THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION AND CULTURE

BASIC EDUCATION MASTER PLAN (BEMP)

MEDIUM TERM STRATEGIC AND PROGRAMME FRAMEWORK 2000-2005

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THE BASIC EDUCATION MASTERPLAN

CHAPTER ONE

1.0   INTRODUCTION

1.1   Tanzania has continued to provide and expand education services corresponding to the needs of its people for the acquisition of basic life skills. The Jomtien "World Conference on Education for All", held in 1990 emphasized and   identified six dimensions for ensuring that every person, child, youth and adult should be enabled to meet basic learning needs. These include early childhood care and development, adult literacy, and basic skills training.   However, Universal Primary Education remains at the core of attempts to achieve Education for All, and is a target still eluding many developing countries. Tanzania being a member of the world community is committed to implement agreed international commitments. In view of this, Tanzania intends to implement the international agreement on six development targets for education, namely;

- Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

- Ensuring that by the year 2015 all children, particularly girls, children in difficult circumstances   and those belonging to ethnic minorities, have access to and complete compulsory primary education of good quality.

- Ensuring that the learning needs of all young people and adults are met through provision of equitable access and appropriate learning and life skills programmes.

- Achieving a 50 per cent improvement in levels of adult literacy by the year 2015, especially for women, and equitable access to basic and continuing education for all adults.

- Eliminating gender disparities in primary and secondary education by the year 2005, by ensuring girls' full and equal access to good quality basic education.

- Improving every aspect of the quality of education, and ensuring excellence so that recognizable and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

1.2   The education sector reforms in Tanzania will take place in an environment of other reforms and related policies including the EFA 2000 goals, the Tanzania Development Vision 2025, Poverty Alleviation Strategy 2015, the Education and Training Policy (1995), Local Government Reform Programme (LGRP), Public Service Reform Programme (PSRP) and Public Financial Management Reform Programme (PFMRP). All these are directed at improving the efficiency and effectiveness of the systems and structures for providing social and economic services.

Tanzania Development Vision 2025

1.3   Vision 2025 targets at a high quality livelihood for all Tanzanians through the realisation of, among others, universal primary education, the eradication of illiteracy and the attainment of a level of tertiary education and training commensurate with high quality human resources required to effectively respond to the developmental challenges at all levels.

1.4   Education will be treated as a strategic agent for mindset transformation and for the creation of a well educated nation, sufficiently equipped with the knowledge and skills needed to competently and competitively solve the development challenges which face the nation. In light of this, the education system will have to be restructured and transformed qualitatively and quantitatively, with a focus on promoting a science and technological culture at its lowest levels, giving a high standard education to children and adults. Basic sciences and mathematics will be accorded great importance in keeping with the demands of the modern technological age

while not losing sight of the humanities. The Vision emphasizes the need to ensure that science and technology, including awareness of its application for promoting and enhancing productivity, permeates the whole society through continuous adult learning and publicity campaigns. Quality education at primary level will provide a firm base for all the other levels.

Poverty Alleviation Strategy

1.5 Education is at the heart of development. The elimination of poverty and progress towards sustainable development will only take place if there is increased and improved levels of education. It enables people to use their capabilities, and increase their earning potential, but most fundamentally, it empowers individuals to generate and participate in the transformation of lives in society.

1.6 The human cost of failing to enable people to realise the right to education are incalculable. Lack of basic education undermines all efforts to improve health and nutrition, address the cause and impact of HIV/AIDS, reduce infant, child and maternal mortality, enhance opportunities for more productive livelihoods and promote a civil society committed to democracy good governance and realisation of other fundamental rights.

Therefore UPE is not just an educational target, it is a development priority.

The Education and Training Policy

1.7 The education and Training Policy (1995) emphasizes:
- the creation of true partnership between the state and the other education providers including private persons, by encouraging them to establish and manage schools and other training institutions;
- co-operation with the private sector in the provision of education, including such proactive initiatives as the training of more and better qualified teachers, priority land allocation for building schools;

- widening of the financial support for education, to include efficient utilisation of available resources, cost sharing and liberalisation of services which are supportive to the system;

- decentralisation and streamlining of the management of education to schools , communities, districts and regions;

- quality control and assurance measures, including curriculum review examination reforms, teacher management support and inspection;

- holistic and integrative approach to facilitate mobility between formal and non-formal education;

- broadening access and ensuring equity by gender, disability, geographical location, and class; and

- improving the relevance of basic education and vocational training for it to be effective in self employment.

The Culture and Sports Policies 1997 & 1995

1.8 The Culture and Sports Policies 1997 & 1995 stipulate that :

- A special programme to enable the use of Kiswahili as the medium of instruction in education and training at all levels shall be designed and implemented,

- Education and training institutions shall recognise and utilise good customs and traditions in preparing youths for responsible parenthood and citizenship.

- Curricula for primary, secondary and teacher education shall incorporate the teaching of subjects such as music, fine art, sculpture, the performing arts, physical education, sports and games, and that these subjects shall be incorporated in the final examinations of all levels of education.

The Civil Service Reform Programme

1.9   The Civil Service Reform Programme (CSRP), initiated in 1993/94 involved six general reforms: retrenchment and re-deployment of personnel, control and management reform, capacity building, pay reform, local government reform, and core ministries re-organisation and efficiency reviews.

The Public Service and Local Government Reform Programmes

1.10   The Public Service Reform Programme initiated in 1998 focus on performance improvement in the delivery of public goods and services: while the central features of the Local Government Reform Programme focuses on decentralisation and devolution of state functions to local levels. This entails the devolution of powers, integration of previously centralised service sectors and creation of real multi-functional governments at the local levels.

The Child Development Policy

1.11   The child development Policy (1996) has been formulated by the Ministry of Community Development, Women Affairs and Children (MCDAWC) to safeguard the rights of the child below 18 years old.   The objectives of the policy are stated as to:

- define the concept of the child in the context of Tanzania;
- educate the society on the rights of the child;
- issue guidelines on the survival, protection and development of the child;
- issue guidelines on the care of the child in difficult circumstances;
- educate the society on the causes of the problems facing the child; and
- guide children on how to become good citizens.

The Financial Management Reform Programme

1.12   The Financial Management Reform Programme has been initiated to improve the accounting and payment system, effective financial tracking and audit system within the central government and its subsidiaries through a computerized accounting system

(PLATINUM). Along with it is a commitment expenditure system whereby funds must be committed before expenditure is effected.

The Education Sector Development Programme

1.13   In 1996, the government of Tanzania undertook to develop sectoral reforms.   The Education Sector Development Programme (Ed-SDP) was developed to address the existing problems and face the new challenges resulting from on going socio-economic reforms initiated to address   the increasing demands for human resource development in line with fast changing technological advancement.   The   ESDP is a sector-wide programme aimed at operationalizing the Education and Training Policy. The programme covers all the education subsectors, basic education, secondary education, teacher education,   higher education, vocational education both formal and non-formal.

2.0   **The Basic Education Master Plan (BEMP)**

2.1   The Master Plan was developed in 1996 to address major issues of concern in Basic Education. This document is a revised version of The Basic Education Master Plan. It is a holistic framework that undertakes to review and analyse basic education provision in the following areas:

- Pre-primary education
- Primary education
- Non-formal and adult basic literacy, and Post Primary Vocational training

In all the areas mentioned above, four major issues of concern have been dealt with in this revised version of the Master Plan.

Access and Equity

2.2   Tanzania, launched in 1974 the Universal Primary Education programme (UPE). At the height of the UPE drive, Tanzania achieved a gross enrollment ratio of 98% and gender differences that existed in enrolment were virtually eliminated. Currently primary enrollment is characterized by gender parity? However, there has emerged the problem of declining enrollment, which adversely affects the marginalized groups in both rural and urban

communities in both rural and urban communities. Since basic education is a basic human right, the declining trend has to be reversed to ensure that by 2015 all children of school age who are out of school, particularly girls children in difficult circumstances, children with disabilities and those belonging to ethnic minorities the like the Tindiga, Masai and Hadzabe, have access to and complete compulsory primary education and of good quality. The concept of *"child-friendly school"* that takes account of the best interest of children, particularly, the girl child, will be emphasized in the provision of both formal and non-formal education.

Quality of Basic Education

2.3 While the objective of the Government is to provide basic knowledge and life skills for all school age children, primary education provision is still characterized by under - achievement which affects girls and most of the children in rural areas. Boys in urban areas have higher achievement. The interventions suggested in the Master Plan are aimed at enhancing quality, by upgrading the academic and pedagogical skills of teachers, improving school infrastructure, increase the supply of textbooks, increase supply and attain equitable deployment of teachers to reduce the urban – rural disparities and providing adequate supervision and support to teachers and schools.

In adult education the reforms are directed at improving the adult literacy programme through community based literacy programmes, expanding vocational training and training opportunities for out-of-school children and youths.

Management and Administration

2.4 Through good management, the system is able to effectively combine and utilize available resources, mobilize new resources as well as making the system work in an orderly manner . Leadership at school, ward and district levels, is a critical factor. The current system of management is deficient in many respects. It is centralized in the aspect of teacher preparation and support, supervision and quality monitoring. While local governments are responsible for running the sub-sector, district education personnel,

community and school leaders lack management skills. Thus there is a need to put in place an efficient and effective management system with clear roles and mechanisms for linking the ministries MOEC, MRALG, Regional Secretariat and Local Authorities and institutions that are involved in the provision of basic education.

Financing of Basic Education

2.5   Right from independence, it was realised that the elimination of poverty, ignorance and diseases would lead to improved living conditions and standards and hence, social and economic development of the whole nation. In its urgent desire to prepare the people for their effective roles in bringing about this development, the government undertook to meet all costs in providing essential social services, including education. This limited the financial resource available for educational development and improvement being provided by government only. With the liberalization policy now in place, and with the realization of the budgetary limits of government funding, the government is committed to mobilize funds from other sources for financing basic education. The government has initiated processes for overall economic improvement which facilitate an expanded pool of taxable revenues, and is subsequently strengthening both budgetary, accounting and auditing processes. The Government is committed to improving the sub-sectoral allocation of the annual education budgets deliberately in favour of basic education as the economy improves.

The other sources will include contribution from parents, communities, civil society through District Trust Funds,   the Education Levy and Credit Schemes/Revolving Loan Funds.

2.0   SITUATIONAL ANALYSIS

Structure of the Education System

2.1   Tanzanian education provision consists of formal and non-formal systems. The formal system is 2-7-4-2-3$^{+;}$ that is, pre-primary (2 years), primary (7 years), ordinary level secondary (4 years), advanced level secondary (2 years) and tertiary and higher education and training (3 years and above). The non-formal system comprises of adult education programmes aimed at imparting functional literacy, post literacy life-skills and continuing education.

Management and Organisation

2.2   The management and administration of the education sector as a whole is a shared responsibility among the three ministries; Ministry of Education and Culture (MoEC), Ministry of Science, Technology and High Education (MSTHE) & Ministry of Regional Administration and Local Government,   (MRALG) Primary education, adult literacy and non-formal education is managed by MOEC and MRLAG through the Regional Secretariat and Local Authorities. The roles of each of these are summarized in table 1 below.

Table 1.   Roles of MOEC. MRALG, Regional Secretaries, and Local Governments in Management of Education

Ministry of Education and Culture	♦ Setting Education policies, curriculum, standards and Examinations ♦ Provide technical and professional inputs in the development of education service ♦ Design modalities of monitoring, inspection and supervision and performance auditing of local government; in the provision of basic education ♦ Analyse physical and financial reports from Local Authorities
MRALG	♦ Ensure availability of funding for local authorities, ♦ Co-ordinate work done by MOEC and Local Authorities,

	♦ Determine amount of block grants for each Local Authority in consultation with Ministry of Finance ♦ Issue guidelines for planning, budgeting, management and reporting of Local Authorities in consultation with Sector ministries and Ministry of Finance.
Regional Secretariat	♦ Provide technical and other support to local government authorities in preparation of plans and budgets, ♦ Prepare a consolidated plan and budget of all councils within the region, ♦ Consolidate quarterly financial and implementation reports to be submitted to MRALG, ♦ Monitor and audit performance of Local Authorities
Local Government Authorities	♦ Prepare and implement education plans integrated into overall service delivery plans which address local needs and priorities. ♦ Lead, regulate and co-operate with other actors including the private sector in the implementation of education plans, ♦ Prepare annual education budgets ♦ Manage and account for financial resources from own sources and from Central Government.

2.3   Other Ministries and parastatals which have direct influence on the sector include the Planning Commission, the Ministry of Finance, the Civil Service Department, the Ministry of Community Development, Women Affairs and Children, and the Ministry of Labour, Youth Development and Sports. Institutions which are directly involved in the development of the education sector include the Tanzania Institute of Education (TIE), the National Examinations Council of Tanzania (NECTA), the Tanzania Library Services (TLS), the Institute of Adult Education (IAE), the Teacher Service Commission (TSC), Vocational Education Training Authority (VETA), National Commission for Science and Technology (NCST), Non Government

Organizations (NGOs), Community Based Organizations (CBOs), Universities and donor agencies.

Social Economic Status

2.4   Tanzania is just recovering from a prolonged period of economic decline and a poor state of social services. Under the Structural Adjustment Programmes (SAPs) of the 1980s, Tanzania is transforming its structures and systems into a market economy; and its political system is a multi-party democracy since 1995. The GDP growth rates have been above the population growth rate of 2.8 per cent, sustained at 3.3 per cent in 1997. Growth of per capita income in real terms has been at 0.5 per cent during 1997. Inflation has been falling from 30 percent in 1990 to 12 percent in 1999. But despite the few economic and political successes realized in the last two decades, Tanzania still remains one of the poorest countries in the world with an estimated per capita income of USD 240 (1998). Poverty is more pronounced in the rural areas, where about 50 per cent of the people are classified as poor, compared to about 39 percent of the urban people. The persistent long spells of drought add more strain on socio-economic capacities of household food security and result in increased malnutrition. Increased rate of unemployment and underemployment, especially for youth, has reduced purchasing power of most families and increased the number of poverty stricken families.

2.5   The health of an increasing number of Tanzanians is being threatened by diseases such as malaria, typhoid and HIV/AIDS. The HIV/AIDS pandemic is beginning to have a serious negative impact on the education sector, especially on demand for education, enrollment of students, attendance, retention, and teachers performance.

Pre-Primary Education

2.6   Early Childhood Care and Development (ECCD) constitutes a distinct age cohort 0 – 4 and is coordinated by the Ministry of Labour, Youth and Social Welfare (MLYSW), based on the Act regulating the Establishment of

Day Care Centres (1981). Pre-Primary education is intended for the age cohort 5 – 6 years, and prepares children for primary education.

2.7   The ETP directs that Pre-primary education is to be integrated into the formal education system. However, its development is a shared responsibility of MOEC, MRALG, Non-Government Organisations (NGOs), Communities and the private sector. The MOEC trains teachers, provides necessary policy framework and encourages private sector ownership and management of pre-schools.

Promotion and development of pre-primary education is hampered by the following problems:

- For many poor rural parents, pre-primary education is considered an unnecessary preparatory burden.   It is therefore benefiting a small proportion of   children from   financially better-off urban and rural families.

- The Education and Training Policy (1995) recognizes the importance of pre-primary school education and considers that, with the involvement and cooperation of parents, local communities and non-governmental agencies, possibilities abounds for the systematization and finally formalization of pre-primary education. The success of this model of development will depend on the willingness and economic capacity of the communities concerned.   However there is an inherent risk in depending on the efforts of communities alone.

- There is fragmentation and lack of co-ordination among the ministries, NGOs and CBOs responsible for the provision of early childhood care and development and pre-primary education.   There is no reliable statistical data and information available for planning purposes. Information and data available does not often reflect on non-government provision. There is also insufficient linkage of provision to indigenous knowledge and practices of child rearing.

- The ETP requires the establishment of pre-primary school units attached to all primary schools. The Department of Teacher Education is given the responsibility of training teachers but there is little harmonisation and co-ordination in the training of teachers among the stakeholders.

- Because of limited commitment and priority, pre-primary facilities are often under-resourced in terms of infrastructure, teaching and learning materials, play-grounds, etc. The teaching/learning and play materials are often not adapted to local conditions and culture.

In Tanzania, formal institutions play only a minor role in the provision of pre-primary education.

Primary Education

2.8   This is the largest and most central component of basic education. Primary Education is universal and compulsory for all children from the age of 7 years until they complete this cycle of education. Primary education is intended to equip children with permanent literacy and numeracy, basic life-skills and values to enable them function productively in the socio-economic setting of Tanzania and pursue further education and training.

2.9   It is on record that, Tanzania during the period 1978 – 85 nearly attained universal primary education in quantitative terms. For example between 1974 - 1978, the number of children enrolled in standard one increased from 248,000 to 878,321 while overall numbers rose from 1,228,886 in 1974 to 3,553,144 in 1983 and to 4,112,167 in 1999. However, there has been a decline in terms of Gross Enrolment Rates (GERs) during this period. For instance, GER has decreased from 77.8 percent in 1991 to 77.1 percent in 1999.

The regional disparities are very pronounced, for instance while the GER varies from 59.4 per cent in Lindi to 102.4 per cent in Kilimanjaro in 1991, in

1998 it varied from 62.9 per cent in Tabora to 90.2 per cent in Iringa. This means that the capacity of the system to absorb all children seeking primary education at a given grade level has been declining over the period, resulting in having about 3 million children who are out of school.

Access to primary education for the legal age of enrolment (7 years) has been fluctuating in recent years, indicating that those who are enrolled are over-aged. However, there is a slight increase of access from 12.6% in 1990 to 13.6% in 1998. Overall female intake rate is higher in all years than male net intake rate.

2.10   The physical infrastructure of most primary schools are dilapidated with leaking roofs, no windows, and doors. Many teachers have no housing. The general state of shortages is summarized below.

Table 2   Primary School Buildings and Furnitures, Required vs. Actual, 1996

Type of Building/Furniture	Required Number	Actual Number	Number of shortage	Actual as % of Required
Classrooms	96,613	55,245	41,368	57%
Staff houses	118,991	23,865	95,126	20%
Toilets	79,887	57,733	23,154	72%
Desks	1,438,788	1,234,443	204,345	86%
Tables	206,874	76,819	130,055	37%
Chairs	221,564	86,295	135,269	39%
Cupboards	127,798	29,408	98,390	23%

Source: MOEC, BEST 2000: 4

In order to ensure access and quality in education and training, facilities occupy a central position. These consist of classrooms, teachers' offices and working spaces, furniture, laboratories, libraries, teachers' houses, play grounds, toilets, water and communication facilities. These facilities do not only provide shelter and working space for students and teachers but in addition, they act as incentives for teachers and students to stay in school, thus reducing absenteeism, dropouts, and accidents. It is therefore critical that

these facilities be made available and in sufficient quantity and reasonable quality. The government is committed to providing good physical facilities on an incremental basis so as to provide access to quality education to majority of Tanzanians. In Tanzania, children are not enrolled in schools and drop-out of school due to three main reasons; economic, socio-cultural and psycho-social.

- Limited family financial resources due to low levels of income. This means that parents are too poor to meet school demands such as school fees, contributions, uniforms, books, exercise books, etc. In this situation a child may not be enrolled and may dropout. Many of those that drop-out engage in activities to support family incomes.

- Limited awareness on the importance of education on the part of some parents makes them neglect to enrol their children. Late enrolment and early sexual activity leads to early pregnancies as well as early marriages among pupils.

- The physical state of the school may be unattractive, the absence of interesting cultural activities, indiscriminate use of corporal punishment and other purnishment like manual work, physical military like punishment, long walking distances to school, and lack of a feeding programme; all these demotivate children not to enrol and attend school. Efforts to alleviate poverty, increased sensitization and making schools attain high standards in infrastructure and teacher performance will enhance access and equity.

Examinations and Measuring Learning Achievements

2.11   At the basic education level, examinations are administered at standard (Grade) IV and at the end of the primary cycle at standard VII. Both examinations aim at assessing pupils' acquisition of knowledge, abilities and skills in Mathematics, General Knowledge, and languages (Kiswahili and English). The general performance shows that education received by children

in primary schools is of very poor quality. The overall performance is low for both boys and girls but that of girls is worse. Whereas 26.4 per cent and 25.0 per cent of boys passed in 1997 and 1999 respectively, the respective percentages for girls were 14.0 per cent and 12.1 per cent.

The Primary School Leaving Examination (PSLE) results are used in the selection of a small number of pupils to join secondary education.. There is research evidence that the majority of children do not gain much academically by being in primary schools for seven years. They exit the system with very little knowledge and with weak skills of reading, writing and counting. This might explain the high drop-out rate.

Under achievement among girls vis-à-vis boys is a matter of serious concern, in view of the Government's policy and commitment to address the issue of equity and quality. Researchers have attributed girls' under achievement to many factors including the fact that girls spend less time in studies than boys because of their engagement in domestic chores.

The policy direction towards the improvement of learning achievement is to establish effective local monitoring involving grassroot participation, with a strong institutional support system. Teacher Resource Centres/Community Based Resource Centres will be used to enhance teachers competencies and performance. The Government will endevour to create a conducive teaching and learning environment. To make the curriculum more relevant a benchmarks of learning achievement will be set in relation to the environment of the children. The Southern Africa Consortium for Measuring Education Quality (SACMEQ) and Monitoring Learning Achievements (MLA) tests will be adopted countrywide and administered to relevant grades to measure their learning achievement.

2.12 In terms of allocation of resources the Government attaches great importance to the basic education sub-sector. Allocation of resources to the sub-sector has been consistently growing from an allocation of Tsh. 54,298 billion in 1995/96 to Tsh. 78,000 billion in 1998/99. Spending per pupil

enrolled in primary education has also been rising in nominal terms. Furthermore, the share of personal emoluments (PE) for the sub-sector has risen to 82.6 billion in FY 1996/97 reducing drastically the recurrent non-wage spending per pupils to Tsh. 800 only. The non-wage expenditures therefore have tended to absorb the adjustments in the fluctuation in resource envelopes. Thus overall, the already considerable costs to parents have increased as they attempt to make up for some of the shortfalls of public funds and institutional costs. Parents have to pay UPE fees of Tsh. 2,000 plus other direct costs, such as lunch, exercise books, pens, pencils, and indirect costs like uniforms and other school related items.

Personal emoluments are consuming a large proportion of the budget. In the primary education sub-sector PE has consistently consumed over 95 per cent of the recurrent expenditure, and less than 5 percent is for Other Charges (OC). The collection of fees and the authority to spend the money for the up-keep of the school has enabled Schools to buy essential items and stationery. It is the duty of the headteacher and the school committee to ensure that parents pay the UPE contribution.

Post Primary Vocational Training Centres

2.13   The MOEC set up post primary Vocational centres to arbsorb a majority of primary school leavers who are not selected for secondary education. These centres were designed to promote the acquisition of basic work skills for either wage or self employment. The centres were also expected to serve as resource units for community development. The most common areas of specialisation were home economics, cookery, carpentry, needlework, masonry and brick laying. It is currently evident that their scope was narrow. No training in the arts disciplines such as music, theatre arts, drawing painting, sculpture was provided.

This vocational training programme aims at broadening, the scope of training that will be offered by providing for a wider variety of opportunities that will cater for varied interests of the learners. It will be a comprehensive

programme that will meet the needs of the community as well as policy aspirations.

Adult Literacy and Non-Formal Education

2.14   One of the major responsibilities of the government is to ensure access to quality and sustainable adult literacy and non-formal education to adults and out – of - school youths, and especially to women and girls.

After independence the government declared to combat ignorance, poverty and disease to enhance social and economic development. Steps were taken to design and implement literacy campaigns to ensure that adult basic literacy education is available to all Tanzanians.

In the 1970's up to mid 1980's both literacy and post-literacy programmes were implemented very successfully and with great enthusiasm.

Notable success include*:*
- functional literacy which in the 1970's aimed at establishing systematic links between adult education activities and the personal development and life in the community.
- Post literacy targeting 1.4 million adults.
- Literacy supporting programmes which include the Rural Libraries, Rural Newspapers, Radio, Film and Workers Education programmes.

2.15   Since the end of 1980's this public enthusiasm and official support towards adult education wavered off. There was inadequate allocation of financial, material and human resources. The adult education committees established at class, ward, district and regional levels for promotion of Adult Education did not function well. This lead to subsequent decline in enrollment and attendance in adult literacy programmes. For example enrollment in functional literacy dropped from 1,986,982 in 1993 to 1,689,712 in 1997. Enrollment in post literacy classes dropped from 1,394,524 to 813,314 during the same period. The literacy rate for people of ages 13 and

beyond which rose from 66 per cent in 1975 to 90.4 per cent in 1986 but it dropped to 84 per cent in 1992. Currently, the literacy rate is estimated to be more than 68 per cent (UNESCO, 1999) with an estimated increasing rate of 2 per cent per annum. This means that 32 per cent of adults in Tanzania were illiterate in 1999. The impressive adult literacy gains of the 1970s are being eroded   because of declining enrollment in literacy classes as well as the deteriorating quality and rates of enrollment in primary education.

2.16   The main weaknesses that emerged during the literacy programmes of late 1980s included:

- lack of motivation and incentives to the teachers of adult literacy classes;
- lack of training and retraining forteachers ;
- poor adult teaching methodologies and approaches;
- lack of permanent teachers for adult education.

As a result of these, the goal to eradicate illiteracy in the country has not been achieved, mainly because, the approach used in planning and implementing the non-formal education programmes was very much centralized. There was also too much dependency on donor funding on supporting the programmes. The new interventions that have been initiated by the government   will ensure sustainability and relevance.

CHAPTER THREE

**3.0   VISION, MISSION, OBJECTIVES AND CONTEXT OF
         BASIC EDUCATION   MASTER PLAN**

3.1   The Government of Tanzania recognizes the central role of the education sector in achieving overall development goal of improving the quality of life of Tanzanians.   Development of basic education has been a priority and a central requirement in bringing about desired social economic transformation. In order to meet this goal, several policies and structural reforms have been initiated to improve the quality of education offered at pre-primary, primary, and for adults. The Medium term strategic programme contains priority programmes, that shall be implemented from 2001 to 2005.

Basic Education Master Plan (BEMP) that was developed as a matter of urgency in 1996 catered for the priority needs of government emphasized the development of primary education. In this revised version of   BEMP (2000) needs assessments and situational analysis have been used to determine the relevance of the programmes. This master plan will cover a much broader context; will embrace and tackle problems inherent in pre-primary, primary education, adult literacy and a range of non-formal education and training activities for young people and adults.

Vision

3.2   The Government envisages basic education as a human right and it has instituted policies committing itself to provision of basic education so as to ensure universal participation including   those with special needs and the marginalized groups.   The BEMP   provides an analytical guide for the development of the sub-sector. The implementation strategies therein will enable the Government to effectively provide good quality basic education by rationally using existing resources and mobilizing new ones, and by strengthening planning, management and financial management in the sub-sector.

Mission

3.3   The Education and Training Policy will continue to guide basic education development. The mission of the BEMP is to operationalise the ETP by providing a   critical analysis of the sub-sector and proposing implementation strategies for resolving the   major issues and problems hindering sub-sector development.

Objectives of Basic Education Master Plan

3.4   The Basic Education Master Plan seeks to attain the following objectives by:

- To raise the enrolment ratio of primary school-age children and   improve the internal efficiency of basic education by:
  - ➢ Raising the GER 77 to 95% by 2005;
  - ➢ Improving the completion rate from the present 67% to 80%;
  - ➢ Providing and improving alternative basic education for youth and adults. Special attention will be given to marginalized groups including the handicapped, the girl-child and marginalized groups.
- To enhance the quality of pre-primary,   primary education and adult literacy in terms of raising achievement levels generally and especially for girls and women by enhancing better teaching and assessment of pupil learning by;
  - ➢ Raising the achievement level from the current 20% to 50%;
  - ➢ Improving and increasing the supply of the teaching and learning material;
  - ➢ Improving and constructing Community Based Resource Centres
  - ➢ Improving the academic and professional competency of teachers and adult education providers and co-ordinators;
  - ➢ Offering   in-service training to teachers through Teachers Resources Centres;
  - ➢ Training facilitators for adult education programmes
  - ➢ Developing   indicators for monitoring the quality of basic education.

- To improve the management and administration of pre-primary, primary and non-formal education to realize optimum utilization of resources by;
  - ➢ Consolidating the efforts of local communities and NGO's in opening more pre-primary school and thus helping in formalising pre-primary education;
  - ➢ Improving capacity in planning, management and financial management at school, ward and district levels;
  - ➢ Mainstreaming gender, HIV/AIDS, sports and culture;
  - ➢ Revitalizing, expanding and providing relevant adult education.
  - ➢ Mainstreaming on going projects and expanding their programmes.

- **To promote the concept of Child Friendly School Environment by**:
  - ➢ Creating awareness on the rights of the child; and elimination of child labour practices.
  - ➢ improving teacher/learner interaction by adopting learner centred methods and by eliminating corporal purnishment.
  - ➢ improving provision of teaching and learning materials;
  - ➢ establishing guidance and counselling services in schools;
  - ➢ creating linkage between schools and other education institutions in the neighbourhood through exchange of experiences and practices;
  - ➢ improving the teaching and learning environment through the provision of essential school facilities such as classrooms, staff houses, play grounds, libraries, teachers officers, and desks;
  - ➢ introducing/strengthening school feeding support from parents and communities;
  - ➢ improving school health initiatives.

Context

3.5   There are several on going projects that are in effect implementing major components and objectives of the BEMP as articulated in 1997.   These have had remarkable achievements and therefore have successful pedagogical and other operational experiences. These include among others the DBSPE, PEDFAC, CEF, BMU, ICBAE, COBET, Education II Project. The on going mainstreaming study

will highlight the lessons to be learned from the work being done in all such projects. Many lessons can be learned from the projects and these will be mainstreamed into the Basic Education   Master Plan Programmes.

3.6   The LGRP is now established in 38 Local Authorities. The principles of team work, accountability, transparency, sustainability and ownership that are emphasized in LGRP will need to be disseminated to all other Local Authorities to ensure smooth take off of the education development   programmes.

3.7   School Mapping and Teacher Audit activities now underway will provide invaluable information that will assist and guide the development of specific local programmes.

3.8   Agreement among development partners on the establishment of an EdSDP *Pooled fund* that has the objectives of achieving the following:

- More co-ordination of development assistance
- Integration of development expenditure in the GoT Budget
- Move from projects towards budget support for the programme
- Increase antonomy at local level by channeling funds through councils
- Improve the use of resources and service delivery; this will go a long way in consolidating donor funding for the sub-sector.

It is in this context that the revised BEMP (2001) will be launched.

3.9   SUMMARY OF PROGRAMMES SUB-PROGRAMMES AND TENTATIVE COSTS OF THE PROGRAMME COMPONENTS
A summary of the programmes, sub-programmes and components are shown in Table 3 below. The details description of programmes and components are presented on pages 24 to 73.

Table 3:

PROG. 1	ACCESS AND EQUITY PROGRAMMES IN BASIC EDUCATION	TSH. (MILL.)
1.1	**Expanding Enrolment in Pre-Primary Education**	
1.1.1	Construction of Pre-Primary units in All Primary Schools	90,000.0
1.1.2	Preparation of play grounds	150.0
1.1.3	Provision of Equipment and materials for pre-primary units	40.0
	Sub – Total	280,000.0
1.2	**Increasing Enrolment in primary Education**	
1.2.1	Construction of New Primary Schools	24,000.0
1.2.2	Construction of New Classrooms in Urban Schools/areas	144,000.0
1.2.3	Rehabilitation of Existing Primary School Facilities	24,000.0
1.2.4	Increasing Enrolment of Children from Disadvantaged Communities	160.0
1.2.5	Expanding Education Opportunities for Disabled and Talented Children	200.0
	Sub-Total	192,860.0
1.3	**Provision of Adult Education**	
1.3.1	Construction of Adult Education classrooms	500.0
1.3.2	Expanding COBET Nation wide	2,500.0
1.3.3	Expanding ICBAE Programme Nation wide	300.0
	Sub-Total	2,800.0
PROG. 2	**QUALITY OF BASIC EDUCATION**	
2.1	**Improving the Quality of Pre-primary Education**	
2.1.1.	Training of Pre-primary Education Teachers	200.0
2.1.2	Establishing Evaluation, Supervision and Support for Pre-primary Education	200.0
	Sub-Total	400.0
2.2.	**Improving the Quality of Primary Education**	
2.2.1	Improving the Primary School Curriculum Implementation	30.0
2.2.2	Improving the Quality of Pre-primary and Primary School Teachers	3,500.0
2.2.3	Improving the Supply and Distribution of Teaching/Learning Materials	20,000.0
2.2.4	Establishing School Libraries	300.0
2.2.5	Strengthening the Assessment System in Primary Schools	200.0
2.2.6	Increasing the number of Pre-primary and Primary School Teachers	100.0
2.2.7	Training of Post Primary Vocational Teachers	
2.2.8	To develop and review existing PPVT Curricula	250 .0
2.2.9	Rehabilitation and equipping of existing Post Primary vocation training centres	
	Sub-Total	23,130.0

2.3	**Strengthening the Quality of Adult Education Programmes**		
2.3.1	Improving the Curricula for Non-formal Education		90.0
2.3.2	Improving the Provision of Teaching and Learning Materials for NFE		100.0
2.3.3	Improving the Quality of Adult Education Facilitators		120.0
2.3.4	Reviving Post Literacy Support Programmes		500.0
	Sub-Total		810.0
PROG. 3	**MANAGEMENT OF BASIC EDUCATION**		
3.1	**Improving the Capacity to Plan and Manage Primary Education**		
3.1.1	Enhancing Whole School Development Panning in All Primary Schools		1,500.0
3.1.2	Expand Ward Based Education Management (WABEM)		400.0
3.1.3	Improving Management Capacity at District level		280.0
3.1.4	Improving the Capacity of District Personnel to handle School Materials		250.0
3.1.5	Developing Education Management Information System EMIS		120.0
3.1.6	Improving school inspection; supervision and teacher support.		1,270.0
	Sub-Total		6,820.0
3.2	**Improving Planning and Management of Non-Formal Education**		
3.2.1	Building the Capacity of Planners and Managers of Non-Formal Education (NFE)		505.125
3.2.2			900.0
	Enhancing Effective Communication and Management Information System for NFE (part of EMIS)		
	Sub-total		1,405.25
PROG. 4	**FINANCING OF BASIC EDUCATION**		
4.1	**Expanding Financing Base for Primary Education**		
4.1.1	Enforcing the Payment of UPE fees		10.0
4.1.2	Enacting Bylaws to Enforce Collection of Education Levy		100.0
4.1.3	Enforcing Discipline in the Use of Funds Allocated for Basic Education		160.0
	Sub-Total		270.0
4.2	**Expanding the Financing Base for Non-Formal Education**		
4.2.1	Expanding Credit Schemes through Revolving Loan Funds (RLF)		3,600.0
4.2.2	Mobilizing Community Resources to Finance NFE Programmes		0.6
Sub-Total			3,600.6
GRAND TOTAL			**320,690,725**

CHAPTER FOUR

4.0 PRIORITY PROGRAMMES AND COMPONENTS

This section of the master plan lists the programmes, sub-programmes and components developed on the basis of the four broad issues namely; *access, equity, quality*, *management*, and *financing*.   Thus there are four main programmes, with 8 sub-programmes, subdivided into a total of 38 components. The programmes, sub - programmes and components are listed and later a detailed description and estimated cost of each programme, sub-programmes and components is given.   The components are developed consisting of a rationale, objectives of the component, activities, targets and indicative budget.

4.1 ACCESS AND EQUITY PROGRAMMES

Basic Education in Tanzania includes pre-primary education for young children of age between 5 – 6 years, primary education, adult literacy, and non-formal education.   Primary education is Universal and compulsory to all children of the age of 7. Since independence (1961) Tanzania made deliberate efforts to bring about access and equity in education. These efforts have been marshalled by the declaration of Universal Primary Education (UPE) in 1974. The initial enthusiasm led to an increase in both Gross and Net enrolment ratios. The GER and NER went up to as high as 98% and 70% respectively in 1981. From mid 1980s these rates have since been fluctuating, signaling a falling capacity for access in basic education.

These early achievements of UPE have been eroded by a number of factors. There has been a rapid increase in population resulting in demand for more school places.   The classrooms built during the UPE campaign could not sustain the ever increasing enrolment demand.   Many of the school buildings deteriorated as a result of poor construction design and lack of maintenance after many years of use.   Insufficient financial resources for repair and replacement has resulted in short supply of furniture. The cumulative effects

of these have culminated in reduced capacity to expand and sustain enrolment for pre-primary, primary and adult literacy programmes.

PROGRAMME 1.0   ACCESS AND EQUITY PROGRAMMES IN BASIC   EDUCATION

Sub-Programme 1.1   Expanding enrolment in Pre-primary Education

Component 1.1.1   Construction of Pre-primary Units in All Primary Schools

Rationale

The Government recognizes the importance of early childhood education in national development and hence its inclusion in the policy (ETP 1995: 12-13) as an integral part of the formal education system. Currently however, the main form of early childhood education offered is pre-primary education.

With the involvement of different stakeholders in the country's education industry, several pre- primary schools have been established either under private ownership or attached to public primary schools. A variety of factors contribute the fact that only a small number of children join the pre-primary schools. After adopting the ETP, no deliberate steps were taken to ensure that   the   pre-primary   units are constructed. Through this programme every school, ward and district will be expected to plan for the construction and establishment of pre-primary units in every school.

Playing is a major characteristic of young children. Psychologists of education have found playing to be a means with which children learn different other disciplines in the formalized education. Provision of playgrounds and other playing equipment must go hand in hand with preparation of other educational materials if one wants pre-school education to survive and grow.

Objective	To increase enrolment of pre-primary school children in rural areas
Activities	(i) Sensitize communities on the importance of pre-primary education (ii) Construct pre-primary units including playgrounds in primary schools including playrounds (iii) Enroll pupils in pre-primary units (iv) Provide pre-primary equipment and materials (v) Evaluate implementation (vi) Provide materials and equipment
Targets	(i) Sensitization completed by 2001 (ii) Construction started by 2002 (iii) Expanded enrolment by 2003
Indicative budget	280.0 billion

Sub-Programme 1.2   **Increasing Enrolment in Primary Education**

Component   1.2.1   *Construction of New Primary Schools*

Rationale

The condition of school buildings i.e. classrooms, offices, stores, toilets, teachers houses, and especially those put up during the Universal Primary Education (UPE) campaign has deteriorated and are in urgent need of repair or reconstruction. The new target for UPE in Tanzania is that by the year 2002, about 79% of the school age going children will have been enrolled. In order for this to happen the Std I places should be increased from the current 4,189,816 to 6,126,000 (1999). This is an increase of 1,822,784 new classroom places. Currently there is a shortage of classrooms, teachers houses, offices, stores and toilets. There are many over crowded classes in most of the urban primary schools. These need to be decongested to 45 pupils in each class. The situation will demand for the construction of new primary schools to accommodate those children who are out of school and construction of more classrooms in existing primary schools to decongest them by offering more

classroom places. A total of 40,506 classrooms will be required countrywide and all the other facilities will need to be increase to match the new demand.

Objective	To increase the capacity of primary schools to accommodate 85% of school age children by FY 2005
Activities	(i) Complete School Mapping exercise (ii) MOEC to prepare a Construction Handbook for Primary Schools (iii) Develop District Education Development Plans (all districts) (iv) Districts to prepare construction plans for projected enrolment (v) Sensitize communities and stakeholders of education (vi) Solicit resources, local or foreign for expanded construction. (vii) Monitor and evaluate the implementation of planned activities. (viii) Evaluate the programme against plan.
Targets	(i) School mapping conducted by mid 2001 (ii) District Construction plans prepared by 2002 (iii) Handbook prepared and disseminated by mid 2002 (iv) Sensitization seminars conducted by the end of 2001 (v) Training at school and community levels conducted by 2002 (vi) Phase one construction completed 2003 (vii) Evaluation conducted in 2004
Indicative budget	T.sh. 144 billion

Component 1.2.2   Construction of new classrooms in urban schools/ areas

Rationale

The population of most urban areas in Tanzania is growing very fast because of natural population increase and a large influx of people from the rural areas. However, the provision of social services including primary education has not been able to cope. This has resulted in serious over-crowding in the existing primary

schools.   Furthermore, population increase has led   to an un-co-ordinated establishment of squatter residential areas.   In many of these areas, a large number of school-age-going children are not enrolled because there are very few schools which do not have the capacity to accommodate more children.

Objectives	(i)	**To construct new classrooms in urban schools to de-congest the existing classrooms**
	(ii)	**To construct new schools in urban suburbs to enable more children to enroll**
Activities	(i)	Sensitize communities and stakeholders of education on the need to construct new facilities
	(ii)	Solicit funds, local and foreign for construction
	(iii)	Urban Authorities to develop Education development plans
	(iv)	Construct new schools/classrooms, toilets, offices, teachers houses
	(v)	Monitor implementation of the construction plan
	(vi)	Evaluate the construction programme.
Targets	(i)	Development of Education plans by end of 2001
	(ii)	Construction plan completed by March 2005
Indicative budget	24 billion	

Component 1.2.3   Rehabilitation of existing Primary School Facilities

Rationale

For any meaningful delivery of education, a conducive environment for learning is a critical factor because the absence of good physical facilities undermine student comfort and leads to loss of attention, as well as frustrating teacher's   performance.

Most of   the buildings are dilapidated and   are inadequately furnished. These structures were built by communities through self-help and because of non adherance to acceptable standards and the total absence of maintenance have contributed to the present poor state. Some of the structures are a safety risk. However, the communities are also facing financial constraints as a result of which some of the structures have remained unfinished for many years.   The existing buildings and furniture in primary

schools have no provision for children with disabilities to move freely. This situation contributes to the decline of the quality of primary education. Thus interventions consisting of reconstruction, rehabilitation, minor and major repairs and furnishing applicable in the different settings in the districts are to be undertaken.

Objectives	**(i)**	**To improve the existing physical infrastructure and facilities in primary schools**
	(ii)	**To inculcate a maintenance culture and care in the school population and community**
Activities	(i)	Conduct and complete school mapping in all districts
	(ii)	Develop a district school rehabilitation plan
	(iii)	Develop a rehabilitation action plan
	(iv)	Sensitize schools and communities to carryout regular repair and maintenance
	(v)	Rehabilitate schools.
	(vi)	Monitor and evaluate the implementation of planned activities
Targets	(i)	Rehabilitation plan prepared by 2001
	(ii)	Sensitization seminars conducted by the end of 2001
	(iii)	Rehabilitation completed by 2005
Indicative budget	Tsh. 24 billion	

Component 1.2.4   Increasing Enrolment of Children from disadvantaged Communities

Rationale

The Education and Training Policy (1995) states that the government shall guarantee access to basic education to all citizens as is a basic human right. Tanzania however is a heterogeneous society with more than 100 ethnic groupings with differing social, economic and cultural environments. Communities of hunters, fishermen, pastoralists and gatherers have life styles that impede them from getting education. If left un-attended, these communities will continue to be disadvantaged and will lag behind in getting education. These communities need special consideration by the Government to help promote enrolment into primary schools.

Objectives	To promote access to basic education to disadvantaged communities i.e nomads, gatherers, fishing groups and hunters
Activities	(i) Identify districts with Special Enrolment needs (ii) Conduct and/or Use School Mapping results to identify needs of the Groups e.g Nomadic, fishing etc. (iii) Prepare specific district plan for expansion of enrolment (iv) Design programme based on findings for expansion of enrolment (v) Sensitize the community on need to enrol their children and enforcing attendance (vi) Construct needed facilities to increase the enrolment (vii) Identify premises to be used as temporary classrooms (viii) Implement the programme for each group (ix) Monitor and evaluate
Targets	(i) Needs assessment conducted by Mid 2001 (ii) Programme design by December 2001 (iii) Districts plans produced and disseminated by January 2002 (iv) Teaching/learning premises established by February 2003 (v) Monitoring and evaluation conducted annually.
Indicative budget	Tsh. 160,000,000/=

Component 1.2.5   Expanding Education Opportunities for the Disabled and Talented   Children

Rationale

Talented and disabled children require special attention in order to provide them with education that match their abilities.   There is currently no provision for gifted children. It is estimated that there are 3.37 million disabled children all over the country while only 3% are reported to be attending school. Within the schools, mechanisms will be developed to provide for the children with special learning needs. Special equipment, will be provided to those with disabilities.

Objectives	To develop programmes for special groups
Activities	(i) Carry out survey to identify the gifted and disabled children (ii) Conduct needs assessment of the gifted and disabled children (iii) Sensitize parents and communities to enroll disabled children (iv) Train teachers to identify children with special learning needs (v) Develop special needs programme (vi) Implement the programme (vii) Evaluate programme
Targets	(i) Survey identify special children completed by August 2001 (ii) Needs assessment completed by December 2001 (iii) Sensitization of parents and communities by 2002 (iv) Teachers identified and trained by 2002 (v) Programme developed by 2002 (vi) Implementation to begin 2002 (vii) Evaluation – December 2005
Indicative budget	Tshs. 200,000,000/=

Sub-Programme 1.3　　　　**Provision of Basic Education for Out-of-School Children**

Despite progress in primary school enrolment about 3 million children in Tanzania do not yet have access to primary education. The cumulative nature of this problem over the years means that there are many young adults who do not have any education. Those that are literate need skills training that is adequate for the demands of work and for effective participation in production. There is always need

for other forms of basic education to complement the formal school system particularly for the majority of children who join the rural life after the primary cycle. Pilot projects including the Integrated Community Based Adult Education (ICBAE) and the Complementary Basic Education in Tanzania (COBET) and other Non-formal Education (NFE) programmes will be incorporated into a holistic package for delivering basic education for all.

Component 1.3.1   Expanding COBET Nation wide

Rationale

COBET is an interim education provision measure whose objective is to enable children of ages 8 – 18 acquire competencies in reading, writing, numeracy, life and survival skills. The programme provides an opportunity for children who go through the programme to mainstream in the formal system. The major concern is to provide the out-of-school children with quality basic education in the shortest time possible. This intervention has the potential to eradicate illiteracy among all young adults and adults, and will be expanded all over the country to promote the achievement of the EFA target.

Objective	To provide Basic Education to out-of-school children
Activities	(i) Conduct Needs Assessment in the districts
	(ii) Conduct awareness and advocacy campaigns on the programme
	(iii) Train District Management and Technical Teams on how to implement COBET
	(iv) Train COBET centre facilitators
	(v) Identify learning premises,
	(vi) Establish COBET centres, and provide teaching-learning materials
	(vii) Monitor supervise, and evaluate the implementation of programme
Targets	(i) Needs assessment conducted by 2001
	(ii) Awareness and advocacy conducted by 2002
	(iii) District Management and Technical Teams trained by 2002
	(iv) COBET learning centres and facilitators identified by 2002
	(v) Centre facilitators trained and retrained by 2002
	(vi) COBET Centres established and equipped with teaching-learning materials by 2005
Indicative budget	Tsh. 2.5 billion

Component 1.3.2   Expanding ICBAE Programe Nation wide

Rationale

The Intergrated Community Based Adult Education (ICBAE) programme is
an intervention in adult education aiming at redressing the ailing Adult education
programme. The Intergrated Community Based Adult Education programme
is designed specifically to combat illiteracy among the adult population. It uses
a decentralised approach which empowers communities to take full responsibility
for planning, decision making, implementation and evaluation of the programmes.
In ICBAE participants design for their own curriculum, based on local issues such
as health, poverty alleviation, civic and environment issues.

Reading, writing and numeracy are tied to the group's income generating projects initiated to earn them an income and solve social and community problems by the introduction of revolving loan funds. The programme now operating in 4 districts will be expanded nation wide.

Objective	To enhance community participation in the promotion of Adult Education in the whole country
Activities	(i) Conduct study needs assessment survey in the districts (ii) Conduct awareness and advocacy campaigns on the programme (iii) Train key actors to formulate plans and identify strategies for implementation (iv) Identify, train potential facilitators of learning centres (v) Establish learning centres and provide teaching-learning materials (vi) Monitor, supervise and evaluate the implementation of the programme
Targets	(i) Needs assessment and baseline survey conducted by 2001 (ii) Awareness and advocacy campaigns conducted by 2001 (iii) Facilitators for expansion identified by 2002 (iv) Potential facilitators trained by 2002 (v) Learning centres established and provision of teaching and learning materials by 2002 (vi) Monitoring, supervising and evaluating by 2001 on-wards.
Indicative budget	Tsh. 300,000,000

Component 1.3.3   *Promotion of Literacy and Non-Formal Education for the Nomadic and semi-Nomadic Communities*

Rationale

The right to Education for all citizens is enshrived in the in the Constitution of Tanzania. The education and training policy (ETP) issued in 1995 stipulates that the Government shall guarantee access to pre-primary, primary education and adult literacy to all citizens as their basic right. However there are individual groups and communities in Tanzania for example hunters, gatherers, fishermen and pastoralist

who are nomadic or semi-nomadic. These do not have access to Education due to their style of living.

Efforts to reduce adult literacy for such communities are therefore jeopardised. Currently there are no adult literacy programmes designed to cater for their needs. This component is designed to ensure that relevant literacy programmes are established for nomadic and semi-nomadic communities.

Objectives	To promote enrolment of disadvantaged communities in primary and adult education
Activities	(i) Identify districts with special educational needs (ii) Conduct needs assessment survey and disseminate research findings (iii) Support districts and NGOs/CBOs to prepare specific district plans for implementation (iv) Design programme based on findings for inreasing enrolment of youth and adults. (v) Sensitize key leaders of disadvantaged communities and general community on need to enrol their children and adults to improve attendance (vi) Construct needed physical facilities to increase the enrolment (vii) Identify premises to be used as temporary classrooms (viii) Identify and recruit potential facilitators (ix) Implement the programme for each group (x) Monitor and evaluate the programme.
Targets	(i) Needs assessment conducted by Mid 2002. (ii) Programme designed by December 2002 (iii) Districts plans produced and disseminated by January 2003 (iv) Teaching/learning centres and NFE circles established by February 2003 (v) Monitoring and evaluation conducted annually.
Indicative budget	Tsh. 2.5 billion

4.2 QUALITY IMPROVEMENT PROGRAMMES

The poor state of the primary schools physical infrastructure, the shortage of classrooms and overcrowding in classrooms especially in urban schools, inadequate supply of teaching materials and an examination driven teaching, grossly affect the quality of basic education. Quality is enhanced by the relevance of the curriculum, the quality and availability of teaching and learning materials, and the knowledge and competence of teachers. The state of each of these factors are issues of concern.

- The quantity and standard of school facilities is continuously declining. It is estimated that between 50 percent and 70 percent of existing facilities need repair/rehabilitation. Poverty among the local communities is a hinderance to improving the standard of school facilities. This is because parents are also supposed to contribute their human and financial resources to other development projects. By developing an education development plan Local Authorities will be expected to contribute to the efforts of the communities.

- There is shortage of books for most subjects taught in primary schools. Often the books available are out of date and some do not reflect recent revisions of the curriculum. Textbook development and distribution has been liberalised but the publishing industry needs to be developed to enhance its ability to handle all publishing functions; The BMU initiatives need to strengthened for its services to reach at the rural settings.

- Teachers and adult education facilitators are poorly trained. The ETP requires all primary school teachers to have a minimum of Grade A by 2003/04. The strategic objective is to up-grade all C/B to Grade A within this period. However the INSET programmes are known to be too academic and achieve little in improving teachers in pedagogical skills. Teaching is not child centred and does not provide the students with opportunities to develop practical skills and values relevant to their life. Serious attention on teaching quality is lacking because pupil achievement is measured only in terms of quantitative data such as

examination results. The TEMP states that there will be more emphasis on pedagogical skills training in the Training of teachers in the Teacher Education reform programme.

- Curriculum reviews are not completed.   In many cases teachers are not retrained and books are not reviewed to match the changes. In this case Teachers continue to teach the out dated curriculum.

The Master Plan intends to address these issues in order to improve and enhance delivery of quality pre-primary, primary and adult education programmes.

PROGRAMME 2.0   **QUALITY OF BASIC EDUCATION**
Sub-Programme 2.1   **Improving the Quality of Pre-primary Education**
Component 2.1.1   *Training of Pre-primary Teachers*

Rationale

The Jomtien Declaration and Framework for action gave international sanction and awareness to childhood care and development. Provision and formalization of pre-primary education in Tanzania as directed in the ETP is a step forward towards that end. The number of pupils enrolled in pre-primary has been increasing, from 57,446 in 1998 to 174,457 in 1999.   Many teachers are untrained and as such quality is affected. There is therefore the need to up-grade the qualification of pre-primary school teachers by improving the curriculum.

Objectives	To improve the teaching competencies of pre- primary teachers
Activities	(i) Conduct survey to establish training needs of pre-primary school teachers (ii) Develop a consolidated training programmes for pre-primary teachers (iii) Conduct training for pre-primary schools teachers (iv) To evaluate curriculum implementation of the programme
Targets	(i) Survey completed by 2001 (ii) Teachers Trained by 2002 (iii) Teachers posted by 2003
Indicative budget	Tsh. 200,000,000/=

Sub-programme 2.2   **Improving the Quality of Primary Education**

Component 2.2.1   *Improving the Primary School Curriculum*
                                     Implementation

Rationale

One notable achievement in primary education has been the development of an integrated curriculum in which subjects have been reduced in number by combining them into Social Studies, Vocational Skills, Arithematic, Kiswahili and English Language. However, the curriculum implementation process has remained largely academic. Teaching methods emphasize passing the PSLE examinations.   In effect the examination centred teaching has not produced good results. Performance in PSLE has shown that overall there is low achievements.   Gender mainstreaming and HIV/AIDS Education in the curriculum has remained weak because textbooks are yet to be updated and teachers have to be retrained to be gender sensitive. The teaching of life skills is also weak and as such curriculum implementation is not relevant to meeting the need of the individual pupil and the community served by the school.

Objective	**To enhance the relevance of the curriculum to the needs of the pupil and the community and mainstreaming Gender and HIV/AIDS Education**
Activities	(i) Review the existing curriculum and textbooks for gender, HIV/AIDS Education, cultural aspects and the specific needs of the community for primary education. (ii) Identify skills needed by the community and requirement of individual child (iii) Train teachers to implement new curriculum in view of needed skills with emphasis on Gender and HIV/AIDS Education. (iv) Develop teaching/learning materials emphasizing Gender and HIV/AIDS Education to suit local needs (v) Implement approved curriculum (vi) Evaluate implementation
Targets	(i) Curriculum and textbook review by 2001 (ii) Train teachers by 2002 (iii) Teaching/Learning materials revised by 2002 (iv) Implementation of revised curriculum by 2003
Indicative budget	Tsh. 30 mil.

Component 2.2.2.   *Improving the Quality of Pre-primary and Primary School Teachers*

Rationale

The ETP states that all the Grade B/C teachers who by 1998 were 44.2% of the teaching force, are required to undergo upgrading courses to acquire Grade A certificate, the official qualification for teaching in pre-primary and primary schools, by 2003/04. Research has revealed that the Grade A up grading programme does not produce teachers with appropriate teaching skills. This INSET programme will emphasise teaching methodologies and interpersonal skills, communication among teachers.

Objectives	**To enable primary school teachers improve their classroom practice academically and professionally**
Activities	(i) Conduct INSET needs assessment for pre-primary, primary school teachers
	(ii) Develop INSET programme for all Primary school teachers.
	(iii) Train TRCs facilitators in appropriate child centre teaching methodologies
	(iv) Train WECs and School Inspectors to supervise and support teachers in schools.
	(v) Implement the approved programme in accordance to approved action plans
	(vi) Purchase vehicles, motor cycles, bicycles
	(vii) Monitor and implement the programme
Targets	(i) INSET needs assessment conducted by 2001
	(ii) INSET developed programme by 2001
	(iii) WECs, Inspectors Trained by 2002
	(iv) Transport provided by 2002
	(v) Monitoring and evaluation
Indicative budget	Tsh. 3.5 billion

Component 2.2.3   *Improving the Supply and Distribution of Teaching/Learning Materials*

Rationale

Textbooks play a central role in the process of improving quality of primary education. Availability of adequate quantities of good quality textbooks enables effective instructional arrangements in classrooms, provide teachers with instructional support and students with reading resources. Shortage of books make students too dependent on the teacher. The reading skill is frustrated because teachers keep in safe custody the few books available. These are made available during class, thus minimising their use and access by pupils. The BMU has developed and piloted textbook publishing in the free market; and has instituted a book approval policy. The textbook supply and distribution will be improved and strengthened within the liberalised supply system to reduce the current textbook/pupil ratio of 1:3 to 1:1 by 2005.

Objective	(i)	To increase textbook supply and attain textbook/pupil ratio 1:1 by the year 2005
	(ii)	To develop local capacity distribute primary school textbooks
Activities	(i)	Conduct textbook needs assessment for primary schools
	(ii)	Train school heads, ward and districts Education officers in procurements/procedures
	(iii)	Strengthen liberalized system of textbook procurement by training Authors, publishers, illustrators and designers.
	(iv)	Build district/local capacity for effective textbook distribution
	(v)	Solicit funds from LA, Donors to procure and distribute textbooks to meet the 1:1 ratio
	(vi)	Procure and distribute textbooks to schools
	(vii)	Evaluate programme implementation
Targets	(i)	Needs assessment conducted by 2001
	(ii)	Capacity building seminar for school, ward and district levels managers conducted by 2002
	(iii)	Training publishers, authors, illustrators, designers by 2001
	(iv)	Solicit financial support for distribution of textbooks 2001
	(v)	Procurement and distribution to school 2002
	(vi)	Assess implementation of the programme
Indicative budget	T.sh. 20 billion	

Component 2.2.4   Establishing School Libraries
Rationale

The onset of UPE (1974) saw a massive expansion of the primary education system. The massive UPE expansion was not matched with efforts in providing basic supplies of reference books and textbooks. The system of replenishment of books in schools has remained irregular, forcing school heads to store the few they have under lock-and-key.

Availability of quality textbooks in sufficient quantities and reference books enables effective instructional arrangements to be made in the classroom and re-enforce

literacy skills. Teachers and pupils will also be encouraged to effectively utilise the books to develop the requisite reading skills.

In this   programme   pre-primary and primary schools class libraries will be established. Each class will have a cupboard for storing library books and a book lending system will be instituted. The class library will be a focal point for the development of a reading habit among teachers and pupils. There is need to make available adequate supplies of library books for pre-primary and primary schools.

Objectives	(i)	**To establish class libraries in pre- primary and primary schools**
	(ii)	**To build capacity for teacher and pupils to enable them manage and use school libraries effectively**
Activities	(i)	To conduct needs assessment so as to establish requirements
	(ii)	Procure classroom library cupboards
	(iii)	Procure and distribute books
	(iv)	Train teachers in library skills
	(v)	Follow up and monitor use of libraries
	(vi)	To evaluate implementation
Targets	(i)	Needs assessment completed by 2001
	(ii)	Equipment procured by 2001
	(iii)	Books procured and disseminated by 2002
	(iv)	User trained by 2002
	(v)	Follow up and monitoring completed by 2003
	(vi)	Evaluation completed by 2005
Indicative budget	Tsh. 300,000,000	

Component 2.2.5   Strengthening the Assessment System in Primary Schools
Rationale
Within the primary school cycle, there are two official examinations conducted at the end of Standard IV and PSLE at Standard VII.   The PSLE is used for selection to secondary education.   The school based assessments for measuring student

performance against curricula goals is not used as part of the final examinations. It is therefore important to strengthen school based assessments as well as adopting tests that measure achievement to determine improvement in quality of Learning. School based assessments offer immediate feedback to teachers on what pupils are learning. This feedback is also important to TRC INSET development.

Objective	**To improve the system of performance measurement by incorporating school based assessments and achievement Testing**
Activities	(i) Review current primary school assessment system by incorporating SACMEQ. (ii) Train teachers to strengthen school based assessment in all schools (iii) Train WECs and Schools Inspectors to support Teachers in School based assessment. (iv) Train School Inspectors to improve the award of "Certificate of compliance to Education Standards".
Targets	(i) Assessment reviewed SACMEQ adopted by 2002 (ii) School based assessment strengthened by 2002 (iii) WECs, School Inspectors re-trained by 2002 (iv) Implementation by 2003
Indicative budget	Tsh. 200,000,000

Component 2.2.6   Increase number of Pre-primary and Primary School Teachers

Rationale

The trend of primary education GER has been falling between 1995 and 1999. Whereas GER was 77.6 in 1995, it was 77.1 in MOEC (1998); NER had a slight improvement rising from 56.4 to 57.1 in the same period. This is an indicator that there is a large number of school-age-going children not enrolled in school. Furthermore, enrollment projections show that the population of 7 year old children will increase from 909,000 in 1999 to 1,009,500 in 2002 whilst the intake rate of schools will rise i.e from 88.3 percent to 91.3 percent.

Taking the current MOEC standards and benchmarks regarding school size and teacher-class ratio, the primary education system will require 40,506 new classrooms between 1999 and 2005 or 5,063 new schools with a capacity of 1,500 pupils each. This means 50,632 more teachers will be required. However, given the current situation where about 30,000 trained teachers are unemployed, MOEC will have to train about 20,000 teachers to balance supply and demand.

With the present 41 public and private TTCs, whose capacity totals to about 10,000 students per annum, two or three years will be sufficient to train the required number of teachers.

Objectives	To satisfy teacher - demand for pre-primary and primary schools between 2001 – 2005
Activities	(i) To conduct needs assessment (ii) To procure and distribute the requisite supplies of materials to colleges (iii) To implement the Training of new teachers (iv) To evaluate the programme
Targets	(i) Needs assessment conducted by 2001 (ii) Procurement and distributing by 2001 (iii) Programme implementation by 2003 (iv) Programme evaluation by 2005
Indicative budget	Tsh. 100,000,000

Component 2.2.7   Training of Post Primary Vocational Teachers

Rationale

The ETP stipulates that the entry qualification for vocational teacher trainees shall be possession of appropriate qualifications in the relevant trade or profession.

Currently there is an aqute shortage of trained teachers for vocational subjects such as carpentry, blacksmiths, tinsmiths, plumbers; crafts such a tailoring, painting, music, weaving etc.

The government's poverty eradication policy 2015, sets out to improve productivity through improved technical and technological knowledge, work skills and improved working tools.

This programme is intended to provide qualified teaching fore for the various aspects of vocational education.

Objective	To improve the Quality of Post Primary vocational teachers
Activities	• To conduct needs assessment • To prepare a budget for implementation • To design training programmes • To train trainers of trainees (College tutors) • To train PPVC teachers
Targets	• Conduct needs assessment by 2001 • Prepare budget by 2001 • Prepare training programmes by 2001 • Conduct training of TOT by 2002 • Commence training of teachers in 2002
Indicative budget	

Component 2.2.8   To develop and review existing Vocational Education Curricula

Rationale

Due to policy changes which have taken place, existing curricula have proved to be inadequate especially for arts disciplines such as music, theatre, dance, visual arts, sports and games. The existing vocational education and training curricula lacks aspects of managerial skills development, entrepreneurship skills. This is a mis match between the curriculum content and the needs for self and wage employment. The vocational training curricula needs to be reviewed in order to include music, theatre arts, dance, visual arts, sports and games as well as aspects of entrepreneurship and management skills.

Objective	To improve the quality and relevance of PPVC's and Arts discipline
Activities	• Conduct workshop to review of existing curricula • Propose and design of suitable and relevant new curricula for arts managerial and business education disciplines • Develop instruments for monitoring and evaluation • Test instruments developed • Publish new curricula
Target	• Workshop conducted by mid 2001 • Curricula reviewed and designed by end of 2001 • Instruments for monitoring developed by early 2002 instruments tested by mid 2002 • New curricula published by end of 2002 • New curricula in place by early 2003
Indicative budget	250 million Tshs.

Component 2.2.9   *Rehabilitation and equipping of existing Post Primary Vocational training centres*

Rationale

The existing centres were established in the 1970s and a lot of them are now in poor condition. It is essential that they are made more learner friendly through rehabilitating and equipping them appropriately.

Objective	**To rehabilitate and equip existing vocational training centres**
Activities	• To conduct a survey of the centres in order to determine extent of rehabilitation required • To assess equipment requirements • To prepare budgets • To carry out rehabilitation • To procure and distribute equipment
Targets	• To conduct survey by 2001 • Assess equipment requirements by 2001 • Prepare budgets by 2001 • Procure and distribute equipment by 2002
Indicative budget	

Sub-Programme 2.3   **Strengthening Adult Education Programmes**

Component 2.3.1   *Improving Non- Formal Education Curricula*

Rationale:

The quality of an educational activity or programme is determined by many factors including quality of the curricula on which implementation of the programme is based. A number of NFE programmes such as functional literacy, literacy and post-literacy have been criticized as in relevant because they are based on curricula whose development did not take into consideration the local/individual interests and needs of the target group of learners.   Specific needs for different groups of learners must be known and on that basis conduct reviews and revision of the curricula.

Objective	To improve the relevance curricula of NFE Programmes
Activities	(i) Conduct needs assessment to determine the educational needs for groups of learners country wide (ii) Revise curricula to include arts, physical education and sports (iii) Develop T/L materials (iv) Train NFE facilitators (v) Conduct Training for adults
Targets	(i) Needs assessment conducted by 2001 (ii) Revision conducted by 2002 (iii) Training conducted by 2002 (iv) Executive programme by 2003
Indicative budget:	Tshs. 90,000,000/=

Component 2.3.2   *Improving the Provision of Teaching and Learning Materials for NFE*

Rationale

Currently NFE is not supplied with adequate quantities of good quality teaching and learning resources. In order to improve the quality of NFE there is a need to make deliberate efforts to make adequate provision of relevant teaching and learning materials.

Objective:	To provide relevant and adequate of teaching and learning materials
Activities	(i) Conduct an in-depth study on the situation of NFE Programmes (ii) Assess adequacy/relevance of teaching and learning materials (iii) Review and revise existing teaching and learning materials (iv) Solicit funds from LG, CG and Donors to procure T/L materials (iv) Procure and distribute T/L materials
Strategies	(i) Study conducted by 2001 (ii) Re-assessment conducted by 2002 (iii) Revisions by 2003 (iv) Distribution by 2003
Indicative budget	Tshs. 100,000,000/=

Component 2.3.3   Improving the Quality of Adult Education Facilitators

Rationale

Adult Education programmes have relied heavily on untrained volunteer teachers or facilitators as well as serving primary school teachers. Effective Adult Learning can not be achieved if the facilitators are not trained in adult teaching methodologies and approaches that recognise the unique characteristics of adults in the learning context. Poor quality facilitators have contributed to poor delivery of service and subsequent absenteeism.

This programme will provide training in Adult learning methods and approaches to all facilitators in order to sustain quality in Adult Education.

Objective	To provide professional training for NFE facilitators
Activities	(i) Conducting training needs assessment for NFE facilitators (ii) Design training programmes for facilitators (iii) Conducting TOT workshop (iv) Implement training programme (v) Monitor and evaluate the training programme
Targets	(i) Assessment of training needs done by 2001 (ii) Training programmes designed by 2001 (iii) TOT workshop conducted by 2002 (iv) Programme implemented by 2002 (v) Monitoring and evaluation done by 2002
Indicative budget	Tshs. 120,000,000/=

Component 2 .3.4   *Reviving Post Literacy Supporting Programmes*

Rationale

Adult basic education gained momentum in Tanzania in the 1970s and early 1980s. Through commitment and massive national support for the literacy campaign Tanzania attained a literacy rate of 90 percent. However, this achievement could not be sustained. The literacy rate is now known to have declined from 94.6 in 1986 to 68 percent in 1998. The increasing illiteracy rate could be explained by several factors including under performance of primary education, an increasing number of out-of-school children, low retention of literacy skills achieved, and a weak post-literacy supporting programme. The Rural Newspapers have stopped production. The neo-literates have limited opportunities to strengthen their reading skills. This weak post literacy support has led to majority literates relapsing into illiteracy.

Objective:	To revitalize post literacy supporting programmes
Activities	(i) Conduct a survey to determine the current situation regarding the status and needs of the post literacy supporting programmes in the country (ii) Rehabilitate Rural Presses, revive editorial boards for the rural newspapers in each zone (iii) Publicise the Rural Newspapers to stimulate contributions of articles from the local community (iv) Re-introduce Radio Literacy campaign programmes (v) Revive the National Adult Education Council (NAEC)
Targets	(i) Situational Analysis survey conducted by mid 2001 (ii) Short term training of rural librarians be conducted by end of 2001 (iii) Editorial boards for the Rural Newspapers revived by mid 2001 (iv) Rural Newspaper, Radio Programmes to commence by end of 2001 (v) NAEC revived 2003
Indicative budget	Tshs. 500,000,000

Component: 2.3.5   Construction of Adult Education Classrooms

Rationale

Classrooms are important in improving quality of education.   Adult learning
is   unique and needs the support of   physical comfort.   The physical facilities
where NFE programmes are conducted   are poor. Very often teaching and learning
is conducted in primary school buildings. While sharing facilities may be considered
as a cost – effective measure, it has however negative psychological aspects for the
adult learners.   There is a need for adults to have their own learning rooms where
they are free to conduct learning activities.

Objective:	To provide facilities for NFE
Activities	(i) Conduct a survey to determine the magnitude of the problem and to identify available facilities (ii) Sensitize the community on the need to have permanent structures for NFE (iii) Mobilise resources from community, LG, CG and Donors (iv) Construct new structures at learning centres (v) Rehabilitate existing NFE buildings and workshops
Targets	(i) Survey conducted by 2001 (ii) Community sensitization conducted by 2001 (iii) Mobilisation of resources be done by 2002 (iv) Construction of NFE structures be done by 2003 (v) Rehabilitation of existing structures be done by 2003
Indicative Budget	Tsh. 500,000,000

Component 2.3.6   Improving Community Resource Centres (CRCs)

Rationale

A rural library set up existed since the early 1970s, but currently only a few are functioning. Under the ICBAE programme context, their functions have been expanded to constitute a forum for adults to meet and carry out discussions, listening to radio programmes, watching TV and video. In this improvement programme, the resource centres will carry out various community activities; group discussion will be introduced and will mainstream issues on poverty alleviation, combating HIV/AIDS, environmental management and gender.

This component is desinged with a purpose of improving the quality of Rural libraries by updating them into Community Resource Centres (CRCs). They will be developed to become comprehensive multipurpose centres of learning for the entire local community. They will incorporate a library equipped with up to date and relevant materials they will also be a forum for conducting various cultural activities, such as, theatre, arts, dramma, poetry, music, artistic activities, in-door and out-door games.

A number of materials including equipment, reading materials and furniture will be procured to facilitate the functions of CRCs.

Objectives	**To improve the Quality of the Rural libraries by updating them into Community Resource Centres (CRCs)**
Activities	i. Conduct a survey of all the rural libraries ii. Sensitize communities on the need to establish Community Resource Centres iii. Mobilize human, material and financial resources at local, national and international levels. iv. Formulate plans for carrying out the project v. Construct and rehabilitate Community Resource Centres vi. Procure materials and equipment vii. Monitoring implementation of construction and rehabilitation works viii. Train CRC personnel ix. Evaluate the project
Targets	i. Survey conducted by 2002 ii. Sensitization done by 2002 iii. Mobilization of resources done by 2002 iv. Plans formulated by 2002 v. All 2540 wards covered by the year 2005 vi. Rural Librarians trained by 2003 vii. Monitoring and evaluation conducted annually.
Indicative budget	Tsh. 12.7 billion

4.3   MANAGEMENT AND ADMINISTRATION PROGRAMMES

Capacity to plan and manage education service at the school, ward and district levels is crucial for attainment of UPE. The decentralisation policy and devolution of power,   adopting a bottom-up approach to management are new directions.   Education managers and education personnel at all levels have to be trained to perform these new roles.

The objectives of the programmes in the Master Plan are to

- Provide skills to managers of basic education at school, ward and district levels, i.e building capacity at the levels of implementation.

- Promote participation of other education providers, i.e parents and communities, NGOs and Private investors so as to guarantee success in the projected expansion of the sub-sector

- Provide effective performance monitoring through developing capacity to collect and manage basic education statistics at the school, ward and district levels

- Ensure effective school management by strengthening the capacity of Headteachers and school committees, Ward Education Coordinators District Education personnel and School Inspectors.

PROGRAMME 3.0 **MANAGEMENT OF BASIC EDUCATION**

Sub-Programme 3.1 **Improving Capacity to Plan and Manage Primary Education**

Component 3.1.1 *Enhancing Whole School Development Planning (WSDP) in all Primary Schools*

Rationale

The planning, management and administration of basic education are decentralized. This means that the power to plan and implement education programmes has been devolved to the schools, wards, and districts.   The school will be the smallest planning unit.   Whole school development planning empowers headteachers in consultation with staff, school committee and parents to review and evaluate the effectiveness of their school, examine the range of educational experiences provided for pupils, prepare a school development plan, and develop own, adopt in school policies assessment and evaluation procedures. Clear School policies need to be formulated on matters such as the following

- the enrolment practices of the school
- the organisation of pupils for learning purposes
- the provision for pupils with special needs
- the promotion of environmental awareness and care
- the code of behaviour and discipline
- the provision of equal opportunities for girls and boys in the total curriculum
- homework for pupils
- the recording and dissemination of information related to pupil progress
- the implementation of special responsibilities allocated to teachers
- the arrangements for staff meetings
- the daily roll call and maintenance of attendance registers and other school records
- the development and utilisation of school/class library
- the listing, maintenance and acquisition of teaching materials.

MOEC is aware of the existing problems in the management of education in districts including low capacity at the levels of operation. The Masterplan seeks to provide the necessary management capacity to enable these levels to perform their duties efficiently.

Objectives	To expand and strengthen, Planning and Management at district, ward and school levels.
Activities	(i) Train district education officers, ward education coordinators, heads of primary schools, their deputies and school committees in WSDP. (ii) Sensitize the Community on their new roles and responsibility in planning, management and administration of primary education. (iii) Expand Whole School Development Planning to all districts and schools (iv) Establish Basic Education Management Information System as part of EMIS. (v) Monitor and evaluate the programme
Targets	(i) DEOs, WECs, HTs, and School Committees trained in WSDP by 2002 (ii) Whole School Development Planning expanded nationwide by 2005 (iii) Basic Education data and information EMIS established by 2003 (iv) Monitoring and evaluation programme established by 2001
Indicative budget	T.sh. 1.5 billion

Component 3.1.2   Expanding Ward Based Education Management (WABEM)

Rationale

The ward is the smallest administrative unit in the government structure. It is strategically close to the villages and schools. The Ward will perform the function of linking schools with districts leadership. There is limited capacity at Ward level

to manage education development effectively. The WECs in the context of EdSDP are assuming a new role because formerly WECs were managing Adult Education only. Currently the WABEM is being piloted in 6 districts and there is a need to expand the programme nation wide.

Objectives	To desolve the function of planning, management and administration and Financial Management to Ward level
Activities	(i) Train WABEM facilitators (ii) Train District, Ward and school level officials on WABEM (iii) Establish WABEM structure at Ward level. (iv) Operationalising WABEM plan (v) Monitor and evaluate WABEM
Targets	(i) Sensitization and training of officials conducted by 2001 (ii) Training materials developed by 2002 (iii) WABEM Structure and plans established and operationalised by 2001 (iv) Monitoring and evaluation conducted from 2002
Indicative budget	T.sh. 400 million

Component 3.1.3   Improving Management Capacity at District level

Rationale

In devolving powers to the school, ward and district levels, the district under LGRP will operate as a semi autonomous entity. Education officers at the district level will be the steering force for education development. They will be required to guide those at lower levels. They therefore need to be trained in managerial skills, financial management skills, basic knowledge of procurement procedures as well as the capacity to monitor education delivery at school level. All officers will have clearly defined roles and schedules of work to ensure that all aspects of leadership in the provision of education in the district are efficiency discharged. Networking for support from the TSC and the Inspectorate will be strengthened to enhance effectiveness.

Objective	To enhance management and financial management capacity at district level
Activities	(i) Conduct training needs assessments with regards to management and financial management (ii) Prepare capacity building scheme for the district Education personnel (iii) Conduct training in management and financial management for district Education personnel. (vii) Monitoring and evaluation.
Targets	(i) Needs assessment conducted by 2001 (ii) Capacity plan prepared by 2002 (iii) Training conducted 2002 (iv) Implementation, Monitoring and Evaluation started by 2003
Indicative budget	T.sh. 280,000,000 million

Component 3.1.4   *Improving the Capacity of District Personnel to Handle School Materials*

Rationale

Education managers at District level lack capacity of handling school materials due to little knowledge pertaining to ordering, purchasing, storage and distribution of the same. Furthermore, a number of districts lack storage places.

Objective	To ensure proper procurement, storage and equitable distribution of school materials
Rationale	(i) Train district education managers on material management (ii) Construct/rehabilitate the district/school storage facilities (iii) Monitor and evaluate implementation
Targets	(i) District education managers trained by 2001 (ii) Construct/rehabilitation starts 2002 (iii) Monitoring and evaluation starts 2002
Indicative budget	T.sh. 250,000,000 million

Component 3.1.5   Developing Education Management Information System
(EMIS)

Rationale

Management information system (MIS) is defined as a system that permits the use, retrieve, arrange and display data maintained in database. Education management information system involves a computerised system that maintains a number of important education indicators overtime in a database as well as other data from outside the education system but relevant to it. Such a database needs to be operated by personnel trained in data analysis and information management. The task of these people is to supply data in the form of education indicators covering education trends and the effectiveness of education to decision-makers and to the public.

A good EMIS will support objective decisions based on reliable data and effective management of the education system which are the important ingredients if the education system is to improve its effectiveness. Resources that would otherwise be wasted, ineffective uses would be identified and become available to improve the quality of education and to extend educational opportunities to underserved areas or groups. This is particularly important for Tanzania since resources are scarce and the need to improve the quality of life and skills of the population is great in order to eradicate poverty.

Objective	**To transform manual to automated EMIS system in data collection, analysis, dissemination and retrieval**
Activities	(i) Creation of awareness of the need of EMIS (ii) Capacity building at the Centre (iii) Train personnel in data base development (iv) Procure and provide necessary hardware and software for districts EMIS centres (v) Establish data supply from districts to central level
Targets	(i) Data collection system established by 2001 (ii) Personnel trained by 2001 (iii) Equipments and materials procured and supplied from 2002 (iv) EMIS established by 2003
Indicative budget	T.sh. 120,000,000

Component 3.1.6   *Improving School Inspection, Supervision and Teacher Support in all   Districts*

Rationale

The school Inspection system is the official tool for monitoring and evaluating the implementation of the education programmes. The Inspectorate provides feedback to the MOEC, MRALG, Education agencies, school managers and administrators at all levels. The main purpose of the school Inspection is to provide support and advice on quality of school management and the quality of teaching and learning.   In discharging its functions the Inspectorate will use the services of the WECs. This is in line with ETP objective to devolve power to lower levels. The WEC will work to give support to primary schools and Adult education centres, in such matters as supervising enrolment, mobilising attendance, monitoring and supervising   school management, organising   seminars for teachers, school committees, support new teachers and new Headteachers.   The School Inspectors and WECs will be trained to acquire communication skills, financial management skills, counselling, data collection skills, organisation of seminars and inservice training.

Objective	To enhance supervision at district, ward and school levels
Activities	(i) Train WECs to contact supervision in schools, and Adults Education centres (ii) Train Inspectors in school support and INSET (iii) Train HT and managers in management of schools
Targets	(i) WECs trained by 2001 (ii) Inspectors trained by 2001 (iii) HTs, Managers, School Committees trained mid 2002
Indicative budget	T.sh 1.270 billion

Sub-Programme 3.2 Improving Planning and Management of Non-Formal Education

Component 3.2.1   Building Capacity of Planners and Managers of Non-Formal Education (NFE)

Rationale

Non-formal Education has a management structure at the District and Ward levels. There is a district Adult Education (AE) Committee whose members are drawn from Councellors, District Heads of Departments, chaired by the District Commissioner. At the District education office there are co-ordinators for Home economics, Agriculture, Vocational Training, Mass and Visual Media. These are headed by a District AE Coordinator who is answerable to the DEO. At the ward there is the Ward Education Coordinator and the WAE Committees. Over the years this elaborate system has remained dormant as is evidenced by the deterioration of most of the Non-Formal Education activities.

In the context of devolving powers to lower levels, these officers will need retraining to be capable of dischanging their new role as planners and facilitators for the Non-Formal activities of the District Education Development Plan.

Objectives	To enhance planning capacity of NFE Personnel
Activities	(i) Conduct training needs assessment (ii) Develop and establish training programmes for District personnel of NFE (iii) Train District personnel of NFE in planning, management and research (iv) Monitor, supervise and evaluate Adult Education programmes.
Targets	(i) Training needs assessment conducted by 2001 (ii) Training programmes developed and established by 2002 (iii) Personnel of NFE trained and oriented on planning and management of NFE by 2002 (iv) Training programmes monitored and evaluated.
Indicative Budget	Tshs. 505,125,000/=

Component 3.2.2   Enhancing Effective Communication and Management
Information System in NFE as part of EMIS

Rationale

Non-Formal Educational Management of Information System (NFE – EMIS) is very crucial for information about adults and youths. The current situation portrays a very doubtful state of inaccurate and unrealistic data on aspects such as, illiteracy rate, enrollment figures of learners, learning centres, and number of out-of-school youth. There is a need to generate accurate data to enable planning to be realistic.

Objective	To improve data collection, analysis, storage and dissemination
Activities	i) Establish a system of collecting statistics of learners, facilitators, centres, and facilities. ii) Procurement of hardware and software for storage of information iii) Train personnel of NFE in information management
Targets	i) NFE-EMIS established by 2001 ii) Hardware for information storage installed at district, national levels by 2002. iii) Personnel and administrators trained in computer by 2002.
Indicative Budget	Tsh. 900,000,000/=

4.4   FINANCING OF BASIC EDUCATION

The commitment by the Government soon after independence to provide free social services at all levels was a move towards enabling every member of society to get access to education. It has been realised that because of increasing demand the Government could not sustain the policy.   With the adoption of a liberalisation policy and cost sharing, parents are now required to contribute towards the education of their children including cost of supplies such as uniforms, stationery, meals and fare. A Tsh. 2000/= contribution is now officially being charged.

The Government pays teacher's salaries and other institutional charges. NGOs, and private investors have been allowed to build and manage schools. Communities and individuals pay contribution for the development and improvement of schools.

In the context of Local government reform Local Authorities will take more responsibility for education development and make arrangements to pay fees and other school requirements for those children whose parents can not afford such as orphans, children from poor households and the disabled.

The main source of Government revenue is taxation which comes from business enterprises, individuals property and households. Taxation is progressive in that it spreads the burden over the population and the rich pay more than the poor. It is thus better suited and in the long term sustainable. Developing basic education is a heavy investment and can not be achieved by relying on the Government budget alone. The Government is committed to mobilizing more financial resources through strategies that include the formation of District Education Trusts, the introduction of a nationwide Education Levy and through private financing, ownership and management of schools. These sources together with funding from development partners will be used to provide for the development of basic education.

PROGRAMME 4.0 **FINANCING OF BASIC EDUCATION**

Sub-Programme 4.1 **Expanding Financing Base for Primary Education**

Component 4.1.1. *Enforcing the Payment of UPE Contributions*

Rationale

With the massive expansion of the primary education system during the UPE era, the Government came up with a policy decision requiring parents to pay school fees. The amount per head has been increasing gradually and currently it stands at Tsh. 2,000/= (approx. 2.5 US$). The Government has directed that this should be collected and used at the school. However, there are several problems.

- Not all parents pay the contribution, some are very poor,
- Schools do not keep clean accounts of receipts and Expenditure,
- Some parents are not ready to pay even if they are able to,
- Some districts have ignored the directive to allow schools spend the money

All these factors have resulted in many schools collecting an amount lower than expected.

Objectives	To increase revenue for Financing Primary Education
Activities	(i) To carry out study to analyse the problems encountered in UPE collection (ii) To create community awareness utilization of UPE for schools (iii) To sensitize communities on the importance of UPE contributions for school development. (iv) To sensitize district councils to enact bylaws that would enforce collection (v) To educate district councils and communities so that they devise strategies to help those who can not pay. (vi) To evaluate implementation
Targets	(i) Analytical study on UPE collection problems (ii) Community sensitization (iii) Sensitize district councils to enact by laws (iv) Educating district councils on strategies to help the poor pay school fees (v) Evaluation completed by 2002
Indicative budget	Tsh. 10,000,000

Component 4.1.2   Enacting Bylaws and Enforcing Collection of Education Levy

Rationale

Communities have contributed to education through self-help by building and or repairing classrooms, latrines and teacher houses.   The MOEC and MRALG will liaise with District Councils so as to introduce and enforce an education levy.   The education levy would be used for the development of the education sector and should not be diverted to other activities.   Instituting an education levy would be a strategy for widening resource base.

Objectives	To maximize revenue collection for financing of education development programmes
Activities	(i) Sensitize District Council on the state of underfunding for the basic education sub-sector (ii) Liaise the Council on the need to enact an Education Levy bylaw (iii) District Councils to prepare a Bylaw to introduce an education levy (iv) Enforce the collection of an education levy for use and promotion of basic education
Targets	(i) Sensitization workshops on the Education Levy by 2001 (ii) Bylaw on Education Levy preparated by 2002 (iii) Enforcement of the Bylaw and collection of education levy (iv) Follow up by 2003
Indicative budget	Tsh. 100,000,000

Component 4.1.3   *Enforcing Discipline in the Use of Funds Allocated for Basic Education*

Rationale

Basic Education is provided by the District local authorities. The Local Authorities receive grants from Central Government to supplement their own revenue collection. Grants are given in the form of salaries (PE) and other charges (OC). Whereas grants for salaries is meant for specific individuals as per payroll, the grant for other items of expenditure is deposited in the District Deposit Account and expenditures effected through the office of the District Executive Director.

Although the distribution of Central government grants for other expenditure (OC) is agreed in advance with Treasury (to cover and finance priority sectors e.g. education, health etc.) there is considerable room for the allocation to be altered or diverted in line with district "priority" as perceived by the Council. This trend has lead to late payment of salaries and funds allocated for the development of the sector being diverted for other purposes and thus grossly undermining the efficiency in the use of funds.

Objectives	To ensure Government grants allocated for basic education are utilized for the development of the sub-sector and to ensure efficiency in the use of financial resources
Activities	(i) Sensitize the Council on the role of basic education in national Development (ii) Promote opening and effective use of Account No. 5 (iii) Promote preparation of District Education Plans (iv) Promote preparation of Annual Action Plan for education (v) Prepare and present to District Council Costed annual plans and activities to justify use of funds/grants. (vi) Follow up by MOEC, RS, MRALG
Targets	(i) Sensitization workshops by 2001 (ii) Opening of District Education Account No. 5 by 2001 (iii) District Education plan prepared all districts 2002 (iv) District Annual Plans prepared (v) Follow up by 2002
Indicative budget	Tsh, 160,000,000

Component 4.1.4   *Expanding Incentive Schemes for disadvantaged students/girls in both primary and adult literacy/complementary schooling.*

Rationale

The provision and expansion of incentive scheme is within the Education and Training policy. It is emphasized in the policy that government shall provide incentives to individuals, communities and NGOs to establish and develop education at all levels including pre-primary, primary, adult literacy and non-formal education.

Efforts have been taken to operationalize this policy. However, analysis of existing programmes which supported from the world Bank Grant suggests limited targeting of marginalised groups such as the poor and girls. While CEF have been implemented in regions among them Coast and Mtwara, which are among poorest in terms of GDP per capita.

Incentive programme will target low enrolment and high poverty areas including provision of travel (for boarding school pupils) and book grants for all pupils and those in NFE, particularly in COBET centres. This will be linked to District incentive schemes to encourage school age children in school to get their education and those who dropped out of school get their education through complementary schooling.

This component is designed with a purpose of increasing the opportunities to marginalised groups/pupils/students whether at the primary or adult literacy and NFE levels to get financial support to fulfill their right to be educated.

Objectives	To expand Incentive schemes for disadvantaged pupils/girls in both primary and adult literacy/complementary schooling.
Activities	i. Identify districts which already have incentive schemes. ii. Conduct need assessment survey and disseminate research findings. iii. Support districts and NGOs/CBOs to prepare district plan for implementation. Sensitize key leaders of disadvantaged communities and general community on need to enrol their children and youth to improve attendance. iv. Establish incentive Grants wards. v. Provide support in terms of grants to districts vi. Select and support primary education pupils youth groups basing on their income levels. vii. Monitor and Evaluate the implementation of Ward/District Incentive Scheme Programme. viii. Monitor and Evaluate the programme
Targets	i. Needs Assessment basing on results of School Mapping conducted by 2001 ii. Capitality Building/sensitization seminar for district councils, district, ward and centre education officials conducted by the beginning of 2002 iii. District/ward plans produced and disseminated by July 2002 iv. Monitoring and evaluation conducted annually.
Indicative budget	Tshs. 5 billion

Sub-Programme 4.2 Expanding the Financing Base for Non-Formal Education

Component 4.2.1   Expanding Credit Schemes through Revolving Loan Funds
(RLF).

Rationale

The current financial base to support NFE is very weak. This is a result of the weak economic base of the nation which is manifested by rampant poverty among the majority of Tanzanians. For a long time, funding of NFE has been a responsibility shouldered by the central government.. Current initiatives undertaken through the new approach of mobilising community resources provide opportunities to the beneficiaries of NFE to establish income generating mini projects.   These are supported by Credit Schemes under the Revolving Loan Funds (RLF).   The RLF provides seed-money to the borrowers who have to pay back with an interest of 20 percent. Such a strategy can enhance the funding of NFE.   Local Governments will be encouraged to contribute funds in order to increase finances available for the Revolving Fund.

Objective	To establish a credit scheme and Revolving loan funds to Adult and Youth programmes
Activities	(i) Provide an annual grant of Tshs. 500,000 per ward through credit scheme committees (ii) Establishing and maintaining self help income generating projects. (iii) Identify basic life skills needed adult and youth Groups. (iv) Provide support to self help mini-projects.
Targets	(i) Establishment and consoled credit schemes and Revolving Loan Funds by 2001 (ii) Redesign Ward Education Trust Funds (WETFs) Including elements of RLFs for NFE by 2001 (iii) Development of income generating projects by 2001
Indicative budget	T.sh. 3.6 billion

Component 4.2.2   Mobilizing Community Resources to Finance
NFE programmes

Rationale

The central government has already committed itself to the provision of free basic education in Tanzania. But, with the current national economic situation the aspiration cannot be achieved. Hence, a need to involve communities in mobilizing resources becomes necessary in order to enhance sustainability of NFE. However, communities need to be sensitized and mobilized so as to take the challenge. The EFA 2000 emphasizes community participation whereby individuals, groups of people and Community Based Organisations (CBOs) take full responsibilities for their own education and development.

Objective	To ensure sustainable resource mobilization for NFE
Activities	(i) Create awareness through sensitization of Communities. (ii) Conduct survey to identify resources available in communities (iii) Disseminate research findings (iv) Review and revise current system of mobilising community resources. (v) Design and establish an appropriate system of resource mobilisation. (vi) Access the designed system of resource mobilization (vii) Monitor and evaluate the implementation of the community resource mobilisation.
Targets	i) Awareness created among the communities by 2002 ii) Survey to identify community resources conducted by 2002 iii) Research findings disseminated by 2003 iv) Current system of mobilizing community resources reviewed and revised 2002 v) Appropriate system of resource mobilisation designed and established by 2002 vi) Designed system of resource mobilization assessed by 2003 vii) Implementation of community resource mobilisation monitored and evaluated by 2003 on ward.
Indicative budget	Tsh. 600,000

PRIMARY EDUCATION MASTER PLAN
IMPLEMENTATION FRAMEWORK

PROGRAMMES/COMPONENTS	PLAN PERIOD/EXPECTED OUTPUT					STRATEGIES	REQUIRED RESOURCES
	2001	2002	2003	2004	2005		(Indicative costs Mill.)
PROGRAMME 1.0 **ACCESS AND EQUITY** Sub-Programme 1.1 Expanding enrolment in Pre-primary Education Component 1.1.1 • Construction of Pre-primary Units in all Primary Schools	All primary schools to have a pre-primary units					• Establish national needs • Sensitize Community • Phased construction in designated schools • Pre-schools equipped and staffed	

PROGRAMMES/ COMPONENTS	PLAN PERIOD/EXPECTED OUTPUT					STRATEGIES	REQUIRED RESOURCES
	2001	2002	2003	2004	2005		
Sub Programme 1.2 Increasing Enrolment in Primary Education Component 1.2.1 • Construction of New Primary Schools		More schools Constructed to accommodate additional enrolment				• Analyse school mapping survey • Sensitize Community • Conduct sensitization W/shops • Solicit funds for construction • Construct schools as required	
Component 1.2.2 • Construction of New Classrooms in Urban Areas		Urban primary schools decongested improved quality of teaching				• Analyse School Mapping survey • Develop District Construction Plan • Construct to de-congest • Supply and Equip.	
Component 1.2.3 • Rehabilitation of Existing Primary School Facilitators		Classrooms are rehabilitated improved quality of teaching				• Conduct School facility survey • Sensitize Community • Solicit funds (local and foreign) • Rehabilitate dilapidated facilities • Monitor implementation	
Sub - Total							

PROGRAMMES/ COMPONENTS	PLAN PERIOD/EXPECTED OUTPUT					STRATEGIES	REQUIRED RESOURCES
	2001	2002	2003	2004	2005		(Indicative Mill.)
Component 1.2.4 • Increasing Enrolment of Children from disadvantaged Communities	Increased/added physical facilities Increased enrolment for each group					• Conduct needs assessment to identify groups • Establish needs of each group • Sensitize community of each group • Design construction programme for needs of each group • Solicit funds	
Component 1.2.5 • Expanding Education Opportunities for the Disabled and Talented children		Disabled children enroled into Formal system				• Carry out census to identify disabled children • Establish categories of the disabled • Procure needed facilities for each group • Revise curricula for relevancy	
Component 2.3.5 • Construction of Permanent Adult Education classrooms	Increased enrolment in adult education programmes					• Conduct survey of adult education facilities/classrooms • Design programme to increase enrolment • Construct classrooms where feasible	
Sub-Total							192,860.0

PROGRAMMES/COMPONENTS	PLANPERIOD/EXPECTED OUTPUT					STRATEGIES	REQUIRED RESOURCES
	2001	2002	2003	2004	2005		Indicative (Mill.)
Sub-Programm 1.3 Provision of Basic education for Out-of-School Children Component 1.3.1 • Expanding COBET Nation wide		Children age 8 – 18 enrolled in a number of Districts COBET programme expanded to many districts				• Conduct survey of children age 8 – 18 • Conduct awareness and advocacy campaign • Train COBET facilitators/teachers • Establish COBET centres.	
Component 1.3.2 • Expanding ICBAE Programme Nation wide		- ICBAE programme expanded in 113 districts of the country - Adult learners developed own economic activities				• Conduct survey of needs • Conduct awareness and advocacy Campaigns • Develop community based activities • Identify and train facilitators • Establish learning centres	
Sub-Total							2,800.0

PROGRAMMES/ COMPONENTS	PLAN PERIOD/EXPECTED OUTPUT					STRATEGIES	REQUIRED RESOURCES
	2001	2002	2003	2004	2005		Indicative (Mill.)
PROGRAMME 2.0 QUALITY OF BASIC EDUCATION Sub-Programme 2.1 Improving the Quality of Pre-primary Education Component 2.1.1 • Training of Pre-primary School Teachers	Teachers trained to teach new pre-primary schools					• Establish pre-primary training needs • Identify institutions for the training • Up-date the pre-primary curriculum • Train pre-school teachers according to demand	
Component 2.1.2 • Establishing Evaluation System for Pre-primary education	Coordination and improvement of Pre-primary education					• Review existing evaluation system • Revise the evaluation system • Develop a much approved review and evaluate system	
Sub-Total							400.0

PROGRAMMES/COMPONENTS	PLAN PERIOD/EXPECTED OUTPUT					STRATEGIES	REQUIRED RESOURCES
	2001	2002	2003	2004	2005		Indicative (Mill.)
Sub-Programme 2.2 Improving the Quality of Primary Education							
Component 2.2.1 • Improving Primary School Curriculum	Improved curriculum implementation for primary school teachers					• Review and revise existing curriculum • Identify needs of the community • Develop curriculum based on community skill needs • Develop teaching and learning materials • Pre-test • Implement	
Component 2.2.2. • Improving the Quality of Pre-primary and Primary School teachers	Improved competencies of basic education teachers					• Develop INSET needs of pre-primary and primary school teachers • Develop INSET training programme • Conduct training of all teachers	

PROGRAMMES/COMPONENTS	PLAN PERIOD/EXPECTED OUTPUT					STRATEGIES	REQUIRED RESOURCES
	2001	2002	2003	2004	2005		Indicative (Mill.)
Component 2.2.3 • Improving the Supply and Distribution of Teaching/Learning Materials		Attain a pupil/textbook ratio of 1:1 By 2005				• Conduct survey of textbook needs of primary education • Strengthen school, ward and district procurement procedures • Liberalize textbook production and distribution • Solicit funds for textbook purchase and distribution • Implement and evaluate	
Component 2.2.4 • Establishing School Libraries		Established class Libraries in pre-primary and Primary schools.				• Conduct survey to establish requirement • Procure books for use in class libraries • Train teachers to handle class libraries	
Component 2.2.5 • Strengthening the System of Assessment in Primary School		• Assessment System Strengthened • SACMEQ incorporated into the system				• Review current assessment system incorporate (SACMEQ) • Strengthen school based • Train teachers • Train WECs, School Inspectors	
Sub-Total							23,130.0

PROGRAMMES/COMPONENTS	PLAN PERIOD/EXPECTED OUTPUT					STRATEGIES	REQUIRED RESOURCES
	2001	2002	2003	2004	2005		(Indicative Mill.)
Sub-Programmes 2.3 Strengthening the Quality for Adult Education Programmes							
Component 2.3.1 • Improving the curricula of Non-Formal Education	Relevant curricula developed for use					• Review and revise the existing NFE curricula • Develop an improved curricula of different programmes • Develop teaching materials • Conduct training of facilitators	
Component 2.3.2 • Improving the Provision of teaching and Learning Materials for NFE	Sufficient teaching/learning Materials available for use					• Conduct study to ascertain needs of materials • Review existing materials • Train facilitators to procure and distribute materials	
Component 2.3.3 • Improving the Quality of Adult Education Facilitators	Enhanced competencies of Adult Education facilitators					• Conduct training needs assessment • Design appropriate training programme • Conduct TOT/workshop • Train Facilitators	
Component 2.3.4 • Reviving Post Literacy Support Programmes	Rural Libraries re-established Radio Programme re-introduced					• Conduct survey to ascertain status • Mobilize resources • Construct new rural libraries • Re-introduce Radio Programmes	
Sub-Total							810.0

PROGRAMMES/COMPONENTS	PLAN PERIOD/EXPECTED OUTPUT					STRATEGIES	REQUIRED RESOURCES
	2001	2002	2003	2004	2005		Indicative (Mill)
PROGRAMME 3.0 MANAGEMENT OF BASIC EDUCATION Sub-Programme 3.1 Improving Capacity to Plan, Manage Primary Education Component 3.1.1 • Enhancing WSDP in All Primary Schools		All schools to use WSDP				• Train DEOs, WECs, HTs, S. Committee • Sensitize communities • Monitor implementation	
Component 3.1.2 • Expand WABEM		All wards to institute WABEM				• Sensitize community • Train • Evaluate	
Component 3.1.3 • Improve management capacity at District level		All Education officers to have work schedules and Yearly workplans				• Needs Assessment • Train all officers at District • Provide work schedules • Prepare work plans	
Component 3.1.4 • Improve capacity to handle materials		All districts to plan, procure and distribute materials				• Train all in procurement, store keeping • Sensitize community on care and maintenance • Build Storage • Rehabilitate storage	

PROGRAMMES/COMPONENTS	PLAN PERIOD/EXPECTED OUTPUT					STRATEGIES	REQUIRED RESOURCES
	2001	2002	2003	2004	2005		Indicative (Mill)
Component 3.1.5 • Developing EMIS	All schools, wards, districts to collect, store, analyse data					• Create awareness at all levels • Train personnel on data • Procure hard and software • Establish	
Component 3.1.6 • Improving School Inspection, supervision and Teacher support	WECs, Inspectors to support schools and teachers					• Train WECs • Train School Inspectors • Evaluate Schools	
Sub-Total							6,820.0

PROGRAMMES/COMPONENTS	PLAN PERIOD/EXPECTED OUTPUT					STRATEGIES	REQUIRED RESOURCES
	2001	2002	2003	2004	2005		(Indicative Mill.)
Sub-Programme 3.2 Improving Planning and Management of NFE							
Component 3.2.1 Building Capacity to plan and Manage NFE	All districts to Manage all NFE Programmes					• Conduct Needs Assessment • Develop Training programme • Train NFE district personnel	
Component 3.2.2 Enhance NFE EMIS	Centres, Wards, Districts to collect, store analyse NFE data					• Train to create awareness • Train on Data collection • Procure hard and software	
Sub-Total							1,405.0

PROGRAMMES/COMPONETS	PLAN PERIOD/EXPECTED OUTPUT					STRATEGIES	REQUIRED RESOURCES
	2001	2002	2003	2004	2005		Indicative (Mill.)
PROGRAMME 4.0 FINANCING OF BASIC EDUCATION Sub-Programme 4.1 Expanding Financing Base Component 4.1.1 • Enforcing payment of UPE fees Component 4.1.2 • Enacting bylaws enforcing collection of Education Levy Component 4.1.3 • Enforcing discipline in the use of Funds allocated for Basic Education	All eligible parents to pay UPE Fees All districts to collect Education Levy All districts to adhere to directives on The utilisation of Funds act aside for Education Development					• Sensitise parents • Sensitize District Councils to enact by-law to enforce collection • Schools committees to encourage collection • Sensitize District Councils to enact Education Levy by-law • Sensitize communities on Importance of Education levy • Opening and proper use of Account No. 5 • Districts to prepare District Education Plan • Sensitize councilors on role of Education in Development	
Sub-Total							270.0

PROGRAMMES/COMPONENTS	PLAN PERIOD/EXPECTED OUTPUT					STRATEGIES	REQUIRED RESOURCES
	2001	2002	2003	2004	2005		Indicative (Mill.)
Sub-Programme 4.2 Component 4.2.1 • Expanding Credit Schemes in NFE	Each Ward to Establish Groups With project					• Create a revolving Fund • Establish Adult/Youth groups • Sensitise to form project • Train and support group	
Component 4.2.2. • Mobilising communities to Finance NFE	Communities to have sustainable NFE programmes					• Sensitise communities • Establish modalities for mobilisation • Evaluate	
Sub-Total							3,600.0
GRAND TOTAL							320,690.0

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