

THE UNITED REPUBLIC OF TANZANIA



EDUCATION SECTOR DEVELOPMENT PROGRAMME

PRIMARY EDUCATION DEVELOPMENT PLAN (2002-2006)

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GOVERNMENT OF THE UNITED REPUBLIC OF TANZANIA



EDUCATION SECTOR DEVELOPMENT PROGRAMME

Primary Education Development Plan (2002-2006)

Basic Education Development Committee (BEDC)
July 2001

FOREWORD

The Ministry of Education and Culture is embarking on a huge programme of educational development to ensure that each child will get the best quality education. There are 4,842,875 children already enrolled in Tanzanian primary schools, and during the years 2002-2006 there will be an additional 6,848,692 school-age children who will be enrolled.

This is a huge resource for the country. Each of these children is an individual in his or her own right, with feelings, emotions, talents, aspirations, and potential which could contribute to national development. I appreciate that if a substantial investment is made in the interests of educating all children and youth, the country is assured of a very prosperous future.

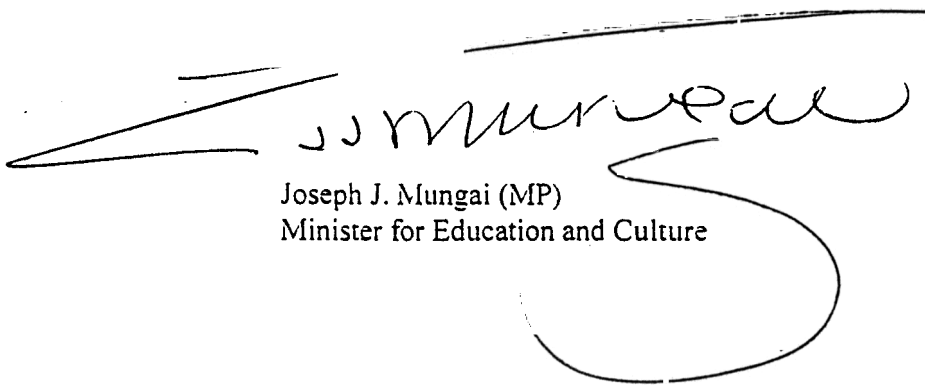
The Primary Education Development Plan is an outcome of efforts to translate Tanzania's Education and Training Policy and the Education Sector Development Programme goals, together with the international EFA 2000 goals into feasible strategies and actions for the development of primary education.

Many stakeholders have been involved at different stages in the formulation of this plan. Several Technical Working Groups, which drew members from a variety of stakeholder groups, as well as consultative meetings amongst the sector ministries, contributed greatly to the formulation of an overall plan framework for the development of primary education.

In this Primary Education Development Plan we recognise that implementation of the key policy and strategic directions will require further work to be done by developing detailed plans of programme descriptions, costs, financing, implementation arrangements, implementation schedules, manuals, and guides, and management, monitoring and evaluation mechanisms.

It is our intention to gradually integrate all on-going education projects and programme activities into the Education Sector Development Programme in order to achieve better co-ordination of efforts to improve the quality of primary education, as well as to enhance access and equity.

I would like to thank all those who have contributed to the preparation of this development plan.



Joseph J. Mungai (MP)
Minister for Education and Culture

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LIST OF ABBREVIATIONS

BEDC	Basic Education Development Committee
CB	Capacity Building
CG	Capitation Grant
DED	District Executive Director
EFA	Education for All
EMIS	Education Management Information System
EPF	Education Programme Fund
ESDP	Education Sector Development Programme
ETP	Education and Training Policy
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
D/S	Double Shift
HIPC	Highly Indebted Poor Countries
HT	Head Teacher
IAE	Institute of Adult Education
IEC	Information, Education and Communication
IFMS	Integrated Financial Management System
IG	Investment Grant
INSET	In-Service Teacher Training
LGAs	Local Government Authorities
LGRP	Local Government Reform Programme
M&E	Monitoring and Evaluation
NECTA	National Examination Council of Tanzania
NFE	Non-Formal Education
NGO	Non-governmental Organisation
MANTEP	Management Training of Education Personnel
MOEC	Ministry of Education and Culture
MoF	Ministry of Finance
MTEF	Medium-Term Expenditure Framework
PTR	Pupil-to-Teacher Ratio
PEDP	Primary Education Development Plan
PER	Public Expenditure Review
PO-RALG	President's Office – Regional Administration and Local Government
PRSP	Poverty Reduction Strategy Paper
PSRP	Public Service Reform Programme
RAS	Regional Administrative Secretary
RS	Regional Secretariat
TIE	Tanzania Institute of Education
TLS	Tanzania Library Services
UPE	Universal Primary Education
USD	United States Dollar
UDSM	University of Dar-es-Salaam
WEC	Ward Education Co-ordinator

EXECUTIVE SUMMARY

Tanzania is party to many international conventions and agreements regarding improving the access, equity and quality of education. Since 1995, the Government has initiated a series of policies and reforms in the education sector with the aim of ensuring that ALL children have equitable access to a good quality primary education. No child should be denied the opportunity to participate in education because of poverty, gender, disability, or because of a lack of school uniform, fees or other parental contributions, or because of a lack of school facilities, materials or teachers.

The *Primary Education Development Plan* (PEDP) is a five year plan that articulates this vision of Universal Primary Education within the wider Tanzanian policy frameworks of the Education and Training Policy and the Education Sector Development Programme, the Local Government Reform Programme, and the over-arching Poverty Reduction Strategy Paper and Vision 2025. The PEDP consists of four main components: (a) expanding enrolment; (b) improving the quality of teaching and learning processes; (c) building capacity within the education system and other public and private sectors with a stake in education provision; and (d) strengthening the institutional arrangements that support the planning and delivery of education services.

In order to achieve the objective of enrolling all children 7-10 years old by 2005, the PEDP focuses on issues of enrolment and access, teacher recruitment and deployment, and classroom rehabilitation and construction. It also includes interim plans for expanding non-formal educational programmes for out-of-school children and youth.

The objective of improving educational quality will be met by strengthening three areas. In Human Resources, the primary focus is on the in-service professional development of the teacher, with complementary efforts focussed on head teachers, school committees, and training college tutors. With regards to Teaching and Learning Resources, the emphasis is on textbooks and materials, the quality and relevance of the curriculum, and the school environment.

In addition to the input of training and materials outlined above, the quality of education is dependent on the capacities of the people and the systems. Therefore the capacity building objective concentrates efforts on establishing an awareness and familiarity with governance and management principles amongst all education stakeholders, especially school committees and communities. This complements efforts to improve financial management skills, with a focus on transparency and accountability throughout the system. A strengthened Educational Management Information System will provide much of the data needed by managers and planners, and will be a mechanism for achieving educational accountability. Finally, pre-service teacher training will be rationalised and improved in order to increase its capacity to produce the large number of newly trained teachers demanded by enrolment expansion, as well as to improve the quality and relevance of the training that new teachers undergo.

Finally, under the sector-wide development principle of inclusive collaboration that guides the implementation of the Primary Education Development Plan, new relationships, roles and responsibilities are outlined.

1. INTRODUCTION

Tanzania has consistently focused its development strategies on combating ignorance, disease and poverty. Investment in human capital is recognised as central to improving the quality of lives of Tanzanians.

Since 1995 the Government has introduced a series of education reforms through a sector-wide development programme in order to address the existing problems in the sector. The challenges facing the primary education sub-sector above all stem from an education system which has been trying to educate a very large number of children from relatively poor households. All along, this has been done within the constraints of a chronic public resource shortage. Addressing these issues is not a straight-forward task because the problems and their causes are interlinked, both within the education system itself, and with many factors external to the education sector.

Within the system, the most critical problems are related to a constellation of factors that support the quality of teaching and learning processes in the classroom. Many pupils learn in crowded, poorly furnished and unfinished classrooms, and often have to share scarce textbooks. Many teachers are poorly qualified and poorly deployed, but in any case often are trying to do a good job with a minimum of basic resources. The curriculum is often seen as too diverse and in some ways irrelevant for many of the pupils and their life needs. Many teachers, head teachers and other education support staff are also poorly prepared for the management and quality assurance tasks demanded of their roles, but also often are trying to work to the best of their ability in isolated and under-resourced contexts.

The most significant external factor to which the education sector must respond is the severe public and private economic pressure which has resulted from the slow pace of economic development. Many households with scarce financial resources have to make difficult choices about investing in the education of their children. Over the years enrolment and achievement rates have been declining, while non-attendance and drop-out rates are increasing. Currently, the dreadful impact of the HIV/AIDS health and social crisis is having a serious effect on the human capacity to run the education system, as well as on the educational prospects for children of AIDS victims. Finally, an increasingly significant external challenge comes from a desire for Tanzania to proactively take a place in the new global arena, with the consequent demand for individual and national human resource development geared toward modern technological advancements.

This Primary Education Development Plan (PEDP) is one of the first outcomes of the Education Sector Development Programme (ESDP) and will cover primary education provision, as well as education for out-of-school children and youth. The targets of priority investment are: **enrolment expansion** focussing on classroom construction, teacher engagement, and teacher deployment; **quality improvement**, encompassing in-service and pre-service teacher training, and teaching and learning materials provision; and system-wide **management improvements**, through a range of capacity building efforts. This document presents the overall plan framework; detailed action plans and budgets will be found in supporting documents.

There are 4,842,875 children in primary schools in Tanzania. However, it is estimated that there will be three million children, 7-13 years old, out of the school system by the end of 2001. If they all sought admission at the same time, total primary school enrolment in January 2002 would increase by two thirds from approximately 4.8 to 7.5 million. As this would overwhelm the education system's resources, the PEDP takes measured enrolment steps so as to achieve Universal Primary Education (UPE) gradually.

2. POLICY CONTEXT

2.1 TANZANIAN COMMITMENTS TO INTERNATIONAL EDUCATION TARGETS

The 1990 Jomtien "World Conference on Education for All" (EFA) was instrumental in identifying internationally agreed targets for the provision of education as a basic human right. Tanzania also is party to the 2000 Dakar Framework for Action, an international review of educational progress made since Jomtien, and has joined the many nations which have ratified the United Nation's Convention on the Rights of the Child.

However, it is the Universal Primary Education campaign which remains at the core of Tanzania's determination to achieve EFA. Its principles of access, equity and quality for all children underpin many of the policies incorporated into this plan for developing primary education.

2.2 EDUCATION AND TRAINING POLICY

The Government's desire to improve the provision and quality of education resulted in the formulation of the Education and Training Policy (ETP) in 1995. The ETP encompasses the entire education and training sector. Major objectives of this policy are to achieve increased enrolments, equitable access, quality improvements, the expansion and optimum utilisation of facilities, and operational efficiency throughout the system.

Other broad policy aims include enhancing partnerships in the delivery of education, broadening the financial base and the cost effectiveness of education, and streamlining education management structures through the devolution of authority to schools, local communities and LGAs.

2.3 EDUCATION SECTOR DEVELOPMENT PROGRAMME

Following the ETP, a sector-wide approach to education development was initiated to help achieve the Government's long-term human development and poverty eradication targets, and to redress the problem of fragmented interventions. The essence of the sector-wide approach adopted in the Education Sector Development Programme (ESDP) is collaboration by key stakeholders, using pooled human,

financial, and material resources for the tasks of planning, implementing, monitoring and evaluating education. This approach establishes new relationships which promote partnership, co-ordination, and ownership amongst all groups of people with a vested interest in education.

The ESDP is an extensive undertaking which derives its objectives from the ETP. Those which are relevant to the primary education sub-sector include: comprehensive efforts to improve the quality of the education process, increases and improvements in access and equity for all children, the decentralisation of management structures, the devolution of authority to local levels, and a broadening of the financial base which supports the education system.

This plan for primary education has drawn on the master plans for basic education and teacher education. Master plans for secondary education and higher education are in the process of being developed.

2.4 TANZANIA DEVELOPMENT VISION 2025

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

“Education should be treated as a strategic agent for mind set transformation and for the creation of a well educated nation, sufficiently equipped with the knowledge needed to competently and competitively solve the development challenges which face the nation. In this light, the education system should be restructured and transformed qualitatively with a focus on promoting creativity and problem solving” (p.19).

The Vision for 2025 *is* the creation of a well-educated nation and a high quality of life for all Tanzanians. This Primary Education Development Plan is a start-up plan for achieving the education targets expressed in the Vision.

2.5 POVERTY REDUCTION STRATEGY PAPER

The Poverty Reduction Strategy Paper (PRSP) is a medium-term strategy, set in the HIPC debt relief context and developed through broad consultation. It focuses efforts on: (i) reducing income poverty; (ii) improving human capabilities, survival and social well being; and (iii) containing extreme vulnerability among the poor.

Education enables people to use their capabilities and to increase their earning potential. It also empowers individuals to participate in the transformation of their own lives and of society at large. A lack of basic education undermines efforts to improve health and nutrition, reduce infant, child and maternal mortality, and to address the causes and impact of HIV/AIDS. Considering the enormous potential of a well-educated nation in achieving economic and social well-being, the attainment of universal primary education (UPE) is a priority development target.

The PRSP re-emphasises that education is at the heart of development and has clearly prioritised education sector development in the effort to alleviate poverty. The PRSP provides a mechanism to articulate the Government's overall development policy. The ESDP and any sub-sector plans work within this overarching framework. The PRSP also provides the mechanism through which to rationalise and channel international support and assistance against the Government's own development priorities.

2.6 LOCAL GOVERNMENT REFORM PROGRAMME

The current Public Service Reform Programme (PSRP) focuses on performance improvement in the delivery of goods and services. The Local Government Reform Programme (LGRP) is an integral part of the wide public sector reforms. It is the primary mechanism for the decentralisation and devolution of power to local levels, a main feature in the delivery of education at primary level. The PEDP is set firmly within this decentralised framework and includes components that will help develop the capacity of personnel and structures at the local level, enabling them to participate in the comprehensive planning and delivery of high quality primary education services.

3. DEVELOPMENT PLAN FRAMEWORK

The Primary Education Development Plan has four strategic priorities: *enrolment expansion, quality improvement, capacity building, and optimising human, material and financial resource utilisation*. The four PEDP components are constructed around these strategic priorities. This section outlines each main component, and then details each supporting sub-component along with its objectives and strategies.

Currently, there are on-going education projects that address aspects of primary education improvement. All of these projects are contributing to education development and through their varied activities are giving insights into the realities of education delivery. These project activities will be gradually mainstreamed into the Primary Education Development Plan.

3.1 ENROLMENT EXPANSION

The highest priority for primary education is to increase overall gross and net enrolment of girls and boys. This will be done through a combination of strategies: (a) to increase enrolment rates of all groups of children; (b) to use existing teachers and classrooms more effectively; (c) to recruit new teachers and to construct new classrooms; and (d) to expand complementary education programmes for out-of-school children and youth. The four supporting sub-components are developed around these strategies.

3.1.1 Enrolment and Access

The enrolment targets incorporated in this plan will make rapid progress towards the attainment of UPE, but are based on managed growth strategies that take into account realistic assessments of human, material and financial resources.

The Government intends to expand enrolment starting with 1.5 million in the year 2002 and continuing up to 2006. Admission priority will be given to children who are seven years old. However, the school committee will decide on whether to enrol older children as the situation allows.

The Government has established a special National Education Fund to pay for the education of children from disadvantaged groups, including AIDS orphans. This will ensure that *all* girls and boys can be enrolled in schools.

OBJECTIVES

1. To enrol all children who are 7-12 years old into standard one by 2005.

New admission targets:	2002: 1,500,000
	2003: 1,600,000
	2004: 1,640,969
	2005: 1,041,880
	2006: 1,065,843

2. To ensure that the formal school system is able to cater for the bulk of school-age children.
3. To ensure that all girls and boys from disadvantaged groups, including AIDS orphans are enrolled.

STRATEGIES

1. *The Government will abolish school fees and all other mandatory parental contributions from January 2002 so that no child may be denied schooling.*
2. *The Government will establish scholarships from the National Education Fund to pay for the education of disadvantaged children, including AIDS orphans.*
3. *A multi-media public Information, Education and Communication (IEC) campaign will be undertaken to sensitise parents, mtaa and village leadership, Councillors and Local Government Authority personnel at all levels about PEDP and its implications.*
4. *The standard teacher-to-pupil ratio is 1:45.*
5. *School capacity in terms of teacher supply and classroom space will be ensured through the increased use of teachers and classrooms for double-shifts and multi-grade teaching, as a limited and interim measure.*

Overall Strategy for achieving full enrolment by 2004:

2002: Admit all 7-year-olds and as many as possible 8 year olds.

2003: Admit all 7-year-olds of 2003, all remaining 8 year olds of 2002, and as many as remaining 9 year olds of 2002 (now 9 and 10 years old).

2004: Admit all 7-year-olds of 2004 and all remaining 9-10 year olds of 2002 (now 11-12 years old).

2005 and 2006: Admit all 7-year-old children.

3.1.2 Teacher Recruitment and Deployment

The Government will assist LGAs to recruit, train and deploy adequate numbers of primary school teachers in ways that will effectively accommodate the big increases in pupil enrolment, and the increases in staff attrition rates as a result of various factors, including AIDS-related deaths.

OBJECTIVES

1. To recruit adequate numbers of new teachers.

New Teacher Recruitment Targets:	2002: 9,047
	2003: 11,651
	2004: 10,563
	2005: 7,286
	2006: 7,249

2. To establish teacher-to-pupil ratios that effectively accommodate enrolment increases.
3. To ensure an equitable and gender-balanced distribution of trained teachers.
4. To increase teacher-to-pupil contact time through effective teacher management.

STRATEGIES

1. *Publicity campaigns will target a higher quality of potential teacher, emphasising good career prospects and terms of service. Efforts will be made to reduce or eliminate financial obstacles facing new recruits.*
2. *Redeployment incentives, decentralised appointments and new recruitment will be put in place.*
3. *The standard teacher-to-pupil ratio is 1:45.*
4. *In practice some schools will need to function with a morning session and an afternoon session for several years. It is intended that 11% of the teachers will*

teach on double shifts in 2002, 18% in 2003, and 25% from 2004 to 2006.¹ It will also be necessary for some teachers to teach several grades in one classroom for a limited time.

5. *Orientation and capacity building will be provided to teachers and head teachers to ensure that multi-grade and double-shift teaching happens effectively.*
6. *The minimal school instruction week will be 20 hours of instruction time.*
7. *Adequate pre-service and in-service teacher development will be ensured.*

3.1.3 Construction

The Government will initiate a classroom construction programme that will provide enough classrooms and sanitary facilities for the expanded enrolment.

An appropriate mix of modalities for classroom construction will be adopted that are based on the specific communities' situations. The main PEDP funding mechanism through which LGAs and school committees can implement the construction programme will be the Investment Grant (IG). The Government has established the IG with the overall objective of improving the quality of infrastructure in primary schools. It will operate on a decentralised and demand-driven basis throughout the districts.

Teacher houses will also be built, especially in rural and remote areas of the country.

OBJECTIVES

1. To reconstruct 2-3% of existing classrooms per year.
2. To construct additional new classrooms, particularly in the first three years of the plan, to cope with the anticipated large increases in enrolment of 7-10 year olds.

New classroom construction targets:	2002: 13,868
	2003, 13,396
	2004: 14,203
	2005: 6,794
	2006: 5,832

3. To provide teacher housing as a deployment incentive, with priority given to female teachers in remote and rural areas.
4. To provide teacher housing for 30% of new recruits per year.

STRATEGIES

1. Although high during the PEDP period, these percentages will start to decrease shortly after the PEDP period as the enrolment surge tapers off, whilst at the same time new teachers and classrooms are absorbed into the system.

1. *67% of the classrooms will be used on a double shift basis from 2002 through 2006.*
2. *Decisions about priorities for classroom construction will be based on the Investment Grant's Classroom Shortages in LGAs schedule.*
3. *School committees will take responsibility for construction. They will be able to choose from several standard classroom designs costed at \$5000 per unit. Schools may also apply for an IG to cover the cost of sanitary facilities or teacher housing. Approved IG funds will be disbursed to the school bank account, through LGAs for which the Council will be fully accountable. As such the Council Director remains accountable for the proper use of IG while the school committee will be accountable to the village Council and the Council Director. Communities will have the flexibility to combine local cash, labour or other resources with the IG to improve the standard designs. District engineering staff will provide technical support.*
4. *Allocation of funds for teacher housing will give priority to rural and remote areas. Detailed criteria for IG allocation will be developed as the basis for including housing construction needs in the annual LGAs education plans.*

3.1.4 Out-of-School Children and Youth

It is estimated that more than three million Tanzanian children and young people between the ages of 7 and 18 years have dropped out of school or have never been enrolled. This very large number is likely to decrease with the abolition of user charges scheduled for January 2002, when an extra 1 to 1.5 million children are expected to enrol. However, given the capacity of the formal school system and the resource constraints likely to prevail in education for the foreseeable future, it is possible that significant numbers of girls and boys from the specified age group are likely to remain outside the formal system.

Non-formal education approaches will be expanded through a variety of initiatives and providers in order to address the backlog of unschooled young people in Tanzania. This expansion will be supported by the up-coming IEC campaign that will: (a) stress the importance of education for the future of individuals and society, (b) encourage people to enrol in education programmes and, (c) greatly reduce the likelihood of anyone dropping out. The guiding principle in these education initiatives will be that every effort will be made to induct children into the mainstream, formal provision. This means that the strategies for the complementary education programmes are designed for the short-to-medium term only.

OBJECTIVES

1. To expand complementary basic education programmes for children left out of the formal schools, including AIDS orphans.

STRATEGIES

1. *The scope of the existing non-formal education programmes will be extended to include 11,325 centres² by 2006, catering for 906,000 students.*
2. *The LGAs, NGOs and communities will participate by opening special centres or by using existing school facilities to support similar non-formal education programmes.*
3. *Non-formal approaches will be adopted into the formal school system as appropriate.*
4. *The Basic Education Development Committee in collaboration with the Vocational Training and Folk Development Committee will develop a flexible national policy regarding strategies for dealing with out-of-school youth, whilst enhancing progress towards full enrolment of girls and boys in the formal sector.*

3.2 QUALITY IMPROVEMENT

The second primary education policy priority is to revitalise and improve the quality of primary education, focusing on three main components: (a) improving teachers' teaching styles and methods in the classroom, (b) ensuring the availability of good quality learning and teaching materials; and (c) ensuring the necessary support for maintaining educational standards. The aim is to improve the overall achievement of both male and female pupils in the primary education system.

3.2.1 Human Resources

The teacher in the classroom is the main instrument for bringing about qualitative improvement in learning. Such quality is maximised where there is an enabling and supportive environment, where the learners participate actively in the process, and where pupils, teachers and schools have opportunities for personal and institutional growth.

During the PEDP period programmes for up-grading teachers' qualifications will continue. However, the emphasis of most training will be on the professional development of teachers, tutors, inspectors and other educational leaders.

OBJECTIVES

1. To enable teachers to acquire and develop appropriate pedagogical skills that are academically sound, child-friendly, and gender-sensitive.
2. To enable teachers to acquire higher qualifications.
3. To enable the education support staff, i.e. inspectors, WECs, tutors, and head teachers, to provide necessary support to the teacher.

² A "centre" is any primary school or other public building selected by the community to be used for NFE activities.

STRATEGIES

1. *Various cost-effective in-service programmes will be introduced which will not withdraw large numbers of teachers from schools.*
2. *The content of pre-service and in-service teacher training programmes will sensitise teachers and provide them opportunities to acquire and develop appropriate pedagogical skills that are academically sound, child-friendly and gender-sensitive, together with individual life-skills which take into account the current HIV/AIDS crisis.*
3. *Linkage and networking of pre-service and in-service school-based training through outreach programmes will be established and strengthened.*
4. *More school-based teacher resource centres will be established.*
5. *T Sh. 33,200 (US\$ 40) per teacher will be made available for ten days of in-service training per teacher per year.*
4. *To provide professional development opportunities for tutors, inspectors, head teachers, WECs, and other education administrators and leaders.*

3.2.2 Teaching and Learning Resources

The quality of education processes is enhanced by the availability of relevant teaching and learning materials. Textbooks are one critical factor in successful learning and the PEDP makes this a key focus. The other critical factor is the relevance of the curriculum to the many and varied contexts and life challenges facing Tanzanian children now and into the future.

As schools become more adept at producing their own Whole School Development Plans, the PEDP Capitation Grant will become a key mechanism for acquiring textbooks and other materials that will stimulate learning and teaching processes, and for providing other non-salary items that will improve the general learning environment. The Investment Grant, together with community input, will provide for the construction and rehabilitation of classrooms and basic sanitation facilities.

OBJECTIVES

1. To use decentralised demand and supply mechanisms in order to provide sufficient and relevant instructional materials for the entire number of children in schools.

Textbook Provision³ targets: 2002: pupil-to-book ratio of 3:1

³ Mean Unit textbook cost (US\$4)

2006: pupil-to-book ratio of 1:1

2. To provide sufficient instructional materials to support curriculum requirements.
3. To create physical classroom and school environments which are conducive to learning.

STRATEGIES

1. *In order to introduce a reliable income stream for essential non-salary expenses at school level, a Capitation Grant equivalent to US\$10 per enrolled child will be instituted nationwide as of January 2002. Of this, US \$4 will initially be sent to the district to enable schools to acquire textbooks and other teaching and learning materials. The remaining \$6 will be disbursed to schools through the district council, and school committees will decide how best to use the funds.*
2. *School committees will promote public/private sector partnerships at the Community level, while similar partnerships at district and national level will also be promoted for the purpose of investing in school materials.*
3. *The existing decentralised textbook procurement system will be developed and extended to all LGAs and eventually to school level.*
4. *Schools will use the Whole School Development Plan to make choices about instructional materials.*

3.3 CAPACITY BUILDING

The third primary education policy strategy is to strengthen the institutional capacity and competence of the central, LGAs and school levels. This is consistent with the Government's policies of achieving greater efficiency, reforming the civil service and local government, decentralising government functions, and absorbing the principles of participation and empowerment into public service.

3.3.1 Pre-Service Teacher Training

A large number of new teachers will be trained during the PEDP period, providing them with appropriate qualifications and adequate pedagogical skills. In order to achieve this, the curriculum, the duration and timing of teacher training courses, and the resources in the teacher training colleges will be reviewed in line with this objective. In addition, a programme of up-grading tutors' qualifications will be established.

OBJECTIVES

1. To up-grade the qualifications, knowledge and skills of teacher training college tutors.

2. To ensure that new teachers have appropriate pedagogical skills and knowledge.
3. To reorganise the content and delivery of pre-service teacher training so as to optimise the use of human, financial and material resources in the teacher training system.
4. To train adequate numbers of grade A teachers.

STRATEGIES

1. *Publicity campaigns will target a higher quality of potential teacher trainee, emphasising good career prospects and terms of service. Efforts will be made to reduce or eliminate financial obstacles facing new recruits.*
2. *The training curriculum will be revised in order to emphasise enhanced knowledge of, and competence in, primary level classroom teaching and management.*
3. *The numbers of new teacher trainees will be 9,000 in 2002, 10,000 each in 2003-2005, and 9,000 in 2006.*
4. *Existing tutors will undergo a programme of skills and knowledge upgrading, and new tutors will be recruited.*
5. *The timing, duration and overall operation of pre-service training will be reviewed and rationalised.*
6. *The management capacity, and material and financial resources of teacher training colleges will be strengthened.*
7. *The training schedules of tutors will be reviewed to ensure that they can be deployed in schools for supervising practice teaching, and for conducting in-service training.*

3.3.2 Governance and Management

Management training will be provided to head teachers, school committees, ward education co-ordinators, inspectors, and to LGAs, regional and national staff. The emphasis will be on the acquisition of skills for whole school development planning, district education development planning, and national education planning. Issues that all planning will take account of, include the impact of HIV/AIDS on the education system, ensuring gender-equity, and governance. The overall aim is to improve management, accountability and efficiency throughout the system so that children receive a better education.

OBJECTIVES

1. To introduce or strengthen education management skills.
2. To extend to all schools the concept of, and skills for, Whole School Development Planning.

3. To ensure that school committees are gender-balanced, democratically constituted, and inclusive of all key stakeholders.

STRATEGIES

1. *All staff and stakeholders with direct responsibility for PEDP implementation will be provided with basic PEDP information and guidelines.*
2. *The issues of HIV/AIDS, gender and governance will be mainstreamed into all management training.*
3. *The existing school mapping exercise will continue, covering all districts.*
4. *All staff and stakeholders with direct responsibility for PEDP management will be given training to ensure that they have skills for participatory planning, implementation, monitoring and evaluation, and contribution to policy analysis and formulation.*
5. *Inspectors will oversee training at district and ward, village and school levels. There will be a school inspection at a minimum of every two years.*
6. *Head teachers will work together with school committees to produce and regularly up-date three-year school development plans. These will become the basis for all decisions regarding improvements in the quality and delivery of education, and new construction in the school*
7. *School committees will be provided with training regarding their new roles and responsibilities.*
8. *A fund equivalent to US\$ 500 per school will be provided for school committee training. LGAs and NGOs can also apply to this fund for the provision of such training.*

3.3.3 Financial Management

The PEDP will require several new financing mechanisms to be introduced in order to devolve financial management to school level. Head teachers, school committees, Ward Education Co-ordinators, and district, regional and national staff will be trained in the new financial management modalities. The emphasis of training will be on the ability of each level in the system to adhere to financial regulations and to render financial accountability in the use of the Capitation and Investment Grants, and of the Capacity Building Fund.

OBJECTIVES

1. To establish financial mechanisms and modalities for the plan components.
2. To ensure proper management and accountability of funds at all relevant levels.

STRATEGIES

1. *Financial authority for improving the quality of education at school level will be devolved to school level. All schools will open bank accounts.*
2. *The PEDP will introduce three funding mechanisms that will directly aid schools: (a) the Capitation Grant will provide resources for improving the quality of education; (b) the Investment Grant will provide resources for new building construction; and (c) the Capacity Building Fund will provide resources for school committee training.*
3. *School committees will have the flexibility to augment these grants from community resources.*
4. *Mechanisms and procedures for accurate accounting, reporting and auditing of PEDP funds will be developed.*
5. *Financial management manuals will be produced and training provided that will enable school committees and administrators at each relevant level to understand and implement correct financial procedures.*
6. *The concepts of accountability and transparency in the use of public funds will be emphasised in training and information provided to all levels of the education system, including to parents and communities.*

3.3.4 Educational Management Information System

Education managers and planners require accurate, timely information to effectively operate and develop the education system. The human aspect of this requirement is that in a decentralised system, all stakeholders must see themselves as collectors, providers, and users of educational information. The technological aspect is to exploit the computer as a tool for creating an Education Management Information System (EMIS) which can organise and maintain educational data in a format that aids monitoring, evaluation and planning.

OBJECTIVES

1. To ensure that education managers at all levels can generate and have access to reliable data and information about the education system, including statistics of AIDS-related deaths.
2. To ensure that educational planning and policy is based on up-to-date, reliable information across all key indicators.

STRATEGIES

1. *The Education Management and Information System (EMIS) will be up-dated to include all relevant education data.*
2. *Additional supporting equipment and technology will be supplied and procedures developed that will ensure the appropriate flows of information and communication.*
3. *Training in the potential and use of EMIS will be provided. The emphasis will be on the role of managers and planners at all levels in gathering and communicating information quickly to stakeholders throughout the system.*

4. *Management capacity building will emphasise stakeholders' roles in ensuring the effective flow of accurate educational information.*

3.4 PEDP INSTITUTIONAL ARRANGEMENTS

The fourth strategic priority for primary education is to optimise the use of human, material and financial resources within the existing institutions that comprise the education system.

To meet the human and material aspects of this goal, the PEDP will entail a certain amount of institutional reform. The Government's decentralisation initiative underpins all of the changes in institutional and individual roles and responsibilities.

To meet the material and financial aspects of this goal, the Government will increase the overall the budget allocation to primary education and will encourage greater community participation and enhanced donor financial inputs. Within the PEDP budget, non-salary inputs and recurrent spending ratios will increase.

3.4.1 Administrative Arrangements

The central ministries will continue to focus on policy development and monitoring. There will be increased delegated authority to local government and schools to manage education provision and development. The ultimate aim is for each district to be able to provide equitable access by children to quality education services.

OBJECTIVES

1. To complete the realignment of roles and responsibilities among local, district and central education authorities.
2. To ensure that LGAs, and Regional government bodies effectively support the delivery of primary education to all children.
3. To ensure that national staff effectively collaborate on the development of policies for primary education.

STRATEGIES

1. *The plan defines and extends the roles and responsibilities of local government bodies in ensuring the delivery of primary education.*
2. *At Village, ward, district and regional levels, extensive co-operation and collaboration between education staff and those from other sectors will be emphasised.*
3. *Staff responsible for the implementation of the Primary Education Development Plan will be identified at central ministry level, and effective*

structures for co-ordination within and between ministries will be strengthened or established.

4. *The Permanent Secretaries will designate two senior officers as Programme Co-ordinators who will oversee PEDP implementation.*

3.4.2 Institutional Responsibilities

- **Village/Mtaa Level**

The Government's goal of broadening democratic participation and accountability at all level will demand increased involvement of men, women and children from the communities. Partnerships between teachers, schools and communities will be developed in order to strengthen school management. At the school level, there is a School Committee which is accountable to the Village Council in District Authorities and to Mtaa Committee in Urban Authorities.

Through the provision of financial and human resources, the Government will further empower the school committee to be responsible for the management and development of the school.

The School Committee's responsibilities will include:

1. *To sensitise and involve all pupils, parents and school staff in respect of the roles they can play in maximising the benefits of primary school.*
2. *To oversee the day-to-day affairs of the school.*
3. *To work together with the Head Teacher and other teachers to prepare a Whole School Development Plan.*
4. *To approve Whole School Development Plans and budgets and submit them to the mtaa committee, or village council and subsequently to the ward development committee and eventually to the LGAs for scrutiny coordination and consolidation, and submission to RSs.*
5. *To facilitate planning, budgeting and implementation of the PEDP-funded activities.*
6. *To open bank accounts and to efficiently and effectively manage funds received for implementation, while guaranteeing maximum accountability and transparency in the processes used, including making incomes and expenditures publicly available.*
7. *To ensure safe custody of property acquired using the PEDP funds.*
8. *To prepare and submit accurate and timely progress and financial reports to the village council, mtaa committee,, and LGAs.*
9. *To effectively communicate educational information to all parents, pupils, community stakeholders, and to the village, ward/mtaa, and LGAs.*

- **Ward Level**

It is expected that the community and the leaders in the ward will work together to ensure that all children of school age are enrolled and attending school.

The Ward Education Co-ordinator (WEC) will co-ordinate primary school development in all the schools within the ward.

The WEC's responsibilities will include:

- 1. To ensure that all girls and boys of school age in the ward are enrolled and attending school by 2004.*
- 2. To share information with, and facilitate the participation of all parents and the wider community in realising the PEDP objectives.*
- 3. To help identify priorities for school development plans and to assist in the planning process.*
- 4. To ensure that the implementation of PEDP-funded activities operates in a transparent and accountable manner, by guiding and enforcing the proper use and accounting of funds by school committees.*
- 5. To co-ordinate the formulation of Whole School Development Plans within the ward.*
- 6. To effectively communicate educational information to schools and other local stakeholders.*

- **District /Urban Authority Level**

The LGAs will assume full responsibility for the management and delivery of all primary school services within its boundaries. Council level planning, management and monitoring capacity will be strengthened.

In line with principles of local government reform, the district and Urban authorities will:-

- 1. Involve the meaningful participation of all community stakeholders in planning, monitoring and implementation processes.*
- 2. Prepare, in a participatory and inclusive way, three-year and annual development plans for the districts' primary schools.*
- 3. Use the development plans as a basis for preparing and monitoring requisitions for Investment Grant transfers to schools.*
- 4. Guide and enforce the proper use and accounting of PEDP funds by the school committees, directly, and through ward development committees and village councils.*
- 5. Produce and submit regular financial reports to the PO-RALG, and MOEC through RS.*
- 6. Provide technical support to school and village committees in the tasks of procurement, fund utilisation, and proper and timely reporting.*
- 7. To regularly monitor, review and evaluate the progress of PEDP activities, and to report to the Regional Secretariat for transmission to PO-RALG, and MOEC.*

8. *To effectively communicate educational information to village, wards, schools and other local stakeholder groups, as well as to regional and national levels.*

- **Regional Level**

The Regional Commissioner and the District Commissioner will assist LGAs by creating an enabling environment for the implementation of PEDP by LGAs. The Regional Secretariat (RS) will provide technical support and advisory services to the District to enable it to implement the PEDP.

The responsibilities of the Regional Education Office in respect of PEDP implementation are:

1. *To carry out periodic internal audits in the LGAs and schools to ensure that performance targets and financial regulations are being met.*
2. *To guide, coordinate and monitor the delivery of primary education by local authorities.*
3. *To provide technical support to district education offices.*
4. *To ensure that LGAs prepare consolidated three-year education development plans that conform to MOEC education policy and quality assurance standards.*
5. *To consolidate LGA primary education plans and budgets within the Region and submit them to PO-RALG and MOEC to facilitate approval and transfer of funds the Treasury.*
6. *To effectively communicate educational information to districts and other local stakeholders.*
7. *To effectively communicate information and concerns from districts and communities to the zonal and national level.*

- **Ministry of Education and Culture**

The roles and functions of the MOEC include collaborative planning, monitoring and evaluation; and determining policy, regulations, and quality assurance standards. The Permanent Secretary will provide overall strategic leadership for the PEDP implementation and development within MOEC. In implementing its tasks, MOEC is supported by the core institutions of TIE, NECTA, MANTEP, IAE, TLS, and UDSM.

A senior officer will be designated as PEDP Programme Co-ordinator, responsible for co-ordinating MOEC directors, and consultations with NGOs, donors and other stakeholders.

In respect of PEDP, the responsibilities of MOEC are:

1. *To set policies that ensure quality education for all in Tanzania.*

2. *To prepare, in a collaborative manner, detailed plans for PEDP implementation.*
3. *To monitor, review and evaluate progress, outcomes and the impact of the PEDP for quality assurance, and to regularly make such reports to the BEDC.*
4. *To produce regular financial reports to be submitted to the BEDC and the Steering Committee.*
5. *To collaborate with the PO-RALG Education Team on issues of planning, monitoring and evaluation.*
6. *To participate as a joint stakeholder in the annual ESDP process of reviewing the education sector, including the primary and non-formal education programmes.*
7. *To support and build the technical capacity of district education offices.*
8. *To collate and communicate education information, including HIV/AIDS-related data, to all system levels, supporting educational institutions, and interested stakeholders.*
- 9 *To carryout school Inspection by:*
 - Monitoring delivery of, and adherence to, stipulated curriculum
 - Ensuring efficiency and quality in education provision.
 - Evaluating the implementation of the PEDP by assessing education achievements, promoting school improvement, and advising all stakeholders in education.
 - Providing feedback to LGAs and MOEC, supporting education agencies, school owners, managers and administrators at all levels.
 - Ensuring that every school is inspected at a minimum, every two years.
 - Advising school committees on how they can govern effectively and democratically.
 - Building the capacity of LGAs, village, mtaa, ward and school authorities to efficiently and effectively deliver a good quality of primary education.
 - Advising schools in the development of the Whole School Development Plans.
 - Monitoring, reviewing and evaluating PEDP activities and overall progress.
 - Collecting and communicating education information to all stakeholders.

● **President’s Office – Regional Administration and Local Government**

The role of PO-RALG is to oversee the decentralisation of government functions to local levels, including the delivery of primary education by district authorities. It provides technical support to, and guidance to the Regional Secretariats and local government authorities. At national level it monitors, evaluates and co-ordinates regional education development plans in collaboration with MOEC.

PO-RALG Education Team will be established within the ministry and a senior officer will be designated as PEDP Programme Co-ordinator, responsible for directing and overseeing the implementation of PEDP.

The responsibilities of the Education Team are:

1. *To supervise and oversee the delivery of primary education by local authorities.*

2. *To ensure that LGAs prepare consolidated three-year education development plans that conform to government development goals and to MOEC education policy and quality assurance standards.*
3. *To consolidate Regional plans and budgets into national Plans of Action, which will provide the basis for the approval and transfer of PEDP funds from the Treasury.*
4. *To collaborate with the MOEC in order to monitor, review and evaluate PEDP outputs and outcomes.*
5. *To participate as a joint stakeholder in the annual ESDP process of reviewing primary and non-formal education.*
6. *To support and build the capacity of RS and LGAs.*
7. *To communicate education information to all system levels and interested stakeholders.*
8. *To produce regular financial and physical reports to the Treasury and MOEC*

- **Basic Education Development Committee**

The Basic Education Development Committee is a broad-based body charged with the responsibility of overseeing the development of pre-primary, primary, secondary, teacher, and adult education and ensuring that it complements the goals of the wider sector development programme. Within the basic education framework, BEDC has a specific remit to guide and oversee developments in primary education. The Committee is co-chaired by the Permanent Secretaries of MOEC and PO-RALG. Membership includes a MoF representative, key directors of MOEC and PO-RALG, and representatives of NGOs, the teacher trade union, and donors active in education.

Technical Working Groups are convened as necessary for specific aspects of PEDP development. The BEDC may also delegate tasks to a BEDC task force consisting of representatives of all key member groups.

The responsibilities of BEDC in respect of the PEDP are:

1. *To formulate primary and basic education plans in line with government policy.*
2. *To collaborate with funding agencies and other stakeholders in the formulation and financing of planned activities.*
3. *To identify needs for technical and financial resource support for PEDP implementation.*
4. *To co-ordinate and oversee the management of an effective multi-media PEDP Information, Education and Communication (IEC) programme.*
5. *To pool Government and donor resources through the establishment of a ring-fenced pooled Education Programme Fund (EPF) as part of the Treasury's Consolidated Account in the Bank of Tanzania.*
6. *To endorse annual financial reports regarding budgets and the use of plan funds, and to take appropriate follow-up action.*
7. *To annually review the key performance indicators in order to assess PEDP progress and to set targets for the new year.*

8. *To institute and regularly review PEDP mechanisms for planning, management, monitoring and evaluation, and funding.*
9. *To ensure the participation of stakeholders in the annual ESDP review process, and to oversee the primary and non-formal education components of the overall education sector review.*
10. *To effectively collect and communicate educational information between the ministries, donors, NGOs and other represented stakeholder groups.*

- **Education Sector Development Programme Steering Committee**

The organisational arrangements in place to co-ordinate and steer the development of the ESDP will be maintained to support the implementation of the sector-wide programme. In particular, the ESDP Steering Committee will spearhead and co-ordinate design and implementation of the first phase of the programme, and the design of the subsequent components for Secondary Education, Teacher Education and Vocational Education and Training, and Higher Education. The Permanent Secretary, Prime Minister's Office (PMO), chairs the Committee. Other members of the Committee are the Permanent Secretaries of the ministries of Education and Culture (MOEC); Science, Technology and Higher Education (MSTHE); Regional Administration and Local Government (RALG); Labour and Youth Development (MLYD); Community Development, Women Affairs and Children (MCDWAC); the Planning Commission (PC); and Finance (MOF).

The roles of the Committee have been specified to be:

1. *To oversee the implementation, development and execution of decisions related to national education policies.*
2. *To monitor the ESDP.*
3. *To provide higher level inter-ministerial co-ordination.*
4. *To ensure ESDP consistency with broad Government policies.*
5. *To institute an annual joint stakeholder review process that operates in conjunction with the Government's commitments to the PER and PRSP processes. The annual sector review will reflect on and assess technical issues related to the efficiency, effectiveness, and relevance of programmes in the education sector, including primary and non-formal education.*

- **Donors and Funding Agencies**

A new kind of partnership between the Government and the donor community has been established. The over-arching sector-wide development principle is to strengthen existing Government plans and systems rather than the creation of independent, parallel project-driven initiatives.

An initial large increase in external financial support to help the country deal with enrolment surges in 2002-2006 is an essential element of the PEDP. Mechanisms for mainstreaming donor support into Government plans have been established through the *Medium Term Expenditure Framework* and the *Public Expenditure Review*. Donor funds designated for support to the PEDP will be added to those of the

Government in a special “basket” fund called the *Education Programme Fund* (EPF), or through the Government’s budgets.

In respect of PEDP, donor responsibilities are:

1. *To mainstream donor plans and assistance into the Government’s policies, plans and budgets for the development and support of primary education.*
2. *To contribute PEDP support funds, and to agree with the Government the criteria and rules for transfers of funds into, and disbursements from, the pooled PEDP Education Programme Fund (EPF).*
3. *To ensure that the planning of any non-PEDP primary education projects fall within the PRSP, ESDP, and primary education development policy frameworks.*
4. *To participate as a joint stakeholder in the annual ESDP process of reviewing the education sector, including the primary and non-formal education programmes.*
5. *To effectively communicate information to the ministries and to other national stakeholders, and at all times to operate in a transparent manner.*

- **NGOs and Civil Society**

The Government’s policy to provide primary education of a high quality to all children requires the participation of a broad range of actors. Non-Governmental and other civil society organisations have an important role to play in this endeavour.

In respect of PEDP, the responsibilities of NGOs and other Civil Society organisations are:

1. *To participate effectively in planning, implementing and monitoring activities at all levels that support the PEDP and ESDP objectives.*
2. *To participate as a joint stakeholder in the annual ESDP process of reviewing the education sector, including the primary and non-formal education programmes.*
3. *To contribute their experience and knowledge, as well as human, financial, technical, and material resources to the improvement and provision of primary education.*
4. *To share information with, and facilitate meaningful community participation in primary and non-formal education.*
5. *To effectively collect and communicate educational information from and to schools, communities, government, and other stakeholders.*
6. *To conduct education policy analysis and advocacy.*

4. BUDGET

The PEDP budget reflects the large expenditures that will accrue as the system absorbs surges in enrolment. Teacher salaries, teacher education and the Capitation Grant will be the largest items under recurrent expenditure, while the Investment

Grant to be used for construction and capacity building will dominate development expenditure during the PEDP period.

The PEDP cost projection and resource summaries are based on certain key assumptions. The most important of these is that the GDP is expected to grow at a rate of 6%, providing a steady increase in the amount of domestic revenue from which the Government allocates sector budgets. The second key factor is the amount of external funding expected as part of the total resource “envelope”. The primary source of external funding will be the poverty reduction budget support initiative, while the second significant input will come from the HIPC debt relief initiative.

From this total resource envelope, the Government will take measures to devote up to 25% of its overall recurrent expenditure to the education sector. Within this total education share, 62% will be allocated to primary education.

At the beginning of the PEDP, the financing gap between available resources and projected costs is likely to be large, but in the long run this gap is expected to narrow. The Government will continue to negotiate for higher financial contributions from the donor community for both recurrent and development PEDP costs. In addition, communities’ voluntary contributions will continue to underpin and sustain necessary improvements, such as the provision of foodstuffs for school feeding efforts.

The table below lays out the recurrent, development and total PEDP budget for each of the five years. Further explanations of these figures can be found in the annexes.

Table 1: PEDP Cost Summary

Cost (mill. Tsh)	2002	2003	2004	2005	2006
Recurrent costs	199,831.6	234,774.8	271,989.2	296,292.2	312,642.5
Development costs	99,633.0	88,274.0	92,424.0	48,330.0	43,608.0
Total PEDP Cost	299,464.6	323,048.8	364,413.2	344,622.2	356,250.5

ANNEX 1: PRIMARY EDUCATION RECURRENT BUDGET – UNIT COSTS

Budget Item	Key Parameters	2002	2003	2004	2005	2006
A. SCHOOL LEVEL						
1. WAGES						
Teachers		20633.74	20266.92	19837.73	20631.24	21456.49
	Teacher wage growth	4.00%	4.00%	4.00%	4.00%	4.00%
	Effective PTR	50.00	52.94	56.25	56.25	56.25
D/S Supplement	0.4	917.06	1430.61	1983.77	2063.19	1072.82
	% D/S teachers	0.11	0.18	0.25	0.25	0.25
	<i>ST Wages</i>	21550.79	21697.52	21821.51	22694.43	22529.31
2. OPERATING EXPENSES						
Capitation Grant	(US\$10) \$1= TSh 900	9000.00	9000.00	9000.00	9000.00	9000.00
Examinations		573.84	497.77	453.72	593.55	629.77
	% of Std 4 enrolment	0.13	0.12	0.11	0.18	0.19
	% of Std 7 enrolment	0.11	0.09	0.08	0.08	0.08
Student Welfare		301.93	301.93	301.93	301.93	301.93
	Student welfare growth	0.00%	0.00%	0.00%	0.00%	0.00%
	<i>ST Op Exp</i>	9875.77	9799.7	9755.65	9895.48	9931.70
	Sub-Total School Level	31,426.57	31,497.22	31,577.16	32,589.91	32,461.01
B. INSPECTION						
1. WAGES						
	Inspector wage growth	4.00%	4.00%	4.00%	4.00%	4.00%
	No. teachers per inspector	211	211	211	211	211
2. OPERATING EXPENSES						
	O. Expenses growth rate	0.00%	0.00%	0.00%	0.00%	0.00%
	Sub-Total Inspection	173.84	172.05	169.95	173.83	177.86
C. REGIONAL and DISTRICT ADMINISTRATION						
1. WAGES						
	% of ST School wage	2.59%	2.59%	2.59%	2.59%	2.59%
2. OPERATING EXPENSES						
	Operating Expenses Growth	48.26%	0.00%	0.00%	0.00%	0.00%
3. IN-SERVICE TRAINING						
	INSET growth	0.005	0.00%	0.00%	0.00%	0.00%
	Sub-Total Reg/Dis Admin	3,213.92	3,217.72	3,220.92	3,243.50	3,266.98
D. NATIONAL ADMINISTRATION						

<i>1. WAGES</i>		94.78	95.43	95.97	99.81	103.81
	% of ST School wage	0.44%	0.44%	0.44%	0.44%	0.44%
<i>2. OPERATING EXPENSES</i>		496.25	496.25	496.25	496.25	496.25
	Operating Expenses growth	0.00%	0.00%	0.00%	0.00%	0.00%
Sub-Total National Admin		591.03	591.68	592.22	596.06	600.05

E. TEACHER EDUCATION and CURRICULUM

<i>1. TEACHER NEW HIRING – First Appointment Costs</i>		418.46	466.22	371.74	245.44	235.05
<i>2. PRE-SERVICE TRAINING</i>		518.03	448.17	392.96	377.30	363.15
<i>3. CURRICULUM DEVELOPMENT</i>		203.51	80.03	70.17	63.37	64.85
Sub-Total T Ed/Curriculum		1140.00	994.42	834.87	686.11	663.05

TOTAL UNIT COST – Formal Education	36545.35	36473.08	36395.12	37289.41	37168.95
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ANNEX 2: PEDP COST SUMMARY

	2002	2003	2004	2005	2006
<i>Pr. Ed. Unit Cost</i>	36,545.35	36,473.08	36,395.12	37,289.41	37,168.95
<i>Pr. Ed. Enrolment</i>	5,405,070	6,247,624	7,125,416	7,421,234	7,710,240
<i>Projection</i>					
A. RECURRENT COSTS					
Cost (mill. Tsh)					
Pr Ed Recurrent Costs ⁴	197,530.0	227,870.0	259,330.4	276,733.4	286,581.5
NFE Recurrent Costs	2,301.6	6,904.8	12,658.8	19,558.8	26,061.0
TOTAL Recurrent	199,831.6	234,774.8	271,989.2	296,292.2	312,642.5
B. DEVELOPMENT COSTS					
<i>1. CONSTRUCTION</i>					
Classrooms	57,551	55,594	58,942	28,197	24,205
Sanitation and Water	7,000	7,000	7,000	---	---
Teacher Housing	12,086	11,675	12,378	5,921	5,083
<i>ST Construction</i>	<i>76,637</i>	<i>74,269</i>	<i>78,320</i>	<i>34,118</i>	<i>29,288</i>
<i>2. CAPACITY BUILDING</i>					
School Committee	5,337	5,436	5,535	5,643	5,751
District	4,731	4,731	4,731	4,731	4,731
Region	830	830	830	830	830
Central	1,660	1,660	1,660	1,660	1,660
Technical Assistance	448	448	448	448	448
<i>ST Capacity Building</i>	<i>13,006</i>	<i>13,105</i>	<i>13,204</i>	<i>13,312</i>	<i>13,420</i>
<i>3. IEC</i>	<i>2,000</i>	<i>900</i>	<i>900</i>	<i>900</i>	<i>900</i>
<i>4. T.</i>	<i>7,990</i>	<i>--</i>	<i>--</i>	<i>--</i>	<i>--</i>
<i>REDEPLOYMENT</i>					
TOTAL Development	99,633.0	88,274.0	92,424.0	48,330.0	43,608.0
TOTAL PEDP	299,464.6	323,048.8	364,413.2	344,622.2	356,250.5

⁴ Total recurrent costs for formal primary education = Unit cost x Total Enrolment

ANNEX 3: PEDP FINANCING

Table 1: Resource Summary

Resources	2002	2003	2004	2005	2006
GDP (mill. Tsh)	8,011,395	8,492,079	9,001,604	9,541,700	10,114,202
Growth rate	0.06%	0.06%	0.06%	0.06%	0.06%
Marginal tax rate				0.13%	0.13%
Domestic revenue	906,671	1,069,732	1,134,914	1,240,421	1,314,846
Poverty reduction budget support	182,429	241,058	228,564	228,564	228,564
HIPC	55,264	54,952	52,846	50,330	47,933
Total Budget envelope	1,144,364	1,365,743	1,416,325	1,416,325	1,591,344
Recurrent Expenditure envelope	1,092,239	1,307,495	1,368,318	1,380,917	1,551,560
Education Recurrent as a percentage of the Total Recurrent	25.00%	25.00%	25.00%	25.00%	25.00%
Primary Education as a percentage of the Total Education Recurrent Budget	62.00%	62.00%	62.00%	62.00%	62.00%
Primary Education Recurrent Budget Allocation	169,297	202,662	212,089	214,042	240,492

Table 2: Financing Gap

(Costs in T Sh Million)	2002	2003	2004	2005	2006
Recurrent cost	199,831.6	234,774.8	271,989.2	296,292.2	312,642.5
Development cost	99,633.0	88,274.0	92,424.0	48,330.0	43,608.0
Total PEDP cost	299,464.6	323,048.8	364,413.2	344,622.2	356,250.5
Total recurrent budget	169,297	202,662	212,089	214,042	240,492
Total development budget	99,633.0	88,274	92,424	48,330	43,608
Total Resource	268,930	290,936	304,513	262,372	284,100
Recurrent finance gap	30,534.6	32,112.8	59,900.2	82,250.2	72,150.5
Development finance gap	99,633.0	88,274.0	92,424.0	48,330.0	43,608.0
Total PEDP Finance gap	130,167.6	120,386.8	152,324.2	130,580.2	115,758.5
(Costs in USD Mill) ⁵					
USD Recurr. Gap	34	36	67	91	89
USD Dev. Gap	110	98	102	54	48
Million USD:	144	134	169	145	129
Total Finance Gap					

ANNEX 4: PRIMARY SCHOOL ENROLMENT FIGURES

⁵ Exchange rate: \$1 = T Sh 900/=

Table 1. Total Enrolment Projection

	2001	2002	2003	2004	2005	2006
All 7 year olds	951,295	973,175	995,558	1,018,455	1,041,880	1,065,843
4% of 7 yr. old	38,052	38,927	39,822	40,738	41,675	42,634
Target New admission	809,182	1,500,000	1,600,000	1,640,969	1,041,880	1,065,843
Grade 1	1,100,312	1,486,053	1,604,759	1,648,374	1,049,656	1,054,699
Grade 2	753,885	801,683	1,412,259	1,543,652	1,588,768	1,032,298
Grade 3	692,037	735,271	781,859	1,354,233	1,502,712	1,551,532
Grade 4	632,991	679,098	721,719	767,425	1,301,239	1,469,988
Grade 5	553,289	567,761	604,953	643,008	737,435	1,230,629
Grade 6	584,156	554,063	566,604	602,699	640,632	732,535
Grade 7	526,205	581,142	555,471	566,025	600,792	638,560
Enrolment	4,842,875	5,405,070	6,247,624	7,125,416	7,421,234	7,710,240
7-13 population	5,679,676	5,810,309	5,943,946	6,080,657	6,220,512	6,363,583
GER	0.85	0.93	1.05	1.17	1.19	1.21

Table 2. Standard One: New Admission Projections

Age	2002	2003	2004	2005	2006
7	973,175	995,558	1,018,455	1,041,880	1,065,843
8	526,825	0	0		
9	0	256,260	0		
10	0	348,182	0		
11	0	0	221,266		
12	0	0	401,248		
Total	1,500,000	1,600,000	1,640,969	1,041,880	1,065,843

ANNEX 5: TEACHER AND CLASSROOM REQUIREMENTS

Table 1. Teacher Requirement Projection

	2002	2003	2004	2005	2006
Number of teaching units (required)	120,113	138,836	158,343	164,916	171,339
% of teaching units acquired by D/S	0.10	0.15	0.20	0.20	0.20
% of actual teaching unit teaching D/S	0.11	0.18	0.25	0.25	0.25
PTR⁶	50.00	52.94	56.25	56.25	56.25
Teacher requirement	108,101	118,011	126,674	131,933	137,071
Attrition=1.60%	1,611	1,730	1,888	2,027	2,111
New hiring needs	9,047	11,651	10,563	7,286	7,249

Table 2. Classroom Requirement Projection

	2002	2003	2004	2005	2006
Number of teaching spaces needed	120,113	138,836	158,343	164,916	171,339
% of teaching space acquired by Double/Shifting	0.4	0.4	0.4	0.4	0.4
% of classroom D/S	0.67	0.67	0.67	0.67	0.67
Classroom requirement	72,068	83,302	95,006	98,950	102,803
Existing classrooms previous year	60,000	72,068	83,302	95,006	98,950
Depreciation rate	0.03	0.03	0.03	0.03	0.02
Depreciation number	1,800	2,162	2,499	2,850	1,979
New construction	12,068	11,234	11,704	3,944	3,853
Total construction needed	13,868	13,396	14,203	6,794	5,832

⁶ PTR rates reach their peak by 2004, and are expected to decline after 2006.

ANNEX 6: PRIMARY SCHOOL UNIT COSTS

Table 1: Capitation Grant and other Quality Improvement Costs

<i>Capitation Grant costs</i>	<i>USD</i>
<i>Facility repairs</i>	2
<i>Textbooks, teaching guides, supplementary reading materials</i>	4
<i>Chalk, exercise books, pens, pencils</i>	2
<i>Administration materials</i>	1
<i>Examination paper purchase and printing</i>	1
Total Capitation Grant	10
Other costs	
<i>Standard 4 exam (per pupil cost only for those attending St. IV)</i>	2
	2
<i>Standard 7 exam (per pupil cost only for those attending St. VII)</i>	
<i>In-service teacher training (33,200 per teacher per year)</i>	40
<i>School committee training (estimate per school)</i>	500

Table 2: Primary School Unit Costs ⁷

	<i>Unit Cost/TSh</i>
School Level	
<i>Teacher salaries</i>	24,616
<i>Learning materials</i>	606
<i>Boarding</i>	269
<i>Pupil transport</i>	33
Inspection	
<i>Salaries</i>	120
<i>Operating expenses</i>	73
Regional and District Administration	
<i>Salaries</i>	637
<i>Operating expenses</i>	1,719
<i>In-service training</i>	108
National administration	
<i>Salaries</i>	108
<i>Operating expenses</i>	496
Total Public Unit Cost	28,785
<i>Subsidy per private pupil</i>	193
Weighted Unit Cost	28,736

Source: Galabawa (2000) *Primary Education Status Report*

⁷ These are based on 1999 prices.

ANNEX 7: OUT-OF-SCHOOL CHILDREN AND YOUTH

Table 1: Projected National Plan for Provision of Education for Out-of-School Children and Youth, 2002-2006

	2002	2003	2004	2005	2006
Districts	40	80	100	113	113
No. of centres	1,000	3,000	5,500	8,500	11,325
No. of new enrollees	80,000	160,000	200,000	240,000	226,000
No. of professional teachers	660	1,980	3,630	5,630	7,494
No. para-professional facilitators	1,340	4,020	7,370	11,370	15,156
Total Enrolment targets (age 10-13+)	80,000	240,000	440,000	680,000	906,000

Table 2a: Unit Cost Estimates for NFE for Out-of-School Children and Youth

ITEM	ANNUAL COST (T Sh)	UNIT
Professional Teacher Salary	540,000	Per teacher
Community costs for Paraprofessional Facilitators	240,000	Per facilitator
Learning materials	4,500	Per student
Facilitator training	180,000	Per centre
Monitoring and evaluation	90,000	Per centre
District level support	90,000	Per centre
NGO management costs	180,000	Per centre

Table 2b: Overall NFE Programme Cost Estimates (in TSh Mil.)

YEAR	2002	2003	2004	2005	2006	TOTAL COSTS
No. Centres	1,000	3,000	5,500	8500	11325	
No. Pupils	80,000	240,000	440,000	680,000	906,000	
Budget costs						
GoT Costs*	1,080.0	3,240.0	5,940.0	9,180.0	12,231.0	31,671
Community Costs	321.6	964.8	1,768.8	2,728.8	3,637.4	9,421.4
Materials	360.0	1,080.0	1,980.0	3,060.0	4,077.0	10,557.0
Facilit. Training	180.0	540.0	990.0	1,530.0	2,038.5	5,278.5
M & E	90.0	270.0	495.0	765.0	1,019.3	2,639.3
District Support	90.0	270.0	495.0	765.0	1,019.3	2,639.3
NGO Mngmnt Costs	180.0	540.0	990.0	1,530.0	2,032.5	5,278.5
Annual Total Cost	2,301.6	6,904.8	12,658.8	19,558.8	26,061.0	67,485.0

Note: *GoT costs are salaries for Professional Teachers
\$1 = TSh 900/=

ANNEXE 8: ESDP Institutional Framework for PEDP Implementation

