EDUCATION SECTOR REFORM PROGRAMME
(FOR TAS 2000)

1.0   BACKGROUND

1.1   The Government recently formulated and approved a policy driven reform programme, the **Education Sector Development Programme** (herein referred to as Ed-SDP). The Ed-SDP aims at implementing key reforms to ensure equitable access, quality provision, effective and efficient management and financing of education services at all levels. The need for the reform has been prompted by the centrality role of education in economic growth and social progress that calls for continuous examination, reflection and reform. Some evidences also suggests that without quality education, the process of economic development can be seriously jeopardized.

1.2   Quality of education has become a hot issue. The decline in the quality of education is a disturbing issue for most Tanzanians. Issues of cost and access have constantly surfaced. One of the other emerging issue is equitable access to education provision by all groups — demarcated by religions, ethnicities, geographical locations, class and social, cultural earnings. Education reforms at various levels have to content with these conflicts.

1.3   Current political and economic reforms are impacting on the above situations in two ways. The liberatization of the economy and the education system have led to a proliferation of private schools, many of which are now delivering high quality education. Through non-discriminatory in their admission policies, ability to access them is not evenly distributed. Budget cuts have also led to the abandonment of many practices which, while contributing to national integration, were also costly, for example, boarding schools. These tendencies are generating a large uneducated and/or under educated segment of the population. The resultant inequalities in access to education and ultimately jobs, are becoming a concern that need redress.

1.4   During the twenty first century and of the third millennium Tanzania will experience a working environment dominated by science and technology. To be able to live and work efficiently in the 21st century therefore would require individuals who are properly educated and trained in science and technology, and this constitute a challenge to the education sector. The anticipated developments in science and technology will necessitate reforms in the education sector in the area of teaching and learning, research, libraries and information services, and in the management of institutions.

2.0 THE EDUCATION SECTOR

2.1 Current Situation and Participation

2.1.1 The formal education system in Tanzania comprises of 7 years of primary education, 4 years of lower secondary, 2 years of upper secondary and a minimum of 3 years of university education (i.e 7:4:2:3+). Pre-primary has remained small, informal and mainly in private sector, while Adult education is both non-formal and informal but currently small in scale of operation. Pre-primary may soon be mainstreamed and attached to most primary schools.

Primary school enrolment reached 4,035,209 pupils in 1998, nearly all of them in public schools as there were only..... pupils in primate schools. The total teaching staff at primary level was 106436 teachers, giving a teacher: pupil ratio of 1:38. The participation rates were 57 Net Enrolment (NER) ratio and 76 Gross Enrolment (GER) ratio, suggesting that there are many overage children outside the schools and the system is incapable of absorbing them.

2.1.2 The secondary education enrolment for both lower and higher levels was 226,903 distributed as shown in the table below:

Table 1: Secondary School Enrolment (National Total 1998)

	PUBLIC SCHOOLS		TOTAL	PRIVATE SCHOOLS		
	BOYS	GIRLS		BOYS	GIRLS	TOTAL
FORM I	19051	18043	7094	14032	12823	27125
FORM II	16087	15131	31219	12926	11830	24756
FORM III	13172	11753	24925	11583	10446	22029
FORM IV	11321	9861	21182	10894	9515	20409
FORM V	3298	1865	5163	3305	1521	4826
FORM VI	3100	1648	4748	49705	1038	3428
FORM I-IV	59631	54788	114419	2390	44614	94319
FORM V-VI	6398	3513	9911	5695	2559	8254
FORM I-VI	66029	58301	124330	55400	47173	102573

The absorptive capacity of secondary education has remained quite limited. In 1998 the public sector absorbed only......out of the......primary school leavers or 8.5 percent, while the private sector took.....or....percent. These results in a very steep pyramid and accounts for a very low participation rate of about 5 percent (GER). The transition rate from lower to upper secondary was 14.8 percent in 1998 out of.....students who attempted the final examination.

2.1.3 The total teaching force in the entire school system, including teacher training colleges was 119,067 in 1998, out of whom 106436 were in primary schools 940 in teacher education and 5,399 in private secondary schools, while public secondary schools had 6,292. Their qualifications (all teachers) were 2,151 graduates (%) 9006 diploma (%), 47783 Grade A (%) 634923 Grade C/B teachers (%). This suggests that the majority of teachers are primary school teachers and that (% of them) or less are underqualified (Grade C/B)

2.1.4 Higher education in Tanzania consists of three universities, 3-5 emerging small private universities, three technology institutes of Dar es Salaam, Mbeya and Arusha and about 13 diploma granting non-university institutions such as IDM. IFM and the social Welfare Institutes. The University enrolments stand at....students while technical colleges enrol....students. The non-university diploma granting institutions enrol about....students. There is a string of post secondary institutions managed by individual ministries and parastatals, such as about 108 institutions for health workers training, fold development colleges, financial training colleges and about 16 MATIS (Agricultural Training Institutes).

2.2 Problems, Strengths and Opportunities

2.2.1 Problems

The Tanzania education system is fraught with some serious developmental problems that include the following:

- **Low participation rates**: These are ranging from 57.8 net enrolment at primary level, to 5 percent gross enrolment at secondary level and about 0.27 percent in university education. These percentages are very low by all standards, and they have been either declining (primary) and stagnant at other levels.

- **Poor quality of education**: Although there has been some success cases, many parents and employers are disechanted with the products of the education system, as manifested by low numeracy and writing skills, especially at primary levels.

- **Underqualified teaching force**: Primary schools are staffed by primary school leavers to the tune of 70%, secondary schools by secondary school leavers – 81% percent; and this state of eschewed qualification applies to all other levels and institutions.

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- **Underfunding of the foundation tiers:** Primary and secondary are getting 2.5 percent of the annual government budget, which results in low capitation and poor supply of key education inputs such as textbooks and other instructional materials and equipments.

2.2.2 Strengths of the Sector

The Tanzania education system has got some strong points including the following:

- **Existing of a national system:** There is a network of education institutions all over the country, centrally coordinated through a system of directors and service institutions e.g curriculum centre and a national examination council. All primary schools are at walking distances, while secondary schools and tertiary institutions are few but open to any person who can afford to pay.

- **Key offices:** Such as of directors, regional and district officers are available including staffed ward coordinator levels.

- **Government and donor support:** As manifested by allocation of resources.

- **Some school,** such as private schools and seminaries complement the government effort in the provision of secondary education. The policy of liberalization encourage individuals to own and manage private teacher training colleges and universities.

2.2.3 Weaknesses of the sector

Education problems (para 2.2.1) are not synonymous with the weaknesses of the system. You may have a weak education system but schools function quite well. The few weakness of our education system that need to be mentioned are:

Fragmentation of the System. The formal education system is currently controlled by the Ministry Regional Administration and Local Government, the Ministry of Education and Culture, and the Ministry of Science, Technology and Higher Education. These are three independent ministries of equal status. In addition, about 13 other ministries have training institutions. The result of this

fragmentation is the lack of proper coordination, cohesion and high overhead.

Internal Inefficiency: The Tanzania system is characterized by indefficency indicators such as:

- Low staff student ratio of 1:38 at primary level, 1:18 at secondary level, and about 1:6 at tertiary and higher education.

- Poor maintenance culture in schools

- Higher rates of wastage that manifest in high repetition, late entry to school grades, later graduation from the system, high drop-out.

Weakness in the enforcement of quality indicators. Despite an elaborate inspectorate system at regional and district levels, the system has developed some weaknesses in enforcing quality indicators, such as:

- Staff-student ratios are skewed in favour of urban areas;
- Classrooms size and whole physical infrastructure differ;
- Availability of teaching materials differ in quantity and quality;
- Teacher absenteeism is widely reported at primary level.

2.3   Current Intervention or Reform:

2.3.1   Sectorwide approach to Educational Financing

The 1990s marked the inception of a number of changes, culminating in political pluralism and market-oriented macro-economic policies. These changes call for liberalism, competitiveness, efficiency, sustainability etc, to be realized through a process steered by a predominantly private sector led-economy, under a government whose major functions are the maintenance of law and order and creation of enabling environment.

For the education sector, the response was the formulation of several education policies, including the **Education and Training Policy,** whose implementation striggered the introduction of Education Sector Development Programme (Ed-SDP). Among the several objectives of the policy was to improve the system of financing while rationalizing and controlling government expenditure through a sound budgeting system.

The reform is a departure from a rather fragmented, narrow, stand-along projects approach in education development that has had limited impact and has crated difficulties in coordination and management to a sectoral development partnership – where sector plans are conceived and implemented while taking into account broader development strategy, vision and fiscal policies.

The sub-sector specific policies (e.g ETP, HEP) have led to formulation of various strategies that focus on modalities of liberalising education, maintaining equity of access, improving quality, improving cost sharing and decentralising management of education. The process of setting strategies has also led to establishment of the **Education Sector Co-ordinating Committee (ESCC)** whose representation promotes intersectoral collaboration and oversees the implementation of the sectorwide Ed-SDP.

This approach is intended to evolve into a sustainable education sector development programme. The following actions will be taken as part of the government's commitment to the education sector reform and development programme process:

- A clear articulation of policies and objectives

- Development of agreed sectoral and sub-sectoral policies and strategies

- A clear definition and assessment of the required short, medium and long term resource envelope

- Improvement of management and audit arrangement for the common fund disbursement and procurement of services.

2.3.2 Policies Influencing the Education Reform

Variety of national policies, which are going to directly or indirectly influence, and sometimes guide various choices on the type of education to be provided are already in place. Of relevance to the Ed-SDP reforms were **The Tanzania Vision 2025** which sees education as a strategic agent for mindset transformation, and for the creation of a well educated nation that can face the development challenges facing the nation. The micro economic policy framework, on the other hand, places emphasis on the rationalization of education and economic enterprises, liberalization of the economy, including the provision of services like education, and the privatization of publicly provided or owned and services.

Tanzania aims at eradicating poverty by the year 2025. Education is clearly identified as one of the strategies of combating poverty due to the personal benefits and externalities that are associated with education. **The Education and Training Policy, The Technical Education Policy and The National Science and The Technology Policy** specify the major thrusts of the education system in the reform process. The thrust being partnership, cooperation, widening fiscal support, decentralization, quality and equity, holistic and integrative approaches, enhanced access, improved relevance, better coordination, gender balance, economies of scale, improved funding, consideration for under privileged groups, and greater emphasis on the development of science and technology.

The other reforms that provide ambiance to education reforms include the **Public Sector Service, Reform Programme, The National Employment Policy, The Government Pay Reform Programme, The Private Sector Reform Policy, The Community Development Policies for Children and Women, The Social Sector Strategy and Financial Management Reform Programme.** All these directed at improving the systems and structures for providing social and economic services in order to enhance the efficiency and effectiveness of the government systems.

3.0   THE MEDIUM TEERM SECTOR PROGRAMMES

3.1   The Sector Vision

The Education Sector Vision is tied to Vision 2025 which targets at high quality livelihood for all Tanzanians through the realization of Universal primary education, the eradication of illiteracy and attainment of a level of tertiary and higher education and training of high quality human resources required to effectively respond to the development challenges at all levels. In this light, the education system will be structured and transformed qualitatively, with a focus on promoting a science and technological culture from its lowest levels, giving a high standard education to all children between age of 6 and 15.

Through education, therefore, Tanzania aspires to be a nation with high quality education at all levels, a nation which produces the quantity and quality of educated people sufficiently equipped with requisite knowledge and skills to solve the society's problems, meeting the challenges of development and attain competitiveness at regional and global levels.

3.2   The Operating Mission of the Sector

The mission or the day business of the ministries and sector is to ensure effective and efficient provision and acquisition of good quality primary, secondary and teachers' and higher education.

Since the formulation of Education and Training policy emphasis has entailed:

- Creation of true partnership between the state and other providers, encouraging private and individuals to establish and manage schools and colleges;

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

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

- To ensure quality control and regulatory measure, including curriculum review, examination reforms, teacher management and inspection;

- Improving the relevance of education for self employment and vocational training and higher education; and

- Widening of the financial support for education, to include efficient utilisation of resources, cost sharing and liberalisation of the system.

3.3 Broad Objectives of the Sector

The broad objectives and targets of Ed-SDP to be achieved by 2015 include the following:

- A contribution towards a 50% reduction in the incidence of poverty;

- Provision of higher quality primary education;

- A contribution towards reduced population growth to around 2.4% per annum via falling fertility rates due to increased relevant education;

- A better educated work force for a diversified and semi-industrialised economy;

- A contribution towards reduced environmental degradation;

- An increased awareness of a democratic process and more informed citizenry;

- A rise of the per capita income from US$120 per annum (1998) to US$50 by the year 1025 as an indicator of the impact of quality education on the economy.

3.4 Implementation of the Sector Programmes

3.4.1 As the nation's resources are scarce, the Ed-SDP shall be implemented in three phases, each of 5 year duration. The government has set the year 2015 as the target for realizing the Ed-SDP reform goals.

3.4.2 The first phase (1999-2004) shall concentrate on establishing and streamlining the whole system and its structures for effective and efficient management and monitoring of the programme reforms and targeted developments in the education sector. It will put emphasis on specific strategic interventions for basic equation in order to bring about desired changes.

3.4.3 The second phase (2005-2010), while continuing to place emphasis on consolidation of gains made during the first phase, shall concentrate on initiatives intended to reform and develop the secondary as well as tertiary

and higher education sub-sectors. Detailed plans outlining activities to be implemented during phase two shall be developed during the first phase.

3.4.4 The third phase (2011-1015) shall essentially be a consolidation one, when areas still lagging behind will be addressed as well as institutionalizing the capacity to sustain the reforms during the first and second phases. During this phase, the Government shall also involve preparation of gradual phasing out *donor dependence* and should be able to sustain the system with minimal external assistance.

3.4.5 Thrust of the First Phase – 1999 to 2004

Consistent with broader development priorities and the Long-term Vision for Education Development in the Year 2015, the following shall be the thrusts of the First Phase of the Ed-SDP.

Priority will be to assure growing and equitable access to high quality primary education and adult literacy through facilities expansion, efficiency gains and quality improvement measures, accompanied with efficient supply and use of resources. Removal of gender, regional, geographical and social inequities in the provision of education will be a central policy objective.

The second priority will be for the Government to create an enabling environment for effective public-private partnerships in education, especially for secondary and post-secondary/higher education provision while not adbicating its obligation in the partnership formula. The Government's role will be mainly to ensure equitable access and support for the less well-off, and to ensure that public and private services are of high quality and cost-effective.

The third priority will be to strengthen the capacity of central ministries for policy formulation, strategic thinking and interventions, including better interfacing among Ministries of Education, Finance, Planning, Central/Local Government and other stakeholders. The outcome will be a clear formulation of feasible strategic priorities.

The fourth priority will be to strengthen the capacity of district and school authorities for the planning and delivery of pre-primary, primary and secondary school services. An important first step will be to redefine responsibilities and authority at the centre, districts and schools, including introducing necessary legislation and regulation reforms and capacity building measures.

3.4.6 The Overall Sector Reforms

The overall sector reforms are supposed to be implemented in 15 years period. They are to cover basic education, secondary education, teacher education, tertiary and higher education as well as all the support institutions. Basic education embraces pre-primary education, primary education, adult education, vocational education and youth/out of school children education. At *pre-primary level,* the aim is to formalize that level of education so the government will issue national curriculum guidelines, train quality teachers, advise on language and methods of instruction, and provide complementary inputs and resources.

At *primary school level,* the reform is targeted at the many eligible children who were not going to school at all, enrolling late, or dropping out of school. Similarly, the reform is aimed at arresting the decline in the gross enrolment ratio and quality of education generally, upgrading the academic and professional qualifications of teachers, especially the C/B grade, improving the terms and conditions of service of teachers, improving school infrastructure, textbook supply, quality of examinations, promoting equity, and correcting gender imbalance, urban – rural disparities, and ensuring that all the genuinely poor get support for their education.

In adult education, the reforms are directed at improving the rate of adult literacy through functional literacy programmes, expanding vocational training, and providing education and work opportunities for youth and adults. The reforms are also meant to provide training opportunities for out of school children, and especially girls, and complementary basic education through the COBET, ICBE and Youth Education programme.

Secondary education reforms are essentially those of expanding enrolment by increasing the transition rate from 15 percent to 20 percent by the Year 2004, enhancing access by quintiles, improving quality and relevance by re-organizing curriculum, providing requisite teaching/learning materials and equipment, and addressing the language problem.

Teacher education reforms are meant to provide opportunities for better pre-service and INSET training of teachers, especially upgrading the academic content and professional skills, improve teachers' mastery of language, providing more opportunities for teacher mentoring, and having in place a professional body that shall be responsible for setting professional standards and enforcing professional ethics.

The tertiary and higher education, reforms are directed at rationalization of institutions of tertiary and higher learning in order to enhance efficiency

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and effectiveness. Similarly, the thrust is on making better use of spatially dispersed programmes, increasing the participation through redressing gender imbalance, reducing the high unit cost through institutional transformation, diversifying the means of funding, and improving the general quality of outputs by improving inputs and processes.

For the support institutions (TIE, NECTA, TLS, IAE, TSC, and the Inspectorate), the major reforms shall include personnel audit, capacity building, human resource development, and provision of requisite support facilities and equipment.

4.0 IMPLEMENTATION OF ED-SDP PRIORITY PROGRAMME

4.1 Basic Education Strategy and Targets

4.1.1 Moving Towards High Quality UPE (at least 85% gross enrolment by Y2002)

The Primary school gross enrolment ratio for 1998 was 76%. The net enrolment ratio was 57 in the same year. This clearly shows a steady decline in primary school enrolment which is attributed to a variety of reasons, ranging from poor learning environment to lack of confidence of parents in the relevance and quality of primary education. Drop out rates have also increased significantly, ranging from 4.6 in 1981 to 6.7 in 1997, and leading to low completion rates. Inspite of this, the Government is firmly committed in providing primary education to all school-age children through the following strategies:

- Provision of additional classrooms through double sessions for urban schools. *(implementation by districts by 2000 –school facilities);*
- Rehabilitation of existing classrooms. *(13,000 classrooms repaired by 2004 – Anne: school facilities);*
- Provision of teachers' houses. *(5,000 teachers houses constructed by 2004 –school facilities);*
- Provision of appropriate legislation for school authorities to secure enrolment and attendance of pupils including regulating teacher absenteeism. *(legislation in place by early 2000 –Legal Framework);*
- Public sensitization programmes and incentive schemes to encourage parents to send and keep their children in school. *(on-going –publicity and mass communications);* and
- Provision of complementary schooling to out-of-school children of school age. *(300,000 Pupils enroled for complementary schooling by 2004 in 15 districts –COBET).*

Parallel to the provision of universal primary education, a more important objective is to ensure that the education being provided is of high quality. Strategies in this regard include:

- Effecting a sustainable textbook supply system. *(One book per subject per student by 2004 –Primary Education Textbooks);*
- Improved teaching effectiveness through College, School and Teacher Resource Centre – based professional development and academic up-grading. *(All Grade B/C Teachers to be grade 'A' by 2004 –Teacher Education Development);*

- Improved pre-service teacher effectiveness largely through curriculum reforms and staff development. (*Revised pre-service curriculum by 2000*),

- Strengthening school based academic and professional management and monitoring systems to ensure guaranteed instructional time. (*All primary school Headteachers fully trained by 2004, initial basic managerial training on-going –: School Management); and*

- Strengthening the inspectorate to enable in conduct regular and periodic inspections resulting in the issuance of certificate of compliance to national standards. (*One full inspection per school per 3 years, in-service short course for inspectors undertaken – Inspectorate Development).*

4.1.2 Improved Basic Education Planning and Management

In view of the on-going reforms in the Civil Service and Local Government, the role of the Central Government will be confined to policy, planning, regulatory, quality assurance, and performance monitoring. In this respect, most of education management and implementation responsibilities will be devolved to district and school authorities. In order to effect planning and management of basic education, the Government will undertake the following strategies:

- Strengthening the capacity and coordination of central ministries involved in the sub-sector in planning and performance monitoring of basic education. (On-going – annex 3: Capacity Building and Education SDP Monitoring and Evaluation;

- Decentralization of financial management responsibilities to district and school authorities, including staff management. (Block grants to the fist 35 districts by 1999, all districts by 2001 – Legal Framework);

- Strengthening the school planning and management capacity through the context of whole school development. (*all Head teachers and School Committee members trained by 2000 –School Management);*

- Increased cost sharing with beneficiaries, including employers/trainees. (*50% cost shared by beneficiaries by 2004*); and

- Capacity building at district and community levels to enable them plan and manage adult education programmes and those for out-or-school children. (On-going – annex 16: ICBAE).

- Adult education programmes to be better resourced through government grants and loans and support from NGOs and programme expanded.

  - COBET and ICBAE have been developed

  - ICBAE programme to be expanded to 47 districts, expansion from June 2000

  - COBET programme to start June, 1999

- Establishment and expansion of Complementary Basic Education in Tanzania (COBET) programme for out-of-school youth. *By the year 2003 about 300,000 COBET children to be mainstreamed to formal primary school education;*

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- Expansion of Integrated Community-Based Adult Education (ICBAE) programme linked to rural credit circles to 2348 wards with an enrolment of 6.3 million adults by the year 2004

- Recruitment and training of 3200 REFLECT (Regenerated Freirean Literacy through Empowering Community Techniques) facilitators by the year 2004 with short term financial support;

- Capacity building at community and district levels to initiate, plan and manage ICBAE and COBET programmes; and

- Devolve powers to school and local authorities to enforce and regulate attendance of primary school age children.

4.1.3   Improved Basic Education Cost Effectiveness

The resources made available for basic education are not utilized to the best effect. Although basic education recurrent spending share is the highest in the education sector (64.4% in 1997/98) most of it (95%) goes to service teachers' wage bills. Very little (5%), therefore, is left for funding quality improvement measures.

The apparent shortage of primary school teachers, especially in some remote rural areas is a consequence of uneven distribution of teachers. This has led to teachers in rural areas having heavy teaching loads compare to their counterparts in over-staffed urban areas.

Shortage of classrooms especially in urban areas has led to over crowding with schools having class sizes ranging from 50 – 150, a situation which renders teaching ineffective. This shortage also limits the enrolment of eligible pupils. In some rural areas, however, some schools have very small class sizes and teacher utilization in those schools in minimal.

The Government objective is to ensure that available resources (human, material and financial) are utilized for effective implementation of programmes in the sub-sector. This objective will be realized through the following strategies:

- Rationalization of the primary school teaching force with the aim of realizing efficiency gains in teacher utilization and deployment. *(Head count by 1999 and teacher redployment by 2000 –Primary Education Teaching Force Rationalization);*

- As a short-term stop-gap measure, establishment of double shifts in schools with very large pupils populations but very few clasrooms. (Guidelines sent to district in 1999, implementation by 2000);

- Introduction of multi-grade teaching in schools with very low pupil populations. *(Teacher orientation in 2000 and implementation by 2001 –: Teacher Education Development);*

- Protection of Basic Education spending share at around 70% over the plan period with the aim of moving towards a salary: non-salary spending ratio of 80:20. *(70% spending share by 2004 –Financial Planning and Management);*

- Ensuring community contributions are used to the best effect in providing quality education. (Guidelines sent to local authorities in 1999); and

- Retention of UPE fee by school authorities for use in book replacement and building maintenance costs. (Implementation on-going).

4.3 Post Secondary and Higher Education Strategy and Target

4.3.1 Cost Effective use of Plants and Resources

Review of current status on higher education institutions has shown that physical plants and other resources are not fully utilized. Salient features of such inefficiency have included down trend in enrolment level, low staff-student ratio, poor manpower balance, high attrition rate, idle capacity, such as land and classroom.

The government through its various organs aspires to revitalize performance of institution by:

- Doubling the current annual student intake in its public institutions. (start July 1999). In line with this objective, deliberate efforts will be taken to sustain expanded enrolment through increased budget allocation. Off-campus students and distant education will be highly encourage. The government is also exploring the possibility of expanding selection criteria to incorporate commitment to stay off-campus during the programme.

- Establishing optimal standards regarding the number of employees (academic and supportive) who will be adopted on permanent terms to carry out critical core activities; and allow the rest of activities to be carried out by part time workers or private companies – (start July 1999, implementation, July 2001)

- Targeting institutions resources with much emphasis to core activities of institutions; i.e separating student administration from activities of

training institutions. (separating training cost from normal Ocs by July 2001)

- Exploring possibility of introducing double sessions to boost both enrolment levels and capacity utilization. (start July, 1999).

- Establishing institutional performance standards; and once in place, use output/student based funding system. This will not only challenge institutions to fully utilize their resources but also improve the quality of output. (July 2000, Implementation September 2001).

4.3.2 Improved quality and Relevance of provision

Annual expenditure per student in Higher Education is generally high compared to other sub-sectors. Apparently the sub-sector still suffers from low quality output and high unit cost. High unit cost is derived mainly from allocating much more funds on student welfare than developmental and learning inputs. It is imperative under the ongoing reforms that the government crates an enabling environment that will not only improve the learning process but also foster enrolment growth and optimal utilization of facilities and physical plant. Intervention measures shall include:

- Improve the availability of learning inputs and pedagogical facilities – Implementation in Progress;

- Overhaul the curricula to incorporate new needs and inter linkages with the labour market – *start Implementation July 1999; curricula changes ongoing;*

- Facilitate the review of semester System commonly in practice elsewhere to reduce the amount of pressure on students to recollect all the facts from year one to third/fourth year – *Institution to submit recommendations by July 2001; Implementation, September, 2003*

- Work out performance standards that will improve the monitoring and evaluation process – *Rationalization process to set standards by December 1999, thereafter on annual basis;*

- Work out modalities for introducing a modular system in some of the courses to enhance students performance, as well as expanding enrolment levels – *Implementation of Modular approach in FTC by September, 2001; and*

- Create a enabling environment that will facilitate and encourage re-training of teaching staff and continued education for the graduates – Implementation ongoing.

4.2 SECONDARY EDUCATION STRATEGY AND TARGETS

4.2.1 *Priority Programs (Secondary Education Master Plan, SEMP)*

- Selective redeployment of under-utilised post-secondary facilities as rural secondary schools: Target (*seven such colleges are re-deployed – 840 additional places by 2004, or 33,600 more students enrolled*).

- Selective expansion of provision in under-served areas, through additional classroom construction (420 classrooms) and optimum use of existing secondary schools: *(target – doubling the current enrolment from these under served areas by 2004, by an addition of 16,000 students.)*

- Increase the enrolment in community schools, dependent on population in the catchment area, from two to at least three streams: *(target – 300 classrooms or 12,000 students enrolled additional places by 2004.)*

- In disadvantaged areas, the Government will provide assistance to selected private schools by paying for seconded teachers, and providing some instructional materials.

- The government will encourage the continued construction of community schools, at the rate of one per district per year over the plan period. In the least able areas, the government will give a subsidy of 20 per cent of the materials cost of classrooms, and build the laboratories, workshops, and libraries and equipping them. (*Target – 4,800 additional SI places by 2003*).

- The Institute of Adult Education enrolment will increase from the present 12,000 to 30,000 by the year 2004 through the use of existing primary and secondary school facilities, where feasible.

4.2.2 *A-Level Access Improvement*

Preamble In tandem with the improved access at O-Level, the A-Level enrolments will have to be significantly increased if we are not to frustrate these investments at lower levels. Quality at A-Level has remained fairly reasonable but there is need to improve performances in the sciences, mathematics, and technology. In addition, graduates from technical secondary schools have no opportunity for A-Level technical education. The plan will rectify this anomaly.

4.2.2.1 *Priority Programs*

- Seven A-Level zonal secondary schools up-graded from the current O-level Schools, by adding two streams to each school.
- Encouraging districts to up-grade one O-Level to A-Level for each five O-Level community schools in the district.
- Build one multiskill Polytechnic

- Add one A-Level technical stream to two of the existing O-Level technical secondary schools.
- Marginal additions of facilities and improvements in the utilization of current A-level school, such as adding combination.

4.2.3 Programs for Increasing Equity

Preamble: Simply increasing the access in terms of a greater volumes of enrolment in secondary education may cause greater inequity if all it does is to increase the number of the same kind of participants into secondary education. Therefore, a second but related policy priority is to inverse equity by addressing gender balance enrolment and performance, increasing the enrolment of students from under served areas, increasing the participation of children form poor families, and improving the equitability in the distribution of teachers.

Quality improvements in primary schooling, especially for girls and disadvantaged areas, will be a necessary pre-condition for the phasing out of the current quota system by sex and districts if it is not to result in greater disadvantage for some students.

4.2.3.1 Priority Programs

- Equitable income-indexed per student grant allocation system, covering all public/private schools: (*target – in place by 2001/2*).

- Introduction of targeting mechanisms (means Testing) for scholarships/grants to the economically, physically and mentally disadvantaged, and girls: (*target – reaching 40% of the poorest families by 2003*).

- Preferential allocation of poorer students to Government secondary schools, linked to a redistribution of government boarding subsidies target-mechanism in place by 2001/2

- Interventions to increase girls performance, especially in Maths and Sciences.

Target: **Improve performance by 40 percent by 2004**

4.2.4 Strategies for Identifying Poor Pupils and Under Served Areas

Means Testing. The Plan envisages using local communities (Education Committees) in the village governments to identify the poor children, and

especially girls who are academically able but financially unable to pay for their schooling. While there will be local variations in the application of the proposed identification criteria, the study will explore the use of:

- Monthly and annual incomes of households, including an assessment of the impact of the seasonality of the incomes.
- Education of key members of the households, including parents and siblings.
- Disability, family and individual circumstances such as single percentage
- Monitoring mechanisms for phasing out those becoming able, and incentives for those potentially able but unwilling to pay or work harder.

Criteria for Identifying Undeserved Areas. The factors which will be taken into account will include:

- The rate of education development in the areas, especially growth in the establishment of schools.
- The gross and net enrolment ratios in the district/region
- Number of schools in the area versus secondary school age children.
- The contribution of the region to GDP as a proxy for level of income.
- Per capital incomes of people in the area
- Ability Vs Willingness to pay index
- Sources of incomes of the area, plus their seasonality

4.2.5   Programs for Increasing Quality
Preamble

Quality is the key factor in any education reforms, and it is the hardest to tackle. Without dramatic improvement in quality, parental excitement about education and the contribution of education to GDP will be minimal. Factors that need to be addressed include the quality of teacher training; the quality of teaching, the quality learning strategies used by students; language of instruction and language learning, instructional materials, quality control and regulatory systems, inspections based on the issuance of certificate of compliance with standard, teachers and heads of schools qualifications, and rehabilitation of existing school plants.

4.2.5.1 The Priority Program Activities

- Improved pre-service and in-service teacher development programmes through TTC network and TRC based provisional target – action plan and targets by mid-2000.
- Review of the curriculum, for breadth, depth, and relevance. *Target task force action plan by mid 2000; implementation start-up 1999/2000.*
- Sustainable demand-driven instructional materials system, including cost-sharing measures and targeted book grants by Government to poorer families: target – 1 book per student per subject, full implementation by 2003.
- Upgrading courses for Tutors in TTC/Faculty of Education 2002
- Restore academic standards and student achievement through strengthening quality control and regulatory systems, including inspections based on certificate of compliance with standards, mandatory teacher and heads of

schools qualifications and training: target – registration guidelines by end 1998; implementation plan in 1999.

- Develop a system for the selected rehabilitation of existing school plants through community participation and locally based contractor management: target – system in place and implemented by 2000
- Specialized teachers of Bias Subjects – for commerce, agriculture, technical education, and home science – target – Attain 50 percent of the teachers of these subjects being graduates by 2004.
- Facilities for sports and culture activities. Since sports and games are integral parts of education, facilities for sports and cultural activities shall be provided in every school to develop students with talents in given fields: Therefore the following support will be given:

  - Constructing modern play/sports grounds by 2002
  - Improvement of facilities for drama by the 2000
  - Provision of sports and games gear by July 2000
  - Sports and games competitions will be supported annually
- Improvement of language learning and Teaching – Target 50% improvement.

4.2.6 Programs for Increasing efficiency

Preamble

The plan incorporates measures to achieve greater systems efficiency by increasing overall teacher-pupil ratio while addressing teacher/subject workloads, unit costs, school sizes, and general system wastage. A related policy priority will be to strengthen the capacity of regions, districts, and school authorities, for the planning and delivery of secondary education services. This will include the redefinition of responsibilities and authority at the centre, districts, and schools, including the necessary legislation and regulatory reforms associated with this capacity building thrust.

In addition, in education, we need to deconstruct the concept of efficiency such that training costs in only one parameter. The most important element in efficiency in education is the enhancement of the learning tempo, both in amount. Variety, and speed, all accomplished with a human face.

Two preliminary activities that overides others will be under taken, and these area:-

1. *Needs Assessment.* Key to the success of the reform program is the strengthening of the teaching and learning processes. In order to firmly and accurately align the reform program to these two processes, a needs assessment exercise will be undertaken early in the programme with the view to:
   - Ascertain the numbers and qualifications of all secondary school teachers and tutors in colleges and relevant faculties.
   - Perform quality audit and control

- Identify the number gaps in the teaching of different school subjects;
- Establish the extent of deficiency in knowledge with respect to content and paegogical skills.
- Design remedial in-service courses for those remaining

2. *Strengthening Data Collection and Analysis*. The efficient operation of the secondary education system will very much rely on the availability and use of key performance indicators. These in turn relies heavily on accurate and efficient data capture mechanisms. This plan aims at strengthening the collection and analysis of secondary education data on enrolments, teaching force, teaching facilities, capacity utilization and student performance.

4.2.6.1 Priority Programs:
- Conduct a Needs Assessment by 2000
- Effective use of teaching force through programme review and effective teacher deployment and management: *target – PTR to rise from 17 to 30 by 2003*
- Rationalisation of the number of subjects and combinations offered in schools, Form I-IV and Form V-VI: *target – revised guidelines for this by mid 2000.*
- Shifting an increased proportion of the cost of boarding facilities from the government to beneficiaries: *target – reduce government contribution by 50 per cent.* Assessment of real boarding costs by 2000. Reduction of Government share on boarding for the rich by 2004.
- Strengthening the capacity of districts and school authorities, through legislation to give them authority for the panning and delivery of secondary school services: *target – legislative amendments in place by 2000.*
- Create a Data Collection and Analysis Unit in place by 2002.
- Reduce system wastage by improving or introducing counselling services, encouraging greater partnerships between schools and parents target – immediate commencement of improved counselling services, and fully trained counsellors by 2004.
- Community construction of hostels near day secondary schools I n under-served and difficult life areas – nomads – to prevent school dropout. Hostels built by 2004.

4.2.7. Programs for Increasing Autonomy

Preamble

While it is not a sufficient condition, it is a necessary condition that secondary schools are given broad autonomy in their internal operations so as to improve on their operational efficiency. Tanzania is a large country with geographical, economic, and cultural complexities that cannot be adequately addressed from the centre. Similarly, schools need to be able to respond to their internal dynamics and conditions in their catchment areas. Therefore, the Government will devolve the operational powers for the efficient management of schools to regions,

districts and schools, when broad national guidelines. The overding policy priority is the recognition that the centralised system leaves little scope to school boards or heads, especially of government schools, in decision making over issues such as staff deployment.

4.2.7.1 *Priority Programs*

- Devolution of financial/operational management of schools to autonomous boards of management, working within agreed regulatory framework and budget guideline: target – 100% by 2001; regulations/guidelines in place in 1999.
- Promote the accountability of heads of schools by reviewing reporting lines, regularity and their terms of recruitment, appointment, and promotion: *target – completion of review by 2000, implementation by 2001.*
- Heads of schools and Board members will be required to develop school development plans and execute them. Target – all schools to have plans by December 1999.
- Training of all school heads, board members, and subject co-ordinators by 2004 within the context of whole school development.

4.3   The Program Financial Framework

Capital Expenditure:

The programme financial framework as detailed in Table 6 provides for the expenditures on development activities to the tune of TShs. 15.6 billion (UDS 219.4 million). It is to be recognized that these figures are only indicative. Actual costing of the programs and project will need to be done.

Table 2: Programme Component and Budgetary Allocation

	PROGRAMME COMPONENT	TOTAL BUDGET	ANNUAL BUGETS				
			99/2000	2000/01	2001/02	2002/03	2003/04
1	Equity Improvement	27,798	2,238	10,340	7,240	5,140	3,040
	a. itation grants (income Indexed)	7,128	528	1,800	1,700	1,600	1,500
	b. Means testing	670	670	670	0	0	0
	c. Scholarships to Government schools	20,000	1,000	8,500	5,500	3,500	1,500
	d. Improvement of girls performance	200	40	40	40	40	40
2.	Access Improvement	41,074	6,043	9,153	8,305	7,155	10,418
	a. Deployment of under utilised institutions	204	102	0	0	0	102
	b. Expansion in undeserved areas	24,948	1,500	7,598	6,750	5,600	3,500
	c. Optimum use of current facilities	5,075	2,538	0	0	0	2,538
	d. assistance to private schools	1,956	303	405	405	405	438
	e. Building of Lab/W/Shops	4,000	800	800	800	800	800
	f. Building Hostels for under served areas	1,500	300	300	300	300	3,000
	g. Building of a Polytechnic	00	500	500	1,000	00	00
	h. Form 5 expansion	240,	50	50	50	50	40
3.	Quality Improvements	67,439	7,893	19,578	13,418	10,572	15,978
	a. Upgrading teachers' qualifications	13,100	1,500	4,000	3,000	2,500	2,100
	b. Curriculum Review	215	215	0	0	0	0
	c. Conversion of Technical schools	3,000	00	50	500	500	1,500
	d. Implementation of language policy	1,500	750	0	0	0	750
	e. Textbooks supply	18,544	2,000	6,000	4,500	3,500	2,544
	f. Community based rehabilitation	25,000	2,500	7,500	6,500	5,500	3,000
	g. Facility based management development	2,940	200	850	750	690	450
	h. Teachers of Bias subjects	240	48	48	48	48	48
	i. Specialised Language Teachers	400	80	80	80	80	80
	j. School libraries	500	100	100	100	100	100
4.	Efficiency Gain Measures	17,076	1,359	2,335	2,820	2,910	3,010
	a. Effective teacher deployment	4,642	2,321	2,321	0	0	00
	b. Rationalisation of subjects	204	204	0	0	0	00
	c. Demand driven boarding facilities	6,700	50	1,000	1,600	1,750	1,850
	d. Stmgthening institutional capacity	1,200	240	240	240	240	240
	e. Career and Education Counseling	200	40	40	40	40	40
	f. Decentralisation and autonomy measures	200	100	100	0	0	0
	g. Strategic information gathering	150	50	50	50	0	0
	i. Needs assessment of teaching staff	50	35	15	0	0	0
	j. Training of Tutors	400	80	80	80	80	80
	i. Dissemination and sensitisation	50	30	10	10	10	0
	m.Facilities for sports and culture	3,280	80	800	800	800	800
	GRAND TOTAL	153,587	17,533	41,406	31,783	24,777	32,446

4.3.3 Increased Cost Sharing with Beneficiaries Including Employers and Trainees

Higher and Technical Education in Tanzania has been mainly public in ownership, operation and control. Thus, the expenses for post secondary, higher and technical education have been entirely financed by public budget.

In 1992, due to declining government ability and dwindling resources, the Government introduced cost sharing for all social services. The purpose of cost sharing has been to maintain quality and encourage needy students access to education; and at the same time containing government fiscal expenditure. Another important objective, often overlooked, was to change the attitude of people towards the role of the government in financing education.

Cost sharing was introduced in phases. Phase one, covered pocket money, transport and student union expenses. The second phase is meant to supplement meals and accommodation expenses. In post secondary institutions cost sharing has focused on partial payment of tuition fees as well as beddings.

Since its inception in 1992, cost, sharing has remained very unpopular simply because a large section of the students/parents are financially badly placed. As a result student/parents contribution on the cost of education has remained nominal to have an impact on improving the quality and access to education.

In 1994, the government scheduled to move to the second phase of cost sharing in a higher education that would supplement the costs of meals and accommodation. At the same time, the government was aware that the amount of contribution a student/parent was required to make was far beyond the reach of the majority. To reaffirm its commitment in providing equitable access to higher education, the government established a loan scheme currently managed by MoSTHE to cater for meals and accommodation expenses.

The loan scheme under MoSTHE has been experiencing administration problems namely poor record keeping and data management. The government was as well considering the option of using banks to provide loan to students. Experience from other countries as well as Tanzania has shown that, commercial banks do not accept intagible assets such as human capital as collateral to a loan. In addition investment to human capital is regarded as very risky because of student drop out and inability to secure slaried employment. The loan scheme, also lacks a means testing mechanism to isolate the needy students from th rest who can afford to pay for their education. As a result, and partly because of the non-discriminatory policy of the country, the loan scheme has often been construed as a grant.

It is against this experience that, the government is reviewing the modalities of cost sharing as provided in the higher education and technical education policies. Review of the performance of the current loan scheme and the economy has shown that cost sharing remains to be a

necessary way of improving and sustaining the cost of post secondary and higher education. Steps are being taken to ensure:

- A means testing mechanism is established by September 2000 to ensure that student loan becomes available to the needy only and allow the rest of funds to flow toward learning and other developmental inputs;

- Broaden the definition of cost sharing to encampus private companies, parastatals, and NGOs in the provision and governance of higher education – Higher Education Bill by June 2000;

- Introducing user charges to be paid by students and retained by institutions for purposes of improving institutions revenues and service provision – start September 1999;

- Creating an environment where students can be employed on part time basis to raise their incomes and as well as their contributions – Institutions to submit work/study Programme by July 2003; and

- A legal framework will be established to enforce the recovery of loans – Student Loan Agreement ready by September 1999.

4.4 Support Institutions

The rate and extent of success of many of the sub-programmes and activities for implementing the Ed-SDP strongly hinge on the performance of the education support institutions. These institutions have to be enabled to carryout their charges efficiently and effectively. The following measures will be effected towards that goal.

- Technical and Institutional capacity will be built within the **Tanzania Institute of Education** for it to effectively and efficiently address issues in curriculum and syllabus development. Strategic corporate plan in place by June 1999.

- The national Examination Council of Tanzania capacity in education assessment measurement, and certification will be developed through:

  - Appropriate training of personnel

  - Infrastructure up-grading

  - Rehabilitation of plant

  - Up-lifting of examination security

- Corporate plan in place by July 1999 and Implementation by early 2000.

- **The Institute of Adult Education** plays a major role in improving access through the provision of Basic Education to youths and adults who did not get formal education. The Institute also co-ordinates secondary education for youth and adults who are not in the formal system of secondary education. Furthermore, some post secondary education is provided through distant learning by the Institute.

In view of the roles it plays, the institutes capacity to handle these tasks will be developed through the provision of more and appropriate staff. Technical capacity for handling distant learning/teaching materials will be increased.

Capacity building plan to be in place by January 1999.

- Libraries play an important role in making a nation literate School, town and village libraries help to educate and cement what is formally or non-formally learnt. **The Tanzania Library Services** has a critical role of establishing libraries and training of the human resource required to run them. It is inevitable therefore, that the activities of TLS be revitalized. The following measure will be taken:

  - Institutions libraries and reading rooms will be revived

  - TLS will be required to revive training programmes for librarians

  - TLS will suggest new books and replenishments for libraries

  - Start up in April 1999.

- **The Teacher Service Commission** employs and manages teachers on behalf of the Government. It oversees the rights, services and welfare of teachers. The policy direction is for the management of teachers to be decentralized to the districts and schools such that the TSC remains mainly a disciplinary appeals body. The TLS will therefore be strengthened in the proposed new role by provision of a appropriate training of staff and provision of appropriate facilities.

  - legal framework in place by July 1999

  - implementation by January 2000

The detailed program components and sequencing of their implementation. The detailed financial outlays for the program is given in Tables 4.6. The criteria used for the allocation of resources over the years of the Plan period are:

(a)   **The strategic importance** of the intervention and its multiplier effects over the plan period. Thus, those activities which will improve quality, enrolment, and efficiency are slated for early maturity.

(b)   **Capacity to utilize the resources.** It takes time to build up a credible momentum for starting a new programme and therefore the first year may not absorb great proportions of the resources. Thus the second and third years of the Plan period becomes critical.

5.0 SOURCES OF EDUCATION FINANCING

Funding the education sector has depended mainly on six sources, namely Central Government, Voluntary contributions, Fees, institutional-based incomes, household direct payments and external funding.

5.1.1 Recurrent Budget (Local Authorities)

Basic Education is provided by the Local Authority. The District Education Officer is responsible for all basic education matters. Local Authorities received grants from Central Government to suppliment their own revenue collections. Grant is given in two types, one being for "salaries" and the other for 'Other charges'. Whereas grant for salaries is meant for specific individuals as per payroll, the grant for other charges is deposited in the district Deposit Account and expenditure is effected through the office of the District Executive Director. Although the distribution of Central government grants for "other/expenditures' across the five priority sectos (education, health, water, roads and administration) is agreed in advance with Treasury and approved by the Ministry responsible for Local Government, there is considerable room for allocations to be altered in line with district priorities as perceived by the council.

5.1.2 Development Budget

Under this budget, the Ministry of Finance spells out three major functions to which the government accords priority to be core, critical and non-critical functions. Core functions are those that can be discharged only by the government, whereas critical ones can be provided by both government and non-government agencies. Non critical activities are essentially commercial functions usually provided by commercial agencies.

Within the core function category, there are those which are accorded top priority (super core) and those that are simply core activities.

5.1.3 School Fees and Voluntary Contributions

Fees were re-introduced since the mid 1980s in order to supplement government subvention which proved inadequate owing to the economic crises that afflicted Tanzania. Thus fees were to be used to meet part of the maintenance, management, boarding, instructional and miscellaneous expenses – hence the concept of cost sharing.

The determination of fees in public primary, secondary schools and teachers' colleges is done centrally by the Ministry of Education and Culture, and are therefore uniform across the board.

Voluntary contributions, however, are determined usually by school committees and are common at primary education level.

Prior to 1996 the Ministry of Education and Culture determined what parents should pay by considering three categories of expenses regarding physical maintenance, management and instructional materials. Private costs and other expenses were rarely considered though it is known that parents had to shoulder them.

Since 1996 the Ministry establishes standard unit costs from which fees can be based (although there has never been formal agreement on the figures) thereby determining what individuals should pay as fees.

At the Primary and secondary level for example, unit costs were taken to be TShs. 110,000 and TShs. 300,000 respectively (Ministry of Education and Culture, 1996). Out of these projections, beneficiaries were to pay TShs. As fees, Tshs. 30,000 and TShs. 60,000 for primary, secondary and

teacher education. These fee levels represent about 10% of the projected required unit costs at each of the three educational levels.

The approach for determining fees in public primary, secondary and teachers' colleges sometimes raise eyebrows. It assumes that in various geographical locations prices are the same. It ignores the fact that when fees are raised, the schools that are academically strong have difficulties to collect them since parents are less willing. Fixing of fees centrally ignores schools' autonomy since school Boards and Committee members are the ones best placed to know what is best for their respective schools and so what fees should be fixed.

At the technical and higher education levels, fees are determined by institutions themselves. Again these fees are based on required unit costs but because they are high, it is the government that, through student loans, pays them directly to the institution.

As in institutions of higher learning, fees in private primary, secondary schools as well as Teachers' colleges are fixed by institutions themselves. This means that private institutions wishing to achieve certain objectives in a particular year, can do so by raising fee levels provided there is a clear explanation to the school Board/Committee of how that additional payment is going to be spent.

5.1.4 Institutional Based Income

In the context of Education for Self-Reliance, educational institutions are expected to participate in production whose income is to be part of school upkeep/costs (Nyerere 1967:2). This was to be effected through the engagement of pupils/student in income generating activities for which they would apply the theory studied in class thereby making their knowledge functional. Since 1970s the determination of income to accrue

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form such activities and thus be a source of education funding was based on a specific goal of meeting about 25% of the total cost of each school.

5.1.5 Household Direct Payment

Household direct payments by beneficiaries are crucial source of education funding especially at the lower levels of education where public resources are scare. These comprise of uniform, transport exercise books, textbooks and all sorts of parental contribution other than fees.

5.1.6 External Funding

The Education sector is among the priority sectors which enjoy increasing donor support. International aid agencies which have provided significant to the education sector include DANIDA, NORAD, GTZ, SIDA, IRISH A"ID and DfID. While UN agencies such as UNICEF and UNESCO have been supporting this sector since independence, multilateral agencies such as European Union (EU) and the World Bank have increased their support in recent years.

It should however be noted that higher intra sectoral allocations such as those for basic education do not always mean much. This is because the amounts allocated, as indicated in Table 2, met only 13% of the required unt cost. On other hand, the declining secondary education in absolute terms met 26% of the required unit cost. So the declining or decreasing subsectoral percentages should be viewed in the context of whether it also addresses the issue of adequacy in terms of meeting overall resource demand at each subsection.

6.0 Sub-sector overall Resource Gap

In order to get a feel of the extent to which government funding was adequate or not, we may compare the actual unit cost with the required unit cost. It can thus be noted that during the period under consideration, student per capital public expenditure on basic education for example was only TSh. 13,904. Compared with what was otherwise required to be spent on each pupil (TSh 109,153) and this was only 12.7%. Student per capital gap at this sub-sector level was therefore TSh. 95,249. This implies that if basic education funding depended solely on government, subsection expenditure gap would behave been Tsh. 369 billion or 87.4%, that is expected expenditure (TSh. 109,153 x 3,873 million pupils) of the Tsh. 422.9 billion minus actual budget of approximately Tshs. 54 billion.

Part two of Table 4 is on resources from other sources. The main source in this respect were parental fees, which averaged TSh. 1.2 billion, voluntary contributions TSA 19.4 billion; economic activities TSh. 0.2 billion and cost directly met by beneficiaries TSh. 130.8 billion for the three years resulting into TSh. 151.6 billion for the three years resulting into TSh. 39,129 per capita expenditure.

When Tsh. 39, 129 is added to 13,904 (public expenditure) student per capita becomes TSh. 53,033 which is 48.6% of required cost. Thus parental/household alone constitutes 35.9%. when public and household expenditures are taken together, student per capita underfunding gap gets reduced to TSh. 56,120 or 51.4% (from TSh. 95,249). The overall subsection underfunding gap also gets reduced to TSh. 217.3 billion (from TSh. 369 billion).

Similar analysis of expenditure gap can be done resulting to 10.2 billion and 5.9 billion for secondary and teacher education respectively these are serious constraints that have a bearing on the type and quality of education at these level.

Table 3: Basic Education Student per Capital Expenditure and Overall Sub-Sector Gap

Year	Approved Government Budget	Actual Budget	Actual as a % of Approved Budget	Enrolment (In mill)	Actual Unit Cost (Per Capital Expenditure)	Required Unit Cost	Actual Unit Cost of as a % Required Unit cost	
199495		49,174		3797	Tsh 12,950	Tsh 105,000	12%	
1995 96	54.298	51.602	95%	3878	Tsh 13,306	Tsh 110,000	12%	
1996 97	59.197	60.938	103%	3943	Tah 15.455	Tsh 112,459	14%	
Average	57.475	53.905	99%	3873	Tsh 13,904	Tsh 109,153	13%	

| | HOUSEHOLD EXPENDITURES AND OTHER RESOURCES | | | | | Household Per Capital Expenditure (TS) | Overall per Capital Expenditure and as a % of RUG | |
Year	Fees	Voluntary Contributions	Economic Activities	Schol Material/Uniform	Sub-total			
1994.95	1.1 bil(30% of total payment each Tsh 1000)	Tsh 5000 each 19 bill	0.2 bill	128.3 bill	148.6 bill	39.136	52,086(49.6%) (39.136 + 12.90)	5
1995/96	1.2 bill	19.4 bill	0.19 bill	Tsh 130.9 bill	151.7 bill	39,118	52,424 (47.7%)	5
1996/97	1.3 bill	19.8 bill	0.21 bill	Tsh 133.2 bill	154.5 bill	39,133	54,588(48.5%)	5
Average	1.2 bill(0.82) (12.8%)	19.4 bill (03%)	0.2 bill (86.1%)	130.8 bill (86.1%)	151.6 bill	39.129	53,033 (48.6%)	5

Sources: From Education Financing Experience and Budgetary Reform (1998)