

THE UNITED REPUBLIC OF TANZANIA



THE EDUCATION AND TRAINING SECTOR DEVELOPMENT PROGRAMME DOCUMENT

FINAL DRAFT

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CHAPTER ONE

1. EDUCATION SECTOR POLICY FRAMEWORK

1.1 Background

The Government of Tanzania recognizes the central role of the education sector in achieving the overall development goal of improving the quality of life of Tanzanians. Several policy and structural reforms have been initiated by the government to improve the quality of education and ensure universal primary education for all so as to strengthen the link between education provided at all levels and the socio-economic development of Tanzania. The major policy interventions/ reforms include:

- ?? Education for Self-Reliance introduced in 1967 to guide the planning and practice of education.
- ?? Universal Primary Education (UPE) and the Musoma Resolution in 1974.
- ?? Education and Training Policy (1995).
- ?? The Education Sector Development Programme.
- ?? Vocational Education and Training Act (1994).
- ?? Institutional Vision to be focused on Vision 2025 aspirations.
- ?? Adopt International Quality Standard (ISO 9000) Capacity building.
- ?? The National Science and Technology Policy-1995 (Reviewed 1996)
- ?? The National Technical Education and Training Policy -1996
- ?? The National Higher Education Policy -1995.

As a result of these reforms and the implementation of several programmes, the education sector registered significant improvements during the 1970s in adult literacy, expansion of education systems at all levels and vocationalization of secondary education. However, these achievements could not be sustained during 1980s due to the economic crises experienced in the early 1980s. Consequently, there has been a rapid deterioration in the delivery of education services leading to current low levels of academic achievement, literacy and declining gross enrollment rate for primary school pupils.

In 1996, the Government of Tanzania undertook to develop the Education Sector Development Programme (ESDP) to address the existing problems and face the new challenges resulting from on going socio economic reforms initiated in 1986 and the

increasing demand for human resource development in line with fast changing technological advancement.

EDSP is a sector-wide programme aimed at operationalizing the various policies pertaining to sub sectors in Education and Training Policy. The programme covers all sub-sectors in education sector. The contents are: basic education which includes (pre-primary, primary, adult, secondary, and teacher education), higher education, vocational education both formal and non-formal. Programme priorities, resource allocation and disbursement are consistent with the guidelines provided under the macro reform policies and programmes which include: The Tanzania Development Vision 2025, Public Financial Reform Programme ,PER, TAS, MTEF, PRSP, LGRP, HIPC, etc.

1.2 Macro Economic policy

1.2.1 *The Tanzania Development Vision of 2025*

The Tanzania Development Vision 2025 accords high priority to the education sector it being pivotal in bringing about the desired social economic transformation required to realize the vision targets. The Vision envisages Tanzania to be a country with a well-educated and learning society by year 2025. It is expressly stated in the Tanzania Development Vision document (pg. 19) that, "Education should be treated as a strategic agent for mind set transformation and for the creation of a well educated nation, sufficiently equipped with the knowledge needed to competently and competitively solve the development challenges which face the nation. In this light, the education system should be restructured and transformed qualitatively with a focus on promoting creativity and problem solving".

1.2.2 *Public Service Reforms*

Under the on-going public service reforms, roles of Government Ministries have been redefined to mainly deal with policy formulation, regulation, monitoring and evaluation. In view of these changes, the Ministries of Education and Culture; Science, Technology and Higher Education; and Regional Administration and Local Government have been restructured to conform with their new roles. Furthermore, these reforms have allowed the private sector and other partners to participate in the provision of education and training services. However, there is need to strengthen the capacity of the agencies now responsible for the management of schools and training institutions at all levels and in all sub-sectors.

1.2.3 Other Macro policies

The GoT has, since 1986 made a series of macro-economic policies and programmes aimed at bringing about fast economic recovery and poverty eradication. In summary these policies advocate:

- ?? Poverty eradication in society.
- ?? Increased role of the private sector, thereby broadening the participation base in the economy;
- ?? Continued liberalization of trade and other systems;
- ?? Provision of essential resources to priority areas;
- ?? Increased investment in infrastructure and social services sectors especially education and health;
- ?? The reduction of subsidies and the application of cost-recovery and cost sharing measures where applicable.

1.3 The Education Sector and Training Policies

The formulation of the Education and Training Policy has been greatly influenced by the macro-economic reforms initiated in 1986 and the problems that are inherent in the sector. Unlike previous policies which were sub-sector based, this policy covers all the sub-sectors in the education sector. However, the Ministry of Science, Technology and Higher Education also formulated the Technical Education and Training Policy (1995) National Science and Technology Policy (1996) and the National Higher Education Policy in (1999). The latter policies were formulated in order to meet the specific needs of the sub sectors. The broad policy objectives of education and training in Tanzania are as follows:

- ?? Enhancement of partnership in the provision of education and training, through the deliberate effort of encouraging private agencies to participate in the provision of education, to establish and manage schools and other educational institutions at all levels.
- ?? Broadening the financial base and cost effectiveness of education and training, through more effective control of government spending, cost sharing and liberalization strategies.

- ?? Streamlining of the management structure of education, by placing more authority and responsibility on schools, colleges, universities local communities, districts and regions.
- ?? Emphasizing the provision of quality education through curriculum review, improved teacher management and introduction and use of appropriate performance and assessment strategies.
- ?? Strengthening the integration of formal and non-formal education relationship, by instituting knowledge comparability and inter-mobility within the two sub-sectors of education.
- ?? Increasing access to education, by focusing on the equity issue with respect to women, group with special needs and areas in the country.
- ?? Facilitating the growth of the culture of education and training for job-creation and self-employment through increased quality and availability of opportunities for vocational education and training.
- ?? Promotion of quality non-formal education and training through the improvement of Folk Development Colleges (FDCs) in terms of physical infrastructure, tutors education and improved tutor management.

Detailed sub-sector policies are highlighted in the Policy Documents.

1.4 SWOT analysis

The Education Sector Development Programme intervention is designed to look at the education sector from a holistic approach. The main thrust of the program is to improve the education outcomes (of the learner) .Weaknesses common to all the sub-sectors of the education sector which will have to be tackled by the ESDP include the following:

- ?? Low enrolment.
- ?? Poor quality of education services provided.
- ?? Underfunding.
- ?? Inadequate inter and intra co-ordination within the sector and other sectors.
- ?? Poor remuneration and lack of professional ethics.

*A detailed analysis of SWOT for each sub-sector is provided as **annex 1***

CHAPTER TWO

EDUCATION AND TRAINING SECTOR DEVELOPMENT PROGRAMME: OBJECTIVES, PRIORITIES, STRATEGIES AND TARGETS.

2.1 Introduction

Education and Training Sector Development Programme is an attempt to realize the objectives of Education Sector Policies. It was formulated to address critical issues and problems facing the education and training sector in general. The Programme is a comprehensive and complex undertaking entailing many fundamental changes including Information, Communication and Technology (ICT) as well as the participation of many and varied actors in the education and training sector. These changes/reforms and interventions are primarily focused on the learner, the teacher and the teaching/learning environment ultimately intended to improve the academic achievements and competences of the learner.

2.2 Programme Objectives, Strategies and Targets

2.2.1 Objectives

In view of the critical policy issues and problems currently experienced, the Education and Training Sector Programme main objectives include:

- ?? To decentralise management of institutions so as to devolve more powers of managing and administering education and training to regions, districts, communities and educational and training institutions.

- ?? To improve the quality of education both formal and non formal through strengthening in-service training of teachers and tutors, supply adequate teaching – learning materials; rehabilitation of school/college and training institutions physical facilities; consolidate pre-service teacher training programmes; promote research in education and training institutions; and strengthen monitoring and evaluation.

- ?? To promote access and equity to basic education by encouraging equitable distribution of education institutions and resources; expand and improve girls' education; ensure access to education for the special social and cultural groups; identify talented, children with disabilities and make sure they are given appropriate education and training and providing education facilities to disadvantaged areas.

- ?? To broaden the base for education financing by encouraging cost-sharing measures and establishment of education funds.
- ?? To promote science and technology by intensifying technical and vocational education and training; rationalise tertiary institutions; establish polytechnic institutions; strengthen science and technology education; and develop formal and non-formal programmes for the training of technologists.
- ?? To expand provision of education both formal and non formal and training by involving the private sector; promote and strengthen formal and non-formal, distance and out-of-school education programmes life-long learning and optimising utilisation of existing education and training facilities and resources.

2.2.2 Strategies

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

- ?? Priority in public spending on education for primary education, through a target of 70% share of the recurrent education budget over the period 1998-2015.
- ?? Provide more quality education both formal and non formal in secondary vocational technical and higher education and also training opportunities, especially in under-served areas and to disadvantaged groups and girls.
- ?? Enabling post secondary, higher education and vocational education and training provision to be demand-driven and market responsive.
- ?? Instituting mechanisms and develop capacity to manage the sector wide education and training development programme.
- ?? To ensure the provision of quality vocational education and training to meet labour market needs both formal and informal.
- ?? To increase student enrolment to attain international comparable student staff ratio in various disciplines in Technical and Higher Education Institutions by 2015.
- ?? To motivate researchers , scientists and technologists within the country to make effective contributions to the society by 2015

?? To enable institutions to operate in a cost effective manner and generate income to supplement government subventions by 2015

i. 2.2.3 Targets

On the basis of the broad program objectives, the main targets during the plan period are to:

- ?? Eliminate illiteracy by 2010.
- ?? Attain Universal Primary Education by 2010.
- ?? Raise Minimum qualifications for primary school teachers to Grade "A" by 2003.
- ?? Provide all schools and training institutions with adequate and appropriate instruction materials and standard physical infrastructure. by 2010
- ?? Establish nation wide Network of Teacher Resource Centres.
- ?? Teacher/Pupil ratio to be 1:45 (Primary), 1:35 (Lower Secondary), 1:30 (Upper Secondary) and 1:25 (Teacher Training Colleges) 1:12 (Higher Education) the teacher/student ratio for folk Development Education is 1:15.
- ?? Raise Minimum qualifications for a Teachers' College tutor to be a university degree with education.
- ?? Have an established Nation wide network of district based education database.
- ?? Eliminate the incidence of HIV/AIDS/ST1s in education and training institutions. by 50% by 2010
- ?? Raise achievement in academic performance at all levels of education to 75%.
- ?? Attain 50 % achievement in academic performance. by 2003
- ?? Attain 50% transition rate from primary education to secondary education by 2003
- ?? All FDC tutors to have Diploma qualifications by 2015.
- ?? To ensure the provision of quality vocational education and training to meet labour market needs both formal and informal
- ?? To ensure all regions have ICBAE programmes by 2005
- ?? To increase capacity intake from the current 20%-40% in higher learning institutions and 60% -80% in Technical education by 2010.
- ?? To attain gender equity for students, teachers, lectures and researchers at all levels of education.
- ?? To promote capacity building at all levels so as to keep abreast with technological changes by 2015.
- ?? To strengthen education quality control bodies at all levels by 2005.
- ?? To ensure that research activities are adequately funded and the results disseminated and utilised by the targeted people by 2010.

2.3 Education Sector Development Programme Reform Initiatives

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

2.3.1 *Sector wide approach to education development*

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

The sector wide approach to education development has been initiated to redress the problem of fragmented interventions. Inherent in this approach is the pooling together of resources (human, financial and materials) through the involvement of all key stakeholders in education planning, implementation, and monitoring and evaluation.

The sector wide development approach, however, requires a new relationship between the Government and development partners. The main emphasis in this relationship is the enhancement of partnership, coordination, cooperation and collaboration among all stakeholders in the provision of education and training at all levels. The endeavour to enhance coordination, collaboration, synchronization and focus in education service delivery, sub-sector master plans have been initiated.

2.3.2 *Decentralization of the management of education and training institutions*

Experience has shown that highly centralized planning is non-participatory and tends to ignore the peculiarities of various localities in the development process. In the Education and Training Policy it is noted that the powers and decision making in the management and administration of education and training institutions have remained heavily concentrated at the ministerial level. Attempts to involve regions, districts and communities in the management and administration of education and training institutions in their areas of jurisdiction are wanting, yet effective management of education and training institutions necessitates community involvement.

In this regard the education sector has initiated regulatory changes and interventions to support the decentralization process to lower organs. Among the notable interventions in support of the decentralization process include:

- ?? The establishment of District and Community Education Funds, a matching grant intended to encourage communities to finance the provision of education to their own children.
- ?? DBSPE initiative intended to contribute towards improving the teaching/learning environment to enhance decentralized management of education and training institutions.
- ?? The institutionalization of district managed Teacher Resource Centres (TRCs) and the establishment of ward-based teacher development (in-service programme).
- ?? The decentralization of textbook provision and distribution initiated as a pilot project in 1993.
- ?? The initiation of Primary Education Facilities Project (PEDFAC) intended to mobilize as well as enhance the capacity of district authorities to plan and manage financial resources at their disposal therefore promoting accountability, transparency and project management skills.
- ?? To decentralise the management of FDCs with more participation from the Local Authorities.

All basic education based interventions are gradually being realigned to correspond with the Local Government Reform Programme which places emphasis on improved service delivery, autonomy in decision making, transparency, accountability and good governance. The new Local Government system is based on political devolution, decentralization of functions and finances within the framework of a unitary state. The Local Governments will be holistic i.e. multi sectoral government units with a legal status. They have the responsibility for social development and public service provision within their jurisdiction ,facilitation of maintenance of law and order and issues of national importance such as education, health, water, roads and agriculture. To facilitate these, financial reforms, regulations for governing the utilization of block grants and basket funds have been issued, service regulations for local Authorities employees have been approved and the platinum system is being introduced in all local authorities. Attendant with such developments, MOEC/MSTHE/MRALG have specified education sector specific performance indicators and minimum standards for service delivery.

The Education Act No. 25 of 1978 which was amended by Act No. 10 of 1995 was to accommodate the policy changes.

The 1994 Vocational and Training Act requires that the system of vocational education and training is decentralized to the regions to ensure maximum utilization of resources and relevance of training programme. Regional BET Boards have been formed and the system has been decentralized. Under the Strategic Action Plan (2000 – 2004) the decentralization will be consolidated.

2.3.3. *New approach to education planning*

Traditionally, education planning has been highly centralized. Plans were and have continued to be conceived, initiated and developed by the central authority at the national level. Thereafter, developed plans were disseminated to lower organs for adoption and implementation. Hence, the grassroots have contributed little, if any, to the development of plans for implementation by the same.

The top-down planning process was originally justifiable because the Government structure was still centralized. The decentralization process is however in the initial stages of development and the requisite capacity is in the process of being developed. The means and instruments to enable lower organs to initiate and develop their own plans based on concrete assessment of potentials and problems faced as well as the developmental needs of the local community in a participatory approach also are in the process of being provided through the adoption of Planning and Management guide for Regional Secretariats prepared under the Local Government Reform Programme. MRALG is also leading the formulation of a National framework for participatory District Planning to be in place by March 2001.

In response to the planning reform requirements a number of initiatives have been put in place to set the new system in motion. The planning reform initiatives include school mapping and micro planning of the whole school development programme and ward based education management programme.

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

in that ward. The district is the next planning unit. The district education development plan should be the synthesis of ward education development plans in the district. The bottom-up hierarchical planning process continues to the national level but in line with National guidelines aimed to match grassroots development with National interests. This is also a caution that sometimes and in some cases top down planning will be required in order to address a national crisis, disaster or epidemic etc.

Within vocational education and training, the planning process has been regionalised. The Regional VET Board determine regional priorities for vocational education and training, ensure the development of plans to meet the regional priorities and supervise implementation of the plans at regional level.

2.3.4 Education Management Information System (EMIS)

The demand for quantitative and qualitative information has been growing as the Government recognises that well managed and responsive education information systems facilitate policy formulation and efficient operation of the education system. However, most data available are unprocessed and unreliable to allow proper and timely decision making. The speed for collecting data and information does not suffice the growing demand for accurate and timely information on educational issues. Consequently, the gap between the demand and supply of education related information is increasingly widening.

In the sector wide development approach, the issue of coordination and information sharing shall be strengthened. Currently, information tends to be confined to people within particular units or departments. Even within the same institution, information on the performance of one department may not be readily available to another department. Thus, seeking for education information from various institutions become a tedious task. Missing data due to non-collection, crude storage, or late response characterise most of data collection, storage and retrieval system in this country. There are also concerns on the accuracy and relevancy of some education data collected. All these need to be addressed in the education sector development programme reform initiative.

EMIS has been conceived and initiated to address the issue of information management to effectively manage the envisaged change. It involves the setting up of a computerized databases that maintains a number of important education indicators

as well as outside the education system but relevant to it. Such a database would necessitate training of personnel in data analysis and information management.

The education sector in Tanzania is managed by several ministries. At the central level it is divided into two Ministries, namely Education and Culture, and Science, Technology and Higher Education. However, the management and administration of the primary education sub-sector is the responsibility of the Local Authorities under the Ministry of Regional Administration and Local Government (MRALG). This makes the management and administration of the education sector as a whole to be a shared responsibility among the three ministries (MOEC, MSTHE & MRALG). Other Ministries and parastatals, which have direct influence on the sector include the Planning Commission, the Ministry of Finance, the Civil Service Department, the Ministry of Community Development, Women Affairs and Children, and the Ministry of Labour and Youth Development.

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

It is envisaged that the national education database be established at the Ministry of Science, Technology and Higher Education which has higher comparative advantages. Thereafter sub-databases will be established at other Ministries regional and district levels. Later on databases will be established to cater for Ward Education level and ultimately to individual education and training institutions. The database network is the ultimate goal of the EMIS. However, the education sector database network must also be linked to the macro level databases of the Planning Commission, Civil Service Department and the Ministry of Finance. The computerized system will enhance accuracy, speed of transmission and above all, the relevancy of their input to top management of the sector in arriving at informed decisions for future formulation of policies and strategies.

As part of strategies in implementing its plan, the Government will build on the positive elements, which already exist. At the central level and in the districts there are Government officials who are dealing with data collection and transmission on daily

basis. It will be imperative in any development plan that these officials have the opportunity to upgrade their skills and build their capacity in handling computerized information system. The sustainability of EMIS highly depends on how well local experts will be empowered to handle such a system. Provision of adequate training to people who will be handling the system will be given top priority in the EMIS development including purchase of ICT facilities. This is the area where the higher education sector will be involved in setting up and monitoring the implementation of the EMIS.

2.4 Core Institutions

The Education Sector Development Programme as a Sector-wide approach calls for collection planning with the core institutions which play a role in the provision of education. these core institutions namely, Tanzania Institute of Education (TIE), the National Examination Council of Tanzania (NECTA), The Tanzania Library Services (TLS), the Institute of Adult Education (IAE), the Teachers Service Commission (TSC) and the Management Administration Training Education Personnel Institute (MANTEP) should also to undergo major reforms in terms of personnel audit, improving efficiency and effectiveness through capacity building, human resource development and provision of requisite support facilities and equipment.

In order to attain high level credibility within the education system, these core institutions need be strengthen so that they could achieve their core functions such as curriculum development, professional development, research development, accreditation processes, library services as well as provision of non-formal education to children and adults.

2.5 Others Institutions

Apparently, institutions such as science and technology Commission, HEAC, VETA, NAT, Community Based Organisations (CBO), Non-Governmental Organisations (NGOs), donor agencies and educational institutions like Universities, Colleges and Schools are also involved in the education Sector in Tanzania. Through the growing realisation of these institutions in the provision of education, there is need to give greater attention to the principles of participation and democratisation so as to enable these institutions also play their role in the ESDP reform process..

2.6 The Education and Training Sector Development Programme Priorities

The programme priorities are derived from the Education sub Sectors and policy objectives and they constitute the overall programmes for implementation of the Medium Term Plan 2000/01-2004/05. These priorities form the basis upon which further improvements in future will hinge on. In setting these priorities, consideration has also been put on the international commitments that were made by the World Social Summit of 1995 in Copenhagen which were reaffirmed during the World Social summit held in Geneva in June, 2000. Among the ten commitments made, commitment No.5 centered on giving new momentum to promote equality and equity between women and men by closing the gender gap in primary and secondary education by the year 2005; ensuring that there is compulsory universal primary education for boys and girls by 2015; increasing women's and girls' access to all levels and forms of education and achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women. Thus, the focus for the Medium Term Plan will be to:

- ✍✍ Improving the teaching-learning environment.
- ✍✍ Strengthen the management capacity at all levels.
- ✍✍ Improve the Education and training Management Information Systems.
- ✍✍ Control the spread of HIV/AIDS/STIs through the education and training system at all levels of education and training.

2.5.1 Priority 1

✍✍ Improve the teaching-learning environment at all levels.

In accordance with the Education and Training Policy, the current trend in education is for central planning to accommodate the liberalization and privatization of the provision of public services. This may lead to denial of the right to basic education to some citizens as well as affect quality of the education being delivered. In this regard the goal of the Education and Training Sector Development Programme would be to promote access and equity through measures of expanding equitable provision of education at all levels with priority to basic education. Minimum standards and monitoring indicators have been developed as means for controlling the quality of education. However, partnership in provision of education and training will be enhanced by encouraging private organizations and individuals to participate. Access to quality adult literacy and non-formal education to adults and out of school children and youth will be guaranteed through reorganizing the education system, promoting it, strengthening, coordinating and integrating it with formal education and training system.

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

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

As part of adult literacy, the establishment of Folk Development Colleges in 1975 under the department of Adult Education, Ministry of Education and Culture was aimed at preparing adults by imparting knowledge and skills essential to deal effectively with their environment in order to liberate themselves from poverty, ignorance, disease and hence to bring about socio economic development.

In order to realise the main objectives of eradicating abject poverty and building awareness on environment care, the Ministry of Community Development, Women Affairs and Children is involved in mobilising the people, directing resources, planning and making follow-ups to the implementation of the programmes for the betterment of the people.

Hence, in order to attract full utilization of these institutions, there is need to modernize its facilities and enhance the capabilities of its personnel with a view to making the FDC a better place for adults to learn.

Physical facilities needs for the provision of education in Tanzania are enormous. The participation rates in primary education, secondary education, Folk Development Education, Vocational, Tertiary and Higher Education are very low. The gross enrolment for primary education is about 79 percent and the net enrolment is at 57percent, suggesting that there are many school-going age children who are not in school, hence a dire need to raise enrolment. Major factors leading to low enrollment include:

- ?? Unconducive learning environment;
- ?? Shortage of teaching and learning materials;
- ?? Shortage of teachers in schools especially in rural areas;
- ?? Shortage of physical facilities e.g. classrooms, utilities, teachers houses ; and
- ?? Ignorance of some communities.
- ?? Slim progression possibilities for further education for the children.

In addition, the system needs to improve its capacity to address the out-of- school children and youth who have not accessed primary education so that they may get functional primary education out of the formal school system e.g. Complimentary Basic Education in Tanzania (COBET). At secondary education level the gross enrolment ratio is 5 percent only. It is the intention of the government that the net enrolment ratio at primary education level to be raised to 70 percent and that of secondary education to 15 percent and 0.2 percent for tertiary and higher education by the end of 2004/5. These are the broad parameters of the needs for physical facilities school system in the country.

The Tertiary and Higher Education sub-sector has grown to 170 institutions since 1961, which are spread all over different Ministries and Parastatals. In recent years the sub-sector has suffered from underfunding resulting in inability to acquire learning inputs, high operational costs and underutilized institutions, uncoordinated courses, lack of quality control and monitoring, and inadequate curriculum.

Pre-Primary Education

Considering that early years of life are critical for the development of a child's mental and other potentials through community involvement and cooperation, the Government has systematized and formalizing pre-primary education for the 5 –6 years old children. In the formalization process each primary school is required to establish a pre school unit. The pre-school will be run by professional teachers. Curriculum development and syllabuses, school inspection will be guided by the Ministry of Education and Culture.

Strategies

The strategies for enhancing access, equity and quality education are:

(a) Basic Education

- ?? Provide enough and qualified teachers.
- ?? Upgrade professional and academic qualifications of serving teachers.

- ?? Construction of adequate number classrooms, utilities, staff houses, energy sources.
- ?? Provide appropriate and adequate of teaching – learning materials.
- ?? Provide incentive packages to teachers.
- ?? Revive extra-curricular activities such as games and sports, music, physical education etc.
- ?? Train specialist teachers for Kiswahili and English.
- ?? Review and revise the school Curriculum to make it more relevant and market demand oriented.
- ?? Increase enrolment of school age children.

(b) Secondary Education

- ?? Provide adequate and appropriate basic teaching-learning materials for all subjects.
- ?? Improve the teaching of Kiswahili and English through having specialized teachers of the languages
- ?? Improve the teaching of all subjects through INSET of teachers.
- ?? Rehabilitate school buildings including laboratories and specialized subject specific rooms.
- ?? Supply science equipment to government and community schools.
- ?? Construct adequate classrooms libraries, language laboratories, teachers houses and science laboratories in Government built schools.
- ?? Equip libraries, reading rooms and inculcate reading habits among students.
- ?? Review or revise the school curriculum.
- ?? Strengthen science teaching in all schools.
- ?? Improve girls participation at A level.
- ?? Facilitate increased participation of pupils from educationally disadvantaged areas.
- ?? Set up polytechnic schools to cater for not selected to pursue pure academic streams.

(c) Teacher Education

- ?? Set and adhere to proper selection criteria.
- ?? Recruit well-trained quality tutors.
- ?? Strengthen in-service teacher training at all levels.
- ?? Provide adequate and appropriate teaching-learning materials.
- ?? Improve libraries, Science rooms and specialized rooms.
- ?? Review and revise the college curriculum.
- ?? Improve basic pedagogical training.

(d) Technical Education

- ?? Recruit qualified tutors.
- ?? Strengthen teacher training for tutors.
- ?? Improve the supply of adequate learning and teaching materials.
- ?? Review and revise the technical education curriculum.
- ?? Increase rehabilitation of lecture rooms residential halls.
- ?? Rationalize Technical Institutions.
- ?? Promote research and consultancy.
- ?? Improve staff development and training policy.
- ?? Improve infrastructure of Technical Education Institutions.
- ?? Provide workshop equipment, machinery tools and chemicals.
- ?? Strengthen industrial training for students and teachers.
- ?? Consolidate the quality control body (NACTE).

(e) Folk Development Education

- ?? Train and retrain tutors.
- ?? Review and revise the college curriculum.
- ?? Rehabilitate classes, dormitories and other college buildings.
- ?? Supply adequate and appropriate teaching-learning materials.
- ?? Maintenance of college vehicles and plants.

(f) Vocational Education and Training

- ?? Develop and implement occupational unit standard training system (Competence Based Education and Training - CBET).
- ?? Develop national policy strategy for VET provision.
- ?? Develop and implement national strategies for providing VET to meet the needs of the formal and informal sectors.
- ?? Develop and implement national system for Unit standards and curriculum review.
- ?? Develop and implement national quality assurance system for VET provision.
- ?? Develop and implement an effective system for VET delivery and management for the new VET system.
- ?? Develop and implement policies and systems for provision of VET to people with disabilities.

- ?? Develop and implement systems for ensuring gender focus in VET provision.
- ?? Consolidate and disseminate decentralization policy and guidelines.
- ?? Reduce gender in balance from 20/80 to 35/65 and 45/55.
- ?? Amend VET Act No, 1 of 1994 to meet current policy initiatives.

(g) Tertiary and Higher Education

- ?? Consolidate Higher Education Accreditation Council by strengthening the existing Quality body.
- ?? Accreditation of academic institutions in order to ascertain quality at course and institutional levels.
- ?? Improve continuously the process of teaching and learning.
- ?? Strengthen UTLIP and equivalent bodies in terms of funding and personnel.
- ?? Institutionalize quality process reviews in teaching and learning through reactivating tools of internal quality control within departments. and faculties.
- ?? To develop quality assurance system in accordance with the ISO 9000 standards.
- ?? Tailor-make the requirements of the standard ISO 9000 particularly ISO 9004 part 2 on service to the needs of the stakeholders who demand quality.
- ?? Improve the availability of learning-teaching facilities.
- ?? Rehabilitate lecture rooms and residential halls.
- ?? Construct lecture theatres, laboratories and workshops .
- ?? Review the curriculum to address needs and demands in the labour market.
- ?? Introduce contract-based tenure renewable in specified periods of time.
- ?? Reintroduce Tutorial Assistants (TAs) system and expand postgraduate training in education.
- ?? Optimize internal efficiency in higher education and tertiary education.
- ?? Promote research and consultancy in higher education.

2.5 2 Priority 2

~~2.5~~ Strengthen Management Capacity at all Levels

At present there exists no institutional mechanism to promote coordinated allocation of resources, utilization of existing education and training facilities or harmonization of training programmes and awards among the sub-sectors. In this sector wide

development approach, emphasis will be placed in promoting coordination, cooperation and collaboration among stakeholders in the provision of education at all levels. The establishment of an education and training sector management organ will facilitate to promote as well as have in place a consultative system involving all stakeholders.

The ultimate goal of any education and training system is to provide relevant and high quality education and training services to a broad range of clients in the most equitable, effective and efficient ways. This entails building the management capacity at all levels in the education sector. The Sector operates under difficult conditions characterized by underfunding, fragmentation and high internal and external inefficiency. Hence, major components of the capacity building programme, will entail addressing the following: -

- ?? Having in place legal framework such as enabling legislation, regulations and systems of appeals, professional ethics and human rights, especially children's rights; and instruments for the enforcement of discipline and quality audit enhancement.
- ?? Harmonize qualifications both vertically and horizontally across sectors so that education and training system provides room for upward mobility i.e. from basic education through academic and vocational/technical progression to higher learning level. At the same time giving room to across sector comparability.
- ?? Human resources development, and appropriate deployment and utilization, motivation of personnel at all levels and spheres of the whole education system.
- ?? Technology of varied nature and levels of sophistication, to include computing word processing, teaching, learning, and for storage, retrieval and sharing of information.

Strategies

The strategies to strengthen management capacity include the following:

(a) Basic Education

- ?? Provide training for strategic planning and implementation, financial management control mechanisms, quality assurance control system, reporting lines and relationship and reward/ incentive systems.
- ?? Provide basic infrastructure (office spaces, school buildings, transport, communication and energy resources).
- ?? Establish and improve coordination mechanism.
- ?? Promote ICT application.

(b) Secondary Education

- ?? Provide training for strategic planning and implementation, financial control mechanisms, quality assurance control system, reporting lines and relationship and reward/incentive systems.
- ?? Provide basic infrastructure (office space, school buildings, transport, communication water, basic health services and energy resources).
- ?? Establish and improve coordination mechanism.
- ?? Promote ICT application.

(c) Teacher Education

- ?? Provide training for strategic planning and implementation, financial, control mechanisms, quality assurance control system, reporting lines and relationship and reward and incentive systems.
- ?? Provide basic infrastructure (office spaces, school buildings, transport, communication, water, basic health services and energy resources).
- ?? Establish and improve coordination mechanism.
- ?? Promote ICT application.

(d) Technical Education

- ?? Provide training for strategic planning, financial management control mechanisms, quality assurance control system, reporting lines and relationship and reward/ incentive systems.

- ?? Provide basic infrastructure (office spaces, school buildings, transport, communication, water, basic health services and energy resources).
- ?? Promote skills development.
- ?? Establish and improve coordination mechanism.
- ?? Promote ICT application.

(e) Folk Development Education

- ?? Provide training for strategic planning and implementation, financial management control mechanisms, quality assurance control system, reporting lines and relationship and reward/incentive systems.
- ?? Provide basic infrastructure (office space, college building, transport, communication and energy resources).
- ?? Promote skills development.
- ?? Formulate staff development and training policy.
- ?? Establish and improve coordination mechanism.
- ?? Promote ICT application.
- ?? Provide adequate resources to enable FDCs to fulfill their mandate in the most appropriate manner.

(f) Vocational Education and Training

- ?? Determine national needs for establishing VET training centres.
- ?? Upgrade VET and VTCs infrastructure and facilities as per new VET system.
- ?? Develop and implement effective VET coordination system at National and Zonal levels.
- ?? Determine VETA national, zonal and centre roles.
- ?? Implement criteria for establishment of VET zones.
- ?? Develop systems for monitoring and evaluating employees and organizational performance.
- ?? Determine job evaluation and grading.
- ?? Review remuneration and performance based pay.
- ?? Develop staff development and training policy.
- ?? Formulate implementation of management information system.
- ?? Promote skills development.
- ?? Inform regularly stakeholders on VETA and VET developments.

- ?? Develop and implement a national system for effective representation in VET boards.
- ?? Establish a monitoring and Evaluation tool.
- ?? Develop log frame for zones and centres.

(g) Tertiary and Higher Education

- ?? Provide training for strategic planning, financial management and control mechanisms, quality assurance control system, reporting lines and relationship and reward/ incentive systems.
- ?? Provide basic infrastructure (office spaces, school buildings, transport, communication and energy resources).
- ?? ICT application.
- ?? Promote research activities.
- ?? Strengthen pedagogical training.

(h) National Level

- ?? Provide management training (Policy analysis and formulation of Education and Planning, budgeting, coordination etc).
- ?? Organize workshop on result oriented management to PS, Directors and Heads of Section.
- ?? ICT application.

2.5.3 Priority 3

Improve Education Management Information System (EMIS)

A major concern lies on the reliability of available data. Most of the information given from schools and institutions of higher learning is presented in raw form without being analyzed. Some officials fill information using estimates rather than the actual figures. Thus there is need to initiate change that will lead to the promotion of culture of information management system at all levels of the organization. In order to achieve this special studies will be carried out in order to generate comprehensive and reliable data in the following:

- ?? School Mapping and micro-planning.
- ?? Teacher audit and teacher redeployment.
- ?? Rationalization of Tertiary Institutions.

?? Academic Audit.

?? Social/market demand trends.

The main data collecting institutions are:

- (i) NECTA,
- (ii) The Policy and Planning Directorates,
- (iii) The National Bureau of Statistics;
- (iv) The School Inspectorate;
- (v) The Teacher Service Commission;
- (vi) The Ministry of Finance;
- (vii) The Tanzania Institute of Education;
- (viii) Higher Education Institutions, especially Universities;
- (ix) Vocational Education and Training Authority;
- (x) Higher Education Accreditation Council;
- (xi) National Council of Technical Education; and
- (xii) The Tanzania Commission for Science and Technology.

Strategies

The following strategies will be applied to achieve the set objective:

(a) Basic Education

- ?? Determine educational requirements, human and institutional capacities through
 - School Mapping Exercise.
 - Teacher Audit Exercise.
- ?? Establish EMIS by installing the requisite equipment at regional and district levels.

(b) Tertiary and Higher Education

- ?? Establish Education Management Information System (EMIS) by installing the requisite at the Ministry and Institutions.
- ?? Determine educational requirements, human and institutional capacities by
 - Conducting tracers studies.
 - Carrying out academic audit
 - Carrying out evaluation for quality control.

(c) Other Levels

- ?? Examine and select both qualitative and quantitative indicators to be used for monitoring the system and co-ordinating the flow of information among stakeholders and between various levels of education.
- ?? Streamline existing systems.
- ?? Improve remote data capture and use of EMIS up to district level.
- ?? Procurement of ICT facilities.
- ?? Provide training in the use of ICT facilities.
- ?? For vocational education and training, it would involve institutional mapping, instructors audit and establishment of management information system to monitor qualitative and quantitative indicators.

2.5.4 Priority 4

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

Lack of knowledge, life skills and information on inherent risks and preventive measures has led youth both in school and out-of-school to be the most vulnerable group to HIV/AIDS/STI. Ignorance manifested by this group has led to irresponsible sexual behaviour. These youths form 65% of the Tanzania population. According to the NACP HIV/AIDS/STI Surveillance Report No. 14 of 1999, the epidemic has rapidly spread in various population groups. The sexually reproductive age group between 20 – 49 years and 15 –44 years for male and females respectively are the most affected. This group comprises the most energetic and productive which in the education sector are students, teachers, lecturers, executive senior staff, middle levels managers and key staff.

The HIV/AIDS/STI effect to education sector is now very vivid. The impact is serious and is likely to worsen the next few years. Consider that:

- (i) There will be increased illness and a growing death rate among teachers and school administrators representing a human loss and an economic loss of skilled people in short supply in the education sector.
- (ii) there will be increased costs to recruit, train and replace teachers who have become incapacitated and died from AIDS.
- (iii) The rapid increase in the number of orphans will further stretch modest household budgets of these taking them in. there may therefore be a tendency to keep some children especially orphans home from school

either for reasons of cost or because children are needed to care for ill relatives or do from or other choices previously done by adults.

- (iv) As more HIV positive children and teenagers enter the school system, there are dangers of more discrimination, ostracism and classroom disruption.
- (v) As the death rate grows among young adults, funds spent on educating them will have been wasted in terms of the loss of their potential contributions to society.
- (vi) There may be extra financial pressures on the education budget (for sick leave, bereavement leave, re-training, etc.) just when nationally, the HIV/AIDS crisis will put greater pressure on government to find more funds for AIDS prevention and treatment, possibly at the expense of the education budget and those for other sectors.

In summary, HIV/AIDS places the education system at risk of demographic, economic and equity problems due to higher teacher turnover, loss of experienced teachers at a higher rate, more orphans with special needs, fewer resources and problems of ostracism in the classroom. AIDS education is an essential aspect of teacher education and re-training as well as a critical issue to be taught in all Tanzania's classrooms.

It is therefore of utmost importance and urgency that steps are taken to arrest the situation

Strategies

To achieve the objective of controlling the spread of HIV/AIDS/STI, the following strategies are proposed.

(i) Basic and Secondary Education

- ?? Involve parents in HIV/AIDS/STI prevention efforts in school committees, open days and parents meetings.
- ?? Improve education opportunities especially for girls.
- ?? Promote HIV/AIDS/STI education through extra curriculum activities.
- ?? Promote youth friendly services/positive sexual behavior change through use of peer education and strengthening guidance and counseling services.

- ?? Strengthen and promote use of school and class libraries to provide relevant educational materials on HIV/AIDS/STI, life skills and behavior change including provision of TVs and VCRs and computers.
- ?? Establish work place peer education, encourage voluntary testing and counselling and promote health seeking behaviour at all levels of education.
- ?? Incorporate life skills education in the school curriculum on cultural norms and values to reduce HIV/AIDS/STI.
- ?? Link with MoH for promoting health care seeking behavior and youth friendly screening and treatment of HIV/AIDS/STI .
- ?? Incorporate HIV/AIDS/STI education in the school curriculum.
- ?? Revive cultural norms and values that encourage positive attitudes and decision making about sexual matters.
- ?? Adolescent reproductive health should be made available.

(ii) VETA, FDCs, Technical, Tertiary and Higher Education

- ?? Establish youth friendly screening and treatment services for HIV/AIDS/STI.
- ?? Promote behavioral change at the post secondary school level through peer education.
- ?? Promote HIV/AIDS/STI education through extra curriculum activities.
- ?? Promote youth friendly services/positive sexual behaviour change through use of peer education and strengthening guidance and counseling services.
- ?? Incorporate life skills education in the college curriculum.
- ?? Revive cultural norms and values that encourage positive attitudes and decision making about sexual matters.

CHAPTER THREE

EDUCATION AND TRAINING SECTOR FINANCING

3.1 Introduction

Financing of education in Tanzania is a shared responsibility among a number of stakeholders. These include the Central Government, communities and parents (who are the major financiers of the sector) and Local Government Authorities, Development Partners and NGOs. Whereas it has been easy to capture and document the contributions, financial and others from the Central Government and partially from the development partners, it is still a problem to say with precision the contribution of the other stakeholders. Estimation has been made for some of the stakeholders' contributions such as fee and parental contribution, but most of them are completely unreported. This omission greatly understates the actual funding of the sector. There might be two reasons for this omission, one is that the other stakeholders are not obliged to reveal their contribution and secondly, there is no built in mechanism for a systematic collection and reporting of information. The importance of showing the total funding to the sector from all stakeholders cannot be overemphasised. The sector wide approach that the sector has decided to pursue is aimed at solving the problem of fragmented interventions. Inherent in this approach is the pooling of resources (financial, human and materials). The mobilisation and deployment of resources is also done from the sector wide perspective. The greatest strength and merit of the sector wide approach is the involvement of all the stakeholders in education planning, implementation, monitoring and evaluation.

3.2 Review of Expenditure Performance

3.2.1 Recurrent Expenditure: General Trend

Total real government expenditure has increased over the last 10 years. Per capita expenditure has also increased despite a population growth rate per annum estimated at 2.8%. There is an average share of 24.2% of government recurrent discretionary expenditure to the sector. However, public sector spending on education is low (only 2.6% of GDP) compared with other countries like Kenya (6.1), Uganda (2.9%) and South Africa (6.4%).

3.2.2 Recurrent Expenditure by Sub-Sector

Between 1993 and 1998 there has been a substantial reallocation of public expenditure in the education sector in favour of primary education. The share allocated to primary education rose from 51% (1993) to 67% in 1998, falling slightly to 62% in 1999.

Table 1: Shares of Actual Recurrent Budget Expenditure 1992/93 to 1998/99

	92/93	93/94	94/95	95/96	96/97	97/98	98/99
Primary	0.51	0.52	0.63	0.65	0.67	0.67	0.62
Secondary	0.15	0.14	0.10	0.07	0.07	0.09	0.07
Teacher Education	0.05	0.04	0.03	0.02	0.02	0.03	0.02
Higher and Technical	0.20	0.23	0.20	0.21	0.20	0.17	0.24
Administration and Others	0.09	0.07	0.05	0.05	0.04	0.05	0.05
	1.00	1.00	1.00	1.00	1.00	1.00	1.00

Source: Basic Education, PER 2000

Allocations to secondary, teacher training and administration have all fallen over the period. Secondary education received 7% of the sector budget in 1999 compared to 15%, six years earlier, a reduction of 54%. The shares of the recurrent budget allocated to teachers training and administration have fallen by 60% and 44% respectively. Expenditure on Higher and Technical Education almost stagnated up to 1997 with slight improvement in 1999.

3.2.3 Pattern of Recurrent Expenditure

Basic education

In primary education, personal emoluments have averaged 96% of total government recurrent expenditure since 1995. In 1999, salary expenditure per primary pupil was TSh.19,230 while non-salary expenditure on other charges (for textbooks, teaching materials etc.) in primary education was about TSh. 769.

Secondary Education

In secondary education, personal emolument has averaged 65% of total government recurrent expenditure since 1995. In 1999 salary expenditure per student in public secondary schools was TSh. 54,575 (teachers and non-teachers) while non-salary expenditure per secondary school student was TSh. 32,091.

Teacher Education

In teacher training, personal emoluments have averaged 69% of total government recurrent expenditure since 1996. In 1999, salary expenditure per student at teachers training colleges was Tsh. 277,728 (teacher and non teacher salaries), while non salary expenditure was Tsh.124,584. The sub sector expenditure pattern, distinctly skewed in favour of salaries, has had damaging impact on the service delivery and quality of education at all levels. The low enrollment rate as manifested in then fall of GER from 77.9% in 1997 to 77% in 1998, low achievement in national exams may be attributed partly to this.

Folk Development Education

In the Folk Development Education, personal emoluments have averaged 67% of total government recurrent expenditure since 1996. In 1999, salary expenditure per FDC student was TSh. 30,423 (teaching and non-teaching staff salaries), while non-salary expenditure on other charges (food, teaching-learning materials etc) per student was Tsh 503. The low capacity utilization in most colleges may be attributed to this.

Vocational Education and Training Authority (VETA)

VETA is self financed through the VET levy, fees and selling of short courses and has not been financed by government funds since 1990/91.

Technical Education

The share in PE in Technical Education has continued to decline since 1996, it was 26.2% in 1996, 16.5 in 1997, 10.1 in 1998 and 7.6 in 1999 of the total recurrent expenditure in the sub-sector. The share of the Other Charges (OC) has continued to increase since 1996. It was 845 million in 1996 and reached 2,930 million in 1999. This would suggest that much effort has been made to allocate more resources to activities that accomplish the mission of Technical Education Institutions.

Tertiary and Higher Education

The share of the Other Charges in Higher Education has continued to increase since 1996. It was 14,893 million in 1996, 17,346 million in 1997, 18,672 million in 1998 and 22,055 million in 1999. The PE share in the Higher Education Institutions is not reflected in this report as it needs further follow up for actual figures. The increase in

OC reflects the fact that a larger proportion of expenditure covers activities, which fulfill missions of institutions.

3.2.4 Contribution from Development Partners

In real terms, development expenditure on education appears to be increasing, albeit at low levels, considering the sector's share of the recurrent budget. Although there are some questions over the full capture of the foreign development expenditure in government accounts, a significant portion of foreign expenditure is transferred by donors directly to districts. The data shows that of the Tsh. 11,513 million or 8% of the total (i.e. government and donor) development budget was spent on education in 1999, the largest share going to primary education, followed by higher and technical education.

Table 2: Development Expenditure on Education

	1995/96	1996/97	1997/98	1998/99
Total Education Development expenditure (Tsh.million)	1,736	3,854	6,630	11,513
Local ((Tsh.million)		456	1,555	1,6000
Foreign (Tsh.million)		3,398	5,075	8,250
Education share of total development budget (Tsh.million)	4.2%	2.7%	2.7%	7.6%
Primary (Tsh.million)	519	1,267	2,294	6,166
Secondary (Tsh.million)	285	141	1,934	1,141
Teacher Training (Tsh.million)	7	93	339	465
Higher and Technical (Tsh.million)	585	1,818	611	2,324
Administration (Tsh.million)	340	536	1,453	815
Primary	30%	33%	35%	54%
Secondary	16%	4%	29%	10%
Teacher Training	0%	2%	5%	4%
Higher and Technical	34%	47%	9%	20%
Administration	20%	14%	22%	7%
Local Share of Total		12%	23%	14%

Source: Basic Education, PER 2000

3.2.5 Mobilization of Communities and Parents in Financing Education

For sometimes, the financing burden for the education sector has been shifting from public to private sources. The sub sector analysis of communities and parental financing of education show the following:

Basic Education

It has been established that direct payments by parents constitute the largest single source of financing for primary education. Parents pay not only UPE fees (Tsh, 2,000 per child, although collections are lower, there are also direct costs to them, i.e. contributing to school buildings, examination expenses and sports on annual basis. Indirect costs are much larger and include the following items (unit costs are estimated)”

- ?? Uniforms (2 pairs at Tsh 6,000 each).
- ?? 1 pair of shoes (Tsh 6,000).
- ?? Pencils (Tsh. 1,000).
- ?? School bag (Tsh, 3,000).
- ?? Exercise books (Tsh 3,000).

The list indicates that parental expenditure on education could be as much as Tsh. 30,000 per primary school child per year. This compares with average recurrent expenditure per primary pupils of around Tsh. 20,000 by the Government. In other words, on average, parents spend Tsh. 1.68 for every Tsh.1 spent by the Government. Parental financing of primary education exceeds that of the Government by ratio between 1.5 to 1. With a GDP per capita at approximately Tsh. 180,000, the direct costs of sending one child to a primary school (Tsh. 35,000) represent 19% of average annual income, and this represents a substantial burden for the poorest families.

Secondary education

At secondary education sub-sector the following are the main estimated contribution per pupil:

- ?? Fees (Tsh 40,000 at a day school, Tsh. 70,000 at boarding)
- ?? Uniforms (Tsh. 19,000)
- ?? Exercise books (Tsh 9,370)

In addition, transport and other costs would be involved for some pupils. Some studies estimate per pupil direct cost to parents of Tsh. 93,000 per annum. This compares with per pupil recurrent expenditure by government of around Tsh. 85,000 in 1998/99.

Teacher Education

At teacher training sub-sector, it is estimated that annual government funding of around Tsh. 400,000 per pupil (1998/99) compares with student contributions of approximately Tsh 240,000 per year.

Folk Development Education

In the Folk Development Education sub-sector, the average student contribution of 65,000/= is estimated to cover for the full board expenses and learning materials. In addition medical and transport expenses are footed by the students and thus in a year the FDC student is estimated to contribute as follows:

?? Food (Tsh. 500 per day x 270)	=	135,000/=
?? Teaching/learning materials	=	30,000/=
?? Medical expenses	=	10,000/=
?? Transport expenses	=	10,000/=
?? Boarding (TSh. 150 x 270 days)	=	40,000/=

This indicates that student expenditure on Folk Development Education per year costs about Tsh .225,000/. This is unbearable to most community members who wish to enroll in these colleges.

Vocational Education and Training .

For vocational education and training 60% of the training cost is met through VET levy, 20% from trainees fees and 20% from short courses and training in production activities.

Technical education

In Technical Education, the major source of funding has been the government in terms of direct costs to students, operations costs and the loan scheme. The unit cost per student is 1,450.000. in order to supplement to government efforts in support to technical education on estimated students contributions are:

- ?? Tuition fees (Tsh. 130,000 per year per student)
- ?? Examination fees (Tsh. 40,000 per year per student)

In addition, transport and other costs would be met by students themselves:

Higher Education

In higher education, the student unit cost has initially been Tsh 743,500 1993, Tsh 1,885,500 in 1994, 1,745,800 in 1996, Tsh 1,590,400 in 1997 and Tsh 2,174,400 in 1998.

3.2.6 Other Sources of Financing

District Education Trust Funds

The Education Act no.25 of 1978 as amended by Act no.10 of 1995 provide for the establishment of Districts Education Trusts.

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

Education Levy

The Education and Training Sector Development Programme recognizes the fact that it is not easy for the government and parents alone to shoulder the burden of education financing. Efforts have to be made to identify other stakeholders and beneficiaries especially the business community and graduates who have enjoyed spill overs. An education fund is in the offing, independent of government budget and enlisting the participation of education umbrella organizations. Current sources of funds envisaged include:

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

It is envisaged that the fund would serve the resource mobilization function and the grant and resource allocation function. The management of levy contribution has been difficult and the impact of the exercise is difficult to assess.

3.2.7 Management issues

Receipt of Funds

Execution of the recurrent budget occurs through the following mechanisms.

- ?? Subventions from the Ministry of Finance to local authorities to fund recurrent expenditure requirements with respect to primary education. Subventions are made in two tranches each month with respect to primary education. One of the tranche is intended to meet personnel emoluments, and the second tranche is for other charges (OC). Treasury has undertaken to “protect” these allocations and ensure that budgeted amounts are received in full. The financial tracking study has revealed that in the sample districts monthly subventions for personal emolument was received in full.
- ?? Disbursement via MoEC for centrally procured goods and services (mainly examinations). Subventions were received and used accordingly to set, print, distribute, mark and process examination papers in 1997/98 and 1998/99.
- ?? Subventions on Higher Education were received to facilitate OC, and PE. Subventions for students direct costs were issued with specific instructions. Funds for loan to students were received separately at MSTHE and sent directly to the institutions.
- ?? Development expenditure (e.g. for classroom construction) via the regional administration were less than 50 per cent of budgeted allocations for local government projects funded in 1996/97 and 1997/98. The financial tracking study found that funds were received intermittently, and therefore there is a need to establish objective criteria in the allocation of funds.
- ?? Although there was less allocation for development activities for Higher and Technical Education in 1995/96 and 1996/97, the condition improved from 1997/98 to date.
- ?? Funds from donors may be channeled through the MoEC or disbursed directly to districts. The tracking study found that donor disbursements represented a significant portion (63 per cent) of OC disbursed by the Central Government, and that direct donors contributions appeared to fund better off districts.
- ?? Donor contribution to the universities has been channeled through MSTHE.

Sources of Funds

- ?? Regarding parental contributions, the policy of the government is to have the UPE contribution retained by the schools.
- ?? Financing level from District Councils is very small because they have not developed capacity to finance and manage education.
- ?? Payments of teachers are paid in full and on time,
- ?? Subventions for other charges are supposed to be allocated to priority social sectors, with the highest amount (68 per cent) going to education.

3.3 Financing Policy Initiatives

Inadequate financing of the education sector has been identified as one of the major constraints and policy issue that needs to be addressed. The Government has embarked on a number of initiatives at macro and sectoral level. These initiatives are aimed at increasing the level of funding to the social sector and the education sector in particular while at the same time brings about a sustainable financing of the sector. The initiatives among other things are targeted at broadening the financial base for the education sector through increased government funding, cost sharing, cost recovery, and the participation of private and NGOs in service delivery/funding.

3.3.1 Macro Initiative

Some of the macro initiatives in brief are:

Tanzania Assistance Strategy (TAS)

Commitment No. 6 made by the World Social Summit held in Geneva in June 2000 on universal and equitable access to high quality education calls for governments to take steps to ensure appropriate and effective expenditure of resources for universal access to basic education. It also recognizes that achieving education for all will require additional financial support by countries and increased development assistance and debt relief for education by bilateral and multilateral donors and that it is essential that new, concrete financial commitments be made by national government and also by bilateral and multilateral donors, including the World Bank and the regional development banks, by civil society and by foundations. TAS is a government initiative aimed at restoring local ownership and leadership, as well as promoting partnership in designing and executing development programmes. Inherent weaknesses identified in the government/donor partnership, which prompted the birth of TAS, are:

- ?? Separate/parallel donor systems and procedures on procurement, recruitment and staff remuneration, accounting, reporting formats, monitoring, and management of projects which tax heavily the limited government capacity.
- ?? Fragmented and uncoordinated project support which reduces efficiency and effectiveness.
- ?? Management and disbursements of resources outside the government system undermining transparency and accountability.
- ?? Heavy dependency on TA/consultants in executing projects which is costly.
- ?? Unsynchronised Country Assistance Strategy.
- ?? Inadequate government capacity.

TAS is essentially a national framework for effective coordinating, managing and use of external resource. TAS also takes cognizance of other initiatives e.g. the implementation of SWAPs, PER/MTEF, and Common Basket Funds. Education sector being one of the major recipients of external aid is also faced with the above-mentioned problems. TAS is an important initiative.

✍️✍️ Poverty Reduction Strategy Paper (PRSP)

Poverty Reduction Strategy Paper can be described briefly as a national framework designed to address poverty reduction concerns and priorities. The PRSP has been built upon other government initiatives. These initiatives such as Tanzania Development Vision 2025, the National Poverty Eradication Strategy (1997), the Medium Term Expenditure Framework (2000), and Tanzania Assistance Strategy (2000) are aimed at improving the macroeconomic environment necessary for increasing economic growth and poverty reduction. These initiatives were formulated through broad-based participatory approach. The PRSP has also been prepared with the participation of a wide range of stakeholders. The priority areas for intervention have been identified to be education, health, agriculture, water, rural roads, good governance and HIV/AIDS. The strategic expenditure and resource allocation under the PRSP focuses on specific priority items within the priority areas, namely: basic education, primary health, rural roads, agriculture research and extensions, water, the judiciary, combating HIV/AIDS, and employment creation. The financing requirements and costing of the priority actions have been estimated based on analytical work on recurrent cost implication of sector investment programmes, supported by sector studies done under the framework of the PER process. The studies defined the basic unit of service and determined what it costs to deliver the service.

Financial Management System

The Government has taken measures aimed at overhauling the public financial management system during the last five years. The financial reforms adopted by the government are targeted at improving the collection, allocation and utilization of public resources efficiently. On the revenue side an autonomous agency (TRA) has been established, a move aimed at improving domestic revenue/tax collection, capacity building, rationalisation of the tax administration machinery, and staff deployment. On expenditure side several budgeting, planning and accounting reforms have been instituted. These include performance Budgeting, PER, MTEF and integrated Financial Management Systems.

In the context of the public financial management reform stance the Government intends to:

- Promote strategic resource allocation to priority areas through performance budgeting, medium-term expenditure framework and other performance management system.
- Consolidate and spread the application of IFMS through out the Government System with the view to improve transparency and accountability.
- Strengthen the audit function.

3.3.2 Sub-Sector Financing Policies

Policies on Sources of Financing Basic Education

Currently Primary Education is financed by the Central Government and managed and delivered by the local authorities. The basic principles and objectives governing the local government financing policy as articulated in the Local Government Financing Act (1982), Financial Memorandum (1997) and Financial (Block Grants) Regulation (1982) are:

- (i) That the transfer of funds from Central Government to the local authorities will be carried out in a manner that increases council responsiveness to local priorities.
- (ii) That the allocation of resources to local authorities shall guarantee equitable access by the local population to basic services provided within affordable levels.
- (iii) That all funds received by the local authorities are public resources and will be used economically, diligently, efficiently and effectively.

- (iv) That there will be objectivity, transparency and accountability in the system of managing public finances.

Local authorities are currently being transformed through the LGRP. One of the key agenda of the reform is in the field of financial management. The Government has decided, as part of the on going reforms in local governments to introduce “Block grant subvention to finance its obligations to the local authorities. The system came into effect from July 2000. This is departure from the previous arrangement whereby the central government used to determine the level of funding detailed at item level. Some of the key features in the regulations are:

- (i) The introduction of Block Grants, which will be of two types namely “Conditional Block Grants” and “Unconditional Block Grants”.
- (ii) The introduction of “National Minimum Standard of Service” are “Affordable National Minimum Standard Services” for each sector.
- (iii) The establishment of “Sector Specific Common Basket Funds”.
- (iv) Procedures for disbursement, accounting auditing, reporting and monitoring of expenditures and performance..
- (v) Roles and functions of key stakeholders.

It is worth noting that the PRSP has defined Basic Education to include other supporting activities namely:

- ?? Examination expenses for primary education budgeted under RAS and NECTA.
- ?? MoEC Basic Education Subvote.
- ?? MoEC Inspection Sub-vote (73% of O.C)
- ?? 75% of TSC O.C
- ?? Subvention of IAE

The non-government primary schools are financed through fees and various contributions from communities individuals NGOs and owners of the schools.

Policies on Sources of Financing Secondary Education & Teacher Education

Secondary and Teacher Education are being financed by the Central Government in terms of tuition fee and catering expenses. Parents are also contributing to both secondary and teacher education The contribution made by parents differ from day scholars to boarding ones. Day scholars in secondary education pay 40,000/= a year while boarders pay 75,000/=. Teacher trainees in Teacher’s Colleges pay 85,000/= per

year. The non government secondary schools financing is by parents through fees contributions from communities NGOs other productive ventures done by the school community and the owner.

Policies on Sources of Financing Folk Development Education

At the “Folk Development” college, the learner is required to contribute an average of TShs. 65,000/= which is estimated to cater for the upkeep in boarding and lodging expenses, learning materials, hospital expenses, transport and other emerging expenses at the college. This contribution is estimated to cover only $\frac{1}{3}$ of the total expenses. The rest $\frac{2}{3}$ is to be provided by the government through the O.C of the ministry.

Policies on Sources of Financing Vocational Education

A VET levy plays an important role in strengthening the training institution capacity building and the involvement of employers in Training policy development and its delivery. Currently a 2% payroll levy is charged on all employers employing four or more employees to fund public as well as private vocational education and training through VETA. The challenge facing VETA is to increase its efforts in making training relevant to the needs of the labour market so that employers are not only made aware of the operations of VETA but also the benefits they are expected to get from paying the levy.

Policies on Sources of Financing of Technical Education and Training

As articulated in the Technical Education and Training Policy (1996), an effective financing plan for the future of technical education is aimed at ensuring that:

- ✍✍ The financial share to technical education and training budget is systematically increased,
- ✍✍ Financing of technical education and training is directed towards community, parent and private participation, rather than depending entirely on government. However, community resource mobilization shall be based on conscious planning a process, which shall involve institution and government planners as well as NGOs;
- ✍✍ The concept of cost-sharing is broadened, so that local authorities undertake big investments with the assistance of the central government, can generate income for sustaining technical education and training programmers;

Technical institutions of higher learning is engaged in substantial income generating activities including consultancy, production, maintenance and other service. Revenue is invested in a revolving fund.

Policies on Sources of Financing Tertiary and Higher Education

As articulated in the National Higher Education Policy, an effective financing plan for higher education will have to accommodate the changing role of the Government in financing and managing education. Emphasis shall be directed at cost-sharing and involvement of private organisations, individuals, non- governmental organisations and communities who will be encouraged to take an active role in establishing and maintaining institution of higher learning. Students will also have to contribute for their education.

The new approach to financing higher education aims at the following:

- Rationalising the level of Government contribution to higher education
- Rationalising the level of government awards at institution of higher education and introducing some competitiveness in the awards.
- Introducing a legally binding students loan scheme.
- Arresting the decline in the quality of, and access to higher education due to under funding by requiring the beneficiaries to contribute towards their higher education and by shifting public resources from students welfare to provision of education.

3.4 Impact on Cost Sharing

- ?? The principle and practise of cost sharing is accepted with mixed feelings.
- ?? The inability of some students to pay for fares to abroad institutions.
- ?? The worry/ concern of students and parents is how the loan would be repaid. This is because the graduating students are not assured of a job upon graduation.
- ?? An increasing number of students are sponsored by their parents in local (public and private) and overseas Universities.

CHAPTER FOUR

THE FOCUS OF THE GOVERNMENT MEDIUM TERM FINANCING PLAN OF THE SECTOR

4.1 Medium Term Expenditure Framework 2000/01 – 2002/03

Within the broader objectives of enhancing sustainable economic growth and poverty eradication, the government has laid out strategic expenditure and resource allocation to specified priority activities in the following sectors/sub sectors: Education, Health, Water, Agriculture, Energy, Roads, Land and Good Governance. The major constraint has been the size of the resource envelope. Financing requirement and proposed allocation of funds for the priority activities are observed not to match, which is a reflection of small size of domestic resource envelope, and unpredictability of external resource flow. The government target to raise the revenue collection as percentage of GDP from the current 11.2 to 11.5 percent by fiscal year 2002/2003 and in the process enhance the scope for increasing expenditures. The government will also continue to mobilise additional external aid through grants, import support, and debt relief. Debt relief under Enhanced HIPC Initiative is expected to contribute 0.6 percent of GDP in the next fiscal years (2000/01 – 2002/2003).

Cognisant of the strategic link the education sector has in the development of Tanzania's economy and society, the sector has been accorded the highest priority in resource allocation, averaging at about 57% of all the resources that are allocated to the social sectors.

During the MTEF for the period 2000/01 – 2002/2003, overall objectives for the education sector will be:

- ☞ To increase enrollment of pupils in primary education by 10% annually up to the year 2002/03.
- ☞ To increase transition rate of primary to secondary level from 15% to 21% by the year 2002/03.
- ☞ To improve quality of delivery by providing adequate and appropriate teaching and learning materials at all levels.
- ☞ To improve the quality of teachers through in-service and pre-service training at the rate of 30% annually up to the year 2002/03.
- ☞ To increase enrolment in higher learning institutions, promote gender equity and improve quality of technical and higher education.

- ☞ To increase the capacity and improve inspection services coverage from 50.5% to 70% by the year 2002/03.
- ☞ To facilitate promotion of science and technology and enhance high quality research capacity and outreach activities so as to reach the users.
- ☞ To promote the growth and excellency in higher and technical education by ensuring the quality and appropriateness of inputs and outputs.

(Source: Consolidating the Medium Term Expenditure Framework, 2000).

4.2 Prioritisation

Prioritisation in the Education Sector Reform Programme aims at addressing sector problems within the current resource constraints. Strategic decisions have been made in relation to the resource envelope and the envisaged activities to be undertaken during the plan period. The Medium Term Expenditure Framework 2000/01 – 2002/03 has been designed to facilitate strategic decisions and prioritisation process.

4.3 Medium Term Financing Plan

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

4.3.1 Resource allocation Criteria

Sectoral resource allocation criteria should as much as possible reflect the national priorities. The macro resource allocation criteria used to allocate resources were based on the following principles:

- (i) Priority areas should be the beneficiaries of additional resources after funding PE, general elections, national population census and build-up to the government pension fund.
- (ii) Additional resources should fund non-wage expenditures – both OC (recurrent expenditure) and development expenditure.

- (iii) Priority activities within priority sectors (basic education, primary health, agriculture research and extension, rural and urban water, judiciary and rural roads) should be targeted in allocating expenditure so as to have the maximum impact on poverty reduction.
- (iv) The division between *personnel emoluments (PE) and other charges (OC)* shall be such that all additional resources allocated to the priority sectors were to go to OC.
- (v) In deciding the allocations between sectors, the same proportions as in the Budget Guidelines were applied.
- (vi) As regards allocation within sectors, use was made of the sector development programmes and studies/reports that were commissioned to update expenditure plans for the priority sectors covered by the PER FY99. The final allocations took into account the information from these updates once they become available. As was the case in the MTEF for FY00 – FY02 the within-sector allocations involved looking at the sector priorities and translating the sector's share of the resource envelope into the MTEF for that sector. A consistency check was also done with respect to resource envelope projections to ensure that resources distributed to various sectors were consistent with the overall resource envelope in Table 3.

4.3.2 Education Expenditure Projections:

Based on the above criteria (para. 4.3.1) the education sector MTEF for 2000/01 – 2002/03 is as shown in Table 4 and Table 5.

Table 4:

Total Education Sector MTEF, 2000/2001 - 2002/2003 (TSh. Million)

	2000/2001 Budget	2001/2002 Projection	2002/2003 Projection
1. Total education expenditure	250,269.38	273,637.25	307,671.11
As % share of total government expenditure	19.77%	19.03%	22.23%
2. Total education recurrent expenditure	216,732.68	238,423.71	270,696.90
As % share of total govt. recurrent expenditure	22.75%	22.74%	24.07%
As % share of total govt. discretionary recurrent expend.	25.75%	25.42%	26.71%
3. Total education wages and salaries	162,460.68	170,583.71	179,112.90
As % share of total government wages and salaries	51.50%	44.34%	42.30%
4. Total education other charges	54,272.00	67,840.00	91,584.00
As % share of total government other charges	27.93%	33.56%	34.22%
5. Total education development expenditure	33,536.70	35,213.54	36,974.21
As % share of total govt. development expenditure	10.70%	9.03%	14.24%
6. Total education local development expenditure	5,077.90	9,733.32	9,994.36
As % share of total local development expenditure	13.36%	10.45%	9.97%
7. Total education foreign development expenditure	28,458.80	25,479.89	26,979.85
As % share of total foreign development expenditure	10.33%	8.59%	16.93%

Source: Volume II: Consolidating the Medium Term Expenditure Framework - September 2000

Assumption: wages and salaries for the sector is projected to increased by a factor of 5% in 2001/2002 and 2002/2003. Other charges are per MTEF projections.

Table 5:

Education Sector MTEF (by sub sector), 2000/2001 - 2002/2003 (Tsh. Million)

	2000/2001 Budget	2001/2002 Projection	2002/2003 Projection
1. Total education recurrent expenditure of which,	229,155.99	244,161.33	261,344.13
Basic Education	140,204.56	150,283.03	162,207.36
Secondary Education	17,838.37	20,443.99	23,929.82
Teacher Education	5,142.19	5,300.61	5,466.96
Folk Development Education	747.58	795.46	848.45
Vocational Education	6,488.86	6,799.92	6,846.38
Technical Education	4,855.74	4,930.35	5,008.70
Tertiary and Higher Education	37,671.85	38,932.78	39,781.67
Inspectorate	1,692.76	1,978.13	2,365.61
Education Other	14,514.08	14,697.06	14,889.19
2. Total education wages and salaries expenditure of which,	166,891.39	175,151.57	183,823.93
Basic Education	127,789.08	134,178.53	140,887.46
Secondary Education	10,906.62	11,451.95	12,024.55
Teacher Education	3,168.44	3,326.86	3,493.21
Folk Development Education	715.71	751.50	789.07
Vocational Education	2,109.51	2,130.60	2,151.91
Technical Education	1,492.27	1,566.88	1,645.23
Tertiary and Higher Education	16,169.33	16,977.80	17,826.69
Inspectorate	880.82	924.86	971.10
Education Other	3,659.61	3,842.59	4,034.72
3. Total education other charges expenditure of which,	62,264.60	69,009.76	77,520.20
Basic Education	12,415.48	16,104.50	21,319.90
Secondary Education	6,931.75	8,992.04	11,905.27
Teacher Education	1,973.75	1,973.75	1,973.75
Folk Development Education	31.87	43.96	59.38
Vocational Education	4,379.35	4,669.32	4,694.47
Technical Education	3,363.47	3,363.47	3,363.47
Tertiary and Higher Education	21,502.52	21,954.98	21,954.98
Inspectorate	811.94	1,053.27	1,394.51
Education Other	10,854.47	10,854.47	10,854.47

Source: Volume II: Consolidating the Medium Term Expenditure Framework - September 2000

Assumption: wages and salaries for the sector is projected to increase by a factor of 5% in 2001/2002 and 2002/2003. Other charges are per MTEF projections.

4.3.4 ESDP Financing Requirement Framework, 2000/01 – 2002/2003:

The Education Sector Development Programme, resource requirement (excluding recurrent) total up to TSh. 198.6 billion for the years. The expected allocation from overall national resource envelope is TSh. 105.7 billion, indicating an additional financing requirement of TSh. 92.9. A summary of requirement and proposed allocation is presented in Tables 6-12. The low allocation compared to actual requirement is a reflection of the overall mismatch between resource requirements compared to availability.

Table
6:

ESDP Financing Requirement and Projected Allocation(excluding salaries), 2000/01 - 2002/2003(TSh. Million)

Year	Description	Development	Other Charges	Total
2000/01	Resource Requirement	61,338.42	47,869.75	109,208.17
	Allocation	33,536.70	54,272.00	87,808.70
	Additional Financial Requirement	27,801.72	- 6,402.25	21,399.47
2001/02	Resource Requirement	68,120.09	84,419.26	152,539.35
	Allocation	35,213.54	67,840.00	103,053.54
	Additional Financial Requirement	32,906.55	16,579.26	49,485.81
2002/03	Resource Requirement	66,306.14	88,462.92	154,769.06
	Allocation	36,974.21	91,584.00	128,558.21
	Additional Financial Requirement	29,331.93	- 3,121.08	26,210.85
Total Resource Requirement		195,764.65	220,751.93	416,516.58
Total Proposed Allocation		105,724.45	213,696.00	319,420.45
Total Additional Financial Requirement		90,040.20	7,055.93	97,096.13

Table 7:

Summary of ESDP Financing Framework Requirements, 2000/2001 - 2002/2003 (by priority) (TSh. Millio)

Priority	Description	2000/2001 Budget	2001/2002 Projection	2002/2003 Projection
Priority 1	Improve teaching learning environment at all levels	47,838.92	48,001.46	53,661.17
Priority 2	Strengthen the Management Capacity at all Levels	10,262.74	11,547.76	12,314.26
Priority 3	Improve Education Management Information System (EMIS)	2,981.00	8,266.81	8.42
Priority 4	Control the Spread of HIV/AIDS/STI through the Education System at all Levels	255.76	304.06	322.29
Total ESDP financing requirements		61,338.42	68,120.09	66,306.14

Table 8:

Summary of ESDP Total Priority Programme (by sub sector) (TSh. Million)

Level	2000/2001 Budget	2001/2002 Projection	2002/2003 Projection
Basic Education	48,811.51	47,692.66	50,398.72
Secondary Education	5,965.21	6,561.73	7,217.91
Teacher Education	1,906.98	2,097.68	2,307.45
Folk Development Education	43.80	58.17	81.98
Vocational Education	1,156.60		2,819.05
Technical Education	2,867.60	3,483.10	3,658.70
Tertiary and Higher Education	3,330.00	3,356.04	3,330.60
Inspectorate	-	8,090.00	-
Education Other	124.32	136.75	150.43
Total of Priority Programme 1-4	64,206.02	71,476.13	69,964.84

Table 9

Priority Area 1: Improve the teaching learning environment (by sub sector) (TSh. Million)

Level	2000/2001 Budget	2001/2002 Projection	2002/2003 Projection
Basic Education	37,807.29	35,588.02	39,746.82
Secondary Education	5,625.61	6,188.17	6,806.99
Teacher Education	1,885.66	2,074.23	2,281.66
Folk Development Education	20.16	28.74	54.55
Vocational Education	400.20	1,812.30	2,220.55
Technical Education	1,692.20	2,030.64	2,232.70
Tertiary and Higher Education	2,100.00	2,310.00	2,550.60
Inspectorate Education Other			
Total of Priority Programme 1	49,531.12	50,032.10	55,894.87

Table 10:

Priority Area 2: Strengthen the Management Capacity at all Levels (TSh. Million)

Level	2000/2001 Budget	2001/2002 Projection	2002/2003 Projection
Basic Education	8,759.22	9,635.14	10,598.66
Secondary Education	339.60	373.56	410.92
Teacher Education	21.32	23.45	25.79
Folk Development Education	16.40	15.11	8.69
Vocational Education	406.20	780.50	550.20
Technical Education	785.40	785.50	785.40
Tertiary and Higher Education	720.00	720.00	720.00
Inspectorate Education Other			
Total of Priority Programme 2	11,048.14	12,333.16	13,099.66

Table 11

Priority Area 3: Improvement of Education Management Information System (EMIS) (TSh. Million)

Level	2000/2001 Budget	2001/2002 Projection	2002/2003 Projection
Basic Education	2,201.00	2,421.10	-
Secondary Education			
Teacher Education			
Folk Development Education	-	5.61	8.42
Vocational Education			-
	330.00	840.10	
Technical Education	350.00	480.10	60.00
Tertiary and Higher Education	450.00	5,000.00	-
Inspectorate			
Education Other			
Total of Priority Programme 3	3,331.00	8,766.81	68.42

Table 12

Priority Area 4: Controlling the Spread of HIV/AIDS/STI through the Education System at all Levels (TSh. Million)

Level	2000/2001 Budget	2001/2002 Projection	2002/2003 Projection
Basic Education	44.00	48.40	53.24
Secondary Education			
Teacher Education			
Folk Development Education	7.24	8.71	10.32
Vocational Education			
Technical Education	40.00	40.00	40.00
Tertiary and Higher Education	60.00	60.00	60.00
Inspectorate			
Education Other	124.32	136.75	150.43
Total of Priority Programme 4	295.76	344.06	362.29

CHAPTER FIVE

PROGRAMME MANAGEMENT AND MONITORING

5.1 Programme Management

The broad context objectives and anticipated outcomes of the management structure of ESDP are to ensure effective coordination, collaboration, synchronization ownership and sustainability of the whole programme. Subsequently, effectiveness, efficiency and smooth running of the ESDP can be guaranteed if the whole programme is fitted in the already existing management structure rather than creating a parallel one. For best results of the ESDP, there is a need to involve all education stakeholders at various levels within the established structures.

5.2 Management "Structure"

Since the stakeholders of ESDP come from various sub-sectors, the management "structure of the programme has to reflect this fact to make sure that the relevant sub-sectors are involved in the management of the programme. In the light of this, the following committees shall be established:

5.2.1 *Inter-ministerial Steering Committee (ISC)*

Composition-as in annex 2

Functions

- (a) To oversee the implementation, development and execution of decisions of national educational policies;
- (b) To monitor the ESDP;
- (c) To provide higher level interministerial coordination;
- (d) To guarantee SDP consistency with broader government policies.

The Secretariat to the ISC will be the Directors of Policy and Planning, MOEC/MSTHE/MLYD.

5.2.2 **Sub sectoral Development Committees.**

(a) Basic Education Development Committee (BEDC)

(b) Technical and Higher Education Development Committee (THEDC)

(c) Vocational and Folk Education Development Committee (VFEDC)

The composition of these committees is found at annex 2 The functions of the committees areas follows.

Functions of the Committee of the three sub-sectors:

- (a) (i) To direct the work of the Secretariat in order to ensure the development of the sub-sector and the implementation of the required management and monitoring instruments;
- (b) (ii) To draw up work programmes for the sub-sector components including annual plans for staff teams and other local/regional and international advisors;
- (c) (iii) To direct the secretariat in managing and providing technical overview for the design of the specific follow-up work and studies in the sub-sector;
- (d) (iv) To analyze, synthesize and ensure broad consistency with key policy implications derived from studies;
- (e) (v) To oversee the design of an appropriate and effective monitoring and evaluation system for the sub-programme;
- (f) (vi) To do any other work as directed by the ISC.

5.2.3 Education Sector Technical Coordination Team

The three sub-programmes will have a common technical coordination team of the directors of policy and planning of sector ministries and other stake-holder ministries which will ensure coordination and synchronization of plans from the respective stakeholders. The team will base its work on the sub-sector technical working groups and provide output to the sub-sector development committees.

5.2.4 Technical Committees

The three sub-programmes will each form technical working groups which will deal with technical issues on the ground.

5.3 Monitoring and Evaluation Framework

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

The quality control bodies such as VETA. School inspectorate, use of a harmonized qualifications framework will further enhance the effectiveness of monitoring and evaluation in that across sector and vertical movements of graduates could be monitored on the side of vocational education and training. Monitoring and evaluation will further be enhanced through use of Complimentary Basic Education in Tanzania (COBET) whereby successful programmes will be determined on how well they have managed to impact relevant and demand driven training based on specified competence levels. COBET will perform the role of quality assurance and give performance indicators when monitoring and evaluating.

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

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

Financial planning which is largely historical, reinforces the emphasis on input accounting. Financial monitoring is little concerned with the quality of outcomes of the process of implementation of change but concentrates with developing appropriate accounting systems to facilitate and maintain it. Financial planning in Tanzania has had

only little concern with sectoral objectives, and budgets cannot be seen per se as vehicles for reform. As a consequence, they do not require rigorous monitoring of the quality of the product, merely the monitoring of budgetary procedures. Reports demanded by stakeholders, both within and outside the sector likewise, seldom demand any rigorous analysis of the quality of the output or outcome and as a consequence, reform activities tend to be under-regulated.

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

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

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

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

In order to implement this monitoring approach effectively, there is need to effect the following changes:

?? system performance indicators should be assessed rather than collecting information on activities that have taken place;

- ?? monitoring frameworks should take account of outcomes related to long-term changes in the system as well as relating outputs to short and medium term goals;
- ?? monitoring systems should be linked with programme design and have built in incentives and rewards to encourage implementors to remain on or below budget and on or ahead of target;
- ?? ensuring that sound monitoring is linked to sound forward planning;
- ?? ensuring that the results of monitoring activities are transparent and available in a digestible format that encourages feedback from stakeholders;
- ?? establishment of a single unit of ETSDP monitoring and evaluation in the Ministry of Education and Culture through which joint government – donor monitoring exercises can be channelled.

While the monitoring and evaluation unit will be established centrally, the greater part of the work will be done at sub-sector level. The role of the central unit will be one of designing instruments and oversight and coordination of the process. It will also be responsible for all necessary training.

Priority areas have been identified for the whole programme. These broad areas need to be broken into a number of sub-programmes that require tailor made monitoring strategy. For each sub-programme, there is need to know what activities will be undertaken, the inputs that will be required for each activity, the expected outcomes/outputs, the performance indicators, the monitoring instruments/methods to be used, the medium term targets and the responsible body for each activity. The headings and activities in the comprehensive and consistent table should follow the hierarchy of the objectives and results as obtained in a logical Framework Analysis combining related objectives from various sub-programmes and using expected results and indicators for assessment in a logical manner.

5.4 Organs for Monitoring and Evaluation

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

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

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

As regards Technical and Higher Education, in 1995 the government amended the Education Act, 1978 to establish the Higher Education Accreditation Council (HEAC) as an organ to regulate the establishment of Technical and Higher Education institutions and the programmes of studies offered in these sub-sectors. Technical Education is regulated by the National Council for Technical Education while Vocational Education and Training is regulated by the Vocational and Training Authority (VETA). Programmes offered by Folk Development Colleges are regulated by the Ministry of Community Development, Women Affairs and Children through a secretariat based in the Community Development Department.

The School Inspection Department will have to work very closely with these other organs in order to perform the monitoring and evaluation function effectively.

5.4.1 Quality Assurance

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

Evaluation has a critical part to play in assisting with all aspects of quality in schools, colleges and universities. To this end, school inspectors will identify in schools,

colleges and universities good practice and will encourage teachers, tutors and lecturers to develop further the desirable practice. The work school inspectors will be doing and through the reports they shall be writing are essential to the management of the programme as these will assure and confirm the quality of education provided in schools, colleges and universities.

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

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

In VET: Quality assurance is basically self regulatory through the use of COBET, where by training performance is assessed against attainment of specified performance standards. Ability to enable trainees achieve standard will therefore be one measure of quality of VET, while accreditation of providers will be based on having a range of facilities and instructors to enable achieve standards for modules.

5.4.2 School improvement

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

5.4.3 System improvement

Through school inspection, management can acquire objective information on how the educational system is being implemented in the institutions. It will acquire information on how effective or otherwise are the education policies it has put in place for schools and for the education of children/students. As a result of the outcomes of school inspection the stakeholders may find it necessary or desirable to change or formulate

new policies. The verification by the school inspectorate will be of enormous benefit to the programme.

5.4.4 Accountability

School inspection will serve as an instrument for rendering accountability. It is clear that the school is accountable to its pupils/students. Students are the clients of the school and as such it is essential that they benefit from the education the school provides. The school is accountable to the parents of the pupils/students. In this respect the parents must be assured that the schools are doing a good job. The school is accountable to its school committee/board, which has invested time and resources. It needs to be assured that quality education is being provided. In broad terms, the schools are accountable to the community at large. The country needs to be assured that the overall investment in education is worthwhile, that children are being well educated and that the government and owners/managers of schools are getting value for money which they have invested in schools. Accountability in VET is ensured through use of Trade Advisory Committees who guarantees that quality and providers are working according to the demands of the users.

In general terms the work of the school Inspectorate, the HEAC and NACTE can be divided into three roles as follows:-

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

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

- ?? **Development**, i.e. encourage, initiate, support projects of a development nature in schools.

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

These will be evaluated by using nationally approved evaluation criteria or rating system, which has been designed to ensure that the evaluation is reliable and valid and

reflects fairly the work of the school. The evaluation system is also designed to enhance the inspection process and to ensure a consistent approach throughout the system.

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

5.5 School context

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

5.6 School as a unit

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

5.7 Organisation and Capacity building

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

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

For the Folk Development Education the inspectorate unit will be operating from the Ministry Headquarters. Each college will be visited at least once every year and will be issued with a certificate of compliance within the set standards. The college inspection will include the assessment of management and administration of the college, the academic issues which include the training programmes, instructional methodologies, the teaching-learning environment, tutors/learner relationship, tutor's competence, the recruitment procedures, evaluation process as well as the follow-up programmes.

Evaluation is also done as part of inspection work in the management of college funds, store-keeping, availability and usage of energy and also library use and maintenance. This evaluation is an important aspect as a way of identifying strengths and weaknesses in order to take the required action.

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

SWOT

This annex identified the major SWOTs (Strengths, Weaknesses, Opportunities and Threats) which for the 2001/2002 – 2004/2005. On considering the SWOTs in relation, to the ESDP the Strategic d

SUBSECTOR	STRENGTHS	WEAKNESSES	OPPORTUNITIES
BASIC EDUCATION	<ul style="list-style-type: none"> ?? Government policy conducive to access and equity ?? Accorded high priority than other sub-sectors in terms of financing Use of National Language – Swahili ?? Reasonable number of teachers ?? Liberalisation of the basic education service delivery (Private Sector) 	<ul style="list-style-type: none"> ?? Decreasing enrollment of school going age children ?? High rates of drop outs partly caused by increasing poverty ?? Low quality of teachers and poor geographical distribution especially female teachers ?? Falling rate of passing exams ?? Inadequate funding ?? Lack of professional ethics among teachers and administrators ?? Lack of civic guidance to pupils ?? Difficult to control quality of the private schools ?? Irregular payment schedule ?? Lack of guidance and counselling ?? Deterioration of physical infrastructure 	<ul style="list-style-type: none"> ?? Existence of Education Management System ?? Existence of Education Plan ?? National service standards ?? Performance Indicators
SECONDARY	<ul style="list-style-type: none"> ?? Substantial increase of enrollment at both O & A Levels ?? Liberalisation of the secondary Education delivery (effective Private Sector) 	<ul style="list-style-type: none"> ?? Inadequate teaching facilities/equipment consumables (e.g. laboratories and libraries). ?? Inadequate control of quality of the sub-sector ?? Inadequate maintenance of 	<ul style="list-style-type: none"> ?? Existence of Secondary Education Plan ?? Provision of student welfare

SUBSECTOR	STRENGTHS	WEAKNESSES	OPPORTUNITIES
	<ul style="list-style-type: none"> ?? Use of English as media of instruction ?? High level of willingness of the community to participate in putting up new infrastructure 	<ul style="list-style-type: none"> infrastructure ?? Inadequately trained teachers in both number and quality ?? Inadequate in-service training of teachers ?? Non existence of ICT facilities 	<ul style="list-style-type: none"> world. ?? Put in mechanism exempt ?? Girls & Educa Schen
	<ul style="list-style-type: none"> ?? Cost sharing retained utilised to meet recurrent cost. 	<ul style="list-style-type: none"> ?? Number of implementation related constraints ?? Lack of professional ethics of teachers ?? Low inputs to higher level of education (Vocational and Tertiary) ?? Inadequate financing of public schools ?? Curricula not addressing current development trends 	
FOLK DEVELOPMENT EDUCATION	<ul style="list-style-type: none"> ?? Strategically located at community level ?? Infrastructure and capacity available. ?? Accessible to needs of the majority in the communities ?? Programs are tailor made 	<ul style="list-style-type: none"> ?? Inadequate capacity utilisation leading to underutilisation ?? Inadequately trained tutors especially in the main courses. ?? Underfunding ?? Poor remuneration and delay in wage disbursement ?? Implementation of cost sharing policy. 	<ul style="list-style-type: none"> ?? Comm Develk suppo ?? Karibu Assoc Develk worke colleg ?? Excha progrs betwe High & Swede Folk C Colleg Tanza

SUBSECTOR	STRENGTHS	WEAKNESSES	OPPOI
			the "K Assoc ?? Collab NGOs
TECHNICAL EDUCATION	<ul style="list-style-type: none"> ?? ICT facilities available ?? Infrastructure in place and reasonably maintained ?? Can be upgraded into University colleges ?? Provides training that can support other professional (in the context of polytechnics) institutions ?? Curricula can be adjusted in accordance to market demands ?? Can be upgrading into Institutes of Technology ?? Provides Training that can support other professional Institutions ?? Curricula can be adjusted in accordance to market demands ?? Private participation in Technical Education Provision ?? Have good coordinators and promotion if of Income generation activities. 	<ul style="list-style-type: none"> ?? Very few Technical schools ?? Low enrollment ?? Inadequate financing of technical colleges ?? Curricular of most colleges are out of date ?? Poor remuneration ?? Inadequate facilities for some colleges ?? Lack of gender equity, 	<ul style="list-style-type: none"> ?? Subst: improv terms opport ?? Can b into Po ?? The T Educa very s ?? Can o Policy ?? Progr: expan Educa Trainir quality releva ?? Techn Policy
VOCATION EDUCATION AND TRAINING	<ul style="list-style-type: none"> ?? Vocational Training Centres are well distributed by zones 	<ul style="list-style-type: none"> ?? Apprenticeship regulations out of date ?? Inadequate facilities for some 	<ul style="list-style-type: none"> ?? Progr: expan trainin

SUBSECTOR	STRENGTHS	WEAKNESSES	OPPORTUNITIES
	<ul style="list-style-type: none"> ?? Private participation in VET provision ?? VET levy 	<ul style="list-style-type: none"> vocational education centres. ?? Lack of gender parity 	<ul style="list-style-type: none"> quality relevance
TEACHER EDUCATION	<ul style="list-style-type: none"> ?? Well distributed regionally ?? Some colleges can easily be upgraded into University colleges ?? Reasonably maintained infrastructure ?? In-service training opportunities for tutors regularly available 	<ul style="list-style-type: none"> ?? A good number of tutors lack requisite professional and academic qualifications ?? Low interest and enrollment for teacher training ?? Lack of ICT facilities services ?? Lack of interest in science based subjects ?? Inadequate funding ?? Low remuneration of tutors 	<ul style="list-style-type: none"> ?? Existence of Teach Master ?? Some be upgraded University
HIGHER EDUCATION	<ul style="list-style-type: none"> ?? The Universities have (generally) adequate levels of highly trained academic staff capable of advanced teaching, research and consulting services. ?? The Universities of physical plant (teaching space, office space, welfare facilities, etc) is well developed and utilised, 	<ul style="list-style-type: none"> ?? Inadequate funding from the government and other sources that has affected the performance of universities in all major terms of reference (teaching, research and public services etc.) ?? There is lack of a dynamic framework and objective formula for internal allocation of resources to lower levels. 	<ul style="list-style-type: none"> ?? The high morale support Governance Tanzania ?? Some are highly demanded Medicine Science Bachelor Commerce
	<ul style="list-style-type: none"> ?? University land covers a large area which is strategically located for investments ?? Universities have extensive links and co-operations with many organisations, institutions 	<ul style="list-style-type: none"> ?? Teaching efficiency and effectiveness problems: programmes are narrow in focus, inflexible, and in many cases not sufficiently responsive to market signals; curricula reviews have been infrequent, irregular and 	<ul style="list-style-type: none"> ?? In general demand education This provides opportunities new disciplines as diploma certification

SUBSECTOR	STRENGTHS	WEAKNESSES	OPPORTUNITIES
	<p>inside and outside the country</p> <p>?? The universities have good will and reputation, nationally, regionally and internationally</p> <p>?? The transformation programme has bound direction and momentum (top management</p>	<p>bureaucratic. Quality audits are not regularly done. There is lack of effective link between research/consultancies and teaching. The major teaching method is primarily the lecture – chalk duster-blackboard despite its many shortcomings</p>	<p>programme</p> <p>?? There are good opportunities for Univer research consu contin servic</p>
	<p>commitment, strategic planning, structure and process)</p> <p>?? The Universities have good co-ordination and promotion of income generating activities,</p> <p>?? The Universities have total commitment to address gender aspect amongst staff and students</p>	<p>?? Insufficient utilisation of IT and other modern resources to facilitate efficiency and effectiveness of teaching, research, service to the public and library services.</p> <p>?? The low quality and education of non-academic staff. For example, most of the Faculties and Institutes lack properly trained administrative staff.</p> <p>?? Shortage of fully trained academic members of staff in certain areas, some of the key posts within Faculties and institutes have remained vacant for too long because of both the employment bureaucracy and the government freeze on employment which has been recently lifted.</p>	<p>?? The Higher Educa Accre Coun Council</p> <p>?? Policy support</p> <p>?? The on Educa Health Reforr from tl</p> <p>?? The IT develop espec Intern that ca enhan delive</p> <p>?? Collab releva intern: institu</p>

SUBSECTOR	STRENGTHS	WEAKNESSES	OPPORTUNITIES
		<p>?? Inadequate staff remuneration and working conditions that have forced staff to attend to other non-academic ventures at the expense of teaching and scholarly research.</p>	<p>?? Increase of private student further</p>
		<p>?? High dropout rates in certain programmes</p> <p>?? Critical shortage of teaching and office space in some faculties and institutes.</p> <p>?? inflexible legal framework and ineffective centralised management</p> <p>?? Insufficient maintenance and rehabilitation of the physical infrastructure.</p>	<p>?? Former student Univer work in indust Univer organi (local: may s ambas throug effecti govern</p>
		<p>?? There are too few up to date books and journals available for reference in the library</p> <p>?? Equipment in various labs and workshops is ageing with no replacement plans</p> <p>?? Lack of transparent and effective solicitation, co-ordination, monitoring, quality assurance and control of consultancy services within the universities.</p> <p>?? Students and staff numbers heavily tilted in favour of men.</p> <p>?? Lack of effective procedures to develop, maintain and control</p>	<p>industry, c agencies, and other can be pu</p>

SUBSECTOR	STRENGTHS	WEAKNESSES	OPPORTUNITIES
		<p>external links. Formation of external links/relations of most of the faculties and institutes has been on an ad-hoc basis and link management has not been sufficient.</p> <p>?? Relatively high unit costs, with only a few privately sponsored students,</p> <p>?? Weak commitment of some Universities managers in implementing strategic plans.</p>	

**COMPOSITION OF COMMITTEES FOR MANAGING THE EDUCATION SECTOR
DEVELOPMENT PROGRAMME (ESDP)**

1. *Inter-ministerial Steering Committee (ISC)*

Membership:

- | | | |
|--------|---------------------|------------------|
| (i) | Permanent Secretary | - PMO - Chairman |
| (ii) | Permanent Secretary | - MoEC |
| (iii) | Permanent Secretary | - MSTHE |
| (iv) | Permanent Secretary | - RALG |
| (v) | Permanent Secretary | - MoF |
| (vi) | Permanent Secretary | - PC |
| (vii) | Permanent Secretary | - MCDWAC |
| (viii) | Permanent Secretary | - MLYD |

2. *Basic Education development Committee (BEDC)*

Membership

- | | | |
|-------|---|------------------|
| (i) | Permanent Secretary | - MOEC, Chairman |
| (ii) | Commissioner for Education | - MoEC |
| (iii) | Director of Policy and Planning | - MoEC |
| (iv) | Director of Local Government Coordination | - MRALG |
| (v) | A Representative | - PMO |
| (vi) | Folk Development Representative | - MCDWC |
| (vii) | Development Partner | |

3. *Tertiary and Higher Education Development Committee (HEDC)*

Membership

- | | | |
|-------|---------------------------------|----------|
| (i) | Permanent Secretary | Chairman |
| (ii) | Director of Policy and Planning | MoEC |
| (iii) | Director of Technical Education | MSTHE |
| (iv) | Director of Higher Education | MSTHE |
| (v) | A representative from HEAC | |
| (vii) | A representative from NACTE | |

(viii) Development Partner

4. Vocational and Folk Education Development Committee (VFEDC)

Memberships:

(i)	Permanent Secretary	Chairman
(ii)	Commissioner for Labour	MLYD
(iii)	Director of Planning	MCDWAC
(iv)	Commissioner for Local Government	MRALG
(v)	Director of Policy and Planning	MoEC
(vi)	Director of Planning and Research Services	MSTHE
(vii)	Director General	VETA
(viii)	Development Partner	

ESDP MANAGEMENT ORGANOGRAM (National Level)



