

THE UNITED REPUBLIC OF TANZANIA



MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

**EDUCATION SECTOR DEVELOPMENT PLAN
(2016/17 – 2020/21)**

TANZANIA MAINLAND

Endorsed by ESDC, 22nd June 2017

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Executive Summary

The Government of the United Republic of Tanzania has set out its vision, overarching policy and strategic objectives for the education sector in a series of five-year or ten-year Education Sector Development Plans (ESDP) since 1997. This latest ESDP covers the five-year period from 2016-17 to 2020-21, which is aligned with the current National Five-Year Development Plan 2016/17-2020/21. This ESDP has been developed through a full consultative process running over two years, involving national and local level consultations with stakeholders ranging from students, community leaders and civil society organizations to senior Government officials and Ministers. Tanzania's international Development Partners were also consulted extensively and provided technical assistance to the preparation of the final document.

The economic and financial implications of the strategic choices and plans set out in this ESDP have been examined using a simulation model, resulting in a set of policy directions, targets and priority programmes that while challenging are also achievable within the estimated available resource envelope.

This ESDP is built on the priorities of the Tanzanian Government as set out in the Tanzania Development Vision 2025, the National Five-Year Development Plan 2016/17-2020/21 and the Education and Training Policy of 2014. The two key policy initiatives that distinguish this ESDP from previous plans are: (1) Tanzania's commitment to providing twelve years of free and compulsory Basic Education to the entire population, leaving no one behind; and (2) the progressive expansion of Technical and Vocational Education and Training to provide Tanzania with the pool of skilled human resources needed to advance to becoming a semi-industrialized middle-income country by 2025.

Of these policy commitments, the universalization of Basic Education has by far the largest financial implications, with the requirement to approximately double within a few years the current number of students studying in Lower Secondary Forms I to IV as well as doubling the enrolment in Pre-Primary from current levels. Achieving this commitment within the available resources requires some trade-offs being made. It becomes impossible to pursue simultaneously within this five-year period some other potential policy initiatives, such as expansion of the Higher Education sub-sector or provision of centrally funded free meals in primary schools, without significantly increasing the proportion of national resources allocated to the education sector. In the simulation model it has been assumed that the proportion of the national budget allocated to education remains approximately constant. The policy objectives and thematic priorities listed in Chapter 4 and the priority programmes in Chapter 5 represent these strategic resource allocation choices for the education sector over the next five years.

The ESDP focuses on ensuring equitable access to education and training for all, including the most disadvantaged. Progress towards achieving all of the targets will be tracked through a rigorous Monitoring and Evaluation Framework, which is a separate document annexed to this plan, and this will disaggregate results by gender and by geographical

location, as well as having a particular focus on disadvantaged groups such as orphans and vulnerable children, and children and adults with learning disabilities including physical disabilities.

The ESDP also sets out the need for an enhanced effort on improving the quality of education at all levels. This is necessary in order to ensure that children and young people do not merely pass through a universalised education system but that they also acquire knowledge, attitudes and life skills that will equip them to become productive, loyal and fulfilled citizens. This will be achieved through greater investment in the teaching profession, in the adoption of modern pedagogical principles, in a revamped quality assurance system and in a rigorous attention to constantly measuring and improving the competencies being attained by students.

Chapters 1 and 2 provide the historical and current context of the education sector in Tanzania, and Chapter 3 summarizes the current achievements and future challenges. These are based on the 2015-16 Education Sector Analysis, available as a separate document, but with data updated to reflect the latest available information (mostly from the 2017 Annual School Census). Chapter 4 sets out the vision, principles, policy objectives and thematic priorities for the education sector over the next five years. Chapter 5 converts these objectives into the six priority programmes, divided into the sub-sectors of Basic/Secondary, Adult and Non-Formal, Technical and Vocational, Higher Education and System-Wide issues. It should be noted that Chapter 5 follows an operational structure in order to be able to allocate responsibility to operational units. This is somewhat different from the structure presented in the Logical Framework. Chapter 6 describes the institutional arrangements for ESDP implementation, including coordination and supervision mechanisms, an overview of monitoring and evaluation arrangements and a revised set of structures and processes for conducting sector dialogue. Chapter 7 provides the costing and financing analysis, including an estimate of the financing gap up to 2025, which is kept within 10% of the total estimated costs for the five-year period of this ESDP. Currently published planned contributions of international Development Partners to the achievement of this ESDP are mapped out on a matrix which is included as an Annex. These form a conservative estimate, as several of the Development Partners are likely to contribute more resources during this period which are not yet formally approved or published.

Following the formal endorsement of this ESDP in June 2017, the detailed Operational Plan with annual budget forecasts allocated to individual activities and cost centres, the detailed Monitoring and Evaluation Framework and the Risk and Mitigation Analysis have been developed as separate documents which accompany this ESDP. The ESDP has been updated in April 2018 to reflect the latest developments across the sector and to respond to the independent assessment conducted on behalf of the Global Partnership for Education.

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Acronyms

ACSEE	Advanced Certificate of Secondary Education Examination
ADD	Action on Disability and Development
ADEM	Agency for Development of Educational Management
AE-MIS	Adult Education Management Information System
ANFE	Adult and Non-Formal Education
AU	African Union
BE-C1	Basic Education Cycle 1 (Primary)
BE-C2	Basic Education Cycle 2 (Lower Secondary)
BEMIS	Basic Education Management Information System
BEST	Basic Education Statistics in Tanzania
BPR	Book Pupil Ratio
BRN	Big Results Now
CBET	Competence Based Education Training
CCI	Cross Cutting Issue
CDPF	Capacity Development Partnership Funds
CG	Capitation Grants
CSEE	Certificate of Secondary Education Examination
COBET	Complementary Basic Education in Tanzania
COSTECH	Commission for Science and Technology
CSOs	Civil Society Organizations
DEO	District Education Officer
DPP	Department of Policy and Planning
DPs	Development Partners
DRR	Disaster Risk Reduction
DVTC	District Vocational Training Centre
EAC	East African Community
ECCE	Early Childhood Care and Education

ECD	Early Childhood Development
EFA	Education for All
EGA	E-Government Agency
EMIS	Education Management Information System
EP4R	Education Programme for Results
ESA	Education Sector Analysis
ESD	Education for Sustainable Development
ESDC	Education Sector Development Committee
EPICOR	US-based software company which provides the computer-based accounting, financial management and reporting system used by the Government of Tanzania
EQUIP-T	Education Quality Improvement Programme in Tanzania
ESD	Education for Sustainable Development
ESDC	Education Sector Development Committee
ESDP	Education Sector Development Programme
ESMIS	Education Sector Management Information System
ESPR	Education Sector Performance Report
ETP	Education and Training Policy
FBOs	Faith-Based Organizations
FDCs	Folk Development Colleges
FE	Folk Education
FEDP	Folk Education Development Programme
FY	Financial Year
GBS	General Budget Support
GCED	Global Citizenship Education
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GoT	Government of Tanzania
GPE	Global Partnership for Education

GPI	Gender Parity Index
HE	Higher Education
HEDP	Higher Education Development Programme
HESLB	Higher Education Students' Loans Board
HET-MIS	Higher Education and Technical Management Information System
HIV/AIDS	Human Immune Virus/ Acquired Immune Deficiency Syndrome
HR-MIS	Human Resources Management Information System
IAE	Institute of Adult Education
ICBAE	Integrated Community-Based Adult Education
ICT	Information and Communication Technologies
IMIS	Inspectorate Management Information System
IMSC	Inter Ministerial Steering Committee
INSET	In Service Training
IPPE	Integrated Post-Primary Education
JAST	Joint Assistance Strategy for Tanzania
JESR	Joint Education Sector Review
JESWG	Joint Education Sector Working Group
KPIs	Key Performance Indicators
LANES	Literacy and Numeracy Education Support
LGA	Local Government Authority
LL-MIS	Lifelong Learning Management Information System
LMIS	Labour Market Information System
LTPP	Long-Term Perspective Plan
MCDGC	Ministry of Community Development, Gender and Children
MDAs	Ministries, Departments and Authorities
MDGs	Millennium Development Goals
MHCDGC	Ministry of Health, Community Development, Gender and Children
MIC	Middle Income Country
MKUKUTA	Mkakati wa Kukuza Uchumi na Kupunguza Umaskini Tanzania

NFYDP	National Five-Year Development Plan
PMO-LYPD	Prime Minister's Office – Labour, Youth and Persons with Disabilities
PQTR	Pupil to Qualified Teacher Ratio
M&E	Monitoring and Evaluation
MoEST	Ministry of Education, Science and Technology
MoEVT	Ministry of Education and Vocational Training
MoFP	Ministry of Finance and Planning
MSc	Master of Science
NACTE	National Council for Technical Education
NBS	National Bureau of Statistics
NECTA	National Examinations Council of Tanzania
NER	Net Enrolment Rate
NGOs	Non-Government Organizations
NFYDP	National Five Year Development Plan
NER	Net Enrolment Rate
NFE	Non-Formal Education
NQF	National Qualification Framework
NSAs	Non State Actors
NSDS	National Skills Development Strategy
NSGRP	National Strategy for Growth and Poverty Reduction
ODL	Open Distance Learning
OOS	Out Of School
OOSC	Out Of School Children
PBR	Pupil Book Ratio
PDC	Professional Development Centre
PEDP	Primary Education Development Programme
PER	Public Expenditure Review
PETS	Public Expenditure Tracking Survey
PHC	Population and Household Census

PhD	Doctor of Philosophy
PO-RALG	President's Office: Regional Administration and Local Government
PO- PSM	President's Office – Public Service Management
PPP	Public Private Partnership
PREM	Primary Record Manager
PSLE	Primary School Leaving Examination
QA	Quality Assurance
R&D	Research and Development
REOs	Regional Education Officers
RVTSC	Regional Vocational Training and Service Centre
SADC	Southern African Development Community
SBS	Sector Budget Support
SDGs	Sustainable Development Goals
SDL	Skills Development Levy
SEDP	Secondary Education Development Programme
SMART	Specific, Measurable, Agreed, Realistic and Time-Bound
SMCs	School Management Committees
SQAO	Schools Quality Assurance Officer
STEM	Science, Technology, Engineering and Mathematics
STHEP	Science and Technology for Higher Education Programme
TASAF	Tanzania Social Action Fund
TCs	Teacher Colleges
TCU	Tanzanian Commission for Universities
TDMS	Teacher Development Management Strategy
TDV	Tanzania's Development Vision
TEA	Tanzanian Educational Authority
TET	Technical Education and Training
TIE	Tanzanian Institute of Education
T/L	Teaching and Learning

TPR	Teacher Pupil Ratio
TQF	Tanzania Qualification Framework
TRCs	Teacher Resource Centres
TTC	Teacher Training College
TVEDP	Technical and Vocational Education Development Programme
TVET	Technical and Vocational Education and Training
TWG	Technical Working Group
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
UPE	Universal Primary Education
URT	United Republic of Tanzania
VET	Vocational Education and Training
VETA	Vocational Education and Training Authority
VET-MIS	Vocational Education and Training Management Information System
VTCs	Vocational Training Centres
WASH	Water, Sanitation and Hygiene
WDCs	Ward Development Committees
WEOs	Ward Education Officers
WSDP	Whole School Development Plan
WSI	Whole School Inspection

Preface

This document is the Education Sector Development Plan (ESDP) for the education system of Mainland Tanzania.

The formulation of this Plan was done systematically through different stages including:

- Recall of main achievements and challenges of the sector in recent times
- Agreement on key priorities for the education sector and main objectives for the ESDP
- Identification and design of the priority programmes needed to achieve the ESDP objectives
- Preparation of the monitoring and evaluation framework
- Estimate of the cost and financing of the ESDP

This technical process relied strongly on a simulation model that was regularly updated throughout this period.

The latest data from 2017 have been used during the finalization of this document, when available. Otherwise, the most recent available data have been used. The key basic education indicators are based on BEST 2017 data. In most other cases (especially for TVET and Higher Education), the data are from 2014 or 2015. In sub-sectors other than basic and non-formal, up-to-date data availability is an issue and this is discussed in the body of this document. Much of the sector analysis comes from the 2015-16 Education Sector Analysis (ESA), commissioned jointly by the Government and the Development Partners and undertaken by UNESCO. The data used in that analysis come from 2015 or earlier. It is recognised that more recent data are now available, particularly from the Annual School Censuses undertaken in 2016 and 2017, but it is not practical to completely update and rewrite the ESA every year incorporating the new data. The next full ESA should be conducted during the latter part of this ESDP.

Parallel to this technical work, a few consultative sessions took place with various educational stakeholders, including representatives from the educational administration, the development partners, civil society organizations, and the senior leadership of the Ministry of Education, Science and Technology (MoEST) and the President's Office, Regional Administration and Local Government (PO-RALG), to present and discuss the major policy choices. This involved conducting three regional workshops, and concluded with a high level workshop – part of the Joint Education Sector Review, 2016 – at which all stakeholders were represented, from students to Permanent Secretaries. Afterwards, the comments and suggestions on the draft ESDP were taken on board to produce a revised ESDP document which was formally endorsed by the Education Sector Development Committee (ESDC – Tanzania's apex multi-stakeholder education policy committee) in June 2016.

After endorsement of the document by the ESDC, work started on the development of the ESDP Operational Plan and the detailed Monitoring and Evaluation Framework. Following receipt of detailed comments from the Global Partnership for Education's (GPE) Secretariat

in August and December 2016, further additions and amendments were made to the ESDP text to provide more detailed clarifications of issues raised.

While it is the purpose of this five-year education sector plan to present the broad policy choices, the core priorities, and the overall strategic directions for the whole education sector, such a plan cannot enter into the details of the operationalization of each strategy. These details are included in the Strategic Plans and annual budgets of each of the implementing agencies and will be updated annually. Furthermore, budgets are set and approved by Parliament annually and although indicative figures for five years are included in the Operational Plan, the actual result of the annual budgeting process is somewhat unpredictable. The Monitoring and Evaluation Framework provides a robust methodology for assessing progress against the Key Performance Indicators and other indicators throughout the implementation period of this ESDP and will enable regular analysis of progress to be undertaken and any necessary adjustments to plans and budgets.

It is recognised that at the time of finalization of this plan, the implementation period has already begun. December 2017 is already half way through Year 2 of this ESDP. However, it is a requirement of the Tanzanian Government, as specified by the President's Office and by the Ministry of Finance and Planning, that all sector plans must be aligned with Tanzania's National Five-Year Development Plans. Therefore the dates of the plan cannot be changed. The next ESDP will be from 2021-2022 to 2025-2026 and its preparation will begin during the final two years of this ESDP.

CHAPTER 1

1) INTRODUCTION AND COUNTRY CONTEXT

1.1 Introduction

Since 1997, the Government of the United Republic of Tanzania, through the ministry responsible for education, has been developing education development plans, referred to as Education Sector Development Plans (ESDP). These plans set the parameters for education sector development over five-year or ten-year periods.

The current education landscape in Tanzania has been guided by the ten-year ESDP which ran from 2007/08 to 2016/17. Due to various national and international developments in education and following the introduction of a new education and training policy in 2014, it has become necessary to review this ESDP to strategically position the education sector to address contemporary and future needs. This document, therefore, presents the revised ESDP for the five year period from 2016/2017 to 2020/2021.

The ESDP document consists of two major components. First, the document provides an Education Sector Analysis (ESA), which highlights the key achievements of the education sector with an emphasis on the issues and challenges to be addressed in the period under review. This document presents a summary of the full ESA (2015-16) which is available as a separate document. Secondly, the document presents the key policy priorities, objectives, strategies and priority programmes, fully costed, for the period of the plan, based on available evidence on what works in improving education delivery, as well as the existing national and international development policy contexts.

The current ESDP has been informed by, among others, the Education and Training Policy (ETP) of 2014, National Five Year Development Plan 2016/17-2020/21 (NFYDP), National Strategy for Growth and Reduction of Poverty II (NSGRP), and the Sustainable Development Goals (SDGs), particularly SDG No. 4. This ESDP document was developed by the Ministry of Education, Science and Technology (MoEST) in collaboration with the President's Office - Regional Administration and Local Government (PO-RALG), the International Institute for Education Planning (IIEP) through the UNESCO office in Dar es Salaam and technical support from Cambridge Education.

The necessary data for the document were collected through a review of relevant documents, such as the previous ESDP (2007/08-2016/17), ETP 2014, NFYDP 2016-21, NSGRP (II) and other key education programme implementation documents, especially the Basic Education Statistics of Tanzania (BEST) published annually by PO-RALG and the Education Sector Performance Report (ESPR) published annually by MoEST. Additionally, interviews and discussions with various key stakeholders were

conducted to garner relevant information, culminating in two days of high-level national consultations during the 2016 Joint Education Sector Review.

The development of the five year ESDP (2016/17-2020/21) has taken cognizance of the national development aspirations as enshrined in the National Five Year Development Plan (NFYDP) 2016/17-2020/21 and its time frame is synchronised with the NFYDP. The guiding principle for the NFYDP is “*Nurturing Industrialization for Economic Transformation and Human Development.*” The NFYDP is built on three pillars of transformation, namely industrialization, human development, and implementation effectiveness. Education and skills development are at the core of the human development pillar.

1.2 Rationale for ESDP Revision

The Education Sector Development Programme was first developed in 1997 and revised in 2000 as part of the sector wide approach to planning (SWAP). The ESDP later became an input into the 2005 National Strategy for Growth and Reduction of Poverty (NSGRP) which had been envisaged in the Tanzania Development Vision 2025, formulated in 1999. The ESDP was meant to be a holistic framework and a departure from the traditional project approach to education development which was seen as unsustainable and had failed to bring about the desired developmental impact on education¹. In particular the ESDP was developed in order to enhance coordination, collaboration and synchronization of education interventions.

The ESDP was revised again in 2007 resulting in a 10-year programme (ESDP 2007/08 to 2016/17). The reasons for revision of ESDP 2007/08-2016/17 include:

- i. Rapid growth in basic and tertiary education;
- ii. Increasing concern about the quality of education, as reflected by poor learning outcomes especially at basic education levels;
- iii. Introduction of various education initiatives by both government and non-government partners, such as the Big Results Now (BRN) initiative, Education Program for Results (EPforR), and Literacy and Numeracy Education Support (LANES) programmes; and
- iv. Introduction of the Education and Training Policy of 2014 and its implications for the structure of education in Tanzania, including:
 - The introduction of one year of compulsory pre-primary education;
 - The proposed change in the duration for primary education from seven years to six years, which, after extensive consultation and discussion, has not been adopted;

¹ Education Sector Development Plan; Ministry of Education and Culture-2000

- The change in the threshold of basic education to include 12 years of compulsory basic education, encompassing pre-primary, primary and four years of ordinary level secondary education (lower secondary).

1.3 The Education Sector in Tanzania

The education sector in Tanzania can be organised into the following five main clusters:

- i. Basic and Compulsory Education. This comprises pre-primary education (one year), primary education (seven years) and ordinary secondary education (four years);
- ii. Advanced Secondary Education, consisting of two years;
- iii. Technical and Vocational Education and Training (including teacher education);
- iv. Adult Education and Non Formal Education; and
- v. Higher Education.

The education sector is described in more detail in Chapter 2.

1.4 The Current State of Education in Tanzania

Over the past two decades, Tanzania has recorded a number of achievements in the education sector. The review of the implementation of various education policies as part of the preparation for the 2014 education and training policy showed that there has been rapid expansion of the education sector at all levels. For instance, the net enrolment for pre-primary education has reached 44.6 percent in 2017, which is one the highest in the sub-Saharan African region. The primary education gross enrolment rate has almost become universal (96.9%)² with net enrolment at 84%, and more than 70% of the primary school leavers transit to secondary education. Higher education has also expanded rapidly from less than 20 higher education institutions in 2005 to more than 50 in 2016, with the enrolment more than quadrupling over the past decade, from less than 40,000 in 2005 to more than 200,000 in 2015.

Amidst laudable achievements in expanding access to education at various levels, several challenges constrain the development of education in Tanzania. The main challenge is the poor learning outcomes as reflected by poor pass rates in the national examinations at basic education (primary and lower secondary education), poor literacy and numeracy skills of children participating in basic education, and poor livelihood and life-long learning skills among graduates at various levels of education. Further achievements and challenges are discussed in Chapter 3.

² BEST 2017

1.5 Geography and Administrative Divisions

Tanzania is located between latitude 1° S and 12° S and longitude 29° E and 41° E with a total area of 947,300 sq. km (land: 885,800 sq. km and water: 61,500 sq. km). Tanzania has borders with Burundi, the Democratic Republic of Congo and Rwanda to the West, with Kenya and Uganda to the North, with Malawi, Mozambique, and Zambia to the South and the Indian Ocean lies to the East.

Mainland Tanzania is divided into 26 administrative regions and 185 Local Government Authorities (LGAs). Each region has a Regional Administrative Secretariat of which education is represented by the Assistant Regional Administrative Secretary for Education.

Figure 1.1: Map of Tanzania



1.6 Demographic Profile

By 2017, Tanzania's population is estimated at 51.5 million (Mainland 50.0 million)³. Almost two thirds (63.8%) of this population are below the age of 25, with a mean age of 17.6. This population structure places a premium on the cost of education and other social services. Tanzania, therefore, needs to invest substantially in education in order to attain her long term development goals.

³ National Bureau of Statistics projection, based on 2012 Census

The cost of education for the foreseeable future is significant. Assuming the average population growth rate remains constant at 2.7%, the education system will have to cater for a further 6.3 million by 2025 of which 4.7 million pupils will be enrolled in basic education (See Table 1.1).

Table 1.1: Projected school-aged population, by formal education level, 2012-2025

Millions of Inhabitants

Education Level	2012	2014	2016	2020	2025
Basic Education (5-15 Years)	13.04	13.75	14.50	16.13	18.41
<i>Pre-primary (5 Years)</i>	<i>1.37</i>	<i>1.45</i>	<i>1.53</i>	<i>1.70</i>	<i>1.94</i>
<i>Primary (6-11 Years)</i>	<i>7.33</i>	<i>7.73</i>	<i>8.15</i>	<i>9.06</i>	<i>10.35</i>
<i>O-Level (12-15 Years)</i>	<i>4.34</i>	<i>4.58</i>	<i>4.83</i>	<i>5.37</i>	<i>6.13</i>
<i>A-Level (16-17 Years)</i>	<i>1.75</i>	<i>1.85</i>	<i>1.95</i>	<i>2.17</i>	<i>2.47</i>
<i>Higher (18-20 Years)</i>	<i>2.87</i>	<i>3.02</i>	<i>3.19</i>	<i>3.55</i>	<i>4.05</i>
Total School-Aged Population	17.66	18.63	19.64	21.84	24.94

Source: PHC, 2012 for single-age demographic data and authors' projections.

1.7 Socio-Political and Economic Context

Tanzania has enjoyed political stability since it gained its independence in 1961, which has allowed for a degree of continuity and coherence in the organization of the state. The country retains strong national unity with an engaged civil society and nascent private sector. Such stability contributes enormously to the government's ability to focus on national development issues, including education.

The National Development Vision for 2025, launched in 1999, is currently the guiding framework for economic and social development. The three main objectives are: (i) achieving a quality and good life for all; (ii) good governance and the rule of law; and (iii) building a strong and resilient economy that can effectively withstand global competition.

Education and training are at the heart of the Development Vision 2025, which underlines a well-educated and learning society as one of the five main national vision attributes. The vision assigns the following specific goals to the education sector:

- i. Promotion of universal access to quality basic education, including pre-primary, primary and secondary education levels;
- ii. The eradication of illiteracy; and
- iii. Expansion of quality tertiary education and training that provides the critical mass of high quality human resources required to effectively respond to and master development challenges at all levels.

Other socioeconomic factors that have a direct impact on the education sector and system include:

- High poverty levels, with more than two thirds of the population living below the international poverty line
- A high prevalence rate of HIV infection, especially among women
- The low level of birth registration resulting in difficulties in determining the precise age of children, as well as identifying the characteristics of those who are not enrolled. Tanzania has the second lowest rate of birth registration in the East and Southern African Region, with only 16 percent of children in Tanzania Mainland reported having a birth certificate⁴.
- The level of orphanhood, which has remained stable over the past five years, is significant, with over 1.6 million children aged 0 to 17 years having lost one or both their parents (PHC, 2012).
- Refugees resulting from political and armed conflict in neighbouring countries, such as the Democratic Republic of Congo and Burundi, place further strain on the education system, particularly in border regions and the main cities. An estimated 1.5 percent of the total population, or 656,223 inhabitants, are not Tanzanian citizens (PHC, 2012).
- There are over 123 ethnic groups and tribal languages spoken in Tanzania. Kiswahili is the official national language, and that of instruction for pre-primary and primary grades, whereas English is the teaching language used in lower and upper secondary and higher education. Efforts are needed to ensure proper transition of children from the use of vernacular or indigenous language (especially in the interior rural regions) to the use of Kiswahili before or soon after they are enrolled and to the use of English medium in secondary education.
- Migration due to nomadic pastoralism, resulting in difficulties in providing education through the traditional means of fixed classrooms.
- Rural-urban pattern where young people migrate to towns resulting in schools in rural areas becoming under populated while those in towns become overcrowded.
- Hard to reach areas particularly villages situated in sparsely populated areas and in remote islands and deltas such as Kibiti, Rufiji, Mafia, Nkasi and Ukerewe.

⁴ GSM Association. Birth registration in Tanzania. Tigo's support of the new mobile birth registration system. Available at http://www.gsma.com/mobilefordevelopment/wp-content/uploads/2016/07/Birth-Registration-in-Tanzania_Tigos-support-of-the-new-mobile-birth-registration-system.pdf

1.8 Human Capital Development

The National Five Year Development Plan for Tanzania (NFYDP 2016/17-2020/21) points out that successful implementation of the plan is hinged on timely availability of adequate human resources having the right mix and quality. The plan further notes that human resources remain the primary challenge hindering achievements in the provision of social services including education.

From the mid 1990s the Government implemented a number of measures to revamp social services provision, including promoting private sector providers. Such measures included policy reviews, for instance the Education and Training Policy of 1995, with a view to stepping up the enhancement of human resource capacity and development of skills.

The Tanzania 2025 Vision directs improved provision of tertiary education and training that will provide the critical mass of high quality human resources required to effectively respond to and master development challenges at all levels (URT, 1999). This includes for industrialisation which is at the top of the 5th Government's agenda for socio-economic development.

While the education sector is itself faced with the shortage of human resources particularly teachers, it is at the same time tasked with the production of human resources for other sectors. The NFYDP 2016/17-2020/21 describes the education sector as the path towards achieving the human capital development required in uplifting the country's skills profile for industrial development.

The NFYP 2011/12-2015/16 described the key skills needed for the achievement of the vision 2025 and also set targets for the attainment of the required skills by 2015. The aim therefore is for the education sector to devise interventions that will ensure Tanzania continues to increase the number of skilled workers.

The estimated gap in skilled workers required for Tanzania to realise Middle Income Country (MIC) status by 2025 is high. A comparison with other MICs for broad employment sectors is shown in Table 1.2, including a detailed skills gap analysis.

The NFYDP 2016-21 clearly states as its strategy choice the need to build competent and competitive human capital (vocational, technical, professionals, graduates and postgraduates) in areas relevant to industrial development. This is to be done through increased investment in human capacity building at all levels in accordance with the National Skills Development Strategy (NSDS)⁵. This includes the utilisation of pre-employment and post-training institutions.

⁵ See the National Skills development strategy (NSDS) developed by the Ministry of Labour and Ministry of Education, Science and Technology and Vocational Training

Table 1.2: Benchmarking of the skill profiles in Tanzania and MICs (2012/13)

Level of skills of workers	Major group of occupations	Proportion of the working population [%]		Skill Gap (Required increase in % of the working population by 2025)	
		Tanzania	MICs		
High	Managers and Administrators	0.2	2.72	14 times	5 times
	Professionals	0.7	4.66	7 times	
	Associate Professionals and Technicians	1.8	4.73	3 times	
Medium	Clerks and related workers	0.4	4.55	11 times	3 times
	Service, shop and market sales workers	9.1	11.77	1.3 times	
	Craft and related trade workers	4.1	17.35	4 times	
	Skilled agricultural workers	n.a	0.42	Significant	
Low	Plant and machine operators/assemblers	1.3	5.66	4 times	0.6 times
	Others including elementary workers	82.4	48.14	0.6 times	
Indicative overall balance of skilled workers		1:5:30	1:3:5		

Source: TVET Development Plan, 2013

1.9 Macroeconomic and Fiscal Contexts

The Government total budget has been increasing steadily since FY2009/10 when the budget was TZS 9.51 trillion, increasing to 31.7 trillion in FY2017/18. The GDP has also steadily increased from TZS 48.28 trillion in FY2009/10 to 105.75 trillion in 2016/17.

Although the overall Government budget has steadily been increasing, the proportion of the budget allocated to the education sector has been decreasing slightly from 19.5% in 2012/13 to 16.2% in 2016/17. This means that the funding allocated to the education sector continues to be below the SADC protocol of 25% of the budget, and 4.5% instead of 5% of the total GDP.

However, it should be recognised that the declining share of the total budget allocated to education is mostly due to the rapidly increasing proportion of the budget taken up with debt servicing. If debt servicing is excluded from the total budget, the proportion allocated to education has remained consistently over 20%, currently at 21.2% in the 2017-2018 budget.

Table 1.3: Education sector budget allocation as % of total Government budget and GDP, 2009/10 - 2016/17

Year	Total Budget (in million TZS)	GDP (at current prices in million TZS)	Education Sector Budget (in million TZS)	Education Sector as % of Total Budget	Education Sector as % of GDP
2009/10	9,513,685	40,932,805	1,743,900	18.3	4.3
2010/11	11,609,557	48,283,324	2,045,400	17.6	4.2
2011/12	13,525,895	56,846,833	2,283,000	16.9	4.0
2012/13	15,119,644	65,585,228	2,890,149	19.1	4.4
2013/14	18,248,983	74,778,620	3,171,631	17.4	4.2
2014/15	19,649,500	83,904,228	3,465,101	17.6	4.1
2015/16	22,495,500	93,725,581	3,870,178	17.2	4.1
2016/17	29,500,000	105,747,227	4,768,358	16.2	4.5

Source: BEST 2016

CHAPTER 2

2) EDUCATION SECTOR ANALYTICAL DESCRIPTION

2.1 Education Policy Framework

The provision of education in Tanzania is guided by national macro policies, plans and strategies, and by education sector policies, programmes and strategic plans. The macro-policies include the Tanzania Development Vision (2025), the National Strategy for Growth and Reduction of Poverty (NSGRP/MKUKUTA) and the Tanzania Five Year Development Plan of 2016/17 to 2020/21.

The national policies/plans are further supplemented by education sector policies and programmes, which include:

- The Education and Training Policy (ETP) of 2014: The ETP provides statements that direct the transition to fee-free and compulsory basic education of 11 years, including one year of mandatory pre-primary education (for children aged 4-5 years), six years of primary⁶ (to be started at the age of six years) and four years of lower secondary, O-Level education (MoEVT, 2014c). Other policies supporting implementation of the ETP are:
 - The Technical Education and Training Policy (1996), currently under review
 - The Higher Education Policy (1999)
 - Community Development Policy (1996), currently under review
 - The Child Development Policy (1996)
- The previous Education Sector Development Plan (ESDP), 2008–17: The ESDP outlined the overall strategy for the education sector. The framework was part of the systemic public sector reforms supporting the implementation of MKUKUTA. Inter alia, it aimed to transform the education sector into an efficient, effective and outcome-based system (URT, 2008). Based on the framework of what the ESDP aimed at achieving, various sub sector development programmes and strategies were developed and these were:
 - Primary Education Development Programme (PEDP) whose first phase was from 2001 to 2006, revised for the second phase from 2007 to 2011 and again for the final phase from 2012 to 2017;
 - Secondary Education Development Programme (SEDP). The first phase was from 2004 to 2009 and the second phase 2010-2014 (extended to 2016);

⁶ It has subsequently been decided by the Government not to adopt this change. Basic education will continue to include seven years of primary education (in addition to one year of pre-primary and four years of lower secondary).

- Teacher Development and Management Strategy (TDMS) 2007-2012, under review;
- Folk Education Development Programme (FEDP) 2007-2012, under review;
- Adult Education and Non-Formal Education Strategy; 2003/4-2007/8 which led to the development of the Adult and Non Formal Education Development Plan 2012-2017;
- Higher Education Development Programme (HEDP) 2010-2015; and
- Technical and Vocational Education Development Programme (TVEDP) 2012-2017.

The main focus of the sector policies is to transform the education sector into an efficient, effective, outcome-based system, which would facilitate the achievement of the educational goals as delineated in the Tanzania Development Vision 2025 and the objectives of the NFYDP II 2016/17-2020/21. The NFYDP II is built on three pillars of transformation, namely industrialization, human development, and implementation effectiveness. Specifically the objectives of NFYDP II are:

- i. Build a base for transforming Tanzania into a semi-industrialized nation by 2025;
- ii. Foster development of sustainable productive and export capacities;
- iii. Consolidate Tanzania's strategic geographical location through improving the environment for doing business and positioning the country as a regional production, trade and logistics hub;
- iv. Promote availability of requisite industrial skills (production and trade management, operations, quality assurance, marketing, etc.) and skills for other production and services delivery;
- v. Accelerate broad-based and inclusive economic growth that reduces poverty substantially and allows shared benefits among the majority of the people through increased productive capacities and job creation especially for the youth and disadvantaged groups;
- vi. Improve quality of life and human wellbeing;
- vii. Foster and strengthen implementation effectiveness, including prioritization, sequencing, integration and alignment of interventions;
- viii. Intensify and strengthen the role of local actors in planning and implementation; and
- ix. Ensure global and regional agreements (e.g. Africa Agenda 2063 and SDGs) are adequately mainstreamed into national development planning and implementation frameworks for the benefit of the country.

National education policies and strategies have also been shaped by Tanzania's international commitments. The country is a signatory to:

- i. The 1997 Southern African Development Community (SADC) Protocol on Education and Training;
- ii. The 2000 Dakar Framework for Action on Education for All;
- iii. The 2007 Perth Declaration on Science and Technology Education; and has more recently committed to:
- iv. The global Education 2030 agenda, agreed at Incheon, in South Korea in May 2015 ; and
- v. The Global Partnership for Education since 2012.

2.2 Structure of the Education System

2.2.1 The Education System

Tanzania's education system is broadly organized into three parts:

- Formal education that comprises pre-primary through to university/higher education;
- Professional Trainings:
 - Teacher education, that primarily provides pre-service and in-service training for pre-primary, primary and secondary teachers;
 - Technical and Vocational Education and Training (TVET), that includes several formal and non-formal alternatives available to primary school leavers and above; and
- Adult and non-formal education, which in addition to short vocational courses, provides youth and adults with a number of options for alternative learning to mainstream back into formal education or simply acquire basic and functional literacy and continuing education.

2.2.2 Structure of Formal Education

Until 2015, the formal education system in Tanzania reflected a 2-7-4-2-3+ structure, encompassing two years of pre-primary (non-compulsory), seven years of compulsory primary (Standards I to VII, for children aged 7 to 13 years), four years of fee-paying lower secondary (O-Level Forms 1 to 4, for children aged 14 to 17 years), two years of fee-paying upper secondary (A-Level Forms 5 and 6, for youth aged 18 to 19 years) and three or more years of higher education.

The formal education system in Tanzania is now in the process of being restructured to offer 12 years of free compulsory basic education. This moves Tanzania to a 1-7-4-2-3+ structure. However, this is yet to be accommodated in the new Education Act which will enshrine it into Tanzanian law. The main differences from the previous

structure are that both one year of pre-primary and four years of lower secondary are now free and compulsory.

The proposed revisions of the basic education structure are expected to become fully effective after the completion of this ESDP, i.e. from 2021. The restructuring changes the pre-primary level from two years to one year and makes it compulsory for children of age six, thus increasing the duration of basic education from 11 years to 12 years. This transition is already in progress.

Fee-free lower secondary education has already been instituted, with the Government now paying the fees previously borne by parents directly to secondary schools. However, this is not yet compulsory, pending introduction of the new Education Act, and currently only children who have passed the Primary School Leaving Examination (PSLE) are allowed to enter secondary schools.

The proposed change from a seven-year to a six-year primary cycle, as set out in the Education and Training Policy (ETP) of 2014, has actually started implementation, with all children up to those entering Std IV in 2018 following the new six-year curriculum and the children in Stds V-VII in 2018 still using the old seven-year curriculum. This would have required two cohorts to move up simultaneously to secondary schools in 2021. However, since the Government has now taken the policy decision to retain seven years of primary education, the curriculum will need further revision to cover seven years of primary.

Following completion of four years of lower secondary education (O-Level), students may continue their education either through the skills-focussed TVET path or by taking the more academic route by completing another two years of fee-paying higher secondary education (A-Level).

Higher Education is provided after completion of A-Level secondary school education (higher secondary), or its technical equivalent, for award of degrees and other equivalent certificates. Courses provided in Higher Education are of three or more years. Access and equity are important parameters for consideration in higher education. In recent years total enrolment in the Higher Education subsector has remained fairly stable at around 200,000 students, with only about a third of these being women, representing a serious gender imbalance.

2.2.3 Structure of Teacher Education

Teacher education has undergone a series of transformations through the Government's efforts to improve qualifications and the quality of the teaching-learning process (Ssereo, 2015a).

Two types of certification are provided at Teacher Colleges (TCs): Certificate that is acquired after two years of pre-service provided to Form 4 leavers and Diploma that is also acquired after two years of pre-service for Form 6 leavers. Graduates at these levels are employed to teach at the Primary and Lower Secondary levels.

To be employed to teach at the Advanced Secondary School Level, teachers are required to hold a university degree in the relevant subject. Some university teacher education programmes offer two major teaching subjects, while others offer one major and one minor. Primary and Early Childhood undergraduate programmes are still run in a mode where one or two major university subjects are studied. However, in reality teaching at elementary level requires much broader knowledge and not very detailed content knowledge, but more pedagogical content detail. This curriculum option is yet to be adopted widely.

Under the new primary teacher deployment strategy, to be adopted from 2018, differentiated strategies will be applied to: (i) pre-primary teachers and primary early grades (Std 1 and 2) teachers; and to (ii) upper primary teachers (Std 3-7). Pre-primary and early grades teachers will be generalist class teachers with training in early years teaching skills. Upper primary teachers, while still trained as generalist primary teachers, will tend to specialize in a few subjects and will receive more specialized training in those subjects, which are broadly categorized as the maths/science and arts streams. Consideration also needs to be given to development of a language stream, as exists in many other countries, because the teaching of English remains at a low standard and yet acquisition of English is very important, seeing as it is the language of instruction in all other education sub-sectors (including lower secondary) except for pre-primary and primary.

In-service training is provided through several mechanisms:

- i. Short-term training seminars and workshops are provided or supported by various partners, including Development Partners and NGOs; and
- ii. The Open University of Tanzania has been involved in an upgrading programme accredited by the Tanzania Council of Universities (TCU) for certificate-holding teachers wishing to improve their knowledge and pedagogical skills to diploma level.

The Tanzanian Institute of Education (TIE) is in the process of finalizing a new National INSET Framework.

Teacher education is provided at various levels that has necessitated establishment of the Teacher Professional Board to coordinate and formalize the teaching profession. The Board, when approved, has the task of streamlining all professional teacher education programmes to meet emerging needs of those teaching and training from preschool to higher education.

2.2.4 Structure of TVET

TVET encompasses Technical Education and Training (TET) and Vocational Education and Training (VET) that are considered part of formal education, as well as folk education and the pre-vocational stream of integrated post-primary education (IPPE) in the non-formal sector.

TET trains O-Level graduates and A-level graduates in areas of higher technical specialization for occupations classified above the skilled crafts (vocational), but below scientific or engineering professions (TWF, 2014). Training is validated by a certificate or diploma, according to the duration of the programme followed (equivalent to Levels 4 to 7 of the Tanzania qualifications framework, TQF).

VET prepares learners to practice a skilled occupation in industry, agriculture or trade through competence-based training. It is provided by vocational training centres (VTCs), under the authority of the Vocational Education and Training Authority (VETA), and some folk development colleges. Successful completion is validated by a competency certificate in the relevant trade (equivalent to Levels 2 to 4 of the TQF).

Folk Education (FE) is a non-formal education programme offered through community-based folk development colleges (FDCs) focused on employment, participation in community social and economic affairs and self-reliance. The programme is open-access, for learners of any age or level of academic achievement. Courses are offered in short-term (up to 90 days), long-term (up to two years) and outreach. There are a total of 55 FDCs which are mostly in rural or semi-rural areas.

Integrated Post Primary Education (IPPE) offers a pre-vocational stream for learners to acquire skills for self-employment or employment, or to pursue VET. IPPE's academic stream provides primary leavers who have passed the PSLE but failed to obtain a place in lower secondary with an alternative option to prepare for and sit the CSEE and pursue A-Level secondary or various TVET options if successful. The programme also overlaps with Folk and Adult Education in the provision of non-certified vocational training, but there is currently ample room for both initiatives given the high potential demand from youth seeking to acquire marketable skills.

2.2.5 Adult and Non-Formal Education

In addition to the vocational courses outlined above, the main non-formal education programmes aim to provide out-of-school children with alternative or second-chance avenues of learning, as well as the option of mainstreaming back into general or technical and vocational education streams. They are non-formal School Readiness Programmes (SRP), Complementary Basic Education and Training (COBET), Open and Distance Learning (ODL) and the academic stream of IPPE.

TIE has developed a 16-week non-formal pre-primary SRP, with 160,000 children enrolled in 2016. Initial experiences of SRPs, supported by programmes such as EQUIP-T, indicate that children's ability to enter Standard I (measured by social, linguistic and academic competencies) after a 16-week SRP programme is at least as good as after a full year of formal pre-primary.

COBET offers two courses: (i) a two-year Cohort I course, for children aged 9 to 13 years to resume primary at Standard IV or V; and (ii) a three-year Cohort II course,

preparing youth aged 14 to 17 years for the PSLE and potential mainstreaming into O-Level Form 1 or VET.

Open Distance Learning (ODL) offers distance-based or evening-class non formal secondary education and is run by the Institute of Adult Education (IAE). Learners may prepare for and sit the O-Level (Certificate of Secondary Education Examination – CSEE) and A-Level (Advanced Certificate of Secondary Education Examination – ACSEE) examinations to then pursue higher levels of education if successful.

The main adult education programme is the Integrated Community-Based Adult Education (ICBAE), which caters for people aged 19 years and above, and consists of basic and advanced literacy training. In addition to offering instruction in Kiswahili, ICBAE also enrolls learners in extension activities, income generation, life skills and vocational skills. A further programme, *Yes I Can*, modelled on the Cuban-designed *Yo Sí Puedo* was introduced in 2008 as part of the ICBAE initiative, focusing on basic literacy skills through the use of TV/videos.

CHAPTER 3

3) KEY ACHIEVEMENTS AND CHALLENGES

This chapter focuses on the main achievements in the education system since 2009, as well as the challenges which the education system has been experiencing. While data are not always available for all years, or are not always fully consistent, the latest available data have been used at the moment of final writing. The key education indicators are based on BEST 2016 or 2017 data where possible. In most other cases, the data refer to the 2014 or 2015 school years. Where earlier data is used, this is because data from 2014 or later were either not available or needed correction. The challenges outlined are not fundamentally affected by this.

The following characteristics make Tanzania's present context a positive one for making progress in the education system.

- Strong economic growth
- Political and administrative stability
- High level of government commitment to education
- Strong support from development partners and civil society
- Cohesive social and linguistic context
- High population demand for education and willingness to contribute to accountability

3.1 *Basic Education Access, Participation and Equity*

3.1.1 *Summary*

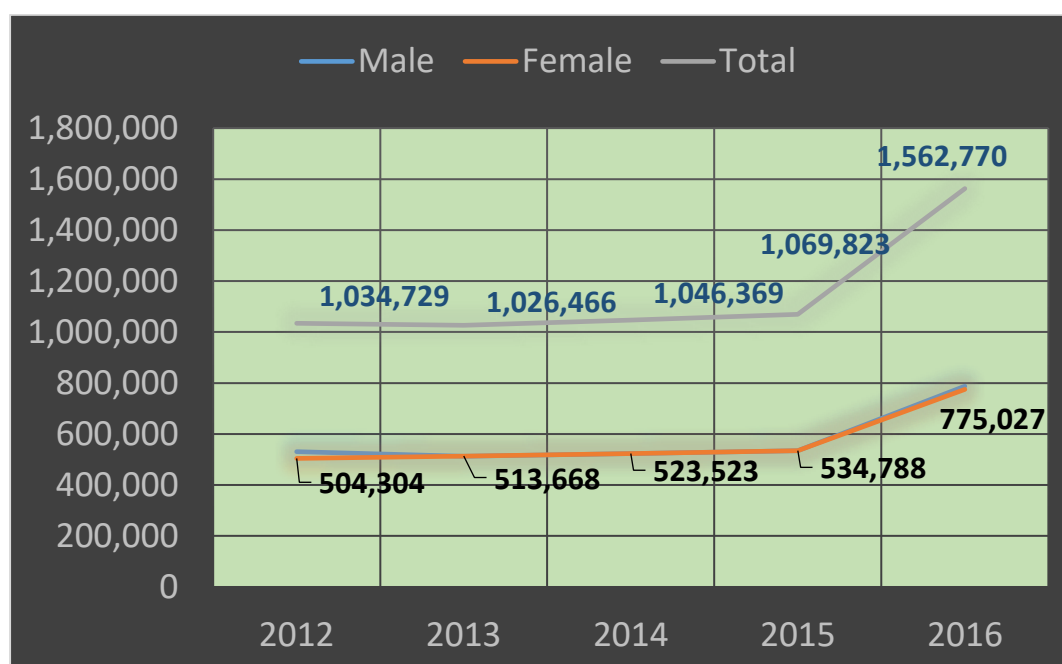
The government's ongoing investment in basic education has meant that it is responsible for 95.2% of pre-primary, 96.6% of primary, 82.2% of O-Level and 70.4% of A-Level secondary enrolment. The downward trend in primary enrolment noted over 2009-14 has been reversed. The enrolment dropped from 8,441,553 in 2009 to 8,222,627 in 2014, a decrease of 2.4%, but then rose to 8,633,776 in 2016, an increase of 6.4% over the previous year, and again to 9,317,791 in 2017, another year-on-year increase of 7.9%. These increases are mainly due to the introduction of the fee-free basic education policy. Secondary repetition levels in Tanzania are very moderate and well controlled, reaching a high of 4.7% in 2013 but generally being somewhat lower, around 1.5% in 2016 and 2017. This is quite low when placed in the international context. The profile of the labour force has improved; in 2011/12, more than half of the population had at least Standard V primary, and the share of the population with no education, although still considerable (19%) has dropped by 5 percentage points.

3.1.2 Pre-Primary

The Pre-Primary Gross Enrolment Rate (GER) grew from 39.5% in 2010 to 102.6% in 2016 while the Net Enrolment Rate (NER) grew from 37.5% in 2010 to 46.7% in 2016. The majority of students at Pre-Primary education level are enrolled in public primary schools (95%).

As indicated in Figure 3.1, Pre-Primary enrolment has increased in absolute terms from 1,034,729 pupils in 2012 to 1,562,770 in 2016 and projected to grow to 1,738,843 students by 2021. However, there is still a large number of over age and a small number of under age children enrolled at the level. Total Enrolment of Pre-Primary students shows a steady increase in the 2016 school year, attributed to a large extent to the Government's directive on fee-free basic education.

Figure 3.1: Pre-Primary Enrolment



Over the past three years the Government has put a lot of emphasis on improving the quality of learning at the pre-primary level. The pre-primary curriculum has been revised alongside development of teacher's guides and textbooks focussing on preparing the learner with prerequisite reading, writing and basic mathematic skills.

One of the key challenges in provision of Pre-Primary education is the low enrolment of age-appropriate children, leading to some children entering Standard I without having passed through Pre-Primary. As part of the ESDP implementation the Government focus will be on increasing enrolment of age-appropriate children where in 2016 only 46.7% of enrolled children were 5 years old.

The 2015 ESA estimates Pre-Primary enrolment to grow from 1,562,770 in 2016 to 1,738,843 in 2021 at an estimated growth rate of 2% annually. This calls for greater

attention to be given to construction of classrooms and teacher allocation to keep pace with the rapid increase.

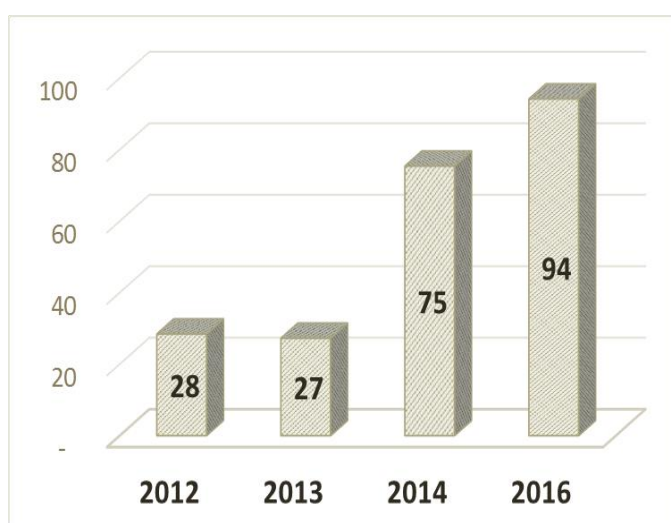
The Government also continues to prioritize training of teachers with specific skills for teaching at the early childhood level. In 2016 only 4,029 public school teachers had a Pre-Primary certificate, leading to schools opting to use teachers not specifically trained in early childhood development (ECD). Emphasis is given to ensuring that each school allocates teachers for teaching Pre-Primary. The Government has completed a plan financed by the Global Partnership for Education (GPE) to train one teacher per school with an estimated total of 16,109 teachers who will be allocated to teach in Pre-Primary classes.

Increase in enrolment calls for prioritizing the construction of classrooms and establishment of new satellite centres with the aim of reducing the number of students per stream, thereby improving the pupil-teacher ratio in Pre-Primary classes. The rapid increase of Pre-Primary enrolment between 2014 and 2016 has resulted in a big jump in the average number of students per stream. See Figure 3.2. Establishment of more satellite centres will also tend to increase age-appropriate enrolment in Pre-Primary, as the distance to school is currently a deterrent for young children.

Issues to be addressed at this level include the following:

- Pre school teachers training programme
- Early grade literacy and numeracy development experts
- Provision of Pre-Primary classes closer to children’s homes through accelerated establishment of satellite centres

Figure 3.2: Average Number of Students per Stream and Pupil Teacher Ratio



Increase in average number of students per stream - 2012 to 2016

Year	Average number of students per teacher
2012	112
2013	98
2014	90
2015	93
2016	135

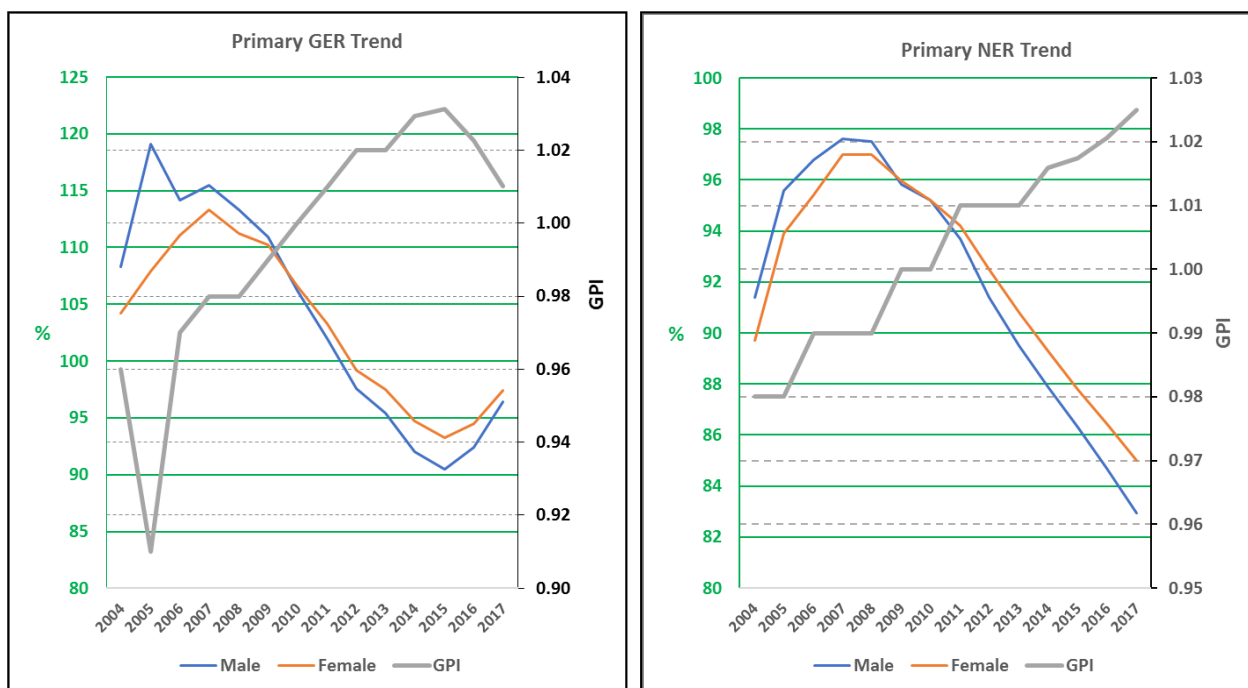
Pupil Teacher Ratio: 2012 to 2016

3.1.3 Primary

Enrolment at the primary level has shown an increase of 14.8% from 8,116,488 pupils in 2015 to 9,317,791 pupils in 2017. A total of 8,969,110 pupils were recorded in Government schools and 348,681 in Non-Government schools. Enrolment of girls is slightly higher than that of boys. The Gender Parity Index in net enrolment for primary school aged children is 1.03 and the GPI for gross enrolment is 1.01.

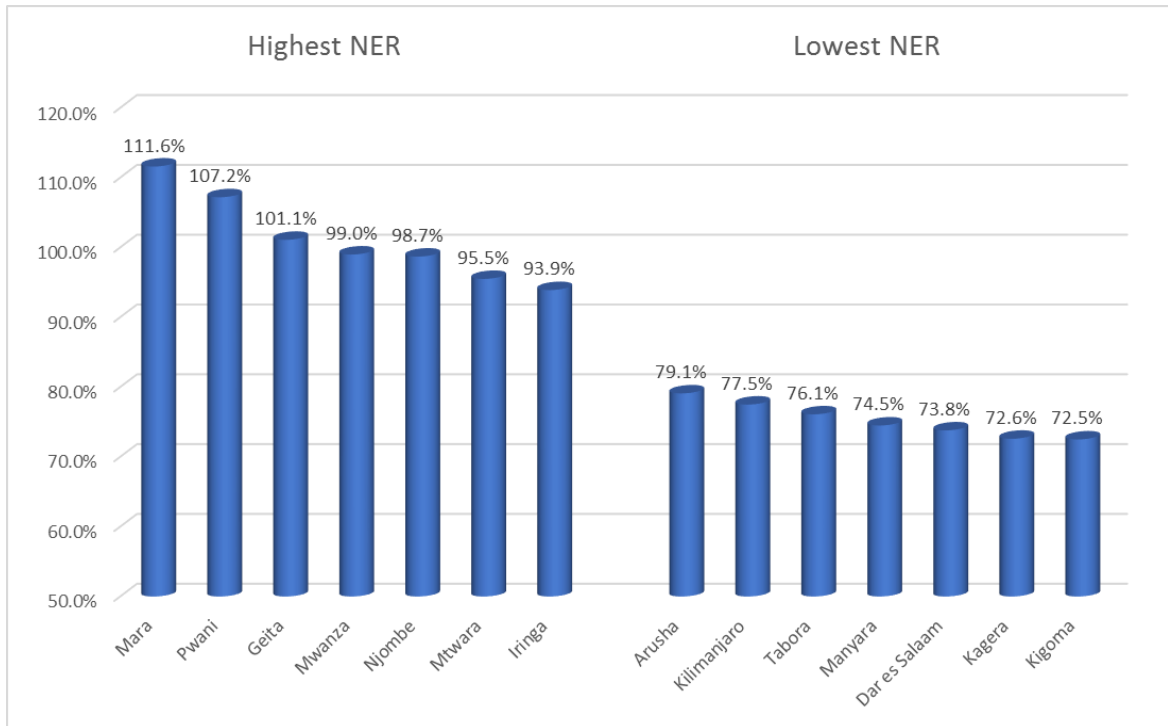
Although this increase in the number of children enrolled is impressive, estimates of the NER indicate that enrolment is not keeping pace with population growth. While the previous decline in GER has been reversed since 2016 when the fee-free basic education policy was introduced, the NER continues to decline. See Figure 3.3. This is presumably explained by the large new intakes of children in 2016 and 2017 being offset by a larger proportion of primary school children being outside the primary age range. However, please note that although data is now very accurate (100% accurate from 2015 onwards), data from earlier years in the time series may be somewhat approximate.

Figure 3.3: Primary Total Enrolment, NER and GER - 2004-2017



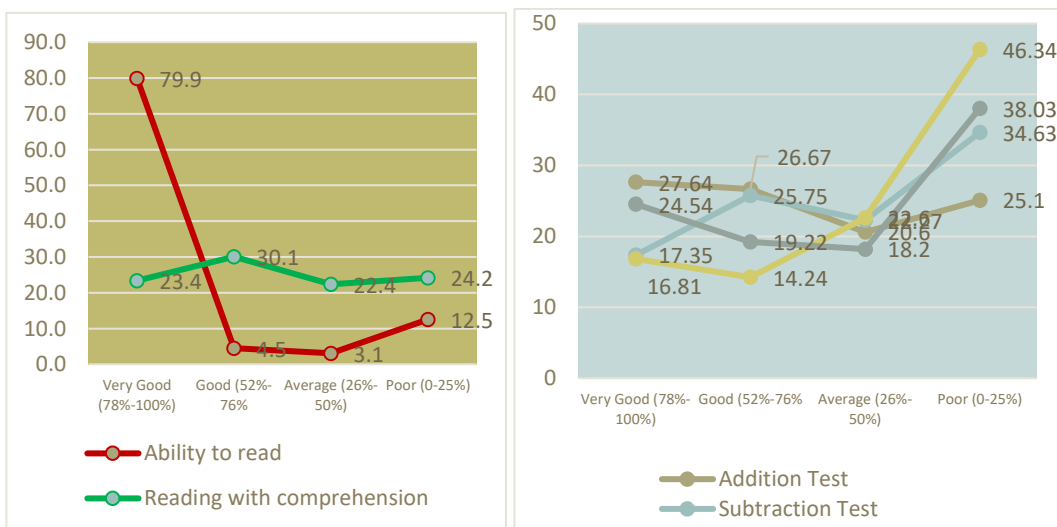
The National average NER is high; however there are regional disparities. At the primary level the highest recorded NER is currently 111.6% in Mara region while the lowest is 72.5% in Kigoma region. In actual fact an NER cannot be higher than 100%, so this indicates an under-estimation of the primary school-aged population by the National Bureau of Statistics (NBS), whose population data is used for this calculation. (Enrolment numbers are accurate.) Population is only measured every ten years during the National Census and current estimates are modelled by the NBS based on historic trends.

Figure 3.4: Regions with Highest and Lowest NER – Primary Education



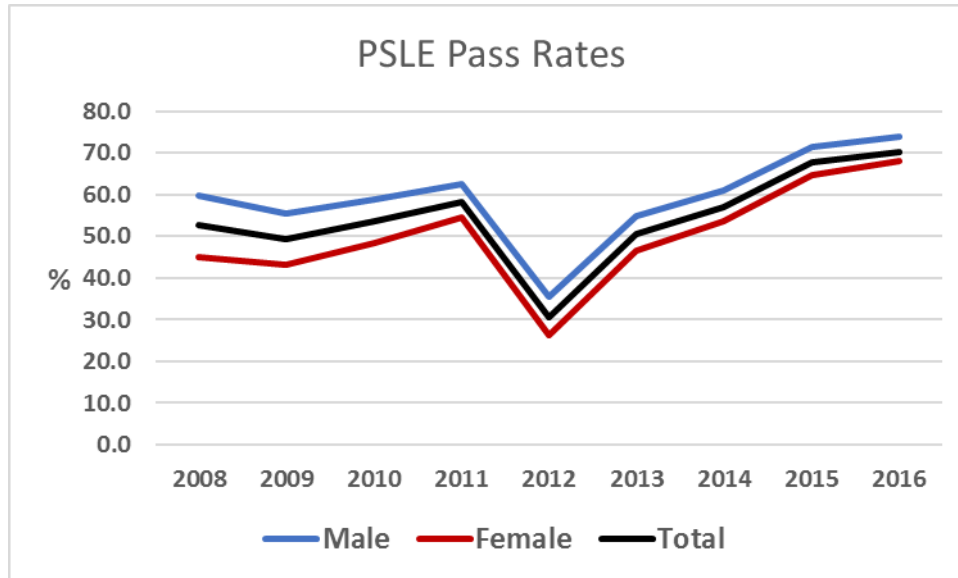
According to the reading, writing and mathematics assessment which was conducted by the National Examinations Council of Tanzania (NECTA), a large percentage of children are able to read (almost 80% scored at least 78% on the reading test); however only 23% attained a satisfactory level of reading with comprehension. NECTA also measured student mastery of mathematics at the end of standard II. The percentage of students who performed at the satisfactory level (scoring 78% and above) was more or less similar to those who could read with comprehension, but there are more students who performed poorly in mathematics than in reading.

Figure 3.5: Performance on Reading and Mathematics at Std. II – 2015



In 2012 there was a sharp drop in Primary School Leaving Examination (PSLE) pass rates. However following the introduction of the BRN in 2013 there has been a steady improvement in PSLE pass rates to 50.6% in 2013, 57.0% in 2014, 67.8% in 2015 and 70.4% in 2016. This is still behind the trajectory required to meet the BRN target of 80% PSLE pass rates in 2015, but it has reversed the previously declining trend and represents significant progress since 2012. See Figure 3.6.

Figure 3.6: PSLE Pass Rates 2008-2016



The pupil-classroom ratio (PCR) has risen from 66:1 in 2010 to 77:1 in 2017 (BEST 2017), and is especially high in urban areas (92 pupils/class, against 70 pupils/class in rural areas) (World Bank, 2011). Only one region (Kilimanjaro) meets the stipulated norm of 40:1, or indeed even comes close. Only one other region (Njombe) has a PCR of less than 50:1. Geita, Katavi and Mwanza have PCRs of over 100:1. The total primary classroom shortage was estimated at 69% using the previous norm of a class size of 40 without using double shifts. By introducing double shift for Stds I-IV and setting an interim class size of 60, the shortfall was reduced to 28%, or about 45,000 classrooms. However, with the reintroduction of a 7-year primary curriculum the shortfall has now increased to 36%, or about 66,400 classrooms. The main reasons for the increase in pupil classroom ratio are the Tanzanian birth rate continuing to stay at 36 births per thousand (Total Fertility Rate = 5.17), and the introduction of Fee-Free Basic Education.

Primary retention has gradually eroded, from a reported 100% in 2009, to 85% in 2013 and just 56% in 2016. Dropout rose by almost a third at primary between 2009-16, to an average annual rate of 6.4%. Having reached an all-time low in 2016, the primary retention rate improved in 2017. Should the current situation in terms of dropout and year-on-year promotion prevail in the future, just 64% of children commencing primary today would expect to finish the primary cycle (62% of boys and 67% of girls).

Additionally, repetition has also risen in early primary grades, to reach a high of 4.9% in 2014 for the entire cycle (against 0.7% in 2012 and 2013). By 2016 this had reduced slightly to 3.8%. However, the repetition rate in Std.I remains high at around 10%.

3.1.4 Lower Secondary

The enrolment trend in secondary education has been fairly stable in recent years after rapid increases from 2004 to 2012. Total enrolment more than quadrupled from 401,598 in 2004 to 1,802,810 in 2012. Enrolment in 2017 stands at 1,767,890. The impact of the new Fee-Free Basic Education Policy is not yet very great in the secondary education sub-sector, with enrolment rising by only 1.65% in 2016 and by 5.51% in 2017, compared to increases of 4.1% and 7.9% in the same years in the primary sub-sector. However, the full impact will be felt when the current larger primary cohorts transition to secondary.

Despite these recent increases in the number of students enrolled in lower secondary, this is barely keeping pace with the population growth rate, as seen from the GER, which has been declining since 2012. The comparison between total enrolment and GER is shown in Figure 3.7.

Figure 3.7: Enrolment in Forms I-IV 2006-2017

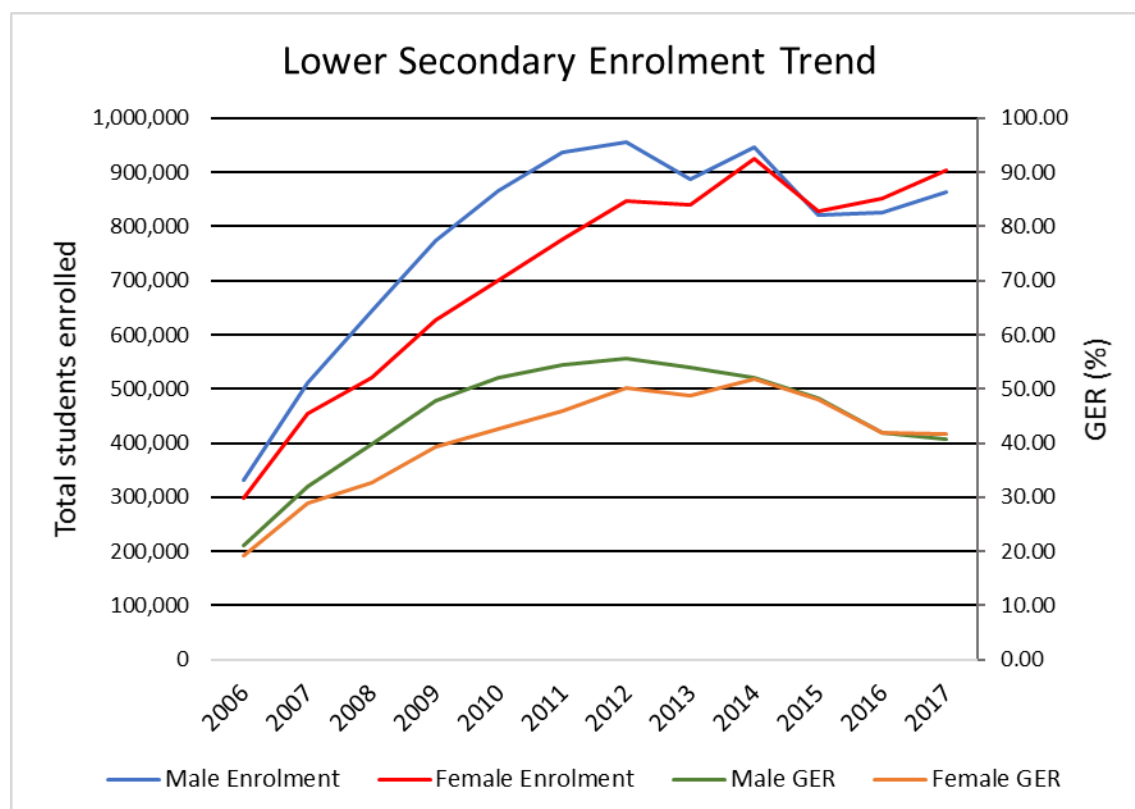


Figure 3.7 also shows that female enrolment has overtaken male enrolment, both in actual numbers and in GER. The Gender Parity Index (GPI) in lower secondary education in 2017 stands at 1.05 in total student enrolment, 1.02 in GER and 1.08 in

NER. A higher GPI for NER than for GER indicates that a greater proportion of lower secondary girls are in the correct age range compared to boys.

Completion rose from 23% in 2009 to 42% in 2013, thanks to earlier growth in primary coverage and improved transition from primary. However, this has declined again in recent years and is 31% in 2017. The SEDP policy stipulated that each ward should have a secondary school, and also advocated for secondary schools to improve their retention. This boosted enrolment and retention during the period to 2013.

For all secondary grades, repetition has dropped, bringing the indicator for the full O-Level cycle down from 4.9% to 1.6%, and for the full A-Level cycle down from 2.9% to 0.3%.

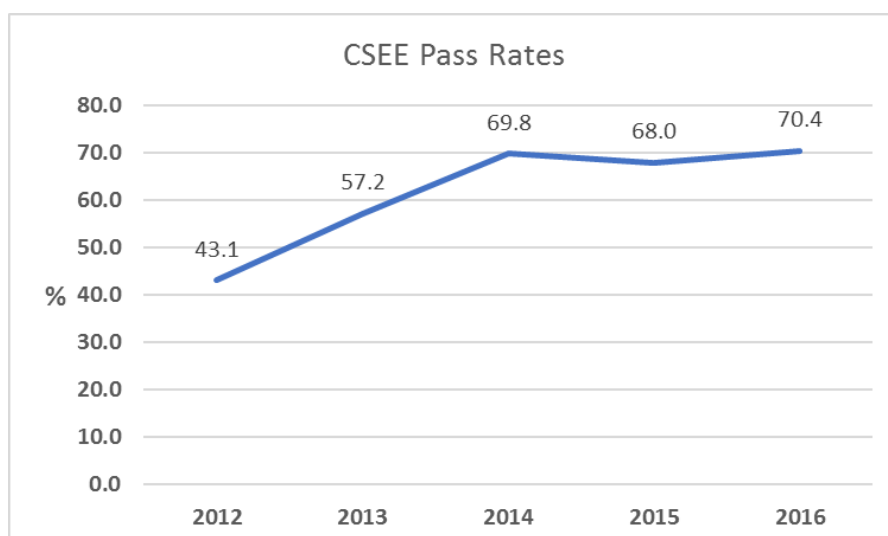
Gender parity has improved in favour of girls, effectively achieving parity in O-Level enrolment and completion, and significantly improving A-Level parity in terms of enrolment, from 0.43 to 0.55. This has been helped by the improved transition rates between cycles, which has benefitted girls marginally more than boys. Nevertheless, the transition rate from Primary to Lower Secondary remains 8% higher for boys than for girls.

Despite this, enrolment in Form 1-4 for Non-Government secondary schools has fallen by 3.2% (9,992 pupils) in 2016 compared to the previous year, while a rise was seen for Government secondary schools by 2.8% (37,226 pupils) in the same period.

Total enrolment in Forms 1-6 also increased by 1.8% from 1,774,383 pupils in 2015 to 1,806,955 pupils in 2016 and by another 5.7% in 2017 to 1,909,421. Also, private participation is more noticeable at the secondary level when compared to primary. 18.7% of students attend non-government secondary schools whilst only 5% attend at the primary level.

These achievements are in part caused by the focus given to enrolment and increasing the number of schools through SEDP II and also by the push through BRN to expand secondary education. The CSEE (Form IV) pass rate has generally increased, from 43% in 2012 to 70% in 2016. There was a slight decline in 2015, but 2016 saw a further improvement. Students who passed in Divisions I-III increased from 9.5% in 2012 to 25.4 in 2015.

Figure 3.8: CSEE Pass Rates 2012-2016



The CSEE pass rates vary considerably from subject to subject, from 18.1% in mathematics to 77.8% in Kiswahili. Pass rates are higher for boys than for girls in all subjects except Kiswahili.

3.1.5 Basic Education Sector Challenges

There are several challenges which face the Basic Education sector especially with regards to curriculum, pedagogy and the school learning environment. Currently, there are uncoordinated interventions in curriculum development with various education partner agencies such as the Tanzanian Institute of Education (TIE), the National Council for Technical Education (NACTE), NECTA, MoEST (including the School Quality Assurance Division) and the Agency for Development of Education Management (ADEM), and several partner-supported programmes (EQUIP-T, LANES, Tusome Pamoja, UNICEF, etc.) working in areas including curriculum design, teacher education and textbook production. These separate initiatives have weak linkages with each other, which has contributed to a general lack of a holistic vision and single framework.

Recognising the shortcomings of the previous primary curriculum, TIE developed a modernised six-year curriculum which is more competency based, in line with Tanzania's human development needs in the 21st century and according to the ETP 2014. This has been in use for the cohort of children that started Std I in 2015 and have reached Std IV in 2018. Only Stds V-VII still use the old curriculum. Now that a decision has been made to retain seven years of primary education, the curriculum will again need revising to a seven-year competency-based curriculum.

The uncoordinated effort of curriculum development has also influenced pedagogical outputs, with many teachers opting to rely on the follow, repeat and memorize methods, rather than problem-solving. This is partly due to teachers not having mastered the subjects; only 42% of teachers fully understood their subject (75% in maths and 11% in languages) (WB SDI Survey 2012).

Added to this, the content which teachers are using is not always aligned with the curriculum and in some cases further challenges exist such as lack of textbooks. These factors, along with teacher absenteeism, have meant that students are faced with numerous obstacles to their learning and this can explain why there is underperformance. On the other hand, some areas of the country have seen a reduction in classroom absenteeism and an improvement in various aspects of pedagogy, and recent surveys and exam results reflect an upturn in student learning achievements. Different implementation models have been trialled with the support of externally funded projects in different parts of the country and it is worth investigating further which approaches have proved more successful.

Furthermore, there is a serious shortage of both pre-primary and primary teachers, as well as of maths and science teachers in secondary schools. This shortage is exacerbated by uneven distribution of teachers across the country and uneven distribution of teacher workload within and between schools. Oversized classes are the norm rather than the exception, despite the government's target of having 40 as the standard class size in primary and secondary and 25 in pre-primary. For Standard I a class size of over 100 is the reality in over 5,100 schools. In Standard II the situation is similar with over 6,900 schools having a class-size of over 100. Although pupil-teacher ratios (PTRs) improved at both primary (from 55:1 in 2009 to 42:1 in 2016) and secondary levels (from 43:1 to 17:1), many classes are still overcrowded, some even reaching as high as 300. International evidence shows that no effective teaching and learning can take place in lower primary with these numbers. This issue is now starting to be addressed under the new Primary Teacher Deployment Strategy (December 2017).

However, due to the continuing rapid growth in enrolment at primary level and to a temporary freeze on civil service recruitment in 2016-2017, the primary PTR again worsened to 51:1 in 2017. Using PTR as a measure and not actual class size has resulted in a continuation of oversized classes in the lower grades even when the PTR at school level has been improved. The new Primary Teacher Deployment Strategy addresses this through new guidelines for teacher deployment within schools and prioritising reducing class sizes.

A serious contributory factor to overcrowding is a shortage of classrooms. Even after introducing a compulsory double shift system for pre-primary and primary Stds. I-IV, there was still a shortfall of 45,000 new primary classrooms that would be required just to reduce maximum class size to below 60 throughout the Tanzanian Mainland. With the retention of a seven-year primary cycle, this shortfall has been increased to 66,400. A new Schools Infrastructure Strategy is in preparation and is expected to be approved during 2018. This will include a multi-year plan for locating new schools and expansion of existing schools, as well as setting new and improved standards for construction. A large number of additional secondary classrooms (plus laboratories and other facilities) will also be needed to meet the anticipated expansion of secondary enrolment.

However, improvements have been made in other areas with many more schools now having electricity (34% of primary and 86% of secondary) and the shortage of desks has reduced dramatically to 5.5% in secondary and 6.8% in primary.

Inequity remains a concern in the basic education sub-sector. There are three main dimensions of inequity: (1) gender; (2) geography; and (3) other forms of disadvantage including exclusion due to disability, extreme poverty, special educational needs (SEN), refugee status, etc. The second area, geographical disadvantage, is addressed in Section 3.9 below. The third area, other forms of vulnerability, is addressed in Section 3.8 below.

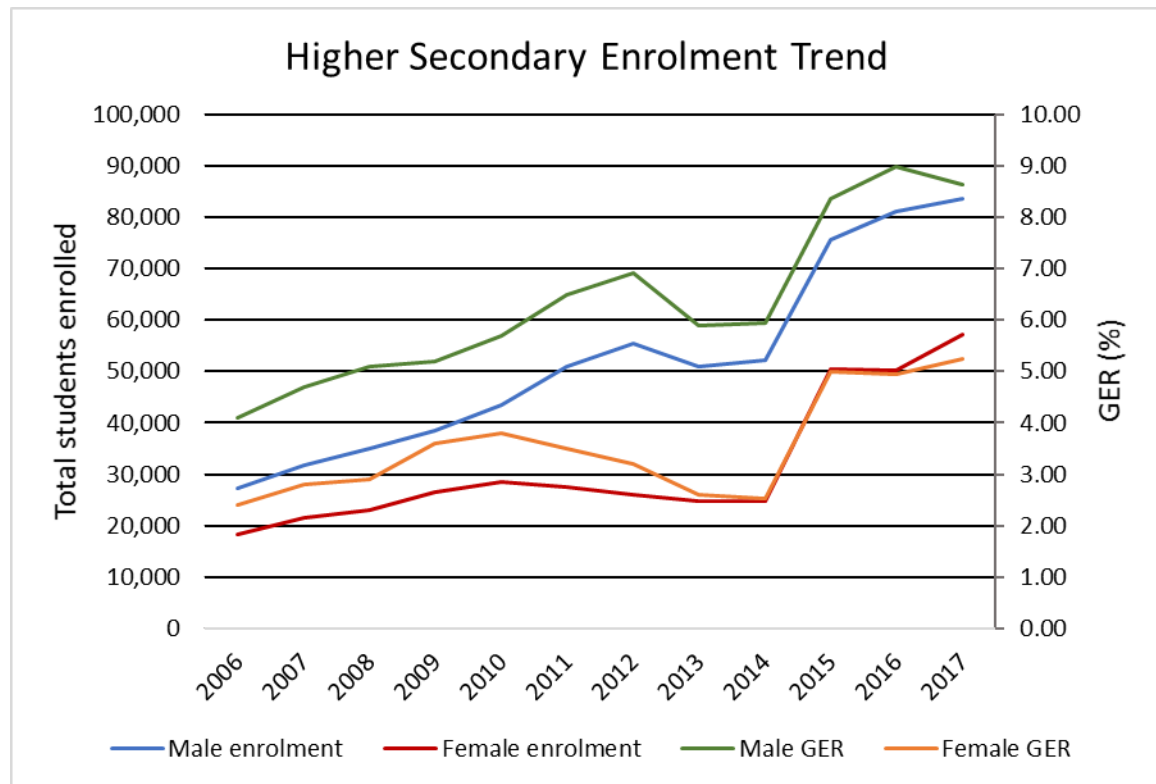
Regarding gender equity, Tanzania has now achieved gender equity in enrolment in pre-primary, primary and lower secondary. There is also a good balance of male and female teachers, with slightly more females than males. However, there are still gender disparities evident in drop-out rates and in learning outcomes. In both the primary and lower secondary cycles, boys tend to drop out more than girls, so this calls for increased efforts in working with communities to ensure that boys' education for their long-term future is valued above their short-term economic contribution to their families (e.g. as livestock herders). The exception to this drop-out pattern is during the transition from the primary cycle to the secondary cycle when more girls drop out than boys. The reasons for girls not transitioning to lower secondary need further investigation and analysis, but factors may include the increased distance to secondary schools, schools not being girl-friendly, a requirement to work more-or-less full-time on domestic chores at home and early marriage.

On average, girls perform significantly worse than boys at both PSLE and CSEE examinations in all subjects except Kiswahili. This difference in performance is already noticeable in the early years, with the EGRA and EGMA gender-disaggregated results showing that Std. II girls are significantly better at reading than boys but significantly worse at basic arithmetical skills. Reasons for these differences need to be further studied and analysed.

3.2 Higher Secondary (A-Level)

Figure 3.9 indicates the trend in Forms 5-6 total enrolment in both Government and Non-Government secondary schools from 2006 to 2017, in which enrolment can be seen as steadily rising. For example, enrolment increased from 77,069 in 2014 to 140,967 in 2017. Of this increase, female enrolment recorded a remarkable 130% growth whilst males recorded a 60% rise. Despite these noteworthy gains there still remains a disparity between the two sexes with males making up 60% of the total Form 5 and 6 population (GPI = 0.68). This gender disparity is the same as it was 15 years ago, although the GPI dropped to below 0.5 for three years 2012-2014. (PO-RALG, Basic Education Statistical Abstract 2004-2017, currently in press)

Figure 3.9: Enrolment Trend in Forms 5-6 for both Government and Non-Government schools



In terms of GER, Figure 3.9 shows that the previously widening gap between boys and girls has started to narrow in 2017. The government aims to reduce this gap further to reach gender parity within the period of this ESDP. However, large increases in Higher Secondary enrolment are not planned, as the focus is on encouraging more Lower Secondary leavers to progress to TVET.

The increase in Form 5-6 enrolment is a result of Government initiatives to implement BRN in the education sector which is focusing on improving the quality of basic education through creation of performance transparency and accountability, increased motivation, and improved teachers' working conditions to improve the Form 4 pass rate. Through this initiative, pass rates increased from 43% in 2012 to 70.4% in 2017, enabling more students to enter higher levels of education.

3.3 Higher Education

Enrolment in Higher Education increased from 166,484 in 2011/2012 to 220,531 in 2014/15, then decreased by 13.9% to 189,732 in 2015/16. The number of female students in universities and university colleges was 67,209 (35.4%) in 2015/16, as shown in Figure 3:10. Coverage has increased from 335 students per 100,000 inhabitants to 432 students per 100,000 inhabitants in 2016. Likewise the private provision of HE has increased two-fold since 2009 reaching 38%.

Figure 3.10: Percentage Female Enrolment 2011-2016

YEAR	NUMBER ENROLLED			% Female
	F	M	Total	
2011/2012	60,592	105,892	166,484	37
2012/2013	74,498	129,677	204,175	36
2013/2014	77,524	137,198	214,722	36
2014/2015	80,542	139,989	220,531	37
2015/2016	67,209	122,648	189,857	35

% difference Male and Female enrollment

■ % Female ■ %Male

Percent female enrolment still remains low having stayed at 35-37% for five years.

In universities and university colleges, the number of academic staff has increased by 13% since 2012/13. With the large increase in enrolment, student-teacher ratio has increased but remains at an average of 34:1.

The number of individuals entering the workforce with tertiary education has steadily increased from 1% in 2007 to 3% in 2016. It is projected that another 214,000 higher education graduates will join the labour market over the coming years, of which 78% have followed degree courses, 69% at Bachelor’s level and 9% at postgraduate level or above and 21% follow non-degree courses.

Although the profile of the labour force has a stock of highly qualified graduates it does not appear to be matched by formal employment opportunities. Highly skilled workforce continues to be low at 3.3% compared to the required proportion of at least 12%

Enrolment is lower than what is required to achieve the Government’s vision of becoming a middle-income country by 2025. The number of graduates in higher education remains low at 40,000 compared to the envisioned targets of 80,000 in 2020/2021 and 120,000 in 2025/2026. Gender imbalance is particularly evident in science, technology, engineering and mathematics (STEM) subjects, as well as limited participation of learners with disabilities. The current level of coverage is not matched by a similar supply of formal jobs on the labour market.

There is a mismatch between output of HE institutions and labour market needs, related to curricula that lack direct linkages to industries and are inadequate or outdated. Knowledge is inadequately applied to economic activities, as reflected for instance by the lack of technology transfer patents.

The usage of information and communications technologies (ICT) is inadequate. Despite the investment in ICT through the Science, Technology and Higher Education Project (STHEP) from 2008-2014, the capacity of the regulating Tanzanian Commission for Universities (TCU) is low. The short-term retooling and in-service training of lecturers conducted in 2015-2016 was an initiative to increase the lecturers’ ICT skills capabilities and further investments like this should be considered in the future. The supply and quality of teaching and learning space

should be improved, and both infrastructure and human resources for basic and applied science as well as science teacher training should also be assessed and resources should be allocated where there is need.

3.4 *Adult and Non Formal Education*

Tanzania has been making great efforts to encourage youth and adults to engage in meaningful skills and education programmes to help improve their skills, which would enable them to increase their livelihoods. However, despite these efforts the adult literacy rate is low (77.9% in 2012), and more men (83.2%) than women (73.1%) are literate. Variations by region range from 59.0% in Tabora to 96.1% in Dar es Salaam. Also, literacy rates differ greatly between urban and rural areas, with rural areas having 29% of adults illiterate whilst in urban areas the amount is only 8%.

In adult and non-formal education centres several programmes have been running, but overall the sector needs a boost in the coming five years. The two main programmes which are operating in this sector are the Complementary Basic Education (COBET), which caters for out of school children aged 9-18 and the Integrated Community Basic Adult Education (ICBAE), which caters for youth and adults aged 19+.

In COBET, enrolment was steadily declining from 2005 to 2013, but again increased between 2014 and 2016, dropping off again in 2017. Although girls' enrolment in COBET is 16 percentage points less than boys' (GPI = 0.72), this reflects their respective dropout levels, and while a greater share of female participants are mainstreamed into Std IV, greater shares of boys are mainstreamed into Standard V and Form 1, and accepted into vocational training.

In ICBAE and in post-functional literacy programmes there was a decline in enrolment in life skills, vocational skills and a small rise in extension services courses and basic literacy as well as income generation programmes. Numbers enrolled have dropped dramatically since 2009, from 1.2m to under 0.4m in 2016 with a further drop to 0.2m in 2017, falling drastically short of needs. In 2017, ICBAE enrolment accounted for just 21% of learners enrolled in 2011, which translates into an average annual decline of 23%.

Integrated Post Primary Education (IPPE) showed a slight increase in enrolment in English, Kiswahili and Mathematics, and small enrolment in vocational courses (plumbing, carpentry, etc.). In Open and Distance Learning (ODL) programmes, during 2015/16 there was a total enrolment of 5,439 students including enrolment of 3,713 for levels 1-2, while enrolment in levels 3-4 was 1,365, and in levels 5-6 it was 361.

Another key component of non-formal education is the School Readiness Programme (SRP) which has been piloted in several regions as an alternative fast-track approach to one or more years of formal pre-school. Initial results are very

promising, with rapid expansion of enrolment and with pupils demonstrating primary school readiness competencies as good as or better than those who have attended a year of formal pre-primary. Piloting of a Secondary School Readiness Programme (SSRP) has begun in 2017, with a particular focus on preparing girls for secondary schools.

3.5 Technical and Vocational Education and Training (TVET)

TVET provides alternative educational and training opportunities after primary, ordinary secondary (O-Level) and advanced secondary (A-Level) education levels aimed at producing skilled workers, technicians and professionals to be engaged in fields such as construction, manufacturing and agriculture.

Enrolment in VET Institutions increased by 34.8% from 145,511 in 2011 to 196,091 in 2015, and graduates increased by 64% from 110,014 to 180,450 during the same period. Registered technical education institutions numbered 323 in 2014 (up from 170 in 2007), enrolling approximately 116,000 learners. Private or non-governmental provision has increased by half in technical education, reaching 25%, and the number of private folk and vocational centres has more than tripled since 2009, to represent almost 80%.

As indicated in Table 3.1 the percent of learners completing courses has also improved over the years from 76% in 2011 to 92% in 2015. This is a promising trend as it suggests an increase in the number of trainees from the vocational field.

Table 3.1: Enrolment in Folk and Vocational Educational and Training 2011–2015

Year	Number of VET Trainees						% graduated
	Enrolled			Graduates			
	M	F	T	M	F	T	
2011	64,499	56,849	145,511	58,778	51,236	110,014	76
2012	78,372	67,139	164,077	68,539	59,678	128,217	78
2013	100,835	63,242	189,687	92,565	58,084	150,649	79
2014	109,146	80,541	189,687	103,382	75,570	178,952	94
2015	120,742	75,349	196,091	111,474	68,976	180,450	92

Although there has been an increase over the years of learners in TVET, a lot more opportunities could be made available for students not accommodated in higher grades after completing Standard VII or Form IV. Table 3.2 indicates the number of students who were not upgraded to Form I or Form V, some of whom could have been accommodated in TVET courses. The total number enrolled in TVET during the same period is 885,053, which is only 14% of the number of students not accommodated in Form I or V, which was 6,359,018 over the same period.

Table 3.2: Total number of students not enrolled in Form I and Form V

<i>Year</i>	# F4 leavers	# Joined F5	# Std VII leavers	# Joined F1	Missing from F5	Missing from F1	Total missing
2011	333,638	40,890	1,028,480	522,379	292,748	506,101	798,849
2012	404,585	39,173	909,435	514,592	365,412	394,843	760,255
2013	368,600	42,484	885,749	439,816	326,116	445,933	772,049
2014	1,870,280	77,069	792,118	451,392	1,793,211	340,726	2,133,937
2015	1,774,383	126,024	763,603	518,034	1,648,359	245,569	1,893,928
TOTAL	4,751,486	325,640	4,379,385	2,446,213	4,425,846	1,933,172	6,359,018

This analysis suggests a lot of potential for growth in the TVET sub-sector particularly for accommodating the low-skilled workforce which stands at 85% and the medium skilled workforce at 12%.

The young people left out by the mainstream system present an opportunity for growth in both Technical Education and Training (TET) and Vocational Education and Training (VET) levels to support Tanzania’s vision to attain middle income country status by 2025, which is characterized by 54% lower level skills and 34% medium level skills in the work force out of the working population. This ESDP envisages a steady year-on-year increase in TVET enrolment. Positive steps will be taken to encourage Lower Secondary graduates in particular to pursue their further education through the TVET channel.

3.6 Teacher Education

In 2015/16 a total of 35,411 teachers graduated from teacher training colleges for both primary and secondary education. Of this, 14,637 attained a certificate in primary education, 5,255 achieved a diploma in primary and secondary education and 15,519 attained a Bachelor’s degree and will be eligible to teach in secondary schools. In 2015 a total of 11,365 teachers were posted to primary schools. In 2016-2017 there was a temporary suspension of new teachers being deployed while the Government conducted a payroll review to eliminate ghost teachers and teachers with fake qualifications. It is expected that in 2017-2018 at least 14,455 teachers will be allocated

to primary schools, which represents 27% more teachers allocated compared to 2015/16.

Currently in secondary schools an additional 6,305 students are training in science subjects and mathematics with 1,585 expected to graduate by 2018 and the other 4,720 expected to graduate by 2019. This ESDP plans for a steady increase in the throughput of teacher training colleges.

Overall, pupil-teacher ratios have been improving at both primary and secondary levels, although secondary teacher qualification requirements have been relaxed to redress a subject-specialty imbalance. At the pre-primary level, the pupil teacher ratio was at 112 in 2012 and 135 in 2016. The increase in PTR can be attributed to the introduction of the fee-free basic education policy. It should be remembered that pre-primary teachers are primary teachers allocated to teach in pre-primary as there are currently no officially recognised specialised pre-primary teachers. This is under review and a cadre of specialised pre-primary teachers is expected to be approved shortly, since such teachers are already being trained. The required rapid expansion of pre-primary education, both in formal school environments and in non-formal school readiness programmes, provides the opportunity to develop an alternative pathway for entry into the teaching profession. Teaching assistants trained in ECCE could be deployed as pre-primary teachers and could be given the opportunity to upgrade their qualifications through INSET to eventually become formally qualified teachers.

At the primary level, the national pupil-teacher ratio (PTR) in government schools has improved steadily, from 54:1 in 2009/10 to 42:1 in 2016, continuing the earlier trend (in 2004 the primary PTR stood at 59:1). However, the primary PTR deteriorated again in 2017, partly due to the suspension of new teacher deployment during the year. In 2017 the primary PTR stands at just over 50:1. While the Government has been making great efforts to recruit more teachers in recent years, and this has been helped by the increasing number of teachers being trained in private sector institutions, the gap is still huge. It is currently estimated that if the current policy of having a class size of 40 is maintained (and 25 in pre-primary), there is a shortage of 56,173 pre-primary and 130,725 primary teachers in addition to 226,065 classrooms. In 2017 there are a total of 179,290 primary and 9,053 pre-primary teachers currently deployed, and 116,681 classrooms. The policies for teacher and classroom utilization that have been applied to date are clearly unrealistic.

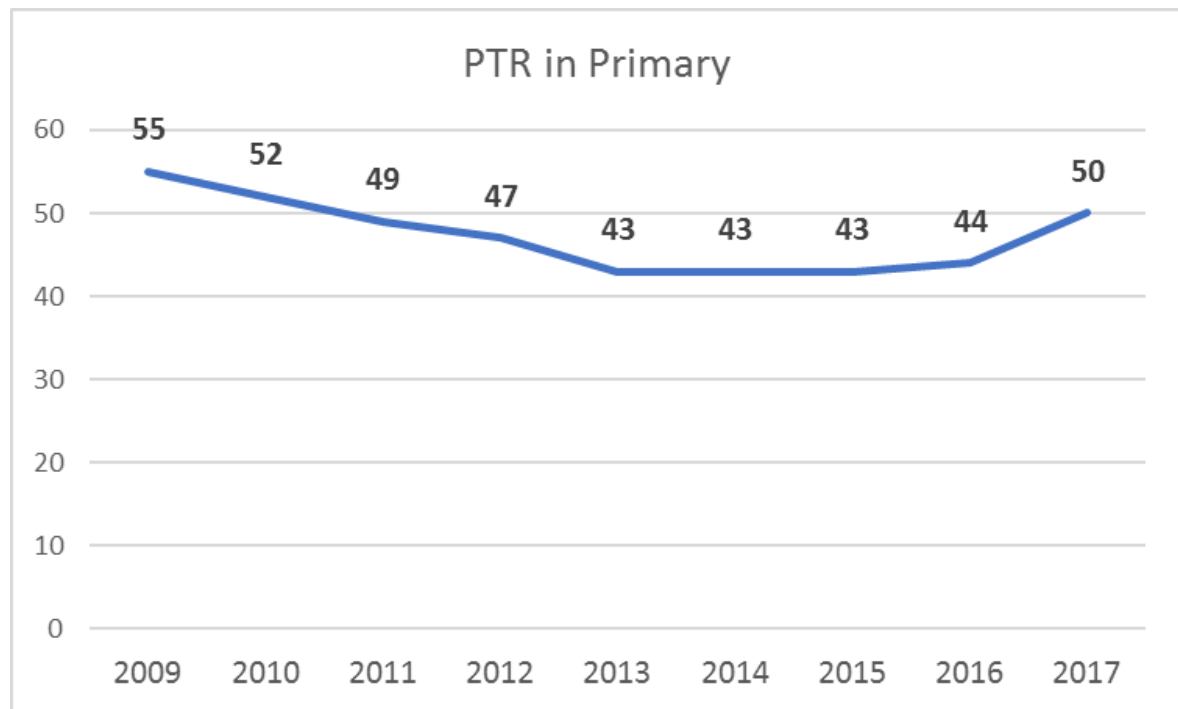
However, the new Primary Teacher Deployment Strategy, to be implemented from 2018, has set an interim target of a class size of 60, a more rational teacher deployment system within schools (with class teachers in Pre-Primary and Primary 1 and 2 and subject teachers⁷ in Primary 3-7) and a policy of operating double shifts for Pre-

⁷ "Subject teachers" in primary are not as specialised as in secondary, where teachers normally only teach two subjects. In primary all teachers are trained to teach all subjects, but they receive additional training in a subject

Primary and Primary 1 to 4 to improve classroom utilization. When all these steps are implemented then there are just 6,279 new Pre-Primary teachers, 47,229 new Primary teachers and 44,982 new classrooms needed in primary schools (including satellite centres). These are still challenging, but more achievable targets.

The rise in PTR in 2016 and 2017 was largely due to the unprecedented increases in student numbers due to the fee-free basic education policy, but it was compounded by the temporary freeze on recruitment.

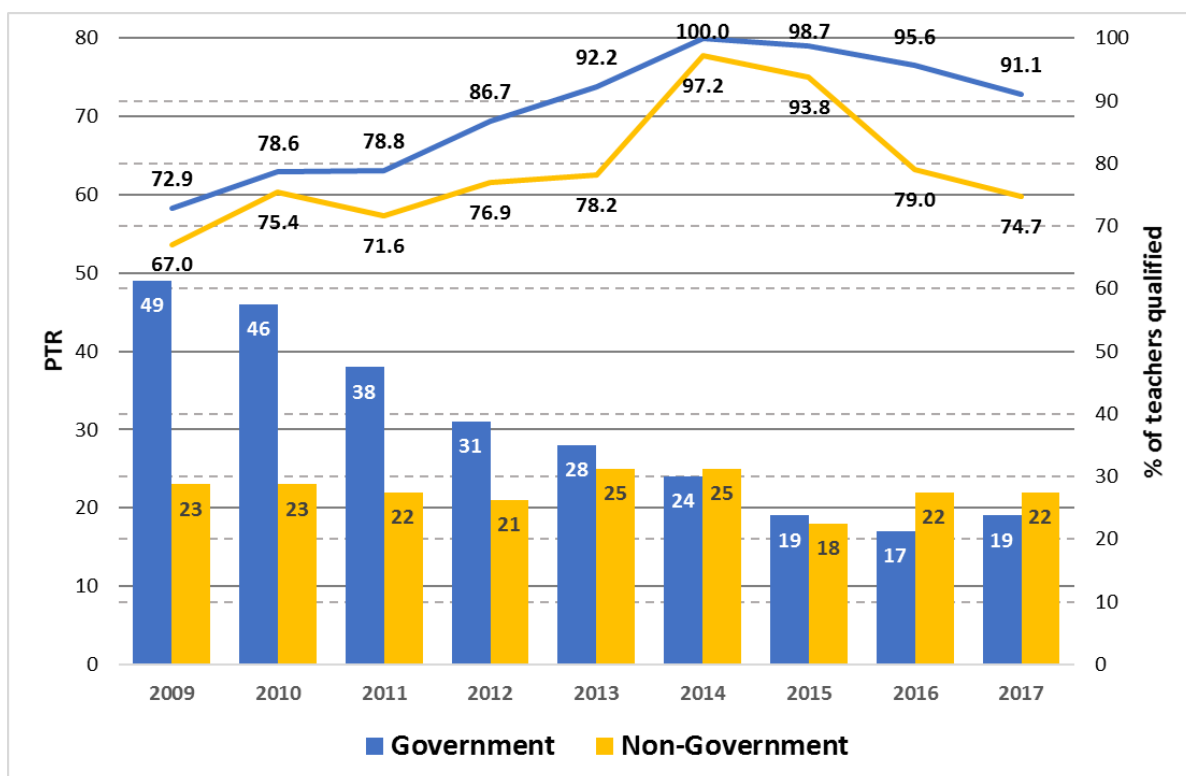
Figure 3.11: Primary Pupil-Teacher Ratios 2009-17



At the secondary level, the average national pupil-teacher ratio in government schools also improved, from 43:1 in 2009 to 28:1 in 2013 and in 2016 reached 17:1 (see Figure 3.12). There has been a slight increase in 2017 to 19:1, mainly due to the temporary suspension in teacher deployment already mentioned. Overall, this reflects a marked reversal of an earlier deteriorating trend, as the PTR stood at 19:1 in 2004 (UNESCO, 2011). The current level is also well within the national SEDP target, of 30:1. This quick decrease in the secondary PTR is due to the growth rate in the number of teachers (at an annual average of 21.3 percent over 2009-13) vastly outstripping growth in enrolment (average annual growth of 5.4 percent at O-Level and 3.9 percent at A-level over the same period). The overall increase in staff numbers over the period is close to 39,500, net of attrition, with an increase of 31,600 in government schools.

cluster. There are currently three streams of teacher training: arts cluster, maths and science cluster and early years.

Figure 3.12: Secondary Pupil-Teacher Ratios and Percentage of Teachers Qualified, by Type of School, 2009-2017



3.7 School Quality Assurance

The Schools Quality Assurance Division (SQAD), a change in name from the former School Inspectorate Division, continues to visit schools to inspect and monitor the quality of educational provision. During 2015 the number of institutions inspected were as follows:

- Pre-Schools: 64.2%
- Primary Schools: 47.1%
- Post-Primary Technical Centres: 12%
- Adult Education Centres: 43.2%
- Secondary Schools: 48%
- Special Education Schools & Centres: 45%

School inspections have vastly improved in the primary and secondary sub-sectors in comparison to previous years. Some of the issues which school inspectors have encountered during visits is that schools currently suffer from the absence of a system to track learning outcomes by subject and on a student by student basis. This limits teachers', administrators', and the communities' ability to monitor the progress of students. Overall, the School Quality Assurance Department carried out 38% of inspections within its mandate which was two-thirds of its target.

During 2017 a major reform of the Schools Quality Assurance (SQA) system has been taking place, with a new framework and modus operandi due to be launched at the beginning of 2018. This is a transformation not only in name, from “inspections” to “quality assurance” but also in the total approach and culture within the system of supporting schools. The contrast between the old and new systems is summarised in Table 3.3.

Table 3.3: Schools Quality Assurance - the Old and the New

Old System	New System
No guiding framework to work from (only inspectors working from school inspectors handbook)	An overarching framework which has been created through a consultative process
Known as School Inspectorate Department	School Quality Assurance Division
Using the term “inspection”	Using the term “Quality Assurance”
School performance checklist focusing on compliance - tick the box system	Evaluation Standards and Guidelines focusing on helping each school to improve
Inspection only involved school inspectors	SQA system involves all key education stakeholders at every level (school, community, ward, district, region and national)
Inspections infrequent with some remoter schools never getting inspected	Emphasis on continuous QA, with no schools left out
Reports were disseminated to a few key actors	Reports will be issued to all key education stakeholders in a timely way, including sharing information with parents and community
Secondary schools and Teacher Colleges were inspected from zonal levels	Moving to Regional level
Quality Assurance was a top down process	Bottom up approach, focusing on ‘in-school’ and ‘close-to-school’ QA

3.8 Vulnerable and Out-of-School Children

3.8.1 Out-of-School Children

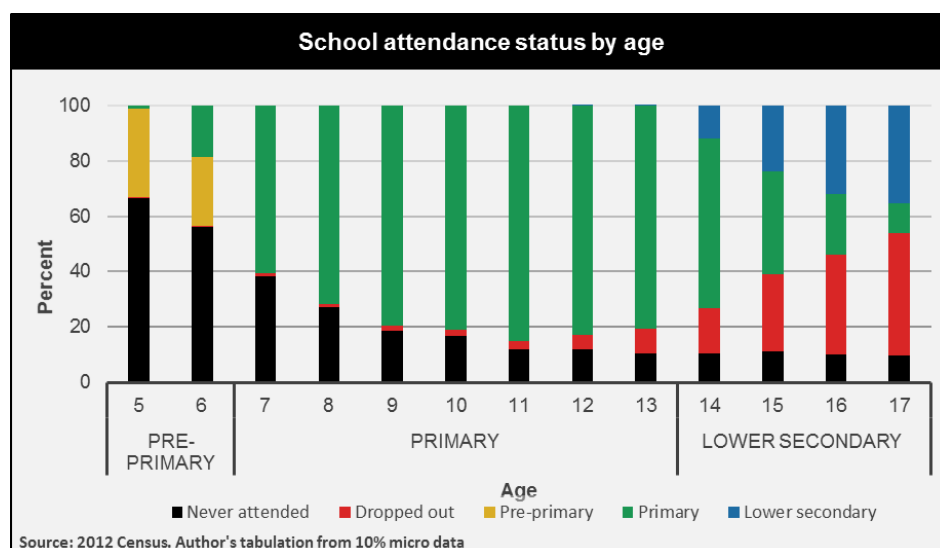
Despite the rapid growth in enrolment in recent years, large numbers of children are still out of school. Altogether 57% of pre-primary aged children, 23% of primary aged children and 41% of lower secondary aged children are estimated to be out of

school.⁸ Using 2015 figures, the total number of children who were not in school but were at the age when they should be in school under the compulsory free basic education policy was estimated to be more than 4.25 million (0.8m pre-primary, 1.95m primary and 1.5m lower secondary).

The 2011-2012 Household Budget Survey collected reasons for children not attending school. The top two reasons given were “the school is useless/ uninteresting” (35% at primary, 16% at lower secondary) and “completed school” (28% at primary, 46% at lower secondary). Reasons related to poverty and early marriage were much less significant. The perception of both children and parents that children who were still of school-going age (including primary) had “completed school” reveals a widespread concept that a few years in primary school constitutes adequate education.

Children of school going age may be out of school for several reasons: (1) never attended school; (2) start school at too late an age; (3) dropped out of school at too young an age. The distribution of these factors can be seen graphically in Figure 3:13.

Figure 3.13: School Attendance Status by Age (from Hasan, 2015)



This figure shows that there is a major issue of over-age children in Tanzania’s schools. Many primary-aged children have not yet started school, and there are many children of lower secondary age that are still in primary schools. This phenomenon is more pronounced for boys than for girls.

There are large geographical variations in the numbers of out-of-school children. 50% of all out-of-school children are located in the nine regions of Tabora, Dodoma, Geita, Kagera, Mwanza, Simiyu, Kigoma, Morogoro and Shinyanga. At one extreme, in Tabora 80% of 6-year-olds, 44% of primary-aged children and 58% of lower secondary aged children are estimated to be out of school. On the other hand, in Kilimanjaro only 26% of 6-year-olds, 6% of primary-aged children and 24% of lower

⁸ Hasan, MQ (2015), Profile of Out of School Children, Tanzania.

secondary aged children are estimated to be out of school. The percentages of children that are out of school are also very high in Katavi and Rukwa, although the total numbers are smaller due to the smaller populations in these regions.

The new Fee-Free Basic Education Policy is attracting large numbers of out-of-school children into schools, as evidenced by the very large increases in the numbers enrolled in Standards 1 and 2 in both 2016 and 2017. Drop-out from Standards 4 and 7 (the two Primary standards which have national exams) has also been reduced significantly in 2017. However, children who are too old for the classes they are attending will still have a much higher rate of drop-out than those who are in age-appropriate classes. A key emphasis of the new National Strategy for Inclusive Education, approved in December 2017, is to raise communities' awareness of the ages at which children should start Pre-Primary and Primary Standard 1. In the long term this will be a much more effective strategy than providing re-entry programmes like COBET for those who have missed out on age-appropriate primary schooling.

Ultimately, however, as seen from the results of the survey on why children drop out, the key to attracting more children to school and retaining them will be to make school interesting, enjoyable and useful. The two main strategies for achieving this are to greatly reduce class sizes, as set out in Sections 3.1 and 3.6 above, and to improve the quality of teaching and learning. The new approach to Schools Quality Assurance and improved teacher training are the main means for achieving the latter (see Section 3.7 above).

3.8.2 *Children with Disability*

An estimated 400,000 school-aged children with disabilities live in Tanzania. Only 42,783 children are registered in primary and 8,778 in secondary schools. This leaves a large out-of-school population of the most vulnerable children. These children include girls and boys with Albinism, Autism, Down-Syndrome, Deaf, Blind, Deaf-Blind, children with physical disabilities and mental impairment. Amongst the most vulnerable are adolescent girls living with disabilities. The ADD International, in its Disability and Gender Based Violence peer report described serious acts of sexual exploitation and abuse of the girls living with disabilities and pointed out how vulnerable these girls are. Provision of education for these groups can not only help these children to become more independent and fulfil their potential, but can also serve as a protection mechanism.

The Government's strategy is to include as many as possible of the children living with disabilities into the mainstream education system. Only those whose disabilities are too severe for regular schools will be enrolled in special schools. The Government has initiated a screening programme to check children's hearing and sight. Simple steps can be taken to support those with minor sight and hearing impairment, such as seating them at the front of the class and working with health services to ensure that they can be provided with spectacles or hearing aids if possible. Fellow students can also be encouraged to provide support for children with disabilities.

There are only 2,179 primary teachers working in primary schools who are qualified to work with learners with special needs. At secondary school level there is an acute shortage of teachers able to communicate in sign language or able to support blind learners. Qualified teacher shortage, together with very weak community awareness about the possibilities that exist and may be created for children living with disability, long distance to specialised schools, opportunity cost and resistance from regular schools to register children with disabilities are the most common barriers to the education of children living with disabilities.

From FY 2018-2019 onwards a new formula for calculating Capitation Grants has been proposed by MoEST and PO-RALG but not yet formally approved. This will introduce a number of “adjusters” to improve the equity of Capitation Grant allocation. One of the adjusters is the number of children with special educational needs in a school. This will not only provide additional resources to these schools to be able to cater to special educational needs but will also serve as an incentive to schools to enrol children with special educational needs.

3.8.3 Refugees

Tanzania was a pilot country for the Comprehensive Refugee Response Framework (CRRF) and committed to enhancing refugees’ access to education through inclusion of refugees in the national education system. However, the great majority of refugees are French speakers, whereas the languages of instruction in Tanzania’s mainstream schools are English and Kiswahili. Refugee children are therefore provided with dedicated French-medium schools within the designated refugee areas. NECTA has also provided examinations and assessments in French for these children.

Currently there are approximately 150,000 school-aged refugee children living in Kigoma Region of Tanzania. Education is provided in the three refugee camps, where the National Curricula of Burundi and Congo are used for Burundian and Congolese nationals respectively. At the Primary level, the Net Enrolment Rate (NER) for the academic year 2016/17 was 69%, but 25% of the learners did not attend school regularly and 31% of primary aged school children were out of school completely. At the secondary level the NER is 5%, far below the global average of 25% in refugee contexts and Tanzania’s national lower secondary NER of 33%. Girls’ participation in education is limited.

The quality of education is poor, with a shortage of qualified teachers and a very high PTR. In 2016/2017, 30% of learners did not sit for exams, and more than 30% of those examined failed the 50% pass mark. Limited infrastructure results in high pupil to classroom ratio, with 80% of learners learning under trees, impacting quality and making instructional time vulnerable to weather conditions.

Despite high numbers of out-of-school children and high over-age school population, alternative and non-formal education options are very limited.

As of January 2018, Tanzania has formally withdrawn from the CRRF. The implications of this for refugee children currently living in Tanzania remain unclear.

3.9 Geographical Variations

The comprehensive and accurate data being collected every year through the Annual School Census enable the analysis of a large variety of basic education variables disaggregated by Mainland Tanzania's 26 Regions and 184 LGAs. These are published annually by PO-RALG in the Regional BEST document. Many of the core data are also available in unformatted spreadsheets on the government's Open Data portal, so that anyone can analyse the data for themselves.

A selection of some geographically disaggregated data are presented in map form below. These illustrate the large geographical disparities.

Figure 3.14: Primary Gross Enrolment Ratio by Region, 2017

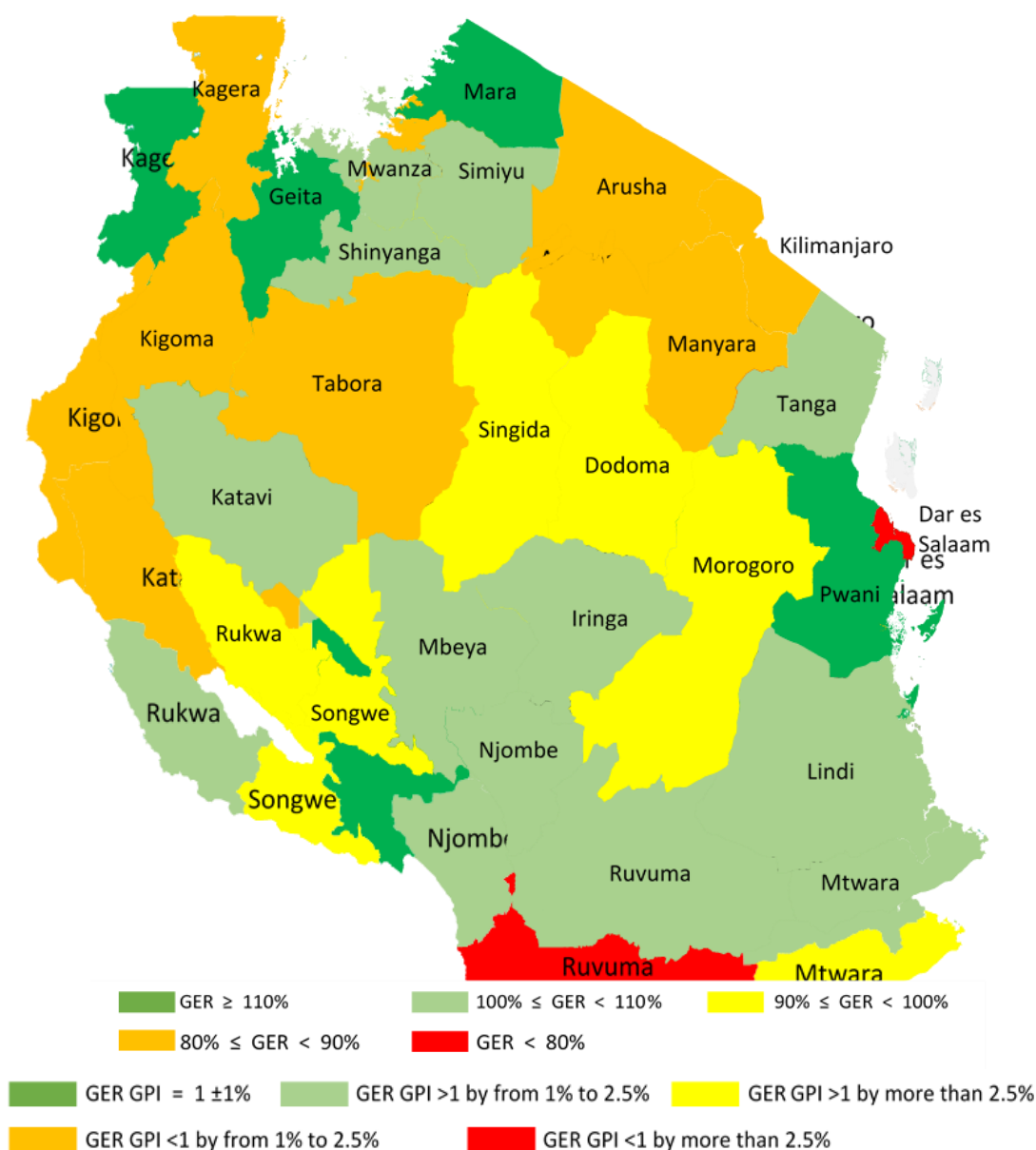


Figure 3.15: GPI in Primary Gross Enrolment Ratio by Region, 2017

Figure 3.14 shows that the lowest primary enrolment relative to the population is in Dar es Salaam, with low enrolment rates also found in the northern regions of

Arusha, Kilimanjaro and Manyara and in the western regions of Kagera, Kigoma and Tabora. Figure 3.15 shows that there are many fewer girls than boys enrolled in primary, relative to the total number of girls and boys in the population, in Kilimanjaro and Ruvuma, whereas in seven regions (shown in yellow) there are many more girls than boys enrolled. Five regions (shown in dark green) have gender parity in primary GER.

Figure 3.16: Primary Survival Rates by LGA, 2017

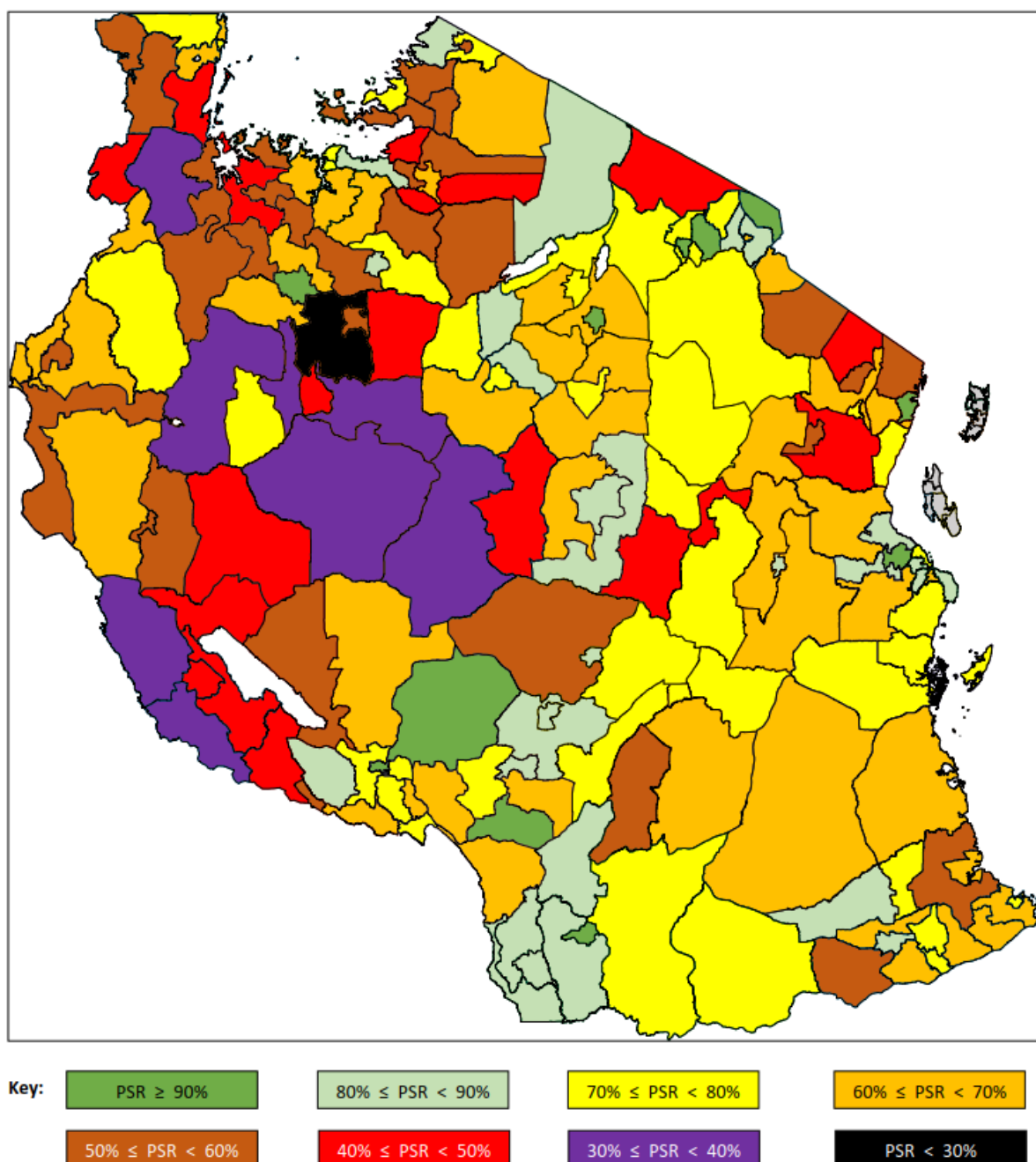


Figure 3.16 shows that in some districts (e.g. Kahama TC in Shinyanga, Kibaha TC in Pwani, Mbarali in Mbeya and Rombo in Kilimanjaro) a child enrolling in Std. I primary this year has a better than 90% chance of finishing primary, if drop-out rates continue at their current level. On the other hand, there are several districts in Rukwa

and Tabora regions where less than 40% of entrants to Std. I will complete the primary cycle.

Figure 3.17: PSLE Pass Rates by LGA, 2016

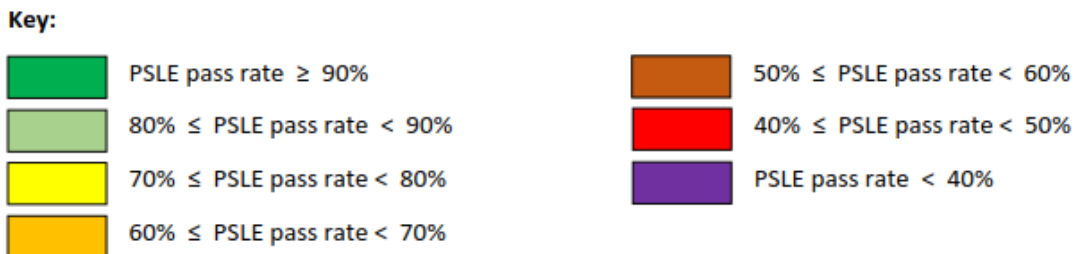
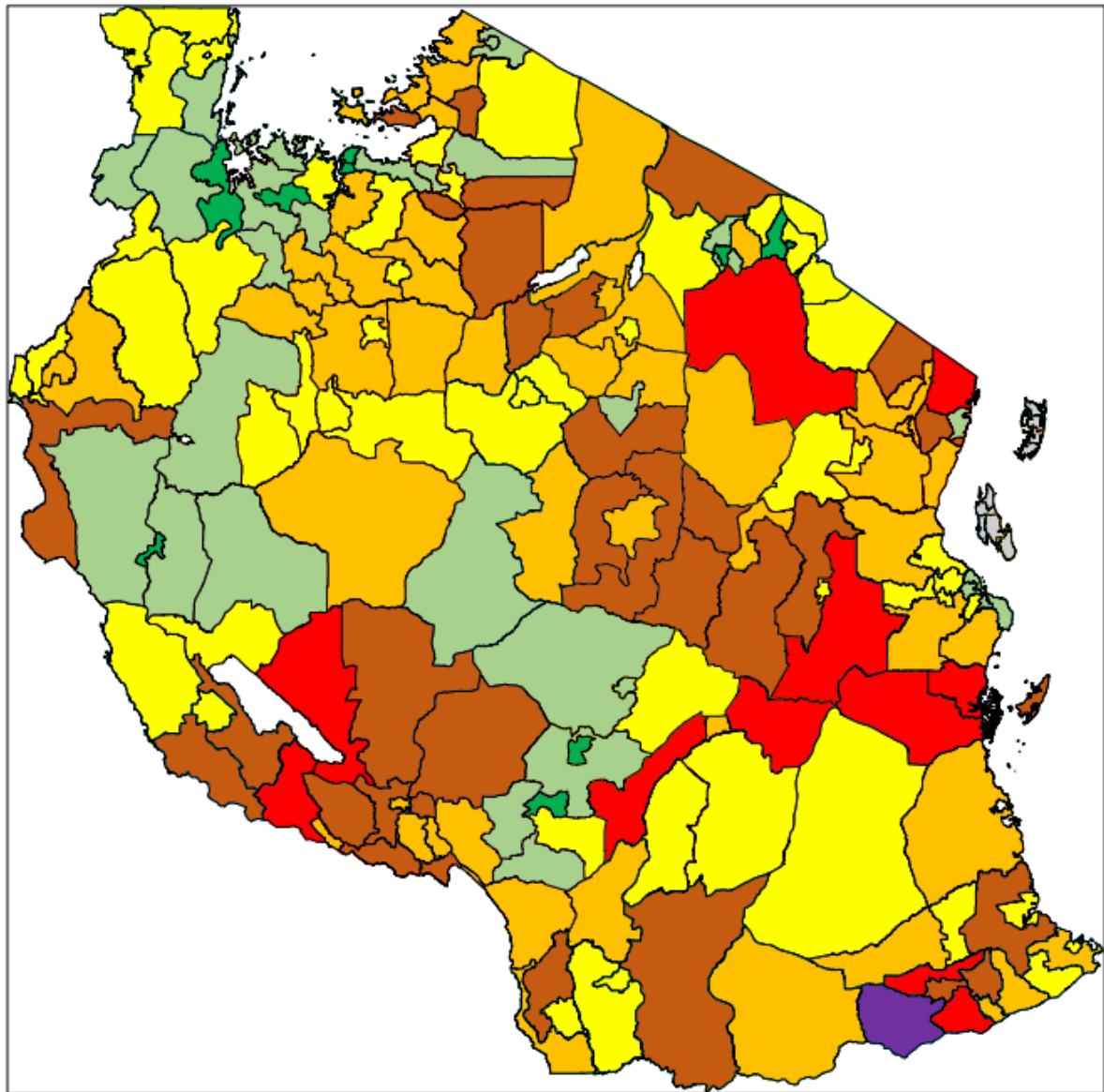
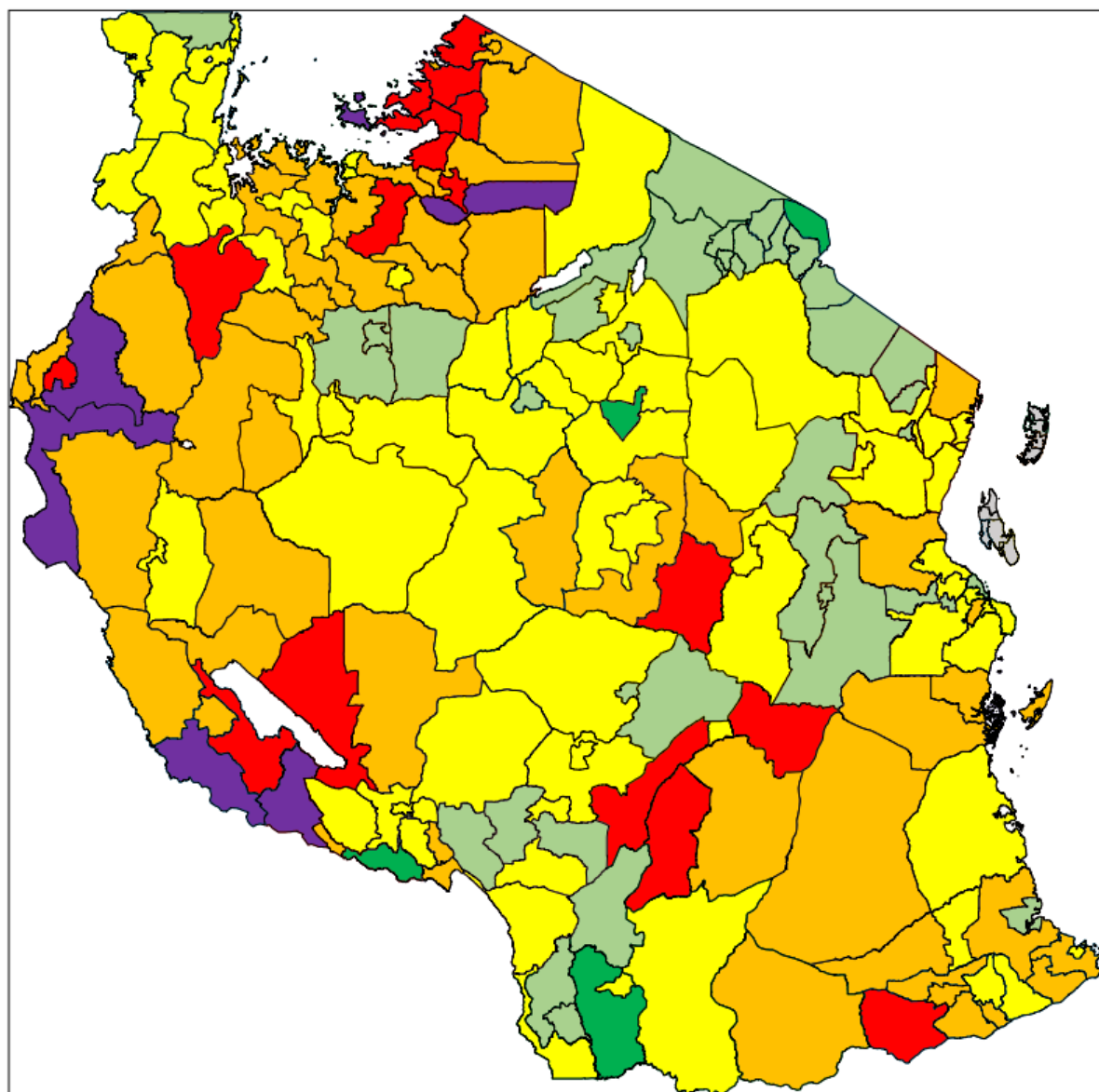


Figure 3.17 shows the variation in pass rates in the Primary School Leaving Examination (PSLE) across the country. It can be seen that in 10 districts less than 50% of children pass PSLE, whereas in another 10 districts (all of them urban districts with the exception of Chato in Geita) the pass rate is over 90%.

Figure 3.18: GPI in PSLE Pass Rates by LGA, 2016



Key:

<ul style="list-style-type: none"> PSLE GPI ≥ 1.1 $1.0 \leq$ PSLE GPI < 1.1 $0.9 \leq$ PSLE GPI < 1.0 $0.8 \leq$ PSLE GPI < 0.9

<ul style="list-style-type: none"> $0.8 \leq$ PSLE GPI < 0.9 PSLE GPI < 0.8

NB: A GPI of greater than 1 indicates that girls' PSLE results are better than boys'.

As previously noted, girls' PSLE results are generally worse than boys', but Figure 3.18 shows that this is by no means uniform across the country. In several LGAs, shown in green on the map, girls actually do better than boys. However, in six districts the girls' average pass rate is less than 80% that of boys.

3.10 Education Sector Financial Performance

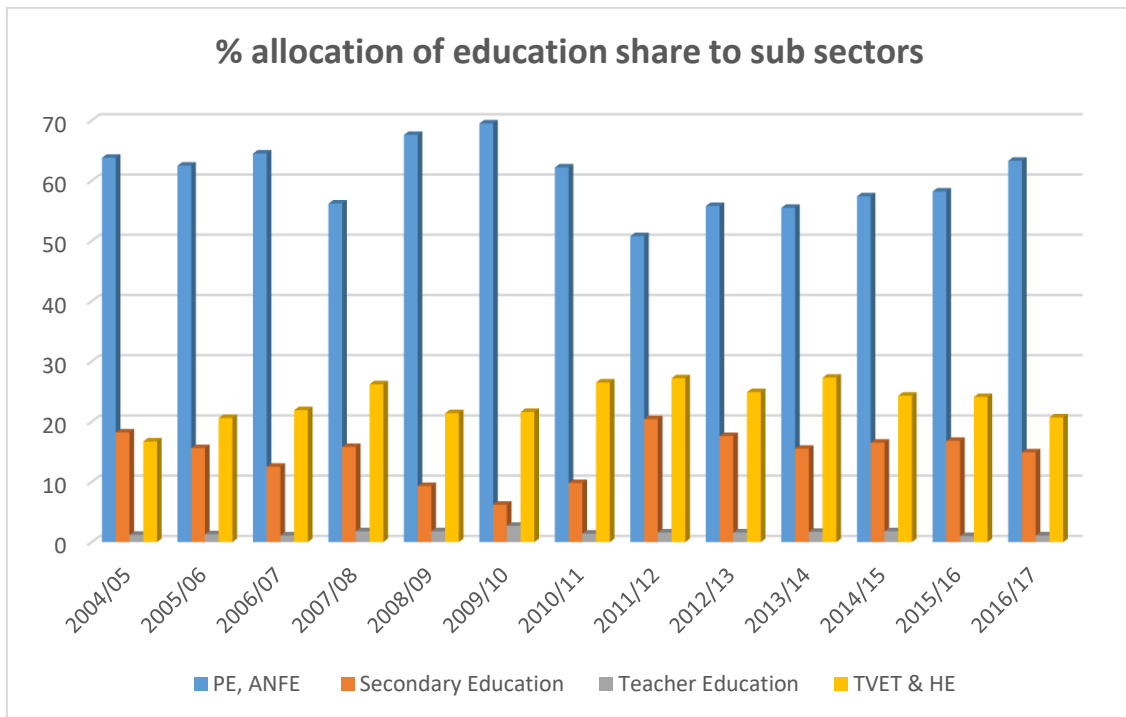
3.10.1 Budget Allocation

According to the sector priorities, in the financial year 2016/17, the allocation to the education sector increased to 4.768 trillion shillings from 3.870 trillion allocated in 2015-16, an increase of 898 billion which equates to 22 percent. There was a slight reduction to 4.706 trillion shillings in 2017-18. The continuing significant budget allocation in the sector reflects the Government's commitment in implementing priority programmes and projects in the sector. Within five years, the sector allocation increased from TZS 2.283 trillion to 4.768 trillion, an increase of 109 percent. However, the total amount provided to the education sector in relation to the whole budget (including debt servicing) has decreased from the previous year. In 2015-16 the budget for the education sector amounted to 17.2% of the total budget, while in 2016-17 the total budget decreased by one percentage point to 16.1% and by a further one per cent to 14.8% in 2017-18. A major factor in this decreasing proportion is the rapidly increasing amount of debt servicing. If debt servicing is excluded from total government expenditure, the proportion allocated to education remains at 21.2% of the budget, only a slight decrease from 22.1% in 2016-17.

Figure 3.19 below shows the total budget allocation over the last 12 years and it can be seen that the majority of the education budget is allocated at the primary level. In the 2015-16 fiscal year, 58.2% of the education budget was allocated to primary, whilst secondary education received 16.8%, and technical and higher education received 24.1%.

For the year 2016-17 the total budget has again increased from 3.870 shilling trillion to 4.768 trillion (23%). Due to the fee-free education policy the amount allocated to primary schools next year has also significantly increased from 58.2% last year to 63.3%, which reflects the Government's priority of providing universal basic education (UBE).

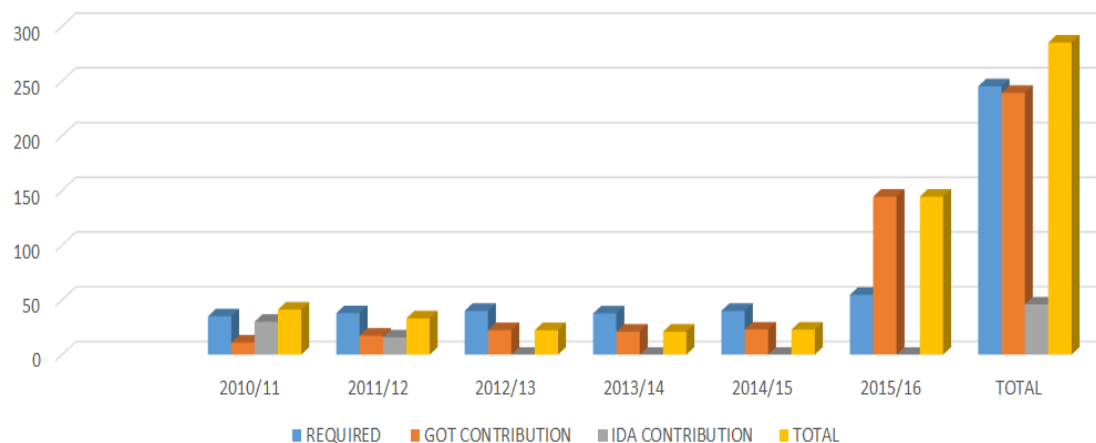
Figure 3.19: Budgetary Allocation to Education Sector by Education Levels 2004/05 - 2015/16 (in TZS millions)



3.10.2 Disbursement of Capitation Grants

In the FY 2015/2016 a total of TZS 285,188,176,652 was disbursed to all Local Government Authorities (LGAs) as Capitation Grants (CG) for the purchase of text books and other teaching and learning materials. The amounts of Capitation Grants disbursed to LGAs for the past five years is summarized in Fig 3.20.

Figure 3.20: Summary of Disbursement of Capitation Grants, 2010/11 – 2015/16 (in TZS million)



YEAR	REQUIRED	GOT CONTRIBUTION	IDA CONTRIBUTION	TOTAL
2010/11	35.03	11	30.14	41.14
2011/12	37.89	17.35	15.86	33.21
2012/13	40.06	22.41	0	22.41
2013/14	37.62	21.06	0	21.06
2014/15	40.05	22.99	0	22.94
2015/16	54.63	144.43	0	144.43
TOTAL	245.29	239.19	45.99	285.19

The United Republic of Tanzania has introduced since January 2016 the Fee-Free Basic Education Policy which includes Pre-Primary, Primary and Lower Secondary Education. The Fee-Free Basic Education Policy was one of the pledges in the 2015 Election Manifesto. The Government set aside a total of TZS 131,430,280,000 for funding the implementation of the policy from January-June, 2016. This huge amount of money is for: Capitation Grant (CG) TZS 49,173,174,000; food ration to boarding schools TZS 38,852,526,000; school fees compensation for Forms I-IV TZS 21,960,530,000; and examinations fees compensation for government students TZS 21,444,050,000.

In order to make the policy effective, the Government has changed the funding modality to schools. Unlike before when capitation grants had to pass through Councils first before reaching the respective school, now the money is sent directly to the respective school bank accounts. On average, in each month, the Government spends TZS 15,712,318,571 for school Capitation Grant and TZS 3,063,435,714 for Examination Matters. Apart from removing schools fees, the government has also removed all other contributions which used to be paid by students; these contributions included construction, tasks, and academic contributions.

This policy has had a large impact among parents as they have been motivated to send their children to school in large numbers. As a result, enrolment for Standard I in 2016 and 2017 has risen massively to the extent of overcrowding classes and creating pressure on school infrastructure.

3.11 *Summary of the main challenges*

There is a large anticipated growth in numbers of children eligible to transition from primary to secondary on an annual basis due to the Fee Free Basic Education Policy and the steadily improving PSLE pass rate. Therefore there is need for preparation to handle the large increase in numbers of secondary learners (see 2.2.2 above).

In addition to the need for rapidly expanded secondary school infrastructure, there is a simultaneous need to increase the number of primary school classrooms by at least 45,000 in order to accommodate Tanzania's rapidly growing population of children as well as increasing enrolment rates in order to reduce significantly the numbers of school-aged children who are not in school. Tanzania has some of the largest primary schools in Africa, as well as one of the longest average distances from home to school for young children. There is therefore a need not just to add classrooms to existing schools but also to multiply the number of schools, including expanding the network of satellite centres to bring early grades facilities closer to the children's homes.

The reduction of preschool duration from the current two years to one year and making it compulsory has implications for curriculum design, teacher training, management and funding. These have to be addressed carefully because a vast amount of research shows that the quality of preschool and early grade experience is a major contributor and determinant of quality learning and success later in life.

The new Fee-Free Basic Education Policy has resulted in rapid increases in the number of children enrolled in school, starting from the 2016 intake. Accommodating this large number of additional students while simultaneously improving the quality of learning outcomes will present a major challenge. Although exam results have been improving since an all-time low in 2012 and the results of the independent EGRA and EGMA assessments show that children's acquired competencies are improving in the early grades, there is a long way to go before learning outcomes meet Tanzania's needs for the 21st century.

The teaching profession must be at the centre of required improvements in student learning outcomes, which need to be achieved by adopting more modern pedagogical approaches that are appropriate for Tanzania in the 21st century. The regulatory body for TDMS needs to work closely with the emerging Professional Body of teachers in order to streamline selection, training, and deployment into the teaching profession. Teaching is currently the only major professional group in the country where no professional body exists to supervise entry, training and progression within it, and this affects quality at all levels.

Inequity of access and learning outcomes continues to present a major challenge. From the gender perspective, girls have higher enrolment and retention rates in both primary and lower secondary education, but lag behind boys in the transition rate from primary to secondary and also, on aggregate, underperform in exams compared to boys. Girls' access to higher secondary and to higher education lags far

behind that of boys. From the geographical perspective, there are large variations in enrolment and retention rates and in exam performance across the country, with remoter rural areas lagging far behind the urban areas. Significant numbers of children remain out of school, although the introduction of fee-free basic education since 2016 is starting to make an impact in reducing this number. Improving access and learning achievement for children with disabilities and other special needs requires more attention and resources.

Finally, the Tanzania Development Vision (TDV) 2025 and the Five-Year Development Plan (FYDP) envisage a significant technological upskilling of Tanzania's human resources. This implies an expansion both of TVET and of STEM subjects in Higher Education. However, with the rapid expansion of basic education as described above, coupled with no significant additional financial resources anticipated for the education sector for the foreseeable future, the government does not have the resources to invest heavily in expanding technical education. This calls for: (1) increasing the efficiency of utilisation of the available resources, to achieve more results with the same resources; and (2) increasing private sector investment in technical education. Furthermore, technological upskilling requires a good foundation to be laid in the early years, but there is currently a severe shortage of competent maths and science teachers throughout the basic education system. This deficiency needs to be addressed urgently.

CHAPTER 4

4) POLICY PRIORITIES, OBJECTIVES AND STRATEGIES

This chapter presents the main policy orientations of the Tanzanian government, its overall development vision, and the implications for the education system. It subsequently proposes the major policy orientations for the education sector.

These policy orientations are then translated into the priorities for the sector, the objectives of ESDP, and the major strategic approaches identified to achieve these objectives.

4.1 *The Aims of the ESDP*

The ESDP is built upon the recognition that a well functioning education system is a necessary condition and prerequisite for achieving improvements in educational outcomes and for achieving national development through enhanced human capabilities. Within the overall goal of socioeconomic growth and poverty reduction through improvements in the provision of education, the aims are to:

- Ensure that the entire education sector and all activities within it are focussed on the overarching goal of improving learning outcomes and relevant skills acquisition;
- 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 across sub-sectors;
- 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 and other vulnerable groups can access quality learning opportunities and thus obtain knowledge and vocational skills.

4.2 *National Policy Framework*

The **Second Five Year Development Plan (FYDP II) 2016/17–2020/21** presents the overall national policy framework for the ESDP. Developed as one of three sequential five-year development plans within the Long-Term Perspective Plan (LTPP) 2011–2026, the FYDP II implements Tanzania’s Development Vision (TDV) 2025, which aspires to have Tanzania transformed into a middle income, semi industrialized nation by 2025. Among the five attributes identified in the TDV to characterize Tanzania in 2025 is “an educated and learning society” (URT, 2016).

The theme of the FYDP-II is *Nurturing Industrialization for Economic Transformation and Human Development* (URT, 2016). This integrates the drive towards growth and transformation articulated by the previous Five Year Development Plan (FYDP-I) framework on the one hand, and the focus on poverty reduction in the National Strategy for Growth and Reduction of Poverty (NSGRP/MKUKUTA) on the other.

Among the “key messages” for strategic interventions to which the FYDP-II responds is that commendable achievements have been made in the areas of social service delivery but population pressure, weak fiscal policy and rapid urbanization have undermined these gains. Against the backdrop of population growth alone, a “huge demand for prioritizing quality delivery of education and health services [...] calls for further investments in social infrastructure including classrooms and health centres, as well as facilities such as teaching equipment, textbooks, etc.” (URT, 2016). A priority strategic intervention is thus “education and capability development”: “FYDP II needs to address the quality of education as well as ensuring that its provisions are well aligned with and tailored to meet needs of both local society and competition in the domestic, regional and global economies.” (URT, 2016).

The FYDP-II puts great emphasis on the area of skills development, where strategic interventions are required to respond to the skills gaps identified by recent labour market surveys, for example:

- i. Tanzanian employees do generally have appropriate educational qualifications, but have either low levels or lack of soft or behavioural skills, which negatively affects labour productivity;
- ii. About 80% of the occupations currently available, including those that will be in demand in the next three to five years, are based on science and mathematics related subjects, while pass rates in Form IV and VI were lowest in mathematics and science related subjects;
- iii. Another dimension of skills gap is with regard to expectations of graduates, as about 79% of graduates aspire for wage employment upon completion of their basic training and only 17% consider self-employment, clearly jeopardizing the goal of promoting self-employment, despite the fact that only about 44% of graduates get employed in a year. (URT, 2016).

With regard to plan implementation, FYDP-II calls for the reform of governance structures, with a focus on “independence, transparency, responsibility and accountability,” recognizing the need to “effectively coordinate all functions and records of key outcomes of all government institutions, including the LGAs” (URT, 2016).

The specific policy framework for the ESDP is the **Education and Training Policy** (2014). The new ETP is the result of the harmonization and subsequent repeal of the Education and Training Policy (1995), the Technical Education and Training Policy

(1996), the National Higher Education Policy (1999), and the Information Technology and Communication for Basic Education Policy (2007).

The vision of the new Education and Training Policy is to produce *“An educated Tanzanian with the requisite knowledge, skills, ability and positive attitude that add value in national development”*; its policy mission is *“To improve the quality of education and training and put in place structures and procedures that will enable the country to get educated Tanzanians who are yearning to continue learning in order to add value in achieving national development goals.”*

The objectives of the Policy are to have:

1. A system, structures and flexible procedures that will enable a Tanzanian to continue learning using a variety of pathways academically and professionally;
2. Quality education and training that is recognized nationally, regionally and internationally;
3. Access to various education and training opportunities;
4. An increase of human resources commensurate with national priorities and demand;
5. An effective management and administration of education and training;
6. A sustainable financing modality for education and training; and
7. An education and training system that integrates cross-cutting issues.

In order to achieve these objectives, the ETP (2014) has identified seven major policy statements, closely linked to these objectives and intending to operationalize them:

- Access to various education and training opportunities;
- Quality education and training that is recognised nationally, regionally and internationally;
- An increase of human resources commensurate with national priorities and demand;
- An education and training system that integrates cross-cutting issues;
- A system, structures and flexible procedures that will enable a Tanzanian to continue learning using a variety of pathways academically and professionally;
- An effective management and administration of education and training; and
- A sustainable financing modality for education and training.

The Five-Year Development Plan and the Education and Training Policy form the overarching framework within which the ESDP is designed. Furthermore, international cooperation in education, science and technological issues is increasingly becoming important given the economic developments that require improved expertise, knowledge and experience. Cooperation is therefore necessary because knowledge and expertise have no boundaries or lines of demarcation. Tanzania is signatory to a number of agreements, protocols, and various regional and international commitments which have contributed to some of the successes in the education sector. However, there are challenges particularly in areas that require

amendments of policies, regulatory issues and implementation systems and structures in order to accommodate regional and international cooperation. Therefore, the ESDP recognizes that structures for implementing regional and international cooperation and regional integration in education, science, technology and innovation between Tanzania and other countries are inevitable for successful development.

Existing international conventions and protocols and regional cooperation and integration on areas of education, science and technology include: the Sustainable Development Goals (SDGs 2030), particularly Goal 4 on Education; UNESCO Science Education Policy declarations; and other multilateral and bilateral cooperation.

The **Sustainable Development Goal 4**, has ten targets:

- By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes;
- By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education;
- By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university;
- By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship;
- By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations;
- By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy;
- By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development;
- Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all;
- By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries; and

- By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states.

Regional cooperation and integration initiatives include Southern Africa Development Community (SADC) Protocols on Education and Training and the treaty establishing the East African Community (EAC), which has article 102 on Education and Training. The article states that the Partner States agree to undertake concerted measures to foster cooperation in education and training within the community. The African Union (AU) undertakes several concerted efforts towards cooperation in education, science, technology and innovation among its member states. Other areas of regional cooperation include initiatives on basic education, intermediate education and training, higher education and training, research and development, lifelong education and training, publishing and library resources, and science and technology.

4.3 Vision for the Education Sector

The vision for the ESDP is in line with the Tanzania Development Vision 2025, National Five Year Development Plan (NFYDP) and the Sustainable Development Goals. The ESDP vision is to have an upgraded and coherently planned, managed and monitored education sector that will develop human capital in order to boost economic growth and reduce poverty.

The education sector is expected to contribute to social and cultural enhancement, national pride, community solidarity and individual fulfilment. The ESDP will focus on creating a conducive environment for teaching and learning with mutual respect between teacher and learner. During the coming five years, the ESDP's central purpose will be to contribute to the realization of the Tanzania Development Vision 2025. The focus of this ESDP, therefore, is to invest in:

- Developing an integrated and outcomes-oriented education system
- Building a culture of cherishing human development through hard work, professionalism, entrepreneurship, creativity, innovativeness, ingenuity, critical thinking and problem solving skills
- Fostering among learners a sense of self confidence, tolerance and high respect for all people irrespective of race, gender, geographical location and disabilities
- 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

The education sector is expected to play a major role in contributing to achieving the Government's vision for Tanzania to become a middle-income economy by 2025. The policy vision combines a commitment to: Universal Basic Education of 12 years; an expansion of Technical and Vocational Education, combined with expanded

enrolment in science and mathematics; and a consistent focus on quality teaching and learning.

Universal Basic Education of 12 years will consist of one year of pre-primary education, seven years of primary (or Cycle 1), and four years of lower secondary (or Cycle 2). By 2025, it is expected that the offer of basic education will cover all children of the relevant age. The main constraints, at present, are in pre-primary, where significant further expansion is needed, in the levels of drop-out throughout the cycle, and in the promotion from the final grade of Cycle 1 to the first grade of Cycle 2. It is expected that, by 2025, 90% of children who enter primary education will have benefitted from one year of pre-primary, that causes of drop-out will be addressed and that drop-out rates will have decreased significantly, and that the promotion rate between Cycle 1 and 2 will reach 90% by 2025.

This policy has the benefit of being designed to increase enrolment and retention and should considerably increase the number of children who complete the full primary cycle (Cycle 1) and transit to Cycle 2 over the short to medium-term. The abolition of tuition fees is key to this. This is however a high cost intervention that results in the recurrent cost of pre-primary rising three-fold over the period of the ESDP, while Cycle 1 and Cycle 2 recurrent costs rise by 20% and capital costs double.

However, in order to achieve improved results, these measures will need to be underpinned by investment to ensure the minimum conditions exist in schools to raise the quality of education. This implies significant investment to ensure adequate classrooms, school furniture and equipment, while it will also be necessary to ensure the availability of additional teachers, textbooks and other teaching materials. This has the potential to increase the level of educational attainment and lead to long-term economic benefits, particularly if literacy and numeracy levels are improved.

It is currently estimated that in order to ensure a maximum class size of 60 throughout the primary cycle, 45,000 additional classrooms will need to be constructed (54,000 without the universal introduction of double shift for pre-primary and Stds I-IV). If the class size were to be reduced to a maximum of 40 (the current policy, which is under review), while retaining single shift teaching, which is currently the norm, then more than 250,000 additional primary and pre-primary classrooms would need to be constructed. For secondary schools, if the targets for promotion and transition rates are met, more than 18,000 additional classrooms will be needed to maintain the current target maximum class size of 45. The five-year budget includes this expansion of infrastructure (i.e. 45,000 new classrooms for pre-primary and primary and 18,000 new classrooms for secondary). A large part of the need for secondary school infrastructure expansion is expected to be met through the results-based disbursement under the new World Bank Secondary Education Quality Improvement Program, scheduled to be launched in 2018.

The choices for the expansion of Technical and Vocational Education are guided by the vision that, by 2025, the labour force in Tanzania will be constituted, in line with the average for mid-level economies, as follows:

- 12.1% of the working population with high level skills (at present this is 3.6%)
- 33.7% of the working population with medium level skills (at present this is 16.6%)

The population with low level skills therefore should decrease from 80% to about 55%.

In order to allow for the necessary expansion of Technical and Vocational Education, a growing number of students will, after completing basic education, continue their studies, and four fifths of these will go into the TVET stream, with one fifth going into upper secondary. It is expected that, by 2025, 50% of Form 4 graduates will continue, including 40% going to TVET and 10% to Upper Secondary. Of those opting for TVET, about half of these will obtain a certificate and about half a diploma-level qualification, by 2025.

This implies a major policy shift away from higher education into TVET. This has a significant medium to long-term benefit of addressing the skills deficit in the labour force, as the inadequacy of workplace skills limits the growth and productivity of businesses in Tanzania and job creation. This in turn constrains economic growth, while any shift towards economic diversification will require a greater supply of higher level skills including technical skills. However, improvements take a relatively long-time and cannot remedy immediate skills shortages. In the short-term there are considerable cost implications as the expansion of TVET requires significant additional investment in infrastructure, equipment and teaching staff. It is estimated that the required investment in TVET will result in recurrent expenditure rising by 48% over the lifetime of the plan and in capital costs doubling. For the required benefits to emerge, there is also a need to ensure that the kinds of skills being supplied by TVET institutions match the demand from business.

At the end of Higher Secondary, the objective is that, by 2025, 60% of Form 6 graduates continue studying, with three quarters of these going into universities, and one quarter to tertiary level Technical and Vocational Education. Within the university sector, a growing number of students will be guided to the science and mathematics streams, including through offering loans preferentially for these streams. This will be important for increasing the supply of higher-level skills, particularly scientific skills where there are acknowledged shortages. This will have long-term economic benefits through increasing the skills base of the workforce, which in turn will potentially enhance the growth potential of firms in the engineering, manufacturing and science sectors.

Tanzania has at present a significant number of out-of-school children and youngsters and nearly a quarter of adults are illiterate. These groups will be offered an opportunity to re-engage in the education system, in part to further strengthen the skills profile of the labour force and because of the well-known social benefits of education. From an economic perspective, literacy has been shown to significantly affect individual income as illiterate adults face serious employability issues, given their low level of knowledge and expertise, while illiterate parents tend to have lower educational expectations and aspirations for themselves and for their children. In

order for these groups to be able to re-engage, the pathways between different formal and non-formal modalities and streams will be clarified, and transfer opportunities will be promoted, including through the use of the national qualifications framework.

The quality of students' learning and the sustainability of the skills they obtain, represents a major challenge and has the potential to undermine the economic benefits of the policy choices made if not addressed. Much progress has been made on improving the qualifications of teachers. The ESDP now focuses on several next steps, fully in line with the Education and Training Policy. These include a strengthening of quality assurance processes, in particular through regular evaluation of schools (see Section 3.7 above), and through the development of a national system for assessment of learning achievements. In order for these processes to have a positive impact on the education system, specific attention is being given in the ESDP to the feedback on their findings to all stakeholders, from communities to teachers to policy makers. Several quality improvement strategies focus on teachers, on their in-service training and support, on making the teaching profession more attractive, and on their working environment.

This broad policy vision is translated into a select set of sector priorities, ESDP objectives, and strategies, presented in the following sections.

4.4 Principles

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 for sustainable economic growth demand that education system graduates possess relevant skills and capabilities;
- iii. All persons, irrespective of gender, physical disability, or parents'/guardians' income, social status and geographical origins, will have access to at least basic levels of education;
- iv. Sub-sectoral programmes and performance will be synchronised and linked through consultative dialogue and pluralistic participation;
- v. Success in implementing agreed upon action plans in one sub-sector will not be allowed to cancel out success in implementing agreed action plans in any other sub- sector;
- vi. The funding of prioritised education provision is to be based on reliable data, quality dialogue and the resource envelopes available year by year, the main objective being to achieve value for money spent;

- vii. Teachers are to be assisted through Continuous Professional Development programmes to enhance the quality of their teaching and rewarded for making conscious efforts to gain more qualifications in teaching as part of a vanguard education reform movement;
- viii. Open learning will also be made available to teachers so that they may develop their understanding and capabilities, allied with enhanced classroom practice;
- ix. Teachers and educators will be 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 value and dignity, thus turning classrooms and adult centres into Centres of Excellence;
- x. Teachers will be assisted to embrace the principle that the school and teachers themselves cannot be improved by relying on outside support, 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. Institutionalised public participation will be promoted in relation to quality, access, equity, budgeting and financial monitoring, governance and accountability;
- xii. Each of the sub-sectors will use strategic monitoring and evaluation indicators to assess the attainment of its objectives, the main purpose of which will be to provide continuous feedback as a quality assurance measure, so as to gauge progress and guide budgeting;
- xiii. All indicators and all reporting data are to be disaggregated by gender and geographical location (district/region);
- xiv. All indicators and reporting data are to reflect the incidence of those with special educational needs and the vulnerable (such as orphans, disabled and out of school children and youth);
- xv. Regulatory bodies will be coordinated and monitoring structures strengthened; and
- xvi. Development Partners and Government will increase their commitment and resources, in order to achieve optimal efficiency and effectiveness.

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 performance 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.

4.5 Strategic Policy Objectives

Based upon these principles, the key strategic policy objectives of the ESDP are:

- i. Educational information is effectively managed and used to make sensible and systematic decisions;
- ii. Education sector teaching and non-teaching staff are conscientious, productive workers, adhering to professional conventions, rules and regulations;
- iii. The best available teaching talent is 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. 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 investment;
- 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. The ESDP and sub-sector plans are widely disseminated and understood, operating efficiently and effectively, and properly monitored and evaluated, so that lessons are learned and applied.

4.6 Thematic Priorities, Objectives and Strategies

Priorities, objectives and strategies are grouped under four broad themes, based on the policy orientations outlined in the 2014 Education and Training Policy (ETP) and in the National Five-Year Development Plan (NFYDP). Please note that only the higher level indicators (including Key Performance Indicators) are listed in this chapter. A fuller list of indicators is found in Chapter 5 under the individual priority programmes, in Annex 2 and in the separate Monitoring and Evaluation Framework.

Three brief comments on the organization of this chapter: (i) several objectives may relate to more than one priority, and many strategies can help achieve various

objectives; therefore this chapter is not organized by systematically linking one set of strategies to one objective and to one priority, rather grouping these under the four broad themes; (ii) the linkages between priorities, objectives and strategies is clearly established in the next chapter on priority programmes, also detailing programme components, outcomes and results; (iii) indicators and targets, to suggest what can be achieved during the 5-year implementation time frame of the ESDP, will be further detailed in the logical framework and priority programmes described in Chapter 5, in Chapter 6 under monitoring and evaluation and in the separate Monitoring and Evaluation Framework.

4.6.1 Access, Participation and Equity

Priorities

1. Equitable participation in and completion of fee-free basic education for all, with particular attention to excluded groups, children with disabilities, out-of-school children, and through multiple pathways, formal and non-formal.
2. Increased access to post-basic learning opportunities, including through non-formal education and greatly expanded provision of skills training.

Objectives

- Universal participation in one year of pre-primary education achieved.
- Completion of twelve years of basic education increased through universal access to primary and lower secondary education, and significant reduction in dropouts, reducing the stock of out-of-school children.
- Equity in access to education improved.
- Provision of learning opportunities for youths, adults and marginalized groups improved.

Indicators

Key Performance Indicators (KPIs):

- The proportion of children enrolled in Standard I with at least one year of pre-primary education will increase to 87.5 % in 2020.
- The gross intake ratio to primary Standard I will decrease to 115.5% by 2020. It has to decrease because currently too many out-of-age-range children are enrolling in Standard I.
- The Gross Enrolment Ratio will improve from 72.3% to 97.3% for Pre-Primary, from 92.4% to 100.8% for Primary and from 41.4% to 47.6% for Lower Secondary – all by 2020.
- The Net Enrolment Rate will improve from 44.6% to 60.0% for Pre-Primary, from 84.0% to 90.0% for Primary and from 33.4% to 60.0% for Lower Secondary – all by 2020.

- The promotion rate from primary to lower secondary will increase to 80% by 2020 for both boys and girls.
- The survival rate to the last grade of basic education (i.e. from primary entry to Form IV of lower secondary) will increase to 64% by 2020 for both boys and girls.
- The average drop-out rate per grade in primary education will reduce to 2.5% by 2020.
- The percentage of out-of-school children of basic school age will decrease to 19% by 2020.
- Total enrolment in adult education will increase to 1,130,000 by 2020, with a greater proportional expansion in underserved regions.
- The transition rate from Basic Education Form IV to TVET will increase to 27% by 2020 while the transition rate to Form V of Higher Secondary will reduce slightly to 18% with gender parity achieved. (While the transition rate to HS will decrease, the actual number of students is likely to increase moderately due to the larger number of students completing lower secondary; however the main emphasis is on rapidly increasing the enrolment in TVET, especially in years 3, 4 and 5 of this ESDP.)
- The Gross Enrolment Ratio in university education (including tertiary technical education) will increase to 6.3% by 2020.
- The Survival Rate across all TVET institutions will be maintained at 90% or better from 2020 onwards.

Other high-level indicators:

- Primary Survival Rate.
- Lower Secondary Survival Rate.
- Higher Secondary Survival Rate.
- The Gross Enrolment Ratio in Higher Secondary
- Number of people by age range (14-18 years and 19+ years) who have undertaken some form of formal or non-formal education or training within the last 12 months.

Strategies

Infrastructure/Distance to School: Review, map, expand and implement the school/classroom building programme, to meet rising demand at all levels, redress the relative shortage of classrooms and meet national pupil-classroom ratio standards. The programme should aim to minimize regional disparities, paying attention to cost-efficiency, using satellite centres where appropriate to reduce gaps in distance to school for pre-primary and the lower primary grades and constructing more lower secondary schools to increase access to and enrolment in secondary education, especially by girls.

Teachers: Revise the strategy for the recruitment, deployment and retention of teachers so that a sufficient number is available for each age-

group/level/grade/subject/stream, respecting pupil-teacher ratio and maximum class size standards and teacher workload. Expand teacher training college capacity. Devise and implement campaigns to change the public perception of the profession.

School Environment: Ensure schools are adequately resourced with infrastructure (including gender-segregated toilets), facilities and equipment to be safe, inclusive and child-friendly. Develop a KAP (Knowledge-Attitudes-Practice) strategy to improve staff attitudes towards pupils, with special consideration for children from marginalized groups, children with disabilities and girls, to make the learning atmosphere more appealing, reducing non-attendance and dropout.

Demand-Side Factors: Collaborate with LGAs to implement cost-reduction/compensation/incentive mechanisms to attract the pupils from families in greatest financial difficulty to school and retain them, including through cash-transfers, direct subsidies or school feeding programmes. Develop inclusive approaches to cater for children with special needs or from marginalized groups. Carry out IEC campaigns to overcome socio-cultural demand-side barriers to full access and participation.

Post-basic Learning Opportunities: Mobilize additional funds, political will and community participation to increase the capacity of youth, adult and non-formal education to provide diverse quality, relevant, flexible and recognized learning opportunities, including in literacy and domestic and productive skills through ICBAE programmes, and reducing regional disparities.

4.6.2 *Quality and Learning*

Priorities

Quality education that will provide learners at all levels with the relevant knowledge, competencies, skills and abilities to enhance their personal well-being and become active workers and professionals.

Objectives

- Learners acquire acceptable levels of competencies and vocational skills.
- Teachers are trained and qualified at all levels, including for the facilitation of adult literacy classes, competent in appropriate pedagogical approaches, motivated, and provided with adequate pedagogical and andragogical support.
- Learning achievements are regularly tracked by a national curriculum-based assessment system that provides timely information on individual and school performance.
- Learning environments are suitable and stimulating for all learners and teachers.
- Curricula are aligned and relevant to local and global opportunities and challenges.

- School leadership and management are improved for effective performance and accountability.
- Learners and teachers are proficient in the language of instruction.
- Expanded and improved use of ICT in teaching and learning.
- Research and studies for better delivery of quality education strengthened.

Indicators

Key Performance Indicators (KPIs):

- The Pupil/Qualified Teacher Ratio in Cycle 1 of Basic Education (primary) will be below 60 by 2020 in all schools and the national average within the range 40-45.
- The Pupil/Qualified Teacher Ratio in Cycle 2 of Basic Education (lower secondary) will rise gradually to 25 by 2020 with an increase in the proportion of teachers qualified to teach science and mathematics. This requires a reduction in the number of arts subject teachers, partly through attrition and partly through redeployment to primary schools to teach the upper primary classes. (Secondary teachers are not adequately trained to teach early years students.)
- The PSLE Pass Rate will improve to 75% by 2020.
- The CSEE Pass Rate will improve to 75% by 2020.
- 30% of Standard II learners will achieve the national benchmark on reading with comprehension by 2020.
- 20% of Standard II learners will achieve the national benchmark on mathematics (addition and subtraction) by 2020.
- 70% of adult learners will achieve a basic level of proficiency in literacy and numeracy skills by 2020.

Other high-level indicators:

- A-level Pass Rate.
- Percentage of youth and adults possessing ICT skills.
- Percentage of schools meeting minimum multi-indicator School Quality standard.
- Teacher attrition rates.
- Teacher attendance and time-on-task rates.
- Pupil-textbook ratio, by subject and grade.
- Percentage of school leaders certified as having achieved the required level of competency in leadership and management.

Strategies

Teacher Profiles: Conduct a survey of teacher competencies to inform/update the teacher development strategy and develop a unique teacher policy, harmonize pre-service and in-service teacher training and qualifications.

Teacher Training: Develop teacher education curriculum framework for enhancing proficiency in priority areas (including maths, science, English and early years) and covering the needs of teachers at all levels.

Teacher Motivation: Implement measures to enhance the school and external factors that impact teacher motivation, effectiveness and retention. In particular, consider career progression in the teacher development strategy, a review of supervision and inspections to focus more on support and working conditions. Review other incentive mechanisms and improve working conditions to enhance personal motivation.

Learning Environments: Align the quality and availability of teaching and learning materials with the curriculum standard. Make classrooms safe, accessible and stimulating. Promote learner interest through extra-curricular activities.

Curriculum: Adopt a holistic vision of curriculum development and implementation through a unique competency-based curriculum framework and core curriculum document, in line with the national development vision and labour market requirements, ensuring relevance and inclusion of local context as well as global contemporary issues, and duly reflected in teaching and learning materials.

Quality Assurance: Diversify learner assessment tools and promote their effective use by teachers and examination officials, to support learning and measure achievements. Provide frequent supportive supervision of schools and teachers by Head Teachers, Ward Education Officers and from the district level, and regular whole-school quality assurance visits, with feedback to schools for implementation of improvement measures.

Community Participation: Mobilize and sensitize parents and communities on their roles and responsibilities in early childhood development, the importance of pre-primary enrolment at the correct age, and generally in supporting learners and teachers, as well as their potential impact on quality through involvement in school management through school management committees.

Language: Design and implement appropriate language strengthening courses for in-service teachers, and provide language orientation/proficiency courses for learners.

Leadership and Management: Conduct trainings for school leaders and managers to enhance efficiency and accountability.

4.6.3 *Education for Social and Economic Development*

Priorities

1. Supply of human resources that is aligned with labour market demands, in key sectors and for strategic industries, and national priorities, raising productivity and competitiveness.
2. The population is equipped with key knowledge, skills and attitudes to promote a healthy, peaceful, equitable, safe and environmentally-friendly society.

Objectives

- Equitable access to TVET and higher education is expanded with special focus on females, people with disabilities and marginalized groups.
- TVET and higher education programmes improve their responsiveness to labour market demands.
- TVET and adult learners have relevant, modern and transferable specialized and entrepreneurial skills, to raise productive employment, self-employment and competitiveness.
- Local and global citizenship awareness is mainstreamed in the curriculum at all levels of education, including the environment, gender, human rights, peace and social justice, disaster prevention, basic and reproductive health, and HIV&AIDS.

Indicators

Key Performance Indicators (KPIs):

- 30% of TVET graduates will have relevant employment one year after graduation by 2020 and 75% by 2025.
- 30% of university graduates will have relevant employment one year after graduation by 2020 and 75% by 2025, disaggregated by main stream.
- The proportion of science and mathematics graduates among all university graduates will be 20% by 2020 and 30% by 2025.
- The percentages of TVET graduates by type of qualification. This is initially for monitoring purposes only. Targets may be set later based on current trends and labour market information.

Other high-level indicators:

- TVET graduation rates.
- Percentage of employers indicating satisfaction with the practical skills of employees from TVET institutions.
- Proportion of TVET graduates employed in the economy, by sector.

- Percentage of women among students enrolled in TVET and in STEM subjects in Higher Education.
- Number of students with disabilities enrolled in TVET and in STEM subjects in Higher Education.
- Percentage of population that are TVET/HE graduates.
- Percentage of universities adequately equipped with ICT, STEM laboratories, etc.

Strategies

Expansion of TVET and HE Enrolment Capacity: Improve the capacity of TVET institutions (availability of infrastructure, facilities, equipment and teachers). Enhance alternative modes of delivery such as apprenticeships and distance learning to provide greater flexibility to learners. Promote and attract greater private sector investment in TVET.

Access for marginalized Groups: Provide relevant support to needy students, including students with disabilities, attending TVET and Higher Education institutions.

VET Cost-Effectiveness: Review the curricula of professional and vocational training to suit labour market demand.

Quality of TVET and HE: Improve teacher profiles in terms of qualifications and field experience. Provide learners with greater opportunities for practical and internship training in TVET and for research in HE. Modernize facilities and equipment to keep abreast of technological change. Put in place quality, audit and M&E systems.

Relevance of Education: Promote research and development to inform the supply of skills development programmes. Establish a credible labour market information system (LMIS). Promote public-private partnerships. Improve programme content to meet market demands.

Global Citizenship and Sustainable Development: Develop education policies and programmes to promote the inclusion of related subjects in curricula and enhance awareness of the benefits of behavioural change at the individual and social levels.

4.6.4 System Structure, Governance and Management

Priorities

1. Institutional arrangements are made more effective by the definition of mandates, the harmonization of regulations and guidelines, the promotion of accountability and the definition of functional coordination mechanisms.
2. Financing equity and sustainability are improved through a review of intra-sectoral allocations, efficiency gains, public-private partnerships and lightening the burden on households.

3. Horizontal and vertical mobility is enhanced by a framework offering a variety of pathways within and/or across general, technical, vocational and non-formal education streams.

Objectives

- Sustainable planning and management capacities of national, regional, and LGA officials are strengthened and their accountability for performance enhanced.
- Internal and external coordination and communication mechanism functionality of all education ministries, agencies and stakeholders, from central to LGA levels, is strengthened.
- Regulations, standards and guidelines are brought up to date and harmonized across the sector.
- Financial planning and education sector budget allocation and execution capacity is improved.
- Monitoring and evaluation of education outcomes strengthened.

Indicators

Key Performance Indicators (KPIs):

- Percentage of planned outcome targets achieved in a timely manner with regard to key improvements in management.
- 100% of KPIs will have annually updated information presented and analysed in the yearly statistical abstract, including disaggregation by gender and region/district and analysis of trends.
- By 2020 the percentage of the National Budget (excluding debt servicing) allocated to education (across all Ministries) will be at least 23.5%.
- The percentage of the annual education budget released and utilized will be 80% by 2020.

Other high-level indicators:

- Sector dialogue mechanisms functioning satisfactorily, including Joint Education Sector Review and ESDC meetings.
- Annual Education Sector Report is published in a timely manner with comprehensive analysis of data for each sub-sector, including progress against all aspects of this ESDP.
- Existence of feedback mechanisms with local communities in every LGA on implementation of education sector interventions.

Strategies

System-Wide Coordination, Collaboration and Accountability: Clarify roles and responsibilities of various actors, in particular between national, regional and LGAs and between the sub-sectoral streams such as school-based secondary education, TVET, ANFE and Higher Education. Develop effective mechanisms for coordination, co-operation and sector dialogue among institutions and stakeholders, to strengthen ESDP implementation, improve the effectiveness of aid management and enhance accountability. Develop and implement a unified communication strategy for the education sector.

Capacity development: Develop and approve an education sector Capacity Development Plan. Design and implement a sustainable professional development programme for all relevant staff according to ministries' needs. Improve the appointment processes within the educational administration. Create a conducive working environment for efficient and effective delivery of education and training support services, at national, regional, and LGAs levels. Build capacities for evidence-based prioritization, programming and monitoring.

Strengthened and harmonized regulatory framework: Prepare and enact a new Education Act which incorporates recent developments such as fee-free basic education and the shift to a 12-year compulsory basic education structure of 1-7-4. Update key national standards and strategies in such areas as school construction, teacher deployment, Quality Assurance, competency-based assessments and inclusive and special needs education.

Effective Resourcing and use of Finances: Explore and develop innovative financing modalities, including Public-Private Partnerships. Improve the financial management information system, including by providing regular and open information to track the flow and use of resources. Organize specialized training for resource utilization to relevant staff. Sensitize stakeholders and revise various stakeholders' roles and responsibilities in financing. Review and revise the allocation of capitation grants to schools to make them more equitable (i.e. supportive of improvements in the equity of access to and quality of education).

National Qualifications Frameworks: Revise the National Qualifications Frameworks to recognize different alternative learning opportunities.

Data Management and M&E: Strengthen and harmonize a system-wide monitoring and evaluation (M&E) framework at all levels of education and improve feedback to data users at all levels and throughout sub-sectors to monitor performance and inform decision-making. Ensure functional VET-MIS and HET-MIS to complement the existing BEMIS

Public-Private Partnerships: Mobilize private sector expertise to improve the quality of inputs, processes, outputs, assessments and inspections at all levels.

4.6.5 Immediate Priorities

These strategic policy objectives and thematic priorities and objectives will be achieved over the forthcoming 10-year period, of which this ESDP covers the first 5 years.

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 and among 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 the 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 a cost-benefit basis 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;
- ix. Reviewing and modernising school/college/institutional management; and
- x. Reviewing, revising, harmonizing and approving the legislative and regulatory instruments that govern the education sector.

4.7 Research

Research and studies have been included in a number of strategies within the ESDP. Undertaking research throughout the implementation process of the ESDP is a major input in the process of strengthening the delivery and monitoring of quality education.

Research facilitates the building of analytical skills and increases knowledge. It builds a database of information and allows for informed evidence-based policy, planning, budgeting and decision making. Availability of robust evidence helps to improve implementation and delivery of programmes.

Through the Education Sector dialogue structure a number of research studies have been undertaken and discussed at different levels, e.g. study on Human Resources Situation Analysis, Public Expenditure Tracking Study (PETS), Education Sector Analysis (ESA), Technical and Vocational Education and Training (TVET) Analysis, Teacher Development and Management Strategy (TDMS), a Study on Teacher Resources Centres (TRCs), In-Service Teachers Training (INSET), 3Rs Assessments, Unit Cost for Basic Education (Primary & Secondary), Teacher Claims, Textbook Provision, Teacher Deployment and Allocation, School Ranking Initiative, Capitation Grant Formula, to mention a few. Currently there are a number of ongoing studies and research commissioned to provide information on specific ESDP strategies including, among others:

- i. Research on Improving Systems of Education (RISE): which focuses on systems of education rather than on isolated inputs or programmes and examines how education systems can be improved to deliver better learning for all. The research is expected to contribute to evidence based comprehensive and sustained approaches to education planning and management with a focus on improving and sustaining learning outcomes.
- ii. Improving Early Grades Reading Fluency: (undertaken by University of Dodoma) an action research aiming at improving pupils' reading fluency in early grades by finding and investigating challenges teachers face in teaching reading fluency and exploring strategies that will help teachers improve their skills in teaching reading fluency.
- iii. Development of a National Framework for the Assessment of Children's Literacy and Numeracy Learning in Tanzania: aims at developing a Literacy and Numeracy Assessment Framework (LaNAF) to guide the development, implementation and reporting of standardized assessment of literacy and numeracy at national, district and school levels. The LaNAF will provide literacy and numeracy achievement data in a nationally and internationally comparable manner; the basis of assessment for the number of children and young people reaching national (and international) benchmarks in basic literacy and numeracy; and will develop a national profile of the country's strengths and weaknesses in literacy and numeracy teaching and learning.
- iv. Role of Home and Classroom Environment in Promoting Reading and Arithmetic Skills in Primary Schools: the main purpose of the study is to develop and carry out an intervention for promoting reading and arithmetic skills among Standard I and II pupils in Tanzanian primary schools. Specifically, the research aims at: identifying problems from home and classroom environments and will design an

intervention programme in collaboration with teachers and parents that will help to address the identified problems.

The Ministry of Education, Science and Technology will continue to make use of the findings from research, studies, and assessments done by other stakeholders including private and civil society organisations, donor supported programmes, universities and the Tanzania Commission of Science and Technology (COSTECH) to inform planning and other qualitative education aspects. COSTECH is the principal advisory organ to the government on all matters relating to scientific research, innovation, technology development and transfer. COSTECH further issues research permits to prospective researchers in the education sector and facilitates research capacity development through open and competitive research grants and fellowships support as well as research infrastructure improvement in the country.

CHAPTER 5

5) PRIORITY PROGRAMMES

This chapter presents, in the form of a series of matrices, the various priority programmes that will have to be implemented to achieve the ESDP objectives. Six priority programmes have been designed, with several sub-programmes for four of these. The overall structure is as follows:

1. Access and equity in basic and secondary education
 - a. Pre-primary
 - b. Basic, comprising primary and lower secondary
 - c. Advanced (higher) secondary
 - d. Out-of-school children
2. Quality of basic and secondary education
3. Adult and non-formal education
 - a. Access and participation
 - b. Quality and relevance
4. Technical and vocational education and training
 - a. Access and participation
 - b. Quality and relevance
5. Higher Education
 - a. Access and participation
 - b. Quality and relevance
6. System Structure, Governance and Management

For each programme or sub-programme, the matrix defines an objective and one or more indicators to assess the achievement of the objectives. The technical team, including through discussions with key stakeholders (representatives from the departments and agencies in charge of specific areas, education experts and development partners) came up with several sets of strategies, to achieve each objective. Strategies which are closely related are grouped into components. For each component, the matrix proposes an outcome and one or more indicators to assess the outcome. Each of the different strategies within a component is expected to lead to a specific result, which is also indicated.

The priority programmes form the basis of more detailed operational plans by sub-sector. The Operational Plan of the ESDP is presented at Annex 3. This was prepared following approval of this main ESDP document. The Operational Plan divides activities into the five component years of the ESDP and allocates indicative budgets to each cost centre for each year.

The structure of indicators and results at each level is presented in tabular form in Annex 2. The Logical Framework linking expected outputs, intermediate outcomes and

overall outcome is as shown in Figure 5.1 below. Please note that the structure of the Logical Framework does not map directly onto the structure of the Priority Programmes, because the Priority Programmes are subdivided according to organizational sub-sector, which is necessary for the allocation of budgets and accountabilities, whereas the Logical Framework provides the overarching logic of the entire ESDP. The arrangements for measuring and monitoring progress, along with targets for each indicator, are elaborated in the Monitoring and Evaluation Framework, at Annex 4.

Please see Annex 2 for a tabular version of the priority programmes and sub-programmes, with their respective outcomes, strategies, results and indicators. Against each outcome listed in Annex 2 there is a colour-coded cross reference to the relevant Logical Framework outcomes: **A#** for “access, participation and equity”; **Q#** for “quality education”; **SE#** for “education for social and economic development”; and **M#** for “governance and management systems and structures”.

Figure 5.1: ESDP Logical Framework

IMPACT	OUTCOMES	OUTPUTS	ASSUMPTIONS
<p><i>Improved literacy, life skills and lifelong learning for better livelihoods of children, youth and adults in Tanzania</i></p>	<p>Access, Participation and Equity:</p> <p>Equitable participation in and completion of basic education for all, through both formal and non-formal pathways;</p> <p>Increased and inclusive access to post-basic learning opportunities, especially to skills training</p>	<p>A1: Increased capacity of communities, LGAs and MDAs to deliver quality basic and secondary education through both formal and non-formal pathways</p> <p>A2: Increased capacity of schools and communities to ensure inclusive access and completion of basic education, with special focus on pre-primary education and the most vulnerable children and adolescents</p> <p>A3: Increased learning opportunities for youths, adults and marginalized groups</p> <p>A4: Increased uptake and completion of post-basic technical and skills training</p> <p>A5: Increased community and parental awareness and participation in education Programmes</p>	<p>Government can meet funding and capacity requirements, with timely and adequate support from Development Partners and the Private Sector</p>
	<p>Quality Education:</p> <p>Improved learning outcomes and learning environments for children, youth, and adults at all schools/institutions of learning, including the skills needed in the labour market</p>	<p>Q1: Increased availability of qualified teaching staff and non teaching staff at all levels</p> <p>Q2: Strengthened capacity of Quality Assurance bodies and training institutions to conduct curriculum based assessments</p> <p>Q3: Strengthened leadership and management capacity of school heads and heads of training institutions</p> <p>Q4: Improved capacity of schools and training institutions to provide conducive teaching and learning environment</p> <p>Q5: Strengthen capacity of schools, LGAs, Regional Secretariat, MDAs and training institutions to conduct research and studies, disseminate and utilize findings for planning, decision and policy making</p> <p>Q6: Curriculum at all levels is competency based and competitive</p> <p>Q7: Increased availability of ICT facilities to enhance Teaching and Learning at all levels of education</p> <p>Q8: Public private partnership improved</p>	<p>Budget allocation for the Education Sector is released in a timely manner by Central Government</p> <p>Adequate teaching and non-teaching staff can be recruited</p> <p>Communities are willing to uptake skills development programmes and to support new and existing initiatives/programmes</p>

IMPACT	OUTCOMES	OUTPUTS	ASSUMPTIONS
<p><i>Improved literacy, life skills and lifelong learning for better livelihoods of children, youth and adults in Tanzania</i></p>	<p>Education for Social and Economic Development:</p> <p>Expansion and improved relevance of skills development programmes for learning, personal empowerment, active citizenship and/or employability of youth and adults.</p>	<p>SE1: Improved capacity of TVET and Folk Development Colleges (FDC) to provide knowledge and entrepreneur skills among youth and adults for competitiveness and self-employment</p> <p>SE2: Improved curricula at all education levels that incorporate local and global citizenship awareness (the environment, gender, human rights, peace and social justice, disaster prevention, basic and reproductive health, and HIV/AIDS)</p> <p>SE3: Improved capacity of TVET and higher education to provide education programmes responsive to labour market demands</p> <p>SE4: Increased capacity for TVET and higher education to ensure inclusive access to education with special focus on females, people with disabilities and other marginalized groups</p> <p>SE5: Enhanced partnerships between technical and vocational education training institutions and the private sector to ensure labour market relevance</p>	<p>Communities are willing to engage with schools to ensure protective and safe learning environments</p>
	<p>Governance and Management Systems & Structures:</p> <p>Improved performance of education sector governance, planning, management and coordination systems at national, regional and LGA levels</p>	<p>M1: Increased planning and management capacities of national, regional, and LGA officials for enhanced performance and accountability</p> <p>M2: Improved financial planning and education sector budget allocation and execution capacity for national, regional, and LGA officials</p> <p>M3: Enhanced national capacity for education policy making and regulation, including updated, relevant and harmonized laws and regulations</p> <p>M4: Improved capacity at national, regional and LGA levels to monitor and evaluate education policies, plans, programmes and interventions</p> <p>M5: Improved internal and external coordination mechanism functionality among education sector stakeholders</p>	<p>Existing/newly established legal and regulatory frameworks and standards are enforced</p> <p>Teachers are willing to undergo in-service trainings and to apply acquired knowledge and skills</p>

1: Access, Participation and Equity in Basic and Secondary Education

Sub Programme 1.A : Pre-Primary

Objective 1.A : Equitable access and participation in at least one year of free pre-primary education, with particular attention to excluded and disadvantaged groups

Indicators

K01: % of children in primary Standard I who have completed one year of pre-primary education, by region and gender

K03: GER in pre-primary

K04: NER in pre-primary

Component 1 - Infrastructure/Distance-to-School

Outcome

Expanded supply and accessibility of schools and classrooms for one year compulsory pre-primary for all children aged 5/6 prior to entry to Standard 1, with specific attention to disadvantaged groups, including children with disabilities

Indicators

1A01: Pre-primary GER, by region and gender

1A02: % of primary schools with a dedicated pre-primary classroom

1A03: Pupil-classroom ratio in pre-primary

1A04: Average distance to school for pre-primary, by district and region

Strategy 1

Expand existing primary school buildings' capacity to accommodate pre-primary children

Result

Existing schools have adequate classroom space to provide pre-primary education to children within their catchment area

Strategy 2

Establish satellite centres to accommodate children living far away from schools

Result

Children, including those who live in remote areas far from primary schools, are able to enrol in pre-primary education, including school readiness programmes, via satellite centres

Component 2 - Teachers

Outcome

Availability of sufficient number and equitable deployment of adequately trained teachers in pre-primary classrooms

Indicators

1A05: PTR, by gender and region

Strategy 1

Increase the intake of candidates/trainees into pre-primary teacher education

Result

Availability of pre-primary teachers in sufficient numbers

Strategy 2

Recognise pre-primary/early childhood as an employment stream, having an approved scheme of service and specialised pre-service training

Result

Pre-primary / early-grade teaching achieves status as a specialised field of teaching with appropriate pre-service training and career path

Strategy 3

Improve pre-primary teacher deployment, including through better collection and use of data

Result

Data on the pre-primary workforce and expected shortfalls are systematically used to inform pre-primary teaching staff development and deployment

<p>Strategy 4 Strengthen professional development of pre-primary teachers including early gender socialization practices</p> <p>Result Pre-primary teachers participate in professional development programmes, which respond to their training needs</p>
<p>Component 3 - School Environment</p>
<p>Outcome Schools and satellite centres provide learning environments that are inclusive, safe, age-appropriate and child-friendly, encouraging timely enrolment and retention</p>
<p>Indicators 1A06: % of pre-primary classes/areas that meet minimum set standards</p>
<p>Strategy 1 Provide pre-primary classrooms/areas with the necessary materials, equipment, facilities and safety measures</p> <p>Result Pre-primary children attend classes in an environment with adequate materials and equipment, that are safe and appropriate for their age</p>
<p>Strategy 2 Supply gender and disability sensitive materials and facilities to cater for children from currently disadvantaged groups</p> <p>Result Materials and facilities are increasingly available for children from disadvantaged groups</p>
<p>Component 4 - Community Participation</p>
<p>Outcome Parent and community knowledge and support for one year of pre-primary for all (at the correct age) is reinforced, and commitment to early learning at home and at school is increased</p>
<p>Indicators 1A07: % of school management committees who actively support pre-primary schooling</p>
<p>Strategy 1 Develop and implement a parenting communication and education campaign on support and engagement in pre-primary education</p> <p>Result All parents are aware of the benefits of early learning and pre-primary education, and supporting practices, leading to improved school readiness, timely entry to pre-primary and positive gender socialization practices</p>
<p>Strategy 2 Community engagement in promoting, supporting, sustaining and improving pre-primary education, including through school and satellite management committees</p> <p>Result Stronger community engagement and advocacy in expanding/improving local pre-primary education and early learning opportunities</p>

Sub Programme 1.B : Primary and Lower Secondary

Objective : Equitable access to and successful completion of basic education for all, improving internal efficiency and addressing the causes of dropout, with particular attention to excluded and marginalized groups, to reduce disparities based on gender, disability and geographical location

Indicators

K02: Gross intake ratio to primary Standard I

K03: GER in primary and lower secondary

K04: NER in primary and lower secondary

K05: Promotion rate from Primary to Lower Secondary cycles of Basic Education

K06: Survival rate from Standard I to the last grade of Lower Secondary (Form IV)

H01: Primary Survival Rate and Lower Secondary Survival Rate

Component 1 - Infrastructure/Distance-to-School

Outcome

Availability of sufficient schools and classrooms that are near enough to the population to meet the needs of Universal Basic Education, meeting pupil-classroom ratio standards and reducing regional disparities in distance to school

Indicators

1B01: Pupil-classroom ratio, by grade/cycle, district and region

1B02: Number of satellite centres opened

1B03: Average distance to school for both primary and secondary, by district and region

Strategy 1

Build more schools, expanding Basic Education coverage where it is weak but reasonable economies of scale are achievable, including adding secondary sections to existing primary schools

Result

Greater number of schools providing the full BE cycle, making physical access more equitable for all

Strategy 2

Establish satellite centres where population density does not currently justify building a school

Result

Improved access to Basic Education for children in hard-to-reach areas, including OOSC or children at risk of becoming OOS

Component 2 - Teachers

Outcome

Availability and equitable deployment of sufficient number of teachers by grade, subject and stream, respecting pupil-teacher ratio standards

Indicators

1B04: Annual intake into TTCs

1B05: PTR, by cycle, subject, gender, district and region

Strategy 1

Increase the intake of candidates/trainees into teacher education and teacher training colleges

Result

Greater number of potential teacher candidates and enrolees on pre-service teacher training programmes, facilitating recruitment

Strategy 2

Enhance the attractiveness of and satisfaction with the teaching profession

Result

Improved retention and reduced attrition, facilitated recruitment, increased motivation, availability and time-on-task

<p>Strategy 3 Devise and implement campaigns to revalorize the public perception of the teaching profession</p> <p>Result Campaigns on the teaching profession have improved its image, promoting interest among potential teacher candidates</p>
<p>Strategy 4 Review the teacher deployment formula, mechanisms, approaches and incentives, with a focus on subject shortages for lower secondary and also on ensuring equitable deployment of teachers among grades and streams within schools</p> <p>Result Teachers are deployed nationwide equitably and effectively, ensuring gaps in local pupil-teacher ratios are reduced</p>
<p>Strategy 5 Develop and implement a national strategy to increase the production of competent mathematics teachers for both primary and secondary</p> <p>Result Adequate availability nationwide of mathematics teachers (both maths/ science cluster in primary and specialised secondary teachers)</p>
<p>Strategy 6 Develop and implement a national strategy to train teachers on special needs education</p> <p>Result Teachers are more aware of the constraints which children with special needs experience and how to help them overcome these</p>
<p>Strategy 7 Strengthen the provision of remedial classes for lower performing girls and boys in English language and STEM</p> <p>Result Improved pass rate in English and STEM for girls and boys</p>
<p>Strategy 8 Strengthen the capacity of teachers and school heads in gender analysis, gender responsive pedagogy and integration of gender issues in the school improvement plan</p> <p>Result All schools implement school improvement plans that are gender transformative for boys and girls</p>
<p>Component 3 – School Environment</p>
<p>Outcome Schools are safer, more inclusive and child-friendly, encouraging timely enrolment, attendance and retention</p>
<p>Indicators 1B06: % of schools meeting set standards, or proxy index based on shortage of latrines/desks/etc., by cycle and region 1B07: Number of schools with an emergency plan</p>
<p>Strategy 1 Strengthen guidance, counselling and child protection services in school to protect boys and girls from sexual abuse, harassment and bullying</p> <p>Result School environments are safe for learning for both boys and girls</p>
<p>Strategy 2 Ensure that schools are adequately supplied with appropriate equipment and facilities for different ages and groups</p> <p>Result Teaching and learning environment is improved, including for children with special needs, favourably impacting participation and retention</p>

<p>Strategy 3 Develop a KAP (knowledge-attitudes-practice) strategy to improve school-staff behaviour, attitudes and care practices</p> <p>Result More appealing and friendly learning atmosphere, for pupils in general, and children from marginalized groups, including disabled children, in particular</p>
<p>Strategy 4 Schools have emergency management (contingency plans) in place and teachers and communities are trained on them</p> <p>Result Teaching and learning environment is safer, favourably impacting motivation, retention and continuity in case of emergency</p>
<p>Strategy 5 Strengthen school WASH</p> <p>Result All male and female children in school are able to access sanitary toilet facilities (including segregated, girl-friendly facilities) and all schools have drinking water on their premises accessible by all staff and students</p>
<p>Strategy 6 Strengthen school health and nutrition in collaboration with MOH</p> <p>Result School health and nutrition services are available in schools, in line with national minimum standards</p>
<p>Component 4 - Support for Most Vulnerable Students</p>
<p>Outcome Ensuring all students gain access to and complete Basic Education, regardless of their means or vulnerability</p>
<p>Indicators 1B08: Number of children with special needs enrolled, by gender and region 1B09: % of primary and lower secondary schools with at least one teacher trained on inclusive and/or special needs education</p>
<p>Strategy 1 Make schools inclusive for students with special needs and for girls</p> <p>Result Students with special needs are retained in schools, with reduced dropout rates</p>
<p>Strategy 2 Provide trained and equipped specialist teams in every region to help schools and communities identify children with special educational needs</p> <p>Result Students with special needs are identified so that they can receive appropriate support</p>
<p>Strategy 3 Amend capitation grant formula to provide additional resources to normal schools that enrol children with special needs</p> <p>Result Increased enrolment of special needs students in normal schools</p>
<p>Strategy 4 Design and implement a “communication for development” strategy to promote the engagement of boys, men and women champions in the education system and in rural communities to protect girls from early marriage and unintended pregnancies</p> <p>Result Reduced number of school girls’ early marriages and pregnancies</p>

<p>Strategy 5 Introduce a scholarship scheme in STEM for high performing girls from remote rural areas to continue their education from lower to upper secondary</p> <p>Result Increased girls' participation in STEM</p>
<p>Component 5 - Household Contributions to Education</p>
<p>Outcome Main education costs borne by households are reduced by half for all pupils, and further still for those from poor and disadvantaged backgrounds</p>
<p>Indicators 1B10: % of pre-primary and primary pupils benefitting from materials, porridge and lunches 1B11: % of schools which receive the full capitation grant in time 1B12: LGA budget devoted to financing the free education programme, by region</p>
<p>Strategy 1 Increase capitation grants to include the cost of providing all pupils with learning materials</p> <p>Result Household contributions to education costs are reduced, while improving the availability of learning materials</p>
<p>Strategy 2 Amend capitation grant formula to provide a fixed minimum and include a variable component to help the most disadvantaged</p> <p>Result Smaller schools and those in remote and disadvantaged areas receive adequate finance</p>
<p>Strategy 3 LGAs to identify disadvantaged pupils and cover any outstanding cost of learning materials, and to work with communities to provide porridge and lunches for those in greatest need, as well as other indirect costs of schooling (e.g. sanitary pads for girls, uniforms, exercise books, transport costs)</p> <p>Result Reduce the burden of non-fee education costs on the poorest families, removing a disincentive to enrolment or retention</p>
<p>Strategy 4 Encourage and/or develop community-based solutions to the provision of learning materials, porridge and lunches at school, according to the above cost-sharing arrangements</p> <p>Result Communities become more involved at the school level, promoting the cost-effectiveness and quality of school meals and materials' procurement</p>
<p>Strategy 5 Develop a parenting and community education strategy to inform and educate parents on ways to open communication with their sons and daughters on sexual and reproductive health issues, prevention of early pregnancies and promotion of equal treatment of boys and girls towards improved completion and performance</p> <p>Result Improved retention and completion rates</p>

Sub Programme 1.C : Higher Secondary
<p>Objective: Expanded access and participation with greater equity, and successful completion of A-Level secondary education, with an appropriate mix of subject specializations</p> <p><i>Indicators</i> K17: Transition rate from Basic Education (Form IV) to higher secondary H02: Secondary (A-Level) completion rate, by gender and region H03: Gross Enrolment Ratio in higher secondary</p>
Component 1 - Infrastructure
<p>Outcome Availability of sufficient schools and classrooms to accommodate qualified graduates from basic education</p>
<p>Indicators 1C01: Pupil-classroom ratio, by region 1C02: Pupil-latrines ratio, by region and gender</p>
<p>Strategy 1 Convert existing lower secondary schools into advanced secondary schools</p> <p>Result Expanded A-Level capacity, to accommodate the increased demand for advanced secondary education from Form 4 leavers</p>
<p>Strategy 2 Construct new secondary schools and classrooms according to further needs, as the number of Form 4 graduates increases</p> <p>Result Further capacity is made available as necessary</p>
<p>Strategy 3 Ensure that separate latrines are available for adolescent girls, in sufficient number and adhering to WASH standards</p> <p>Result Girls' enrolment and retention are improved</p>
Component 2 - Teachers
<p>Outcome Availability of sufficient number of teachers by subject, grade and stream</p>
<p>Indicator 1C03: PTR, by gender, grade, region and subject</p>
<p>Strategy 1 Create a mechanism whereby MoEST encourages teacher education candidate enrolment in understaffed A-Level subjects, especially science and mathematics</p> <p>Result Increased number of graduate teachers to cover demand in advanced secondary schools, across different subject specializations</p>
<p>Strategy 2 Improve the deployment of teachers, in particular those teaching priority subjects</p> <p>Result The distribution of teachers in all subjects is equitable across regions</p>
<p>Strategy 3 Improve teachers' working and living conditions including remuneration</p> <p>Result Increased teacher retention in schools</p>

Component 3 - Support for Most Vulnerable Students

Outcome

Ensuring the most capable students gain access to A-Level, regardless of their means or vulnerability

Indicators

1C04: Number of children with special needs enrolled, by gender and region

1C05: Number of beneficiaries of education access cash-transfer grants

Strategy 1

Make schools inclusive for students with special needs

Result

Students with special needs are retained in schools, with reduced dropout rates

Strategy 2

Strengthen existing cash-transfer systems and provide students from very poor families and disabled children with in-kind subsidies for education

Result

Poor families and families with disabled children receive compensation to cover some non-fee education costs, counterbalancing the opportunity cost of education

Sub Programme 1.D : Out-of-school children

Objective: Enhanced access, participation and completion of primary education by out-of-school-children and adolescents through flexible learning opportunities

Indicators

K07: Average dropout rate per grade in primary education

K08: The % of out-of-school children of basic school age

Component 1 - Reducing Drop-Out, with a Focus on Preventive Measures

Outcome

Fewer pupils drop out from school

Indicators

1D01: Dropout rate, by cycle, region and gender

Strategy 1

Develop a school-level system to identify pupils at risk of dropout, involving headmasters, teachers, PTAs and the community

Result

Pupils at risk of dropout are identified early on

Strategy 2

Include a module on pupils at risk of dropout in pre-service teacher training, to provide teachers with the skills and practices to support their continued schooling

Result

Children at particular risk of dropout are pedagogically and socially encouraged to pursue their education, improving retention

Strategy 3

Train and support head teachers on strategies and practices to prevent dropout

Result

Head teachers implement strategies and activities that favour retention

Strategy 4

Provide psycho-social support in schools, for those at risk of dropout

Result

Pupils receive psycho-social support, according to their needs

Strategy 5

Develop publicity campaign, other communication channels and partnership with communities to popularise the correct school starting age for all children

Result

Greater proportion of children start pre-primary at age 6 and Std I at age 7

Strategy 6

Further develop and scale up school readiness programmes for both primary and secondary

Result

Reduced drop-out from primary early grades and increased transition to secondary, especially for girls

Strategy 7

Pilot family learning programmes that develop literacy and numeracy skills of both parents and children

Result

Some parents in 5 at-risk regions send their children to school and keep them there throughout the compulsory education cycle

Strategy 8

Strengthen sexual and reproductive health knowledge, gender sensitivity and life skills with counselling services in non-formal education targeting out-of-school adolescent boys and girls

<p>Results Improved knowledge and skills on sexual and reproductive health for out of school boys and girls Improved access to counselling services for sexual and reproductive health and HIV prevention for adolescent boys and girls</p>
<p>Component 2 - Orientation and Guidance for OOSC</p>
<p>Outcome OOSC are identified, directed to the most appropriate learning stream or to the 'mainstreaming programme' and monitored thereafter</p>
<p>Indicators 1D02: Percentage of primary age children who are out-of-school 1D03: % of districts where a community-school based OOSC guidance and monitoring system is effective, by region</p>
<p>Strategy 1 Develop a community-based monitoring system, to identify OOSC of pre-primary and primary age and have their suitability for entering the 'mainstreaming programme' assessed in collaboration with schools</p> <p>Result 'Mainstreaming programme' participants' readiness to return to school is appraised in a timely fashion, the numbers that reintegrate school increases, and OOSC numbers drop</p>
<p>Strategy 2 Develop a monitoring system on the learning and experiences of pupils who have reintegrated into formal education</p> <p>Result The specific needs of pupils who have reintegrated into formal education are identified and addressed through the monitoring system</p>
<p>Strategy 3 Provide psycho-social support in schools for those who have returned to schools through the 'mainstreaming programme'</p> <p>Result Pupils receive psycho-social support, according to their needs</p>
<p>Strategy 4 Identify and use available learning spaces in primary and secondary schools and in FDCs for non-formal education, and issue appropriate guidelines</p> <p>Result Reduced distance from home to non-formal learning centres for girls and boys</p>
<p>Component 3 - Fast-Track Reintegration Programme</p>
<p>Outcome OOSC backlog is gradually reduced through their fast-track reintegration into the formal school system</p>
<p>Indicators 1D04: Numbers enrolled in the fast-track reintegration programme, by gender and region 1D05: Mainstreaming success rate, by stream followed, gender and region</p>
<p>Strategy 1 Develop and implement a comprehensive fast-track reintegration programme, through the piloting of different models</p> <p>Result Fast-track reintegration programme designed and agreed upon</p>
<p>Strategy 2 Ensure availability of appropriate learning resources for the fast-track reintegration programme, reflecting its characteristics</p> <p>Result Necessary learning resources are made available</p>

<p>Strategy 3 Provide competent teaching staff, with an appropriate profile for the programme</p> <p>Result Necessary teaching staff are available and offer effective support to pupils</p>
<p>Component 4 - Expansion of COBET⁹ I and II</p>
<p>Outcome Enrolment and successful completion of COBET I and II improved</p>
<p>Indicators 1D06: Numbers enrolled in COBET, by cohort, gender and region 1D07: Mainstreaming success rate, by cohort, gender and region</p>
<p>Strategy 1 Redesign, where needed, of the existing COBET I and II models, through a critical review of recent experiences</p> <p>Result Re-integration models for COBET I and II are reviewed and redesigned, in line with the major objectives of the ETP and the ESDP</p>
<p>Strategy 2 Ensure availability of infrastructure and facilities for COBET, including through effective use of existing facilities in the formal system</p> <p>Result Necessary infrastructure and facilities are available, capitalizing on existing school infrastructure and capacity</p>
<p>Strategy 3 Ensure availability of necessary teaching staff</p> <p>Result Necessary teaching staff are available</p>
<p>Strategy 4 Provide professional development to COBET teaching staff</p> <p>Result Teaching staff provide quality teaching and offer effective support to COBET learners</p>
<p>Strategy 5 Improve the assessment system of COBET learners, including through a more systematic use of its findings</p> <p>Result The knowledge and skills acquired by COBET learners are regularly assessed and the findings of this assessment are used to improve the programme</p>

⁹ Complementary Basic Education in Tanzania

2: Quality of Basic and Secondary Education

Objective: Improved and equitable learning outcomes for all in Basic Education and Advanced Secondary

Indicators

K09: Pupil/Qualified Teacher Ratio in Primary (Cycle 1 of Basic Education)

K10: Pupil/Qualified Teacher Ratio in Lower Secondary (Cycle 2 of Basic Education)

K11: PSLE Pass Rate

K12: CSEE Pass Rate

K13: % Std II learners achieving the national benchmark in reading with comprehension

K14: % Std II learners achieving the national benchmark in mathematics

H04: A-level Pass Rate

H05: % of schools meeting minimum multi-indicator School Quality standard

H06: Teacher attrition and time-on-task rates

H07: Pupil-textbook ratio, by subject

H08: % of school leaders certified as having achieved required level of leadership & management competency

Component 1 – Curricula

Outcome

Relevant competency-based curricula are in place and textbooks and teacher guides are updated accordingly

Indicators

2A01: Pupil-textbook ratio (for new books reflecting updated curricula), by level and subject

2A02: % of 15-year-olds demonstrating correct knowledge of environmental and gender/sexuality/HIV issues

Strategy 1

Implement the National Curriculum Reform programme and particularly reinforce the relevance of basic education curricula

Result

Competency-based curricula match socio-economic development needs including, at secondary level, labour market demands

Strategy 2

Revise the partially implemented new 6-year primary curriculum to cover seven years of primary, maintaining the competency-based approach

Result

Revised 7-year primary curriculum approved and implemented

Strategy 3

Develop a Basic Education Quality Assurance Framework

Result

Quality standards are adhered to in basic and secondary education

Strategy 4

Revise textbooks and teacher guides in line with the new curriculum

Result

Textbooks and teacher guides are revised

Strategy 5

Ensure availability of textbooks and teacher guides for all schools

Result

Enough textbooks and teacher guides are available in schools

Strategy 6

Provide global citizenship and life skills education, including on environmental and conservation issues and on gender, sexuality and HIV prevention

Result

School leavers show proficiency in their knowledge of environmental issues and life-skills-based gender, sexuality and HIV education
Component 2 - Teacher Education (Pre-Service and In-Service Training for Qualification)
Outcome All existing and newly recruited teachers obtain the required qualifications
Indicators 2A03: PQTR, by cycle, region and gender 2A04: % of teachers qualified, by level and gender
Strategy 1 Review Teacher Education Curriculum Framework to include priority issues, e.g. competency-based assessment, inclusive learning and early childhood care Result National Teacher Education Curriculum Framework revised
Strategy 2 Review Teacher Qualifications Framework Result Teacher Qualifications Framework integrated into national qualifications framework
Strategy 3 Formalise the training of primary teachers by semi-specialised subject cluster, including the existing arts, maths/science and early years streams and adding a language stream with an emphasis on English teaching Result Teachers have advanced subject knowledge and skills in each of the subject clusters (arts, maths/science, early years, English)
Strategy 4 Provide all newly recruited teachers at all levels with the relevant training to obtain the required qualifications Result All newly recruited teachers are qualified, in line with the requirements
Strategy 5 Provide all practising teachers at all levels, who do not yet have required qualifications, with the relevant in-service training to obtain the required qualifications Result All practising teachers are qualified, in line with the requirements
Strategy 6 Improve the quality of teacher training to promote a more learner-centred approach by teacher trainers and trainees Result Teacher trainers acquire and transmit pedagogical skills for learner-centred teaching
Strategy 7 Provide all teacher training colleges with appropriate facilities and teaching/learning resources, especially for science subjects at secondary Result Teacher training colleges have necessary facilities and resources, and more secondary teachers are drawn to science subjects and better prepared
Component 3 - Teacher Support and In-Service Training
Outcome Teachers receive regular support and in-service training, in priority areas in line with their needs and education system priorities

<p>Indicator 2A05: % of teachers having benefitted from at least three weeks of in-service training in the past 3 years</p>
<p>Strategy 1 Develop, disseminate and utilise implementation guidelines for provision of in-service training and support to all teachers, including in pre-primary</p> <p>Result Implementation guidelines prepared and utilized</p>
<p>Strategy 2 Collect and use information on competencies of practising teachers for planning of in-service training</p> <p>Result Information on teachers is used so that in-service training responds better to their needs</p>
<p>Strategy 3 Increase use and revival of TRCs through improved coordination and facilitation/resourcing</p> <p>Result TRCs are better able to deliver school-based INSET</p>
<p>Strategy 4 Develop, disseminate and utilise training and support packages to enhance teaching proficiency in priority areas (including STEM, gender issues and life-skills-based sexual and reproductive health) in line with the ETP and the national development plan</p> <p>Result Proficiency level gaps in priority subjects are addressed</p>
<p>Strategy 5 Strengthen the capacity of teachers to use school-based continuous assessment as a tool to support underperforming boys and girls</p> <p>Result Teachers have skills to use assessment to diagnose and act on learning difficulties in time</p>
<p>Component 4 - Teacher Motivation</p>
<p>Outcome Improved teacher attendance and retention Reduced teacher attrition rate (for causes other than retirement, death, etc.), by cycle</p>
<p>Indicators 2A06: Average teacher salary relative to other professions requiring a comparable level of education qualification 2A07: Average teacher time-on-task 2A08: Teacher absenteeism rate 2A09: Teacher attrition rate by education level and sex</p>
<p>Strategy 1 Developing and implementing a career progression mechanism, based on assessment of competencies, performance and attendance</p> <p>Result Career progression mechanism established and implemented</p>
<p>Strategy 2 Strengthen the effectiveness of WEOs in supporting teachers</p> <p>Result DEOs and WDCs provide more effective support to teachers</p>
<p>Strategy 3 Schools Quality Assurance Division ensures that Quality Assurance motivates teachers and strengthens their professional development</p>

<p>Result SQAOs provide more effective support to teachers, including through training and mentoring of WEOs</p>
<p>Strategy 4 Ensure that school management (school leaders and committees) provide motivating supervision and support to teachers</p>
<p>Result Teachers benefit from improved school supervision and support from school management and quality assurers, and spend more time-on-task</p>
<p>Strategy 5 Improvement of teachers' environment, in particular through staff housing</p>
<p>Result Teachers express increased satisfaction with their environment</p>
<p>Strategy 6 Develop and implement a specific support package for teachers in hard-to-reach areas (including top-up allowances, fast track career progression)</p>
<p>Result Teachers in hard-to-reach areas receive a special support package, contributing to a reduction in urban/rural/regional disparities in teacher deployment and PTRs</p>
<p>Component 5 - Learning Environment</p>
<p>Outcome Learning environments meet minimum standards of quality</p>
<p>Indicators 2A10: % of schools meeting minimum standards (by cycle) based on Domain 5 of the new Overall Schools Quality Score (quality of the school environment and its impact on welfare, health and safety) 2A11: % of schools having and using adequate level of ICT equipment</p>
<p>Strategy 1 Update and implement the minimum standards of quality learning environments in line with the ETP and new SQA framework</p>
<p>Result Minimum standards available and adhered to in establishing quality learning environments</p>
<p>Strategy 2 Transform classrooms into cognitively stimulating learning environments, especially for pre-primary, and Grades 1 and 2</p>
<p>Result Learning environments are conducive to learning</p>
<p>Strategy 3 Provide schools with necessary guidelines and resources to facilitate girls' and boys' participation in their own development through extra-curricular activities (e.g. games, sports and school clubs that are both subject-focused and crosscutting)</p>
<p>Result Schools have necessary guidance and resources and learners participate in extra-curricular activities</p>
<p>Strategy 4 Expand the equipment of secondary schools with subject-specific facilities (science laboratories, computer rooms) and libraries, including subscriptions to online library resources and supplementary STEM materials</p>
<p>Result Secondary-level learning experiences are improved, and the attractiveness of science subjects in particular is increased</p>

<p>Strategy 5 Abolishment of corporal punishment</p> <p>Result Teachers are using alternative ways of disciplining children</p>
<p>Component 6 - School Leadership and Management</p>
<p>Outcome School leaders and school committees contribute to improving quality through effective school management</p>
<p>Indicators 2A12: % of school heads certified in leadership, by level, region and gender 2A13: % of schools with a WSD plan, by level and region 2A14: % of schools with a functioning School Management Committee 2A15: % of schools meeting the minimum standard for quality of leadership and management (Domain 5 of the new Overall Schools Quality Score)</p>
<p>Strategy 1 Revision of profile and recruitment criteria and processes for school leaders</p> <p>Result School leaders are recruited on merit according to revised criteria and processes</p>
<p>Strategy 2 Certification of school leaders</p> <p>Result All school heads certified in school leadership and management</p>
<p>Strategy 3 Provide training to school leaders in school improvement planning, management and budgeting</p> <p>Result School leaders gain competencies in school improvement planning</p>
<p>Strategy 4 Develop capacity of school committees in activities relevant to their missions and to school improvement</p> <p>Result Schools have well developed and funded whole school development plans for school quality improvement</p>
<p>Component 7 - Quality Assurance</p>
<p>Outcome Quality Assurance processes are used to monitor teacher, student and school performance against standards and findings are used to improve practice</p>
<p>Indicators 2A16: % of schools having undergone a WSI once during last two years, by level and region 2A17: National assessment of learning outcomes is undertaken yearly and results systemized 2A18: % of schools (primary and secondary) by district and region that meet minimum standards according to the Overall School Quality Score</p>
<p>Strategy 1 Revise and/or develop quality standards, including revision of 2009 Basic Education and development of standards for pre-primary</p> <p>Result Quality standards developed and/or revised</p>
<p>Strategy 2 Make all education stakeholders aware of national quality standards and quality assurance processes</p> <p>Result Stakeholders are aware of quality standards</p>

<p>Strategy 3 Organization of regular Whole School Evaluation (school supervision and inspection) of Basic Education Schools, Secondary Schools and Teacher Colleges</p> <p>Result Whole School Evaluations are undertaken regularly</p>
<p>Strategy 4 Develop and implement a coherent national system for the monitoring of learning achievement, covering all relevant sub-sectors (COBET, pre-primary, primary, secondary)</p> <p>Result National curriculum-based system for monitoring learning outcomes approved and implemented</p>
<p>Strategy 5 Sharing of results of Whole School Evaluation and of Learning Assessments with key stakeholders at different levels, including local communities (online and paper-based digitized reports, as well as a simplified report card posted publicly at the school)</p> <p>Result Stakeholders are regularly informed of results</p>
<p>Strategy 6 Support to schools, Ward Development Committees, District Education Departments and central ministries on analysing and using the results of Whole School Evaluations and Learning Assessments</p> <p>Result Schools, Ward Development Committees, District Education Departments and central ministries use the results for improvement of policies and practices</p>
<p>Strategy 7 School management skills-enhancement for Head Teachers, School Committees and WEOs includes skills for school and teacher supervision, classroom observation and school-based continuous assessment</p> <p>Result Head Teachers, School Committees and WEOs have improved skills related to school supervision and student assessment</p>
<p>Component 8 - Operational Research</p>
<p>Outcome Improved understanding of the factors that affect differentials in student enrolment, retention and performance across gender, geographical location and other variables, and resultant amendments to existing policies and strategies</p>
<p>Indicators 2A19: Number of relevant studies undertaken 2A20: Number of amendments to existing education policies, strategies or budget allocations that are made based on these research findings</p>
<p>Strategy 1 Conduct study into factors affecting girls' poor performance in national examinations compared to boys</p> <p>Result Strategies are approved and implemented to improve girls' academic performance</p>
<p>Strategy 2 Conduct study into factors affecting drop-out, looking into variations by gender and district/region</p> <p>Result Differentiated, contextually appropriate strategies are implemented to improve student retention, especially in regions with the highest drop-out rates</p>

Strategy 3

Conduct study into factors affecting lower transition rates by girls into lower and higher secondary education and into TVET and universities

Result

Strategies are implemented that increase girls' transition and enrolment rates at higher levels of the education system

3: Adult and Non-Formal Education

Sub Programme 3.A : Improve access and participation of adolescents, youth and adults in adult and non-formal education programmes

Objective: Increase the number of adolescents, youth and adults who participate in adult and non-formal education

Indicators

K15: Total enrolment in adult and non-formal education

H09: % yearly growth in adult and non-formal education

H10: Number of people by age range (adolescents/youth/adult) who have undertaken some form of formal or non-formal education or training within the last 12 months

Component 1 - Mobilizing Resources for Adult and Non-Formal Education

Outcome

Increased government funding and development partner support for adult and non-formal education, to increase centres and courses, in such a way as to reduce regional disparities

Indicators

3A01: % of national education budget allocated to ANFE programmes (benchmark: 3%)

3A02: % of Development Partner support to education allocated to ANFE programmes

3A03: Actual disbursement to ANFE programmes by region and district, and annual change

Strategy 1

Mobilize political commitment across ministries and governmental institutions to adult and non-formal education by awareness raising through appropriate channels

Result

Increased levels of government funding for adult and non-formal education

Strategy 2

Raise awareness of adult and non-formal education as a national priority among Development Partners and the private sector, through sector dialogue

Result

Stakeholders respond with resource allocations to priority issues in adult and non-formal education

Strategy 3

Reinforcing the capacities of communities to engage in and mobilize support for adult and non-formal education

Result

Communities provide more effective support, particularly with regard to infrastructure

Strategy 4

Strengthen partnership with TASAF, private sector and other philanthropic organisations for inclusion of poor and vulnerable out-of-school adolescent girls and boys and youth in the provision of cash-transfers to cover examination fees and other related costs (working girls and boys) for non-formal learning

Result

Adolescent girls and boys and youth have access to resources to pursue second chance learning opportunities through non-formal pathways

Component 2 - Improving the Quality of National Literacy and Numeracy Data

Outcome

More nuanced and reliable data on levels of literacy and numeracy among youth and adults for better planning and management

Indicator

3A04: Share of adults and youth for whom more nuanced literacy/numeracy data are available

<p>Strategy 1 Develop and use nuanced and disaggregated information on literacy and numeracy needs of the young and adult population</p> <p>Result More reliable and up-to-date information for planning, designing, implementing, monitoring and evaluating ANFE initiatives</p>
<p>Strategy 2 Develop a standardized framework and tools for ANFE-centre based assessments of literacy and numeracy levels (equivalent to formal basic education leading to recognized certificates)</p> <p>Result Assessed levels of literacy and numeracy available to learners and ANFE providers, included in the framework of the TQF</p>
<p>Component 3 – Motivating Potential Learners to Participate in Adult and Non-Formal Education Programmes</p>
<p>Outcome Increased number of adolescents, youth and adults participating in adult and non-formal education programmes especially in regions with low coverage</p>
<p>Indicators 3A05: Participation rates of adolescents, youth and adults in alternative learning programmes (during the past 12 months and in relation to the total population of adolescents, youth and adults by region) 3A06: Adolescents, youth and adults enrolled in different components and levels of ANFE (number and % increase) 3A07: Youth and adults (15+ years) who have successfully completed different levels of literacy and numeracy skills (number and % increase) 3A08: % of youths/adults (15+ years) that have participated in any formal or non-formal training or education in the last 12 months (<i>combined indicator with TVET</i>)</p>
<p>Strategy 1 Develop recognised and accessible alternative learning pathways for out-of-school adolescent girls and boys, youth and adults to pursue academic and skills-based curricula and move between non-formal programmes with different purposes and of different levels, and between non-formal and formal modalities (horizontal and vertical mobility in the system)</p> <p>Result Adolescent girls and boys, youth and adult learners have maximum opportunity to pursue options for lifelong learning</p>
<p>Strategy 2 Plan, design and conduct targeted adult literacy awareness-raising and other communication campaigns to encourage participation and retention in ANFE, as well as parent/caregiver support and guidance to out-of-school adolescent learners</p> <p>Result Potential learners, in particular in most vulnerable regions, are able to access information on multi-pathway formal and non-formal learning opportunities in adult literacy, basic and pre-vocational adult education</p>
<p>Strategy 3 Develop and implement a curriculum with academic and skills-based components to provide alternative learning opportunities for out-of-school adolescent girls and boys which increase their chances for continuing education and employability</p> <p>Result Alternative learning curriculum for out of school adolescent girls and boys developed and approved</p>
<p>Strategy 4 Provide suitable and attractive premises for young people and adult learners</p>

<p>Result ANFE infrastructure and facilities are improved</p>
<p>Strategy 5 Reinforce open-access programmes in secondary education</p> <p>Result Young people and adults are able to access non-formal secondary education opportunities, and transition to teacher training, TVET, and higher education</p>
<p>Component 4 - Availability of ANFE Facilitators</p>
<p>Outcome Availability of a sufficient number of facilitators, respecting minimum standards, and their equitable deployment</p>
<p>Indicators 3A09: Number of recruited facilitators (in relation to estimated need) and annual change 3A10: Mapping of deployment of qualified ANFE teachers/facilitators by region and number of learners they serve by region (facilitator: learners ratio by region)</p>
<p>Strategy 1 Increase the intake of trainee facilitators in teacher training colleges</p> <p>Result Greater number of potential facilitators in pre-service teacher training programmes, facilitating recruitment</p>
<p>Strategy 2 Systematize the availability and use of facilitators, in line with the needs of communities</p> <p>Result Facilitators are deployed nationwide equitably and effectively</p>
<p>Component 5 - Coordinating the Provision of Vocational Skills across ANFE, FDCs and Other Providers</p>
<p>Outcome Increased number of young people and adults accessing relevant vocational skills-training opportunities</p>
<p>Indicators 3A11: Youth and adults who participate in vocational skills training (number and % increase) 3A12: Mapping of learner flows between and across ANFE programmes (number of learners referred from ICBAE to FDC and the other way round)</p>
<p>Strategy 1 Clarify and manage access to multi-pathway vocational and professional courses in all parts of the country, including linkages between ANFE, continuing secondary education and TVET, especially for vulnerable out-of-school adolescent girls and boys</p> <p>Result Thematic Coordination Unit for vocational skills-training is established within overall ESDP coordination structure (Sector Technical Working Group)</p>
<p>Strategy 2 Develop and periodically update a directory of providers</p> <p>Result Directory of providers is available, and digitized directory is integrated into the A/NFE-MIS under ESMS</p>
<p>Strategy 3 Map and monitor flows of graduates from ANFE, pre-vocational adult education to FDCs and TVET</p> <p>Result Data on flows are collected and integrated into the ESMIS sub-system</p>

Sub Programme 3.B : Improve the quality and relevance of adult and non-formal education and training

Objective: Ensure relevant and good quality alternative learning opportunities for adolescents, young people and adults

Indicators

K16: Youth and adults (15+ years) achieving a level of proficiency in literacy and numeracy skills that is equivalent to grade VI of formal basic education (number and % increase)

H11: Youth and adults moving to vocational training after acquiring proficiency (% of indicator immediately above)

H12: Youth and adults achieving TQF-certification through non-formal programmes (number and % increase)

H13: % of youth and adults possessing ICT skills

Component 1 - Relevant Curriculum

Outcome

Improved learning outcomes in all levels of literacy/pre-vocational and vocational skills training through use of a relevant and competency-based curriculum and strengthened quality assurance

Indicators

3B01: Curricula updated to cover the whole range of adult basic education (equivalencies) and with linkages to (pre-)vocational skills

3B02: Perceptions of learners regarding relevance, usefulness and level of assimilation of ANFE learning (annual sample survey)

Strategy 1

Implement a national survey in collaboration with the National Bureau of Statistics (NBS), to determine the literacy, numeracy, life skills and ICT skills levels of the adolescents, youth and adult population

Result

Literacy, numeracy and ICT skills levels of youth and adults determined

Strategy 2

Conduct periodic adult literacy and learning needs assessments at the appropriate level, targeting pre-vocational skills-training for young adults

Result

Gaps in the curriculum are identified with regard to pre-vocational skills and vocational skills training, in line with evolving labour market demands

Strategy 3

Revise the existing adult education curriculum in line with the results of learning needs assessments

Result

Young people and adults' learning/training needs are responded to in a relevant manner

Strategy 4

Develop a structured system of supervision and facilitator support, linked to the existing Quality Assurance system

Result

Existing Quality Assurance modalities include quality assurance for ANFE and support for ANFE facilitators

Component 2 - Teaching and Learning Materials

Outcome

Quality teaching and learning materials are available for all

<p>Indicators 3B03: Learning materials developed for all levels of ANFE’s adult basic education (equivalency) programme by applying quality criteria 3B04: Course-related materials available in to all learners (number of materials per level : number of enrolled learners) 3B05: Number of learners accessing online learning</p>
<p>Strategy 1 Review existing teaching-learning materials in line with the revised curriculum Result Pre-vocational skills and vocational skills training materials are available</p>
<p>Strategy 2 Develop e-learning/ digital learning tools Result Basic, post-literacy, and pre-vocational training modules are available online and/or utilizing new technologies</p>
<p>Component 3 - Qualified ANFE Facilitators</p>
<p>Outcome Improved quality of youth and adult education and training through professionalization of teaching personnel</p>
<p>Indicators 3B06: Policy for the creation of adult education profession and career in place and implemented 3B07: ANFE facilitators who have undergone the full cycle training (number and % increase) 3B08: Adult-oriented, interactive pedagogies acquired and applied by all ANFE facilitators (monitoring reports)</p>
<p>Strategy 1 Ensure that all facilitators undergo a full cycle of training, including on gender issues, offered in collaboration with or by Teacher Training Centres Result ANFE facilitators undergo the full cycle of training</p>
<p>Strategy 2 Promote professional development opportunities for ANFE facilitators Result Increased retention of qualified ANFE facilitators</p>
<p>Strategy 3 Undertake periodic action-research linked with the professional development for adult educators Result The relevancy of ANFE facilitator training programmes keeps pace with changing contexts</p>

4: Technical Education and Vocational Training and Folk Education

Sub Programme 4.A : Improve access to TVET for primary and secondary education leavers

Objective: School leavers provided with more opportunities for further education for effective integration into the labour market

Indicators

K17: Transition rates from Form IV to TVET, by gender and region

H14: Transition rates from Form VI to TVET, by gender and region

K20: Survival rates at the various levels of TVET

H15: % of women among students enrolled in TVET

H16: Number of students with disabilities enrolled in TVET

Component 1 - Enhancement of Infrastructure to Cope with Expanding Enrolment in TVET and Increased Demand for Skills Mix in the Labour Market while Addressing Regional Disparities

Outcome

Increased teaching and learning space, in particular in the disadvantaged regions

Indicators

4A01: Yearly number and year-on-year growth of learning spaces in TVET institutes, nationally and by region

4A02: % of youth/adult population who have attained labour-market-relevant vocational and/or technical skills

4A03: % of youths/adults that have participated in any formal or non-formal training or education in the last 12 months (*combined indicator with ANFE*)

Strategy 1

Rehabilitate and expand infrastructure for the existing institutions (including FDCs) including construction of new TVET institutions

Result

Increased total enrolment capacity for TVET education

Strategy 2

Rationalize training programmes and enrolment in the currently underutilized TVET institutions

Result

Increased capacity utilization of underutilized institutions

Strategy 3

Prepare and implement a strategy to attract greater private sector investment in TVET, including the establishment of government-approved and accredited privately owned institutions

Result

Establishment of accredited private sector TVET institutions working in partnership with industry

Strategy 4

Employing PPP to enhance teaching and learning infrastructure, as well as hospitality and sanitary facilities for learners and staff

Result

Presence of modern and well-functioning classrooms and practical learning facilities, resource centres, lecture rooms, offices, library facilities, hospitality and sanitary facilities, financed through PPP

Component 2 - Enhancement of Alternative Modes of Training Delivery and Duration

Outcome

School leavers provided with more parallel opportunities for skills development

<p>Indicators 4A04: Yearly growth of enrolment in alternative modes of TVET delivery 4A05: % of total TVET enrolment in alternative modes of TVET delivery 4A06: Completion rates in alternative modes of TVET delivery</p>
<p>Strategy 1 Introduce and enhance flexible programmes, including evening courses to allow for multiple entries/exits Results Flexible training programmes introduced in TVET in addition to normal programmes Enrolment with increasing trend of students undertaking flexible programmes every year Higher completion rates of TVET graduates undertaking flexible programmes</p>
<p>Strategy 2 Introduce, operationalize and enhance ICT mediated teaching and learning including ODL Result Increased access to TVET training programmes and institutions</p>
<p>Strategy 3 Scale up the application of Recognition of Prior Learning (RPL) to new entrants Results Increased completion rates and transition in TVET Increased access of TVET graduates to the labour market</p>
<p>Strategy 4 Introduce and scale up formal apprenticeship and outreach programmes Result Increased numbers of students participating in formal apprenticeship and outreach programmes</p>
<p align="center">Component 3 - Increasing the Participation of Under-Represented and Disadvantaged Groups in TVET</p>
<p>Outcome Participation of youth from under-represented and disadvantaged groups in TVET improved</p>
<p>Indicators 4A07: Numbers of eligible disabled school leavers enrolled in TVET and yearly growth in this number 4A08: Numbers of eligible disadvantaged groups (including orphaned, poor and child parent school leavers) enrolled in TVET and yearly growth in this number</p>
<p>Strategy 1 Sensitize potential disadvantaged candidates to promote interest in science and technology Result Increasing enrolment of disadvantaged school leavers in science and technology related programmes in TVET</p>
<p>Strategy 2 Provide preferential support to disadvantaged students in science and technology programmes in TVET Result Increasing enrolment of disadvantaged school leavers in science and technology related programmes in TVET</p>
<p>Strategy 3 Scale up and finance the pre-entry courses for disadvantaged candidates in science and technology field of programmes Result Increasing enrolment of disadvantaged school leavers in science and technology related programmes in TVET</p>

<p>Strategy 4 Allocate special quota for enrolment for under-represented students (including students with disability) in TVET</p> <p>Result Increased enrolment of eligible under-represented and disabled school leavers in TVET</p>
<p>Strategy 5 Allocate accommodation preferentially to students with disabilities</p> <p>Result Increased enrolment of eligible disabled school leavers in TVET</p>
<p>Component 4 - Enhance the Human Resource Capacities of Institutions</p>
<p>Outcome Adequate and appropriate human resources for effective teaching and learning</p>
<p>Indicators 4A09: Student/teaching staff ratio by training programme 4A10: Student/technical staff ratio by training programme</p>
<p>Strategy 1 Recruit and deploy teaching staff to attain the ratio of learners to teaching staff in conventional full time residential programmes at 8:1 in TET and 16:1 in VET and FDCs</p> <p>Result Improving proportion of student-staff ratio in TVET and by training programme</p>
<p>Strategy 2 Recruit and deploy technical staff to support learning</p> <p>Result Improving proportion of student-technical staff ratio in TVET and by training programme</p>
<p>Strategy 3 Construct/establish two colleges for TVET facilitation to match the demand for supply of teaching staff</p> <p>Result Increased enrolment of students in TVET-facilitating colleges, and increased number of graduates from these colleges</p>

Sub Programme 4.B : Quality and relevance of TVET

Objective: Improve the quality and relevance of TVET programmes so that they have a positive impact on social and economic development

Indicators

K19: Proportion of TVET graduates getting employment (including self-employment) in the field of their training within one year after graduation

K18: Percentages of TVET graduates by subject/type of qualification

H17: TVET graduation rates

H18: Proportion of employers (including self-employment) indicating satisfaction with the practical skills of employees from TVET institutions

H19: Proportion of TVET graduates employed in the economy by each sector and by all sectors

H20: % of population that are TVET graduates

Component 1 - Ensure that the Enrolment Distribution of Learners and the Share of Graduates at VET and Diploma Level (TET) Reflects the Needs of the Labour Market and the Recommended Human Capital Balance

Outcome

Improved human skills mix for occupation fields critical for realization of TDV 2025

Indicators

4B01: % of TVET students enrolled in different programmes and at different levels

4B02: % of TVET graduates in different programmes and at different levels

Strategy 1

Regularly get updated information on human capital requirements (specific needs of major occupations and trades) in the key sectors of the economy and make use of it to plan enrolment and training programmes in the TVET sub sector

Result

Improved correspondence between enrolment in training programmes in TVET institutions and skills demand by major occupations and trades in the economy

Strategy 2

Introduce and operationalize financing mechanisms that stimulate increased student enrolment in the technicians/associate professionals and skilled workers category

Result

Increasing enrolment of school leavers in the fields of technicians/associate professionals and skilled workers category

Strategy 3

Provide grants and scholarships to learners in programmes in the core priority areas that have significant shortfalls

Result

Increasing enrolment of school leavers in training programmes in core priority areas that have significant shortfall

Component 2 - Ensure that the Skills Transmitted through TVET are More Responsive to the Dynamic Needs of the Labour Market and Society

Outcome

The skills transmitted through TVET are more responsive to the dynamic needs of the labour market and society

<p>Indicators 4B03: % of employers expressing satisfaction with the performance of TVET graduates</p>
<p>Strategy 1 Improving the collection and use of labour market information</p> <p>Result Improved correspondence between enrolment in training programmes in TVET institutions and skills demand by major occupations and trades in the economy/labour market</p>
<p>Strategy 2 Making curriculum more relevant to the labour market and supportive for realization of NFYDP II</p> <p>Result Improved correspondence between skills and knowledge imparted to TVET graduates and job tasks assigned to them at the work place, especially in the key sectors for realization of the NFYDP</p>
<p>Strategy 3 Create mechanisms to involve more active private sector engagement in the governance structures and processes of TVET, including in NACTE and VETA</p> <p>Result More active engagement of private sector in TVET governance, resulting in better alignment with labour market needs</p>
<p>Strategy 4 Strengthening the involvement of employers in the organization of the TVET offer by:</p> <ol style="list-style-type: none"> 1. Providing capacity building to TVET institutions on employer satisfaction surveys 2. Periodically and regularly conducting employer satisfaction surveys to establish gaps in skills acquired by graduates <p>Result Improved correspondence between skills and knowledge imparted to TVET graduates and job tasks assigned to them at work place</p>
<p>Component 3 - Continuous Improvement in the Quality of Teaching and Technical Staff</p>
<p>Outcome Competencies of teaching staff systematically improved and sustained</p>
<p>Indicator 4B04: % of TVET teaching staff with relevant qualifications</p>
<p>Strategy 1 Design and implement staff development plans for continuously developing the qualifications of staff</p> <p>Result Fully trained and competent teaching staff for TVET assured</p>
<p>Strategy 2 Enhance the attachment of existing teaching staff in industry (locally and abroad) to acquire or upgrade relevant practical skills</p> <p>Result TVET teaching staff acquire practical skills and regularly enhance their skills through attachment in respective industry</p>
<p>Strategy 3 Enhance provision of professional development on pedagogy to experienced qualified staff recruited from industry</p> <p>Result Improved teaching methods for experienced and qualified TVET staff recruited from industry</p>

<p>Strategy 4 Provide professional development to teaching staff on ICT mediated classroom learning, open and distance learning, and CBET curricula development, delivery and assessment</p> <p>Result Improved pedagogical capacity of TVET teaching staff on ICT mediated classroom learning, open and distance learning, and CBET curricula development, delivery and assessment</p>
<p>Component 4 - Provision of Updated Equipment, Tools and T/L Materials</p>
<p>Outcome Adequate and appropriate equipment and T/L materials for training available</p>
<p>Indicators 4B05: Student/workshop ratio 4B06: Number of students per fully equipped classroom</p>
<p>Strategy 1 Procure and operationalize modern training equipment/facilities and T/L materials in TVET institutions</p> <p>Result Improved training and learning environment with modern equipment/facilities</p>
<p>Strategy 2 Introduce incentives for PPP and employ PPP in the procurement of expensive equipment for TVET</p> <p>Result Enhanced participation of the private sector through PPP in the procurement of modern training equipment</p>
<p>Strategy 3 Procure critical equipment for supporting learners with special learning needs and disabilities</p> <p>Result Learners with special learning needs and disabilities have friendly learning equipment/environment</p>
<p>Strategy 4 Modernize libraries and workshops for TVET institutions and FDCs</p> <p>Result Fully equipped and modernized libraries and workshops become available in TVET and FDCs</p>
<p>Component 5 - Strengthen the Effectiveness of the TVET System to Meet National and International Commitments</p>
<p>Outcome Performance and impact of TVET gauged against national and international commitments</p>
<p>Indicators 4B07: % of TVET programmes and institutions assessed as effective 4B08: % of TVET students showing adequate understanding of issues relating to global citizenship and sustainability 4B09: VET-MIS established and providing annually updated data for all TVET indicators</p>
<p>Strategy 1 Strengthening NACTE and VETA for improved regulatory and coordination roles</p> <p>Result Improved regulatory and coordination environment and functions of NACTE and VETA</p>
<p>Strategy 2 Operationalize benchmarking of TVET implementation by individual institutions in line with national and international norms and standards</p> <p>Result Improved performance of individual TVET institutions benchmarked from local and international standards/performance</p>

Strategy 3

Capacity building of MoEST and of TVET institutions for more effective management of academic functions, including through institutionalization and maintenance of quality assurance systems (data capturing, processing and reports generation)

Result

Improved management of individual TVET institutions through more effective quality assurance

Strategy 4

Provide information to stakeholders about the progress of training activities nationally in line with the M&E Framework for the sub-sector, and use their feedback for improvement

Result

Stakeholders get feedback regularly on TVET training activities and give comments for improvement accordingly

Strategy 5

Ensure that global citizenship education and education for sustainable development are included in curricula, teacher training and student assessment

Result

Global citizenship and sustainable development are mainstreamed in the TVET system

5: Access, Participation, Quality and Relevance of Higher Education

Sub Programme 5.A : Access and participation

Objective : Equitable access and participation in higher university and university college education, with particular attention to priority courses, gender and disadvantaged groups, to align HE graduate output with middle-income economy demands

Indicators:

K22: Gross enrolment rate in Higher Education (gender disaggregated)

H21: Gross intake ratio in Higher Education by gender (transition rate from A-level)

H22: Percentage of women among students enrolled in STEM Higher Education

H23: Number of disabled enrolled in STEM Higher Education

H24: Share of the active population with HE

Component 1 - Infrastructure

Outcome

Expanded capacity in HLIs, with a focus on priority areas, STEM facilities, and with attention to the needs of under-represented groups

Indicators

5A01: Size of teaching and learning space and infrastructure created for science teachers

5A02: % of universities having expanded learning space in the past 2 years

5A03: Number of higher education STEM courses established or customized for the disabled

5A04: % of universities meeting government defined standards for disability-friendly learning and support facilities

Strategy 1

Rehabilitate and expand existing teaching and learning space, and create further facilities in priority areas

Result

Adequate teaching and learning space for HE, with greater geographical coverage

Strategy 2

Develop infrastructure for STEM, both for teacher training and university courses, that is appropriate for under-represented groups, including women and the disabled

Result

Greater enrolment in STEM teacher training, participation of the disabled in STEM courses, and reduced gender imbalance in students and future teachers

Strategy 3

Expand infrastructure and equipment for training in soft and communication skills

Result

Adequate training capacity for soft and communication skills

Component 2 - Financing

Outcome

Sustainable and comprehensive HE financing that ensures the most capable students are able to enrol, regardless of their personal or social characteristics

Indicators

5A05: Actual amount of HE sub-sector financing

5A06: % of HE loans granted by HESLB on a means-tested basis each financial year

5A07: % of HE loans (public, private and informal sectors) tracked

5A08: % of student borrowers with mature student loans who are repaying on schedule, as of Dec. 31 of each year

Strategy 1

Mobilize comprehensive and sustainable financial resources, including through PPP

Result

Adequate and sustainable funding for higher education students

<p>Strategy 2 Build Higher Education Student Loans Board (HESLB) capacity in loan management and recovery</p> <p>Results Improved equity of the government/family HE cost-sharing mechanism Alternative ways of financing higher education and research established</p>
<p>Strategy 3 Improve the means-tested student loan attribution mechanism</p> <p>Results Framework for internal income generation and fundraising activities by public HEIs established Loans, grants and scholarships are provided to meriting students from poor, rural and marginalized backgrounds</p>
<p>Component 3 - Academic Staff</p>
<p>Outcomes Availability of sufficient number of academic staff, and appropriate distribution by subject and status adequate for courses demanded by the labour market Availability of graduate science teachers to cater for the expanded secondary school enrolment</p>
<p>Indicators 5A09: % of HE staff with Masters and PhD in priority disciplines (gender disaggregated) 5A10: Number of HE staff trained for science teacher preparation (gender disaggregated) 5A11: Number of HE staff upgraded and retooled through short term programmes (gender disaggregated) 5A12: % of academic programmes aligned with labour market demands 5A13: % of academic staff with Masters/PhD (gender disaggregated) 5A 14: No of MSc/PhD holding staff per academic programme (gender disaggregated)</p>
<p>Strategy 1 Conduct a review of the existing academic staff composition (by level and subject) to identify gaps and develop a medium-term action plan to fill them</p> <p>Result Sufficient staff are available at each level and for different subjects to supervise research, conduct teaching, provide tutorship, etc. as required for the courses that respond to labour market demand</p>
<p>Strategy 2 HE staff training via short and long term courses</p> <p>Result Better distribution of HE academic staff by subject specialism</p>
<p>Strategy 3 Develop and recruit early grade reading and math experts</p> <p>Result Sufficient experts in early grade learning and maths</p>
<p>Strategy 4 Expand infrastructure and facilities for science teacher training</p> <p>Result Sufficient facilities for expanded science teachers and laboratory assistants training</p>
<p>Strategy 5 Increase the number of HE academic staff to cater for an expanded programme for science teacher training</p> <p>Result Sufficient academic staff to train science teachers</p>
<p>Component 4 - Pre-Entry Programmes</p>
<p>Outcome Greater gender balance achieved in science and technology degree courses</p>

<p>Indicators</p> <p>5A15: Number of curriculum reviews and updating conducted on pre-entry courses for women in STEM</p> <p>5A16: Number of new STEM pre-entry programmes for women established in new and priority areas</p> <p>5A17: Number of pre-entry programmes funded</p> <p>5A18: % of qualified applicants for pre-entry programmes enrolled</p>
<p>Strategy 1</p> <p>Review and updating of curriculum for existing pre-entry programmes in STEM</p> <p>Result</p> <p>Greater numbers of women join science and technology degree courses</p>
<p>Strategy 2</p> <p>Creation of new pre-entry bridging programmes responsive to the labour market</p> <p>Result</p> <p>Pre-entry programmes in new relevant areas available</p>
<p>Strategy 3</p> <p>Dedicated funding for pre-entry programmes</p> <p>Result</p> <p>Pre-entry programmes are appropriately financed</p>

Sub Programme 5.B : Quality and relevance

Objective : Quality Higher Education teaching and learning with enforced regulation and usage of ICT leads to the output of graduates with employable knowledge and skills that contribute towards economic and social development

Indicators

H25: % of universities adequately equipped with ICT/STEM/labs/etc.

K23: % of university graduates with relevant employment one year after graduation, by main stream

K21: % of science and mathematics graduates among all university graduates

Component 1 - Labour Market Relevance

Outcome

Profiles of HE graduates evolve to flexibly reflect labour market needs in terms of qualification level, specialty, practical experience

Indicators

5B01: Numbers of manpower surveys and data collection for labour market

5B02: Proportion of training programmes reviewed or updated to match labour market needs

5B03: Numbers of apprenticeships, internships, industrial parks and incubators

5B04: Proportion of new curriculum with inputs from employers/labour market/society

5B05: % of HE students showing adequate understanding of issues relating to global citizenship and sustainability

Strategy 1

National data collection of labour market manpower information (skills surveys) in all regions, through LMI surveys and involving the private sector

Result

Labour needs identified in terms of the level, skills and specialties required of HE graduates for national development

Strategy 2

Review and update training programmes, research priorities and curricula to respond to needs of labour market and society, involving the private sector in curricula development

Result

Programmes and curricula are updated, relevant to industry and linked to labour market demands

Strategy 3

Prioritize the allocation of government bursaries and resources for programmes responding to identified social and labour market needs (competitive resource allocation)

Result

The stock of HE graduates reflects national requirements, contributing to employment, productivity and growth

Strategy 4

Partner with the private sector to develop a programme of apprenticeships, internships, industrial parks and incubators

Result

HE provides greater practical content, promotes innovation and technology transfer, and prepares graduates to properly apply acquired knowledge in the economy

Strategy 5

Ensure that global citizenship education and education for sustainable development are included in curricula, teacher training and student assessment

Result

Global citizenship and sustainable development are mainstreamed in the university system

Component 2 - Quality Assurance	
Outcome	Quality assurance of HE delivery is reinforced by strengthened regulatory capacity at the central and institutional levels
Indicators	5B06: % of universities meeting set national quality standards 5B07: % of universities with an active QA department
Strategy 1	Develop both the material and human capacity of the HE regulating body agency (TCU) and related MDA units
Result	Improved TCU facilities and HE regulator capacity in enforcing quality standards
Strategy 2	Develop Quality Assurance Framework
Result	Quality and standards are adhered to in tertiary education
Strategy 3	Strengthen Quality Assurance units within HE institutions, in terms of human capacity, NQF compliance and QA systems
Result	Adequate quality assurance capability within HE institutions and improved implementation of the NQF
Strategy 4	Involve employers, industry and communities, through appropriate forums, in the quality assurance process of institutions and graduates
Result	Quality assurance comprehensively covers academic excellence and labour market relevance
Component 3 - Research and Innovation	
Outcome	Higher education institutions remain abreast of technological change and global trends, promoting relevant research and innovation responsive to labour market and societal needs
Indicators	5B08: Number of new centres, parks or exhibitions opened devoted to innovation 5B09: Numbers of research and innovation outputs produced (i.e. publications, prototypes, patents & products) 5B10: Numbers of research and innovation outputs commercialized/adopted by industry 5B11: % of total education budget allocated to Research and Development
Strategy 1	Build capacities of HE institutions to create incubation centres, establish centres of excellence, ICT parks and demonstration centres
Result	Improved ability of HE institutions to embrace change and innovation and transfer knowledge and technology to society and the economy
Strategy 2	Develop, expand and professionalize priority training programmes in STEM
Result	Enhanced quality of STEM courses
Strategy 3	Improve research capacity, funding and focus on product-oriented priorities and methods/procedures for translating research findings into policy
Result	Heightened relevance of research activities

Component 4 - Learning Environment	
Outcome	Learning environments are suitable for all subjects and learners, and conducive to the acquisition of required knowledge and skills
Indicators	5B12: Amount of HE teaching and learning space created (lecture rooms, laboratories, libraries seminar rooms etc.) 5B13: Number of HE STEM facilities operational (workshops, laboratories, incubators, workstations added) 5B14: Number of shared ICT platforms (e.g. e-libraries, e-learning and data management platforms) in use 5B15: % of staff satisfied with the teaching, learning and research environment 5B16: % of students satisfied with the teaching, learning and research environment
Strategy 1	Improve the quantity and quality of infrastructure and availability of training facilities and equipment, in particular for STEM subjects
Result	Better learning outcomes, in terms of academic content and practical experience
Strategy 2	Develop the use and availability of ICT soft and hardware for both resident and distance learning (e-libraries, e-learning, etc.)
Result	Enhanced access to knowledge, information sharing and collaborative learning and research
Component 5 - Staff Competencies and Qualifications	
Outcome	HE staff are qualified, equipped with hard and soft skills, undergo continuous competency upgrading and are motivated to perform
Indicators	5B17: Percentage of staff capacitated through long term (PhD and Masters) and short term (INSET) training (gender disaggregated) 5B18: Number of staff on long-term training (Masters and PhD) (gender disaggregated) 5B19: Number of staff supported for short-term (INSET) training in the year (gender disaggregated) 5B20: Number of staff recognition/motivation systems initiated/implemented 5B21: Number of staff awarded with excellency awards (at national, regional & international level) 5B22: % of students satisfied with the competency and morale of staff
Strategy 1	Develop HE teaching staff competencies through the provision of short-term INSET retooling courses and long-term training programmes (Masters and PhD)
Result	Improved profile of HE academic staff, whose qualifications and relevant skills are continuously updated
Strategy 2	Provide teaching staff with opportunities to regularly improve their soft skills
Result	Adequate HE capacity to train students in soft and communication skills
Strategy 3	Establish a system for award and recognition of good quality teaching and research at HE institutions
Result	Improved motivation of staff to continuously improve their profiles, maximize student performance and get involved in research projects

Component 6 - Data Management
<p>Outcome Quality assurance, relevance, learning outcomes and M&E are all facilitated by the effective use of ICT for data management and use</p>
<p>Indicators 5B23: Operational and harmonized HET-MIS system 5B24: Number of ICT based data platforms created linking HE institutions, agencies or ministries 5B25: % of HET academic and administrative programmes/systems leveraged on shared ICT platforms 5B26: Number of hits to the HET-MIS</p>
<p>Strategy 1 Provide internet connectivity (National Fibre Backbone) and bandwidth to HE institutions and their sectoral government agencies Result Improved access to required network infrastructure and connectivity</p>
<p>Strategy 2 Support the development and integration of system-wide applications for data collection, verification and management (ESMIS, HET-MIS) Result Sustainable data collection and verification systems for HE, to inform appropriate sector monitoring and policy decisions</p>
<p>Strategy 3 Establish inter-ministerial, intersectoral and interagency data management platforms and initiatives Result Adequate linkages and harmonization in data management platforms across agencies (HESLB, TCU, COSTECH) and Ministries (Labour, Education, Finance)</p>
<p>Strategy 4 Develop capacities in network maintenance, data analysis, compilation and use Result Improved capacity for system maintenance and data analysis and use</p>

6: System Structure, Governance and Management

Objective: Ensure an effective management and administration system is in place, including sector-wide accountability and sustainable, equitable financing modalities, which enable mobility through multiple pathways within and across education sub-sectors

Indicators

K24: % of planned intermediate outcome targets achieved in a timely manner with regard to: (6.1, 6.2) Effective and accountable management of system with multiple pathways; (6.3) Institutional capacities and professional development; (6.4) Harmonized data management information system across all sub-sectors; (6.5) Sustainable and equitable financing modalities; (6. 6) Up-to-date, relevant and harmonized regulatory instruments.

K25: % of KPIs for which information is presented and analysed in the yearly statistical abstract

K26: % of National Budget allocated to education

K27: % of annual education budget released and utilized

H26: Sector dialogue mechanisms functioning satisfactorily, including JESR and ESDC meetings

H27: Annual Education Sector Report is published on time with full analysis

H28: Existence of feedback mechanisms with local communities in every LGA

Component 1 - Flexible System

Outcome

The system has multiple pathways within and/or across all education streams

Indicator

6A01: Numbers/percentage of courses/programmes/degrees with qualifications linked to the NQF

Strategy 1

Complete National Qualification Framework (NQF), by linking all delivery modalities in the education sector

Result

Diverse delivery modalities are integrated into the NQF, thus facilitating transfer between these modalities

Strategy 2

Manage/track implementation of National Qualification Framework (NQF)

Result

Sub-sectoral implementation of NQF is monitored to ensure transit through flexible pathways

Strategy 3

Provide regular information about NQF and pathways within the system to possible beneficiaries

Result

Beneficiaries have easy access to information about study modalities in the education system, and their relative qualifications

Component 2 - Effective Management of System

Outcome

Strengthened management of multiple, mutually accountable partnerships

Indicators

6A02: % of education stakeholders expressing satisfaction with the management of the education system

6A03: Numbers of meetings of dialogue structures

6A04: % of LGAs which publicly disseminate the performance of the local education sector, at least annually

Strategy 1

Define mandates, roles and responsibilities (including coordination & leadership) of central implementation structures and of regional and local government implementers

Result

Improved execution of roles and responsibilities

<p>Strategy 2 Strengthen ESDP implementation structures by reformulating coordination/partnership management</p> <p>Result Ongoing technical support for the ESDC is provided by a 'Sector Working Group' /ESDP Task Force</p>
<p>Strategy 3 Harmonize sector-wide M&E processes, facilitating coordinated performance monitoring across all sub-sectors</p> <p>Result Effective use of sector performance results for evidence-based planning and mutual accountability through an institutionalized M&E Framework</p>
<p>Strategy 4 Streamline sector dialogue to ensure harmonization, alignment and effective aid-management</p> <p>Result Timely implementation of sector dialogue events calendar</p>
<p>Strategy 5 Develop, approve and implement an education sector-wide Communications Strategy</p> <p>Result Roles, responsibilities, methods and media for both internal and external communications are clearly defined and all internal and external stakeholders receive sufficient, accurate, clear and timely information according to their needs to enable the entire education sector to respond to current needs, implement government-led reforms and provide adequate accountability to the general public</p>
<p>Component 3 - Institutional Capacities and Professional Development.</p>
<p>Outcome Capacities of national, regional and local officials are developed for system-wide planning and management; improved assessment; and innovation and research</p>
<p>Indicators 6A05: % of national, regional and local officials with profile required for the post they occupy 6A06: % of national, regional and local education officials who have an up-to-date job description 6A07: % of regional and local authorities who prepare yearly planning documents 6A08: Number of national, regional and LGA officials trained in policy analysis and strategic planning, management, monitoring and accountability</p>
<p>Strategy 1 Develop, approve and implement a medium- to long-term master Capacity Development Plan for the education sector</p> <p>Result Strategic, planned and coordinated approach to institutional capacity building, individual career paths and continuing professional development</p>
<p>Strategy 2 Design and utilize a capacity development partnership fund (CDPF) for professional development of all relevant staff</p> <p>Result Capacities developed sustainably in priority areas (e.g. change-management, policy analysis, strategic planning and data management)</p>
<p>Strategy 3 Improve recruitment processes to align with posts and staff profiles, with an emphasis on advancing gender equality and enhancing access of girls to female role models throughout the education system</p> <p>Result Recruitment is needs-based and gender sensitive, and processes inculcate a culture of succession (handover) planning</p>
<p>Strategy 4 Enhance research and development (R&D) and targeted policy analysis for evidence-based policy reform, planning and management</p>

<p>Result Capacities of ministries and institutes are strengthened to carry out educational research and innovation for quality education</p>
<p>Strategy 5 Develop capacities of relevant staff in policy analysis, planning and management in the areas of education for sustainable development (ESD), including gender in development, gender-sensitive budgeting, disaster risk reduction (DRR), and global citizenship education (GCED)</p> <p>Result Emerging concerns (with regard to gender, ESD, DRR, GCED) are integrated into the curricula and sector personnel and civil society are oriented in line with updated curricula</p>
<p>Component 4 - Data Management and Data Use</p>
<p>Outcome Harmonized ESMIS generates timely, reliable and accessible quality data, utilized across all education sub-sectors</p>
<p>Indicators 6A09: % of stakeholders expressing satisfaction with quality of statistical information on education produced by government 6A10: Number of KPIs that are tracked and analysed on an annual basis 6A11: % of LGAs utilizing upgraded BEMIS and adult education data in District Plan</p>
<p>Strategy 1 Upgrade BEMIS, including functionalities based on useful practice from piloted systems</p> <p>Result Timely availability of the national school-level dataset for BE, integrating learning outcomes assessment data for children in formal and non-formal settings</p>
<p>Strategy 2 Upgrade VET-MIS in line with ESDP TVET priority programme demands</p> <p>Result Institution-level national dataset is available for TVET, integrating labour market information survey data</p>
<p>Strategy 3 Develop an adult education data base with information on youth and adults learning achievements in literacy and numeracy as part of the ESMIS</p> <p>Result Well-resourced decentralized AE-MIS available, integrating national adult and youth literacy and numeracy data</p>
<p>Strategy 4 Review and improve management information system for quality assurance data, including school-based continuous assessment</p> <p>Result Operational school-based MIS is available to track the quality of teaching and learning in the classroom</p>
<p>Strategy 5 Upgrade HET-MIS in line with ESDP HET priority programme demands</p> <p>Result Institution-level national dataset is available for HET</p>
<p>Strategy 6 Upgrade and harmonize online reporting functionalities of the sector-wide system</p> <p>Result Online reporting of sector-wide information is effective and regularly updated.</p>
<p>Component 5 - Sustainable and Equitable Financing Modalities</p>
<p>Outcome Sufficient and timely disbursement of allocated budget and timely, effective procurement</p>

<p>Indicators 6A12: Financial implementation rate of national education budget 6A13: Financial implementation rate of selected major programmes supported by Development Partners</p>
<p>Strategy 1 Explore and develop innovative financing modalities Result Increased options to address financing gaps for sector in under-resourced priority areas (e.g. expansion of pre-primary, ANFE, TVET, etc.)</p>
<p>Strategy 2 Provide specialized training in procurement, tendering and related skills for relevant staff Result Timely procurement and tendering</p>
<p>Strategy 3 Improve financial management information system Result Regular and open information provided to track the flow and use of resources, including at the school level</p>
<p>Strategy 4 Revise stakeholders' roles and responsibilities for financial management Result Improved utilization of alternative sources of funding</p>
<p>Strategy 5 Promote public-private partnerships involving schools, communities and industries Result Public-private partnership agreements signed/functional at national, regional and district levels, to support the education system and schools</p>
<p>Component 6 - Updated and Harmonized Regulatory Instruments</p>
<p>Outcome Education sector legislation, regulations and standards are modernized, aligned with national development strategies and harmonized</p>
<p>Indicators 6A14: Revised Education Act approved 6A15: Standards, policies and strategies updated and harmonized</p>
<p>Strategy 1 Draft and enact new Education Act Result National legislation reflects current developments and future national priorities for the education sector, including universal fee-free basic education and commitments to achieving internationally agreed targets such as the SDGs and Human Rights Education</p>
<p>Strategy 2 Review, revise and disseminate the National Strategy on Inclusive Education Result The education sector at all levels is more inclusive, improving the access and learning of students with disabilities and special learning needs</p>
<p>Strategy 3 Develop and approve a school infrastructure strategy Result School buildings and facilities (including both Basic and TVET) are located, designed, constructed and managed in a way that maximises access, student learning and cost-effectiveness and meets required safety standards</p>

Strategy 4

Review and revise teacher training, recruitment and deployment strategies

Result

Teachers with up-to-date knowledge and competencies are deployed equitably across Tanzania and within schools, having a fair and transparent performance and career management system in place

Strategy 5

Develop and roll-out new Quality Assurance system, including multi-indicator minimum school quality standards and routine competency-based student learning assessments

Results

Schools meet minimum quality standards

Student learning improved

CHAPTER 6

6) IMPLEMENTATION STRUCTURES, PROCESSES AND M&E FRAMEWORK

6.1 *Education Sector Institutional Arrangements*

Institutional responsibilities have in the past been shared among three ministerial bodies:

- The then Ministry of Education and Vocational Training (MoEVT) which is now the Ministry of Education, Science and Technology (MoEST);
- The then Prime Minister's Office for Regional Administration and Local Government (PMO-RALG) now the President's Office - Regional Administration and Local Government (PO-RALG); and
- The then Ministry of Community Development, Gender and Children (MCDGC) which has now been merged with the Ministry of Health.

The component of folk education was moved to MoEST at the beginning of 2016; hence education is now solely under the auspices of MoEST and PO-RALG.

PO-RALG has been given a more pivotal role since it inherited the administration of secondary education from MoEST in 2008, making it wholly accountable for the implementation of basic education. Following this, in 2011 its organizational structure was reviewed, creating the Basic Education Coordination Division (now called Department for Education Administration) to administer the delivery of pre-primary, primary, adult and non-formal, and secondary education (URT, 2011).

The role of the MoEST was adjusted accordingly, to focus on policy and planning, monitoring and evaluation and quality assurance, through school registration and supervision and inspection. MoEST also retained responsibility for TVET, Higher Education and Teacher Education. It is furthermore primarily responsible for adult and non-formal education, providing it through the Institute of Adult Education.

6.2 *Sub-National Level Education Coordination and Supervision*

6.2.1 *PO-RALG*

As explained earlier, PO-RALG is responsible for administration of Basic and Secondary Education overall. PO-RALG is therefore responsible for the attainment of key targets for Basic and Secondary Education through the coordination of regions and LGAs. Key duties include:

- Participate fully in the development of the ESDP and its operational plans

- Solicit funding for implementation of the Basic & Secondary Education components of the programme
- Plan with Regional Education Officers the implementation of the ESDP at the regional level
- Supervise implementation by regions, including ensuring compliance with the monitoring and reporting requirements by regional level implementers: Regional Offices, LGA Offices, Ward Education Offices and schools
- Consolidate and disseminate periodic reports of ESDP implementation regarding Basic & Secondary Education components

6.2.2 Regional Education Officers (REOs)

These are responsible for coordinating, supervising and monitoring of ESDP implementation at all levels in the region through:

- Development of regional level action plans for operationalization of the Basic & Secondary Education components of the ESDP
- Monitor and evaluate implementation of the ESDP at the levels of LGA, ward and school
- Hold follow up meetings with key implementing officers from both the regional and LGA offices to discuss progress of ESDP implementation
- Consolidate regional implementation progress reports and submit to PO-RALG

6.2.3 District Education Officers (DEOs)

These are responsible for coordinating, supervising and monitoring of supported activities at the level of LGA through:

- Develop LGA level action plans for operationalisation of the Basic & Secondary Education components of the ESDP
- Monitor and evaluate implementation of the ESDP at the levels of the wards and schools in the LGA
- Hold follow up meetings with key implementing officers to discuss progress of ESDP implementation
- Consolidate LGA implementation progress reports and submit to the region

6.2.4 Ward Education Coordination

The Ward Education Officer (WEO) is tasked with conducting regular whole school supervision and, working with the Head Teachers of schools in the ward, following

up on implementation of the Whole School Plan. In turn, schools are supposed to provide periodic reports to the ward focussing on to what extent the School Plan has been implemented based on agreed school level indicators. Reporting templates are provided to ensure consistency in reports that are submitted to different levels.

6.2.5 School Management Committees

School Management Committees (SMCs) were established for the purpose of supervising and advising on the management of pre-primary and primary schools. The Education Act of 1978 as amended in 1995, Section 39, states that:

“There shall be established a School Committee for every pre-primary and primary school responsible for the management and maintenance of the school. In establishing School Committees the relevant authority shall ensure that the community served by the school is represented.”

The representation of the community in the School Committee presupposes that membership of the SMCs is inclusive of school staff and representatives from the community surrounding the school. It also presupposes that members of the Committee are chosen by the community in collaboration with the school leadership.

Each Pre-Primary and Primary School in Tanzania is supposed to have an operational SMC with the key role of ensuring the school, in collaboration with the community served by the school, has a development plan that is effectively implemented and monitored.

The SMC's key functions have been described in the Primary Education Development Plan (PEDP I - 2002-2006). PEDP further notes that SMCs have been given authority of connecting the community with schools, meaning that the community must effectively participate in looking for solutions to ensure learning achievements are attained. It also notes that SMCs need not to wait for directives from higher authorities on all matters but need to use their mandate to call on community participation on key aspects that will bring development to the School. According to the Circular released in 2016, SMCs comprise of 13 members.

6.2.6 School Management Team

Each school has a Management Team comprised of the Head of School, Deputy Head, School Accountant (in primary schools usually a selected teacher), Academic Master and Discipline Master. The School Management Team is responsible for ensuring proper implementation of the ESDP by:

- Preparing school development plans and budgets aligned to the key strategies of the ESDP

- Tracking learning achievements with particular emphasis on student basic skills in reading, writing and arithmetic
- Ensuring high quality of new construction, repairs and general school and school property maintenance
- Ensuring a conducive teaching and learning environment, including integrating of sports and games in the school timetable
- Supervising and ensuring high quality teaching and learning, including observing time on task
- Receiving school supervision and inspection reports and implementing inspection recommendations
- Ensuring proper record keeping and management of funds collected and grants received from the Government
- Preparing quarterly school performance reports on learning achievements.

6.3 Monitoring and Evaluation of Overall Sector Performance

6.3.1 Overview of Current System

Since 2006, Monitoring and Evaluation of jointly agreed Sector Performance Indicators is done through the framework of the Education Sector Dialogue Structure. (See Section 6.4 for a review of and proposed changes to the dialogue structure.) A set of indicators was identified to monitor and review sector wide progress and this has been updated regularly as per new developments in the education sector.

The Basic Education Statistics for Tanzania (BEST) is the national abstract providing national level data on all sub sectors. PO-RALG publishes regional level data while also maintaining an online data management system that provides school level data.

Sector wide data collection, processing, presentation and analysis is coordinated by the Monitoring and Evaluation Unit within the Department of Policy and Planning at MoEST. Data collection is done at different levels involving: PO-RALG for Basic and Secondary Education; TCU for Higher Education; NACTE for Technical Education; and VETA for VET. Various other agencies also provide data, in particular NECTA on examinations. Annual school-level data for Basic Education and examination results are uploaded to the Government of Tanzania's public Open Data Portal.

In 2014 the Government decided that it will use a harmonised online system (Stateduc) for collection and sharing of education data. In addition, NECTA is establishing a Records Manager that will provide information about school candidates including on candidates' movement within the education system.

The annual Education Sector Performance Report (ESPR) provides an overview of annual performance in the implementation of education and training policies, plans,

programmes and strategies. It also presents the overall priorities, expected outcomes and achievements of targets by sub sectors while at the same time outlining the following year's sector and sub sector priorities.

Based on Medium Term Expenditure Frameworks, the Government submits quarterly financial reports to the Ministry of Finance. These reports are compiled into an Annual Performance Report which is submitted to the Ministry of Finance and used to input into the ESPR.

The annual Joint Education Sector Review (JESR) is the main event which brings together Government Officials, Development Partners and Civil Society Organizations to review progress of agreed upon sector priorities and decide the way forward for implementation of agreed priorities and joint milestones. The JESR is normally preceded by joint field monitoring visits which input into the technical working sessions discussions and guide the choice of annual sector milestones.

Monthly management meetings, which are attended by Department Directors and chaired by the Permanent Secretary of MoEST, provide the main forum at which progress reports of sub sector annual plans are reviewed. Also performance reviews involving Development Partners, CSOs and the Private Sector are conducted quarterly.

The ESDP implementation, monitoring and evaluation (M&E) framework identifies stakeholders responsible for managing implementation of the ESDP; routes through which partners will collaborate during implementation; and how - using which data management systems and processes - the plan will be monitored and evaluated.

6.3.2 *ESDP Monitoring, Review, Evaluation and Learning (MREL) Processes*

The MREL procedure will be an interrelated and sequential chain of continuous monitoring, annual reviews, short-term and system-wide evaluations. The MREL procedure will apply to all levels and sub-sectors.

6.3.2.1 *Results Framework – Key Performance Indicators (KPIs)*

The collection, use and reporting of performance information against KPIs is an essential aspect of the framework for monitoring and evaluation. A set of KPIs will be used to monitor performance against the main outcomes expected under ESDP. The design of the KPIs relates directly to the agreed strategic education outcomes. These indicators are taken from the targets included in priority programme matrices. KPIs have been agreed upon by the stakeholders of ESDP, the community and the development partners.

Though the KPIs reflect the range of different goals of the ESDP, such as improved access, equity, relevance, quality and management, these are relatively few in number, in recognition that the capacity of the monitoring and evaluation system is

still being built. The results framework is based on reliable data and data collection methods or tools, to ensure the accuracy and credibility of the reporting and simplicity of data collection. The KPI table includes targets for 2020 and 2025, and indicates the level of disaggregation for each indicator. At present, targets have not been defined for KPIs for which there are no baseline data. This process will be finalized as part of the operationalization of the sub-sector plans, and the financial model will be adjusted accordingly. More detailed tables with yearly targets for the totals and the disaggregated indicators are to be found in the ESDP Monitoring and Evaluation Framework (see separate document) and indicative annual budgets disaggregated according to cost centres are set out in the ESDP Operational Plan (see separate document).

Table 6.1: Key Performance Indicators

		Disaggregation		Baseline	2020	2025
		Sex	Region			
Access and Equity in Basic and Secondary Education						
K01 % of Standard I pupils with at least one year of pre-primary education		Yes	Yes	54.8 %	87.5 %	90 %
K02 Gross intake ratio to Standard I		Yes	Yes	140 %	96 %	100 %
K03 Gross Enrolment Ratio	Pre-Primary	Yes	Yes	112 %	114 %	104 %
	Primary	Yes	Yes	93 %	109 %	104 %
	Lower Secondary	Yes	Yes	36 %	50 %	99 %
K04 Net Enrolment Rate	Pre-Primary	Yes	Yes	44.6 %	60.0 %	90 %
	Primary	Yes	Yes	84.0 %	90.0 %	95 %
	Lower Secondary	Yes	Yes	33.4 %	60.0 %	75 %
K05 Promotion rate from Cycle 1 to Cycle 2 of basic education (primary to lower secondary)		Yes	Yes	70 %	92.4 %	95 %
K06 Survival Rate from primary Standard 1 to the last grade of basic education cycle 2 (Form IV)		Yes	Yes	34 %	64 %	75 %
K07 Average dropout rate in primary education (cycle 1)		Yes	Yes	10.3 %	5 %	1 %
K08 The % of out-of-school children of basic education school age		Yes	Yes	29 %	19 %	8 %
Quality in Basic and Secondary Education						
K09 Pupil/Qualified Teacher Ratio in Primary Education (Cycle 1)		No	Yes	51	49	45
K10 Pupil/Qualified Teacher Ratio in Lower Secondary Education (Cycle 2)		No	Yes	18	24	24
K11 PSLE Pass Rate		Yes	Yes	70 %	75 %	80 %
K12 CSEE Pass Rate		Yes	Yes	71 %	75 %	78 %
K13 % Std II learners achieving the national benchmark in reading with comprehension		Yes	Yes	12 %	30 %	50 %

	Disaggregation		Baseline	2020	2025
	Sex	Region			
K14 % Std II learners achieving the national benchmark in mathematics (level 2 addition and subtraction)	Yes	Yes	8 %	20 %	35 %
Adult and Non-Formal Education					
K15 Total enrolment in adult and non-formal education	Yes	Yes	890,000	1,130,000	1,450,000
K16 % adult learners achieving a basic level of proficiency in literacy and numeracy skills	Yes	Yes	?	70 %	80 %
TVET					
K17 Transition rate from Basic education (Form IV) to advanced secondary education and to TVET	Yes	Yes	22.1% + 7.5%	17% + 25%	10% + 40%
K18 % graduates of TVET Institutions by qualification	Yes	Yes	N/A	For monitoring - no targets set	
K19 % of TVET graduates with relevant employment one year after graduation	Yes	Yes	12 %	30 %	75 %
K20 Survival rate in all TVET institutions	Yes	Yes	?	90 %	90 %
Higher Education					
K21 The % of science and mathematics graduates among all university graduates	Yes	No	7.9 %	20 %	30 %
K22 The gross enrolment ratio in university education (including technical tertiary)	Yes	Yes	5.2 %	6.3 %	8.0 %
K23 The % of university graduates with relevant employment one year after graduation, by main stream	Yes	No	8 %	30 %	75 %
System structure, governance and management					
K24 % of outcome targets achieved in a timely manner	No	No	N/A	100 %	100 %
K25 % of KPIs for which information is presented and analysed in the yearly statistical abstract	No	No	60 %	100 %	100 %
K26 % of National Budget (excluding debt servicing) allocated to the education sector (total across all Ministries)	No	No	24.8 %	20.8 %	21.3 %
K27 % of annual education budget released and utilized	No	No	88%	80 %	90 %

The ESDP results framework has been inspired by the target indicators for SDG 4. KPIs correspond to SDG 4 target indicators but have been tailored to suit the national context, for example: 'Proportion of children enrolled in Standard I with at least one year of pre-primary education,' which corresponds to SDG 4 indicator 10; or 'Transition rate from Form IV to TVET institutions,' which corresponds to SDG 4 indicator 14.

6.3.2.2 Sources of data for monitoring ESDP performance

The **Education Sector Management Information System (ESMIS)** was introduced in 2007 in direct response to the need for sector-wide planning and budgeting within the MKUKUTA framework (JESR Aide Memoire, GoT 2006 and 2007) and as an 'in-built monitoring system' for the Education Sector Development Programme for 2008-2016 (JESR Aide Memoire, GoT 2008).¹⁰

At the central level, the ESMIS functions as a coordination tier, harmonizing sub-system data management and analysis with a view to producing the national sector-wide statistical abstract, Basic Education Statistics in Tanzania (BEST) on an annual basis. The ESMIS currently comprises three main sub-systems, each intended to address the data requirements of the basic education, vocational education and technical and higher education sub-sectors, respectively:

- i. The **Basic Education Management Information System (BEMIS)** currently managed by PO-RALG and consolidated under ESMIS by MoEST; this processes school-level data through an annual census.
- ii. The **Vocational Education and Training Management Information System (VET-MIS)**, currently managed by MoEST, in close collaboration with VETA and Folk Development Colleges (FDCs); this processes institutional-level data through an annual census.
- iii. The **Higher and Technical Education Management Information System (HET-MIS)**, currently managed by MoEST, in close collaboration with the technical institutes, colleges and universities under NACTE and TCU; this also processes institutional-level data through an annual census.

In addition to the above, two prototype district-level database applications have been developed and tested between 2008 and 2013, using the StatEduc database-builder. These are:

- iv. The *Lifelong Learning Management Information System (LL-MIS)*; while key adult and non-formal education indicators are measured using data collected during the school census, this system was designed to generate more detailed information to map the provision of lifelong learning at district level; and to monitor a wide range of non-formal learning opportunities offered outside primary schools;
- v. The *Inspectorate Management Information System (IMIS)* for school-based quality assurance data; this system was designed to measure quality in the

¹⁰ The system was developed with financial support from the European Commission and technical assistance provided by UIS (Memorandum of Understanding between GoT, EU, UNESCO, UNICEF, UNFPA, WFT, 2006). All ESMIS sub-systems (BEMIS, VET-MIS and HET-MIS) have been developed using the StatEduc database builder, an open source license-free application, provided to GoT by UIS on request and currently used in some 20 countries in Sub-Saharan Africa.

classroom, using a set of five benchmarks and a scoring rubric via classroom observation; and to identify remedial actions, which are flagged by low-scoring benchmarks and followed up by school-based management to improve the quality of teaching and learning in the school. Lessons from this pilot approach are now being incorporated into the new SQA and Schools Accreditation MIS system (see below).

In recent years, MoEST and PO-RALG have been working on developing and testing an integrated *School Information System*, which feeds in real-time data in a single mobile application. Schools and WEOs can capture data either online or offline, using smartphones, tablets or laptops. This is being further enhanced, drawing on good-practice exemplars of school information systems developed by DP-supported projects and mainstreamed into ESMIS, to support school-based management and learning outcome assessment.

MoEST is currently developing a new MIS that will capture data from the Schools Accreditation and Schools Quality Assurance systems, both of which have hitherto been paper-based systems.

Further linkages will be developed between the ESMIS sub-systems and related databases, including for example, NECTA (PREM-National Examinations); PO-PSM (HR-MIS); and PO-RALG-systems (EPICOR). Data management under the Directorate of Policy and Planning (DPP, MoEST) will benefit from partnership with the E-Government Agency (EGA), for single-server maintenance; and the Open Data Initiative for improved online reporting.

Additional surveys, studies and evaluations – both internal and external – will be commissioned where necessary. The results framework identifies KPIs which utilize data collected by means other than the school/institution census for basic, vocational, technical, and higher education. Within the framework of country support for implementing the Education 2030 Agenda, partners will provide ESDP management with technical guidance and tools, where required.

6.3.3 Lesson Learning and Dissemination

6.3.3.1 Mid-Term and Final Evaluation

While external evaluations will be commissioned by GoT, a formative evaluation function will be built into the Joint Education Sector Review (JESR) process and the JESR Performance Report. Evaluative studies will be conducted (a) to assess more systematically the programmes with innovative components, with a view of deriving lessons from these studies for further planning and programme development; (b) to assess performance against the many indicators in this plan that require sample surveys or similar, which are not routinely monitored in ESMIS. Where required, additional evaluation indicators will be defined by the M&E Technical Working Group, to augment the current results framework.

6.3.3.2 *Evidence based policy making*

Apart from regular monitoring, research and studies should be conducted both to improve the quality of education as well as to provide evidence to influence policy decisions in education. In order for these research and studies to have a positive impact on the education system, there is a need to involve stakeholders at all levels from school (pupils and teachers), community, non-state actors, development partners to policy makers.

6.4 *Dialogue Processes at National and Decentralized Levels*

6.4.1 *Education Sector Dialogue Structure: Background*

6.4.1.1 *Education Sector Development Programme*

Within the education sector, the Education Sector Development Programme (ESDP) 2008-2017 outlined the structure and processes for sector dialogue in Mainland Tanzania. This dialogue is led by the Government (Ministry of Education, Science and Technology (MoEST) and the President's Office – Regional Administration and Local Government (PO-RALG)) in collaboration with Development Partners (DPs) and Non-State Actors (NSAs) who are key stakeholders in the Education Sector Dialogue.

In the context of managing the ESDP and enhancing the educational dialogue, there were a number of Committees including: Inter-Ministerial Steering Committee; Joint Education Sector Working Group (JESWG); Education Sector Development Committee (ESDC) and Subsector Task Force; and Sub-Sector Technical Working Groups.

The **Education Sector Development Committee (ESDC)** is an important advisory and decision making body, taking into account all the substantive issues raised by the Technical Working Groups and in consideration of the agreed priorities for the year. It is responsible for approval of sub sector education plans and for reviewing implementation.

Issues that have been discussed and agreed upon at the **Education Sector Development Committee** are deliberated on by the **Joint Education Sector Working Group (JESWG)**, which is attended by Directors of Planning, NSAs and DP representatives, and forwarded to the **Inter Ministerial Steering Committee (IMSC)**. Thereafter, the Inter Ministerial Steering Committee endorses issues which need approval and forward them to the Cabinet¹¹.

¹¹ NOTE: Documents that are forwarded to the high level meetings are those which need Cabinet approval. The rest will be approved at lower levels.

6.4.1.2 *Achievements*

The existing dialogue structure has played a significant role in fostering collaboration among key education stakeholders, i.e. Government, Development Partners and NSAs. Achievements attained include:

- i. Joint discussions on education priorities.
- ii. Identification of challenges facing the education sector, finance budget deficit/gap, and proposal of interventions such as GPE-LANES, BRN Education Program for Results (BRNEd P4R), etc.
- iii. Through this dialogue structure a number of research studies have been undertaken and discussed at different levels, e.g. study on Human Resources Situation Analysis, Public Expenditure Tracking Study (PETS), Education Sector Analysis (ESA), Technical and Vocational Education and Training (TVET) Analysis, TDMS, a Study on Teacher Resources Centres (TRCs), In-Service Teachers Training (INSET), 3Rs Assessments, Unit Cost for Basic Education (Primary & Secondary), just to mention a few.
- iv. Conducting joint field visits between the Government and key education stakeholders to get updates on emerging issues.

6.4.1.3 *Challenges*

Despite the achievements mentioned earlier, there is general agreement that the current dialogue structure in the education sector is not functioning as it should. The Education Sector Development Committee charged with monitoring of the ESDP has largely ceased to function and did not meet its original mandates. A number of significant challenges have been experienced including:

- i. Quarterly ESDC and Technical Working Group (TWG) meetings do not take place as per schedule;
- ii. Participation is often delegated to different individuals with various levels of corporate memory and usually very little decision-making power. It is not clear whether messages and recommendations are regularly communicated to decision-makers;
- iii. Discussion often revolves around the *process* of achieving various priorities, rather than the *substantive issues* related to those priorities;
- iv. Many of the issues that DPs and NSAs would like to discuss in greater detail are areas where performance is low. This is often perceived by the GoT as criticism, rather than an opportunity for constructive collaboration;
- v. Many meetings are held with limited tangible results, considering value for money and the time invested;
- vi. Many policy decisions and JESR recommendations are made but their implementation is not adequately monitored, nor results reported;

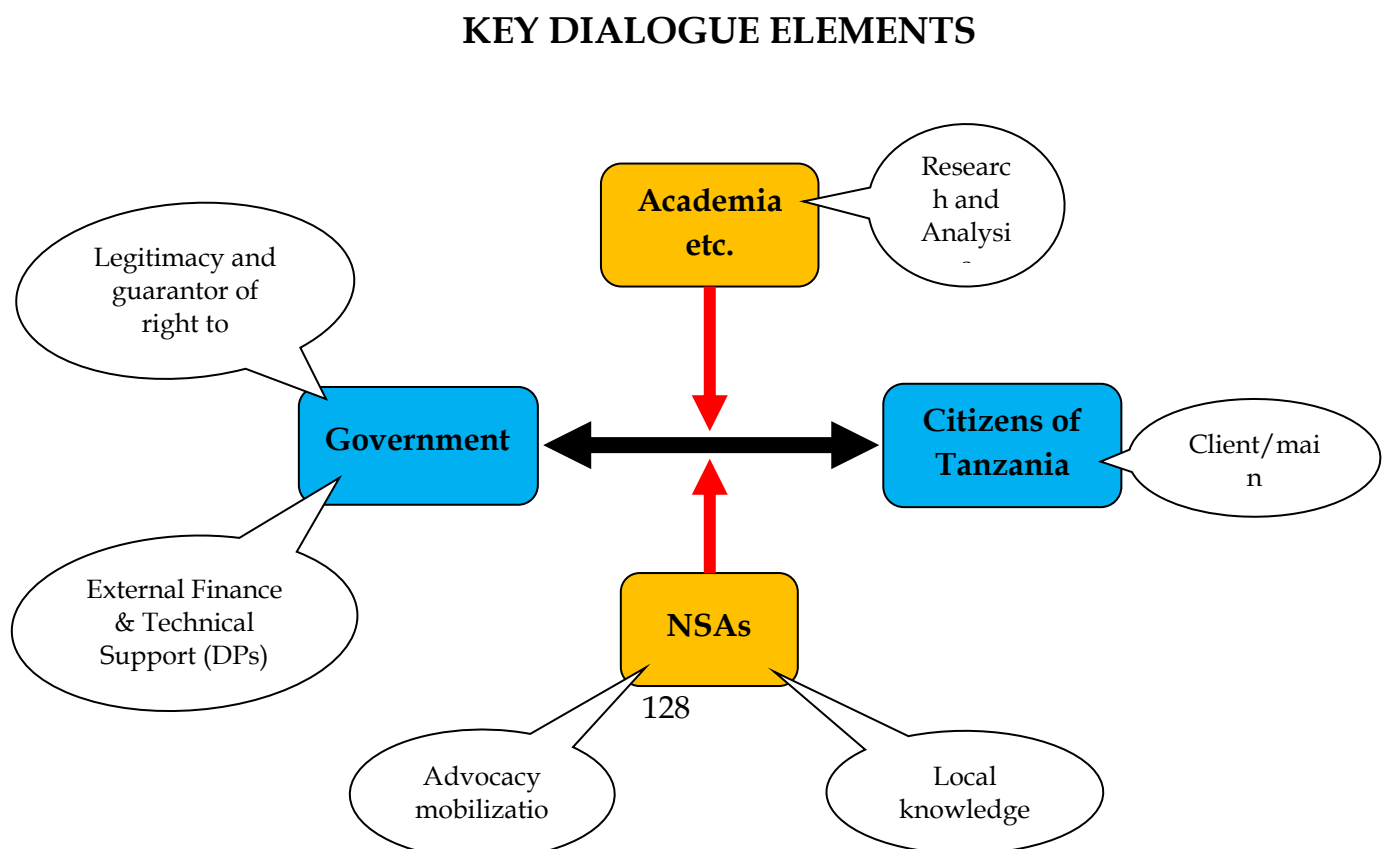
- vii. Multiple government ministries are engaged and involved at various levels, with competing interests, different and at times conflicting interpretations of and configurations for the delivery of the education portfolio.

6.4.2 Re-Conceptualizing the Sector Dialogue Framework

The purpose of sector dialogue is to promote and advance coherence in the relationships of accountability between the government on the one hand and education sector stakeholders on the other. Without such coherence, the attainment of policy objectives can be limited.

The synergies between stakeholder engagements and convergence of interests in the sector may be incongruent. There is also the question of the relative 'weight' of the perspectives and propositions of each of the stakeholders. Parents (and indeed students) are major stakeholders yet Tanzania does not have a national parent association whereby the concerns of parents as well as the poor, marginalized and excluded populations can be brought to the national policy decision making platform. This is an important issue, but there are two contrasting interpretations, which may be summarized in the terms 'influence' and 'representation'. Donors may have much influence, but are not representative of the larger stakeholder population, while the opposite may be true for parents' associations. Furthermore different stakeholders have different roles, capacities and political interests. A dialogue structure that does not take these differences into account is unlikely to function effectively. There is therefore a need to re-conceptualize sector dialogue relationships. Figure 6.1 below attempts to capture the essential elements of an education sector dialogue structure.

Figure 6.1: Essential Elements of a Dialogue Structure



The Government is the main stakeholder, committed to delivering on the Global Education 2030 development agenda, and to the specific education objectives and programme targets in the national ETP and the ESDP.

The Government is accountable to the people of Tanzania and it is obliged to ensure every citizen has the right to a quality education. This is achieved through a clear relationship of accountability between the Government and its citizens. This relationship can be built and nurtured through a partnership and dialogue between Government on the one hand and the broad range of stakeholders, most notably NSAs (CSOs, NGOs, Faith-Based Organizations (FBOs) and the private sector), Development Partners, and the learners themselves and their families.

Traditionally, dialogue was considered a matter of concern only for the Government and its external partners. In some cases – for example during the Structural Adjustment era in the 1990s – it was more a matter of imposition than genuine dialogue. However, developments such as the Paris Declaration on Aid Effectiveness and follow up declarations in Accra and Busan, helped redress this imbalance by asserting the sovereign rights of national authorities and of respect for and support to nationally owned development plans. Increasingly too, nations around the world are recognizing the importance of building a voice within civil society to hold governments accountable for the results accruing from the policies and plans that they implement using domestic as well as externally generated resources. The Government has its own development plans such as the Five-Year Development Plan (FYDP) II which govern the various sector policies.

In principal, a functional dialogue is based on human values including trust, openness, acceptance of accountability and mutual respect. Moreover, real dialogue is founded on valid and reliable information, which is provided by EMIS (and in particular reporting on progress on Key Performance Indicators), by studies and research.

Another main pre-condition for an effective dialogue structure is strong and committed government leadership. In Tanzania's case this is coordinated leadership by the two ministries (MoEST and PO-RALG) charged with the country-wide provision of education to the children, youth and adults. This requires strong leadership, respect for that leadership, delegation of responsibilities in decision making, communication, the flow of information, constructive engagement in planning and financing.

Without these values, it does not really matter what kind of structure is proposed. An effective structure then is one which provides the necessary forum – or

scaffolding – for an effective relationship of accountability achieved through dialogue and partnership on all key aspects of education in Tanzania.

Over the years much of the dialogue has revolved around implementation issues and seldom reflects on wider issues, such as the determining factors in educational achievement, findings of key research, poverty reduction, curriculum and international education standards. The quality of leadership and the governance structures set up at all levels to deliver and account for results also influence the quality of dialogue. The 2016 sector context has evolved considerably since the inception of the current ESDP, which was first launched in 1997. Factors which impact on the style and substance of stakeholder dialogue within the education sector include the following: Tanzania’s new development policy reflects a major shift from traditional aid modalities (e.g. budget support, projects, etc.) to trade development, or ‘trade not aid’; an updated Education and Training Policy (ETP) revised in 2014 and a sector plan expected to be delivered more efficiently through five major national programmes over a period of four to five years; and the changing nature and composition of education partners over the years to include both the traditional and newer non-traditional partners (such as the private sector, technology/media companies, research institutions and other national and international technical consortia/institutions etc.).

Another major shift was the Government’s commitment to the Big Results Now (BRN) initiative in 2013, which entailed a strong emphasis on quick and measurable results and accountability. This mind-set has continued, despite the end of the BRN initiative. Another shift is that modalities such as general budget support (GBS) and sector budget support (SBS) are no longer the mechanism of choice for many DPs, and have been replaced by large-scale projects, which often face challenges in aligning and coordinating with Government programmes or each other.

Some of the projects have set up parallel dialogue structures (e.g. Steering Committees, programme monitoring, project-based reviews and evaluations) to facilitate dialogue between ministries, non state actors and development partners. However, these are programmes and projects which are localized, and which offer effective models but which are often not taken to scale nationally and in some cases, do not address all the intra and inter-sectoral issues.

A further significant change is the implementation of decentralization policy and systemic re-structuring. PO-RALG is now fully accountable for the implementation of Basic Education, while MoEST’s role focuses on policy, regulation, monitoring and evaluation and quality assurance. In light of this, two main challenges need to be faced: *intra-ministerial coordination* within each of the two main ministries; and *inter-ministerial coordination*, whereby the two main ministries work together on key common areas of concern, especially on planning and budgeting. It will be necessary to clearly define who is accountable to whom for sector/subsector results.

Given the structural challenges there is a need for the ministries to be well acquainted with the current priorities of the Government and for the education

sector to have capacity to engage the public on all the relevant areas of responsibility.

6.4.3 Proposal for Streamlining Dialogue Structure

6.4.3.1 Essential criteria for dialogue structure

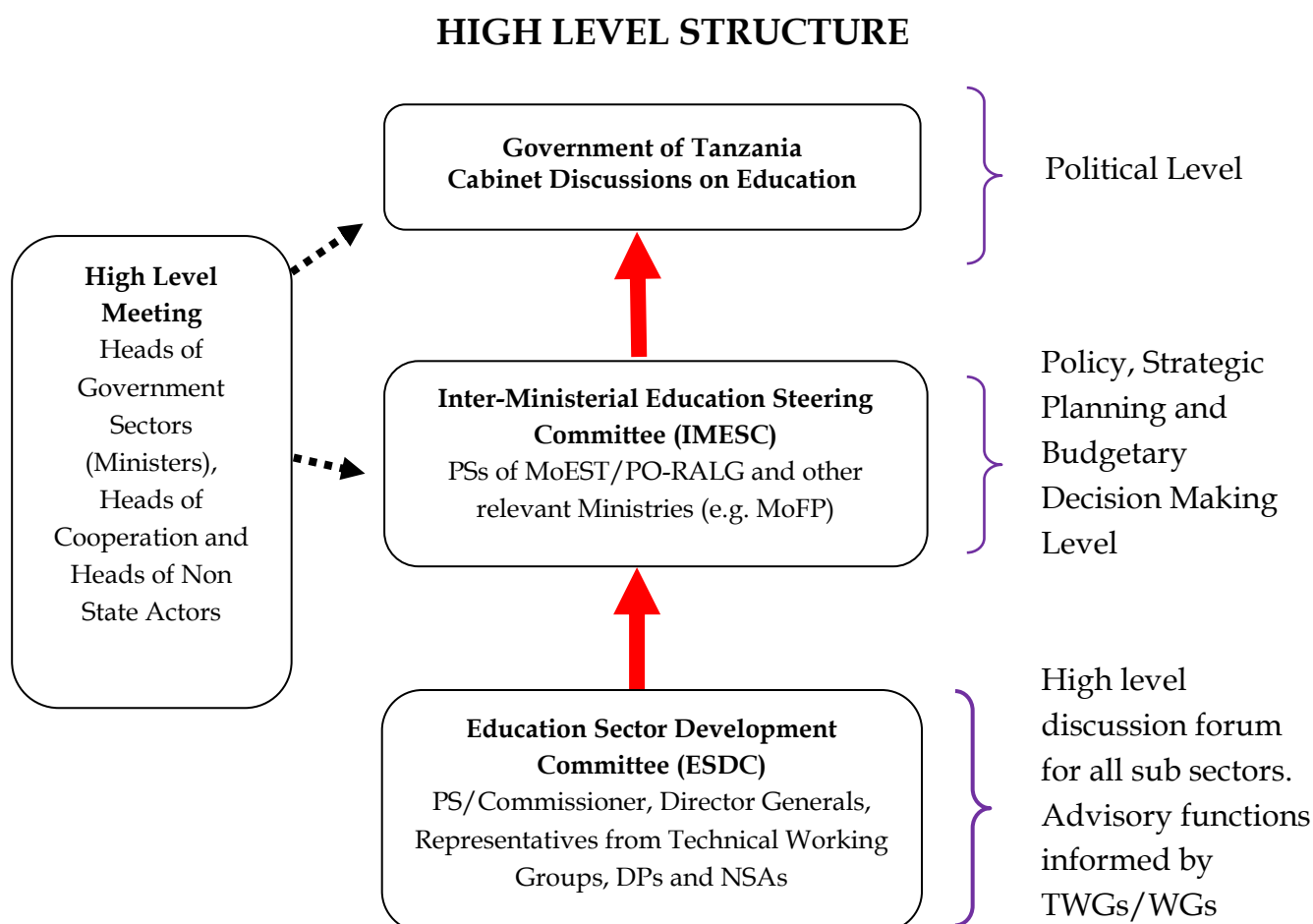
The new Education Sector Dialogue Structure has considered the following criteria:

- i. **Clarity:** clarity in delegation of responsibilities and decision making
- ii. **Workable:** a limited number of meetings, a wide but streamlined stakeholder representation, clear government leadership and clear roles for all elements of the structure
- iii. **Dynamic:** being results focused and action oriented
- iv. **Flexible:** having the capacity to respond effectively to critical issues
- v. Effective **communication and information** flow
- vi. **Alignment** with and responsiveness to the priority programmes of the sector plan

6.4.3.2 Dialogue structure

The proposed Dialogue Structure will have two levels namely: high level structure and technical working groups' structure.

Figure 6.2: High Level Structure



The Cabinet of the Government of Tanzania

The Cabinet is the highest decision making body in the Government. The key function of the Cabinet in relationship to dialogue is to approve the documents as proposed by the High Level Meeting.

High Level Meeting

This is a top forum which brings together Heads of Government Sectors (Ministers), Heads of Cooperation (HoCs) and Heads of Non State Actors (NSAs)

The major functions of this forum include:

- i. Approval of sector documents such as Aide Memoire, policies and strategies.
- ii. Mark the end of the Joint Education Sector Review by approving sector priorities.

The High Level Committee will convene once in a year at a specified date and venue, immediately after the JESR.

Inter-Ministerial Steering Committee (IMSC)

This is second from the top in the dialogue structure. This Committee comprises of Permanent Secretaries and Directors for Policy and Planning from the Social Services Ministries (MOEST, PO-RALG, Ministry of Health, Community Development, Gender and Children, PMO-Labour, Youth, and Persons with Disabilities, and Ministry of Finance and Planning).

The major functions of this Committee are:

- i. To prepare the agenda for High Level meeting based on key issues emanating from the ESDC;
- ii. To endorse documents for High Level meeting approval; and
- iii. To review the performance of the sector projects and programmes.

This meeting will convene before and after the JESR at a specified date and venue.

Education Sector Development Committee (ESDC)

The Education Sector Development Committee plays an advisory role on issues which have policy implications and which require higher level decisions. It acts as a decision making body in matters that do not need higher level policy decisions.

Therefore, among its key functions, the ESDC will:

- i. Ensure that education sector plans are in line with Government policy;

- ii. Identify needs for technical and financial resources to support education programmes across the sector;
- iii. Review programme targets annually in order to assess progress and set priorities and targets for the following year;
- iv. Review policy and programmatic recommendations from Technical Working Groups and provide decisions or guidance to the Ministries' Senior Management for decision making and setting of strategies; and
- v. Collect and communicate education information among education stakeholders.

The Education Sector Development Committee will meet quarterly and will be comprised of the following members:

- i. Permanent Secretary, MoEST (Chair);
- ii. Permanent Secretary, PO-RALG (Co-Chair);
- iii. Commissioner of Education;
- iv. Directors and Heads of Allied Institutions – MoEST;
- v. Directors responsible for Education Administration – PO-RALG;
- vi. Representatives from NSAs;
- vii. Representatives from Development Partners;
- viii. A Representative from the Teachers' Union; and
- ix. A Representative from the Private Sector.

The ESDC will hold its meeting quarterly. However, extraordinary or ad hoc meetings may be held in case the need arises.

ESDC Task Force

The ESDC Task Force is the technical arm of the ESDC. Its function is to scrutinize all technical matters emanating from the Technical Working Groups before they go to the ESDC for approval.

The Task Force will:

- Review and agree on the key deliberations and recommendations emanating from the Technical Working Groups for presentation to the ESDC
- Follow up on the agreed issues to be taken forward for policy level decisions
- Discuss and validate proposals for studies/research reports etc., from TWGs and forward to the ESDC for deliberation and necessary decision
- Convene and coordinate the participation of education stakeholders in the ESDP review process

- Be responsible for an effective Joint Education Sector Review each year, including programme design, timing, presentations, logistics and approval of documentation for review prior to the JESR working session

This Task Force will be composed of:

- i. Commissioner for Education;
- ii. Chairs of Technical Working Groups;
- iii. Directors/Heads of Units and Projects and Programmes;
- iv. Directors from Allied Institutions;
- v. Representatives from the DPs; and
- vi. Representatives from NSAs.

This meeting, will be planned to meet quarterly, taking into account the timing for key planning and budget sessions. The meeting will be chaired by the Commissioner for Education.

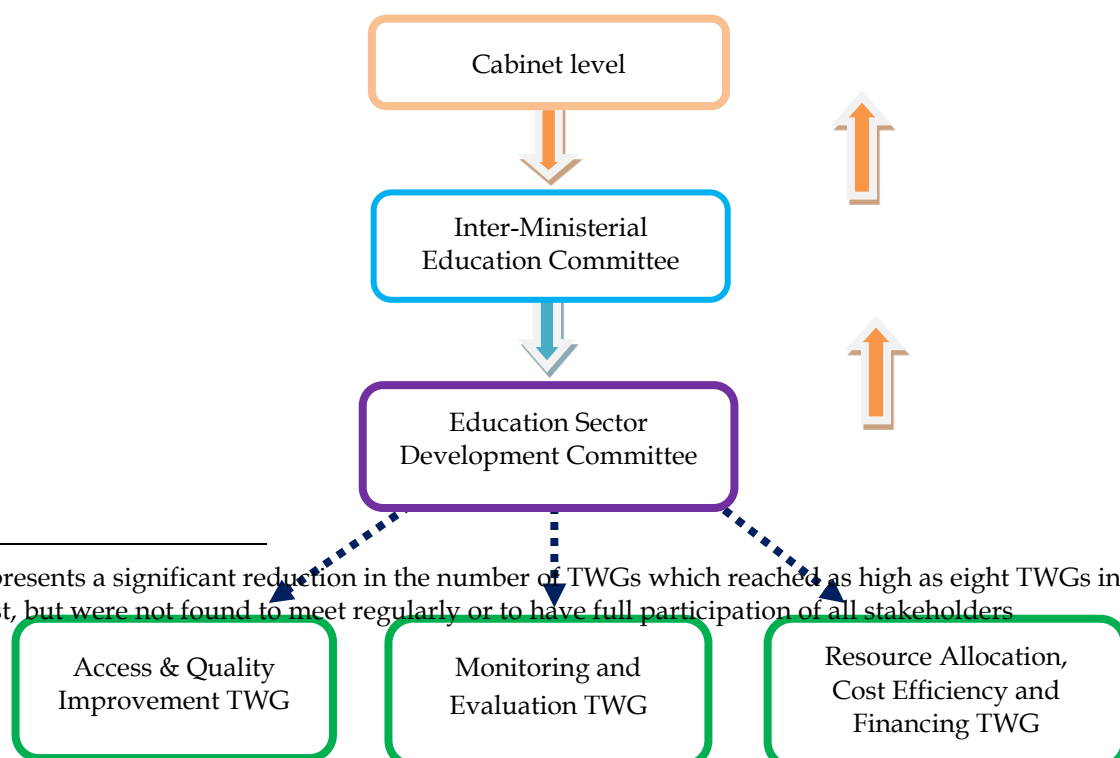
ESDC Technical Working Groups

The Technical working groups will have the role of both informing the ESDC quarterly meetings and implementing the decisions reached by the ESDC. These will provide a forum for technical staff to deliberate on the priorities, actions, studies, research and recommendations that will facilitate progress in the education sector. Three Technical Working Groups will operate throughout the year:¹²

1. Access and Quality Improvement;
2. Monitoring and Evaluation, and Learning; and
3. Resource Allocation, Cost Efficiency and Financing (RACEF).

See Figure 6.3.

Figure 6.3: Technical Working Groups



¹² This represents a significant reduction in the number of TWGs which reached as high as eight TWGs in the recent past, but were not found to meet regularly or to have full participation of all stakeholders

While each of the three Technical WGs will have its own particular area of focus, all will:

- i. Identify strategic interventions and needs for technical and financial resources to support education programmes;
- ii. Identify strategic areas of interest for studies/research and analysis in order to inform policies, strategies and budget preparations;
- iii. Review priorities of relevant projects and programmes to see if implementation is on track;
- iv. Review project implementation of all key projects in all subsectors to ensure synergies of activities that achieve the national objectives are on track;
- v. Based on the analytical studies/research and analysis, propose policy and programmatic recommendations to the ESDC quarterly meetings through the ESDC taskforce;
- vi. Ensure that the planning and budgeting processes of programmes include all equity related considerations, including gender, human rights, rural/urban differences, language and ethnicity, HIV/AIDs, special needs education, and environmental issues in education; and
- vii. Report on sector and thematic area performance, taking particular note of all the cross cutting issues (listed above).

In implementing the above, the TWGs represent one of the foremost modalities within the sector to identify constraints inhibiting progress, and coordinate stakeholders around a common agenda. The Permanent Secretaries of MoEST and PO-RALG will appoint the Co-Chairs of each TWG, whose representation will be comprised of GoT, DP and NSA representatives. TWGs are expected to meet quarterly – or more often, if necessary – before and/or after ESDC meetings in order to implement decisions taken and report back on progress. The minutes and recommendations of TWGs will provide the basis for the agenda of the quarterly ESDC Taskforce meetings. TWGs can co-opt any additional members required, and form time-limited sub-committees depending on the technical issues under discussion.

Joint Education Sector Review (JESR) Technical Working Session

The annual Joint Education Sector Review Technical Working Session (JESR-TWS) will be a high level technical working session that brings together a broad spectrum

of education stakeholders to receive and review the status of ESDP performance and make recommendations accordingly. The JESR will:

- i. 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 the ESDP against the agreed indicators, priorities and targets;
- ii. Provide fora for various stakeholders to monitor progress and offer constructive criticism; and
- iii. Facilitate discussion and ideas/knowledge-sharing to guide the sector plans for the upcoming year.

Specifically, the JESR's functions include:

- Assessing the level of education sector performance over the previous year against the agreed indicators, priorities and targets.
- Setting priorities for the forthcoming fiscal year.
- Reviewing the budgeting process, budget execution, and financing requirements at sub-sector and sector levels.
- Assessing the effectiveness of sector dialogue and issues discussed at ESDC and TWGs.

JESRs will take place between the months of September and October. This timing will enable data from the current year's school census/Education Management Information System (EMIS) to inform the dialogue, and will allow JESR recommendations to influence the budget deliberations for the forthcoming fiscal year.

The JESR will produce an Aide Memoire that captures the recommendations of the meeting. JESR Participation will include a wide spectrum of stakeholders from government, private sector, civil society, and development partners. The recommendations from the JESR will be factored into the following year's MTEF.

CHAPTER 7

7) COST AND FINANCING OF THE ESDP

This chapter outlines the costs and financing requirements for the ESDP. It has been revised in July 2018. The updated costing presented here is based on budget data for fiscal year 2016-17 (actual budget) and 2017-18 (provisional budget). Projections of requirements are based on the statistical situation for the school year 2017.

The projected costs for ESDP are aligned on the perimeter of the education sector within Government budget as set by MOFP and displayed in the annual statistical yearbook (BEST, table 10.3). The financing of the education sector by Government is split among various parts of Government budget. The main component of Government expenditure is related to the funding of the Basic Education staff through grants to Local Government Authorities, recorded in the budget votes for each region. Table 7.1 below provides a comprehensive picture of the Government expenditure for the education sector in 2017-18.

Budget figures do not include those projects funded from foreign sources which are not managed through the Government budget. The projected costs for ESDP include all on-budget and off-budget projects within the planned activities. The perimeter is then the Government budget plus off-budget projects.

Table 7.1: Government expenditure for Education, 2017-18

Million TZS

VOTE No.	Education Sector	2017/18 Approved Budget				
		TOTAL RECURRENT EXPENDITURE	DEVELOPMENT EXPENDITURE		TOTAL DEV'T EXPENDITURE	TOTAL BUDGET
			LOCAL	FOREIGN		
02	Teachers Service Commission	12,422			-	12,422
18	UNESCO Commission	663			-	663
21	Special Expenditures-Examination-NECTA	36,756			-	36,756
	IRDP	7,599	1,000		1,000	8,599
46	Ministry of Education and Vocational Training	419,843	606,770	310,072	916,842	1,336,685
50	Ministry of Finances and Planning					
	NBAA	1,510			-	1,510
	IAA	4,547			-	4,547
	IFM	8,436			-	8,436
	TIA	4,390			-	4,930
53	Min.of Community Dev. Women & Children (Community Training and Development)	12,773			-	12,773
56	PMO RALG - grants to Academic Institutions	15,117			-	15,117
	PMO RALG - Basic Education Coordination	12,548		14,305	14,305	26,853
Region s	Basic Education Divisions	10,862	500		500	11,362
	Grants to Local Governments	3,024,582	201,665		201,665	3,226,247
	Total Education Sector	3,572,049	809,935	324,377	1,134,313	4,706,362

Source: Ministry of Finance and Planning

The projected costs follow the budget distinction between recurrent expenditures and development expenditures.

All of the 206 ESDP strategies enumerated in Chapter 5 and Annex 2 have been individually costed based on unit cost estimates and proposed activities for each year over the five-year plan period. The totality of these annual activities and costs constitutes the ESDP Operational Plan which is presented in spreadsheet format at Annex 3. Each of the six ESDP priority programmes has its own spreadsheet (P1 to P6).

Activities of the Operational Plan are classified with the Development Budget. Some OP activities refer to staff costs; then the cost is accounted for with the projection of the recurrent budget; those activities appear in the OP matrix with the comment: “with recurrent budget”.

Projected costs of the ESDP include:

- The projected recurrent costs as per the perimeter of the Government recurrent budget;
- The cost of activities foreseen in the Operational Plan. The costing corresponds to the perimeter of the development budget plus off-budget projects;
- The funding of the student loans scheme by Government, which is recorded within the development budget but is not mentioned as an activity in the operational plan.

A consolidated version of the simulation model

The quantitative scenario presented here has been created using a simulation model developed for the Education Sector Development Plan. The development of the model has followed the successive steps in the preparation of the plan.

The initial version was constructed in 2016 at the time of the preparation of the ESDP strategy. The Operational Plan was then developed later in 2017 and its costing was realized separately from the model.

It became necessary to consolidate and reconcile the various sets of projections and costs. This has been done in an updated version of the model, based on the following principles:

- Use of the official population projections by NBS;
- Use of more recent education data: 2017 education statistics and 2017-18 budget;
- Use of the more recent macro-economic and budgetary framework as defined by Government in the budget guidelines for the fiscal year 2018-19;
- Full alignment of the ESDP costing with the perimeter of the Education Sector as defined by MOFP;
- Integration of the operational plan within the model and links with other projections;

- Alignment of the Operational Plan to the perimeter of the Development Budget.
The OP matrix can be extracted from the model.

The chapter is structured as follows. The first section introduces the quantitative scenario of the sector plan, the expected enrolment and the consequences on the resources required. The second section provides the projected recurrent expenditures and the cost of the operational plan, and the third section places the projected cost of ESDP within the medium-term macro-economic and budgetary framework in order to ascertain the likely size of the financial gap and discusses the financing requirements.

7.1 The Quantitative Scenario

The National Bureau of Statistics provides population projections by age based on the 2012 population census. In Mainland Tanzania population will continue to grow at a high rate; in aggregate, the young population aged 5 to 19 would be increase by 15% between 2016 and 2021.

Table 7.2: School age population estimates, Tanzania Mainland

Reference age groups	2016	2017	2018	2019	2020	2021	2025
Age 6 (Pre-primary)	1,415,087	1,279,812	1,381,415	1,648,776	1,698,131	1,751,604	1,919,326
Age 7 (Intake Primary)	1,397,905	1,412,560	1,277,596	1,379,087	1,646,059	1,695,403	1,868,777
Age 7-13 (Primary)	9,271,293	9,558,901	9,590,379	9,614,329	9,881,999	10,210,090	11,937,227
Age 14-17 (Cycle 2)	4,598,464	4,723,311	4,559,323	4,980,842	5,051,161	5,293,296	5,472,622
Age 18-19 (Secondary)	1,933,448	1,977,660	2,372,017	2,305,427	2,204,859	2,395,609	2,707,757

Source: National Population Projections, NBS and Office of the Chief Government Statistician, February 2018

Enrolment perspectives at the various levels result mainly from three strategic objectives set for 2025:

- Universal pre-primary schooling for age 5 children, by 2025
- Universal Basic Education (Primary and cycle 2), by 2025
- Increased access to Technical Education

At pre-primary level, the enrolment capacity should reach the size of one generation by 2025 in order to accommodate a number of children close to 2 million. The number of children enrolled in 2021 should reach 1.8 million.

At primary level, the intake at grade 1 (1.9 million children in 2016 and 2017) currently exceeds the size of one generation, due to an influx in registration resulting from the implementation of the Fee Free Policy. This situation would continue for a few more years. It is expected that the stabilisation in intake flows could occur before the end of the plan. The intake flow would then be equivalent to the generation around 6/7 years old.

The promotion rates are expected to increase with a reduction of dropouts to 2% and repetition to 4% by 2025. Increase in access and improved retention would lead to a number of 10.9 million students in 2021 at primary level (8.6 million in 2016).

Cycle 2 of Basic Education (Lower Secondary Forms 1 to 4) will be impacted by increased access and better retention. The number of students would increase by 1.2 million during the plan and reach 2.9 million enrolment in 2021.

Student flows after form 4: developing a vocational stream. At the end of the school year 2015, 17% of Form 4 students were continuing in advanced secondary while 10% were channelled to Technical and Vocational studies. The objective set is to reach a transition of 10% to High Secondary and 40% to Technical/Vocational at the end of the school year 2025. At the end of this plan, those ratios would have to reach 15% and 28%. As a result, enrolment in Higher Secondary would remain stable with 140,000 students, while enrolment in Technical and Vocational Education would rise to 250,000 students.

At the Higher Education level, enrolment in universities is expected to start increasing again, with 178,000 students in 2021/22, at a level below 2014-15 when enrolment was 220,000 students.

Table 7.3: Projection of enrolment by level of education

	2015	2016	2017	2018	2019	2020	2021	2025
Pre-primary	1,069,823	1,562,770	1,517,670	1,701,729	1,850,215	1,876,941	1,903,864	1,948,407
Primary	8,298,282	8,639,202	9,317,791	9,792,283	10,249,623	10,750,925	11,271,882	12,384,832
Cycle 2	1,648,359	1,675,593	1,767,890	2,018,858	2,284,786	2,520,062	2,898,753	5,426,222
Advanced Secondary	126,024	131,362	140,967	137,167	126,252	134,705	139,256	159,374
Technical Vocational	42,999	117,158	128,968	139,565	163,498	205,484	249,426	561,977
Higher Technical Ed	10,754	14,080	20,377	26,102	31,914	34,362	36,308	47,297
Universities	210,904	134,655	154,376	169,209	183,368	181,744	177,835	174,256

Source: revised simulation model

The resources Government would have to mobilize are influenced by the level of expected enrolment at the various education cycles, but also by the conditions of schooling. The scenario does not anticipate any change in the distribution between Government and non-Government educational institutions which would remain at the current level in every sub-sector. However, the scenario considers various improvements in the conditions of schooling within Government institutions:

- At pre-primary level, class size and number of students per teacher are currently very high with 90 students per stream. The long-term objective (2025) of 40 students per stream and 1 teacher and 1 classroom for every stream implies that intermediate values of 68 students per stream and 91 students per teacher should be reached by 2021. This implies adding 9,000 additional positions of teachers and 11,000 additional classrooms during the plan period.

- At primary education level, the long-term objective is to provide one qualified teacher and one classroom for every stream. During the plan, this would require 35,000 additional positions and 33,000 additional classrooms.
- At cycle 2 level, the objective is to provide staff and facilities to face the expansion of cycle 2. 24,000 additional classrooms would be needed; improved management of staff would limit the number of additional positions of teachers to 18,000 during the plan period.
- At Higher Secondary level, the expected stability in the number of students would not require significant additional resources. The objective of providing one classroom to every stream would lead to the construction of 600 classrooms during the plan.
- The expected increase of enrolment at Technical and Vocational Secondary level would require a significant investment in infrastructure with the building of 5,000 classrooms and 3,000 workshops.

Table 7.4: Requirements for teachers and classrooms in Government schools

	2016	2017	2018	2019	2020	2021	2025
Students per stream							
Pre-primary	94.2	89.6	89.6	82.5	75.4	68.3	40
Primary	45.7	44.9	44.9	44.9	45.0	45.0	45
Secondary	45.1	45.9	45.9	45.8	45.6	45.5	45
Number of teachers							
Pre-primary	10,994	9,045	10,135	13,277	16,188	19,747	46,099
Primary	191,772	179,291	188,319	200,198	213,220	226,936	264,920
Cycle 2	81,961	82,015	85,370	87,454	86,276	99,629	187,735
Higher Secondary	7,593	7,460	7,348	6,779	7,264	7,559	8,748
Students/teacher							
Pre-primary	135	159	159	132	110	91	40
Primary	44	50	50	49	48	48	45
Cycle 2	17	18	20	22	24	24	24
Higher Secondary	12	13	13	13	14	14	15
Number of classrooms required							
Pre-primary	10,643	11,209	13,051	16,023	18,522	21,638	46,099
Primary	108,504	116,681	122,556	131,627	141,767	152,737	189,228
Cycle 2	33,146	37,588	41,994	46,649	50,528	57,105	91,023
Higher Secondary	1,677	1,902	1,992	1,979	2,162	2,283	2,833
TVET	3,000	3,506	4,042	5,068	6,849	8,314	18,733

Source: revised simulation model

7.2 Cost of the ESDP

Total ESDP costs by programme and education sub-sector for the five-year period 2016/17-2020/21 are presented in Tables 7.5 and 7.6 below. All costs, both recurrent and development, are included as well as loans for the higher education sub-sector.

Total annual projected expenditure for the education sector (by Government and Development Partners) increases from TZS 4.0 trillion in 2016/17 to TZS 6.3 trillion

in 2020/21. Those amounts include recurrent expenditure, activities foreseen in the operational budget and Government contribution to the students' loans scheme. The sub-total projected for the development budget includes all foreign support to the sector, including off-budget projects.

Activities of the Operational Plan require TZS 4.9 trillion of funding, an annual average of TZS 1 trillion.

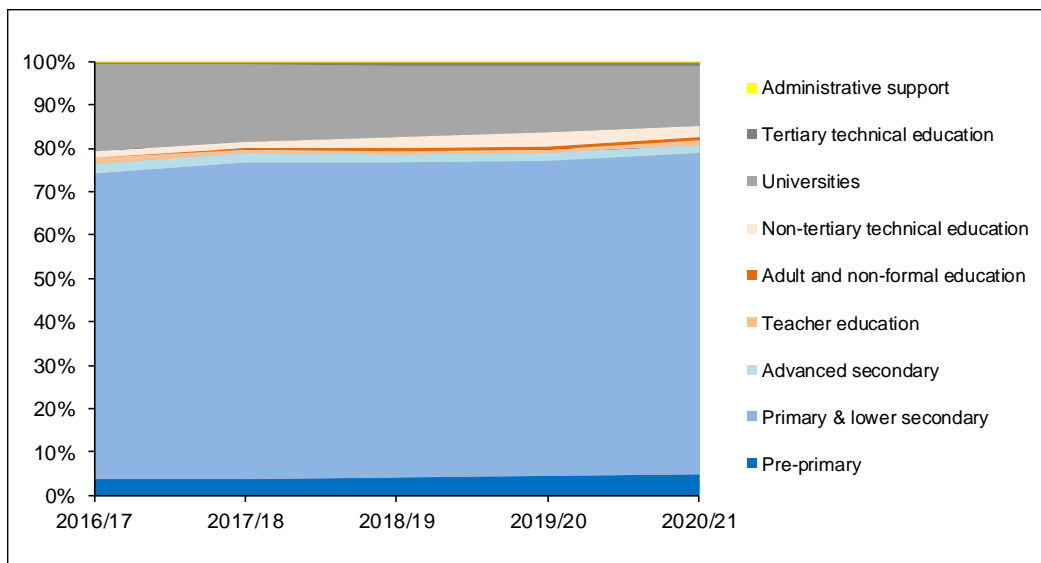
Table 7.5: ESDP projected cost

TZS billions

Programme	2016/17	2017/18	2018/19	2019/20	2020/21	Total
Recurrent Budget						
Pre-primary education	115.7	120.7	143.3	180.0	223.2	782.8
Basic Education cycle 1 (Primary)	1,676.0	1,975.5	2,086.5	2,287.0	2,531.4	10,556.5
Basic Education cycle 2 (Lower Secondary)	819.5	976.5	1,008.4	1,047.1	1,166.8	5,018.3
Higher Secondary Education	76.5	90.1	86.1	88.4	97.2	438.3
Non-Formal and Adult Education	5.1	5.5	6.7	7.9	8.6	33.7
Non-Tertiary Technical & Vocational Education	38.9	26.8	30.2	36.7	45.8	178.5
Teacher Education	59.0	31.9	45.4	48.8	66.0	251.0
Universities	314.3	310.2	326.1	353.6	356.7	1,661.0
Tertiary Technical Education	18.2	19.9	23.6	32.2	39.2	133.0
General Administration	12.1	15.0	15.4	17.0	18.5	78.0
Total Recurrent Budget	3,135.3	3,572.0	3,771.7	4,098.7	4,553.5	19,131.2
<i>Of which Grants to LGAs</i>	<i>2,502.9</i>	<i>3,024.6</i>	<i>3,180.1</i>	<i>3,453.5</i>	<i>3,863.4</i>	<i>16,024.5</i>
Development Budget / Operational Plan						
1. Access and equity in basic & secondary education	401.814	614.7	686.5	855.8	980.1	3,538.9
2. Quality of basic and secondary education	2.875	30.8	143.0	141.1	136.7	454.5
3. Adult and non-formal education	0.0	11.4	14.6	9.7	9.2	44.8
4. TVET	21.1	51.6	101.6	157.5	117.3	449.0
5. Higher education	40.5	99.8	108.7	86.5	86.6	422.1
6. System structure, governance and management	0.0	2.0	4.5	2.4	1.3	10.2
Total Operational Plan	466.3	810.3	1,058.9	1,253.0	1,331.2	4,919.6
Student Loans	427.6	427.6	427.6	427.6	427.6	2,137.8
Total Development Budget	893.8	1,237.8	1,486.4	1,680.5	1,758.7	7,057.3
Total ESDP Cost, Recurrent + Development	4,029.1	4,809.9	5,258.1	5,779.2	6,312.3	26,188.5

Source: revised simulation model

Figure 7.1: Breakdown of ESDP projected costs by education sub-sector



Grants to LGAs, covering the compensation of staff working in pre-primary, primary and secondary schools, account for 84% of the recurrent costs and 61% of the total costs during the plan period. In Table 7.6, ESDP total projected costs (recurrent and development) are displayed by education sub-sector.

Table 7.6: ESDP Projected costs by education sub-sector

TZS billions

Sub-sector	2016/17	2017/18	2018/19	2019/20	2020/21	Total
Pre-primary	150.0	186.5	210.9	254.8	299.1	1,101.4
Primary & lower secondary	2,858.0	3,523.3	3,838.2	4,225.8	4,709.3	19,154.7
Advanced secondary	84.3	98.4	92.6	97.8	106.3	479.4
Teacher education	59.0	31.9	45.4	48.8	66.0	251.0
Adult and non-formal education	5.1	16.9	33.3	38.5	38.6	132.4
Non-tertiary technical education	60.0	78.4	131.8	194.2	163.2	627.6
Universities	782.4	837.5	862.4	867.7	870.8	4,220.8
Tertiary technical education	18.2	19.9	23.6	32.2	39.2	133.0
Administrative support	12.1	17.0	20.0	19.3	19.8	88.2
Total	4,029.1	4,809.9	5,258.1	5,779.2	6,312.3	26,188.5

In percentages

Pre-primary	3.7%	3.9%	4.0%	4.4%	4.7%	4.2%
Primary & lower secondary	70.9%	73.3%	73.0%	73.1%	74.6%	73.1%
Advanced secondary	2.1%	2.0%	1.8%	1.7%	1.7%	1.8%
Teacher education	1.5%	0.7%	0.9%	0.8%	1.0%	1.0%
Adult and non-formal education	0.1%	0.4%	0.6%	0.7%	0.6%	0.5%
Non-tertiary technical education	1.5%	1.6%	2.5%	3.4%	2.6%	2.4%
Universities	19.4%	17.4%	16.4%	15.0%	13.8%	16.1%
Tertiary technical education	0.5%	0.4%	0.4%	0.6%	0.6%	0.5%
Administrative support	0.3%	0.4%	0.4%	0.3%	0.3%	0.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: revised simulation model

Some of the main points to note are:

- Basic Education, which enrolls 85% of all students, will continue to account for the largest part of total expenditure over the next five years;
- The increasing share taken by Pre-Primary is due mainly to improving the conditions of learning;
- At the Higher Education level, significant capital expenditure boosts the sub-sector's share, which stands below 9% for the recurrent expenditures;
- There is a significant increase in spending on non-tertiary technical education, because of the policy to stream Form 4 graduates increasingly into that sub-sector. This increase will become more pronounced after 2021, when the growth of this sub-sector really takes off.

7.3 Cost of the Operational Plan

This section presents the cost for implementing activities foreseen in the Operational Plan alone. The perimeter corresponds to the Development Budget except the contribution of Government to the students loans scheme.

All activities foreseen in the original operational plan are maintained. However, as this updating has been done in 2018, activities that did not start in 2016-17 and 2017-18 have been rescheduled to start in 2018-19 or later. Activities funded from the recurrent budget (mainly teachers' salaries) are no longer costed within the operational plan; they are still included in the list of OP activities.

The cost for infrastructure (construction including equipment and repairs) constitutes the major component, with TZS 2,839 billion out of a total of TZS 4,019 billion. Capital expenditures are largest in the basic education and higher education programmes. With the projected rapid increase in basic education, especially in cycle 2, capital expenditure will have to be multiplied by 2.7 between 2016/17 and 2020/21. Most of this is for construction of new classrooms as well as laboratories, workshops, hostels and teacher housing. The capital budget for TVET more than triples between 2016/17 and 2020/21, although it still remains very low in comparison to basic education.

Capitation grants to implement the fee free policy from pre-primary to secondary level would have to increase up to TZS 268 million in 2020/21 to cope with the increase in enrolment. Activities targeting quality improvement represents TZS 604 million, 12% of the total cost.

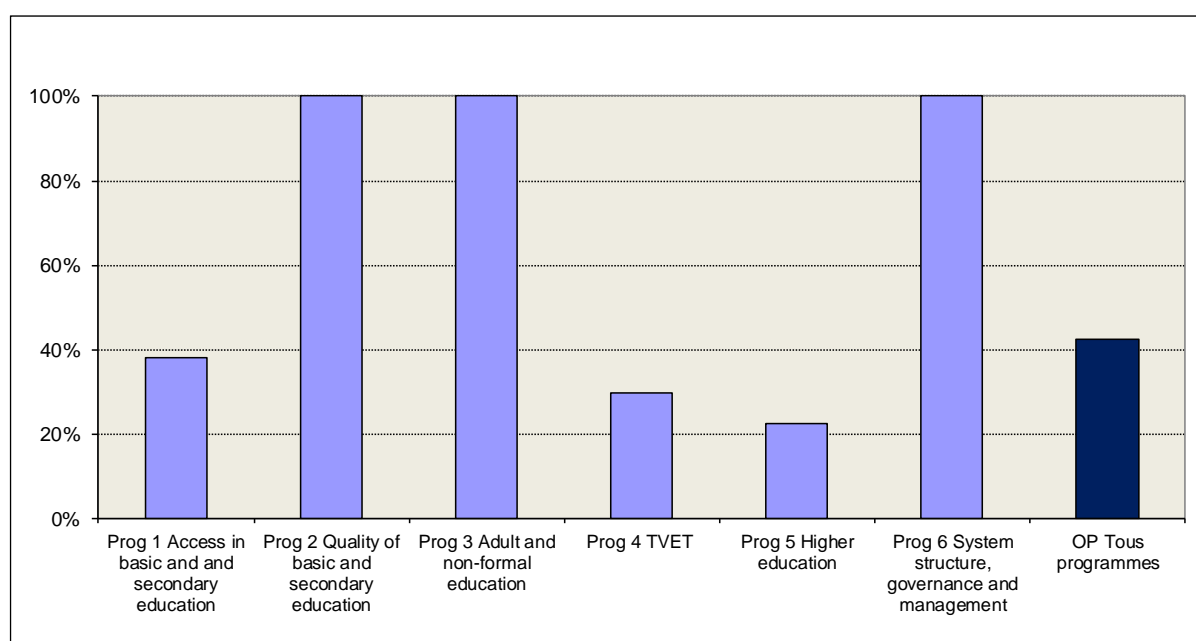
Table 7.7: Cost of the Operational Plan, breakdown by programme and object

TZS billions

Programme		2016/17	2017/18	2018/19	2019/20	2020/21	Total
1. Access, participation and equity in basic and secondary education	Infrastructures	225.7	394.0	414.4	545.7	617.8	2197.5
	Capitation grant	173.1	186.7	212.4	236.9	268.2	1077.4
	Others	3.1	33.9	59.7	73.2	94.1	264.0
	Total	401.8	614.7	686.5	855.8	980.1	3538.9
2. Quality of basic and secondary education	Total	2.9	30.8	143.0	141.1	136.7	454.5
3. Adult and non-formal education	Access	0.0	8.3	11.9	6.8	5.0	32.0
	Quality	0.0	3.2	2.6	2.8	4.2	12.8
	Total	0.0	11.4	14.6	9.7	9.2	44.8
4. TVET	Infrastructures	21.1	32.4	63.4	119.5	79.1	315.5
	Other Access	0.0	7.7	20.3	21.1	21.0	70.1
	Quality	0.0	11.5	17.8	16.9	17.3	63.5
	Total	21.1	51.6	101.6	157.5	117.3	449.0
5. Higher education	Infrastructures	40.5	84.9	61.6	70.0	70.0	326.9
	Others	0.0	5.9	7.5	8.7	9.9	32.0
	Quality	0.0	8.9	39.7	7.9	6.8	63.3
	Total	40.5	99.8	108.7	86.5	86.6	422.1
6. System structure, governance and management	Total	0.0	2.0	4.5	2.4	1.3	10.2
Total	Infrastructures	287.2	511.4	539.3	735.1	766.8	2839.9
	Capitation grant	173.1	186.7	212.4	236.9	268.2	1077.4
	Other Access	3.1	55.8	99.5	109.8	129.9	398.0
	Quality	2.9	56.4	207.7	171.1	166.3	604.3
	Total	466.3	810.3	1058.9	1253.0	1331.2	4919.6

Source: revised simulation model

Figure 7.2: % of OP expenditures other than for infrastructure



Among the sub-programmes focusing on access and equity, the sub-programme 1B on Basic Education represents the majority of the costs. Higher Education, Pre-Primary and Technical Education also account for significant shares.

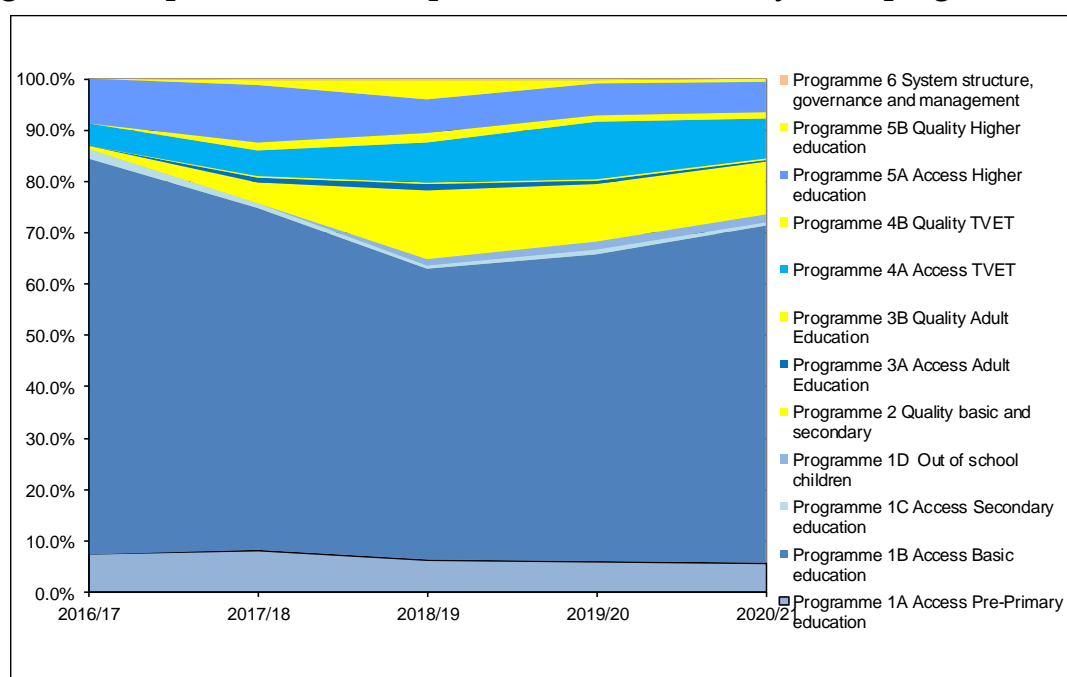
The cost of activities focusing on quality is concentrated in programme 2 on Basic and Secondary education. This programme only represents 10.3% of the total cost of the Operational Plan.

Table 7.8: ESDP Operational Plan expenditure breakdown by sub-programme

Programme	2016/17	2017/18	2018/19	2019/20	2020/21
Programme 1A Access Pre-Primary Education	7.4%	8.1%	6.4%	6.0%	5.7%
Programme 1B Access Basic Education	77.1%	66.7%	56.7%	59.9%	65.7%
Programme 1C Access Higher Secondary Education	1.7%	1.0%	0.6%	0.8%	0.7%
Programme 1D Out of School Children	0.0%	0.0%	1.1%	1.7%	1.6%
Programme 3A Access Adult Education	0.0%	1.0%	1.1%	0.5%	0.4%
Programme 4A Access TVET	4.5%	5.0%	7.9%	11.2%	7.5%
Programme 5A Access Higher Education	8.7%	11.2%	6.5%	6.3%	6.0%
Programme 2 Quality Basic and Secondary	0.6%	3.8%	13.5%	11.3%	10.3%
Programme 3B Quality Adult Education	0.0%	0.4%	0.2%	0.2%	0.3%
Programme 4B Quality TVET	0.0%	1.4%	1.7%	1.4%	1.3%
Programme 5B Quality Higher Education	0.0%	1.1%	3.7%	0.6%	0.5%
Programme 6 System structure, governance & management	0.0%	0.3%	0.4%	0.2%	0.1%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Source: revised simulation model

Figure 7.3: Operational Plan expenditure breakdown by main programme



Reading note: activities targeting quality objectives are displayed in yellow

7.4 Financing the ESDP

The financing of the ESDP will rely mainly on Government Budget, complemented by support from Development Partners.

The main components of this financing are:

- Government recurrent budget
- Government development budget funded from domestic sources
- Government development budget funded from foreign sources
- Off-budget projects funded by development partners

To assess the financial feasibility of the ESDP, the projected costs can be placed within a macroeconomic and budgetary framework. The medium-term budget frame used is the most recent set by the Ministry of Finances and Planning and included in the budget guidelines for the fiscal year 2018/19. The medium-term framework covers the period up to the fiscal year 2020/21.

The budget framework provides projections of GDP, of the resources of the Government budget derived from domestic sources or grants; and of Government expenditures.

The medium-term framework draws a rather positive budget perspective, with an annual economic growth higher than 7%, and an increase in the fiscal pressure. Government domestic revenues are expected to increase up to TZS 28.3 trillion in 2020/21 (table 7.9 below).

Table 7.9: Budget Frame for 2016/17 - 2020/21

	<i>Billion Shillings</i>				
	2016/17 Actual	2017/18 Budget	2018/19 Projected	2019/20 Projected	2020/21 Projected
GDP current prices	106,873	118,819	132,878	147,532	165,779
Economic growth	7.0%	7.0%	7.2%	7.5%	7.8%
GDP deflator	2.7%	3.9%	4.3%	3.3%	4.3%
Government Domestic Revenue	16,640	19,977	22,088	24,886	28,252
<i>As % of GDP</i>	15.6%	16.8%	17.3%	18.2%	19.1%
Recurrent exp excluding CFS	8,355	10,251	10,522	12,163	13,432
<i>As % of Domestic Revenue</i>	50.2%	51.3%	47.6%	48.9%	47.5%
Development Exp, local financing	5,141	8,970	9,536	9,409	11,566
<i>AS % of Domestic Revenue</i>	30.0%	45.5%	47.1%	40.4%	46.8%
Development Exp, Foreign financing	1,357	3,030	2,712	2,720	2,768

Source: MOFP, Guidelines for the preparation of plans and budget 2018/19, November 2017

However, the increasing level of debt service will limit the positive impact on the projected funding of the Government recurrent budget; recurrent expenditure excluding Consolidated Financial Services (CFS) represents 47.5% of Government domestic revenue, against the current level of 51.3%.

The expenditures of the Government development budget funded from foreign sources projected in the budgetary framework refer only to programmes financially managed through the budget, and do not include off-budget projects.

From these projected recurrent and development budgets of the Government, it is possible to make estimates of possible budget expenditures for the education sector.

The Recurrent Budget has been projected to cover the projected costs. This would not imply any increase in the percentage allocated to the education sector. Maintaining the allocation at the current level of Government expenditure (Consolidated Financial Services excluded) would make it possible to cover the projected recurrent costs.

The Development Budget is funded from domestic resources but also from contributions by Development Partners. The part funded from domestic sources has been projected by maintaining the same percentage allocated to the sector as currently (in 2017-18 budget). With those assumptions, the development budget from domestic sources potentially available for the education sector could rise to the level of TZS 1,229 million in 2020-21.

The domestic funding of the Development Budget has to be completed by estimates of total contributions from Development Partners, as not all are recorded within the Government Development Budget. The list of expected contributions from partners, based on public commitments, is displayed in Table 7.11 below. It includes on-budget and off-budget financing for education sector activities.

Table 7.10: Potential budget for the education sector

	<i>Billion Shillings</i>				
	2016/17 Actual	2017/18 Budget	2018/19 Projected	2019/20 Projected	2020/21 Projected
Gvt Recurrent exp excluding CFS	8,355	10,251	10,522	12,163	13,432
<i>% for Education sector</i>	37.5%	34.8%	35.8%	33.7%	33.9%
Recurrent budget for education	3,135	3,572	3,772	4,099	4,554
Gvt Development Exp, local financing	5,141	8,970	9,536	10,551	11,566
<i>% for Education sector</i>	10.6%	9.0%	10.6%	10.6%	10.6%
Dev. budget for education, local financing	546	805	1,014	1,121	1,229
Development Exp, Foreign financing	1,357	3,030	2,712	2,720	2,768
<i>As % of Domestic revenue</i>	11.6%	10.8%			
Dev Budget education, Foreign financing	158	328			

Source: revised simulation model

Table 7.11: Expected contributions from Development Partners

	2016/17	2017/18	2018/19	2019/20	2020/21	Total
DFID						
GBP Total	26,416,076	26,416,076	24,216,076	26,522,500	24,800,000	128,370,727
TZS million	76,527	76,527	70,154	76,836	71,846	371,890
World Bank						
USD TOTAL	50,433,333	50,433,333	50,400,000	63,500,000	63,500,000	278,266,666
TZS million	112,718	112,718	112,644	141,923	141,923	621,926
Canada						
Can\$ Total	24,131,666	23,931,666	18,691,666	14,191,666	12,000,000	92,946,663
TZS million	40,155	39,822	31,103	23,615	19,968	154,663
UNESCO						
USD Total	701,588	4,143,304	3,926,638	3,441,716	3,363,600	15,576,846
TZS million	1,568	9,260	8,776	7,692	7,518	34,814
GPE						
USD Total	18,960,000	18,960,000	18,960,000	0	0	56,880,000
TZS million	42,376	42,376	42,376	0	0	127,127
SIDA						
KSR Total	77,668,523	86,666,666	85,000,000	452,500,000	442,500,000	1,144,335,189
TZS million	19,961	22,273	21,845	116,293	113,723	294,094
USAID						
USD Total	16,006,250	16,006,250	16,006,250	15,150,000	15,150,000	78,318,750
TZS million	35,774	35,774	35,774	33,860	33,860	175,042
WFP						
EUR Total	3,199,298	319,929	319,929	319,929	0	4,159,085
USD Total	1,100,000	0	0	0	0	1,100,000
TZS million	10,777	832	832	832	0	13,272
AFD						
USD Total	14,500,000	14,500,000	14,500,000	0	0	43,500,000
TZS million	32,408	32,408	32,408	0	0	97,223
JICA						
TZS million	0	0	0	0	0	0
UNICEF						
USD Total	4,666,666	4,666,666	4,416,666	4,416,666	4,416,666	22,583,330
TZS million	10,430	10,430	9,871	9,871	9,871	50,474
Total TZS million	382,694	382,421	365,782	410,921	398,708	1,940,525

Source: Development partners

Exchange rates to TZS: 1USD = 2,235; 1GBP= 2,897; 1CAN =1,644; 1SKR = 257; 1EUR = 2,600

The contributions from Development Partners represent an annual amount around TZS 400 million.

Those projected potential budgets and financing contributions for the education sector, derived from the macro-economic and budgetary framework, can be compared to the projected costs for implementing ESDP and its operational plan.

Table 7.12: Financing gap for ESDP

TZS billion

	2016/17	2017/18	2018/19	2019/20	2020/21	Total
Domestic funding only						
Projected ESDP recurrent expenditure	3,135	3,572	3,772	4,099	4,554	19,131
Potential recurrent budget	3,135	3,572	3,772	4,099	4,554	19,131
Financing gap on recurrent budget	0	0	0	0	0	0
Projected ESDP Dev. expenditures	894	1,238	1,486	1,681	1,759	7,057
Potential Dev budget, domestic financing	546	806	1,014	1,121	1,229	4,716
Financing gap on domestic resources	-347	-432	-473	-559	-529	-2,341
Total Projected costs	4,029	4,810	5,258	5,779	6,312	26,189
Financing from domestic sources	3,682	4,378	4,785	5,220	5,783	23,847
Financing gap on domestic resources	-347	-432	-473	-559	-529	-2,341
Gap as % of projected expenditures	-8.6%	-9.0%	-9.0%	-9.7%	-8.4%	-8.9%
With contributions from partners						
Commitments from Partners	383	382	366	411	399	1,941
Remaining financing gap	35	-50	-107	-148	-131	-401
Remaining gap as % of projected expenditures	0.9%	-1.0%	-2.0%	-2.6%	-2.1%	-1.5%
<i>Remaining gap in USD (million)</i>	15.8	-22.5	-47.9	-66.3	-58.5	-179.5

Source: revised simulation model

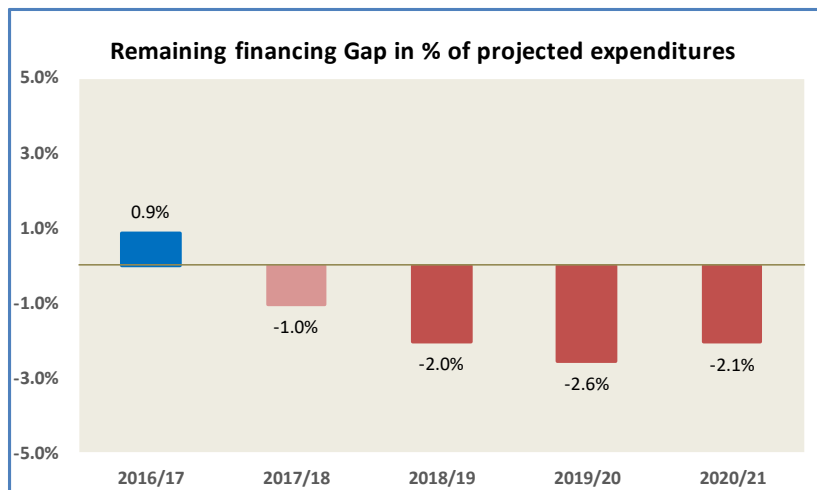
Before considering the contributions of Development Partners, the annual financing gap amounts between TZS 347 billion and TZS 559 billion, an average of 8.9% of the total projected costs.

Contributions from Development Partners, as known today, amount to a total of TZS 1,941 billion, an average of TZS 388 billion per year (US\$ 173 million). After taking DPs' commitments into account, the remaining financing gap stands at TZS 401 billion for the 5 five years period.

This revised costing of the ESDP is made at a time (July 2018) where the first two years of the plan have already been implemented. The calculated financing gap for the two years 2016-17 and 2017-18 is equal to zero for the recurrent budget as it corresponds to accounting figures. For development expenditures, it results from the use of estimates for the cost of OP activities and the commitments from Development Partners; only the financing from Government is based on accounting sources. Altogether, the gap is low (TZS 15 billion) for those 2 years.

The issue of the financing of the plan remains for the 3 years 2018-19 to 2020-21. The remaining financing gap represents annually between 2% and 2.6% of the ESDP cost.

Figure 7.4: Remaining financing gap including DPs' commitments



Some additional contributions from partners are expected. The grant contribution from GPE is expected at a level of US\$ 90 million covering 4 years starting from 2019. This would provide an average annual of TZS 50 billion and reduce the gap for the 3 years by about 40%.

After including GPE grant (for TZS 50 billion per year during the last 3 years), the financing gap is reduced to TZS 235 billion (US\$ 105 million) for the 3 years. It could be further reduced, either through increased contributions of partners or through an increased allocation for education within the domestic part of the development budget.

With those perspectives, Government expenditures for education would remain at a stable share of Government budget (recurrent and development, excluding CFS), above 21%, and the proportion allocated to Pre-Primary and Primary levels would stay high, above 50%, and with an increasing trend due to the foreseen improvements in the conditions of schooling. See Table 7.12.

The longer-term financial sustainability has been assessed up to 2025, the target year for many policy objectives set by the ESDP. Budgets and expenditures after 2021 are projected at 2020/21 prices, and the economic growth is supposed to continue at a 7% annual rate.

For recurrent expenditures, maintaining the education sector allocation at the current level of 34.8% of the total Government recurrent expenditures excluding CFS, would be sufficient to cover the recurrent costs of the scenario.

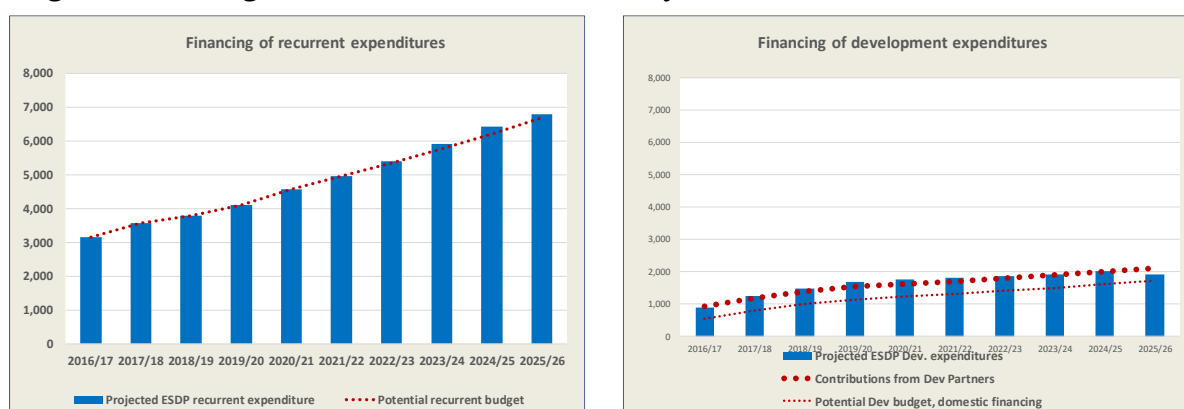
For development expenditures, maintaining a 10.6% allocation from the domestic part of the development budget, plus external contributions at the current average of TZS 388 billion per year, could ensure the financing of the projected costs of the scenario. See Figure 7.5.

Table 7.13: Percentage of Government Budget and Share for Primary Education

TZS billion

	2016/17 Actual	2017/18 Budget	2018/19 Projected	2019/20 Projected	2020/21 Projected
Total Government Budget	23,635	31,712	32,476	36,571	39,066
Recurrent excluding CFS	8,355	10,251	10,522	12,163	13,432
Consolidated Financial services (CFS)	8,782	9,461	9,705	11,137	11,300
Development on domestic sources	5,141	8,970	9,536	10,551	11,566
Development on Foreign sources	1,357	3,030	2,712	2,720	2,768
Education expenditure (Potential Budget)	3,839	4,706	5,100	5,573	6,126
Recurrent Budget	3,135	3,572	3,772	4,099	4,554
Development Budget (Local + Foreign)	704	1,134	1,328	1,475	1,572
<i>% of total Government budget</i>	16.2%	14.8%	15.7%	15.2%	15.7%
<i>% of total Gvt budget excluding CFS</i>	25.9%	21.2%	22.4%	21.9%	22.1%
Education Expenditures (ESDP cost)	4,029.1	4,809.9	5,258.1	5,779.2	6,312.3
Recurrent expenditures	3,135.3	3,572.0	3,771.7	4,098.7	4,553.5
Development expenditures	893.8	1,237.8	1,486.4	1,680.5	1,758.7
<i>% of total Government budget</i>	17.0%	15.2%	16.2%	15.8%	16.2%
<i>% of total Gvt budget excluding CFS</i>	27.1%	21.6%	23.1%	22.7%	22.7%
Expenditure for Primary and Pre-primary	2,073	2,557	2,849	3,212	3,600
<i>% of total Education expenditure</i>	51.5%	53.2%	54.2%	55.6%	57.0%

Figure 7.5: Long term financial sustainability of ESDP scenario



In order to make those perspectives become real, budget execution rates should receive specific attention, especially for the development budget and its external component. Actual expenditures represent 93.6% of the approved recurrent budget for education, 58.1% for the local funded component of the development budget and 41% for the external financing component. This issue is not specific to education and execution rates in the sector follow the general pattern of the Government budget (Table 7.14).

Table 7.14: Budget execution rates, 2016-17

TZS billion

	Total Government Budget			Education Sector Budget		
	Approved 2016/17	Actual 2016/18	% Actual / approved	Approved 2016/17	Actual 2016/18	% Actual / approved
Recurrent expenditures						
Wages and salaries	6,600.0	6,367.1	96.5%	2,802.7	2,626.2	93.7%
CFS	8,000.0	8,781.6	109.8%			
Other charges	3,119.1	1,987.5	63.7%	547.5	509.0	93.0%
Total recurrent	17,719.1	17,136.2	96.7%	3,350.2	3,135.3	93.6%
Development expenditures						
Local financing	8,702.7	5,141.5	59.1%	632.3	546.5	86.4%
<i>Except Students Loans</i>				204.7	118.9	58.1%
Foreign Financing	3,117.8	1,356.9	43.5%	384.9	157.8	41.0%
Total Development	11,820.5	6,498.3	55.0%	1,017.2	704.2	69.2%
Recurrent + Development	29,539.6	23,634.6	80.0%	4,367.4	3,839.5	87.9%

Source: Budget guidelines 2018/19 (Total Government) and Budget books (Education)

Annex 1: Operational Matrix

1. Summary of all sub-sectors

Funding Agency	Basic Education				Higher Secondary	Adult & Non-Formal Education	TVET	Higher Education	Sector-Wide Systems & Governance
	Pre-Primary	Primary	Lower Secondary	Out-of-School Children					
MoEST	X	X	X	X	X	X	X	X	X
PO-RALG	X	X	X	X	X				X
TEA	X	X	X		X				
TIE	X	X	X		X			X	
NECTA		X	X		X			X	
NACTE							X	X	
VETA							X	X	
TCU								X	
ADEM	X	X	X		X			X	
AfDB							X		
Canada	X	X	X				X	X	X
DFID	X	X	X	X	X		X	X	X
GPE	X	X	X	X		X			X
JICA			X		X				
Sweden	X	X	X	X		X		X	X
UNESCO	X	X	X			X			X
Unicef	X	X	X	X					X
USAID	X	X	X	X					
WFP	X	X							
World Bank	X	X	X				X	X	X
BRAC	X	X	X	X		X			
PLAN Int.	X		X		X				
Save the Children	X								X

2. Details of Development Partner contributions to the ESDP sub-sectors and KPIs

Sub-Sector	Donor	Project	ESDP KPIs	Project Summary / Priorities	Funding	Time frame	Location	Implementing Partner
Pre-Primary and Primary	DFID	Affordable high quality preschool and primary education	1) % of Standard I pupils with at least one year of pre-primary education 2) Gross intake ratio to Standard I 5) Average drop-out rate in primary education 10) % Std II learners achieving the national benchmark in reading with comprehension 11) % Std II learners achieving the national benchmark in mathematics (level 2 addition and subtraction)	The Silverleaf Academy will provide high quality pre-primary and primary education at low cost to over 1000 children from low income families. The schools will pilot a number of teaching models that enable high quality affordable education including the introduction of tablet based learning. Another innovation within the programme is Jolly Phonics - an educational tool to help children learn to read through understanding letter sounds through music, stories and actions. An important part of this programme is improving the quality of teaching (pedagogy) teaching teachers interactive techniques, and clever classroom management that enables children to learn.	£399,932	2014-2018	Arusha	Anza Entrepreneurs Ltd.
Pre-Primary	World Bank	Early Learning Partnership technical assistance	1) % of Standard I pupils with at least one year of pre-primary education 2) Gross intake ratio to Standard I 5) Average drop-out rate in primary education 7) Pupil/Qualified Teacher Ratio in Primary Education 10) % Std II learners achieving the national benchmark in reading with comprehension 11) % Std II learners achieving the national benchmark in mathematics (level 2 addition and subtraction) 22) System strengthening	The Early Learning Partnership is a multidonor trust fund managed by the World Bank. We work with countries to promote increased investment in children's early years through research, policy planning, project design, and finance	US\$ 0.1m	2015-2016	National	

Sub-Sector	Donor	Project	ESDP KPIs	Project Summary / Priorities	Funding	Time frame	Location	Implementing Partner
Pre-Primary	World Bank	Measuring Early Learning Quality and Outcomes (in partnership with UNICEF and UNESCO)	1) % of Standard I pupils with at least one year of pre-primary education 2) Gross intake ratio to Standard I 5) Average drop-out rate in primary education 7) Pupil/Qualified Teacher Ratio in Primary Education 10) % Std II learners achieving the national benchmark in reading with comprehension 11) % Std II learners achieving the national benchmark in mathematics (level 2 addition and subtraction)	The Measuring Early Learning Quality and Outcomes (MELQO) initiative aims to improve early childhood education worldwide through measurement of children's development and learning and of the quality of their learning environments, with a focus on school readiness		2015-2017	National & Zanzibar	
Pre-Primary, Primary and Lower Secondary	Canada	Play for the Advancement of Quality Education (PAQE)	1) % of Standard I pupils with at least one year of pre-primary education 2) Gross intake ratio to Standard I 3) Promotion rate from primary to lower secondary 4) Survival rate from primary std.1 to last grade of lower secondary (form IV) 5) Average drop-out rate in primary education 6) The % of out-of-school children of basic education school age 10) % Std II learners achieving the national benchmark in reading with comprehension 11) % Std II learners achieving the national benchmark in mathematics (level 2 addition and subtraction)	This project aims to improve educational attainment and participation of girls and boys, aged 2-15 with a child friendly approach to learning with play	CAD\$2 million	2015-2017	Dar es Salaam, Mara, Morogoro	Right to Play

Sub-Sector	Donor	Project	ESDP KPIs	Project Summary / Priorities	Funding	Time frame	Location	Implementing Partner
Primary and Lower Secondary	DFID	Girls Education Challenge Fund (GEC) - Support to CAMFED through a UK Aid centrally managed fund	<ul style="list-style-type: none"> 2) Gross intake ratio to Standard I 3) Promotion rate from Cycle 1 to Cycle 2 of basic education (primary to lower secondary) 4) Survival Rate from primary Standard 1 to the last grade of basic education cycle 2 (Form IV) 5) Average dropout rate in primary education (cycle 1) 6) The % of out-of-school children of basic education school age 9) CSEE pass rate 10) % Std II learners achieving the national benchmark in reading with comprehension 11) % Std II learners achieving the national benchmark in mathematics (level 2 addition and subtraction) 	This payment by results programme supports investments in education for 1,200 marginalised girls in 80 schools in 11 districts of Tanzania. The programme primary activity is to remove the cost barrier to education to increase retention and progress to secondary schools. In addition it improves learning outcomes for girls by developing both academic and 21st century skills.	£11.1m	2012-2019 (applied for extension under review)	11 districts	CAMFED
Primary	DFID	Girls Education Challenge Fund (GEC) - Support to BRAC Maendeleo through a UK Aid centrally managed fund	<ul style="list-style-type: none"> 3) Promotion rate from Cycle 1 to Cycle 2 of basic education (primary to lower secondary) 4) Survival Rate from primary Standard 1 to the last grade of basic education cycle 2 (Form IV) 5) Average dropout rate in primary education (cycle 1) 6) The % of out-of-school children of basic education school age 7) Pupil/Qualified Teacher Ratio in Primary Education 10) % Std II learners achieving the national benchmark in reading with comprehension 11) % Std II learners achieving the national benchmark in mathematics (level 2 addition and subtraction) 	Supports marginalised girls in Tanzania to access education with a community based approach. Interventions include after-school study clubs in Primary schools for marginalised grade 5-7 girls, training of teachers in maths, science and English for after school clubs, community based study clubs, life-skills training and training of girls as peer mentors to support primary school students.	£2.68m	2012-2019 (applied for extension under review)	4 districts: Temeke	BRAC

Sub-Sector	Donor	Project	ESDP KPIs	Project Summary / Priorities	Funding	Time frame	Location	Implementing Partner
Primary and Lower Secondary	DFID	Improved girls education using e-readers and mentors	3) Promotion rate from Cycle 1 to Cycle 2 of basic education (primary to lower secondary) 4) Survival Rate from primary Standard 1 to the last grade of basic education cycle 2 (Form IV) 6) The % of out-of-school children of basic education school age 9) CSEE Pass Rate	This project supports the challenge of children transitioning from Swahili medium primary school to English medium secondary schools. 4500 girls are targeted using e-reader technology. Graduates of the schools are brought in as mentors to the new secondary students. In addition, these mentors are supported with business training and can take an interest free small business loan (from the microfinance partner Kiva)	£399,995	2014-2018	11 districts	CAMFED
Pre-Primary, Primary and Lower Secondary	DFID	Schooling for blind-deaf children	2) Gross intake ratio to Standard I 3) Promotion rate from Cycle 1 to Cycle 2 of basic education (primary to lower secondary) 4) Survival Rate from primary Standard 1 to the last grade of basic education cycle 2 (Form IV) 5) Average dropout rate in primary education (cycle 1) 6) The % of out-of-school children of basic education school age 9) CSEE pass rate 10) % Std II learners achieving the national benchmark in reading with comprehension 11) % Std II learners achieving the national benchmark in mathematics (level 2 addition and subtraction)	Sense International is a highly regarded international organization for supporting children with disabilities. The project is working toward integrating deafblind children into mainstream schools. The approach works with families at home to prepare children for school - then works with the children, teachers and teaching assistants within the schools.	£399,043	2014-2018		Sense International East Africa
Lower Secondary	UNESCO	Education	4) Survival Rate from primary Standard 1 to the last grade of basic education cycle 2 (Form IV) 9) CSEE Pass Rate	Enhancing Adolescent girls' performance and retention at ordinary secondary school level in Tanzania	\$650,000	2015-2017	Shinyanga, Sengerema, Ngorongoro, Tanga, Micheweni (Pemba)	

Sub-Sector	Donor	Project	ESDP KPIs	Project Summary / Priorities	Funding	Time frame	Location	Implementing Partner
Lower Secondary, Higher Secondary and Out-of-School Children	USAID	Waache Wasome(Let them Learn)	<p>4) Survival Rate from primary Standard 1 to the last grade of basic education cycle 2 (Form IV)</p> <p>6) The % of out-of-school children of basic education school age</p> <p>9) CSEE Pass Rate</p> <p>14) Transition rate from basic education to advanced secondary education and TVET</p>	<p>Waache Wasome's goal is to increase adolescent girls' enrolment and retention in secondary school. The project's objectives are to 1) build the agency, knowledge, and self-esteem of girls in secondary school; 2) increase family commitment and ability to invest in girls' education; 3) foster a girl-friendly and supportive school environment; 4) increase access to youth-friendly adolescent reproductive services; 5) provide alternative education pathways for girls who have dropped out of secondary school due to pregnancy and/or marriage.</p>	\$10.5 million	December 2016 - September 2021	<p>Mara Region: Musoma Municipal Council, Musoma District Council, and Tarime Town Council.</p> <p>Arusha Region: Karatu District Council</p>	World Education
Pre-Primary, Primary and Lower Secondary	WFP	Country Programme	<p>1) % of Standard I pupils with at least one year of pre-primary education</p> <p>2) Gross intake ratio to Standard I</p> <p>3) Promotion rate from Cycle 1 to Cycle 2 of basic education (primary to lower secondary)</p> <p>4) Survival Rate from primary Standard 1 to the last grade of basic education cycle 2 (Form IV)</p> <p>5) Average dropout rate in primary education (cycle 1)</p> <p>6) The % of out-of-school children of basic education school age</p>	<p>Food for Education (School Feeding) and Mother and Child Health and Nutrition (MCHN): Maisha Bora - Belgian Fund for Food Security</p>	1,599,645 Euros	2015-2019	<p>Longido District (Arusha Region) and Simanjiro District (Manyara Region)</p>	World Food programme

Sub-Sector	Donor	Project	ESDP KPIs	Project Summary / Priorities	Funding	Time frame	Location	Implementing Partner
Pre-Primary, Primary and Lower Secondary	WFP	Country Programme	1) % of Standard I pupils with at least one year of pre-primary education 2) Gross intake ratio to Standard I 3) Promotion rate from Cycle 1 to Cycle 2 of basic education (primary to lower secondary) 4) Survival Rate from primary Standard 1 to the last grade of basic education cycle 2 (Form IV) 5) Average dropout rate in primary education (cycle 1) 6) The % of out-of-school children of basic education school age	Food for Education (School Feeding):Home Grown School Feeding Pilot	\$400,000	November 2015 - June 2016	Ikungi District (Singida Region) and Bunda District (Mara Region)	World Food programme
Pre-Primary, Primary and Lower Secondary	AFD	Support for Education Project in Tanzania	2) Gross intake ratio to Standard I 3) Promotion rate from Cycle 1 to Cycle 2 of basic education (primary to lower secondary) 5) Average dropout rate in primary education (cycle 1) 6) The % of out-of-school children of basic education school age	The project will target to reduce disparities in access to <i>education</i> between boys and girls and between regions. their activities will specifically target orphans and children living with HIV/AIDS.	6,000,000 USD	2013-		
Pre-Primary, Primary, Lower Secondary and Higher Secondary	Canada	Teacher Education Support Project	7) Pupil/Qualified Teacher Ratio in Primary Education 8) Pupil/Qualified Teacher Ratio in Lower Secondary Education 9) CSEE Pass Rate 10) % Std II learners achieving the national benchmark in reading with comprehension 11) % Std II learners achieving the national benchmark in mathematics (level 2 addition and subtraction) 14) Transition rate from basic education to advanced secondary education and TVET 22) System strengthening	The project aims to improve the quality of primary and secondary school teaching by investing in effective training for future teachers at 35 teacher's colleges. Project activities include: (1) providing training to instructors and trainees on effective and gender sensitive teaching methods; (2) enhancing the Ministry of Education's capacity to manage teacher training nationally; and (3) providing teaching and learning materials to teacher's colleges, including information and communications technology equipment (ICT), textbooks and learning resources.	\$60m CAD	2016-2021	National	Government of Tanzania and a Canadian Executive Agency (to be selected)

Sub-Sector	Donor	Project	ESDP KPIs	Project Summary / Priorities	Funding	Time frame	Location	Implementing Partner
Pre-Primary, Primary, Lower Secondary and Higher Secondary	Canada	Upgrading Teachers' Colleges	7) Pupil/Qualified Teacher Ratio in Primary Education 8) Pupil/Qualified Teacher Ratio in Lower Secondary Education 9) CSEE Pass Rate 10) % Std II learners achieving the national benchmark in reading with comprehension 11) % Std II learners achieving the national benchmark in mathematics (level 2 addition and subtraction) 14) Transition rate from basic education to advanced secondary education and TVET	This initiative seeks to improve the quality of education for primary and secondary students by improving the quality of education that female and male teacher trainees receive. The project supports the renovation, construction and expansion of four teachers' colleges in order to improve learning conditions for teacher trainees.	\$20m CAD	2014-2018	Kitangali, Shinyanga, Mpuguso, Ndala	MoEST
Pre-Primary and Primary	Canada	Primary School Teacher Training Program	1) % of Standard I pupils with at least one year of pre-primary education 3) Promotion rate from primary to lower secondary 6) The % of out-of-school children of basic education school age 7) Pupil/Qualified Teacher Ratio in Primary Education 10) % Std II learners achieving the national benchmark in reading with comprehension 11) % Std II learners achieving the national benchmark in mathematics (level 2 addition and subtraction)	The project focuses on improving literacy, numeracy and life skills learning at the pre-primary and primary school levels in order to lay the foundations for higher learning. The program aims to improve the skills of 5,350 teachers and 1,548 school principals and enhance the involvement of 400,000 parents in their children's education	CAD\$10 million	2016-2020	Mbeya and Njombe	UNICEF

Sub-Sector	Donor	Project	ESDP KPIs	Project Summary / Priorities	Funding	Time frame	Location	Implementing Partner
Primary and Higher Education	Canada	Capacity Development for Mathematics Teaching in Rural and Remote Communities in Tanzania	7) Pupil/Qualified Teacher Ratio in Primary Education 9) CSEE Pass Rate 11) % Std II learners achieving the national benchmark in mathematics (level 2 addition and subtraction) 14) Transition rate from basic education to advanced secondary education and TVET 17) The % of science and mathematics graduates among all university graduates	This project aims to build the capacity of primary teachers to teach mathematics in rural and remote schools by supporting their professional development through short courses, Masters and PhD programs.	CAD\$3.2 million	2012-2017	Dodoma, Morogoro, Iringa	University of Alberta
Lower Secondary and Higher Secondary	DFID	e-Learning in secondary schools	9) CSEE Pass Rate 14) Transition rate from basic education to advanced secondary education and TVET	This is a programme to enhance secondary education through using an e-learning platform using the national curriculum - with not just content, but also quizzes, videos, on-line assessments and ways to track student progress. This allows for students to progress at their own rate. The technology is being piloted in a number of different ways including a suitcase bank of tablets, solar powers and off grid - as well as projector based learning - and then on grid/on-line options. Initial goal is to reach 70 schools.	£398,054	2014-2018		Christian Social Services Commission (CSSC)

Sub-Sector	Donor	Project	ESDP KPIs	Project Summary / Priorities	Funding	Time frame	Location	Implementing Partner
Pre-Primary and Primary, System	DFID	Education Quality Improvement Programme	1) % of Standard I pupils with at least one year of pre-primary education 2) Gross intake ratio to Standard I 3) Promotion rate from Cycle 1 to Cycle 2 of basic education (primary to lower secondary) 4) Survival Rate from primary Standard 1 to the last grade of basic education cycle 2 (Form IV) 5) Average dropout rate in primary education (cycle 1) 6) The % of out-of-school children of basic education school age 10) % Std II learners achieving the national benchmark in reading with comprehension 11) % Std II learners achieving the national benchmark in mathematics (level 2 addition and subtraction) 22) System strengthening	Improve quality of education in primary schools in Tanzania and increase number of children, particularly girls, able to transfer to secondary education. (a) 230,000 eight to ten year old children able to read with comprehension. (b) 55,000 children passing their end of primary school examinations. (c) 27,500 more girls able to make the transition to secondary schools. (d) Improve teaching of early-grade reading and numeracy in 2000	£50 million, from 2015/16 for 2 years £23m routed to LGAs as Financial Aid	2013 - 2017	7 regions: Dodoma, Kigoma, Lindi, Mara, Shinyanga, Simiyu, Tabora	Mott McDonald: Cambridge Education (Management Agent) British Council & VSO (ELT component closed)
Pre-Primary	DFID	Human Development Innovation Fund - Multimedia pre-school learning	1) % of Standard I pupils with at least one year of pre-primary education 10) % Std II learners achieving the national benchmark in reading with comprehension 11) % Std II learners achieving the national benchmark in mathematics (level 2 addition and subtraction)	Ubongo Kids is an interactive educational TV program that delivers math and science lessons to students through entertaining stories and songs. Viewers can "interact" with the show's characters through short assessments on their mobile phones. Ubongo is now watched by 5 million children in East Africa. HDIF has specifically supported a new preschool learning edu-cartoon called Akili and Me which aims to get children ready to start school. It is available on radio and TV, and is watched on national TV by 1.3 million households each day. To complement this, Ubongo has developed mobile phone learning services - providing fun learning services - such as quizzes and games.	£390,492	2014-2018	National coverage	Ubongo Ltd.

Sub-Sector	Donor	Project	ESDP KPIs	Project Summary / Priorities	Funding	Time frame	Location	Implementing Partner
Lower Secondary	DFID	Innovative problem based education for vulnerable girls.	4) Survival Rate from primary Standard 1 to the last grade of basic education cycle 2 (Form IV) 6) The % of out-of-school children of basic education school age 9) CSEE Pass Rate 14) Transition rate from basic education (Form IV) to advance secondary education and to TVET	This is a secondary residential school for highly vulnerable girls - such as teenage mothers, HIV, early marriage etc. This has girls centred education - using a problem and project based approach to education, therefore changing education style in Tanzania from rote learning to problem solving. The programme integrates hands on STEAM (science technology engineering art and maths) - therefore enabling girls to earn an income following school and solve community problems.	£212.56	2014-2018		Dageno Girls Centre
Lower Secondary	DFID	Mobile phone based revision and learning for secondary school students	9) CSEE Pass Rate 14) Transition rate from basic education (Form IV) to advance secondary education and to TVET	This project is providing education content (form the national curriculum) for secondary school students and teachers through mobile phones and also an on-line platform. They have now launched Makini SMS - a revision and learning platform where students can not only read and learn, but also ask questions. This is being implemented with support from Tigo - one of the mobile phone providers in Tanzania.	£282,000	2014-2018		Shule Direct Company Limited
Lower Secondary and Higher Secondary	JICA	Education	8) Pupil/Qualified Teacher Ratio in Lower Secondary Education 9) CSEE Pass Rate 14) Transition rate from basic education (Form IV) to advance secondary education and to TVET	In- Service Training (INSET) for Secondary school Science and Mathematics teachers	TZS 822,580,600	2013-2016	National	

Sub-Sector	Donor	Project	ESDP KPIs	Project Summary / Priorities	Funding	Time frame	Location	Implementing Partner
Primary, Lower Secondary, Higher Secondary and Higher Education	UNESCO	UNESCO-China Funds-in-Trust Project on "Enhancing Teacher Education for Bridging the Education Quality - Phase II	7) Pupil/Qualified Teacher Ratio in Primary Education 8) Pupil/Qualified Teacher Ratio in Lower Secondary Education 9) CSEE Pass Rate 10) % Std II learners achieving the national benchmark in reading with comprehension 11) % Std II learners achieving the national benchmark in mathematics (level 2 addition and subtraction) 14) Transition rate from basic education to advanced secondary education and TVET	The Project on Enhancing Teacher Education for Bridging the Education Quality Gap in Tanzania aims to empower Teachers' Colleges (TC) tutors with relevant ICT skills for effective teaching and learning of Science, Mathematics and Language subjects. Through the use of ICTs, mobile learning, and knowledge production and sharing, the 2-year (2017 - 2019). The Project will support capacity building for tutors from 35 Science, Mathematics and Languages Teachers' Colleges in ICT-supported Blended Learning modalities. It will also support the development of guidelines for effective teaching and learning English and Kiswahili languages using ICTs.	\$234,350	2017-2019	Butimba, Kleruu, Korogwe, Monduli, Mpwapwa, Mtwara Kawaida, Patandi, Songea, Tabora, Tukuyu, Kasulu, Bunda, Bustani, Dakawa, Ilonga, Kabanga, Katoke, Kinampanda, Kitangali, Mamire, Mandaka, Marangu, Mhonda, Morogoro, Mpugusu, Mtwara (U), Murutunguru, Nachingwea, Ndala, Shinyanga, Singachini, Sumbawang a, Tandala, Tarime, Vikindu (Teachers Colleges)	MoEST/ Open University of Tanzania/ University of Dar es Salaam/ Public Teachers' Colleges

Sub-Sector	Donor	Project	ESDP KPIs	Project Summary / Priorities	Funding	Time frame	Location	Implementing Partner
Primary and Out-of-School Children	UNESCO	XPRIZE Project for Promotion of Early Learning Through Innovative Technologies in Tanzania	6) The % of out-of-school children of basic education school age 10) % Std II learners achieving the national benchmark in reading with comprehension 11) % Std II learners achieving the national benchmark in mathematics (level 2 addition and subtraction)	XPRIZE Project will deliver around 4,000 tablets, with interactive educational applications, to be tested by children of between 7 to 10 years. The purpose is to identify quality software solutions which can boost the learning gains during early education, especially for unprivileged children with limited access to school.	\$1,939,689	2015-2018	1) Tanga Region (Handeni, Kilindi, Korogwe, Lushoto, Mkinga, Muheza & Pangani Districts) 2) Arusha Region (Ngorongoro District)	UNESCO
Primary and Lower Secondary	UNESCO	Education	1) % of Standard I pupils with at least one year of pre-primary education 2) Gross intake ratio to Standard I 3) Promotion rate from Cycle 1 to Cycle 2 of basic education (primary to lower secondary) 4) Survival Rate from primary Standard 1 to the last grade of basic education cycle 2 (Form IV) 5) Average dropout rate in primary education (cycle 1) 6) The % of out-of-school children of basic education school age	Supporting implementation of Human Rights Education for enhanced rights based teaching and learning.	\$118,000	2017-2021	Shinyanga, Sengerema, Ngorongoro, Tanga, Micheweni (Pemba)	
Primary, Lower Secondary and Higher Secondary	UNESCO	Education	4) Survival Rate from primary Standard 1 to the last grade of basic education cycle 2 (Form IV) 6) The % of out-of-school children of basic education school age 14) Transition rate from basic education to advanced secondary education and TVET	Strengthening Sexual and Reproductive Health and HIV prevention amongst children and young people through promoting comprehensive sexuality education in Tanzania	\$1,000,000	2017-2021	National and District Level	

Sub-Sector	Donor	Project	ESDP KPIs	Project Summary / Priorities	Funding	Time frame	Location	Implementing Partner
Pre-Primary	UNICEF	Measuring Early Learning Quality and Outcomes in Tanzania (in partnership with World Bank)	1) % of Standard I pupils with at least one year of pre-primary education	The Measuring Early Learning Quality and Outcomes (MELQO) initiative aims to improve early childhood education worldwide through measurement of children's development and learning and of the quality of their learning environments, with a focus on school readiness	\$500,000	2016-2017	National	RTI international
Pre-Primary, Primary, Lower Secondary and Out-of-School Children, System	UNICEF	Basic Education	1) % of Standard I pupils with at least one year of pre-primary education 2) Gross intake ratio to Standard I 4) Survival Rate from primary Standard 1 to the last grade of basic education cycle 2 (Form IV) 5) Average dropout rate in primary education (cycle 1) 6) The % of out-of-school children of basic education school age 10) % Std II learners achieving the national benchmark in reading with comprehension 11) % Std II learners achieving the national benchmark in mathematics (level 2 addition and subtraction) 22) System strengthening	Development of innovative cost-effective pre-primary satellite model for hard to reach areas; In-Service Pre-primary and Primary Teacher Education (focusing on 3Rs and Lifeskills); Equity and Inclusion In Primary Schools and Provision of Skills-based Alternative Learning Opportunities for Adolescents Out of School, especially for girls and children with disability; Systems' Strengthening including Capacity Strengthening in Policy Analysis, Strategic Planning and RBM and School Management Training for Schools Heads; Emergency Preparedness and Response	\$26,500,000	2016/2017-2021/2022	National (policy/systems level support), Mbeya, Iringa, Njombe, Zanzibar	Government of Tanzania (MoEST, TIE, ADEM, LGAs, Patandi TC, Korogwe TC) and Children's Book Project)
Primary	USAID	Support for National Early Grade Reading Assessment (EGRA)	10) % Std II learners achieving the national benchmark in reading with comprehension 11) % Std II learners achieving the national benchmark in mathematics (level 2 addition and subtraction) 22) System strengthening	National Assessment of Early Grade Reading, Writing Skills and Mathematics(EGRA/EGMA)	\$3,425,000	Oct 2015- Sept 2018	National	RTI international

Sub-Sector	Donor	Project	ESDP KPIs	Project Summary / Priorities	Funding	Time frame	Location	Implementing Partner
Pre-Primary and Primary	USAID	Tusome Pamoja (Let's Read Together)	1) % of Standard I pupils with at least one year of pre-primary education 2) Gross intake ratio to Standard I 3) Promotion rate from Cycle 1 to Cycle 2 of basic education (primary to lower secondary) 4) Survival Rate from primary Standard 1 to the last grade of basic education cycle 2 (Form IV) 5) Average dropout rate in primary education (cycle 1) 6) The % of out-of-school children of basic education school age 7) Pupil/Qualified Teacher Ratio in Primary Education (Cycle 1) 10) % Std II learners achieving the national benchmark in reading with comprehension 11) % Std II learners achieving the national benchmark in mathematics (level 2 addition and subtraction) 22) System strengthening	Tusome Pamoja is a results-oriented, evidence-based early grade reading and math program. The program focuses on 1) in-service teacher training in reading and math instruction; 2) developing materials to support early grade reading instruction, including teacher manuals and levelled, decodable supplementary readers in Kiswahili for students; 3) strengthening performance management for education system administrators including mentoring, monitoring, evaluation, and research; 4) strengthening parent and community participation in school governance, school management and students' learning.	\$67,000,000	Jan 2016- Dec 2020	Iringa, Morogoro, Mtwara, Ruvuma and Zanzibar	RTI international
Primary	Canada	Support to 3Rs Assessment	11) % Std II learners achieving the national benchmark in mathematics (level 2 addition and subtraction) 22) System strengthening	Support for the 2015 and 2017 National Assessment of Early Grade Mathematics Assessment (EGMA)	CAD\$ 80,000	2016-2017	National	RTI international

Sub-Sector	Donor	Project	ESDP KPIs	Project Summary / Priorities	Funding	Time frame	Location	Implementing Partner
Pre-Primary and Primary, System	Sweden (Grant Agent) + Canada/DFID (Coordinating Agent)	Global Partnership for Education: Literacy and Numeracy Education Support (GPE LANES)	1) % of Standard I pupils with at least one year of pre-primary education 2) Gross intake ratio to Std 1 3) Promotion rate from primary to lower secondary 5) Average drop-out rate in primary education 6) The % of out-of-school children of basic education school age 10) % Std II learners achieving the national benchmark in reading with comprehension 11) % Std II learners achieving the national benchmark in mathematics (level 2 addition and subtraction) 22) System strengthening	Improve Literacy and Numeracy skills (LANES) aiming at improving the acquisition of reading, writing and numeracy skills (3Rs) among children . The focus is on three major areas: 1) Improved teaching and learning of 3Rs for children aged 5 to 13 years in and out of school, 2) Improved education sector leadership, planning and management, and 3) Increased community engagement in literacy and numeracy. The age group is 5 through 11 years with a consideration of 2 to 4 year old children in day care centres; and 9 to 13 year old children in Non Formal Education programmes. Special attention to activities targeting marginalized children, particularly children in hard to reach and hard to serve areas. Key aspects of the programme have a national coverage, while some aspects have been scaled down to regions not receiving similar support from other Development Partners in order to avoid duplications.	\$94.8m	2014-2018	Morogoro; Pwani; Ruvuma; Dar es Salaam; Tanga; Rukwa; Arucha; Singida; Kagera; Mwanza; Katavi; Geita; Kilimanjaro; Manyara	MoEST and PO-RALG
Lower Secondary and Higher Secondary	Sweden	Teaching and Learning Science, Mathematics and English in Secondary Schools through the use of ICT	9) CSEE Pass Rate 14) Transition rate from basic education to advanced secondary education and TVET	Improve teachers competence in teaching and learning through ICT to increase students participation in learning the subjects through the use of ICT	7,013,000 SEK	2010 - 2016	21 schools and 7 TTCs Arusha; Iringa, Morogoro; Mtwara; Mwanza; Singida; Tabora	MoEST

Sub-Sector	Donor	Project	ESDP KPIs	Project Summary / Priorities	Funding	Time frame	Location	Implementing Partner
TVET	AfDB	Support to Technical Vocation education and Training and Teachers Education (STVET)	15) % graduates of TVET Institutions by qualification 16) % of TVET graduates with relevant employment one year after graduation	This project focuses on the Technical Vocational Education and Training (TVET) sub-sector and Teacher Education (TE), with the aim of contributing to efforts to increase the supply of skilled labour and build capacity for teacher education.	Total- 58,000,000 USD ADF- 52,197,140 USD	August 2015- December 2019	Tanzania Mainland	
TVET	Canada	Improving Skills Training for Employment Program	15) % graduates of TVET Institutions by qualification 16) % of TVET graduates with relevant employment one year after graduation	This project supports technical and vocational training institutions to deliver skills training that will allow students to find or create employment in the tourism and extractive sectors.	CAD\$ 13.15 million	2014-2019	Mwanza, Moshi, Dar es Salaam, Morogoro, Shinyanga, Dodoma, Pwani, Mkumi	Colleges and Institutes Canada
Lower Secondary, Higher Secondary and TVET	DFID	School based business clubs	14) Transition rate from Basic education (Form IV) to advanced secondary education and to TVET 16) % of TVET graduates with relevant employment one year after graduation	This project is setting up Business Clubs in 30 government schools in rural poor communities, providing skills to 1350 secondary school children as well as train 135 secondary school teachers as mentors. Currently the national curriculum does not include skills necessary for employment - such as entrepreneurship. Each club sets up small businesses that run throughout the school year - and brings some income into the school. Schools in the area compete to have the best and most profitable businesses. The teachers learn new ways to teach that has an impact far beyond the business clubs.	£400,000	2014-2018		Fundación Paraguaya de Cooperación y Desarrollo

Sub-Sector	Donor	Project	ESDP KPIs	Project Summary / Priorities	Funding	Time frame	Location	Implementing Partner
Lower Secondary, Higher Secondary, Out-of-School Children and TVET	DFID	In school and out of school training in entrepreneurship and technology	14) Transition rate from Basic education (Form IV) to advanced secondary education and to TVET 15) % graduates of TVET Institutions by qualification 16) % of TVET graduates with relevant employment one year after graduation	This project - known as the Cycle of Transformation - providing support to in-school and out of school youth in entrepreneurship and technology. They are expected to establish student run companies. Products are sold to help bring in more students. The experienced youth then become qualified to become teachers in the next cycle. As a result, youth gain work based skills in technology, marketing, accounting and leadership.	£400,000	2014-2018		World Vision Tanzania (WVT)
TVET and Out-of-School Children	DFID	Digital skills in vocational education centres and for out of school youth - delivered by young trainers	14) Transition rate from Basic education (Form IV) to advanced secondary education and to TVET 15) % graduates of TVET Institutions by qualification 16) % of TVET graduates with relevant employment one year after graduation	This project is working with government based vocational education centres to enhance digital skills. These vocational centres are being opened up to out of school youth. The model using young mentors who provide peer-to-peer education. They include two initiatives - Teachup! in the classroom integrating use of innovative technology, new learning methods and digital skills... and Reachup! for out of school youth bringing in digital skills, workforce skills and entrepreneurial empowerment. The project will serve 600 VETA students, 120 VETA trainers and 1600 out of school youth.	£398,420	2014-2018		Digital Opportunity Trust (DOT)
Higher Education	World Bank	African Centre of Excellence (ACEII)	17) The % of science and mathematics graduates among all university graduates 18) The gross enrolment rate in university education 19) The % of university graduates with relevant employment one year after graduation, by main stream	The main objective of this proposed project is to establish and strengthen specialization and collaboration among a network of higher education institutions in the Eastern and Southern Africa region to deliver relevant and quality education and applied research to address key development challenges facing the region.	\$24 million	2016	National	MoEST/PO-RALG

Sub-Sector	Donor	Project	ESDP KPIs	Project Summary / Priorities	Funding	Time frame	Location	Implementing Partner
Pre-Primary and Primary, System	Canada	Strengthening Education Systems in East Africa	1) % of Standard I pupils with at least one year of pre-primary education 2) Gross intake ratio to Standard I 3) Promotion rate from Cycle 1 to Cycle 2 of basic education (primary to lower secondary) 5) Average drop-out rate in primary education 7) Pupil/Qualified Teacher Ratio in Primary Education 10) % Std II learners achieving the national benchmark in reading with comprehension 11) % Std II learners achieving the national benchmark in mathematics (level 2 addition and subtraction) 22) System strengthening	The objectives of the project are to improve the professional development of pre-primary and primary educators by introducing new accredited programs, and creating opportunities for uncertified teachers; strengthening education and support systems by building accountable leadership, management and technical capacity at the district and regional levels; and to promote learning and dialogue through the development of a regionally relevant, high-quality knowledge base on education policy and practice.	CAD\$24 million	2012-2017	Mtwara, Lindi	Aga Khan Development Network
System	Canada	Support to HakiElimu	22) System strengthening	This contribution represents Canada's institutional support to HakiElimu, a Tanzanian civil society organization working in the education sector. HakiElimu's mandate is to promote improved quality, transparency and accountability of investments in education.	CAD\$2.5 million	2014-2018	National	HakiElimu

Sub-Sector	Donor	Project	ESDP KPIs	Project Summary / Priorities	Funding	Time frame	Location	Implementing Partner
Primary and Lower Secondary, System	DFID, Sweden, World Bank	Education Program for Results (EPforR)	<ul style="list-style-type: none"> 2) Gross intake ratio to Standard I 3) Promotion rate from Cycle 1 to Cycle 2 of basic education (primary to lower secondary) 4) Survival Rate from primary Standard 1 to the last grade of basic education cycle 2 (Form IV) 5) Average dropout rate in primary education 6) The % of out-of-school children of basic education school age 7) Pupil/Qualified Teacher Ratio in Primary Education 8) Pupil/Qualified Teacher Ratio in Lower Secondary Education 9) CSEE Pass Rate 10) % Std II learners achieving the national benchmark in reading with comprehension 11) % Std II learners achieving the national benchmark in mathematics (level 2 addition and subtraction) 20) % of outcome targets achieved in a timely manner, key management improvements 21) % of KPIs for which information is presented and analysed in the yearly statistical abstract 22) System strengthened 	<p>Incentivise both national and local stakeholders to improve and reform the basic education system.</p> <p>Improve the average reading speed and numeracy levels of primary grade two students and end of primary and lower secondary school examination pass rates.</p> <p>Improve student retention rates.</p> <p>Sustainably strengthen key sub-systems including resource allocation, data management, teacher deployment and motivation, and performance incentives.</p>	<p>£60million (DFID) + SEK300million (Sweden) + USD122 million (World Bank)</p> <p>Additional Financing of USD75 million (World Bank) and SEK885 million (Sweden) in process</p>	2014-2018 (extension to 2020 in process)	National	MoEST, PO-RALG, Regions, LGAs, Cambridge Education
System	Sweden	Support to HakiElimu	22) System strengthening	Creation of an open, just and democratic society with quality education for all	30m SEK	2017-2019	National	HakiElimu

Sub-Sector	Donor	Project	ESDP KPIs	Project Summary / Priorities	Funding	Time frame	Location	Implementing Partner
Pre-Primary, Primary, Lower Secondary and Adult Education	Sweden	Core Support to TENMET	1) % of Standard I pupils with at least one year of pre-primary education 2) Gross intake ratio to Standard I 3) Promotion rate from Cycle 1 to Cycle 2 of basic education (primary to lower secondary) 4) Survival Rate from primary Standard 1 to the last grade of basic education cycle 2 (Form IV) 5) Average dropout rate in primary education (cycle 1) 6) The % of out-of-school children of basic education school age 12) Total enrolment in adult education 13) % adult learners achieving a basic level of proficiency in literacy and numeracy skills 14) Transition rate from Basic education (Form IV) to advanced secondary education and to TVET 22) System strengthening	Promote equitable access to quality education for all by strengthening education CSOs	5,000,000 SEK	2015-2017	National	TENMET

Sub-Sector	Donor	Project	ESDP KPIs	Project Summary / Priorities	Funding	Time frame	Location	Implementing Partner
Pre-Primary, Primary, Lower Secondary and Adult Education	Sweden	Core Support to Twaweza	<ul style="list-style-type: none"> 1) % of Standard I pupils with at least one year of pre-primary education 2) Gross intake ratio to Standard I 3) Promotion rate from Cycle 1 to Cycle 2 of basic education (primary to lower secondary) 4) Survival Rate from primary Standard 1 to the last grade of basic education cycle 2 (Form IV) 5) Average dropout rate in primary education (cycle 1) 6) The % of out-of-school children of basic education school age 12) Total enrolment in adult education 13) % adult learners achieving a basic level of proficiency in literacy and numeracy skills 14) Transition rate from Basic education (Form IV) to advanced secondary education and to TVET 22) System strengthening 	Enhance citizen agency with respect to access to information and enabling people take action to improve service delivery in education, water and health	60m SEK	2015-2018	National	Twaweza
Primary, Lower Secondary and Higher Secondary	UNESCO	Education	<ul style="list-style-type: none"> 4) Survival Rate from primary Standard 1 to the last grade of basic education cycle 2 (Form IV) 6) The % of out-of-school children of basic education school age 14) Transition rate from basic education to advanced secondary education and TVET 22) System strengthening 	Strengthening capacity development within the framework of sector wide approach: Delivering, Monitoring and Scaling up the effective and quality comprehensive HIV & Sexuality Education in Tanzania	\$300,000	2017-2021	National	MoEST/UNESCO

Sub-Sector	Donor	Project	ESDP KPIs	Project Summary / Priorities	Funding	Time frame	Location	Implementing Partner
Primary, Lower Secondary and Adult Education	UNESCO	Joint Project for the Empowerment of Adolescent Girls and Young Women through Education	3) Promotion rate from Cycle 1 to Cycle 2 of basic education (primary to lower secondary) 4) Survival Rate from primary Standard 1 to the last grade of basic education cycle 2 (Form IV) 5) Average dropout rate in primary education (cycle 1) 6) The % of out-of-school children of basic education school age	The Joint Project is part of a global initiative to address the unfinished business of the MDGs especially girls and women empowerment. The global initiative aims to contribute to SDG 3, 4 and 5 to ensure healthy lives and promote well-being for all at all ages, ensure inclusive and equitable quality education and promote lifelong learning opportunities for all and, achieve gender equality and empower all women and girls.	\$5,000,000.00	2017-2021	Ngorongoro in Arusha, Kasulu in Kigoma, Sengerema in Mwanza and Micheweni and Mkoani in Pemba	UNFPA, UN Women
TVET	UNESCO	Education	14) Transition rate from Basic education (Form IV) to advanced secondary education and to TVET 15) % graduates of TVET Institutions by qualification 16) % of TVET graduates with relevant employment one year after graduation	Giving young people a better chance of accessing decent employment and/or job generating self-employment, through improvements in the TVET systems of Tanzania 1. Increasing the relevance of TVET to the needs of the economy and labour market 2. Enhancing the quality of TVET institutions and of the education and training they deliver 3. Improving the perception of TVET among young people and more broadly in society	US\$ 1.4 million	2017-2021	UNESCO's Biosphere Reserves and World Heritage Sites	(Still flexible) Ministry of Labour (Prime Minister's Office)/ PO-RALG/ MoEST
TVET	World Bank	Education and Skills for Productive Jobs (ESPJ)	14) Transition rate from Basic education (Form IV) to advanced secondary education and to TVET 15) % graduates of TVET Institutions by qualification 16) % of TVET graduates with relevant employment one year after graduation 22) System strengthening	Strengthen the institutional capacity of the GoT's skills development system and to promote the expansion and quality of labour market driven skills development opportunities in select economic sectors.	US\$ 120 million	2016-2021	National	MoEST/PO-RALG

Annex 2: Indicators and Results for the ESDP Priority Programmes

Indicators (KPIs in bold)	Component	Indicators	Strategies	Results	
1: Access, Participation and Equity in Basic and Secondary Education					
Sub Programme 1.A : Pre-Primary					
Objective: Equitable access and participation in at least one year of free pre-primary education, with particular attention to excluded and disadvantaged groups					
K01 % of children in primary Standard I who have completed one year of pre-primary education, by region and gender K03 GER in pre-primary K04 NER in pre-primary	Infrastructure/Distance-to-School <i>Outcome:</i> Expanded supply and accessibility of schools and classrooms, to meet pupil-classroom ratio standards and reduce regional disparities in distance to school (LF: A1)	1A01 Pre-primary GER, by region and gender	Expand existing primary school buildings' capacity to accommodate pre-primary children	Existing schools have adequate classroom space to provide pre-primary education to children within their catchment area	
		1A02 % of primary schools with a dedicated pre-primary classroom			
	Teachers <i>Outcome:</i> Availability and equitable deployment of sufficient number of adequately trained pre-primary teachers, respecting pupil-teacher ratio standards (LF: A1, Q1)	1A05 PTR, by gender and region	1A03 Pupil-classroom ratio	Establish satellite centres to accommodate children living far away from schools	Children, including those who live in remote areas far from primary schools, are able to enrol in pre-primary education via satellite centres
			1A04 Average distance to school for pre-primary, by district and region		
				Increase the intake of candidates/trainees into pre-primary teacher education	Availability of pre-primary teachers in sufficient numbers
				Recognise pre-primary/early childhood as an employment stream, having an approved scheme of service and specialised pre-service training	Pre-primary / early-grade teaching achieves status as a specialised field of teaching with appropriate pre-service training and career path
	Improve pre-primary teacher deployment, including through better collection and use of data	Data on the pre-primary workforce and expected shortfalls are systematically used to inform pre-primary teaching staff development and deployment			

Indicators (KPIs in bold)	Component	Indicators	Strategies	Results
			Strengthen professional development of pre-primary teachers including early gender socialization practices	Pre-primary teachers participate in professional development programmes, which respond to their training needs
	School Environment <i>Outcome:</i> Schools and satellite centres are inclusive, safe, age-appropriate and child-friendly, encouraging timely enrolment, attendance and retention (LF: A2, A5, Q3, Q4)	1A06 % of pre-primary classes/areas that meet minimum set standards	Provide pre-primary classrooms/areas with the necessary materials, equipment, facilities and safety measures	Pre-primary children attend classes in an environment with adequate materials and equipment, that are safe and appropriate for their age
			Supply gender and disability sensitive materials and facilities to cater for children from currently disadvantaged groups	Materials and facilities are increasingly available for children from disadvantaged groups
	Community Participation <i>Outcome:</i> Parent and community knowledge and support for one year of pre-primary for all (at the correct age) is reinforced, and commitment to early learning at home and at school is increased (LF: A1, A2, A5, M2)	1A07 % of school management committees who actively support pre-primary schooling	Develop and implement a parenting communication and education campaign on support and engagement in pre-primary education	All parents are aware of the benefits of early learning and pre-primary education, and supporting practices, leading to improved school readiness, timely entry to pre-primary and positive socialization practices
			Community engagement in promoting, supporting, sustaining and improving pre-primary education, including through school and satellite management committees	Stronger community engagement and advocacy in expanding/improving local pre-primary education and early learning opportunities

Indicators (KPIs in bold)	Component	Indicators	Strategies	Results	
Sub Programme 1.B : Primary and Lower Secondary					
Objective : Equitable access to and successful completion of basic education for all, improving internal efficiency and addressing the causes of dropout, with particular attention to excluded and marginalized groups, to reduce disparities based on gender, disability and geographical location					
K02 Gross intake ratio to primary Standard I K03 GER in Primary and Lower Secondary K04 NER in Primary and Lower Secondary K05 Promotion rate from Primary to Lower Secondary cycles of Basic Education K06 Survival rate from Standard I to the last grade of Lower Secondary (Form IV) H01 Primary Survival Rate and Lower Secondary Survival Rate	Infrastructure/Distance-to-School <i>Outcome:</i> Availability of sufficient schools and classrooms that are near enough to the population to meet the needs of Universal Basic Education (LF: A1)	1B01 Pupil-classroom ratio, by grade/cycle, district and region	Build more schools, expanding Basic Education coverage where it is weak but reasonable economies of scale are achievable, including adding secondary sections to existing primary schools	Greater number of schools providing the full BE cycle, making physical access more equitable for all	
		1B02 Number of satellite centres opened			
	1B03 Average distance to school for both primary and secondary, by district and region	Establish satellite centres where population density does not currently justify building a school	Improved access to Basic Education for children in hard-to-reach areas, including OOSC or children at risk of becoming OOS		
	Teachers <i>Outcome:</i> Availability and equitable deployment of sufficient number of teachers by subject, grade and stream (LF: A1, Q1)		1B04 Annual intake into TTCs 1B05 PTR, by cycle, subject, gender, district and region	Increase the intake of candidates/trainees into teacher education and teacher training colleges	Greater number of potential teacher candidates and enrolees on pre-service teacher training programmes, facilitating recruitment
				Enhance the attractiveness of and satisfaction with the teaching profession	Improved retention and reduced attrition, facilitated recruitment, increased motivation, availability and time-on-task
				Devise and implement campaigns to revalorize the public perception of the teaching profession	Campaigns on the teaching profession have improved its image, promoting interest among potential teacher candidates

Indicators (KPIs in bold)	Component	Indicators	Strategies	Results
			Review the teacher deployment formula, mechanisms, approaches and incentives, with a focus on subject shortages for lower secondary and also on ensuring equitable deployment of teachers among grades and streams within schools	Teachers are deployed nationwide equitably and effectively, ensuring gaps in local pupil-teacher ratios are reduced
			Develop and implement a national strategy to increase the production of competent mathematics teachers for both primary and secondary	Adequate availability nationwide of mathematics teachers (both maths/science cluster in primary and specialised secondary teachers)
			Develop and implement a national strategy to train teachers on special needs education	Teachers are more aware of the constraints which children with special needs experience and how to help them overcome these
			Strengthen the provision of remedial classes for lower performing girls and boys in English language and STEM	Improved pass rate in English and STEM for girls and boys
			Strengthen the capacity of teachers and school heads in gender analysis, gender responsive pedagogy and integration of gender issues in the school improvement plan	All schools implement school improvement plans that are gender transformative for boys and girls

Indicators (KPIs in bold)	Component	Indicators	Strategies	Results
	<p>School Environment</p> <p><i>Outcome:</i> Schools are safer, more inclusive and child-friendly, encouraging timely enrolment, attendance and retention (LF: A2, A5, Q3, Q4)</p>	<p>1B06 % of schools meeting set standards, or proxy index based on shortage of latrines/desks/etc., by cycle and region</p> <p>1B07 Number of schools with an emergency plan</p>	<p>Strengthen guidance, counselling and child protection services in school to protect boys and girls from sexual abuse, harassment and bullying</p> <p>Ensure that schools are adequately supplied with appropriate equipment and facilities for different ages and groups</p> <p>Develop a KAP (knowledge-attitudes-practice) strategy to improve school-staff behaviour, attitudes and care practices</p> <p>Schools have emergency management (contingency plans) in place and teachers and communities are trained on them</p> <p>Strengthen school WASH</p>	<p>School environments are safe for learning for both boys and girls</p> <p>Teaching and learning environment is improved, including for children with special needs, favourably impacting participation and retention</p> <p>More appealing and friendly learning atmosphere, for pupils in general, and children from marginalized groups, including disabled children, in particular</p> <p>Teaching and learning environment is safer, favourably impacting motivation, retention and continuity in case of emergency</p> <p>All male and female children in school are able to access sanitary toilet facilities (including segregated, girl-friendly facilities) and all schools have drinking water on their premises accessible by all staff and students</p>

Indicators (KPIs in bold)	Component	Indicators	Strategies	Results
	<p>Support for most vulnerable students</p> <p><i>Outcome:</i> Ensuring all students gain access to and complete Basic Education, regardless of their means or vulnerability (LF: A2, A5, Q3, Q4)</p>	<p>1B08 Number of children with special needs enrolled, by gender and region</p> <p>1B09 % of primary and lower secondary schools with at least one teacher trained on inclusive and/or special needs education</p>	Strengthen school health and nutrition in collaboration with MOH	School health and nutrition services are available in schools, in line with national minimum standards
			Make schools inclusive for students with special needs and for girls	Students with special needs are retained in schools, with reduced dropout rates
			Provide trained and equipped specialist teams in every region to help schools and communities identify children with special educational needs	Students with special needs are identified so that they can receive appropriate support
			Amend capitation grant formula to provide additional resources to normal schools that enrol children with special needs	Increased enrolment of special needs students in normal schools
			Design and implement a “communication for development” strategy to promote the engagement of boys, men and women champions in the education system and in rural communities to protect girls from early marriage and unintended pregnancies	Reduced number of school girls’ early marriages and pregnancies
			Introduce a scholarship scheme in STEM for high performing girls from remote rural areas to continue their education from lower to upper secondary	Increased girls’ participation in STEM

Indicators (KPIs in bold)	Component	Indicators	Strategies	Results
	<p data-bbox="533 523 869 587">Household contributions to education</p> <p data-bbox="533 611 902 850"><i>Outcome:</i> Main education costs borne by households are reduced by half for all pupils, and further still for those from poor and disadvantaged backgrounds (LF: A1, A5, M2)</p>	<p data-bbox="931 475 1312 611">1B10 % of pre-primary and primary pupils benefitting from materials, porridge and lunches</p> <p data-bbox="931 619 1312 722">1B11 % of schools which receive the full capitation grant in time</p> <p data-bbox="931 730 1312 866">1B12 LGA budget devoted to financing the free education programme, by region</p>	<p data-bbox="1361 204 1736 308">Increase capitation grants to include the cost of providing all pupils with learning materials</p> <p data-bbox="1361 347 1736 523">Amend capitation grant formula to provide a fixed minimum and include a variable component to help the most disadvantaged</p> <p data-bbox="1361 531 1736 922">LGAs to identify disadvantaged pupils and cover any outstanding cost of learning materials, and to work with communities to provide porridge and lunches for those in greatest need, as well as other indirect costs (e.g. sanitary pads for girls, uniforms, exercise books, transport costs)</p> <p data-bbox="1361 930 1736 1169">Encourage and/or develop community-based solutions to the provision of learning materials, porridge and lunches at school, according to the above cost-sharing arrangements</p>	<p data-bbox="1767 204 2141 339">Household contributions to education costs are reduced, while improving the availability of learning materials</p> <p data-bbox="1767 347 2141 451">Smaller schools and those in remote and disadvantaged areas receive adequate finance</p> <p data-bbox="1767 531 2141 699">Reduce the burden of non-fee education costs on the poorest families, removing a disincentive to enrolment or retention</p> <p data-bbox="1767 930 2141 1137">Communities become more involved at the school level, promoting the cost-effectiveness and quality of school meals and materials' procurement</p>

Indicators (KPIs in bold)	Component	Indicators	Strategies	Results
			Develop a parenting and community education strategy to inform and educate parents on ways to open communication with their sons and daughters on sexual and reproductive health issues, prevention of early pregnancies and promotion of equal treatment of boys and girls towards improved completion and performance	Improved retention and completion rates

Indicators (KPIs in bold)	Component	Indicators	Strategies	Results
Sub Programme 1.C : Higher Secondary				
Objective: Expanded access and participation with greater equity, and successful completion of A-Level secondary education, with an appropriate mix of subject specializations				
K17 Transition rate from Basic Education (Form IV) to higher secondary H02 Secondary (A-Level) completion rate, by gender and region H03 GER in higher secondary	Infrastructure <i>Outcome:</i> Availability of sufficient schools and classrooms to accommodate qualified graduates from basic education (LF: A1)	1C01 Pupil-classroom ratio, by region 1C02 Pupil-latrine ratio, by region and gender	Convert existing lower secondary schools into advanced secondary schools	Expanded A-Level capacity, to accommodate the increased demand for advanced secondary education from Form 4 leavers
			Construct new secondary schools and classrooms according to further needs, as the number of Form 4 graduates increases	Further capacity is made available as necessary
			Ensure that separate latrines are available for adolescent girls, in sufficient number and adhering to WASH standards	Girls' enrolment and retention are improved
	Teachers <i>Outcome:</i> Availability of sufficient number of teachers by subject, grade and stream (LF: A1, Q1)	1C03 PTR, by gender, grade, region and subject	Create a mechanism whereby MoEST encourages teacher education candidate enrolment in understaffed A-Level subjects, especially science and mathematics	Increased number of graduate teachers to cover demand in advanced secondary schools, across different subject specializations
			Improve the deployment of teachers, in particular those teaching priority subjects	The distribution of teachers in all subjects is equitable across regions
			Improve teachers' working and living conditions including remuneration	Increased teacher retention in schools
	Support for most vulnerable students	1C04 Number of children with special needs enrolled, by gender and region	Make schools inclusive for students with special needs	Students with special needs are retained in schools, with reduced dropout rates

Indicators (KPIs in bold)	Component	Indicators	Strategies	Results
	<i>Outcome:</i> Ensuring the most capable students gain access to A-Level, regardless of their means or vulnerability (LF: A2, A5, Q3, M2, M3)	1C05 Number of beneficiaries of education access cash-transfer grants	Strengthen existing cash-transfer systems and provide students from very poor families and disabled children with in-kind subsidies for education	Poor families and families with disabled children receive compensation to cover some non-fee education costs, counterbalancing the opportunity cost of education

Indicators (KPIs in bold)	Component	Indicators	Strategies	Results
Sub Programme 1.D : Out-of-school children				
Objective: Enhanced access, participation and completion of primary education by out-of-school-children and adolescents through flexible learning opportunities				
K07 Average dropout rate per grade in primary education K08 The % of out-of-school children of basic school age	Reducing drop-out, with a focus on preventive measures <i>Outcome:</i> Fewer pupils drop out from school (LF: A2, A3, Q4)	1D01 Dropout rate, by cycle, region and gender	Develop a school-level system to identify pupils at risk of dropout, involving headmasters, teachers, PTAs and the community	Pupils at risk of dropout are identified early on
			Include a module on pupils at risk of dropout in pre-service teacher training, to provide teachers with the skills and practices to support their continued schooling	Children at particular risk of dropout are pedagogically and socially encouraged to pursue their education, improving retention
			Train and support head teachers on strategies and practices to prevent dropout	Head teachers implement strategies and activities that favour retention
			Provide psycho-social support in schools, for those at risk of dropout	Pupils receive psycho-social support, according to their needs
			Develop publicity campaign, other communication channels and partnership with communities to popularise the correct school starting age for all children	Greater proportion of children start pre-primary at age 6 and Std I at age 7
			Further develop and scale up school readiness programmes for both primary and secondary	Reduced drop-out from primary early grades and increased transition to secondary, especially for girls

Indicators (KPIs in bold)	Component	Indicators	Strategies	Results	
			Pilot family learning programmes that develop literacy and numeracy skills of both parents and children	Some parents in 5 at-risk regions send their children to school and keep them there throughout the compulsory education cycle	
			Strengthen sexual and reproductive health knowledge, gender sensitivity and life skills with counselling services in non-formal education targeting out-of-school adolescent boys and girls	Improved knowledge and skills on sexual and reproductive health for out of school boys and girls	
				Improved access to counselling services for sexual and reproductive health and HIV prevention for adolescent boys and girls	
	Orientation and guidance for OOSC	1D02 Percentage of primary age children who are out-of-school 1D03 % of districts where a community-school based OOSC guidance and monitoring system is effective, by region		Develop a community-based monitoring system, to identify OOSC of pre-primary and primary age and have their suitability for entering the 'mainstreaming programme' assessed in collaboration with schools	'Mainstreaming programme' participants' readiness to return to school is appraised in a timely fashion, the numbers that reintegrate school increases, and OOSC numbers drop
				Develop a monitoring system on the learning and experiences of pupils who have reintegrated into formal education	The specific needs of pupils who have reintegrated into formal education are identified and addressed through the monitoring system
				Provide psycho-social support in schools for those who have returned to schools through the 'mainstreaming programme'	Pupils receive psycho-social support, according to their needs
	<i>Outcome:</i> OOSC are identified, directed to the most appropriate learning stream or to the 'mainstreaming programme' and monitored thereafter (LF: A2, A3, A5, Q3, Q4)				

Indicators (KPIs in bold)	Component	Indicators	Strategies	Results
			Identify and use available learning spaces in primary and secondary schools and in FDCs for non-formal education, and issue appropriate guidelines	Reduced distance from home to non-formal learning centres for girls and boys
	Fast-track reintegration programme <i>Outcome:</i> OOSC backlog is gradually reduced through their fast-track reintegration into the formal school system (LF: A1, A2, A3, M3, M4)	1D04 Numbers enrolled in the fast-track reintegration programme, by gender and region 1D05 Mainstreaming success rate, by stream followed, gender and region	Develop and implement a comprehensive fast-track reintegration programme, through the piloting of different models	Fast-track reintegration programme designed and agreed upon
Ensure availability of appropriate learning resources for the fast-track reintegration programme, reflecting its characteristics			Necessary learning resources are made available	
Provide competent teaching staff, with an appropriate profile for the programme			Necessary teaching staff are available and offer effective support to pupils	
	Expansion of COBET I and II <i>Outcome:</i> Enrolment and successful completion of COBET I and II improved (LF: A1, A3, Q5, M4)	1D06 Numbers enrolled in COBET, by cohort, gender and region 1D07 Mainstreaming success rate, by cohort, gender and region	Redesign, where needed, of the existing COBET I and II models, through a critical review of recent experiences	Re-integration models for COBET I and II are reviewed and redesigned, in line with the major objectives of the ETP and the ESDP
Ensure availability of infrastructure and facilities for COBET, including through effective use of existing facilities in the formal system			Necessary infrastructure and facilities are available, capitalizing on existing school infrastructure and capacity	
Ensure availability of necessary teaching staff			Necessary teaching staff are available	
Provide professional development to COBET teaching staff			Teaching staff provide quality teaching and offer effective support to COBET learners	

Indicators (KPIs in bold)	Component	Indicators	Strategies	Results
			Improve the assessment system of COBET learners, including through a more systematic use of its findings	The knowledge and skills acquired by COBET learners are regularly assessed and the findings of this assessment are used to improve the programme

Indicators (KPIs in bold)	Component	Indicators	Strategies	Results
2: Quality of Basic and Secondary Education				
Objective: Improved and equitable learning outcomes for all in Basic Education and Advanced Secondary				
K09 Pupil/Qualified Teacher Ratio in Primary K10 Pupil/Qualified Teacher Ratio in Lower Secondary K11 PSLE Pass Rate K12 CSEE Pass Rate K13 % Std II learners achieving the national benchmark in reading with comprehension K14 % Std II learners achieving the national benchmark in mathematics H04 A-level Pass Rate H05 % of schools meeting minimum multi-indicator School Quality standard H06 Teacher attrition and time-on-task rates H07 Pupil-textbook ratio, by subject	Curricula <i>Outcome:</i> Relevant competency-based curricula are in place and textbooks and teacher guides are updated accordingly (LF: A1, Q6, SE2)	2A01 Pupil-textbook ratio (for new books reflecting updated curricula), by level and subject 2A02 % of 15-year-olds demonstrating correct knowledge of environmental and gender/sexuality/HIV issues	Implement the National Curriculum Reform programme and particularly reinforce the relevance of basic education curricula Revise the partially implemented new 6-year primary curriculum to cover seven years of primary, maintaining the competency-based approach Develop a Basic Education Quality Assurance Framework Revise textbooks and teacher guides in line with the new curriculum Ensure availability of textbooks and teacher guides for all schools Provide global citizenship and life skills education, including on environmental and conservation issues and on gender, sexuality and HIV prevention	Competency-based curricula match socio-economic development needs including, at secondary level, labour market demands Revised 7-year primary curriculum approved and implemented Quality standards are adhered to in basic and secondary education Textbooks and teacher guides are revised Enough textbooks and teacher guides are available in schools School leavers show proficiency in their knowledge of environmental issues and life-skills-based gender, sexuality and HIV education

Indicators (KPIs in bold)	Component	Indicators	Strategies	Results
H08 % of school leaders certified as having achieved required level of leadership & management competency	<p>Teacher Education (pre-service and in-service training for qualification)</p> <p><i>Outcome:</i> All existing and newly recruited teachers obtain the required qualifications (LF: A1, Q1, M3)</p>	<p>2A03 PQTR, by cycle, region and gender</p> <p>2A04 % of teachers qualified, by level and gender</p>	Review Teacher Education Curriculum Framework to include priority issues, e.g. competency-based assessment, inclusive learning and early childhood care	National Teacher Education Curriculum Framework revised
			Review Teacher Qualifications Framework	Teacher Qualifications Framework integrated into national qualifications framework
			Formalise the training of primary teachers by semi-specialised subject cluster, including the existing arts, maths/science and early years streams and adding a language stream with an emphasis on English teaching	Teachers have advanced subject knowledge and skills in each of the subject clusters (arts, maths/science, early years, English)
			Provide all newly recruited teachers at all levels with the relevant training to obtain the required qualifications	All newly recruited teachers are qualified, in line with the requirements
			Provide all practising teachers at all levels, who do not yet have required qualifications, with the relevant in-service training to obtain the required qualifications	All practising teachers are qualified, in line with the requirements
			Improve the quality of teacher training to promote a more learner-centred approach by teacher trainers and trainees	Teacher trainers acquire and transmit pedagogical skills for learner-centred teaching

Indicators (KPIs in bold)	Component	Indicators	Strategies	Results
			Provide all teacher training colleges with appropriate facilities and teaching/learning resources, especially for science subjects at secondary	Teacher training colleges have necessary facilities and resources, and more secondary teachers are drawn to science subjects and better prepared
	Teacher support and in-service training <i>Outcome:</i> Teachers receive regular support and in-service training, in priority areas in line with their needs and education system priorities (LF: A1, Q1, Q4, M3)	2A05 % of teachers having benefitted from at least three weeks of in-service training in the past 3 years	Develop, disseminate and utilise implementation guidelines for provision of in-service training and support to all teachers, including in pre-primary	Implementation guidelines prepared and utilized
Collect and use information on competencies of practising teachers for planning of in-service training			Information on teachers is used so that in-service training responds better to their needs	
Increase use and revival of TRCs through improved coordination and facilitation/resourcing			TRCs are better able to deliver school-based INSET	
Develop, disseminate and utilise training and support packages to enhance teaching proficiency in priority areas (including STEM, gender issues and life-skills-based sexual and reproductive health) in line with the ETP and the national development plan			Proficiency level gaps in priority subjects are addressed	
Strengthen the capacity of teachers to use school-based continuous assessment as a tool to support underperforming boys and girls			Teachers have skills to use assessment to diagnose and act on learning difficulties in time	

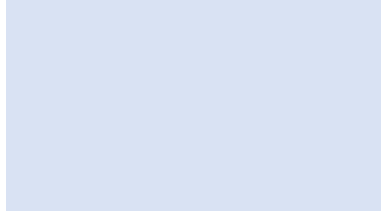
Indicators (KPIs in bold)	Component	Indicators	Strategies	Results
	Teacher motivation <i>Outcomes:</i> Improved teacher attendance and retention Reduced teacher attrition rate (for causes other than retirement, death, etc.), by cycle (LF: A1, Q1, M1, M2, M3)	2A06 Average teacher salary relative to other professions requiring a comparable level of education qualification 2A07 Average teacher time-on-task 2A08 Teacher absenteeism rate 2A09 Teacher attrition rate by education level and sex	Developing and implementing a career progression mechanism, based on assessment of competencies, performance and attendance	Career progression mechanism established and implemented
			Strengthen the effectiveness of WEOs in supporting teachers	DEOs and WDCs provide more effective support to teachers
			Schools Quality Assurance Division ensures that Quality Assurance motivates teachers and strengthens their professional development	SQAOs provide more effective support to teachers (including through training and mentoring of WEOs)
			Ensure that school management (school leaders and committees) provide motivating supervision and support to teachers	Teachers benefit from improved school supervision and support from school management and quality assurers, and spend more time-on-task
			Improvement of teachers' environment, in particular through staff housing	Teachers express increased satisfaction with their environment
			Develop and implement a specific support package for teachers in hard-to-reach areas (including top-up allowances, fast track career progression)	Teachers in hard-to-reach areas receive a special support package, contributing to a reduction in urban/rural/regional disparities in teacher deployment and PTRs
	Learning environment		Update and implement the minimum standards of quality learning environments in line with the ETP and new SQA framework	Minimum standards available and adhered to in establishing quality learning environments

Indicators (KPIs in bold)	Component	Indicators	Strategies	Results
	<p><i>Outcome:</i> Learning environments meet minimum standards of quality (LF: Q4, Q7)</p>	<p>2A10 % of schools meeting minimum standards (by cycle) based on Domain 5 of the new Overall Schools Quality Score (Quality of the school environment and its impact on welfare, health and safety)</p> <p>2A11 % of schools having and using adequate level of ICT equipment</p>	<p>Transform classrooms into cognitively stimulating learning environments, especially for pre-primary, and Grades 1 and 2</p>	<p>Learning environments are conducive to learning</p>
			<p>Provide schools with necessary guidelines and resources to facilitate girls' and boys' participation in their own development through extra-curricular activities (e.g. games, sports and school clubs that are both subject-focused and crosscutting)</p>	<p>Schools have necessary guidance and resources and learners participate in extra-curricular activities</p>
			<p>Expand the equipment of secondary schools with subject-specific facilities (science laboratories, computer rooms) and libraries, including subscriptions to online library resources and supplementary STEM materials</p>	<p>Secondary-level learning experiences are improved, and the attractiveness of science subjects in particular is increased</p>
			<p>Abolishment of corporal punishment</p>	<p>Teachers are using alternative ways of disciplining children</p>
	School leadership and management	<p>2A12 % of school heads certified in leadership, by level, region and gender</p> <p>2A13 % of schools with a WSD plan, by level and region</p>	<p>Revision of profile and recruitment criteria and processes for school leaders</p>	<p>School leaders are recruited on merit according to revised criteria and processes</p>
			<p>Certification of school leaders</p>	<p>All school heads certified in school leadership and management</p>

Indicators (KPIs in bold)	Component	Indicators	Strategies	Results
	<p><i>Outcome:</i> School leaders and school committees contribute to improving quality through effective school management (LF: A5, Q3)</p>	2A14 % of schools with a functioning School Management Committee	Provide training to school leaders in school improvement planning, management and budgeting	School leaders gain competencies in school improvement planning
		2A15 % of schools meeting the minimum standard for quality of leadership and management (Domain 5 of the new Overall Schools Quality Score)	Develop capacity of school committees in activities relevant to their missions and to school improvement	Schools have well developed and funded whole school development plans for school quality improvement
	<p>Quality Assurance</p> <p><i>Outcome:</i> Quality Assurance processes are used to monitor teacher, student and school performance against standards and findings are used to improve practice (LF: Q2, M3)</p>	<p>2A16 % of schools having undergone a WSI once during last two years, by level and region</p> <p>2A17 National assessment of learning outcomes is undertaken yearly and results systemized</p> <p>2A18 % of schools (primary and secondary) by district and region that meet minimum standards according to the Overall School Quality Score</p>	Revise and/or develop quality standards, including revision of 2009 Basic Education and development of standards for pre-primary	Quality standards developed and/or revised
			Make all education stakeholders aware of national quality standards and quality assurance processes	Stakeholders are aware of quality standards
			Organization of regular Whole School Evaluation (school supervision and inspection) of Basic Education Schools, Secondary Schools and Teacher Colleges	Whole School Evaluations are undertaken regularly, with every Government institution receiving a WSE at least once every 4 years
			Develop and implement a coherent national system for the monitoring of learning achievement, covering all relevant sub-sectors (COBET, pre-primary, primary, secondary)	National curriculum-based system for monitoring learning outcomes approved and implemented

Indicators (KPIs in bold)	Component	Indicators	Strategies	Results
			Sharing of results of Whole School Evaluation and of Learning Assessments with key stakeholders at different levels, including local communities (online and paper-based digitized reports, as well as a simplified report card posted publicly at the school)	Stakeholders are regularly informed of results
			Support to schools, Ward Development Committees, District Education Departments and central ministries on analysing and using the results of Whole School Evaluations and Learning Assessments	Schools, Ward Development Committees, District Education Departments and central ministries use the results for improvement of policies and practices
			School management skills-enhancement for Head Teachers, School Committees and WEOs includes skills for school and teacher supervision, classroom observation and school-based continuous assessment	Head Teachers, School Committees and WEOs have improved skills related to school supervision and student assessment
	Operational Research	2A19 Number of relevant studies undertaken	Conduct study into factors affecting girls' poor performance in national examinations compared to boys	Strategies are approved and implemented to improve girls' academic performance

Indicators (KPIs in bold)	Component	Indicators	Strategies	Results
	<i>Outcome:</i> Improved understanding of the factors that affect differentials in student enrolment, retention and performance across gender, geographical location and other variables, and resultant amendments to existing policies and strategies	2A20 Number of amendments to existing education policies, strategies or budget allocations that are made based on these research findings	Conduct study into factors affecting drop-out, looking into variations by gender and district/region	Differentiated, contextually appropriate strategies are implemented to improve student retention, especially in regions with the highest drop-out rates
			Conduct study into factors affecting lower transition rates by girls into lower and higher secondary education and into TVET and universities	Strategies are implemented that increase girls' transition and enrolment rates at higher levels of the education system



Indicators (KPIs in bold)	Component	Indicators	Strategies	Results
3: Adult and Non-Formal Education				
Sub Programme 3.A : Improve access and participation of adolescents, youth and adults in adult and non-formal education programmes				
Objective: Increase the number of adolescents, youth and adults who participate in adult and non-formal education				
K15 Total enrolment in adult and non-formal education H09 % yearly growth in adult and non-formal education H10 Number of people by age range (adolescents/youth/adult) who have undertaken some form of formal or non-formal education or training within the last 12 months	Mobilizing resources for adult and non-formal education <i>Outcome:</i> Increased government funding and development partner support for adult and non-formal education, to increase centres and courses, in such a way as to reduce regional disparities (LF: A1, A3, SE1, M2, M5)	3A01 % of national education budget allocated to ANFE programmes (benchmark: 3%) 3A02 % of Development Partner support to education allocated to ANFE programmes 3A03 Actual disbursement to ANFE programmes by region and district, and annual change	Mobilize political commitment across ministries and governmental institutions to adult and non-formal education by awareness raising through appropriate channels	Increased levels of government funding for adult and non-formal education
			Raise awareness of adult and non-formal education as a national priority among Development Partners and the private sector, through sector dialogue	Stakeholders respond with resource allocations to priority issues in adult and non-formal education
			Reinforcing the capacities of communities to engage in and mobilize support for adult and non-formal education	Communities provide more effective support, particularly with regard to infrastructure
			Strengthen partnership with TASAF, private sector and other philanthropic organisations for inclusion of poor and vulnerable out-of-school adolescent girls and boys and youth in the provision of cash-transfers to cover examination fees and other related costs (working girls and boys) for non-formal learning	Adolescent girls and boys and youth have access to resources to pursue second chance learning opportunities through non-formal pathways

Indicators (KPIs in bold)	Component	Indicators	Strategies	Results
	<p>Improving the quality of national literacy and numeracy data</p> <p><i>Outcome:</i> More nuanced and reliable data on levels of literacy and numeracy among youth and adults for better planning and management (LF: A3, Q5, M1)</p>	<p>3A04 Share of adults and youth for which more nuanced literacy/numeracy data are available</p>	<p>Develop and use nuanced and disaggregated information on literacy and numeracy needs of the young and adult population</p>	<p>More reliable and up-to-date information for planning, designing, implementing, monitoring and evaluating ANFE initiatives</p>
	<p>Motivating potential learners to participate in adult and non-formal education programmes</p> <p><i>Outcome:</i> Increased number of adolescents, youth and adults participating in adult and non-formal education programmes especially in regions with low coverage (LF: A1, A3)</p>		<p>3A05 Participation rates of adolescents, youth and adults in alternative learning programmes (during the past 12 months and in relation to the total population of adolescents, youth and adults by region)</p> <p>3A06 Adolescents, youth and adults enrolled in different components and levels of ANFE (number and % increase)</p>	<p>Develop a standardized framework and tools for ANFE-centre based assessments of literacy and numeracy levels (equivalent to formal basic education leading to recognized certificates)</p>
			<p>Develop recognised and accessible alternative learning pathways for out-of-school adolescent girls and boys, youth and adults to pursue academic and skills-based curricula and move between non-formal programmes with different purposes and of different levels, and between non-formal and formal modalities (horizontal and vertical mobility in the system)</p>	<p>Adolescent girls and boys, youth and adult learners have maximum opportunity to pursue options for lifelong learning</p>

Indicators (KPIs in bold)	Component	Indicators	Strategies	Results
		3A07 Youth and adults (15+ years) who have successfully completed different levels of literacy and numeracy skills (number and % increase)	Plan, design and conduct targeted adult literacy awareness-raising and other communication campaigns to encourage participation and retention in ANFE, as well as parent/caregiver support and guidance to out-of-school adolescent learners	Potential learners, in particular in most vulnerable regions, are able to access information on multi-pathway formal and non-formal learning opportunities in adult literacy, basic and pre-vocational adult education
		3A08 % of youths/adults (15+ years) that have participated in any formal or non-formal training or education in the last 12 months (<i>combined indicator with TVET</i>)	Develop and implement a curriculum with academic and skills-based components to provide alternative learning opportunities for out-of-school adolescent girls and boys which increase their chances for continuing education and employability	Alternative learning curriculum for out of school adolescent girls and boys developed and approved
			Provide suitable and attractive premises for young people and adult learners	ANFE infrastructure and facilities are improved
			Reinforce open-access programmes in secondary education	Young people and adults are able to access non-formal secondary education opportunities, and transition to teacher training, TVET, and higher education
	Availability of ANFE facilitators	3A09 Number of recruited facilitators (in relation to estimated need) and annual change	Increase the intake of trainee facilitators in teacher training colleges	Greater number of potential facilitators in pre-service teacher training programmes, facilitating recruitment

Indicators (KPIs in bold)	Component	Indicators	Strategies	Results
	<p><i>Outcome:</i> Availability of a sufficient number of facilitators, respecting minimum standards, and their equitable deployment (LF: A1, A3, Q1)</p>	3A10 Mapping of deployment of qualified ANFE teachers/facilitators by region and number of learners they serve by region (facilitator: learners ratio by region)	Systematize the availability and use of facilitators, in line with the needs of communities	Facilitators are deployed nationwide equitably and effectively
	<p>Coordinating the provision of vocational skills across ANFE, FDCs and other providers</p> <p><i>Outcome:</i> Increased number of young people and adults accessing relevant vocational skills-training opportunities (LF: A3, Q5, SE1, M1, M3, M5)</p>	<p>3A11 Youth and adults who participate in vocational skills training (number and % increase)</p> <p>3A12 Mapping of learner flows between and across ANFE programmes (number of learners referred from ICBAE to FDC and the other way round)</p>	Clarify and manage access to multi-pathway vocational and professional courses in all parts of the country, including linkages between ANFE, continuing secondary education and TVET, especially for vulnerable out-of-school adolescent girls and boys	Thematic Coordination Unit for vocational skills-training is established within overall ESDP coordination structure (Sector Technical Working Group)
Develop and periodically update a directory of providers			Directory of providers is available, and digitized directory is integrated into the A/NFE-MIS under ESMIS	
Map and monitor flows of graduates from ANFE, pre-vocational adult education to FDCs and TVET			Data on flows are collected and integrated into the ESMIS sub-system	

Indicators (KPIs in bold)	Component	Indicators	Strategies	Results	
Sub Programme 3.B : Improve the quality and relevance of adult education and training					
Objective: Ensure relevant and good quality alternative learning opportunities for young people and adults					
K16 Youth and adults (15+ years) achieving a level of proficiency in literacy and numeracy skills that is equivalent to grade VI of formal basic education (number and % increase)	Relevant curriculum <i>Outcome:</i> Improved learning outcomes in all levels of literacy/pre-vocational and vocational skills training through use of a relevant and competency-based curriculum and strengthened quality assurance (LF: Q5, Q6, Q7, M3, M4, M5)	3B01 Curricula updated to cover the whole range of adult basic education (equivalencies) and with linkages to (pre-) vocational skills	Implement a national survey in collaboration with the National Bureau of Statistics (NBS), to determine the literacy, numeracy, life skills and ICT skills levels of the adolescents, youth and adult population	Literacy, numeracy and ICT skills levels of youth and adults determined	
			Conduct periodic adult literacy and learning needs assessments at the appropriate level, targeting pre-vocational skills-training for young adults	Gaps in the curriculum are identified with regard to pre-vocational skills and vocational skills training, in line with evolving labour market demands	
		H11 Youth and adults moving to vocational training after acquiring proficiency (% of indicator immediately above)	3B02 Perceptions of learners regarding relevance, usefulness and level of assimilation of ANFE learning (annual sample survey)	Revise the existing adult education curriculum in line with the results of learning needs assessments	Young people and adults' learning/training needs are responded to in a relevant manner
				Develop a structured system of supervision and facilitator support, linked to the existing Quality Assurance system	Existing Quality Assurance modalities include quality assurance for ANFE and support for ANFE facilitators
H12 Youth and adults achieving TQF-certification through non-formal programmes (number and % increase)	Teaching-learning materials <i>Outcome:</i> Quality teaching and learning materials are available for all (LF: A1, Q6, Q7)	3B03 Learning materials developed for all levels of ANFE's adult basic education (equivalency) programme by applying quality criteria.	Review existing teaching-learning materials in line with the revised curriculum	Pre-vocational skills and vocational skills training materials are available	
H13 % of youth and adults possessing ICT skills					

Indicators (KPIs in bold)	Component	Indicators	Strategies	Results
		3B04 Course-related materials available in to all learners (number of materials per level : number of enrolled learners)	Develop e-learning/digital learning tools	Basic, post-literacy, and pre-vocational training modules are available online and/or utilizing new technologies
		3B05 Number of learners accessing online learning		
	Qualified ANFE facilitators <i>Outcome:</i> Improved quality of youth and adult education and training through professionalization of teaching personnel (LF: Q1)	3B06 Policy for the creation of adult education profession and career in place and implemented	Ensure that all facilitators undergo a full cycle of training, including on gender issues, offered in collaboration with or by Teacher Training Centres	ANFE facilitators undergo the full cycle of training
		3B07 ANFE facilitators who have undergone the full cycle training (number and % increase)	Promote professional development opportunities for ANFE facilitators	Increased retention of qualified ANFE facilitators
	3B08 Adult-oriented, interactive pedagogies acquired and applied by all ANFE facilitators (monitoring reports)	Undertake periodic action-research linked with the professional development for adult educators	The relevancy of ANFE facilitator training programmes keeps pace with changing contexts	

Indicators (KPIs in bold)	Component	Indicators	Strategies	Results
4: Technical Education and Vocational Training and Folk Education				
Sub Programme 4.A : Improve access to TVET for primary and secondary education leavers				
Objective: School leavers provided with more opportunities for further education for effective integration into the labour market				
K17 Transition rates from Form IV to TVET, by gender and region H14 Transition rates from Form VI to TVET, by gender and region K20 Survival rates at the various levels of TVET H15 % of women among students enrolled in TVET H16 Number of students with disabilities enrolled in TVET	Enhancement of infrastructure to cope with expanding enrolment in TVET and increased demand for skills mix in the labour market while addressing regional disparities <i>Outcome:</i> Increased teaching and learning space, in particular in the disadvantaged regions (LF: A1, A4, SE1, SE3)	4A01 Yearly number and year-on-year growth of learning spaces in TVET institutes, nationally and by region	Rehabilitate and expand infrastructure for the existing institutions (including FDCs) including construction of new TVET institutions	Increased total enrolment capacity for TVET education
		4A02 % of youth/adult population who have attained labour-market-relevant vocational and/or technical skills	Rationalize training programmes and enrolment in the currently underutilized TVET institutions	Increased capacity utilization of underutilized institutions
		4A03 % of youths/adults that have participated in any formal or non-formal training or education in the last 12 months (<i>combined indicator with ANFE</i>)	Prepare and implement a strategy to attract greater private sector investment in TVET, including the establishment of government-approved and accredited privately owned institutions	Establishment of accredited private sector TVET institutions working in partnership with industry
			Employing PPP to enhance teaching and learning infrastructure, as well as hospitality and sanitary facilities for learners and staff	Presence of modern and well-functioning classrooms and practical learning facilities, resource centres, lecture rooms, offices, library facilities, hospitality and sanitary facilities, financed through PPP
			Introduce and enhance flexible programmes, including evening courses to allow for multiple entries/exits	Flexible training programmes introduced in TVET in addition to normal programmes
				Enrolment with increasing trend of students undertaking flexible programmes every year
	Enhancement of alternative modes of training delivery and duration	4A04 Yearly growth of enrolment in alternative modes of TVET delivery 4A05 % of total TVET enrolment in alternative modes of TVET delivery		

Indicators (KPIs in bold)	Component	Indicators	Strategies	Results
	<p><i>Outcome:</i> School leavers provided with more parallel opportunities for skills development (LF: A1, A3, A4, SE1, SE4)</p>	4A06 Completion rates in alternative modes of TVET delivery		Completion rates of TVET graduates undertaking flexible programmes
			Introduce, operationalize and enhance ICT mediated teaching and learning including ODL	Increased access to TVET training programmes and institutions
			Scale up the application of Recognition of Prior Learning (RPL) to new entrants	Increased completion rates and transition in TVET
			Introduce and scale up formal apprenticeship and outreach programmes	Increased access of TVET graduates to the labour market
	<p>Increasing the participation of under-represented and disadvantaged groups in TVET</p> <p><i>Outcome:</i> Participation of youth from under-represented and disadvantaged groups in TVET improved (LF: A2, A3, A4, SE4)</p>	<p>4A07 Numbers of eligible disabled school leavers enrolled in TVET and yearly growth in this number</p> <p>4A08 Numbers of eligible disadvantaged groups (including orphaned, poor and child parent school leavers) enrolled in TVET and yearly growth in this number</p>	Sensitize potential disadvantaged candidates to promote interest in science and technology	Increasing enrolment of disadvantaged school leavers in science and technology related programmes in TVET
			Provide preferential support to disadvantaged students in science and technology programmes in TVET	Increasing enrolment of disadvantaged school leavers in science and technology related programmes in TVET
			Scale up and finance the pre-entry courses for disadvantaged candidates in science and technology field of programmes	Increasing enrolment of disadvantaged school leavers in science and technology related programmes in TVET
			Allocate special quota for enrolment for under-represented students (including students with disability) in TVET	Increased enrolment of eligible under-represented and disabled school leavers in TVET

Indicators (KPIs in bold)	Component	Indicators	Strategies	Results
	<p>Enhance the human resource capacities of institutions</p> <p><i>Outcome:</i> Adequate and appropriate human resources for effective teaching and learning (LF: A1, A4, SE1)</p>	<p>4A09 Student/teaching staff ratio by training programme</p> <p>4A10 Student/technical staff ratio by training programme</p>	Allocate accommodation preferentially to students with disabilities	Increased enrolment of eligible disabled school leavers in TVET
			Recruit and deploy teaching staff to attain the ratio of learners to teaching staff in conventional full time residential programmes at 8:1 in TET and 16:1 in VET and FDCs	Improving proportion of student-staff ratio in TVET and by training programme
			Recruit and deploy technical staff to support learning	Improving proportion of student-technical staff ratio in TVET and by training programme
			Construct/establish two colleges for TVET facilitation to match the demand for supply of teaching staff	Increased enrolment of students in TVET-facilitating colleges, and increased number of graduates from these colleges

Indicators (KPIs in bold)	Component	Indicators	Strategies	Results
Sub Programme 4.B : Quality and relevance of TVET				
Objective: Improve the quality and relevance of TVET programmes so that they have a positive impact on social and economic development				
K19 Proportion of TVET graduates getting employment (including self-employment) in the field of their training within one year after graduation	<p>Ensure that the enrolment distribution of learners and the share of graduates at VET and Diploma level (TET) reflects the needs of the labour market and the recommended human capital balance</p> <p><i>Outcome:</i> Improved human skills mix for occupation fields critical for realization of TDV 2025 (LF: A1, A3, A4, Q5, SE2, SE3, SE5, M2, M4, M5)</p>	<p>4B01 % of TVET students enrolled in different programmes and at different levels</p> <p>4B02 % of TVET graduates in different programmes and at different levels</p>	Regularly get updated information on human capital requirements (specific needs of major occupations and trades) in the key sectors of the economy and make use of it to plan enrolment and training programmes in the TVET sub sector	Improved correspondence between enrolment in training programmes in TVET institutions and skills demand by major occupations and trades in the economy
K18 Percentages of TVET graduates by subject/type of qualification			Introduce and operationalize financing mechanisms that stimulate increased student enrolment in the technicians/associate professionals and skilled workers category	Increasing enrolment of school leavers in the fields of technicians/associate professionals and skilled workers category
H17 TVET graduation rates			Provide grants and scholarships to learners in programmes in the core priority areas that have significant shortfalls	Increasing enrolment of school leavers in training programmes in core priority areas that have significant shortfall
H18 Proportion of employers (including self-employment) indicating satisfaction with the practical skills of employees from TVET institutions				
H19 Proportion of TVET graduates employed in the economy by each sector and by all sectors	<p>Ensure that the skills transmitted through TVET are more responsive to the dynamic needs of the labour market and society</p>	<p>4B03 % of employers expressing satisfaction with the performance of TVET graduates</p>	Improving the collection and use of labour market information	Improved correspondence between enrolment in training programmes in TVET institutions and skills demand by major occupations and trades in the economy/labour market
H20 % of population that are TVET graduates				

Indicators (KPIs in bold)	Component	Indicators	Strategies	Results
	<p><i>Outcome:</i> The skills transmitted through TVET are more responsive to the dynamic needs of the labour market and society (LF: Q5, Q6, SE1, SE2, SE3, SE5, M4, M5)</p>		Making curriculum more relevant to the labour market and supportive for realization of NFYDP II	Improved correspondence between skills and knowledge imparted to TVET graduates and job tasks assigned to them at the work place, especially in the key sectors for realization of the NFYDP
			Create mechanisms to involve more active private sector engagement in the governance structures and processes of TVET, including in NACTE and VETA	More active engagement of private sector in TVET governance, resulting in better alignment with labour market needs
			Strengthening the involvement of employers in the organization of the TVET offer by: 1. Providing capacity building to TVET institutions on employer satisfaction surveys 2. Periodically and regularly conducting employer satisfaction surveys to establish gaps in skills acquired by graduates	Improved correspondence between skills and knowledge imparted to TVET graduates and job tasks assigned to them at work place
	Continuous improvement in the quality of teaching and technical staff	4B04 % of TVET teaching staff with relevant qualifications	Design and implement staff development plans for continuously developing the qualifications of staff	Fully trained and competent teaching staff for TVET assured

Indicators (KPIs in bold)	Component	Indicators	Strategies	Results
	<i>Outcome:</i> Competencies of teaching staff systematically improved and sustained (LF: Q1, Q4, SE1, SE3, M4, M5)		Enhance the attachment of existing teaching staff in industry (locally and abroad) to acquire or upgrade relevant practical skills	TVET teaching staff acquire practical skills and regularly enhance their skills through attachment in respective industry
			Enhance provision of professional development on pedagogy to experienced qualified staff recruited from industry	Improved teaching methods for experienced and qualified TVET staff recruited from industry
			Provide professional development to teaching staff on ICT mediated classroom learning, open and distance learning, and CBET curricula development, delivery and assessment	Improved pedagogical capacity of TVET teaching staff on ICT mediated classroom learning, open and distance learning, and CBET curricula development, delivery and assessment
	Provision of updated equipment, tools as well as T/L materials <i>Outcome:</i> Adequate and appropriate equipment and T/L materials for training available (LF: A1, Q7, Q8, SE1, SE5, M5)	4B05 Student/workshop ratio 4B06 Number of students per fully equipped classroom	Procure and operationalize modern training equipment/facilities and T/L materials in TVET institutions	Improved training and learning environment with modern equipment/facilities
			Introduce incentives for PPP and employ PPP in the procurement of expensive equipment for TVET	Enhanced participation of the private sector through PPP in the procurement of modern training equipment
			Procure critical equipment for supporting learners with special learning needs and disabilities	Learners with special learning needs and disabilities have friendly learning equipment/environment
			Modernize libraries and workshops for TVET institutions and FDCs	Fully equipped and modernized libraries and workshops become available in TVET and FDCs

Indicators (KPIs in bold)	Component	Indicators	Strategies	Results
	<p>Strengthen the effectiveness of the TVET system to meet national and international commitments</p> <p><i>Outcome:</i> Performance and impact of TVET gauged against national and international commitments (LF: Q3, Q5, Q8, SE2, SE3, SE5, M3, M4, M5)</p>	<p>4B07 % of TVET programmes and institutions assessed as effective</p> <p>4B08 % of TVET students showing adequate understanding of issues relating to global citizenship and sustainability</p> <p>4B09 VET-MIS established and providing annually updated data for all TVET indicators</p>	Strengthening NACTE and VETA for improved regulatory and coordination roles	Improved regulatory and coordination environment and functions of NACTE and VETA
			Operationalize benchmarking of TVET implementation by individual institutions in line with national and international norms and standards	Improved performance of individual TVET institutions benchmarked from local and international standards/performance
			Capacity building of MoEST and of TVET institutions for more effective management of academic functions, including through institutionalization and maintenance of quality assurance systems (data capturing, processing and reports generation)	Improved management of individual TVET institutions through more effective quality assurance
			Provide information to stakeholders about the progress of training activities nationally in line with the M&E Framework for the sub-sector, and use their feedback for improvement	Stakeholders get feedback regularly on TVET training activities and give comments for improvement accordingly
			Ensure that global citizenship education and education for sustainable development are included in curricula, teacher training and student assessment	Global citizenship and sustainable development are mainstreamed in the TVET system

Indicators (KPIs in bold)	Component	Indicators	Strategies	Results
5: Access, Participation, Quality and Relevance of Higher Education				
Sub Programme 5.A : Access and participation				
Objective : Equitable access and participation in higher university and university college education, with particular attention to priority courses, gender and disadvantaged groups, to align HE graduate output with middle-income economy demands				
K22 Gross enrolment rate in Higher Education (gender disaggregated) H21 Gross intake ratio to Higher Education by gender (transition rate from A-level) H22 Percentage of women among students enrolled in STEM Higher Education H23 Number of disabled enrolled in STEM Higher Education H24 Share of the active population with HE	Infrastructure <i>Outcome:</i> Expanded capacity in HLIs, with a focus on priority areas, STEM facilities, and with attention to the needs of under-represented groups (LF: A4, SE3, SE4, M2)	5A01 Size of teaching and learning space and infrastructure created for science teachers	Rehabilitate and expand existing teaching and learning space, and create further facilities in priority areas	Adequate teaching and learning space for HE, with greater geographical coverage
		5A02 % of universities having expanded learning space in the past 2 years	Develop infrastructure for STEM, both for teacher training and university courses, that is appropriate for under-represented groups, including women and the disabled	Greater enrolment in STEM teacher training, participation of the disabled in STEM courses, and reduced gender imbalance in students and future teachers
		5A03 Number of higher education STEM courses established or customized for the disabled	Expand infrastructure and equipment for training in soft and communication skills	Adequate training capacity for soft and communication skills
		5A04 % of universities meeting government defined standards for disability-friendly learning and support facilities		
	Financing <i>Outcome:</i> Sustainable and comprehensive HE financing that ensures the most capable students are able to enrol, regardless of their personal or social characteristics (LF: A4, Q8, SE3, M2, M3)	5A05 Actual amount of HE sub-sector financing	Mobilize comprehensive and sustainable financial resources, including through PPP	Adequate and sustainable funding for higher education students
		5A06 % of HE loans granted by HESLB on a means-tested basis each financial year	Build Higher Education Student Loans Board (HESLB) capacity in loan management and recovery	Improved equity of the government/family HE cost-sharing mechanism
		5A07 % of HE loans (public, private and informal sectors) tracked		Alternative ways of financing higher education and research established
		5A08 % of student borrowers with mature student loans who are repaying on schedule, as of Dec. 31 of each year	Improve the means-tested student loan attribution mechanism	Framework for internal income generation and fundraising activities by public HEIs established

Indicators (KPIs in bold)	Component	Indicators	Strategies	Results
				Loans, grants and scholarships are provided to meriting students from poor, rural and marginalized backgrounds
	Academic Staff <i>Outcome:</i> Availability of sufficient number of academic staff, and appropriate distribution by subject and status adequate for courses demanded by the labour market Availability of graduate science teachers to cater for the expanded secondary school enrolment (LF: Q1)	5A09 % of HE staff with Masters and PhD in priority disciplines (gender disaggregated)	Conduct a review of the existing academic staff composition (by level and subject) to identify gaps and develop a medium-term action plan to fill them	Sufficient staff are available at each level and for different subjects to supervise research, conduct teaching, provide tutorship, etc. as required for the courses that respond to labour market demand
		5A10 Number of HE staff trained for science teacher preparation (gender disaggregated)		
		5A11 Number of HE staff upgraded and retooled through short term programmes (gender disaggregated)	HE staff training via short and long term courses	Better distribution of HE academic staff by subject specialism
		5A12 % of academic programmes aligned with labour market demands	Develop and recruit early grade reading and math experts	Sufficient experts in early grade learning and maths
		5A13 % of academic staff with Masters/PhD (gender disaggregated)	Expand infrastructure and facilities for science teacher training	Sufficient facilities for expanded science teachers and laboratory assistants training
		5A14 No of MSc/PhD holding staff per academic programme (gender disaggregated)	Increase the number of HE academic staff to cater for an expanded programme for science teacher training	Sufficient academic staff to train science teachers
	Pre-entry programmes	5A15 Number of curriculum reviews and updating conducted on pre-entry courses for women in STEM	Review and updating of curriculum for existing pre-entry programmes in STEM	Greater numbers of women join science and technology degree courses

Indicators (KPIs in bold)	Component	Indicators	Strategies	Results
	<i>Outcome:</i> Greater gender balance achieved in science and technology degree courses (LF: SE4)	5A16 Number of new STEM pre-entry programmes for women established in new and priority areas	Creation of new pre-entry bridging programmes responsive to the labour market	Pre-entry programmes in new relevant areas available
		5A17 Number of pre-entry programmes funded 5A18 % of qualified applicants for pre-entry programmes enrolled	Dedicated funding for pre-entry programmes	Pre-entry programmes are appropriately financed

Indicators (KPIs in bold)	Component	Indicators	Strategies	Results
Sub Programme 5.B : Quality and relevance				
Objective : Quality Higher Education teaching and learning with enforced regulation and usage of ICT leads to the output of graduates with employable knowledge and skills that contribute towards economic and social development				
H25 % of universities adequately equipped with ICT/STEM/labs/ etc. K23 % of university graduates with relevant employment one year after graduation, by main stream K21 The % of science and mathematics graduates among all university graduates	Labour Market Relevance <i>Outcome:</i> Profiles of HE graduates evolve to flexibly reflect labour market needs in terms of qualification level, specialty, practical experience (LF: Q5, Q8, SE3, M3, M5)	5B01 Numbers of manpower surveys and data collection for labour market	National data collection of labour market manpower information (skills surveys) in all regions, through LMI surveys and involving the private sector	Labour needs identified in terms of the level, skills and specialties required of HE graduates for national development
		5B02 Proportion of training programmes reviewed or updated to match labour market needs	Review and update training programmes, research priorities and curricula to respond to needs of labour market and society, involving the private sector in curricula development	Programmes and curricula are updated, relevant to industry and linked to labour market demands
		5B03 Numbers of apprenticeships, internships, industrial parks and incubators	Prioritize the allocation of government bursaries and resources for programmes responding to identified social and labour market needs (competitive resource allocation)	The stock of HE graduates reflects national requirements, contributing to employment, productivity and growth
		5B04 Proportion of new curriculum with inputs from employers/labour market/society	Partner with the private sector to develop a programme of apprenticeships, internships, industrial parks and incubators	HE provides greater practical content, promotes innovation and technology transfer, and prepares graduates to properly apply acquired knowledge in the economy
		5B05 % of HE students showing adequate understanding of issues relating to global citizenship and sustainability		

Indicators (KPIs in bold)	Component	Indicators	Strategies	Results
			Ensure that global citizenship education and education for sustainable development are included in curricula, teacher training and student assessment	Global citizenship and sustainable development are mainstreamed in the university system
	Quality Assurance <i>Outcome:</i> Quality assurance of HE delivery is reinforced by strengthened regulatory capacity at the central and institutional levels (LF: Q2, Q8, M1, M3, M4, M5)	5B06 % of universities meeting set national quality standards 5B07 % of universities with an active QA department	Develop both the material and human capacity of the HE regulating body agency (TCU) and related MDA units	Improved TCU facilities and HE regulator capacity in enforcing quality standards
Develop Quality Assurance Framework			Quality and standards are adhered to in tertiary education	
Strengthen Quality Assurance units within HE institutions, in terms of human capacity, NQF compliance and QA systems			Adequate quality assurance capability within HE institutions and improved implementation of the NQF	
Involve employers, industry and communities, through appropriate forums, in the quality assurance process of institutions and graduates			Quality assurance comprehensively covers academic excellence and labour market relevance	
	Research and Innovation	5B08 Number of new centres, parks or exhibitions opened devoted to innovation 5B09 Numbers of research and innovation outputs produced (i.e. publications, prototypes, patents & products)	Build capacities of HE institutions to create incubation centres, establish centres of excellence, ICT parks and demonstration centres	Improved ability of HE institutions to embrace change and innovation and transfer knowledge and technology to society and the economy
Develop, expand and professionalize priority training programmes in STEM			Enhanced quality of STEM courses	

Indicators (KPIs in bold)	Component	Indicators	Strategies	Results
	<p><i>Outcome:</i> Higher education institutions remain abreast of technological change and global trends, promoting relevant research and innovation responsive to labour market and societal needs (LF: Q5, M4)</p>	<p>5B10 Numbers of research and innovation outputs commercialized/adopted by industry</p> <p>5B11 % of total education budget allocated to Research and Development</p>	<p>Improve research capacity, funding and focus on product-oriented priorities and methods/procedures for translating research findings into policy</p>	<p>Heightened relevance of research activities</p>
	<p>Learning Environment</p> <p><i>Outcome:</i> Learning environments are suitable for all subjects and learners, and conducive to the acquisition of required knowledge and skills (LF: Q4, Q7, SE3)</p>	<p>5B12 Amount of HE teaching and learning space created (lecture rooms, laboratories, libraries seminar rooms etc.)</p> <p>5B13 Number of HE STEM facilities operational (workshops, laboratories, incubators, workstations added)</p> <p>5B14 Number of shared ICT platforms (e.g. e-libraries, e-learning and data management platforms) in use</p> <p>5B15 % of staff satisfied with the teaching, learning and research environment</p> <p>5B16 % of students satisfied with the teaching, learning and research environment</p>	<p>Improve the quantity and quality of infrastructure and availability of training facilities and equipment, in particular for STEM subjects</p> <p>Develop the use and availability of ICT soft and hardware for both resident and distance learning (e-libraries, e-learning, etc.)</p>	<p>Better learning outcomes, in terms of academic content and practical experience</p> <p>Enhanced access to knowledge, information sharing and collaborative learning and research</p>

Indicators (KPIs in bold)	Component	Indicators	Strategies	Results
	Staff competencies and qualifications <i>Outcome:</i> HE staff are qualified, equipped with hard and soft skills, undergo continuous competency upgrading and are motivated to perform (LF: Q1, SE3, M1)	5B17 Percentage of staff capacitated through long term (PhD and Masters) and short term (INSET) training (gender disaggregated)	Develop HE teaching staff competencies through the provision of short-term INSET retooling courses and long-term training programmes (Masters and PhD)	Improved profile of HE academic staff, whose qualifications and relevant skills are continuously updated
		5B18 Number of staff on long-term training (Masters and PhD) (gender disaggregated)	Provide teaching staff with opportunities to regularly improve their soft skills	Adequate HE capacity to train students in soft and communication skills
		5B19 Number of staff supported for short-term (INSET) training in the year (gender disaggregated)		
		5B20 Number of staff recognition/motivation systems initiated/implemented	Establish a system for award and recognition of good quality teaching and research at HE institutions	Improved motivation of staff to continuously improve their profiles, maximize student performance and get involved in research projects
		5B21 Number of staff awarded with excellency awards (at national, regional & international level)		
		5B22 % of students satisfied with the competency and morale of staff		
	Data Management	5B23 Operational and harmonized HET-MIS system	Provide internet connectivity (National Fibre Backbone) and bandwidth to HE institutions and their sectoral government agencies	Improved access to required network infrastructure and connectivity

Indicators (KPIs in bold)	Component	Indicators	Strategies	Results
	<i>Outcome:</i> Quality assurance, relevance, learning outcomes and M&E are all facilitated by the effective use of ICT for data management and use (LF: Q5, M4)	5B24 Number of ICT based data platforms created linking HE institutions, agencies or ministries	Support the development and integration of system-wide applications for data collection, verification and management (ESMIS, HET-MIS)	Sustainable data collection and verification systems for HE, to inform appropriate sector monitoring and policy decisions
		5B25 % of HET academic and administrative programmes/systems leveraged on shared ICT platforms	Establish inter-ministerial, intersectoral and interagency data management platforms and initiatives	Adequate linkages and harmonization in data management platforms across agencies (HESLB, TCU, COSTECH) and Ministries (Labour, Education, Finance)
		5B26 Number of hits to the HET-MIS	Develop capacities in network maintenance, data analysis, compilation and use	Improved capacity for system maintenance and data analysis and use

Indicators (KPIs in bold)	Component	Indicators	Strategies	Results
6: System Structure, Governance and Management				
Objective: Ensure an effective management and administration system is in place, including sector-wide accountability and sustainable, equitable financing modalities, which enable mobility through multiple pathways within and across education sub-sectors				
K24 % of planned intermediate outcome targets achieved in a timely manner with regard to: (6.1, 6.2) Effective and accountable management of system with multiple pathways; (6.3) Institutional capacities and professional development; (6.4) Harmonized data management information system across all sub-sectors; (6.5) Sustainable and equitable financing modalities; (6.6) Up-to-date, relevant and harmonized regulatory instruments	Flexible system <i>Outcome:</i> The system has multiple pathways within and/or across all education streams (LF: M1, M5)	6A01 Numbers/percentage of courses/programmes/degrees with qualifications linked to the NQF	Complete National Qualification Framework (NQF), by linking all delivery modalities in the education sector	Diverse delivery modalities are integrated into the NQF, thus facilitating transfer between these modalities
			Manage/track implementation of National Qualification Framework (NQF)	Sub-sectoral implementation of NQF is monitored to ensure transit through flexible pathways
			Provide regular information about NQF and pathways within the system to possible beneficiaries	Beneficiaries have easy access to information about study modalities in the education system, and their relative qualifications
	Effective management of system <i>Outcome:</i> Strengthened management of multiple, mutually accountable partnerships (LF: M1, M5)	6A02 % of education stakeholders expressing satisfaction with the management of the education system 6A03 Numbers of meetings of dialogue structures 6A04 % of LGAs which publicly disseminate the performance of the local education sector at least annually	Define mandates, roles and responsibilities (including coordination & leadership) of central implementation structures and of regional and local government implementers	Improved execution of roles and responsibilities
				Strengthen ESDP implementation structures by reformulating coordination/partnership management

Indicators (KPIs in bold)	Component	Indicators	Strategies	Results
K25 % of KPIs for which information is presented and analysed in the yearly statistical abstract			Harmonize sector-wide M&E processes, facilitating coordinated performance monitoring across all sub-sectors	Effective use of sector performance results for evidence-based planning and mutual accountability through an institutionalized M&E Framework
K26 % of National Budget allocated to education			Streamline sector dialogue to ensure harmonization, alignment and effective aid-management	Timely implementation of sector dialogue events calendar
K27 % of annual education budget released and utilized			Develop, approve and implement an education sector-wide Communications Strategy	Roles, responsibilities, methods and media for both internal and external communications are clearly defined and all internal and external stakeholders receive sufficient, accurate, clear and timely information according to their needs to enable the entire education sector to respond to current needs, implement government-led reforms and provide adequate accountability to the general public
H26 Sector dialogue mechanisms functioning satisfactorily, including JESR and ESDC meetings				
H27 Annual Education Sector Report is published on time with full analysis	Institutional capacities and professional development	6A05 % of national, regional, and local officials with profile required for the post they occupy	Develop, approve and implement a medium- to long-term master Capacity Development Plan for the education sector	Strategic, planned and coordinated approach to institutional capacity building, individual career paths and continuing professional development
H28 Existence of feedback mechanisms with local communities in every LGA				

Indicators (KPIs in bold)	Component	Indicators	Strategies	Results
	<p><i>Outcome:</i> Capacities of national, regional and local officials are developed for system-wide planning and management; improved assessment; and innovation and research (LF: Q3, Q5, M1, M3, M4)</p>	<p>6A06 % of national, regional and local education officials who have an up-to-date job description</p> <p>6A07 % of regional and local authorities who prepare yearly planning documents</p> <p>6A08 Number of national, regional and LGA officials trained in policy analysis and strategic planning, management, monitoring and accountability</p>	<p>Design and utilize a capacity development partnership fund (CDPF) for professional development of all relevant staff</p> <p>Improve recruitment processes to align with posts and staff profiles, with an emphasis on advancing gender equality and enhancing access of girls to female role models throughout the education system</p> <p>Enhance research and development (R&D) and targeted policy analysis for evidence-based policy reform, planning and management</p> <p>Develop capacities of relevant staff in policy analysis, planning and management in the areas of education for sustainable development (ESD), including gender in development, gender-sensitive budgeting, disaster risk reduction (DRR), and global citizenship education (GCED)</p>	<p>Capacities developed sustainably in priority areas (e.g. change-management, policy analysis, strategic planning and data management)</p> <p>Recruitment is needs-based and gender sensitive, and processes inculcate a culture of succession (handover) planning</p> <p>Capacities of ministries and institutes are strengthened to carry out educational research and innovation for quality education</p> <p>Emerging concerns (with regard to gender, ESD, DRR, GCED) are integrated into the curricula and sector personnel and civil society are oriented in line with updated curricula</p>

Indicators (KPIs in bold)	Component	Indicators	Strategies	Results
	<p>Data management and data use</p> <p><i>Outcome:</i> Harmonized ESMIS generates timely, reliable and accessible quality data, utilized across all education sub-sectors (LF: M1, M4)</p>	<p>6A09 % of stakeholders expressing satisfaction with quality of statistical information on education produced by government</p> <p>6A10 Number of KPIs that are tracked and analysed on an annual basis</p> <p>6A11 % of LGAs utilizing upgraded BEMIS and adult education data in District Plan</p>	Upgrade BEMIS, including functionalities based on useful practice from piloted systems	Timely availability of the national school-level dataset for BE, integrating learning outcomes assessment data for children in formal and non-formal settings
			Upgrade VET-MIS in line with ESDP TVET priority programme demands	Institution-level national dataset is available for TVET, integrating labour market information survey data
			Develop an adult education data base with information on youth and adults learning achievements in literacy and numeracy as part of the ESMIS	Well-resourced decentralized AE-MIS available, integrating national adult and youth literacy and numeracy data
			Review and improve management information system for quality assurance data, including school-based continuous assessment	Operational school-based MIS is available to track the quality of teaching and learning in the classroom
			Upgrade HET-MIS in line with ESDP HET priority programme demands	Institution-level national dataset is available for HET
			Upgrade and harmonize online reporting functionalities of the sector-wide system	Online reporting of sector-wide information is effective and regularly updated
	Sustainable and Equitable financing modalities	6A12 Financial implementation rate of national education budget	Explore and develop innovative financing modalities	Increased options to address financing gaps for sector in under-resourced priority areas (e.g. expansion of pre-primary, ANFE, TVET, etc.)

Indicators (KPIs in bold)	Component	Indicators	Strategies	Results
	<i>Outcome:</i> Sufficient and timely disbursement of allocated budget and timely, effective procurement (LF: Q8, M2, M3)	6A13 Financial implementation rate of selected major programmes supported by Development Partners	Provide specialized training in procurement, tendering and related skills for relevant staff	Timely procurement and tendering
			Improve financial management information system	Regular and open information provided to track the flow and use of resources, including at the school level
			Revise stakeholders' roles and responsibilities for financial management	Improved utilization of alternative sources of funding
			Promote public-private partnerships involving schools, communities and industries	Public-private partnership agreements signed/functional at national, regional and district levels, to support the education system and schools
	Updated and harmonized regulatory instruments <i>Outcome:</i> Education sector legislation, regulations and standards are modernized, aligned with national development strategies and harmonized (LF: M1, M3, M4)	6A14 Revised Education Act approved 6A15 Standards, policies and strategies updated and harmonized	Draft and enact new Education Act	National legislation reflects current developments and future national priorities for the education sector, including universal fee-free basic education and commitments to achieving internationally agreed targets such as the SDGs and Human Rights Education
			Review, revise and disseminate the National Strategy on Inclusive Education	The education sector at all levels is more inclusive, improving the access and learning of students with disabilities and special learning needs

Indicators (KPIs in bold)	Component	Indicators	Strategies	Results
			Develop and approve a schools infrastructure strategy	School buildings and facilities (including both Basic and TVET) are located, designed, constructed and managed in a way that maximises access, student learning and cost-effectiveness and meets required safety standards
			Review and revise teacher training, recruitment and deployment strategies	Teachers with up-to-date knowledge and competencies are deployed equitably across Tanzania and within schools, having a fair and transparent performance and career management system in place
			Develop and roll-out new Quality Assurance system, including multi-indicator minimum school quality standards and routine competency-based student learning assessments	Schools meet minimum quality standards Student learning improved

Top level (programme) indicators: 55, including 27 KPIs

Intermediate level (component) indicators: 149

Under the 57 components there are 232 strategies which have a total of 239 intended results.

The indicators are more precisely defined, with targets, in the separate Monitoring and Evaluation Framework at Annex 4. Please note that the structure of indicators in the M&E Framework follows the Logical Framework, whereas the structure of indicators provided here in Annex 2 follows the implementation arrangements of the Operational Plan. All the main indicators, including the KPIs and other top level indicators, are common to both structures.

Annex 3: ESDP Operational Plan

Please see separate document or double click on icon below.



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Annex 4: ESDP Monitoring and Evaluation Framework

Please see separate document or double click on icon below.



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Annex 5: ESDP Risk Register

Please see separate document or double click on icon below.



ESDP RISK REGISTER
- final improved - Jun