding of their roles and expected quality of professional competence they should strive far as they fulfil their roles.

4.1   Vision

TEMP envisages that by 2025 there will be a well founded effective and efficient system in place for training and developing competent teachers and tutors through Pre-Service and In-Service programmes. The system will be supported by professional trainers, teachers and tutors, using up to date gender balanced curriculum. The training will be basically child centred, delivered by dynamic and efficient teachers, working in a reasonably well resourced environment. There will be a reliable information system in teacher education. Human and physical resources will be up to acceptable standards by 2010. Thus by 2025 teachers will be competent, efficient and effective in delivering knowledge and modern skills confidently in a creative and competitive manner.

4.2   Mission

The mission of TEMP is to strengthen the machinery for policy formulation, professional teacher development, monitoring and evaluation of teacher training and learning. The Education and Training Policy will continue to guide teacher education development in the country. These policies will guide the organs involved in national level planning, development, quality control and provision of Pre-service and In-service Education and training of teachers at Pre-school Primary, secondary and tertiary education levels. Training programmes will be accredited by a nationally recognised body for quality

control. The policy guides will be used to enforce an appropriate process of teacher education review to curriculum, encourage interactive and transformative pedagogy in government, private, non-government and international institutions which share ideals and values.

Teacher education institutions will be transformed to educate and train teachers who have basic knowledge skills and attitude of promoting interactive and transformative pedagogy and fighting the HIV/AIDS epidemic. Teachers in schools and tutors in colleges will be expected to achieve defined standards of quality teaching and learning and there will be professional support through Teacher Resource centres and school based master teachers to coach teachers towards acceptable professional standard of service.

4.3   Objectives of TEMP

The Teacher Education Master Plan has the following objectives:
(i)   to put forward a vision of steering teacher education in Tanzania during the next twenty five years
(ii)   to define a mission for the professional development of teachers during the next five years;
(iii)   to develop a programme of action for ensuring that academic and professional development of teachers is ensured at all levels;
(iv)   to propose mechanisms of ensuring that the teaching profession is equitably accessible to all members of the society, is well financed and managed and maintains acceptable quality and standards
(v)   to phase and cost the proposed programmes for medium term (5 year) and longer term (up to 15 years) period.
(vi)   to suggest ways in which the professional development of teachers can be done on a life long basis involving all relevant institutions, including schools, teachers colleges and resource centres, other ongoing education programmes and funding agencies.

5.0   SUMMARY OF PROGRAMMES

A summary of the programmes, sub-programmes and components are shown in Table 1 below. The detailed description of programmes and components are presented in item No.6.0

TABLE 1: SUMMARY OF PROGRAMMES, SUB-PROGRAMMES AND TENTATIVE COSTS OF COMPONENTS

PROG.1	IMPROVING AND STRENGTHENING THE QUALITY OF TEACHER EDUCATION	BUDGET IN (Tshs mill))
1.1	**Improving Pre -Service Teacher Education Programme**	
1.1.1	Completion of Curriculum Review and Introduction of Subject Specialization in Grade A Teacher Education Programmes	1,715.50
1.1.2	Mainstreaming Gained and Disposition from Projects	193.52
1.1.3	Developing Communication Skills Programme in Kiswahili and English	251.92
1.1.4	Developing and Implementing programme of a Regular Review of TE curriculum	466.32
1.1.5	Expanding the capacity to train tutors for Work skills, and Life Skills	750.00
1.1.6	Improving the Teaching and Learning of Science and Mathematics	419.92
1.1.7	Developing and Establishing a Diploma programme for Pre-primary and Primary Teachers	452.62
1.1.8	Reviewing and Enforcing Teacher Education Standards	0.92
1.1.9	Developing and Establishing a Co-ordination Monitoring and Evaluation mechanism	20.92
	SUB-TOTAL	**4,271.64**
1.2	**Expanding and Strengthening In-Service Teacher Education Programme**	
1.2.1	Developing Orientation and Regular Professional Development for Teachers of Pre-Primary, Secondary and Teacher Education Tutors	3,096.08
1.2.2.	Developing Up-grading Curricula for Teachers of Pre-primary Primary Secondary and Teacher Education Tutors	1,635.28
1.2.3	Developing Up-grading Programme for Grade B/C Teachers	1,480.00
1.2.4	Developing Professional Programme for Non-trained Teachers/Tutors	105.93
1.2.5	Establish a National Professional Accreditation Council/Board	122.70
1.2.6	Improving the System of Co-ordination, Monitoring, and Evaluation of In-service Programme	141.50
1.2.7	Building Capacity for Teachers of Demostration Schools	135.40
1.2.8	Operationalizing the Zonal TRC System	2,012.87
1.2.9	Expanding TRC System in the Whole Country	2,500.10
1.2.10	Training of TRC Personnel	100.50
1.2.11	Establishing the National TRC	600.40
1.2.12	Developing and Supporting Professional Development in School Clusters at Ward Level	1,260.50
	SUB-TOTAL	**13,191.28**
PROG.2	**IMPROVING ACCESS AND EQUITY IN TEACHER EDUCATION**	
2.1	**Improving Gender Balanced in Teacher Education**	
2.1.1	Establishing a Flexible system of Providing INSET Opportunities	2,400.40
2.1.2	Increasing Enrolment and Participation of Women Teachers	200.00
2.1.3	Minimizing Student Wastage in Teacher Education	140.00
	SUB-TOTAL	**2,740.40**

2.2	**Improving and Expanding Training of Teachers of Special Education**	
2.2.1	Improving and Increasing Teachers for Special schools	120.40
2.2.2	Improving and Increasing Teachers for the Disabled	220.40
	SUB-TOTAL	**340.80**
PROG.3	**STRENGTHENING MANAGEMENT IN THE PROVISION**	
	OF TEACHER EDUCATION	
3.1	**Rationalization of Teacher Education Resources**	
3.1.1	Optimizing the use of Resources in TCs	600.80
3.1.2	Enhancing Regular and Timely Preventive Maintenance of	
	Teacher Education Facilities	440.80
	SUB-TOTAL	**1041.60**
3.2	**Balancing the Demand and Supply of Teachers and Tutors**	
3.2.1	Balancing Demand and Supply of Pre-primary, Primary	
	and Secondary School Teachers	1,200.40
3.2.2	Improving Internal Efficiency in Primary Schools Through Multigrade Teaching	2,898.40
3.2.3	Balancing Demand and Supply of Adult Education Teachers	1,079.20
3.2.4	Balancing Demand and Supply of Tutors in TCs	560.80
	SUB-TOTAL	**5,738.80**
3.3	**Improving Personnel Motivation and management in**	
	Teacher Education	
3.3.1	Raising the Morale and Commitment of College Tutors	68.80
3.3.2	Promoting Transparent Procedure of Appointments	1.90
	SUB-TOTAL	**70.70**
3.4	**Developing and Strengthening Teacher Education Management**	
	Information System (TEMIS)	
3.4.1	Developing and Strengthening Teacher Education Management	
	Information System (TEMIS) (as part of EMIS)	480.00
	SUB-TOTAL	**480.00**
3.5	**Monitoring Co-ordinating and Networking of Teacher Education**	
	System.	
3.5.1	Improving Networking Among Teachers Colleges, Schools, TRCs	
	District Authorities, Communities and Other Higher Education Institutions	131.00
3.5.2	Devolving Power From the MOEC to Teachers Colleges and Schools	140.40
3.5.3	Monitoring and Evaluation TEMP Implementation	311.00
	SUB-TOTAL	**582.40**
PROG.4	**IMPROVING THE FINANCING BASE FOR TEACHER EDUCATION**	
4.1	**Mobilizing Financial Resources for Teacher Education**	
4.1.1	Enhancing Budgetary Allocation for Teacher Education	5.00
4.1.2	Increasing Funding for Practice Teaching	2,222.20
	SUB-TOTAL	**2,227.20**

4.2	**Reducing Costs in Teacher education**	
4.2.1	Improving the Cost Effectiveness in Teachers colleges	55.40
4.2.2	Promoting Non-Residential Courses	1.20
	SUB-TOTAL	**56.60**
4.3	**Improving Financial Management in Teacher Education**	
4.3.1	Co-ordinating Donor Funding for Teacher Education	3.40
4.3.2	Building Capacity in Financial Management and Book Keeping	353.70
4.3.3	Expanding the Financing Base for Teacher Education	35.40
	SUB-TOTAL	**392.50**
	GRAND TOTAL	**30,133.90**

6.0   PRIORITY PROGRAMMES AND COMPONENTS

This section of the master plan lists the programmes, sub-programmes and components developed on the basis of the four broad issues, namely, quality, access and equity, management, and financing. There are four main programmes, with 12 sub-programmes, subdivided into a total of 46 components. The programmes, sub-programmes and components are listed and later a detailed description and estimated cost of each programme, sub-programmes and components is given. The components are developed in such a way that there is a short rationale followed by objectives of the component, activities, targets and indicative budget.

6.1   QUALITY PROGRAMMES

PROGRAMME 1: IMPROVING AND STRENGTHENING QUALITY OF TEACHER EDUCATION PROGRAMMES

Sub-Programme 1: Improving Pre-service Teacher Education Programmes

Component 1.1.1   Completion of Curriculum Review and Introduction of Subject Specialisation in the Grade A Teacher Education Programmes

Rationale

Grade A teachers are expected to teach all subjects at primary school level including subjects they have not studied, or those which they failed in the `O' level examinations (CSE). Consequently, their knowledge base is poor. Moreover, the teacher education curriculum compels students to study even the subjects in which they have no interest or ability. This makes their learning even more difficult. It is noted that most of the tutors in teachers colleges are former secondary school teachers. Thus, without undergoing rigorous training in primary teaching methods they might be using secondary teaching methods to Grade A future primary school teachers.

Objectives	(i)	To prepare student teachers who are able to teach subjects they have passed and for which they show interest according to subject specialisation in primary schools.
	(ii)	To enhance teacher performance in classroom by focusing on primary methods of teaching and learning.
Activities	i)	Complete reviewing and revising the current teacher education curricula.
	ii)	Orientate college tutors on how to use the revised curriculum.
	iii)	Re-organise colleges for specialised teacher education programmes.
	iv)	Implement and evaluate the impact of the new curriculum.
Targets	i)	Preparation of the specialised programme completed by 2001.
	ii)	Pre-testing the specialised programme to begin by 2000.
	iii)	Specialisation fully in place by 2004.
	iv)	Orientation of college tutors completed in phases by 2003.
Indicative Budget		**Tshs. 1,715,5000,000**

Component 1.1.2: Mainstreaming Gained Knowledge, Skills and Dispositions From Educational Projects Into Teacher Education Programmes

Rationale

There are some donor funded projects and programmes which tend to function in isolation from the established departments of the Ministry of Education and Culture. As a result, the knowledge, skills and dispositions gained from such detached or isolated projects and programmes are not adequately utilized and mainstreamed in teacher education programmes. When the knowledge and skills developed in such projects and programmes are needed for further use they become difficult to access The knowledge and skills of on going projects and programmes need to be identified so that the useful ones are mainstreamed into pre-service and in-service programmes.

Objectives		To mainstream donor funded teacher education programmes and projects.
Activities	i)	Collect and store information on teacher education projects/programmes
	ii)	Identify and review knowledge, skills and Activities disposition gained from on going educational projects/programmes.
	iii)	Develop a system of mainstreaming appropriate knowledge, skills and disposition into teacher education programmes
	iv)	Mainstream teacher education projects/programmes in teacher education programmes
Targets	(i)	Information on teacher education projects and programmes collected by 2001.
	(ii)	Knowledge, skills and dispositions gained from Education projects/programmes reviewed by 2001
	(iii)	A system of mainstreaming donor funded teacher education projects programmes developed by 2001.
	(iv)	Projects programmes mainstreamed by 2003
Indicative Budget		**Tshs. 193,520,000**

Component 1.1.3: Developing Communication Skills Programmes in Both English and Kiswahili for Student Teachers in TCs

Rationale

A survey in teachers colleges indicates that student teachers lack adequate communication skills in both English and Kiswahili languages. According to the Education and Training Policy, the medium of instruction for teacher education at certificate level is Kiswahili, while at diploma and degree levels English is the language of instruction. A teacher who does not master the language of instruction properly can not teach well. For effective teaching student teachers must develop competence in effective communication.

Objectives	To improve communication skills of teacher trainees in both English and Kiswahili.
Activities	i) Carrying out a needs assessment on communication skills needs of student teachers and tutors. ii) Design and develop the curriculum for communication skills in both Kiswahili and in English. iii) Orientate all tutors on the communication skills curriculum. iv) Pilot test and approve the developed curriculum. v) Implement the approved communication curriculum.
Targets	i) Needs assessment on communication skills of student teachers is carried out by 2001. ii) The curriculum for communication skills in both Kiswahili and English developed by 2002. iii) All College tutors oriented to the to new communication skills curriculum by 2003. iv) The new communication skills curriculum approved and pilot tested by 2003. v) Implementation of approved communication skills curriculum by 2004.
Indicative Budget	**Tshs. 251,920,000**

Component 1.1.4:   Developing and Implementing a Programme of Regular Review of the Teacher Education Curriculum

Rationale

Teacher education has been criticised for following a curriculum which is outdated and that it puts more emphasis on academic competence rather than professional and pedagogical skills development. On top of that, the trainees graduating from teacher training institutions in Tanzania have been seen by inspectors and school management to be less competent in methods of teaching than would be expected. It has been observed that teachers often use the non-participatory and non-interactive methods of teaching. There is, therefore, a need to overhaul the teacher education curriculum so as to be able to strike a balance and emphasis on pedagogy and academic knowledge.

Regular review of the teacher education curriculum is needed to allow the inclusion of new knowledge, skills and disposition and new approaches to teaching.

Objectives	i)	To develop a new teacher education curriculum with sufficient pedagogic component to produce better classroom teachers.
	ii)	To regularise the reviewing and revising of the teacher education curriculum.
Activities	i)	Review current teacher education curricula.
	ii)	Develop, pilot test and implement new teacher education curriculum.
	iii)	Orientate tutors and teachers on the new curricular.
	iv)	Develop a system of regular review and revision of the curricula.
Targets	i)	Current teacher education curricula reviewed and revised by 2001.
	ii)	The curriculum developed and pilot tested by 2004
	iii)	All tutors and teachers oriented to the new curriculum by 2005.
	iv)	The curriculum implemented by 2006
	v)	A review and revision system developed by 2001
Indicative Budget		**Tshs. 466,320,000**

Component 1.1.5:   *Expanding the Capacity to Train Tutors and Teachers for Subjects in Work-Skills, and Life Skills.*

Rationale

Primary school curriculum includes Work Skills subjects (Music, Fine Arts, Theatre Arts, Physical Education, Home Economics, Technical Education, Agriculture and Information Technology) and Life Skills subject (Environmental Education, Special Needs Education and HIV/AIDS).

Development trends in the world over demand greater awareness on the environment, information technology and impact of HIV/AIDS and development.   Primary education to most children is also terminal. Hence, it must be as complete as possible. Currently there is shortage of primary and secondary school teachers and tutors for these subjects. To address this problem there is a need to train more teachers and tutors for these subjects.

Objectives	i)	To increase the capacity of TCs to train teachers for subjects in Work Skills and Life Skills.
	ii)	To strengthen the specialisation capacity of TCs for provision of a Diploma course in Physical Education, Music, Theatre Arts, Fine Arts. Home Economics, Technical Education, Agriculture and Information Technology.
	iii)	To expand subject specialisation for Grade A, Diploma and Degree courses in appropriate subjects.
Activities	i)	Develop and expand plant and infrastructure at TCs to cater for an increased intake of student teachers to pursue Grade A and

		Diploma courses and specialise in Work Skill and Life Skills courses
	ii)	Develop the curriculum for Grade A, Diploma and Degree levels with specialisation in Work Skills and Life Skills
	iii)	Designate teachers colleges for specialised programmes.
	iv)	Review, revise and reorganise diploma courses to take care of the specilaization.
	v)	Refurbish and renovate technical and agricultural workshops to suit specialization at diploma level.
Targets	i)	Physical infrastructure at TCs improved by 2001.
	ii)	Specialized curricula developed by 2001.
	iii)	Teachers Colleges designated by specialised programmes by 2001.
	iv)	Diploma courses reviewed, revised and reorganised by 2002.
	v)	Technical and agricultural workshops for specialization refurbished by 2003.
Indicative Budget		**Tshs. 750,000,000**

Component 1.1.6:   Improving the Teaching and Learning of Science and Mathematics in Teachers Colleges

Rationale

Teaching in teachers colleges appears to be skewed towards Arts subjects than Science and Mathematics. The annual output of Science and Mathematics teachers at UDSM is low, an average of 72 against 4800 required in about 890 secondary schools.
Science and Mathematics teaching and learning in colleges is predominantly theoretical and students are dominated by transmission pedagogy.

Laboratories in some TCs are well equipped although there is a need to rehabilitate water, electricity, and gas systems to improve their condition. Some TCs have no science laboratories, making it difficult to teach science effectively.

Objectives	i)	To enable tutors teach Science and Mathematics efficiently and effectively.
	ii)	To post and retain the required number of Science and Mathematics tutors in colleges.
	iii)	To upgrade science laboratories in teacher's colleges
Activities	i)	Conduct needs assessment to establish the college tutor demand and development needs for each subject including Science and Mathematics
	ii)	Upgrade science laboratories in teachers colleges after conducting stock taking and needs assessment.
	iii)	Run/organise and conduct workshops for Science and Mathematics teachers and pursue systematic continuous follow up and supervision.
	iv)	Examine and evaluate practical work skills in the National Teacher Examinations.

Targets	i)	Needs assessment conducted by 2001.
	ii)	Laboratories in TCs upgraded by 2002.
	iii)	Workshops for Science and Maths tutors conducted by 2003.
	iv)	Practical work in National Teachers Examinations examined by 2004.
Indicative Budget		**Tshs. 419,920,000**

Component 1.1.7:   *Developing and Establishing a Diploma Programme for Pre-primary and Primary Schools Teachers*

Rationale

The bulk of pre-primary and primary school teachers are grade A, in line with minimum qualification stipulated in the Education and Training policy. The purpose of INSET programme for Grade A teachers is to up-grade the academic and professional qualification of the teachers so as to bring about quality delivery of pre-primary and primary education. The Grade A to diploma programmes have been used an exit from primary to secondary education, with graduates of the programme demanding placement as secondary schools teacher instead of going back to enhance the quality of teaching in pre-primary and primary schools. Engaging diploma teachers at this level would require establishing a programme for the preparation of diploma teachers to teach in pre-primary and primary schools.

Objectives		To enable up-grading teachers pursue diploma programmes in pre-primary and primary education.
Activities	i)	Conduct a needs assessment to establish the requirements for diploma teachers in pre-primary and primary education levels.
	ii)	Develop specialized diploma programmes.
	iii)	Orientate college tutors to the specialised diploma programmes.
	iv)	Implement the specialized programmes.
	v)	Monitor and evaluate the specialised programmes.
Targets	i)	Needs assessment conducted by 2001.
	ii)	Specialized diploma programmes developed by 2002.
	iii)	College tutors are orientated to specialized diploma programmes by 2003.
	iv)	The specialized programmes implemented by 2004.
	v)	The specialized programmes monitored and evaluated by 2002.
Indicative Budget		**Tshs. 452,620,000**

Components on   Monitoring and Evaluation of PRESET Programme

Component 1.1.8:   Reviewing and Enforcing Teacher Education Standards at Various Levels

Rationale

The Education Act No. 25 of 1978 and its 1995 amendments do not differentiate standards for schools and teachers colleges. Even teachers colleges inspection is done on the basis of school standards. This situation tends to marginalize the role of teacher education sub-sector in the preparation of teachers. There is a need to review and revise the existing teacher education standards and legalize them in the Education Act.

Objectives	To improve teacher education standards.
Activities	i) Review and revise existing teacher education standards. ii) Legalise teacher education standards in the Education Act. iii) Operationalize the set standards.
Targets	i) Existing teacher education standards are reviewed and revised by 2001. ii) Set teacher education standards are legalised in the Education Act by 2003. iii) Set standards are operationalize by 2003.
Indicative Budget	**Tshs. 920.000**

Component 1.1.9:   Developing and Instituting a Co-ordinating, Monitoring and Evaluation Mechanism for Pre-service Programmes

Rationale

Educational institutions which are responsible for developing, implementing and evaluating pre-service teacher education programmes tend to work in isolation. Consequently, each institution makes its decisions on these programmes without consultation with others. Lack of collaboration among these institutions inevitably affects the quality and effectiveness of pre-service teacher education programmes. There is, therefore, a need to establish a mechanism which will enable the educational institutions to work together and acquire a common vision and mission on teacher education.

Objectives	To Institutionalize a system for co-ordination, evaluation and monitoring pre-service teacher education.
Activities	i) Conduct a needs assessment for co-ordination, monitoring and evaluation of PRESET programmes. ii) Develop indicators, and monitoring and evaluation instruments.

	iii)	Develop a co-ordination monitoring and evaluation system.
	iv)	Implement the system.
	v)	Orientate monitoring personnel.
Targets	i)	Needs assessment conducted by 2001.
	ii)	Indicators and instruments for co-ordination, monitoring and evaluation of PRESET programmes developed by 2002.
	iii)	A system of co-ordinating, monitoring and evaluation of teacher education developed by 2003.
	iv)	The personnel is orientated to the new system effective 2003.
	v)	A system is implemented by 2003.
Indicative Budget	**Tshs. 20,920,000**	

Sub-Programme 1.2   EXPANDING AND STRENGTHENING IN-SERVICE TEACHER EDUCATION PROGRAMMES

Components on Developing Teachers and College Tutors Academically and Professionally

Component 1.2.1:   Developing Orientation and other Regular Professional Development INSET Programmes for Pre-primary, Primary and Secondary School Teachers and Tutors.

Rationale

School teachers and college tutors are expected to grow professionally through participation in INSET. Professional inputs to teachers have tangible impact on students.

Our education system has been changing from time to time in response to political, economic and technological changes. Thus orientation of teachers and teacher educators to the new changes is inevitable. The Ministry of Education and Culture has reviewed school and teacher education curriculum. This review demands orientation for all tutors and teachers so that they can respond positively to the objectives of the current education and training at various levels.

The professional up-grading of Grade C/B teachers who pass O-level examinations has been left to the Teacher Education Department through Teachers´Colleges. Existing INSET programmes are residential and inadequate as they are for a small portion of teachers and tutors. Furthermore residential courses are expensive to run. Thus the professional development of teachers and tutors need to be expanded and conducted continually.

Since often participation by teachers and tutors in INSET is likely to lead to growth professionally such participation need to be recognised and supported. Tangible support like compensation, reduced teaching responsibilities, funds for travel and allocation of released time to engage in INSET need to be instituted.

Objectives	i)	To promote regular professional development of teachers and tutors.
	ii)	To support individual teachers and tutors aspiring to develop themselves academically and professionally.
Activities	i)	Assess current orientation and other professional development programmes for teachers and tutors.
	ii)	Assess professional development needs of teachers and tutors of all levels
	iii)	Develop and establish standards of practice in the classroom.
	iv)	Develop tailormade orientation and other professional development programmes.
	v)	Pilot-test orientation and other professional development programmes.

	vi)	Identify and orientate capable TOTs from within and outside the school and college institutions at all levels.
	vii)	Make an appropriate plan for implementation of approved programmes;
	viii)	Implement the approved programmes
	ix)	Monitor and evaluate implementation of the programmes.
Targets	i)	Current orientation and other professional development programmes assessed within 2001.
	ii)	Professional development programmes of teachers and tutors are assessed within 2002.
	iii)	Standards of the classroom performance are developed and agreed upon within 2001.
	iv)	Tailor made orientation and other professional development programmes are developed by 2002.
	v)	Developed programmes are pilot tested in selected schools and revised and approved by 2003.
	vi)	Capable TOTs management and other staff are identified and orientated at all levels by 2003.
	vii)	Implementation of approved programmes by 2005.
	viii)	Monitoring and evaluation of the programmes and report writing on development process, begin 2005
Indicative Budget	**Tshs. 3,096,080,080**	

Component 1.2.2:   Developing Up-grading Curricula for Pre-primary, Primary and Secondary School Teachers and Tutors

Rationale

Most of the Up-grading curricula for teachers and tutors are not developed by TIE as required by law. Another problem is that current college-based Grade A to Diploma upgrading programmes is that it "converts" experienced primary school teachers into secondary school teachers, thus "draining" needed upgraded teachers from the primary school sub-sector. One way to overcome this problem is to introduce a college-based full-time upgrading of primary school teachers which takes the form of a programme of professional strengthening in primary education itself such as a diploma in primary teaching.

Some teacher educators in TCs are not so well trained to serve as effective INSET facilitators both in academic upgrading and professional development programmes for teachers. Some tutors are not properly trained as trainers of pre-school, primary and secondary school teachers, college tutors and other resource persons (TOTs). Given the requirement of the ETP that the minimum qualification for college teacher educators is a first degree, the majority of college tutors need to upgrade to degree level. This can be done by linking more diploma colleges to local universities.

Currently Sida is supporting a pilot project of developing materials for upgrading C/B up-grading teachers to O-level by distance education. Depending on the success of the pilot project, the programme can only be replicated at all Zonal TRCs once it is proved to be feasible and effective. There is also a need to review and develop up-

grading programmes for Grade A to Diploma and Diploma to degree levels teacher and teacher educators within the teacher education sub-sector.

Objectives	i) To enable pre-school, primary and secondary school teachers improve their classroom practice academically and professionally. ii) To enhance the competence of college teacher educators in their preparation of teachers and college tutors and their own academic and professional development and iii) To improve the capacity of non-college facilitators and management personnel so that they are able to participate in academic and professional development programmes efficiently and effectively.
Activities	i) Develop, pilot-test and revise Sida aided materials for Grade C/B to O-level and DBSPE supported materials for C/B to A up-grading course through TRCs a) Distribute these materials and use them on large scale. b) Monitor and evaluate the programmes and revise them accordingly after each up-grading cycle(s). ii) a) Identify and review the current up-grading curricula for pre-school, primary and secondary school teachers and college teacher educators. b) Assess the up-grading INSET needs of teachers at all levels including college teacher educators. c) Develop and establish the criteria of instructional quality in the classroom so that up-grading programmes can be geared to achieving these criteria. d) Develop up-grading curricula for each level on the basis of INSET needs and criteria of instructional quality, pilot-test, revise and distribute the programmes at Zonal level TRCs for replication and wider distribution. e) Identify and orientate competent and qualified facilitators and management personnel for all levels, f) Make appropriate and effective planning for implementation of approved up-grading curricula g) Implement the approved programmes in accordance to approved action plans; h) Monitor and evaluate the curricula implementation. iii) Phase out gradually a college-based full-time Grade A to diploma up-grading programme and instead introduce part-time non residential programme. iv) Introduce a college-based up-grading diploma in primary teaching course for basic education and v) Strengthen and expand Morogoro TTC Model of college-based diploma to degree professional upgrading programme.
Targets	i) Sida and DBSPE aided materials developed within 2001, pilot-tested within 2002, replicated at Zonal TRCs within 2002, and widely distributed by 2002. The C/B to `O' and C/B to A programmes are evaluated and revised by 2003.

	ii) Current up-grading curricula for pre-school, primary and secondary school teachers and teacher educators identified and reviewed within 2001;
	
	     a) Up-grading INSET needs assessed at each level by 2001.
	     b) Criteria of instructional quality in the classroom developed and agreed upon within 2001.
	     c) Tailormade up-grading programmes developed at each level, pilot-tested revised and distributed at Zonal level TRCs for replication and wider distribution by 2003.
	     d) Competent and qualified facilitators and management personnel for all levels identified and orientated by 2003.
	     e) Planning for implementation of approved up-grading curricula by 2002.
	     f) Implementation of approved up-grading curricula s by 2002.
	     g) Monitoring and evaluation curricula implementation within 2003.
	 iii) Non-residential Grade A to diploma up-grading programme introduced by 2002 and gradually phased out by 2005.
	 iv) A part-time, non residential Grade A to diploma introduced by 2005.
	 v) A college-based full-time up-grading advanced certificate or diploma in primary teaching course for basic education introduced by 2003
	 vi) The on going Morogoro TTC Model of College-based diploma to degree professional up-grading programme is strengthened and expanded by 2002.

Indicative Budget	**Tshs. 1,635,280,000**

Component 1.2.3   *Developing Up-grading Programme for Grade B/C Teachers*

Rationale

Grade B/C teacher training was phased out in 1996. Currently there are about 56,000 Grade B/C teachers. These are required to up-grade themselves first to O-Level and then to grade A. However, the performance of grade B/C teachers in the national examinations is very low. Most of them score Division IV and below in O-level national examinations. Furthermore, the subjects which they study are mainly arts subjects. This implies that most of the grade B/C teachers who up-grade to grade A have little impact on the quality of primary education. Therefore, there is need to develop a special curricula for the grade B/C teachers which will equip them with

appropriate skills to enable them teach effectively the subjects taught in primary schools.

Objectives	To enhance the competence of grade B/C teachers in their classroom practice academically and professionally
Activities	(i) Conduct needs assessment of grade B/C teachers (ii) Design and develop upgrading programme for the teachers (iii) Orientate tutors to the programme (iv) Up-grade grade B/C teachers according to the programme (v) Conduct examinations for grade B/C teachers to Grade A
Targets	(i) Needs assessment conducted by 2001 (ii) Grade B/C Up-grading programme designed and developed by 2002 (iii) Tutors orientated to the programme by 2002 (iv) Up-grading conducted by 2003 (v) Examinations conducted by 2003
Indicative Budget	Tshs.1,480,000,000/=

Component: 1.2.4   Developing Professional Programme for Non-trained Teachers/Tutors

Rationale

The present teacher training does not cover all the subjects taught in secondary schools
and TCs. Some specialised field such as; Agriculture, Home Economics, Economics and Technical Education are not covered.

Currently there are about 120 non-trained teachers in such fields serving in Secondary schools and TCs. These need professional skills so that they can improve their classroom
practice.

Objectives	To enable non-trained teachers acquire pedagogical skills for teaching and learning in secondary schools and teachers colleges
Activities	(i) Conduct a needs assessment of non-trained teachers/tutors (ii) Develop a professional programme for non-trained teachers (iii) Orientate trainers of the non-trained teachers/tutors (iv) Training of non-trained teachers/tutors according to the programme
Targets	(i) Needs assessment conducted by 2001 (ii) Professional Programme for non-trained teachers tutors developed by 2002 (iii) Trainers of non-trained teachers/tutors orientated by 2002 (iv) Non-trained teachers/tutors trained by 2003
Indicated Budget	Tshs: 105,930,000/=

Components 1.2.5:   Building Capacity of Demonstration Schools and Teachers

Rationale

Currently there are primary and secondary demonstration schools attached to Teachers colleges for training grade A and Diploma teachers respectively. The teachers in the practising schools are expected to act as co-operating teachers during Single Lesson Teaching Practice (SLTP) and BTP. Therefore there is a need to empower them academically and professionally so that they can perform these functions effectively and efficiently.

Objective	To empower demonstration school teachers so that they can act as co-operating teachers in Teachers College.
Activities	(i) Conduct needs assessment of practising school teachers (ii) Design and develop capacity building programme for the teachers. (iii) Orientate tutors to the programme. (iv) Build capacity of demonstration school teachers according to the developed programme.
Targets	(i) Needs assessment conducted by 2002 (ii) Capacity building programme designed and developed by 2003 (iii) Tutors oriented to the developed programme by 2003 (iv) Demonstration school teachers trained according to the developed programme by 2004
Indicative Budget	Tshs. 135,400,000

Components on Improving Co-ordination, Monitoring, Evaluation and Certification
of In-service Teacher Education Programmes.

Components 1.2.6   Establish a National Professional Accreditation Council for Teacher Education

Rationale

Evaluation and certification of teacher education are done by NECTA-which is not a teacher education professional body. However, teaching is a profession, which calls for specific standards of academic and professional excellence. Such standards need to be put in place, monitored, reviewed and evaluated regularly by a professional accreditation.board Therefore there is a need to establish such a board for teacher education.

Objective	(i) To establish an accreditation board for teacher education
Activities	(i) Review and realise existing system for accrediting teachers. (ii) Develop terms of reference (TOR) for the accreditation board. (iii) Form the accreditation board (iv) Build capacity of accreditation board members. (v) Institutionalise accreditation board
Targets	(i) Existing system for accrediting teachers reviewed and revised by 2002 (ii) TOR for accreditation board developed by 2002 (iii) Accreditation board formed by 2003 (iv) Capacity of accreditation board members build by 2003 (v) Accreditation council institutionalised by 2005
Indicative Budget	**Tshs. 122,700,000**

Component 1.2.7: Improving the System of Co-ordination, Monitoring and Evaluation of INSET Programmes

Rationale.

To date, there is no clearly established system of networking INSET programmes nationwide. Ongoing INSET activities are un co-ordinated. Most of the actors in the field are un co-ordinated and in most cases there are no formal communication channels of knowing what the other actors are doing. There is no co-ordinated system within the MOEC for information sharing on experiences gained by various groups already in the field. As such there are chances of repeating mistakes that can be avoided. The system of information sharing is also poor. Therefore there is need for improving the system of co-ordination, monitoring and evaluation of INSET programmes.

Objectives	i) To strengthen the linkages and partnership in the INSET provision. ii) To facilitate and promote a more systematic sharing of information among actors in the field of INSET provision.
Activities	i) Review and revise the existing system of co-ordinating, monitoring and evaluating INSET programmes in schools and TCs. ii) Establish an effective and efficient system of co-ordinating, monitoring and evaluating of INSET programmes nationwide. iii) Conduct a workshop to discuss and appraise the system. iv) Conduct seminars at all levels to provide and discuss guidelines on how to operationalize the system. iii) Monitor and evaluate continually the utilisation of the system.
Targets	i) Existing system of co-ordination, monitoring and evaluation of the INSET programmes in schools and teachers colleges reviewed and revised within 2001. ii) A new system of co-ordinating, monitoring and evaluating INSET programmes nationwide established with 2001. iv) A workshop to discuss and appraise the new system conducted within 2001. v) Seminars at national, regional, district and ward levels are conducted to provide and discuss guidelines on how to operationalize the system by 2002. vi) Utilisation of the system monitored and evaluated by 2003.
Indicative Budget	**Tshs. 141,500.000**

Components on :   Developing Teacher Resource Centres System

Components 1.2.8:   Operationalizing the Zonal TRC System

Rationale

Teacher resource centres are increasingly seen as one institution where teachers can develop their professional and academic competence. The TRC guidelines which will facilitate the operationalization of the TRC system have been prepared and will soon be shared with all those involved in TRC development. Seven Zonal TRCs, based in TCs, are already constructed and to some extent well equipped. However, most of these Zonal TRCs are not operational. There is need to install existing equipment as well as procure additional equipment for materials production, networking and communication.   A need also exists to orientate TRC staff on their roles and responsibilities in operationalizing the TRC system.

Objectives	To improve National and Zonal TRC functioning capacity.

Activities	i) Approve, print and distribute TRC Guidelines. ii) Organize workshops for 200 stakeholders. iii) Assess Zonal TRCs, list status and needs: equipment and personnel. iv) Install Zonal TRCs with relevant existing equipment and procure equipment and materials for production and networking. v) Train Zonal TRC personnel. vi) Network Zonal TRCs through Internet. vii) Train trainers of trainers for use in TRCs/TCs. viii) Update TRC Guidelines. ix) Provide continuous support to TRC Units in the form of equipment and material as well as for running costs. x) Arrange workshops and conferences for sharing ideas, innovations and best practices. xi) Carry out study tours to countries where the TRC concept functions well. xii) Monitor the TRC system regularly, feed data and information into planning concepts and into TEMIS (Teacher Education Management Information System).
Targets	i) TRC Guidelines approved, printed, and distributed to TRCs, Zones, Regions and Districts as well as to other stakeholder representatives by 2001. ii) Guidelines updated and refresher training arranged by 2003. iii) Status of all Zonal TRCs assessed by 2000. iv Four Zonal TRCs in operation by 2000, three more in operation by 2001, including procurement and installation of equipment. (v) Co-ordinators and other support staff trained within 2001. Training ongoing through 2004; vi) Zonal TRCs networked within 2001. vii) Pool of 200 trainers to be made available for TRCs 100 trained by the end 2000, 100 by end of 2001. Up-grading and refresher, as well as replacement training arranged annually from 2002-2004. viii) TRC Unit at MOEC/TED supported, National Conferences on TRC issues arranged 2001 and 2004. Study tours to countries with well developed TRC systems carried out prior to Conferences. ix) A nation-wide TRC monitoring system which will be part of TEMIS developed and in place by 2003.
Indicative Budget	**Tshs. 2,012,870,000**

Component 1.2.9   Expanding the TRC System in the Whole Country

Rationale

The District Based Support to Primary Education (DBSPE) is active in almost half of the districts in Tanzania and is developing and expanding the TRC concept and approach. Other organizations including NGOs and districts are also active in this field. However, there are still some areas that are not covered where it would be important to initiate activities in this regard. Therefore, it is essential that the TRC system be expanded into the whole country.

Objectives	Support the expansion of an evenly spread network of TRCs in the whole country;
Activities	i) Produce and distribute information on expanding TRC system ii) Support construction and equip TRCs not supported by DBSPE. iii)Provide support in the form of running costs to constructed TRCs
Targets	i) Support in the form of information packages provided to Districts not yet covered by DBSPE by 2002. ii)TRCs not supported by DBSPE supported by-2004. iii) Support in the form of running costs provided by 2003
Indicative Budget	**Tshs. 2,500,100,000**

Component 1.2.10:   Training of TRC Personnel

Rationale

The TRC personnel need continuous support in various forms, including training. Therefore, it is essential that the TRC personnel, especially in *non-DBSPE* districts be given training opportunities with the aim of supporting the expansion of the TRC concept in the whole country.

Objective	To support training of TRC personnel especially in non-DBSPE districts
Activities	(i) Conduct needs assessment of training for TRCs personnel (ii) Develop and produce training manuals for TRCs personnel (iii) Conduct training for TRCs personnel
Targets	(i) Needs assessment conducted by 2001 (ii) Manuals developed and produced by 2002 (iii) Training for TRCs personnel conducted by 2003
Indicative Budget	**Tshs. 100,500,000**

Component 1.2.11   Establishing National TRC

Rationale

Currently the TRC system is being developed only at Zonal and district levels. There is no TRC at the national level to oversee the TRC national system. The national TRC is expected to be a centre for academic and professional development and capacity building for curriculum developers and other educational personnel at the national level. The National TRC is also expected to be utilised for pre-testing, collecting and disseminating curriculum materials as well as other data and information on education to the lower TRC levels. The national TRC shall also train trainers for Zonal Teachers.

Objectives	Co-ordinate and provide support to the TRCs system nationally.
Activities	i) Conduct needs assessment for establishing National TRC.

	ii) Develop infrastructure for the Centre.
	iii) Build the capacity of the Centres personnel.
	iv) Operationalise the National TRC.
Targets	i) Needs assessment is conducted for establishing national TRC by 2001.
	ii) Infrastructure for the Centre is developed by 2002.
	iii) Capacity for the Centre built by 2002.
	iv) Operationalisation of the National TRC by 2002.
Indicative Budget	**Tshs. 600,400,000**

Component 2.1.12   Developing and Supporting Professional Development in School Clusters at Ward Level

Rationale

After in-service teacher education, many teachers return to schools to find little professional support for implementing the newly gained skills or even receiving coaching and feedback on their professional practice. There is need, therefore, to develop a ward based professional support programme for especially primary school teachers.

Objectives	To train and support ward based professional support teams.
Activities	i. Identify master teachers at ward level who can provide professional coaching and management support to schools in local areas.
	ii. Provide INSET training to master teachers.
	iii. Provide master teachers with basic working resources especially transport
	iv. Synchronise training of master teachers with development of TCs and TRCs staff and allow them to conduct professional support programmes on trial in a few districts
	v. If trial successful expand the ward based professional development initiative to all districts.
Targets	ii. Master teachers in wards identified in trial wards by, 2001.
	iii. INSET Training for master teachers to be in place by, 2002.
	iv. Master teachers equipped with transport and facilities to begin trying out their professional development programmes by 2002
	v. Master teacher system to all districts expanded by 2003
Indicative Budget	**Tshs. 1,260,500,000**

6.2 ACCESS AND EQUITY PROGRAMMES

PROGRAMME 2 IMPROVING ACCESS AND EQUITY IN TEACHER EDUCATION

Sub-Programme 2.1: **Improving Gender Balance in Teacher Education**

Component 2.1.1: *Establishing a Flexible System of Providing INSET Opportunities*

Current provision of INSET is residential, rigid and cannot cater for various needs of teachers. There is a great problem faced by teachers working in remote areas far away from TCs or TRCs. These need special attention so that they can improve professional skills even in the remote areas. Hence, there is a need for INSET provision which provides non-residential, distance education and school-based programmes.

Objectives	(i)	To establish INSET programmes at school and TRC level for easy access by women and other teachers in remote areas.
	(ii)	To introduce distance education INSET programme.
Activities	(i)	Take stock of existing distance education programmes and part time INSET programmes;
	(ii)	Develop strategies and commission for some institutions to develop and try out distance learning and part time INSET programmes for upgrading Grade C, A, Diploma and graduate teacher categories;
	(iii)	Develop and try out a variety of training of trainers (TOT) programmes and manuals for the programmes;
	(iv)	Co-ordinate roles between TRC, TTC and schools in the provision of INSET programmes.
	(v)	Develop a flexible credit system of INSET that motivates teachers to attend existing programmes.
Targets	(i)	Training of Trainers for distance based training introduced by, 2002.
	(ii)	INSET programmes run at TRCs and school level by 2003.
	(iii)	Distance based programmes and materials developed by 2003.
	(iv)	Part time up-grading and pre-service education curricula in place by 2003.
Indicative Budget		Tshs. 2,400,400,000

Component 2.1.2 *Increasing Enrolment and Participation of Women in Teacher Education*

Rationale

The enrolment and overall participation of women in teacher education needs raising due to the possible drop out of the Grade C/B teachers (mainly women) who will not be able to up-grade by 2004 as targeted. by MOEC. The up-grading exercise is most likely to cause great gender imbalance in the profession. Family commitments of under qualified women teachers are such that few can take a long time off their families chores to attend long residential up-grading courses. The 42% women teachers in primary schools could be reduced further if up-grading programmes continue to be residential, rigid and expensive. Hence the need to take necessary measures to help women teachers.

Objectives	i) To increase enrolment of women in pre-service programmes.
	ii) To increase participation of women teachers in INSET programmes.
Activities	iii) Conduct needs assessment for pre-entry programmes.
	iv) Encourage women to up-grade themselves by using distance based, school and TRC based programmes where they are unable to attend full time up-grading programmes.
	v) Develop pre-entry programme for prospective women student teachers
	vi) Conduct pre-entry programmes for women who don't qualify outright.
Targets	vii) At least 40% of women encouraged to enrol in PRESET and INSET Programmes by 2003
	viii) Needs assessment for Pre-entry programmes conducted by 2001
	ix) Pre-entry programmes developed by 2002
	x) Pre-entry programmes conducted by 2003
Indicative Budget	**Tshs. 200,000,000**

Component 2.1.3:   Minimising Student Wastage in Teacher Education

There exists a serious wastage problem in running TCs. Wastage is caused by student teachers who are not attending programmes due to lack of or cannot afford to pay for their training (cost sharing). The best people do not get into teaching until they have tried and failed in other professions due to the unattractive nature of the teaching profession.

Objectives	i) To minimize student wastage in Teacher Education.
Activities	(i) Conduct a study on students wastage in teacher education
	(ii). Increase the numbers of qualified selected students into teacher education.

	iii) Develop a motivational packages that will attract best qualified students into teaching
Targets	(i) Study on students wastage in teacher education conducted by 2001 (ii) Motivational packages to attract best qualified students in place by 2004
Indicative Budget	**Tshs. 140,000,000**

Sub programme 2.2   **Improving and Expanding Training of Teachers for Special Education.**

Component 2.2.1   *Improving and Increasing the Training of Teachers for Talented Children.*

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Rationale

In early 1990s the government introduced special secondary schools for talented children . This move is intended to give opportunity for talented children to study at their own pace and avoid wastage of their time. However, other provisions such as type and quality of teachers have not been considered, prompting the service of any secondary school teachers into special schools. Special teachers need to be trained for these categories of schools and equipped accordingly.

Obectives	To supply adequate teachers for talented children
Activities	(i) Conduct needs assessment of teachers for talented children (ii) Design and develop the INSET and PRESET curriculum for tutors and student teachers (iii) Pilot test the curriculum . (iv) Orientate trainers of the teachers (v) Implement the approved curriculum
Targets	(i) Needs assessment conducted by 2001 (ii) The curricular designed and developed by 2003 (iii) The curricular pilot tested by 2004 (iv) Trainers of the teachers orientated by 2004 (v) Approved curricular imlemented by 2005
Indicative Budget	**Tshs. 120,400,000**

Component 2.2.2.   *Improving and Increasing the Training of Teachers for Disabled Children*

Rationale

Currently there is only one teachers college for training teachers for disabled children. The output of the college is about 120 teachers per year. Therefore there is a shortage for both tutors and teachers for disabled children.

Objective	To supply adequate teachers for disabled children
Activities	(i) Conduct needs assessment of teachers for disabled children. (ii) Review and revise PRESET and INSET for tutors, teachers and student teachers curriculum. (iii) Implement the revised curricular (iv) Increase enrolment of teachers, tutors and student teachers in PRESET and INSET prpgrammes
Targets	(i) Assessment needs of teachers for disabled children conducted by 2001 (ii) Curriculur reviewed and revised by 2002 (iii) Revised curricular implemented by 2003 (iv) Enrollment of student teachers for disabled children increased to cater for the shortages by 2004
Indicative Budget	**Tshs. 220,400,000**

Sub-Programme 1.2   EXPANDING AND STRENGTHENING IN-SERVICE TEACHER EDUCATION PROGRAMMES

Components on Developing Teachers and College Tutors Academically and Professionally

Component 1.2.1:   Developing Orientation and other Regular Professional Development INSET Programmes for Pre-primary, Primary and Secondary School Teachers and Tutors.

Rationale

School teachers and college tutors are expected to grow professionally through participation in INSET. Professional inputs to teachers have tangible impact on students.

Our education system has been changing from time to time in response to political, economic and technological changes. Thus orientation of teachers and teacher educators to the new changes is inevitable. The Ministry of Education and Culture has reviewed school and teacher education curriculum. This review demands orientation for all tutors and teachers so that they can respond positively to the objectives of the current education and training at various levels.

The professional up-grading of Grade C/B teachers who pass O-level examinations has been left to the Teacher Education Department through Teachers´Colleges. Existing INSET programmes are residential and inadequate as they are for a small portion of teachers and tutors. Furthermore residential courses are expensive to run. Thus the professional development of teachers and tutors need to be expanded and conducted continually.

Since often participation by teachers and tutors in INSET is likely to lead to growth professionally such participation need to be recognised and supported. Tangible support like compensation, reduced teaching responsibilities, funds for travel and allocation of released time to engage in INSET need to be instituted.

Objectives	iii)	To promote regular professional development of teachers and tutors.
	iv)	To support individual teachers and tutors aspiring to develop themselves academically and professionally.
Activities	x)	Assess current orientation and other professional development programmes for teachers and tutors.
	xi)	Assess professional development needs of teachers and tutors of all levels
	xii)	Develop and establish standards of practice in the classroom.
	xiii)	Develop tailormade orientation and other professional development programmes.
	xiv)	Pilot-test orientation and other professional development

		programmes.
	xv)	Identify and orientate capable TOTs from within and outside the school and college institutions at all levels.
	xvi)	Make an appropriate plan for implementation of approved programmes;
	xvii)	Implement the approved programmes
	xviii)	Monitor and evaluate implementation of the programmes.
Targets	ix)	Current orientation and other professional development programmes assessed within 2001.
	x)	Professional development programmes of teachers and tutors are assessed within 2002.
	xi)	Standards of the classroom performance are developed and agreed upon within 2001.
	xii)	Tailor made orientation and other professional development programmes are developed by 2002.
	xiii)	Developed programmes are pilot tested in selected schools and revised and approved by 2003.
	xiv)	Capable TOTs management and other staff are identified and orientated at all levels by 2003.
	xv)	Implementation of approved programmes by 2005.
	xvi)	Monitoring and evaluation of the programmes and report writing on development process, begin 2005
Indicative Budget		**Tshs. 3,096,080,080**

Component 1.2.2: *Developing Up-grading Curricula for Pre-primary, Primary and Secondary School Teachers and Tutors*

Rationale

Most of the Up-grading curricula for teachers and tutors are not developed by TIE as required by law. Another problem is that current college-based Grade A to Diploma upgrading programmes is that it "converts" experienced primary school teachers into secondary school teachers, thus "draining" needed upgraded teachers from the primary school sub-sector. One way to overcome this problem is to introduce a college-based full-time upgrading of primary school teachers which takes the form of a programme of professional strengthening in primary education itself such as a diploma in primary teaching.

Some teacher educators in TCs are not so well trained to serve as effective INSET facilitators both in academic upgrading and professional development programmes for teachers. Some tutors are not properly trained as trainers of pre-school, primary and secondary school teachers, college tutors and other resource persons (TOTs). Given the requirement of the ETP that the minimum qualification for college teacher educators is a first degree, the majority of college tutors need to upgrade to degree level. This can be done by linking more diploma colleges to local universities.

Currently Sida is supporting a pilot project of developing materials for upgrading C/B up-grading teachers to O-level by distance education. Depending on the success of the pilot project, the programme can only be replicated at all Zonal TRCs once it is

proved to be feasible and effective. There is also a need to review and develop up-grading programmes for Grade A to Diploma and Diploma to degree levels teacher and teacher educators within the teacher education sub-sector.

Objectives	iv)	To enable pre-school, primary and secondary school teachers improve their classroom practice academically and professionally.
	v)	To enhance the competence of college teacher educators in their preparation of teachers and college tutors and their own academic and professional development and
	vi)	To improve the capacity of non-college facilitators and management personnel so that they are able to participate in academic and professional development programmes efficiently and effectively.
Activities	i)	Develop, pilot-test and revise Sida aided materials for Grade C/B to O-level and DBSPE supported materials for C/B to A up-grading course through TRCs
		c) Distribute these materials and use them on large scale.
		d) Monitor and evaluate the programmes and revise them accordingly after each up-grading cycle(s).
	vi)	a) Identify and review the current up-grading curricula for pre-school, primary and secondary school teachers and college teacher educators.
		b) Assess the up-grading INSET needs of teachers at all levels including college teacher educators.
		c) Develop and establish the criteria of instructional quality in the classroom so that up-grading programmes can be geared to achieving these criteria.
		i) Develop up-grading curricula for each level on the basis of INSET needs and criteria of instructional quality, pilot-test, revise and distribute the programmes at Zonal level TRCs for replication and wider distribution.
		j) Identify and orientate competent and qualified facilitators and management personnel for all levels,
		k) Make appropriate and effective planning for implementation of approved up-grading curricula
		l) Implement the approved programmes in accordance to approved action plans;
		m)Monitor and evaluate the curricula implementation.
	vii)	Phase out gradually a college-based full-time Grade A to diploma up-grading programme and instead introduce part-time non residential programme.
	viii)	Introduce a college-based up-grading diploma in primary teaching course for basic education and
	ix)	Strengthen and expand Morogoro TTC Model of college-based diploma to degree professional upgrading programme.
Targets	vii)	Sida and DBSPE aided materials developed within 2001, pilot-tested within 2002, replicated at Zonal TRCs within 2002, and widely distributed by 2002. The C/B to `O' and C/B to A

		programmes are evaluated and revised by 2003.
		viii) Current up-grading curricula for pre-school, primary and secondary school teachers and teacher educators identified and reviewed within 2001;
		h) Up-grading INSET needs assessed at each level by 2001.
		i) Criteria of instructional quality in the classroom developed and agreed upon within 2001.
		j) Tailormade up-grading programmes developed at each level, pilot-tested revised and distributed at Zonal level TRCs for replication and wider distribution by 2003.
		k) Competent and qualified facilitators and management personnel for all levels identified and orientated by 2003.
		l) Planning for implementation of approved up-grading curricula by 2002.
		m) Implementation of approved up-grading curricula s by 2002.
		n) Monitoring and evaluation curricula implementation within 2003.
		ix) Non-residential Grade A to diploma up-grading programme introduced by 2002 and gradually phased out by 2005.
		x) A part-time, non residential Grade A to diploma introduced by 2005.
		xi) A college-based full-time up-grading advanced certificate or diploma in primary teaching course for basic education introduced by 2003
		xii) The on going Morogoro TTC Model of College-based diploma to degree professional up-grading programme is strengthened and expanded by 2002.
Indicative Budget		**Tshs. 1,635,280,000**

Component 1.2.3   *Developing Up-grading Programme for Grade B/C Teachers*

Rationale

Grade B/C teacher training was phased out in 1996. Currently there are about 56,000 Grade B/C teachers. These are required to up-grade themselves first to O-Level and then to grade A. However, the performance of grade B/C teachers in the national examinations is very low. Most of them score Division IV and below in O-level national examinations. Furthermore, the subjects which they study are mainly arts subjects. This implies that most of the grade B/C teachers who up-grade to grade A have little impact on the quality of primary education. Therefore, there is need to

develop a special curricula for the grade B/C teachers which will equip them with appropriate skills to enable them teach effectively the subjects taught in primary schools.

Objectives	To enhance the competence of grade B/C teachers in their classroom practice academically and professionally
Activities	(vi) Conduct needs assessment of grade B/C teachers (vii) Design and develop upgrading programme for the teachers (viii) Orientate tutors to the programme (ix) Up-grade grade B/C teachers according to the programme (x) Conduct examinations for grade B/C teachers to Grade A
Targets	(vi) Needs assessment conducted by 2001 (vii) Grade B/C Up-grading programme designed and developed by 2002 (viii) Tutors orientated to the programme by 2002 (ix) Up-grading conducted by 2003 (x) Examinations conducted by 2003
Indicative Budget	Tshs.1,480,000,000/=

Component: 1.2.4   Developing Professional Programme for Non-trained Teachers/Tutors

Rationale

The present teacher training does not cover all the subjects taught in secondary schools
and TCs. Some specialised field such as; Agriculture, Home Economics, Economics and Technical Education are not covered.

Currently there are about 120 non-trained teachers in such fields serving in Secondary schools and TCs. These need professional skills so that they can improve their classroom
practice.

Objectives	To enable non-trained teachers acquire pedagogical skills for teaching and learning in secondary schools and teachers colleges
Activities	(v) Conduct a needs assessment of non-trained teachers/tutors (vi) Develop a professional programme for non-trained teachers (vii) Orientate trainers of the non-trained teachers/tutors (viii) Training of non-trained teachers/tutors according to the programme
Targets	(v) Needs assessment conducted by 2001 (vi) Professional Programme for non-trained teachers tutors developed by 2002 (vii) Trainers of non-trained teachers/tutors orientated by 2002 (viii) Non-trained teachers/tutors trained by 2003
Indicated Budget	Tshs: 105,930,000/=

Components 1.2.5: *Building Capacity of Demonstration Schools and Teachers*

Rationale

Currently there are primary and secondary demonstration schools attached to Teachers colleges for training grade A and Diploma teachers respectively. The teachers in the practising schools are expected to act as co-operating teachers during Single Lesson Teaching Practice (SLTP) and BTP. Therefore there is a need to empower them academically and professionally so that they can perform these functions effectively and efficiently.

Objective	To empower demonstration school teachers so that they can act as co-operating teachers in Teachers College.
Activities	(v) Conduct needs assessment of practising school teachers (vi) Design and develop capacity building programme for the teachers. (vii) Orientate tutors to the programme. (viii) Build capacity of demonstration school teachers according to the developed programme.
Targets	(v) Needs assessment conducted by 2002 (vi) Capacity building programme designed and developed by 2003 (vii) Tutors oriented to the developed programme by 2003 (viii) Demonstration school teachers trained according to the developed programme by 2004
Indicative Budget	Tshs. 135,400,000

Components on Improving Co-ordination, Monitoring, Evaluation and Certification
of In-service Teacher Education Programmes.

*Components 1.2.6   Establish a National Professional Accreditation Council for
                          Teacher Education*

Rationale

Evaluation and certification of teacher education are done by NECTA-which is not a
teacher education professional body. However, teaching is a profession, which calls
for specific standards of academic and professional excellence. Such standards need
to be put in place, monitored, reviewed and evaluated regularly by a professional
accreditation.board   Therefore there is a need to establish such a board for teacher
education.

Objective	(i) To establish an accreditation board for teacher education
Activities	(vi) Review and realise existing system for accrediting teachers. (vii) Develop terms of reference (TOR) for the accreditation board. (viii) Form the accreditation board (ix) Build capacity of accreditation board members. (x) Institutionalise accreditation board
Targets	(vi) Existing system for accrediting teachers reviewed and revised by 2002 (vii) TOR for accreditation board developed by 2002 (viii) Accreditation board formed by 2003 (ix) Capacity of accreditation board members build by 2003 (x) Accreditation council institutionalised by 2005
Indicative Budget	**Tshs. 122,700,000**

*Component 1.2.7: Improving the System of Co-ordination, Monitoring and
                    Evaluation of INSET Programmes*

Rationale.

To date, there is no clearly established system of networking INSET programmes
nationwide. Ongoing INSET activities are un co-ordinated. Most of the actors in the
field are un co-ordinated and in most cases there are no formal communication
channels of knowing what the other actors are doing. There is no co-ordinated system
within the MOEC for information sharing on experiences gained by various groups
already in the field. As such there are chances of repeating mistakes that can be
avoided. The system of information sharing is also poor. Therefore there is need for
improving the system of co-ordination, monitoring and evaluation of INSET
programmes.

Objectives	i) To strengthen the linkages and partnership in the INSET provision. ii) To facilitate and promote a more systematic sharing of information among actors in the field of INSET provision.
Activities	i) Review and revise the existing system of co-ordinating, monitoring and evaluating INSET programmes in schools and TCs. ii) Establish an effective and efficient system of co-ordinating, monitoring and evaluating of INSET programmes nationwide. iii) Conduct a workshop to discuss and appraise the system. iv) Conduct seminars at all levels to provide and discuss guidelines on how to operationalize the system. xi) Monitor and evaluate continually the utilisation of the system.
Targets	i) Existing system of co-ordination, monitoring and evaluation of the INSET programmes in schools and teachers colleges reviewed and revised within 2001. ii) A new system of co-ordinating, monitoring and evaluating INSET programmes nationwide established with 2001. xii) A workshop to discuss and appraise the new system conducted within 2001. xiii) Seminars at national, regional, district and ward levels are conducted to provide and discuss guidelines on how to operationalize the system by 2002. xiv) Utilisation of the system monitored and evaluated by 2003.
Indicative Budget	**Tshs. 141,500.000**

Components on :   Developing Teacher Resource Centres System

Components 1.2.8:   Operationalizing the Zonal TRC System

Rationale

Teacher resource centres are increasingly seen as one institution where teachers can develop their professional and academic competence. The TRC guidelines which will facilitate the operationalization of the TRC system have been prepared and will soon be shared with all those involved in TRC development. Seven Zonal TRCs, based in TCs, are already constructed and to some extent well equipped. However, most of these Zonal TRCs are not operational. There is need to install existing equipment as well as procure additional equipment for materials production, networking and communication. A need also exists to orientate TRC staff on their roles and responsibilities in operationalizing the TRC system.

Objectives	To improve National and Zonal TRC functioning capacity.

Activities	i) Approve, print and distribute TRC Guidelines.
	ii) Organize workshops for 200 stakeholders.
	iii) Assess Zonal TRCs, list status and needs: equipment and personnel.
	iv) Install Zonal TRCs with relevant existing equipment and procure equipment and materials for production and networking.
	v) Train Zonal TRC personnel.
	vi) Network Zonal TRCs through Internet.
	xv) Train trainers of trainers for use in TRCs/TCs.
	xvi) Update TRC Guidelines.
	xvii) Provide continuous support to TRC Units in the form of equipment and material as well as for running costs.
	xviii) Arrange workshops and conferences for sharing ideas, innovations and best practices.
	xix) Carry out study tours to countries where the TRC concept functions well.
	xx) Monitor the TRC system regularly, feed data and information into planning concepts and into TEMIS (Teacher Education Management Information System).
Targets	i) TRC Guidelines approved, printed, and distributed to TRCs, Zones, Regions and Districts as well as to other stakeholder representatives by 2001.
	ii) Guidelines updated and refresher training arranged by 2003.
	iii) Status of all Zonal TRCs assessed by 2000.
	iv Four Zonal TRCs in operation by 2000, three more in operation by 2001, including procurement and installation of equipment.
	(v) Co-ordinators and other support staff trained within 2001. Training ongoing through 2004;
	vi) Zonal TRCs networked within 2001.
	vii) Pool of 200 trainers to be made available for TRCs 100 trained by the end 2000, 100 by end of 2001. Up-grading and refresher, as well as replacement training arranged annually from 2002-2004.
	viii) TRC Unit at MOEC/TED supported, National Conferences on TRC issues arranged 2001 and 2004. Study tours to countries with well developed TRC systems carried out prior to Conferences.
	ix) A nation-wide TRC monitoring system which will be part of TEMIS developed and in place by 2003.
Indicative Budget	**Tshs. 2,012,870,000**

Component 1.2.9   *Expanding the TRC System in the Whole Country*

Rationale

The District Based Support to Primary Education (DBSPE) is active in almost half of the districts in Tanzania and is developing and expanding the TRC concept and approach. Other organizations including NGOs and districts are also active in this field. However, there are still some areas that are not covered where it would be important to initiate activities in this regard. Therefore, it is essential that the TRC system be expanded into the whole country.

Objectives	Support the expansion of an evenly spread network of TRCs in the whole country;
Activities	i) Produce and distribute information on expanding TRC system ii) Support construction and equip TRCs not supported by DBSPE. iii)Provide support in the form of running costs to constructed TRCs
Targets	i) Support in the form of information packages provided to Districts not yet covered by DBSPE by 2002. ii)TRCs not supported by DBSPE supported by-2004. iii) Support in the form of running costs provided by 2003
Indicative Budget	**Tshs. 2,500,100,000**

Component 1.2.10:   Training of TRC Personnel

Rationale

The TRC personnel need continuous support in various forms, including training. Therefore, it is essential that the TRC personnel, especially in *non-DBSPE* districts be given training opportunities with the aim of supporting the expansion of the TRC concept in the whole country.

Objective	To support training of TRC personnel especially in non-DBSPE districts
Activities	(iv) Conduct needs assessment of training for TRCs personnel (v) Develop and produce training manuals for TRCs personnel (vi) Conduct training for TRCs personnel
Targets	(iv) Needs assessment conducted by 2001 (v) Manuals developed and produced by 2002 (vi) Training for TRCs personnel conducted by 2003
Indicative Budget	**Tshs. 100,500,000**

Component 1.2.11   Establishing National TRC

Rationale

Currently the TRC system is being developed only at Zonal and district levels. There is no TRC at the national level to oversee the TRC national system. The national TRC is expected to be a centre for academic and professional development and capacity building for curriculum developers and other educational personnel at the national level. The National TRC is also expected to be utilised for pre-testing, collecting and disseminating curriculum materials as well as other data and information on education to the lower TRC levels. The national TRC shall also train trainers for Zonal Teachers.

Objectives	Co-ordinate and provide support to the TRCs system nationally.
Activities	v) Conduct needs assessment for establishing National TRC.

	vi) Develop infrastructure for the Centre.
	vii) Build the capacity of the Centres personnel.
	viii) Operationalise the National TRC.
Targets	v) Needs assessment is conducted for establishing national TRC by 2001.
	vi) Infrastructure for the Centre is developed by 2002.
	vii) Capacity for the Centre built by 2002.
	viii) Operationalisation of the National TRC by 2002.
Indicative Budget	**Tshs. 600,400,000**

Component 2.1.12   Developing and Supporting Professional Development in School Clusters at Ward Level

Rationale

After in-service teacher education, many teachers return to schools to find little professional support for implementing the newly gained skills or even receiving coaching and feedback on their professional practice. There is need, therefore, to develop a ward based professional support programme for especially primary school teachers.

Objectives	To train and support ward based professional support teams.
Activities	i. Identify master teachers at ward level who can provide professional coaching and management support to schools in local areas.
	ii. Provide INSET training to master teachers.
	iii. Provide master teachers with basic working resources especially transport
	iv. Synchronise training of master teachers with development of TCs and TRCs staff and allow them to conduct professional support programmes on trial in a few districts
	v. If trial successful expand the ward based professional development initiative to all districts.
Targets	vi. Master teachers in wards identified in trial wards by, 2001.
	vii. INSET Training for master teachers to be in place by, 2002.
	iii. Master teachers equipped with transport and facilities to begin trying out their professional development programmes by 2002
	ix. Master teacher system to all districts expanded by 2003
Indicative Budget	**Tshs. 1,260,500,000**

6.2   ACCESS AND EQUITY PROGRAMMES

PROGRAMME 2   IMPROVING ACCESS AND EQUITY IN TEACHER EDUCATION

Sub-Programme 2.1: Improving Gender Balance in Teacher Education

Component 2.1.1:   Establishing a Flexible System of Providing INSET Opportunities

Current provision of INSET is residential, rigid and cannot cater for various needs of teachers. There is a great problem faced by teachers working in remote areas far away from TCs or TRCs. These need special attention so that they can improve professional skills even in the remote areas. Hence, there is a need for INSET provision which provides non-residential, distance education and school-based programmes.

Objectives	(iii)	To establish INSET programmes at school and TRC level for easy access by women and other teachers in remote areas.
	(iv)	To introduce distance education INSET programme.
Activities	(vi)	Take stock of existing distance education programmes and part time INSET programmes;
	(vii)	Develop strategies and commission for some institutions to develop and try out distance learning and part time INSET programmes for upgrading Grade C, A, Diploma and graduate teacher categories;
	(viii)	Develop and try out a variety of training of trainers (TOT) programmes and manuals for the programmes;
	(ix)	Co-ordinate roles between TRC, TTC and schools in the provision of INSET programmes.
	(x)	Develop a flexible credit system of INSET that motivates teachers to attend existing programmes.
Targets	(v)	Training of Trainers for distance based training introduced by, 2002.
	(vi)	INSET programmes run at TRCs and school level by 2003.
	(vii)	Distance based programmes and materials developed by 2003.
	(viii)	Part time up-grading and pre-service education curricula in place by 2003.
Indicative Budget		**Tshs. 2,400,400,000**

Component 2.1.2   Increasing Enrolment and Participation of Women in Teacher Education

Rationale

The enrolment and overall participation of women in teacher education needs raising due to the possible drop out of the Grade C/B teachers (mainly women) who will not be able to up-grade by 2004 as targeted. by MOEC. The up-grading exercise is most likely to cause great gender imbalance in the profession. Family commitments of under qualified women teachers are such that few can take a long time off their families chores to attend long residential up-grading courses. The 42% women teachers in primary schools could be reduced further if up-grading programmes continue to be residential, rigid and expensive. Hence the need to take necessary measures to help women teachers.

Objectives	xxi) To increase enrolment of women in pre-service programmes.
	xxii) To increase participation of women teachers in INSET programmes.
Activities	xxiii) Conduct needs assessment for pre-entry programmes.
	xxiv) Encourage women to up-grade themselves by using distance based, school and TRC based programmes where they are unable to attend full time up-grading programmes.
	xxv) Develop pre-entry programme for prospective women student teachers
	xxvi) Conduct pre-entry programmes for women who don't qualify outright.
Targets	xxvii) At least 40% of women encouraged to enrol in PRESET and INSET Programmes by 2003
	xxviii) Needs assessment for Pre-entry programmes conducted by 2001
	xxix) Pre-entry programmes developed by 2002
	xxx) Pre-entry programmes conducted by 2003
Indicative Budget	**Tshs. 200,000,000**

Component 2.1.3: Minimising Student Wastage in Teacher Education

There exists a serious wastage problem in running TCs. Wastage is caused by student teachers who are not attending programmes due to lack of or cannot afford to pay for their training (cost sharing). The best people do not get into teaching until they have tried and failed in other professions due to the unattractive nature of the teaching profession.

Objectives	i) To minimize student wastage in Teacher Education.
Activities	(i) Conduct a study on students wastage in teacher education
	(ii). Increase the numbers of qualified selected students into teacher education.

	iii) Develop a motivational packages that will attract best qualified students into teaching
Targets	(iii) Study on students wastage in teacher education conducted by 2001 (iv) Motivational packages to attract best qualified students in place by 2004
Indicative Budget	**Tshs. 140,000,000**

Sub programme 2.2   Improving and Expanding Training of Teachers for Special Education.

Component 2.2.1   Improving and Increasing the Training of Teachers for Talented Children.

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Rationale

In early 1990s the government introduced special secondary schools for talented children . This move is intended to give opportunity for talented children to study at their own pace and avoid wastage of their time. However, other provisions such as type and quality of teachers have not been considered, prompting the service of any secondary school teachers into special schools. Special teachers need to be trained for these categories of schools and equipped accordingly.

Obectives	To supply adequate teachers for talented children
Activities	(i) Conduct needs assessment of teachers for talented children (ii) Design and develop the INSET and PRESET curriculum for tutors and student teachers (iii) Pilot test the curriculum . (iv) Orientate trainers of the teachers (v) Implement the approved curriculum
Targets	(i) Needs assessment conducted by 2001 (ii) The curricular designed and developed by 2003 (iii) The curricular pilot tested by 2004 (iv) Trainers of the teachers orientated by 2004 (v) Approved curricular imlemented by 2005
Indicative Budget	**Tshs. 120,400,000**

Component 2.2.2.   Improving and Increasing the Training of Teachers for Disabled Children

Rationale

Currently there is only one teachers college for training teachers for disabled children. The output of the college is about 120 teachers per year. Therefore there is a shortage for both tutors and teachers for disabled children.

Objective	To supply adequate teachers for disabled children
Activities	(v) Conduct needs assessment of teachers for disabled children. (vi) Review and revise PRESET and INSET for tutors, teachers and student teachers curriculum. (vii) Implement the revised curricular (viii) Increase enrolment of teachers, tutors and student teachers in PRESET and INSET prpgrammes
Targets	(v) Assessment needs of teachers for disabled children conducted by 2001 (vi) Curriculur reviewed and revised by 2002 (vii) Revised curricular implemented by 2003 (viii) Enrollment of student teachers for disabled children increased to cater for the shortages by 2004
Indicative Budget	**Tshs. 220,400,000**

6.3   MANAGEMENT AND ORGANIZATION PROGRAMMES

PROGRAMME 3:   STRENGHTHENING MANAGEMENT IN THE PROVISION OF TEACHER EDUCATION

Sub-Programme 3.1: Rationalization of Teacher Education Resources

Component 3.1.1:   Optimising the Use of Resources in Teachers Colleges

Rationale

While the capacity of TCs is about 14,500, enrolment in 1999 was only 8,542 students which is 60% of total capacity. Tutors student ratio was 1:9.4, which is well below the Sub-Saharan ratio of 1:23. The average number of lessons taught per week is less than 16. This is also below the recommended minimum level of 24 teaching load per week. These ratios manifest gross under-utilization of both human and physical resources It would be plausable therefore to find ways of optimising not only the physical resources but also engaging the existing personnel effectively. Specialization of TCs and putting to alternative use the underutilised resources are some of the immediate options. This is essential for cost-cutting and efficiency enhancement.

Objective	To improve efficiency in resource utilization and cost effectiveness in teachers colleges.
Activities	i) Conduct a study on how to use under-utilised resources. ii) Deploy excess staff to institutions where they can be engaged effectively.

Targets	i) The study conducted by 2001.
	ii) Deploy staff to where they fit best by December 2002.
	iii) Put to alternative use some of the colleges found not cost effective per rationalisation study by 2002
Indicative Budget	**Tshs. 600,800,000**

Component 3.1.2:   *Enhancing Regular and Timely Preventive*

Maintenance of Teacher Education Facilities

Rationale

Under the current budgetary constraints there is a gradual deterioration of college infrastructure. Specifically, water and electrical systems, roofing as well as sewage systems including furniture have deteriorated on a number of TCs. Since the School Maintenance Unit Project completed its work, very little effort has been directed in Regular Preventive Maintenance (RPM). If the TCs are to take up their envisaged role effectively, rehabilitation of the dilapidated structures is of prime importance.

Objectives	i) To improve the working and learning environment of Teachers Colleges and demonstration schools.
Activities	i) Conduct needs assessment to ascertain the magnitude of rehabilitation work;
	ii) Design a plan and put in place a management structure for RPM.
	iii) Establish and revive maintenance workshops in TCs.
	iv) Implement RPM plan in TCs.
	v) Monitor the rehabilitation work in TCs.
Targets	i) Needs assessment conduct by 2001
	ii) RPM plan and management structure in place by 2002..
	iii) Selective rehabilitation of teachers colleges by 2004
	iv) Maintenance workshop established and or revived in TCs by 2002
	v) RPM plan implemented in TCs by 2003
	vi) Rehabilitation work monitored beginning by 2000
Indicative Budget	**Tshs. 440,800,000**

Sub Programme 3.2: Balancing Demand and Supply of Teachers and Tutors.

Components 3.2.1:   *Balancing Demand and Supply of Pre-primary Primary and Secondary School Teachers*

Rationale

The government has liberalized the provision of pre-school, primary and secondary education. This has led to opening up of more schools than the number of teachers graduating from teacher's colleges and universities. This expansion, coupled with outflows (retirement, deaths and other options)

demands for training of more teachers. In primary schools, computation of TPR tends to include not only classroom teachers but also education administrators. This leads to arbitrary more teachers in the classroom. Institutionalisation of pre-school as advocated in the Education and Training Policy (1995) calls for opening up of a pre-school besides each primary school. There were 11,409 primary schools in 1999 each expected to have a pre-school. Each pre-school requires at least two teachers. Uneven distribution of teachers between the rural/urban schools creates an arbitrary shortage in rural schools. In this regard there is need for deliberate effort to balance the demand and supply of our teachers.

Objectives	(i)	To improve the supply of teachers in pre-primary, primary and secondary schools according to demand.
	(ii)	To improve the utilisation of primary school teachers
Activities	(i)	Conduct needs assessment of required pre-primary, primary and secondary school teachers
	(ii)	Re-deploy and rectify the rural/urban distribution of teachers in primary schools
	(iii)	Terminate accordingly the service of those who are not willing to be re-deployed and up-graded
	(iv)	Make actual projections for new teachers required
	(v)	Train according to projected demand
Targets	(i)	Needs assessment conducted by 2001
	(iii)	Re-deploy and rectify the rural/urban distribution of teachers by 2001
	(iv)	Terminate accordingly the service of those who are not willing to be re-deployed and up-grade by 2004
	(v)	Make actual projections for new teachers required by 2004
	(xi)	Train according to demand by 2005
Indicative Budget		**Tshs. 1,200,400,000**

Component 3.2.2   *Improving Internal Efficiency in Primary Schools Through Multigrade Teaching*

Rationale

The average Teacher Pupil Ration (TPR) in primary school was 1:39.8 in 1999 which is lower than the policy target level of 1:45. There are however vast variations across regions, urban and rural areas. For example certain regions have TPR of 1:30 while others have more than 1:53. Average class sizes vary from 31 to 55 compared to the required 45. The low TPR in primary schools

reflect low teaching loads for teachers. This situation can be rectified by introducing multigrade teaching in primary schools with low class sizes and ultimately improve efficiency in provision of primary education.

Objectives	(i) To improve TPR in primary schools to the target level of 1:45 (ii) To improve the distribution of primary school teachers according to demand.
Activities	(i) Conducts needs assessment on multirade teaching in primary schools. (ii) Seek experience and skills from other countries (iii) Develop a training package for multirade teaching . (iv) Train tutors, TRC Co-ordinators and primary school teachers on multigrade teaching (v) Streamline multigrade teaching in the Teacher Education curriculum
Targets	(i) Needs assessment conducted by 2002 (ii) Training package developed by 2003 (iii) Training of tutors, TRC co-ordinators and primary school teachers by 2004 (iv) Multigrade teaching streamlined in the teacher education curriculum by 2005
Indicative Budget	Tsh. 289,840,000/=

Component 3.2.3   Balancing Demand and Supply of Tutors in TCs

Rationale

According to the Education and Training Policy the qualifications of college tutors, in the certificate and Diploma TCs, shall be possession of a valid university degree with the necessary professional qualification and specilization. Of the 940 tutors in the teachers' colleges in 1999 only 243 (26%) had the required qualifications. Thus the shortage of tutors in the teachers' colleges was 74%. This situation is aggravated by an acute shortage of Science and Mathematics tutors.

Objectives	i) To train and employ adequate number of qualified tutors for existing TCs
Activities	i) Assess the needs of tutors for existing TCs ii) Assess capacity of TCs to train teachers. iii) Design and develop special Science and Maths programmes for tutors. iv) Train according to demand and specialization. v) Re-deploy underqualified tutors to secondary and primary schools.
Targets	i) Needs assessment of tutors in existing TCs by 2001 ii) INSET programmes for up-grading tutors in place by, 2003. iii) Special programme for Maths and Science tutors developed by 2003. iv) Qualifications of underqualified tutors up-graded by 2015 v) Underqualified tutors re-deployed or refreshment by 2005..
Indicative Budget	**Tshs. 560,800,000**

Component 3.2.4   Balancing Demand and Supply of Adult Education Facilitators and Teachers.

Rationale

Non-enrolment into standard I and subsequent drop-out of primary cycle generate the problem of-out-of-school youth without adequate basic education. In the framework of the Education Sector Development Programme (Ed-SDP), the Government initiated a Complementary Basic Education (COBET) for out of school children as well as Integrated Community Based Adult Education (ICBAE) for adults learning. Thus, there is a need for training of facilitators and teachers for COBET and ICBAE.

Objective	To supply adequate and appropriate facilitators and teachers for (COBET) and (ICBAE) Programmes.
Activities	i) Conduct a needs assessment of facilitators and teachers for COBET and ICBAE. ii) Provide INSET for COBET and ICBAE facilitators and teachers. iii) Develop materials for COBET and ICBAE facilitators and teachers.
Targets	i) Needs assessment for resource personnel and teachers for COBET and ICBAE by 2001. ii) INSET conducted for COBET and ICBAE facilitators and teachers by 2003. iii) Materials for COBET and ICBAE programmes developed by 2003.

Indicative Budget	i)	Tshs. 1,079,200,000

Sub-Programme 3.3: **Improving Personnel Motivation and Management in Teacher Education**

Component 3.3.1: *Raising the Morale and Commitment of College Tutors and Demonstration School Teachers*

Rationale

While college tutor professional development is regarded as the role of teacher education, teachers employment benefits are normally considered as a concern of the civil service. In practice it is difficult to separate the two. Attempts to improve tutor's performance without appropriate incentive package have been unsuccessful. Incentive packages in broad terms include better working and living conditions. Specifically it refers to a range of requirements like attractive classroom situation, teaching/learning facilities, better housing and a sufficient salary for a dissent life. Even more important, the job need to be challenging. People tend to participate effectively in tasks which they have direct benefits. Tutors are constrained by limited capacity to perform, poor housing conditions, transport problems, low wage and lack of INSET. This situation need to be rectified.

Objectives	(i)	To provide motivation to tutors by improving their living and working conditions.
Activities	i)	Review and revise teachers/tutors terms of service and career paths against the latest civil service reform pay package, promotions, etc.
	ii)	Review and revise personnel appraisal and promotion systems.
	iii)	Furnish teaching-learning materials to TCs with focus on housing, teaching technology, attractive classrooms etc.
Targets	i)	Schemes of service and career paths and promotion criteria reviewed and revised by 2001.
	ii)	Appraisal the promotion system of tutors and teachers in relation to Civil Service Reform in place by 2002.
	iii)	Teaching and learning materials furnished by 2003..
Indicative Budget	ii)	Tshs. 68,800,000

Component 3.3.2: *Promoting Transparent Procedures of Appointment and Promotion in Teacher Education*

Rationale

Current appointment and promotion to leadership positions tends to encourage inbreeding and loyalty to the appointing authority. The existing procedures

give chance for the underperforming teachers/tutors to be appointed to leadership positions. Therefore there is need for transparent and competitive procedures of appointment and promotion to be established for the purpose of introducing better management of teacher education.

Objective	i) To strengthen leadership in the provision of teacher education
Activities	i) To review different systems of managing teacher education. ii) Consult the Civil Service Reform Commission on the recommended appointment procedures for education managers (Heads of Sections, Principals and its subsequent implementers)
Targets	i) Systems of managing teacher education in line with the Civil Service Reform by 2001 ii) New appointment system implemented by 2002.
Indicative Budget	*iii) Tshs. 1,900,000*

Sub-Programme 3.4   Developing,   Strengthening   and   Improving Teacher Education Management Information System (TEMIS) as part of EMIS

Component 3.4.1: Developing and Strengthening   Teacher Education Managemant Information System (TEMIS)

Rationale

Teacher Education Management Information System (TEMIS) is part of the larger Educational Management Information System (EMIS) which is supposed to pool together all the information about the education system in general. The current state of affairs is that no accurate data is available on teaching staff, on posting teachers to schools, districts and regions. Neither are there accurate attrition rate, growth rate and other projected data available to help correct decision making. There is also inadequate data on INSET. There is therefore, a need to have all these data so that decisions on training and deployment can be based on accurate information.

Objective	To strengthen the system of collecting, storing and distributing information on teacher education.
Activities	(i) Set up a system of collecting all statistics on tutors and teachers at district level. (ii) Purchase and install hardware for the information storage system in the districts and TED as part of EMIS. (iii) Train existing statistics personnel to manage teacher education data.
Targets	(i) TEMIS established by 2003. (ii) Hardware for information storage system installed by 2003 (iii) Existing statistics personnel trained by 2003.
Indicative	

Budget	Tshs. 480,000,000

**Sub-Programme 3.5:   Monitoring, Co-ordinating and Networking of
Teacher Education System**

*Components 3.5.1 Improving Networking Among Teachers' Colleges,
Schools, TRCs District Authorities, Communities and
Higher Educational Institutions*

Rationale

Current system of networking tends to leave teachers' colleges to work in
isolation especially in professional development and running of INSET
programmes. There is little exchange of information among TCs and other
institutions such as universities, schools and TRCs.   There are neither
professional association fora nor newsletter to share information about
activities taking place in each of the colleges.

Objectives	(i)	To increase contact among teacher education institutions with schools, districts and MOEC organs.
	(ii)	To promote sharing of information and ideas among institutions involved in teacher education.
	(iii)	To improve information sharing among Teachers Organizations e.g. TTU and TSC and subject associations.
Activities	(i)	Establish a newsletter for teacher educators and teachers.
	(ii)	Establish ICT facilities, e-mail and internet connections in all teachers colleges.
	(iii)	Establish ICT facilities in National, Zonal and other TRCs.
	(iv)	Encourage the revival and development of national associations of teachers.
Targets	(i)	A newsletter for teacher educators and teachers in collaboration with TTU established by 2001.
	(ii)	ICT facilities and e-mail and internet connections in all teachers colleges established by 2002.
	(iii)	ICT facilities in national and Zonal TRCs established by 2002, and in other TRCs by 2004.
	(iv)	Encourage the revival and development of national subject associations of teachers by 2002.
Indicative Budget	Tshs. 131,000,000	

Component 3.5.2   Devolving Powers From MOEC to District and TCs.

Rationale

Currently teacher education is centrally managed with powers concentrated at MOEC. The TCs, Districts and Schools have little powers in the development of teacher education. For efficient and effective teacher education, MOEC will need to share powers with the Districts, and TCs with regard to selection of student teachers, financing of teacher education, financial control, discipline and curriculum reform.

Objective	To enhance management and administration of teacher education at Districts, TC and School levels.
Activities	(i) Review the current system of management and administration of teacher education.
	(ii) Design a new system for management and administration of teacher education at District and TC levels.
	(iii) Orientate teacher education personnel to the new system.
	(iv) Implement and monitor the new system.
Targets	(i) The current system of management and administration is reviewed and revised by 2001.
	(ii) A new system designed and institutionalised by 2003
	(iii) Teacher education personnel orientated to the new system by 2003.
	(iv) The new system implemented and monitored by 2004.
Indicative Budget	**Tshs. 140,400,000**

Component 3.5.3   Monitoring and Evaluation of TEMP implementation

Rationale:

TEMP is intended to bring the meaningful change in Teacher Education. In order to realise this change the implementation of the Master Plan has to be monitored and evaluated in order to make sure that the targets are met and the objectives are achieved as planned.

Objective	To monitor and evaluate implementation of TEMP
Activities	(i) Establish Streering Committee for continual monitoring and evaluation of TEMP
	(ii) Set terms of reference for the Steering Committee
	(iii) Prepare work plan for monitoring and evaluation of TEMP by the Streering Committee
	(iv) Implement the work-plan
Target	(i) Monitoring and evaluation of TEMP beginning 2000
Indicative	

| Budget | Tshs. 311,000,000 |

6.4   FINANCING PROGRAMMES

PROGRAMME 4:   IMPROVING THE FINANCIAL BASE FOR TEACHER EDUCATION

Sub-Programme 4.1: Mobilising of Financial Resources for Teacher Education

Components 4.1.1:   Enhancing Budgetary Allocation for Teacher Education

Rationale

The financing of teacher education has predominantly remained dependant on the government sources for recurrent services, and donor assistance for development activities. Generally, the intrasectoral allocation is distinctly in favour of primary education (66%), reflecting current government's sector policy and priorities, leaving a rather meagre and often declining 2.5% for the teacher education sub-sector. This means that colleges have to do without basic training materials, skip practice teaching and shorten college terms. The result of this manifests itself in low quality teacher preparation.

In order to improve provision of quality training, funding of the teacher education sub-sector needs significant improvement.

Objective	i) To increase financing of teacher education.
Activities	i) Review current trend of budgetary allocation to teacher education. ii) Analyse and establish public expenditure cost per student. iii) Analyse and establish non-salary expenditure cost per student. iv) Analyse and establish actual unit cost per student. v) Analyse and establish the sub-sector expenditure gap for the sub-sector. vi) Increase allocation of funds to teacher education sub-sector.
Targets	i) Current budget allocation to teacher education reviewed and revised by 2001. ii) Public expenditure cost per student established by 2001. iii) Non-salary expenditure cost per student established by 2001. iv) Actual unit cost per student established by 2001. v) Sub-sector expenditure gap established by 2001. vi) Allocation of funds to teacher education increased by 2002.
Indicative Budget	**Tshs. 5,000,000**

Components 4.1.2:   Increasing the Funding of Practice Teaching

Rationale

Practice teaching is increasingly becoming one of the most important components of the professional development, just like in other professions, including medicine, engineering and law.

Field experience called Block Teaching Practice (BTP) is one of the major ways of preparing teachers professionally. Teaching practice has always been a crucial exercise for pre-service programmes for skills acquisition, experience enrichment instilling and updating knowledge and skills learned to enable one to become a good and effective teacher in the classroom. Despite the recent introduction of student contribution of Tsh. 13,000 for BTP, the combined budget available cannot adequately meet the cost of training and supervision of the teaching practice exercise.Funding for practice teaching need to be given high importance and adequately funded

Objectives	To ensure that regular practice teaching is financed and conducted regularly
Activities	i) Collect and analyse college financial plans and budgets for BTP. ii) Ascertain and establish unit cost for BTP for each financial year iii) Allocate regular funding of BTP.
Targets	(i) Financial plans and budget for BTP collected and analysed by 2001. (ii) Unit cost for BTP for each financial year established by 2001. (iii) Regular allocation of funds for BTP beginning 2001.
Indicative Budget	**Tshs. 2,222,200,000**

Sub-Programme 4.2: Reducing Costs In Teacher Education:

Components 4.2.1: *Improving Cost Effectiveness of Teacher Training Colleges.*

Rationale

The teachers' colleges vary considerably in physical size and in enrolment capacities, with differing measures of internal efficiency. The high cost of colleges is closely related to low student/teacher ratio, the type of the programme offered and unbalanced available resources. Smaller institutions have generally higher cost per student and are therefore not cost effective. Larger colleges provide adequate economies of scale and low cost per student and therefore cost effective in the use of staff and facilities. There is need to maximize capacity utilization of existing colleges for effective use of resources

Objectives	i)	To maximize capacity utilization of all colleges in teacher training programmes.
	ii)	To maximise effective and efficient use of available college tutors and staff.
Activities	i)	Review and take stock of college capacities.
	ii)	Review and assess current and future demand of college tutors and other staff.
	iii)	Assess professional qualifications of tutors and other staff.
	iv)	Designate and rationalise colleges to specific training to ensure effective utilization of facilities and personnel.
Targets	i)	College capacity review by 2001.
	ii)	All college rationalised by designating to each college a specific role by 2004.
	iii)	Maximum facility and staff utilisation attained by 2004
Indicative Budget		Tshs. 55,400,000

Components 4.2.2:   Promoting Non-Residential Courses

Rationale

Current teacher education programmes are basically residential and centralised. This makes them expensive to run due to provision of boarding facilities. One way of reducing the cost is to promote non-residential courses. These will increase flexibility and increase enrolment of students as well as bridge the gender gap in teacher education.

Objectives	(i)	To encourage non-residential admission in TCs
Activities	i)	Assess the needs of non-residential programme..
	ii)	Prepare rules and guidelines for non-residential students.
	iii)	Advertise non-residential opportunities to prospective candidates.
Targets	i)	Needs assessment conducted by 2001.
	ii)	Rules and guidelines for non-residential students prepared by 2002.

	iii)	Non-residential opportunities advertised by 2002.
Indicative Budget	**Tshs . 1,200,000**	

Sub-Programmes 4.3: **Improving Financial Management in Teacher Education**

Components 4.3.1: *Co-ordinating Donor Funding for Teacher Education*

Rationale

Teacher education has had a working relationship and support from donors in the form of funding especially the INSET programmes.

However, weak co-ordination among donors and the government has resulted into duplication of efforts in supporting teacher education. In this regard there is need for co-ordinating donor funding of teacher education.

Objectives	(i)	To promote transparency, efficiency and effectiveness in the use of donor funds.
Activities	i)	Review key donor sector objectives and aid policies for the sub-sector.
	ii)	Assess the needs for donor support
	iii)	Prepare guidelines for co-ordinating donor support.
	iv)	Establish and operationalize transparent procedures for utilization of donor support.
	v)	Enforce strict adherence to signed agreements and conditions.
Targets	i)	Donor objectives and aid policies for the sub-sector reviewed by 2001.
	ii)	Needs for donor support assessed by 2001
	iii)	Guidelines for co-ordinating donor support prepared by 2002
	iv)	Transparent procedures for utilization of donor support established by 2002
	v)	Adherence to signed agreements and conditions enforced by 2002.
Indicative Budget	**Tshs. 3,400,000**	

Components 4.3.2: *Building the Capacity in Financial Management*

Rationale

Effective and efficient use of resources require specific knowledge and skills to obtain the desired quantity and quality outputs from minimum inputs.

Strengthening of financial management is required in the revitalising the budgetary policy framework, its execution and monitoring in the most transparent and accountable manner. Heads of teacher training colleges and

their financial support staff need to be trained to ensure that financial inputs are put to best use for a maximum output.

Objective	(i)	To develop competence in the management of finances in the teacher education sub-sector.
Activities	i)	Assess current staff capacity to plan and manage physical and financial resources.
	ii)	Redefine roles to ensure that existing and additional staff will be put to best use.
	iii)	Build the capacity of the all staff handling finance.
Targets	i)	Current staff financial management capacity assessed by 2001.
	ii)	Roles redefined to put staff to best use by 2001.
	iii)	Capacity for financial staff built by 2000
Indicative Budget		Tshs 353,700,000

Components 4.3.3   Expanding the Financing Base for Teacher Education

Ratinale

Despite the budgetary allocation and the introduction of user-charge fees and cost sharing scheme, the sub-sector still has the lowest financing base. Thus colleges are generally underfunded. Monthly allocations reduces the freedom of the college boards and Principals to manage their institutions effectively. Moreover, the monthly funding budget does not allow for flexibility in planning at the college level and forces principals to increasingly rely on fees to key institutional costs. There is, therefore, a need to broaden the financial base for funding teacher education programmes.

Objective		To provide adequate funding for teacher training programmes.
Activities	i)	Identify various sources of funding teacher education.
	ii)	Establish teacher education unit cost and the gap for financing the sub-sector.
	iii)	Determine and secure a fair share of education levy for teacher education.
	iv)	Strengthen college revenue collection and accountability.
	v)	Encourage and support colleges to engage in feasible income generating activities.
Targets	i)	Sources for funding teacher education identified by 2001.
	ii)	Teacher education unit cost and financing gap established by 2002.
	iii)	Fair share of education levy for teacher education determined

	by 2003. iv) College revenue collection and accountability strengthened by 2001. v) Colleges supported and encouraged to engage in income generating activities by 2001.
Indicative Budget	Tshs. 35,400,000

Attachment 1:   TEACHER EDUCATION MASTER PLAN (TEMP)
                                                         IMPLEMENTATION FRAMEWORK

PLAN PERIOD/OUTPUTS								REQUIRED RESOURCES (INDICATIVE) Tshs. (mill)
	2000	2001	2002	2003	2004	2005	STRATEGIES	

	PLAN PERIOD/OUTPUTS							
	2000	2001	2002	2003	2004	2005	STRATEGIES	**REQUIRED RESOURCES (INDICATIVE)** Tshs. (mill)
PROGRAMME 1.0 IMPROVING AND STENGTHENING THE QUALITY OF TEACHER EDUCATION PROGRAMMES **Sub-Programme 1:1 Improving PRESET Programmes**								
Component 1.1.1. • Curriculum Review and Introducing Subject Specialization Specialized grade A Programme in place Teachers trained by subject specialization							• Revise existing Teacher education curricula • Develop specialization in Grade A program • All colleges implement plan	1,715.50
Component 1.1.2 • Mainstreaming Gains From On-going Projects Into Teacher Education programme Project experience mainstreamed into teacher programmes							• Identify skills from projects • Include the appropriate knowledge and skills • Execute and pretest	193.52

PLAN PERIOD/OUTPUTS								STRATEGIES	**REQUIRED RESOURCES (INDICATIVE)** Tshs. (mill)
	2000	2001	2002	2003	2004	2005			
Component 1.1.3 • Developing language Communication Skills Programme for Student Teachers			Competence in effective teaching acquired					• Design and develop curriculum • Orient tutors on communication skills in teaching • Pretest and approve skills	251.92
Component 1.1.4 • Developing and Implementing a Programme of Regular Review of Teacher Education Curriculum		A curriculum review system developed						• Review current system • Orient teachers • Pilot test and implement	466.32
Component 1.1.5 • Expanding Capacity to Train Teachers and Tutors for Work Skills and Life Skills		Capacity of Teachers for Life and Work skills acquired						• Train teachers for Physical education • Train teachers of Fine and Theater Arts • Train teachers for disabled • Train Teachers to Combat HIV/AIDS	750.00
Component 1.1.6 • Improving the Teaching and Learning of Science and Mathematics	Teacher's competency in the teaching of Science and Mathematics							• Establish college tutors needs in Science/Maths • Equip college laboratories • Conduct science/maths workshops	419.92

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PLAN PERIOD/OUTPUTS									
	2000	2001	2002	2003	2004	2005	STRATEGIES		**REQUIRED RESOURCES (INDICATIVE)** Tshs. (mill)
Components 1.1.7 • Developing and Establishing a Programme for Training of Diploma Teachers for Pre-primary and Primary Schools Diploma programme for pre-primary and primary teachers Established Diploma teachers training for primary schools			▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬				• Establish requirement for Diploma teachers • Train and produce diploma teachers for Pre-primary and Primary schools • Deploy Diploma graduates into primary schools		452.62
Component 1.1.8 • Reviewing and Enforcing Teacher Education Standards Improved teacher education standards	▬▬▬▬▬▬▬▬▬▬▬▬						• Revise existing standards • Amend as appropriate • Enforce amended standards		0.92
Component 1.1.9 • Developing and Instituting a Co-ordinating, Monitoring and Evaluation Mechanism for Pre-service Programmes Established/monitoring and evaluation mechanism	▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬						• Establish performance/indicators • Develop co-ordinationg mechanism • Enforce meeting set performance standards		20.92
SUB-TOTAL									**4,271.64**

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	PLAN PERIOD/OUTPUTS							
	2000	2001	2002	2003	2004	2005	STRATEGIES	**REQUIRED RESOURCES (INDICATIVE)** Tshs. (mill)
PROGRAMME 1.0 IMPROVING AND STRENTHENING THE QUALITY OF TEACHER EDUCATION PRPGRAMME **Sub-Programme 1:2** Expanding And Strengthening In-service Programmes Component 1:2:1 • Developing Orientation and Regular Professional INSET Programmes for all Categories of Teachers		A system of Professional development and growth established					• Prepare competent tutors • Develop professional Development programmes • Develop Orientation and Workshops • Conduct pretest on agreed programmes	3,096.08
Component 1.2.2 • Developing Up-grading Curricula for Teachers and Tutors		Curricula developed for Up-grading all categories of teachers/tutors					• Develop INSET Needs • Develop PRESET needs • Review current curricula • Revise and Pretest	1,635.28

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PLAN PERIOD/OUTPUTS

	2000	2001	2002	2003	2004	2005	STRATEGIES	REQUIRED RESOURCES (INTRODUCTIVE) Tshs.(mill)
Component 1.2.3 • Developing Up-grading Programme for grade B/C Teachers Grade B/C Teachers acquired competence in classroom practice	▬	▬	▬	▬			• Assess needs of Teachers • Develop grade B/C Up-grading programme orientate tutors/trainers • Train Teachers	1,480.00
Component 1.2.4 Developing Professional programme for Non-Trained Teachers/Tutors Non-Trained Teachers/tutors acquired pedagogical skills	▬	▬	▬	▬			• Assess needs of non-trained teachers/tutors • Develop a programme • Orientate trainers • Train non-trained teachers/tutors	105.93

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	PLAN PERIOD/OUTPUTS							
	2000	2001	2002	2003	2004	2005	STRATEGIES	**REQUIRED ED RESOUR CES (INDICA TIVE)** Tshs. (mill)

	PLAN PERIOD/OUTPUTS							
	2000	2001	2002	2003	2004	2005	STRATEGIES	**REQUIRED RESOURCES (INDICATIVE)** Tshs. (mill)
Component 1.2.5 • Building the capacity for Teacher of Demonstration schools			Teachers in demonstration schools fully equipped for SLTP and BTP to become co-operating teachers in the colleges				• Assess need of teachers • Assess facility needs of schools • Train teachers • Equip demonstration schools	135.40
Component 1.2.6 • Establishing a National Professional Accreditation Council for Teacher Education			Established Teacher Education Accreditation system				• Review of Existing system • Prepare terms of reference for council • Appoint members to council • Build capacity of council members • Provide office facilities and equipment	122..70
Component 1.2.7 • Improving the system of Co-ordination Monitoring and Evaluation of In-service Programme			Established monitoring and Evaluation				• Establish performance indicator • Develop monitoring mechanism • Conduct formative and summative evaluation	141.50
Component 1.2.8 • Operationalizing the Zonal TRC system			TRC Operationalized				• Distribute TRC Guidelines • Organize workshops • Install Zonal center equipment	2,012.87
Component 1.2.9 • Expanding TRC system countrywide			A network of TRC in the country				• List status and needs • Recruit and equip centres	2,500.10

PLAN PERIOD/OUTPUTS									
	2000	2001	2002	2003	2004	2005	STRATEGIES		**REQUIRED RESOURCES (INDICATIVE)** Tshs. (mill)
Component 1.2.10 • Training of TRC Personnel Adequate personnel attained							• Assess needs of zones • Train according to needs		100.50
Component 1.2.11 • Establishing the National TRC National centre established							• Assess infrastructure need • Provide office • Equip the center		600.40
Component 1.2.12 • Developing and Supporting Professional Development in School Clusters at Ward Levels Master teachers and mentors professionally developed for their roles Teachers trained at Ward Level							• Identify master teacher needs at ward level • Provide training for master teachers and mentors • Provide funds for initial workshops		1,260.50
SUB-TOTAL									**13,191.28**

PLAN PERIOD/OUTPUTS								
	2000	2001	2002	2003	2004	2005	STRATEGIES	**REQUIRED RESOURCES (INDICATIVE)** Tshs. (mill)
PROGRAMME 2.0 IMPROVING ACCESS AND EQUITY IN TEACHER EDUCATION **Sub-Programme 2.1** Improving Gender Balance in Teacher Education Component 2.1.1. • Establish a Flexible INSET Opportunities			Increase opportunities for teacher training				• Review existing opportunities • Develop INSET programmes • Provide Non-residential courses • Train more INSET teachers	2,00.40
Component 2.1.2 • Increasing Enrolment and Participation of Women Teachers			Increase women teachers				• Prepare pre-entry programme for non-qualifiers • Increase enrolment of women teachers	200.00
Component 2.1.3 • Minimizing Student Wastage in Teacher Education	Reduced wastage ratio						• Develop motivational package for enrolment and attendance • Increase funding and improve teaching environment	140.0
SUB-TOTAL								**2,740.40**

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	PLAN PERIOD/OUTPUTS							
	2000	2001	2002	2003	2004	2005	STRATEGIES	**REQUIRED RESOURCES (INDICATIVE)** Tshs. (mill)
SUB-PROGRAMME 2.2 Improving and Expand Training of Teachers of Special Education								
Component 2.2.1 Improving and Increasing Teachers for Special Schools			Adequate trained teachers for talented schools				• Assess need for special schools • Train teachers per Demand • Motivate	120.40
Component 2.2.2 Improving and Increasing Teachers for Disabled Children			Adequate trained and motivated teachers for disabilities				• Assess need for variety of disabilities • Train teachers as per demand • Motivate accordingly	220.40
SUB-TOTAL								**340.80**

	PLAN PERIOD/OUTPUTS							
	2000	2001	2002	2003	2004	2005	STRATEGIES	**REQUIRED RESOURCES (INDICATIVE)** Tshs. (mill)
ROGRAMME 3.0 STRENGTHENING MANAGEMENT IN THE PROVISION OF TEACHER EDUCATION **Sub-Programme 3.1** Rationalization Of Teacher Education Resources Component 3.1.1 • Rationalization of Teacher Education Resources		Optimized use of college resources					• Undertake study on under utilization • Reschedule excess resources • Rationalize role and function of TTCs • Equip as needed	600.80
Component 3.1.2 • Enhancing Regular and Timely Preventive Maintenance (RPM) of College Facilities		Maintenance teams established Colleges rehabilitated and maintained					• Undertake study on condition of college facilities conduct • Conduct seminars on preventive maintenance • Support regular RPM	440.80
SUB-TOTAL								**1,041.60**

PLAN PERIOD/OUTPUTS								STRATEGIES	REQUIRED RESOURCES (INDICATIVE) Tshs. (mill)
	2000	2001	2002	2003	2004	2005			
Sub Programme 3.2 **Balancing Demand and supply of teachers and Tutors** Component 3.2.1 • Balancing Demand and supply of Pre-Primary, Primary and Secondary school teachers Component 3.2.2 • Improving Efficiency in Primary Schools through multigrade teaching								• Undertake Needs assessment of teachers grade A, diploma and graduates • Training according to demand • Recruit equitably	
Adequate numbers of teachers for each level									1,200.40
PTR in each primary school rise to 1:45								• Undertake needs assessment for schools in need of multigrade teaching. • Conduct training of tutors and primary school teachers. • Streamline multigrade teaching in Teacher Education curriculum.	2,898.40
Component 3.2.3 • Balancing Demand and supply of Teacher and adult education facilitotors Adequate numbers of teachers and adult education facilitators								• Undertake needs assessment for adult education • Train adult education teachers and facilitators • Recruit/deploy according to need	1,079.20

PLAN PERIOD/OUTPUTS								STRATEGIES	**REQUIRED RESOURCES (INDICATIVE)** Tshs. (mill)
	2000	2001	2002	2003	2004	2005			
Component 3.2.4 • Balancing Demand and Supply of College Tutors	Adequate number of tutors for all colleges							• Undertake study on Tutors needs • Train Tutors • Recruit/deploy according to demand and specialization	560.80
					SUB-TOTAL				**5,738.80**

	PLAN PERIOD/OUTPUTS							
	2000	2001	2002	2003	2004	2005	STRATEGIES	**REQUIRED RESOURCES (INDICATIVE)** Tshs. (mill)
Sub-Programme 3..3 Improving Personnel Motivation and Management in Teacher Education								
Component 3.3.1 Raising Morale and Commitment of College Tutors			Scheme of service and career paths established				• Review and revise terms of service • Revise personnel promotion/selection system • Conduct regular staff development	68.80
Component 3.3.2 Promoting Transparent Procedure for Appointment and Promotion in Teacher Education			Transparent system of appointment and promotion in place				• Revise current system of appointment • Consult Civil service and revise system • Establish clear guide for appointment	1.90
SUB-TOTAL								**70.70**

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	PLAN PERIOD/OUTPUTS								
	2000	2001	2002	2003	2004	2005	STRATEGIES		**REQUIRED RESOURCES (INDICATIVE)** Tshs. (mill)
Sub-Programme 3.4 **Developing and strengthening TEMIS** Component 3.4.1 • Strengthening Teacher Education Management information System (As part of EMIS)	▬▬▬▬▬▬ TEMIS in place						• Set system of collecting TE data and information • Purchase equipment for information storage • Train staff to manage Teacher Education data		480.00
					SUB-TOTAL				**480.00**
Sub-Programme 3.5 **Monitoring, Coordinating and Networking of Teacher Education system** Component 3.5.1 • Improving Networking Among Teachers Colleges, TRCs and Other Institutions	▬▬▬▬▬▬▬▬▬▬▬▬ Clear linkage at national and international level						• Establish a newsletter • Establish ICT facilities in zones and TRCs • Visit to establish linkage with others institutions		131.00
Component 3.5.2 • Devolving Power From MOEC to Teachers and Colleges		▬▬▬▬▬▬▬▬▬ Effective/efficient management at lower levels					• Design new management system • Orient personnel to new roles • Implement plan up to school level		140.40

	PLAN PERIOD/OUTPUTS							
	2000	2001	2002	2003	2004	2005	STRATEGIES	**REQUIRED RESOURCES (INDICATIVE)** Tshs. (mill)
Component 3.5.3 • Monitoring and Evaluation of TEMP Implementation			TEMP programmes implemented				• Establish a steering committee • Prepare terms of Reference • Prepare work plan programme • Implement year	311.00
SUB-TOTAL								**582.40**

	PLAN PERIOD/OUTPUTS								REQUIRED RESOURCES (INDICATIVE) Tshs. (mill)
	2000	2001	2002	2003	2004	2005	STRATEGIES		
PROGRAMME 4.0 **IMPROVING THE FINANCING BASE FOR TEACHER EDUCATION** **Sub-Programme 4.1** **Mobilizing Financing Resources for Teacher Education** Component 4.1.1 Enhancing Budgetary Allocation for Teacher Education			Increased budget to Teacher Education				• Review allocation to Teacher Education • Establish Expenditure Gap Solicit budget increase		5.00
Component 4.1.2 Increasing Funding for Practice Teaching (BTP)			Increased budget allocation per student for BTP/SLTP				• Review budgetary allocation for BTP • Ascertain unit cost per student for BTP/SLTP • Solicit continuous funding for BTP/SLTP		2,222.20
SUB-TOTAL									**2,227.20**

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	PLAN PERIOD/OUTPUTS							
	2000	2001	2002	2003	2004	2005	STRATEGIES	**REQUIRED RESOURCES (INDICATIVE)** Tshs. (mill)
Sub-Programm 4.2 **Reducing Costs in Teacher Education** Component 4.2.1 • Improving Cost Effectiveness in Teacher Colleges			Effective economies of scale in use of TTCs staff and facilities staff				• Review capacities of all colleges • Designate and rationalize colleges • Make effective use of tutors and facilities • Recruit and Equip equitably	55.40
Component 4.2.2 • Promoting Non- Residential Courses			Increased access in Teacher education				• Assess needs of Non-residential programme • Assess capacity of the colleges • Prepare guidelines for Non-resident student sentry • Enroll Non-residential students	1.20
SUB-TOTAL								**56.60**

PLAN PERIOD/OUTPUTS								
	2000	2001	2002	2003	2004	2005	STRATEGIES	**REQUIRED RESOURCES (INDICATIVE)** Tshs. (mill)
Sub-Programme 4.3 **Improving financial Management in teacher Education** Component 4.3.1 • Co-ordinating Donor Funding for Teacher Education			Transparent use and expenditure of donor funds				• Assess need for technical assistance • Review donor aid policy • Prepare plan for sub-sector • Monitor donor assistance • Establish regular joint review	3.40
Component 4.3.2 • Building College Capacity in Financial Management		Efficient use of funds					• Assess training need • Train heads and Accountants	353.70
Component 4.3.3 • Expanding Financing Base for Teacher Education		Improved quality of education provided					• Survey/study to identify sources of funds • Study cost per student teacher • Support college Self-Reliance initiatives • Discuss and agree on levy to education	35.4
SUB-TOTAL								**392.50**
TOTAL RESOURCE REQUIRED								**30,133.90**

Attachment 2:   LIST OF KEY DOCUMENTS REVIEWED

Abo Akademi University (1999) *Teacher Education Project in Tanzania* Morogoro, Morogoro Teachers College.

Galabawa J.C.J (1998) *Pre-Service Teacher Education: Development of Sub-Master and Plan* Dar es Salaam, MOEC (Mimeo)

Mmari, G. et al (1999)   *Tanzania Education Sector Development Programme Appraisal Co-ordination Team Final out View Report* Dsm MOEC

MOEC (1995) *Education and Training Policy.* Dar es Salaam, Adult Education Press.

MOEC, (1995) B*asic Education Master Plan*

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MOEC, (1999) *Basic Statistics in Education* Dar es Salaam, MOEC

MOEC, (1999) TRC *Baseline Study in Tanzania* Dar es Salaam MOEC

MOEC (1999) *School Mapping.* Dar es Salaam, MOEC

MOEC, (2000) *Teacher Education July 2000-2001 Action Plan*

MOEC, (2000) *Teacher Education year 2000-2004 Action Plan*

Mosha, H.J. (1998): *In-service Teacher Education (INSET): Sub-Master Plan and Programmes*. Dar es Salaam, MOEC.

TIE, (1999) *Teacher Education Curriculum Documents* Dar es Salaam, TIE (mimeo)

Williams, P.R.C (1999) Teacher training College Audit report Dar es Salaam, MOEC.

Williams, P.R.C and J. Mwaga (1998). *Teacher Training Colleges Audit and Cost Efficiency Analysis*. Education Sector Development Programme. Dar es Salaam, MOEC. Dar es Salaam MOEC (mimeo)

Sumaye, F. (1998) *Education sector Development Programme Policy Statement* Dar es Salaam, MOEC.

URT, (1998) The Tanzania Development Vision 2025. Report of the team of Experts Government Printer Dar es salaam.

Attachment 3   **SECONDARY EDUCATION**

TEACHERS DEMAND AND SUPPLY 2000-2005

Introduction

As regards future expansion of access to secondary education; Secondary Education Master Plan (SEMP) has set the following major priorities:-
- Expansion of access to secondary education from the current 18% to 25% of the primary school leavers admitted to secondary schools,
- Improving equity,
- Improvement of the quality of secondary education,
- Capacity building and
- Autonomy.

Expansion of access entails both O-level and A-level schools. While admission to form one is targeted to 25% (33,600 more students admitted) at the end of the plan, the expansion of A-level enrolment is set as follows:-
- build and equip 4 new A-level schools in 4 educational zones
- build/expand 2 technical secondary schools to have 2 technical streams each;
- up-grade 23 community schools to provide A-level secondary education
- create one multi-skills polytechnic school

Table I: TEACHER DEMAND AND SUPPLY IN PUBLIC SECONDARY SCHOOLS (O-LEVEL AND A-LEVEL) BY DECEMBER 1999

	DIPLOMA	GRADUATES	TOTAL
Total required	8821	987	9808
Actual number (present)	7001	589	7590
Shortage	1820	398	2218

DIPLOMA TEACHERS DEMAND AND SUPPLY 200-2004

Ordinary level schools are principally staffed by diploma teachers (95%) and to a lesser extent graduates (50%).

Table 2:   DIPLOMA TEACHER DEMAND 200-2004

YEARS	2000	2001	2002	2003	2004
EXPECTED ENROLMENT (streams)	7173	7623	8083	8603	9123
i. Public(streams)	4344	4712	5086	5468	5868
ii. Private(streams)	2829	2911	3115	3015	2255
EXPECTED TEACHER DEMAND	14346	15246	16166	17206	18246
i. Public	8688	9424	10136	10936	11736
ii. Private	5658	5822	6030	6270	6510
PUPILS/TEACHER RATIO	1:20	1:20	1:20	1:20	1:20
i. Public	1:20	1:20	1:20	1:20	1:20
ii. Private	1:20	1:20	1:20	1:20	1:20

The demand for Diploma teachers would rise from 8,821 (1999) to 11,736 (2004) in public school. This gives an increase of 2915 teachers (33.0%). Adding a shortage of 1820 the demand is 4735 teachers. Given an average wastage (attrition rate) of 2% p.a, an addition of 140 teachers will be needed every year (a total of 700 teachers between 2000-2004). Therefore O-level schools will require an addition of 5435 teachers or 1087 teachers per year.

Teacher demand and supply for private schools will rise from 5482 (1999) to 6510 (2004.) This is an increase of 18.7%. This is an equivalent of 206 teachers that will be required every year.

DEMAND AND SUPPLY FOR GRADUATE TEACHERS IN PUBLIC SECONDARY SCHOOLS

A-level schools are entirely staffed by graduate teachers. The demand for graduate teachers is obtained from the number of streams available, one stream of 30 students requires 2 teachers.

By December 1998 the supply of graduate teachers stood as indicated in table 3 below.

Table 3:   ACTUAL NUMBER OF GRADUATE TEACHERS IN SCHOOLS BY SUBJECT (DECEMBER 1998)

PHY	CHEM	BIOL	MATH	HIST	GEOG	KISW	ENGL	CIVC	COMM	ACC	ECO	H/HEC	AGR	TECH	FREN	TOTAL
63	52	62	44	46	47	21	74	35	7	5	22	2	7	0	5	492

By December 1999 the total number of graduate teachers stood as follows: The total demand was 987, the number available was 589, therefore, there was a net shortage of 398 (40.3%) teachers.

Table 4   SECONDARY EDUCATION LONG TERM TRAINING FOR TEACHERS

	1999/2000	2000/1	2001/2	2002/3	2003/4	TOTAL
DOCTOR OF PHILOSOPHY (PH.D) 3-5 YRS	3	3	3	3	3	15
MASTERS DEGREES SCIENCE (MSC-ED)2YRS	10	10	10	10	10	50
MASTERS DEGREES ARTS(MA-ED)2YRS	10	10	10	10	10	50
POSTGRADUATE DIPLOMA(PGDE)1YRS	5	5	5	5	5	25
FIRST DEGREE-BSC.ED-	15	15	15	15	15	75

4YRS					
FIRST DEGREE-BA-ED-4YRS	15	15	15	15	15	75
TOTAL	**58**	**58**	**58**	**58**	**58**	**290**

Table 5:   SECONDARY EDUCATION-SHORT TERM COURSES-2 WEEKS TO ONE MONTH

	1999/2000	2000/1	2001/2	2002/3	2003/4	TOTAL
SCIENCE TEACHERS (DEGREE	74	74	74	74	74	370
ARTS TEACHERS (DEGREE)	79	79	79	79	79	395
DIPLOMA SCIENCE	644	644	644	644	644	3220
DIPLOMA ARTS	830	830	830	830	830	4150
TOTAL	**1685**	**1685**	**1685**	**1685**	**1685**	**8425**

Attachment 4:   **PROJECTIONS OF TEACHERS AND ADULT EDUCATION FACILITATORS.**

There are four major programmes in the Adult Education which actually need special trained personnel in order to raise the quality of basic education. These are Literacy Programme, Post-Literacy, Integrated Community Based Adult Education (ICBAE) and COBET. All the programmes cater for the educational needs and aspirations of both adults and youth in the Non-Formal Education context. The plan is to have permanent facilitators of adult education programmes.

Table 6:   **PROJECTIONS (2000-2005)**

		2000	2001	2002	2003	2004	2005
Expected enrolment	Literacy & Post Literacy	2,503,026	2,252,723	2,027451	1,824,706	1,642,235	1,478,011
	COBET & ICBAE	10,800	36,000	54,000	56,700	67,500	72,000
Expected number of teachers	Literacy & Post Literacy	125,151	90,109	77,979	65,168	54,741	49,267
	COBET & ICBAE	720	1,800	2,160	2,100	2,250	2,400
Attrition Rate	Literacy & Post Literacy	5%	6%	7%	8%	9%	9.5%
PTR	Literacy & Post Literacy	1:20	1:25	1:26	1:28	1:30	1:30
	COBET & ICBAE	1:30	1:33	1:35	1:38	1:38	1:39
Number of classes		125,151	90,109	77,979	65,168		

Attachment 5: PRIMARY SCHOOL ENROLMENT PROJECTIONS

i) Description/year	1999	2000	2001	2002	2003	2004	2005
Expected enrolment (enrol. Growth 2.5%)	4,209,666	4,314,907	4,422,780	4,533,549	4,646,683	4,762,850	4,881,921
Pupil teacher ration (PTR)	39.0	39.5	40.0	40.5	41.0	41.5	42
Expected teacher demand	107.,940	110,533	111,896	113,278	114,693	116,145	117,631
New Teaching Posts	1,500	2,456	1,363	1,382	1,415	1,451	1,486
Attrition rate	1.2	1.2	1.2	1.2	1.2		
NB: Output of PRESET programmes to average 1.635 p.a							

Attachment 6:   TEACHER EDUCATION PROJECTIONS

Teacher education projections are based on projections for pre-primary, primary, and secondary school teachers as well as adult eduction facilitators. Tutor Student Ratio (TSR) has been used to calculate projection for teachers' college tutors, raising gradually from the current TSR of 1:10 to the policy target of 1:17.

TABLE 7.1 TREND OF ENROLMENTS AND NUMBER OF TUTORS

Category	1995	1996	1997	1998	1999
Number of TCs	31	35	35	35	35
Enrolments	16,388	13,297	9,136	6,614	6,500
Number of Tutors	1,040	1,082	1,004	940	940
	1:15.8	1:12.5	1:9.1	1:7.0	1:10

Table 7.2 COLLEGE TUTORS PROJECTIONS

Year/Category	2000	2001	2002	2003	2004	2005
Enrolments for primary education teachers	3,000	3,000	3,100	3,200	3,300	3,300
Required number of tutors for training primary schools teachers	250	214	194	188	194	194
Enrolments for pre-primary teachers	600	1,200	1,500	2,000	2,500	3,000
Required number of tutors for training Pre-primary teachers	50	86	94	118	147	176
Enrolment for Adult Education facilitators	720	1,800	2,160	2,200	2,250	2,400
Required number of tutor for training Adult Education facilitators	60	129	135	129	132	141
Enrolments for Secondary School diploma teachers and Primary Education Diploma	4,000	286	275	259	282	282

Required tutors for Diploma	333	286	275	259	282	282
Inset Enrolments	7,000	7,500	8,000	8,000	9,000	10,000
Required number of tutors for INSET	583	536	500	471	529	588
TOTAL ENROLMENTS	15,320	17,500	17,960	19,800	21,850	23,500
NUMBER OF TCs	34	28	28	28	28	28
TOTAL NUMBER OF TUTORS REQUIRED	1,276	1,251	1,198	1,165	1,284	1,381
Student Tutor Ratio	1:12	1:14	1:16	1:17	1:17	1:17

Attachment 1:   **TEACHER EDUCATION MASTER PLAN (TEMP)**
IMPLEMENTATION FRAMEWORK

	PLAN PERIOD/OUTPUTS							
	2000	2001	2002	2003	2004	2005	STRATEGIES	**REQUIRED RESOURCES (INDICATIVE)** Tshs. (mill)

	PLAN PERIOD/OUTPUTS							
	2000	2001	2002	2003	2004	2005	STRATEGIES	**REQUIRED RESOURCES (INDICATIVE)** Tshs. (mill)
PROGRAMME 1.0 IMPROVING AND STENGTHENING THE QUALITY OF TEACHER EDUCATION PROGRAMMES **Sub-Programme 1:1 Improving PRESET Programmes**								
Component 1.1.1. • Curriculum Review and Introducing Subject Specialization Specialized grade A Programme in place Teachers trained by subject specialization							• Revise existing Teacher education curricula • Develop specialization in Grade A program • All colleges implement plan	1,715.50
Component 1.1.2 • Mainstreaming Gains From On-going Projects Into Teacher Education programme Project experience mainstreamed into teacher programmes							• Identify skills from projects • Include the appropriate knowledge and skills • Execute and pretest	193.52

PLAN PERIOD/OUTPUTS								STRATEGIES	**REQUIRED RESOURCES (INDICATIVE)** Tshs. (mill)
	2000	2001	2002	2003	2004	2005			
Component 1.1.3 • Developing language Communication Skills Programme for Student Teachers			Competence in effective teaching acquired					• Design and develop curriculum • Orient tutors on communication skills in teaching • Pretest and approve skills	251.92
Component 1.1.4 • Developing and Implementing a Programme of Regular Review of Teacher Education Curriculum	A curriculum review system developed							• Review current system • Orient teachers • Pilot test and implement	466.32
Component 1.1.5 • Expanding Capacity to Train Teachers and Tutors for Work Skills and Life Skills	Capacity of Teachers for Life and Work skills acquired							• Train teachers for Physical education • Train teachers of Fine and Theater Arts • Train teachers for disabled • Train Teachers to Combat HIV/AIDS	750.00
Component 1.1.6 • Improving the Teaching and Learning of Science and Mathematics	Teacher's competency in the teaching of Science and Mathematics							• Establish college tutors needs in Science/Maths • Equip college laboratories • Conduct science/maths workshops	419.92

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	PLAN PERIOD/OUTPUTS								
	2000	2001	2002	2003	2004	2005	STRATEGIES		**REQUIRED RESOURCES (INDICATIVE)** Tshs. (mill)
Components 1.1.7 • Developing and Establishing a Programme for Training of Diploma Teachers for Pre-primary and Primary Schools Diploma programme for pre-primary and primary teachers Established Diploma teachers training for primary schools			▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬				• Establish requirement for Diploma teachers • Train and produce diploma teachers for Pre-primary and Primary schools • Deploy Diploma graduates into primary schools		452.62
Component 1.1.8 • Reviewing and Enforcing Teacher Education Standards Improved teacher education standards	▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬						• Revise existing standards • Amend as appropriate • Enforce amended standards		0.92
Component 1.1.9 • Developing and Instituting a Co-ordinating, Monitoring and Evaluation Mechanism for Pre-service Programmes Established/monitoring and evaluation mechanism	▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬						• Establish performance/indicators • Develop co-ordinationg mechanism • Enforce meeting set performance standards		20.92
SUB-TOTAL									**4,271.64**

	PLAN PERIOD/OUTPUTS							
	2000	2001	2002	2003	2004	2005	STRATEGIES	**REQUIRED RESOURCES (INDICATIVE)** Tshs. (mill)
PROGRAMME 1.0 IMPROVING AND STRENTHENING THE QUALITY OF TEACHER EDUCATION PRPGRAMME **Sub-Programme 1:2** Expanding And Strengthening In-service Programmes Component 1:2:1 • Developing Orientation and Regular Professional INSET Programmes for all Categories of Teachers			A system of Professional development and growth established				• Prepare competent tutors • Develop professional Development programmes • Develop Orientation and Workshops • Conduct pretest on agreed programmes	3,096.08
Component 1.2.2 • Developing Up-grading Curricula for Teachers and Tutors			Curricula developed for Up-grading all categories of teachers/tutors				• Develop INSET Needs • Develop PRESET needs • Review current curricula • Revise and Pretest	1,635.28

	2000	2001	2002	2003	2004	2005	STRATEGIES	REQUIRED RESOURCES (INTRODUCTIVE) Tshs.(mill)
Component 1.2.3 • Developing Up-grading Programme for grade B/C Teachers Grade B/C Teachers acquired competence in classroom practice	▬▬	▬▬	▬▬	▬▬			• Assess needs of Teachers • Develop grade B/C Up-grading programme orientate tutors/trainers • Train Teachers	1,480.00
Component 1.2.4 Developing Professional programme for Non-Trained Teachers/Tutors Non-Trained Teachers/tutors acquired pedagogical skills	▬▬	▬▬	▬▬	▬▬			• Assess needs of non-trained teachers/tutors • Develop a programme • Orientate trainers • Train non-trained teachers/tutors	105.93

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	PLAN PERIOD/OUTPUTS							
	2000	2001	2002	2003	2004	2005	STRATEGIES	**REQUIRED ED RESOUR CES (INDICA TIVE)** Tshs. (mill)

PLAN PERIOD/OUTPUTS								
	2000	2001	2002	2003	2004	2005	STRATEGIES	**REQUIRED RESOURCES (INDICATIVE)** Tshs. (mill)
Component 1.2.5 • Building the capacity for Teacher of Demonstration schools Teachers in demonstration schools fully equipped for SLTP and BTP to become co-operating teachers in the colleges							• Assess need of teachers • Assess facility needs of schools • Train teachers • Equip demonstration schools	135.40
Component 1.2.6 • Establishing a National Professional Accreditation Council for Teacher Education Established Teacher Education Accreditation system							• Review of Existing system • Prepare terms of reference for council • Appoint members to council • Build capacity of council members • Provide office facilities and equipment	122..70
Component 1.2.7 • Improving the system of Co-ordination Monitoring and Evaluation of In-service Programme Established monitoring and Evaluation							• Establish performance indicator • Develop monitoring mechanism • Conduct formative and summative evaluation	141.50
Component 1.2.8 • Operationalizing the Zonal TRC system TRC Operationalized							• Distribute TRC Guidelines • Organize workshops • Install Zonal center equipment	2,012.87
Component 1.2.9 • Expanding TRC system countrywide A network of TRC in the country							• List status and needs • Recruit and equip centres	2,500.10

PLAN PERIOD/OUTPUTS									
	2000	2001	2002	2003	2004	2005	STRATEGIES		**REQUIRED RESOURCES (INDICATIVE)** Tshs. (mill)
Component 1.2.10 • Training of TRC Personnel Adequate personnel attained	▬▬▬▬▬						• Assess needs of zones • Train according to needs		100.50
Component 1.2.11 • Establishing the National TRC National centre established		▬▬▬▬▬					• Assess infrastructure need • Provide office • Equip the center		600.40
Component 1.2.12 • Developing and Supporting Professional Development in School Clusters at Ward Levels			▬▬▬▬▬▬▬▬▬▬▬▬				• Identify master teacher needs at ward level • Provide training for master teachers and mentors • Provide funds for initial workshops		1,260.50
			Master teachers and mentors professionally developed for their roles Teachers trained at Ward Level						
SUB-TOTAL									**13,191.28**

			PLAN PERIOD/OUTPUTS					
	2000	2001	2002	2003	2004	2005	STRATEGIES	**REQUIRED RESOURCES (INDICATIVE)** Tshs. (mill)
PROGRAMME 2.0 IMPROVING ACCESS AND EQUITY IN TEACHER EDUCATION **Sub-Programme 2.1** Improving Gender Balance in Teacher Education Component 2.1.1. • Establish a Flexible INSET Opportunities			Increase opportunities for teacher training				• Review existing opportunities • Develop INSET programmes • Provide Non-residential courses • Train more INSET teachers	2,00.40
Component 2.1.2 • Increasing Enrolment and Participation of Women Teachers			Increase women teachers				• Prepare pre-entry programme for non-qualifiers • Increase enrolment of women teachers	200.00
Component 2.1.3 • Minimizing Student Wastage in Teacher Education		Reduced wastage ratio					• Develop motivational package for enrolment and attendance • Increase funding and improve teaching environment	140.0
SUB-TOTAL								**2,740.40**

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PLAN PERIOD/OUTPUTS								
	2000	2001	2002	2003	2004	2005	STRATEGIES	**REQUIRED RESOURCES (INDICATIVE)** Tshs. (mill)
SUB-PROGRAMME 2.2 **Improving and Expand Training of Teachers of Special Education**								
Component 2.2.1 Improving and Increasing Teachers for Special Schools		▬▬▬▬▬ Adequate trained teachers for talented schools						• Assess need for special schools • Train teachers per Demand • Motivate	120.40
Component 2.2.2 Improving and Increasing Teachers for Disabled Children		▬▬▬▬▬ Adequate trained and motivated teachers for disabilities						• Assess need for variety of disabilities • Train teachers as per demand • Motivate accordingly	220.40
SUB-TOTAL								**340.80**

	PLAN PERIOD/OUTPUTS							
	2000	2001	2002	2003	2004	2005	STRATEGIES	**REQUIRED RESOURCES (INDICATIVE)** Tshs. (mill)
ROGRAMME 3.0 STRENGTHENING MANAGEMENT IN THE PROVISION OF TEACHER EDUCATION **Sub-Programme 3.1** Rationalization Of Teacher Education Resources Component 3.1.1 • Rationalization of Teacher Education Resources		Optimized use of college resources					• Undertake study on under utilization • Reschedule excess resources • Rationalize role and function of TTCs • Equip as needed	600.80
Component 3.1.2 • Enhancing Regular and Timely Preventive Maintenance (RPM) of College Facilities		Maintenance teams established Colleges rehabilitated and maintained					• Undertake study on condition of college facilities conduct • Conduct seminars on preventive maintenance • Support regular RPM	440.80
SUB-TOTAL								**1,041.60**

	PLAN PERIOD/OUTPUTS						STRATEGIES	**REQUIRED RESOURCES (INDICATIVE)** Tshs. (mill)
	2000	2001	2002	2003	2004	2005		
Sub Programme 3.2 **Balancing Demand and supply of teachers and Tutors**							• Undertake Needs assessment of teachers grade A, diploma and graduates	
Component 3.2.1 • Balancing Demand and supply of Pre-Primary, Primary and Secondary school teachers	━━━━━━━━━━━━━━━━━━━━━━━━━━━━━━ Adequate numbers of teachers for each level						• Training according to demand • Recruit equitably	1,200.40
Component 3.2.2 • Improving Efficiency in Primary Schools through multigrade teaching			━━━━━━━━━━━━━━━━━━━━ PTR in each primary school rise to 1:45				• Undertake needs assessment for schools in need of multigrade teaching. • Conduct training of tutors and primary school teachers. • Streamline multigrade teaching in Teacher Education curriculum.	2,898.40
Component 3.2.3 • Balancing Demand and supply of Teacher and adult education facilitotors Adequate numbers of teachers and adult education facilitators		━━━━━━━━━━━━━━━━━━━━━━━━━━					• Undertake needs assessment for adult education • Train adult education teachers and facilitators • Recruit/deploy according to need	1,079.20

	PLAN PERIOD/OUTPUTS						STRATEGIES	REQUIRED RESOURCES (INDICATIVE) Tshs. (mill)
	2000	2001	2002	2003	2004	2005		
Component 3.2.4 • Balancing Demand and Supply of College Tutors	Adequate number of tutors for all colleges						• Undertake study on Tutors needs • Train Tutors • Recruit/deploy according to demand and specialization	560.80
SUB-TOTAL								5,738.80

	PLAN PERIOD/OUTPUTS							
	2000	2001	2002	2003	2004	2005	STRATEGIES	**REQUIRED RESOURCES (INDICATIVE)** Tshs. (mill)
Sub-Programme 3..3 Improving Personnel Motivation and Management in Teacher Education								
Component 3.3.1 Raising Morale and Commitment of College Tutors			Scheme of service and career paths established				• Review and revise terms of service • Revise personnel promotion/selection system • Conduct regular staff development	68.80
Component 3.3.2 Promoting Transparent Procedure for Appointment and Promotion in Teacher Education			Transparent system of appointment and promotion in place				• Revise current system of appointment • Consult Civil service and revise system • Establish clear guide for appointment	1.90
SUB-TOTAL								**70.70**

		PLAN PERIOD/OUTPUTS							
	2000	2001	2002	2003	2004	2005	STRATEGIES	**REQUIRED RESOURCES (INDICATIVE)** Tshs. (mill)	
Sub-Programme 3.4 **Developing and strengthening TEMIS** Component 3.4.1 • Strengthening Teacher Education Management information System (As part of EMIS) TEMIS in place							• Set system of collecting TE data and information • Purchase equipment for information storage • Train staff to manage Teacher Education data	480.00	
SUB-TOTAL								**480.00**	
Sub-Programme 3.5 **Monitoring, Coordinating and Networking of Teacher Education system** Component 3.5.1 • Improving Networking Among Teachers Colleges, TRCs and Other Institutions Clear linkage at national and international level Component 3.5.2 • Devolving Power From MOEC to Teachers and Colleges Effective/efficient management at lower levels							• Establish a newsletter • Establish ICT facilities in zones and TRCs • Visit to establish linkage with others institutions • Design new management system • Orient personnel to new roles • Implement plan up to school level	131.00 140.40	

	PLAN PERIOD/OUTPUTS							
	2000	2001	2002	2003	2004	2005	STRATEGIES	**REQUIR ED RESOUR CES (INDICA TIVE)** Tshs. (mill)
Component 3.5.3 • Monitoring and Evaluation of TEMP Implementation			TEMP programmes implemented				• Establish a steering committee • Prepare terms of Reference • Prepare work plan programme • Implement year	311.00
SUB-TOTAL								582.40

	PLAN PERIOD/OUTPUTS							
	2000	2001	2002	2003	2004	2005	STRATEGIES	**REQUIRED RESOURCES (INDICATIVE)** Tshs. (mill)
PROGRAMME 4.0 IMPROVING THE FINANCING BASE FOR TEACHER EDUCATION **Sub-Programme 4.1 Mobilizing Financing Resources for Teacher Education** Component 4.1.1 Enhancing Budgetary Allocation for Teacher Education			Increased budget to Teacher Education				• Review allocation to Teacher Education • Establish Expenditure Gap Solicit budget increase	5.00
Component 4.1.2 Increasing Funding for Practice Teaching (BTP)			Increased budget allocation per student for BTP/SLTP				• Review budgetary allocation for BTP • Ascertain unit cost per student for BTP/SLTP • Solicit continuous funding for BTP/SLTP	2,222.20
SUB-TOTAL								**2,227.20**

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	PLAN PERIOD/OUTPUTS							
	2000	2001	2002	2003	2004	2005	STRATEGIES	**REQUIR ED RESOUR CES (INDICA TIVE)** Tshs. (mill)
Sub-Programm 4.2 Reducing Costs in Teacher Education Component 4.2.1 • Improving Cost Effectiveness in Teacher Colleges			Effective economies of scale in use of TTCs staff and facilities staff				• Review capacities of all colleges • Designate and rationalize colleges • Make effective use of tutors and facilities • Recruit and Equip equitably	55.40
Component 4.2.2 • Promoting Non- Residential Courses			Increased access in Teacher education				• Assess needs of Non-residential programme • Assess capacity of the colleges • Prepare guidelines for Non-resident student sentry • Enroll Non-residential students	1.20
SUB-TOTAL								**56.60**

PLAN PERIOD/OUTPUTS								REQUIRED RESOURCES (INDICATIVE) Tshs. (mill)
	2000	2001	2002	2003	2004	2005	STRATEGIES	
Sub-Programme 4.3 **Improving financial Management in teacher Education** Component 4.3.1 • Co-ordinating Donor Funding for Teacher Education			Transparent use and expenditure of donor funds				• Assess need for technical assistance • Review donor aid policy • Prepare plan for sub-sector • Monitor donor assistance • Establish regular joint review	3.40
Component 4.3.2 • Building College Capacity in Financial Management			Efficient use of funds				• Assess training need • Train heads and Accountants	353.70
Component 4.3.3 • Expanding Financing Base for Teacher Education			Improved quality of education provided				• Survey/study to identify sources of funds • Study cost per student teacher • Support college Self-Reliance initiatives • Discuss and agree on levy to education	35.4
SUB-TOTAL								**392.50**
TOTAL RESOURCE REQUIRED								**30,133.90**

Attachment 2:   LIST OF KEY DOCUMENTS REVIEWED

Abo Akademi University (1999)   *Teacher Education Project in Tanzania* Morogoro, Morogoro Teachers College.

Galabawa J.C.J (1998) *Pre-Service Teacher Education: Development of Sub-Master and Plan* Dar es Salaam, MOEC (Mimeo)

Mmari, G. et al (1999)   *Tanzania Education Sector Development Programme Appraisal Co-ordination Team Final out View Report* Dsm MOEC

MOEC (1995) *Education and Training Policy.* Dar es Salaam, Adult Education Press.

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MOEC, (1999) *Basic Statistics in Education* Dar es Salaam, MOEC

MOEC, (1999) TRC *Baseline Study in Tanzania* Dar es Salaam MOEC

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Mosha, H.J. (1998): *In-service Teacher Education (INSET): Sub-Master Plan and Programmes*. Dar es Salaam, MOEC.

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Williams, P.R.C (1999) Teacher training College Audit report Dar es Salaam, MOEC.

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Sumaye, F. (1998) *Education sector Development Programme Policy Statement* Dar es Salaam, MOEC.

URT, (1998) The Tanzania Development Vision 2025. Report of the team of Experts Government Printer Dar es salaam.

Attachment 3   SECONDARY EDUCATION

TEACHERS DEMAND AND SUPPLY 2000-2005

Introduction

As regards future expansion of access to secondary education; Secondary Education Master Plan (SEMP) has set the following major priorities:-

- Expansion of access to secondary education from the current 18% to 25% of the primary school leavers admitted to secondary schools,
- Improving equity,
- Improvement of the quality of secondary education,
- Capacity building and
- Autonomy.

Expansion of access entails both O-level and A-level schools. While admission to form one is targeted to 25% (33,600 more students admitted) at the end of the plan, the expansion of A-level enrolment is set as follows:-

- build and equip 4 new A-level schools in 4 educational zones
- build/expand 2 technical secondary schools to have 2 technical streams each;
- up-grade 23 community schools to provide A-level secondary education
- create one multi-skills polytechnic school

Table I: TEACHER DEMAND AND SUPPLY IN PUBLIC SECONDARY SCHOOLS (O-LEVEL AND A-LEVEL) BY DECEMBER 1999

	DIPLOMA	**GRADUATES**	**TOTAL**
Total required	8821	987	9808
Actual number (present)	7001	589	7590
Shortage	1820	398	2218

DIPLOMA TEACHERS DEMAND AND SUPPLY 200-2004

Ordinary level schools are principally staffed by diploma teachers (95%) and to a lesser extent graduates (50%).

Table 2:   DIPLOMA TEACHER DEMAND 200-2004

YEARS	2000	2001	2002	2003	2004
EXPECTED ENROLMENT (streams)	7173	7623	8083	8603	9123
i. Public(streams)	4344	4712	5086	5468	5868
ii. Private(streams)	2829	2911	3115	3015	2255
EXPECTED TEACHER DEMAND	14346	15246	16166	17206	18246
i. Public	8688	9424	10136	10936	11736
ii. Private	5658	5822	6030	6270	6510
PUPILS/TEACHER RATIO	1:20	1:20	1:20	1:20	1:20
i. Public	1:20	1:20	1:20	1:20	1:20
ii. Private	1:20	1:20	1:20	1:20	1:20

The demand for Diploma teachers would rise from 8,821 (1999) to 11,736 (2004) in public school. This gives an increase of 2915 teachers (33.0%). Adding a shortage of 1820 the demand is 4735 teachers. Given an average wastage (attrition rate) of 2% p.a, an addition of 140 teachers will be needed every year (a total of 700 teachers between 2000-2004). Therefore O-level schools will require an addition of 5435 teachers or 1087 teachers per year.

Teacher demand and supply for private schools will rise from 5482 (1999) to 6510 (2004.) This is an increase of 18.7%. This is an equivalent of 206 teachers that will be required every year.

DEMAND AND SUPPLY FOR GRADUATE TEACHERS IN PUBLIC SECONDARY SCHOOLS

A-level schools are entirely staffed by graduate teachers. The demand for graduate teachers is obtained from the number of streams available, one stream of 30 students requires 2 teachers.

By December 1998 the supply of graduate teachers stood as indicated in table 3 below.

Table 3: **ACTUAL NUMBER OF GRADUATE TEACHERS IN SCHOOLS BY SUBJECT (DECEMBER 1998)**

PHY	CHEM	BIOL	MATH	HIST	GEOG	KISW	ENGL	CIVC	COMM	ACC	ECO	H/EC	AGR	TECH	FREN	TOTAL
63	52	62	44	46	47	21	74	35	7	5	22	2	7	0	5	492

By December 1999 the total number of graduate teachers stood as follows:
The total demand was 987, the number available was 589, therefore, there was a net shortage of 398 (40.3%) teachers.

Table 4 **SECONDARY EDUCATION LONG TERM TRAINING FOR TEACHERS**

	1999/2000	2000/1	2001/2	2002/3	2003/4	TOTAL
DOCTOR OF PHILOSOPHY (PH.D) 3-5 YRS	3	3	3	3	3	15
MASTERS DEGREES SCIENCE (MSC-ED)2YRS	10	10	10	10	10	50
MASTERS DEGREES ARTS(MA-ED)2YRS	10	10	10	10	10	50
POSTGRADUATE DIPLOMA(PGDE)1YRS	5	5	5	5	5	25
FIRST DEGREE-BSC.ED-4YRS	15	15	15	15	15	75
FIRST DEGREE-BA-ED-4YRS	15	15	15	15	15	75
TOTAL	**58**	**58**	**58**	**58**	**58**	**290**

Table 5: **SECONDARY EDUCATION-SHORT TERM COURSES-2 WEEKS TO ONE MONTH**

	1999/2000	2000/1	2001/2	2002/3	2003/4	TOTAL
SCIENCE TEACHERS (DEGREE	74	74	74	74	74	370
ARTS TEACHERS (DEGREE)	79	79	79	79	79	395
DIPLOMA SCIENCE	644	644	644	644	644	3220
DIPLOMA ARTS	830	830	830	830	830	4150
TOTAL	**1685**	**1685**	**1685**	**1685**	**1685**	**8425**

PROJECTIONS OF TEACHERS AND ADULT EDUCATION FACILITATORS.

There are four major programmes in the Adult Education which actually need special trained personnel in order to raise the quality of basic education. These are Literacy Programme, Post-Literacy, Integrated Community Based Adult Education (ICBAE) and COBET. All the programmes cater for the educational needs and aspirations of both adults and youth in the Non-Formal Education context.   The plan is to have permanent facilitators of adult education programmes.

Table 6:   **PROJECTIONS (2000-2005)**

		2000	**2001**	**2002**	**2003**	**2004**	**2005**
Expected enrolment	Literacy & Post Literacy	2,503,026	2,252,723	2,027451	1,824,706	1,642,235	1,478,011
	COBET & ICBAE	10,800	36,000	54,000	56,700	67,500	72,000
Expected number of teachers	Literacy & Post Literacy	125,151	90,109	77,979	65,168	54,741	49,267
	COBET & ICBAE	720	1,800	2,160	2,100	2,250	2,400
Attrition Rate	Literacy & Post Literacy	5%	6%	7%	8%	9%	9.5%
PTR	Literacy & Post Literacy	1:20	1:25	1:26	1:28	1:30	1:30
	COBET & ICBAE	1:30	1:33	1:35	1:38	1:38	1:39
Number of classes		125,151	90,109	77,979	65,168		

Attachment 5: PRIMARY SCHOOL ENROLMENT PROJECTIONS

i) Description/year	1999	2000	2001	2002	2003	2004	2005
Expected enrolment (enrol. Growth 2.5%)	4,209,666	4,314,907	4,422,780	4,533,549	4,646,683	4,762,850	4,881,921
Pupil teacher ration (PTR)	39.0	39.5	40.0	40.5	41.0	41.5	42
Expected teacher demand	107.,940	110,533	111,896	113,278	114,693	116,145	117,631
New Teaching Posts	1,500	2,456	1,363	1,382	1,415	1,451	1,486
Attrition rate	1.2	1.2	1.2	1.2	1.2		
NB: Output of PRESET programmes to average 1.635 p.a							

Attachment 6:   TEACHER EDUCATION PROJECTIONS

Teacher education projections are based on projections for pre-primary, primary, and secondary school teachers as well as adult eduction facilitators. Tutor Student Ratio (TSR) has been used to calculate projection for teachers' college tutors, raising gradually from the current TSR of 1:10 to the policy target of 1:17.

TABLE 7.1 TREND OF ENROLMENTS AND NUMBER OF TUTORS

Category	1995	1996	1997	1998	1999
Number of TCs	31	35	35	35	35
Enrolments	16,388	13,297	9,136	6,614	6,500
Number of Tutors	1,040	1,082	1,004	940	940
	1:15.8	1:12.5	1:9.1	1:7.0	1:10

Table 7.2 COLLEGE TUTORS PROJECTIONS

Year/Category	2000	2001	2002	2003	2004	2005
Enrolments for primary education teachers	3,000	3,000	3,100	3,200	3,300	3,300
Required number of tutors for training primary schools teachers	250	214	194	188	194	194
Enrolments for pre-primary teachers	600	1,200	1,500	2,000	2,500	3,000
Required number of tutors for training Pre-primary teachers	50	86	94	118	147	176
Enrolment for Adult Education facilitators	720	1,800	2,160	2,200	2,250	2,400
Required number of tutor for training Adult Education facilitators	60	129	135	129	132	141
Enrolments for Secondary School diploma teachers and Primary Education Diploma	4,000	286	275	259	282	282
Required tutors for Diploma	333	286	275	259	282	282
Inset Enrolments	7,000	7,500	8,000	8,000	9,000	10,000
Required number of tutors for INSET	583	536	500	471	529	588
TOTAL ENROLMENTS	15,320	17,500	17,960	19,800	21,850	23,500
NUMBER OF TCs	34	28	28	28	28	28
TOTAL NUMBER OF TUTORS REQUIRED	1,276	1,251	1,198	1,165	1,284	1,381
Student Tutor Ratio	1:12	1:14	1:16	1:17	1:17	1:17