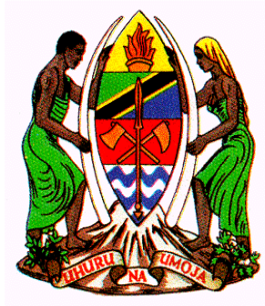# The United Republic of Tanzania

ESDP

EDUCATION SECTOR DEVELOPMENT PROGRAMME (2008-17)

Revised Edition

August, 2008

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ACRONYMS

ABPFE	Annual Budgeting and Planning Forum for Education
ADEM	Agency for Development of Educational Management
AE/NFE	Adult Education/Non-Formal Education
AESR	Annual Education Sector Review
BPR	Book Pupil Ratio
CBET	Competence Based Education Training
CCI	Cross Cutting Issue
CDTI	Community Development Training Institute
COBET	Complimentary Basic Education in Tanzania
CSO	Civil Society Organisations
DEO	District Education Officer
DVTC	District Vocational Training Centre
ECD	Early Childhood Development
EFA	Education for All
EMIS	Education Management Information System
ESDC	Education Sector Development Committee
EQAO	Educational Quality Assurance Organs
ESDP	Education Sector Development Programme
ESMIS	Education Sector Management Information System
ESR	Education Sector Review
ETP	Education and Training Policy
FDC	Folk Development College
FE	Folk Education
FEDC	Folk Education Development Committee
FEDP	Folk Education Development Programme
FY	Financial Year
GER	Gross Enrolment Ratio
GoT	Government of Tanzania
GPI	Gender Parity Index
HESLB	Higher Education Students' Loans Board
HIV/AIDS	Human Immune Virus/Acquired Immuno Deficiency Syndrome
IAE	Institute of Adult Education
ICT	Information, Communication and Technology
JAST	Joint Assistance Strategy for Tanzania
LGA	Local Government Authority
LGRP	Local Government Reform Programme
LOI	Language of Instruction
MAFS	Ministry of Agriculture and Food Security
MCDGC	Ministry of Community Development, Gender and Children
MCST	Ministry of Communication, Science and Technology
MDGS	Millennium Development Goals

MHEST	Ministry of Higher Education, Science and Technology
MHSW	Ministry of Health and Social Welfare
MICS	Ministry of Information, Culture and Sports.
MKUKUTA	Mkakati wa Kukuza Uchumi na Kupunguza Umaskini Tanzania (see NSGRP)
MLEYD	Ministry of Labour Employment and Youth Development
MOE	Ministry of Education
MOEVT	Ministry of Education and Vocational Training
MOFEA	Ministry of Finance and Economic Affairs
MOSTI	Ministry of Science, Technology and Innovation
MOW	Ministry of Water
NACTE	National Council for Technical Education
NECTA	National Examinations Council of Tanzania
NPC	National Planning Commission
NER	Net Enrolment Rate
NFE	Non-Formal Education
NSA	Non State Actor
NSGRP	National Strategy for Growth and Poverty Reduction
OPRAS	Open Performance Review and Appraisal System
OUT	Open University of Tanzania
OVC	Orphans and Vulnerable Children
PAF	Performance Assessment Framework
PBR	Pupil Book Ratio
PDC	Professional Development Centre
PEDP	Primary Education Development Programme
PER	Public Expenditure Review
PFMRP	Public Financial Management Reform
PMO	Prime Minister's Office
PMORALG	Prime Minister's Office: Regional Administration and Local Government
PMS	Performance Management System
PSRP	Public Service Reform Programme
REO	Regional Education Officer
RVTSC	Regional Vocational Training and Service Centre
SBAS	Strategic Budget Allocation System
SDL	Skills Development Levy
SEDP	Secondary Education Development Programme
SIIMS	Student Identity and Information Management System
SLMS	Student Loan Management System
TA	Technical Assistance
TCU	Tanzanian Commission for Universities
TDMS	Teacher Development Management Strategy
TEA	Tanzanian Educational Authority

TIE	Tanzanian Institute of Education
TPR	Teacher Pupil Ratio
TRC	Teacher Resource Centre
TTC	Teacher Training College
UPE	Universal Primary Education
URT	United Republic of Tanzania
VET	Vocational Education and Training
VETA	Vocational Education and Training Authority
WSDP	Whole School Development Plan

EXECUTIVE SUMMARY

The Education Sector Development Programme (ESDP) was launched in 1997 and revised in 2001 in order to improve educational provision to achieve poverty alleviation. This edition of ESDP covers the period 2008 through 2017. It reflects enduring national priorities and a determined response to existing educational conditions and requirements. It is a key part of the systemic public sector reform that is supporting MKUKUTA – the National Strategy for Growth and Reduction of Poverty.

Several factors necessitated this comprehensive revision of ESDP. These include the adoption of MKUKUTA, inclusion of key sub programmes such as Primary Education Development programme (PEDP), 2002-2006 Secondary Education Development Programme (SEDP), 2004-2009 and Folk Education Development Programme (FEDP), 2007-2011. Yet another factor is that the Joint Assistance Strategy for Tanzania (JAST) and the Education Sector Review of 2006 have both indicated a need to take into account elements from the changing environment within which ESDP continues to be implemented. Such developments are also occurring within a context of enhanced regional integration (for example, the SADC Protocol) and new sector dialogue structures. In light of the above there was a need not only to revise ESDP's action plans but also the education vision, strategic priorities, costing and dialogue structures of the Programme in line with changing macro and micro socio-economic context and policy terrain.

ESDP envisages the creation of a well-educated nation with a high quality of life for all. It is a comprehensive programme aimed at a total transformation of the education sector into an efficient, effective, outcome/output based system; it is an evolving national plan for achieving the educational goals expressed in Tanzania's Development Vision 2025.

The 2006 and 2007 Education Sector Reviews highlighted some significant achievements, including improvements in school infrastructure, enrolment, teacher supply, and the provision of teaching and learning materials. Similarly, the latest MKUKUTA status report identified a positive trend in achieving some educational outcomes, mentioning increased enrolment rates at all levels of education, improving Teacher/Pupil Ratios, increased percentages of pupils passing the Primary School Leavers' Examination, and increase in transition of Standard VII pupils entering secondary schools.

However, both the ESRs and the MKUKUTA status report identified a number of challenges still facing the education sector. These include:

(i) increasing enrolments at Pre-Primary, Secondary, Folk, Vocational, Technical and Higher Education levels;
(ii) improving pass rates and reducing the high unit costs per graduate;
(iii) increasing physical facilities and expanding infrastructure at all levels;
(iv) recruiting and retaining qualified teaching staff at all levels;
(v) increasing teaching and learning materials and equipment at all levels;
(vi) reviewing and developing a curriculum that is demand driven;
(vii) building adequate capacity in governance, management, monitoring and evaluation;

(viii) building adequate capacity of the existing education system to address cross-cutting issues;

(ix) ensuring effective linkages and synergies within the education sector;

(x) ensuring adequate funding of education programmes; and

(xi) boosting morale and ability to demonstrate initiatives across the sector.

ESDP's vision is in line with Tanzania Development Vision 2025 and MKUKUTA. The ESDP vision is to have an upgraded and coherently planned, managed and monitored educational sector that will develop human capital in order to boost economic growth and eliminate poverty. The intention, therefore, is to invest in:

- developing an integrated and outcomes-oriented education system;
- changing education sector stakeholders' mindsets;
- building a culture of cherishing human development through hard work, professionalism; entrepreneurship, creativity, innovativeness and ingenuity;
- fostering among learners a sense of self confidence and high respect for all people irrespective of race, gender, geographical location and disabilities; and
- seeking to facilitate the acquisition of the critical national attributes translating into measured capabilities possessed by graduates at different levels.

The overriding policy principle is to take into account the background of national political and economic aspirations and commitment. ESDP reflects the educational context, including its recent performances in terms of outcomes, achievements and cost-effectiveness. On these bases, wise choices may be made and sustained strategic investment in the educational sub-sectors achieved. The corollary principle is that the resource envelope from Government, with support from Development Partners, reflects the commitment to an improved, revitalised, accountable and outcomes-oriented education sector.

ESDP will promote effective and cost efficient provision of educational infrastructure and ICT. The changes, reforms and interventions will be properly focused on improving learning outputs and outcomes, on teacher capability improvements, and on promoting a better teaching and learning environment resulting in increased achievement and competences by learners and teachers. This can only be achieved if governance and accountability are improved through output/outcome performance monitoring.

Effective educational outcomes require sector-wide coordination, a coherent approach to investment and performance management, and an integrated process from entry (pre-school) onwards. The educational sector in Tanzania was dispersed across a number of Ministries related to that and was coordinated by the Office of the Prime Minister (PMO). The Education Sector elements are currently situated within two Ministries namely Ministry of Education and Vocational Training (MOEVT) and Ministry of Community Development, Gender and Children (MCDGC). Taking into consideration such developments, the coordination function is entrusted to MOEVT.

ESDP's four outcome clusters that need to be addressed by the sub-sectors are:

- Capabilities and Values;

- Conducive Teaching and Learning Environment;
- Micro-Macro Efficient Management, and
- Education Provision in order to increase enrolment at all levels.

The key result areas of ESDP are:
- Education Leadership;
- Students/Learners and Teachers' Capabilities/Skills Values;
- Institutional/School Incentives Processes;
- Cost Effectiveness and Cost Efficiency of Outcomes' Achievement; and
- Consultative Dialogue Machinery and Performance.

ESDP will be managed through four sub sectors namely Basic Education, Technical and Vocational Education, Higher Education and Folk Education. Each of the sub sector is considered important as such no sub sector will be marginalized. The arrangements will significantly upgrade both sector-wide and sub-sectoral planning and performance management. Each of the sub-sectors will develop its plan and associated performance management arrangements. The plans will be related to the four outcome clusters and the five key results areas for which agreed indicators will be objectively verifiable and outcome-based.

ESDP will have in built monitoring and performance evaluation processes to ensure that its implementation is not only on track but also provides value for money. It will also place emphasis on the quality of performance data that will be collected, stored and analysed. An Education Sector Management Information System (ESMIS) is being established to cover the entire education sector from pre-primary through to postgraduate programmes. ESDP agreed indicators including those generated at the sub-sector level will be compatible with the information gathered and disseminated through ESMIS. In other words, ESMIS will be a key element in planning, monitoring and evaluating ESDP.

Measures will be instituted which will facilitate the clinical supervision and mentoring of teachers. Such supervision will result in reducing teachers' absenteeism and increasing the pupils' time on tasks. Actions to be prioritised will include implementation of Teachers' Development Strategy (TDMS); planned quality in-service training of the teaching force at all levels; strengthening of Teachers' Resource Centres (TRCs), strengthening ICT in education institutions for open learning and taking measures to ensure the full realisation of the teacher management function. The use of management instruments such as the Open Performance Review and Appraisal System (OPRAS) at school level will be instituted in this regard. Furthermore, head teachers will be assisted to develop instructional leadership capacity.

At Primary level key action priorities will include: implementing measures to reduce the relevant internal system inefficiencies; introducing school feeding schemes, albeit at community's expense and promotion of pre-primary education as a means to achieve community based early childhood care.

ESDP will also address the primary school access needs of vulnerable groups and the girl child. This will cater for children who may have missed enrolment or who dropped out before completing primary education cycle. Access to primary education by such children also offers

opportunities for instituting a parallel primary school system such as Complimentary Basic Education in Tanzania (COBET).

Non formal education, adult and folk education will also be emphasised by ESDP. These provisions will not only provide opportunities of knowledge and skills development to immediate producers but will avail them literacy and functional skills necessary for national development.

The major challenges facing the education sector include the upgrading of the physical facilities and infrastructure at post-primary, folk and vocational training levels to facilitate expansion of enrolment. The number of university graduates being produced and those acquiring skills is low. The ESDP will address these challenges so as to increase the participation rates in these areas by ensuring adequate provision of human and fixed assets. The programme will focus on utilizing the existing human resources and facilities to accommodate multiple intakes and enrolment. The possibility of establishing community institutions including Community Universities shall be considered. By these means, and without lowering standards, production of skilled personnel including graduates will be increased.
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Investment trend indicates that the highest social rates of return are at the primary level. However, there is a growing recognition that benefits begin to have significant effects only after the Basic Education phase has been completed. Moreover, technology now makes a significant difference to the economic growth of nations and that take-off through technology critically depends upon the extent of higher education. Tanzania does not perform well in these areas compared with other countries at a similar stage of development. Thus, ESDP provides for investment across the education sector on all fronts.

The Examinations Councils and the School Inspectorate will focus on performance-oriented outcomes. As a long-term aim, all primary and secondary schools will be inspected at least twice annually. Institutions offering knowledge and skills to youths and adults will also be inspected to ensure quality service delivery. In the medium-term, taking full account of existing systems and available resources, effective site inspection will increasingly be conducted. These inspections will be conducted by qualified educational professionals with the Inspectorate being responsible for systems design, training and quality assurance.

The Government of Tanzania (GoT) has the mandate in terms of education sector governance and implementation. However, successful implementation of ESDP will be achieved most effectively, justly and equitably by means of effective dialogue structures involving GoT, civil society, educational professionals, Development Partners (DP), and the wider community. An important element of the education sector dialogue is the committee structure.

The ESDP management committee structure is as follows:

i. Inter-Ministerial Steering Committee (IMSC);
ii. Joint Education Sector and Thematic Area Working Group (JESTWG);
iii. Government Education Sector and Thematic Area Working Group(GESTWG);

iv. Ministerial Development Committees:
- Education Sector Development Committee (ESDC); and
- Folk Education Development Committee (FEDC).
v. Sub- Sector Task Force; and
vi. Sub- Sector Technical Working Groups.

It is generally recognised that resources required for the full implementation of ESDP are far more than the Government of Tanzania can afford. Accordingly:
- Cost-savings and increased efficiencies will be applied throughout the 10-year period covered by this edition of ESDP; and
- Contributions from communities, students, parents, civil society, the private sector and Development Partners will be necessary and applied to best effect.

The following assumptions are considered realistic over the 2008-2017 period for the ten year ESDP phase:
(i)   The inflation rate averaging around 3.5–4.5% per year;
(ii)   A real GDP growth rate of between 6–8% per annum;
(iii)   Government allocating an average of 22% of its total expenditure to the education sector;
(iv)   Government revenue as a share of GDP averaging 16–17%; and
(v)   Development Partners contributing to budget support at 20% more than the level of contribution in 2006/07, in real terms.

With careful and participative planning, effective performance management, cost-sharing and community participation at all levels and above all a significant transformation in mindset and effective monitoring and evaluation, ESDP can be implemented on that financial basis.

The decentralisation of some educational operational responsibilities to local levels has been extended to cover secondary education. MOEVT will retain the responsibility for educational policy and sector-wide coordination. Also, the MOEVT will work closely with PMO-RALG, MOFEA and LGAs to coordinate the flow of funds to local levels and institutions for all education sector activities. The incorporation of all LGAs into IFMS will help upgrade fiscal transparency at that level.

Data on enrolment and successful graduating students indicate very low internal efficiency across the sector: an outcome that will be altered over the coming decade.   Each of the sub-sectors will be required to:
- calculate current unit (full) costs per graduate taking all related public investment into account; and
- set ambitious yet achievable indicators for the reduction of those unit costs per graduate, ensuring that there is no associated depletion of standards or of quality.

At an institutional level, this will be done on the basis of variable unit costs per graduate. In addition, educational institutions will, as a matter of course, conduct tracer studies of their leavers.

Development Partners have contributed significantly towards Tanzanian education mostly through budget support, and it is necessary that this should continue and, if possible, increase over the coming 10 years. The increasingly close and frank relationship between GoT and the DPs, especially with regard to the education sector, suggests that continued and possibly increased funding will be forthcoming over the 2008-17 periods. During that decade, the Government will endeavour significantly to increase the Education Sector share. ESDP's financial framework is based both in the form of budget support as well as Technical Assistance (TA) as stipulated in the JAST and contributions from Non-State Actors including International organisations. The support is required to facilitate the successful and timely implementation of ESDP.

CHAPTER ONE
INTRODUCTION AND OVERVIEW

1.1 Introduction

The Education Sector Development Programme (ESDP) was launched in 1997, and revised in 2001 in order to improve educational provision for poverty alleviation. It is a comprehensive programme aimed at a total transformation of the education system into an efficient, effective, outcome/output based sector. This edition of ESDP covers the period 2008 through 2017[1] It reflects enduring national priorities and a determined response to existing educational conditions and requirements and is a key part of the systemic public sector reform that is supporting the National Strategy for Growth and Reduction of Poverty (NSGRP/ MKUKUTA).

Tanzania's Development Vision 2025 envisages the total elimination of poverty by 2025 and thus accords high priority to the education sector which is pivotal in bringing about social and economic transformation. It is expressly stated in the Vision 2025 document that:

> "…Education should be treated as a strategic agent for mindset transformation and for the creation of a well educated nation, sufficiently equipped with the knowledge needed to competently and competitively solve the development challenges which face the nation. In this light, the education system should be restructured and transformed qualitatively with a focus on promoting creativity and problem solving."

Vision 2025 directs the creation of a well-educated nation with a high quality of life for all Tanzanians. ESDP is, therefore, an evolving national plan for achieving the educational targets expressed in that Vision.

1.2 Rationale for Revision

Several factors[1] necessitate this comprehensive revision of ESDP ten years after it was initiated and seven years after it was first revised. Among these is the adoption of MKUKUTA, well after ESDP had been launched. Another factor is that key sub-sectoral programmes such as Primary Education Development programme (PEDP), 2002-2006 Secondary Education Development Programme (SEDP), 2004-2009 and Folk Education Development Programme (FEDP), 2007-2011 were commenced after the revised version of the ESDP in 2001. Yet another factor is that the Joint Assistance Strategy for Tanzania (JAST) and the Education Sector Review of 2006 have both indicated a need to take into account elements from the changing environment within which ESDP continues to be implemented. Such developments are also occurring within a context of enhanced regional integration (for example, the SADC Protocol and AU Decade of Education) and new sector dialogue structures.

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[1]   The several relevant policy statements, studies and other items are listed in Annex A.

In light of the above there was a need not only to revise ESDP's action plans but also the education vision, strategic priorities, costing and dialogue structures of the Programme in line with changing macro and micro socio-economic context and policy terrain.

While ESDP was initiated in 1997 as an effort to translate the Education and Training Policy of 1995 into comprehensive and complementary sub-sector strategies, there was a need to re-examine how the Programme may best act as a concrete policy mechanism for implementing Vision 2025 as well as the Education For All (EFA) and the Millennium Development Goals (MDGs) initiatives, each of which is of great concern to the Government of Tanzania and its Development Partners (DPs).

In February 2006, the Education Sector Review (ESR) identified a number of challenges which needed to be addressed in order to attain successful implementation of the NSGRP, EFA, and MDGs. An Aide-Mémoire and a process Action Plan which required the ESDP be subjected to a full revision were endorsed. It was pointed out that, a revitalisation of the ESDP vision, strategic priorities, communication and dialogue structures were required.
It was found that education sector-wide planning and budgeting needed to be linked to the overall planning and budgeting exercise for realising the goals of MKUKUTA.

Accordingly, ESDP highlights the macro economic vision as part of the strategy for growth and poverty reduction, thus being informed by the aspirations of Tanzania reflected in Vision 2025 on the basis that education is a major component of MKUKUTA.

1.3 The Education Sector

From the outset, ESDP has embodied a Sector-Wide Approach (SWAP), regarding education as the one coherent entity. The component parts of Tanzania's education sector include:

(i)   Pre-Primary Education;
(ii)   Primary Education;
(iii)   Secondary Education;
(iv)   Teacher Education;
(v)   Adult Education and Non
         Formal Education
(vi)   Folk Education;
(vii)   Technical andVocational
         Education and Training; and
(viii)   Higher Education.

Their functional responsibilities are dispersed across Ministries which limit national planning in relation to educational access, institutional linkages, resource allocation and quality improvement. These challenges are addressed in the document.

1.4   The Current Status of Education Sector

The Education Sector Review conducted in February 2006 showed that, from 2001 to 2005, there had been some significant achievements particularly in primary education following the successful implementation of PEDP. Substantial improvements were realized in: school infrastructure, enrolment, teacher supply and provision of teaching and learning materials.

The MKUKUTA Status Report of December 2006 also indicated a positive trend in achieving educational outcomes. The report showed that, from 2001 to 2006, there had been increased enrolment rates at all levels of education, improved teacher/pupil ratios, increased percentages of pupils passing the Primary School Leaver's Examination and raised percentages of Standard VII pupils going on to secondary schools.

However, both the ESR and the MKUKUTA status report identified a number of challenges still facing the education sector. These include:

i	increasing enrolments at Pre-Primary, Primary, Secondary, Adult and Non Formal, Folk, Vocational, Technical and Higher Education levels;
ii	improving pass rates and reducing the high unit costs per graduate;
iii	increasing physical facilities and expanding infrastructure at all levels;
iv	recruiting and retaining qualified teaching staff at all levels;
v	increasing teaching and learning materials and equipment at all levels;
vi	reviewing and developing a curriculum that is demand driven;
vii	building adequate capacity in governance, management, monitoring and evaluation;
viii	building adequate capacity of the existing education system to address cross-cutting issues;
ix	ensuring effective linkages and synergies within the education sector;
x	ensuring adequate funding of education programmes; and
xi	boosting morale and ability to demonstrate initiatives across the sector.

In 2007, an analysis of Strengths, Weaknesses, Opportunities and Challenges (SWOC) was conducted and findings are presented as Annex B.

CHAPTER TWO

ESDP'S VISION, STRATEGIES, PRINCIPLES AND OUTCOMES

This Chapter sets out the underlying philosophy of ESDP, providing the base for the concrete proposals that follow.

2.1   The Thrust of ESDP

ESDP is built upon the recognition that a well functioning educational system is a necessary condition and prerequisite for achieving improvements in educational outcomes and for achieving growth through enhancing human capabilities. Within the overall aim of poverty reduction through educational provision improvements, the intention is to:

- link activities in order to strengthen and improve the education sector;
- ensure that the education sector undergoes purposive reform;
- address poor levels of performance across the sector, thus improving resource utilisation and bringing about better targeting of resources towards sub-sectors; and
- achieve a properly managed, better performing and more motivated teaching force as the key catalyst to attaining quality outcomes.
- Ensure out of school children, illiterate youth and adults access quality basic learning opportunities
- ensure youths, adults, out of school, and vulnerable groups both men and women access knowledge and vocational skills

2.2   Strategic Vision

ESDP's vision is in line with Tanzania Development Vision 2025 and MKUKUTA. The ESDP vision is to have an upgraded and coherently planned, managed and monitored educational sector that will develop human capital in order to boost economic growth and reduce poverty.

Education sector is expected to contribute to social and cultural enhancement, national pride, community solidarity and individual fulfilment. ESDP will focus on creating conducive friendly environment for teaching and learning with mutual respect between teacher and learner. During the coming ten years, ESDP's central purpose will be that of poverty reduction.

The intention, therefore, is to invest in:
- developing an integrated and outcomes-oriented education system;
- changing education sector stakeholders' mindsets;
- building a culture of cherishing human development through hard work, professionalism; entrepreneurship, creativity, innovativeness and ingenuity;
- fostering among learners a sense of self confidence, tolerance and high respect for all people irrespective of race, gender, geographical location and disabilities; and

- seeking to facilitate the acquisition of the critical national attributes translating into measured capabilities possessed by graduates at different levels.
- enhancing knowledge and vocational skills development.

2.3   Programme Objectives

In view of the experiences and lessons learnt from the implementation of ESDP to date, the Programme's objectives include:

(i)   sustaining and consolidating gains attained through the implementation of ESDP (1997), PEDP I (2002-2006), SEDP (2004-2009), and ANFES (2003-2008);
(ii)   improving the micro- and macro-management of educational institutions so as to have functioning schools and other relevant institutions in the districts, regions, and communities;
(iii)   upgrading learning and teaching processes thus ensuring access to quality learning programmes with minimal wastage;
(iv)   reviewing the key areas of educational investment by considering alternative ways of achieving the desired outcomes hence determining arrangements that maximise benefits over costs, thus achieving optimised value for money;
(v)   ensuring equitable access to quality education at all levels; ensuring skills development and universal literacy for all men and women;
(vi)   ensuring strategic enrolment expansion in areas relevant to the promotion of sound social economic growth and reduction of poverty; good governance and accountability, general improved quality of life and social wellbeing;
(vii)   instituting and strengthening performance and outcomes-oriented monitoring and evaluation of education provision;
(viii) improving the quality and effectiveness of consultative and dialogue structures; and
(ix)   improving linkage between strategic priorities and "quick wins" so as to make available financial resources through strengthened and streamlined planning and budgeting systems and process, thus benefiting from improved financing processes, reporting and transparency as well as strategic resources allocation and budget execution.

2.4   Education Provision and Poverty Reduction

The envisaged linkage among ESDP input processes and output/outcomes that lead to poverty reduction are illustrated in Figure 1. The relevant input processes are related to:

- human resources and infrastructure development;
- institutional and education sector reforms;
- delivery of education outputs;
- delivery of education outcomes; and
- poverty reduction.

For each of those input processes there are corresponding ESDP outputs/outcomes.
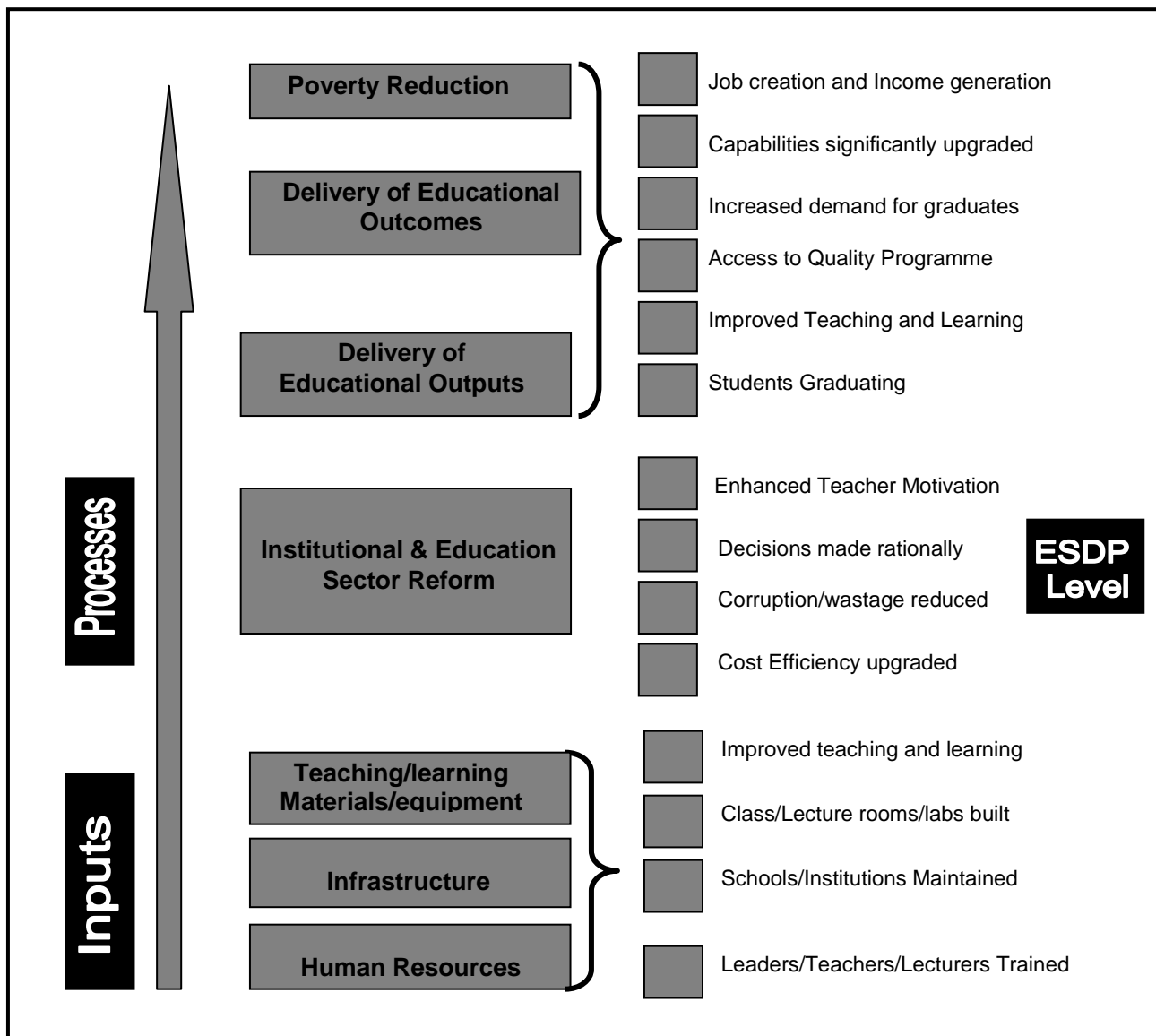
FIGURE 1: EDUCATION PROVISION IMPROVEMENT AND POVERTY REDUCTION – THE LINKS AND THE CONTINUUM

2.5   Principles

In accordance with Figure 1, the Tanzanian socio-economic context calls for the adoption of the following principles:

(i)   quality provision and learners' achievements will be the guiding principles in the articulation and implementation of all sub-sectoral policies, plans and activities;

(ii)   in-country and foreign investment flows required by sustainable economic growth demand that education system graduates possess relevant skills and capabilities;

(iii) access to at least basic levels of education by all persons irrespective of gender, physical disability, or parents'/guardians' income, social status and geographical origins;

(iv) sub-sectoral programmes and performance being synchronised and linked through consultative dialogue and pluralistic participation;

(v) success in implementing agreed upon action plans in one sub-sector never being allowed to cancel out success in implementing agreed action plans in any other sub-sector;

(vi) the funding of prioritised education provision to be based on quality dialogue and reliable data and on the resource envelopes available year by year, the main objective being to achieve value for money spent;

(vii) teachers to be assisted through Professional Development Centres to enhance the quality of their teaching and rewarded for taking conscious efforts to gain more qualifications in teaching as part of a vanguard education reform movement;

(viii) open learning also made available to teachers so that they may develop their understanding and capabilities, allied with enhanced classroom practice;

(ix) teachers and educators assisted to embrace the belief and principle that children and adults can improve their school performance and practical training only if their teachers and educators are made to feel a sense of elevation and dignity, thus turning classrooms and adult centres into Centres of Excellence;

(x) teachers assisted to embrace the principle that the school and teachers themselves cannot be improved from outside but, rather, facilitated to reflect upon their roles as trainers, researchers and scholars to empower themselves to engage in clinical supervision and relevant preparatory practicum;

(xi) promoting institutionalised public participation in relation to quality, access, equity, budgeting and financial monitoring, governance and accountability;

(xii) each of the sub-sector to use indicators to assess the attainment of objectives of strategic monitoring and evaluation, whose main purpose would be to provide continuous feedback as a quality assurance measure, so as to gauge progress and guide budgeting;

(xiii) indicators and all reporting data to be disaggregated by gender;

(xiv) indicators and all reporting data to reflect the incidence of those with special educational needs and the vulnerable (such as orphans and out of school children and youth);

(xv) coordinate regulatory bodies and strengthen monitoring structures;

(xvi) increase commitment and resources from Development Partners and Government, in order to register optimal efficiency and effectiveness; and

(xvii) adopt emerging dialogue perspectives which integrate the Joint Assistance Strategy for Tanzania (JAST), the Public Expenditure Review (PER), the Budget process and MKUKUTA.

The overriding policy principle is to take into account the background of national political and economic aspirations and commitment. ESDP also reflects the educational context, including its recent performances in terms of outcomes, achievements and cost-effectiveness. On these bases, wise choices may be made and sustained strategic investment in the educational sub-sectors achieved.

The corollary principle is that the resource envelope from Government, with support from Development Partners, reflects the commitment to an improved, revitalised, accountable and outcomes-oriented education sector. ESDP requires both the sector and the sub-sectors to prioritise, linking input budgeting to education outcomes, while creating objectively verifiable education targets on the basis of past MTEF performance.

2.6   Strategic Policy Objectives

Based upon those principles, the key strategic policy objectives of ESDP are:
(i)   educational information is effectively managed and used to make sensible and systematic decisions;
(ii)   educational sector teaching and non-teaching staff are conscientious productive workers, adhering to professional conventions, rules and regulations;
(iii)   the best available teaching talents are recruited, professionally developed and retained;
(iv)   human resources and skills are continuously developed to reflect current and emerging challenges;
(v)   teachers and other personnel are appraised, rewarded and sanctioned based on merit;
(vi)   a conducive work environment is created and maintained in schools/institutions;
(vii)   teachers' status, pay and other incentives are sufficient to motivate high quality performance;
(viii) thematic improvement of expansion/access, curriculum relevance, equity, quality, management, resources availability and cross-cutting issues are sustained;
(ix)   schools/departments/institutions are focussed on core educational functions and run economically in line with budgets, providing good value for both government and private money;
(x)   students, parents, community, commerce, industry and other stakeholders are informed and consulted;
(xi)   the fundamental principle of inclusion at all levels is applied as a key strategy aimed at achieving universal and equitable access, backed up by related teacher training and community publicity; and
(xii)   ESDP and sub-sector plans are widely understood, operating efficiently and effectively, and properly monitored and evaluated, so that lessons are learned and applied.

2.7   Immediate Priorities

The strategic policy objectives will be achieved over the forthcoming 10-year period of the ESDP.

Initially, in order to effect these developments, the focus will be on improving educational system functioning through:
(i)   achieving sector-wide harmonisation and coordination through uniting educational activities within the stakeholder Ministries;
(ii)   activating the sub-sectors to ensure the intra- and inter-synchronisation of Basic Education, Higher Education, Technical and Vocational Education and Training and Folk Education;

(iii)   the participative development of rolling three-year plans within each of the sub-sectors, each consistent with ESDP and aimed at enhancing that sub-sector within the broader education sector context;

(iv)   the delineation within sub-sectors of agreed objectively verifiable indicators in relation to outcomes within each key result area, including 'unit costs per graduate';

(v)   the establishment of delivery strategies and actions that emphasize the achievement, improvement and evaluation of learning outcomes and outputs;

(vi)   the adoption of strategic planning and budgeting, including the reassessment on costs-benefits bases of current investment practices (such as teacher housing, laboratory and library construction, special schools for talented pupils, and student loans) examining alternative approaches and opportunities for public-private partnerships;

(vii)   the installation of an Education Sector Management Performance System for monitoring educational outputs and outcomes;

(viii)   strengthening existing nationally controlled, locally-delivered quality assurance systems; and

(ix)   reviewing and modernising school/college/institutional management.
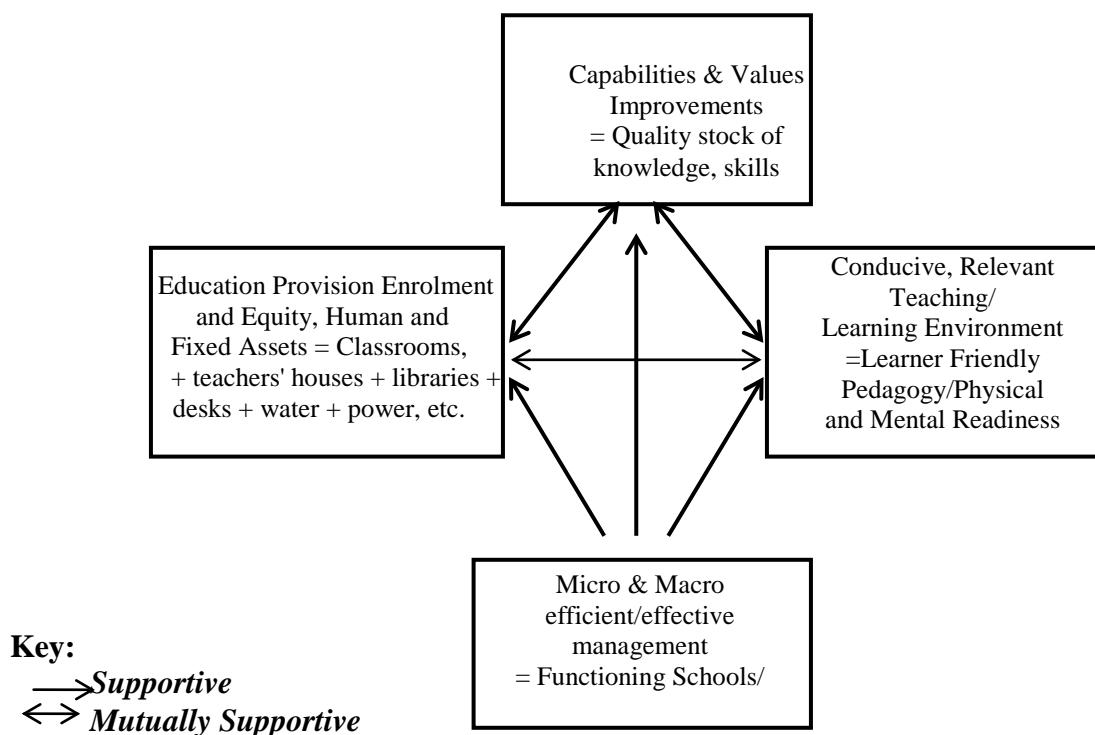
Figure 2: Outcomes based Clustering in Education Development

2.8   Outcome-Based Clusters

ESDP's four clusters that need to be addressed by the sub-sectors are:

- Capabilities and Values;
- Conducive Teaching and Learning Environment;
- Micro-Macro Efficient Management; and
- Education Provision in order to increase enrolment at all levels.

This conception of the outcome-based clustering in education development is illustrated in Figure 2.

ESDP is a macro level plan setting out the four major pillars of cluster outcomes that tie all elements of the education sector together in a coherent and synergic manner with a common vision involving the attainment of high levels of education outcomes. Each sub-sector will use agreed indicators to attain objectives of strategic monitoring and evaluation whose main purpose would be to provide continuous feedback as a quality assurance measure, so as to gauge progress and to determine on-going resource requirements.

2.9   Strategic Priorities

The strategic priorities necessary for achieving an outcome based-clustering of education development include promoting investment in both formal and non-formal education with the view to increasing enrolments and quality and enhancing knowledge stock and skills. These include:

(i)   promoting investment for improving teaching, learning, and research; and providing libraries and science laboratories[2];
(ii)   providing relevant and adequate stocks of knowledge and professional skills to teachers, educators, tutors/lecturers;
(iii)   improving school and institutional level leadership/management through provision of professional development programmes and use of performance appraisals;
(iv)   improving central level leadership/management through in-service programmes and on-the-job training;
(v)   improving equitable education provision and enrolment by expanding capacity through cost-effective means;
(vi)   improving academic research in higher education level, skills development and community service programmes at all levels; and
(vii)   improving access to socio-economic, geographical, gender and disability bases of students at all levels of education.

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[2]   Alternative possibilities such as the distribution of '100-book packs' and 'Science Demonstration Kits' to all schools as stop-gap remedies will be considered: Development Partners or international NGOs may be well-positioned to assist in such initiatives.

2.10   Tangible Results

The key result areas of ESDP are thus:

- educational leadership behaviour change;
- teachers' attitudes, skills, abilities and performance enhancement;
- schools'/colleges'/institutions' upgraded management, organisation and functioning;
- improved cost-effectiveness of outcome/outputs achievement; and
- valuable consultative mechanisms, dialogue programmes and performance assessment machinery.

CHAPTER THREE

PRIORITIES AND OPERATIONAL TARGETS

This Chapter takes into account the general considerations of the revised ESDP (2001) document and sets out the priorities and indicative ESDP targets for the forthcoming 10-year period.

3.1   Government Commitments

The Government's commitment to investment in education as a strategic action for addressing human capability and well-being will be achieved through the following strategic actions:
(i)   increasing public spending of the education sector with basic education (pre-primary, primary and secondary) receiving the highest proportion of the education budget over the period 2008-2017;
(ii)   increasing over time the proportion of expenditure going to quality enhancing inputs (e.g. other charges) compared to salary-enhancing expenditure;
(iii)   requiring each community to establish Early Childhood Development (ECD) facilities including Pre-Primary classes attached to Primary Schools – supported by Local Government;
(iv)   vocational and folk education and training continuing to benefit through the skills levy;
(v)   setting aside a significant budgetary allocation for establishment of educational infrastructure for promotion of teaching science and technology;
(vi)   enable learners to develop a reading culture and the ability to conduct independent research through access to books and other materials;
(vii)   strengthening the provision of opportunities for lifelong learning to promote economic growth and individual fulfilment;
(viii)   strengthening knowledge and vocational skills development;
(ix)   establishing professional development centres so that in-service upgrading can be delivered nationwide;
(x)   provision of in-service training at micro and macro management of educational institutions so as to have functioning schools and other relevant institutions in the regions, councils, and communities; and
(xi)   strengthening performance monitoring and quality assurance at all education levels.

3.2   Education Performance Management Systems

ESDP is a determined attempt to realise the objectives of MKUKUTA which concentrate upon investing in human capacity enhancement through improved quality education. The aim is to have an internationally competitive labour force brought about by channelling effectively resources, thereby safeguarding gains already made in primary, secondary, folk,

and vocational education. This process will be managed on the basis of accurate and up-to-date information.

ESDP will promote effective and cost efficient provision of educational infrastructure and ICT. The changes, reforms and interventions will be properly focused on improving learning outputs and outcomes, on teacher capability improvements, and on promoting a better teaching and learning environment resulting in increased achievement and competences by learners and teachers. This can only be achieved if governance and accountability are improved through output/outcome performance monitoring.

A priority action within ESDP is the installation of Education Performance Management Systems (EPMS) throughout the sub-sectors (and, as applicable, in all institutions/schools). This includes:
(i)   defining and matching education goals, outcomes, strategies and indicators to the national MKUKUTA-related Strategic Budget Allocation System (SBAS);
(ii)   ensuring that the EPMS is consistently implemented across the sub-sectors and institutions;
(iii)   ensuring that ESDP is linked to the financial resource allocation mechanisms that are coordinated by the Ministry of Finance and Economic Affairs (MoF & EA);
(iv)   ensuring that EPMS becomes an enabling institutional capacity in the machinery of Education Ministries, Departments and Agencies (MDAs)/Institutions for efficient and effective management of education provision;
(v)   ensuring that education stakeholders such as parents, students, Civil Society Organisations (CSOs), private sector and Development Partners, have full opportunities to comment upon the educational services provided by institutions/schools with the Government reacting rapidly and responding clearly to those comments;
(vi)   strengthening Monitoring and Evaluation (M&E) systems to ensure that performance indicator progress is tracked against agreed objectives and targets set in each sub-sector; and
(vii)   ensuring that trends in education quality and access are monitored regularly, through education outcomes' surveys; gauged against the performance plans and that the results are widely disseminated to stakeholders.

3.3   Professional Development and Incentives

Quality improvements at school and institutional level depend on the adoption of strategies for effective and efficient deployment of teachers. Effective teacher professional development and pay reform is crucial for consolidating education capacity building and for sustaining and improving performance. While the intrinsic rewards of teaching are significant, reasonable remuneration is vital to boost the morale, recruitment and retention of a good-quality teaching force.

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Across the entire Education Sector, one early and major development will be that of effective institutional management and instructional leadership. Institutional managers will be required to ensure that teaching force devote all of the required time to actual teaching.

There are systemic inefficiencies at school and institutional level that result from the lack of effective teacher management and supervision. These inefficiencies translate into low teacher knowledge stock and perverse teacher deployment. The prioritised challenge is that heads of schools and institutions be facilitated, through exposure to clinical supervision skills, to assume the role of instructional leaders of their fellow teachers in schools. Furthermore, an informed school and institutional based mentoring system ought to be adopted by every school and institution so as to promote significant and systematic improvements in the teachers' stock of knowledge on a sustained process through teacher development meetings and other in-service training schemes.

Measures will be instituted which will facilitate the clinical supervision and mentoring of teachers. Such supervision will result in reducing teachers' absenteeism and increasing the pupils' time on tasks. Actions to be prioritised will include implementation of Teachers' Development Strategy (TDMS); planned quality in-service training of the teaching force at all levels; strengthening of Teachers' Resource Centres (TRCs), establishment of Professional Development Centres (PCDs) strengthening ICT in education institutions for open learning and taking measures to ensure the full realisation of the teacher management function. The use of management instruments such as the Open Performance Review and Appraisal Syatem (OPRAS) at school level ought to be instituted in this regard. Furthermore, head teachers will be assisted to develop instructional leadership capacity.

3.4   Equity of Access to Quality Education

Enrolment expansion has increased significantly, due largely to the successful implementation of PEDP. However, there are some signs of the re-emergence of pre-PEDP system inefficiencies resulting in wastage, which impacts negatively on expanded access and sustained human capability development.

Key action priorities for improved quality primary education in the area of access would include implementing measures to reduce the relevant internal system inefficiencies. Such measures include re-thinking the pupils' distance to school range established on the basis of the school mapping exercise. In rural areas, child-friendly measures would include having satellite schools.

The second prioritised action for access will include introducing school feeding schemes, albeit at community's expense. Feeding schemes have already been shown to result in significant improvements with respect to expanded access especially in areas where parents/guardians are nomadic pastoralists.

The third prioritised action will include the promotion of pre-primary education as a means to achieve community based early childhood care and development. This is a measure which

seeks to enhance the preparation of children for a greater readiness to benefit from primary education.

The fourth prioritised action will include addressing the primary school access needs of vulnerable groups and the girl child. This will cater for children who may have missed enrolling or who dropped out before completing primary education cycle. Such children are often from poverty stricken single-parent or child-headed households, or girl children who are handicapped by early pregnancies or even early marriages. Access to primary education by such children also offers opportunities for instituting an adult and non formal education system such as Complimentary Basic Education in Tanzania (COBET).

The fifth prioritized action will be to strengthen knowledge and vocational skills provision to out school children, vulnerable groups (people with disabilities, orphans, people living with HIV/AIDS elderly, young mothers, illiterates etc) youths and adults women and men both in the rural and urban areas.

ESDP will prioritise expenditures which assist in optimising the attainment of greater access and equity in regional terms with respect to the provision of quality education for all and by promoting human capabilities through:
(i)   consolidating and sustaining the gains achieved from ESDP;
(ii)   provision of school/institution infrastructure with solar panels, and providing bicycles to teachers in selected schools that are located in difficult and hard to reach areas;
(iii)   provision of funding for teaching learning materials and equipment with special attention to the establishment of community, school, district, regional libraries, school/institutions' science facilities as well as workshops on cost-effective basis;
(iv)   provision of teacher training and professional development facilities with special emphasis on the rehabilitation of teacher training colleges and the utilisation of Teacher Resource Centres (TRCs) and other Professional Development Centres (PDCs);
(v)   provision of student welfare by way of carefully-aimed and cost-effectively administered student loans so as to broaden the social base of entrants to higher education;
(vi)   strengthening schools'/institutions' management so that they are of sufficient quality to enhance performance and outcomes oriented monitoring and evaluation;
(vii) improving the quality of education sector coordination, consultative and dialogue processes so as to be able to utilise available and budgeted resources efficiently and effectively;
(viii) Ensuring the provision of Laboratory technicians and workshop technicians for improved teaching of science, technology education and skills development; and
(ix)   Recruiting and training library staff.

3.5   Organisational/Management Structures

Different countries organise and administer the several educational elements in a variety of ways[3]. The educational sector in Tanzania was handled by a number of Ministries and was

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[3]   As this edition of ESDP was evolving, the United Kingdom re-arranged its educational responsibilities into a system with one Ministry handling Children, Schools and Families, with a co-ordinating role on children's health, welfare and child poverty, and another Ministry dealing with Innovations, Science, Universities and

coordinated by the Office of the Prime Minister (PMO). The Education Sector elements are currently situated within two Ministries. However some educational operational responsibilities have been decentralised to local levels and extended to cover:

(i) construction and rehabilitation of secondary schools;
(ii) some adult and non-formal educational programmes; and
(iii) administration of primary and secondary schools.

The decentralised responsibilities will be coordinated by PMO – RALG while MOEVT will retain the responsibility for educational policy and sector-wide coordination. Taking into consideration such developments, the coordination function' will be entrusted to MOEVT to facilitate effective ESDP implementation. PMO will remain with its role of coordinating Government business across all sectors.

3.6 Operational Targets

The operational targets that follow address the four ESDP areas (cluster outcomes. These overall targets are reflected within the sub-sectoral plans and programmes. The sub-sectors will review and improve upon these targets making them feasible.

3.6.1 Capabilities and Values Improvement

Pass rate improvements do not translate automatically into quality improvements. The ESDP review shows that managing available resources efficiently is most critical to quality improvement. Households' and pupils' characteristics impact on quality improvements. The prioritised action required includes taking a holistic approach in addressing the various competing demand side gaps. Success in addressing one demand side variable does not automatically guarantee success in addressing another. There is a need to prioritise attainment over the mere achievement that is reflected in test scores.

Addressing capabilities and values improvement in the education sector requires acknowledging the centrality of developing capacities in handling subject knowledge, time on task, teaching methods, competences and their application as well as improving on the actual teaching in the classroom, at the centre or in the workshop. The issue of teachers', educator and instructors' competences is crucial in this regard, hence the need to raise the current low content knowledge and professional skills of teachers and learners.

For successful implementation, ESDP demands the institution of a Teacher Professional Development Strategy across the sub-sectors. The twin strategies for raising the quality of education in Tanzania are (a) enhancing teacher quality and (b) rewarding teachers' progress. Effective utilisation of Teachers Resource Centres and introducing Professional Development Centres (PDCs) will locate the training of teachers work in realistic settings relating to actual schools and institutions. These will assist in developing high quality teacher, educator and instructors' training courses and developing in graduating teachers/learners reflective skills.

Skills. While ESDP reflects the SADC Protocol and resembles the structural approaches of other East African nations, the UK's arrangement offers a valuable reminder that (a) basic education should be closely linked with health and child welfare; and (b) that higher education should have strong links with innovation and S&T.

The operational targets in this ESDP Capabilities and Values Improvement cluster area will cover the following:

(i)   increase in the number of young (<7 years) children well-prepared for school and life;
(ii)   increase in the number of available and trained teachers, educators and instructors at all levels (pre-primary, primary, secondary, vocational, higher, technical, folk, adult) to reach the national norms of Teacher Pupil Ratio (TPR) by 2017;
(iii)   establish operating PDCs at Basic Education level by 2012;
(iv)   establish operating PDCs at Higher Education level by 2012;
(v)   establish operating PDCs at Adult, Folk and Vocational education levels by 2012;
(vi)   improved knowledge stock on entrepreneurship skills amongst graduating and out-of school youths;
(vii)   increase by at least 100% in the number of home-grown Ph.D. level experts, in areas demonstrated to be of relevance to socio-economic development by 2017;
(viii) increase in research generation/output and dissemination;
(ix)   all relevant higher education programmes offered to have effectively and efficiently operating linkages with production and service centres by 2012;
(x)   at least 60% of learners who are enrolled at all levels of education proceed to next level of education *from 2012 onwards;*
(xi)   reduce number of illiterate adults with special attention /focus from 3 million in 2006/07 to 500,000 in 2017;
(xii)   increasing numbers of students/youths who are service oriented and show enterprising skills annually;
(xiii) Reduction, in number of new cases of HIV and AIDS resulting from effective HIV and AIDS education and life-skills programmes to be offered at all levels of education from 2012;
(xiv) increasing numbers of community members who acquire usable/marketable skills through Folk Development programmes every year from 2008 onwards; and
(xv)   Teachers' Resource Centres used increasingly by teachers from December 2008 onwards.

These targets and their reporting will be disaggregated by gender.

From the indicative targets in the Capabilities and Values Improvement area, the following strategies and activities have been derived for each sub sector.

3.6.1.1 Basic Education: (Pre-primary, Primary, Secondary, Adult and Non-Formal Education and Teacher Education)

(i)   recruit the available trained pre-primary teachers and retain them;
(ii)   recruit and retain the available trained primary school teachers to attain the desired teacher–pupil ratio;
(iii)   establish mechanisms for supporting and mentoring newly recruited teachers;
(iv)   introduce community-funded school feeding schemes;
(v)   recruit and retain, the available trained secondary school teachers;
(vi)   provide scholarship grants to pupils from low income households;
(vii)   recruit and retain available trained special needs teachers for basic education;

(viii) introduce pre-primary teacher preparation programmes in teacher training colleges;

(ix) continuously develop pre-primary teachers' skills to reflect current and emerging challenges;

(x) implement a Teacher Development and Management Strategy (TDMS);

(xi) establish Professional Development Centres;

(xii) expand production of diploma teachers by utilising open learning approaches;

(xiii) enhance the quality of teacher training by instituting curricula reviews;

(xiv) strengthen in-service courses for up-grading and professional development of secondary school teachers;

(xv) ensure that trainee teachers are effectively mentored during teaching practice and when posted to schools as probationer teachers;

(xvi) attract, recruit and retain adequate high quality TC tutors;

(xvii) enhance cognitive, conceptual and technical skills of both academic staff and students;

(xviii) harmonise Educational Qualification Framework; and

(xix) review Adult Education and Non Formal Education Strategy; and

(xx) enhance teacher professionalism among teacher educators by enabling teacher educators to join Tanzania Education Society.

3.6.1.2 Higher Education

(i) rationalise tertiary and higher education by designing and implementing a capability improvement strategy for the sub-sector;

(ii) strengthen a sub-sector Education Management Information System (EMIS) that is linked with ESMIS;

(iii) finalise and implement a teacher professional development strategy;

(iv) expand production of degree teachers by utilising open learning approaches;

(v) expand university level teacher training and its professional development wing;

(vi) enhance teacher professionalism among teacher educators by enabling teacher educators to join Tanzania Education Society;

(vii) enhance the quality of teacher training by instituting curricula reviews;

(viii) increase funding for production of home-grown experts including Ph.D. degree graduates;

(ix) strengthen research generation capacity through increased post–graduate enrolment;

(x) earmark and allocate funds for building research capacity;

(xi) enhance cognitive, conceptual and technical skills of both academic staff and students; and

(xii) promote linkages with production and service centres/firms.

3.6.1.3 Technical and Vocational Education and Training

(i) enhance teacher professionalism among teacher educators by enabling teacher educators to join Tanzania Education Society;

(ii) promote the quality of teacher training by instituting curricula reviews;

(iii) strengthen cognitive, conceptual and technical skills of both academic staff and students;

(iv) promote linkages with production and service centres/firms;

(v) harmonise Educational Qualification Framework;

(vi) design TVET Development Programme;

(vii) support privately owned Vocational Training Centres at the District level (Public-Private Partnerships);

(viii) recruit and retain the available, technical and vocational teachers/ tutors/facilitators;

(ix) integrate and expand the training of vocational and technical education teachers; and

(x) establish a sub-sector-wide Education Management Information System (EMIS) that is linked to ESMIS.

3.6.1.4 Folk Education

(i) review, re-design and implement a capability improvement strategy for Folk Education;

(ii) implement Folk Education Development Programme;

(iii) harmonise Educational Qualification Framework;

(iv) establish a sub-sector-wide Education Management Information System (EMIS) that is linked to ESMIS;

(v) recruit and retain the available, folk development tutors/facilitators;

(vi) rehabilitate Folk and Community Development Centres;

(vii) enhance the quality of teacher training by instituting curricula reviews;

(viii) promote linkages with production and service centres; and

(ix) enhance teacher professionalism among teacher educators by enabling teacher educators to join Tanzania Education Society;

(x) strengthen in-service courses for up-grading and professional development of Folk Development College facilitators/educators

3.6 2   Improving Provision and Equity

The major challenges facing the education sector include the upgrading of the physical facilities and infrastructure at post-primary, folk and vocational training levels to facilitate expansion of enrolment. These negatively affect education provision and access. In the short to medium term therefore, the ESDP will address these challenges so as to increase the participation rates in these areas by ensuring adequate provision of human and fixed assets. The ESDP enrolment projection is as shown in Annex F

The demographic composition of the student/pupil body is changing very slowly. At the post-primary, folk and vocational levels it does not yet reflect the composition of the population. Equity of access and outcomes still remains a problem, especially for women who are under-represented in science, engineering, technology and skills development programmes as well as in postgraduate programmes..

The sub-sectors and institutions are therefore expected to establish equity targets with emphasis on the programmes in which rural students, women students and the disabled are under-represented and develop strategies to ensure equity of outcomes. To achieve the growth and transformation goals of NSGRP the higher education system must be differentiated and diversified. ESDP will endeavour to ensure diversity through mission and programme differentiation based on the type and range of qualifications offered.

The number of university graduates being produced is low and this will be remedied over the coming 10-year period. The programme will focus on utilising the existing human resources

and facilities to accommodate multiple intakes. The possibility of establishing community institutions including Community Universities shall be considered. By these means, and without lowering standards, production of skilled personnel including graduates will be increased.

The open and distance learning mode will be extended: to allow more students, teachers inclusive, to proceed to degree status and beyond. ESDP will strengthen the Open University of Tanzania (OUT) to address opportunities for increasing access both within Tanzania and across the rest of Africa. All higher educational institutions will be required to implement open learning wherever appropriate. This will achieve economies of scale, thus ensuring that advantage of rapid changes in information and communication technology is taken on board. The operational targets in this ESDP Improving Provision and Equity cluster area comprise:

(i) at least 50% of children receive two years of Pre-Primary education by 2012;
(ii) Net Enrolment Rate in primary schools increased from 90.5% in 2006 to at least 99% by 2012 and sustained at that level;
(iii) Special Needs Educational parameters (e.g. kinds and levels of disabilities, orphans and vulnerable children etc.) reviewed by end-2008. Based on these, set and monitor targets for the provision of all levels of basic education to all such children by 2012[4];
(iv) at least 50% of children aged 14-17 years are enrolled in ordinary level secondary schools by 2012;
(v) at least 30% of the cohort are enrolled in advanced level secondary by 2012;
(vi) access to and quality of education in the Government and Non-Government schools/institutions is regulated, with a regulation framework in place by 2012;
(vii) achieve substantially increased undergraduate enrolment in Universities, Technical Colleges and Teachers Training Colleges, including at least 25,000 distance learners by 2017;
(viii) increased post graduate enrolment in higher and tertiary education to at least 10,000 full-time students and 5,000 part-time (thesis) students by 2017;
(ix) a strong correlation between numbers of students in higher learning institutions in various areas of study and the forthcoming demands of industry and commerce demonstrated This will be tested subsequently by institution-based tracer studies of graduates;
(x) reduced numbers of young people involved in COBET from around 235,000 in 2006/07 to around 10,000 in 2012, and completely mainstreaming positive COBET innovations into primary/secondary education by 2017; and.
(xi) students enrolment in Folk Eeducation institutions increased to at least 150,000 by 2017.

These indicative targets will be reviewed and improved upon within the sub-sectors and their reporting will be disaggregated by gender.

From the indicative targets in the Improving Provision and Equity area the following strategies and activities have been derived for each sub sector.

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4   Wherever possible, all children with special educational needs should be educated in 'normal' classes in 'normal' schools: this inclusive approach necessitates teachers being appropriately trained together with 'disability-friendly' school buildings and community awareness-raising as necessary.

3.6.2.1 Basic Education

(i)   increase funding for the preparation and provision of teaching and learning materials;
(ii)   prepare and implement pre-primary development strategy within the Basic Education context;
(iii)   sustain the positive PEDP construction programme of classrooms, teacher houses, sanitation facilities depending on budget constraints and Government targets;
(iv)   strengthen school based Teachers' Resource Centres;
(v)   provide incentives to rural primary school teachers;
(vi)   develop flexible and cost-effective arrangements for teacher housing with community support in order to retain teachers in their working stations;
(vii)   facilitate improvement of learning achievement outcomes in rural and geographically difficult and hard to reach areas;
(viii) cost–effectively rehabilitate and add to available stock of classrooms;
(ix)   secure the optimum use of existing school classrooms stock through a combination of complementary use and multi-shift teaching in remote schools;
(x)   introduce innovative strategies to secure and sustain early participation of pupils from disadvantaged areas, and girls, including targeted incentive schemes and provision of selective boarding facilities in difficult and hard to reach areas;
(xi)   undertake secondary school physical capacity and facilities status study so as to facilitate enrolment expansion through optimal utilisation of given existing physical capacities and facilities with minimal extra investment in infrastructural capacity;
(xii)   rehabilitate and build libraries and stock these with adequate and appropriate reading materials;
(xiii) enable practical science to be delivered, either through well-stocked science laboratories or by science demonstration kits and practical science camps based upon a cost-benefit analysis of alternatives;
(xiv)   provide girl-friendly sanitation facilities in all relevant schools;
(xv)   earmark and allocate funds for construction and maintenance of students' hostels in selected schools;
(xvi)   rehabilitate and construct teachers' houses providing those in remote areas with solar panels;
(xvii) improve provision of water and sanitary facilities to schools and training institutions;
(xviii) improve facilities and systems of care and support for teachers, non teaching staff and students affected by HIV and AIDS.
(xix)   review and implement preparation of teachers of Adult and Non-formal Education in selected teacher training colleges;
(xx)   re-design, promote and implement demand driven curriculum for Adult and Non Formal Education; and
(xxi)   Provide appropriate technology equipment to Adult and Non-formal Education centres to facilitate efficiency in delivery of services.

3.6.2.2 Higher Education

(i)   provide and allocate funding for expansion of teaching and learning space;

(ii)   provide adequate funding for stocking institutional libraries;
(iii)   improve facilities and systems of care for teachers, non teaching staff and students affected by HIV and AIDS;
(iv)   provide funding for constructing relevant disability friendly buildings and relevant disability friendly teaching and learning materials;
(v)   earmark and allocate funds to build scientific research capacities and facilities to be awarded on the basis of research plans that are approved;
(vi)   earmark and allocate funds for enhancing the use of ICT applications in teaching and learning, library services, and institutional management;
(vii)   provide funding for improving water and sanitary facilities;
(viii) review the students' loan system so as to achieve efficiency and broaden the social base of higher education students.

3.6.2.3 Technical and Vocational Education and Training

(i)   provide and allocate funding for expansion of teaching and learning space;
(ii)   provide adequate funding for stocking institutional libraries;
(iii)   improve facilities and systems of care for teachers, non teaching staff and students affected by HIV and AIDS;
(iv)   provide funding for constructing relevant disability friendly buildings and relevant disability friendly teaching and learning materials;
(v)   earmark and allocate funds to build scientific research capacities and facilities to be awarded on the basis of research plans that are approved;
(vi)   earmark and allocate funds for enhancing the use of ICT applications in teaching and learning, library services, and institutional management;
(vii)   provide funding for improving water and sanitary facilities;
(viii) Introduce the students' loan system so as to achieve efficiency and broaden the social base of technical education students.
(ix)   rehabilitate a selection of facilities and infrastructure in earmarked VET centers;
(x)   re-design, promote and implement demand driven curriculum for VET centres; and
(xi)   earmark and allocate funding for purchase of tools, equipment, and related teaching and learning materials in VET centres.

3.6.2.4 Folk Education

(i)   establish community libraries to strengthen the culture of reading;
(ii)   re-design, promote and implement demand driven curriculum for Folk Education Institutions;
(iii)   implement FEDP for the improvement of Folk Education provision on equitable bases;
(iv)   rehabilitate a selection of facilities and infrastructure in earmarked Folk Education Institutions;
(v)   earmark and allocate funding for purchase of tools, equipment, and related teaching and learning materials in Folk Education Institutions; and
(vi)   utilise Folk Education Institutions to address environmental management and combat the spread of HIV and AIDS in rural areas.

3.6.3 Conducive Teaching and Learning Environment

There is overcrowding in most schools which discourages good teacher–learner interaction. The prioritised action required will include taking measures to improve the teachers' knowledge stock to compensate for considerable resource gaps related to the funding of the institutional student-friendly environments and effecting adequate administrative backup.

Teachers' skills, teaching and learning materials and equipment occupy an important role in the development of Tanzania's human resources. The simultaneous demands for expanded access and greater quality education provision stimulates, expanded investment in textbooks and reading materials production, procurement, distribution and in teacher motivation.

There is scarcity of textbooks in schools as is shown by low textbook to student ratios across schools and subject areas. Also there is limited equipment and other workshop facilities in most of the institutions. As a prioritised action a system of textbook tied capitation grants will be sustained, managed and administered by individual schools taking into account school needs and peculiarities. Schools may initiate parental/community support in the form of ear-marked or ring-fenced contributions for textbooks. Other priotised actions will be geared towards ensuring that the VET levy is strengthened to finance the facilities required in the workshops.

Both learners and teachers at all levels of education lack proficiency in the mastery of English. Where English is used as a language of instruction, lack of proficiency undermines the ability of teachers and learners to interact effectively during the learning process..

In cost benefit analysis terms the choice of Language of Instruction (LOI) needs to be determined on the basis of five variables, namely its effectiveness, efficiency, relevance, sustainability and equity. The role of English in relation to regional integration is a relevant factor. In any case, both Kiswahili and English will be taught more effectively as subjects at respective levels. Furthermore, the modalities of the possible adoption of Kiswahili as a language of teaching and learning will be explored more.

The provision of a conducive teaching and learning environment in a school includes providing adequate learning inputs as well as gender and disability friendly facilities. It necessitates sufficient well-motivated teachers and free feeding programmes at primary school level. It also requires reliable data on enrolment and performance to form the basis of appropriate and timely interventions. These interventions requires adequate financing for teaching and learning materials and assistive devises as well as the enhancement of the capacity to produce, procure and distribute these to schools and institutions. Furthermore, it includes promoting participatory pedagogical approaches and effecting organisational functioning which discourages any form of harassment on the basis of gender or physical ability difference.

Efforts have been made to upgrade performance through in-service courses of various kinds. While some benefits have been realized, concerted efforts will be made to implement the

Teacher Development and Management Strategy (TDMS) for Basic Education and continuous in-service training for other levels.

The operational targets in this ESDP Conducive Teaching and Learning Environment cluster area comprise:

(i)   steps taken to ensure that educational institutions are safe, accessible, violence free, child friendly, gender sensitive and disability friendly by 2011;
(ii)   all primary and secondary schools have adequate, competent and skilled teachers by 2012;
(iii)   rehabilitation of facilities and infrastructure implemented in all Government Secondary Schools, Teachers Colleges, Folk Colleges and institutions of higher learning by 2012;
(iv)   provision and availability of textbooks and assistive devises improved at all levels of education by 2017;
(v)   teachers' pay reform and strengthening of teacher incentives implemented by 2008; and
(vi)   improving provision of library services at all levels of learning.

From the indicative targets in the Conducive Teaching and Learning Environment cluster area the following strategies and activities have been derived for each sub sector.

3.6.3.1 Basic Education

(i)   produce adequate and appropriate teaching and learning materials for pre-primary education;
(ii)   review and update existing pre-primary curricula with the view to meet current and future needs;
(iii)   orient pre-primary school teachers to child-friendly pedagogy, including appropriate practices for girls and those with disabilities;
(iv)   produce adequate quality teaching and learning materials in primary schools and secondary schools;
(v)   continue to provide a capitation grant of Tshs 10,000 per primary pupil nationwide and Tshs 5,000 per out of school children subject to review;
(vi)   strengthen the use of the Whole School Development Plan (WSDP) for a wider choice on approved instructional materials;
(vii)   encourage publishers, booksellers and suppliers to open bookshops, especially in rural areas;
(viii) provide a capitation grant of Tshs. 20,000/= per primary school pupil with disability.

(ix)   promote child friendly pedagogy through school based in-service training of teachers;
(x)   improve the current average Book–Pupil Ratio (BPR) from 1:3 in 2007 to 1:1 in 2017;
(xi)   provide adequate financing for the provision of teaching and learning materials;
(xii)   enhance capacity to distribute textbooks and other learning and reading materials;
(xiii) enhance learner friendly pedagogy by providing sustainable teacher in-service activities;
(xiv)   enhance the use of ICT application in Teachers Colleges;

(xv) continue to aim at providing a capitation grant of Tshs. 20,000/= per Government secondary school student per year and Tshs. 10,000/= per Non Government secondary school student subject to review;

(xvi) promote a culture of maintenance and rehabilitation of infrastructure and facilities; and

(xvii) Rehabilitate, resource and facilitate Teachers Colleges' libraries;

(xviii) Review and revise a core curriculum for out of school children and adults in order to systematize the acquisition of literacy, vocational and life skills.

3.6.3.2 Higher Education

(i) enhance the quality of the teacher training curriculum and its relevance to PDCs;

(ii) conduct a comprehensive review of all colleges so as to rehabilitate, refurbish and expand for better teaching, learning and rationalisation;

(iii) enhance the use of ICT application in Higher Learning Institutions;

(iv) promote a culture of maintenance and rehabilitation of infrastructure and facilities;

(v) incorporate cross–cutting issues in PDCs curriculum;

(vi) improve predictability of funding for Other Charges other than salaries such as operating expenses, maintenance and materials;

(vii) increase funding for teaching and learning materials;

(viii) make rapid progress in pay reform for consolidating the capacity built;

(ix) procure, distribute and stock libraries with up-to date learning and reading materials;

(x) strengthen capacity for a quality assurance system in teaching and learning, research and community services;

(xi) strengthen students' course evaluation processes; and

(xii) lecturers upgraded through in-service programmes.

3.6.3.3 Technical Education and Vocational Training

(i) enhance the quality of the teacher training curriculum and its relevance to PDCs;

(ii) conduct a comprehensive review of all colleges so as to rehabilitate, refurbish and expand for better teaching, learning and rationalisation;

(iii) enhance the use of ICT application in TVET Institutions;

(iv) promote a culture of maintenance and rehabilitation of infrastructure and facilities;

(v) incorporate cross–cutting issues in PDCS curriculum;

(vi) improve predictability of funding for Other Charges other than salaries such as operating expenses, maintenance, materials;

(vii) increase funding for teaching and learning materials;

(viii) make rapid progress in pay reform for consolidating the capacity built;

(ix) procure, distribute and stock libraries with up-to date learning and reading materials;

(x) strengthen capacity for a quality assurance system in teaching and learning, research and community services;

(xi) strengthen students' course evaluation processes;

(xii) teachers and tutors trained and upgraded through in-service programmes;

(xiii) expand learning opportunities for quality education/skills particularly for urban and rural low and middle income adult learning communities;

(xiv) improve procurement, marketing and distribution of books in order to enhance access and equity to knowledge/skills by low and middle in come groups; and

(xv)   review vocational training curriculum in liaison with the key stakeholders.

3.6.3.4 Folk Education

(i)   expand learning opportunities for quality education/skills particularly for urban and rural low and middle income adult learning communities;
(ii)   improve procurement, marketing and distribution of books and assistive devises in order to enhance access and equity to knowledge/skills by low and middle in come groups;
(iii)   enhance the use of ICT applications in library services industry;
(iv)   provide for adequate and appropriate teaching and learning materials;
(v)   review folk-development curriculum in liaison with the key stakeholders;
(vi)   improve workshop facilities and outreach centres;
(vii)   tutors trained and upgraded through in-service programmes; and
(viii) promote a culture of maintenance and rehabilitation of infrastructure and facilities.

3.6.4   Macro-Micro Management and Governance

The strategies addressing capabilities and values improvement, for improving the conducive teaching and learning environment and education provision will succeed only if there are also strategies in place for addressing macro/micro-management and governance. Improvements in the other three outcome clusters require that there is efficient and effective management capacity at macro/sectoral level and at micro/school level.

The social and political context of a school/institution has a significant impact on school functioning, students' performance and delivery on education policies and strategies. The link between these clusters and macro-micro management and governance is complex and there are no quick fixes. It is undisputable that there is a strong link between school functioning and students' overall performance with improvement in the availability of quality teachers/ tutors and their effective management.

Neither public nor private schools/institutions can deliver if management lacks instructional leadership. Success is dependent on making significant improvements in the relations among the various components of the education system both at the macro and at the micro levels. It has been shown that in high performing educational settings, teachers/tutors are well supervised by their managers who act as instructional leaders. These leaders ensure that everyone in the school/institution has their attention focused on attaining clearly prescribed learning objectives. The main objective of each school/institutional manager or leader is reaching similar learning objectives at every level. Administrators/managers expect that every learner can succeed and they will organise their system on that basis.

What is crucial to the school/college management processes is the quality of teacher/tutor management at the level of the school/institution. Reducing teacher/tutor absenteeism is among the key factors to increasing higher outcomes. Three particular measures will be taken to reduce unnecessary absences by teachers from their classes:

- ensuring that salary payments as well as honoraria for AFNE are promptly and correctly disbursed;
- Head Teachers and inspection teams informing OUT (or other appropriate body) of any teacher found studying while their classes are unattended; and
- Head Teachers disciplining any teacher not present in her/his class during normal school hours.

Even progress resulting from changes in pedagogy can be effective only through school level instructional leadership. Furthermore, in order to expand access to education and improve on quality in education, significant resources will be committed to education provision.
ESDP recognises management skills as one of the scarce resource in developing countries including Tanzania. It recognises that the bottom line is to make management work well especially in areas with existing proven capacity to allocate resources efficiently and to produce quality education. Moreover, ESDP is premised on the considered experience that good management at central level influences the incidence of capacity for good management at institutional levels. Good schools and institutions attract communities to go for training and send their children to those schools/institutions and thus contribute resources to enhance the high-quality functioning of the school/institution.

The Examinations Council, School/institution Inspectorate and quality assurance bodies will focus on performance-oriented outcomes. As a long-term aim, all primary, and secondary schools will be inspected at least twice annually while Folk Education Institutions at least once per annum. In the medium-term, taking full account of existing systems and available resources, effective school and institution inspection and site supervision will increasingly conducted. These inspections will be conducted by appropriately qualified educational professionals with the Inspectorate being responsible for systems design, training and quality assurance.

The operational targets in this ESDP Macro-Micro Management and Governance cluster area comprise:
(i)   organisational culture mindset change effected by 2008;
(ii)   improved PMS/PAF in all institutions and MDAs by 2008;
(iii)   Education Client Service Charters (ECSC) reviewed and/or launched by 2008;
(iv)   consultative dialogue structures within the sector and between the sub-sector both horizontally and vertically strengthened by 2008;
(v)   Education Quality Assurance Organs (EQAOs) improved and functioning effectively by 2008;
(vi)   Examinations Councils strengthened in setting standards and quality assurance;
(vii)   Inspectorate bodies geared to monitor and maintain standards in respective education sub-sector;
(viii) improved/expanded use of ICT in management and governance over the 10-year period;
(ix)   improved facilities and systems of care for teachers, non teaching staff and students affected by HIV and AIDS in place by 2008; and
(x)   improved resource planning and budgeting in line with ESDP strategies linked to SBAS/MKUKUTA annually.

From the indicative targets in the Macro-Micro Management and Governance cluster area the following strategies and activities have been derived for each sub-sector.

3.6.4.1 Basic Education

(i)   develop a 3-year rolling plan for the Basic Education Sub-Sector forthwith, initially for 2008/09–2010/11, to be evaluated, reviewed and updated annually;

(ii)   introduce pre-primary education leadership programmes in selected TCs;

(iii)   install Performance Management System (PMS) for the sub-sector at school/district/ministry levels;

(iv)   consolidate the leadership capacity/competence building programme in Basic Education;

(v)   promote and fund effective schools' consultative dialogue(s) on effective schools, planning and budgeting, expenditure reviews and reports;

(vi)   earmark and allocate funds for secondary school instructional leadership training;

(vii)   strengthen capacity of school inspectorate and supervision capacity, covering the whole of basic education;

(viii) earmark and allocate funds for organisational culture change; and

(ix)   enhance coordination, planning and M&E at Basic Education sub-sector.

3.6.4.2 Higher Education

(i)   develop a 3-year rolling plan for the Higher Education Sub-Sector forthwith, initially for 2008/09–2010/11, to be evaluated, reviewed and updated annually;

(ii)   earmark and allocate funds for affecting organisational culture change;

(iii)   design and install PMS for higher education;

(iv)   strengthen supervisory capacity of Higher Education Quality Assurance organs;

(v)   earmark and allocate funds for higher education leadership training;

(vi)   enhance coordination, planning and M&E at Higher Education sub-sector; and

(vii)   promote and fund consultative dialogue on effective Institutions, planning and budgeting, expenditure reviews and reports.

3.6.4.3 Technical and Vocational Education and Training

(i)   develop a 3-year rolling plan for the TVET Sub-Sector, forthwith, initially for 2008/09–2010/11, to be evaluated, reviewed and updated annually;

(ii)   earmark and allocate funds for affecting organisational culture change;

(iii)   design and install PMS for Technical and Vocational education;

(iv)   strengthen supervisory capacity of TVET Quality Assurance organs;

(v)   earmark and allocate funds for Technical and Vocational Education leadership training;

(vi)   enhance coordination, planning and M&E at TVET sub-sector;

(vii)   promote and fund consultative dialogue on effective Institutions, planning and budgeting, expenditure reviews and reports.

3.6.4.4 Folk Education

(i)   develop a 3-year rolling plan for the Folk Education Sub-Sector forthwith, initially for 2008/09–2010/11, to be evaluated, reviewed and updated annually;

(ii)   install PMS across the Folk Education sub-sector;

(iii)   enhance coordination, planning and M&E at Folk Education sub-sector;

(iv)   promote and fund consultative dialogue on effective Folk Education Institution's, planning and budgeting and expenditure reviews and reports; and

(v)   strengthen nationwide level of demand-driven Folk Education provision.

CHAPTER FOUR

KEY RESULT AREAS AND PERFORMANCE MANAGEMENT

This Chapter underlines the requirement that the sub-sectors specify their cluster outcomes so as to unite education sector-wide planning and implementation in a coherent and synergic manner with a common vision. It pays particular attention to performance management monitoring and evaluation in relation to the key result areas.

4.1 Outcomes and Cross-cutting Issues

Education Sector Development Programme is a macro level programme requiring that each of the sub-sectors understands the nature and status of its educational engagements and activities, recognising that education is a major component of MKUKUTA. The shared vision involves the attainment of high levels of educational outcomes, related to raising capabilities among children, in-school students, adult learners and out of school youth. ESDP requires all of the sub-sectors to mainstream the cross-cutting issues of gender, disability, HIV and AIDS environmental protection as well as to prioritise the corresponding outputs and outcomes, especially those that have positive supply and demand impact on the education sector.

4.2 Service Delivery

The process of installing Performance Management Systems (PMS) in all institutions and education departments will be initiated from the outset of the 10-year period. As part of PMS installation, the sub-sectors and institutions will develop/review Education Client Service Charters (ECSC). An ECSC is a tool that will be used to monitor and measure education service delivery against set performance indicators, standards and targets. The installation of PMS in the education sector is the principal entry point for introducing reform in the sub-sectors and institutions, with all of the other initiatives complementing it.

4.3 Key Result Areas

The departments for the Monitoring and Evaluation of ESDP will identify the key result areas in each of the sub-sectors and then proceed to put in place relevant Performance Management Systems. Each sub-sector will have its PMS operational by 2011. The Key Result Areas of the ESDP Performance Management System are as follows:

4.3.1 Education Leadership
Managers and administrators of educational institutions both at sub-sectoral level and at school/institutional level are concerned with producing/maintaining functioning schools/ institutions and their performance will be judged on how well the institutions that they lead are functioning. Focus will be on promoting initiatives and creating an enabling environment for the prompt and proper handling of special situations.

4.3.2 Students/Learners and Teachers' Capabilities/Skills Values

Teachers' performance is judged on the basis of how well their students/learners perform in terms of added value achievements and attainments as demonstrated in task related to learning.

4.3.3 Institutional/School Incentives Processes

A conducive learning and teaching environment offers motivation and incentives to learners and teachers/tutors so that they are able to perform well in that supportive setting and in the context of institutional rules and processes.

4.3.4 Cost Effectiveness and Cost Efficiency of Outcomes' Achievement

Criteria are applied to determine if performance is driven by principles of rationality and maximisation as related to allocation/utilisation of resources both human (e.g. teachers/ tutors) and physical (e.g. desks and books).

4.3.5 Consultative Dialogue Machinery and Performance

Clients' needs and the responsiveness of institutions are linked to practices promoting accountability, transparency in planning, prioritising and budgeting processes.

4.4 ESDP Performance Objectives/Log Frame and Indicators

The Education Sector Development Programme (ESDP) affects directly the achievement of improved educational delivery and its impact on NSGRP by addressing non-income poverty through the improvement of human resources and human capabilities. The ESDP Log Frame (Annex C) has three levels which are key result areas/objectives, activities/targets and output/indicators.

4.5 ESDP Indicators

The Performance Assessment Framework (2005) notes the indicators that have been in place in relation to selected sub-sector based plans and programmes. ESDP requires that indicators at Sector Level, Sub-Sector Level, and Institutional Level should be in place by December 2008 in order to guide M&E. These indicators will be:

(i)   objectively verifiable;
(ii)   focused on key results; and
(iii)   related to outputs and outcomes rather than to inputs.

In addition the indicators will also:
(i)   have precise quantities;
(ii)   assess consequent behaviour change; and
(iii) cover actual utilization by students of properly equipped laboratories.

Targets for student numbers will be superseded by indicators of graduates ('At least 120 bachelor-level graduates in electrical engineering annually from 2011 onwards' or 'At least 1,400 newly-qualified teachers proceed from TTI to primary schools annually from 2009 onwards').

This approach will be applied within MTEF in respect of the entire education sector. Although it is challenging to express indicators that are objectively verifiable, focused on key results, and related to outputs and outcomes rather than to inputs. Every effort will be made to ensure that all future education sector MTEF targets meet those criteria.

4.6   The Education Sector Management Information System (ESMIS)

An Education Sector Management Information System (ESMIS) is being established to cover the entire education sector from pre-primary through to postgraduate programmes as well as to folk and vocational education training programme. ESDP agreed indicators including those generated at the sub-sector level will be compatible with the information gathered and disseminated through ESMIS. In other words, ESMIS will be a key element in planning, monitoring and evaluating ESDP.

4.7   Monitoring and Performance Evaluation

ESDP will have in built monitoring and performance evaluation processes to ensure that its implementation is not only on track but also provides value for money. It will also place emphasis on the quality of performance data that will be collected, stored and analysed, the purpose being:
 (i)   to assess the level of achievement in terms of budgeted and allocated resources and funds applied;
 (ii)   to estimate the additional resources required for full ESDP achievement;
(iii)   to ensure that input deliveries, work schedules, targeted outputs and actions/reforms proceed as planned; and
(iv)   to ensure strong harmonisation of different sub-sector MIS to avoid sub sectoral bias.

The ESMIS will assist education planners and policy makers to achieve information-driven decision-making and provide a clear picture of the performance and reform process in the education sector. The information obtained will be shared with stakeholders through the dialogue structures so that they can also make their input and judgement regarding ESDP performance and its improvement. In a similar manner, the Examinations Councils and the Inspectorate bodies will be geared to monitor and maintain standards across the entire sector.

4.8   Coherent, Sector-Wide Monitoring

MKUKUTA calls for an outcome-oriented approach in the fight against poverty. This relates to the Education Section Review's recognition of the importance of an education sector Performance Assessment Framework (PAF) or Education Sector Monitoring Information System (ESMIS). Each of these statements underlines the education sector's need for a coherent and reliable monitoring tool.

Education sector planning will become information-based and ESDP Monitoring and Performance Assessment Framework will address the following:

(i)   sector Ministries concentrating on ESMIS activities in their own sub-sectors;
(ii)   ability to measure general progress in the sector as a whole;
(iii)   ability to assist education planners and policy makers with information based on decision making; and
(iv)   ability to provide a clear image of the performance and reform process in the education sector.
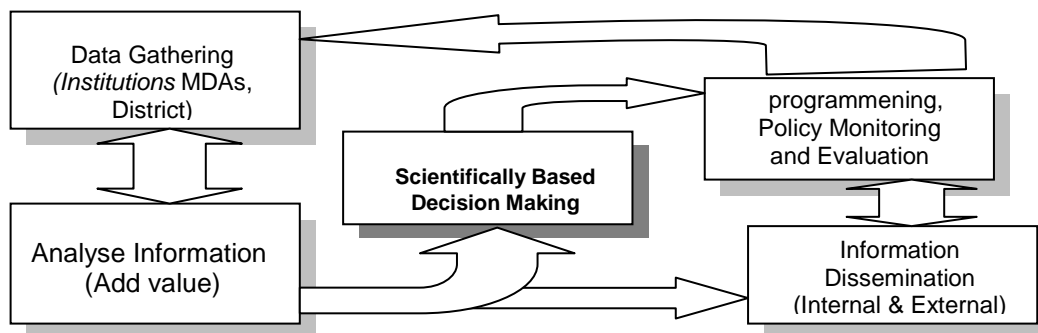
Figure 3: ESMIS Process (Information Cycle) for ESDP

4.9   Objectives of the ESDP Monitoring System

The ESDP monitoring system is designed to meet the information needs of different educational stakeholders. These include policy makers in the education sector Ministries, Departments and Agencies together with Civil Society Organisations, Development Partners, Local Government Authorities and the general public.

The specific objectives of the system are:
  (i)   to ensure timely availability of complete and user–related data;
 (ii)   to ensure proper storage, easy access and use by stakeholders;
(iii)   to analyse data and disseminate the findings to stakeholders; and
(iv)   to promote evidence-based decision making at all levels through monitoring and an increased attention to evaluation.

4.10   Monitoring and Evaluation Capacity Development Needs

ESDP will pay attention to the outcome–based approach and consequently its implementation will demand the following:
  (i)   changes in mindset;
 (ii)   orientation of skills;
(iii)   changes in work processes, instruments and procedures; and
(iv)   staffing and institutional set–up.
These developments are necessary so as to achieve cross–sector collaboration and to register harmonised performance of the whole sector. There are therefore immediate needs for

achieving overall activities/policy coherence and synergy. There are also capacity building needs of the private sector, civil society and communities so as to empower them to engage in productive policy dialogue.

4.11   Priority Strategic Actions/Reforms

The priority actions and reforms required for establishing the ESDP M&E function comprise:
  (i)   training of key actors at central and local level, institution level, civil society and private sector level in designing, implementing and monitoring of pro-education outcomes policies and strategies;
 (ii)   systems' development budget process will be used as a mechanism for resources allocations by capturing priority goals, targets (operational) and outcomes strategies. The overriding strategic action is to link resources allocation to operational targets with the MOFEA development SBAS in order to have an Integrated Financial Management System;
(iii)   technical assistance: the strategy here is to provide inputs for developing a TA policy that builds on the national policy and already accepted TA strategies. The key characteristics for TA are:
    •   being able to build on national mentoring capacities;
    •   improving the quality of individual capacities;
    •   being systemic and institutionalised; and
    •   promoting internal/external out sourcing through secondments and sabbaticals.

4.12   Strategic Priorities for Improved Monitoring and Evaluation

The strategic priorities for upgrading the ESDP Education Monitoring and Evaluation (EME) function comprise:
 (i)   adopting a broad participatory approach to EME by December 2008;
 (ii)   undertaking training programmes to strengthen the ESDP performance management process capacity at Ministry, District and Institutional Level by December 2008;
(iii)   improved quality and timeliness on the collection, processing, analysing, storing and disseminating of data to facilitate monitoring and evaluation by December 2008; and
(iv)   improved effective utilisation of agreed indicators for ascertaining and monitoring the effectiveness of investment in education sector by December 2008; and
 (v)   improved communication and flow of information between sectors, ministries, regions, districts and institutions.

CHAPTER FIVE

MANAGEMENT AND DIALOGUE STRUCTURES, IMPLEMENTATION AND MONITORING ARRANGEMENTS

This Chapter explains management and dialogue structures and identifies the institutional roles and responsibilities.

5.1   Institutional Arrangements

Currently elements of education Sector fall in two ministries. However there are several educational institutions which are scattered in other ministries. Thus there is a need to harmonise institutional arrangements to effect efficiency and accountability. The following principles will be observed to harmonise Institutional Arrangement.

(i)   strong coordination across the four sub-sectors;
(ii)   mechanisms for prioritising across the four sub-sectors;
(iii)   allocation of funds in a manner which helps to translate sector-wide outcome priorities into sector-wide expenditure input priorities;
(iv)   strong ESDP implementing administrative organ;
(v)   strong Inter-Ministerial Steering Committee, Development Committees, Task Forces and Technical Working Groups; and
(vi)   adherence to Sector Wide Approach.

Thus the following principles will be observed to harmonise Institutional Arrangements so as to effect efficiency and accountability.

5.2   Management of ESDP

Applying the above principles ESDP will be managed through four sub-sectors namely Basic Education, Higher Education, Technical and Vocational Education and Folk Education. The Basic, Higher and Technical and Vocational Educational sub sectors will be under MOEVT in collaboration with PMO - RALG while Folk Education will be under MCDGC.

The four sub-sectors will have the following mandates:

Basic Education	Higher Education	Technical and Vocational Education	Folk Education
• Pre-primary • Primary • Secondary • Teacher Education • Adult and Non – Formal Education	Universities	▪ Technical ▪ Vocational	Folk Development

Both Ministries will be responsible for educational policy, planning, performance management, monitoring and evaluation, across the sector. All educational programmes, activities and projects will be the responsibility of two Ministries. The Ministry of Education and Vocational Training will be the coordinator of all the Education Sector activities. The Policy and Planning Directorate within MOEVT will be strengthened to effectively perform the ESDP coordinating functions.

The new ESDP management arrangement will allow the Prime Minister's Office to perform a genuine national coordinating role with regard to the education sector, under the auspices of the Director for Coordination of Government Business, similar to the coordinating role PMO currently performs with respect to the Agricultural Sector, the Health Sector and other sectors.

5.3   Science and Technology

The link between Education Sector Ministries and Ministry of Communication, Science and Technology will be strengthened to promote effective investment in research, science and development of local expertise in science and technology. This will bring together the nation's strengths in science and research to build a dynamic, knowledge-based economy. Also the sector will work closely with commence and industry and with those MDAs involved in forecasting labour market demand.

5.4   Education Sector Dialogue Structure

As noted by the ESR of 2006 and 2007 the Education sector dialogue will focus on the following:
(i)   strengthening consultation within the sector both horizontally between sub-sectors and vertically down to Education Institutions;
(ii)   greater consultation on thematic issues for discussion at the stakeholders dialogues;
(iii)   adhere to agreed roadmap for the sector review process; and
(iv)   promotion of the Government ownership and leadership on the education development processes;

The Government of Tanzania (GoT) has the mandate in terms of education sector governance and implementation. This may be achieved most effectively, justly and equitably by means of effective dialogue structures involving GoT, civil society, educational professionals, Development Partners (DP), and the wider community. The ESDP Dialogue Structures (inclusive of CSOs, Non-State Actors, educational professionals and providers, Women, Youth and Development Partners) will facilitate participation of all the stakeholders in planning and monitoring the implementation at the overall Ministerial level.

An important element of the education sector dialogue is the committee structure maintained to implement and reflect upon ESDP. The structure is shown in Figure 5. Membership and the functions of the ESDP Committees at the national level is set out in Annex E.

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┌─────────────────────────────────┐
│   INTERMINISTERIAL STEERING      │
│          COMMITTEE               │
└─────────────────────────────────┘
                 ↕
┌─────────────────────────────────┐
│  JOINT EDUCATION SECTOR AND      │
│   THEMATIC AREA WORKING GROUP    │
└─────────────────────────────────┘
                 ↕
┌─────────────────────────────────┐
│  GOVERNMENT EDUCATION SECTOR AND │
│   THEMATIC AREA WORKING GROUP    │
└─────────────────────────────────┘
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EDUCATION SECTOR DEVELOPMENT COMMITTEE (ESDC)	FOLK EDUCATION DEVELOPMENT COMMITTEE (FEDC)
ESDC TASK FORCE	FEDC TASK FORCE
TECHNICAL WORKING GROUPS	TECHNICAL WORKING GROUPS
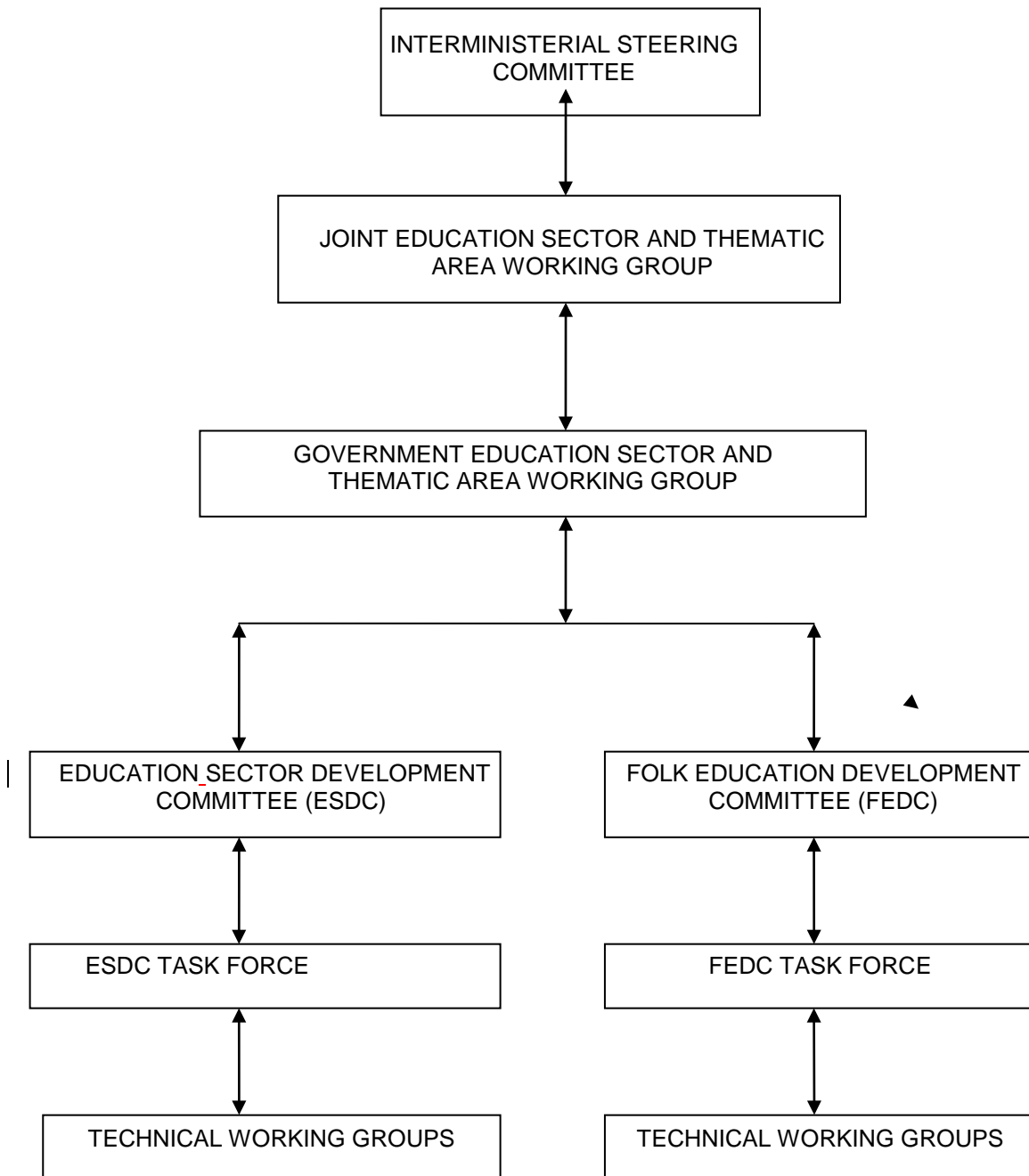
Figure 5: ESDP COMMITTEE DIALOGUE STRUCTURE

5.4.1 Specific Dialogue Objectives

The specific objectives of education sector dialogue comprise:

(i)   improved realisation of the core focus on outcomes for learners;
(ii)   improved quality of education service delivery that is driven by policy choices;
(iii)   enhanced linkage between planning and budgeting;

(iv) better monitoring and reporting based on a sector wide outcomes assessment framework;
(v) improved alignment of ESDP objectives with other Government reforms;
(vi) improved holistic capacity building strategies;
(vii) strengthened partnership around common educational goals thus enhancing mutual accountability; and
(viii) improved information sharing between Government and other education stakeholders.

5.4.2 Principles for Dialogue and Institutional Arrangements

The recommended ESDP dialogue and institutional arrangements will encourage and promote effective ESDP dialogue. The principles to be adopted in order to guide the achievement of such effective dialogue are as follows:

(i) providing accurate information upon which such dialogue may be based;
(ii) the Government is the leader in the education development process;
(iii) education sector stakeholders will participate fully in the dialogue processes;
(iv) openness and frankness will be practiced by all;
(v) mutual accountability will prevail; each being accountable to the others at all levels;
(vi) dialogue and institutional arrangement transaction costs will be minimised;
(vii) trust and respect will guide the actions of all;
(viii) linkages to other government business schedule and processes in a given time frame will be observed;
(ix) sufficient cognisance will be given to overall Government work schedules and timing by the ESDP dialogue and institutional arrangements; and
(x) education sector stakeholders will be provided with pertinent information and given sufficient time to study and discuss.

The sector dialogue will serve as a tool for promoting education sector objectives and the achievement of PER-MKUKUTA goals. This extends to the important links with DPs as provided for in the relevant signed MoU, thus implementing JAST, and according to the division of labour with respect to the roles played by all the education provision stakeholders.

5.4.3 The Roles and Functions of Dialogue

Agreement on the different roles and functions of the various institutions involved in implementing ESDP will determine the effectiveness of the dialogue and institutional arrangements required for the implementation of ESDP. In this case, inclusion and participation of the different actors will be determined by the roles and functions they will perform which include:

(i) implementation and management, provision reasons;
(ii) information provision from relevant areas;
(iii) consultations;
(iv) cross–sectoral learning requirements;
(v) participatory decision making; and
(vi) rationalised and programmed reporting.

CHAPTER SIX

EDUCATION SECTOR FINANCING AND COST-EFFECTIVENESS

From the economic perspective ESDP-sets how the limited resources will be utilized to best effect the achievement of MKUKUTA, which embraces poverty reduction, Education for All, the Millennium Development Goals and the aspirations of the people of Tanzania. Much of the contents below relates to tables set out in the Statistical Appendix to this document.

6.1   The Financing Framework

The National Budget for 2007/08 provides "TShs. 1,086.1 billion for education, equal to 18 per cent of the budget"[5]. GoT plans to collect TShs. 3,502.5 billion in domestic revenue during 2007/08 "representing an increase of more than 30% on the likely outrun for 2006/07". Along with foreign grants and concessional loans of TShs. 2,549.3 billion and sales of assets, the total GoT budget for 2007/08 is TShs. 6,066.8 billion, which is 25% higher than the previous budget and equivalent to 31 % of GDP.

It is generally recognised that, although the exercise of costing MKUKUTA has not been completed, resources required for its full implementation are far more than the Government of Tanzania can afford (perhaps "twice the available domestic and foreign resources combined"). Within the education sector, the same dire situation applies as shown in Annex G and H. Accordingly:

(i)   Cost-savings and increased efficiencies will be applied throughout the 10-year period from 2008 through 2017; and
(ii)   Contributions from communities, students, parents, the private sector and Development Partners will be necessary and must be applied to best effect.

6.2   Quantitative Education Sector Developments

Having approached 100% NER (and exceeded 100% GER) for the primary phase, ESDP investment over 2008-17 has no simple correlation with enrolments. Many of the developments will be qualitative – better teaching and learning, improved environments – and the stress will be on outputs (graduates) and outcomes (graduates in employment) rather than inputs (access). Nevertheless, some of the suggested sub-sectoral targets have clear enrolment implications, for example:

(i)   at least 50% of all children receive two years of Pre-Primary education by 2012;
(ii)   increase Net Enrolment Rate in primary schools from 97.3% in 2007 to at least 99% by 2012 and sustain at that level;
(iii)   at least 50% of children aged 14-17 years are enrolled in ordinary level secondary schools by 2012;
(iv)   at least 30% of the cohort are enrolled in advanced level secondary by 2012;

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[5]   Minister of Finance's presentation to the National Assembly, 14th June 2007.

(v)   increased undergraduate enrolment in higher and tertiary education to at least 100,000 full time students, 50,000 part-time, and 25,000 distance learners by 2017;

(vi) increased post graduate enrolment in higher and tertiary education to at least 10,000 full-time students and 5,000 part-time students by 2017; and

(vii) increased enrolment to at least 150,000 participants in Folk Education Institutions by 2015.

This implies something of the order of 30% more educational enrolments (in total, spread over the various levels) by 2012 over 2006/07, and something of the order of 38-42% more by 2017 over 2006/07 [see Statistical Appendix]. It is emphasised that this does not imply public expenditure increases of that order and also that – the emphasis being upon outcomes – it is planned that the increases in graduates (Standard VII, Form 4, Form 6, higher education, folk, technical and vocational education) will substantially exceed those percentages.

6.3   Information-Driven Planning and Monitoring

The necessity for an effective Education Sector Management Information System (ESMIS) is emphasised. At present, such data are dispersed over several MDAs. Moreover, in the primary sub-sector, data are aggregated at District level and in some instances, not retained locally once the information is transmitted to the headquarters. Lack of reliable and recent data needed for effective management limit ESDP to be information-based.

6.4   Coherent Education Sector Financing

ESMIS over the next two or three years will upgrade the reliability and utility of education sector information, also will unite all education sector activities so as to make financing and related analyses both simpler and more transparent. At present, public funding for various education sector elements are spread across a number of Votes including those of:

(i)   Ministry of Education and Vocational Training;

(ii) Ministry of Community Development, Gender and Children (Folk and Community Development Colleges);

(iii) Prime Ministers Office - Regional Administration and Local Government Authorities for Primary Schools, Secondary schools and Kibaha Education Centre;

(iv) Public Service Commission (Teachers' Service Commission);

(v)   Regions – social service support (education material, supplies and services).

Amongst the problems that this arrangement creates is that of determining just what is 'educational expenditure' and what is not. For example, the Ministry-level costs of MCDGC are typically excluded from the calculations although some of the headquarters activities are related to the Ministry's present responsibility for Folk and Community Colleges. Similarly, costs related to the several colleges administered by Ministries other than MOEVT and MCDGC are not usually included as education sector expenditure. Likewise teachers' salaries constitute a high proportion of the sector's expenditure and yet several analyses omit them from their calculations.

The decentralisation of some educational operational responsibilities to local levels is being extended to cover:

(iv)   construction and rehabilitation of secondary schools;
(v)   some adult and non-formal educational programmes; and
(vi)   administration of primary and secondary schools.

MOEVT will retain the responsibility for educational policy and sector-wide coordination. Also, the MOEVT and MCDGC will work closely with PMO-RALG, MOFEA and LGAs to coordinate the flow of funds to local levels (and to institutions) for all education sector activities. The incorporation of all LGAs into IFMS will help upgrade fiscal transparency at that level.

6.5   Required Levels of Education Sector Expenditure

ESDP recognises the need to increase the teaching force remuneration to the level that the economy can afford. However, substantial increase of wage bill without parallel increase funding of the sector activities would affect the provision of education. Also the programme calls for investments in infrastructure such as teachers' houses, libraries, laboratories, workshops, administration blocks and adequate consumables.

However, the sector is experiencing under funding condition of scarcity. Full and timely implementation of all recommendations will require the use of funds as wisely as possible.
The following assumptions are considered realistic over the 2008-2017 period for the ten year ESDP phase:
(vi)   The inflation rate averaging around 3.5–4.5% per year;
(vii) A real GDP growth rate of between 6–8% per annum;
(viii) Government allocating an average of 22% of its total expenditure to the education sector;
(ix)   Government revenue as a share of GDP averaging 16–17%; and
(x)   Development Partners contributing to budget support at 20% more than the level of contribution in 2006/07, in real terms.

With careful and participative planning, effective performance management, cost-sharing and community participation at all levels and above all a significant transformation in mindset, ESDP can be implemented on that financial basis.

6.6   Social Rates of Return

Investment trend indicates that the highest social rates of return are at the primary level[6]. However, there is a growing recognition that benefits begin to have significant effects only after the Basic Education phase has been completed. While Education for All is an accepted goal – and a vital requirement for democratic participation; the phenomenon of unemployed primary leavers, unable to proceed to secondary education and with insufficient marketable

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[6]   The most recently available study suggests 14%, 9% and 8% social rates of return at the primary, secondary and tertiary levels respectively; the corresponding private rates of return being 20%, 16% and 23% (Galabawa, 2005).

skills to generate income, has negative effects both to the individuals and the society in general which calls for strengthening skills development to address this adverse phenomenon.

Technology now makes a significant difference to the economic growth of nations and that take-off through technology critically depends upon the extent of higher education. Tanzania does not perform well in these areas compared with other countries at a similar stage of development. Thus ESDP provides for investment across the education sector on all fronts.

6.7   Student Loans Scheme

The Higher Education Students' Loans Board (HESLB) provided a total of 103,000 first-year and continuing students with TShs. 89.9 billion in loans during 2006/07, covering meals and accommodation, books and stationery, tuition fees, field and practical training, research and dissertation, and special faculty requirements.

Higher Education Students Loans Board (HESLB) has made considerable progress in upgrading the scheme's transparency and efficiency over the recent period. Nevertheless, the principle of cost sharing in higher education is yet to be fully accepted by students, parents and society in general. Since its inception the Higher Students Loans Board has been depending on budgetary allocations as a source of funding. In the coming years the Board will strive at finding alternative source of funding.

6.8   Unit Costs Per Graduate

In recent years, with roughly 990,000-1,020,000 students in the cohort some:

(i)   300,000-330,000 pass the Primary School Leaving Examination (PSLE) which is around 30-33% of the cohort;
(ii)   22,300-23,900 [around 23% of those sitting] obtain a Grade I, II or III in the Form 4 Examination (CSEE) which is around 2.4% of the cohort;
(iii)   8,000-10,000 obtain a Grade I or Grade II [around 45% of those sitting] in the Form 6 Examination (ACSEE) which is around 1% of the cohort; and
(iv)   3,300-4,100 obtain university degree-level qualifications accounting for around 0.4% of the cohort.

Taken together, these represent low internal efficiency across the education sector as reflected in high unit costs per graduate. Given the emphasis of ESDP on outcome indicators, this is a key measure.

Within ESDP, each of the sub-sectors will by end-2008:
(i)   calculate current unit (full) costs per graduate taking all related public investment into account; and
(ii)   set agreed achievable indicators for the reduction of those unit costs per graduate, ensuring that there is no associated depletion of standards or of quality.

At an institutional level, this will be done on the basis of variable unit costs per graduate. These agreed indicators will be significant for M&E.

Educational institutions will, as a matter of course, conduct tracer studies of their leavers. ESDP emphasis include, a concerted drive to change mindsets across the sector, involving professionalism, realism linked with resourcefulness, and a determination to overcome problems. At the school and institutional level, this involves ensuring that the educational outcomes are maximised by means of a heightened and more enlightened commitment by parents, teachers, heads of institutions and local government leaders, within the setting of a well-administered education sector with adequate quality assurance. Decreased unit costs per graduate will be one clear indication of how well this is occurring.

At the Ministry level, planners and decision-makers will focus on achieving value for money: maximising outcomes while holding inputs to the minimum level necessary. Several areas have already been addressed, including:
(i)   gearing teacher remuneration to effective educational achievement;
(ii)   effectively applying community resources and commitment in the construction of teacher housing; and
(iii)   up grading present student loan arrangements and addressing possible alternatives.

While additional education sector funding will be necessary over the coming ten years of ESDP, a more significant development will be a better-planned, more efficiently-administered and more carefully-monitored application of that public investment, to the benefit of Tanzania and its pupils and students.

6.9   Primary Teacher Training

Teacher Education's share of the education sector budget, declined from 2.6% in 1997/98 to less than 1% in 2007/08. The number of trainee teachers fell from 27,700 in 2003 to 19,084 in 2006 and 18,754 in 2007. By end-2008, the expedient of placing trainee (primary and secondary) teachers within schools after just one year at College will be objectively evaluated. Without pre-empting the findings of that review, possible conclusions include:

(i)   a lack of effective mentoring in the schools to which the trainees are allocated: Head Teachers who perform this role properly should receive bonuses – those who do not should be given coaching and, should the situation not be remedied, further action taken;
(ii)   the morale and commitment of the trainee teachers themselves is low: here again, the Head Teacher should provide in-service training and encouragement;
(iii)   qualifications are gained by trainees whose skills and/or attendance and/or commitment are deficient: this must be remedied at once – the status of 'qualified teacher' should only be awarded to competent teachers with positive attitudes.

More generally, there will be a ladder available to qualified teachers whereby, through open learning, they may upgrade their credentials to graduate status and beyond.

6.10 School-Level Financing

The construction and maintenance of schools to some extent reflects the ability and willingness of communities to contribute. Such support has taken many forms and its continuation and intensification will remain necessary over the coming 10-year period. In return, parents and the local community will be entitled to a genuine role in school governance to ensure positive contribution.

The implementation of ESDP depends upon sound micro financial management, autonomy and transparency, especially at the school level. Relating the Whole School Development plans and effort to the budget will be given adequate priority through actions which bring on board and empower school committees. Related action will include taking measures to inculcate a sense of being trusted and deserving trust on the part of the teachers and mutual respect between those teaching and those being taught.

The public/ward-based community secondary schools are starved of operational financial resources compared with the situation in private/non-government schools in the same locality. ESDP assumes that communities will contribute at least 20% to construction costs over the 10-year period. However, the real challenge is achieving innovative school leadership that is able to broaden the base of resources revenue through adoption of principles such as attaching higher liability to contribute to school resources based on higher ability to pay, linked with the greater community benefits accruing from such higher contributions.

6.11 Parental and Community Support

Parents contribute the largest share of basic education, Folk and vocational education recurrent expenditure. For instance, in 2001 while the Government contributed TShs. 20,000 and TShs. 85,000 per primary and secondary pupil respectively, parents spent TShs. 30,000 per primary and TShs. 93,000 per secondary pupil. In Folk Development Colleges communities contribute to the tune of one third of the total tuition fee. Moreover, this contribution of the parents and communities in general is an underestimate as it leaves out important expenses like school uniforms, transport, food/snacks, teaching learning materials and equipment and medical expenses.

It is further estimated that community contributions to the construction of classrooms and teachers' houses presently account for 20% of total costs. In order to increase this level of support, typically delivered in terms of local labour and sometimes land, and to raise commitment, each school committee will develop a plan for the provision of sufficient classrooms and teacher housing over a set period. Consultation with Government will occur regarding the provision of materials. Alongside this approach, action will be taken to eliminate wastage.

6.12 Investment in Workshops, Laboratories and Libraries

Considerable investment is currently being made in school laboratories, workshops and libraries. Given that there are approaching 3,500 Government secondary schools and VET Institutions, this is a major undertaking, involving a high proportion of the development

budget. Moreover, providing these facilities has considerable operations and maintenance implications (equipment, chemicals and other consumables, book stock, laboratory technicians, library staff etc). Some schools and institutions which already have laboratory and workshops buildings are unable to use them effectively due to limited science equipment and materials.

As ESDP focus on outcomes, its objectives relate to students' involvement in skills development and science as practical subjects based on experiments and engendering a love of reading and the ability to conduct independent research. The cost-benefits of this physical investment in relation to such outcomes will be assessed after every three years. Alternative approaches such as the provision of Working tool kits, Science Demonstration Kits and Mini-Library Book packs and/or the establishment of District Practical Science Camps and income generating groups will also be considered.

6.13   Development Partners Support

Development Partners have contributed significantly towards Tanzanian education mostly through budget support, and it is necessary that this should continue and, if possible, increase over the coming 10 years. The increasingly close and frank relationship between GoT and the DPs, especially with regard to the education sector, suggests that continued and possibly increased funding will be forthcoming over the 2008-17 periods. During that decade, the Government will endeavour significantly to increase the Education Sector share.

ESDPs' financial framework is based both in the form of budget support as well as Technical Assistance (TA) as stipulated in the JAST and contributions from Non-State Actors including International organisations. The support is required to facilitate the successful and timely implementation of ESDP.

6.14   ESDP and Sub-Sectoral Planning

As already stated, each of the sub-sectors will develop its costed rolling 3-year plan and associated performance management arrangements. Maximum benefit will be obtained from the revised sub-sectoral arrangements. Similarly, there will be four plans covering all of Basic, Higher, Technical and Vocational and Folk education, taking advantage of the linkages between them, and relating also to market and social requirements and to relevant activities within companies and civil society.

These four sub-sector plans will take into account the activities set out in Chapter 3 of this document and will be consistent with and support the sector-wide objectives set out in Chapter 4. Emerging through dialogue, these plans will be reviewed within MOEVT and MCDGC responsible directorates and be addressed and approved by the Development Committee, Government Education Sector and Thematic Area Working Group, Joint Education Sector and Thematic Area Working Group and finally Inter- Ministerial Steering Committee.

Agreed indicators will be objectively verifiable and outcome-based and the plans will be related to the four outcome clusters:

(i)   capabilities and values;
(ii)   conducive teaching and learning environment;
(iii)   micro-macro efficient management; and
(iv)   education provision in order to increase enrolment at all levels.

The plan will address five key result areas;:
(i)   educational leadership behaviour and change;
(ii)   teachers' attitudes, skills, abilities and performance enhancement;
(iii)   schools/colleges/institutions upgraded management, organisation and functioning;
(iv)   improved cost-effectiveness of outcome/outputs achievement; and
(v)   valuable consultative mechanisms, dialogue programmes and performance assessment
        machinery.

6.15   Education Sector Priorities

All ESDP elements are essential thus no sub-sector will be marginalised. Nevertheless, some education sector developments will be regarded as particularly crucial over the coming 10 years as indicated in Table 1. All investment should be linked to at least one key result area and to one specific outcome cluster.

Table 1: Some ESDP Priority Developments

	Capabilities And Values	Conducive teaching and learning environment	Micro-macro efficient management	Education provision to increase enrolment
Educational leadership behaviour and change	Head Teachers/institutional heads confidently performing leadership roles	Every school/institution to be a Child/learner Friendly School	*NECTA reformed to perform sector-wide standards-raising role*	Heads and communities act in relation to each (potential) dropout
Teachers' attitudes, skills, abilities and performance enhancement	Coordinated efforts to improve mindsets	'Good teachers' identified for bonuses and promotion	Trainee teachers effectively mentored within schools/institutions	Mutual respect between teachers and learners at all levels
Schools/colleges/ institutions upgraded management, organisation and functioning	Positive involvement of parents and community	Application of 'Whole School/institution' approach	Problems solved through application of initiative at all levels	Suitable provision for students with special educational needs
Improved cost-effectiveness of outcome/outputs achievement	All schools and FEIs inspected at least twice or once respectively annually	Focus on decreasing 'unit costs per graduate with no lowering of standards	Information-driven sector-wide planning and M&E	Increased utilisation of open learning approaches
Valuable consultative mechanisms, dialogue programmes and performance assessment machinery	Education Sector Think Tank operational	Tanzanian Education Society operational	Management committees and dialogue structure operational	Strategies designed and implemented for public-private partnerships

As already emphasised, the cross-cutting issues of gender, disability, HIV and AIDS and environmental protection will be reflected in targets and agreed indicators and will be dealt with in PMS and M&E.

6.16   Conclusion

This document outlines the   Education Sector Development Programme for the coming decade. Its effective implementation depends upon the enthusiastic and well-informed participation of educators, planners, decision-makers, managers, civil society, parents, local communities, and Development Partners. Its immediate impact will be upon those who teach/facilitate and those who learn and practice. Through their efforts, the longer-term economic, social and cultural consequences will be positive and profound.

Some Key Policy Documents and other Relevant Developments since 1997

- Tanzania Development Vision 2025 (URT, 1998);
- National Strategy for Growth and Reduction of Poverty (NSGRP) – MKUKUTA – which was adopted in 2001;

- Key sub-sectoral programmes such as PEDP (2002-2006) and SEDP (2004-2009) which were also launched after ESDP commenced;

- The institution/recommendations of:

  - o the Joint Assistance Strategy for Tanzania (JAST)

  - o the Education Sector Reviews e.g. ESR of 2006

  - o the Public Expenditure Reviews

- The SADC Protocol on Education;

- The changing global environment reflected in international conventions e.g. MDGs, EFA, WTO conventions especially those related to cross border trade in services, the International Convention of Rights of Peoples with Disabilities (ICRPD), other SADC protocols and EAC consultative processes mainly in areas of education standardisation;

- The changing national macro and micro socio-economic context and policy terrain created by the implementation of:

  - o The Civil Service Reform Programme;

  - o The Local Government Reform Programme;

  - o The Financial Services Reform Programme; and

  - o The Privatisation programme;

- The ESR Aide Mémoire of 2006;

- Lessons learnt from implementation of:

  - o ESDP (1996/97–2001);

  - o ESDP (2001–2006);

  - o PEDP I (2002–2006);

  - o SEDP (2004 -2009); and

  - o FEDP (2007-2011);

- The Higher Education, Science and Technology Sub-Master Plans (2003-2018), the Education Sector Situation Analysis (2005) and the emerging sub-sectoral education policies and strategic priorities.

ESDP EDUCATION SECTOR SWOT ANALYSIS

OUTCOME AREA	SUB SECTOR	STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
CAPABILITIES AND VALUES	PRE-PRIMARY EDUCATION	➢ High social demand ➢ Increasing private provision ➢ Day Care Centre Act	➢ Lack of National Strategy ➢ Low gross enrolment rates	➢ Availability of Network of Teacher Training Colleges ➢ Available spare capacity in available primary schools	➢ Limited capacity for cost sharing ➢ Limited capacity for implementation at local government level
	PRIMARY EDUCATION	➢ High enrolment rates ➢ Positive achievements of PEDP I related to financing, constructions, institutional arrangements ➢ Pass rate improvement	➢ Low achievement/attainment ➢ Over crowded classrooms ➢ Weak child-friendly pedagogy ➢ Inadequate non-salary expenditures ➢ Lack of school feeding scheme strategy ➢ Weak school instructional leadership ➢ Weak quality consultative dialogue ➢ Low teacher stock of knowledge ➢ Weak parents – teacher associations (PTAs)	➢ Available capacity in teacher training colleges for professional backup ➢ Available local government authorities/councils ➢ On going LGR/PSRP ➢ Available support by CBOs/NGOs	➢ Limited capacity for cost sharing ➢ Limited capacity for school functioning ➢ Perceived lack of relevance of curriculum/ examinations ➢ Negative impact of HIV/AIDS
	SECONDARY EDUCATION	➢ Available network of teacher training institutions ➢ Available network of distance learning capacity	➢ Low stock of diploma/graduate teachers' knowledge ➢ Low stock of pupils/student capabilities skills	➢ Available network of teacher training institutions un utilised ➢ Available capacity for mentoring at school	➢ Low readiness for secondary education of primary school graduates ➢ Impact of HIV/AIDS
	HIGHER EDUCATION	➢ Available MSc/MA/PhD trained staff in growing network of Universities and Colleges ➢ Institutional strategic plans for human resources development	➢ Low policy related research skills and professionalism	➢ Institutional Linkages for capacity building ➢ Supportive liberalisation policy	➢ Limited mindset change ➢ Negative impact of HIV/AIDS

		Strengths	Weaknesses	Opportunities	Threats
	ADULT & NON-FORMAL	➢ *Benefits of policies and strategies* ➢ *High demand for adult and non-formal capacities*	➢ *Inadequate number of qualified trainers* ➢ *Lack of integrated capacities development blue print*	➢ *CSOs/CBOs activities available* ➢ *Large number of vulnerable youth available*	➢ *Lack of adequate sector-wide prioritisation and budgeting* ➢ *Limited mindset alignment*
	FOLK AND VOCATIONALEDUCATION	➢ *Network of tutors under VETA* ➢ *Available Folk Development Capacities Strategy* ➢ *Availability of well articulated FEDP*	➢ *Inadequate number of qualified trainers* ➢ *Lack of integrated capacities development blue print* ➢ *Lack of skills development strategy*	➢ *CSOs/CBOs activities available* ➢ *Community support prevalent* ➢ *Large number of vulnerable youth and women available* ➢ *Synergies with adult and non-formal education capacities development*	➢ *Lack of adequate sector-wide prioritisation and budgeting* ➢ *Limited mindset alignment*
	TECHNICAL EDUCATION	➢ *Available BSc/BA MSc/MA/PhD trained staff in Colleges* ➢	➢ *Lack of Institutional strategic plans for human resources development* ➢ *Unavailability of Network of Teacher Training Colleges* ➢ *Availability of Programs in technical Institutions that are not demand driven* ➢ *Low policy related research skills and professionalism*	➢ *Institutional Linkages for capacity building* ➢ *Supportive liberalisation policy*	➢ *Limited mindset change* ➢ *Negative impact of HIV/AIDS* ➢ *Ageing profile of instructors*
CONDUCIVE ENVIRONMENT FOR LEARNING AND TECHING	*PRE-PRIMARY EDUCATION*	➢ *Available non-state/private initiatives*	➢ *Lack of formal strategy for T&L material production distribution* ➢ *Too few qualified teachers* ➢ *Inadequate exposure to appropriate pedagogy*	➢ *Liberalisation policy in materials production* ➢ *TIE available* ➢ *TTC personnel available* ➢ *Private Book-distribution network*	➢ *Un rationalised network of pre-primary schools*

	PRIMARY EDUCATION	➢ *Positive PEDP (I)* ➢ *Positive LGRP achievements* ➢ *Available whole school Development Plan and budget*	➢ *Inadequate leadership for school functioning* ➢ *Inadequate school libraries support* ➢ *Lack of school feeding strategy* ➢ *Low B.P.R.* ➢ *High P.T.R* ➢ *Lack of learner friendly pedagogy*	➢ *Teacher Resource Centres linked to TTCs and Primary Schools* ➢ *Familiar language (Kiswahili) being language of learning and teaching in public schools* ➢ *Private Bookshop/ Teaching Learning Materials network*	➢ *Lack of sustained increase in real pay for teachers* ➢ *General lack of other teachers' incentives* ➢ *Low in service capacity*
	SECONDARY EDUCATION	➢ *Available teachers and learning materials in the market* ➢ *Available stock of teachers who can be trained*	➢ *General lack of teaching learning material in schools* ➢ *General lack of or unstudied libraries and science laboratories* ➢ *Lack of learner friendly pedagogy* ➢ *Lack or poor mastery of language of instruction*	➢ *SEDP (2005-2009) available reforms on equity quality and management* ➢ *Available stock of graduate teacher trainable to manage functioning schools* ➢ *Private teaching learning materials network*	➢ *Lack of sustained increase in real pay of teachers* ➢ *General lack of other teachers incentives* ➢ *Lack of teacher professional development strategy*
	HIGHER EDUCATION	➢ *Relatively well-stocked libraries* ➢ *Available human resources development strategies* ➢ *Strategies for improving learner friendly pedagogy available* ➢ *ICT equipment and personnel available* ➢ *Capacity for improving learning and teaching competencies available*	➢ *Lack of reading culture* ➢ *Inadequately stocked bookshops* ➢ *Overcrowded teaching space* ➢ *Inadequate research equipment* ➢ *Lack of or poor mastery of language of instruction* ➢ *Lack of learner friendly pedagogy*	➢ *Unexploited capacity for improving learning and teaching competencies* ➢ *Under-utilised capacity in teaching space*	➢ *Lack of sustained increase in real pay of staff* ➢ *General lack of other teachers' incentives*
	ADULT AND NON FORMAL EDUCATION	➢ *Teaching and Learning materials available in the market*	➢ *Weak linkage with MKUKUTA goals* ➢ *Weak linkage with Folk and Vocational Training Strategies* ➢ *Weak linkage with OUT*	➢ *Tanzania Institute of Adult Education available to provide professional backup* ➢ *Available ICT network*	➢ *Limited mindset change* ➢ *Lack of sector-wide prioritisation and budgeting*

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	TECHNICAL EDUCATION	➢ Relatively well-stocked libraries ➢ Capacity for improving learning and teaching competencies available	➢ Lack of reading culture ➢ Lack of human resources development strategies in non autonomous institutions ➢ Inadequately stocked bookshops ➢ Lack of ICT equipment and personnel ➢ Inadequate and outdated teaching and research equipment ➢ Lack of or poor mastery of language of instruction ➢ Lack of learner friendly pedagogy ➢ Weak linkage with MKUKUTA goals ➢ Weak linkage with Folk and Vocational Training Strategies	➢ Unexploited capacity for improving learning and teaching competencies ➢ Under-utilised capacity in teaching space	➢ Lack of sustained increase in real pay of staff ➢ General lack of teachers' incentives ➢ Limited mindset change ➢ Lack of sector-wide prioritisation and budgeting
	FOLK AND VOCATIONAL EDUCATION	➢ VETA prepared teaching and learning materials available ➢ FEDP programme available	➢ Inadequate linkage between Folk and Vocational Training Education ➢ Inadequate/Weak linkage with Adult and Non formal Education strategies	➢ Unexploited synergies between folk and vocational training education learning and teaching material production strategies	➢
IMPROVING PROVISION	PRIMARY EDUCATION	➢ Positive PEDP (I) achievements in construction programmes ➢ Gender parity in provision achieved	➢ Persistently high pupil per class room Ratios ➢ Regional/district imbalances persisting in provision ➢ Inadequate teachers' houses, libraries and municipal facilities	➢ PEDP (II) reform	➢ Unpredictability in sustainable funding
	SECONDARY	➢ Available public and private school network	➢ Dilapidated infrastructure especially in public schools ➢ Inadequate teachers houses ➢ Unavailability of libraries and science laboratories in newly built schools ➢	➢ SEDP (2005-2009) reforms ➢ Government prioritisation	➢ Unsustainable expansion ➢ Un-planned political interference

	HIGHER EDUCATION	➤ *Expanding network of higher institutions* ➤ *Tertiary institutions* ➤ *Quality Assurance/Accreditation system in place* ➤ *Expanding network of in fracture of libraries and laboratories* ➤ *Expansion in ICT network*	➤ *Un rationalised system* ➤ *Inadequate student welfare support system* ➤ *Deteriorating in fracture e.g. municipal facilities and teaching space*	➤ *High demand for higher education* ➤ *Higher education policy available* ➤ *Emerging cross – boarder provision and trade in services*	➤ *Un reliable strategies for broadening social base of enrolment* ➤ *Competition from cross – boarder providers*
	ADULT & NON-FORMAL	➤ *Institute of Adult Education structure available* ➤ *Policy and implementation support structures available*	➤ *Lack of coordinated learner support structures at district and regional levels*	➤ *Draft adult and non-formal education strategy available* ➤ *DP support available if strategy linked to MKUKUTA*	*Reluctance to exploit synergies with folk and vocation training strategies*
	FOLK AND VOCATIONAL	➤ *Network of facilities e.g. FTCs/FDCs available* ➤ *Workshops for practical aspects available*	➤ *Synergies in use of infrastructure not adequately exploited*	➤ *Policy and Draft Strategy available*	➤ *Persistence in constraining and Discouraging Institutional Factors* ➤ *Persistence in slow adoption of low skills promotion policy*
	TECHNICAL EDUCATION	➤ *Expanding network of higher and tertiary institutions* ➤ *Tertiary institutions* ➤ *Quality Assurance/Accreditation system in place* ➤	➤ *Un rationalised system* ➤ *Inadequate student welfare support system* ➤ *Deteriorating in fracture e.g. teaching facilities and space* ➤ *Limited infrastructure of libraries and laboratories* ➤	➤ *High demand for tertiary education* ➤ *Increasing output from secondary education.* ➤ *Technical education policy available* ➤ *Emerging cross – boarder provision and trade in services*	➤ *Lack of political will and support* ➤ *Lack of national strategy for broadening social base of enrolment* ➤ *Competition from cross – boarder providers* ➤ *Critical under funding* ➤ *Lack of community support* ➤ *High costs of equipment and*

					➤ *infrastructure.* ➤ *Lack of private investment and support*
MACRO-/MICRO-MANAGEMENT AND GOVERNANCE	*PRE-PRIMARY EDUCATION*	➤ *Private sector modelled management styles adopted in non-state sector*	➤ *Low management capacity* ➤ *Low budgeting prioritisation* ➤ *Lack of quality assurance measures* ➤ *Lack of performance management framework work (PMF)*	➤ *Un exploited leadership in TTCs/LGAs/NGOs* ➤ *Early child hood Education and Care (ECEC) policy available*	➤
	PRIMARY EDUCATION	➤ *Positive results of PEDP (I) management reforms* ➤ *School committee in place* ➤ *School Inspectorate system in place* ➤ *ADEM professional backup available* ➤ *Skeleton management structure in place*	➤ *Lack of Instructional leadership* ➤ *Low teacher supervision* ➤ *Ineffective whole school development plan* ➤ *Lack of EMIS* ➤ *Lack of clear and effective management appraisal system at school* ➤ *Lack of Clients' Charter*	➤ *NECTA and inspectorate System if reformed* ➤ *Learning from functioning non-state schools* ➤ *Alternative PMS in LGR, PSR, MKUKUTA, DPS*	➤ *Limited mindset change* ➤ *Lack of adequate management systems to address effects of HIV/AIDS*
	SECONDARY EDUCATION	➤ *School boards in place* ➤ *Inspectorate system in place* ➤ *ADEM professional backup* ➤ *Skeleton management structure in place* ➤ *Human capital available*	➤ *Lack effective decentralisation of functions and decision making* ➤ *Lack of instructional leadership skills* ➤ *Lack conceptualisation skills* ➤ *dysfunctional schools* ➤ *Weak Strategic Budgeting (SBAS)*	➤ *NECTA and Inspectorate system if re-formal* ➤ *Learning form functioning non-state schools* ➤ *Human capital if utilised* ➤ *MOF-SBAS*	➤ *Lack of transparency and accountability* ➤ *Chronic under-funding* ➤ *Persistence in lack of promotion of role models*
	HIGHER EDUCATION	➤ *Management structures in place* ➤ *Higher education accreditation institution in place* ➤ *Human capital available* ➤ *Growing network of EMIS*	➤ *Poor central coordination of decentralised management systems* ➤ *Ineffective management of cost sharing system initiatives* ➤ *Lack of institutionalised Performance Management System (PMS)* ➤ *Lack of Client Charter*	➤ *Quality Assurance System in place* ➤ *National policies and strategies in place* ➤ *Human capital if utilised*	➤ *Persistence of chronic under funding* ➤ *Poor transparency and accountability* ➤ *Persistence in lack of promotion of role models*

	ADULT AND NON FORMAL EDUCATION	➤ *Adult Education management Structure in place* ➤ *Human capital available*	➤ *Low rationalisation* ➤ *Weak EMIS* ➤ *Weak SBAS*		➤ *Persistence of under-funding*
	FOLK AND VOCATIONAL EDUCATION	➤ *FTC/FDC and VETA Management Structure in place* ➤ *FDC boards managed by respective councils supportive* ➤ *Human capital available*	➤ *Weak EMIS* ➤ *Weak SBAS* ➤ *Weak cost sharing in FDCs*	➤ *Draft of national strategies in place* ➤ *NGOs, CBOs and FBOs support if exploited* ➤ *Community Development leadership role available fro FDCs*	➤ *Persistence of under-funding*
	TECHNICAL EDUCATION	➤ *Technical education accreditation institution in place* ➤ *Human capital available*	➤ *Low budgeting prioritisation* ➤ *Lack of management structures* ➤ *Ineffective management of cost sharing system initiatives* ➤ *Lack of institutionalised Performance Management System (PMS)* ➤ *Lack of Client Charter* ➤ *Lack of EMIS*	➤ *Quality Assurance System in place* ➤ *National policies in place* ➤ *Human capital if utilised* ➤ *Lack of national strategies*	➤ *Persistence of chronic Critical under funding* ➤ *Poor transparency and accountability* ➤ *Persistence in lack of promotion of role models* ➤ *Limited mindset change* ➤ *Lack of adequate management systems to address effects of HIV/AIDS*

KEY RESULT AREAS AND SOME POSSIBLE INDICATORS

Objectives (Key Result Area)	Scope of Indicators	Examples of Possible Indicators
1. **Education Leadership Behaviour** ⇒ care for presiding over functioning schools/institutions ⇒ are honest and ethical ⇒ follow rules and regulations and display professionalism in approach to work ⇒ value and display instructional leadership at all levels	⇒ data on ethical complaints elicited and collated by clients and passed on to PCB, Human Rights Commission, Teachers' Service Commission, Inspectorate, relevant educational authorities, school/committee/board ⇒ evidence of unethical actions (based upon responses by authorities to complaints: number of teachers reprimanded and demoted officials) ⇒ educational delivery surveys, getting parents/students perceptions on education performance: corruption, honesty, work ethics, teacher absenteeism ⇒ teacher surveys: teachers' perceptions on discipline within education, corruption, service delivery, performance of leaders, quality/ adequacy of inputs, provision of effective incentives.	At least 80% of parents/community members interviewed respond positively to questions regarding school conditions and Head Teacher's and teachers' commitment and performance, in all Regions from 2012 onwards
2. **Capabilities and Skills of Teachers/tutors/ learners** ⇒ best available talents recruited and retained ⇒ leadership/teachers' skills continuously developed to reflect current and emerging challenges ⇒ learners' achievement and attainment levels improved	⇒ data on average qualifications and experience elicited and collated ⇒ Education provision and delivery survey to get clients' perception on education leaders/teachers' knowledge and skills ⇒ Impact studies on the use of knowledge provided during learning/training ⇒ comparative/international monitoring of educational achievements information e.g. SACMEQ, International Testing Services	Significant improvement in school attendance and phase completion (Standard 7; Form IV) in all schools from 2012 onwards
3. **Institutional/school Processes and Incentives** ⇒ conducive teaching and learning	⇒ data on ratios of resources availability (e.g. TPR, PBR, CPR). ⇒ data on salary levels and distribution	At least 80% of primary teachers inspected in Tabora Region from 2012 onwards demonstrate at least three

Objectives (Key Result Area)	Scope of Indicators	Examples of Possible Indicators
environment improved, improved teacher motivation, learner friendly pedagogy adopted, improved teacher incentives, improved gender friendly environment, improved disability friendly environment, teachers are appraised, rewarded and sanctioned based on merit and performance, teachers/students' are appraised and counselled.	⇒ data on gender profile ⇒ data on disability ⇒ job/posts advertised in mass media ⇒ level of use of OPRA in education ⇒ Management/school performance contract coverage ⇒ Education/school surveys involving teachers, learners/community perceptions.	effective teaching methodologies during their lessons Effective practical training during practical sessions
4. Cost Effectiveness and Cost Efficiency ⇒ Focus on core education functions and inputs, institutions/schools/ departments run economically and provide good value for money, institutions/schools/departments are driven by principles of rationality and maximisation	⇒ Data on increase internal efficiency (drop out rates, transition rates, repetition rates, capacity utilisation rates etc.) ⇒ Data on savings or increased revenue generation resulting from restructuring institutional functioning ⇒ Results of Controller and Auditor General Audits ⇒ Education delivery studies focusing on wastage and financial tracking ⇒ Results of education public expenditure reviews	Variable unit cost per graduate at ABCDE falls from TShs. 5,200,000 in 2007 to below TShs. 4,600,000 in 2012 and to below TShs. 3,800,000 in 2017 – with no diminution in degree standards
5. Consultative Dialogue Machinery and Performance ⇒ citizens are informed and consulted on education ⇒ learners and teachers/tutors are treated fairly and according to needs ⇒ institutions are accountable to citizens	⇒ data on frequency of meetings of participatory organs, review reports by stakeholders/ beneficiaries ⇒ evaluation of whether client's education charter conditions are being complied with ⇒ citizen awareness, responsiveness and willingness to take action on client's charter.	Education Client Charters operational nationwide, understood by communities, and being complied with from 2012 onwards

ESDP Policy objectives, Current Status, Proposed Targets

Policy objective	Current Status	Proposed Target	Proposed Actions
IMPROVING CAPABILITIES SKILLS, VALUES	**Pre-Primary** • Low enrolment rates • Lack of human capabilities and assets • Lack of formalized relevant curriculum for pre primary teacher training • Lack of capabilities in EMIS	• Increased enrolment rate to about 50% by 2015 • Introduce pre-primary teacher training programmes in teacher training colleges starting 2009	• Introduce pre-primary admission in all primary schools • Introduce pre-primary education teacher curriculum programmes in selected teacher training colleges • Design and integrate pre-primary EMIS into sector – wide EMIS
	Primary • Low achievement/attainment among teachers • Low stock of knowledge among teachers •	• Increased achievement/attainment level to comparable regional/world standards • Implement teachers' professional development strategy by 2009 • Evaluated curriculum in place by 2010	• NECTA and School Inspectorate to design and implement achievement/attainment monitoring scheme/instruments • TIE to evaluate curriculum • Teacher Training Colleges to implement teacher development strategy
	Secondary • Low stock of knowledge by diploma/degree graduate teachers • Low learner attainment/achievement	• Design and implement teacher professional development strategy by 2009 • Increased learner attainment/achievement levels to comparable regional/world standards	• University/College to design and implement teacher professional development strategy • NECTA and School Inspectorate to design and implement attainment/achievement monitoring scheme/instruments
	Higher Education • Low policy research skills and professionalism • Low MSc/MA/PhD. enrolment • High attrition rates of academic staff • Low sabbatical/industrial attachments of staff and students	• Improved policy research skills and professionalism • Increase MSc/MA/PhD. enrolment • Reduced attrition rates of academic staff • Increased sabbatical/industrial attachments of staff and students	• Universities/institutions to design strategy for improving policy research skills and professionalism • Universities/institution to design and implement strategy for increasing MSc./MA/Ph.D. enrolment • Universities/institutions to raise retirement age for academic staff and design and implement strategies for staff training • • Design strategies for reductive attrition resulting from HIV/AIDS
	Adult and Non-formal • Low linkage with poverty reduction demand and micro enterprise skills	• Improved linkage with poverty reduction demand and micro-enterprise skills	• Evaluate and reform present programmes • Train and hire teachers with relevant stock of knowledge and skills
	Folk, Technical and Vocational • Law of skills progression to higher levels of learning • Inadequate skills and knowledge among tutors • Inadequate skills and	• Harmonized with higher levels of learning • Improved skills and knowledge among tutors • Improved relevance of skills and knowledge offered in rural areas especially to women/girls	• Design and implement harmonized scheme • Design and implement strategy for improving tutor's skills and knowledge • Design and implement strategy for improving relevance of skills and

Policy objective	Current Status	Proposed Target	Proposed Actions
	knowledge relevant to poverty alleviation in rural areas especially for women		knowledge offered in rural areas especially to women/girls
IMPROVING CONDUCIVE TEACHING AND LEARNING ENVIORNMENT	**Pre-Primary** • Inadequate number of qualified teachers • Inadequate exposure to appropriate pedagogy • Inadequate teaching and Learning materials	• Increased number of qualified teachers • Increased exposure to appropriate pedagogy • Increased production and distribution of teaching and learning materials	• Teacher training colleges to design and implement strategy for preparation of adequate numbers of pre-primary schools teachers • Teacher Training Colleges/School Inspectorate to design and implement strategy for continuing in-service teacher professional development for pre-primary school teachers • Promote increased production of teaching and learning material
	Primary • Inadequate leadership skills for school functioning • Low pay and inadequate incentives for teachers • Inadequate teaching and learning materials • Prevalence of non-interactive and non-participatory pedagogy	• Increased leadership skills for school functioning • Increased pay and improved incentives for teachers • Increased Book to Pupil Ratio (BPR) • Increased adoption of interactive and participatory pedagogy	• Design and implement strategy for increasing leadership skills for school functioning among school heads • Implement phased pay and incentives improvement in the context of public service pay reform package beginning from 2008/2009 • Exempt from import duty raw materials for production of teaching and learning materials • Initiate and promote teacher instructional leadership at school level and teacher professional development using teacher training Colleges as back-up
	Secondary • Inadequate teaching and learning materials • Poor mastery of language of learning and teaching • Prevalence of non-interactive and non participatory pedagogy • Un-stocked libraries and laboratories • Non-learner friendly pedagogy/environment	• Improved availability of learning and teaching materials • Adoption of appropriate teaching of teaching and learning • Adoption of strategies for exposing teachers to interactive and participatory pedagogy • Adequately stocked libraries and laboratories • Adoption of strategies for promoting learner – friendly pedagogy/environment	• Promote production and distribution of learning and teaching material • Initiate and implement strategy for adoption of appropriate language of learning and teaching • Initiate and implement strategies for exposing teachers to interactive and participatory pedagogy • Increase funding for stocking libraries and laboratories • Promote learner – friendly pedagogy and environment in schools and let teachers appreciate this;
	Higher Education • Over-crowded teaching space • General lack of teacher incentives • Inadequate books and other teaching and learning materials • Poor mastery of language of teaching and learning	• Improved teaching space • Improved teaching incentives • Increased availability of books and other teaching and learning materials • Improved mastery of language of teaching and learning • Improved process of interactive	• Provide funding for teaching space expansion • Implement pay and teacher incentive reform • Prioritize funding for provision of books and other teaching and learning materials • Implement language skills development programmes

Policy objective	Current Status	Proposed Target	Proposed Actions
	• Low level of interactive learning • Low student welfare support	learning • Analyzed and strengthened students loan/grant system	• Promote use of ICT in T & L • Commission team to analyze and strengthen students loan grant system
	Adult and Non-formal • Weak linkage with MKUKUTA goals	• Improved linkage with poverty reduction strategy skills	• Review and reform adult education curriculum
	Folk, Technical and Vocational • Obsolete and inadequate training equipment and machinery • Lack of regular curriculum review	• Sustainable funding strategy for folk and vocational training	• Ensure adequate fund in the budget • Develop a national mechanism for utilizing 6% skills development levy effectively
MACRO-MICRO MANAGEMENT	• Weak decentralization of management functions especially at secondary level • Weak instructional leadership at institutional level • EMIS concentrated in sub-sectors or departments • Difficult to measure general progress in sector • Weak monitoring of GBS • PAF/EMIS not connected to MKUKUTA and outcomes • Low provision of learning facilities for people with disability • Dilapidated infrastructure especially in public institutions • Low provision for utilities and municipal facilities • Weak sector EMIS for facilities/equipment • Lack of financial transparency and accountability • Weak dialogue and management structure	• Decentralized decision making in place • Instructional leadership skills provided to all • Integrated EMIS developed • Strengthened inspectorate and NECTA • Dialogue Structures for GBS/SBAS in place • Reformed general sector management structure/dialogue in place • Strategy for increased provision of teachers' house/other assets in place • Increased funding for provision of libraries and laboratories • Prioritized funding for provision of facilities for disabled • Strategy for increased funding for rehabilitation of dilapidated infrastructure and provision of utilities and municipal facilities • Sector EMIS for facilities/equipment in place	• Implement decentralization reforms at all education levels • Institutional leaders to assume instructional leadership • Concentrate EMIS on the whole sector • Commission studies of reforming inspectorate and NECTA for a full sector PAF • Ministry responsible for education to coordinate establishment of management and dialogue structures
EDUCATION PROVISION	• Low enrolment rates at pre-primary secondary, folk and higher education • Gender imbalance at higher and tertiary • Low provision for teachers' houses/other assets • Low provision of libraries, workshops and laboratories	• Strategy for public private partnership in education provision in place • Tax privileges and VAT exemptions for increased private investment in education development in place • Girls scholarship schemes for the needy in place	• Initiate and implement strategy for public-private partnership in education provision • Implement tax privileges and VAT exemptions for increased private investment in education development • Initiate and implement girls Scholarship Schemes for the Needy

COMPOSITION OF COMMITTEES FOR MANAGING ESDP AND FOR ENHANCING EDUCATIONAL DIALOGUE

The ESDP management committee structure will be as follows:

i. Inter-Ministerial Steering Committee (IMSC);
ii. Joint Education Sector and Thematic Area Working Group (JESTWG);
iii. Government Education Sector and Thematic Area Working Group(GESTWG);
iv. Ministerial Development Committees;
   - Education Sector Development Committee (ESDC); and
   - Folk Education Development Committee (FEDC).

v. Sub- Sector Task Force; and
vi. Sub- Sector Technical Working Groups.

These six committees will together ensure the coordination and synchronisation of the sector's plans and will help design programmes that are in line with Government policies and MKUKUTA. MOEVT will provide secretariat services for IMSC, JESTWG and GESTWG. The Permanent Secretaries of MOEVT and PMO-RALG will be co-chairs of the IMSC meetings. The Director of Policy and Planning from MOEVT will be chair person of the JESTWG and GESTWG meetings. Each of the six committees will meet on a quarterly basis and their compositions and functions will be as follows:

Inter Ministerial Steering Committee (IMSC)
   - Permanent Secretary, MOEVT (Co-Chair);
   - Permanent Secretary PMO - RALG (Co-Chair);
   - Permanent Secretary MCDGC;
   - Permanent Secretary MOFEA;
   - Permanent Secretary MLEYD;
   - Permanent Secretary MCST;
   - Permanent Secretary MHSW;
   - Permanent Secretary MICS;
   - Director of Department of Government Business, PMO; and
   - Representative of Planning Commission [Director-level or above].

Functions of Inter-Ministerial Steering Committee (IMSC)
(a)   To oversee the implementation, development and execution of decisions of national educational policies;
(b)   To monitor the ESDP;
(c)   To provide higher level inter-ministerial coordination;
(d)   To guarantee ESDP consistency with broader Government Policies
(e)   To oversee Annual Budgeting and planning processes for Education Sector; and
(f)   To ensure effective Public Expenditure and Financial Accountability.

Joint Education Sector and Thematic Area Working Group (JESTWG);
- Director of Policy and Planning MOEVT;
- Director of Sector Coordination in the PMO-RALG;
- Director of Policy and Planning MCDGC;
- Director of Policy and Planning MOFEA;
- Director of Policy and Planning PMORALG;
- Director of Policy and Planning MLEYD;
- Director of Policy and Planning MCST;
- Director of Policy and Planning MHSW;
- Director of Policy and Planning MICS;
- Director of Government Business, PMO;
- Representative of Planning Commission [Director-level];
- Representatives of DPs;
- Two (2) Representatives of CSOs;

Functions of JESTWG
(i)   provide comments on sector or thematic area policies and programmes strategies and programmes;
(ii)   analyse recommendations from previous reports and studies as inputs into plans and budgets;
(iii) identify strategic interventions for resource allocation/priority expenditure programmes and activities.
(iv)   analyse resource requirements and predictability for implementing sector policies, strategies and programmes;
(v)   agree on external resource projectors for the MTEF period;
(vi)   monitor review and report on sector/thematic area performance; and
(vii) link with GESTWG, IMSC and Cluster Working Group on sector policies, strategies and programmes.

Government Education Sector and Thematic Area Working Group (GESTWG)
- Director of Policy and Planning MOEVT;
- Director of Policy and Planning MCDGC;
- Director of Policy and Planning MOFEA;
- Director of Policy and Planning PMORALG;
- Director of Policy and Planning MLEYD;
- Director of Policy and Planning MCST;
- Director of Policy and Planning MHSW;
- Director of Policy and Planning MICS;
- Director of Local Government Coordination PMO-RALG;
- Director of Department of Government Business, PMO;
- Representative of Planning Commission [Director-level or senior officer]; and
- Senior Officers from MOEVT, PMO-RALG and MCDGC.

Functions of GESTWG
- engage in dialogue on the formulation of sector or thematic area policies, strategies and programmes in line with MKUKUTA;
- plan and analyse resource requirements and predictability for implementing sector policies, strategies and programmes;
- monitor, review and report on sector/thematic area performance;
- link with GESTWG, IMSC and cluster working group on sector policies, strategies and programmes;
- identify strategic areas of interest for studies, analyse and recommend in order to inform policies, strategies and budget preparations; and
- link with JESTWG and Ministerial Development Committees on sector policies, strategies and programmes.

Ministerial Development Committees

Ministerial Development Committees are composed of Education Sector Development Committee (ESDC) and Folk Education Development Committee (FEDC).

(i)   Education Sector Development Committee (ESDC)
- Permanent Secretary, MOEVT (Chair);
- Permanent Secretary, PMO-RALG (Co-Chair);
- Commissioner of Education;
- Director of Policy and Planning;
- Other MOEVT Directors and Heads of allied Institutions;
- Director of Local Government Coordination PMO-RALG;
- Representative from MCDGC;
- Two Representatives from CSOs;
- Four Representatives of the Development Partners;
- A representative of the Teachers' Union;
- Two Representatives from Faith Based Organisations;
- Representative from MOFEA;
- Representative from PMO;

Folk Education Development Committee (FEDC)
- Permanent Secretary, MCDGC (Chair);
- Director of Policy and Planning , MCDGC;
- Other MCDGC Directors ;
- Director, General, VETA;
- Two Representative from MOEVT;
- Representatives from MOFEA;
- Representatives from PMO;
- Representatives from PMO-RALG;
- A representative from CSO;
- A representative of the Development Partners;
- Director, Institute of Adult Education; and

- Representative of Planning Commission.

Functions of ESDC/FEDC

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

Each of the Ministerial Development Committees is empowered to establish Technical Working Groups and Task Force in their areas of interest and to define the TOR and determine the membership of these Groups.

Functions of ESDC and FEDC Technical Working Groups and Task Force

ESDC and FEDC has six Technical Working Groups (TWGs) namely: Enrolment Expansion, Quality Improvement, Resource Allocation, Cost Efficiency and Financing (RACEF), Monitoring and Evaluation, Institutional Arrangements and Cross-Cutting Issues (CCIs). Each TWG will be responsible for planning the implementation and monitoring the implementation of education development programmes such as PEDP, SEDP and FEDP. The Development Committees will maintain a Task Force consisting of representatives of all key members from the TWGs which will oversee and scrutinize the work of the TWGs before submission to the Development Committees.

In addition to that structure of management committees, the Annual Education Sector Review will continue to be conducted to further the educational dialogue and enable good advice from many sources to be translated into public action.

The Annual Education Sector Review will be a high level meeting that will bring together the Education stakeholders so as to receive and review the status of ESDP performance and make recommendations accordingly. This will also facilitate the ESDP Policy Implementation Dialogue. The objectives will be to:

- facilitate assessment of the performance of the education sector in terms of the effectiveness of budgeting and expenditures as well as overall progress in implementing ESDP; and
- provide fora for various stakeholders to monitor progress and offer constructive criticisms.

AESR's functions will be to:

- assess level of education sector development over the previous year;

- review of the budgeting process, budget execution and financing requirements at sub-sector and sector levels; and
- assess effectiveness of sector dialogue framework and issues discussed by thematic groups.

Participants will comprise:
- The Permanent Secretaries, Deputy Permanent Secretaries, of MOEVT, MCDGC; PMO–RALG, MCST, MHSW, MICS, MLEYD, MOW, MOFEA and MAFS;
- Commissioner for Education, Directors and Assistant Directors MOEVT;
- Director and Assistant Director of Sector Coordination, PMO-RALG;
- Director and Assistant Director of Government Business, PMO;
- Directors/Assistant Directors responsible for Planning, Training, Science and Technology from MCGC, MCST, MHSW, MICS, MLYED, MOW, MAFS and MICS;
- Commissioners for Budget and External Finance, MOFEA**;**
- Selected REOs, DEOs;
- Heads of education institutions;
- Non-State Actors representatives;
- Development Partners Representatives; and
- Representatives from students and committees.

AESR Meetings will take place between the months of September and October while thematic reviews (long term reviews) will be conducted after every three years with effect from 2010.

EDUCATION SECTOR PROJECTED ENROLMENTS 2008 - 2017

SUB SECTOR	YEARS									
	2008	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**
Pre- Primary (Year 1& 2)	1,652,108	1,993,055	2,344,242	2,380,640	2,417,718	2,455,491	2,493,973	2,533,180	2,583,844	2,635,520
Primary (STD I - VII)	8,213,523	7,970,167	7,849,615	8,088,516	8,326,962	8,575,654	8,832,712	9,088,292	9,270,058	9,455,459
Form 1	524,768	692,996	768,444	806,866	847,210	864,154	881,437	899,066	917,047	935,388
Form 2	406,212	532,921	593,555	623,233	654,394	667,482	680,832	694,449	708,338	722,504
Form 3	224,251	367,622	482,293	626,981	639,521	652,311	665,357	678,664	692,238	706,082
Form 4	175,999	218,645	358,431	465,960	605,748	617,863	630,221	642,825	655,682	668,795
Form 5	47,335	71,984	86,802	131,071	197,917	237,501	285,001	342,001	410,401	492,481
Form 6	30,690	46,247	70,328	106,195	138,054	165,665	198,798	238,557	286,268	343,522
Technical Education	3,544	4,253	4,678	5,146	5,660	6,227	6,849	7,534	8,288	9,116
Higher Education	49,967	59,960	65,956	72,552	79,807	87,788	96,567	106,224	116,846	128,530
Folk Education	30,845	38,861	57,146	78,420	93,100	102,410	112,651	123,916	136,308	149,938
Vocational Education and Training	24,055	27,500	59,000	72,000	76,600	100,900	114,100	129,400	144,700	170,700

ANALYSIS OF FUNDING GAPS (in Millions of Tshs)

SUB-SECTOR	YEAR/ COST	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Basic Education	**Total cost of Education**	**1,028,345**	**1,410,207**	**1,454,022**	**1,553,006**	**1,674,478**	**1,695,169**	**1,783,251**	**1,874,454**	**1,968,177**	**2,066,586**
	Recurrent Expenditure	813,513	1,115,600	1,150,262	1,265,288	1,328,553	1,394,980	1,464,729	1,537,966	1,614,864	1,695,607
	Development Expenditure	214,832	294,607	303,760	287,718	345,926	300,188	318,522	336,488	353,313	370,978
	Total Govnt contribution	**808,544**	**929,825**	**1,069,299**	**1,229,694**	**1,414,148**	**1,509,555**	**1,613,437**	**1,726,773**	**1,850,677**	**1,986,410**
	Recurrent Expenditure	667,324	767,423	882,536	1,014,917	1,167,154	1,225,512	1,286,788	1,351,127	1,418,683	1,489,617
	Development Expenditure	141,219	162,402	186,763	214,777	246,994	284,043	326,649	375,646	431,993	496,792
	Financing gap	**219,801**	**480,382**	**384,723**	**323,312**	**260,331**	**185,614**	**169,815**	**147,681**	**117,500**	**80,176**
Folk Education	**Total cost of Education**	**48,241**	**49,552**	**63,029**	**59,147**	**57,000**	**78,163**	**78,548**	**78,054**	**81,957**	**86,055**
	Recurrent Expenditure	43,699	39,200	49,862	46,791	45,092	61,834	62,139	61,748	64,835	68,077
	Development Expenditure	4,542	10,352	13,167	12,356	11,908	16,329	16,409	16,306	17,122	17,978
	Total Govnt contribution	**3,132**	**3,602**	**4,142**	**4,763**	**5,478**	**6,300**	**7,245**	**8,331**	**9,581**	**11,018**
	Recurrent Expenditure	2,333	2,683	3,085	3,548	4,080	4,692	5,396	6,206	7,137	8,207
	Development Expenditure	799	919	1,057	1,215	1,397	1,607	1,848	2,125	2,444	2,811
	Financing gap	**45,109**	**45,950**	**58,887**	**54,384**	**51,522**	**71,863**	**71,303**	**69,723**	**72,376**	**75,037**
Higher Education	**Total cost of Education**	**1,156,791**	**563,420**	**715,882**	**605,465**	**656,918**	**839,053**	**936,094**	**1,075,834**	**1,201,815**	**1,391,702**
	Recurrent Expenditure	915,126	445,716	566,327	478,977	519,681	663,766	740,534	851,081	950,744	1,100,961

	Development Expenditure	241,665	117,704	149,555	126,488	137,237	175,287	195,560	224,753	251,071	290,741
	Total Govnt contribution	**264,343**	**303,994**	**349,594**	**402,033**	**462,338**	**531,688**	**611,441**	**703,158**	**808,631**	**929,926**
	Recurrent Expenditure	221,249	254,436	292,602	336,492	386,966	445,011	511,762	588,527	676,806	778,327
	Development Expenditure	43,094	49,558	56,992	65,541	75,372	86,677	99,679	114,631	131,826	151,599
	Financing gap	**892,448**	**259,426**	**366,288**	**203,432**	**194,580**	**307,365**	**324,653**	**372,676**	**393,184**	**461,776**
Technical Education	**Total cost of Education**	**138,220**	**799,732**	**806,266**	**918,352**	**844,730**	**740,913**	**730,026**	**716,649**	**713,015**	**714,611**
	Recurrent Expenditure	109,344	632,660	637,829	726,499	668,257	586,129	577,516	566,934	564,059	565,322
	Development Expenditure	28,876	167,072	168,437	191,853	176,473	154,784	152,510	149,715	148,956	149,289
	Total Govnt contribution	**14,900**	**17,135**	**19,705**	**22,661**	**26,060**	**29,969**	**34,465**	**39,634**	**45,579**	**52,416**
	Recurrent Expenditure	12,200	14,030	16,135	18,555	21,338	24,539	28,219	32,452	37,320	42,918
	Development Expenditure	2,700	3,105	3,571	4,106	4,722	5,431	6,245	7,182	8,259	9,498
	Financing gap	**123,320**	**782,597**	**786,561**	**895,691**	**818,670**	**710,944**	**695,561**	**677,015**	**667,436**	**662,195**
Vocational and Education Training	**Total cost of Education**	**82,868**	**129,094**	**132,515**	**106,315**	**115,115**	**123,915**	**127,715**	**107,300**	**110,300**	**115,815**
	Recurrent Expenditure	21,600	32,700	39,500	48,300	57,100	65,900	74,700	83,500	86,500	90,825
	Development Expenditure	61,268	96,394	93,015	58,015	58,015	58,015	53,015	23,800	23,800	24,990
	Total Govnt contribution	**21,000**	**23,927**	**24,826**	**25,792**	**26,834**	**27,962**	**29,186**	**30,398**	**31,728**	**33,314**
	Recurrent Expenditure	21,000	21,525	22,063	22,615	23,180	23,760	24,354	24,841	25,338	26,605
	Development Expenditure	-	2,402	2,763	3,177	3,654	4,202	4,832	5,557	6,390	6,710
	Financing gap	**61,868**	**105,167**	**107,689**	**80,523**	**88,281**	**95,953**	**98,529**	**76,902**	**78,572**	**82,501**

TOTAL	**Total cost of Education**	**2,454,465**	**2,952,005**	**3,171,714**	**3,242,285**	**3,348,241**	**3,477,213**	**3,655,634**	**3,852,291**	**4,075,264**	**4,374,768**
	Recurrent Expenditure	**1,903,282**	**2,265,876**	**2,443,780**	**2,565,855**	**2,618,683**	**2,772,609**	**2,919,619**	**3,101,229**	**3,281,002**	**3,520,792**
	Development Expenditure	**551,183**	**686,129**	**727,934**	**676,430**	**729,558**	**704,603**	**736,016**	**751,063**	**794,262**	**853,976**
	Total Govnt contribution	**1,111,919**	**1,278,483**	**1,467,566**	**1,684,943**	**1,934,857**	**2,105,474**	**2,295,773**	**2,508,294**	**2,746,196**	**3,013,084**
	Recurrent Expenditure	**924,106**	**1,060,097**	**1,216,421**	**1,396,127**	**1,602,718**	**1,723,514**	**1,856,520**	**2,003,153**	**2,165,284**	**2,345,674**
	Development Expenditure	**187,812**	**218,386**	**251,145**	**288,816**	**332,139**	**381,960**	**439,253**	**505,142**	**580,912**	**667,410**
	Financing gap	**1,342,546**	**1,673,522**	**1,704,148**	**1,557,342**	**1,413,384**	**1,371,739**	**1,359,861**	**1,343,997**	**1,329,067**	**1,361,684**

	Education Sector Financial Framework 2007/08 - 2016/17									
	A: Resources									
	Resources	**2007/08**	**2008/09**	**2009/10**	**2010/11**	**2011/12**	**2012/13**	**2013/14**	**2014/15**	**2015/16**	**2016/17**
A1	**Total Govt. Expenditure**	**6,066,832**	**7,216,130**	**8,298,550**	**9,543,332**	**10,974,832**	**12,621,056**	**14,514,215**	**16,691,347**	**19,195,049**	**22,074,307**
	of which		18.94%	15.00%	15.00%	15.00%	15.00%	15.00%	15.00%	15.00%	15.00%
A2	*Recurrent Expenditure*	*3,865,736*	*4,726,650*	*5,435,648*	*6,250,995*	*7,188,644*	*8,266,940*	*9,506,981*	*10,933,029*	*12,572,983*	*14,458,930*
A3	*Development Expenditure*	*2,201,096*	*2,489,480*	*2,862,902*	*3,292,337*	*3,786,188*	*4,354,116*	*5,007,233*	*5,758,319*	*6,622,066*	*7,615,376*
	Growth in total Govt. expenditure										
A4	**Total Actual Education Expenditure**	**2,454,465**	**2,952,005**	**3,171,714**	**3,242,285**	**3,348,241**	**3,477,212**	**3,655,635**	**3,852,292**	**4,075,264**	**4,374,768**
	of which										
A5	*Recurrent Expenditure*	*1,903,282*	*2,265,876*	*2,443,780*	*2,565,855*	*2,618,683*	*2,772,609*	*2,919,619*	*3,101,229*	*3,281,002*	*3,520,792*
A6	*Development Expenditure*	*551,183*	*686,129*	*727,934*	*676,430*	*729,558*	*704,603*	*736,016*	*751,063*	*794,262*	*853,976*
A7	*Total educ.as % of total Govt.expend*	*40.5%*	*40.9%*	*38.2%*	*34.0%*	*30.5%*	*27.6%*	*25.2%*	*23.1%*	*21.2%*	*19.8%*
A8	**Total Ceiling of Education Expenditure**	**1,111,307**	**1,277,781**	**1,466,758**	**1,684,014**	**1,933,788**	**2,104,245**	**2,294,360**	**2,506,669**	**2,744,327**	**3,010,935**
	of which										
A9	*Recurrent Expenditure*	*924,106*	*1,060,097*	*1,216,421*	*1,396,127*	*1,602,718*	*1,723,514*	*1,856,520*	*2,003,153*	*2,165,284*	*2,345,674*
A10	*Development Expenditure*	*187,201*	*217,684*	*250,337*	*287,887*	*331,070*	*380,731*	*437,840*	*503,516*	*579,043*	*665,261*
A11	*Total ceiling of educ.as % of total educ..expend*	*18.3%*	*17.7%*	*17.7%*	*17.6%*	*17.6%*	*16.7%*	*15.8%*	*15.0%*	*14.3%*	*13.6%*
	B: Financing Gap										
B1	**Total Financing Gap**	**1,342,546**	**1,674,224**	**1,704,956**	**1,558,271**	**1,414,453**	**1,372,967**	**1,361,275**	**1,345,623**	**1,330,937**	**1,363,833**
	of which										
B2	*Recurrent Cost*	*979,176*	*1,205,779*	*1,227,359*	*1,169,728*	*1,015,965*	*1,049,095*	*1,063,099*	*1,098,076*	*1,115,718*	*1,175,118*
B3	*Development Cost*	*363,982*	*468,445*	*477,597*	*388,543*	*398,488*	*323,872*	*298,176*	*247,547*	*215,219*	*188,715*
B4	Total Financing Gap (in million USD)	1128	1407	1433	1309	1189	1154	1144	1131	1118	1146