THE UNITED REPUBLIC OF TANZANIA



MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

THE ANNUAL JOINT EDUCATION SECTOR REVIEW WORKING SESSION REPORT
23rd – 25th SEPTEMBER, 2019
DODOMA

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Ministry of Education, Science & Technology
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EXECUTIVE SUMMARY

Within the framework of the Education Sector Development Plan (ESDP), Joint Education Sector Reviews (JESR) had been carried out annually in order to assess performance of the sector against Key Performance Indicators (KPIs) as agreed priorities of the preceding year. This report provides details of the 2019 JESR working session, which was held from 23rd to 25th September 2019 in Dodoma. The 2019 JESR involved a total of 313 participants representing officials from Government (central and local levels), the Private Sector, Civil Society Organizations (CSOs), Faith-Based Organizations (FBOs), Development Partners (DPs), teachers and students, as well as community members represented by school committee and board members.

The theme for the JESR 2019 was "***Skills Development for the Industrialized Economy***" which aligns with the envisioned National Development agenda of becoming a middle-income country by 2025. Participants actively joined in group discussions and reflection on presentations related to the sector's performance over the past year and special initiatives and research projects. Dedication to skills development and further development of the sector as a whole was cemented by the approval of 20 deliberations which affirmed the commitment of participants towards implementation of the agreed priorities which all of them are in line with the ESDP.

ACKNOWLEDGMENT

The Ministry of Education Science and Technology (MoEST) in collaboration with the President's Office- Regional Administration and Local Government (PO-RALG) wish to extend sincere gratitude to all education stakeholders for making this working session a success. The participants were drawn from education stakeholders harnessing the aspects of inclusivity and wider participation. The valuable input from participants is highly appreciated as a symbol of continued efforts in supporting the education sector development agenda. This is a notable achievement in the education sector indicating a joint effort in realizing our goals in education. It would not be possible to mention the names, but suffice to thank everyone who participated in the 2019 AJSER working session.

Finally, I want to recognize the organizers of this event and all ESDC Secretariat members who labored tirelessly to organize and coordinate the activities towards the 2019 AJESR. The development of this report had been a joint effort through the coordination of the ESDC Secretariat members. It is my sincere hope that working spirit will be continued for the better future of our education sector.

Dr. Leonard D. Akwilapo

Permanent Secretary

Ministry of Education, Science and Technology

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ABBREVIATIONS

AJESR	Annual Joint Education Sector Review
ANFE	Adult and Non-Formal Education
ATC	African Technology Challenge
BPR	Book Pupils Ratio
CSOs	Civil Society Organizations
DPs	Development Partners
Ed-DPG	Education - Development Partners Group
EQUIP-T	Education Quality Improvement in Tanzania
ESDP	Education Sector Development Plan
ESDP	Education Sector Development Plan
ETP	Education and Training Policy
FBO	Faith Based Organization
FDC	Folk Development College
FFBEP	Fee Free Basic Education Policy
GER	Gross Enrolment Rate
GoT	Government of Tanzania
INSET	In-Service Training
JESR	Joint Education Sector Review
KPIs	Key Performance Indicators
LANES	Literacy and Numeracy Education Support
LGAs	Local Government Authorities
MoEST	Ministry of Education, Science and Technology
MWECAU	Mwenge Catholic University
NER	Net Enrolment Rate
NFYDP	National Five-Year Development Plan
NIT	National Institute of Transport
NSGRP	National Strategy for Growth and Reduction of Poverty
PO-RALG	President's Office - Regional Administration and Local Government
SDGs	Sustainable Development Goals
SNE	Special Need Education
STEM	Science, Technology, Engineering and Mathematics
TPR	Teacher Pupils Ratio
VETA	Vocational Education and Training Authority

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1.0 INTRODUCTION

Government of Tanzania is committed to providing quality education to all Tanzanians through Ministry of Education Science and Technology (MoEST) in collaboration with the President's Office, Regional Administration and Local Government (PO-RALG). Acknowledging the important role played by development partners, the private sector and civil society in education, the government plays a vital role of creating conducive environment for different education stakeholders to actively and effectively engage in delivery of quality education in Tanzania.

For the past few decades, the Education Sector has been undertaking a number of reforms which emanated from the challenges experienced and gaps in realizing sector performance indicators. Among the reforms that have been initiated is the introduction of FeeFree Basic Education Policy (FFBEP) in 2016 for all children in Pre-Primary, Primary and Lower Secondary. The implementation of the FFBEP has resulted into rapid increased enrollment, hence posing challenges such as having large class size, high Teacher Pupils Ratio (TPR) and high Book PupilsRatio (BPR). These challenges call for interventions from different viewpoints including putting emphasis in skills development in the learning process to make sure that every graduate is assured of having a career or advancement after accomplishment of a certain level of education.

The development of skills is fully in line with the Government's Vision 2025 and the goal of becoming a middle-income country. In addition, the Government aspires for skills development in order to catch up with the pace of the "Sustainable Development Goal 4 (SDG 4)" agenda, which insists on bringing linkage between learning and the world of industrial economy.

The 2019 Annual Joint Education Sector Review (AJESR) conducted from 23rd – 25th September in Dodoma was anchored by the theme '*Skills Development for Industrialized Economy'*, with a focus on exploring the opportunities for all stakeholders to participate in the provision of relevant skills for development.Key Education Stakeholders were well represented in both the field visits and the technical working session. These groups included representatives from Government (central and local levels), the Private Sector, Civil Society Organizations (CSOs), Faith-Based Organizations (FBOs), Development Partners (DPs), teachers and students, as well as community members represented by school committee and board members (*see Annex 6; List of participants*).

2.0 BACKGROUND

The Government of the United Republic of Tanzania has been undertaking systemic, structural and institutional reforms aimed at improving social service delivery. Such reforms amongst others include: the Education Sector Wide Approach translated in the Education Sector Development Plan (ESDP), National Strategy for Growth and Reduction of Poverty (NSGRP) and the Second National Five-Year Development Plan (NFYDP II).

The ESDP is an operational plan aimed at transforming the education sector into an efficient, effective, outcomes-based system and ensuring equitable access to education and training for all, including the most disadvantaged. The sector plan also takes into consideration commitments made in Tanzania's Development Vision 2025 and global Sustainable Development Goals (SDG) 2030.

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The ESDP 2016/17-2020/21 outlines the implementation of the key targets and indicators for education and capacity and skills development; science, technology and innovations as stipulated in the National Five-Year Development Plan (NFYDP II) 2016/17-2020/21. Additionally, the plan takes into consideration key initiatives as stated in the Education and Training Policy (ETP) of 2014.

The essence of adopting a "sector-wide approach" in the Education Sector Development Plan (ESDP) is to enhance collaborative efforts among key stakeholders through shared human, financial, and material resources for planning, implementing, monitoring and evaluating education delivery. This approach establishes another way of operating educational activities which promotes partnership, co-ordination, strengthening sector dialogue and ownership amongst a diverse group of education stakeholders.

The Joint Education Sector Review working sessions have been conducted on annual bases since 2008. Each year, prior to the joint working session, field monitoring visits are jointly conducted with the objective to learn from the field the actual practical undertakings at education institutions and LGAs levels. The Field visit reports are used to inform the sector on achievements as well as the key issues, experiences, challenges and lessons learnt. This contributes to a cross validation of the sector performance report presented during the JESR working sessions.

3.0 OBJECTIVES

3.1 Main Objective

The AJESR 2019 working session was intended to assess the annual sector performance reflecting the ESDP Key Performance Indictors in

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order to provide SMART deliberations for enhancing the quality of education.

3.2 Specific Objectives

i). Involve Education Stakeholders to maintain sector policy dialogue;

ii). Measure overall performance of the sector against key performance indicators of the ESDP;

iii). Review and evaluate status of Sector performance against the 2018 deliberations;

iv). Review performance of different programs; and

v). Sharing experiences, research, initiatives and innovations geared to promote skills development agenda.

4.0 OPENING REMARKS

The official key note address was preceded by brief welcome remarks by the Acting Director for Policy and Planning, who introduced the theme for 2019 AJESR working session as: **"Skills Development for Industrialized Economy".** He pointed out that the education sector plays a key role in preparing skilled human resources across all sub-sectors, from pre-primary through higher learning. He therefore emphasized the need to develop skills to the learners at all levels. In giving example, he listed some of the skills like: foundational skills including literacy & numeracy, Science & Technology skills, related technical and vocational skills, life skills and "soft" skills. He concluded by posing a question to the floor provoking a thoughtful discussion. "*How does our Education sector ensure the development of these various skills at each level and in each sub-sector to effectively contribute to Vision 2025?"*

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While the official key note address was presented by the Permanent Secretary MoEST, three speakers from TEN/MET, umbrella organization for CSOs, Education -Development Partners Group (Ed-DPG) Chairpersons and the Acting Permanent Secretary, PO- RALG made their remarks.

4.1 TEN/MET Chairperson

The TEN/MET Chairperson Dr. John Kalage cherished the importance of having the sector review meeting. He explained that the forum is useful as it provides an opportunity to participants to reflect on the achievements and challenges facing the education sector for the past 12 months. He further appreciated the support and collaboration received from the Government, MoEST and PO-RALG and development partners (DPs). He commended the existing partnership between the Government and education stakeholders to jointly discuss pertinent issues in education. In addition, he acknowledged the contribution from TEN/MET member organizations for implementing programs that complement Government's efforts as highlighted in the shared annual TEN/MET's activities report. However, TEN/MET chairperson raised some challenges facing the education sector as follows:

i). the need for more investment in school infrastructure;
ii). the high demand for teachers;
iii). the need to address escalating violence against children;
iv). gender parity at levels beyond primary school; and
v). relevance of educational programs for preparing the workforce of the future.

4.2 Ed-DPG Chairperson

The Ed-DPG chairperson Ms. Natalie Smith from Department for International Development, United Kingdom (DFID) noted that there is much to celebrate in the sector's achievements over the past years. She

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highlighted some of the achievements as that more boys and girls are in school and have increasingly better chances to continue with education. Another success story mentioned was: the high level of commitment of teachers observed across all the field visits. Also, she noted that the impressively high enrollment has had an adverse effect on the system. On the other hand, inadequate teaching and learning materials, overcrowded classrooms and lack of adequate water and sanitation facilities strain the quality teaching and learning processes. She urged participants to think creatively on how to: support quality learning in large classes, maintain the motivation of teachers and ensure that schools are safe and accessible to students with disabilities. In addition, she pointed out the need for alternative pathways to provide a second chance particularly to girls who drop out from schooling for various reasons.

Furthermore, she appealed to participants during the three days of the meeting to engage actively in the discussions in order to realize fruitful outcomes and deliberations. Finally, she made a commitment on behalf of the DPs that they will continue collaborate with the government and other education stakeholders supporting the education sector by using evidence-based decision making to achieve the ambitious plans for quality and inclusive education for all Tanzanians.

4.3 The Acting Permanent Secretary - PO-RALG

The acting Permanent Secretary Dr Dorothy Gwajima, PO-RALG recognized the importance of education as vital in benefiting other sectors such as health for national development. She explained, "…ideally without education it is difficult to combat diseases hence affecting the health sector as a whole. Creating knowledge, awareness and taking prevention against communicable and non-communicable diseases such as cholera, requires

education". She committed to devote through her capacity to push the Local Government Authorities (LGAs) to support the school infrastructure improvement to address the challenges of classrooms and latrines.

4.4 Keynote Address by Permanent Secretary, MoEST

The Permanent Secretary, Ministry of Education, Science and Technology Dr. Leonard D. Akwilapo delivered a brief speech. He started by recognizing the education stakeholders as crucial catalysts in making the sector vibrant. With this note, he thanked participants for their continued involvement in supporting the education agenda in the country. He further explained that "….as we are celebrating the achievement made within the education sector, challenges will remain to be part of our life like many other countries in the world. Therefore, we need to work together towards eliminating obstacles to quality education delivery".

Also, Dr. Akwilapo, registered several efforts made by Government in ensuring all school-age children have access to quality education. Elaborating further, he gave examples of such efforts like:: rehabilitation and construction of infrastructure in education institutions at all levels (pre-primary, primary and secondary schools as well as VETA colleges, Folk Development Colleges and Universities), development and distribution of textbooks, supply of laboratory equipment, supply of TVET equipment and capacity building In-Service Training programs carried out throughout the country.

Dr. Akwilapo also applauded the substantial improvement in the education system while acknowledging that the sector is working in a dynamic environment which provokes creative thinking in dimensions of science, technology and innovations. He emphasized that as "technological

advancement changes, graduates of today should be appropriately prepared to fit into the labor market demand". He then appealed to the participants and all education stakeholders in the country to continue working together with the government to improve the education delivery. He concluded by saying "…the 2019 AJESR is an opportunity for stakeholders to discuss key issues and identify relevant and comprehensive deliberations in a wider participation and inclusive approach."

4.5 Awards for the African Technology Challenge

African Tech Challenge (ATC) is a project aiming to empower Technical Vocational Education and Training (TVET) students with technical skills, knowledge and attitude in their technical carrier through training and competitions. ATC began in 2014 in collaboration between the AVIC International Ltd and the government of Kenya under the Ministry of Education. The AVIC International Holding Corporation is a global diversified holding business group, under the control of Aviation Industry Corporation of China (AVIC).

The ATC aims at empowering youth in technical school with knowledge, skills, competency and attitude ready to enter market labor in formal or informal sector. In this year the African Tech Challenge season six was held on 27th July to 5th September 2019 at Technical University of Kenya (TUK) with the "Dream and invent Your Feature". A total of sixty four participants from 8 participating countries contested in the competition.

Therefore, during the opening ceremony of the 2019 AJESR, the PS MoEST presented awards to the Tanzanian team and individual winners as follows; Tanzania received as second overall prize of the Competition. Second category was the award for the best instructors, whereby a Tanzanian, Mr.

Christian Nabora from National Institute of Transport (NIT) emerged the 1st winner on the instructors' category. While Apollo Maturo and Christopher Mbembela (students) from Dar es Salaam Institutes of Technology (DIT) and Arusha Technical college (ATC) received Certificates for 2nd and 3rd Prizes respectively. In addition, during the meeting it was reported that the two students were awarded full scholarships to pursue a course in China. Also the team involved Ms Teresia Luoga (student) from Arusha Technical College (ATC) who also attended the 2019 AJESR meeting.



Photo; Tanzanian Team members who participated in the 2019 ATC Competition (From left, Christian Nabora (instructor), Apollo Maturo Teresia Luoga and Christopher Mbembela).

5.0 EXHIBITIONS

Education exhibitions are really great opportunities that can be used to disseminate knowledge and to experience a variety of initiatives and innovations. During the Working session, a number of exhibitions were invited from institutions and projects/initiatives. These served as platform for sharing innovations and experiences from various interventions. High level official from the Government and participants had opportunity to visit the exhibition over the three days of the working session. Exhibitors shared their work and provided detailed information to participants. Some of the innovation presented include: -

- circuit kits for schools to use in teaching practical science;
- Mobile Phone detector which used detect mobile conversation; and

Figure 5.1 Phone Detector Circuit



Source: *A student from Ilboru Secondary, AJESR Exhibition 2019*

- "Talking classroom and learning corners" was presented as meaningful strategy in teaching and learning in early grades particularly pre-primary classes and STD I & II. In these model classes, exhibitors demonstrated how teaching and learning materials can support effective learning of "3Rs" (Reading, Writing and Arithmetic).

Figure 5.2 Model of a Standard I & II Talking Classroom and Learning Corners



Source: *Rungwe DC, AJESR Exhibition 2019*

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Figure 5.3Model ofa Pre-Primary Classroom



Source: *Mvomero DC, AJESR Exhibition 2019*

6.0 PRESENTATIONS

During the 2019 AJESR working Session, a total of six presentations were made. Afterwards, critical reflections and plenary discussions were followed. The summary of each presentation is described below.

Figure 6.1 Participants following the presenter in one of the presentations



Source: *AJESR, 2019Working Session*

6.1 The 2018/19 Annual Education Sector Performance Report

The Annual Education Sector Performance Report (AESPR) for 2018/19 was presented. The purpose was to provide an overview of implementation of the sector priorities for the period between 1st July 2018 and 30th June 2019. In the report, status of implementation of Education Sector Development Plan (ESDP) 2016/17-2020/21 was highlighted showing trends in achieved goals and the remaining challenges. The presenter focused on the 27 Key Performance Indicators (KPIs) across the education sub-sectors. Generally, the 2019 AESP report showed that most of the indicators were on track towards achieving the 2020 and 2025 targets. Providing evidence, some indicators were reported to have surpassed the set targets. For example,

i. the Gross Intake Ratio for Standard I reached 123.5% in this reporting period, surpassing the national target of 96 percent;
ii. the Net Enrollment Rate (NER) in primary education was reported to be 95.4% and Gross Enrolment Rate (GER) at 110.3%, surpassing the targets of 90% and 109% respectively;
iii. the average dropout rate in primary education was reported as 0.89%, far beyond the national target of reducing the dropout to 5% by 2020;
iv. the proportion of out of school children reduced to 6%, ahead of the 2020 target of 19%; and
v. The pass rates in the Primary School Leaving Examinations (PSLE) and Certificate of Secondary Education Examinations (CSEE) for 2018 was reported to reach 75.6% and 78.4% respectively, compared to a target of 75% of 2020 at both examinations.

Despite these achievements, the presenter mentioned some challenges facing the sector in attaining the targets in some areas. These include:

i. adequacy of qualified teachers at Pre-primary, Primary and secondary school levels;
ii. adequacy of infrastructure at Pre-primary, Primary and secondary school levels;
iii. improving student survival rates at Lower Secondary level;
iv. expanding access to Technical Education in order to reverse the downward trend;
v. increasing enrolment in Higher Learning Institutions; and
vi. ensuring better alignment of programmes to meet the market demand.

He also proposed appropriate actions to be undertaken in order to alleviate these challenges such as:

i. recruitment of qualified teachers at pre-primary, primary and secondary education levels;
ii. implementation of Teacher Deployment Strategy (TDS);
iii. construction and rehabilitation of basic school infrastructure to meet enrolment demand at all levels; and
iv. increase of community and parents/guardians involvement in the education system so that they can actively engage in supporting education development.

In his conclusion the presenter, emphasized the need to have collaborative efforts among key education players. He further encouraged members to not point fingers at each other". Instead, he insisted on promoting the spirit of working together towards achieving our common goal and objectives.

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Following the presentation, participants were invited for plenary discussions. Some crucial inputs and concerns that came up from the discussions included:

i. In spite of the reported increase in transition rate from primary to lower secondary, on contrary this has not been the case for students transiting from lower secondary to advanced level;
ii. As strategic intervention, emphasizing on supporting the construction of infrastructure, supply of adequate teaching and learning materials, and increasing number of teachers in schools is paramount;
iii. There is a need to discuss on how to support teaching and learning processes at all levels;
iv. Develop strategies that geared to support teachers and students having problems in using English language as a medium of instruction in secondary schools and higher learning institutions;

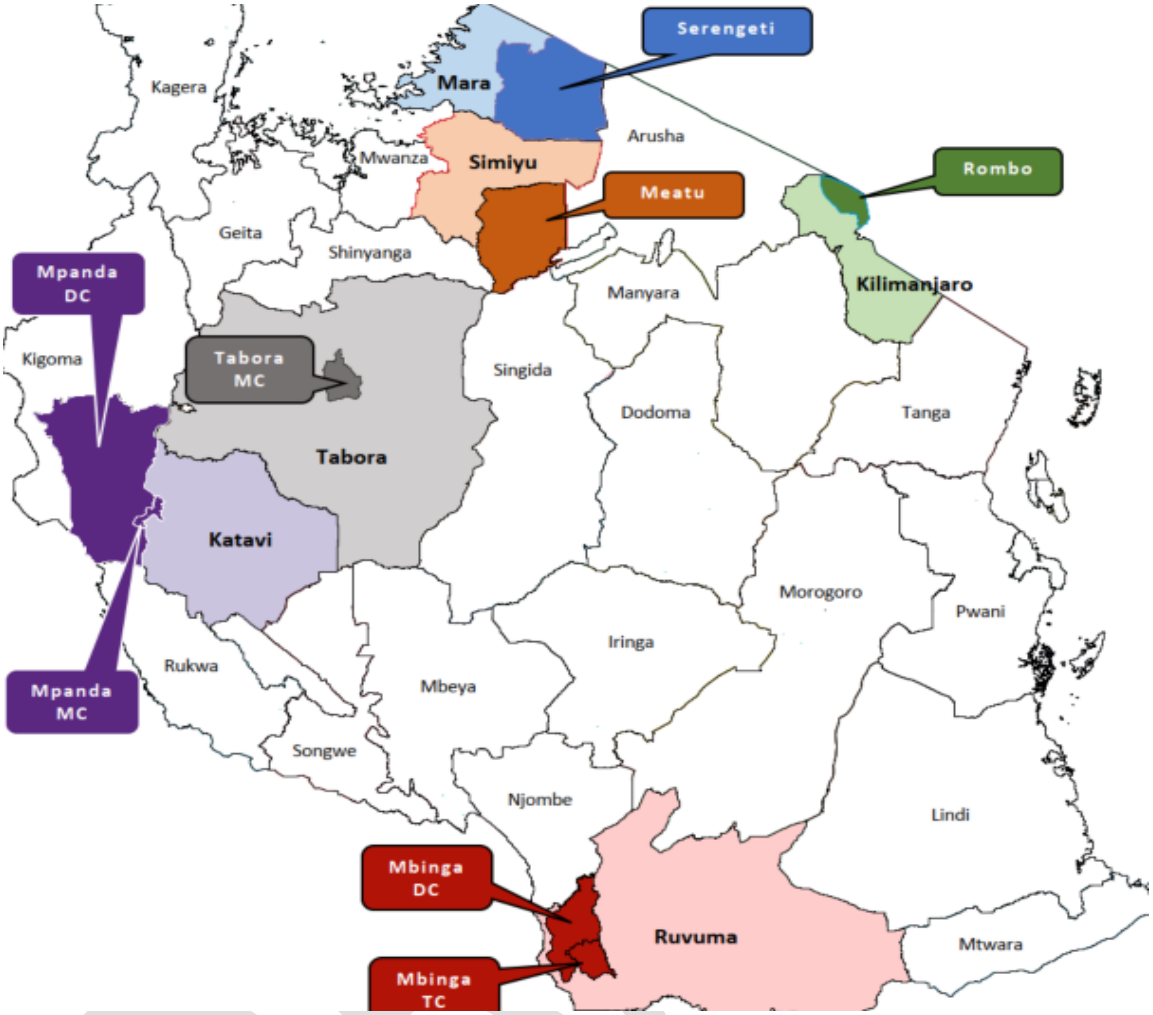
- Gender Parity has been achieved at primary level and more girls are transitioning to Lower secondary; however, girls' completion of secondary still needs more attention; and
- Demographic data should be used to inform the planning processes in the education sector. This will help the sector in making projections for instance; school infrastructure needed that corresponds to population index of school-age children.

6.2 The Joint Education Sector Field Monitoring Visits Report

The joint field visits were conducted in 6 Districts (Rombo, Mpanda, Serengeti, Meatu, Tabora and Mbinga) from 17th to 24th August, 2019.

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Figure 6.2: Map of Tanzania Indicating Regions and District Councils Visited During the Field Visit



Source: *AJESR, 2019 field visit report*

Field visits were intended to provide reviewers with first- hand experiences on the ground. Specifically, to see how policies are translated and implemented at LGAs and institutional levels. Also to learn how the sector is performing in different sub sectors, (Basic and Secondary Education, Technical and Vocational Education and Training, Teachers' Colleges, Folk Development Colleges, Adult and Non-Formal Centers and Higher Education). The presenter highlighted some of the successes noted in the field such as: -

i. High commitment of teachers in performing their duties. For example, this was evident during the interviews that teachers were devoted to work overtime when conducting remedial classes for free;
ii. Efforts have been made in collaboration with education stakeholders and partners to construct classrooms, teachers' houses, laboratories, toilets and dormitories;
iii. Greater awareness among teachers, students, and parents on the importance of integrating entrepreneurship education and skills development in schools and TVET colleges;
iv. Effective Parent-Teacher-Partnerships which supports schools which has resulted in positive impact on students' attendance through provision of food at school, supporting volunteer teachers and contributing to construction of School Infrastructure; and
v. Trainings have been conducted by some District Councils on school administration and management to School Committees/Boards members and heads of schools.

He further pointed out reported challenges during the visits as follows:

i. Availability of Teachers to meet the requirement at all levels;
ii. Availability of text books, particularly in Standard six and seven for primary schools and Arts and Language subjects for secondary schools;
iii. Availability of adequate teaching and learning materials (chemicals, models and apparatus in Science and Mathematics subjects;
iv. Availability of adequate infrastructure and facilities to facilitate the provision of quality education (Classrooms, teacher houses, toilets, Libraries, Dormitories, Laboratories etc.); and
v. Enabling teaching and learning environment such as supply of electricity, water and sanitary services.

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Finally, the following were proposed as remedial actions to be undertaken to address the identified challenges:

i. Deploy and recruit more teachers;
ii. Speed up the production/distribution of textbooks;
iii. Supply of Teaching and Learning Materials to be enhanced; and
iv. Construct more school infrastructure.

Then participants had opportunity to reflect on the presentation and give inputs. The following issues came up:

- The Terms of Reference (TOR) for the field visits did not include Adult Education, even though there is a growing level of illiterate adults in Tanzania;
- In responding to the question on Valid and credibility of the assessment, it was clarified that the field visit was meant to provide a snapshot of the situation on the ground. Meaning, it was not up to normal research scale where the methodology did not apply proper scientific research procedure. However, the information gathered is of a great value and therefore should be used to inform the sector for decision making and designing relevant programs and support mechanisms; and
- Districts were selected based on a set of criteria, including selection of districts that had not been included in the previous years visits, performance levels, rural/urban districts, and marginalization. The report findings captured the common emerging themes from all six visited LGAs.

6.3 Producing 21st Century Skills in Tanzania: A Research Agenda to Support Effective Teachers by RISE Tanzania

The Research on Improving Systems in Education (RISE) is an international research program funded by DFID, which seeks to identify best practices in

teaching and learning. In RISE, 21st Century skills are conceptualized in three sets, namely job-related skills; (problem solving, learning, communication, innovation and creativity); foundational cognitive skills; Reading, Writing and Arithmetic) and socio-emotional skills; (perseverance "grit" openness to ideas and hostility bias). The RISE in Tanzania focuses on the development of foundational cognitive skills.

The presenter explained that the RISE research agenda has four legs:

i. Retrospective analysis to identify gaps between reforms and practice;
ii. Experience on reforms from teachers and other stakeholders;
iii. Aggregating 'what works' from programs; and
iv. Designing and testing teacher Continuous Professional Development CPD modules to address the gaps.

In particular, the research team is looking for the 'weak links' in the implementation of the curriculum at classroom level, considering both WHAT teachers teach, and HOW they teach it. Currently, RISE has embarked on establishing whether there are common attributes shared by effective teachers. Other research topics will include; learning from implementers of In-Service Teacher Programs and school management training at ground level, from institutions such as ADEM, TIE, and programs such as LANES, EQUIP-T and Tusome Pamoja. These findings when combined will form a set of design principles, which will be used to propose effective, low-cost in-service training program to enhance outcomes in foundational skills in the country.

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6.4 School Based In-service Training for Effective Supervision of Teaching Practice

This Presentation was made by Mwenge Catholic University (MWECAU) as an initiative to enhance the quality of teaching practice exercise to Pre-service Teacher Trainees. It was reported that as fully fledged University, MWECAU started in 2014 with main focus to offer education programs. It was explained that the University embraces a constructivist, learning-by-doing approach to teaching and learning. However, two issues were observed as critical hence affecting the quality of the Teacher training program: through experience, rote-learning was noted as an issue when the University sends student teachers for Block Teaching Practice. In addition, the majority of the teaching staff in those particular schools receiving teacher trainees would take a holiday instead of supporting the student teachers. These led MWECAU to pioneer a new strategy to improve their students Teaching Practice Experience.

The main objective for the program is to make teaching and learning more learner-centered. Specifically, the program aims at facilitating knowledge and skills developed, and acquisition of values and attitudes to teacher trainees. Through this intervention, learners are expected to be active participants in learning, enable teachers to improvise teaching and learning materials from locally-available resources. On the other hand, this is intended to benefit the in-service teachers to build confidence and enhance their teaching professional skills as well.

The program involved 188 partner schools in 6 regions. Initially, the program used to bring in-service teachers to MWECAU for trainings. Later, the program has shifted to School-Based training and cluster approaches.

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This was found to be more cost-effective model allowing more teachers to participate in the training.

The activities implemented under this program has included the practice on effective lesson preparation, learner-centered techniques, how to make low-cost teaching and learning materials and classroom management techniques. Clarification was given with regard to the University's supervise role as uncompromised. Teacher trainees are still visited, observed and evaluated by University lecturers, but the school-based monitoring by in-service teachers serves as day-to-day role and support model. Through this approach a positive transformation has been observed from the in-service teacher adopting learner-centered teaching practices as an achievement.

The presenter highlighted some of the lessons learnt such as: in-service teachers require more professional development training; many program participants reported not having received in-service training in several years, feedback and follow up are very important mechanisms. The Additionally, evidence from a comparative study by MWECAU indicated that students who were placed in schools that have had the in-service teacher training VS those placed in schools that did not participate in in-service training showed higher learning outcomes among student teachers placed in the program schools. However, the program faced some challenges. For example, some Head Teachers were not convinced about the approach and therefore became reluctant to allow teachers to come to the training.

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In conclusion, the participants raised a concern for the public and all well wishers in education sector including the community to restore a good image of teaching profession. In doing so, both pre and in-service teachers will be attracted and motivated to teach effectively. One key question posed by the presenter was the emerging need for aligning assessments and the Competence-Based Curriculum and how examinations affects how teachers teach in schools. She then suggested having simultaneous strategies of helping both the pre and in-service teachers.

6.5 Lifelong Learning for Skills Development

The Karibu Tanzania Organization (KTO) presented skills development initiative implemented in 55 Folk Development Colleges (FDC). The program aims to provide lifelong learning opportunities to 1500 young women as alternative learning pathways. The focus is to develop and equip learners with relevant skills and knowledge, including vocational as well as life skills. The presenter compared FDCs with the "Bajaji"(*literally, meaning the tricycles*) as an analogy to the flexible model of the passengers getting in and out of the "Bajaji" similar to the FDCs approach which is supposed to benefit and integrate all group category of individual wishing to join FDCs.

Karibu Tanzania Organization has been strategically engaging young fathers and motorbike drivers, "*bodabodas*" to reduce the rate of pregnancy while positively engaged to transform their community. Also, FDCs has started establishing Early Childhood Education (ECD) centers for children under 5 years old, providing training to ECD caregivers and looking forward to the possibility of establishing ECD training courses in FDCs to prepare Caregivers. However, addressing the shortage of teachers and materials in FDCs was reported as solutions to mediate some of the existing challenges in running the FDCs in the country.

As way forward, the presenter informed the meeting on the commitment from KTO to engage in inter-ministerial (MoHCDGEC and MoEST) discussion on how to create access to early stimulation for under 5 years through established ECD centers within FDCs.

The FDC presentation attracted many participants who realized FDCs contributions as key towards reaching vision of the industrialized and middle-income country. However, one participant reminded sticking to the initial philosophy behind the establishment of FDCs, one being to provide contextualized and community driven skills, for example fishing skills. It was clearly said FDCs should continue fulfilling its role without duplicating and replacing rather complementing other existing structures like formal schools, TVET and Adult education.

6.6 Experiences in Supporting the Construction of Schools Infrastructure

The last presentation came from the Children in Crossfire (CiC) project under 'Watoto Wetu Tunu Yetu' initiative. The presenter introduced the project objectives and the scope. He elaborated the objective as to support pre-primary schools in designing, implementing appropriate and relevant methods of teaching pre-primary classes. Also supporting the construction of infrastructures particularly classrooms. The project is implemented since 2013 in three regions: Kilimanjaro, Mwanza and Morogoro from some selected LGAs and schools. The initiative has reached approximately 50,000 children, 232 pre-primary teachers, 250 head teachers, over 2,000 members of school management committees, over 100 Ward education Officers across 266 schools in the following regions: Mwanza- (Ilemela, Nyamagana,

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Misungwi and Ukerewe District Councils), Kilimanjaro (Moshi DC and Moshi Municipal) and Morogoro (Mvomero and Kilombero District Councils).

The Pre-primary programme has the following major components:

i. Pre-primary teachers training to deepen their understanding on pre-primary education and early childhood development considering most of them were trained to be primary school teachers;
ii. Mentoring and support (training Ward education officers and head teachers for them to conduct regular mentoring and support to schools);
iii. Transformation of learning environment (working with teachers, parents, school management committee and children to create stimulating learning environment both indoor and outdoor);
iv. Leadership engagement (ensuring Pre-Primary Education (PPE) is part of all development plans and agenda of the school);
v. Parent partnership programme (ensuring consistency child learning at home and schools but also strengthening the parent engagement in schools matters like school feeding, follow up children progress, child protection and improvement of school infrastructure);
vi. Infrastructure support (joining Government effort in addressing infrastructure challenge in schools); and
vii. Crosscutting issues – Gender, Inclusion, Child protection etc.

The presenter reported that all construction work of classrooms started after signing MoU with Councils (prior information and presentation to PORALG), then extend the MoU to schools after district has selected schools. All construction funds as stipulated in contract were then disbursed through school "Force Accounts" for accountability,

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transparency and joint supervision. The presenter also reported that some achievements had been attained. including; the completion of construction of four classrooms in Misungwi DC and 7 others which were on progress towards completion as part of four years plan of constructing 50 classrooms across all selected LGAs Ukerewe, Misungwi, Mvomero, Kilombero, Kongwa and Chamwino (Dodoma region).

The Children in Crossfire project provides average TZS 15,000,000 per Classroom while engaging community contributions of locally materials like– Sand, stones, water etc. (Approx. TZS 2,000,000) and Casual Labour while Government ensures technical guidance, oversight to control quality and standards and community sensitization.

Lessons and challenge from infrastructure support project:

i. Local government oversight; where LGAs is strong, the oversight and engagement has significant contribution to quality, active community engagement and timely completion of planned activities;
ii. Community contributions should be well informed with existing resources and not relying on assumptions since each community is unique; and
iii. Project timeline should accommodate the pace of community contributions (window for flexibility).

Key points for reflection were highlighted from the presenter as follows; the importance of engaging well trained Ward education officers and head teachers in mentoring and support role, use of locally materials to transform learning environment, Parent engagement and the need of all education partners to consider joining Government effort to address school infrastructure challenges.

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After presentation, participants appreciated the fact that both software and hardware (infrastructure) are important. Therefore, requested other stakeholders and Development Partners to do the same like CiC project. The programs should consider in their design to support both soft and hard ware activities. Responding to this call, one member from the Ed-DPG elaborated that the DPs and CSOs have the commitment to continue supporting the education sector through a number of interventions including support to school infrastructure. Other members' contributions included the importance of engaging parents and community on different school matters including the need to have parent and teacher partnership guide finalized. Tanzania Institute of Education (TIE) to coordinate and harmonize pre-primary training packages delivered through various programs and finally the engagement of young people from the community to support school infrastructure undertakings.

7.0 GROUP DISCUSSIONS IN THE FOUR THEMANTIC AREAS

Participants in four major groups were given guiding questions to discuss success and challenges in the areas of equity, quality and efficiency as well as providing recommendations. Also, the groups were required to propose research areas that would help to improve the sector performance.

7.1 Basic Education

The basic Education group proposed the following research areas:

- Government ability to provide funds for vulnerable students;
- The link between effective Menstrual Hygiene Management and girls' attendance in school;
- Identifying the best ways to engage communities/ parents to support student learning; and

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- Evaluation of effective skills for graduate who will not get chance to join further Learning (alternative pathways).

Also, the group presented the success, challenges and recommendations using the given matrix as follows:

EQUITY	EFFICIENCY	LEARNING
Successes		
Fee free education policy to primary and lower secondary schools has increased enrolment.	Improved performance of school administration and management For example some schools providing food to students.	Presence of pre-primary class in each primary school and community secondary schools in all regions.
Gender equity and Education For All Policy provided the right to education to all children	Commitment of teachers and motivation/ working attitude (additional working hours etc)	Commitment of teachers and motivation/ working attitude (additional working hours etc)
National curriculum applicable across all Tanzania	Teachers' salaries are paid on time	Improved availability of textbooks and science teaching materials including laboratories and supplies
Capacity building for teachers in all levels (classroom teachers, heard of schools and WEO)	Provision of capitation grant and timely disbursement	Improved performance in assessments of STD 4 and Form 2; Also the National form 4 and STD 7 National examination results improved
Improvement of 3Rs skills in primary schools.	Sufficient arts/ social science teachers	Teachers are qualified
	Community engagement on school development activities	Head of schools trained on School Quality Assurance Framework
Challenges		
Shortage of Pre-Primary, science and mathematics	Drop out due to failure of STD 4 & Form 2 exams and	Language of instruction (English is an issue to some

EQUITY	EFFICIENCY	LEARNING
teachers	family challenges (for example separation and divorce)	students and teachers)
Insufficient infrastructure (classrooms, teacher houses and toilets).	Overcrowded classes in all levels.	Competency based assessment is not yet implemented in examinations
Availability of sanitation, water and Menstrual and Hygiene Management (MHM) facilities especially in rural areas	Sufficient Curriculum (knowledge, skills and competence) to meet the labor markets demand	Adequate books especially for social science subjects
libraries services or access to internet to support teaching and learning	Addressing sexual and gender-based violence and use of corporal punishment.	Ability of Head of school to manage teachers (eg absenteeism/ performance)
Teacher distribution and deployment especially in rural areas	Insufficiency of special schools for students with special needs.	High demand of special needs teachers and materials to support inclusive classrooms and teaching
Recommendations		
LGA's to give support to students coming from poor families	Training and follow up on implementation of positive discipline and alternatives to corporal punishment	Scaling up life skills education programs in schools using evidence based approaches
Library facilities and/or access to e-readers/e-content at all schools	Curriculum should reflect the needs of the learner as well as the demand of labor market	Train more teachers on aspects of Special Need Educations (SNE)
Schools to set aside special budget for sanitary pads/towels	Provision of comprehensive life skills education.	Provide resources to support students with different learning needs
Encourage students to learn Mathematics and science subjects and provide incentives to science teachers	Improve safety measures in schools for better students welfare and protection	

7.2 Technical and Vocational Education and Training, Folk Development Colleges and Adult and Non-Formal Education

The group analyzed issues pertaining to Technical Vocational Education and Training (TVET), Folk Development Colleges (FDCs) and Adult and Non-Formal Education (ANFE). This group identified the following research areas;

- Challenges of the drop out on training in vocational Skills;
- How FDC can target the group of illiterate;
- Education background of the parents performance in relation to the children performance;
- What kind of knowledge and skills can be provided to the community for them to participate in the production;
- Demand side and supply side of the skills needed in the market; and
- How many people are in informal sector have formal sector training.

Success, challenges and recommendations in this group was presented as follows:

EQUITY	EFFICIENCY	LEARNING
Successes		
Languages translation of the curriculum where by media of instruction used is Swahili	Government through Ministry of education subsiding is real in TVET Sector	Learning environment has improved
Equal distribution of the FDC institutions in most of	There is big effort from NGOs and development	There is physical progress (clear pathway)

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EQUITY	EFFICIENCY	LEARNING
the Regions	partners	
TVET are established according to the economic activities of the particular area	Regular monitoring system for improvement of TVET sector	Translation of curriculum into Swahili language for easy access
The sector policy dialogue	More rehabilitation and renovations has been made in many TVET facilities	Regulation frame work in TVET sub-sector in place
TVET are established according to the specific sector New constructed VTC for the whole country	Provision of the alternative pathways	Government has put a lot of efforts to support and finance TVET
Challenges		
Cost sharing	adequate funding	adequate learning resources
Availability of human resources	Increased population of young mothers	adequate teachers in technical education field
TVET enrolment	Donor dependent	Teachers' use of learner-centered Teaching approach
Mismatch between demand and supply	emphasis of self-generating income activities in TVET program	adequate teaching and learning materials
Lack of harmonized curriculum	Duplication of efforts in curriculum development	supportive monitoring and supervision
		community awareness
		leadership and management skills
Recommendations		
Curriculum should be harmonized	Students to get loan from Government loan board	Regular supportive Monitoring and supervision is needed

EQUITY	EFFICIENCY	LEARNING
To have one long term plan for the TVET	To have holistic approach for young mothers and their children	Create awareness at all levels
To establish National skills data base based on geographical areas	TVET Institutions to introduce day care centers	Colleges to embed methodologies of teaching during training technical teachers
To establish clear distinction between vocation and pre vocation	regular support is needed	Teachers in service training in adult learning methodology and FDC Philosophy, Mission and Vision
TVET to align with the global agenda eg. Equal acquisition of education	Emphasis of self-generating income activities (Strengthening entrepreneurship educations)	Strengthening apprentice ship membership and projects in working site to get a stronger learning between education and workplace to improve students' learning.
TVET to keep up with many technological advancements		Engage student entered learning approach
To Provide fee free TVET		
Look into how illiterate adults can be included in learning opportunities (TVET,FDC) through lifelong learning and functional literacy included in training		

7.3 Higher Education

Research areas identified by this group during the discussions were:

- Trends and status of University students enrolment in Tanzania (Equity);
- Systemic issues affecting universities' efficiency;

- Relationship between graduates' competence and students' university entry points;
- Graduates employability in proper perspective
- How to develop higher education curriculum for diverse skills development; and
- The use of English as a medium of instruction in Universities: Towards improving teaching and learning at Universities level.

EQUITY	EFFICIENCY	LEARNING
Successes		
Efforts have been made towards gender equity; equal opportunities, inclusion and special programs.; e.g. Some universities have pre-entry programs targeting increased enrolment of female students	Efficiency on time dimension; e.g. Some universities are employing some useful strategies to combat delays in students' graduation. e.g. the introduction of more than one graduation ceremonies in a year	The use of technology in the universities has made learning process much easier than what was the case before
Increased availability of supportive facilities for special needs students		Universities' output (in terms of human resource) is increasingly supportive to other sectors
		Universities are contributing to continuous professional development (CPD) for individuals from different sectors perspective
		Availability of diverse degree programs and increasing number of university students

EQUITY	EFFICIENCY	LEARNING
		The quality of programs offered has been improved since no programme is offered without accreditation from TCU
Challenges		
Low enrolment of female students in Science, Technology, Engineering and Mathematics (STEM) programs	Statistical records on higher education are almost unavailable in the public domain	Masterly of English language among university students (and lecturers
equitable accessibility of government bursary/loans for higher education	adequate pool of highly educated individuals from which academic staff are to be drawn	Attendance of students to lectures and seminars
Universities' autonomy on students enrolment	Cases of postgraduate studies delayed completion and dropout due to various reasons; a waste of resources	
accessibility of higher education due to stiff cut-off points; some universities enrolling the 'cream'	Duplication through offering similar degrees programs in different universities escalating the scarcity of academicians	
capacity of Universities to accommodate inclusion to match with efforts at lower levels		
Recommendations		
MOEST and universities should design strategies for enrolment of female students into STEM	The ministry directorate of higher education should device a reliable information system for HE so as to make HE statistics	Universities should resume the allocation of academic advisors to students

EQUITY	EFFICIENCY	LEARNING
	available and accessible	
The government should use a diversified model of financing higher education, rather than relying on provision of loans through HESLB.	PhD scholarships available with different ministries should be opened up for employees in private universities as well.	Connection between universities – government – industries and the community should be strengthened so as to make proper utilization of research
University senates should have liberty to decide on enrolment and cut-off points. Preferably, the cut-off point should remain at 4.		Each University should have its prioritized specialization; be a centre of excellence in a particular programme
Universities should adhere to the national guide for inclusion. The government should disseminate the guide widely		NECTA should release ACSEE much earlier to allow form six leavers to have ample time for applying to join universities
		Universities should make use of currently available technology to monitor T&L. For example use of Biometric systems to monitor students and staff members' attendance, use of video teleconferencing, etc.
		Improve Community – University Engagement (CUE)
		Strengthen University – Industry Linkages (UIL)
		Universities should draw lessons from best practices of universities outside Tanzania in research

EQUITY	EFFICIENCY	LEARNING
		utilization and application of technology in academic endeavors.
		Universities should liaise with employers to determine the skills that need to be accommodated in the university curriculum.
		The government should train (bear the costs of training of) the citizens at PhD level

7.4 Science, Technology and Innovation

The suggested research topics in this group were:

- The need for clarity (policy framework) to define STI application in Tanzanian education;
- How to link innovation in education;
- How to assess beyond the examination/ pass marks;
- Harmonizing policies and guideline tools; and
- How to link education sector and industry.

EQUITY	EFFICIENCY	LEARNING
Successes		
Geographical equity	Transition of girls to secondary schools.	Transition to secondary school increased
Scale up talking classrooms approach	Quality or teaching better	Improve e-reading strategy
Motivation comes from those with least education out of school.	Teachers use of technology reduces and saves teachers time	Rural focus

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EQUITY	EFFICIENCY	LEARNING
IPad using solar power	Young scientists promote innovation	
reduced drop out, increase access	Use Information Communication and technology (ICT) in teaching and learning	E-learning for teachers
Challenges		
Network availability for accessing e-resources	Integrating STI component in basic education	System structural issues
Innovation KPIs for basic education level	Use of local materials	Sufficient space and time for students
Linkage between higher learning levels and low levels	Focusing on extra curriculum and infrastructures support	The scope within the syllabus in promoting students' innovative thinking
Adequate infrastructure especially in rural areas	School biases used to encourage specialization	
Recommendations		
One Special school should be established at least in every region.	Youth /children with innovation should be identified and mapped	Assessing should be beyond passing exams, accommodate innovation
	Invite private sector to contribute to offer training of some aspects like, life skills	Open days in school need to be compulsory eg. graduation day
	Find ways of using mobile phones to learning	Private sector/cooperate world to learning Re-visit teaching/pedagogy policies in education More practical teaching

8.0 PERCEIVED SKILLSFOR ENVISIONED INDUSTRIALIZED ECONOMY

A participatory exercise was done to further explore the theme of this year's JESR, and in order to identify stakeholders' perspectives on what are the most important skills to be developed through the education system. The facilitators invited participants to reflect and each write down one skill they believed most important on a sticky note. These notes were gathered and clustered thematically. Six sets of skills emerged, as shown below. The number in brackets denotes how many people highlighted this skill set.

i. Foundational Skills – basic literacy, numeracy (math), science and language skills (15);
ii. More effective teaching skills for teachers (9);
iii. Entrepreneurship skill and how to manage a business (10)
iv. Digital skills/ICT (15);
v. Technical and Vocational Skills (26); and
vi. Critical thinking skills & Soft Skills, including Confidence, Creativity, Innovation, Communication skills, thinking skills and problem solving (42).

The results implied in education system that there is need to emphasize the development of soft skills as necessary in meeting the labor market demand in the 21st education economy.

Figure 8.1: List of Perceived Skills needed for Industrialized Economy



Source: *AJESR, 2019 Working Session*

9.0 WORKING SESSION DELIBERATIONS

9.1 The Status of Implementation of the 2018 AJESR Deliberations

The Commissioner for Education, MoEST presented the status of implementation of the 2018 deliberations. In his presentation, he admitted having very long list of deliberations with 32 items. Nevertheless, he noted that a focus on expansion is an entry point for quality improvement in education. Meaning, the long list of deliberations was a necessary step to be created regardless of its bulkiness without compromising the quality aspect. (*Refer Annex 4 2018 AJESR deliberations*).

Following the presentation, members had the opportunity to input and raise questions for clarifications. The request for a Swahili version of the document was pointed out and agreed upon. In addition, the following clarifications were made:

- On Item 15: The OOSC enrollment refers to IPOSA;
- On Item 8: The pupil- textbook ratio targets were clarified: The ratio for Standards I – III has been 1:3, but more of those textbooks are being reprinted to reach PTR of 1:1 for those standards. Standard was distributed at a 1:1 ratio and Standard 5 targets for 1:3 ratio was reached; and
- On Item 16: The timeline for preparation of Qualifying Test guidelines was still under consultation.

Generally, (29 deliberations) 89% out of 33 2018 AJESR deliberations were implemented and only four (4) were carried forward for further implementation in the year 2019.

9.2 The Deliberations from the 2019 AJESR Working Session

The 2019 AJESR approved 20 deliberations which affirmed the commitment of participants towards implementation of the agreed priorities. Four of

these were carried forward from the 2018 AJESR as mentioned in the above section. *(Refer Annex 5: 2019 AJESR Deliberations).*

10.0 CLOSING REMARKS

The closing of the AJESR was presided by remarks of outgoing Deputy Permanent Secretary from PO-RALG in charge for Education, Mr. Tixon Nzunda. In his remarks stressed that "quality education cannot be achieved in the absence of latrines, classrooms, teachers' houses and other infrastructure". He went on saying, "Education cannot be of quality unless the community and parents cooperate in developing the education sector. Later, he introduced the incoming Deputy Permanent Secretary – from PO-RALG in charge for Education, Dr. Kabunduguru requested for the strengthened collaboration and support from the education stakeholders as they did to Mr. Nzunda.

Thereafter, a number of closing remarks were made; one came from TEN/MET chairperson. Secondly, the Education Development Partners Group (EDPG) Chairperson addressed the audience. This was followed by the Deputy Permanent Secretary (MoEST), responsible for Science, Technology and innovation. Finally, the key note address in closing the three days working session was given by Deputy Permanent Secretary (DPS), PO RALG in charge of (Health) on behalf of the Deputy Permanent Secretary (Education).

10.1 TEN/MET Chairperson

The TEN/MET chairperson started by reiterating the honor given to CSOs in being part of the sector dialogue structure. He noted that compared to other countries, Tanzania is seen as having a very good dialogue structure in the educations sector, congratulating the government for this. He then

promised on a serious note to ensure that all the deliberations that need CSOs contribution are going to be implemented. Also, he emphasized the importance of the new Capitation Grant formula; and though the decision for implementation is not up to MoEST and PO-RALG, he requested the two sister ministries to keep striving for its implementation. He further recommended that whenever the policy documents are developed, the approval and endorsement procedure need to be accelerated so as to have the signed documents shared to all stakeholders in time. Finally, he appreciated the assurance given by the lead chairperson of the upcoming consultative review of the Education Training Policy (2014). However, he expressed his interest to be involved in the process and during the validation workshop.

10.2 Education DPG Chairperson

Speaking on behalf of the DPs, the Ed-DPGs chairperson, extended thanks to the participants for their dedication, and to the JESR secretariat. She noted that the deliberations session was very lively, which signifies that we do have a dialogue – with a high level of openness and collaboration. She appreciated the government for working in a meaningful way with stakeholders. She further, noted that Tanzania has a good ESDP and we are all aligned to it; going forward we should build on what is there. Some issues have come up in this JESR which were not part of the ESDP – such as the emphasis on Soft Skills and the role of STI. She said, the DPs will look forward to this becoming part of the next ESDP. Also looking forward to the next JESR so that we can reflect on what has been accomplished, what is blocking us from doing more and all members, CSOs, DPs can be accountable for what they have accomplished.

Finally, she noted that there is to a greater extent financial issue facing the sector, which requires more teachers, more infrastructure and more books.

Given the value of education and the importance of development of human resources, we need to continue to look at the national budget and its execution. She noted that we have also talked a lot about teachers over these three days – there are exciting developments in Teacher Continuous Professional Development, and there are committed teachers whom we need to do more to support them. Development Partners appreciated hearing of the participatory process planned for development of the Education and Training Policy, and look forward to joining. She argued members to at all levels to ensure that students' and teachers' voices are included; and not to forget the gender lens, or the issue of corporal punishment which has been documented as a factor contributing to school drop outs.

10.3 Deputy Permanent Secretary, (Science) from MoEST

The DPS (S) congratulated participants for the fruitful debate that has taken place and led to the deliberations. He also extended his gratitude to HakiElimu for emerging the 1st Prize winner, Awarded as the Best CSOs in Africa. Regarding the question on modalities of review of the Education and Training Policy, emphasis was given that the terms of reference for consultant team has categorically included wider consultation and participation of stakeholders.

Also, he explained that the notable improvement in enrolment at basic education has increased demand for higher education: as alternative pathways to higher learning the government has committed to start up 25 new TVET centers in this financial year. Higher education expansion is supposed to be facilitated, in both the public and private sector. He concluded by extending thanks to the participants for insightful deliberations, and urged members to work on the deliberations right away.

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10.4 Keynote Address by Acting Permanent Secretary, PO RALG

The keynote address was delivered by Dr. Dorothy Gwajima, the acting Permanent Secretary, PO-RALG. In reminding the participants, Dr. Gwajima pointed out the theme of this year AJESR as "Skills Development for the Industrialized Economy". The national vision to drive the country into an industrialized economy by 2025 was emanated from his Excellence, Dr. John Josseph Pombe Magufuli the President of the United Republic of Tanzania as a decree. Therefore, as education sector stakeholders, we are all obliged to make this vision a reality by ensuring that we are providing quality, comprehensive and relevant education to all Tanzanians. This is based on the anticipation that once through education Tanzania will eventually benefit from labor force that will be produced in our education institutions; hence contribute to the national development agenda.

She added that the Annual Education Sector Performance Report for 2018/2019 has informed the meeting on the achievement attained by the sector. Finally, she insisted that Government will prioritize all of the affirmed deliberations aimed at improving the Education Sector.

11.0 WORKING SESSION EVALUATION

The participants had an opportunity to evaluate the 2019 AJESR Technical Working Session. The purpose of the evaluation was to asses participants' views on inclusiveness, effectiveness, and usefulness of the session so as to provide feedback for consideration when planning and preparing future AJESR sessions.

The assessment was done by filling the evaluation forms focused on 6 main areas namely Inclusiveness, effectiveness, evidence based, comprehensiveness, usefulness of deliberations and general observations.

The questionnaires were administered to a sample of 100 participants. The filled forms were collected and analyzed based on the areas focused. The findings are discussed below:

Responses on participation and inclusiveness indicated that (86%) of respondents rated 2019 AJESR between Good and Excellent. This was achieved by the involvementof a wide range of education stakeholders which included officials from MoEST and other Ministries, Local Government Authorities, Regional Secretariat, Development Partners, Local and International CSOs, Parents' Associations, Higher Learning Institutions, teachers and students.

On effectiveness 85% of the respondents rated good to excellent effective participation that there was rich discussion and consensus was reached in a transparent manner. Furthermore, (69%) of the respondents appreciated Evidence Based presentations as good. While comprehensiveness in terms of coverage of all the sub-sectors was rated at (70%), almost similar score was recorded at 73% both for the relevance of the theme and the deliberations' alignment to the ESDP.

Generally, (86%) of respondents were contented with the 2019 AJESR session in terms of organization and logistic support; schedule and time allocation for sessions; venue, facilitators and meals. However, two participants recommended for inclusion of open-ended questions in the evaluation forms for participants to provide suggestions beyond closed questions.

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ANNEXES

Annex 1: Opening Keynote

KEY NOTE ADRESS TO THE ANNUAL JOINT EDUCATION SECTOR REVIEW WORKING SESSIONS ON 23RD -25th SEPTEMBER, 2019 AT TREASURY SQURE, DODOMABY DR. LEORNARD D. AKWILAPO THE PERMANENT SECRETARY MINISTRY OF EDUCATION SIENCE AND TECHNOLOGY

Permanent Secretary PO-RALG,
Deputy Permanent Secretaries,
Directors and Heads of Institutions,
Zonal Chief School Quality Assurers,
Regional and Local Government Officials,
Development Partners,
Civil Society and Faith Based Organizations,
Teachers and Students,
Distinguished Guests,
Members of the Media,
Ladies and Gentlemen.

First and foremost I would like to thank the almighty God for permitting me to be with you in this special event, I am greatly honored to address this crucial session of the 2019 Joint Education Sector Review which has been happening annually since 2008.

Secondly I would like to thank everyone for accepting the invitation and to participate in this Education Sector Review meeting. It is in my confidence that the three days will be spent efficiently to bring about productive output that will help to improve the quality of Education in Tanzania.
Also I would like to thank the organizing crew who worked tirelessly to make this review meeting a reality.

Ladies and Gentlemen
Before continuing I wish to acknowledge the presence of, Chair for Development Partners Group, and Non-State Actors (TEM/MET, CSSC, BAKWATA, TAMONGSCO and TAPIE). Invited guests; I mean those who served the two Ministries at different times. Although it is not possible to mention all of them, but allow me to acknowledge and mention some of them who have attended this important working session. Indeed, I thank you all for attending this session, and welcome all.

Ladies and Gentlemen
This meeting is an opportunity for all stakeholders to analyze critically different avenues to for skills development at all levels of education as echoed in the theme of this meeting which states: "**Skills Development for Industrialized Economy**". More

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importantly it's a meeting for a wide range of stakeholders who make the education sector vibrant.

A vast of stakeholders participating in this event will have an opportunity to discuss issues and challenges pertaining to access, equity and quality of education; and determine areas that need changes and improvement. It is hoped that this meeting we will be able to come out with deliberations that will assist policy makers, implementers and wider education stakeholders in the decision-making and planning process.

Ladies and Gentlemen
I would like to underscore that this review meeting should be used to critically review our roles and responsibilities and assess the contribution of each stakeholder to development of the sector. Considering participation, monitoring and evaluation of the sector development and accountability of all key actors in skills development at all levels as emphasized in the theme.

Ladies and Gentlemen
In cognizant of the importance of education in development of any nation Tanzania is implementing national and international conventions on education. This includes provision of education for sustainable development and leaving no one behind. In implementation of these, the Government in its Development Vision 2025 and Five Year National Development Plan as translated in the Education Sector Development Plan (ESDP) 2016/17-2020/21.In line to this, the Ministry of Education, Science and Technology (MoEST) has a strong focus on ensuring that students' learning and wellbeing underpin all our policy development and the services we provide.

Ladies and Gentlemen
The Ministry of Education Science and Technology (MoEST) in collaboration with President's Office Regional Administration and Local Government (PO-RALG) has increasingly making efforts to ensure that all school-aged children have access to education by dedicating an increasing amount of resources to support expansion of the basic education subsector. Some of the notable initiatives included;

- expansion and availability of facilities and basic school infrastructure through rehabilitation and construction of essential buildings in schools which include classrooms, dormitories, laboratories and toilets to ensure that all public schools have conducive environment for learning;
- procurement and distribution of laboratory equipment and chemicals, printing and distribution of textbooks and supplementary readers; and
- In-service training of science and mathematics teachers in order to improve the quality of teaching and learning to all children without barriers.

Moreover, the ministries are committed to ensure schools are well managed and the teaching and learning processes supported by improved classrooms, appropriate teaching and learning materials.

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Ladies and Gentlemen

The government has also continued to put efforts into improving access and equity in Technical and Vocational Education and Training and Higher Education through construction and rehabilitation of infrastructure to VETA colleges and universities to support learning. These included Sokoine University of Agriculture (SUA), Ardhi University, Mzumbe Main Campus in Morogoro and Mbeya campus, University of Dar es Salaam, Moshi Cooperative University and Mwalimu Nyerere Memorial Academy to mention a few. Also, TVET colleges, 20 FDCs and Arusha technical college to mention few, have benefit in different ways.

Furthermore, the content delivered to learners should facilitate acquisition of basic skills and competencies especially in areas of literacy, numeracy and skills for life that will enable leaners to contribute to national development.

Ladies and Gentlemen

Considering all these attributes, the GoT has made tremendous efforts to improve the quality of education at all levels in the year under review. These includes, among others, initiatives listed below:

a) Recruited 11,547 teachers - 7,928 primary teachers and 3,621 secondary teachers. In addition, 347 teachers were licensed to teach in schools to address shortage of teachers in specific subjects;
b) Trained 402 special education teachers of whom 84 teachers are specialized for blind students, 118 for deaf and 200 for students with intellectual and visual impairment;
c) The Government through the Tanzania Institute of Education (TIE) developed guides for the preparation and evaluation of electronic content (e-content) materials for Pre-Primary & Primary education, Secondary education and Teachers education. The guides will assist in the acquisition of high-quality electronic content materials in teaching and learning and improve student learning outcomes.

Ladies and Gentlemen

I am glad to say that our education system has made substantial improvements on many fronts over the last year. I wish to recognize the hard work and dedication of officials from MoEST and allied institutions, the President's Office Regional Administration and Local Government (PO-RALG), field level officials, communities, Civil Society Organizations (CSOs) and our esteemed Development Partners.

Ladies and Gentlemen

It is my expectation that all education stakeholders will join the government in this endeavor of improving our education sector in the coming year through strong coordination and continued support with one another in the communities, districts and regions.

The Government will continue with these Joint Review Meetings on annual basis as they provide opportunity for all education stakeholders to discuss the key issues in the sector and identify possible strategic interventions collectively. The output of these

meetings will lead into the improvement of sector and prime use of resources. Therefore, it's urged that we fully engaged ourselves in all sessions so as to achieve the intended objectives of this meeting.

Ladies and Gentlemen

Once again I would like to thank the organizers and all participants for making this meeting a reality, which has a great contribution to sector development. I wish you all the best and God Bless you

Remember; **"Industrialized Economy is Possible, Let's Ensure that Skill Development is Our Crucial Agenda"**

God Bless Africa, God Bless Tanzania

THANK YOU FOR LISTENING.

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Annex 2: Closing Keynote

HOTUBA YA KATIBU MKUU OFISI YA RAIS TAWALA ZA MIKOA NA SERIKALI ZA MITAA (TAMISEMI) KATIKA UFUNGAJI WA MKUTANO WA MWAKA WA TATHMINI YA SEKTA YA ELIMU TAREHE 25/09/2019. UKUMBI WA HAZINA DODOMA

Katibu Mkuu, Wizara ya Elimu, Sayansi na Teknolojia
Naibu Makatibu Wakuu,
Kamishna wa Elimu,
Washirika wa Maendeleo,
Makatibu Tawala Wasaidizi Mikoa wanaoshughulika na Elimu,
Wathibiti Ubora wa Shule wa Kanda na Halmashauri,
Viongozi wa dini,
Viongozi wa REDEOA,
Maafisa Elimu wa Halmashauri,
Wakurugenzi na Wakuu wa Taasisi mbalimbali,
Wawakilishi wa Asasi na Mashirika yasiyo ya Serikali,
Maafisa Elimu Kata,
Walimu,
Wanahabari,
Wanafunzi
Wageni wote waalikwa, Mabibi na Mabwana,

Awali ya yote napenda kuchukua fursa hii kuwashukuru kwa dhati washiriki wote kwa kuhudhuria katika kikao hiki na kwa majadiliano yaliyolenga kuboresha Sekta ya Elimu nchini.

Majadiliano yaliyofanyika kwa siku tatu yalitokana na tafiti na taarifa mbalimbali za kielimu zilizowasilishwa. Nachukua fursa hii kuwapongeza waandaaji wa taarifa na tafiti zilizowasilishwa katika kikao hiki pamoja na waratibu wa majadiliano hayo, Ndugu Mlaki na Bi. Beatrice Omari. Hongereni kwa kuratibu vema majadiliano hayo.
Aidha niwapongeze wataalamu wote walioshiriki kuandaa maonesho ya ubunifu na tafiti mbalimbali katika Elimu. Maonesho haya yamedhihirisha mambo ambayo yanafanyika darasani kwa ajili ya kukuza stadi za Kusoma, Kuandika na Kuhesabu kwa kuhamasisha na kuimarisha ujifunzaji kupitia ***madarasa yanayoongea.***

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Nipongeze pia ushiriki wa washirika wetu wa maendeleo wanaoishi nchini na waliotoka nje ya nchi kwa kujumuika nasi katika tathmini na majadiliano kuhusu changamoto na mikakati ya uboreshaji wa Sekta ya Elimu nchini. Kuwepo kwao kunadhihirisha ushirikiano uliopo kati yao na Serikali. Nachukua fursa hii kuwashukuru wote kwa kutenga muda wenu kujumuika nasi.

Niwashukuru pia viongozi wa Mashirika yasiyo ya Kiserikali, Asasi, Makampuni na wadau wote wa Elimu wanaoshirikiana na Serikali katika kuboresha Sekta ya Elimu nchini ambao pia wameshiriki kikao hiki. Asanteni wote kwa pamoja kwa ushiriki wenu.

Ndugu washiriki,
Kauli mbiu ya kikao hiki inahusu **Stadi kwa ajili ya Maendeleo ya Uchumi wa Viwanda.** Huu ni ujumbe unaoendana na mwelekeo wa Serikali ya Awamu ya Tano. Majadiliano kuhusu namna ya kulifikisha Taifa letu katika uchumi wa viwanda ni muhimu sana kwa sasa. Katika majadiliano yenu bila shaka mmejikita katika kujadili jinsi ambavyo Elimu yetu inaweza kutuwezesha kufikia azma hiyo ya uchumi wa viwanda mkiainisha vigezo vya ufundishaji, vifaa, mitaala na walimu.
Ripoti ya Maendeleo ya Sekta ya Elimu kwa mwaka 2018/2019 kupitia viashiria mbalimbali imebainisha ni kwa namna gani Serikali imekuwa ikinuia kuboresha Sekta ya Elimu nchini. Mawasilisho kuhusu mafunzo kwa walimu, changamoto na maendeleo ya ugunduzi wa kisayansi nchini na stadi muhimu kwa karne ya 21 kwa ajili ya maendeleo endelevu ya Elimu ni mambo ambayo yamewaongoza katika majadiliano katika kikao hiki.

Nichukue fursa hii kuwahakikishia kuwa Serikali itayapa kipaumbele maazimio yote yanayolenga kuboresha Sekta ya Elimu kama yalivyoibuliwa kupitia majadiliano yenu.

Ndugu washiriki,
Serikali inatambua kwamba Elimu ni nyenzo na njia ya kufikia Uchumi wa viwanda. Ili Elimu iweze kufanikisha azma ya Taifa ya uchumi wa viwanda, haina budi kuwa bora na yenye manufaa kwa jamii. Baadhi

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ya hatua zinazoendelea kuchukuliwa na Serikali ni pamoja na kuboresha ufundishaji wa masomo ya Sayansi na Teknolojia kwa kuajiri walimu zaidi wa masomo ya sayansi, ujenzi wa maabara katika shule za Sekondari nchini, ukarabari wa shule Kongwe ambazo nyingi zina michepuo ya masomo ya sayansi, upatikanaji wa vifaa vya maabara na upanuzi wa Elimu ya ngazi ya kidato cha tano na sita.

Mwelekeo unaolengwa ni wa kuihusianisha Elimu na Jamii. Elimu iweze kutumika kuikomboa Jamii katika kila Nyanja. Serikali inatambua pia kuwa Elimu bora ni lazima itolewe kwa wote kwa kuwa ni haki ya msingi kwa kila mtu**.** Ujenzi uliofanywa na Serikali wa madarasa kwa ajili ya wanafunzi wa Elimu ya Awali na madarasa ya mwanzo ya Elimu ya Msingi katika maeneo yasiyofikika kwa urahisi, Mpango wa Elimu bila malipo katika shule zote za Msingi na Sekondari ni moja ya mikakati ya kuhakikisha kuwa Elimu bora inatolewa kwa wote bila ubaguzi. Katika kipindi cha mwaka 2018/2019 Serikali ilitenga fedha kwa ajili ya kukamilisha miundombinu iliyokuwa katika hatua ya maboma kwa lengo kupunguza changamoto za upungufu wa miundombinu muhimu katika shule za Msingi na Sekondari nchini.

Serikali kwa kushirikiana na UNICEF kupitia programu ya IPOSA imeendelea kuhakikisha upatikanaji wa ujuzi unaowawezesha vijana walio nje ya mfumo rasmi wa Elimu kuwa na stadi za kujiajiri na kukuza sekta ya viwanda vidogo nchini.

Ndugu washiriki

Katika siku za hivi karibuni watu wengi wamekuwa na maoni kuhusu umuhimu wa kuboresha Elimu kupitia Mitaala yetu. Kubadilisha mitazamo ya watu kuhusu lengo la Elimu ni muhimu sana. Karne tuliyopo ya Sayansi na Teknolojia haitambui maarifa aliyonayo mtu, bali hutegemea jinsi anavyotumia maarifa aliyonayo. Hivyo wahitimu wa Elimu yetu hawana budi kubadili mitazamo yao kwa kuitumia Elimu wanayoipata katika ugunduzi na bunifu mbalimbali. Malengo hayo yatafikiwa iwapo Elimu hiyo itatolewa katika mazingira bora na

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inawashughulisha wanafunzi katika kutenda badala ya kukusanya maarifa.

Mtazamo huu haujengwi katika ngazi ya Elimu ya juu tu, bali unatakiwa kuanza kujengwa kuanzia ngazi ya Elimu ya awali. Watoto wetu wajifunze kuunda kitu, kujenga dhana, kubadili na kutumia maarifa wanayoyapata kupitia masomo yao ya darasani.

Ndugu washiriki

Mabadiliko yoyote yanakuwepo iwapo watu watatumia fursa ya kubadilishana uzoefu, utafiti, majadiliano na maazimio ya pamoja. Nachukua fursa hii kuwapongeza na kuwashukuru washirika wetu wa mendeleo walioshirikiana nasi mwaka huu 2019 kwa kupitia program mbalimbali za Elimu tulizotekeleza na zinazoendelea kama EQUIP-T, TUSOME PAMOJA, IPOSA, LANES , EP4R, na nyingine zote. Wapo pia wadau wengine kama Asasi na mashirika yasiyo ya Serikali (sitapenda kuyataja yote hapa) yaliyotekeleza shughuli mbalimbali za Elimu katika Nyanja ya Elimu Maalum, Elimu ya Awali, Elimu ya Watu wazima, Michezo, misaada ya vitabu, vifaa, mafunzo kwa walimu, ufundi, ujuzi na stadi za maisha. Kwa kutaja Nyanja hizi na nyingine ambazo sikuzitaja kila mmoja wenu anaweza kujua ametoa mchango wake katika maeneo yapi kati ya haya, hivyo nawashukuru sana.

Ndugu washiriki

Mwisho niwatakie wote mliosafiri kuja Dodoma safari njema na karibuni tena Dodoma Makao Makuu. Nayashauri mashirika, Asasi au Makampuni ambayo hayajahamia au hayana ofisi Dodoma kuhamia Dodoma ili waweze kutekeleza majukumu yao kwa urahisi na kurahisisha mawasiliano.

Ni dhahiri kuwa kila mmoja wenu aliyeshiriki majadiliano na tathimini hii atambue ana wajibu na ni sehemu ya utekelezaji wa maazimio na maoni yaliyoibuliwa katika kikao hiki. Niwashukuru kipekee waandishi wa habari kwa kuutambulisha umma kuhusu baadhi ya mambo muhimu yaliyojadiliwa ambayo ni dhahiri wapo waliotambua

wanayopaswa kuyatekeleza kama wazazi, viongozi wa Elimu, walimu na jamii kwa ujumla. Nimalizie maelezo yangu kwa kuwahakikishia tena kwamba tunathamini mchango wenu wa maoni na mapendekezo yote ya kuboresha Sekta ya Elimu na kwamba yatapewa kipaumbele katika utekelezaji kazi wa mwaka 2019/2020. Mambo yote yanayostahili kuchukuliwa kwa hatua za haraka yatazingatiwa.

Baada ya maelezo hayo, sasa natamka kuwa Mkutano huu wa Taifa wa Tathmini ya Sekta ya Elimu kwa mwaka 2019 umefungwa rasmi.

Asanteni kwa kunisikiliza!

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Annex 3: The Programme

UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

PROGRAMME FOR JOINT EDUCATION SECTOR REVIEW – WORKING SESSION

23rd to 25th SEPTEMBER, 2019

TREASURY SQUARE - DODOMA

TIME	SESSION	DESCRIPTION	RESPONSIBLE
DAY 1: Monday 23rd September 2019			
0800-0845	Arrival and Registration of participants	Registration of Participants	Secretariat
0845-0900	Arrival of the chairpersons	Chair persons arriving at the venue	PS-MoEST, PS PO-RALG, Co-Chairs
0900-0905	Introduction	Setting the ground by introducing the participants by groups	Moderators,
0905-0920	The 2019 AJESR Theme & Objectives	Introducing the theme and objectives of the 2018 AJESR	DPP
0920-1010	Opening Statements	Brief opening remarks from Co-chairs	TAPIE (Co-Chair) BAKWATA (Co-Chair) Ed-DPG (Co- Chair) PS- PO-RALG
1010-1030	Key note address	Chairperson	PS -MoEST
1030-1040	Presentation of African Technology Challenge (ATC) Awards	Individual winner, Instructor and Country prizes	Dr. Fanuel Mshana and PS MoEST
1040-1120	**HEALTH BREAK** **Group Photos, Media Interview and Gallery Walk**		

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TIME	SESSION	DESCRIPTION	RESPONSIBLE
1120-1220	Reflection on 2018 AJESR Working Session Deliberations	Status of the implementation of the 2018 AJESR Deliberations	CE - Dr. Lyabwene Mtahabwa
12:20-13:40	Education Sector Performance Report, 2018/19	Presentation of the Education Sector Performance based on the implementation of the ESDP Key Performance Indicators (KPIs)	Lawrence Sanga
1340-1440	**Gallery Walk, Exhibitions and Lunch**		**All**
1440-1530	The 2019 AJESR Field Monitoring Visit Report	Findings and Challenges	DEA
1530-1650	Group discussion on Sectors Performance	Group Formation in respective sub-sectors; 1. Basic Education 2. TVET and FDC 3. Higher Learning 4. Science, Innovation and Technology 20 min group formation, 1Hour discussion in groups	Moderators
1650-1710	Break and end of day one		
Day 2: Tuesday 24th September 2019			
0800-0830	Registration	Participants' registration	All
0830-0930	Recap of Day 1	Sharing issues that were transpired/raised from Day 1	Moderators
0930-1030	Feedback from the group discussion	Presentation from group discussion	Group Rapporteurs
1030-1100	**Health Break**		**All**

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TIME	SESSION	DESCRIPTION	RESPONSIBLE
1100-1330	Feedback from the group discussion	Plenary group presentation and discussions	Group Rapporteurs
1330-1430	Lunch Break		All
1430-1500	Presentation 1	Producing 21st Century Skills in Tanzania: A Research Agenda to Support Effective Teachers RISE Tanzania	James Habyarimana Reaction by Dr. Rogers A. Msuya – MoEST
1500 - 1530	Presentation 2	School Base In-service Training for Effective Supervision of Teaching Practice	Dr. Modest Levira and Ms Angelista Josseph – (Mwenge University) Reaction by Dr. Lyabene Mtahabwa
1530-1630	Plenary Discussion	Discussions from the two presentations	All
1630-1700	**Health Break & End of Day Two**		
Day 3: Wednesday 25th September 2019			
0800–0830	Arrival and registration of participants		All
0830–0840	Recap	Reflection of day two	Moderators
0840-0900	Presentations 3	Lifelong Learning for Skills Development	Mia Mjengwa from Karibu Tanzania Organization – (KTO) Reaction : Dr. Mbonde (MoEST)
0900 - 1000	Presentation 4	Experiences in supporting the construction of infrastructure in schools.	Christopher Peter from Children in Crossfire Reaction; Mr. Benjamin Oganga
1000 - 1030	Plenary Discussion	Discussion from the two presentations	All

TIME	SESSION	DESCRIPTION	RESPONSIBLE
1030-1100	HEALTH BREAK		All
1100–1210	Deliberations	Collection of key issues and agreeing on SMART joint deliberation, 2019	Secretariat /Moderators
1210-1330	LUNCH		All
1330 - 1600	Closing Ceremony	Key note address from PS PO-RALG and ESDC Co-Chairs to be preceded by TEN/MET, CSSC and TAMONGOSCO	TAMONGOSCO, CSSC ED-DPG Co-Chair PS –PO-RALG
1600	Departure	All	

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Annex 4: The 2019 AJESR Deliberations Matrix

PLAN OF ACTION ON IMPLEMENTATION OF AJESR, 2018

Summary

Policy

System

Access

Quality

BE= Basic Education; TVET = Technical and Vocational Education and Training; HE = Higher Education

STI = Science, Technology & Innovation

* Deliberation carried forward from 2018

No	Issues	Status	Proposed Action	Align with ESDP	Responsible Institution	Proposed date
1. P BE, TVET	ESDP funding gap	While enrollment is increasing, the national budget for education is decreasing in nominal terms	▪ Update ESDP Simulation to inform planning ▪ Government and Development Partners to set out strategies to improve funding	Yes (Chapter 7)	DPP – MoEST DPP – PO RALG DPs and other stakeholders	**2019-2020**
2. P BE	MoEST to develop a roadmap for	The Roadmap for reviewing the Education and Training Policy 2014 has been prepared and	▪ MoEST to provide status of Education and Training Policy		DPP - MoEST	**2019-2020**

*	reviewing the Education and Training policy 2014 with consultation of stakeholders	approved by MOEST management and the team to undertake this review has been appointed. The timeline for this process ends in April 2020.	Review process ▪ Ministry to prepare and share roadmap for consultations ▪ Draft Revised policy available at next JESR	YES (Section 6.4.2)		
3. p STI	Embed STI into all levels of learning	STI Policy is under review Education Innovation Management System is being developed	▪ Finalize review and approval process ▪ Provide status of the review and approval process	YES	CE DSTI	2020
4. s BE, TVET HE	Continue to strengthen and expand the collection and use of data in educational management and supervision	• Basic Education Management Information System (BEMIS) gathers school data annually, which is online. LGAs and Schools use the data in BEMIS for planning purposes. • Further, improvement of data collection systems through integration of SIS and PReM is in progress. • NECTA will produce Pupil Item Response Analyses for the SFNA, and PSLE	• Implement System for capturing TVET, Teacher Education and Higher Education data and making it available • Harmonization of PReM and SIS • Add point of disaggregated	YES (Programme 6: Component 4)	CE, NECTA NACTE TCU DEA, DICT	**2020**

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		• Some of HE, TVET and Teacher Education data not readily available	data			
5. SBE*	Inequitable deployment of teachers	The *Teacher Deployment Strategy* document has been developed, approved and shared through ESDC.	• Operationalize Deployment Strategy • Involve stakeholders and communities to incentivize teachers in rural areas	YES (Programme 2: Component 6)	CE and DEA PO-RALG stakeholders	
6. SBE*	Strengthening Pedagogy through Operationalization of the National Framework for Teachers Continuous Professional Development	The National Framework for Teachers Continuous Professional Development has been developed, approved and shared through ESDC.	• Prepare guidelines for the implementation of the CPD Framework • Roadmap with workplan for implementation to be developed • **Implement Teacher CPD**	YES (Section 4.4); Programme 2: Component 2)	CE DEA TIE NECTA SQA Stakeholders	

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			• CPD modules to be harmonized • Coordinate the linkage between Pre-service and In-service training			
7. S BE *	Increase community involvement in school affairs	The document "Guideline for scale up of *Parents-Teachers Partnership* (PTP) in Primary and Secondary schools" is ready for approval.	• Approve the guideline for *Parents-Teachers Partnership* (PTP), • Operationalize the guideline	YES (Programme 2: Component 6)	DEA & CE LGAs and Schools Communities SQA	
8. S & A TVET (ANFE)	Inadequate management of Adult and Non-Formal Education (ANFE) from the District to Ministerial level	ANFE Coordinators have been appointed at District Level ANFE personnel at regional and district level received induction session. Shortage of literacy programs for high population of illiterate adults	• Budget to be set to improve ANFE programs • Strengthen coordination of ANFE literacy programs at	**YES** (Chapter 7)	**IAE PORALG MOEST**	

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			regional and district level			
9. S TVET	Lack of National skills data base affecting district-level needs for Vocational skills needed Need for forecast of skills needed	Currently TVET programs are uniform across the country	• Government to establish National skills database based on district-level needs to inform TVET institutions and courses offered. • Conduct needs assessment for skills required – or refer to existing data – make sure it is available.	YES (Programme 4: Sub programme B-Component 2)	MoEST PORALG	
10. S & Q BE, HE	Assessment beyond the examination in order to align with competence-based	Teaching currently focuses on final examinations NECTA has started making adjustments to national exams	• Align competence-based curriculum and assessment practices • Strengthen assessment	YES (Programme 2: Component 2)	CE/NECTA/TCU	2020

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	curriculum		policy to focus more on competences. • Train teachers on school-based assessment			
11. A & Q BE, TVET, HE	Insufficient infrastructure at all levels	School Construction and Maintenance Strategy approved and shared within ESDC. The increase in enrolment and improved performance in BE has led into expansion of BE, TVET and HE to meet the demand to enhance access. The inadequate school infrastructure has been recorded as hinderance	• Operationalize School Construction and Maintenance Strategy • Continue to Construct and Rehabilitate school infrastructure in primary and secondary schools as well as in TVET colleges and HE institutions • Allocate more funds for construction and	YES (Section 3.1.5, para 7)	MoEST PO RALG, STAKEHOLDERS COSTECH	

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			rehabilitation			
12. A TVET	Fee charges in TVET and FDC is not manageable by majority of students/parents	Currently the government VETA colleges are subsidized. Learners are paying higher fees to join FDCs other TVET institutions	• Moderate and Subsidize costs for FDCs	**YES** (Program 3: Component 1)	**MoEST,**	
13. A & Q TVET/BE	Increasing demand for relevant vocational, pre-vocational and technical skills which address labour market and community needs.	Pre-Vocational Skills is part of the official curriculum in primary and secondary education TVET Curricula review for different programmes has been conducted to take care of the labour market conditions and community needs. IPOSA has enrolled over 9000 participants, but there is higher demand. The Government has started monitoring/taking stock of specialized schools (biased subjects) so as to get their status	• Ensure teaching of pre-vocational skills is practical and not only theoretical • Increase availability of IPOSA, FDC and other TVET programs for out-of-school youth • Develop plan for equipping specialized (biased subjects) schools	YES (Section 1.8) Programme 3: Component 3 &4)	**MOEST Stakeholders**	

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		and come up with a plan for strengthening them. Meanwhile, the Government is deliberating on how best to train enough teachers for teaching in those schools	• Implementation of the new TVET curriculum • Follow up monitoring to assess how well the new TVET curriculum has matched labor market and community needs			
14. A TVET/BE	Geographical disparities in terms of enrolment, performance & gender parity	The government, through EPforR, provides incentives to LGAs to improve retention rates and girls' transition rate to lower secondary NECTA performance analyses show that some regions show persistently low performance Low enrolment of female students in STEM programs	• Action-oriented research to determine the reasons geographical disparities in terms of enrollment, performance and gender parity • Identify and make use of various	**YES** (Programme 2: Component 8); Programme 3: Component 3	**PO-RALG MOEST NECTA stakeholders**	

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			alternative pathways such as IPOSA and Vocational Technical programs • Involve community and stakeholders to identify and address obstacles in low female enrolment in STEM programs			
15. A & Q BE/TVET/ HE	Limited access to all levels of education for learners with special needs.	The current education policy stresses on provision of education to all learners with special needs.	• Action point for how those not yet in school will access • Provide teaching and learning materials and assistive devices for	YES (Programme 1: Sub component 1B-Component 4)	MOEST PORALG DHE Stakeholders	2020

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			learners with special needs. • Continue to train all sub-sector teachers on inclusive teaching strategies • Ensure infrastructure and facilities cater for physical disabilities • Continue to identify learners with special needs pre-enrolment			
16. Q	Alignment of efforts of government and various stakeholders	The status report for this JESR reflects only government initiatives. Various stakeholders are not aware of different programs/projects in the sector There seems to be duplication of	• Strengthen operations of Sector Dialogue • Strengthening of coordination of projects and programs		MOEST PO-RALG DPs CSOs FBOs Private sector Universities	

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		efforts and inadequate sustainability of programs	• Improve channels of communication, including sharing of research and study findings • Approved policies, strategies and guidelines to be made easily accessible	YES (Section 6.4.1)	stakeholders	
17. Q **BE, TVET, HE**	Shortage of teachers in all sub-sectors	There is currently a shortage of pre-primary, primary, science, math and English teachers in Basic Education. Acute shortage of TVET tutors, and shortage of qualified academic staff for colleges and universities.	• Recruitment and deployment of teachers • Develop and implement system of volunteering in schools for teacher graduates who are not yet employed • Encourage	YES (Programme 2: Component 4)	PORALG stakeholders	

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			stakeholders to support on employment of teachers • Support teacher motivation			
18. Q **BE, TVET, HE**	Strengthen development of strategic thinking skills, 'soft skills' 'life skills' and 'socio-emotional skills' at all levels of education	[check what has already been done – refer Kaboko from WB]	• Review research on teaching and learning practices that encourage these skills; conducting additional research in Tanzania as needed • Integrate strategies and reflection upon development of these skills in all pre-service and CPD • Devise systems	**YES** (Programme 2: Component 8)	**MOEST, Stakeholders**	

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			for assessing or monitoring development of these skills			
19. Q **BE, TVET**	Inadequate teaching and learning materials	Standards I – V have adequate textbooks (at least to ratio 1:3); Standard VI textbooks are in preparation for 2020 school year COBET learners are using regular primary textbooks Secondary Schools have shortage of Social Science and Languages textbooks Science labs have shortage of equipment Some TVET institutions have obsolete equipment Supportive materials for students with special needs are inadequate	• Prepare and supplytextbooks for Basic Education and COBET • Continue to increase Special Need Education Teaching and learning materials • Explore Private-Public Partnership and other sources of up-to-date technology for TVET institutions	YES (Programme 2: Component 1)	MoEST PORALG TIE Stakeholders	
20. Q **BE, HE**	Mastery of Language of instruction by students and	Research shows that English as language of instruction is an obstacle to quality learning and	• Train teachers of all subjects on skills and techniques of	YES	MoEST and PO-RALG TIE Universities	

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	teachers	teaching for many students and teachers, at secondary and higher learning levels.	language instruction • Produce textbooks with appropriate level of vocabulary for secondary schools	(Programme 2: Component 6)		

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Annex 5: Evaluation Form

JOINT EDUCATION SECTOR REVIEW 2019 EVALUATION FORM					
INSTITUTION/AGENCY:			**PARTICIPANT NAME (OPTIONAL)**		
	5 (EXCELLENT)	**4 (VERY GOOD)**	**3 (GOOD)**	**2 (FAIR)**	**1 (POOR)**
1. Participatory & Inclusiveness: The JESR included key stakeholders from: MOEST, local level authorities, other ministries, Development Partners, Local CSOs/International CSOs, Parent Associations, Private Sector, Higher Learning Institutions, Teachers Union, Teachers, Schools Management committees and Students.					
Effective Participation:					
2. Participants had the opportunity to discuss, transparently					
3. The contributions were targeted on the JESR, 2019 objectives					
Evidence Based:					
4. The summary presentations (Education Sector Reports: Performance ,Field visit) were informed by reliable data					
5. The summary presentations were informed by research, assessments of program implementation, ie ESDP					
6. Were the presentations informed by other on-going reform programs ie water reform, Health, Land etc					
Comprehensiveness:					
7. Did the JESR address and cover all the sub-sectors (pre-primary, primary, secondary, TVET, and higher education) as well as non-formal education and adult literacy?					
8. Were all the key aspects/issues including resources discussed for each sub sector?					
Usefulness of the Recommendations					
9. Are the recommendations from the JESR, 2019					

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JOINT EDUCATION SECTOR REVIEW 2019 EVALUATION FORM					
INSTITUTION/AGENCY:					**PARTICIPANT NAME (OPTIONAL)**
	5 (EXCELLENT)	**4 (VERY GOOD)**	**3 (GOOD)**	**2 (FAIR)**	**1 (POOR)**
adequately feeding into the theme of "**Delivering Quality Education for Industrialized Tanzania**"					
10. The recommendations feed into addressing the ESDP implementation so as to ensure it is being used as a planning instrument to influence future policy planning, design and the budget cycle.					
11. Dissemination of JSR recommendations incentivizes mutual accountability.					
GENERAL OBSERVATIONS/COMMENTS:					
12. Organisation and logistical support					
13. Venue					
14. Program for the sessions, time allocation					
15. Facilitators					
16. Meals					

17. Please tell on your most enjoyable moment during the sessions----------
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18. Please tell your **Least** Enjoyable Moment ----------

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Annex 6: List of Participants

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