UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION AND VOCATIONAL TRAINING

MEDIUM TERM STRATEGIC PLAN

2010/11 – 2012/13

March 2010

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LIST OF ABBREVIATIONS

ACSEE	Advanced Certificate for Secondary Education Examinations
ADEM	Agency for Development of Educational Management
AE & NFE	Adult Education and Non-Formal Education
AEDP	Adult Education Development Project
AIDS	Acquired Immunity Deficiency Syndrome
ANC	African National Union
BEST	Basic Education Statistics in Tanzania
BPR	Book Pupil Ratio
BTP	Block Teaching Practice
CA	Chief Accountant
CBO	Community Based Organisation
CCIs	Cross-Cutting Issues
CCM	Chama cha Mapinduzi
CE	Commissioner for Education
CG	Capitation Grant
CIA	Chief Internal Auditor
COBET	Complementary Basic Education in Tanzania
COSET	Complementary Secondary Education in Tanzania
CRC	Convention on the Rights of the Child
CSC	Client Service Charter
CSEE	Certificate for Secondary Education Examinations
CSIT	Customer service Improvement Team
DAHR	Director for Administration and Human Resources
DANFE	Director for Adult and Non-formal Education
DDC	Dakawa Development Centre
DEMA	Diploma in Education Management
DEO	District Education Officer
DGHS	Dakawa Girls' High School
DHE	Director for Higher Education
DPE	Director for Primary Education
DPP	Director for Policy and Planning

DPS	Dakawa Primary School
DSE	Director for Secondary Education
DSI	Director of School Inspection
DTC	Dakawa Teachers' College
DTE	Director for Technical Education
DTVET	Director for Technical and Vocational Training
DUCE	Dar es Salaam University College of Education
DUN	Director UNESCO
DVTC	Dakawa Vocational Training Centre
EFA	Education for All
ESMIS	Education Sector Management Information System
ESDP	Education Sector Development Programme
ESR	Education for Self Reliance
ETP	Education and Training Policy
FBOs	Faith-Based Organisations
GER	Gross Enrolment Ratio
GPI	Gender Parity Index
HE	Higher Education
HEDP	Higher Education Development Programme
HESLB	Higher Education Students' Loans Board
HIV	Human Immuno-deficiency Virus
HOPS	Head of Procurement and Supply
HQs	Headquarters
IAE	Institute of Adult Education
ICBAE	Integrated Community-Based Adult Education
ICS	Information Communication system
ICT	Information, Communication and Technology
IEC	Information Education and Communication
IT	Information Technology
LGAs	Local Government Authority
LGRP	Local Government Reform Programme
MDAs	Ministries Departments and Agencies

MDGs	Millennium Development Goals
MIS	Management Information System
MKUKUTA	Mkakati wa Kukuza Uchumi na Kupunguza Umaskini Tanzania
MOEVT	Ministry of Education and Vocational Training
MOU	Memorandum of Understanding
MTEF	Medium Term Expenditure Frame Work
MTSP	Medium Term Strategic Plan
MUCE	Mkwawa University College of Education
MVCs	Most Vulnerable Children
MVITC	Morogoro Vocational Instructors' Training College
NACTE	National Council for Technical Education
NECTA	National Examinations Council of Tanzania
NER	Net Enrolment Rate
NFE	Non-Formal Education
NGO	Non Governmental Organisation
NSAs	Non State Actors
NSGRP	National Strategy for Growth and Reduction of Poverty
ODL	Open and Distance Learning
OPRAS	Open Performance Review and Appraisal System
OUT	Open University of Tanzania
OVCs	Other Vulnerable Children
PAF	Performance Assessment Framework
PEDP	Primary Education Development Plan
PER	Public Expenditure Review
PIO	Principal Information Officer
PMS	Performance Management System
PMU	Procurement Management Unit
PSLE	Primary School Leaving Examination
PSRP	Public Service Reform Programme
REOs	Regional Education Officer
RVTSC	Regional Vocational Training and Service Centres
SDS	Service Delivery Survey

SEDP	Secondary Education Development Plan
SEF	Self Evaluation Forms
SWOC	Strengths, Weaknesses, Opportunities and Challenges
TAMONGSCO	Tanzania Managers and Owners of Non-Government Secondary Schools and Colleges
TBDC	Tanzania Book Development Council
TC	Teachers' College
TCs	Teachers' Colleges
TCU	Tanzania Commission for Universities
TDMS	Teacher Development and Management Strategy
TEA	Tanzania Education Authority
TIE	Tanzania Institute of Education
TLSB	Tanzania Library Service Board
TOT	Trainer of Trainers
TPR	Teacher Pupil Ratio
TRCs	Teachers Resource Centres
TVEDP	Technical Education Development Programme
TVET	Technical and Vocational Education and Training
UDSM	University of Dar es Salaam
UN	United Nations
UNESCO	United Nations Education, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education
US	United States
USAID	United States Agency for International Development
VCT	Voluntary Counselling and Testing
VEDP	Vocational Education Development Programme
VET	Vocational Education and Training
VETA	Vocational Education and Training Authority
VTCs	Vocational Training College
WECs	Ward Education Co-ordinators

PREFACE

This Medium-Term Strategic Plan (MTSP) 2010/11 – 2012/13 is a response to the statutory requirement that all Ministries, Departments and Agencies (MDAs) develop Medium-Term Strategic Plans to facilitate decision-making on what they wish to achieve, as well as the major actions to implement in the future. An MTSP demonstrates on the priorities of an MDA and provides an opportunity for addressing key issues and taking initiatives to improve performance. In addition, the Medium-Term Strategic Planning Manual requires that all MDAs review their strategic plans after every three years. This MTSP outlines the current situational analysis, which describes the environment in which the Ministry operates while fulfilling her vision, mission, roles, and functions.

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

The Medium Term Strategic Plan is intending to give education stakeholders an insight and understanding of the strengths, weaknesses, opportunities and challenges in the delivery of education and training. This MTSP is also going to chart the Ministry's broad direction forward. It is anticipated that this document will provide a platform for the Ministry and its attendant stakeholders to contribute in achieving the national goals and aspirations of the Education Sector.

Hamis O. Dihenga
PERMANENT SECRETARY

EXECUTIVE SUMMARY

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

The Ministry of Education and Vocational Training (MOEVT) is responsible for provision of equitable quality Basic, Higher, Technical and Vocational Education and Training. In order to realize the direction of the Ministry, a Medium Term Strategic Plan (MTSP) is a prerequisite and it is in this context that this strategic Plan has been prepared. The Medium Term Strategic Planning Manual requires that MTSPs are reviewed every after three years. This MTSP reviews that of 2007/08 – 2009/10 which was up-dated in 2009 following the restructuring of the Ministry of Education and Vocational Training. Hence, this MTSP covers a period of three years from 2010/11 to 2012/13 and presents the Ministry's Vision, Mission statements, objectives, values, roles and functions. The specific components of the Plan include: Situation Analysis, Mandate, Performance Reviews of Basic, Higher, Technical and Vocational Education and Training, as well as institutions. In addition, the Plan highlights the critical issues and challenges affecting access, equity, quality and management of education and training at all levels, as well as capacity in the service delivery.

In this MTSP, an elaborate Situation Analysis of the Ministry showing Strengths, Weaknesses, Opportunities and Challenges (SWOC) has been tabulated in Annex 2. The last part of the MTSP outlines the priority objectives, a brief rationale for adopting each of them with their corresponding strategies and targets of implementation, expected performance indicators, and the responsible departments (summarised in annex 3).

The following are the Ministry's core strategic objectives to be implemented during the three years (2010/11–2012/13):

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

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

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

(d)   Quality of Education and Training Improved.

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

(f)   Information, Research and Development Strengthened.

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

(h)   Education on Cross-cutting Issues Improved.

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

CHAPTER ONE

1.0. INTRODUCTION

1.1 The Contextual Background and Rationale

It is a statutory requirement that Government Ministries and public organisations develop Medium Term Strategic Plans (MTSP) as means of enhancing result-based management and efficiency in their operations. An MTSP is essential for charting forward the broad direction of a Ministry, Department or Agency (MDA). It also facilitates MDAs in making decisions on what they wish to achieve, as well as the major actions that they will require to implement in the future. In addition, an MTSP demonstrates on the priorities of an MDA and provides an opportunity for addressing key issues and taking initiatives to improve performance. The Medium-Term Strategic Planning Manual requires that all MDAs review their strategic plans every after three years. Strategic planning is done collectively and in a participatory manner, involving senior management employees and consultations with a varying range of stakeholders.

The development of this MTSP is a translation of sectoral priorities and policy objectives as spelt out in the Education Sector Development Programme 2008 – 2017 (Revised Edition) which translates the Education and Training Policy (1995), Technical Education Policy (1996) and The National Higher Education Policy (1999) currently under review. The Plan provides the road map for implementing the policy priorities and sectoral objectives. The MOEVT Medium Term Strategic Plan (MTSP) 2010/11 – 2012/13 articulates the Government's vision for the development of Tanzania's education and training system. In this document, MOEVT examines its existing status and projects on the environment in which it is going to work.

The MOEVT Medium Term Strategic Plan 2010/11 – 2012/13 provides a framework on the basis of which all education and training institutions shall

develop and design their MTSPs. It also translates and reflects the plans of the divisions and units within MOEVT.

This MTSP is geared towards improving performance in provision of education and training and other services at all levels by:

- expanding access to education and training at all levels;

- enhancing equity in the provision of education and training at all levels;

- improving quality of education and training by expanding institutional frameworks and structures; and

- building capacity and developing management of education and training services.

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

1.2   Purposes of the Strategic Plan

This MTSP is primarily aimed at:

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

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

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

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

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

1.3   The Philosophy of Education in Tanzania

Tanzania has, since 1967, been guided by the philosophy of Education for Self-Reliance (ESR) where sectoral plans are gauged from the macro-level plans. In spite of the economic, social, political and cultural demands and changes taking place currently on a national, regional and international level, the relevance of ESR is implied in the current educational reforms taking place in Tanzania. The development and implementation of this MTSP is based on the philosophy which recognizes that education and training is a key input for sound economic growth as well as social, political and cultural progress.

1.4   The Educational Policy Framework

The Ministry responsible for education and training has, since independence, gone through many reforms which have called for changing some of its roles and functions. The most recent reform is the decentralisation by devolution of the daily management and administration of secondary schools to the Local Government Authorities (LGAs).

Ever-since the Education and Training Policy (ETP) was formulated in 1995, followed by Technical Education Policy (1996) and The National Higher Education Policy (1999). Various policy reforms have been introduced. These include: increased role of the private sector; continued liberalisation of the economy; increased investment in infrastructure and social sectors and the introduction of cost-sharing measures in the provision of social services. ETP and other socio-economic reforms led to the amendments of the Education Act No. 25 of 1978, as contained in the Education Act No. 10 of 1995. This was followed by the liberalisation of provision of education, formalisation and promotion of pre-primary education, universal and compulsory enrolment in primary education to all children aged seven and re-defining the functions and roles of Regional and District Education Officers.

Furthermore, the education sector has undergone different changes so as to meet socio-economic and political requirements. These include the development of

ESDP in 1997, which was last revised in 2008. This was followed by the launching of the Primary Education Development Plan (PEDP) 2002 – 2006 which was followed by Primary Education Development Plan (PEDP II) 2007 – 2011, and the Secondary Education Development Plan (SEDP) 2004 – 2009 where Secondary Education Development Plan II (SEDP II is underway. In addition, the Teacher Development and Management Strategy (TDMS) was developed in 2008 for development and management of teachers and education managers. The establishment of the Adult and Non-Formal Education Strategy 2003/04 – 2007/08 in 2003, is signifies that MOEVT recognizes Adult Education and Non-Formal Education as an important component of overall development of education.

Moreover, the Ministry is developing the Higher Education Development Plan (HEDP) as well as the Technical and Vocational Education Development Plan (TVEDP), both geared at increasing enrolment and access, improving quality and equity, internal efficiency and strengthening institutional arrangement at all levels to meet objectives outlined in Education and Training Policies, the Ruling Party Manifesto, MKUKUTA, Tanzania Vision 2025; EFA and Millennium Development Goals (MDGs) by 2015.

CHAPTER TWO

2.0. SITUATIONAL ANALYSIS

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

2.1. Mandate

In accordance with Article 36(2) of the constitution of the United Republic of Tanzania, 1977 which empowers the President to establish and to disestablish offices of the Ministers in the Government by Ministers (Assignment of Ministerial Responsibilities) notice No. 20 of February 2008, made under section 5(1) of the Ministers (Discharge of Ministerial functions) Act, (Cap. 299 R.E. 2002); the mandate of the Ministry of Education and Vocational Training, as provided in the said instrument which came into operation on 13th February, 2008, is:

a) policy formulation for Pre-primary, Primary and Secondary education and Teachers' Colleges; Higher Education and Technical and Vocational Education and Training; Education Press and Library Services; setting Curriculum Standards; Schools Registration, Education Inspection; follow up of its implementation, and monitoring and evaluation of its delivery at all levels;

b) maintaining relations with international organizations i.e. UNESCO;

c) performance improvement and development of human resources under this Ministry;

d) oversee extra-Ministerial Departments, Parastatal Organisations and projects under this Ministry; and

e) oversee government agencies falling under this Ministry.

2.2. Roles and Functions

2.2.1 Roles

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

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

2.2.2 Functions

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

b) set standards for delivery of sector services;

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

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

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

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

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

The MOEVT Medium-Term Strategic Plan covers operations at the headquarters, Zonal and District School Inspectorate Offices, Universities, Technical Institutions, Teachers' Colleges (TCs), Vocational Training Centres (VTCs), Adult and Non-Formal Education centres, Press Units, Special Needs Education Schools/Units and the Arusha English Medium Primary School. The Ministry is in charge of the operation of the following semi-autonomous institutions established by Acts of Parliament: the Tanzania Institute of Education (TIE), National Examinations Council of Tanzania (NECTA), Institute of Adult

Education (IAE), National Correspondence Institute (NCI), Tanzania Library Service Board (TLSB), Agency for Development of Educational Management (ADEM), United Nations Education Science Commission (UNESCO), Vocational Education and Training Authority (VETA), the Tanzania Commission for Universities (TCU), National Council for Technical Education (NACTE), Tanzania Education Authority (TEA) and Higher Education Students' Loans Board (HESLB).

2.4. Performance Reviews

The recent Education Sector Review of 2009 which covers pre-primary, primary, Adult and Non-formal Education, Special Needs Education, Post-Primary Vocational Training, School Inspection and Teacher Education, Technical and Vocational Education and Training (TVET) and Higher Education, pointed out some challenges and made recommendations on how to solve them. The sector Situational Analysis, Public Expenditure Review (PER) and Performance Assessment Framework (PAF) which were also part of the review are important core initiatives for the development of the education sector.

2.4.1 Performance Review of Departments

2.4.1.1 Pre-primary Education

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

a) Access

In 2007 the number of enrolled pupils was 795,011, of which 387,868 were boys and 407,143 girls. Through Community Sensitization and advocacy campaigns the number increased to 896,146 (445,867 boys and 450,279 girls) in 2009. The number of pre-primary classes increased from 27,701 in 2007 to 41,154 in 2009. This increase is, however, still not satisfactory as the GER is still 39% (2009).

Enrolment increased from 795,011 in 2007 to 896,146 (12.7.9%) in 2009. The pre-primary Net Enrolment Ratio (NER) dropped from 33.1% in 2007 to 24.4% in 2009, while the Gross Enrolment Ratio (GER) improved from 35.2% in 2007 to 39% in 2009.

To improve the enrolment in pre-primary education, the Ministry will ensure that:

(i) all Local Government Authorities (LGAs) and communities are adhering to policies, circulars and guidelines on pre-primary education; and

(ii) LGAs intensify advocacy campaigns by using multimedia public Information, Education and Communication to sensitise community and all education stakeholders' on the need to expand pre-primary education.

b) Equity

The Government has been trying to bring a balanced participation in education across different disadvantaged groups such as geographical, gender and low household income levels. Out of the 896,146 pupils enrolled in pre-primary classes in 2009, 445,867 (49.8%) were boys and 450,279 (50.2%) were girls.

c) Quality Improvement

In its efforts to improve the quality of education provided at pre-primary level and ensure adequate human resources at this level, the Government has reviewed and incorporated the Pre-Primary education into the Grade A teacher training curriculum. MOEVT reviewed and improved curricula and developed guidelines for the establishment and management of pre-primary education centres throughout the country.

2.4.1.2   Primary Education

The Government started implementing the Primary Education Development Programme (PEDP) in 2002. The major objective of PEDP was to improve equitable access and the overall quality of primary education in Tanzania. The

programme was followed by PEDPII (2007-2011) to enable it to address the challenges noted during the implementation of the first phase of PEDP (2002 – 2006). To that effect, PEDP has registered achievements in the area of access, equity, and quality.

a) Access

Primary education is compulsory to every child in Tanzania for ensuring that all children get basic skills and knowledge for participating in economic, social and political responsibilities. Access to all children has always been the major priority of the Government to ensure the achievement of Universal Primary Education (UPE). The number of registered primary schools increased from 15,446 in 2007 to 15,727 in 2009 while the total number of pupils rose from 8,316,925 pupils (4,215,174 boys and 4,107,754 girls in 2007) to 8,441,553 (4,248,764 boys and 4,192,789 girls) in the same years.

Both GER and NER decreased from 114.4% and 97.3% in 2007 to 110.5% and 95.9% in 2009. This situation poses a challenge in realizing the NER of 99% as stipulated in MKUKUTA targets. Table 1 summarises the trend of enrolment from 2007 – 2009.

Table 1: Primary Schools Enrolment STD I and STD I – VII: 2007 - 2009

Year	Enrolment STD I			Enrolment STD I - VII			GER	NER
	Boys	Girls	Total	Boys	Girls	Total		
2007	699,255	680,038	1,379,293	4,215,171	4,101,754	8,316,925	114.4	97.3
2008	700,524	679,666	1,380,190	4,261,831	4,148,263	8,410,094	112.3	97.2
2009	684,388	674,402	1,358,790	4,248,764	4,192,789	8,441,553	110.5	95.9

Source: Basic Education Statistics in Tanzania (BEST) June, 2007, June, 2008 & July 2009

Primary education includes out-of-reach and marginalized children such as those from nomadic and pastoral communities. Out-of-school children are enrolled through the Complementary Basic Education in Tanzania (COBET). The enrolment of pupils in COBET Cohort I classes was 109,470 (61,898 boys and 47,572 girls in 2007) whereas in 2009 it was 53,093 (29,713 boys and 23,380 girls). These figures indicate that there is a decrease in the enrolment of COBET learners.

In 2007, a total of 47,670 COBET learners (26,838 females, 20,832 males) sat for Std IV examination. Out of these, 34,867 (21,047 males 13,820 females) were mainstreamed into formal primary education as indicated in Table 2. During the same year, a total of 7,290 (4,432 males, 2,858 females) which is 23.14%, COBET learners sat for Std. VII examination, whereby 2,363 (1,601 males, 762 females), which is 32.41%, were selected to join Form I.

Table 2: Number of COBET Cohort 1 Learners Mainstreamed into Std. V: 2007 - 2009

Year	Learners Mainstreamed		Total
	Male	**Female**	
2007	61,898	47,572	109,470
2008	38,799	30,446	69,245
2009	29,713	23,380	53,093

Source: BEST – June, 2007, June, 2008 & July 2009

b) Equity

Primary education has expanded to reach all boys and girls from all groups including children from low-income families, different geographical settings, most vulnerable children (MVC), out of reach, orphans, children with disabilities and out-of-school children and youth. The enrolment of children with special needs has been increasing every year. In 2007 a total of 24,003 (13,974 boys, 10,029 girls) children with special needs were enrolled. The number increased to

27,422 in 2009. Details on special needs education is discussed under the relevant section. The enrolment of girls and boys has remained constantly equal, giving a Gender Parity Index (GP1) of 1:1.

c) Quality Improvement

The quality of primary education has remained a major challenge in implementing PEDP II. The teaching methods have been improved through adoption of the competence-based approaches that enhance abilities of pupils' and their participation in the teaching and learning process.

The national average Book-Pupil Ratio (BPR) that improved from 1:20 in 2002 to 1:3 in 2007, deteriorated to 1:5 in 2009. This is due to the revision of Social Studies subject into three independent subjects namely; History, Geography and Civics. Moreover, the Teacher-Pupil Ratio (TPR) has been deteriorating, despite the employment of teachers each year. In 2007 it was 1:53 while in 2009 it was 1: 54. The standard Teacher – Pupil ratio in Tanzania is 1:45.

The pass rate for Standard Four examinations increased from 80% in 2006 to 84.8 in 2008, while the Primary School Leaving Examination (PSLE) pass rate decreased from 70.5% in 2006 to 52.7% in 2008 (see Table 3). This is another challenge that the Government needs to address.

Table 3: Pass Rate for Primary School Leaving Examinations (PSLE) – 2006 - 2009

Year	Pupils Sat	Pupils Passed	Percent
2007	773,573	419,136	54.2
2008	1,017,865	536,672	52.7
2009	99,070	493,333	49.4

Source: BEST - July, 2009

The provision of quality Primary education is currently facing number of challenges, including:

(a) inadequate supply of teachers especially those competent in languages, mathematics and science; and

(b) lack of orientation of teachers on the new approach to teaching (competence-based);

(c) inadequate in-service training opportunities;

(d) inadequate supply of educational materials..

2.4.1.3   Adult and Non Formal Education (AE & NFE)

The adult and non-formal education aims at ensuring that out-of-school children, youth and adults, especially girls, women and other disadvantaged groups, have access to quality basic learning opportunities. Through Adult Education Development Programme (AEDP), the ministry introduced "Yes I Can:" Literacy Development Project, 2008/09- 2012/13, expected to achieve the following:

a) improving literacy level by 20% and contributing to the creation of a lifelong learning society; and

b) improving people's livelihood, and increasing awareness and prevention of HIV and AIDS.

The priority areas of the strategy are improvement of access and equity, quality and capacity enhancement, and development of post literacy and continuing education.

a) Access and Equity

The implementation of the Adult and Non-formal Medium-Term Strategy (2003/04 – 2007/08) scaled up COBET and ICBAE programmes and increased enrolment in the learning centres. Access and equity was improved by ensuring that out-of-school children, youth and adults are enrolled in COBET and ICBAE learning centres and other alternative education programmes (See Tables 4 and 5).

Table 4: COBET Learners Enrolment by Sex: 2007- 2009

Year	Enrolment		Total
	Male	**Female**	
2007	106,463	78,743	185,206
2008	63,086	48,327	111,413
2009	47,091	35,898	82,989

Source: BEST June 2007, June 2008 and July 2009

Table 5: Enrolment in ICBAE: 2007 – 2009

	Enrolment		Total
Year	**Male**	**Female**	
2007	594,380	694,684	1,288,664
2008	241,846	240,016	481,862
2009	449,103	508,186	957,289

Source: BEST 2009

The enrolment in both COBET and ICBAE learning centres has been declining (Tables 4 and 5). This implies that the number of out-of-school children and youth is diminishing because parents are sending their children to formal schools. In spite of this, in some areas there are still a number of out–of-school children and youth who cannot access primary schooling because they come from low-income households; hence the need for improving COBET to enable it to capture them. Decreasing enrolment in ICBAE learning centres calls for concerted efforts to advocate for existing adult literacy and continuing education.

b) Quality Improvement

To improve the provision of quality of adult and non-formal education, MOEVT has:

i) developed and approved the Curricula for COBET (Cohort I and II) and ICBAE learners in the following subjects:

> **COBET**: Communication Skills (English and Kiswahili), Personality Building, Mathematics, Vocational skills and General Knowledge,
>
> **ICBAE**: Agriculture and Simple Economics; Health; Socio – Politics and Simple Book-Keeping; and
>
> ii) issued guidelines for establishment, management and effective implementation of the AE & NFE Strategy. The guidelines lead stakeholders on, management, capacity building, monitoring and evaluation of AE & NFE;

2.4.1.4   Special Needs Education

Special Needs Education is provided to children with barriers to learning (including orphans, children with disabilities, children living with HIV and AIDS and those from low-income households) to enable them to access educational services. Tanzania ratified the United Nations Convention on the rights of children, and therefore provides education through various placement options including: special residential and day schools; special units integrated in regular schools, itinerant/peripatetic (mobile teaching) teaching programmes; and inclusive education. Through the aforementioned placement options, improvement of Special Needs Education has been made in the following areas:

a) Access

There has been an increase in enrolment of children with Special Needs from 25,476 (3,198 boys and 2,167 girls) in 2007 to 31,650 (16,165 boys and 11,257 girls) in 2009 which is an increase of 80.4%. In order to expand access to education for children with special needs, MOEVT intends to expand Inclusive Education option to 54 more LGAs each of which will have four (4) such schools. Furthermore, councils will be sensitized and empowered to scale up the Inclusive Education.

Table 6: Pupils with Special Needs by Type of Disability: 2007-2009

Year	Albino	Visually impaired	Hearing Impaired	Physically impaired	Mentally Impaired	Autism	Multiply Impaired	Others	Total
2007	1,438	1,473	4,032	8,121	4,976	357	524	2,146	25,476
2008		3,107*	5,110	13,851	7,241	527	715	3,508	34,059
2009	2441	1,197	5,064	10,336	5,532	3,212	518	3,350	31,650

Source: Best June 2007, June 2008 & July 2009

***This figure includes Albino and the visually impaired*

Note: Others include behavioural disordered, Learning Difficulties' and speech problems.

b) Equity

It is the role of MOEVT to ensure that all boys and girls are given equal opportunity to be enrolled in schools, regardless of their socio-economic status. MOEVT is making efforts to provide special needs education services in inclusive settings to children in both rural and urban areas, by increasing resources and training teachers in special needs education.

c) Quality Improvement

To improve the quality of Inclusive Education, the curriculum for certificate level has been reviewed and the syllabus for teaching children with mental retardation has been developed. Also, the number of teachers for Special Needs Education has been increased from 56 teachers from each type of disabilities up to 100.

2.4.1.5 Secondary Education

Secondary Education has attained a remarkable achievement since the establishment of the Secondary Education Development Plan (SEDP) 2004 – 2009 which was in line with the implementation of ESDP. The strategic priority areas of the plan were aimed at improving access, equity and quality.

In its efforts to empower the grass-root level in provision of education services and enhance efficiency and effectiveness of the overall running of the schools, the Government decentralised by devolution, the management and administration of secondary schools to the Local Government Authorities (LGAs) in 2009. Thus, the role of, MOEVT is to ensure provision of quality secondary education, by formulating policies, legislation and regulations, setting standards, and undertaking monitoring and evaluation of the provision of education and training.

a)   **Access**

The enrolment of Form 1 increased from 180,239 (91,680 boys and 88,559 girls) in 2005 to 524,784 (290,696 boys and 234,088 girls) in 2009. This is an increase of 291.16%. the number of girls in 'O' level increased by 44%. Parallel to that, the number of registered secondary schools increased from 1,745 (1,202 government and 543 non-government) in 2005 to 4,102 (3,283 government and 819 non-government) in 2009. This is an increase of 235.07%. The transition rate from primary to secondary education increased from 36.1% in 2005 to 47.21% in 2009.

The number of pupils selected to join Advanced Level in Government and Non-Government schools increased from 18,893 in 2005 to 43,052 (127.9%) in 2009. Likewise, the number of government secondary schools that offer 'A' level secondary education also increased from 98 in 2005 to 453 in 2009. This is an increase of 362.2%. The GER for Form 1-6 increased from 11.7% in 2005 to 31.3% in 2009, while the NER increased from 10.1% in 2005 to 27.8% in 2009.

b)   **Equity**

The number of girls in secondary schools increased from 231,808 in 2005 to 627,041 in 2009. The number of girls in Form 1 – 4 was 44.7% of the total enrolment in 2009. Regarding 'A' level education, the number of girls increased by 106.9% from 12,763 in 2005 to 26,416 in 2009, thus making it 21% of the total enrolment in 2009.

c) Quality Improvement

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

2.4.1.6 Teacher Education

Teacher education is offered in 77 registered Teachers' Colleges (TCs), of which 34 are government and 43 are non-government owned.

a) Access

The number of TCs increased from 55 (32 government and 23 non-government) in 2007 to 77 (34 government and 43 non-government) in 2009. The increase in government TCs was contributed by the establishment of a TC at Dakawa Development Centre (DDC) in 2008 to offer Diploma in Science, and the changing of Shinyanga Commercial High School into a Teachers' College to offer Diploma in Commercial Subjects. Likewise, the number of teaching staff in TCs rose from 943 tutors in 2007 to 1,678 in 2009.

b) Equity

The total enrolment at teacher education level in both Government and Non-Government TCs, by 31 July 2009, was 35,357. This is a 51% increase (females 17,139 males 18,208) as compared to 23,403 (males 12,164 females 11,239) of 2007. A total of 7,251 teachers attended various in-service courses. A total of 346 teachers (193 males and 153 females) attended special needs education; of which 101 (70 males and 31 are females) were diploma students and 245 (123 males and 122 females) were certificate students.

c) Quality Improvement:

The Teacher Development and Management Strategy (TDMS) is used as the basis for developing competency amongst teachers and tutors through its varying

range of pre-service and in-service training programmes. This was accomplished through:

i) review of teacher education curriculum at certificate and diploma levels;

ii) provision of in-service training for primary school teachers to emphasize active learning approaches in Mathematics, Science, English language and French; and

iii) review of ICT and ICS curricular and assessment system;

2.4.1.7   School Inspection

School Inspection is essential for quality assurance and enhancement of effective teaching and learning. There are 11 zones and 133 district inspectorate offices, with 1,054 school inspectors, out of which 899 are Primary Education inspectors and 155 are Secondary and Teacher Education inspectors.

In 2008/09, school inspection was conducted in 5,610 against the 25,147 targeted institutions. This is only 22.3% of the target. Table 7 provides the details. In addition, 194 special inspections were conducted on registration of new schools, while investigations on different allegations were conducted in 88 secondary schools and 8 Teacher's Colleges.

Table 7: Number of Education Institutions inspected during 2008/09

INSTITUTIONS	TARGETED	INSPECTED	% INSPECTED
Pre Primary Schools	6,570	1,600	24.4
Primary Schools	6,763	2,132	31.5
Post Primary Technical Centres	352	32	9.1
Special Education Centres	258	33	12.8
Adult Education Centres	7,786	1,455	18.7
Secondary Schools	1,764	376	21.3
Teachers' Colleges	67	12	17.9
TOTAL	**25,147**	**5,610**	**22.3**

Source: MOEVT –Budget Speech 2008/09

In-house training was provided to school inspectors in order to improve the quality of performance for school supervision and support to teachers. Furthermore, the inspectorate instruments were revised and a system of categorising schools according to their strengths (outstanding, good, average and below average schools) using Self Evaluation Forms (SEF) was introduced, to improve performance.

2.4.1.8   Technical and Vocational Education and Training (TVET)

Through National Council for Technical Education (NACTE) and Vocational Education and Training Authority (VETA), TVET Division ensures provision of quality technical and vocational education and training that is adhered to Education and Training Policies.

The Technical and Vocational Education and Training Development Programme (TVEDP) which is being developed will increase access and equity to various technical institutions and address the issues pertaining to improvement of quality of the provision of technical and vocational education in the institutions.

2.4.1.9   Higher Education (HE)

The Higher Education (HE) Department is responsible for coordination of Higher Education services that include initiating and reviewing higher education policies and guidelines, setting standards, monitoring and evaluation of higher education development programmes, provision of management support services on Higher Education and ensuring quality higher education. It is also responsible for coordination of all higher learning institutions and agencies under the Ministry. In 2009/10, the department made the following achievements:

(a) Access

Enrolment into Universities increased from 82,508 in 2007/08 to 95,525 in 2008/09 (15.8%) for degree programmes. This was due to:

- increase in the number of students being given loans by the Higher Education Students' Loans Board (HESLB) from 55,687 in 2007/08 to 59,121 in 2008/09 from both public and private higher learning institutions;

- establishment of three colleges at Dodoma University: Humanities and Social Sciences, Informatics and Virtual Education and Education which contributed to a rise from from 1,116 students in 2007/08 to 7,337 in 2008/09;

- registration of one University (St. John University of Tanzania) and two new University Colleges in 2007/08 (Stephano Moshi Memorial University College and Sebastian Kolowa University College);

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

- the lowering of entry requirements from minimum 4.5 point to 2.5 points for science programmes.

(b) Equity

The percentage of female students in both government and non-government higher learning institutions increased from 31.4% in 2007 to 33.3% in 2009. The 2.1% increase was achieved through the pre-entry programme to female students who have less qualifications and the introduction of lower cut-off points for female students in most Universities.

(c) Quality Improvement

The Science and Technology Higher Education Project (STHEP) launched on 18 March 2009 endeavours to increase quality of higher education graduates with emphasis on science, technology and education through an improved learning environment. The project covers the following:

- investment in priority disciplines for economic growth;

- expansion of capacity for teacher training and for graduate studies in education;
- strengthening key Higher education agencies and institutions; and
- investment in system wide ICT and library services.

The Higher Education Development Programme (HEDP) which is to be launched in 2010/11 is aimed at addressing the influx of Form VI graduates resulting from successful implementation of PEDP and SEDP and improve the quality of education and training in the different higher learning institutions. The Programme is also aimed at improving the teaching and learning environment, and developing the academic and non-academic staff through as well as the use of ICT in higher learning institutions.

2.4.2 Performance Review of Institutions

2.4.2.1 Higher Education Students' Loans Board (HESLB)

HESLB was established by Act No. 9 of 2004. The main task of the Board is to facilitate the issuance of loans so as to increase the enrolment of students in higher learning institutions. The major functions of the Board are to: grant loans to, eligible and needy Tanzanian students who secure admission in accredited higher learning institutions, but lack capacity to pay for the costs of their education; recover due loans from previous loan beneficiaries in order to have a revolving fund in place and then make the Board sustainable; maintain a record of all student loans beneficiaries; and advise the Government on matters relating to student loans.

The services provided by HESLB are equally accessible to students from both Government and Non-Government institutions. In 2008/09, through means testing, 58,841 students were given loans to cover fees, meals and accommodation, books and stationery, as well as field allowances. By November 2009, HESLB had identified 69,560 needy students eligible for loans for academic year 2009/10.

HESLB has established a database system to improve the loan management system and facilitate tracking of former loan beneficiaries (1994/95 to 2004/05) through their employers. The board has, up to now, been able to identify 17,165 amongst the 113,240 beneficiaries and hence recovered Shs. 2,643,417,782.83 which is 5.2% of the total amount (Shs. 51,103,685,914) lent to students.

2.4.2.2 National Council for Technical Education (NACTE)

NACTE was established by Act No. 9 of 1997 as a regulatory body, which oversees provision of quality technical education and training. Technical education and training covers all post-secondary, non-university tertiary institutions. There are 221 technical education and training institutions, out of which, 126 are Government and 95 are non-Government owned. The current set-up of technical institutions is sectoral-based, emanating from the fact that they

fill gaps of particular skills and human resources experienced by the sector ministries.

a) Access

Enrolment in technical institutions accounts for the majority of post-secondary school graduates as it caters for most of 'O' level graduates not accommodated by 'A' level secondary schools and as an alternative route for general university education option. Thus, technical education institutions fall under two categories, namely: higher learning technical education offering courses leading to Advanced Diploma/Bachelor Degree awards; and those offering training leading to Diploma awards.

b) Equity

During 2008/09, a total of 49,185 students were enrolled in technical education institutions; of which 21,344 (43.2%) were females. Nevertheless, Technical education still faces gender stereotyping whereby some fields of training have skewed gender distribution. Most of engineering and science fields of training have more male students than females; while other fields such as nursing and office management have more number of females than males (Table 8).

Table 8: Summary of Enrolment in Technical Education Institution

Category	2006/07			2007/08			2008/09		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Agriculture Natural Resources and Environment **(ANE**)	1617	796	2413	2085	843	2928	2948	1254	4202
Business and Management **(BMG)**	14984	1023	**16007**	6657	4378	**11035**	11622	8995	**20617**
Engineering and Other Sciences**(EOS)**	5034	237	**5271**	5676	1094	**6770**	6536	1028	**7564**
Health and Allied Sciences **(HAS)**	2959	4927	**7886**	2735	5010	**7745**	2906	5476	**8382**
Planning and Welfare **(PWF)**	2815	2943	**5758**	2825	3300	**6125**	3929	4491	**8420**
Total	**27409**	**9926**	**37335**	**19978**	**14625**	**34603**	**27941**	**21244**	**49185**

Source: NACTE Annual Report, 2009

c) Quality

NACTE registers and accredits technical institutions after being satisfied that they have viable quality control and quality assurance systems in place, to guide the conduct of technical education and training programmes. Through registration, stakeholders and the general public get the assurance that the institution has accomplished the legal requirements for establishing the same and has adequate infrastructure, human, physical and financial resources such that it can sustain the provision of technical education and training. Accreditation status is summarised in table 9

Table 9: Status of Accreditation of Institutions

S. No	Subject Board	Institutions per Board	Accreditation Stage						Accredited (Full & Provisional)	
			Full		Provisional		Candidacy			
			No	%	No	%	No.	%	Total	%
1.	Agriculture, Natural Resources and Environment	25	13	52	3	12	2	8%	16	64%
2.	Business and Management	22	7	32	8	36	1	5%	15	68%
3.	Engineering and Other Sciences	39	271 2	31	6	15	4	10%	18	46%
4.	Health and Allied Sciences	101	11	11	13	13	20	20%	24	24%
5.	Planning and Welfare	34	7	21	6	18	5	15	13	38%
	Total	**221**	**50**	**23**	**36**	**16**	**32**	**14%**	**86**	**39%**

Source: NACTE Newsletter 2008

During 2008/09, NACTE made significant achievements. A total of 221 institutions were registered as elaborated in Table 10, out of which, 86 were accredited to offer competence-based programmes (See Table 10).

Table 10:   Status of Registration of Technical Institutions as of November 2009

S. No	Subject Board	Institutions per Board	Registration Stage						Registered (Full & Provisional)	
			Full		Provisional			Preparatory		
			No.	%	No.	%	No.	%	Total	Percent
1.	Agriculture, Natural Resources and Environment	25	21	84	2	8	2	8	21	98
2.	Business and Management	22	20	91	1	5	1	5	21	95
3.	Engineering and Other Sciences	39	27	69	10	26	2	5	36	95
4.	Health and Allied Sciences	101	86	85	10	10	2	2	95	95
5.	Planning and Welfare	34	23	68	11	33	-	-	30	100
Total:		221	167	80	34	15	7	3	203	95

Source: NACTE Annual Report 2009

NACTE also conducts quality audit of technical teachers' qualifications. By June 2008 the Council had already conducted quality audit in 78 institutions whereby 1,645 teachers were awarded with full registration status and 197 were awarded provisional registration. A database on information of teaching staff in TVET institutions was established. A summary of registered teachers is provided in Table 11.

Table 11: Summary of Registered Technical Teachers as at June 2008

S. N0	Subject Board	Institutions Per Subject Board	Number of Staff Per Board	Teachers Registration Status			
				Full	Provisional	Total Registered	% Registered
1.	Agriculture, Natural Resources and Environment	25	500	232	37	269	53.8
2.	Business and Management	22	660	232	77	309	46.8
3.	Engineering and Other Sciences	39	750	378	93	471	62.8
4.	Health and Allied Sciences	101	660	236	11	247	37.4
5.	Planning and Welfare	34	400	294	55	349	87.3
Total:	**Total**	**221**	**2,9702970**	**1,3721372**	**273273**	**1,6451645**	**55.4**

Source: NACTE, 2008

2.4.2.3 Tanzania Education Authority (TEA)

TEA was established by Act No. 8 of 2001 with the aim of promoting education development at all levels in terms of rehabilitation and construction of infrastructure; purchase of books and laboratory equipment. TEA works closely with other partners in supporting education and training projects which address gender and learners with special needs. It also has the function of securing adequate and stable financing of the education fund.

TEA also supports education institutions to improve access, equity and quality as illustrated in Table 12.

Table 12 : Education Institutions Supported by TEA by March 2009

Level of Education	Quality	Access	Equity	Total
Universities	6,822,807,942	9,521,997,635	957,788,398	17,302,593,975
Technical Colleges	2,822,807,942	940,560,764	107,318,400	3,870,687,106
Teachers' Colleges	118,884,100	0	50,000,000	168,884,100
Secondary Schools	5,605,958,714	1,887,216,153	1,526,729,600	9,019,904,467
Pre-Primary Schools	25,000,000	408,601,000	75,000,000	508,601,000
Education Regulatory Bodies	143,424,000	0	0	143,424,000
TOTAL	**15,538,882,698**	**12,758,375,552**	**2,716,836,398**	**31,014,094,648**
Percentage	**51.3**	**40**	**8.7**	**100**

Source: TEA

2.4.2.4 Vocational Education and Training Authority (VETA)

VETA covers all forms of organized vocational education and training. There are 899 VET centres, of which 11 are Regional Vocational Training and Service Centres (RVTSCS) and 10 are Vocational Training Centres (VTCs) managed by the Vocational Education and Training Authority (VETA). Most of the centres are owned by Faith-Based Organizations (FBOs) and Non-Governmental Organization (NGOs).

In the labour market survey that was conducted in 2007/08 in 74 districts, 25 councils were identified as having no VTC at all (public or private).

(a) Access and Equity

In 2009, a total of 125,539 students attended long and short courses in different skills in public and non-public institutions as compared to 120,644 in 2008. Following the implementation of PEDP and SEDP, the number of primary and secondary school leavers is expected to reach 1.5 million in 2010. In view of technological development coupled with globalization, many jobs will soon or later require modern skills. With the transition rate from primary to secondary education pegged at 50% and the transition rate from ordinary secondary to Advanced Secondary education is expected to reach 30%, the number of boys and girls in need of vocational education and training is expected to rise higher. The main challenge is mobilisation of adequate resources to facilitate the expansion of VET so as to accommodate graduates from primary and secondary education.

In 2008/09 a total of 56,493 (45%) girls attended long and short courses in various skills as compared to 53,413 of 2006/07. The target is to achieve a participation rate of 50% by 2013. In addition, 90 youth with special needs were supported to attend long courses in various skills. The number of girls and other youth with special needs has increased because of the increased number of VTCs nationwide. This calls for allocation of more funds for assistive devices.

(b) Quality Improvement

In 2007, a total of 28,000 candidates sat for the National Trade Test and Business Administration examinations whereby 21,100 (75.4%) of them passed. A total of 12,100 learners who were undergoing training in both public and non-public VTCs sat for competence-based assessment whereby 7,689 (92%) passed. In 2009, a total of 120 vocational teachers undertook skills upgrading in industries. In

addition, 324 teachers attended vocational teacher training course at the Morogoro Vocational Instructors' Training College in and off campus. Furthermore, 47 Centre Managers and Registrars attended Short Course in Management Training Function, while 683 non-teaching staff attended Computer Application courses.

2.4.2.5   Tanzania Institute of Education (TIE)

TIE was established by Act No. 13 of 1975 with the major function of designing, developing, testing, reviewing and the curricula for pre-primary, primary, secondary and teacher education levels. It also provides technical advice and consultancy, and conducts research and training in educational matters.

Between 2004 and 2008, TIE reviewed and improved the curricula for pre-primary, primary, secondary (O-level), certificate and diploma teacher education levels curricula. The revision was aimed at making it more practical, competence-based and learner-centred.

a) Quality

TIE involves a varying range of stakeholders in the education sector in developing curriculum. It also emphasises improvisation of locally available materials, use of interactive or participatory methods with integration of cross-cutting issues in the teaching and learning process. To ensure quality, TIE monitors and evaluates the implementation of the curriculum programmes at different levels regularly. In addition, TIE also orients teachers and tutors whenever a curriculum is reviewed.

2.4.2.6   Tanzania Library Services Board (TLSB)

The main objective of TLSB is to support MoEVT and other Government programmes in the provision of quality information on education, training and eradication of poverty and illiteracy. In order to meet the above objective, the board provides and disseminates information through books, electronic resources and other textual materials to every member of the society for the

purpose of life-long education, cultural enrichment, socio-economic and political development.

(a)   Access

TLSB has a network of 19 Regional, 15 District and 2 Division Libraries. The board has a total collection of 913,551 volumes of books and 552,778 serial publications with a total number of 224,499 library users. The Regional librarians will, in future, oversee the development of school libraries in their localities. Besides that, in 2008/09, a total number of 11 staff members and 295 non-staff members were admitted into the School of Library, Archives and Documentation Services in Bagamoyo for various programmes.

The challenge facing TLSB is the need to expand this service to all Regions and Districts in 2009/10 so that more people can have access to educative information.

Currently, TLSB is in the process of automating its services beginning with the National Central Library in Dar es Salaam. This programme will allow easy and faster access to information, reference and internet services. Internet services will go further to support the Ministry's curricula and ICT Information needs of the general public. In addition to that TLSB supports Distance Learning by providing services to the Open University of Tanzania students at all TLSB Regional Libraries and offers special services to the visually impaired whereby there are currently 90 library members in all.

(b)   Equity

TLSB acquires and distributes adequate and relevant reading materials for all groups of people through its network. Up to June, 2009, among occasional library users, 58,352 were females and 87,845 males. TLSB plans to expand such services to all service points so that it can provide services to inmates and patients hospitals.

(c)   Quality Improvement

TLSB offers training facilities to its staff and workers from other institutions in the country at professional and para-professional levels. During 2008/2009 TLSB trained 11 members of staff and 295 non-staff members at the levels of Diploma, certificate and short courses. The Board intends to train information providers who will run Primary, Secondary and Teachers' Colleges Libraries.

In addition, TLSB has library buildings with conducive reading environment in 16 regions. The Regional libraries are stocked with relevant and appropriate reading materials that complement school textbooks.

2.4.2.7   National Examinations Council of Tanzania (NECTA)

NECTA was established by Act No. 21 of 1973. The main function of NECTA is to set and administer examinations in the United Republic of Tanzania as stipulated in the Act. NECTA, as an assessment and evaluation institution, conducts examinations at different levels, including Primary Education level, Ordinary and Advanced Levels Secondary Education, Teacher and Technical Education.

NECTA is planning to recruit and train its staff, acquire new and modern working tools and make examinations more practical and competence-based, in the near future, focusing on the changes in the curriculum.

2.4.2.8   The Agency for the Development of Educational Management (ADEM)

ADEM was established under the Government Executive Agencies Act. of 2001 with the mandate to provide training in Educational Leadership and Management to education officials at various levels in the Education Sector. In the year 2009/10 the Agency made the following achievements:

(a) Access

Between 2007/08 and 2009/10, ADEM managed to offer Educational Leadership and Management and other related courses to a number of participants as shown in *Table 13*. To increase access to various courses ADEM has rehabilitated conference halls, two classroom and hostels. Also the Agency intends to establish a functional training centre in the Lake zone.

Table 13: Courses undertaken by ADEM from 2007/08 – 2009/10

S/N	COURSES	2007/08	2008/09	2009/10	TOTAL
1	Diploma in Educational Management and Administration (DEMA)	247	275	322	844
2	Head-teachers	127	103	500	730
3	Ward Education Coordinators	746	802	310	1858
4	District and Regional Education Officials	116	76	246	438
5	Heads of Schools	570	770	0	1340
6	Computer training for Teacher's College Principals	0	0		0
7	Open Performance Review and Appraisal System (OPRAS)	0	0	85	85
8	Secondary School Management Teams	1,351	0	0	1,351
9	School Inspectors	0	60	150	210
10	TAMONGSCO Leadership	0	0		
	TOTAL	**2,957**	**2,086**	**1,613**	**6,656**

Source: ADEM report 2009

(b) Equity

Between 2007/2008 and 2009/2010, ADEM has managed to enrol equal number of male and female students for Diploma in Education Management and Administration (DEMA) (see Table 14 for details).

Table 14: ADEM Enrolment 2007/08 – 2009/10

Year	2007/08	2008/09	2009/10	TOTAL
Male	75	75	78	228
Female	77	69	80	226
Total	152	144	158	454

Source: ADEM 2009

(c) Quality Improvement

ADEM has improved the quality of its programmes by:-

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

(ii) providing computer training to both long and short course participants as a compulsory package;

(iii) facilitating training for both trainers and supporting staff on long and short courses so that they become more knowledgeable and competent in their areas of specialization for quality delivery of services; and

(iv) computerising the library catalogue system.

2.4.2.9   The Institute of Adult Education (IAE)

IAE was established by the Institute of Education Act No. 12 of 1975 to formulate and execute programmes for training of teachers and administrators of Adult Education.

a) Access

IAE has a network of 21 regional centres, which facilitate coordination, and delivery of the Institute services. The IAE offers full time course in Adult and Continuing Education at Certificate, Diploma and Degree levels. The learners attending different courses are drawn from the education sector within and outside the country. IAE also offers secondary education in non-formal education system through Open and Distance Learning (ODL) methodology to

out-of-school youth and adults. The enrolment at IAE for 2008 – 2009 is detailed in *table 15*.

Table 15: Enrolment of Learners in Continuing Education Programmes Offered by IAE 2008 -2009.

PROGRAMMES	NUMBER OF LEARNERS					
	2008			2009		
	Male	Female	Total	Males	Females	Total
ODL	15,309	18,248	33,557	18,336	21,350	39,686
Certificate in law	34	29	63	41	12	53
Certificate in Adult Education	06	06	12	6	22	28
Diploma in Adult Education	100	119	219	72	80	152
Advanced Diploma in Adult Education	59	69	128	-	-	0
Bachelor of Adult Continuing Education	-	-	-	42	46	88
TOTAL	15,508	18,471	33,979	18,497	21,510	40,007

Source: IAE

b) Equity

IAE avails equal opportunities to education and training, for both male and female learners as well as learners with disabilities. The institute has incorporated a special needs education with diverse learning environment in the secondary education programmes and has developed Braille modules for the visually impaired. The establishment of the modern multi-purpose studio will enable learners with hearing and other disabilities to learn through Television and video.

IAE has a section for women and development, which is responsible for developing and conducting women empowerment programmes by:

- preparing, producing and distributing study materials including video cassette, booklets (simple readers) "Sauti ya Wanawake" annual series;
- conducting researches on women in cross –cutting issues;
- mainstreaming gender issues in IAE programmes;
- mainstreaming HIV and AIDS in all IAE programmes; and
- having work place HIV strategy.

c) Quality Improvement

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

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

(ii) facilitate short and long term courses for academic and non-academic staff to sharpen their knowledge and competences in their fields of specializations.

2.4.2.10 Dakawa Development Centre (DDC)

DDC was established in 1982 by members of the African National Congress (ANC) of South Africa as a settlement to support the activities of their liberation struggle in South Africa. DDC oversees: Dakawa Pre-Primary School (DPPS), Dakawa Primary School (DPS), Dakawa Girls' High School (DGHS), Dakawa Vocational Education and Training Centre (DVETC) and Dakawa Teachers' College (DTC).

a) Access and equity

The centre has 50 pupils in the pre-primary school; 400 in the primary school; 450 in the High School, 160 in the Vocational Education Centre, and 400 teacher trainees in the teachers' college. Dakawa High School is for girls while DVCTC, DTC, DPPS and DPS are Co-education.

2.4.2.11   The Tanzania Commission for Universities(TCU)

TCU was established on 1st July 2005, under the Universities Act No. 7 of 2005 to succeed the former Higher Education Accreditation Council (HEAC) which had been in operation since 1995 so as to:

(a)   promote knowledge, national ideals and networks amongst universities;

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

(c)   register and accredit all universities and university colleges;

(d)   coordinate and validate academic programmes and admissions;

(e)   monitor and evaluate quality of universities and university colleges;

(f)   render advisory services to stakeholders; and

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

2.4.2.12   United Nations Scientific Educational and Cultural Organisation (UNESCO) National Commission

The Commission was formed under The "UNESCO" National Commission Act. No. 16 of 2008. The Commission, on behalf of the Government of Tanzania performs all functions of UNESCO within the United Republic Tanzania.

2.5   Stakeholders Analysis

The Ministry of Education and Vocational Training has various stakeholders which include: State organs, Non-State Actors (NSAs) such as NGOs, CBOs and FBOs, Development Partners (DPs), service providers, school communities, mass media and the general public.

2.6 Initiatives for Improving Performance

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

a) Education Sector Development Programme (ESDP)

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

b) Public Service Reform Programme (PSRP)

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

MOEVT endeavours to implement and institutionalise the following six components of PSRP:
  i)   performance management;
  ii) restructuring private sector participation;
  iii) Executive Agencies Programme;
  iv) leadership, management, development and governance;
  v)   programme coordination, monitoring and evaluation; and
  vi) Management Information System (MIS).

c) National Strategy for Growth and Reduction of Poverty (NSGRP)

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

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

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

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

CHAPTER THREE

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

This chapter contains the vision, mission, core values, objectives, strategies, targets and performance indicators for Medium Term Strategic Plan 2010/11 – 2012/2013 of the Ministry of Education and Vocational Training. It provides a brief rationale for adopting the objectives and how to achieve them.

3.1. Vision

To have a Tanzanian who is highly educated, knowledgeable, skilled and culturally mature to handle National and International challenges in various political and social economic fields by 2025.

3.2. Mission

To provide equal opportunity for quality education for all by ensuring that there is an appropriate legal and practical working environment to enable all stakeholders who are eager and able to provide quality education participate in its expansion at all levels as well as enhance management and national cultural development.

3.3. Core Values

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

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

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

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

e) *Innovativeness*: The Ministry is committed to bringing in new and better methods to improve performance in provision of education services;

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

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

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

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

3.4. The Strategic Plan

This Medium Term Strategic Plan (MTSP) identifies objectives, strategies, targets and the performance indicators to be implemented in the Medium Term Expenditure Framework (MTEF) 2010/11 – 2012/13. The objectives, strategies, targets and key performance indicators (KPIs) which are detailed in *Annex 3* are:

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

Rationale

The spread of new HIV infections and AIDS in Tanzania is affecting a large part of the working force including teachers, tutors, lecturers and supporting staff. Parents are dying and the number of orphans is increasing. Some of the school-going children and learners are infected with and affected by HIV. The Ministry, therefore, is responsible for provision of preventive education, care and supportive services; capacity building to teachers, tutors, lecturers, supporting staff and guidance and counselling services in all education and training institutions.

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

Rationale

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

OBJECTIVE C: Access and Equity in Education and Training Improved

Rationale

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

OBJECTIVE D: Quality of Education and Training Improved

Rationale

The role of the Ministry is to ensure the provision of quality education so as to respond to development challenges and effectively compete regionally and internationally.

Objective E: Management and Administration in Education and Training Improved

Rationale

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

Objective F: Information, Research and Development Strengthened

Rationale

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

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

Rationale

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

OBJECTIVE H: Education on Cross-cutting Issues Improved

Rationale

Education on cross-cutting issues is vital for manpower productivity and economic development.
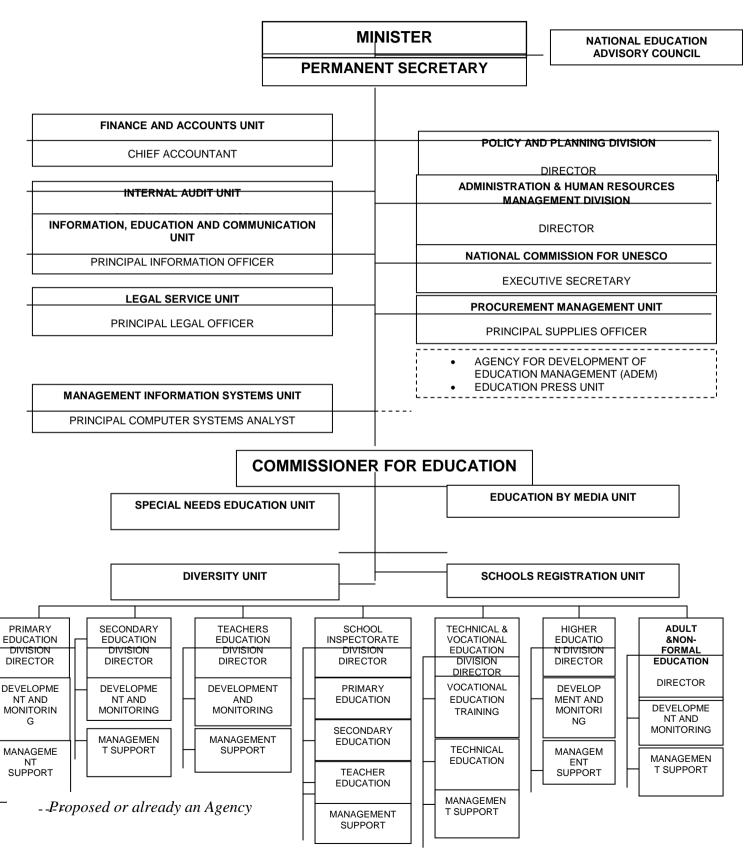
OBJECTIVE I: Sustainable Co-operation in Education with Regional and International Organizations Strengthened

Rationale

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

THE ORGANISATION STRUCTURE OF THE MINISTRY OF EDUCATION AND VOCATIONAL TRAINING

(Approved by the President on 4th July, 2008)

MINISTER		NATIONAL EDUCATION ADVISORY COUNCIL
PERMANENT SECRETARY		

FINANCE AND ACCOUNTS UNIT
CHIEF ACCOUNTANT

POLICY AND PLANNING DIVISION
DIRECTOR

INTERNAL AUDIT UNIT

ADMINISTRATION & HUMAN RESOURCES MANAGEMENT DIVISION
DIRECTOR

INFORMATION, EDUCATION AND COMMUNICATION UNIT
PRINCIPAL INFORMATION OFFICER

NATIONAL COMMISSION FOR UNESCO
EXECUTIVE SECRETARY

LEGAL SERVICE UNIT
PRINCIPAL LEGAL OFFICER

PROCUREMENT MANAGEMENT UNIT
PRINCIPAL SUPPLIES OFFICER

- AGENCY FOR DEVELOPMENT OF EDUCATION MANAGEMENT (ADEM)
- EDUCATION PRESS UNIT

MANAGEMENT INFORMATION SYSTEMS UNIT
PRINCIPAL COMPUTER SYSTEMS ANALYST

COMMISSIONER FOR EDUCATION

SPECIAL NEEDS EDUCATION UNIT	EDUCATION BY MEDIA UNIT

DIVERSITY UNIT	SCHOOLS REGISTRATION UNIT

PRIMARY EDUCATION DIVISION DIRECTOR	SECONDARY EDUCATION DIVISION DIRECTOR	TEACHERS EDUCATION DIVISION DIRECTOR	SCHOOL INSPECTORATE DIVISION DIRECTOR	TECHNICAL & VOCATIONAL EDUCATION DIVISION DIRECTOR	HIGHER EDUCATION DIVISION DIRECTOR	ADULT &NON-FORMAL EDUCATION DIRECTOR
DEVELOPMENT AND MONITORING	DEVELOPMENT AND MONITORING	DEVELOPMENT AND MONITORING	PRIMARY EDUCATION	VOCATIONAL EDUCATION TRAINING	DEVELOPMENT AND MONITORING	DEVELOPMENT AND MONITORING
MANAGEMENT SUPPORT	MANAGEMENT SUPPORT	MANAGEMENT SUPPORT	SECONDARY EDUCATION	TECHNICAL EDUCATION	MANAGEMENT SUPPORT	MANAGEMENT SUPPORT
			TEACHER EDUCATION	MANAGEMENT SUPPORT		
			MANAGEMENT SUPPORT			

Proposed or already an Agency

SWOC Analysis of the Ministry of Education and Vocational Training

OBJECTIVE	STRENGTHS	WEAKNESSES	OPPORTUNITIES	CHALLENGES
A. Care and Supportive Services Improved and HIV and AIDS Infection Reduced	1. Availability of HIV & AIDS Strategic Plan II 2008 - 2012 for the Ministry; 2. Awareness and voluntary counselling and Testing for MOEVTs' workers; 3. Integration of HIV & AIDS into school curricula and training programmes; and 4. Availability of	(a) Lack of commitment for providing care and support to HIV & AIDS infected persons. (b) Limited mind-set change; (c) Insufficient counselling services in schools, colleges and universities, and workplaces; (d) Inadequate inclusive teaching and	1. Presence of National Policy for HIV & AIDS Care and Support; 2. Presence of Government guidelines and circular No.2 of 2006 for control of HIV & AIDS in the public services; 3. Knowledge for rendering care and support services.	a) poor network/linkage between ministry departments, Institutions and NGOs; b) Lack of accurate data on infection and death rates within the education sector; c) Inadequate voluntary counselling and Testing Centres in rural areas.

OBJECTIVE	STRENGTHS	WEAKNESSES	OPPORTUNITIES	CHALLENGES
	modules and guides on HIV & AIDS and Guidance and Counselling in education and training;	learning materials on HIV & AIDS, ASRH, and life skills education;		
			4. Adequate support from development partners and education sector stakeholders; 5. Availability of adequate centres in urban areas for voluntary counselling and testing;	a) Existence of traditional customs, norms and values which promote the spread of HIV & AIDS;
			6. Existence of sectoral management and coordinating structures (AIDS steering Committee, Technical AIDS Committee, AIDS	

OBJECTIVE	STRENGTHS	WEAKNESSES	OPPORTUNITIES	CHALLENGES
			coordinating section, District Committee, Community AIDS Committee), and Schools/Institutions/NF centre, AIDS Committees and Community awareness, and 7. Voluntary counselling and Testing.	
B. **National Anti – Corruption Strategy Enhanced, Sustained and Effectively Implemented**	1. Availability of Skilled personnel; 2. Customer care desk in place; 3. Equitable budget allocation	a) Delay in implementation of OPRAS;	1. On-going Public Service Reforms Programme II (PSRP II); 2. High political and material support from the Government.	a) Frequent change of Government structure and leadership;
C. **Access and Equity in Education and Training Improved**	1.Existence of clear Policies, Legislations,	(a) Decrease in enrolment of pupils with	1. Increased community awareness in supporting education	(a) Mismatch between enrolment expansion and the supply of physical, human

OBJECTIVE	STRENGTHS	WEAKNESSES	OPPORTUNITIES	CHALLENGES
	Regulations, and Guidelines in education and training institutions; 2. Existence of financial schemes to support the needy pupils/students; 3. Comprehensive implementation of education and training programmes(PEDP, SEDP,AEDP and TDMS) and development of HEDP and	special needs education in basic education cycle; (b) Inadequate teaching and learning materials for education and training; (c) Inadequate special needs and gender responsive infrastructure in education and training institutions; . (d) Lack of accurate data on illiteracy	and training activities; 2. Existence of political and social will in supporting education and training; 3. Existence of national human rights education programme; 4. Availability of network for distance learning , 5. Implementation of Decentralization by Devolution(D – by - D);	and financial resources; (b) Inadequate coordination between ministries and NSAs; (c) Increase in HIV and AIDS pandemic. (d) Lack of concerted efforts amongst community leaders to mobilize illiterate young people and adults to eradicate illiteracy. (e) Existence of traditional customs, norms and values which interfere with access of disabled children to education and training (f) Mismatch between expansion rate of enrolment in education and training and TCs

OBJECTIVE	STRENGTHS	WEAKNESSES	OPPORTUNITIES	CHALLENGES
	TEVDP; 4. Involvement of education stakeholders in the Education Joint Education Sector Annual Reviews.			
	5. Existence of education and training institutions within MOEVT (DPE, DSE, DTE, DHE, DTVET, TCU, NACTE etc.);	a) Inadequate co-ordination between the education and training institutions b) Under-utilisation of existing physical facilities.	1. Availability of education and training scholarships in international institutions; 2. Existence of Government and Non—government education and training institutions	a) Improperly addressed requirements for special needs students
	6. Existence of programmes for AE – NFE.	a) Weak co-ordination amongst A &	1. Willingness of A & NFE programme providers to be	a) Increasing rate of illiteracy amongst adults; b) Inadequacy of allocated

OBJECTIVE	STRENGTHS	WEAKNESSES	OPPORTUNITIES	CHALLENGES
		NFE programme providers;	recognised by the government; 2. Community awareness of the importance of education for personal development.	budget at council levels.
D. **Quality of Education and Training Improved**	1. Existence of clear Policies, Legislations, Regulations, and Guidelines in monitoring education and training institutions; 2. Existence of systems and institutions for quality assurance; 3. Comprehensive	(a) Unclear coordination of monitoring and evaluation system; (b) Weak adherence to set standards; (c) Uneven distribution of physical and human, resources; and (d) Ineffective utilization of	1. community awareness in supporting Education and Training Policy and guidelines; 2. Development of ICT infrastructure. 3. Availability of Library services in every region; 4. Availability of teaching and learning materials in the market; and 5. Existence of national optic fibre.	(a) Political influence deviates the set standards; (b) Moral erosion in the civil service; (c) Lack of independent teachers' professional board; (d) Inadequacy of resources in provision of education at all levels; (e) Brain drain; and (f) Impact of HIV and AIDS pandemic on efficiency and effectiveness for education and training delivery.

OBJECTIVE	STRENGTHS	WEAKNESSES	OPPORTUNITIES	CHALLENGES
	implementation of education and training programmes(PEDP, SEDP, AEDP and TDMS) and development of HEDP and TVEDP;	existing capacities in Teacher Resource Centres.		
	4. Regular reviews of education and training programmes; 5. Existence of Ministerial Strategic Plan ; 6. Existence of teachers' resource centres;			

OBJECTIVE	STRENGTHS	WEAKNESSES	OPPORTUNITIES	CHALLENGES
	7. Availability of learner- centred and competence-based curricula and programmes; and 8. Existence of education and training institutions within MOEVT.			
E. **Management and Administration in Education and Training Improved.**	1. Availability of clear Policies, Legislations, Regulations, and Guidelines in establishing education and training institutions;	(a) Lack of human resource Strategic Plan for education and training; (b) lack of training on education management skills;	1. On-going Public Service Reforms Programme II (PSRP II); and 2. High political and material support from the Government. 3. Decentralization by	(a) Frequent change of Ministry's structure and leadership, and (b) Education and Training Policy and other sector policies are not harmonised to ensure common understanding.

OBJECTIVE	STRENGTHS	WEAKNESSES	OPPORTUNITIES	CHALLENGES
	2. Existence of active Workers' Council; 3. Existence of boards, committees and councils in education and training institutions;	(c) Delay in implementation of OPRAS; (d) Weak dialogue and management mechanism. (e) Decentralisation by Devolution of Pre primary. Primary, Adult education and Secondary schools to LGAs	Devolution (D-by-D) of pre primary, primary and secondary schools.	
F. **Information, Research and Development Strengthened**	1. Existence of capacity to carry out research on education and training; 2. Presence of	(a) Lack of accurate education and training data. (b) Lack of MOEVT library	1. Emphasis on the use of e-governance by MDAs; 2. Existence of Education Sector Management Information System	(a) Copying with rapid scientific and technological changes and advancement; and (b) High demand of research resources

OBJECTIVE	STRENGTHS	WEAKNESSES	OPPORTUNITIES	CHALLENGES
	research unit in the Ministry and in its various institutions; 3. Use of ICT in education and training provision; 4. Presence of IEC Unit and Communication strategies in the Ministry and in its various institutions, and 5. Existence of ICT Policy for Basic Education.	to facilitate dissemination of vital research findings; (c) Lack of comprehensive centralized information centre; (d) Lack of Ministerial research topics; (e) Ineffective utilization of research findings; (f) Inadequate qualified staff in ICT and research.	(ESMIS); 3. Availability of favourable environment for cooperation and partnership in ICT amongst stakeholders; 4. Emphasis on Research and Development (R&D) and Innovation nationally and internationally; and 5. Availability of National ICT Policy.	

OBJECTIVE	STRENGTHS	WEAKNESSES	OPPORTUNITIES	CHALLENGES
G. **Working Environment for Efficient and Effective Delivery of Education and Training Supportive Services Improved**	1. Availability of physical facilities and working tools; and 2. Availability of resources in education and training.	(a) Weak mechanism to reward and recognise innovative, honest and hard-working employees; (b) Inadequate systematic staff feedback mechanism; and (c) Non- adherence to the prepared training programmes.	1. Existence of political and social stability; 2. Increased market demand for education and training; 3. Increased stakeholders participation in education and training; and 4. Government support in education and training.	(a) Brain drain; (b) Rapid scientific and technological changes and advancement; and (c) Insufficient funds from the Government and other stakeholders.
H. **Education and Training on Cross-Cutting Issues Improved**	1. Existence of Diversity Unit; 2. Availability of guidelines for education and	(a) Weak coordination on implementation of the set plans and strategies;	1. Availability of National Gender, Environment, Human Rights and Anti-Corruption Policies;	(a) Effects of Global warming; (b) Effects of globalisation; (c) Existence of wide gender gap in science fields.

OBJECTIVE	STRENGTHS	WEAKNESSES	OPPORTUNITIES	CHALLENGES
	training on cross-cutting issue; and 3. Availability of strategic plan on human rights education pilot project in Lake Zone; 4. Existence of gender Strategic Plan.	(b) Guidance and counselling services not prioritised; (c) Occurrences of pregnancies amongst school girls leading to increased dropouts; (d) Weak integration of Human Rights education into the curriculum.	2. Commitment of Government, Development Partners and NSAs; and 3. Existence of Sensitized Community.	
I. **Sustainable Co-operation in Education and Training with National, Regional and International Organizations Strengthened**	1. Availability of Education and Training institutions which liaise with international	(a) Weak coordination on information flow mechanisms.	1. Globalisation and regional integration that call for harmonization; 2. Existence of signed MOUs ; 3. Government	(a) Frequent changes of G structure and leadership; and (b) Variation of priorities amongst regional and international organisations.

OBJECTIVE	STRENGTHS	WEAKNESSES	OPPORTUNITIES	CHALLENGES
	organizations; and 2. Existence of great demand for development in science and technology.		commitment on establishment of relationship with regional and international organizations; and 4. Existence of political and social stability.	

MEDIUM TERM STRATEGIC PLAN MATRIX

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
A: Care and Supportive Services Improved and HIV and AIDS Infection Reduced.	1. Strengthen programmes to fight the spread of HIV and AIDS; and support infected staff in work places in education and training.	**A01S:** Review programmes to fight HIV and AIDS by June 2013	• Reviewed reports in place	CE, DAHR and DPP
		A02S: Workplace intervention guidelines on HIV and AIDS across all levels of education and training implemented by June 2013	• guidelines in place. • number of sensitized, tested and supported staff in place.	CE and ALL Directors
	2. Oversee and monitor implementation of guidelines to ensure all education and training institutions provide effective skill-based health education.	**A03S:** Provision of effective skill-based health education monitored and evaluated by June 2013	• monitoring instruments in place. • monitoring reports in place.	CE and ALL Directors

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
B: National Anti – Corruption Strategy Enhanced, Sustained and Effectively Implemented.	1. Allocate public resources equitably to address corruption effectively.	**BO1S:** Implementation of anti-corruption strategy by June,2013	• number of corruption claims reduced.	DAHR
	2. Strengthen capacity of integrity committees in education and training.	**B02S**: Institute effective mechanisms regarding petty and grand corruption by June, 2013.	• mechanisms in place	DAHR
		B03S: Monitor, evaluate and review Ministerial anti – corruption action plan by June 2013.	• Monitoring reports in place	
C: Access and Equity in Education and Training Improved	1. Facilitate production of requisite skilled human resources for management of the economy and delivery of education services.	**C01S:** 34 Teachers' Colleges, 51 demonstration schools including Arusha School, 11 Higher Education institutions, 2 Technical Education and Training institutions and 2 Vocational Education and Training Centres	• proportion of infrastructure against learners to meet minimum standards. • number of trainees enrolled. • number of facilities expanded. • number of staff recruited.	DTE, DHE, DTVET & DPP

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
		expanded and made inclusive by June 2013		
	2. Advocate expansion of education and training facilities to ensure increased accessibility of boys, girls and children with special needs in rural and urban areas.	**C02S:** Enrolment and retention pupils in basic education improved by June 2013	• types and number of inclusive teaching & learning materials and equipment against the demand. • number of pupils enrolled and completed education cycle. • number of pupils with special needs selected for secondary education.	DPE, DTE, DSE, DANFE & CE
			• number of student teachers trainees selected. • number of teachers posted. • number of learners enrolled in ODL programme. • number of teachers licensed to teach	DTE, DPE, DSE, DANFE & CE
			• number of COBET learners mainstreamed into formal	

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
			education system. • number of students from poor households sponsored by government.	
	3. Advocate for expansion of education and training facilities to ensure increased accessibility and equity for tertiary and higher education students with special needs.	**C03S:** Enrolment and retention of students with special needs in tertiary and higher education and training improved by June 2013	• types and number of inclusive teaching & learning materials and equipment provided. • number of students identified and enrolled . • completion rate. • number of students given loans • number of TCs supplied with necessary facilities.	DTE, DHE, DTVET
		C04S: Improvement of access of girls and MVCs from different backgrounds to education and training monitored by June, 2013.	• retention rate • guidelines for re-entry of pregnant girls in place • completion rate • number of schools providing guidance and counselling services.	DPE, DSE, DANFE, CE

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
	4. Improve skills for self-employment and competition	**C05D:** 25 VET centres constructed 12 rehabilitated and 5 equipped by June 2013.	• number of students enrolled • completion rate • number of VET centres rehabilitated, constructed and equipped.	DPP & DTVET
		C06S: Vocational Education and Training re-structured to provide various courses and skills for self employment and competition by June 2013.	• number of students enrolled in vocational and technical institutions by courses. • number of vocational education and training centres established with modern tools.	DTVET
			• needs assessment reports on identified skills which are responsive to the market demand in place. • number and types of new courses developed.	
	5. Strengthen basic and continuing education programmes for out-of-	**C07S:** Literacy and continuing education programmes, entrepreneurship and vocational	• number of learning centres established to offer basic and continuing education for out-of-	DTVET, DANFE

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
	school youth and adults	skills training for out-of-school youth and adults, including those with special needs strengthened by June, 2013	school youth and adults • number of learners enrolled in adult literacy, • entrepreneurship and vocational skills, and continuing education programmes. • number of facilitators engaged in adult literacy, COBET and continuing education programmes.	
			• performance reports of basic and continuing education programmes for out-of-school youth and adults in place	
	6. Improve access and equity to tertiary and higher education	**C08S**: Welfare of tertiary and higher education and training students improved by June, 2013	• reduced student's complaints. • reviewed students' loan system and recovery mechanism in place. • number of higher learning students provided with loans.	DPE, DSE, DHE, DTVET, DTE & DANFE

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
			• report on the implementation of reviewed students loan and recovery systems for higher learning Institutions in place • number of students from low income households sponsored for education and training.	
	7. Ensure that teachers, tutors, lecturers and instructors are competent, well-motivated and equitably deployed.	**C09S**: 15,000 university graduate teachers, 45,000 diploma teachers, 52,000 Grade-A teachers and 5,000 Licensed teachers trained, motivated and equitably deployed by June 2013.	• number of student teachers in TCs, and higher learning institutions enrolled. • number of in-service teachers selected for training.	DTE, DTVET & DHE
		C10S: 4,100 lecturers for tertiary and higher education trained and equitably deployed by June,2013	• number of tutors recruited in colleges and Universities. • number of tutors enrolled for further studies.	All Departments
D: Quality of Education and Training Improved	1. Review existing policies, strategies and legal frameworks for	**D01S:** Policy reviewed, laws and regulations harmonised among relevant Ministries providing	• reviewed ETP in place. • harmonised education act and regulations in place.	DPP, CE, DPE

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
	consistency with cultural promotion and the dynamics of labour market.	education by June, 2013	• multi-sectoral pre-primary education strategy in place and in use. • reviewed Pre-primary Education Guidelines in place. • Reviewed guidelines on school registration in place.	
	2. Ensure teaching and learning materials at all levels are adequately provided and are inclusive, gender sensitive and promote active life-skill-based learning.	**D02S**: Monitor availability and use of inclusive and gender sensitive teaching and learning materials at all levels by June, 2013	• monitoring reports in place • inclusive and gender sensitive teaching and learning materials in place.	DPE, CE, DTE, DSE, DANFE & DHE
	3. Strengthen quality assurance, control systems and structures in education and training at all levels	**D03S:** Quality assurance and control systems and structures strengthened by June, 2013	• number of institutions inspected. • inspection reports. • number of school inspectors appointed. • number of student teachers'	DTVET, DSI, DHE, DSE, DPE, DPP, NECTA DTE, TCU & NACTE, CE

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
			assessed during BTP.	
			• number of institutions visited for technical appraisal.	
			• number of schools visited for adherence to school registration standards;	
			• reviewed monitoring instruments.	
			• number of inspectors oriented.	
			• number of Ward Education Coordinators (WECs), Head Teachers and Heads of Schools oriented.	
			• number of trained inspectors	
			• number of In service teachers trained	
			• number of TRC's strengthened, established and equipped.	
			• needs assessment system review report in place.	

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
			• number of higher learning institutions with improved library facilities and services. • Competence-based examination system in place.	
		D04S: Review and align curricula in education and training to meet labour market demands by June 2013	• reviewed curricula in place. • list of approved educational materials in place. • Labour market survey reports in place.	CE & DTVET
		D05S: Develop bridging programmes in curricula at all levels to enable graduates at lower levels to proceed to higher education in any field of study by June, 2013	• needs assessment reports in place. • bridging programmes/courses in place. • National Technical Qualifications Framework (NQF) in place.	CE, DSE, DTVET, DTE & DHE
	4. Promote use of ICT and e-learning through the implementation of the ICT policy; and expand	**D06S:** Needs assessment on ICT based facilities and services established for primary, secondary and tertiary levels of education	• needs assessment reports in place	DPE, DSE, DTE, DHE & DTVET

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
	communication networks.	and training by June, 2013		
		D07S: ICT-based facilities and services distributed in education and training centres by June, 2013	• number of institutions with e-learning facilities	DTE, DSI & DSE
		D08C: Enhance the use of ICT in teaching and learning at all levels of education and training by June, 2013.	• number of TOTs in ICT trained. • number of student teachers trained. • number of institutions using ICT for teaching and learning.	DTE, DPE, DSE DHE & DTVET
	5. Ensure that teachers, tutors, lecturers and instructors are competent, well motivated and equitably deployed.	**D09S:** Teachers, tutors, lecturers and instructors competence improved through in-service training, motivation and being equitably deployed by June, 2013 **D09S:**	• number of teachers, tutors, instructors and lecturers trained. • number of teachers, tutors. instructors and lecturers deployed. • number of teachers, tutors, instructors and lecturers supported for post-graduate studies; • types/number of staff.	DTE, DHE & DTVET

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
E: Management and Administration in Education and Training Improved	1. improvement of public service delivery framework.	**E01S:** Effective Performance Management System implemented by June, 2013 **EO2S**: Administrative systems for public institutions managed transparently and served for the best interests of the public by June, 2013	• reviewed schemes of service in place. • Employees' performance agreements in place. • reviewed Client Service Charter in place. • computerised registry system in place; • reports of meetings for academic directors in place.	DAHR, CE
	2. Facilitate production of requisite skilled human resources for management of education and training.	**E03S:** Institutional capacity-building for efficient management and administration co-ordinated by June, 2013	• Needs assessment report in place • Training programme in place • Number of staff trained	All heads of Departments and Unit
	3. Strengthen Public Financial Management in education and training.	**E04S:** Planning, Budgeting, Accounting, procurement and Inventory control systems efficiently and effectively managed by June, 2013	• Clean financial and inventory reports. • Reduced number of external audit queries. • Performance reports in place	DPP

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
			• Ministerial MTSP, MTEF and Budget speech in place. • Ministerial action and cash flow plan in place; • Ministerial procurement plan in place • Ministerial Internal Audit plan in place • Human Resource Audit report in place	
	4. Improve capacity and participation in financial management, planning and monitoring at all levels of education and training.	E05S: Institutional capacity-building in financial management, planning and monitoring by June, 2013	• Number of staff responsible for financial management, planning and monitoring at all levels trained;	DPP, DA AND CIA
F: Information, Research and Development Strengthened	1. Put in place systems for gathering, analysing and utilising data on education and training	**F01S:** A comprehensive ESMIS for gathering, analysing and utilizing data on education and training operationalised by June, 2013	• a comprehensive ESMIS in place • analysed Education and Training statistics in place.	DPP, CE

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
			• education information database in place. • customized software for data collection developed • number of institutions with ICT equipment. • Number of people trained on data collection, processing and use.	CE, PI
	2. Ensure research and development in education and training is strengthened.	**F02S:** Research and Development in education and training improved by June, 2013	• Priority areas for research identified. • Number of researches conducted. • Strategy for improving research skills and professionalism designed. • SACMEQ research III project in place.	CE, DHE, DPP
	3. Ensure effective and efficient communication	**F04S:** MOEVT information and communication strategy	• MOEVT communication strategy in place.	CE, PIO

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
	and information flow within the education sector and its stakeholders is strengthened	developed by June, 2013	• IEC materials in place • Essential facilities for communication in place. • Number of brochures, leaflets on school registration printed and distributed. • Computerised school registration system in place. • Number of stakeholders oriented on school registration modalities. • Number of Radio and television programmes prepared and aired.	
	4. Promote an effective e-government through the implementation of ICT plan and expand communication network.	**F05S:** MOEVT staff sensitized on the use of e - government system and capacity built by June, 2013	• Needs assessment report in place • Training programme on e-government in place	DPP & MIS
G: Working Environment for Efficient and	1. Ensure that skilled and motivated personnel in MOEVT are hired,	**G01S:** MOEVT offices equipped with basic working facilities by June 2013	• Number of offices supplied with basic facilities.	All Directors, & Heads of Units & Institutions

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
Effective Delivery of Education and Training Supportive Services Improved	equitably deployed, fairly *r*emunerated, retained and supervised to ensure performance and accountability.			
		G02S: Efficiency and effectiveness of departments in service delivery improved by providing timely administrative and personnel services by June, 2013	• Reduced number of complaints • Number of days to provide administrative and personnel services.	All Directors & Heads of Institutions
H: Education on Cross-cutting Issues Improved	1. Improve gender, environment and human rights dynamics in education and training at all levels.	H01S: Education and training environment improved to accommodate gender and human rights by June, 2013	• Reviewed strategic plans and implementation guidelines for gender, environment, guidance and counselling, child and human rights in place. • Curricula/programmes with cross-cutting issues mainstreamed. • Number of teachers and trainers oriented on cross-cutting issues.	CE, DPP, DPE, DANFE, DAHR

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
			• Number of documents on guidance and counselling in gender, environment and human rights disseminated. • Monitoring reports on crosscutting issues in place.	
	2. Encourage education sector stakeholders to support education on gender, environment, child and human rights in education and training.	**H02S:** Stakeholders oriented to programmes on gender, environment, guidance and counselling, anti-corruption, child and human rights aspects by June, 2013; **H02S:** Co-ordination and networking between MOEVT cross-cutting units and stakeholders improved by June 2013	• Number of Stakeholders oriented to the programmes. • Orientation reports in place.	CE, DPP, DAHR
I: Sustainable Co-operation in Education with	1. Promote dialogues on education and training development at all levels	**I01S:** Institutional cooperation and linkages promoted by June, 2013.	• Number of institutions and ministries linked. • Number of UNESCO Clubs and	DHE, CE, DSE & DPP.

OBJECTIVE	STRATEGIES	TARGETS	KPIs	RESPONSIBLE DEPARTMENT
National, Regional and International Organizations Strengthened	basing on cultural and traditional opportunities.		ASP-net established. • Number of meetings with stakeholders. • Number of annual and general education meetings. • Number of essay competitions • N umber of Memorandum of Understanding (MOUs) signed. • Reports of sub-regional and international for a in place.	

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