MEDIUM TERM STRATEGIC PLAN
2012/13 – 2015/16

June 2012

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LIST OF ABBREVIATIONS

ACSEE	Advanced Certificate for Secondary Education Examinations
ADEM	Agency for Development of Educational Management
AE & NFE	Adult Education and Non-Formal Education
AEDP	Adult Education Development Project
AIDS	Acquired Immunity Deficiency Syndrome
ANC	African National Union
ATC	Arusha Technical College
BAMVITA	Baraza la Maendeleo ya Vitabu Tanzania
BEST	Basic Education Statistics in Tanzania
BPR	Book Pupil Ratio
CA	Chief Accountant
CAS	Centralised Admission system
CBET	Competence-Based Education and Training
CBO	Community Based Organisation
CCIs	Cross-Cutting Issues
CCM	Chama cha Mapinduzi
CE	Commissioner for Education
CG	Capitation Grant
CIA	Chief Internal Auditor
CHEWATA	Chama cha Elimu ya Watu Wazima Tanzania
CBOs	Community-Based Organisations

COBET	Complementary Basic Education in Tanzania
CRC	Convention on the Rights of the Child
CSEE	Certificate for Secondary Education Examinations
DAAD	DAAD (*Deutscher Akademischer Austausch Dienst*)
DAHR	Director for Administration and Human Resources
DANFE	Director for Adult and Non-formal Education
DDC	Dakawa Development Centre
DEMA	Diploma in Education Management
DGHS	Dakawa Girls' High School
DHE	Director for Higher Education
DPE	Director for Primary Education
DPP	Director for Policy and Planning
DPPS	Dakawa Pre-Primary School
DPS	Dakawa Primary School
DPs	Development Partners
DSE	Director for Secondary Education
DSI	Director of School Inspection
DTC	Dakawa Teachers' College
DTVET	Director for Technical and Vocational Education and Training

DUNC	Director for UNESCO National Commission
DVDs	Digital Versatile/Video Disc
DVETC	Dakawa Vocational Education and Training Centre
EE	Environmental Education
EFA	Education for All
EMIS	Education Management Information System
ESAMI	Eastern and Southern Africa Management Institute
ESMIS	Education Sector Management Information System
ESDP	Education Sector Development Programme
ETP	Education and Training Policy
FBOs	Faith-Based Organisations
GER	Gross Enrolment Ratio
GPI	Gender Parity Index
HE	Higher Education
HEAC	Higher Education Accreditation Council
HED	Higher Education Department
HEDP	Higher Education Development Programme
HESLB	Higher Education Students' Loans Board
HIV	Human Immuno-deficiency Virus

HQs	Headquarters
HRE	Human Rights Education
IAE	Institute of Adult Education
ICBAE	Integrated Community-Based Adult Education
ICT	Information, Communication and Technology
IEC	Information Education and Communication
INSET	In-Service Training
LGAs	Local Government Authorities
LS	Life Skills
MANTEP	Management and Training for Educational Personnel
MDAs	Ministries Departments and Agencies
MDGs	Millennium Development Goals
MIS	Management Information System
MKUKUTA	Mkakati wa Kukuza Uchumi na Kupunguza Umaskini Tanzania
MOEVT	Ministry of Education and Vocational Training
MNMA	Mwalimu Nyerere Memorial Academy
MOU	Memorandum of Understanding
MTEF	Medium Term Expenditure Framework
MTSP	Medium Term Strategic Plan

MUCCOBS	Moshi University College of Co-operative and Business Studies
MVC	Most Vulnerable Children
NACTE	National Council for Technical Education
NCI	National Correspondence Institute
NECTA	National Examinations Council of Tanzania
NER	Net Enrolment Rate
NFE	Non-Formal Education
NGOs	Non Governmental Organisation
NQS	National Qualifications System
NSAs	Non State Actors
NSGRP	National Strategy for Growth and Reduction of Poverty
ODL	Open and Distance Learning
OMR	Optical Mark Reader
OPRAS	Open Performance Review and Appraisal System
OUT	Open University of Tanzania
OVCs	Other Vulnerable Children
PAF	Performance Assessment Framework
PEDP	Primary Education Development Plan
PER	Public Expenditure Review

PhD	Doctor of Philosophy
PIO	Principal Information Officer
PGDCDD	Post-Graduate Diploma in Curriculum Design and Development
PMO-RALG	Prime Minister's Office - Regional Administration and Local Government Authority
PMU	Procurement Management Unit
PSLE	Primary School Leaving Examination
PSRP	Public Service Reform Programme
RISE	Radio Instruction Strengthening Education
SAs	State Organs
SDL	Skills Development Levy
SEDP	Secondary Education Development Plan
SEF	Self Evaluation Forms
SLADS	School of Library, Archives and Documentation Services
SRH	Sexual Reproductive Health
STHEP	Science and Technology Higher Education Project
SUA	Sokoine University of Agriculture
SWOC	Strengths, Weaknesses, Opportunities and Challenges
TBDC	Tanzania Book Development Council
TCs	Teachers' Colleges

TCU	Tanzania Commission for Universities
TDMS	Teacher Development and Management Strategy
TEA	Tanzania Education Authority
TIE	Tanzania Institute of Education
TLSB	Tanzania Library Services Board
TOT	Trainer of Trainers
TPR	Teacher Pupil Ratio
TRCs	Teachers Resource Centres
TVEDP	Technical Education Development Programme
TVET	Technical and Vocational Education and Training
UDSM	University of Dar es Salaam
UNESCO	United Nations Education, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
VEDP	Vocational Education Development Programme
VET	Vocational Education and Training
VETA	Vocational Education and Training Authority
VTCs	Vocational Training Colleges
WECs	Ward Education Co-ordinators

PREFACE

This Medium-Term Strategic Plan (MTSP) 2012/13 – 2015/16 is a response to the Government directive to all Ministries, Departments and Agencies (MDAs) to develop their five-Year Medium Term Strategic Plans to accommodate/address what is spelt out in the Tanzania Five Year Development Plan 2011/12 – 2015/16 and thus facilitate decision-making on what they wish to achieve, as well as the major actions to implement in the future. An MTSP demonstrates on the priorities of an MDA and provides an opportunity for addressing key issues and taking initiatives to improve performance. This MTSP outlines the current situational analysis, which describes the environment in which MOEVT operates while fulfilling her vision, mission, objectives, targets, roles and functions.

The MOEVT priority areas are: quality improvement, increase in enrolment, access and equity, efficiency in education management, Cross-Cutting Issues (CCIs) and Education Management Information System (EMIS). In addressing these key areas, it is anticipated that the actors in Basic, Higher, Technical and Vocational Education and Training will utilize fully, the strengths and opportunities using the available resources effectively and efficiently to improve the delivery of quality education and training, and meet the expectations of its stakeholders. The roles for improving performance in the management of operations of the Ministry are presented in the Medium Term Strategic Plan matrix which outlines the objectives, strategies, targets and responsible departments. Each strategy has its own performance indicators to facilitate monitoring of the performance and assessment of the achievements gained.

The Medium Term Strategic Plan is aimed at providing education stakeholders an insight and understanding of the strengths, weaknesses, opportunities and challenges in the delivery of education and training.

This Medium Term Strategic Plan elaborates on its roles and functions in the provision of education and training after the decentralisation by devolution (D by D) of the daily management of schools to the Local Government Authorities.

This MTSP is also going to chart the Ministry's broad direction forward. It is anticipated that this document will provide a platform for the Ministry and its attendant stakeholders to contribute in execution of the Tanzania Five-Year Development Plan 2011/12 – 2015/16.

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EXECUTIVE SUMMARY

Tanzania is currently implementing major national reforms and international commitments intended for reorganizing and reinstating the economic, political and social sectors. These reforms are based on the; The Tanzania Development Vision 2025, the National Strategy for Growth and Reduction of Poverty II (NSGRP II – MKUKUTA II), *Ruling Party* Election Manifesto (2005), Millennium Development Goals (MDGs) and Education for All (EFA) goals.

The Ministry of Education and Vocational Training (MOEVT) is responsible for provision of equitable quality Basic, Higher, Technical and Vocational Education and Training. The Ministry has to prepare a Medium Term Strategic Plan (MTSP), to enable it to realise its direction. Furthermore, the Government instructed MDAs to review their Medium Term Strategic Plans in line with the Tanzania Five Year Plan 2011/12 – 2015/16. Hence, this MTSP reviews the three- year MTSP of 2010/11 – 2012/13. It covers a period of four years from 2012/13 to 2015/16 and presents the Ministry's Vision, Mission statements, objectives, values, roles and functions. The specific components of the Plan include: Situation Analysis, Mandate, Performance Reviews of Basic, Higher, Technical and Vocational Education and Training, as well as that of the institutions under it. In addition, the plan presents the stakeholders analysis in terms of service delivery in Table 21 and highlights the crucial issues and challenges affecting access, equity, quality and management of education and training at all levels, as well as capacity in the service delivery.

In this MTSP, a detailed Situation Analysis of the Ministry showing Strengths, Weaknesses, Opportunities and Challenges (SWOC) has been presented in Annex 2. Chapter Two, which is the last part of the MTSP document, outlines the priority objectives, a brief rationale for adopting each of them, with their corresponding strategies and

targets of implementation, expected performance indicators, and the responsible departments. The Ministerial Medium-Term Strategic Plan is presented in a matrix in Annex 3.

The Ministry's core strategic objectives which will be implemented during the five years (2012/13–2015/16) are:

    (a)   Care and Supportive Services Improved and HIV and AIDS infection reduced;

    (b)   National Anti – Corruption Strategy Effectively Enhanced, Sustained and Implemented;

    (c)   Access and Equity in Education and Training Improved;

    (d)   Quality of Education and Training Improved;

    (e)   Management and Administration in Education and Training Improved;

    (f)   Information, Research and Development Strengthened;

    (g)   Working Environment for Efficient and Effective Delivery of Education and Training Supportive Services Improved;

    (h)   Education on Crosscutting Issues Improved;

    (i)   Sustainable Co-operation in Education with Regional and International Organizations Strengthened; and

    (j)   Alternative Sources of Funding Education Sector Enhanced and Sustained.

CHAPTER ONE

1.0.   INTRODUCTION

1.1   The Contextual Background and Rationale

It is a statutory requirement that all MDAs develop Medium Term Strategic Plans (MTSP) as means of enhancing result-based management and efficiency in their operations. A Medium Term Strategic Plan is essential for charting forward the broad direction of a Ministry, Department or Agency (MDA). In May 2011, the Government of Tanzania launched the Five-Year Development Plan – 2012/13 – 2015/16 which is the formal implementation of the country's development agenda expressed in the Tanzania Development Vision 2025. To that effect, all MDAs were instructed to review their MTSPs from 3 to 5 years in order to match with the National 5-Year Development Plan. It is on this basis that this Medium-Term Strategic Plan was prepared. An MTSP is a fundamental instrument that facilitates MDAs in making decisions on what they wish to achieve, as well as the major actions that they will require to implement in the future. In addition, a Medium-Term Strategic Plan demonstrates on the priorities of an MDA and provides an opportunity for addressing key issues and taking initiatives to improve performance. Strategic planning is done collectively and in a participatory manner, involving senior management, employees and consultations with a varying range of stakeholders.

Strategic Planning is mainly aimed at:
  a)   improving performances;
  b)   creating more relevant institutional structures;
  c)   increasing levels of institutional, departmental and individual accountability;

d) improving transparency and communication between the management and employees as well as stakeholders; and

e) establishing priorities for efficient and effective resource allocation.

The development of this MTSP is a translation of sectoral priorities and policy objectives as articulated in the Education Sector Development Programme 2008 – 2017 (Revised Edition) which translates the Education and Training Policy (1995), Technical Education Policy (1996) and The National Higher Education Policy (1999) which are currently being reviewed for harmonisation into a single working document for all levels of education and training. The strategic plan is going to act as a guide through which all policy priorities and sectoral objectives will be implemented. The MOEVT Medium Term Strategic Plan (MTSP) 2012/13 – 2015/16 states the Government's vision for the development of Tanzania's education and training system. In this document, the Ministry assesses the current status and sets plans for a conducive environment in which the plan is going to work.

The MOEVT Medium Term Strategic Plan for 2012/13 – 2015/16 provides a framework upon which all education and training institutions under it will develop and design their MTSPs. It also interprets and makes known what the division and units within MOEVT have planned for the period question.

This Medium Term Strategic Plan is aimed at improving provision of education and training and other services at all levels through:

- improvement of quality of education and training by expanding institutional frameworks and structures;
- expansion of access to education and training at all levels;
- enhancement of equity in the provision of education and training at all levels; and
- capacity-building and development of the management of education and training services.

For a successful implementation of this strategic plan, MOEVT needs to appreciate contributions by key stakeholders, and work together with other related MDAs, Private Sector, Communities and Development Partners.

1.2   Purposes of the Strategic Plan

The main reasons for developing this MTSP are to:

a) provide MOEVT with a framework for programme planning, implementation and performance review;

b) avail a mechanism and basic tool for engaging and negotiating financing of education and training with key stakeholders;

c) present the Government with an instrument for continuous critical evaluation of sectoral activities and priorities, strategic interventions and programme implementation;

d) set a basis for resource allocation and targeting; and

e) outline the key milestones in the 2011 ESDP Review Reports and Aide-Memoire to all stakeholders in a consistent and coherent manner.

1.3   The Philosophy of Education in Tanzania

The Education for Self Reliance (ESR) has, since its inception in 1967, been the benchmark for sectoral planning from macro-level planning. Its relevance is implied in the current

educational reforms taking place in Tanzania, despite the current economic, social, political and cultural demands and changes taking place at the national, regional and international levels. In this regard, this MTSP is based on the philosophy which values education and training as a key contributing factor for sound economic growth as well as social, political and cultural advancement.

1.4 The Educational Policy Framework

Ever-since Tanzania attained its independence the Ministry responsible for education and training has experienced various transformations which necessitated changes in some of its roles and functions. The latest reform is the decentralisation by devolution of the daily management and administration of secondary schools to the Local Government Authorities (LGAs).

After the formulation of the Education and Training Policy (ETP) in 1995, followed by the Technical Education Policy in 1996 and the National Higher Education Policy in 1999, various policy reforms have been introduced. These include: increased role of the private sector; continued liberalisation of the economy; increased investment in infrastructure and social sectors and the introduction of cost-sharing in the provision of social services. ETP and the other mentioned socio-economic reforms led to the amendments of the Education Act No. 25 of 1978, as amended from time to time. This was followed by the liberalisation of provision of education, formalisation and promotion of pre-primary education, universal and compulsory enrolment in primary education to all children aged seven and re-defining the functions and roles of Regional and District Education Officers.

The education sector has gone through various reforms that are geared towards achieving the nation's set socio-economic and political requirements. Such reforms include the development of ESDP in 1997, which was last revised in 2008, followed by the Primary Education Development Plans I and II (PEDP I of 2002 – 2006 & PEDP II of 2007 – 2011) and the Secondary Education Development Plans I and II (SEDP I of 2004 – 2009 & SEDP II of 2010 – 2015). The Teacher Development and Management Strategy (TDMS) was developed in 2008 for development and management of teachers and education managers. The establishment of the Adult and Non-Formal Education Strategy 2003/04 – 2007/08 in 2003, signifies that MOEVT recognizes Adult Education and Non-Formal Education as an important component of overall development of education. Furthermore, the Higher Education Development Plan (HEDP) which came into operation in 2010 was developed with the aim of increasing access and enrolment; improving the teaching and learning environment in higher learning institutions for provision of quality education and training and developing the academic and non-academic staff through post-graduate studies.

Currently, the Ministry is developing the Technical and Vocational Education Development Plan (TVEDP), which is intended for increasing access and enrolment, improving equity, quality and internal efficiency, and strengthening institutional arrangement at all levels in order to meet the objectives spelt out in Education and Training Policies, the Ruling Party Manifesto, MKUKUTA II, Tanzania Vision 2025; the Tanzania Five-Year Development Plan 2011/12 – 2015/16, EFA and the Millennium Development Goals (MDGs),by 2015.

CHAPTER TWO

2.0. SITUATIONAL ANALYSIS

This chapter evaluates the environment in which MOEVT operates and then distinguishes issues that are fundamental to the future success of the organisation.

2.1 Mandate

In accordance with Article 36(2) of the constitution of the United Republic of Tanzania, 1977 which empowers the President to establish and to disestablish offices of the Ministers in the Government by Ministers (Assignment of Ministerial Responsibilities) notice of 3rd June 2011, of the Ministers (Discharge of Ministerial functions) Act, (Cap. 299 R.E. 2002); the mandate of the Ministry of Education and Vocational Training, as provided in the said instrument which came into operation on 3rd June 2011, is:

- a) policy formulation for Pre-primary, Primary and Secondary education and Teachers' Colleges; Higher Education and Technical and Vocational Education and Training; Education Press and Library Services; setting Curriculum Standards; Schools Registration, Education Inspection; follow up of its implementation, and monitoring and evaluation of its delivery at all levels;
- b) maintaining relations with international organizations;
- c) performance improvement and development of human resources under this Ministry; and
- d) oversee extra-Ministerial Departments, Parastatal Organisations and projects as well as government agencies under this Ministry.

2.2 Roles and Functions

Following the decentralisation by devolution of the daily

management of the secondary schools to the Local Government Authorities (LGAs), the major roles and functions of MOEVT are focused on formulating policies and regulations and setting standards as summarised in the Ministry's organisation structure presented in Annex 1. On the other hand, MOEVT in collaboration with PMO-RALG has the role of undertaking monitoring and evaluation of the provision of education and training.

2.2.1   Roles

   a) ensure provision of equitable quality education at Pre-primary, Primary, Secondary and Higher Education, and Vocational Education and Training for all children, youth and adults; and

   b) provide a conducive environment for promotion of private sector participation in provision of education and training.

2.2.2   Functions

  (a) formulate policies for pre-primary, primary, secondary, teacher and higher education and technical and vocational education and training;

  (b) set standards for delivery of sector services;

  (c) issue legislation and circulars to guide implementation of the requisite policies;

  (d) facilitate expansion of access and provision of equitable quality education through curriculum review, improved teacher management and introduction and use of appropriate performance and assessment strategies;

  (e) monitor and evaluate implementation of Education and Training Policy and ensure adherence to set standards of performance; and

(f) provide an enabling environment for other stakeholders in provision and promotion of education and training.

2.3   **Entity for which the Medium Term Strategic Plan is made**

The MOEVT Medium-Term Strategic Plan covers operations at the headquarters, Zonal and District School Inspectorate Offices, Universities, Technical Institutions, Teachers' Colleges (TCs), Vocational Training Centres (VTCs), Adult and Non-Formal Education centres, Press Units, Special Needs Education Schools/Units and the Arusha School. The Ministry is in charge of the operation of the following semi-autonomous institutions established by Acts of Parliament: the Tanzania Institute of Education (TIE), National Examinations Council of Tanzania (NECTA), Institute of Adult Education (IAE), National Correspondence Institute (NCI), Tanzania Library Service Board (TLSB), Agency for Development of Educational Management (ADEM), United Nations Education, Science and Culture National Commission (UNESCO), Vocational Education and Training Authority (VETA), the Tanzania Commission for Universities (TCU), National Council for Technical Education (NACTE), Tanzania Education Authority (TEA) and Higher Education Students' Loans Board (HESLB). Furthermore, MOEVT is responsible for all Government higher learning institutions which are also semi-autonomous.

2.4   **Performance Reviews**

The 2011 Education Sector Review which covers all levels of education from pre-primary to Technical and Vocational Education and Training (TVET) and Higher Education, as well as School Inspection pointed out some challenges and suggested ways to solve them. The sector Situational

Analysis, Public Expenditure Review (PER) and Performance Assessment Framework (PAF) which were also part of the review are important core initiatives for the development of the education sector.

2.4.1   Performance Review of Departments

2.4.1.1 Office of the Commissioner for Education

The office of the commissioner is responsible for formulating policies and regulations and setting and controlling standards for quality education and training and provision of education for pre-primary, primary, secondary, teacher education, adult and non-formal education; as well as curriculum development, assessment and library services and training in education management. Therefore, the Office of the Commissioner is a regulatory organ in the education sector. The office of the commissioner, at MOEVT, comprises the special needs education unit, Education by Media, School registration, Approval for Educational Materials, Diversity Unit, Pre-primary and Primary Education Unit and the Secondary Education unit.

Special Needs Education.

Special Needs Education is provided to learners with barriers so as to learning to enable them to access education services. Children with barriers to learning include orphans, children with disabilities, children living with HIV and AIDS and those from low-income households. In recognition of the children's rights to education, Tanzania provides education through various placement options including: special residential and day schools; special units integrated in regular schools; itinerant/peripatetic teaching (mobile teaching) programmes and inclusive education. Through the aforementioned

placement options, improvement of Special Needs Education has been made in the following areas:

a) Access and Equity

There has been an increase of 11.02% in enrolment of children with Special Needs in Pre-Primary, Primary and Secondary Education levels, from 33,715 (14,068 girls) in 2008 to 37,443 (15,899 girls) in 2011 as shown in Table 1

Table 1: **Enrolment of Pupils with Special Needs into Pre-Primary, Primary and Secondary Education by Sex and Type of Disability: 2008 – 2011**

Year/ Type of Disability	Sex	2008			2011		
		Pre-Primary	Primary	Secondary	Pre-Primary	Primary	Secondary
Albino	Boys	-	-	-	86	1,067	227
	Girls	-	-	-	78	978	189
	Total	-	-	-	164	2,045	416
Autism	Boys	-	296	10	86	605	01
	Girls	-	231	08	71	532	01
	Total	-	527	18	157	1,137	02
Deaf/ Mute	Boys	-	2,842	188	121	2,456	252
	Girls	-	2,268	115	117	2,040	258
	Total	-	5,110	303	238	4,496	510
Deaf-Blind	Boys	-	338	89	12	347	88
	Girls	-	264	27	17	266	76
	Total	-	602	116	29	613	164
Mentally Impaired	Boys	-	4,296	42	293	4,505	163
	Girls	-	2,945	23	202	3,334	74
	Total	-	7,241	65	495	7,839	237
Physicaly Impaired	Boys	-	8,068	1416	587	7,566	1,942
	Girls	-	5,783	761	415	5,314	1,095
	Total	-	13,851	2177	992	12,880	3,037

Year/ Type of Disability	Sex	2008			2011		
		Pre-Primary	Primary	Secondary	Pre-Primary	Primary	Secondary
Visualy Impaired	Boys	-	1,713	369	43	817	280
	Girls	-	1,394	249	42	606	194
	Total	-	3,107	618	85	1,423	474
TOTAL per year	Boys	-	17,533	2,114	1,228	17,363	2,953
	Girls	-	12,885	1,183	942	13,070	1,887
	Total	-	30,418	3,297	2,170	30,433	4,840
GRAND TOTAL		33,715			37,443		

Source: BEST June, 2008 & October, 2011.

Note:
For 2008 data:
- *Pre - Primary information was not collected.*
- *Visually Impaired includes Albino.*

b) Quality Improvement.

To improve the quality of Inclusive Education, MOEVT:

i)   reviewed curriculum for certificate level;

ii) developed syllabus for teaching children with mental retardation;

iii) increased enrolment of teachers specializing in Special Needs Education in Teacher Training Colleges from the total of 291 (151 males and 140 females) in 2008 to 541 (317 males and 224 females) in 2011 which is an increase of 82.47% (See Table 2);

iv) provided special needs teaching and learning facilities, equipment and assistive devices to 317 primary schools, 30 secondary schools and 7 TCs;

v)   Conducted in-service training on inclusive education for 45 tutors from Kasulu and Kabanga TCs; and

vi) Carried out training on Braille and sign language for 12 tutors.

Table 2: Special Education Teacher Trainees by Year and Sex: 2008 - 2011

Year	Special Education teacher trainees		
	Males	**Females**	**TOTAL**
2008	151	140	291
2009	77	61	138
2010	214	77	291
2011	317	224	541
TOTAL	**759**	**502**	**1261**

Source: BEST, 2011.

Cross–cutting issues (CCIs)

Remarkable achievements have been realised in the provision of education on CCIs in schools as follows:

(a) Access

i) reviewed proposal for re-admittance of girls who drop out of school due to pregnancy so as to improve access of education to all;

ii) integrated Sexual Reproductive Health (SRH), HIV and AIDS and Life Skills (LS) education in the curriculum to ensure its accessibility to all learners;

iii) integrated Environmental Education (EE) in the curriculum to ensure its accessibility to all learners for sustainable development;

iv) facilitated enrolment ratio of 1:1 for boys and girls at primary school level; and

v) provided care and support to (54) targeted employees, while a plan to scale up support to teachers is underway.

(b) Quality Improvement

i) developed and approved:

- National Life Skills Education Framework for in and out-of-school youth;
- National Care and Support Strategy for learners in schools;
- MOEVT Gender Strategic Plan for TVET and Higher Learning Institutions;
- Education Sector HIV and AIDS Strategic Plan Phase II (2008 – 2012); and
- Human Rights Education Strategy (2011/12 – 2015/16).

ii) conducted training for:

- 160 teachers from selected primary schools in Kahama and Ukerewe districts in SRH, HIV/AIDS, LS and provision of counselling services in schools;
- 50 Trainers of Trainers on HIV and AIDS workplace programme;
- School inspectors in Kibondo, Biharamulo, Kahama, Ngara and Shinyanga districts on improvement of quality of school inspection process in relation to Environmental Education issues; and
- MOEVT and Central and Eastern Zone officials in awareness creation sessions on Environmental Education issues for.

2.4.1.2   Pre-primary Education

Pre-Primary education is a vital preparatory stage in the education cycle. The Government of Tanzania has formalized and integrated it into the formal education system and thus called for each primary school to have a pre-primary class admitting 5 - 6 years old children.

a)   Access

In 2008, the number of enrolled pupils was 873,961 (435,956 boys and 438,025 girls). Through community sensitization and advocacy campaigns, the enrolment increased to 1,069,208 (538,478 boys and 530,730 girls) in 2011. Furthermore, the number of pre-primary classes increased from 28,048 in 2008 to 40,730 in 2011.

The Pre-Primary Net Enrolment Ratio (NER) increased from 36.2% in 2008 to 42.4% in 2011, while the Gross Enrolment Ratio (GER) improved from 38.1% in 2008 to 44.5% in 2011.

b)   Equity

The Government aims at bringing a balanced participation in education across different geographical locations and disadvantaged groups such as girls and children from low income households. In 2008, out of the 873,981 pupils who were enrolled in pre-primary classes, 435,956 were boys and 438,025 were girls; whereas in 2011, the enrolment was 1,069,208 (538,478 boys and 530,730 girls).

c)   Quality Improvement

In its efforts to improve the quality of education provided at pre-primary level and ensure adequate human resources at this level, the Government has introduced a Pre-Primary Teachers' Certificate course to be offered in both Government

and Non-Government Teachers Colleges. Furthermore, MOEVT reviewed and improved the curricula and developed guidelines for the establishment and management of pre-primary education centres throughout the country.

2.4.1.3 Primary Education

The Government started implementing the Primary Education Development Programme (PEDP) in 2002 with the major objective of improving equitable access and the overall quality of primary education in Tanzania. The programme was followed by PEDP II (2007-2011) which was aimed at addressing the challenges noted during the implementation of the first phase of PEDP (2002 – 2006). To that effect, PEDP has registered achievements in the areas of access, equity, and quality as follows:

a) Access

Primary education is compulsory to every child in Tanzania for ensuring that all children get basic skills and knowledge for participating in the economic, social and political responsibilities. The number of registered primary schools increased from 15,673 in 2008 to 16,001 in 2011. However, the total number of pupils decreased by 1% from 8,410,094 (4,261,831 boys and 4,148,263 girls in 2008) to 8,363,386 (4,159,740 boys and 4,203,646 girls) in 2011.

Both GER and NER decreased from 112.3% and 97.2% in 2008 to 102.7% and 94% in 2011 respectively. This situation poses a challenge in realizing the NER of 99% as stipulated in MKUKUTA targets. Table 3 summarises the trend of enrolment from 2008 – 2011.

Table 3: Primary Schools Enrolment - STD I and STD I – VII: 2008 - 2011

Year	Enrolment STD I			Enrolment STD I - VII			GER	NER
	Boys	Girls	Total	Boys	Girls	Total	%	%
2008	699,255	680,038	1,379,293	4,261,831	4,148,263	8,410,094	112.3	97.2
2009	700,524	679,666	1,380,190	4,248,764	4,192,789	8,441,553	110.5	95.9
2010	684,388	674,402	1,358,790	4,203,269	4,216,036	8,419,305	106.4	95.4
2011	684,388	674,402	1,358,790	4,159,740	4,203,646	8,363,386	102.7	94.0

Source: Basic Education Statistics in Tanzania (BEST) 2011

Primary education includes out-of-reach and marginalized children such as those from nomadic and pastoral communities. Out-of-school children are enrolled through the Complementary Basic Education in Tanzania (COBET). COBET is divided into Cohort I and II. Cohort I admits 11-12 year-olds, while Cohort II admits 14-18 year-olds. In 2008, the enrolment of pupils in COBET Cohort I classes was 69,245 (38,799 boys and 30,446 girls); whereas, in 2011 it was 55,889 (30,165 boys and 25,724 girls). These figures indicate that there is a decrease in the enrolment of COBET learners. This is an indication of increased awareness on the importance of education amongst parents.

In 2010, a total of 10,441 COBET learners (4,161 girls, 5,950 boys) sat for the National Standard IV Examination. Out of these, 8,564 (3,415 girls, 5,149 boys) were mainstreamed into the formal primary education as indicated in Table 2. During the same year, a total of 8,175 (3,262 girls, 4,913 boys,) COBET learners sat for the Primary School Leaving Examination (PSLE), whereby 4,566 (1,540 girls, 3,026 boys), which is 56%, were selected to join Form I.

In 2011, a total of 8,214 COBET learners (3,558 girls, 4,656 boys) sat for the National Standard IV Examination. Out of these, 7,192 (3,124 girls, 4,068 boys) which is 87.6% were

mainstreamed into the formal primary education (See Table 4). In the same year, a total of 4,518 (1,912 girls, 2,606 boys) COBET learners sat for PSLE, whereby 2,776 (1,058 girls, 1,718 boys) learners (61%), were selected to join Form I.

Table 4: Number   of   COBET   Cohort   1   Learners Mainstreamed into Std. V: 2008 - 2011

Year	Learners Mainstreamed		Total
	Girls	**Boys**	
2008	30,446	38,799	69,245
2009	23,380	29,713	53,093
2010	*3,415*	*5,149*	*8,564*
2011	3,124	4,068	7,192

Source: BEST, 2011

b) Equity

Primary education has expanded to reach all boys and girls from all groups including children from low-income families, different geographical settings, Most Vulnerable Children (MVC), out-of-reach, orphans, children with disabilities and out-of-school children and youth. In 2008, the enrolment of children with special needs was 34,661 (19,998 boys, 14,663 girls). This number decreased to 26,436 (15,022 boys 11,414 girls) in 2011. Details on special needs education are given under the relevant section. At primary school level, the enrolment of girls and boys has remained constantly equal, giving a Gender Parity Index (GPI) of 1:1.

c) Quality Improvement

In its efforts to improve the quality of education at all levels, the Government adopted the competence-based approach that enhances abilities of pupils and their participation in the teaching and learning process.

In 2008, the national average Book-Pupil Ratio (BPR) was 1:3 while in 2011 it was 1:5. Moreover, the Teacher-Pupil Ratio (TPR) has been improving due to the employment of teachers each year. In 2008 it was 1:60 while in 2011 it was 1: 48. The standard Teacher – Pupil Ratio in SADC countries (Tanzania included) is 1:40.

The pass rate for National Standard IV Examination increased from 84.8% in 2008, to 58.28 in 2011, while the PSLE pass rate increased from 52.7% in 2008 to 58.28% in 2011 (see Table 5).

Table 5: Pass Rate for Primary School Leaving Examinations (PSLE) – 2008 - 2011

Year	Pupils Sat	Pupils Passed	Percent
2008	1,017,865	536,672	52.7
2009	999,070	493,333	49.4
2010	895,013	478,912	53.5
2011	983, 545	567,567	58.28

Source: BEST, 2011

The provision of quality Primary education is currently facing a number of challenges, including:
- (a) inadequate supply of teachers, especially those competent in languages, mathematics and science;
- (b) lack of orientation of teachers on the new approach to teaching (competence-based approach);
- (c) inadequate in-service training opportunities; and
- (d) inadequate supply of educational materials.

2.4.2.3   Adult and Non-Formal Education (AE & NFE)

The provision of Adult, Continuing and Non-Formal Education is an important aspect of the governments' educational policy to combat poverty, ignorance and diseases. It aims at ensuring that out-of-school children, youth and adults especially girls, women and other disadvantaged groups have access to quality basic learning opportunities. Through the Adult and Non-formal Education Development Plan (ANFEDP), the Ministry developed the Integrated Community Based Adult Education (ICBAE) and Complementary Basic Education in Tanzania (COBET) frameworks. To implement ICBAE and COBET, the Ministry of Education and Vocational Training initiated the 'Yes I Can' literacy programme as well as the Radio Instruction Strengthening Education (RISE). The 'Yes I Can' Programme is aimed at providing basic skills of reading, writing and arithmetic and knowledge about one's socio-economic environment to illiterate youth and adults. RISE, which is equivalent to COBET, was geared towards providing basic education to out-of-school children and youth who could not be enrolled in formal primary schools, especially in hard-to-reach areas, including pastoralists, mobile and nomadic communities.

While implementing ANFEDP, the following achievements were realized:

a)   Access

The implementation of RISE started in 2010 whereby, a total of 2,712 (1,505 boys and 1,207 girls) learners participated in the project and 332 (188 boys and 144 girls) were mainstreamed into the formal Primary Education.

There was decrease of learners in ICBAE for both basic and post literacy from 1,056,663 in 2008 to 1,050,517 in 2011. Likewise in COBET Cohort II Programme enrolment

dropped from 42,168 in 2008 to 26,570 in 2011. This implies that the number of out-of-school children and youth is diminishing because parents are sending their children to formal education. In spite of this, in some areas there are still a number of out of school children and youth who cannot access primary education because they come from low-income households. Hence there is a need to continue implementing COBET to enable it to enrol them. However,enrolment in ICBAE learning centres has recently been decreasing, thus calling for concerted efforts to advocate for existing adult literacy and continuing education.

Table 6: Number of COBET Cohort II and ICBAE Learners by Sex: 2008-2011

Years	No of COBET Cohort II Learners			No of ICBAE Learners					
				Functional Literacy			Post-Literacy		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2008	24,287	17,881	42,168	265,947	308,854	574,801	241,846	240,016	481,862
2009	17,378	12,518	29,896	196,914	258,748	455,662	252,139	249,438	501,627
2010	12,857	10,621	23,478	272,314	300,860	573,174	178,794	172.925	351,719
2011	14,461	12,109	26,570	292,989	347,275	640,264	206,909	203,344	410,253

Source: *BEST, 2011.*

b) Equity

The enrolment of females in ICBAE in 2011 was 53%, while that of males was 47%. On the other hand, the enrolment of girls in COBET II was 46%, while that of boys was 54% for both cohorts.

c) Quality Improvement

To improve the provision of quality Adult and Non-Formal education, MOEVT:

i) integrated civic education, agriculture, health and cross-cutting issues such as human rights,

HIV & AIDS, gender, environment, drug abuse and good governance in the ICBAE Curriculum;

ii) developed Qualifications Frame-work for accreditation, assessment, mainstreaming and certification of adult and Non Formal education including ODL programmes in line with the Lifelong Learning Qualifications Framework;

iii) conducted advocacy and sensitization workshops on Human Rights Education (HRE) to create awareness and build the culture of human rights at all levels of education system and the community at large; and

iv) developed parenting education guidelines to strengthen parents' communication skills and improve language acquisition and competence of children at the early age (0-3 years old).

2.4.1.5   Secondary Education

The Secondary Education has attained remarkable achievements since the inception of the Secondary Education Development Plan (SEDP) 2004 – 2009 followed by SEDP II 2010 – 2015, which were implementing ESDP. The strategic priority areas of the Plan were improvement of access, equity and quality of Education at that level.

In its efforts to empower the grass-root level in provision of education services and enhance efficiency and effectiveness of the overall running of the schools, the Government Decentralised by Devolution the day-to-day management and administration of secondary schools to Local Government Authorities (LGAs) in 2009. MOEVT, in collaboration with PMO-RALG, have finalized the process of transferring the supervision of secondary schools from the Central Government to LGAs. Under the new structure, Heads of

schools are answerable to the City/Municipal/Town/District Council Directors who, in turn, are directly answerable to the Permanent Secretary PMO-RALG. The District Secondary Education Officers (DSEOs) are Heads of Secondary Education Departments in the Councils. They are appointed by MOEVT and are closely supervised by the Councils. The major role of secondary Education Unit in MOEVT is to create a conducive environment for provision of quality secondary education by:

i)   providing inputs in the development, monitoring, evaluation and reviewing the implementation of education policy;

ii)   initiating the development and review of Secondary education curriculum, instructional materials and teaching and learning methods including physical education and ICT;

iii)   setting standards on provision, delivery, performance and achievement in Secondary education;

iv)   monitoring and evaluating quality of Secondary education, teaching and learning processes and outputs;

v)   preparing and disseminating guidelines for identifying and nurturing gifted and talented pupils and monitor and evaluate their implementation;

vi)   conducting research on issues pertaining to Secondary education accordingly; and

vii)   preparing and disseminating guidelines for ensuring increased access and equity of participation and monitor and evaluate their implementation.

a)   **Access**

The enrolment in Form 1-4 increased from 1,164,250 (644,017 boys and 520,233 girls) in 2008 to 1,711,109, out of which 936,003 boys and 775,106 girls in 2011. This is an increase

of 546,859 pupils (47%). Similarly, the transition rate from primary to secondary education increased from 51.6% in 2008 to 52.2% in 2011. This improvement is a result of the increased number of secondary schools established by communities as well as the private sector.

Enrolment at Form 5-6 increased from 58,153 (23,046 girls) in 2008 to 78,438 (27,448 girls) in 2011, which is an increase of 4,402 (19%). In addition, the total enrolment (Form 1-6) increased from 1,222,403 (543,279 girls) in 2008 to 1,789,547 (802,554 girls) in 2011, which is an increase of 259,275 (48% girls). The increase of girls' enrolment in all levels of secondary education is an indication that efforts towards gender balance in education are effective.

The GER for Form 1-6 increased from 26.1% in 2008 to 36.1% in 2011, while the NER increased from 23.5% in 2008 to 32.1% in 2011.The NER in all grades has been increasing every year since the inception of SEDP in 2004 when it was 5.9%; implying that, the rate of enrolled students at the official age has improved over the seven years (2004-2011).

Parallel to that, the number of registered secondary schools increased from 3,798 (3,039 government and 759 non-government) in 2008 to 4,367 (3,425 government and 942 non-government) in 2011. This is an increase of 15%. Likewise, the number of government secondary schools that offer 'A' level secondary education increased by 51.9% from 135 in 2008 to 205 in 2011.

b)   **Equity**
The number of girls in secondary schools increased from 543,279 in 2008 to 802,554 in 2011. The number of girls in Form 1 – 4 was 45.2% of the total enrolment in 2011. Regarding 'A'

level education, the number of girls increased by 19% from 23,046 in 2008 to 27,448 in 2011. The total enrolment of 'A' level during this period was 65% for boys and 35% for girls.

In order to ensure that girls and disadvantaged groups have equal opportunity in secondary education; and that their retention and performance are improved, the following efforts were made:

i) mobilisation of communities through their councils to construct hostels (for girls and far from school pupils) particularly in secondary schools located in underserved areas;

ii) provision of scholarship grants to secondary school students from low income households;

iii) monitoring and supervision of Form 1 students selection in 21 regions and Form 5 selection to ensure equity in enrolment of students in terms of gender, socio-economical and cultural status;

iv) facilitation of attendance of 200 female science teachers in TOT training to enable them to facilitate science camps annually;

v) facilitation of science camps for 1,000 girls; and

vi) mainstreaming of TUSEME programme into 300 secondary schools by training 600 teachers and conducting TUSEME Festival for 800 students from TUSEME-based secondary schools.

The science camps and TUSEME programme aimed at building girls confidence and interest to learn science and mathematics.

c)   **Quality Improvement**

The ordinary level secondary education curriculum has been streamlined to address development of analytical and market-demand oriented skills. The focus of the reviewed curriculum has shifted from being content-based to competence–based.

The following activities were implemented as part of the efforts to improve the quality of teaching and learning in secondary education:

i)   preparing Science Teachers Practical Guide with attendant Digital Versatile/Video Disc (DVDs) aimed at assisting teachers who had no practical orientation in their school life to teach both practical and theory effectively and efficiently. These Science Practical Guides were printed and distributed to all Government and Non Government Secondary Schools;

ii)   training of 2,259 science teachers from Arusha, Dar es Salaam, Iringa, Kagera, Lindi, Manyara, Mbeya, Morogoro, Mtwara, Pwani, Rukwa, Ruvuma, Shinyanga, Singida and Tabora regions on practical skills and teaching methods;

iii)   distributing 1,520,000 textbooks and 60,000 teachers guides to 1,500 schools across the country;

iv)   placement of 4,920 diploma and 4,306 degree teachers required by schools;

v)   training 60 national facilitators and 336 regional facilitators to develop INSET programme content to enable them to facilitate all science and mathematics teachers in the country;

vi)   delivery of 160 micro science-kits provided by UNESCO to secondary schools in 9 regions whereby

338 science teachers from Tanga, Kagera, Mbeya, Mwanza, Dodoma, Kigoma, Morogoro; Shinyanga and Kilimanjaro regions were trained on how to use them;

vii) establishing 25 centres in schools as pilot project in order to strengthen the teaching and learning of all subjects in secondary schools with the aim of alleviating the problem of acute shortage of teachers as well as teaching and learning materials;

viii) establishing regional INSET centres for science and mathematics teachers in 40 secondary schools;

ix) training 21 national facilitators and 50 regional facilitators to develop INSET programme content and facilitate the same to all English teachers; and

x) developing English language Teachers Handbook for Forms 1-4 and the facilitators Guide to help classroom teachers.

2.4.1.6 Teacher Education

Teacher education is offered in 108 registered Teachers' Colleges (TCs), of which 34 are government and 74 are non-government. These colleges offer teacher education courses at Certificate and Diploma levels.

a) Access

The number of TCs increased from 68 (34 government and 34 non-government) in 2008 to 108 (34 government and 74 non-government) in 2011. The increase in non-government TCs was contributed by the enabling environment set by the government for the non-government institutions to establish teachers colleges so as to address the shortage of teachers in government and non government schools. The enrolment of

student teachers has increased from 21,888 (10,443 females and 11,445 males) in 2008 to 37,698 (20,385 males and 17,313 females) students in 2011. The enrolment at certificate level in both Government and Non-Government Teachers Colleges increased from 13,998 in 2008 (7,416 females) to 24,494 in 2011 (12,092 Females) while at Diploma level, it increased from 7,848 (3,881 females) in 2008 to 13,204 (4,911 females) in 2011.

b) Equity

Out of the 21,888 student teachers enrolled in 2008 in both Government and Non-Government TCs, 10,443 were females while 265 were students specializing in special needs education. On the other hand, out of the 37,698 enrolled in 2011, the total number of females was 17,313 and those doing special needs education was 452.

As regards to training of teachers for special needs education, the enrolment for certificate level increased from 210 (111 females and 99 males) in 2008 to 121 (28 females and 93 males) in 2011; while that of Diploma level increased from 95 (36 females and 59 males) in 2008 to 272 (125 females and 147 males) in 2011.

c) Quality Improvement

In order to improve the provision of teacher education, teaching staff in TCs increased from 1,060 tutors in 2008 to 1,833 in 2011. Also MOEVT introduced the Teachers Development and Management Strategy (TDMS) which is used as the basis for developing competency amongst teachers and tutors through its varying range of pre-service and in-service training programmes. Under TDMS a number of activities were implemented as follows:

i)   pilot-testing a school-based open and distance In-Service Training (INSET) programme for 2,052 primary school teachers so as to enhance the qualifications of primary school teachers to improve their effectiveness in the classroom practices. The programme uses self-instructional and evaluative study materials (modules) both for primary school subjects and teaching methodology. Currently the program is being piloted in seven LGAs (Makete, Hai, Siha, Magu, Mtwara (R), Temeke and Bagamoyo);

ii)   conducting in-service courses for 926 tutors in the use of ICT to facilitate the teaching and learning process and practical teaching in Science and English subjects; and

iii) carrying out in-service courses in Diagnostic Teaching Methods for teaching preventive measures against HIV and AIDS in TCs and schools for 154 tutors from TCs, 50 primary school teachers and 240 secondary school teachers from Kigoma region.

2.4.1.7   School Inspection

Quality control for basic education is a major role assigned to the Department of School Inspectorate via the Educational Act of 1978 Section 25 (Cap.353).

There are 11 zones and 133 district inspectorate offices with 1,185 school inspectors. Out of these, 967 inspectors are for Primary Education while 218 are for Secondary and Teachers' Colleges.

(a) Quality Improvement

i)   inspected a total of 6,215 educational institutions as compared to the 5,610 of 2009. This is an increase of 10.8%. These

inspections enabled: a total of 31,075 teachers to be provided with both academic and professional support in 2011 as compared to the 28,050 of 2009 (See Table 7). In average, 5 teachers in every inspected school were given this support.

Table 7: Summary of Number of Institutions Inspected in 2008/09 - 2010/11

Institution	2008/09			2010/11		
	No. of institutions targeted	No. of institutions inspected	%	No. of institutions targeted	No. of institutions inspected	%
Pre Primary Streams	6,570	1,600	24.3	5,450	2,473	45.4
Primary Schools	6,763	2,132	31.5	3,375	1,276	37.8
Post Primary Tech. Centres	352	32	9.1	170	55	32.4
Special Education Centres	258	33	12.8	140	40	28.6
Adult Education Centres	7,786	1,455	18.7	4,328	1,296	29.9
Secondary Schools	1,764	376	21.3	1,430	1,035	72.4
Teachers' Colleges	67	12	17.9	93	40	43.0
TOTAL	**25,147**	**5,610**	**22.3**	**14,986**	**6,215**	**41.5**

Source: Hotuba ya Waziri wa Elimu na Mafunzo ya Ufundi 2009/10 & 2011/12

Furthermore, the following were performed:

ii)   improved the inspectorate working environment by rehabilitating and furnishing 20 district inspectorate offices with modern facilities and equipment; and

iii)   designed and introduced a new system of inspecting schools

by grouping the schools using School Evaluation Forms (SEF), whereby, the under-performing schools will be re-inspected and given more frequent support to ensure that they improve. Under this new system schools are categorized into five groups according to their strengths and weaknesses, as follows:

- Group A (91-100%): Outstanding schools,
- Group B (90-81%): Very Good,
- Group C (71-80%): Good,
- Group D (61-70%): Satisfactory, and
- Group E (00-60%): Unsatisfactory;

iv) reviewed the School Inspectorate Training Manual and conducted a workshop to orientate 120 school inspectors, 29 Ward Education Coordinators and 677 Head teachers on School Inspection and Supervision so as to accommodate educational changes taking place in the country;

v) organised and supervised the National Form Two Secondary Education Examination, whereby in 2011, a total of 448,649 candidates sat for the examination as compared to 385,462 of 2009. Out of the total candidates who sat for the examination in 2011, a total of 277,190 (61.78%) passed the examination as compared to the 283,278 (73.5%) of 2009;

vi) facilitated training of 11 Zonal Chief Inspectors of Schools and four officers from the MOEVT Headquarters in managing change, performance management, report writing skills, paradigm shift in human resource management and issues of ethics, measuring human resource management performance, leadership and management, finance for non-finance Managers and managing conflicts at the East and Southern African Management Institute (ESAMI) in Arusha; and

vii) supported training of 187 school inspectors from the zones and districts in Report Writing Skills.

2.4.1.8 Technical and Vocational Education and Training (TVET)

Technical and Vocational Education and Training (TVET), provides alternative education and training opportunities available after primary, ordinary secondary (O level) and advanced (A level) secondary education levels, which enable graduates to become skilled workers who are able to work in various sectors of the economy.

MOEVT, through the TVET Department, is responsible for coordinating technical and vocational education and training including: initiating and reviewing technical education and vocational training programmes; policies and guidelines; providing management support services and monitoring and evaluation of development programmes. In addition, the TVET department is responsible for initiating and reviewing standards, quality control and Assurance through the National Accreditation Council for Technical Education (NACTE) and Vocational Education and Training Authority (VETA).

a) Access

In improving access to educational opportunities TVET department facilitated the following:

(i) construction of 3 science laboratories at Arusha Technical College (ATC);

(ii) construction of building for 18 classrooms and 8 offices for Mwalimu Nyerere Memorial Academy (MNMA) at Bububu in Zanzibar;

(iii) rehabilitated three hostels (Kizota, Mwongozo and Azimio) at MNMA at Kivukoni Campus in Dar es Salaam and one Hostel at ATC;

(iv) facilitated development of 4 curricular programmes for Diploma and 1 for degree programmes at ATC and 1 Bachelor Degree at MNMA;

(v) supported rehabilitation of male Hostels at ATC;

(vi) supported development of bridging modules for 2 programmes to facilitate vertical progression for VET graduates; and

(vii) facilitated rehabilitation of 1 lecture theatre and cultural Hall at MNMA.

b) Equity

In improving equity in TVET institutions the department facilitated the following:

(i) construction of one girls' hostel at ATC;

(ii) facilitation of a pre-entry programme for 228 female students at ATC.

(iii) sensitization of girls in 45 secondary schools to join technical education upon completion of secondary education; and

(iv) introduction of more appealing programmes for female students at ATC, including, electronics and telecommunication engineering, science laboratory technology and Lapidary and Jewellery technology.

c) Quality Improvement

Through the Education for Employment project which is aimed at ensuring that the TVET system in Tanzania meets the needs of the world of work by enabling the institutions to produce better qualified graduates, the following were achieved:

(i) training of 29 participants in World of work Analysis;

(ii) training of 30 participants on Competency–Based Education and Training (CBET) principles and best practices; and

(iii) training of 151 teaching staff from TVET institutions on CBET curriculum development and its delivery.

2.4.1.9   Higher Education (HE)

The Higher Education Department (HED) is responsible for coordination of Higher Education services that include initiating and reviewing higher education policies and guidelines, setting standards, monitoring and evaluation of higher education development programmes, provision of management support services on Higher Education and ensuring quality higher education, in collaboration with the Tanzania Commission for Universities (TCU). HED is also responsible for coordination of all higher learning institutions and agencies under the Ministry. In 2010/11 the department made the following achievements.

(a)   Access

    (i)   facilitated access into higher education in universities, university colleges and non-university institutions which increased enrolment from 95,525 (31,012 females and 64,513 males) in 2008/09 to 147,881 (51,840 females and 96,041 males) in 2010/11 (35.4%) for degree programmes;

    (ii)   sponsored 1,750 medical, Dental and Veterinary students at MUHAS, UDOM, HKMU, KCM College, WBUCHS, IMTU and SUA;

    (iii)   implemented students exchange programmes with Mozambique and Uganda whereby, 68 Tanzanian students are studying in Uganda and 29 are studying in Mozambique; and 50 students from Mozambique and 69 from Uganda are studying in Universities in Tanzania;

    (iv)   facilitated implementation of the bi-lateral agreement between China and Tanzania whereby 5 Chinese students attended a short course in Kiswahili at the University of Dar es Salaam;

(v) conducted public awareness campaigns on cost-sharing policy for higher education and opportunities for studies, whereby a total of 8,467 students from 50 secondary schools in Rukwa, Kagera, Tabora and Shinyanga regions attended;

(vi) co-ordinated 132 scholarships offered by the United Kingdom (12), China (72), South Korea (2), India (20), New-Zealand (2), Russia (15), Egypt (50 and Cuba (4); and

(vii) facilitated completion of second phase of construction of the University of Dodoma, college of Humanities and Social Sciences which has the capacity to accommodate 20,000 students and the College of Education, College of Informatics and Virtual Education and College of Health and Allied Sciences which can accommodate 15,000 students;

(b) Equity

The percentage of female students in both government and non-government higher learning institutions increased from 33.3% in 2008/09 to 35.8 in 2010/11, which is an increase of 2.5%. This increase was achieved through:

(i) pre-entry programme to female students to enable them to obtain equivalent qualifications, and the introduction of lower cut-off points for female students in most Universities; and

(ii) facilitated provision of facilities for students with special needs at UDSM, SUA, Mzumbe University, MUCCOBS and DUCE ,

(c) Quality Improvement

In order to improve the quality of education and training in universities and university colleges, MOEVT continued

implementing the Higher Education Development Plan whereby the following were achieved:

(i) co-ordinated the Higher Education Development Programme (HEDP) which is aimed at:

- addressing the influx of Form VI graduates resulting from successful implementation of PEDP and SEDP;
- improving the quality of education and training in the different higher learning institutions;
- improving the teaching and learning environment;
- developing the academic and non-academic staff through post-graduate studies; and
- improving the use of ICT in higher learning institutions.

(ii) sponsored 80 teaching staff from 10 public universities for post-graduate studies at Masters and PhD levels;

(iii) provided ICT equipment (computers and its accessories), Textbooks and science laboratory facilities and equipment to 14 higher education institutions through the Science and Technology Higher Education Project (STHEP).

(iv) sponsored 131 employees for post-graduate programmes through STHEP; and

(v) sponsored 296 academic staff in postgraduate programmes at Masters (152) and Doctorate (144) levels in the country and abroad through STHEP.

2.4.2   Performance Review of Institutions

2.4.2.1   The National Council for Technical Education

The National Council for Technical Education (NACTE) was established by Act No. 9 of 1997 (Cap. 129) as a regulatory body which oversees and co-ordinates provision of quality technical education and training. The Act provides a legal framework

for the Council to establish an efficient National Qualifications System that will ensure products from technical institutions are of high quality and respond to the changing needs of our country as well as the technological advancements in the world. NACTE is thus a multi-disciplinary and multi-sectoral body empowered to oversee and co-ordinate the provision of technical education and training in Tanzania. The scope of NACTE covers all tertiary education institutions other than universities and their affiliated colleges; developing courses at technician, semi-professional and professional levels leading to awards of certificates, diplomas, degrees and other related awards.

During the period 2008/09 – 2010/11 NACTE made the following achievements:

a) **Access**
   (i) Technical education institutions increased from 232 in 2008/09 to 260 in 2010/11. Out of the 260 registered institutions, 252 were allowed to enrol students (See Table 8). The increase in the number of institutions has increased the opportunities of youth and adults to access technical education and training in the country.

Table 8: Registered Technical Institutions as at December 2011

No	Subject Board	Institu-tions per Board	Registration Stage						Total Registered	
			Full		Provi-sional		Prepa-ratory			
			No	%	No	%	No	%	Total	%
1.	Agriculture, Natural Resources and Environment	30	22	73	6	20	2	7	28	93
2.	Business and Management	38	26	68	11	29	1	3	37	97
3.	Engineering and Other Sciences	40	29	73	11	28	0	0	40	100
4.	Health and Allied Sciences	112	87	78	21	19	4	4	108	96
5.	Planning and Welfare	40	25	63	14	35	1	2	39	98
	TOTAL:	**260**	**189**	**73**	**63**	**24**	**8**	**3**	**252**	**97**

Source: *NACTE Performance Report 2011*

(ii) Students enrolment in Technical education increased from 49,185 (27,941 males and 21244 females) in 2008/9 to 85,040 (46,499 males and 38,541 females) in 2010/11, this is total increase of 72.9% (See Table 9). Out of the 85,040, a total of 70,327 (38,666 males and 31,661 females) were enrolled in public institutions, while 14,713 (7,833 males and 6,880 females) were enrolled in private institutions in 2010/11, as compared to the 41,218 (24,162 males and 17,056 females) who were enrolled in public institutions and 7,967 (3,799 males and 4,188 females) who were enrolled in private institutions in 2008/09;

(iii) admission of students in bachelor degree programmes increased from 5,600 in 2008/09 to 6,819 in 2010/11. This is an increase of 22%. The increase in enrolment was due to:

i) increase in enrolment capacity in most of the institutions,

ii) increase of number of institutions allowed to enrol students from 215 in 2008/09 to 232 in 2010/11, and

iii) ability of parents/community to sponsor students whereby the majority of students, 59,446 (69.9%) were privately sponsored (30,275 females and 29,171 males).

Table 9: Enrolment in Technical Education Institutions

Subject Board	2008/09			2009/10			2010/11		
	M	F	T	M	F	T	M	F	T
Agriculture Natural Resources and Environment	2948	1258	4206	3108	1426	4534	4008	2269	6277
Business and Management	11622	8995	20617	14710	11592	26302	22015	18612	40627
Engineering and Other Sciences	6536	1028	7564	7760	1441	9201	10296	2460	12756
Health and Allied Sciences	2906	5476	8382	2928	4216	7144	3712	6272	9984
Planning and Welfare	3929	4491	8420	14369	5735	10105	6468	8928	15396
Total	**27,941**	**21,244**	**49,185**	**32,876**	**24,410**	**57,286**	**46,499**	**38,541**	**85,040**

Source: BEST, 2011 and NACTE Statistics Handbook, 2010

b) Quality Improvement

In technical institutions quality is gauged through different activities conducted and/or coordinated by NACTE. Between 2008/09 and 2010/11 the following were done:

(i) accredited 19 institutions, thus making a total of 105 institutions accredited by NACTE. Institutions are accredited after satisfying NACTE that they have viable quality control and quality assurance systems in place to enable effective implementations of technical education and training programmes and that they can offer competence-based education programmes at all levels. This is an increase of 19 (22%) institutions from the 86 institutions accredited in 2008/09. (See Table 10).

(ii) conducted audit of 619 technical teachers' qualifications through teachers' registration process, thus making a total of 2,192 teachers who have been registered in 2010/11. This is an increase of 39.4% as compared to the 1,573 registered in 2008/09. Out of the 2,192 registered teachers, 1,759 were awarded full registration while 433 were awarded provisional registration;

Table 10: Accreditation Status of Technical Institutions as at December 2011

No	Subject Board	Institu-tions per Board	Accreditation Stage						Accredited (Full & Provi-sional)	
			Full		Provi-sional		Candi-dacy			
			No	%	No	%	No	%	Total	%
1.	Agriculture, Natural Resources and Environment	30	17	57	0	0	2	7	17	47
2.	Business and Management	38	16	42	0	0	4	11	16	42
3.	Engineering and Other Sciences	40	15	38	5	13	3	8	20	50
4.	Health and Allied Sciences	112	26	23	10	9	36	32	36	32
5.	Planning and Welfare	40	10	25	6	15	11	28	16	40
	TOTAL	**260**	**84**	**32**	**21**	**8**	**56**	**22**	**105**	**40**

Source: NACTE Performance Report 2011

(iii) maintained a database on information of teaching staff in TVET institutions. A summary of registered technical teachers is provided in Table 11;

Table 11: Registered Technical Teachers as at December 2011

No	Subject Board	Institu-tions per Board	No. Of Teachers in Technical Institu-tions	Accreditation Stage				Total	
				Full		Provi-sional		Total	
				No	%	No	%	Total	%
1.	Agriculture, Natural Resources and Environment	30	502	284	57	53	11	337	67
2.	Business and Management	38	788	294	37	118	15	412	52
3.	Engineering and Other Sciences	40	1041	490	47	161	15	651	63
4.	Health and Allied Sciences	112	683	328	48	38	6	366	54
5.	Planning and Welfare	40	736	363	49	63	9	426	58
TOTAL:		**260**	**3750**	**1759**	**47**	**433**	**12**	**2192**	**58**

Source: NACTE Performance Report 2011

(iv) conducted guidance on the development and validation of Curricula programmes offered by technical institutions, whereby, a total of 266 curricula programmes were approved. This is an increase of 168 (58%) curricula materials as compared to the 98 developed and validated in 2008/09 (See Table 12);

Table 12: Competence-Based Curricula Programmes as at December 2011

No	Subject Board	Institutions per Board	Total No. of Programmes Conducted	No. and Percentage of NTA Programmes per Level			
				NTA 4 – 6	NTA 7 - 8	Total NTA	NTA Percent
1.	Agriculture, Natural Resources and Environment	30	52	40	2	42	81%
2.	Business and Management	38	99	47	24	71	72 %
3.	Engineering and Other Sciences	40	133	60	34	94	71 %
4.	Health and Allied Sciences	112	23	10	8	18	78%
5.	Planning and Welfare	40	49	24	17	41	84 %
TOTAL:		**260**	**356**	**181**	**85**	**266**	**75 %**

Source: NACTE Performance Report 2011

    (v)   conducted training of trainers (TOT) for 592 technical teachers on facilitation of competence-based education; and

    (vi) conducted monitoring and evaluation exercise in 40 institutions in order to ensure maintenance of quality education. This is an increase of 12 (43%) as compared to the 28 institutions monitored and evaluated in 2008/09.

2.4.2.2   Vocational Education and Training Authority

The Vocational Education and Training Authority (VETA) was established by the VET Act No. 1 of 1994 (Cap. 82) as amended from time to time. VETA is responsible for co-ordination, accreditation and financing of vocational education and training.

VETA coordinates 677 registered vocational training centres including the 26 centres it owns. VETA also provides instructors training and conducts world of work surveys to determine demand for VET and the type of skills required. VETA also sets training standards, coordinates curriculum development, assesses and registers VET providers, accredits VET courses, and assesses and certifies competencies.

(a)   Access,

To improve access to Vocational Education and Training, VETA undertook the following:

(i) Co-ordinated 672 VET centres out of which 21 are owned by VETA, 128 - by the Central and Local Government, 207 by Faith-Based Organisations and 21 by Non-Government Organisations;

(ii) completed rehabilitation works in Mwanza and Kihonda and installation of modern workshop equipment in Dar es Salaam VET centre;

(iii) completed construction works at Njiro VETA Hotels and Tourism Training Institute (VHTTI); and

(iv) progressed with construction works at Lindi, Pwani, Manyara, Makete and Dar es Salaam VTCs.

(b) Equity

To enhance equity in vocational education and training, VETA implemented the following:

(i) increased enrolment of female students in VET from 29,646 (45%) in 2008 to 50,190 (49%) in 2010; and

(ii) facilitated increase in number of girls who attended and completed VET long and short courses in various skills from 21,735 in 2009 to 39,170 in 2010;

(c) Quality Improvement

To improve quality in vocational education and training, VETA carried out the following:

(i) conducted short-term training in areas of CBET programme delivery, entrepreneurship and career guidance and counselling for a total of 141 vocational teachers/instructors;

(ii) conducted VET instructors Diploma Course for 45 teachers and VET instructors certificate course for 127 vocational teachers;

(iii) provided Capacity building on CBET delivery for 60 VET instructors from Zanzibar and entrepreneurship for 21 VET instructors;

(iv) reviewed 50 competence-based education curricula materials to match with the world of work demand; and

(v) developed a Prior Learning Assessment and Recognition (PLAR) framework which is being tested in Mtwara region. The framework will be used to assess and recognize skills acquired through the non-formal TVET system.

2.4.2.3   Tanzania Institute of Education

The Tanzania Institute of Education (TIE) is a public institution established by Act No. 13 of 1975 (Cap. 142). It is charged with the responsibility of interpreting government policies on education into curriculum programmes and instructional materials in order to facilitate provision of quality education at pre-primary, primary, secondary and teacher education levels. It also provides technical advice and consultancy, and conducts research and training in educational development. In the period between 2008/09 and 2010/11 the institute made the following achievements:

a)   **Quality improvement**
   (i)   carried out periodical curriculum review to address societal needs by:
   - reviewing Teacher education curriculum (28 diploma and 26 certificate syllabi) to align with competence based approach,
   - developing 6 curriculum frameworks for pre-primary, primary, secondary and teacher education,
   - reviewing syllabus and guides for mentally retarded learners,
   - developing religious curriculum framework for pre-primary, primary, secondary and teacher education,
   - reviewing 6 technical education syllabi for secondary schools, and
   - conducting preliminary research on the review of business education syllabi;
   (ii)   developed and produced the following curriculum support materials :

- 15 teachers guides for pre-primary and primary education,
- 20 subject teachers manuals for O-level secondary education,
- 25 subject teachers manuals for A-level secondary education, and
- 26 draft modules for student teachers in the Certificate in Pre Primary and Primary education;

(iii) conducted in-service training for curriculum implementers and supervisors as follows:

- 210 primary school head teachers, 14 district Education Officers and 28 school inspectors on supportive monitoring and evaluation techniques of competence-based curriculum,
- 265 secondary school teachers on implementation of the reviewed curriculum, and
- 709 primary school teachers and 6733 pupils on road safety education.
- 50 curriculum developers and 30 teacher education tutors on diagnostic teaching,
- 50 curriculum developers on gender and entrepreneurship skills, and
- 200 French language teachers on French teaching;

(iv) introduced online Post-graduate Diploma in Curriculum Design and Development (PGDCDD) course for curriculum developers, implementers and supervisors; and

(v) sponsored 6 curriculum co-ordinators for masters, 16 for bachelors and 10 for PhD.

2.4.2.4 Tanzania Library Services Board

The Tanzania Library Services Board (TLSB) was established by the Act of Parliament No. 6 of the 1975 Act (Cap. 102). This Act empowered the board by law to promote, establish, equip, manage, maintain and develop libraries in mainland Tanzania.

The main objective of TLSB is to support MOEVT and other Government programmes in the provision of quality information on education, training and eradication of poverty and illiteracy. In order to meet the above objective, the board provides and disseminates information through books, electronic resources and other textual materials to every member of the society for the purpose of life-long education, cultural enrichment, socio-economic and political development.

(a)   Access

In its efforts to improve access to its educational services, throughout the country, TLSB:

    (i)   provided its services in a network of 21 Regional, 17 District and 1 Division Library;

    (ii) increased its total collection from 926,886 volumes of books and 599,335 serial publications in 2008/09 to 1,118,900 volumes of books and 673,730 serial publications in 2010/11;

    (iii) increased its total number of membership library users from 227,422 in 2008/09 to 224,499 in 2010/11, and from 1,615,460 occasional users in 2008/09 to 1,733,054 in 2010/11;

    (iv) sponsored 23 staff members in various programmes, at the School of Library, Archives and Documentation Studies (SLADS) in Bagamoyo;

    (v)   facilitated enrolment of 663 students for elementary

course, 620 for certificate course and 247 for diploma course; and

(vi) supported Distance Learning by providing services to the Open University of Tanzania students at all TLSB Regional Libraries.

(b)   Equity

TLSB acquires and distributes adequate and relevant reading materials for all groups of people through its network. By June, 2011, among the occasional library users, 410,664 were females and 414,873 were males. TLSB offers special services to the visually impaired whereby there are currently 600 library members. In addition to that the board has a children and teenagers corners at the Central Library funded by Book Aid International (BAI) from United Kingdom.

Apart from the National Central Library, the project has been successfully spread into the following 11 regional libraries: Morogoro, Mbeya, Dodoma, Tabora, Iringa, Mara, Shinyanga, Arusha, Mwanza, Rukwa and Ruvuma. All the same, the strategy is to continue with such initiative to other libraries for its effective development depending on the availability of funds.

The availability of books, ICT equipments, and refurbishment has brought effective and efficient provision of library and information services to all children in the respective regional libraries. The availability of these resources have also enabled library clientele to make full use of information resources available in the above mentioned regional libraries in order to satisfy their daily information needs geared towards national development.

Given the public role and position of libraries, this project is benefiting a wide range of target groups in Tanzania, such as: poorer social group, children (in and out of school), and disadvantaged groups. The children and teenagers corners project has made a significant contribution to improve the body of literature/knowledge in TLSB network, improve availability of facilities as well as make favourable environment for learning.

(c)   Quality Improvement

TLSB offers training facilities to its staff and workers from other institutions in the country at professional and para-professional levels. During 2008/09 - 2010/11, TLSB trained 336 members of staff at the levels of diploma, certificate and short courses.

In addition, TLSB has library buildings in each region with conducive reading environment in 21 regions in mainland Tanzania, all of them stocked with relevant and appropriate reading materials that complement school textbooks.

2.4.2.5   National Examinations Council of Tanzania

The National Examinations Council of Tanzania (NECTA) was established by the Parliament Act. No. 21 of 1973 (Cap. 107) to undertake the responsibility of administering examinations in the United Republic of Tanzania. NECTA, as an assessment and evaluation institution, conducts examinations for Primary Education, Ordinary and Advanced Secondary Education, Teacher and Technical Education. Between 2008/09 and 2010/11, NECTA implemented the following:

(a) Access

Increased access to secondary education examinations by:

- (i) introducing an on-line registration of candidates and M-Pesa payment of examinations fees for Qualifying Test (QT) private candidates; and

- (ii) increasing examinations centres from 1,926 in 2008 to 4,155 in 2012.

(b) Equity

NECTA offers equal opportunities to examinations for both male and female candidates as well as candidates with disabilities. The Council addressed special needs of different disabilities in administration of examinations through:

(i) flexibility in scheduling and timing whereby candidates with disabilities had an additional time of 20 minutes for each hour of examination for mathematics and 10 minutes for each hour of examination for other subjects;

(ii) provision of Braille editions and large typeface editions of examinations whereby some of the items which could not be attempted by them were modified to suit their needs;

(iii) flexibility in location;

(iv) method of presentation;

(v) availing invigilators with specialisation in special needs education; and

(vi) allowing candidates with disabilities to sit in a place where they feel more comfortable, including an independent room or using a wheel chair.

(c) Quality Improvement

NECTA has improved quality of its performance by:
- (i)   training 44 Examinations Officers on Item Development and report writing;
- (ii)   training 282 examination setters on Item Development so as to improve their capacity in developing and designing quality examinations items that meet the instructional objectives;
- (iii)   reviewing Examination formats for PSLE, CSEE, ACSEE and Teachers' Education;
- (iv)   training 11 IT staff on how to install the scoring system, use and scanning of the OMR forms in marking objective questions.
- (v)   training 42 Regional Education Officers (REOs) and Regional Academic Officers (RAOs) on how to use OMR sheets in answering objective questions;
- (vi)   extension of the printing unit to accommodate additional machines;
- (vii)   development of ICT Policy, ICT Security Policy, ICT practice manual and ICT Master Plan;
- (viii) reviewing the examinations administration guidelines; and
- (ix)   maintaining an examination management information system for capturing registration information, data processing and issuing results.

2.4.2.6   Agency for the Development of Educational Management

The Agency for the Development of Educational Management (ADEM) was established in 2001 under the Executive Agencies Act No. 30 of 1997 (Cap. 245), from the former Institute of Management Training for Educational Personnel (MANTEP); to provide training in Educational Management, Leadership and Administration to Managers and prospective Managers serving at various levels of the education sector.

In the period between 2008/09 and 2010/11, the Agency made the following achievements:

(a) Access

(i) offered 9 different types of Educational Leadership and Management and other related courses as shown in Table 13 ;

(ii) rehabilitated seven conference halls, four classrooms and three hostels to facilitate admission of more students into the various courses offered by the agency; and

(iii) established a functional training centre in Mwanza region.

Table 13: Courses Conducted by ADEM: 2008/09 – 2010/11

S/N	COURSES	2008/09	2009/10	2010/11	TOTAL
1	Diploma in Educational Management and Administration (DEMA)	275	322	385	982
2	Head Teachers	103	500	130	733
3	Ward Education Coordinators	802	310	0	1112
4	District and Regional Education Officials	76	246	285	607
5	Newly appointed District officers	0	265	69	334
6	District official	1023	925	527	2475
7	Heads of Schools	770	0	881	1651

S/N	COURSES	2008/09	2009/10	2010/11	TOTAL
8	Open Performance Review and Appraisal System (OPRAS)	0	85	0	85
9	School Inspectors	60	150	214	424
	TOTAL	**2,086**	**2,803**	**2,491**	**8,403**

Source: ADEM report 2011

(b) Equity

ADEM has managed to enrol almost equal number of male and female students for Diploma in Education Management and Administration (DEMA) (see Table 14 for details). Students selected to join the Diploma in Educational Management and Administration come from almost all the twenty one regions in Tanzania mainland.

Table 14: ADEM Enrolment 2008/09 – 2010/11

Year	2008/09	2009/10	2010/11	TOTAL
Male	75	78	190	343
Female	69	80	195	344
Total	144	158	385	687

Source: ADEM 2011

(c) Quality Improvement

ADEM improved the provision of quality educational management and leadership programmes by:

(i) revising the curriculum for DEMA courses to make it competence-based, more practical and responsive to the market demand.

(ii) introducing computer training as a compulsory

package for both long and short courses;

(iii) facilitating training for both trainers and supporting staff on long and short courses so that they become more knowledgeable and competent in their areas of specialization for quality delivery of services; The number of trained staff is as follows: 18 trainers went for short courses programmes and 21 supporting staff went for short courses. In addition, 6 staff both training and supporting staff underwent Masters degree programmes in various specialisations; and 1 training staff member went for PhD programme;

(iv) computerising the library catalogue system; and

(v) increasing number of trainers from 14 in 2008/09 to 18 in 2010/11 In 2010/11 to match with the increased number of students;

2.4.2.7 Dakawa Development Centre

The Dakawa Development Centre (DDC) was established in 1982 by members of the African National Congress (ANC) of South Africa as a settlement to support the activities of their liberation struggle in South Africa. After the attainment of independence in 1991, the settlement was handed over to the Government of Tanzania in 1992 as a solidarity and friendship monument between ANC and the people of Tanzania. The centre is among the many historical sites designated as African Liberation Heritage. The management of the centre was under the office of the Prime Minister until 2006, when it was handed over to the Ministry of Education and Vocational Training, which has embarked on development programmes to effect maximum utilization of the infrastructure.

DDC supervises the day to day management of: Dakawa Primary School (**DPS**), Dakawa Pre-primary school (**DPPS**), Dakawa Girls' High school (**DGHS**), Dakawa Dispensary (**DD**), Dakawa Vocational Education and Training Centre (**DVETC**) and Dakawa Teachers' College (**DTC**). DURING 2008/09 – 2010/11 the centre performed the following:

(a) Access

i) Increased enrolment in the Primary Schools rose from 481 (252 girls) in 2008/09, to 476 (221 girls) in 2010/11; while in the Girls High School it rose from 354 in 2008/09, to 348 in 2010/11; in the Vocational Education Centre it rose from 111 (29 girls) in 2008/09 to 185 (39 girls) in 2010/11; and in the Teachers' College it rose from 146 in 2008/09 to 364 (206 girls) in 2010/11.

ii) expanded facilities to increase access to the different institutions at the centre as shown in the table number 15 below.

Table 15: Expansion of Facilities in Institutions at DDC, 2008/09 – 2010/11

S. No.	Institution	Shallow Wells (Number)	Pit Latrines (Number)	Dormitories (Number)
	Dakawa Primary School	1	1	
	Dakawa Teachers' College	1	2	
	Dakawa Girls High School	1	0	2
	Dakawa Vocational Training Centre	0	0	1

(b) Equity

The High School (DGHS) is for girls while the Primary School, the VET centre and the Teachers' College are all are co-education. DDC ensured that boys and girls are given equal opportunity for enrolment in its institutions as shown in Table 8 below which show the equality of enrolment at all levels of education.

Table 16: Enrolment at Dakawa Development Centre

S. No.	Institutions	Number of Learners					
		2008/09			2010/11		
		Boys	Girls	Total	Boys	Girls	Total
	Dakawa Pre-primary School	40	25	65	52	52	104
	Dakawa Primary School	32	21	53	37	39	76
	Dakawa Teachers' College	132	53	185	437	347	784
	Dakawa Girls High School		152	152		100	100
	TOTAL	**204**	**251**	**455**	**526**	**538**	**1064**

Source: DDC

    (i)   increased enrolment of girls into the Dakawa Primary School (DPPS) from 25 out of 65 (38.5%) in 2008 to 52 out of 104 (50%) in 2011;

    (ii) increased enrolment of girls in Dakawa primary School from

21 out of 53 (39%) in 2008, to 39 out of 76 (51%) in 2011; and

(iii) increased enrolment of female teacher trainees in Dakawa Teachers' College from 53 out of 185 (28.6%) in 2008, to 347 out of 784 (44.3%) in 2011.

2.4.2.8   The Institute of Adult Education

The Institute of Adult Education (IAE) was established by Act No. 12 of 1975 (Cap. 139) to formulate and execute programmes for training of teachers and administrators of Adult Education. IAE also provides post-primary education programmes through Open and Distance Learning (ODL) mode as well as Mass Education programmes and Research in Adult and Non-formal Education. During 2008/09 – 2010/11, the institute performed the following:

a)   Access
   (i)   maintained its network of 21 regional centres, which facilitate coordination and delivery of the Institute services;
   (ii) offered full time courses in Adult and Continuing Education at Certificate, Diploma and Bachelor degree levels, whereby, most of its learners are drawn from the education sector within and outside the country (teachers in primary and secondary schools, ward and district education officers, school inspectors and community development extension officers);
   (iii) established delivery of Ordinary Diploma course through Open and Distance Learning mode, which is at pilot stage in 2011/12;
   (iv) increased access by establishing delivery of full time courses through the Open and Distance Learning mode, which is at a pilot stage with 40 students; and
   (v)   completed a feasibility study for extension of IAE full time courses to a new campus in Mwanza.

Table 17:   Enrolment of Learners in Continuing Education Programmes Offered by IAE 2008 -2011

PROG-RAMMES	NUMBER OF LEARNERS								
	2008/09			2009/10			2010/11		
	M	F	Total	M	F	Total	M	F	Total
Secondary Education (ODL)	2,527	3,102	5,629	5,321	6,986	12,307	5,351	6,988	12,345
Certificate in Law	41	12	53	64	20	84	65	37	102
Certificate in Adult and Continuing Education	6	6	12	6	22	28	13	37	50
Diploma in Adult and Continuing Education	179	166	345	172	199	371	208	232	440
Advanced Diploma in Adult and Community Develo-pment	201	156	357	127	110	237	57	71	128
Bachelor of Adult and Continuing Education	0	0	0	52	59	111	122	116	238
TOTAL	**2,954**	**3,442**	**6,396**	**5,742**	**7,396**	**13,138**	**5,816**	**7,481**	**13,303**

M: Male, F: Female

Source: IAE

b)   Equity
    i.   incorporated a special needs education with diverse learning environment in the secondary education programmes;
    ii.   developed Braille modules for the visually impaired;

iii. established a modern multi-purpose studio to enable learners with hearing impairment and other disabilities to learn through Television and Video; and

iv. maintained the women development section which is responsible for developing and conducting women empowerment programmes by:

- preparing, producing and distributing study materials including video cassettes, booklets and *Sauti ya Wanawake* annual series;
- conducting research on three areas of women development (Women and Environment, Gender Issues in the Society, and Women Empowerment);
- mainstreaming gender issues in IAE programmes by ensuring that gender education including HIV and AIDS and environment is provided to both IAE students and staff and consideration of gender on selection of students and staffing.

c) Quality Improvement

IAE ensures quality is adhered to in all its academic programmes through:

(i) review of the adult education and continuing education curriculum to make it more focused, practical and competence-based;

(ii) facilitation in short and long term courses for 25 academic and 17 non-academic staff to sharpen their knowledge and competences in their fields of specializations;

(iii) establishment of institutional quality assurance committee;

(iv)   improvement of relevant research activities through its research section.

(v)   improvement of the use of Information Communication Technology competences, equipment and other institutional facilities; and

(vi)   publication of two journals: 'Journal of Adult Education' and 'Studies in Adult Education'.

2.4.2.9   United Nations Scientific Educational and Cultural Organisation National Commission

The United Nations Scientific Educational and Cultural Organisation (UNESCO) National Commission was formed under the 'UNESCO' National Commission Act. No. 7 of 2008. The Commission, on behalf of the Government of Tanzania performs all functions of UNESCO within the United Republic of Tanzania.

(a)   Equity

To encourage more girls to study Science subjects the UNESCO National Commission:

(i)   sponsored 6 women at Masters Level in Science Discipline;

(ii)   formed and coordinated 'Women in Science Reference Group in Tanzania', a programme aimed at encouraging participation of girls in Science subjects and innovation.

(b)   Quality

UNESCO National Commission has involved a range of stakeholders in the education sector in improving the teaching and learning environment by:

(i)   UNESCO co-sponsorship fellowships enabled teachers to go for capacity building in Israel, Poland and South Korea; and

(ii) improved the learning environment through UNESCO Participation Programmes by:

- providing language laboratory equipment and Books to the State University of Zanzibar,
- providing science laboratory equipment, Computers and Books to Barabara ya Mwinyi Secondary School in Temeke and Umba Secondary School in Korogwe;
- improving the teaching and learning environment at Maneromango Secondary School in Kisarawe by installing a solar system and drilling a well;
- providing 250 telescopes through 'Kids Exploration Science Project' in schools, both in the Mainland and Zanzibar; and
- establishing the Documentation and Information centre for the Book Development Council for Tanzania (Baraza la Maendeleo ya Vitabu Tanzania - BAMVITA).

2.4.2.10 Tanzania Education Authority

The Education Fund was established by the Education Fund Act No. 8 of 2001 (412) for the purpose of improvement of the quality, access to and equity of education at all levels in mainland Tanzania and to the higher education in Tanzania Zanzibar. The sources of revenue for the Education Fund, according to the Act, consist of such sums not exceeding 2.0% of annual Government recurrent budget less the amount payable in defraying the national debt; and such sums paid to the Authority by way of grants, loans, gifts or bequests.

The Act established Tanzania Education Authority (TEA), as an autonomous body to manage the Education Fund. TEA is presided

by the Board and administratively reports to the Ministry of Education and Vocational Training. TEA was established in order to:

(a) secure adequate and stable financing of education;

(b) advise the Government on new sources of revenue for the purpose of ensuring adequate and stable flow of money into the Fund;

(c) raise the quality of education and increase access and equity;

(d) promote education and training according to needs within the framework of overall national socio-economic development plans and policies;

(e) apply the money deposited into the Fund for the purpose of improvement and promotion of education;

(f) develop and review, periodically, the formula for allocation and disbursement of funds from the Education Fund to different levels of education;

(g) monitor the use of funds disbursed and ensure adherence to the objectives of the Fund;

(h) receive gifts, donations, grants, or other moneys on behalf of the Fund; and

(i) sponsor and provide facilities for higher learning and to establish relationship and association with institutions both nationally and internationally.

TEA works closely with other partners in supporting education development in terms of infrastructural rehabilitation and construction; purchase of books and laboratory equipment; and supporting special needs students. The types and value of support that TEA has provided are illustrated in Table 12.

Table 20: Education Support from TEA by Level & Type of Support by June 2011

LEVEL OF EDUCATION	QUALITY		ACCESS		EQUITY		TOTAL
	Type of Support	Value of Support	Type of Support	Value of Support	Type of Support	Value of Support	
Universities	Capacity Building for Specialized skills	798,503,900	Information Communication Technology	2,555,842,756	Pre-Entry Science Programmes For Female Students	580,638,607	
	Text & reference books	253,706,881	Fixture & Fittings for lecture rooms	549,982,000	Grant for construction of girls hostels	50,000,000	
	Teaching equipment for teachers	535,085,000	Loans for construction, expansion & remodelling	11,686,056,665	Support to students with special needs	32,750,000	
	Quality Assurance	50,000,000	Lab equipment	2,199,299,915			
Sub-Total		1,637,295,781		16,991,181,336		663,388,607	19,291,865,724

LEVEL OF EDUCATION	QUALITY		ACCESS		EQUITY		TOTAL
	Type of Support	Value of Support	Type of Support	Value of Support	Type of Support	Value of Support	
T e c h n i c a l Colleges	Capacity Building for Specialized skills	15,000,000	Information Communication Technology	312,094,000	Pre-Entry Science Programmes For Female Students	192,070,484	
	Curriculum review & development	15,000,000	Lab equipment	563,792,000			
			Loans for construction, expansion & remodelling	160,000,000			
	Teaching equipment for teachers	406,100,000					
	Text & Reference Books	137,365,200					
Sub-Total		573,465,200		1,035,886,000		192,070,484	1,801,421,684

LEVEL OF EDUCATION	QUALITY		ACCESS		EQUITY		TOTAL
	Type of Support	Value of Support	Type of Support	Value of Support	Type of Support	Value of Support	
Teachers' Colleges	Text & Reference Books	285,805,000	Laboratory Equipment	48,079,100	Support to students with special needs	50,000,000	
Sub-Total		**285,805,000**		**48,079,100**		**50,000,000**	**383,884,100**
Secondary Schools	Capacity Building for Specialized skills	406,000,000	Information Communication Technology	750,541,937	Support to students with special needs	65,000,000	
	Curriculum review & development	261,596,000	Laboratory Equipment	2,849,237,836	Grant for construction of girls dormitories	948,839,286	
			Loans for construction, expansion & remodelling	1,267,737,840	Boarding facilities for female hostels	50,706,832	
	Teaching equipment for teachers	7,304,600	Fixture & Fittings for classrooms	162,320,649			
	Text & Reference Books	3,627,577,734					

LEVEL OF EDUCATION	QUALITY		ACCESS		EQUITY		TOTAL
	Type of Support	Value of Support	Type of Support	Value of Support	Type of Support	Value of Support	
Sub-Total		4,302,478,334		5,029,838,262		1,064,546,118	10,396,862,716
Pre/Primary Schools	Teaching equipment for teachers	80,000,000	Fixture & Fittings for classrooms	5,000,000	Support to students with special needs	205,230,531	
	Text & Reference Books	23,000,000	Loans for construction, expansion & remodelling	771,601,000			
Sub-Total		103,000,000		776,601,000		205,230,531	1,084,831,531

LEVEL OF EDUCATION	QUALITY		ACCESS		EQUITY		TOTAL
	Type of Support	Value of Support	Type of Support	Value of Support	Type of Support	Value of Support	
	Capacity Building for Specialized skills	377,167,845	Information Communication Technology	1,575,089,361	Support to students with special needs	58,957,000	
	Curriculum review & development	100,000,000	Laboratory Equipment	223,952,978			
Other education institutions & Regulatory Bodies			Loans for construction, expansion & remodelling	980,846,375			
	Quality Assurance	102,356,800					
	Teaching equipment for teachers	73,896,800					
	Text & Reference Books	666,659,025					
Sub-Total		**1,320,080,470**		**2,779,888,714**		**58,957,000**	**4,158,926,184**
GRAND TOTAL		**8,222,124,785**		**25,661,474,412**		**2,234,192,740**	**36,117,791,937**
Percentage		**22.76**		**71.05**		**6.19**	**100**

Source: TEA Performance Review Reports

2.4.2.11 Higher Education Students' Loans Board

The Higher Education Students' Loans Board (HESLB) was established under Act Number 9 of 2004, as amended by Act no 9 of 2007 (CAP, 178) with the objective of assisting, on a loan basis, needy Tanzanian students who secure admission in accredited higher learning institutions within and outside the country. Under this Act, HESLB is entrusted with the task to recover all loans from former student loan beneficiaries since July, 1994.

(a) Access
In its efforts to improve access to higher education, the Higher Education Students Loan Board achieved the following:
  i) provided loans to 91,568 students, which is an increase of 32,770 (56%) as compared to the 58,798 students of 2008/09;
  ii) collected Sh. 8 billion out of 21 billion which is due for repayment; and
  iii) improved the students application procedures by initiating the Online Application System (OLAS) which enable students to fill in their application forms online and send them directly to HESLB electronically.

(b) Equity
To enhance equity in access to higher education and training, HESLB:
i) improved the mechanisms for determining needy and eligible students for loans by increasing the means test tool categories from six grades in 2008/09 to eleven categories in 2009/10 as follows:
A (100%), B (80%), C (60%), D (40%), E (20%) and F (0%) to eleven categories A(100%), B(90%), C(80%), D(70%), E(60%), F(50%), G(40%), H(30%), I(20%), J(10%), and K(0%).

2.4.2.12 Tanzania Commission for Universities

The Tanzania Commission for Universities (TCU) was established in 2005, under the Universities Act No. 7 of 2005 (Cap. 346) to succeed the former Higher Education Accreditation Council (HEAC) which had been in operation since 1995. The roles of TCU, as provided for under section 5(1) of the Universities Act Cap. 346 are to:

i)   promote knowledge, national ideals and networks amongst universities;

ii) ensure adherence to standards of quality for all universities and university colleges;

iii) register and accredit all universities and university colleges;

iv) coordinate and validate academic programmes and admissions;

v)   monitor and evaluate quality of universities and university colleges;

vi) render advisory services to stakeholders; and

vii) disseminate information on Higher Education by creating a database on higher education institutions for easy retrieval and use by the public.

(a) Access

Enrolment into Universities increased from 95,525 (females 31,012 and males 64,513) in 2008/09 to 139,638(females 51,860 and males 87,778) in 2010/11 (46.2%) for degree programmes. This was due to:

i)   registration and recognition of new Universities and University Colleges of; Stella Maris Mtwara University

College, Arch Bishop Mihayo University College of Tabora and Catholic University of Health and Allied Sciences (former Weill-Bugando University College of Health and Allied Sciences);

ii) accreditation of new degree programmes in University of Dar es salaam (5), Sokoine University of Agriculture (8), Ardhi University (2) which has resulted to increased student enrolment in each university;

iii) increase in the admission capacities of universities and university colleges for both public and private Universities as a result of improved and expansion of teaching and learning infrastructures;

iv) increase in the number of universities and university colleges for both public and private Universities from 32 in 2008/09 to 41 in 2010/11;

v) introduction of new degree programmes in almost all Universities which has resulted to increased student enrolment in each institute;

vi) introduction and implementation of the Central Admission System (CAS) which has made every qualified applicant to be allocated in only one institution out of 8 choices of institutions, hence eliminating multiple allocation of applicants; and

vii) adjustment of entry requirements from minimum 4.5 point to two principal passes (2 points) for all programmes except Health Sciences and Engineering programmes.

(b) Equity

TCU facilitated increase in percentage of female students in both government and non-government higher learning institutions from 33.3% in 2008/09 to 36.7% in 2010/11 by

(i) approving the pre-entry programme to female students with equivalent qualifications.

(c) Quality Improvement

To enhance the provision of quality education in universities and university colleges TCU continued to regulate quality of university education in Tanzania for the purpose of ensuring that Universities produce competent graduates by:
(i) registering and recognising Universities, recognition of foreign degree awards and evaluation and approval of all degree programmes offered by University institutions. The registration and recognition of University institutions in Tanzania is carried out in three stages namely: provisional registration, full registration and accreditation. Before an institution qualifies for the next stage, it has to qualify and be assessed by technical evaluators;
(ii) facilitating full accreditation of 9 Universities, full registration of 19 Universities and provisional registration of 15 Universities; and
(iii) co-ordinating a PhD Scholarship under DAAD agreement for University Academic staff, whereby, 32 Tanzanians are in German undergoing PhD studies.

2.5   Stakeholders Analysis

The Ministry of Education and Vocational Training has various stakeholders which include: State Organs, Non-State Actors (NSAs) such as NGOs, CBOs and FBOs, Development Partners (DPs), service providers, school communities, mass media and the general public. The stakeholders' analysis in terms of services delivery is presented in Table 21.

Table 21 Stakeholder Analysis Matrix

S. No.	Stakeholder	Expectations/ Interests	Potential Impact of not Meeting Expectation	Priority Ranking
	Students (Technical and Higher Learning Institutions)	a) Comprehensive information concerning profiles of institutions and their programmes	i) Low number of applicants to join higher learning institutions/ programmes. ii) Applicants admitted in programmes which are not of their interest.	

S. No.	Stakeholder	Expectations/ Interests	Potential Impact of not Meeting Expectation	Priority Ranking
		b) Adequate places in higher, technical and vocational training institutions	i) Limited access to higher, technical and vocational training institutions. ii) inadequate number of graduates from higher, technical and vocational training institutions.	
		c) Adequate information on education costs.	i) Increased drop out from higher, technical and vocational training institutions.	
		d) Qualified and competent academic and non-academic staff	i) Low quality of education in higher, technical and vocational training institutions.	

S. No.	Stakeholder	Expectations/ Interests	Potential Impact of not Meeting Expectation	Priority Ranking
		e) Transparent admission procedures	i) Admission of unqualified students in higher, technical and vocational training institutions. ii) chances for corruption.	**H**
		f) Fair assessment and feedback on learning process	i) Incompetent graduates who cannot compete in the world of workworld of work. ii) Discontinuation of competent students. iii) demoralised students. iv) low credibility of higher learning institutions.	

S. No.	Stakeholder	Expectations/ Interests	Potential Impact of not Meeting Expectation	Priority Ranking
		g) Relevant curricula that address their needs and interests	i) graduates who cannot compete in the .world of work ii) Increased graduates' unemployment. iii) Mismatch between skills provision and needs.	
		h) Conducive learning environment	i) Increased failures and discontinuation. ii) Poor academic performance.	
		i) Improved knowledge in entrepreneurship skills	i) Incompetent entrepreneurs. ii) Increased number of job-seekers. iii) Graduates who cannot compete in the world of work.	

S. No.	Stakeholder	Expectations/ Interests	Potential Impact of not Meeting Expectation	Priority Ranking
		j) Availability and timely students' loans from relevant board	i) Poor academic performance. ii) interference of academic activities. iii) Increased students' complaints. demonstrations and riots.	
		k) Transparency in institution leadership	i) Increased students' complaints riots and demonstrations.	
	Pupils/ Students (Basic Education)	a) Adequate places in, and easy access into schools and teachers' colleges	i) Low enrolment. ii) High illiteracy rate.	
		b) Transparent enrolment procedures	i) Low enrolment. ii) Pupils/Students complaints. iii) Creation of chances for corruption.	

S. No.	Stakeholder	Expectations/ Interests	Potential Impact of not Meeting Expectation	Priority Ranking
		c) Qualified and competent teachers and tutors	i) Low quality of education. ii) incompetent graduates.	
		d) Conducive learning environment	i) Increased truancy and drop-out rate. ii) Low quality of education.	
		e) Relevant curricula	i) graduates who cannot compete in the world of work. ii) Increased graduates' unemployment. Mismatch between knowledge and needs.	

S. No.	Stakeholder	Expectations/ Interests	Potential Impact of not Meeting Expectation	Priority Ranking
		f) Fair assessment and feedback on learning process	i) Poor academic performance. ii) Graduates who cannot compete in the world of work. iii) Pupils/students complaints. iv) Low enrolment in next level of education. v) Poor attendance (truancy).	
		g) Information on enrolment opportunities	(i) Low enrolment. (ii) Underutilisation of available opportunities.	
		h) Efficient and effective utilisation of mass media in provision of education	i) Decreased access to education and training.	
	Lecturers/ Instructors	a) Qualified students admitted through a transparent merit system	i) Poor academic performance. ii) Demoralised lecturers/ instructors.	
		b) Clear guidelines and procedures on carrying out the teaching function	i) Poor teaching and learning processes. ii) Non-uniformity in carrying out the teaching process.	

S. No.	Stakeholder	Expectations/ Interests	Potential Impact of not Meeting Expectation	Priority Ranking
		c) Comprehensive information on students' education background	i) Poor student guidance/ assistance.	
		d) Disciplined students	i) Poor performance. ii) Low working morale.	
		e) Adequate teaching and learning resources	i) Poor quality of education. ii) Low working morale. iii) Poor performance.	
		f) Conducive working environment	i) Poor performance. ii) Increased labour turnover. iv) Low working morale.	
		g) Adequate funds for academic and research activities	i) Poor quality of education ii) Inadequate innovations	
		h) Job satisfaction from good employment benefits and timely payments of employment benefits	i) Poor performance. ii) Increased labour turnover. iii) Low working morale. iv) Turmoil in higher learning and Technical institutions.	

S. No.	Stakeholder	Expectations/ Interests	Potential Impact of not Meeting Expectation	Priority Ranking
	Teachers/ tutors	a) Conducive working environment	i) Low working morale. ii) Go slow and strikes. iii) high labour turn-over.	
		b) Active teachers' resource centres	i) Poor teaching and learning. processes.	H
		c) In-service teacher training opportunities	i) Incompetent teachers/tutors. ii) Low working morale. Poor performance;	
		d) Disciplined pupils/students	i) Poor performance. ii) Low working morale.	
		e) Adequate teaching and learning resources	i) Poor performance ii) Poor quality of education. iii) Low working morale.	

S. No.	Stakeholder	Expectations/ Interests	Potential Impact of not Meeting Expectation	Priority Ranking
	Development Partners (DPs) and Non-State Actors (NSA)	a) Clear policies and guidelines on modalities for participation in science, technology, technical, vocational training and higher education	i) Poor co-operation.	
		b) Adequate information on education cost	i) Poor co-operation.	M
		c) Enabling environment for investment in science, technology, technical, vocational training and higher education	i) Low investments in education.	
		d) Clear guidelines for financing of science, technology, technical, vocational education training and higher education	i) Low investments in education training.	

S. No.	Stakeholder	Expectations/ Interests	Potential Impact of not Meeting Expectation	Priority Ranking
		e) Comprehensive information concerning profiles of institutions and their programmes	i) Low investments in education training.	
	Parents	a) Comprehensive information concerning profiles of schools, colleges and institutions and their programmes.	i) Low enrolment into education and training system.	
		b) Quality education	i) Low enrolment. ii) Mass transfer of pupils/ students.	
		c) Relevant curriculum that addresses pupils/ students needs and interests	i) Parents complaints. ii) Low trust on education standards.	
		d) Transparent admission procedures	i) Low enrolment. iii) Parents complaints. ii) Large number of out of school children.	
		e) Adequate information on education costs	i) Low enrolment. ii) Failure to contribute to education costs.	

S. No.	Stakeholder	Expectations/ Interests	Potential Impact of not Meeting Expectation	Priority Ranking
		f) Qualified academic and non-academic staff	i) Parents complaints. ii) Mass transfer of pupils/ students. iii) Low enrolment.	**M**
		g) Fair assessment and feedback on learning process	i) Many complaints towards Government.	
		h) Conducive learning environment for their children	i) Low enrolment; ii) Parents complaints; iii) Mass transfers.	
	General Public	a) Appropriate information on education and training policy	i) Complaints about the existing education system.	
		b) Access to processed and published educational statistical documents	i) Complaints about the existing education system.	
		c) Proper placement of their children to available schools, colleges and institutions	i) Increased number of out-of-school children. ii) Complaints.	M

S. No.	Stakeholder	Expectations/ Interests	Potential Impact of not Meeting Expectation	Priority Ranking
		d) Accurate information on children academic development and examinations results	i) Many complaints towards Government. Low participation on matters pertaining to education and training.	
		e) Information on proper advice on change of appropriate subject /course combinations	i) Complaints about the existing education and training system. ii) Low enrolment.	
		f) Timely and fair information on settlement of complaints; e.g. examination results	i) Complaints about the existing education and training system.	
	Mass Media	a) Easy access to accurate information on education and vocational training	i) Misreporting of information about education and training system.	
	Other MDAs providing education	a)Appropriate information on education and training policy	i) Poor cooperation. ii) Unco-ordinated education provision.	M

S. No.	Stakeholder	Expectations/ Interests	Potential Impact of not Meeting Expectation	Priority Ranking
		b) Clear guidelines for financing of science, technology, education and training	i) Low trust in the Government. ii) Haphazard investment in education and training.	
		c) Fair assessment and feedback on learning process	i) Many complaints towards Government. ii) Low trust in graduates.	

2.6   Initiatives for Improving Performance

A number of programmes and policy initiatives, which have direct implications on Education and Training have been ratified and planned for Tanzania to cope with social, cultural and economic changes at national and sector-specific levels as follows:

a)   Education Sector Development Programme

The Education Sector Development Programme (ESDP) aims at realizing ETP objectives. It is a sector-wide strategy formulated to address critical issues and problems facing the education sector. The programme is comprehensive and entails fundamental reforms including PEDP, SEDP, HEDP, TDMS and the use of ICT in teaching and learning. These reforms are primarily focused on the learner, the teacher and the teaching/learning environment ultimately intended to improve the academic achievement and competence of the learner.

b)   Public Service Reform Programme

The Public Service Reform Programme (PSRP) is aimed at ensuring that service delivery within the priority sectors of the public service conforms to public expectations for satisfaction, relevance and value. The objective of the programme is to improve accountability, transparency and resource management for service delivery in the public service.

MOEVT endeavours to implement and institutionalise the following six components of PSRP:

    i)   performance management;
    ii)   restructuring private sector participation;
    iii)   Executive Agencies Programme;

iv)   leadership, management, development and governance;

v)   programme coordination, monitoring and evaluation; and

vi)   Management Information System (MIS).

c) National Strategy for Growth and Reduction of Poverty

The Government introduced the National Strategy for Growth and Reduction of Poverty (NSGRP) popularly known by its Kiswahili acronym as MKUKUTA (Mkakati wa Kukuza Uchumi na Kupunguza Umasikini Tanzania) which is new in Phase II to focus on the aspirations of the Tanzania Development Vision 2025 and adopt the outcome approach which counts on the contribution of all sectors towards growth and poverty reduction.

However, in pursuit of the operational targets, special efforts (including teacher up-grading and reallocation, strengthening inspection services, improvement in the availability of textbooks, rehabilitation of classrooms, and appropriate modifications in Teacher Pupil Ratio - TPR) are being made to raise educational attainment. The government will continue to meet basic costs in the provision of basic education.

2.7   Strengths, Weaknesses, Opportunities and Challenges (SWOC) Analysis

The SWOC analysis identifies areas in which MOEVT is strong and those in which it is weak as well as its current opportunities and challenges. These are summarised in *Annex 2*.

CHAPTER THREE

3.0. VISION, MISSION, CORE VALUES OBJECTIVES, STRATEGIES, TARGETS AND PERFORMANCE INDICATORS

This chapter contains the vision, mission, core values, objectives, strategies, targets and performance indicators for Medium Term Strategic Plan 2012/13 – 2015/2016 of the Ministry of Education and Vocational Training. It provides a brief rationale for adopting the objectives and suggests ways for achieving them.

3.1 Vision

A literate society with well grounded ethical values, adequate social, scientific and technical knowledge and skills for the betterment of the nation.

3.2 Mission

To develop and implement education policies which provide equal opportunity to quality education for all Tanzanians and ensure development of a productive quality human resource base through education and training.

3.3 Core Values

a) *Commitment:* the Ministry is committed to the ideals of education and Vocational Training;

b) *Professionalism*: MOEVT is committed to the highest levels of achievement obtainable through competence and pertinent skills;

c) *Ethics*: The Ministry is committed to observing/ abiding to the set roles of conduct;

d) *Creativeness*: MOEVT is set to inventing new ideas in provision of high standards of education services;

e) *Innovativeness*: The Ministry is committed to bringing

in new and better methods to improve performance in provision of education services;

f) *Accountability* and *responsibility*: MOEVT is committed to working rationally and taking responsibility for all its undertakings, in order to contribute positively to its local community and other stakeholders;

g) *Team work*: MOEVT is committed to working together and supporting one another in its efforts for achieving its goals and objectives;

h) *Impartiality*: the Ministry is determined to rendering services equally to every client/customer without any bias;

i) *Transparency*: MOEVT is committed to acting in an honest and transparent manner while avoiding underhand transactions in the provision of education services.

3.4 The Strategic Plan

This Medium Term Strategic Plan (MTSP) identifies objectives, strategies, targets and the performance indicators to be implemented in the Medium Term Expenditure Framework (MTEF) 2012/13 – 2015/16. The objectives, strategies, targets and key performance indicators (KPIs) whose details are found in *Annex 3* are:

OBJECTIVE A: **Care and Supportive Services Improved and HIV and AIDS Infection Reduced**

Rationale

The spread of new HIV infections and AIDS in Tanzania is affecting a large part of the working force including teachers, tutors, and lecturers, and supporting staff. Parents are dying

and the number of orphans is increasing. Some of the school-going children and learners are infected with and affected by HIV. The Ministry, therefore, is responsible for provision of preventive education, care and supportive services; capacity building to teachers, tutors, lecturers, supporting staff and guidance and counselling services in all education and training institutions.

OBJECTIVE B: National Anti-Corruption Strategy Effectively Enhanced, Sustained and Implemented

Rationale

The National Anti-Corruption Strategy is aimed at ensuring and enabling the Ministry to execute the Government policy of preventing and combating corruption by improving accountability, transparency and accessibility to equitably allocated public resources for service delivery in the public service and thus address corruption effectively.

OBJECTIVE C: Access and Equity in Education and Training Improved

Rationale

Advocate expansion of education and training facilities to ensure increased accessibility and equity to all Tanzanians. This will facilitate production of requisite skilled human resources for management of the economy and delivery of education services.

OBJECTIVE D: Quality of Education and Training Improved

Rationale

The role of the Ministry is to ensure the provision of quality

education so as to respond to development challenges and effectively compete regionally and internationally.

Objective E: Management   and   Administration   in Education and Training Improved

Rationale

To ensure education and training services are efficiently, effectively and transparently managed.

Objective F: Information, Research and Development Strengthened

Rationale

Management Information System, (MIS) provides accurate and timely statistical information on education issues to support implementation of Education Reforms as well as guide in decision-making.

Rationale

Facilitate flow of information within and outside the Ministry, and organise dialogues with the public and the media.

Objective: G: Working Environment for Efficient and Effective Delivery of Education and Training Supportive Services Improved

Rationale

Ensure that skilled and motivated personnel in MOEVT are hired, equitably deployed, fairly remunerated, retrained and supervised to ensure performance and accountability.

OBJECTIVE H: Education on Cross-cutting Issues Improved

Rationale

Education on cross-cutting issues is vital for manpower productivity and economic development.

OBJECTIVE I: Sustainable Co-operation in Education with Regional and International Organizations Strengthened
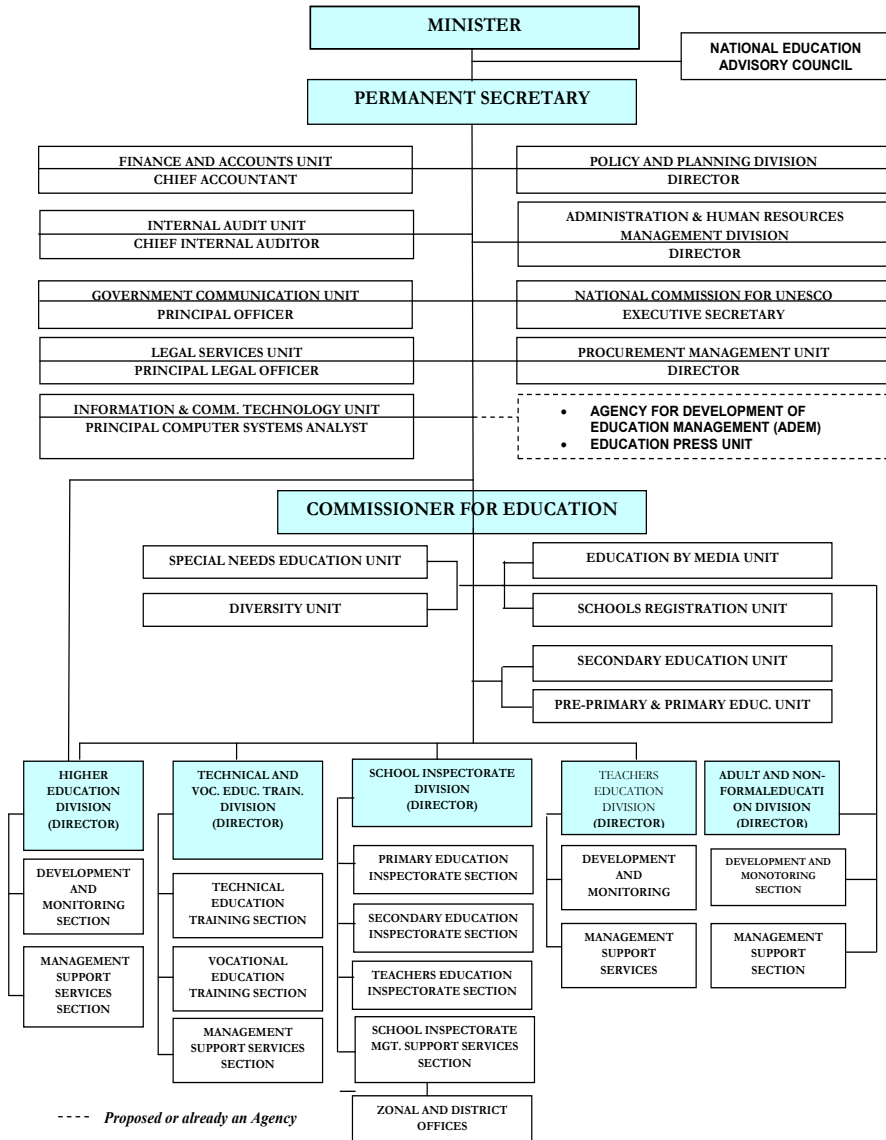
Rationale

Education issues appear in most cultural, regional and international co-operation agreements, and cover all levels of education. The role of the Ministry is, therefore, to ensure that there is a sustainable and effective co-ordination.

OBJECTIVE J: Alternative Sources of Funding Education Sector Enhanced and Sustained

Rationale

It is becoming increasingly clear that it is not possible for the Government to continue shouldering the financing of education only through the traditional methods. This makes it imperative for the Government, in partnership with other education stakeholders, to clearly devise and implement traditional/conventional and non-conventional/innovative approaches in financing education development in the country as clearly stipulated in the National Five Year Development Plan 2011/2012 – 2015/2016.

THE ORGANISATION STRUCTURE OF THE MINISTRY OF EDUCATION AND VOCATIONAL TRAINING
(Approved by the President on 3rd June 2011)

MINISTER

NATIONAL EDUCATION ADVISORY COUNCIL

PERMANENT SECRETARY

FINANCE AND ACCOUNTS UNIT **CHIEF ACCOUNTANT**	**POLICY AND PLANNING DIVISION** **DIRECTOR**
INTERNAL AUDIT UNIT **CHIEF INTERNAL AUDITOR**	**ADMINISTRATION & HUMAN RESOURCES MANAGEMENT DIVISION** **DIRECTOR**
GOVERNMENT COMMUNICATION UNIT **PRINCIPAL OFFICER**	**NATIONAL COMMISSION FOR UNESCO** **EXECUTIVE SECRETARY**
LEGAL SERVICES UNIT **PRINCIPAL LEGAL OFFICER**	**PROCUREMENT MANAGEMENT UNIT** **DIRECTOR**
INFORMATION & COMM. TECHNOLOGY UNIT **PRINCIPAL COMPUTER SYSTEMS ANALYST**	• **AGENCY FOR DEVELOPMENT OF EDUCATION MANAGEMENT (ADEM)** • **EDUCATION PRESS UNIT**

COMMISSIONER FOR EDUCATION

SPECIAL NEEDS EDUCATION UNIT

DIVERSITY UNIT

EDUCATION BY MEDIA UNIT

SCHOOLS REGISTRATION UNIT

SECONDARY EDUCATION UNIT

PRE-PRIMARY & PRIMARY EDUC. UNIT

HIGHER EDUCATION DIVISION (DIRECTOR)	TECHNICAL AND VOC. EDUC. TRAIN. DIVISION (DIRECTOR)	SCHOOL INSPECTORATE DIVISION (DIRECTOR)	TEACHERS EDUCATION DIVISION (DIRECTOR)	ADULT AND NON-FORMALEDUCATION DIVISION (DIRECTOR)
DEVELOPMENT AND MONITORING SECTION	TECHNICAL EDUCATION TRAINING SECTION	PRIMARY EDUCATION INSPECTORATE SECTION	DEVELOPMENT AND MONITORING	DEVELOPMENT AND MONOTORING SECTION
MANAGEMENT SUPPORT SERVICES SECTION	VOCATIONAL EDUCATION TRAINING SECTION	SECONDARY EDUCATION INSPECTORATE SECTION	MANAGEMENT SUPPORT SERVICES	MANAGEMENT SUPPORT SECTION
	MANAGEMENT SUPPORT SERVICES SECTION	TEACHERS EDUCATION INSPECTORATE SECTION		
		SCHOOL INSPECTORATE MGT. SUPPORT SERVICES SECTION		
		ZONAL AND DISTRICT OFFICES		

- - - - *Proposed or already an Agency*

SWOC Analysis of the Ministry of Education and Vocational Training

OBJECTIVE	STRENGTHS	WEAKNESSES	OPPORTUNITIES	CHALLENGES
A. **Care and Supportive Services Improved and HIV and AIDS Infection Reduced**	1. Availability of HIV & AIDS Strategic Plan II 2008 - 2012 for the Ministry. 2. Awareness and voluntary counselling and Testing for MOEVTs' workers. 3. Integration of HIV & AIDS into school curricula and training programmes. 4. Availability of modules and guides on HIV & AIDS and Guidance and Counselling in education and training.	(a) Insufficient counselling services in schools, colleges and universities and workplaces. (b) Inadequate inclusive teaching and learning materials on HIV & AIDS, SRH, and life skills education.	1. Presence of National Policy for HIV & AIDS Care and Support. 2. Presence of Government guidelines and circular No. 2 of 2006 for control of HIV & AIDS in the public services. 3. Knowledge for rendering care and support services. 4. Willingness of development Partners and education sector stakeholders to support HIV & AIDS programmes. 5. Availability of adequate centres in urban areas for voluntary counselling and testing.	a) Inadequate networking amongst ministries departments, institutions and NGOS. b) Lack of accurate data on infection and deaths related to HIV & AIDS within the education sector. c) Inadequate Voluntary Counselling and Testing Centres in rural areas. d) Existence of traditional customs, norms and values which promote the spread of HIV & AIDS.

OBJECTIVE	STRENGTHS	WEAKNESSES	OPPORTUNITIES	CHALLENGES
	5. Commitment of Government for providing care and support to HIV and Aids infected staff. 6. Decreased stigma to people living with HIV and AIDS. 7. Presence of HIV & AIDS co-ordinating desk at MOEVT		6. Existence of sectoral management and co-ordinating structures and Community awareness. 7. Presence of Voluntary counselling and Testing centres.	
B. National Anti – Corruption Strategy Effectively Enhanced, Sustained and Implemented	1. Availability of Skilled human resources. 2. Customer care desk in place; 3. Existence of Client's Service Charter. 4. Existence of clear Policies, Legislations, Regulations, and Guidelines in education and training.	(a) Inadequate resources for implementation of National Anti Corruption Strategy. (b) Inadequate delivery of customer care services. (c) Inadequate implementation of Client Service Charter.	1. On-going Public Service Reform Programmes. 2. Existence of Political will. 3. Public awareness.	a) Change of Government structure and leadership. b) Overlapping roles amongst ministries.

OBJECTIVE	STRENGTHS	WEAKNESSES	OPPORTUNITIES	CHALLENGES
C. **Access and Equity in Education and Training Improved**	1. Existence of Policies, Legislations, Regulations, and Guidelines. 2. Existence of child-friendly schools. 3. Existence of school- feeding programme. 4. Existence of resources to support needy pupils/students. 5. Comprehensive implementation of education and training programmes (PEDP, SEDP, AEDP TDMS, and HEDP) and development of TVETDP.	(a) Inadequate teaching and learning materials for education and training, and (b) Inadequate special needs and gender responsive infrastructure in education and training institutions.	1. Increased community awareness in supporting education and training activities. 2. Existence of National Human Rights education Programme; 3. Availability of network for distance learning. 4. Implementation of Decentralization by Devolution (D – by - D);	(a) Decrease in enrolment in basic education cycle. (b) Mismatch between enrolment expansion and the supply of physical, human and financial resources. (c) Impact of HIV and AIDS pandemic; (d) Lack of concerted efforts amongst education stakeholders to mobilize illiterate young people and adults to join literacy classes.

OBJECTIVE	STRENGTHS	WEAKNESSES	OPPORTUNITIES	CHALLENGES
				(e) Existence of traditional customs, norms and values which limit access of MVC and children with special needs to education and training.
	6. Existence of education and training institutions within MOEVT.	a) Inadequate co-ordination amongst education and training institutions.	1. Availability of education and training scholarships in international institutions. 2. Enabling environment for investment in education and training. 3. Existence of Non-government education and training institutions.	a) inadequately addressed requirements for special needs students

OBJECTIVE	STRENGTHS	WEAKNESSES	OPPORTUNITIES	CHALLENGES
	7. Existence of programmes for Adult & Non Formal Education (AE – NFE) e.g. "Yes I Can", ICBAE, COBET, ODL and IPPE.	a) Weak co-ordination amongst Adult & Non Formal Education providers.	1. Community awareness on the importance of education.	a) Increasing rate of illiteracy amongst adults; b) Inadequacy of resources to provide AE & NFE. c) Insufficient self-initiatives towards literacy education.

OBJECTIVE	STRENGTHS	WEAKNESSES	OPPORTUNITIES	CHALLENGES
D. **Quality of Education and Training Improved**	1. Existence of Policies, Legislations, Regulations, and Guidelines for monitoring education and training institutions. 2. Existence of systems and institutions for quality assurance. 3. Implementation of education and training programmes (PEDP, SEDP, AEDP, TDMS and HEDP) and development of TVETDP. 4. Availability of library services in every region and Education Institutions.	(a) Unclear co-ordination of monitoring and evaluation system. (b) Weak adherence to set standards. (c) Uneven distribution of physical and human, resources. (d) Ineffective utilization of existing capacities in Teachers' Resource Centres. (e) Inadequacy of library services.	1. Community awareness in Education and Training Policy and guidelines; 2. Existence of National ICT Policy. 3. Development of ICT infrastructure e.g. National Optic Fibre. 4. Availability of teaching and learning materials in the market. 5. Existence of regional integration (e.g. EAC, SADC)	(a) Political influence leading to compromising set standards. (b) Moral erosion in the society; (c) Lack of teachers' professional board. (d) Inadequacy of resources in provision of education at all levels. (e) Brain-drain and attrition; (f) Impact of HIV and AIDS pandemic on efficiency and effectiveness for education and training delivery. (g) Rapid scientific and technological changes and advancements.

OBJECTIVE	STRENGTHS	WEAKNESSES	OPPORTUNITIES	CHALLENGES
	5. Regular reviews of education and training programmes. 6. Existence of Ministerial and institutional Strategic Plans. 7. Existence of teachers' resource centres. 8. Availability of competence-based curricula and programmes. 9. Existence of education and training institutions.			

OBJECTIVE	STRENGTHS	WEAKNESSES	OPPORTUNITIES	CHALLENGES
E. Management and Administration in Education and Training Improved.	1. Availability of clear Policies, Legislations, Regulations, and Guidelines in establishing education and training institutions. 2. Existence of active Workers' Council. 3. Existence of boards, committees and councils in education and training institutions.	(a) Lack of human resource Strategic Plan for education and training. (b) Inadequate training on education management skills; (c) Delay in implementation of OPRAS. (d) Weak dialogue and management mechanism. (e) Non-existence of succession planning.	1. On-going Public Service Reform Programmes. 2. Existence of political support. 3. Decentralization by Devolution (D-by-D) of pre-primary primary and secondary schools. 4. Existence of well-managed nongovernment education and training providers.	(a) Frequent change of Ministry's structure and leadership. (b) Non-harmonised Education and Training Policy and other sector policies to ensure common understanding.

OBJECTIVE	STRENGTHS	WEAKNESSES	OPPORTUNITIES	CHALLENGES
F. **Information, Research and Development Strengthened**	1. Existence of human capacity to carry out research on education and training. 2. Presence of research units in the Ministry and its various institutions. 3. Use of ICT in education and training. 4. Presence of Government Communication Strategy. 5. Existence of National ICT Policy.	(a) Insufficient data on education and training. (b) Lack of comprehensive centralized information centre. (c) Ineffective utilization of research findings. (d) Inadequate qualified staff in ICT and research.	1. Emphasis on the use of e-governance by MDAs. 2. Existence of Education Sector Management Information System (ESMIS). 3. Availability of favourable environment for co-operation and partnership in ICT amongst stakeholders. 4. Emphasis on Research and Development (R&D) and Innovation nationally and internationally. 5. Availability of National ICT Policy.	(a) Rapid scientific and technological changes and advancements. (b) High demand for research resources. (c) Externally influenced research agenda.

OBJECTIVE	STRENGTHS	WEAKNESSES	OPPORTUNITIES	CHALLENGES
G. Working Environment for Efficient and Effective Delivery of Education and Training Supportive Services Improved.	1. Availability of physical facilities and working tools. 2. Availability of qualified skilled human resource.	(a) Weak mechanism for rewarding and recognising innovative, honest and hard-working employees. (b) Non- adherence to training programmes. (c) Misallocation and underutilisation of skilled human resource.	1. Existence of political and social stability. 2. Increased market demand for education and training. 3. Increased stakeholders' participation in provision of education and training. 4. Government support in education and training.	(a) Brain-drain; (b) Rapid scientific and technological advancements. (c) Insufficient resources to improve working environment.

OBJECTIVE	STRENGTHS	WEAKNESSES	OPPORTUNITIES	CHALLENGES
H. Education and Training on Cross-Cutting Issues Improved	1. Existence of Diversity Unit. 2. Availability of guidelines for education and training on cross-cutting issues. 3. Availability of MOEVT Strategic Plan on Human Rights Education. 4. Existence of MOEVT Gender Strategic Plan.	(a) Inadequate coordination on implementation of set plans and strategies. (b) Guidance and counselling services not prioritised. (c) Pregnancies amongst school girls leading to increased dropouts. (d) Inadequate integration of Human Rights education into the curriculum. (e) Inadequate integration of CCIs into departmental plans.	1. Availability of National Gender, Environment and Human Rights Policies. 2. Commitment of Government, Development Partners and NSAs. 3. Sensitized Community.	(a) Climatic Change; (b) Globalisation. (c) Gender imbalance in Education and Training. (d) Existence of traditional customs, norms and values which interfere with access of learners from Most Vulnerable Environment and learners with special needs to education and training.

OBJECTIVE	STRENGTHS	WEAKNESSES	OPPORTUNITIES	CHALLENGES
1. **Sustainable Co-operation in Education and Training with National, Regional and International Organizations Strengthened**	1. Presence of Education and Training institutions which liaise with international organizations. 2. Involvement of education stakeholders in Education and Training Sector dialogues. 3. Existence of MOUs. 4. Good relationship with other states.	(a) Unco-ordinated information flow mechanisms.	1. Globalisation and regional integration. 2. Government commitment on establishment of relationship with regional and international organizations. 3. Political and social stability. 4. Bilateral cultural agreements.	(a) Changes of structures and leadership. (b) Variation of priorities amongst regional and international organisations.

OBJECTIVE	STRENGTHS	WEAKNESSES	OPPORTUNITIES	CHALLENGES
J. Initiatives to enhance financing in education and training sustained	1. Existence of education and training financing institutions in the education sector. 2. Existence of Regulations, and Guidelines on financial management.	(a) Under-utilised opportunities in funding education and training. (b) Inadequate public awareness on the importance of financing education and training. (c) Inadequate fund-mobilisation skills	1. Political will in financing education and training. 2. Guidelines on public-private partnership in financing education and training. 3. Implementation of Public Financial Management Reform Programmes.	(a) Mismatch between financing resource requirements and funds allocation. (b) Inadequate awareness on PPP.

MEDIUM TERM STRATEGIC PLAN MATRIX

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
A: Care and Supportive Services Improved and HIV and AIDS Infection Reduced.	1. Strengthen programmes to fight the spread of HIV and AIDS; and support infected staff in work places in education and training.	**A01S:** Review educational programmes to fight HIV and AIDS by June 2016	• Review reports in place; • Reviewed programmes in place	CE, DAHR and DPP
		A02S: Workplace intervention guidelines on HIV and AIDS across all levels of education and training implemented by June 2016	• guidelines in place. • number of sensitized, tested and supported staff in place.	CE and ALL Directors

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
	2. Oversee and monitor implementation of guidelines to ensure all education and training institutions provide effective skill-based health education.	**A03S:** Provision of effective skill-based health education monitored and evaluated by June 2016	• monitoring instruments in place. • monitoring reports in place.	CE and ALL Directors
B: National Anti – Corruption Strategy Effectively Enhanced, Sustained and Implemented.	1. Allocate public resources equitably to address corruption effectively.	**B01S:** Reduce number of corruption cases by implementing anti-corruption strategy by June,2016	• number of corruption claims reduced. • timely services provided.	DAHR and All other Directors
	2. Strengthen capacity of integrity committees in education and training.	**B02S:** Institute effective mechanisms regarding petty and grand corruption by June, 2016.	• mechanisms in place	DAHR

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
		B03S: Monitor, evaluate and review Ministerial anti – corruption action plan by June 2016.	• Monitoring reports in place. • Reviewed Ministerial anti-corruption action in place	DAHR

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
C: Access and Equity in Education and Training Improved	1. Facilitate production of requisite skilled human resources for management of the economy and delivery of education services.	**C01S:** 34 Teachers' Colleges, 51 demonstration schools including Arusha School, 11 Higher Education institutions, 5 Technical Education and Training institutions (including ADEM, SLADS & IAE) and 2 Vocational Education and Training Centres expanded and made inclusive by June 2016	• proportion of infrastructure against learners to meet minimum standards. • number of trainees enrolled. • number of facilities expanded. • number of staff recruited.	DPE, DTE, DTVET, DHE, CE, DAHR & DPP

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
	2. Advocate expansion of education and training facilities to ensure increased accessibility of boys, girls and children including those with special needs in rural and urban areas.	**C02S:** Enrolment and retention of pupils in education and training improved by June 2016	• number of pupils enrolled and completed education cycle. • number of pupils with special needs selected for secondary education. • number of pupils selected for Form 5	DPE, DTE, DSE, DANFE & CE

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
			• number of student teachers trainees selected. • number of teachers posted. • number of learners enrolled in ODL programme. • number of teachers licensed to teach.	DTE, DPE, DSE, DANFE & CE

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
			• number of COBET learners mainstreamed into formal education system. • number of students from poor households sponsored by government.	

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
	3. Advocate for expansion of education and training facilities to ensure increased accessibility and equity for tertiary education students, including those with special needs.	**C03S:** Enrolment and retention of students with special needs in tertiary and higher education and training improved by June 2016	• types and number of inclusive teaching & learning materials and equipment provided. • number of students identified and enrolled. • completion rate. • number of students given loans. • number of TCs supplied with necessary facilities.	DTE, DHE, DTVET

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
		C04S: Access of girls and MVC/Students from different backgrounds to education and training improved by June, 2016.	• retention rate. • guidelines for re-entry of pregnant girls in place. • completion rate. • number of schools providing guidance and counselling services.	DTEVT, DPE, DSE, DANFE, CE
	4. Improve skills for self-employment and competition	**C05D:** 30 TVET centres constructed 12 rehabilitated and 5 equipped by June 2016.	• number of students enrolled • completion rate • number of TVET institutions rehabilitated, constructed and equipped.	DPP & DTVET

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
		C06S: Technical and Vocational Education and Training expanded and strengthened to provide various courses and skills for self employment and competition by June 2016.	• number of students enrolled in vocational and technical institutions by courses. • number of technical and vocational education and training institutions established with modern tools.	DTVET

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
			• needs assessment reports on identified skills which are responsive to the market demand in place. • number and types of new courses developed.	

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
	5. Strengthen basic and continuing education programmes for out-of- school youth and adults	**C07S:** Literacy and continuing education programmes, entrepreneurship and vocational skills training for out-of-school youth and adults, including those with special needs strengthened by June, 2016.	• number of learning centres established to offer basic and continuing education for out-of-school youth and adults • number of learners enrolled in adult literacy. • entrepreneurship and vocational skills, and continuing education programmes in place. • number of facilitators engaged in adult literacy, COBET and continuing education programmes.	DTVET, DANFE

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
			• performance reports of basic and continuing education programmes for out-of-school youth and adults in place.	
	6. Improve access and equity to tertiary and higher education	**C08S**: Welfare of tertiary and higher education and training students improved by June, 2016.	• reduced student's complaints. • reviewed students' loan system and recovery mechanism in place. • number of higher learning students provided with loans.	DHE, DTVET &DTE

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
			• report on the implementation of reviewed students loan and recovery systems for higher learning institutions in place • number of students from low income households sponsored for education and training.	

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
	7. Ensure that teachers, tutors, lecturers and instructors are competent, well-motivated and equitably deployed.	**C09S**: 15,000 university graduate teachers, 45,000 diploma teachers, 52,000 Grade-A teachers and 5,000 Licensed teachers trained, motivated and equitably deployed by June, 2016.	• number of student teachers in TCs, and higher learning institutions enrolled. • number of in-service teachers selected for training. • number of graduates deployed.	DTE, DTVET & DHE
		C10S: 4,100 lecturers for tertiary and higher education trained and equitably deployed by June, 2016.	• number of lecturers recruited in colleges and Universities. • number of lecturers enrolled for further studies.	DTE, DTVET & DHE

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
D: Quality of Education and Training Improved	1. Review existing policies, strategies and legal frameworks for consistency with cultural promotion and the dynamics of world of work.	**D01S:** Policy reviewed, laws and regulations harmonised among relevant Ministries providing education by June, 2016	• reviewed ETP in place. • harmonised education act and regulations in place. • multi-sectoral pre-primary education strategy in place and in use. • reviewed Pre-primary Education Guidelines in place. • reviewed guidelines on school registration in place.	DPP, CE, DPE

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
	2. Ensure teaching and learning materials at all levels are adequately provided and are inclusive, gender sensitive and promote active life-skill-based learning.	**D02S:** Provision of teaching and learning materials in education and training institutions improved by June, 2016	• monitoring reports in place • inclusive and gender sensitive teaching and learning materials in place.	DPE, CE, DTE, DSE, DANFE, DTVET & DHE
	3. Strengthen quality assurance, control systems and structures in education and training at all levels	**D03S:** Quality assurance and control systems and structures strengthened by June, 2016	• number of institutions inspected. • inspection reports. • number of school inspectors appointed. • number of student teachers' assessed during BTP.	DTVET, DSI, DHE, DSE, DPE, DPP, NECTA DTE, TCU &

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
			• number of institutions visited for technical appraisal. • number of schools visited for adherence to school registration standards; • reviewed monitoring instruments. • number of inspectors oriented. • number of Ward Education Coordinators (WECs), Head Teachers and Heads of Schools oriented.	NACTE, CE

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
			- number of trained inspectors. - number of In service teachers trained. - number of TRC's strengthened, established and equipped. - needs assessment system review report in place. - number of higher learning institutions with improved library facilities and services. - competence-based examination system in place.	CE & DTVET

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
			• types and number of inclusive teaching & learning materials and equipment against the demand. • reviewed curricula in place. • list of approved educational materials in place. • world of work survey reports in place.	
		D05S: Develop bridging programmes in curricula at all levels to enable graduates at lower levels to proceed to higher education in any field of study by June, 2016.	• needs assessment reports in place. • bridging programmes/courses in place. • National Technical Qualifications Framework (NTQF) in place.	CE, DSE, DTVET, DTE & DHE

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
			D04S: Review and align curricula in education and training to meet world of work demands by June 2016.	
	4. Promote use of ICT and e-learning through the implementation of the ICT policy; and expand communication networks.	**D06S:** Needs assessment on ICT-based facilities and services established for primary, secondary and tertiary levels of education and training by June, 2016.	• needs assessment reports in place	DPE, DSE, DTE, DHE & DTVET
		D07S: ICT-based facilities and services distributed in education and training centres by June, 2016.	• number of institutions with e-learning facilities. • number of schools or institutions with ICT facilities.	DTE, DSI, DSE & DTVET

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
		D08C: Enhance the use of ICT in teaching and learning in education and training by June, 2016.	• number of TOTs in ICT trained. • number of student teachers trained. • number of institutions using ICT for teaching and learning. • number of broadcasted radio/TV lessons.	DPE, DTE,DSE DHE & DTVET, CE

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
	5. Ensure that teachers, tutors, lecturers and instructors are competent, well motivated and equitably deployed.	**D09S:** Teachers', tutors', lecturers' and instructors' competence improved through in-service training and motivation, and equitably deployed by June, 2016.	• number of teachers, tutors, instructors and lecturers trained. • number of teachers, tutors. instructors and lecturers deployed. • number of teachers, tutors, instructors and lecturers supported for post-graduate studies. • number of staff promoted. • number of best performers rewarded. • types/number of staff.	DAHR, DTE, DHE & DTVET

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
E: Management and Administration in Education and Training Improved	1. improvement of public service delivery framework.	E01S: Effective Performance Management System implemented by June, 2016.	• reviewed schemes of service implementation reports in place. • employees' performance agreements in place.	DAHR, CE
		EO2S: Administrative system for public institutions managed transparently and served for the best interests of the public by June, 2016	• reviewed Client Service Charter in place. • computerised registry system in place. • reports of meetings for academic directors in place.	DAHR, CE, DHE

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
	2. Facilitate production of requisite skilled human resources for management of education and training.	**E03S:** Institutional capacity-building for efficient management and administration co-ordinated by June, 2016.	• training needs assessment report in place. • Training programme in place. • Number of staff trained.	DAHIR & All heads of Departments and Units
	3. Strengthen Public Financial Management in education and training.	**E04S:** Planning, Budgeting, Accounting, procurement and Inventory control systems efficiently and effectively managed by June, 2016.	• Clean financial and inventory reports. • Reduced number of audit queries. • Performance reports in place. • Ministerial MTSP, MTEF and Budget speech in place. • Ministerial action and cash flow plan in place.	DPP, CA, CIA, DPMU and DAHIR

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
			• Ministerial procurement plan in place. • Ministerial Internal Audit plan in place. • Human Resource Audit report in place.	
	4. Improve capacity and participation in financial management, planning and monitoring at all levels of education and training.	**E05S:** Institutional capacity-building for financial management, planning and monitoring improved by June, 2016.	• Number of staff responsible for financial management, planning and monitoring at all levels trained.	DPP CA & CIA
		E06S: Budgetary compliance and efficiency in resource use for educational institutions enhanced by June, 2016.	• number of monitoring and evaluation trips. • M & E reports in place.	DSE, DPE and DPP

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
F: Information, Research and Development Strengthened	1. Strengthen systems for gathering, analysing and utilising data on education and training	**F01S:** A comprehensive ESMIS for gathering, analysing and utilizing data on education and training improved by June, 2016.	• analysed Education and Training statistics in place. • education information database in place. • customized software for data collection developed. • number of institutions with ICT equipment. • number of people trained on data collection, processing and use.	DPP, CE HICTU, DHE & DTVET

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
	2. Ensure research and development in education and training is strengthened.	**F02S:** Research and Development in education and training improved by June, 2017.	• Priority areas for research identified. • Number of researches conducted. • Strategy for improving research skills and professionalism in place. • SACMEQ Project III performance report in place.	CE, DHE, DTVET & DPP

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
	3. Ensure effective and efficient communication and information flow within the education sector and its stakeholders is strengthened	**F03S:** MOEVT information and communication strategy developed by June, 2016.	• MOEVT communication strategy in place. • IEC materials in place. • Essential facilities for communication in place. • Updated and functional MOEVT website • Computerised school registration system in place. • Number of stakeholders oriented on school registration modalities. • Number of Radio and television programmes prepared and aired.	CE, HGCU

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
	4. Promote an effective e-government through the implementation of ICT plan and expand communication network.	**F04S:** MOEVT staff with capacity built on use of e-government system and capacity built by June, 2016.	• Needs assessment report in place. • Training programme on e-government in place.	DPP & HICTU
G: Working Environment for Efficient and Effective Delivery of Education and Training Supportive Services Improved	1. Ensure that skilled and motivated personnel in MOEVT are hired, equitably deployed, fairly remunerated, retained and supervised to ensure performance and accountability.	**G01S:** MOEVT offices equipped with basic working facilities by June 2016.	• Number of offices supplied with basic facilities. • Improved services. • Type and number of services provided to staff.	All Directors, & Heads of Units & Institutions

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
		G02S: Efficiency and effectiveness of departmental services delivery improved by providing timely administrative and personnel services by June, 2016.	• Reduced number of complaints • Number of days for provision of administrative and personnel services. • Number and types of services provided.	All Directors & Heads of Institutions
H: Education and Training in Cross-cutting Issues Improved	1. Improve gender, environment and human rights dynamics in education and training at all levels.	**H01S:** Education and training environmental education improved to accommodate gender and human rights by June, 2016.	• strategic plans and implementation guidelines for gender, environmental education, guidance and counselling, child and human rights in place.	CE & All Directors,

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
			• Reviewed Curricula/ programmes with cross-cutting issues mainstreamed. • Number of teachers and trainers oriented on cross-cutting issues. • Number of documents on guidance and counselling in gender, environment and human rights disseminated. • Monitoring reports on crosscutting issues in place.	

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
	2. Encourage education sector stakeholders to support education on gender, environmental education, child and human rights in education and training.	**H02S:** Stakeholders oriented and sensitized to programmes on gender, environmental education, guidance and counselling, child and human rights aspects by June, 2016.	• Number of stakeholders oriented and sensitized on the programmes. • Orientation reports in place. • training manual in place.	CE & DAHR
		H03S: Co-ordination and networking between MOEVT cross-cutting units and stakeholders improved by June, 2016	• Number of meetings with stakeholders. • Number of annual and general education meetings.	CE & DAHR

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
I: Sustainable Co-operation in Education and Training with National, Regional and International Organizations Strengthened	1. Promote dialogues on education and training development at all levels basing on cultural and traditional opportunities.	**I01S:** Institutional co-operation and linkages promoted by June, 2016.	• Number of institutions and ministries linked. • Number of UNESCO Clubs and ASP-net established. • Number of meetings with stakeholders. • Number of annual and general education meetings. • Number of essay competitions. • Number of Memorandum of Understanding (MOUs) signed. • Reports of sub-regional and international meetings in place. • Harmonised curricula in place.	DPP, DHE, CE, DSE & DTVET.

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
J: Alternative sources of funding education sector enhanced and sustained	1. Review and/or enact laws and Acts to provide for enhanced alternative sources of financing of education sector	**J01S:** Education Fund Act No. 8 of 2001 amended to provide for percentage budgetary allocation and specific funding levels to the Education Fund by June, 2016.	• Reviewed Education Fund Act with specific compulsory funding levels in place	DPP, CE,DHE & TEA
	2. Develop and implement innovative and non conventional approaches to finance education from diverse sources	**J02S:** Resources to finance education sector development mobilized through project proposals and philanthropists diasporic and alumni donations by June 2016.	• Percentage of revenue collected from institutional projects. • Number & type of fundraising initiatives, project proposals and diasporic support. • Net income from fundraising initiatives, project proposals and diasporas.	DPP, TEA and HESLB

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
			• Percentage of revenue collected from institutional projects.	
		J03S: Treasury and Municipal/Councils Education Bonds established and operationalized by June, 2016.	• Treasury and Municipal/Council Education Bonds in place.	DPP, CE and TEA
		J04S: Conduct studies on alternative sources of revenue to the Education Fund by June, 2016.	• Study reports. • Type of alternative sources identified.	DPP & TEA

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
		J05S: Develop and implement resources supportive programs in education sector by June, 2016.	• Number and type of resources supportive programmes developed and implemented. • Amount of resources mobilized and provided.	DPP, CE, and TEA
		J06S: Establish and implement additional and alternative funding mechanisms of students' loans by June, 2016.	• Additional and alternative funding mechanisms in place.	DPP, DHE, HESLB, DTVET, and TEA

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