Education sector development plan
2016/17 – 2020/21
Tanzania mainland

Technical proposal

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# Note to the reader

This document presents the key elements of the Education Sector Development Plan for the education system of Tanzania Mainland. It was prepared by a technical team consisting of a national team of some 15 experts, representatives from the various ministries and agencies with responsibilities in education, and several international experts. The coordinators were the Department of Policy and Planning of the Ministry of Education, Science, and Technology, for the national team, and the UNESCO International Institute for Education Planning (IIEP), for the international team. The work was overseen and supported by the UNESCO Office in Dar es Salaam and funded by the GIZ Backup initiative (which financed in particular the preparation of the Education Sector Analysis, which forms the basis for the first chapter of the ESDP), and the Global Partnership for Education (which financed the work specifically related to the preparation of the ESDP).

This present draft was prepared through a series of four formal workshops and several more informal working sessions between January and May 2016. Representatives of development partners were invited to these workshops, and several took part at different moments, notably UNICEF and CIDA. The technical team went systematically through the different stages of the preparation of an Education Sector Plan:

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

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

The main data used for the construction of the simulation model, were the 2014 school census data. These were, throughout the whole preparation process, the most recent data made available to the technical team. However, at the end of this process (late May 2016), the team was informed that 2015 data (though an incomplete set, with several problems) were available, and that 2016 data should be available by September 2016. If time and resources permit and if the data are of the necessary quality and coverage, the technical team will use these data at that moment to update the Education Sector Analysis, the simulation model, and the ESDP.

Parallel to this technical work, a few sessions with the senior leadership of the MoESVT took place to present and discuss the major policy choices. While the political leadership had not yet decided on the final policy choice at the time of finalizing this draft, the technical team has received guidance on several major issues. This was used to construct the “scenario” presented in chapter 2.

At the start of the preparation process, a consultation took place with a group of some 80 educational stakeholders, including representatives from the educational administration, the development partners, and civil society organizations, on the choice of sector priorities. Further consultations were planned, but for reasons beyond the control of the technical team, these did not yet take place. As a result, a few sections of the ESDP, in particular Section 3.2 in Chapter 4 on reporting performance results, have not yet been drafted, as the inputs by consultations are particularly important. These consultations are planned for June 2016. This technical proposal will be one of the key documents for this consultation. This will be followed by a high-level validation.

Once the consultations and the validation have been completed, this technical proposal will be updated to take into account the comments, suggestions, and decisions. The proposal will then also be fully written out, in particular chapter 3, which exists now only in a matrix form, but to which a narrative will be added to better explain the choice of strategies in that chapter.

In parallel with the final writing of the ESDP, work will start on the development of operational plans for the various sub-sectors. While it is the purpose of this five-year education sector plan to present the broad policy choices, the core priorities, and the overall strategic directions for the whole education sector, such a plan cannot enter into the details of the operationalization of each strategy. The operational sub-sector plans, which may cover a shorter time-period, will do so. They will be based on the priority programs presented in chapter 3.

The process of developing operational plans will likely deepen alignment with key policy documents; for example, a sub-sector program plan for TVET (perhaps linked to Higher Education) may operationalize the National Skills Development Strategy. As the ESDP is translated into operational plans, particularly with regard to the basic education and adult education sub-sectors, it will be necessary to engage closely with the decentralized authorities in regions and districts country-wide which will be responsible for implementing such operational plans. During this process, it is also likely that gender equality issues will also be further mainstreamed through sub-sector programming.

Address DP's general comments:

* Are we trying to do everything? Need to set clear priorities that are realistic and achievable
* There is a need for a clear strategy for mainstreaming gender equality issues across all sub-sectors and throughout the document
* Ensure alignment with the National Skills Development Strategy, Five-Year Development Plan, and other key policy documents
* The ESDP needs to address decentralization issues better. Also, there needs to be a concrete plan for disseminating the ESDP priorities and action points to the regions and districts, as they will be responsible for operationalizing them.

# CHAPTER 1: KEY ACHIEVEMENTS AND CHALLENGES

This chapter focuses on the main achievements in the education system over the past five years, as well as the challenges which the education system has been experiencing. The chapter is based on the education sector analysis, undertaken in 2015 and finalized by September 2016. While not all data are available for a range of years or for the most recent years, and while some data are not fully consistent, the challenges outlined are not fundamentally affected by this.[[1]](#footnote-2)In this draft, we have presented in a summary form, firstly the main achievements, and secondly, an overview of the key challenges.

## Favorable Context

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

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

## Basic Education Access, Participation and Equity

*Main achievements:*

*The government’s ongoing investment in basic education means that it is now responsible for 94.8% of preprimary, 97.2% of primary, 81.2% of O-Level and 78.5% of A-Level secondary enrollment.*

*Overall levels of repetition in Tanzania are very moderate and well controlled, particularly when placed in international context.*

*The profile of the labor force has improved; in 2011/12, more than half of the population had at least Standard V primary, and the share of the population with no education, although still considerable (19%) has dropped by 5 percentage points.*

Demographics: The population is young (50% under 17), rural (71%) and growing fast (2,7% p.a.). The system may have to cater for a further 4.7m by 2025, in basic education alone.

**Preprimary**

*Main achievements:*

*Capacity has improved, the preprimary GER (40%) being slightly higher than in 2009, and a positive evolution in favor of girls is noted, as parity has now been achieved.*

Low capacity: The preprimary GER (40%) is nevertheless short of the 50% ESDP 2008-17 target.

Regional disparities in enrollment: The GER spreads from 74% (Arusha) to 15% (Dar es Salaam).

Regional disparities in PTRs: PTRs spread from 42:1 in Dar es Salaam to 199:1 in Shinyanga and Siniyu, due to the lack of a teacher deployment mechanism ensuring that postings reflect needs.

**Primary**

*Main achievements:*

*Overall, the share of primary repeaters dropped from 2.4% to 0.7% over 2009-13, in great part due to the policy of automatic promotion. Repetition levels in Standards I to IV have dropped significantly.*

*Primary level gender parity had been achieved in 2006, and has been maintained since. In fact, the GER for girls (95%) is marginally greater than that of boys (92%), related to higher primary retention, as access rates are similar but girls’ completion is higher.*

Universal coverage: Enrollment has contracted by 0.5% p.a. over 2009-14; the GER has dropped by over 19 percentage points over the past 6 years; the NER had dropped from 96% to 84%.

Overcrowding: The pupil-classroom ratio has risen from 66:1 in 2010 to 75:1, and is especially high in urban areas (92 pupils/class, against 70 pupils/class in rural areas; World Bank, 2011). No region meets the stipulated norm of 40:1. The total primary classroom shortage is estimated at 44%.

Repetition:Repetition has risen in Standards V to VII, which may be due to the introduction of the school performance ranking system introduced under BRNEd, compounding the effect of late entry, leading to overage and risk of later dropout.

Dropout: Dropout rose by a third at primary over 2009-13, to an average annual rate of 7.3%; total dropout throughout the cycle would border 40%.

**O-Level**

*Main achievements:*

*O-Level has expanded the most of all subsectors in real terms (+469,000 pupils since 2009), by 5.9% p.a. for 2009-14. The GER has continued to improve (from 39% to 52%), despite a slight drop in access. This is because completion has risen substantially, to 42%, thanks to earlier growth in primary coverage, improved transition from primary, the SEDP policy to ensure each ward has a secondary school, and considerable improvement in retention.*

Capacity: O-Level still only caters for 1.87m, andthe GER is 52%, leaving asignificant gap to breach to reach universal basic education and cater for the growing number of primary completers.

Classroom shortage: The national pupil-classroom ratio stands at 39:1. Regional ratios range from 29:1 in Katavi to 49:1 in Geita. The overall classroom shortage is estimated at 23%.

Timely schooling: NERs are considerably lower than GERs. Only 69% of O-Level pupils are of the official age.

Dropout:Dropout rates have risen three-fold over 2009-13, to the average annual rateof 12.6%. Total dropout throughout the cycle would border 50%, and is especially high for girls.

Gender parity: Girls’ enrollment has witnessed a gradual slip, that appears to be part of a longer-term trend, as the GPI has fallen from 1.13 to 0.93 since 2000, related to the lower transition from primary.

Regional disparities: Disparities are greatest at O-Level. For 2013, the GER ranges from 14% in Katavi to 91% in Geita; it is above 40% in just five regions, but below 25% in 10.

**A-Level**

Capacity:A-Level enrollment is very modest (77,000 pupils). Furthermore, growth has slowed, from 17.2% p.a. over 2005-09 to 3.5% p.a. for 2009-14. The GER is just 4.1%.

Gender disparity: The gender gap is growing starkly; the GPI has halved from 0.83 in 2006 to 0.42.

**Out-of-School**

Scale: In 2012, 62% of preprimary school-aged children (1.7m), 23% of primary school-aged children (1.9m, double the number in 2006) and 41% of O-Level-aged children (1.5m) were out of school. In all, that is 5.1 million OOSC. Those who never attended represent the majority at the preprimary and primary levels, whereas drop-out accounts for 75% of O-Level OOSC.

Demand-side factors: OOSC rates are twice as high for families with low income levels, and much higher whenthe head of household is illiterate.

Supply-side factors: Non-attendance is related to rurality (91% of primary OOSC are rural), distance to school, and the “lack of aspiring, performing, and convenient schooling.”

Regional disparities: The probability of primary OOS ranges from 6.4% in Kilimanjaro to 44.3% in Tabora; the rate in the worst region is 6 times higher than in the best. The O-Level OOS rate ranges from 24.2% to 57.7%; for the same two regions, the worstO-Level OOSC rate is 3 times higher than the best.

Low/unequal COBET coverage: Beneficiaries have dropped from 357,000 in 2005to 51,000, failing to mainstream most out-of-school children back into formal education. Just 5 regions account for over half of all learners: Kigoma, Tabora, Geita, Kagera and Katavi. Capitation grants tend to be inadequate and exclude the needs of out of school children and adolescents.

## Basic Education Quality

**Learning Outcomes**

*Main achievements:*

*UWEZO 2013 average pass rates at Standard II exercises, for pupils in Standards III to VII, reached 68% in Kiswahili (a significant improvement over 2012 – 57%) and 37% in English (following steady improvements since 2010 – 28%).*

*Although CSEE pass rates have been volatile, they have recovered from all-time low of 43% in 2012, to 70%. The best subject performance is in Kiswahili, with a pass rate over 70%, and marginally better for girls.*

*ACSEE pass rates are both generally high and relatively stable over time, having evolved within the 92% to 98% bracket over the 2005-14 period (98% success rate in 2014), and a majority obtain reasonable results (86% achieved a Division I to III).*

*Although girls generally underperform at the PSLE and CSEE, they outperform boys in the early grades of primary (UWEZO and EGRA/EGMA tests) and are more successful at the ACSEE examination.*

*Controlling for economic growth, the probability of poverty related to incomplete primary was reduced by 20% over 2007-12.*

Early grade learning: Despite some improvements, UWEZO 2013 average pass rates were only 68% in Kiswahili, 55% in numeracy (deteriorating) and 37% in English. Moreover, they are significantly worse in rural areas (36%, against 55% in urban areas).

PSLE: Over 4 in 10 candidates fail the primary leaving examination, and just 14% get an A or B grade.

CSLE: Candidates achieving good results (Divisions I to III) are few (31%), and those obtaining excellent results just 3%. Performance in basic mathematics is the poorest, with a pass rate of just 19%.

Gender imbalance: Girls generally underperform at both the PSLE and CSEE.

External efficiency: Controlling for economic growth, the probability of poverty related to complete primary, secondary or above has increased, suggesting that the external efficiency of both primary and secondary has dropped over the 2007-12 period.

**Curriculum Issues**

Management: Uncoordinated interventions by various education partner agencies (TIE, NACTE, NECTA, MoEVT Inspectorate ADEM) and several partner-supported programs (EQUIP, BRNEd, etc.) in areas from design, to teacher education, to textbook alignment, lead to weak linkages between administrative and pedagogical action plans.

Alignment: There is a general lack of a holistic vision and single framework, to ensure internal coherence between sub-sector components, develop learners’ horizontal and vertical mobility, and respond to society’s needs.

**Pedagogical issues**

Primary pedagogical approaches: A lack of reading practice in language and too much memorization in numeracy, rather than problem-solving, contribute to underperformance.

Effective teaching time-on-task:Due to various factors, effective teaching time reaches barely 40%, meaning that 60% of the curriculum may not becovered (WB SDI Study, 2012).

Pedagogical and learning material:Content is imperfectly aligned with curriculum content or prescribed teaching approaches; shortages of supportive teaching/learning materials; unstimulating classrooms.

Textbook shortage: Under a third of required books are available at primary (with 0.94 textbooks per pupil in 2012, overall). The secondary pupil-textbook ratio in government schools, all subjects and grades combined, is 2.3:1. O-Level Forms 1 and 2 face the greatest shortages, of above 60%. Shortages are the worst in Geography, History, Civics, Agriculture and General Studies (where the ratio is higher than 4:1); in science subjects, less than two pupils share a book.

**Teacher education**

*Main achievements:*

*Teacher education enrollment has seen strong growth, partly attributable to the success of the public-private partnership (private teacher training has increased three-fold since 2005, to reach 29%). Enrollment numbers peaked at 43,300 in 2012.*

*Nongovernmental TTCs have increased in number, from 7 in 2000 to 72.*

*A vast majority of teacher training is provided pre-service, over to 98%.*

*The share of qualified teachers has vastly improved, reaching 97% at primary, and 89% in government secondary schools.*

Pedagogical competencies:Teaching methods need adapting to the new curriculum content and approaches, requiringthe reorientation of teacher training programs. Master of curriculum content is also poor, as only 42% of teachers (75% in math, and 11% in language) master the curriculum, although no explanations were suggested (WB SDI Study, 2012).

Secondary teacher specialization: A significant majority of teachers study the arts (69% of diploma trainees), meaning the shortage of science teachers has not been resolved.

Gender parity: For the preservice certificate, parity, achieved in 2011, has since slipped to 0.65. Disparities are greater still for the diploma (0.46 on average), suggesting that women are far less likely to obtain jobs as secondary school teachers than as primary school teachers.

Qualifications at preprimary: The national PQTR in government schools (206:1) is more than double the national PTR (90:1), highlightingthe absence of dedicated preprimary teachers, classes being given by primary teachers.

Qualifications at secondary:Although secondary teacher qualification levels appear to have improved, this is at least partly due to lowering the qualification requirement, especially in English, Mathematics, and Science, to attract more teachers to these key subjects.

**Learning Environment**

*Main achievements:*

*PTRs have improved at both primary (from 55:1 in 2009 to 43:1) and secondary levels (from 43:1 to 24:1, to well within the SEDP target of 30:1) thanks to an impressive recruitment effort. Indeed, teacher numbers have increased by 22% at primary and 137% at secondary.*

School and classroom environment: At primary, the lack of an attractive school and classroom environment,is deemed to be a key factor to explain the continued existence of out-of-school children. This is indicated, among other things, by the shortage of classrooms, estimated at 44%, and the shortage of desks, estimated at over 40% at primary, and ranging from 17% (Iringa), to 68% (Simiyu)at secondary.

Specific needs of girls: Formal government schools appear tofail to provide for the needs of girls having reached puberty, the shortcomings are greater with successive levels, and they have worsened over time.

Shortage of teachers: At the primary level, the estimated teacher shortage to meet the national PSDP target of 40:1, is still 14,180.

Latrine shortage: The national primary pupil-latrine ratio is 53:1, almost double the 22.5:1 norm.

Electricity supply: Just 18% of primary and 77% of secondary schools have some form of electricity.

Secondary specialized equipment: In 2013, only a quarter of science laboratory needs were fulfilled (3,300 for biology, chemistry and physics). The shortage of agriculture and geography facilities reached 94%, and that of computer rooms, 85%. 3,500 schools, over three-quarters, lack even a library.

**Management/System Issues**

*Main achievements:*

*The rate of inspection has improved substantially, particularly for secondary schools, reaching 97% of targets, primary schools, reaching 65% of targets and TTCs, reaching 76% of targets.*

Limited inspections: On average however, just 31% of institutions within the mandate of the Inspectorate were actually visited in 2013/14, two-thirds of the target number. Just 8% of targets were met for post-primary vocational centers, and 30% for special education schools. The staff shortage does not explain all, as 75% of the required inspectors were available.

Language of instruction: In a context of multi-ethnicity, the current primary-secondary transition to English means that many students do not master the language by the level they need it to learn.

National student learning assessment system: Schools currently suffer from the absence of a system to track learning outcomes by subject on a student basis, link data to past performance and to school/class inputs, and monitor quality. Furthermore, examinations are not yet aligned to the competency-based approach.

Early grade core learning outcomes benchmarks: Teachers’ and parents’lack of involvement in monitoring pupils’ progress and weaknesses hinders the provision of timely remedial measures.

School Management Capacities: While management training programmes for primary school heads has been initiated (with 875 graduating in September, 2016 with the Certificate in Educational Leadership and Management, through ADEM); large numbers of primary and secondary school heads continue to lack school leadership and management training.

## Adult Education

**Access and Participation**

*Main achievements:*

*Gender disparities in adult and non-formal education are limited.*

*Although girls’ enrollment in COBET is 6 percentage points less than boys’, this reflects their respective dropout levels, and while a greater share of female participants are mainstreamed into Std IV, greater shares of boys are mainstreamed into Standard V and Form 1, and accepted into vocational training.*

*Female participation in ICBAE represents 53% on average over the 2009-14period. Women outnumber men in vocational skills (59% of participants) and income generation (54%)programs. Female participation in open and distance learning courses (54%) also slightly outweighs that of men, particularly in evening programs.*

Inadequate ICBAE coverage: Numbers enrolled have dropped by a third since 2009, from 1.2m in 2009 to under 0.8m, falling drastically short of needs.

Regional disparities in ICBAE enrollment: 6 regions (Dodoma, Ruvuma, Shinyanga, Simiyu, Singida and Tanga) registered over 45,000 learners each, whereas 4 registered less than 10,000 (Dar es Salaam, Rukwa, Kigoma and Katavi).

Academic mobility: Few pathways to the formal education system are provided to non-formal learners.

**Quality and Relevance**

*Main achievements:*

*The adult literacy rate is slowly rising, from 69.7% in 2002 to 77.9% in 2012 (PHC, 2012), and the gender gap is closing.*

*Controlling for economic growth, the probability of poverty for household heads with adult education has dropped by half over 2007-12.*

Low adult literacy rate: Despite improvements, the adult literacy rate is low (77.9% in 2012), and moremen (83.2%) than women (73.1%) are literate. Variations by region range from 59.0% in Tabora to 96.1% in Dar es Salaam.

Stagnant stock of illiteracy: The number of illiterate adults aged 15+ years is estimated at between 5.4m to 8m and has not been effectively reduced.

Urban/rural disparities: The literacy rate in rural areas (71%) is much lower than in urban areas (92%).

Ambivalent ICBAE learning outcomes: Just 32%of ICBAE learners were found to be able to “read, write and compute simple arithmetic correctly.”

Low inspection rate: Just 32% of adult education centers were targeted for inspection; of these, just 43% were visited in 2014.

## TVET

**Access and Participation**

*Main achievements:*

*TVET has expanded considerably, by 23% over 2009-13, both in terms of VET and TE. Overall, numbers have doubled, from 123,000 to 277,000 and TVET’s share of total secondary now represents 12.6%, almost double its share in 2009.*

*Registered technical education institutions now number 323 (up from 170 in 2007), enrolling approximately 116,000 learners.*

*Private or non-governmental provision has increased by close to half in technical education, reaching 21%, and the number of private folk and vocational centers has more than doubled since 2009, to represent over half.*

*Although girls are generally underrepresented in TVET, gender parity has been achieved in non-higher technical courses, and girls are just as successful as boys.*

Inadequate access: TVET’s share of total secondary is just 12.6%. VET accounts for 64% of non-higher TVET, mainly through VTCs. The FDC intake of 8,000 learners is just a third of the 23,600 target. At the higher level, coverage is less than 1/10th of university coverage. This may in part be explained by the apparent lack of flexibility in course formats to adapt them to learners’ needs (short courses, evening classes).

Declining gender parity: Since 2011; gender parity is particularly low for FDCs, VTCs, and higher technical education (close to 0.6).

Imbalanced territorial distribution: Vocational education is highly concentrated in 3 regions. Dar es Salaam, Arusha and Kilimanjaro are home to 38% of VTCs and account for 63% of learners, whereas Katavi, Simiyu and Kigoma are home to just 3% of VTCs, and account for 1.5% of learners.

**Quality and Relevance**

*Main achievements:*

*In vocational education and training, the success rate has improved to reach about 92% since 2011, and year-on-year improvements are noted in almost all subjects.*

*In technical education, the postgraduate diploma graduation rate (54%)is the highest of all qualifications offered, and suggests that teaching is of an acceptable standard at this level.*

*The profile of the labor force has improved. In 2011/12, the share of the adult population (15+ years) with at least secondary stood at 21%, up from 10% in 2007, and the share of individuals with tertiary education rose from 1% in 2007 to at least 3%. This favorable evolution has contributed to reduce the severe shortage of more highly qualified individuals in the labor force.*

*Over the coming years, 193,000 qualified TVET graduates are expected to enter the labor market: 22,000 from technical higher and 171,000 from non-higher technical (151,000 vocational/20,000 technical).*

Insufficient funding: With an annual budget of 430 billion T Sh,TVET institutions find it difficult to replace and update the training equipment they lack and procure sufficient and relevant learning materials.

Uncertain quality: A year-on-year drop in the TE graduation rate is noted, from 30% in 2012/13 to 24%. The rate is low for masters, postgraduate certificate, bachelors’ degree and ordinary diploma candidates, especially.

Qualitative misalignment with labor needs: There is a lack of specialization in fields directly relevant to agriculture, industry and science. Furthermore, employers complain of TVET graduates’ lack of soft skills (proficiency in English, communication skills, problem-solving ability,etc., as well as of unwillingness to learn and reluctance to workhard. Outreach by TVET institutions and institutes to stakeholders, the private sector and society in general is insufficient. Too few LMI studies and reviews are conducted, and their results are not shared with all stakeholders.

Fragmentation of TVET streams:The current organization structure of TVET supply is felt to affectquality, relevance and efficiency.

Suboptimal institutional framework: VETA holds two conflicting roles, being both a regulator and provider of vocational training. No clear responsibility for coordination and information-sharing has been established.

Lack of effective and systematic M&E: Systems to actively track progress over time, in terms of service delivery, outcomes and impacts are unsatisfactory. The level and practice of technical college verification and accreditation by NACTE, to safeguard quality, is also low.

**FDCs**

Academic mobility: The absence of clear positioning of FDC courses within the national education landscape hinders leavers’ options to pursue further education opportunities.

Lack of institutional mandate clarity and accountability: There is no regular reporting to the community, or any formal channel for feedback or complaints. Cooperation between MCDGC and councils is unsatisfactory. Conflicts of interest persist in terms of the curriculum to use (MCDGC or VETA).

Low funding: There is a general lack of fund allocations, as FDC programs are consistently given low priority by both central government and LGAs. As a result, infrastructure and teaching and learning materials and equipment are both outdated and in short supply.

Short staffing: The requirement gap for tutors and facilitators is estimated at close to 4,000 as at December 2014. Due to a lack of incentives, seconded primary and secondary school teachers are replaced with unqualified facilitators, and no long-term training strategy to build the required human resource capacity has been elaborated.

Poor performance: The above financing constraints, affecting facilities and teaching staff characteristics, ultimately impact on learner performance.

Conflicting expectations: There is some pressure to formalize FDCs, and include them in the NQF and provide certificates to learners, which would open pathways for learners to different subsectors, but potentially leave a void for the original beneficiaries.

Quality control: No professional academic inspections are organized.

## Higher Education

**Access and Participation**

*Main achievements:*

*Higher education expansion has been the strongest in relative terms of all formal education sub-sectors, at 13.2% p.a. for 2009-14. Coverage has increased from 335 students/100,000 inhabitants to 522 students/100,000 inhabitants.*

*The private provision of HE has increased two-fold since 2009, reaching 37%.*

*HESLB performance in recovering installments is markedly improving: in 2008/09, collections represented 0.8% of disbursements; in 2013/14 the ratio was 5.5%. This is the result of changes to the governance of the loan mechanism, in particular in terms of loan eligibility criteria and recovery terms and conditions.*

*Higher education has contributed to reduce the shortage of highly qualified and skilled individuals in the labor force, as the share of individuals with tertiary education rose from 1% in 2007 to at least 3% (overall, as mentioned above, the share of the adult population (15+ years) with at least secondary rose from 10% to 21%).*

*214,000 higher education graduates are expected to join the labor market over the coming years, of which 78% have followed degree courses, 69% at Bachelor’s level and 9% at postgraduate level or above and 21% follow non-degree courses.*

Access and Participation: Nevertheless, enrollment is lower than what is required to achieve the government’s vision of becoming a mid-level economy by 2025. A severe gender imbalance is noted in science, technology, engineering and mathematics (STEM) subjects, as well as limited participation of learners with disabilities. The current level of coverage is not met with a similar supply of formal jobs on the labor market.

Inequitable financing: HESLB loan collection has been chronically low since 2005, withjust 4% of those loans disbursed having been collected. As such, student funding is deemed inadequate and unsustainable.

Broadening gender disparities: The GPI has dropped from 0.65 in 2009 to 0.56.

**Quality and Relevance**

*Main achievements:*

*In university and university colleges, the number of academic staff has increased drastically over a very short time, by 69% in just a year. Despite massive enrollment growth, student-teacher ratios remain reasonable, at an average of 23:1.*

Drop in qualifications sought: Bachelor studentsrepresent 69% - losing 12 percentage points to non-degree courses since 2009; masters’ are the main postgraduate option, accounting for 68% of postgraduate, and 7% of the total.

Staff shortage: The share of non-Tanzanian staff has more than doubled year-on-year, suggesting the system is under strain to train a sufficient pool of suitable local human resources to cater for its needs.

Staff qualification levels: Just 62% of academic staff hold a qualification above the bachelor’s level; only 19% of faculty staff held a PhD, down from 30% in 2009.

Academic gender imbalance: The share of female academic staff represents about a fifth of the total.

Relevance: There is a mismatch between output of HE institutions and labor marketneeds, related to curricula, that lack a direct linkage to industry, and are inadequate or outdated. Knowledge is inadequately applied in economic activities, as reflected for instance by the lack of technology transfer patents.

Quality: The usage of ICT is inadequate. The capacity of the regulating Tanzanian Commission for Universities is low. The short-term retooling and in-service training of lecturersis inadequate, as are their soft skills, including communication skills. The supply and quality of teaching and learning space is poor, and both infrastructure and human resources for science teacher training are particularly lacking.

## Management and Governance

**Financing**

*Main achievements:*

*Education is the greatest single recipient of the national budget, suggesting that the sector benefits from a high degree of political commitment. Average annual growth in nominal terms over 2009-14 is equivalent to 17.9%, and in 2014/15, the education budget reached 18.8% of the total budget, and 5.4% of GDP.*

*A growing share of education expenditure is decentralized, from 56% in 2008/09, to 71% in 2013/14, and the most recent execution rate is high, at 97% for 2013/14.*

*Subsector tradeoffs increasingly prioritize formal non-higher (especially preprimary/primary, whose share now stands at 52%, in line with the GPEbenchmark, and where unit costs have almost doubled in five years), secondary (whose budget share is up to 16%), TVET (up to 14%) and VETA-managed vocational training, at the expense of university higher, down from 24% to 17%.*

Low education budget: Although the average education share of the total budget for 2009-14 is 18.4%, actual 2013/14 expenditure was 17.6%, which is significantly lower than the 22% average projected in the ESDP for the 2008-17, and short of BRN projections (with 45% underfunding in 2013/14).

Subsector allocation imbalance: With the underfunding of some sub-sectors, reflected in excessively low unit costs, the distribution of financial resources among subsectors is structurally inequitable. At secondary, unit costs are 1.8 times those of primary, for vocational education the unit cost multiple of primary has dropped from 23.2 to just 3.3 and for ANFE unit costs are just 2,100 T Sh, compared to 119,100 T Sh for primary. This is related to the high share of the budget for higher education (unit costs are 23.2 times those of primary).The needs of excluded children and adolescents are not factored into education budgets. For example in costing basic education needs, additional numbers of teachers needed to cover 3.5million out of school is not calculated.

Inequitable regional spending: Some LGAs spend more than four times more recurrent funds per capita than others (PER, 2013). District-level budget execution ranges from 21.6% in Bahi to 121.4% in Lushoto; allocations vary from under 5,000 T Sh to 100,000 T Sh per capita, by a factor of 20.

**Institutional arrangements**

Fragmented mandates: The institutional set-up is not always conducive to effective coordination. Functional overlap, institutional dialogue and decentralization governance pose particular challenges. The coherence and linkages between ESDP subsector programs is weak, affecting sector-wide planning and performance.

**Teachers**

TDMS implementation hindered: the Teacher Development and Management Strategy (TDMS) is limited by the lack of a unique teacher policy and core teacher education curriculum.The lack of a clear long-term vision of In-Service and pre-service Teacher Education

Inequitable Teacher deployment: achieving a balance between equity in school-level staff allocation according to enrollment, and respecting teachers’ preferences is a challenge.

Teacher job satisfaction is low: In-service training opportunities and working conditions are not conducive to sustainable attraction and motivation, impacting time-on-task, and ultimately quality.

**School-Level Management**

Community participation: Communities are insufficiently involved in school-level management and oversight, that would both enhance their ownership and encourage enrollment, and contribute to improve school level management through greater accountability.

Director selection and support: Specific mechanisms to select and train school directors, resulting, inter alia, in too much focus on administrative matters and too little on the pedagogical oversight of teachers and results.

**Management of learning materials and resources**

Procurement model leads to poor quality: Private companies act as suppliersand books are purchased at the school level, leading to poor control of quality. There is a lack of alignment between learning materials and pedagogical resources.

Amount and timing of school capitation grant transfers: Capitation grant disbursement issues are related to the lethargic supply of textbooks in general education. Amounts schools receive are consistently 40 % lower than expectations, there are several issues of financial tracking and accountability and a lack of transparency in how grants are computed and allocated. The nominal amount of grants has not been revised, despite rising costs and inflation. Grant disbursementsare erratic and untimely. The authority given to schools to manage funds leads to misuse when training and control mechanisms are absent. As a result of the above, planning procurement and other financial commitments at the school level is tentative, at best.

**EMIS system**

*Main achievements:*

*ESMIS was introduced in 2007 to function as a coordination tier, harmonizing its constituent sub-systems for data management and analysis across the basic education (BEMIS), vocational (VET-MIS), higher and technical education (HET-MIS) sub-sectors.*

Perennial shortage of funds: For M&E; routine sub-sector censuses are conducted with short-term/external financing.

Lack of an institutionalized M&E framework: This absence leads to uncertain ownership of and accountability for the sub-sector management information systems.

No single sector-wide monitoring tool: The lack of a harmonized system including benchmarks to measure the quality of teaching and learning at the institutional level and facilitating data flows between sub-sector systems, with user-friendly reporting functionalities, means that access to and the use of data for decentralized planning and school-based management is limited.

Human resource constraints: Understaffing and limited skilled personnel have been an issue since 2010. Indeed, a sustained pool of government expertise, such as data managers, IT technicians and statisticians, with a sustainable training program, is lacking. This entails a reliance on external technical assistance or outsourcing.

Poor data quality: Data is fraught with inconsistencies, incompleteness, gaps and redundancy. Furthermore, Census questionnaires are voluminous, resulting in low returns.

# CHAPTER 2: POLICY PRIORITIES, ESDP OBJECTIVES AND STRATEGIES

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

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

## National Policy framework

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

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

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

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

1. "Tanzania employees do generally have appropriate education qualifications but have, either low levels or lack of soft or behavioral skills to affect labor productivity negatively.
2. About 80% of the occupations currently available as well as for occupations in demand in next three to five years are based on science and mathematics related subjects, while pass rates in Form IV and VI were lowest in mathematics and science related subjects.
3. Another dimension of skills gap is with regard to expectations of graduates as about 79% of graduates are aspiring for wage employment upon completion of their basic training and only 17% were for self-employment, clearly jeopardizing the goal of promoting self-employment, despite that about 44% of graduates hardly get employed in a year." (URT, 2016).

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

The specific policy framework for the ESDP is the recently published**Education and Training Policy** (2014). The new ETPis the result of the harmonization and subsequent repeal of the Education and Training Policy (1995), the Technical Education and Training Policy (1996), the National Higher Education Policy (1999), and the Information Technology and Communication for Basic Education Policy (2007).

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

The objectives of the Policy are to have:

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

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

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

The Five-Year Development Plan and the Education and Training Policy form the overarching framework within which the ESDP is designed. In addition, the ESDP is inspired by the international agenda, and in particular the **Sustainable Development Goal 4**, which has the following ten targets:

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

## Vision for the education sector

The education sector is expected to play a major role to contribute to achieve the government’s vision for Tanzania to become a mid-level economy by 2025. The policy vision combines a commitment to universal basic education of 11 years; an expansion of Technical and Vocational Education, combined with greater enrolments in science and mathematics; and a consistent focus on quality teaching and learning.

Universal basic education of 11 years will consist of one year of pre-primary education, six years of primary (or Cycle 1), and four years of lower secondary (or Cycle 2). By 2025, it is expected that the offer of basic education will cover all children of the relevant age. The main constraints, at present, are in pre-primary, where significant further expansion is needed, in the levels of drop-out through the cycle, and in the promotion from the final grade of Cycle 1 to the first grade of Cycle 2. It is expected that, by 2021, all children who enter primary education will have benefitted from one year of pre-primary, that causes of drop-out will be addressed and that drop-out rates will have decreased significantly, and that the promotion rate between Cycle 1 and 2 will reach 98 % in 2025.

One central strategy to support the universalization of basic education, and to reduce drop-out is by offering all pre-primary and primary pupils a “support package”. This package is in addition to the abolition of tuition fees. It will consist of basic learning materials, porridge, and lunch. The government will finance half of the costs of this package, and will work with local government authorities to finance the other half. At the same time, a specific “rapid reintegration” program will be launched to bring back drop-outs into the formal system.

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

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

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

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

At the end of upper secondary, the objective is that, by 2025, 70 % of Form 6 graduates continue studying, with three quarters of these going into universities, and one quarter to tertiary level Technical and Vocational Education. Within the university sector, a growing number of students will be guided to the science and mathematics streams, including through offering loans preferentially for these streams.

Tanzania has at present a significant number of out-of-school children and youngsters and nearly a quarter of adults are illiterate. These groups will be offered an opportunity to re-engage in the education system, in part to further strengthen the skills profile of the labour force and because of the well-known social benefits of education. In order to do so, the pathways between different formal and non-formal modalities and streams will be clarified, and transfer opportunities will be promoted, including through the use of the national qualifications framework.

The quality of students’ learning and the sustainability of the skills they obtain, represents a major challenge. Much progress has been made on improving the qualifications of teachers. The ESDP focuses now on several next steps, fully in line with the Education and Training Policy. These include a strengthening of quality assurance processes, in particular through regular evaluation of schools, and through the development of a national system for assessment of learning achievements. In order for these processes to have a positive impact on the education system, specific attention is being given in the ESDP to the feedback on their findings to all stakeholders, from teachers to policy makers. Several quality-improvement strategies focus on teachers, on their in-service training and support, on making the teaching profession more attractive, and on their working environment.

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

## Priorities, Objectives and Strategies

Priorities, objectives and strategies are grouped under four broad themes, based on the policy orientations outlined in the 2014 Education and Training Policy (ETP) and in the recently formulated draft framework of the Five-Year Development Plan (5YDP).

Three brief comments on the organization of this chapter: (i) several objectives may relate to more than one priority, and many strategies can help achieve various objectives; therefore this chapter is not organized by systematically linking one set of strategies to one objective, and to one priority, rather grouping these under the four broad themes; (ii) the linkages between priorities, objectives and strategies is clearly established in the next chapter on priority programs, also detailing programme components, outcomes and results; (iii) indicators and targets, to suggest what can be achieved during the 5-year implementation time frame of the ESDP will be further detailed in the logical framework in Chapter 4 on monitoring and evaluation.

### Access, Participation and Equity

**Priorities**

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

**Objectives**

* Universal participation in one year of pre-primary education
* Completion of eleven years of basic education increased through universal access to pre-primary,primary and lower secondary, and significant reduction in dropouts, reducing the stock of out-of-school children
* Equity in access to education improved by raising the enrollment of marginalized groups
* Provision of learning opportunities for youth and adults improved, including upper secondary, but also through greater coverage of literacy, essential skills and adult and non-formal education

**Indicators**

The proportion of children enrolled in Standard I with at least one year of pre-primary education (at 57 %) will increase to 87.5 % in 2020 and to 100 % in 2025

percentage of preprimary teachers trained and recruited

Survival rate to the last grade of basic education cycle 2 (at 49 %) will increase to 68 % in 2020 and to 93 % in 2025 for both boys and girls.

The % of out-of-school children of basic school age (at 29 %) will decrease to 19 % in 2020 and to 1 % in 2025.

Enrolment in adult education (at 890,000) will increase to 1,130,000 in 2020, and to 1,450,000 in 2025, with an increased expansion in underserved regions.

**Strategies**

* Infrastructure/Distance to School: Review, expand and implement the school/classroom building programme, to meet rising demand at all levels, although particularly at preprimary and O-Level, redress the relative shortage of classrooms and meet national pupil-classroom ratio standards. The programme should aim to minimize regional disparities, paying attention to cost-efficiency and use satellite schools where appropriate to reduce gaps in distance to school.
* Teachers: Update the strategy for the recruitment, deployment, retention and motivation of teachers so that a sufficient number is available for each age-group/level/grade/subject/stream, respecting pupil-teacher ratio standards. Expand teacher training college capacity. Devise and implement campaigns to revalorize the public perception of the profession.
* School Environment: Ensure schools are adequately endowed with infrastructure, facilities, and equipment to be safe, inclusive and child-friendly. Ensure sufficient such facilities are available to respond to demand. Develop a KAP (Knowledge-Attitudes-Practice) strategy to improve staff attitudes towards pupils, with special consideration for children from marginalized groups and girls, to make the learning atmosphere more appealing, reducing non-attendance and dropout.Integrate gender-senstive and child-friendly approaches into teacher training programs.
* Demand-Side Factors: Support the provision of a support package to all pupils in pre-primary and primary schools to lessen the actual cost of schooling. Collaborate with LGA’s to implement cost-reduction/compensation/incentive mechanisms to attract the pupils from families in greatest financial difficulty to school and retain them, including through cash-transfers, direct subsidies or school feeding programs. Develop inclusive approaches to cater for children with special needs or from marginalized groups, including support and training for teachers on inclusive approachesCarry out IEC campaigns to overcome socio-cultural demand-side barriers to full access and participation.
* Post-basic Learning Opportunities: Mobilize additional funds, political will and community participation to increase the capacity of youth, adult and non-formal education to provide diverse quality, relevant, flexible and recognized learning opportunities, including in literacy and domestic and productive skills through ICBAE programs, and reducing regional disparities.

### Quality and Learning

**Priorities**

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

**Objectives**

* Learners acquire the foundational academic and personal skills, beginning in quality pre-primary and early primary grades, with continued relevant and quality learning and achievement throughout their schooling experience, including in formal, TVET, adult and non-formal education
* Teachers are trained and qualified in all subjects and at all levels, including for the facilitation of adult literacy classes, competent in appropriate pedagogical approaches, motivated, and provided with adequate pedagogical and andragogical support, including through inspections
* Learning achievements are regularly tracked by a national curriculum-based assessment system that provides timely information on individual and school performance, from the early grades onwards, to plan remediation measures as required
* Learning environments are suitable and stimulating for all learners and teachers, in terms of infrastructure, facilities and equipment, and sufficient relevant teaching and learning materials
* Curricula are aligned, relevant to modern local and global opportunities and challenges, competency-based and flexible, understood by teachers and reflected in learning materials
* School leadership is improved through the training and certification of directors, and the implementation of planning and performance monitoring tools
* Learners and teachers are proficient in the language of teaching and learning

**Indicators**

The Pupil/Qualified Teacher Ratio at Pre-Primary level will…

The Pupil/Qualified Teacher Ratio in Cycle 1 of Basic Education (at 44) will improve to 42 in 2020 and to 40 in 2025.

The CSEE Pass Rate (at 70 %) will improve to 75 % in 2020 and to 78 % in 2025, leading to a much larger group of successful graduates.

The % of Standard 2 learners achieving the national benchmark on reading with comprehension (targets to be defined)

What about math benchmarks?

**Strategies**

* Teacher Profiles: Conduct a survey of teacher competencies to inform/update the teacher development strategy and develop a unique teacher policy, harmonize pre-service and in-service teacher training and qualifications through a teacher education curriculum framework that is consistent with the curricula, enhancing proficiency in priority areas and covering the needs of preprimary teachers.
* Teacher Motivation: Implement measures to enhance the school and external factors that impact teacher motivation, effectiveness and retention. In particular, consider career progression in the teacher development strategy, a review of supervision and inspections to focus more on support and working conditions, establishing communities of practice, peer-to-peer learning, coaching and mentoring programs, more practical experience during pre-service training. Review other incentive mechanisms and improve working conditions to enhance personal motivation.
* Learning Environments: Align the quality and availability of teaching and learning materials with minimum national standards. Make early grade classrooms more stimulating. Promote learner interest through extra-curricular activities and prevent corporal punishment as an aid to learning. Ensure school directors are suitably trained and qualified to implement performance improvement and planning tools.
* Curriculum: Adopt a holistic vision of curriculum development and implementation through a unique competency-based curriculum framework and core curriculum document, in line with the national development vision and labor market requirements, ensuring relevance and inclusion of local context as well as global contemporary issues, and duly reflected in teaching and learning materials.
* Quality Assurance: Diversify learner assessment tools and promote their effective use by teachers and examination officials, to support learning and measure achievements. Provide regular school and teacher supervision and inspections, with feed-back to schools for implementation of improvement measures. Develop national standards for preprimary.
* Community Participation: Mobilize and sensitize parents and communities on their roles and responsibilities in early childhood development, the importance of preprimary enrollment, and generally in supporting learners and teachers, as well as their potential impact on quality through involvement in school management through school management committees.
* Language: Assess basic education teachers’ proficiency in Kiswahili and English to design and implement appropriate language strengthening courses for in-service teachers, and provide English orientation/proficiency courses for learners, to facilitate their smooth transition from Kiswahili to English as medium of instruction.

### Education for Social and Economic Development

**Priorities**

* Supply of human resources that is aligned with labor market demands, in key sectors and for strategic industries, and national priorities, raising productivity and competitiveness
* Population is equipped with key knowledge, attitudes and practices to promote a healthy, peaceful, equitable, safe and environmentally-friendly society

**Objectives**

* Access to TVET and higher education is expanded, including for learners from underrepresented groups such as female learners and those with disabilities, in such a way as to redress disparities in access by region of origin
* Relevance of TVET and higher education offering of courses is improved, flexibly responding to labor market demands, including greater focus on science and technology streams, in part through M&E, verification and accreditation systems
* TVET and adult learners have relevant and modern transferable, specialized and entrepreneurial skills,to raise productive employment, self-employment and competitiveness
* Local and global citizenship awareness is mainstreamed in basic and adult education programs, including the environment, gender, human rights, peace and social justice, disaster prevention, basic and reproductive health, and HIV&AIDS

**Indicators**

The transition rate from Form 4 to TVET institutions (at 7.5 %) will increase to 27 % in 2020 and 40 % in 2025.

The % of adult learners achieving at least a basic level of proficiency in literacy and numeracy skills (targets to be defined)

The % of TVET graduates with relevant employment one year after graduation (targets to be defined)

The % of science and mathematics graduates among all university graduates (targets to be defined)

The gross enrolment rate in higher education, composed of university and technical tertiary (targets to be defined)

**Strategies**

* Expansion of TVET and HE Enrolment Capacity: Improve the capacity of TVET institutions (availability of infrastructure, facilities, equipment and teachers). Enhance alternative modes of delivery such as apprenticeships and distance learningto provide greater flexibilityto learners.
* Access for Disadvantaged Groups: Provide support to needy students attending TVET institutions, including residential facilities for learners coming from far to reduce disparities in access by region of origin. Consider a scholarship and related incentive system for access to higher education for disadvantaged students.
* Increase VET Cost-Effectiveness: Review the curricula of professional and vocational training to reduce training durations where needed, particularly for lower secondary graduates. Introduce new modes of training.
* Quality of TVET and HE: Improve teacher profiles, in terms of qualifications and field experience. Provide learners with greater opportunities for practical and internship training in TVET (prepare a national framework for industry participation), and for research in HE. Modernize facilities and equipment to keep abreast of technological change. Put in place quality, audit and M&E systems.
* Relevance of Education: Promote research and development to inform the supply of skills development programs. Establish a credible LMI system. Promote public-private partnerships. Improve program content to meet market demands. Establish sector councils and other mechanisms for increasing private sector involvement in skills training programs.
* Global Citizenship and Sustainable Development: Develop education policies and programs to promote the inclusion of related subjects in curricula and enhance awareness of the benefits of behavioral change at the individual and social levels.

### System Structure, Governance and Management

**Priorities**

1. Institutional arrangements are made more effective by the definition of mandates, the promotion of accountability and the definition of functional coordination mechanisms
2. Financing equity and sustainability are improved through a review of intra-sectoral allocations, efficiency gains, public-private partnerships and lightening the burden on households
3. Horizontal and vertical mobility is enhanced by a framework offering a variety of pathways within and/or across general, technical, vocational and non-formal education streams

**Objectives**

* Sustainable planning and management capacities of national, regional, and local officials are strengthened and their accountability for performance enhanced
* Internal and external coordination mechanism functionality, of all education ministries, agencies and stakeholders, from central to local levels is strengthened
* Financial planning of education sector budget allocation, among sub-sectors, regions, recurrent/ development spending and by type is result-oriented, more equitable, and budget execution capacity is improved, especially at deconcentrated levels and for development spending
* Adultsandyouth, including those out of school, have access to several avenues to resume or continue learning, on the basis of their competencies and to obtain relevant qualifications

**Indicators**

% of planned outcome targets achieved in a timely manner with regard to key improvements in management (targets to be defined)

% of KPIs for which yearly information is presented and analysed in the yearly statistical abstract (targets to be defined)

**Strategies**

* System-Wide Coordination, Collaboration and Accountability: Clarify roles and responsibilities of various actors, in particular between national, regional and local government and between sector ministries (i.e. MoEST, PO-RALG, MCDGC, MoF, MoL). Develop effective mechanisms for coordination, co-operation and sector dialogue among institutions and stakeholders, to both strengthen ESDP implementation, improve the effectiveness of aid management and enhance accountability, including through more regular and open reporting and peer-reviews.
* Capacity development: Design, test and implement a sustainable professional development program for all relevant staff according toministries’ needs. Improve the recruitment and nomination processes within the educational administration, to ensure closer concordance between posts and profiles. Create a conducive working environment for efficient and effective delivery of education and training support services, at national, regional, and local levels. Enhance capacities for evidence-based prioritization, programming and monitoring.
* Effective Resourcing and use of Finances: Explore and develop innovative financing modalities, including public-private partnerships. Improve the financial management information system, including by providing regular and open information to track the flow and use of resources. Organize specialized training in procurement, tendering, and related skills for relevant staff. Sensitize stakeholders and revise various stakeholders' roles and responsibilities in financing.
* National Qualifications Frameworks: Provide alternative learning opportunities to out-of-school children and illiterate adults, including through the development of interlinked sector-wide qualifications frameworks, linking all delivery modalities in the education sector to nationally and regionally recognized qualifications.
* Data management and M&E: Establish a system-wide M&E framework. Harmonize multiple data collection systems, to enable their integration into a consolidated ESMIS that also covers ANFE. Improve feed-back to data users at all levels and throughout sub-sectors to monitor performance and inform decision-making.
* Public-Private Partnerships: Mobilizeprivate sector expertise to improve the quality of inputs, processes and outputs in basic education, in particular through capacity-building in the areas of curriculum development, learning assessments and inspections.

# CHAPTER 3: PRIORITY PROGRAMS

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

1. Access and equity in basic and secondary education

* 1. Pre-primary
	2. Basic, cycle 1 (former primary) and cycle 2 (former lower secondary)
	3. Advanced Secondary
	4. Out-of-school children and adolescents

2. Quality of basic and secondary education

3. Literacy

1. Access and participation
2. Quality and relevance

4. Technical and Vocational Education

1. Access and participation
2. Quality and relevance

5. Higher Education

1. Access and participation
2. Quality and relevance

6. System Structure, Governance and Management

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

The priority programs will form the basis of more detailed operational plans by sub-sector. These will be designed once the ESDP has been fully validated.

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| PRIORITY PROGRAM 1Access, participation and equity in Basic and Secondary Education |
| **Sub Program 1.A : Pre-primary** |
| **Objective 1.A : Equitable access and participation in at least one year of free pre-primary education, with particular attention to excluded and disadvantaged groups***Indicator**% of children in Grade 1 of Cycle 1 who have followed 1 year of preprimary education, by region and gender* |
| **Component 1 - Infrastructure/Distance-to-School** |
| **Outcome**Expanded supply and accessibility of classes for 1 year compulsory preprimary for all children aged 5 prior to entry to Standard 1, with specific attention to disadvantaged groups |
| **Indicators**Preprimary GER, by region and gender% of primary schools with a dedicated preprimary classroomPupil-classroom ratio |
| ***Strategy 1*** Expand existing primary school buildings’ capacity to accommodate all pre-primary children |
| ***Result***Existing schools have adequate classroom space to provide pre-primary education to children within their catchment area |
| ***Strategy 2***Establish satellite centres in line with established guidelines to accommodate children living far away from schools***Result***Children, including those who live in remote areas far from primary schools, are able to enroll in pre-primary education via satellite centres |
| **Component 2 – Teachers** |
| **Outcome**Availability of sufficient number and equitable deployment of qualified teachers in pre-primary classrooms |
| **Indicators**PTR, by gender and regionPQTR, by gender and region |
| ***Strategy 1***Increase the intake of candidates/ trainees into pre-primary teacher education by ensuring all teacher training colleges provide certified pre-primary teacher education***Result***Availability of certified pre-primary teachers in sufficient numbers |
| ***Strategy 2***Improve pre-primary teacher deployment, including through better collection and use of data***Result***Data on the pre-primary workforce and expected shortfalls are systematically used to inform pre-primary teaching staff development and deployment. |

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| ***Strategy 3***Strengthen professional development of pre-primary teachers ***Result***Pre-primary teachers participate in certified professional development programs, which respond to their training needs, including those without formal teacher training, as well as professional teachers without formal pre-primary training.  |
| **Component 3 – School Environment**  |
| **Outcome**Schools and satellite centres provide learning environments that are inclusive, safe, and child-friendly, encouraging timely enrollment and retention |
| **Indicators**% of preprimary classes/areas that meet minimum set standards% of relevant materials developed and distributed to schools to support preprimary education |
| ***Strategy 1***Provide pre-primary classrooms/areas with the necessary materials, equipment, facilities, latrines and safety measures, reducing disparities between private and public provision of pre-primary education***Result***Pre-primary children attend classes in an environment with adequate materials,equipment anad facilities, that are safe and appropriate for their age |
| ***Strategy 2***Supply specific materials and facilities to cater for children from presently disadvantaged groups***Result***Materials and facilities are increasingly available for children from disadvantaged groups |
| **Component 4 – Community Participation** |
| **Outcome**Parent and community knowledge and support for 1 year of pre-primary for all is reinforced, and commitment to support early learning at home and at school is increased |
| **Indicators**% of school management committees who actively support pre-primary schooling in school plans |
| ***Strategy 1***Develop and implement a parenting communication and education campaign on support and engagement in pre-primary education***Result***All parents are aware of the benefits of early learning and pre-primary education and timely entry to pre-primary, and engage in supportive practices for school readiness at home.  |
| ***Strategy 2***Community engagement in promoting, supporting, sustaining and improving pre-primary education, including through school and satellite management committees***Result***Stronger community engagement and advocacy in expanding/improving local pre-primary education and early learning opportunities |

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| **Sub Program 1.B : Basic, cycle 1 and cycle 2** |
| **Objective** : **Equitable access to and successful completion of basic education for all, improving internal efficiency and addressing the causes of dropout, with particular attention to excluded and marginalized groups, and reducing regional disparities***Indicators**Gross intake ratio to the first grade of Standard one* *Promotion rate from Cycle 1 to Cycle 2 of basic education* *Survival rate to the last grade of basic education cycle 2* |
| **Component 1 - Infrastructure/Distance-to-School** |
| **Outcome**Expanded capacity in terms of schools and classrooms, to meet pupil-classroom ratio standards and reduce regional disparities in distance to school |
| **Indicators**Pupil-classroom ratio, by grade/cycle, district and regionNumber of satellite schools opened |
| ***Strategy 1***Expand existing primary school buildings’ capacity to accommodate Cycle 2 pupils***Result***Existing schools are able to provide the full BE cycle to the pupils within their catchment area |
| ***Strategy 2***Build more schools in line with government guidelines, expanding Basic Education coverage where it is weak but reasonable economies of scale are achievable***Result***Greater number of schools providing the full BE cycle, making physical access more equitable for all |
| ***Strategy 3***Establish satellite schools/centers where population density does not justify building a school***Result***Improved access to Basic Education for children in hard-to-reach areas, including OOSC or at-risk of OOS |
| **Component 2 - Teachers** |
| **Outcome**Availability and equitable deployment of sufficient number of teachers by grade, subject and stream, respecting pupil-teacher ratio standards |
| **Indicators**Annual intake into TTCsPTR, by cycle, subject, gender, district and region |
| ***Strategy 1***Increase the intake of candidates/ trainees into teacher education and teacher training colleges, taking into consideration recognized pathways for paraprofessionals to study while ‘on the job’ and gain professional recognition***Result***Greater number of potential teacher candidates and enrollees on preservice teacher training programs, facilitating recruitment |
| ***Strategy 2***Enhance the attractiveness of and satisfaction with the teaching profession by stabilizing salary scale across all levels of professional qualifications and introducing probationary, fixed-term teaching in public schools before moving to private schools, particularly in priority subject areas***Result***Improved retention and reduced attrition, facilitated recruitment, increased motivation, availability and time-on-task |

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| ***Strategy 3***Devise and implement campaigns to revalorize the public perception of the teaching profession***Result***Campaigns on the teaching profession have improved its image, promoting interest among potential teacher candidates |
| ***Strategy 4***Review the teacher deployment formula, mechanisms, approaches and incentives, with a focus on subject shortages for Cycle 2***Result***Teachers are deployed nationwide equitably and effectively, ensuring gaps in local pupil-teacher ratios are reduced |
| ***Strategy 5***Develop and implement a national strategy to train teachers on special needs education***Result***Teachers are more aware of the constraints which children with special needs experience and how to help them overcome these |
| **Component 3 - School Environment**  |
| **Outcome**Schools are safer, more inclusive and child-friendly, encouraging timely enrollment and retention |
| **Indicators**% of schools meeting set standards, or proxy index based on shortage of latrines/desks/etc., by cycle and regionNumber of schools with an emergency plan |
| ***Strategy 1***Ensure that schools are adequately supplied with appropriate equipment and facilities for different ages and groups***Result***Teaching and learning environment is improved, including for children with special needs, favorably impacting participation and retention |
| ***Strategy 2***Develop a KAP (Knowledge-attitudes-practice) strategy and manual for school leadershipto improve school-staff behavior, attitudes and care practices***Result***More appealing and friendly learning atmosphere, for pupils in general, and children from marginalized groups in particular |
| ***Strategy 3***Schools have emergency management (contingency plans) in place and teachers and communities are trained on them***Result***Teaching and learning environment is safer, favorably impacting motivation, retention and continuity in case of emergency |
| ***Strategy 4***Strengthen school WASH by implementing measures in line with national guidelines***Result***All children in school are able to access gender-appropriate toilet facilities and all schools have drinking water on their premises |
| ***Strategy 5***Strengthen school health and nutrition through training offered in collaboration with MOH***Result***School health and nutrition services are available in schools, in line with national minimum standards |
| **Component 4 - Household contributions to education** |
| **Outcome**Main education costs borne by household are reduced by half for all pupils, and further still for those from poor and disadvantaged backgrounds |
| **Indicators**% of pre-primary and primary pupils benefitting from materials, porridge and lunches% of schools who receive the full capitation grant in time, including for pre-primary% of satellites that receive the full capitation grant on time via the mother schoolLGA budget devoted to financing the free education programme, by region |
| ***Strategy 1***Increase capitation grants to include 50% of the cost of providing all pupils with learning materials (exercise books and pens) porridge and lunches to be provided by parents/households***Result***Household contributions to education costs are reduced, while improving children's nutrition and the availability of learning materials |
| ***Strategy 2***Support the identification of disadvantaged pupils by LGAs, who would collaborate to cover the outstanding 50% cost of learning materials, porridge and lunches for those in greatest need***Result***Reduce the burden of non-fee education costs on the poorest families, removing a disincentive to enrollment or retention |
| ***Strategy 3***Engage high-level management in encouragingand/or developing community-based solutions to the provision of learning materials, porridge and lunches at school, according to the above cost-sharing arrangements, introducing by-laws, where necessary and feasible.***Result***Communities become more involved at the school level, promoting the cost-effectiveness and quality of school meals and materials' procurement |

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| **Sub Program 1.C : Secondary** |
| **Objective: Expanded access and participation with greater equity, and successful completion of A-Level secondary education, with an appropriate mix of subject specializations***Indicators**Transition rate from Basic education (Form 4) to secondary**Secondary (A-Level) completion rate, by gender and region* |
| **Component 1 - Infrastructure** |
| **Outcome**Availability of sufficient schools and classrooms to accommodate qualified graduates from basic education |
| **Indicators**Pupil-classroom ratio, by regionPupil-latrine ratio, by region and genderBook ratio% completing A level with mix of subject specialization |
| ***Strategy 1***Convert existing lower secondary schools into advanced secondary schools in regions where this is required***Result***Expanded A-Level capacity, to accommodate the increased demand for advanced secondary education from Form 4 leavers |
| ***Strategy 2***Construct new secondary schools and classrooms where required, as the number of Form 4 graduates increases***Result***Further capacity is made available as necessary |
| ***Strategy 3***Ensure that separate latrines are available for adolescent girls, in sufficient number and adhering to WASH standards***Result***Girls' enrollment and retention are encouraged |
| **Component 2 – Teachers** |
| **Outcome**Availability of sufficient number of teachers by subject, grade and stream |
| **Indicators**PTR, by gender, grade, region and subject |
| ***Strategy 1***Create a mechanism whereby MoEVT contributes to encourage teacher education candidate enrollment in understaffed A-Level subjects***Result***Increased number of graduate teachers to cover demand in advanced secondary schools, across different subject specializations |
| ***Strategy 2***Improve the deployment of teachers, in particular those teaching priority subjects, including the introduction of a mandatory 2-year probationary period within renewable contracts***Result***The distribution of teachers in all subjects is equitable across regions |
| ***Strategy 3***Improve teachers' working and living conditions including remuneration, including teachers' duty allowances in hard-to-reach areas***Result***Increased teacher retention in schools |

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| **Component 3 – Support for most vulnerable students** |
| **Outcome**Ensuring the most capable students gain access to A-Level, regardless of their means or vulnerability |
| **Indicators**Number of children with special needs enrolled, by gender and regionNumber of beneficiaries of education access cash-transfer grants |
| ***Strategy 1***Make schools inclusive for students with special needs by undertaking measures in line with national guidelines***Result***Students with special needs are retained in schools, with reduced dropout rates |
| ***Strategy 2***Strengthen existing cash-transfer systems, identifying needy students andproviding students from very poor families with in-kind subsidies for education***Result***Poor families receive compensation to cover some non-fee education costs, counterbalancing the opportunity cost of education |

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| **Sub Program 1.D : Out-of-school children** |
| **Objective: Enhanced access, participation and completion of primary education by out-of-school-children and adolescents, especially girls and children with disability though flexible learning opportunities***Indicators**Average dropout rate in basic education (cycles 1 and 2), by gender* *The % of out-of-school children of basic school age* |
| **Component 1 - Reducing drop-out, with a focus on preventive measures** |
| **Outcome**Fewer pupils drop out from school |
| **Indicators**Dropout rate, by cycle, region and gender |
| ***Strategy 1***Develop a school/community-level system to identify pupils at risk of dropout, involving headmasters, teachers, PTAs and the community, supported by by-laws where necessary and feasible ***Result***Pupils at risk of dropout are identified early on |
| ***Strategy 2***Include a module on pupils at risk of dropout in pre-service teacher training, to provide teachers with the skills and practices support their continued schooling***Result***Children at particular risk of dropout are pedagogically and socially encouraged to pursue their education, improving retention |
| ***Strategy 3***Train and support head teachers, parents andcommunity leaders on strategies and practices to prevent dropout***Result***Head teachers implement strategies and activities that favor retention |
| ***Strategy 4***Provide psycho-social support in schools, for those at risk of dropout***Result***Pupils receive psycho-social support, according to their needs |
| ***Strategy 5***Pilot a family learning program that develop literacy, numeracyand life skills of both parents and children***Result***Some parents in 5 at-risk regions send their children to school and keep them there throughout the compulsory education cycle |
| **Component 2 – Orientation and guidance for OOSC** |
| **Outcome**OOSC are identified, directed to the most appropriate learning stream (in-school, non-formal, skills development etc.)or mainstreaming programme and monitored thereafter |
| **Indicators**% of districts where a community-school based OOSC guidance and monitoring system is effective, by region |
| ***Strategy 1***Develop a community-based monitoring system supported by by-laws, to identify OOSC of pre-primary and primary age and have their suitability for mainstreaming programs assessed in collaboration with schools***Result***Mainstreamingprogramme participants' readiness to return to school is appraised in a timely fashion, the numbers that reintegrate school increases, and OOSC numbers drop |
| ***Strategy 2***Develop a monitoring system on the learning and experiences of pupils who have reintegrated into formal education***Result***The specific needs of pupils who have reintegrated formal education are identified and addressed through the monitoring system |
| ***Strategy 3***Provide psycho-social support in schools, for those who have returned to schools, through the program***Result***Pupils receive psycho-social support, according to their needs |
| **Component 3 – Fast-track reintegration program** |
| **Outcome**OOSC backlog is gradually reduced through their fast-track reintegration into the formal school system |
| **Indicators**Numbers enrolled in the fast-track reintegration programme, by gender and regionMainstreaming success rate, by stream followed, gender and region |
| ***Strategy 1***Develop and implement a comprehensive fast-track reintegration program, through the piloting of different models***Result***Fast-track reintegration program designed and agreed upon |
| ***Strategy 2***Ensure availability of appropriate learning resources for the fast-track reintegration program, reflecting its characteristics***Result***Necessary learning resources are made available |
| ***Strategy 3***Recruit and provide competent teaching staff on the government payroll, with an appropriate profile for the program***Result***Necessary teaching staff is available and offering effective support to pupils |
| **Component 4 – Expansion of COBET I and II** |
| **Outcome**Enrolment and successful completion of COBET I and II improved |
| **Indicators**Numbers enrolled in COBET, by cohort, gender and regionMainstreaming success rate, by cohort, gender and region |
| ***Strategy 1***Redesign, where needed, of the existing COBET I and II models, through a critical review of recent experiences***Result***Re-integration models for COBET I and II are reviewed and redesigned, in line with the major objectives of the ETP and the ESDP |
| ***Strategy 2***Ensure availability of infrastructure and facilities for COBET, including through effective use of existing facilities in formal system***Result***Necessary infrastructure and facilities are available, capitalizing on existing school infrastructure and capacity |

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| ***Strategy 3***Ensure availability of necessary teaching staff***Result***Necessary teaching staff is available |
| ***Strategy 4***Provide professional development to COBET teaching staff***Result***Teaching staff provides quality teaching and offers effective support to COBET learners |
| ***Strategy 5***Improve the assessment system of COBET learners, including through a more systematic use of its findings***Result***The knowledge and skills acquired by COBET learners are regularly assessed and the findings of this assessment are used to improve the program |

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| PRIORITY PROGRAM 2Quality of basic and secondary education |
| **Objective: Improved and equitable learning outcomes for all in Basic Education and Advanced Secondary***Indicators**Pupil/Qualified Teacher Ratio in Cycle 1 of Basic Education* *Pupil/Qualified Teacher Ratio in Cycle 2 of Basic Education* *CSEE Pass Rate* *% St 2 learners achieving the national benchmark on reading with comprehension* |
| **Component 1 - Curricula** |
| **Outcome** Relevant competency-based curricula are in place and textbooks and teacher guides are updated accordingly |
| **Indicators**Pupil-textbook ratio (for new books reflecting updated curricula), by level and subject |
| ***Strategy 1***Implement the National Curriculum Reform programme within an agreed time-frame and particularly reinforce the relevance of basic education curricula, including vocational/income-generation skills development ***Result***Competency-based Curricula match socio-economic development needs including, at secondary level, labour market demands |
| ***Strategy 2***Revise textbooks and teacher guides in line with the new curriculum***Result***Textbooks and teacher guides are revised |
| ***Strategy 3***Ensure availability of textbooks and teacher guides for all schools***Result***Textbooks and teacher guides are available in schools |
| **Component 2 – Teacher Education (Pre-service and in-service training for qualification)** |
| **Outcome**All existing and newly recruited teachers obtain the required qualifications |
| **Indicators**PQTR, by cycle, region and gender% of teachers qualified, by level and gender |
| ***Strategy 1***Review and implement Teacher Education Curriculum Framework to include priority issues, e.g. competency-based assessment, inclusive learning and early childhood care***Result***National Teacher Education Curriculum Framework implemented  |
| ***Strategy 2***Reviewand implement Teacher Qualifications framework***Result***Teacher Qualifications Framework integrated into national qualifications framework and implemented |

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| ***Strategy 3***Provide all newly recruited teachers at all levels with the relevant training to obtain the required qualifications***Result***All newly recruited teachers are qualified, in line with the requirements |
| ***Strategy 4***Provide all practising teachers at all levels, who do not yet have required qualifications, with the relevant in-service training to obtain the required qualifications***Result***All practising teachers are qualified, in line with the requirements |
| ***Strategy 5***Improve the quality of teacher training to promote a more learner-centered approach by teacher trainers and trainees***Result***Teacher trainers acquire and transmit pedagogical skills for learner-centered teaching |
| ***Strategy 6***Provide all teacher training colleges with appropriate facilities and teaching/learning resources, especially for pre-primary education, and science subjects at secondary***Result***Teacher training colleges have necessary facilities and resources and the teaching workforce is better prepared, particularly for priority sectors, such as pre-primary andsecondary scienceeducation |
| **Component 3 – Teacher Support and in-service training** |
| **Outcome**Teachers receive regular support and in-service training, in priority areas in line with their needs and education system priorities |
| **Indicators**% of teachers having benefitted from at least three weeks of in-service training in the past 3 years |
| ***Strategy 1***Develop implementation guidelines for provision of in-service training and support to all teachers, including in pre-primary***Result***Implementation guidelines prepared |
| ***Strategy 2***Collect and use information on competencies of practicing teachers for planning of in-service training***Result***Information on teachers is used so that in-service training responds better to their needs |
| ***Strategy 3***Increase use and revival of TRCs through improved coordination and facilitation/resourcing***Result***TRCs are better able to deliver school-based INSET |
| ***Strategy 4***Develop training and support packages to enhance teaching proficiency in priority areas in line with the ETP and the national development plan***Result***Proficiency level gaps in priority subjects are addressed |

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| **Component 4 – Teacher motivation** |
| **Outcome**Improved teacher attendance and retention |
| **Indicators**Teacher attrition rate (for causes other than retirement, death, etc.), by cycleAverage teacher time-on-taskTeacher absenteeism rate%of teachers paid over due outstanding arrears/claims |
| ***Strategy 1***Developing and implementing a career progression mechanism, based on assessment of competencies, performance and attendance***Result***Career progression mechanism established and implemented |
| ***Strategy 2***Strengthen the effectiveness of WECs in supporting teachers***Result***DEOs and WDCs provide more effective support to teachers |
| ***Strategy 3***Work with inspection services to ensure that inspection motivates teachers and strengthens their professional development***Result***Inspectors provide more effective support to teachers |
| ***Strategy 4***Ensure that school management (school leaders and committees) provide motivating supervision and support to teachers***Result***Teachers benefit from improved school supervision and support from school management and quality assurers, and spend more time-on-task |
| ***Strategy 5***Improvement of teachers' environment, in particular through staff housing***Result***Teachers express increased satisfaction with their environment |
| ***Strategy 6***Develop and implement a specific support package for teachers in hard-to-reach areas (including top-up allowances, fast track career progression), with particular attention to teaching in science subjects***Result***Teachers in hard to reach areas receive a special support package, contributing to reduce urban/rural/regional disparities in teacher deployment and PTRs |
| **Component 5 - Learning environment** |
| **Outcome**Learning environments meet minimum standards of quality |
| **Indicators**% of schools meeting minimum standards (or proxy index based on desk/latrine/library shortage), by cycle |
| ***Strategy 1***Update and implement the minimum standards of quality learning environments in line with the ETP***Result***Minimum standards available and adhered to in establishing quality learning environments |

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| ***Strategy 2***Transform classrooms into cognitively stimulating learning environments, especially for preprimary, and Grades 1 and 2, including in satellite centres***Result***Learning environments are conducive to learning |
| ***Strategy 3***Provide schools with necessary resources to facilitate learner participation in extra-curricular activities (e.g. games, sports, school clubs)***Result***Schools have necessary resources and learners participate in extra-curricular activities |
| ***Strategy 4***Expand the equipment of secondary schools with subject-specific facilities (science laboratories, computer rooms) and libraries***Result***Secondary-level learning experiences are improved, and the attractivity of science subjects is increased, in particular |
| ***Strategy 5***Abolishment of corporal punishment and training of teachers in alternative positive behavior management***Result***Teachers are using alternative ways of disciplining children |
| **Component 6 - School leadership** |
| **Outcome**School leaders and school committees contribute to improving quality through effective school management |
| **Indicators**% of school heads certified in leadership, by level, region and gender% of schools with a WSD plan, by level and region |
| ***Strategy 1***Revision of profile and recruitment criteria and processes for school leaders***Result***School leaders are recruited according to revised criteria and processes |
| ***Strategy 2***Certification of school leaders through regular quality assurance services***Result***All school heads certified in school leadership and management |
| ***Strategy 3***Provide certified training to school leaders in school improvement planning, management and budgeting***Result***School leaders gain certified competencies inschool improvement planning |
| ***Strategy 4***Develop capacity of school committees in activities relevant to their missions and to school improvement, ensuring selection of school committee members is based on established guidelines***Result***Schools have well developed and funded whole school development plans for school quality improvement |

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| **Component 7 - Quality Assurance** |
| **Outcome**Quality assurance processes are used to monitor teacher, student and school performance against standards and findings are used to improve practice |
| **Indicators**% of schools having undergone a WSE once during last three years, by level and regionNational assessment of learning outcomes is undertaken yearly and results systemized |
| ***Strategy 1***Revise and/or develop quality standards, including revision of 2009 Basic Education and development of standards for pre-primary***Result***Quality standards developed and/or revised |
| ***Strategy 2***Make all education stakeholdersapply national quality standards and quality assurance processes***Result***Stakeholders are aware of quality standards |
| ***Strategy 3***Organization of regular Whole School Evaluation (school supervision and inspection) of Basic Education Schools, Secondary Schools and Teacher Colleges, including certification of ***Result***Whole School Evaluations are regularly undertaken |
| ***Strategy 4***Develop and implement a coherent national system for the monitoring of learning achievement, covering all relevant sub-sectors ( COBET, pre-primary, primary, secondary)***Result***National system for monitoring learning outcomes approved and implemented |
| ***Strategy 5***Sharing of results of Whole School Evaluation and of Learning assessments with key stakeholders at different levels (online and paper-based digitized reports)***Result***Stakeholders are regularly informed of results |
| ***Strategy 6***Support to schools, Ward Development Committees, District Education Departments and central ministries on analyzing and using the results of Whole School Evaluations and Learning Assessments***Result***Schools, Ward Development Committees, District Education Departments and central ministries use the results for improvement of policies and practices |
| ***Strategy 7***School management skills-enhancement for Headteachers, School Committees and WECs includes skills for school and teacher supervision, classroom observation and school-based continuous assessment.***Result***Headteachers, School Committees and WECs have improved skills related to school supervision and students assessment |

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| PRIORITY PROGRAM 3Adult and Non-Formal Education |
| **Sub Program 3.A : Improve access and participation of youth and adults in adult education programs** |
| **Objective: Increase the number of youth and adults who participate in adult education***Indicators**Total enrolment in adult education**% yearly growth in adult education* |
| **Component 1 - Mobilizing resources for adult education** |
| **Outcome**Increased government funding and development partner support for adult education, to increase centers and courses, in such a way as to reduce regional disparities |
| **Indicators**% of national education budget allocated to ANFE programs (benchmark: 3%)% of development partner support to education allocated to ANFE programsActual disbursement to ANFE programs by region and district, and annual change |
| ***Strategy 1***Mobilize political commitment across ministries and governmental institutions to adult education by awareness raising through appropriate channels***Result***Increased levels of government funding for adult and non-formal education |
| ***Strategy 2***Raise awareness of adult education as a national priority among development partners and the private sector, through sector dialogue***Result***Stakeholders respond with resource allocations to priority issues in adult education |
| ***Strategy 3***Reinforcing the capacities of communities to engage in and mobilize support for adult education***Result***Communities provide more effective support, particularly with regard to infrastructure |
| **Component 2 - Improving the quality of national literacy and numeracy data** |
| **Outcome**More nuanced and reliable data on levels of literacy and numeracy among youth and adults for better planning and management |
| **Indicators**Share of adults and youth for which more nuanced literacy/numeracy data are available |
| ***Strategy 1***Develop and use nuanced and disaggregated information on literacy and numeracy needs of the young and adult population***Result***More reliable and up-to-date information for planning, designing, implementing, monitoring and evaluating ANFE initiatives |

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| ***Strategy 2***Develop a standardized framework and tools for ANFE-center based assessments of literacy and numeracy levels (equivalent to formal basic education leading to recognized certificates)***Result***Assessed levels of literacy and numeracy available to learners and ANFE providers, included in the framework of the TQF |
| **Component 3 - Motivating potential learners to participate in adult education programs** |
| **Outcome**Increased number of youth and adults participating in adult education programs especially in Regions with low coverage |
| **Indicators**Participation rate of youth and adults in alternative learning programs (during the past 12 months and in relation to the total population of youth and adults by region) Youth and adults (15+ years) enrolled in different components and levels of ANFE (number and % increase) Youth and adults (15+ years) who have successfully completed different levels of literacy and numeracy skills (number and % increase) |
| ***Strategy 1***Develop recognised and accessible pathways for youth and adults to move between non-formal programs with different purposes and of different levels, and between non-formal and formal modalities (horizontal and vertical mobility in the system)***Result***Youth and adult learners have maximum opportunity to pursue options for lifelong learning |
| ***Strategy 2***Plan, design and conduct targeted adult literacy awareness-raising campaigns to encourage participation and retention in ANFE***Result***Potential learners, in particular in most vulnerable regions are able to access information on multi-pathway formal and non-formal learning opportunities in adult literacy, basic and pre-vocational adult education |
| ***Strategy 3***Provide suitable and attractive premises for young people and adult learners***Result***ANFE infrastructure and facilities are improved |
| ***Strategy 4***Reinforce open-access programs in secondary education through enhanced in-course support***Result***Young people and adults' are able to access non-formal secondary education opportunities, and transition to teacher training, TVET, and higher education |
| **Component 4 - Availability of ANFE facilitators** |
| **Outcome**Availability of a sufficient number of facilitators, respecting minimum standards, and their equitable deployment  |
| **Indicators**Number of recruited facilitators (in relation to estimated need) and annual changeMapping of deployment of qualified ANFE teachers/facilitators by region and number of learners they serve by region (ratio facilitator: learners by region) |

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| ***Strategy 1***Increase the intake of trainee facilitators in teacher training colleges***Result***Greater number of potential facilitators in preservice teacher training programs, facilitating recruitment |
| ***Strategy 2***Systematize the availability and use of facilitators, in line with the needs of communities***Result***Facilitators are deployed nationwide equitably and effectively |
| **Component 5 - Coordinating the provision of vocational skills across ANFE, FDCs and other providers** |
| **Outcome**Increased number of young people and adults accessing relevant vocational skills-training opportunities  |
| **Indicators**Youth and adults who participate in vocational skills training (number and % increase)Mapping of learner flows between and across ANFE programs (number of learners referred from ICBAE to FDC and the other way round) |
| ***Strategy 1***Clarify and manage access to multi-pathway vocational and professional courses in all parts of the country***Result***Thematic Coordination Unit for vocational skills-training is established within overall ESDP coordination structure (Sector Technical Working Group) |
| ***Strategy 2***Develop and periodically update a directory of providers***Result***Directory of providers is available, and digitized directory is integrated into the A/NFE-MIS under ESMS |
| ***Strategy 3***Map and monitor flows of graduates from ANFE, pre-vocational adult education to FDCs and TVET***Result***Data on flows are collected and integrated into the ESMIS sub-system  |

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| **Sub Program 3.B : Improve the quality and relevance of adult education and training** |
| **Objective: Ensure relevant and good quality alternative learning opportunities for young people and adults***Indicators**Youth and adults (15+ years) achieving a level of proficiency in literacy and numeracy skills that is equivalent to grade VI of formal basic education (number and % increase)* *Youth and adults moving to vocational training after acquiring proficiency (% of indicator immediately above)**Youth and adults achieving TQF-certification through non-formal programs (number and % increase)* |
| **Component 1 - Relevant curriculum**  |
| **Outcome**Improved learning outcomes in all levels of literacy/pre-vocational and vocational skills training through use of a relevant and competency-based curriculum and strengthened quality assurance |
| **Indicators**Curricula updated to cover the whole range of adult basic education (equivalencies) and with linkages to (pre-)vocational skillsPerceptions of learners regarding relevance, usefulness and level of assimilation of ANFE learning (annual sample survey) |
| ***Strategy 1***Implement a national survey in collaboration with the National Bureau of Statistics (NBS), to determine the literacy, numeracy and ICT skills levels of the youth and adult population***Result***Literacy, numeracy and ICT skills levels of youth and adults determined |
| ***Strategy 2***Conduct periodic adult literacy and learning needs assessments at the appropriate level, targeting pre-vocational skills-training for young adults***Result***Gaps in the curriculum are identified with regard to pre-vocational skills and vocational skills training, in line with evolving labour market demands |
| ***Strategy 3***Revise the existing adult education curriculum in line with the results of learning needs assessments***Result***Young people and adults' learning/training needs are responded to in a relevant manner |
| ***Strategy 4***Develop a structured system of supervision and facilitator support, linked to the existing Quality Assurance system***Result***Existing Quality Assurance modalities include quality assurance for ANFE and support for ANFE facilitators |
| **Component 2 - Teaching-learning materials** |
| **Outcome**Quality teaching and learning materials are available for all  |
| **Indicators**Learning materials developed for all levels of ANFE's adult basic education (equivalency) programme by applying quality criteria. Course-related materials available in to all learners (number of materials per level : number of enrolled learners)Number of learners accessing online learning |

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| ***Strategy 1***Review existing teaching-learning materials in line with the revised curriculum***Result***Pre-vocational skills and vocational skills training materials are available. |
| ***Strategy 2***Develop e-learning/digital learning tools***Result***Basic, post-literacy, and pre-vocational training modules are available online and/or utilizing new technologies |
| **Component 3 - Qualified ANFE facilitators** |
| **Outcome**Improved quality of youth and adult education and training through professionalization of teaching personnel  |
| **Indicators**Policy for the creation of adult education profession and career in place and implementedANFE facilitators who have undergone the full cycle training (number and % increase) Adult-oriented, interactive pedagogies acquired and applied by all ANFE facilitators (monitoring reports) |
| ***Strategy 1***Ensure that all facilitators undergo a full cycle of training, offered in collaboration with or by Teacher Training Centers***Result***ANFE facilitators undergo the full cycle of training |
| ***Strategy 2***Promote professional development opportunities for ANFE facilitators***Result***Increased retention of qualified ANFE facilitators |
| ***Strategy 3***Undertake periodic action-research linked with the professional development for adult educators***Result***The relevancy of ANFE facilitator training programs keeps pace with changing contexts |

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| PRIORITY PROGRAM 4Technical education and Vocational training and Folk education |
| **Sub Program 4.A : Improve access to TVET for primary and secondary education leavers** |
| **Objective: School leavers provided with more opportunities for further education for effective integration into the labour market***Indicators**Transition rates from Form 4 to TVET, by gender and region* *Transition rates from Form 6 to TVET, by gender and region**Completion rates at the various levels of TVET* |
| **Component 1 - Enhancement of infrastructure to cope with expanding enrolment in TVET and increased demand for skills mix in the labour market while addressing regional disparities** |
| **Outcome**Increased teaching and learning space, in particular in the disadvantaged regions |
| **Indicators**Yearly growth in number of learning spaces in TVET institutes, nationally and by region |
| ***Strategy 1***Rehabilitate and expand infrastructure for the existing institutions (including FDCs) including construction of new TVET institutions***Result***Increased total enrollment capacity for TVET education |
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| ***Strategy 3***Partner with the private sector to enhance teaching and learning infrastructure and provide apprenticeships,internships and business incubators***Result***TVET provides greater practical content and modern and well-functioning classrooms and practical learning facilities, resource centers, lecture rooms, offices, library facilities, hospitality and sanitary facilities |
| **Component 2 - Enhancement of alternative modes of training delivery and duration** |
| **Outcome**School leavers provided with more parallel opportunities for skills development |
| **Indicators**Yearly growth of enrolment in alternative modes of TVET delivery% of total TVET enrolment in alternative modes of TVET deliveryCompletion rates in alternative modes of TVET delivery |
| ***Strategy 1***Introduce and enhance flexible programs, including evening courses to allow for multiple entries/exits***Results***Flexible training programs introduced in TVET in addition to normal programsEnrollment with increasing trend of students undertaking flexible programs every yearCompletion rates of TVET graduates undertaking flexible programs |
| ***Strategy 2***Introduce, Operationalize and Enhance ICT mediated teaching and learning including ODL***Result***Increased access to TVET training programs and institutions |
| ***Strategy 3***Scale up the application of Recognition of Prior Learning (RPL) to new entrants***Result***Increased completion rates and transition in TVETIncreased access of TVET graduates to the labour market |
| ***Strategy 4***Introduce and scale up formal apprenticeship and outreach programs.***Result***Increased numbers of students participating in formal apprenticeship and outreach programs |
| **Component 3 - Increasing the participation of under-represented and disadvantaged groups in TVET** |
| **Outcome**Participation of youth from under-represented and disadvantaged groups in TVET improved |
| **Indicators**Numbers of eligible disabled school leavers enrolled in TVET and yearly growth in this numberNumbers of eligible disadvantaged groups (including orphaned, poor and child parent school leavers) enrolled in TVET and yearly growth in this number |
| ***Strategy 1***Sensitize potential disadvantaged candidates to promote interests in science and technology***Result***Increasing enrolment of disadvantaged school leavers in science and technology related programs in TVET |
| ***Strategy 2***Provide preferential support to disadvantaged students in science and technology programs in TVET***Result***Increasing enrolment of disadvantaged school leavers in science and technology related programs in TVET |
| ***Strategy 3***Scale up and finance the pre-entry courses for disadvantaged candidates in science and technology field of programs***Result***Increasing enrolment of disadvantaged school leavers in science and technology related programs in TVET |
| ***Strategy 4***Allocate special quota for enrolment for students with disability in TVET***Result***Increased enrollment of eligible disabled school leavers in TVET |
| ***Strategy 5***Allocate preferentially accommodation to students with disabilities***Result***Increased enrollment of eligible disabled school leavers in TVET |
| **Component 4 - Enhance the capacities of institutions in terms of human resources** |
| **Outcome**Adequate and appropriate human resources for effective teaching and learning |
| **Indicators**Student/teaching staff ratio by training programmeStudent/technical staff ratio by training programme |

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| ***Strategy 1***Recruit and deploy teaching staff to attain the ratio of learners to teaching staff in conventional full time residential programs at 8:1 in TET and 16:1 in VET and FDCs***Result***Improving proportion of student-staff ratio in TVET and by training programme |
| ***Strategy 2***Recruit and deploy technical staff to support learning***Result***Improving proportion of student-technical staff ratio in TVET and by training programme |
| ***Strategy 3***Construct/Establish two colleges for TVET facilitation to match the demand for supply of teaching staff.***Result***Increased enrolment of students in TVET-Facilitating colleges, and increased number of graduates from these colleges |

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| **Sub Program 4.B : Quality and relevance of TVET** |
| **Objective: Improve the quality and relevance of TVET programs so that they have a positive impact on social and economic development***Indicators**Proportion of TVET graduates getting employment (including self-employment) in the field of their training within two years after graduation**Proportion of employers (including self-employment) indicating satisfaction with the practical skills of employees from TVET institutions* *Proportion of TVET graduates employed in the economy by each sector and by all sectors* |
| **Component 1 - Ensure that the enrolment distribution of learners and the share of graduates at VET and Diploma level (TET) reflects the needs of the labor market and the recommended human capital balance** |
| **Outcome**Improved human skills mix for occupation fields critical for realization of TDV 2025 |
| **Indicators**% of TVET students enrolled in different programs and at different levels% of TVET graduates in different programs and at different levels |
| ***Strategy 1***Regularly get updated information on human capital requirements (specific needs of major occupations and trades) in the key sectors of the economy and make use of it to plan enrollment and training programs in the TVET sub sector***Result***Improved correspondence between enrolment in training programs in TVET institutions and skills demand by major occupations and trades in the economy |
| ***Strategy 2***Introduce and operationalize financing mechanisms that stimulate increased student enrolment in the technicians/associate professionals and skilled workers category***Result***Increasing enrolment of school leavers in the fields of technicians/associate professionals and skilled workers category. |
| ***Strategy 3***Provide grants and scholarships to learners in programs in the core priority areas that have significant shortfalls***Result***Increasing enrolment of school leavers in training programs in core priority areas that have significant shortfall  |
| **Component 2 - Ensure that the skills transmitted through TVET are more responsive to the dynamic needs of the labour market and society** |
| **Outcome**Ensure that the skills transmitted through TVET are more responsive to the dynamic needs of the labour market and society. |
| **Indicators**% of employers expressing satisfaction with the performance of TVET graduates |

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| ***Strategy 1***Improving the collection and use of labour market information (LMI), including information on the non-formal/informal labour market and data synergies with LMI generated for the higher education sub-sector.***Result***Improved correspondence between enrolment in training programs in TVET institutions and skills demand by major occupations and trades in the economy/labour market |
| ***Strategy 2***Making curriculum more relevant to the labour market and supportive for realization of FYDP II***Result***Improved correspondence between skills and knowledge imparted to TVET graduates and job tasks assigned to them at work place especially in the key sectors for realization of the FYDP |
| ***Strategy 3***Strengthening the involvement of employers in the organization of the TVET offer1. Provide capacity building to TVET institutions on employer satisfaction surveys.2. Periodically and regularly conduct employer satisfaction surveys to establish gaps in skills acquired by graduates***Result***Improved correspondence between skills and knowledge imparted to TVET graduates and job tasks assigned to them at work place |
| **Component 3 - Continuous improvement of the quality of teaching and technical staff** |
| **Outcome**Competencies of teaching staff systematically improved and sustained |
| **Indicators**% of TVET teaching staff with relevant qualifications |
| ***Strategy 1***Design and implement staff development plans for continuously developing the qualifications of staff***Result***Fully trained and competent teaching staff for TVET assured |
| ***Strategy 2***Enhance the attachment of existing teaching staff in industry (Locally and abroad) to acquire or upgrade relevant practical skills***Result***TVET teaching staff acquire practical skills and regularly enhance their skills through attachment in respective industry |
| ***Strategy 3***Enhance provision of professional development on pedagogy to experienced qualified staff recruited from industry***Result***Improved teaching methods for experienced and qualified TVET staff recruited from industry |
| ***Strategy 4***Provide professional development to teaching staff on ICT mediated classroom learning, open and distance learning, and CBET curricula development, delivery and assessment***Result***Improved pedagogy capacity of TVET teaching staff on ICT mediated classroom learning, open and distance learning, and CBET curricula development, delivery and assessment |

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| **Component 4 - Provision of updated equipment, tools as well as T/L materials** |
| **Outcome**Adequate and appropriate equipment and T/L materials for training available |
| **Indicators**Student/workshop ratioNumber of students per fully equipped classroom |
| ***Strategy 1***Procure and operationalize modern training equipment/facilities and T/L materials in TVET institutions***Result***Improved training and learning environment with modern equipment/facilities |
| ***Strategy 2***Introduce incentives for PPP ***Result***Enhanced participation of the private sector through PPP in the procurement of modern training equipment |
| ***Strategy 3***Procure critical equipment for supporting learners with special learning needs***Result***Learners with special learning needs have friendly learning equipment/environment |
| ***Strategy 4***Modernize libraries and workshops for TVET institutions and FDCs***Result***Fully equipped and modernized libraries and workshops become available in TVET and FDCs |
| **Component 5 - Strengthen the effectiveness of the TVET system to meet national and international commitments** |
| **Outcome**Performance and impact of TVET gauged against national and international commitments |
| **Indicators**% of TVET programs and institutions assessed as effective |
| ***Strategy 1***Strengthening NACTE and VETA for improved regulatory and coordination roles.***Result***Improved regulatory and coordination environment and functions of NACTE and VETA |
| ***Strategy 2***Operationalize benchmarking of TVET implementation by individual institutions in line with national and international norms and standards.***Result***Improved performance of individual TVET institutions benchmarked from local and international standards/performance |
| ***Strategy 3***Capacity building of MoEST and of TVET institutions for more effective management of academic function, including through institutionalization and maintenance of quality assurance systems (data capturing, processing and reports generation)***Result***Improved management of individual TVET institutions through more effective quality assurance |

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| ***Strategy 4***Provide information to stakeholders about the progress of training activities nationally in line with the M&E Framework for the sub-sector, and use their feedback for improvement***Result***Stakeholders get feedback regularly on TVET training activities and give comments for improvement accordingly |

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| PRIORITY PROGRAM 5Access, Participation, Quality and Relevance of Higher Education |
| **Sub Program 5.A : Access and participation** |
| **Objective : Equitable access and participation in higher university and university college education, with particular attention to priority courses, gender and disadvantaged groups, to align HE graduate output with middle-income economy demands***Indicators:**Gross intake ratio to Higher Education by gender (transition rate from A-level)**Percentage of Women among students enrolled in STEM Higher Education**Number of Disabled enrolled in STEM Higher Education**Share of the active population with HE* |
| **Component 1 - Infrastructure** |
| **Outcome**Expanded capacity in HLIs, with a focus on priority areas, STEM facilities, hostel accommodation and with attention to the needs of under-represented groups |
| **Indicators**Size of teaching and learning space and infrastructure created for science teachers. Number of higher education STHEM courses established or customized for the disabled % of universities having expanded learning space in the past 2 years % of universities meeting Government defined standards for disable friendly learning and support facilities |
| ***Strategy 1***Rehabilitee and expand existing teaching and learning space, and create further facilities in priority areas, including hostel accommodation***Result***Adequate teaching and learning space for HE, with greater geographical coverage |
| ***Strategy 2***Develop infrastructure for STEM, both for teacher training and university courses, that is appropriate for under-represented groups, including women and the disabled***Result***Greater enrollment in STEM teacher training, participation of the disabled in STEM courses, and reduced gender imbalance in students and future teachers |
| ***Strategy 3***Expand training in soft and communication skills by mainstreaming it into relevant curricula***Result***Adequate training capacity for soft and communication skills |
| **Component 2 - Financing** |
| **Outcome**Sustainable and comprehensive HE financing, that ensures the most capable students are enable to enroll, regardless of their personal or social characteristics |
| **Indicators**Actual amount of HE sub-sector financing% of HE loans granted by HESLB on a means-tested basis each financial year% of HE loans (both public,private and informal sectors ) tracked % [Percentage of student borrowers with mature student loans who are repaying on schedule, as of Dec. 31 of each year |
| ***Strategy 1***Undertake measures to mobilize comprehensive and sustainable financial resources ***Result***Adequate and sustainable funding for higher education students |
| ***Strategy 2***Build HESLB capacity in loan management and recovery***Result***Improved equity of the government/family HE cost-sharing mechanismAlternative ways of financing higher education and research established |
| ***Strategy 3***To improve the means-tested student loan attribution mechanism***Result***Framework for Internal income generation and fundraising activities by public HEIs establishedLoans, grants and scholarships are provided to meriting students from poor, rural and marginalized backgrounds |
| **Component 3 - Academic Staff** |
| **Outcome**Availability of sufficient number of academic staff, and appropriate distribution by subject and status adequate for courses demanded by the labor marketAvailability of graduate science teachers to cater for the expanded secondary school enrolment |
| **Indicators**% of HE staff with Masters and PhD in priority disciplines Number HE staff trained for science teacher preparation Number HE staff upgraded and retooled through short term programs % of academic programs aligned with labour market demands% of academic staff with Masters/PhDNo of Msc/PHD holding staff per academic programme |
| ***Strategy 1***Conduct a review of the existing academic staff composition (by level and subject) to identify gaps and develop a medium-term action plan to fill them***Result***Sufficient staff are available at each level and for different subjects to supervise research, conduct teaching, provide tutorship, etc. as required for the courses that respond to labor market demand |
| ***Strategy 2***HE Staff Training via short and long term courses***Result***Better distribution of HE academic staff by subject specialization |
| ***Strategy 3***Expand infrastructure and facilities for science teacher training***Result***Sufficient facilities for expanded science teachers and laboratory assistants training  |
| ***Strategy 4***Increase the number of HE academic staff to cater for an expanded program for science teacher training***Result***Sufficient academic staff to train science teachers |

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| **Component 4 - Pre-entry programs** |
| **Outcome**Greater gender balance achieved in science and technology degree courses |
| **Indicators**Number of Curriculum reviews and updating conducted on pre entry courses for women in STEMNumber of new STEM pre-entry programs for women established in new and priority areas Number of pre entry programs funded % of qualified applicants for pre-entry programs enrolled |
| ***Strategy 1***Review and updating of curriculum for existing pre-entry programs in STEM and ESPJ priority areas for skills development***Result***Greater numbers of women join science and technology degree courses |
| ***Strategy 2***Creation of new pre entry bridging programs responsive to the labor market***Result***Pre entry programs in new relevant areas available |
| ***Strategy 3***Dedicated funding for pre entry programs***Result***Pre-entry programs are appropriately financed |

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| **Sub Program 5.B : Quality and relevance** |
| **Objective : Quality Higher education teaching and learning with enforced regulation and usage of ICT leads to the output of graduates with employable knowledge and skills that contribute towards economic and social development** *Indicators**% of universities adequately equipped with ICT/STEM/labs/etc.**The % of university graduates with relevant employment one year after graduation, by main stream* |
| **Component 1 - Labor Market Relevance** |
| **Outcome**Profiles of HE graduates evolve to flexibly reflect labor market needs in terms of qualification level, specialty, practical experience |
| **Indicators**Numbers of manpower surveys and data collection for labor market Proportion of training programs reviewed or updated to match labor market needsNumbers of apprenticeship, internship, industrial parks and incubators Proportion of new curriculum with inputs from Employers/labor market/society |
| ***Strategy 1***National data collection of labor market manpower information (skills surveys) in all regionsthrough LMI surveys,ensuring data synergies with LMI generated for the TVET sub-sector, and involving the private sector***Result***Labor needs identified in terms of the level, skills and specialties required of HE graduates for national development |
| ***Strategy 2***Review and update training programs, research priorities and curricula to respond to needs of labor market and society, involving the private sector in curricula development***Result***Programs and curricula are updated, relevant to industry and linked to labor market demands |
| ***Strategy 3***Prioritize the allocation of government bursaries and resources for programs responding to identified social and labor market needs (competitive resource allocation)***Result***The stock of HE graduates reflects national requirements, contributing to employment, productivity and growth |
| ***Strategy 4***Partner with the private sector to develop a program of apprenticeships, internships, industrial parks and incubators***Result***HE provides greater practical content, promotes innovation and technology transfer, and prepares graduates to properly apply acquired knowledge in the economy |
| **Component 2 - Quality Assurance** |
| **Outcome**Quality assurance of HE delivery is reinforced by strengthening regulatory capacity at the central and institutional levels |
| **Indicators**% of universities meeting set national quality standards% of universities with an active QA department |

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| ***Strategy 1***Develop both the material and human capacity of the HE regulating body agency (TCU), including improved coordination between TCU and NACTE***Result***Improved TCU facilities and HE regulator capacity in enforcing quality standards |
| ***Strategy 2***Strengthen quality assurance units within HE institutions, in terms of human capacity, NQF compliance and QA systems***Result***Adequate quality assurance capability within HE institutions and improved implementation of the NQF |
| ***Strategy 3***Involve employers, industry and communities, through appropriate fora, in the quality assurance process of institutions and graduates***Result***Quality assurance comprehensively covers academic excellence and labor market relevance |
| **Component 3 - Research and Innovation** |
| **Outcome**Higher education institutions remain abreast of technological change and global trends, promoting relevant research and innovation responsive to labor market and societal needs |
| **Indicators**Number of new centers, parks or exhibitions opened devoted to innovationNumbers of research and innovation outputs produced (i.e. publications, prototypes, patents & products) Numbers of research and innovation outputs commercialized/adopted by industry |
| ***Strategy 1***Build capacities of HE institutions to create incubation centres, establish centers of excellence, ICT parks and demonstration centers***Result***Improved ability of HE institutions to embrace change and innovation and transfer knowledge and technology to society and the economy |
| ***Strategy 2***Develop, expand and professionalize priority training programs in STEM***Result***Enhanced quality of STEM courses |
| ***Strategy 3***Improve research capacity, funding and focus on product-oriented priorities***Result***Heightened relevance of research activities |
| **Component 4 - Learning Environment** |
| **Outcome**Learning environments are suitable for all subjects and learners, and conducive to the acquisition of required knowledge and skills |
| **Indicators**Amount of HE teaching and learning space created (lecture rooms, laboratories, libraries seminar rooms etc)Number of HE STEM facilities operational (Workshop, laboratory, incubators workstations added)Number of shared ICT platforms (eg E-libraries, E-learning and data management platforms) in use % of staff satisfied with the teaching, learning and research environment% of students satisfied with the teaching, learning and research environment |

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| ***Strategy 1***Improve the quantity and quality of infrastructure and availability of training facilities and equipment, in particular for STEM subjects***Result***Better learning outcomes, in terms of academic content and practical experience |
| ***Strategy 2***Develop the use and availability of ICT soft and hardware for both resident and distance learning (E-libraries, E-learning, etc.)***Result***Enhanced access to knowledge, information sharing and collaborative learning and research |
| **Component 5 - Staff competencies and qualifications** |
| **Outcome**HE staff are qualified, equipped with hard and soft skills, undergo continuous competency upgrading and are motivated to perform |
| **Indicators**Percentage of staff capacitated through long term (PhD and masters) and short term (INSET) training [ Number of staff on long-term training (Master and PhD)Number of staff supported for short-term (INSET) training in the yearNumber of staff recognition/motivation systems initiated/implementedNumber of staff awarded with excellency awards (at national, regional & international level)% of students satisfied with the competency and morale of staff |
| ***Strategy 1***Develop HE teaching staff competencies through the provision of short-term INSET retooling courses and long-term training programs (Masters and PhD)***Result***Improved profile of HE academic staff, whose qualifications and relevant skills are continuously updated |
| ***Strategy 2***Provide teaching staff with opportunities to regularly improve their soft skills***Result***Adequate HE capacity to train students in soft and communication skills |
| ***Strategy 3***Establish a system for award and recognition of good quality teaching and research at HE institutions***Result***Improved motivation of staff to continuously improve their profiles, maximize student performance and get involved in research projects |
| **Component 6 - Data Management** |
| **Outcome**Quality assurance, relevance, learning outcomes and M&E are all facilitated by the effective use of ICT for data management and use |
| **Indicators**Operational and harmonized HET-MIS system [A harmonized, web-based, HET-MIS operational]Number of ICT based data platform created linking HE institutions, agencies or ministries [% of HET academic and administrative programs/systems leveraged on shared ICT - platforms]Number of hits to the HET-MIS [INDICATING USE OF THE SYSTEM] |

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| ***Strategy 1***Provide internet connectivity (National Fibre Backbone) and bandwidth to HE institutions and their sectoral government agencies***Result***Improved access to required network infrastructure and connectivity |
| ***Strategy 2***Support the development and integration of system-wide applications for data collection, verification and management (ESMIS, HET-MIS)***Result***Sustainable data collection and verification systems for HE, to inform appropriate sector monitoring and policy decisions |
| ***Strategy 3***Establish inter-ministerial, intersectoral and interagency data management platforms and initiatives within the overall sector-wide data management system***Result***Adequate linkages and harmonization in data management platforms across agencies (HESLB, TCU, COSTECH) and Ministries (Labor, Education, Finance)  |
| ***Strategy 4***Develop capacities network maintenance, data analysis, compilation and use***Result***Improved capacity for system maintenance and data analysis and use |

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| PRIORITY PROGRAM 6System Structure, Governance and Management |
| **Objective: Ensure an effective management and administration system is in place, including sector-wide accountability and sustainable, equitable financing modalities, which enable mobility through multiple pathways within and across education sub-sectors***Indicators**% of planned intermediate outcome targets achieved in a timely manner with regard to (5.1) Effective and accountable management of system with multiple pathways; (5.2) Institutional capacities and professional development; (5.3) Harmonized data management information system across all sub-sectors; (5.4) Sustainable and Equitable financing modalities* *% of KPIs for which information is presented and analysed in the yearly statistical abstract* |
| **Component 1 - Flexible system** |
| **Outcome**The system has multiple pathways within and/or across all education streams |
| **Indicators**Numbers of courses/programs/degrees with qualifications linked to the NQF |
| ***Strategy 1***Complete an expanded National Qualification Framework (NQF), by linking all delivery modalities across education sub-sectors***Result***Diverse delivery modalities are integrated into the NQF, thus facilitating transfer between these modalities |
| ***Strategy 2***Manage andtrack implementation of the National Qualification Framework (NQF) particularly through synergistic operational planning between the adult and non-formal education, technical and vocational education and training, and higher education sub-sectors***Result***Sub-sectoral implementation of NQF ismonitored to ensure transit through flexible pathways |
| ***Strategy 3***Provide regular information about NQF and pathways within the system to possible beneficiaries***Result***Beneficiaries have easy access to information about study modalities in the education system, and their relative qualifications |
| **Component 2 - Effective management of system** |
| **Outcome**Strengthened management of multiple, mutually accountable partnerships |
| **Indicators**% of education stakeholders expressing satisfaction with the management of the education systemNumbers of meetings of dialogue structures |
| ***Strategy 1***Define mandates, roles and responsibilities (including coordination & leadership) of central implementation structures and of regional and local government implementers.***Result***Improved execution of roles and responsibilities. |
| ***Strategy 2***Strengthen EDSP implementation structures by reformulating coordination/partnership management***Result***Ongoing technical support for the ESDC is provided by a strengthened 'Sector Working Group'(currently, theESDP Task Force). |
| ***Strategy 3***Harmonize sector-wide M&E processes, facilitating coordinated performance monitoring across all sub-sectors***Result***Effective use of sector performance results for evidence-based planning and mutual accountability through an institutionalized M&E Framework |
| ***Strategy 4***Streamline sector dialogue to ensure harmonization, alignment and effective aid-management***Result***Timely implementation of sector dialogue 'events' calendar |
| **Component 3 - Institutional capacities and professional development.** |
| **Outcome**Capacities of national, regional and local officials are developed for system-wide planning and management; improved assessment; and innovation and research |
| **Indicators**% of national, regional, and local officials with profile required for the post they occupy% of regional and local authorities who prepare yearly planning documents |
| ***Strategy 1***Design and utilize a pooled capacity development partnership fund (CDPF) for public sector career training /professional development of all relevant staff***Result***Capacities developed sustainably in priority areas (e.g. change-management, policy analysis, strategic planning and data management) |
| ***Strategy 2***Improve recruitment processes to align with posts and staff profiles***Result***Recruitment is needs-based and processes inculcate a culture of succession (handover) planning |
| ***Strategy 3***Enhance research and development (R&D) and targeted policy analysis for evidence-based policy reform, planning and management***Result***Capacities of ministries and institutes are strengthened to carry out educational research and innovation for quality education |
| ***Strategy 4***Develop capacities of relevant staff in planning and management in the areas of education for sustainable development (ESD), including disaster risk reduction (DRR), and global citizenship education (GCED)***Result***Emerging concerns (with regard to ESD, DRR, GCED) are integrated into the curricula and sector personnel and civil society are oriented in line with updated curricula. |
| **Component 4 - Data management and data use** |
| **Outcome**Harmonized ESMIS generates timely, reliable and accessible quality data, utilized across all education sub-sectors. |
| **Indicators**% of stakeholders expressing satisfaction with quality of statistical information on education produced by government Number of KPI's that are tracked and analyzed on an annual basis% of LGAs utilizing upgraded BEMIS and adult education data in District Plan |
| ***Strategy 1***Upgrade BEMIS, including functionalities based on useful practice from piloted systems***Result***Timely availability of the national school-level dataset for BE, integrating learning outcomes assessment data for children in formal and non-formal settings |
| ***Strategy 2***Upgrade VET-MIS in line with ESDP TVET priority program demands***Result***Institution-level national dataset is available for TVET, integrating labour market information survey data |
| ***Strategy 3***Develop an adult education data base with information on youth and adults learning achievements in literacy and numeracy as part of the ESMIS***Result***Well-resourced decentralized AE-MIS available, integrating national adult and youth literacy and numeracy data |
| ***Strategy 4***Review and improve management information system for quality assurance data, including school-based continuous assessment***Result***Operational school-based MIS is available to track the quality of teaching and learning in the classroom |
| ***Strategy 5***Upgrade HET-MIS in line with ESDP HET priority program demands***Result***Institution-level national dataset is available for HET |
| ***Strategy 6***Upgrade and harmonize online reporting functionalities of the sector-wide system for improved intra-sector and inter-sector access to data, as well as for public accountability purposes***Result***Online reporting of sector-wide information is effective and regularly updated. |
| **Component 5 - Sustainable and Equitable financing modalities** |
| **Outcome**Sufficient and timely disbursement of allocated budget and timely, effective procurement. |
| **Indicators**Financial implementation rate of national education budgetFinancial implementation rate of selected major programs supported by development partners |
| ***Strategy 1***Explore and develop innovative financing modalities***Result***Increased options to address financing gaps for sector in under-resourced priority areas (e.g. expansion ofqualitypre-primary, ANFE, etc) |
| ***Strategy 2***Provide specialized training in procurement, tendering and related skills for relevant staff, in line with the new Procurement Act***Result***Timely procurement and tendering. |
| ***Strategy 3***Improve financial management information system by integrating it into the sector-wide data management system .***Result***Regular and open information provided to track the flow and use of resources. |

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| ***Strategy 4***Revise national stakeholders' and development partners' roles and responsibilities for financial management.***Result***Improved utilization of alternative sources of funding. |
| ***Strategy 5***Promote public/private partnerships involving schools, communities and industries***Result***Public/private partnership agreements signed/functional at national, regional and district levels, to support the education system and schools |

# CHAPTER 4: IMPLEMENTATION STRUCTURES, PROCESSES AND M&E FRAMEWORK

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

Given the complexity of the ESDP, its implementation will be underpinned by effective 'coordination' of implementation structures and processes. To clarify the scope of 'coordination', we have conceptualized ESDP coordination in terms of three focus areas: (1) implementation management, related to system structures; (2) partnership management, related to dialogue processes; and (3) performance management, related to sector performance monitoring and evaluation. **Figure 1** below outlines this conceptualization and each focus area is elaborated in the sections which follow.

**Figure 1.** Conceptualizing 'management' and 'coordination' for ESDP



**PLAN IMPLEMENTATION PROCESSES**

**DIALOGUE PROCESSES/EVENTS CALENDAR**

**M&E PROCESSES**

**ESDP**

**Coordination**

## 1. Implementation structures and processes

### Implementation Structures

The following outlines ESDP implementation structures. The top three tiers in the management hierarchy remain unchanged from the previous ESDP. The following three tiers, which include both decision-making as well as technical/advisory functions, cohere around a strengthened core 'coordinating' body and streamlined consultative processes[[2]](#footnote-3).

**(i) High level Group**

*Chair/Co-Chair:* Minister, Finance, Ambassador(Chair DPG-Ed). *Membership:* Ministers of all education-related sectors. *Main function:* Approves deliberations made by JESR; meets annually

**(ii) Inter-ministerial Steering Committee**

*Chair/Co-Chair:* PS Ministry of Finance. *Membership:* PS and DPPs of all education-related ministries. *Main function:* Endorses JESR aide-memoire; meets annually

**(iii) Education Thematic Area Working Group**

*Chair/Co-Chair:* Minister, MoEST? DPP, MoEST. *Membership:* DPP of all education-related ministries. *Main function:* Secretariat for IMSC - prepares agenda for HLM; meets annually

**(iv) Education Sector Development Committee**

*Chair/Co-Chair:* PS MoEST and PORALG. *Membership:* TWG chairs and Directors from sector ministries. *Main function:* Approves recommended decisions made by TWG; meets every quarter.

**(v) Sector Technical Working Group (strengthtened ESDC Task Force)**

*Chair/Co-Chair:* Director of Policy and Planning. *Membership:* Technical officers, ED-DPG representative, CSO representative - Secretariat. *Main function:* Deliberates on and prioritizes recommended actions proposed by TWG; meets every quarter, or on demand, and Secretariat functions throughout the year.

**(vi) Technical/Thematic Working Groups**

*Chair/Co-Chair:* Director(s). *Membership:* Technical officers, DPs. *Main function:* Discuss and propose resolution for all technical matters related to specific themes; meets every quarter.

The Thematic Working Groups, reduced in number from 8, under the previous ESDP, to three, are:

**TWG 1:** Access, equity, participation and quality for Basic Education (*pre-primary, primary, lower and advanced secondary, adult and non-formal education*):

* Thematic areas: Equitable access and participation
* Thematic areas: Quality of teaching and learning

**TWG 2:** Education for socio-economic development (*adult education/literacy, TVET, higher education*):

* Thematic areas: Equitable access and participation
* Thematic areas: Quality and relevance of teaching and learning

**TWG 3:** Performance and partnership management (former M&E and dialogue coordination): Thematic areas are.

* M&E (performance monitoring); Dialogue/partnership management; Resource management (human and financial).

### 1.2 Implementation at Regional and District levels

In addition to the structures in charge of regional administration and local government, the following may engage in implementation of the ESDP.

**Regional and District Education Officers Association (REDEOA)**

*Chair/Co-Chair:* Elected chairperson

*Membership:* All LGAs - one week; meets annually

**Tanzania Heads of Secondary Schools Association (TAHOSA)**

*Chair/Co-Chair:* Elected chairperson

*Membership:* All LGAs - one week; meets annually

**Regional Examination Committee**

*Chair/Co-Chair:* RAS/REO

*Membership:* DEOs; meets annually

## 2. Managing Partnerships and Dialogue Processes

### 2.1Multi-stakeholder partnerships

The management of partnerships between sector ministries is guided by the recent 'Ministers (Discharge of Ministerial Functions) Act' No. 144 (published on 22 April, 2016). Partnership-building efforts are also informed by URT's commitment to the Sustainable Development Goals (SDGs), specifically SDG 17, which highlights the centrality of cross-sectoral partnerships for sustainable development.

Similarly, the effective coordination within MoEST and between education sub-sectors will be in line with recommendations of respective MoEST/PORALG committees, tasked to guide intra-ministry restructuring. Sub-sector partnerships will also be informed by SDG 4 education targets and inspired by the indicative strategies proposed by the Education 2030 Framework for Action (UNESCO 2015). **Figure 2** illustrates some of the key partnerships required for the successful management, monitoring and evaluation of the ESDP.

**Figure 2. Types of ESDP partnerships**







### 2.2Dialogue processes at national and decentralized levels

Moving away from a focus on dialogue structures per se, ESDP 'coordination' underscores the importance of the *processes* required for meaningful dialogue and mutual accountability between education development partners. Such processes are summarized by means of the following dialogue 'events' calendar.

**Proposed Annual Event Calendar for Sector Dialogue**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Events/'Dialogue opportunities** | **Q1** | **Q2** | **Q3** | **Q4** |
| **Jan** | **Feb** | **Mar** | **Apr** | **May** | **Jun** | **Jul** | **Aug** | **Sept** | **Oct** | **Nov** | **Dec** |
|  | TWG 1: Access, equity and quality in Basic Education Meetings | **X** |  |  | **X** |  |  | **X** |  |  | **X** |  |  |
|  | TWG 2: Skills Development Meetings |  | **X** |  |  | **X** |  |  | **X** |  |  | **X** |  |
|  | TWG 3: Performance and partnership management |  |  | **X** |  |  | **X** |  |  | **X** |  |  | **X** |
|  | Education Sector Development Committee Meetings |  |  | **X** |  |  | **X** |  |  | **X** |  |  | **X** |
| 1 | Joint Education Sector Review (A) performance of previous year |  |  |  |  |  | **X** |  |  |  |  |  |  |
| 2 | Joint Education Sector Review (B) setting priorities for next year plan and drafting budget |  |  |  |  |  |  |  |  |  |  | **X** |  |
| 4 | Inter ministerial Steering Committee Meeting  |  |  |  |  |  |  |  |  |  |  | **X** |  |
| 5 | High Level Meeting |  |  |  |  |  |  |  |  |  |  | **X** |  |
| 9 | Cluster II Annual Meeting |  |  |  |  | **X** | **X** |  |  | **X** |  |  | **X** |
|  | Annual Education Week |  |  |  |  | **X** |  |  |  |  |  |  |  |
| 10 | Annual Education Conference |  |  |  |  |  | **X** |  |  |  |  |  |  |
| 12 | Regional and District Education Officers Association (REDEOA) |  |  |  |  |  |  |  |  |  |  |  |  |
| 13 | Tanzania Heads of Secondary Schools Association (TAHOSA) |  |  |  |  |  |  |  |  |  |  |  |  |
| 14 | Regional Examination Committee  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15 | Selection Committee (Form 1 students) |  |  |  |  |  |  |  |  |  |  |  |  |

The 'tools' used to facilitate sector dialogue include the reporting formats outlined in section 3.2, below.

## 3. Monitoring, Review and Evaluation (MRE) processes

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

### 3.1Results Framework - Key Performance Indicators (KPIs)

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

Though the KPIs reflect the range of different goals of ESDP, such as improved access, equity, relevance, quality and management, these are relatively few in number, in recognition that the capacity of the monitoring and evaluation system is still being built. The results framework is based on reliable data and data collection methods or tools, to ensure the accuracy and credibility of the reporting and simplicity of data collection. The KPI table includes targets for 2020 and 2025, and indicates the level of disaggregation for each indicator. At present, targets have not been defined for KPI’s, for which there are no baseline data. Annex KPI includes a more detailed table with yearly targets for the totals and the disaggregated indicators.

**Key Performance Indicators**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Disaggregation | Baseline | 2020 | 2025 |
| Sex | Region |
| Access and equity in basic and secondary education |
| % of Standard pupils I with at least one year of pre-primary education | Yes | Yes | 57 | 87.5 | 100 |
| Gross intake ratio to the first grade of Standard one | Yes | Yes | 95 | 98 | 100 |
| Promotion rate from Cycle 1 to Cycle 2 of basic education | Yes | Yes | 56 | 90 | 98 |
| Survival rate to the last grade of basic education cycle 2  | Yes | Yes | 49 | 68 | 93 |
| Average dropout rate in basic education (cycle 1) | Yes | Yes | 4.7 | 2.5 | 0.2 |
| The % of out-of-school children of basic school age | Yes | Yes | 29 | 19 | 1 |
| Quality in basic and secondary education |
| Pupil/Qualified Teacher Ratio in Pre-Primary |  |  |  |  |  |
| Pupil/Qualified Teacher Ratio in Cycle 1 of Basic Education  |  | Yes | 44 | 42 | 40 |
| Pupil/Qualified Teacher Ratio in Cycle 2 of Basic Education  |  | Yes | 28 | 26 | 24 |
| CSEE Pass Rate  | Yes | Yes | 70 | 75 | 78 |
| % St 2 learners achieving the national benchmark on reading with comprehension  | Yes | Yes |  | To be defined |
| Adult education |
| Total enrolment in adult education  | Yes | Yes | 890,000 | 1,130,000 | 1,450,000 |
| % adult learners achieving a basic level of proficiency in literacy and numeracy skills  | Yes | Yes |  | To be defined |
| TVET |
| Transition rate from Basic education (Form 4) to advanced secondary education and to TVET | Yes | Yes | 11.5 + 7.5 | 10 + 27 | 10 +40 |
| % graduates of TVET Institutions by qualification | Yes |  |  | To be defined |
| % of TVET graduates with relevant employment one year after graduation | Yes |  |  | To be defined |
| Higher Education |
| The % of science and mathematics graduates among all university graduates | Yes  |  |  | To be defined |
| The gross enrolment rate in university education  | Yes  |  |  | To be defined |
| The % of university graduates with relevant employment one year after graduation, by main stream | Yes |  |  | To be defined |
| System structure, governance, and management |
| % of outcome targets achieved in a timely manner key management improvements |  |  |  | To be defined |
| % of KPIs for which information is presented and analyzed in the yearly statistical abstract  |  |  |  | To be defined |

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

### 3.2Reporting performance results

**To be completed after discussion by Ministry staff**

### 3.3Sources of data for monitoring ESDP performance

The **Education Sector Management Information System (ESMIS)** was introduced in 2007 in direct response to the need for sector-wide planning and budgeting within the MKUKUTA framework (JESR Aide Memoire, GoT 2006 and 2007) and as "in-built monitoring system" for the Education Sector Development Program for 2008-2016 (JESR Aide Memoire, GoT 2008).[[3]](#footnote-4)

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

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

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

* the ***Lifelong Learning Management Information System (LL-MIS)*;** while key adult and non-formal education indicators are measured using data collected during the school census, this system was designed to generate more detailed information to map the provision of lifelong learning at district level; and to monitor a wide range of non-formal learning opportunities offered outside primary schools;
* the ***Inspectorate Management Information System (IMIS)*** for school-based quality assurance data; this system was designed to measure quality in the classroom, using a set of five benchmarks and a scoring rubric via classroom observation; and to identify Remedial Actions, which are flagged by low-scoring benchmarks and followed up by school-based management to improve the quality of teaching and learning in the school.

In recent years, MoEST developed an integrated***School Information System***, which combines the existing BEMIS, IMIS and LL-MIS in a single mobile application (StatEduc V.2), whereby WECs can capture data either online or offline, using smartphones, tablets or laptops. This may be further enhanced by drawing on good-practice exemplars of school information systems developed by DP-supported projects and mainstreamed into ESMIS, to support school-based management and learning outcome assessment.

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

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

### 3.4Mid-Term and Final evaluation

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

# CHAPTER 5: COST AND FINANCING OF ESDP

The cost of the implementation of ESDP depends on a series of factors, which can be grouped as follows:

* The main policy objectives, in particular those related to the expansion of the system, as indicated in the targets for admission and internal efficiency
* Assumptions about the use of resources, human, financial and material (which are expressed for instance in pupil/class ratios or pupil/textbook ratios)
* Assumptions about the cost of these resources, and their evolution over the five- year period (such as the increase in salaries).

The first section of this chapter will give an overview of the key elements for each of these three sets of factors.

Subsequently, the chapter will estimate the available financing during the plan implementation period. This estimate is also based on a number of assumptions, in particular the GDP growth and the share of education in the government budget.

These two sets of estimates will then be compared to construct an estimate of the financing gap to be filled.

## Estimating the cost of the plan

The three following sections present the main factors on which the calculation of the cost of ESDP is based. These have already been presented in chapters 2 and 3.

### Policy objectives

The following table presents the main targets for 2020 and 2025, for those policy objectives which have a direct and significant impact on the cost of the system.

**Table 5.1 Main policy objectives of ESDP**

|  |  |  |
| --- | --- | --- |
| **Indicator** | **Targets 2020** | **Targets 2025** |
| **% of pupils entering primary with one year pre-primary** | 87.5 %  | 100 %  |
| **GIR primary** | 98 % | 100 % (by 2023) |
| **Drop-out rates, cycle 1** | St 1 1 %St 2 2 %St 3 3 %St 4 3 %St 5 2 % | 0 % for St 1 to 41 % in St 5 |
| **Promotion St 6/7 to Form 1** | 90 % | 98 %  |
| **Drop-out rates, cycle 2** | F 1 3 %F2 10 %F3 4 % | 2% dropout in each form |
| **Transition after basic education, Cycle 2** | Total transition: 37 %27 % to TVET10 % to Form 5 | Total transition: 50 %40 % to TVET10 % to Form 5  |
| **Transition after upper secondary education** | Total transition: 66 %54 % to HE12 % to TVET, by 2025 | Total transition: 70 %52.5 % to HE17.5 % to TVET |
| **Enrolment of out-of-school children** | All out-of-school children, including drop-outs reintegrated or enrolled in COBET by 2025 |
| **Remaining % of OOS children** | 19 % | 1 % |
| **Enrolment in alternative basic education** | 600,000 | 160,000 |
| **Enrolment in ICBAE** | Yearly growth of 5 % |
| 1,130,000 | 1,450,000 |
| **Cost-free education** | 50 % of costs of support package (learning materials, porridge, and lunch) will be covered for all pre-primary pupils, primary pupils, and pupils in rapid reintegration and COBET program, from 2017 onwards |

In addition, 35 % of students in Tertiary – level TVET will receive loans by 2020/21 and 40 % by 2025/26. For University, this will be the case for 30 % of students from 2018/19 onwards.

### Assumptions about the use of resources

The main assumption for the use of resources is that, by the end of the plan period (2020), the official norms will be respected.

The most important of these norms are in the following table. The attrition rates, in the last row, are based on the recent trends.

**Table 5.2 Assumptions on use of resources**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Pre-primary | Basic, Cycle 1 | Basic, Cycle 2 | Secondary |
| Pupil/stream (or class) ratio | 30 | 40 | 40 | 30 |
| Teacher/ stream ratio | 0.6 | 1.1 | ? | ? |
| Weekly study time | ? | ? | 30 | 30 (F5) & 32 (F6) |
| Weekly teaching time | ? | ? | 24 | 18 |
| Stream/classroom ratio | 1 | 1 | 1 | 1 |
| Teacher attrition rate | 5.6 % | 2.3 % | 5.2 % | 5 % |

The other levels do not have the same systematic norms. The use of resources is then guided more by the most recent trends, which have been used for the costing.

Textbooks are supposed to be provided through the capitation grants. Therefore, these were not included as separate items. Some funding however has been included for teacher guides.

### Assumptions about the cost of resources

Salariesof teaching staff at all levels increase by 2% in constant terms every year. This increase is inspired by the need to make the teaching profession more attractive.

Non-salary unit costsincrease as follows, in constant terms.

* Spending on tertiary-level TVET, and on university level increases by 1 % every year
* Spending on Basic Education (pre-primary, Cycle 1, and Cycle 2 of Basic Education), on Secondary, and on Teacher Training increases by 2 % every year
* Spending on non-tertiary level TVET, on NFE (i.e. Rapid Reintegration and COBET), and on Adult Education increases by 3 % every year.

The rationale behind the option to increase these unit costs is that there is a need to improve the quality of the inputs into the education system, and this will offer space to do so. While these increases may seem small, it is useful to emphasize that these are yearly increases, which add up to a fairly significant difference over the plan period, and that these are increases in constant terms.

The reason for the differences in growth rate is based on the conclusion of the ESA which, among other things, showed underspending, in particular on TVET.

Capitation grantsstart off from 10,000 Shin pre-primary (for the one year of compulsory pre-primary) and in primary, and from 45,000 in lower secondary (95,000 in Form IV, because of the costs for the final exam). They increase at 2 % annually.

The costs of the special support package for free pre-primary and primary education are estimated as follows: learning materials at 12,000 Sh; porridge at 20,000 Sh; lunch at 25,000 Sh. Half of these costs are covered by central government, the expectation being that LGA’s will cover the other half. The cost of these items is based on a 2016 sample study validated by the Ministry of Education.

There is no significant change in share of private education, except for an increase in tertiary level TVET.

### Cost of the ESDP

The following tables present the overall cost of the plan, and the share of the various sub-sectors.

Table 5.3 presents the estimated costs for the five years of the ESDP. These costs include all recurrent costs and, for tertiary level sub-sectors, the cost of loans.

**Table 5.3 Estimates of yearly cost (recurrent and loans) of ESDP implementation, million TSh**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **2016/17** | **2017/18** | **2018/19** | **2019/20** | **2020/21** |
| Basic | 2,502,802 | 2,857,374 | 3,154,705 | 3,587,479 | 4,087,983 |
| *Pre-Primary* | *168,737* | *199,388* | *227,872* | *267,639* | *300,483* |
| *Cycle 1* | *1,770,138* | *1,998,810* | *2,160,562* | *2,234,458* | *2,308,170* |
| *Cycle 2* | *563,927* | *659,176* | *766,272* | *1,085,382* | *1,479,331* |
| Secondary | 38,876 | 41,117 | 40,497 | 44,476 | 51,700 |
| Adult and NFE | 84,721 | 118,683 | 151,783 | 173,609 | 185,572 |
| Non-tertiary Technical Education | 62,423 | 70,629 | 78,439 | 92,472 | 113,221 |
| Teacher training | 97,995 | 127,300 | 157,879 | 195,252 | 214,218 |
| Universities (incl Loans) | 721,695 | 732,976 | 760,280 | 748,651 | 725,570 |
| Tertiary Technical Education (incl Loans) | 18,104 | 20,626 | 25,801 | 28,470 | 30,731 |
| Administrative support | 254,633 | 257,179 | 259,751 | 262,348 | 264,972 |
| TOTAL | 3,781,248 | 4,225,885 | 4,629,135 | 5,132,757 | 5,673,967 |

Table 5.4 and the following graph demonstrate the shifts in the sub-sectoral shares. To facilitate comparison, this table does not include the “administrative support”. Some of the main points to note, are:

* The share of basic education remains the most important over the next ten years, and increases from about two thirds to three quarters of the total.
* Within basic education, there is a significant shift from Cycle 1 (decreasing from 47 to 39 %) to Cycle 2 (doubling from 15 to 30 %). This is evidently the result of the significant expansion in Cycle 2, in line with the universalization policy, and of the higher unit costs, including because of specialized teaching, at this level.
* The share of spending on university level decreases, mainly because university enrolment is not expected to increase significantly, and therefore its share on overall enrolments decreases.
* There is a significant increase on spending on non-tertiary technical education, because of the policy to stream Form 4 graduates increasingly into that sub-sector. This increase becomes more emphatic in the second half of this period, when the growth of this sub-sector really takes off. The share of this sub-sector in overall spending more than doubles.
* Although overall spending on adult and non-formal education increases from a low basis, the share remains more or less the same. This is in part because enrolments of out-of-school children are expected to decrease towards the end of the ten-year period, because of their decreasing number.

**Table 5.4 Share of sub-sector in total recurrent sector spending**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 | 2023/24 | 2024/25 |
| Basic | 66% | 68% | 68% | 70% | 72% | 74% | 75% | 75% | 74% |
| *Pre-Primary* | 4% | 5% | 5% | 5% | 5% | 5% | 5% | 5% | 5% |
| *Cycle 1* | 47% | 47% | 47% | 44% | 41% | 40% | 40% | 39% | 39% |
| *Cycle 2* | 15% | 16% | 17% | 21% | 26% | 28% | 31% | 31% | 30% |
| Secondary | 1% | 1% | 1% | 1% | 1% | 1% | 1% | 2% | 2% |
| Adult and NFE | 2% | 3% | 3% | 3% | 3% | 3% | 3% | 2% | 2% |
| Non-tertiary Technical Education | 2% | 2% | 2% | 2% | 2% | 2% | 3% | 4% | 5% |
| Teacher training | 3% | 3% | 3% | 4% | 4% | 4% | 3% | 3% | 3% |
| Universities (incl Loans) | 19% | 17% | 16% | 15% | 13% | 11% | 10% | 9% | 9% |
| Tertiary Technical Education (incl Loans) | 0.5% | 0.5% | 0.6% | 0.6% | 0.5% | 0.5% | 0.5% | 0.6% | 0.6% |
| TOTAL | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

The graph with shares for each level, until 2024/25 accompanies the above table.



Table 5.5 presents the share of recurrent costs that will go to salaries, for each sub-sector, throughout the plan period. Salaries consume 80 % or more of recurrent spending, except for higher education. The reason why salaries represent a lower share in basic than in secondary or teacher training, is because of the existence of the special “support package” which covers pre-primary and primary education, and which is expected to start in 2017.

**Table 5.5 % of salaries in recurrent spending, by level**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **2016/17** | **2017/18** | **2018/19** | **2019/20** | **2020/21** |
| Basic | 81% | 78% | 79% | 80% | 81% |
| *Pre-Primary* | *67%* | *66%* | *69%* | *73%* | *75%* |
| *Cycle 1* | *81%* | *77%* | *78%* | *79%* | *79%* |
| *Cycle 2* | *86%* | *83%* | *83%* | *84%* | *84%* |
| Secondary | 93% | 93% | 94% | 94% | 94% |
| Adult and NFE | 86% | 94% | 96% | 96% | 95% |
| Non-tertiary Technical Education | 78% | 78% | 78% | 78% | 78% |
| Teacher training | 90% | 90% | 91% | 91% | 91% |
| Universities (incl Loans) | 61% | 60% | 60% | 60% | 60% |
| Tertiary Technical Education (incl Loans) | 50% | 50% | 50% | 51% | 51% |

## Estimating the financing of the plan

The total government funding of the ESDP depends on three main factors:

* The growth in GDP
* The share of the overall government budget in GDP, which depends very much on the efficiency with which government can collect taxes
* The share of the education budget within the government budget.

The following assumptions were used for each of these three factors:

GDP growth is estimated, based on national and international estimates (IMF) at just under 7 % yearly until 2025.

The share of the government budget in GDP is expected to remain at 20,3 % throughout the whole period. The assumption that this share will remain stable, is based on the government’s stability in this share is justified by the governments’ improved capacity to collect taxes.

Finally, the share of education in the government budget, which has been about 18 % in recent years, is expected to increase to 20 % by 2020/21.

On this basis, the resources available for recurrent spending on education, are summarized in Table 5.6. Overall funding available to education, inconstant terms, will nearly double, increasing from about 3.5 trillion TZS to about 6.7 trillion TZS, the main reason being the high GDP growth rate.

**Table 5.6 Estimated resources available to the education sector**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2016/17** | **2017/18** | **2018/19** | **2019/20** | **2020/21** | **2021/22** | **2022/23** | **2023/24** | **2024/25** |
| GDP growth rate | 7.0% | 7.0% | 6.9% | 6.9% | 6.9% | 6.9% | 6.9% | 6.9% | 6.9% |
| Gov. Budget as share of GDP | 20.3% | 20.3% | 20.3% | 20.3% | 20.3% | 20.3% | 20.3% | 20.3% | 20.3% |
| Education Budget as % of gov. budget | 18.1% | 18.6% | 19.1% | 19.5% | 20.0% | 20.0% | 20.0% | 20.0% | 20.0% |
| Education Budget (constant 2014 billion TZS) | 3,557 | 3,904 | 4,279 | 4,687 | 5,133 | 5,488 | 5,868 | 6,274 | 6,708 |

## Estimating the financing gap

This final section presents in a summary form, the financing gap, by comparing the estimated cost with the estimated financing.

The financing gap will start at a moderate 6.3 % and increase steadily to reach about 10 % by 2020 and almost 17 % by 2024/25.

**Table 5.7 Financing gap (in billion TZS)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2016/17** | **2017/18** | **2018/19** | **2019/20** | **2020/21** | **2021/22** | **2022/23** | **2023/24** | **2024/25** |
| Projected rec.cost | 3,781 | 4,226 | 4,629 | 5,133 | 5,674 | 6,180 | 6,753 | 7,290 | 7,833 |
| Projected rec. Budget | 3,557 | 3,904 | 4,279 | 4,687 | 5,133 | 5,488 | 5,868 | 6,274 | 6,708 |
| Gap  | 224 | 322 | 350 | 446 | 541 | 692 | 885 | 1,016 | 1,125 |
| Gap as %  | 6.3% | 8.2% | 8.2% | 9.5% | 10.5% | 12.6% | 15.1% | 16.2% | 16.8% |







1. Throughout this chapter, the latest available data have been used at the moment of final writing (March 2016). In most cases, these refer to the 2014 school year. Where earlier data are used, this is either because 2014 data were not available or needed correction. [↑](#footnote-ref-2)
2. Informed by 'Dialogue Structure Report' (draft), Mike Kiernen and Beatrice Omari. [↑](#footnote-ref-3)
3. The system was developed with financial support from the European Commission and technical assistance provided by UIS (Memorandum of Understanding between GoT, EU, UNESCO, UNICEF, UNFPA, WFT, 2006). All ESMIS sub-systems (BEMIS, VET-MIS and HET-MIS) have been developed using the StatEduc database builder, an open source license-free application, provided to GoT by UIS on request and currently used in some 20 countries in Sub-Saharan Africa. [↑](#footnote-ref-4)