

THE UNITED REPUBLIC OF TANZANIA



MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

**A REPORT OF THE JOINT EDUCATION SECTOR REVIEW WORKING
SESSIONS**

18TH - 21ST SEPTEMBER, 2017

TREASURY SQUARE - DODOMA

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List of Acronyms

ANFE	Adult and Non-Formal Education
CG	Capitation Grants
CPR	Classroom Pupils Ratio
CSEE	Certificate of Secondary Education Examination
CSO	Civil Society Organisation
DPG	Development Partners' Group
Ed-DPs	Education Development Partners
ESDP	Education Sector Development Program
FDC	Folk Development Colleges
IPOSA	Integrated Programme for Out of School Adolescent
IPPE	Integrated Post Primary Education
JESR	Joint Education Sector Review
MoEST	Ministry of Education Science and Technology
NER	Net Enrollment Rate
PSLE	Primary School Leaving Examinations
PO RALG	Presidents' Office Regional Administration and Local Government
SMC	School Management Committee
SQAF	School Quality Assurance Framework
TCs	Teacher's Colleges
VET	Vocational Education Training

1 Introduction

The Joint Review of the 2016/17 Education Sector performance took place on 18th to 21st September 2017 in Dodoma, bringing together more than 250 participants including senior leaders from the Government Ministries responsible for education - Ministry of Education, Science and Technology (MoEST) and President's Office - Regional Administration and Local Government (PO-RALG), Education Development Partners (Ed-DPs), Civil Society Organizations (CSOs), private sector, students and other partners. The 2017 session provided an opportunity to engage in dialogue that strengthens ownership, accountability and transparency not only of the Education Sector Development Plan (ESDP) but also in the implementation of programs and projects.

The 2017 JESR aimed at providing an opportunity for the key education stakeholders to assess the overall performance of the sector, against the key performance indicators set out in the ESDP and to review the operational matrix and implementation plans. The review had the following specific objectives:

- i. To assess key achievements, challenges and learning related to quality teaching and learning in Pre-Primary, Primary Schools, Secondary Schools, Teachers' Colleges and TVET Institutions,
- ii. To update stakeholders on the status of the 2016/17 - 2020/21 ESDP, and
- iii. To highlight priority areas for the 2017/18 fiscal year that informs planning, budgeting and implementation process.

The 2017 JESR was not business as usual. Modality employed included presentations from education sector managers and education stakeholders, plenary, group and panel discussion. This allowed for depth discussion that enhanced understanding of the context of education and training in Tanzania mainland from pre-primary to tertiary level, excluding higher learning institutions and universities. More specifically, emphasis was put on satellite, Pre-Primary, primary, secondary, inclusive setting schools, schooling in refugee camps, Integrated Post Primary Education (IPPE), Folk Development Colleges (FDCs), Vocational Education and Training Centers (VETs) and Teachers Colleges (TCs). The overarching focus of the review was to assess the quality of teaching and learning, leadership management, community engagement and financial management at all levels.

Specifically, national programmes like LANES, EP4R and TESP, and regional programmes led by different partners like TUSOME Pamoja, EQUIP-T, ISTEP, CAMFED, UNICEF and UNESCO were reviewed. This was intended to give sector actors a clear and hands-on experience of different initiatives in the spirit of learning and search for synergies. Furthermore, in the review provided an

opportunity to understand how different implemented initiatives complement the Government efforts in accomplishing outcomes itemized in the ESDP.

2 Statements from Key Education Sector Partners

During the 2017 JESR Meeting four key statements were derived by key representatives from four key partner groups namely; the Ministry of Education, Science and Technology (MoEST), President's Office Region Administration and Local Administration (PORALG), Education Development Partners Group (EdDPG) and Tanzania Education Network (TEN-MET).

Statement from Permanent Secretary, MoEST

The Permanent Secretary for MoEST, Dr. Leonard Akwilapo, thanked all education stakeholders for having set aside time to participate in the 2017 JESR and share their experiences, assess implementation status (including success and challenges), and jointly agree on the way forward. Dr. Akwilapo further commended the work being done by various stakeholders in ensuring that the country attains SGD4. In the similar vein, he also commended the work well done by the Secretariat in general and its leadership and facilitators in particular for organizing that meeting and effectively running the session, respectively. In his statement, the following achievements for FY2016/17 were cited among others:

- Government's decision to offer FEE Free Basic Education to every child;
- Distribution of Science Laboratory chemicals and apparatus for secondary schools as well as teaching and learning materials for primary schools;
- Construction of school infrastructure;
- Teacher profession development, and;
- Completion of the ESDP

Dr. Akwilapo expressed his confidence on the expected outputs of the 2017 JESR working session due to the presence of a range of stakeholders from Tanzania and beyond. He explained that the challenges experienced within the education sector can only be successfully addressed when education stakeholder continue to join hands and work together. In his concluding remarks, he thanked the Education Development Partners (EdDPs) and United Nations Agencies such UNESCO, UNICEF for their continued support and Civil Service Organizations (CSOs) for complementing government efforts through service provision and advocacy.

2.1 Statement from Deputy Permanent Secretary for Education, PO-RALG

Mr. Tickson Nzunda joined Permanent Secretary (MoEST) to thank the participants for their attendance in great numbers in the 2017 JESR. He expressed his appreciation for the continued technical and financial support extended in the education sector. Further he urged participants to critically assess the 2016/17 performance, including how well the support provided echoes the priorities set by the government. Emphasizing this, he said that provision of quality education needs concerted efforts from all stakeholders, and in many fronts teachers should be at the center of success for quality education provision, hence their capacity should be a priority.

Emphasizing on the working arrangements for the government, Mr. Nzunda said that PO-RALG and MoEST share one strategic vision and are accountable for the results obtained in the sector. Some notable success highlighted included improved 3Rs skills, in-service teachers training, and distribution of textbooks to schools. Further the challenges that have been brought about by the fee free education including shortage of school infrastructure are well recognised by the government and calls for concerted actions from among stakeholders to address them.

He concluded that, the government is committed to leave no child behind in Education and urged participants to actively participate in discussion during the meeting and draw feasible and realistic recommendations to that end.

2.2 Statement from EdDPG Chairperson

Ms. Susan Steffen, Head of Cooperation for the Canadian High Commission, started by acknowledging the fact that 2017 JESR is a bit different and exciting when compared to previous years. She explained that real efforts to have a more coordinated and truly joint review, combining the annual reviews of all national and DP-funded initiatives into one single review, in order to ensure that all stakeholders would have the opportunity to observe the various approaches that are used to achieve the same goals is a remarkable change.

Ms. Steffen put forth that during the joint education review field visit many encouraging things were revealed and observed as showcases to the success realized in the sector including: parents and communities collaborations in build school infrastructures such as dormitories in order to reduce the long distances student walk to and from school; hard-working, dedicated teachers, who work double shifts and devote countless hours to marking learning materials and in developing teaching and learning aids to help their pupils gain the essential and fundamental skills of reading, writing and arithmetic in the early grades among others. She lamented on the education sector challenges and call for joint efforts to address overcrowded classrooms, dilapidated

infrastructure, shortages of teachers, books, desks and unavailability of water those inhibiting progress in achieving SDG 4 goals.

She emphasized that, 2017 is a determining year in Education, she congratulate the government for the full implementation of fee free education and approval of ESDP. She further noted, Development Partners (DPs) commits to support the government to have a robust ESDP as she understands, ESDP will form a basis for discussions during a four-day session and the pillar for sector development in the coming five years. In her statement the following were also commended and emphasized:

- Commended for an increased engagement of the PO-RALG in the sector dialogue from where meetings have been organized and well attended with the significant and fruitful discussions
- Awaits for the finalization of the inclusive education strategy
- Recommended the achievement which has been done in relation to support access of education to children with disability
- Encouraged the government to find solution to schools drop out children's including those who have dropped out due to pregnancy

Ms. Steffen concluded her remarks with a quotation from a renowned and fearless education advocate, especially for girls' education, Malala Yousafzai, who said: *"Let us pick up our books and our pens ... They are our most powerful weapons. One child, one teacher, one book and one pen can change the world."*

Statement from TEN-MET Chairperson

Mr. John Kalaghe, Chairperson of the education CSO network (TEN-MET), began by thanking the government for inviting CSOs in the 2017 JESR. He said that being in the sector review shows the level of the collaboration achieved between and amongst different education actors. He went further to congratulate the government for developing and approving ESDP which is aligned with the SDG 4 with an intention of leaving no one behind in education. Further he commended the government in improving school's infrastructures and direct dismemberment of capitation grants direct to schools.

Despite the progress realized in the recent past, Mr. Kalage pointed out the following 6 areas which need more consideration during the four day session.

Quality of education is affected by multifaceted issues notably high teacher pupil ratio and overcrowded classrooms;

- Investment in school infrastructure and teachers' allocation are essentials for addressing the PTR and overcrowded classroom challenge;

- Consideration for review of the capitation grants in the school, an increase of the amount disbursed to schools is necessary as the current figure is based on more than 5 years estimation.
- Gender parity, girls do not attend classes at least 5 days a month due to lack of sanitary pads and water in the schools for instance, need to be discussed and actions agreed upon by stakeholders;
- There is ever increasing need for a clear education philosophy for the country;
- Establishing and operationalizing Teacher’s Professional Board remains a necessity.

3 ESDP Overview and Operational Matrix

Presenter: Mr. Makuru Petro, Asst. Director – M&E at the MoEST

ESDP is the product of various input contributions from government, DPs, CSOs and other stakeholders. Development of the plan started by formulating the National Team comprised of 26 members who jointly worked with International Institute of Education Planning (IIEP) in the form of capacity building. In this process, Embassy of Sweden was a grant agent, while DfID was a coordinating agent and UNESCO was a facilitating agent.

Upon completion of draft document, three regional workshops were held in Mwanza, Mbeya and Arusha where various stakeholders participated including; the Regional Education Officers, District Education Officers and Academic Officers, District Statistical and Logistical Officers, School Board Members, CSOs and Students. Furthermore, one national consultation meeting was conducted to review the ESDP Priority Programs and to identify gaps, where necessary.

ESDP has six priority programmes areas which include:

- i. Access, Participation and Equity in Basic and Secondary Education.
- ii. Quality of Basic and Secondary Education
- iii. Adult and Non-Formal Education
- iv. Technical Education and Vocational Training and Folk Education
- v. Access, Participation, Quality and Relevance of Higher Education
- vi. System Structure, Governance and Management

In the half of the FY2017/18, the following will be done in an attempt of finalizing the ESDP:

- i. Finalization of Operational Matrix to ensure all DP programmes are aligned with ESDP and its Operational Plan,
- ii. Finalization of Operational Plan,
- iii. Jointly incorporation of the GPE comments to ESDP, and
- iv. Submission of the ESDP document for external appraising following GPE guidelines.

Issues raised and responses on ESDP presentation

Key issues raised (Table 1) included finalization of the ESDP (including external appraising), roll-out of the plan to the regions and LGAs and cost-efficiency in infrastructure development.

Table 1: Summary of issues and responses on ESDP

Issues/ Concerns raised	Response provided
<ul style="list-style-type: none"> • Operational matrix and M&E framework of the ESDP need to be finalized and circulated. • Does involvement of the communities alongside realistic plans help to bring the cost of construction lower? • To what extent/ level private providers of the education were involved in the development of the ESDP document? • How will PO-RALG roll out ESDP (will there be dissemination of ESDP for implementation, how will it be done in a coordinated manner to ensure that it is reflected in the MTEF?). • Disaster risk reduction in education not clearly mentioned in the ESDP. 	<ul style="list-style-type: none"> • Development of the Operation matrix is in the final stages. To be completed before December 2017. • Based on the experience from EP4R, cost of building classrooms has been brought to around 20m. This has been made possible with the active participation of the communities. • Private sector was involved both during the consultation process and documentation (including students from primary schools). • Indicators for ESDP takes into account issues on SDG4. During the review to incorporate comments from GPE Secretariat, issues like risk reduction and alternative pathways shall be taken care of. • Everything within ESDP is institutionalized within the government systems and structures. Issues highlighted in the ESDP are reflected in the MTEF, however clear linkages could be only feasible in the FY2017/18 as the budgeting

Issues/ Concerns raised	Response provided
	<p>priorities from when the document is endorsed budget preparations are concluded.</p> <ul style="list-style-type: none"> • Government is working with representatives of the umbrella networks (TEN-MET, TAPEYA, and TAMONGOSCO) and they all participated. The issue then could be how these umbrella networks represent their members' views and give them feedback?

Reaffirming the commitments, Government position on the ESDP has been as follows:

- i. ESDP was endorsed in towards the end of FY2016/17 when plans and budgets for FY2017/18 have been completed. Incorporation of ESDP components for LGAs will be reflected in the FY2018/19 budgetary plans.
- ii. Upon finalization of the ESDP (incorporation of comments from external appraisal), including the operational matrix and M&E frameworks, dissemination to regions and LGAs will be undertaken.
- iii. Community based construction (force-account) has proven to be cost efficient and effective hence offers an opportunity for addressing infrastructure challenges – e.g. by using force account, the cost of constructing one classroom has dropped from Tsh. 59m to less than Tsh.20m. The lessons are critical especially when considering infrastructure development for enhanced teaching and learning environment as indicated in the ESDP.

4 Visualizing the Gap on Support in the Education Sector

This session aimed at providing an insight of the various efforts provided by education stakeholders in complementing Government's efforts in ensuring equity, access and learning. In the map of Tanzania (

Figure 1), education stakeholders placed a 'sticker' indicating the geographical location supported (with the label indicating sub-sector supported). It was noted that, most of the education programs and projects are focusing on the following areas:

- i. Literacy and numeracy for pupils of primary up to Std II,
- ii. Improvement of FDCs,

- iii. Community engagement,
- iv. Advocacy on education policies and issues,
- v. Improvement of Curriculum in Teacher Training Colleges,
- vi. School-based sanitation and hygiene,
- vii. Provision of scholarship to girls in secondary schools,
- viii. Construction of girls hostels,
- ix. School feeding programs, and
- x. Education in crisis settings (for refugees).

Figure 1 shows that there is a lot of support being provided by development partners to the education sector and that this support aligns well with the priorities set out in the ESDP. We also note that some regions are receiving support from multiple partners while other areas have limited support. For instance regions like Kagera and Geita, few partners are working there while Iringa, Mbeya, Morogoro and Arusha had multiple partners. The exercise reveals that there are opportunities for DPs to coordinate and to work together to complement each other's initiatives. It is worthwhile noting that there are several national programs, which are implemented in every region, for example GPE LANES and EP4R (with the stickers placed on the ocean).

Figure 1: Map of Tanzania showing supported education interventions



Source: 2017 JESR Working Session

To address the realized challenges, the following interventions were recommended:

- i. All education partners to submit a 'program pager' that details who they are, what they do, whom they are targeting, partners, activities implemented, level of funding and timeframe. The papers to be submitted to the Permanent Secretary (MoEST) by 30th November, 2017.

- ii. In addition to the DP mapping that has already been done in the ESDP, there is a need for mapping all education programs and projects being implemented in the country, including those being implemented by CSOs, in order to have a clear stock of all programs and projects for enhanced accountability,

It is necessary that whereas some projects are implemented at low scale (e.g. several wards in one LGA), national coordination by both MoEST and PO-RALG is essential and could be done through an MoU prior to the commencement of implementation at the LGAs, and

- iii. Ensuring that all programs and projects align with the government's D by D policy to help strengthen system and structures.

5 Review of Performance for 2016/2017 year against ESDP KPIs

Presenter: Dr. Edicome Shirima (Acting Commissioner for Education, MoEST) and Mr. Abdul Maulid (Acting Director for Education and Administration, PO-RALG)

There has been a steady increase of pupils/students' enrolment in the pre-primary, primary and secondary education in the past three years. Specifically, for pre-primary and primary education, the enrolment increase in 2016 and 2017 is a result of the implementation of Fee Free Basic Education introduced in December, 2015. There was no noted significant enrolment difference between boys and girls between the years 2016 and 2017. In addition, secondary NER has increased and it is associated to the increased PSLE performance over the past years while Advanced Secondary Education NER also increased due to increased CSEE pass rate as well as increased number of Advanced level secondary schools.

On the other hand, pupil-teacher ratio became an area of concern as neither employment nor deployment was done in FY2016/17 while enrolment increased for pre- and primary schools. Furthermore, CPR remained high (1 classroom to 73 pupils) for two consecutive years of 2016 and 2017 while pit latrine ratio has improved from 1:53 to 1: 51 in 2016 and 2017 respectively.

The performance of ANFE shows that there has been an increase on the number of learners in the extension activities (2016) and income generation (2017). Further, in 2017 IPPE learners level I was higher than level II, while in general there is a slightly decrease of the number of IPPE learners by 0.3% from 14,609 (2016) to 14,652 (2017).

Concerns with regards to the need for strengthening quality of education have been registered. Quality of education is pegged upon methodology for teaching and learning, teacher skills, interaction with teaching and learning materials, availability of supportive environment including classrooms, toilets and other

services. Addressing the concerns, the following achievements have been realized:

- i. School Quality Assurance Framework (SQAF) has been redesigned, and Whole School Inspection tools improved. These documents are still in draft stage and the process of reviewing are underway with an expectation that the approval shall be done by December, 2017.
- ii. Increasing use of data at the regional and LGAs levels, ESMIS data office shall be established and equipped with basic ICT infrastructure (computers, printer and furniture) and will be extending the Local Area Network (LAN) from Finance Department.
- iii. Strengthening community engagement through issuing of Circular No. 4 of 2016 on the formulation of SMC which was subsequently followed by the orientation of 11,647 SMC.
- iv. Construction of classrooms, laboratories, dormitories and toilets at 85 secondary schools through EP4R funds increased enrolment level of A - level students from 60,000 in 2016 to 70000 in 2017.
- v. The pupil-textbook ratio indicator has significantly improved from 1:5 in 2010 to 1:1 in 2016 in science subjects (Physics, Chemistry, Basic Mathematics and Biology)
- vi. Over the last 12 years the majority of the education budget is allocated at the primary level. However in FY2016/17, 58.2% of the education budget was allocated to Primary, whilst secondary education received 16.8%, and technical and higher education received 24.1%.

Issues raised and response on the review of the performance in FY 2016/17

During the discussion most of the issues raised focused on PTR, survival rates, insufficient science teachers and school meals as summarized in the Table 2 below.

Table 2: Summary of issues and responses on performance for FY2016/17

Issues/ Concerns raised	Response provided
<ul style="list-style-type: none"> • Lack of statistics on the performance on children with disability and the quality of support provided to children • Visibility or renewal of ANFE's- "Yes I Can Program" 	<ul style="list-style-type: none"> • This was noted and taken as a challenge. To be taken into consideration for future presentations. • ANFE's Yes I can -program is going on and the government is looking on how to better improve it.

Issues/ Concerns raised	Response provided
<ul style="list-style-type: none"> • Establishment of Teachers Education Quality Professional Board. • A strategy for reducing shortage of science teachers • Unclear issues among communities in the rural areas on the implementation of the Fee-free basic education policy and a need of statement from the high level officials to elaborate what fee-free education contains and what it does not contain, what kind of contributions are allowed and what is not allowed. • Government’s plan on school feeding and access to clean water • Parents’ engagement or sensitization on the importance of schooling for their children. (e.g. in some areas parents discourage girls no to perform well in their last national exams) • Government’s plan to remove books with content and typing errors in schools • Review of the Capitation grant formula 	<ul style="list-style-type: none"> • Until end of June, 2017, about 3,081 science teachers have been employed and deployed; more science teachers will be employed and deployed to schools by June, 2018. Other strategies includes but not limited to: <ul style="list-style-type: none"> ○ Encouraging registration of more science biased A-level schools than to Social science biased A-level secondary schools. ○ To employ about 6000 students who are currently in Teacher colleges to teach in secondary schools in this FY 2017/18 ○ Encouraging students to join science subjects, ○ To distribute laboratory equipment that were procured under EP4R’s funding • Government understands the importance of School meals on improving education performance and retention among school children. Members of the community need to continue being mobilized on the provision of the school meals. Learning from the communities where this is a common practice or has been successful need to be done and share the experience with other communities. • On Fee free Basic education – the government focus at improving participation and enrollment of pupils I schools. To clarify on issues that brought confusion in the implementation of the policy, the

Issues/ Concerns raised	Response provided
	<p>Government issued circular number 6 of 2016 that categorically explained roles and responsibilities of each stakeholder in the implementation of the program. The government therefore agreed to:</p> <ul style="list-style-type: none"> ○ Develop Education Communication Strategy to help addressing issues around education including implementation of fee-free education issues ○ Review the formula for capitation grant

6 Basic Education Issues and Priorities in the ESDP

Presenter: Dr. Edicome Shirima, Acting Commissioner for Education at the MoEST

Basic and Secondary Education comprises of Pre-Primary, Primary, Secondary Education and Adult and Non Formal Education. Priorities related to increased enrolment from pre-primary to secondary school level, improved performance of reading, writing and mathematics in early grade pupils, improved pass rates for both PSLE and CSEE have been well incorporated in the ESDP.

Key issues experienced in the basic education include among others:

- i. Increased secondary education completion rates from 23% to 37% in the year 2013 and 2016 respectively.
- ii. Revised curriculum, teacher's guides and textbooks focusing on preparing the learner with reading, writing and basic mathematic skills
- iii. Inadequate infrastructures and teachers to accommodate the increased enrolment, decreased enrollment in COBET and ICBAE as well as Integrated Post Primary Education (IPPE).
- iv. Gender parity has improved in favour of girls, particularly in O-Level enrolment and completion, as well as A-Level
- v. Uncoordinated interventions in curriculum development with different education partner such as TIE, NACTE, NECTA and partner-supported

programmes (EQUIP-T, LANES, Tusome Pamoja, UNICEF, etc.) was identified in the ESDP as among the challenges in the sector.

Issues raised and response on Basic Education

Building from the FY2016/17 basic education performance, issues raised (Table 3) focused on the increasing drop-out rate, presence of science teachers and the utilization of para-professionals

Table 3: Issues and response on basic education issues and priorities in the ESDP

Issues/ Concerns raised	Response provided and Government position
<ul style="list-style-type: none"> • High dropout especially for girls and inclusion of girls in the priority areas. • Inadequacy of science teachers for secondary schools and teachers for pre primary. • Government position on para-professional? 	<ul style="list-style-type: none"> • The Ministry is taking inventory of education interventions on who is implementing what and where while the priority areas of intervention is focused on infrastructure in order to address problem of dropout and retention for girls. • It was encouraged that more support from partners be directed to the infrastructure which is part of the government priorities. • A total of 3081 science and maths teachers have been employed in 2017 and more teachers will be deployed by May, 2018. • The Government does not work with paraprofessional teachers except only in areas where there are need they work under the supervision of the professional teachers.

7 JESR Field Visits 2017: Report and Stories

Presenter: Gerald Mweli, Asst. Director Basic Education Programs and Projects at the MoEST (Chairperson of the JESR Secretariat)

The main objective of the visit was to monitor and evaluate the quality of education being delivered across the country and identify key issues in education and training policy implementation that can be addressed in the coming year.

Document review, observation and Focus Group Discussion were the main **methods** used to gather information during the JESR field visit at 59 **sampled** institutions which comprised satellite centres, primary schools, secondary schools, Focal Development Colleges and Vocational Education and Trainings. The visit was carried out in 13 councils (LGAs) of Morogoro, Mtwara, Lindi, Mbeya, Iringa, Kigoma and Kagera regions.

Field visit revealed that Qualified Pupil Teacher Ratio (QPTR) in most of the visited LGAs has decreased nearly to 7% while QPTR in Bukoba Municipal Council was maintained at 0.23%. Textbooks for Standard 1 to 3 were available and in use while talking classroom in the regions supported by UNICEF encouraged teaching and learning especially for lower grades including pre-primary.

Furthermore, in-service training on 3Rs skills has been done in almost all schools, satellite schools were found to be a viable model to expand access to pre-primary and early primary in remote areas and that VETs have proved to produce graduates who have captured some opportunities in the labor market. Further, availability of Brick Banks (bricks reserves) in most villages has reduced construction costs for school infrastructure.

Challenges related to shortage of teachers, including those who have special skills to teach and support students with special needs in inclusive education; shortage of infrastructure such as classroom, science laboratories, and toilet holes and teachers houses are experienced. In addition it was observed that FDCs did not offer programs that aligns with the needs of the community. In addition, the field visit found poor-quality learning environment in refugee camps which affected attendance, performance and completion.

Sharing the field experiences from each team, the following was evident:

- i. *Lindi/ Mtwara*: In Lindi, Parent Teachers Associations (PTAs) were functional in every primary school which promoted community participation to address challenges that require parents' participation. Moreover, school boards were active as it was observed at Ngongo Secondary School where by parents contributed Tshs. 1000 each for connecting school to the main water supply.

Provision of school meal, on the other hand, was not a common practice in many schools. As part of community sensitization, the team was informed that Regional Commissioner for Mtwara launched an initiative for providing a bag of maize for each primary school which, in some

areas, necessitated parents to contribute for cooking utensils and ensure that there is a dedicated cook.

- ii. *Mbeya/Iringa*: The team met with a girl who passed her PLSE in 2016 but had not joined Secondary education due to lack of school fees and necessary scholastic materials. However, the team organized contribution to support the girl and it was reported that she has started attending form 1 toward the end of August 2017. Other experiences observed were students/ pupils travelled long distance to access school and VET workshop had outdated equipment which needed replacement.
- iii. *Kagera*: it was reported that community participation is visible; however there exist some misconception on fee-free education - thinking that it is free from everything.
- iv. *Morogoro*: the team observed that in some schools 3Rs trained teachers were not present due to retirements, transfers, or being removed from public service due (not having proper certificates); thus there arise a need to assess and understand the situation and find ways to replace their numbers. Furthermore, the trained teachers on 3Rs were not orienting the non-trained teacher at school level (knowledge transfer was not well articulated nor practiced). It was worthwhile noted that TRC were present in good condition hence could be utilized especially in the facilitation of professional teacher's development. However, currently these centers are underutilized.

Issues raised and response on the JESR field report

'Fee free education' seemed not to be clear to the communities despite the issued circular number 5 of 2015 and thus needed a high level statement. It was explained that the government will continue to implement communication strategy to raise awareness to the society on 'Fee free education' whereby support from the CSOs is encouraged.

The participant raised the issue of textbooks which observed to have some errors were still in use at schools, what is the plan? The presenter responded that team was formed to critically look at the books and it was observed that there were some factual and grammatical errors. Based on the findings, the textbooks have been revised and the government has decided to reallocate the talking classroom funds to (re)print the primary textbooks.

In addition it was urged whether the Capitation Grant (CG) include pre-primary education. It was explained that pre-primary classes were part of primary school and so incorporated into the calculations of CGs. The presenter elaborated more that the formula for CG is under revision to take into account constant variable beyond number of students/ pupils.

Plans to address negative attitude for the FDC & VET as perceived to target academic under achievers and improve FDCs. The government has planned the strategy to make review of FDCs curriculum and capacity in order to absorb the requirement of the society and to make sure that VET are well equipped and function to cater needs for all.

8 Major Programs and Projects Working in Basic Education

There were 5 presentations of which 2 were government led programs and 3 are projects that are directly implemented by education partners with direct support from UKAid, USAID and UNICEF.

8.1 Education Programme for Results (EP4R)

Presenter: Mr. Gerald Mweli (MoEST) and Ms. Newaho Mkisi (PO-RALG)

Implementation of the EP4R follows a new financing approach from where a set of indicators (DLIs) were agreed between government and donor and the attainment of these indicators within an agreed time leads to release of funds. It is worthwhile noting that funds are only released when verification of the performance is done. The performance for 2016/17 are measured against the following disbursement linked results:

- i. Resources disbursed on time and in full against priority budget lines
- ii. Complete data from 100% of schools uploaded to Open Data Portal (by 31 July) and included in draft ESPR (by 31 August)
- iii. Teachers allocated equitably among LGAs and among schools (PTR between 35 and 50)
- iv. 400 schools receive Schools Incentive Grants for their exam results
- v. LGAs improve the student retention rates in both primary and secondary

Operationally, in the FY2016/17 the following performance was realized:

- i. There is an increase in quarterly funds release from 63% in 2014/15 to 79% in FY2016/17.
- ii. Capitation grants has been released monthly and on time (in full amount budgeted)
- iii. Aggregated PTR is between 35-50 and annual improvements has been realized in each LGAs
- iv. Complete and accurate data has been uploaded to Open Data Portal
- v. Fund utilization has been effective across. It was reported that 361 schools in 129 LGAs have had new infrastructure built or old structures

renovated; procurement of textbooks for secondary schools; payment of non-salary claims to teachers; and 54 vehicles purchased for SQA Offices.

Issues raised and responses on EP4R presentation

EP4R has considerably increased accountability and transparency at all levels in an attempt of improving quality of education in the country. Issues raised focused on equity especially when considering accountability (Table 4).

Table 4: Summary of issues and responses on EP4R

Issues/ Concerns raised	Response provided
<ul style="list-style-type: none"> • PO-RALG has managed to upload data on the Open Data Portal which grants access of data to various stakeholders. This is highly commended. • A study should be conducted to understand the utilization of Capitation Grants disbursed. This should be done as part of the process for reviewing the formula. • On the sustainability - having parallel structure at national, regional and district • How does EP4R promoting accountability at LGA? • To echo government's effort, DPs should upload their data as well in the Open Data Portal • The approach of sending money directly to school accounts and allow LGA management to supervise is highly commended • How does EP4R promote accountability (20m used to build a modern classroom) • Use of DLIs as a base for disbursement encourages 	<ul style="list-style-type: none"> • Currently the amount for Capitation Grant is determined using the number of students. Some cost like chalks, security etc are fixed which does not change regardless of the number of pupils. Discussions are on-going to ensure that the formula capture fixed cost. • On the sustainability - If we are doing expenditure outside the government structures then its sustainability is questioned. <p><i>Government position</i></p> <ul style="list-style-type: none"> • Infrastructure development (hardware) is part of quality improvement - it is necessary to have a systematic approach where both hardware and software are taken into consideration • There is a need to reconsider the way most of the programs are implemented. An embedded modality for implementation (where government takes a lead) is preferred and should be advocated

Issues/ Concerns raised	Response provided
performance to be improved by the LGAs	

8.2 Literacy and Numeracy Education Support Program (LANES)

Presenter: Ms. Hilda Mkandawire, LANES National Program Coordinator at the MoEST

LANES programme is a national program which aims at improving the acquisition of 3Rs skills among children in and out of school. The program is built under the following principles:

- i. Build on and improve upon existing Literacy and Numeracy initiatives, curricula and other interventions.
- ii. Enhancement of pre-primary and lower primary school teachers' capacity and motivation for greater impact and sustainability.
- iii. Devise ways of cascading the programme implementation to lower levels (Regions, LGA, Ward, and School).
- iv. Firm commitment of wards and schools.

Overall, implementation of activities has steadily increased as compared to previous years and main activities, including printing and distribution of textbooks for Std I, II and III, training of teachers from pre-primary to Std IV, orientation of School Management Committees (SMCs), and provision of monitoring funds to regional secretariat and LGAs completed. During the period, the following were the key lessons:

- Revised curriculum provides teaching and learning methodology that is simplified and it gives a good start for children to learn.
- Improved teaching methods, active participation of pupils in learning and improved use of teaching tools were mostly observed across LGAs
- Teachers are concerned about wear and tear of books and unsure as to when replacement books might be provided, thus holding back some of the textbooks so that they would be available for replacing worn textbooks at a later date
- Inclusive teaching and learning methodology should be integrated during the training of all teachers in TTCs so that all teachers have a basic understanding on how to handle pupils with special needs

- Despite the WECs and Head Teachers being trained on management of 3Rs, including asset management, textbook record in the store register was observed to be uneven. In some schools, books were not numbered and records of movements not systematically recorded
- Allocation of funds for monitoring with consideration for costs of travel to sites, stationery and secretarial services has greatly improved the coverage and level of sharing of reports within LGAs
- Orientation of the SMC have revitalised their zeal to support school development and are keeping minutes and show a level of awareness about school resources and decision making including evidence of own effort towards fundraising for the school and setting agenda for the school development.
- Implementation arrangements of the LANES programme positions the likelihood of sustaining the literacy and numeracy outcomes beyond the duration of the programme
- Teaching sounds/phonics is new to many teachers. An audio tool to accompany the book will help as some teacher struggle with vocals.

Issues raised and responses on LANES

Strengthening Education Sector Management, LANES support finalization of ESDP M&E Framework, development of the SQAF. Concern raised focused on the status of the mentioned documents (Table 5).

Table 5: Summary of issues and responses on the LANES

Issues/ Concerns raised	Response provided and Government position
<ul style="list-style-type: none"> • What is the status in the development of the following: <ul style="list-style-type: none"> ○ Quality Assurance Framework (QAF) ○ ESDP M&E Framework • How is adult illiteracy addressed in the LANES program? 	<ul style="list-style-type: none"> • The M&E framework development is underway. The framework is yet to be shared to the M&E TWG and DPs, before it is presented to the ESDC for approval • QAF document has not been shared to DPs as the development is still ongoing. The normal procedure for sharing shall be adhered including presenting to the respective TWG, DPs, and ESDC for approval.

Issues/ Concerns raised	Response provided and Government position
	<ul style="list-style-type: none"> • ANFE - research is being done (action research) which will inform the strategy on how to address enhancement of home learning in a case where parent is illiterate.

8.3 USAID Tusome Pamoja Project

Presenter: Mr. Carlton Aslett, Tusome Pamoja CoP at RTI

The project is being implemented in 4 regions including Iringa, Ruvuma, Morogoro and Mtwara, and Zanzibar. Whereas the project focus at reaching pupils in pre-primary, Std 1-IV, only in Zanzibar and Mtwara all grades are reached. Unfortunately the project does not cover pre-primary, Std III & IV in Iringa, Morogoro and Ruvuma. The project focus is on:

- i. Quality of early grade basic skills instruction,
- ii. Strengthening of the skills delivery and assessment systems at Central, Regional and Local Government, and
- iii. Increased effective engagement in education of parents and community.

The project is similar to LANES and are working with TIE & EQUIP-T on development of national SB-CPD, have developed decodable readers (3 books per child per school); training to teachers (with a training modality of 3 days per session, 3 times a year), cross school learning and working with TTCs (system capacities). To-date, the following are the lessons:

- Sustainability - advocate for the following beyond target regions
- Critical to determine budget for provision of books across the pre-primary and primary standards - currently many standards reporting inadequate resources, particular in higher standards
- Stronger accountability mechanisms between National level, Regional Secretariats, Local Government Authorities and Ward Education Coordinators

During the implementation period, the following challenges are considered to impact the implementation:

- i. Material/Implementation approval process - there is a need for aligned MOEST and PORALG processes for approval of materials and decentralized implementation in support of program implementation

- ii. WEC accessibility to schools – with no vehicles or travel allowance for school visits, there is a major obstacle to school visits. Procurement of motorbikes and travel allowance budgeted through GPE-LANES is urgent
- iii. Decentralized system (RS + LGA) monitoring budgets – budgetary cuts have resulted in limited monitoring funds. This places huge pressure/tension on program decentralized relations/budgets
- iv. Telecommunication companies mobile money operational inconsistencies – resulting in delays to 4% of payments.
- v. The system needs to recognize and upskill WEO as professional support to teachers and heads of school as part of a continuous professional development system

Issues raised and responses on Tusome Pamoja project

Table 6: Summary of issues and responses on Tusome Pamoja

Issues/ Concerns raised	Response provided and Government position
<ul style="list-style-type: none"> • REO/ DEO appreciate the efforts made by Tusome in capacity of teachers, PTP has been enhanced. • Sustainability – limited participation from the government in planning and budgeting; transparency and accountability (what is your budget, and investment done to LGAs and operations); • Coordination challenges – an MoU that clearly establishes responsibility of each partner is necessary • Monitoring – how do you support LGA to do monitoring in the 3Rs implementation • Efficiency – is there duplication of efforts in similar areas (projects looks alike hence how 	<ul style="list-style-type: none"> • Sustainability/transparency/ accountability – it is more an issue with PO-RALG at the national level because Tusome Pamoja has intensively been working with the Regional Secretariats and LGAs, hence no parallel implementation modalities at this level. • In fostering transparency especially in planning, budgeting, it was discussed that Tusome Pamoja should actively engage government (PO-RALG and MoEST) during planning and budgeting and that Tusome should be ready to disclose both activity and operating budget to the government. • There is a need for further consultation between PO-RALG and USAID with regard to national level coordination (a need for MoU) as

Issues/ Concerns raised	Response provided and Government position
<p>do you beyond the programmes)</p> <ul style="list-style-type: none"> • Assessment - there is a need to harmonize QAF and DPLA • The extent of the involvement of district councils • The role of SQA - most cases we want our program to be ahead, how are the SQA engaged to provide support needed • Is the cascade model inappropriate? <p>Issues raised by PO-RALG: emphasis of the programs is on the quality of education. However, the government is advocating for a shift to hardware of education (the demand in 2012 was quality of education and programs was designed using this)</p>	<p>RTI has contractual obligation with the latter with clear deliverables. Hence anything with regards to how the project should be coordinated will be better if it is handled between the governments, i.e. GOT and USG through USAID</p> <ul style="list-style-type: none"> • Monitoring - we understand that monitoring funds for basic education has been provided to all regional secretariat in the FY2016/17 and the LGAs where Tusome is implementing. • Efficiency - Tusome Pamoja complements government effort and has been working towards fill the gap that has been realized following teachers training conducted by government through GPE-LANES support. • There is a need to build capacity of the LGA education office as they stand a better chance for effective support to schools • Cascade is working to ensure service delivery • 3Rs component in Iringa is handed by Tusome and not UNICEF

8.4 EQUIP-Tanzania

Presenters: Dr. Johan Bentinck, EQUIP-T National Coordinator and Mr. Vincent Katabalo, Education Technical Advisor

EQUIP-T is a six-year project with a value of 80m GBP which was initially implemented in 7 regions (with possibility of expanding to 2 regions) with a total of 63 LGAs, 5,183 primary schools, 49,000 teachers, 2.3 million pupils, 2,792 school readiness centers, 160,000 school readiness children and about 100 staff across 10 offices. Furthermore, the project has 5 components which include

teacher professional development, leadership and management, district management, community participation, and monitoring, evaluation and learning.

The emerging outcomes that based on the mid-line evaluation has been a 43% increase in reading fluency, 95% of Std I & II teachers attend in-service training (an increase from 12%), increase of parents' participation in improving school performance and 32% increase in schools with operational School Development Plan. He added that, gender for instance has been integrated in the project started in the class literacy clubs, PTP and school development plans. Moreover, in an attempt to improve the implementation, the following action recommendations relating to EQUIT-T project were put forth:

- Support autonomy and accountability of schools and LGAs in financial management
- Strengthening CPD for teachers through communities of learning
- Establishing model for cost-effective community-led school construction
- Dedicated effort to improve transition of pupils from primary to secondary, especially for girls
- Enhance LGA cost sharing in programme implementation, e.g. WEO capacity building and WEO grants, CPD, M&E, etc.
- Support autonomy and accountability of schools and LGAs in financial management
- Strengthening CPD for teachers through communities of learning
- Government School Readiness/pre-primary policy development and action plan
- Establishing model for cost-effective community-led school construction
- Institutionalize Parent Teacher Partnerships to improve pupils learning outcomes and reduce drop-out
- Dedicated effort to improve transition of pupils from primary to secondary, especially for girls

In addition to that, 3 testimonials were given by a Primary school Head Teacher, Ward Education Coordinator and a LGA quality Assurer in order to strengthening the understanding of the emerging outcomes as summarizes:

- i. *Head teacher Mwalimu Joel Justine* emphasized that, INSET program has helped in improving teaching and learning abilities. PTP for instance, has provided a forum where teachers and parent plan, discuss and implement together issues related to truancy which has helped to reduce drop-out.

- ii. *Ward Education Coordinator from Msalato ward* emphasized on provision of motorbike and work grants increased frequency for supporting schools, school leadership and management skills has been enhanced to better manage schools (for instance how to talk to teacher and students and how to troubleshoot teaching and learning issues at the school level) which increased literacy and competency level up to currently at 99%. In 2015 Msalato Primary School for example, performed poorly (only 25% passed), however was conducted discussion with parents and common strategy was designed and incorporated in the school development strategy which led to an increase in pass rate to 61% in 2016. Overall the pass rate for all school in the ward has increased from 58%-75% in 2016 to 2017 respectively.
- iii. *LGA Quality School Assurer* pointed out that, the project improved teaching and learning practices at the classroom level especially by using teaching aids and provided kits for peer learning which are instrumental where by teacher are in the position to prepare teaching and learning materials while focusing on the gender-sensitive teaching pedagogy. Additionally, commences and conducted of SB-CPD and INSET at cluster (ward) level helps strengthening teachers' capacity.

Issues raised and responses on EQUIP-T project

Table 7: Summary of issues and responses for EQUIP-T

Issues/ Concerns raised	Response provided and Government position
<ul style="list-style-type: none"> • There are 100 staff working on the project, who are they? • There is a difference in skills between trained and non-trained teachers (how do you manage to supervise training teacher to train their fellow teacher) • How do Head Teacher manage the trained teachers to offer high quality training to the other teachers • Community teaching assistants - who are they, are they related to para-professionals • Is there any proposal for any desk studies for developing a 	<ul style="list-style-type: none"> • We have regional team leaders, teachers technical advisors, each component has staff, operation staff • Community Teachers Assistants (CTAs) are same as para professional who support children in the readiness centers. CTAs are selected from within the communities by the communities themselves and are trained to become facilitators of the readiness centres. Community identifies children who have missed opportunity to join pre-primary to join the center for a 12-16 weeks program. • It is useful for the government to organize a forum from where research being undertaken could be

Issues/ Concerns raised	Response provided and Government position
<p>national 3Rs program -lessons on the implementation methodology</p> <ul style="list-style-type: none"> • Use of technology for data collection - how are these system synchronized at the National (Ministry) level? • We have seen the efforts - are we considering teachers' motivation? 	<p>discussed and be incorporated as evidence for strengthening sector performance</p> <ul style="list-style-type: none"> • Within the ESMIS we have some windows such as BEMIS, HEMIS and FOLKMIS. All this resulted into BEST. Whereas BEMIS data are handled by PO-RALG, HEMIS and FOLKMIS are handled by MoEST. Further we have SIS for collecting routine data which is within the PO-RALG systems and PReM which is specifically for registering pupils and tracking their performance from Std I through VII and is handled by NECTA.

8.5 UNICEF

Presenter: Ms. Cecilia Baldeh, UNICEF

UNICEF is working with the government through the Regional Secretariat and LGAs to implement a project that is jointly done by 3 UN agencies including UNICEF, ILO and UNESCO with a budget of up to 50m US\$ focusing in 3 regions of Mbeya, Njombe and Songwe. UN also, provided technical support in the finalization of the ESDP and in aligning with SDG4 strategies. The achievement for UNDAF II year 1 was including:

- i. Out of School children's study approved and used to develop strategies to address crucial gaps in knowledge on excluded & vulnerable groups in ESDP.
- ii. Measuring Early Learning Quality and Outcomes (MELQO) study of pre-primary quality and learning outcomes conducted.
- iii. A Gender review has been conducted and will guide gender mainstreaming.
- iv. Mapping of Parenting education initiatives of stakeholders

Moreover, other achievements obtained through UNICEF programs included:

- i. 244,062 children are now learning in 3,166 stimulating classroom environments (Standards 1 and 2) in Mbeya, Njombe and Songwe regions.
- ii. 240,000 copies of supplementary story books were reviewed, approved (certified), printed, and distributed to schools in 3 regions.
- iii. A draft strategy to respond to the findings of the Out of School study has been developed and costed to leave no child behind.
- iv. School-based Continuous Professional development (SB-CPD) learning package for pre-primary and early primary teachers developed in line with the revised curriculum and the National SB-CPD Framework
- v. Monduli and Tabora Teachers' Colleges (TCs) equipped with ICT equipment
- vi. Roadmap for Global Citizenship Education, Education for Sustainable Development, Comprehensive Sexuality Education and Human Right Education has been developed for integration in Teacher Education and Open University.
- vii. 800 head teachers have graduated and an additional 700 are now pursuing the CELMA course through ADEM, benefitting approximately 624,000 pupils through better managed schools.

Generally, there is a need to see ESDP rolled out to the regions and LGAs with a common framework for a harmonized modality that will ensure better understanding of the roles and responsibilities of MoEST, PO-RALG, Regional Secretariats and LGAs in implementing ESDP.

Issues raised and responses on UNICEF presentation

Table 5: Summary of issues and responses for UNICEF

Issues/ Concerns raised	Response provided and Government position
<ul style="list-style-type: none"> • How is 50m being transferred, is it through treasury or project approach? • Why is UNCR not part of the implementers mentioned? • How is the strategy be linked to ESDP • Teachers' code of conduct and VAC - how is the code of conduct different from the 	<ul style="list-style-type: none"> • Disbursement of the funds are made directly to Regional Secretariats and LGAs as they have separate account. Treasury, however, is just informed on the disbursement • Collaboration is within the UN - we use one emergency response plan. • Some elements of the OOS study are not in the ESDP. Efforts are underway to ensure that OOS

Issues/ Concerns raised	Response provided and Government position
<p>existing one from Teacher service commission?</p> <ul style="list-style-type: none"> ○ How is this done in the regions/ LGAs <ul style="list-style-type: none"> ● How do we move forward with the use of research generated by the projects? <ul style="list-style-type: none"> ○ how recommendation drawn are used, can we have specific session to discuss the use of research data 	<p>aspects are clearly featured within the ESDP as per the comments provided by GPE Secretariat on the document</p> <ul style="list-style-type: none"> ● Linking with inclusive strategy - a clear definition is necessary and clear guideline is needed ● Code of conduct was developed as part of response as part of GBV outcome ● Are we thinking of motivation to teacher? YES we work with districts to identify teachers who have excelled and recognized them. A more robust approach is being developed. ● Specific sessions to be organized bi-annually to disseminate Educational Researches.

Summary of the Basic Education Sub-Sector Discussion

With reference to the presentation and discussion, it was evident that:

- i. DPs should support the government in responding to the priority areas highlighted, especially on the need to focus on infrastructure development.
- ii. The situation of the OOS is critical and deliberate efforts are needed to address the situation. This should start by ensuring alternative pathways to education are clearly elaborated in the ESDP document. Where necessary a special forum to discuss OOS and forge the way forward should be organized.
- iii. The government has continued using evidence from various sources (e.g Twaweza, EGRA/ EGMA etc) and mainstreamed the recommendation in the ESDP.
- iv. There has been progress in harmonizing different ESMIS and ensuring that the selected system are harmonized thus avoid duplication of data. For instance BEMIS (pre-primary, secondary) is hosted at the PORALG; Folk and VET MIS use common one questionnaire and analyzed while HETMIS (higher education and TET) are all maintained by MoEST.

- Complementarity of the data systems is highly commended and practiced within the sector.
- v. There is a need to ensure that Education Sector planning, budgeting and implementation is well aligned with ESDP.
 - vi. There is a need to develop Education Sector Information, Education and Communication Strategy that shall guide all communication initiatives at all levels.
 - vii. There is a need to finalize the review of “Capitation Grant Formulae” into an equity based formula which takes into account other variables beyond number of students (minimum operating grant despite of the size).
 - viii. Investing in upper primary and secondary education as well as distribute assistance equitably remains a necessity.

9 Overview of Higher Education

Presenter: Dr. Jonathan Mbwambo, Asst. Director Higher Education at the MoEST

Progress has been achieved in the higher education, with the coverage increasing from 335 students per 100,000 to 432 students per 100,000 between 2012 and 2016 respectively, however female enrollment has relatively remained low at 37%. Further number of tertiary graduates has increased from 1% in 2009 to around 3% in 2016 with the private provision registering 50% increase to 38% from 19% in 2009.

The skills development target is to reach 5% by 2020 which is an increase of 3% from the 2014/15 target. Key challenges experienced include number of graduates in higher education being at 50% (40,000) of the 2020/21 target, gender imbalance is prominent in STEM and the mismatch in skills.

In addressing the challenges, government priorities in higher education are categorized in 4 themes:

- *Access and participation:* Rehabilitation of existing infrastructure, construction of new facilities especially for STEM courses and increase human resources capacity (short and long term training). The focus in the FY2017/18 is on eight institutions including Mzumbe University, Sokoine University of Agriculture, Moshi Cooperative University, Mbeya University of Science and Technology, University of Dar es Salaam, DUCE, MUCE and MUHAS (Mloganzila)
- *Quality and relevance:* Strengthening the ability of the regulatory bodies for quality and relevance will be the focus. Specifically there will be review and updating of the existing programs to address market dynamics and needs, integration of labor market demands with curriculum development and delivery, and forge effective partnership

with the private sector to deliver on apprenticeship, internship, incubators and industrial practice.

- *Research and innovation*: the government shall increase the capacity to create incubation centers, establish Centers of Excellence and demonstration centers, develop STEM delivery capabilities, and enhance performance based financing of research and development.
- *Staff competencies and qualification*: short and long term training to academic staff targeting 100 University staff for MSc/PhD in 2017, improvement of pedagogy and communication skills, and establishing a system for award and recognition of quality teaching and research.

The idea behind setting the priorities emanates for the need for ensuring that the higher education QA systems are enhanced and graduates have essential skills that are needed in the market thus bring synergy in the higher education with the 4Es (Education, Employability, Entrepreneurship and Employability) outcome.

Issues raised and responses on Higher Education

The discussion raised pertinent issues related to level of skills among graduates, drop-out rates in higher education, relevancy of the knowledge gained to the labor market demands and access to financial resource for marginalized groups. Categorically, some of the salient issues that were raised include:

- The need for quality assurance which should be built through a revision of guidelines and curriculum especially for the institutions that train teachers at diploma and bachelor degree. This will enable not only in the implementation of accreditation standards for both private and public institutions but also in harmonizing quality assurance among key stakeholders.
- Special treatment (for scholarships/ financial support) should be provided to continue attracting the most talented students into become science teachers. Students with special needs should be considered!

The table below provides a summary of other issues raised and clarification provided during the plenary discussion.

Table 8: Summary of issues, responses for Higher Education

Issues/ Concerns raised	Response provided and Government position
<ul style="list-style-type: none"> • A clear plan on how the Social Science Teachers who graduate from the universities shall be utilized remains a necessity as 	<ul style="list-style-type: none"> • Employability – the government is working in ensuring that graduates have transferable skills (i.e can listen and understand, speak and be

Issues/ Concerns raised	Response provided and Government position
<p>current employment focus on the science teachers.</p> <ul style="list-style-type: none"> • Teacher training in higher education is uneven especially when comparing public and private institutions. There is a need to harmonize the curriculum thus have a standardized minimum package across institutions/ universities. • Drop-out in higher education is recently becoming very noticeable. There is a need to analyse the reason for drop-out and devise a mechanism for addressing the causes as a means to reach the graduates target in 2020/21 and beyond. • It is essential to have a clear strategy on how to impart life skills/ self- reliance skills to the university students. A need to ensure that the curriculum package included this across all courses. • TCU should prepare a strategy to finance student from marginalized group who attending higher learning institution. Is there any mechanism in place from where TCU work with well-fare department in identifying talented students from marginalized groups? 	<p>understood) that are necessary (and that are required) in the job market)</p> <ul style="list-style-type: none"> • Investment in VET, TET and higher education is limited; there is a need to start focusing on this area (it is visible even in the visualization exercise where very few partners support TVET and higher education) • Competencies and abilities of our graduates are compared to the EAC and SADC blocks, hence the need to strengthen teaching and learning methodology to ensure that we have a competitive work force ready for the market. • The government is implementing Education Skills Project for Jobs which is essentially for imparting life skills to youth. The project will be establishing a national skills development fund which will be managed by Tanzania Education Authority (TEA), will have a trainee voucher scheme for pro-poor youth (to be managed under loan board) with an intention of improving and expand FDC (target 20 FDCs); and support internship and apprenticeship. • Every student that qualifies to join university today are provided with an opportunity, however financing of higher education is a challenge. HESLB has been assessing the need and other countries are learning from Tanzania. It is worthwhile noting that demand is high and not all can be reached.

10 Major Programs and Projects Working in Higher Education

10.1 Teacher Education

Presenter: Mr. Shuma, Acting Director of TEU at the MoEST

The role of the teacher education unit of the MoEST is *to ensure quality and sustainable supply of teachers in accordance with National demand and plans approved by the Ministry.* The field of study in the teacher education programs are made in line with the needs in relevant subjects with the program been prepared in a manner that facilitate teachers with good education and training to be able to teach at schools professionally and well. In responding to the growing needs in pre-primary, primary and secondary sub-sector the following are evident:

- There are 19 TTCs offering pre-primary teachers. Presence of qualified pre-primary teachers is essential at addressing the teacher pupil ratio in pre-primary education which is currently at 1:131.
- Whereas there is a shortage of 24718 science teachers (Mathematics 7291, Biology 5181, Chemistry 5373, and Physics 6873) in secondary education, there are excess of 14047 teachers in English (1,267), Geography (3,281), History (4,704) and Kiswahili (4,795). Addressing this more than 6305 students are undergoing training on science subject of which 1585 will graduate in the year 2018 while the remaining (4720) will graduate in the year 2019.
- Systematic in-service training has been undertaken to up-grading teachers with grade B & C to grade A.
- There is only one college i.e. Patandi TC that prepares teachers who teaches pupils with special need in intellectual impairment, visual impairment and hearing impairment. The government through MoEST is in the final process to accommodate deaf-blind and autism in the teacher education curriculum which shall commence to be taught in the 2017 academic year.
- Since 2014, a total of 17 TTCs have been rehabilitated and in FY2017/18 the government is planning to rehabilitate 16 TTCs thus improve teaching and learning environment.

Issues raised and responses on TE program

The discussion focused on the issues around relevancy, equity, access and quality of the teacher education in Tanzania as summarized in the table below.

Table 9: Summary of issues, responses and government position

Issues raised	Response provided
<ul style="list-style-type: none">• Enhanced inclusive education considers a special attention	<ul style="list-style-type: none">• Inclusive strategy is under development and will take into

Issues raised	Response provided
<p>especially during the review of the teacher education curriculum. This will help to ensure that qualified teachers have basic knowledge to address special learning needs as needed/ when need arise.</p> <ul style="list-style-type: none"> • Teacher profession ethics, rules, laws and regulation should be incorporated during the review of teacher education curriculum so as to create awareness to pre service teacher before they join teaching profession. • PTR clarification - is there a double calculation (most of the pre-primary teachers teaches are qualified for primary -are we referring to only those who are qualified for pre-primary or any teacher who teach pre-primary) • There is a need to equip TC and increase enrolment of teachers to TC due to huge enrolment at pre-primary and primary level. Further it is expected that progression to secondary education will increase. • Deployment of pre-primary teachers should be given special priority and have special strategy as it has been done for science teachers. • There is a need for a n education curriculum that impart life skills/ self-reliant skills to students thus echo government effort for an industrialized economy • Only 1.2% teachers in the country have been trained on how to teach students with special needs, which 	<p>consideration the need for ensuring that pre-service teachers are equipped with basic skills for teaching pupils with special needs.</p> <ul style="list-style-type: none"> • The review of the teacher education curriculum will consider inclusion of special need issues during the review. It is worthwhile noting that the review shall employ a consultative approach. • Government through MoEST have started the process of ensuring that more than one TC for special needs are establish, as part of the inclusion strategy. • There is no double counting in the PTR at the pre-primary level. Only qualified pre-primary teachers were considered. • Within the EAC framework, science teachers can be employed to teach in our schools. • The role of TEU is to assure quality. To improve the quality of teacher education programs, qualified teachers to teach TTCs who have sound knowledge and skills of the subject and methodology are being employed. Also the government, with support from the development partners, has continued to invest more and equip TTCs with necessary equipment such as libraries, labs and computers as a means of enhancing teaching and learning environment. • Among the cadres that receive high salaries in Tanzania, medical

Issues raised	Response provided
<p>signify the crisis in future as the government intensify her focus in the inclusive education. A robust plan for training more special need teachers is necessary.</p> <ul style="list-style-type: none"> • How PTR is being calculated for secondary schools? • How is the country using the opportunities of regional integration (EAC, SADC) to solve challenge of shortage of teachers (especially science teachers) as well as to recruit Tanzanian teachers to teach Swahili in East Africa countries? • Based on the on-going development in the education sector, there arise a need for instituting a National Education Board which should be the highest level leading advisory organ to the sector and implementing ministries. • Education changes depend on what teacher think and do' - how is the teacher education system in Tanzania prepared to address emerging issues including inclusive education? 	<p>personnel are leading followed by teachers. Hence it is not true that in many cases teachers receive low wages in comparison to other professionals within the public sector employment.</p>

10.2 Technical and Vocational Education Training (TVET)

Presenter: Eng. Enock Kayani, Asst. Director of TVET at the MoEST

TVET subsector performance over years has improved especially in the enrolment in fulltime, part time and distance learning (at 34.8% increase from 145,511 students in 2012/13 to 196,091 students in 2015/16). However, there is a decrease in female enrolment (at 6.4%) when comparing 2014/15 and 2015/16 as well as ever decreasing participation of students with disabilities in both VET and TET. Further, VET and TET faces immense pressure from the primary and

secondary output with the current capacity being slightly less than 50% of the graduates.

There are 2 main initiatives that are supporting TVET and they include Improving Skills Training for Employment Program (ISTEP) and Teacher Education Project. These projects focuses at improved quality and equity and increased access of the vocational and technical education in Tanzania.

10.2.1 TVET - Teachers Education Project

Funded through a UA34million loan (90% of the project cost) from ADF, the project has three main outcomes which include 1) increased access to and improved equity of technical and vocational education and training, 2) improved quality of Training in TVET and teacher education, and increased capacity of secondary teacher education in science and mathematics. It is expected that by the end of the project the following will be attained:

- i. Infrastructure in 13 institutions (4 RVTSCs, Morogoro Vocational Teachers Training Centre, Arusha Technical College and 6 Teachers Training Colleges) with about 8,000 trainees attending long courses at any given time will have been expanded
- ii. ICT infrastructure in 53 institutions will have been expanded and effectively utilised;
- iii. Capacity for teaching, policy formulation, planning and quality assurance in technical and vocational education and teacher education will be enhanced.

It is useful to note that since inception of the project the following key activities have been undertaken:

- i. *Access and participation:* One RVTSC is being constructed in Njombe, construction of Three storey Building at Arusha Technical College, design for three RVTSCs and process for construction and rehabilitation of six TTCs underway with both tenders expected by to be released by end of October 2017.
- ii. *Quality and relevancy:* Preparation for situation analysis (LMI) has been initiated and tender advertised, Over 500 TVET instructors/ tutors have had an access to short and long term capacity building (MSc, PhD and short courses), completed the curricula design, delivery and assessment, and provision of Teaching and Learning Materials including textbooks, lab equipment, tools, computers, simulators among other materials underway.

Issues raised and responses on TVET

Important indicators affecting the relevance, access, quality and equity of vocational and technical education were discussed.

Table 10: Summary of issues and responses on TVET

Issues/ Concerns raised	Response provided
<ul style="list-style-type: none"> • There is no sustainability on reaching students with disabilities beyond projects • Data are not clear, in terms of the national capacity need in developing vocational skills for young people in Tanzania. Hence, majority of youngsters are left behind. How is this challenge addressed within the sector plan? • Start-up capital for fresh VET/ TET graduates remains a challenge. Is there any strategy to provide support/ can we have a rolling fund for them? • Even though the focus is on higher skills, majority are left - there is a need for major shift to look at the large majority who are not accessing (primary schools used to have pre-vocational skills room - what happened to the investment done for the pre-vocational?, Can the we incorporate an alternative skills pathways • Where does the technical schools fit in the TVET 	<ul style="list-style-type: none"> • As stated elsewhere in the report, ESPJ is a project that will address issues related to access of vocational and technical skills to youths in a sustainable manner while expanding FDCs for life skills relevant for artisans. In this project four priorities areas including agribusiness, extractive industry, ICT & Transport and Tourism & Hospitality management are covered. Hence, for the relevance of this program the government is inviting other partners to participate in rescuing the future situation from where more than 13 million youths will be on streets by 2030 if the response remains the same as of 2017. • Through the technical education project, the government is going to rehabilitate VET and TET thus enhance access and participation to youths. However, the number of primary and secondary leavers continued to provide immense pressure to TVET subsector hence more donor support is necessary. • Pre-vocation schools exist however most of them are ineffective. The government, in close consultation with sector stakeholders will suggest the exactly interventions required to be taken thus revive the schools. • Skills development - MoEST, PO RALG (labor sub sector) worked on the National Skills Development Strategy of which its implementation requires in over US\$150m. The government has accessed US\$120m from the Word Bank to support the

Issues/ Concerns raised	Response provided
	ESPJ that will impart productive skills to over 400,000 youths.

10.3 Teacher Education Support Project (TESP)

Presenter: Mr. Ignus Chonya, Coordinator at the MoEST and Dr. Binde (Lead Consultant)

TESP is a five-year (ending 2021) CAD53 million (Tshs 84 Billion) project, which is implemented jointly by the government of Tanzania and Canada. The project implementation has been embedded into the existing government system and structure and has been design to strengthen national teacher training college system (targeting 35 TTCs). The project therefore is expected to:

- Improve access to teaching and learning materials for instructors and student teachers with a high consideration of gender in both, text and non-text materials;
- Improve access and use of ICT in teaching and learning
- Improve the qualifications of college instructors (Tutors) from a gender perspective, and students they train;
- Improve the quality and relevance of Teacher Education Curriculum (Programmes) Instruction for student teachers in teacher colleges; and
- Improving the capacity of the MoEST to manage the national teacher college system.

The project, however, is at the infancy stage and only need assessment study to have already been conducted (draft report in place). The focus of the assessment was at:

- Assessing the demand and supply of teachers, taking into consideration gender issues;
- Assessing the learning needs for both student teachers and tutors; and
- Develop a Five-Year gender sensitive - Operational Manual, in order to guide MoEST in the implementation of TESP.

It was apparent during the discussion that one of the key challenge is the leadership and management of the TTC Principals and school head teachers as some of the focus areas could have been attended/ addressed if appropriate skills was available. Henceforth, including strengthening leadership and management as one of the project component of the TTC principals and head teachers shall add more value to sustain the gains.

10.4 Integrated Programme for Out of School Adolescents (IPOSA)

Presenter: Dr. Kassimu Nihuka, from the Institute of Adult Education

IPOSA is an initiative that responds to the findings of 2 studies namely “Status of OOSC” (2015) and the “IPPE evaluation report” (UNICEF, 2016). The initiative therefore is of two-fold i.e. increasing access and equity to basic education for OOSC and those who never attended dropouts and those could not transit; and providing a second chance for them to attend and complete education. The increased access has been architected in such a manner that addresses the challenges observed in the IPPE which include:

- Lack of teaching and learning facilities, infrastructure and qualified personnel’s for pre-vocational skills;
- long duration of training (2- 6 years);
- Inadequate financing of the program at national and district levels leading to failure of paying honoraria and meeting other program costs hence poor motivation among facilitators; and
- Failure of learners to meet training cost ;

Development of the IPOSA curriculum has taken into account the following 1) integration of the 4 key skills (i.e. literacy and numeracy, pre-vocational, life skills and entrepreneurship), 2) developing of competencies in specific skills (competence based curriculum), 3) flexibility (classroom interactions, practical, field attachment & ODL mode), and curriculum materials (modularized syllabus, self-study module, textbook for literacy). The curriculum and modality proposed fits well with the target groups who include poor households, those with disability, mobile farmers, nomadic families, child labourers (in the mines, fishing, herding, trading etc), orphans and over-age children.

During the implementation of the initiative, the following has been considered:

- The initiative encourages the utilization of available facilities like public buildings and equipment i.e. centers are expected to be at the LGAs from where facilities like VET and FDC are potential areas for program implementation.
- Consideration of the pre-vocational school teachers to become facilitators as they have mastered the subject matter with necessary facilitation experience.
- With the implementation taking place at the LGA level, effective coordination of RRTs, LGAs (at regional, & district), VETA, SIDO, FDCs, NGOs etc is necessary to ensure programme implementation at lower levels.

- Efforts will be made to mobilize more stakeholders to take part in supporting IPOSA implementation and its sustainability

For IPOSA to provide opportunity for further learning there is need for a harmonized NQF that recognizes Adult and Non-formal education qualifications.

Issues raised and responses on IPOSA presentation

Provision of education in a system that ensures no one is left behind reduces the long-term structural poverty. IPOSA provides an opportunity for improving outcomes for ‘early drop outs’ and young adults who never accesses education thus not only attain literacy skills but also life skills and be better positioned to break the poverty cycle. During the discussion, concern raised (as summarized in the Table 11) included plans for reaching special groups, complementarity with other NFE initiatives and the need to ensure that alternative pathways for education are well featured in the ESDP.

Facilitator welcomed participants to contribute for the session by asked questions, provide clarification, and response on the issues followed.

Table 11: Summary of issues and responses for IPOSA

Issues raised	Response provided
<ul style="list-style-type: none"> • Ensuring that learners with special needs (especially those with multiple disabilities e.g. deaf-blind and visual), there arise a need to map out partners who are engaging volunteers who are trained to teach parents on the daily living activities (eating, toilet). For instance Sense International has 160 teachers who are trained in Iringa, Dar and Morogoro. • It seems that some fees for IPOSA training will be required in an era of fee free education from Pre-primary to secondary. How will this be addressed to ensure that more learners are reached? • What differentiate IPOSA from COBET, and how are refugee coming in? 	<ul style="list-style-type: none"> • IPOSA has considered a wide range of target groups and children and young adults with special needs and other educationally marginalized groups have been considered. • For sustainability, the curriculum has been designed and it is proposed that LGAs mainstream IPOSA in its planning and budgeting sessions. • IPOSA initiative have budget for mass education to introduce IPOSA (sensitization) with an intention that LGAs mainstream the initiative into their up-coming plans and budgets. • Mapping of all available facilities to establish number of trained facilitators/ available facilities and centers will be undertaken. IPOSA will involve teachers who are in school. • The initial proposal is that more children and young adults that have

Issues raised	Response provided
<ul style="list-style-type: none"> • What is the parents perception in looking at IPOSA as an alternative pathways for education • Government is urged to continue strengthening alternative pathways for learning (flexible learning path) and that it is part of the ESDP. • Targeting of it is essential and a clear roadmap on how IPOSA is being featured in the MoEST plan is necessary 	<p>missed education due to various reasons including financial hardships are reached, hence fees free modality is proposed.,</p> <ul style="list-style-type: none"> • Dissemination meeting of the IPOSA curriculum has been organized by PO RALG in collaboration IAE through the support from UNICEF. Active participation of various stakeholders is urged.

10.5 Folk Development College (FDC)

Presenter: Majjid and Mya Mjengwa, Karibu Tanzania Organisation

FDCs started in 1975 with the support from Sida Sweden under the then Ministry of Education but in 1996 was moved to the then Ministry of Community Development. Overtime FDCs had three main focus which includes education for self-development, education for social transformation, and education and training for livelihoods and life skills.

The enrollment trend in the FDCs especially when funding is available suggest that there is a demand and that only financial constrains limit participation. Data indicates that in 2000 there were only 5,875, however the number increased for over 15% within the span of 9 years. Despite the potentials, the following remains to be the challenges:

- The present 55 FDCs are heavily under-resourced in terms of capacity of teachers and leaderships as well as dilapidated infrastructure.
- Engaged teacher in most cases are not trained teachers but rather volunteer (primary, secondary who have adult facilitation capabilities)
- How to provide secondary education to those engaged at FDCs targeting young mothers and parents is not clear.
- The centers provide day care services for early childhood education, however neither sufficient teaching and learning materials are available no trained facilitators.
- FDCs are well positioned platforms for addressing illiteracy for the young adult parents however they are neither linked to the adult education and

post-literacy centers nor to the network of VET and community development institutions.

In the FY2016/17, FDCs were returned to MoEST and plans to revamp them are underway. Following a comprehensive situation analysis which assessed human and non-human capital present including human resource, infrastructure and relevance of the program offered. Following the completion of the report, operational plan for revamping the centres will be developed and shared with stakeholders. The government plan is to employ a phased approach from where the capacity and infrastructure of 10 FDCs will be enhanced. Lesson from LGAs like Kibondo DC will be instrumental in an attempt of ensuring effective.

11 Inclusive Education

Presenters: Mr. Kassim Kaoneka, Asst. SNE at the PO-RALG and Mr. Adamson Shimbatano, Acting Director SNE at the MoEST

Presently, there are gradual changes towards inclusive education setting that is supported by the positive change of attitudes. It is worthwhile noting that inclusive education goes beyond the issue of placement of certain groups of learners into existing structures and systems to the responsiveness to the learning needs to diversity learners' population in a wholistic manner. The following achievements have been realized in FY2016/17 in an attempt of addressing barriers that emanates from factors around learners:

- i. Study on Out of School Children completed, verified and approved; the results have provided evidence to inform OOS issues in the ESDP.
- ii. 213 Primary and 22 Secondary Schools (100% of targeted) have been equipped with materials and assistive devices to support learners with hearing and visual impairments.
- iii. 1,400 teachers have been capacitated to support learners with intellectual impairment and autism (699) and visual and hearing impairment (701).
- iv. Inclusive WASH guidelines have been issued.
- v. Capitation grant for special needs schools have been disbursed timely and on monthly basis to all school
- vi. EMIS data has been gender disaggregated and data on the children with disability included
- vii. Development of the new national strategy for inclusive education has been initiated and it shall spring from the ESDP.

Despite the achievements, the realization of inclusive education is being partly held back due to inability to keep children with disability in schools (10% of the OOS children have special needs and are not schooling), shortage of teachers, including teachers trained to support learners with special needs (about 2,155 teachers working with 41,043 learners with special needs) and Capitation grant (per capita amount) not differentiated for learners with special needs (it be for special or regular schools) yet cost for special need students are high. In addition, most of the special schools are far from most children homes yet regular schools are not sufficiently prepared or equipped to handle children with special.

11.1 Gender equality issues and challenges

Presenter: Mr. Venance Manori, Office of the Commissioner for Education at the MoEST

There has been some remarkable progress in ensuring that the education sector is gender sensitive. In assessing the progress, gender equality analysis was conducted and results show that:

- i. Tanzania has ratified and aligned with international and regional conventions for promoting gender and equity in education;
- ii. Tanzania mainstreamed gender into education sector policies and programs;
- iii. Education sector data has been disaggregated by gender;
- iv. There are implemented programmes and projects that address gender issues at different levels in collaboration with development partners;
- v. Government has introduced a gender focal person in education sector.

Gender lens has been applied in ensuring that policies and strategies better target specific groups of boys and/ or girls and the challenges they face. Through this lens, and in collaboration with various partners, the government has managed to:

- i. Achieve gender parity at primary level, and near parity at lower secondary, nonetheless boys lag behind.
- ii. Improve completion rate for girls at primary school level, however boys start falling behind (113 girls for 100 boys).
- iii. Improve numbers of female teachers (there are about 181 female primary teachers for every 100 male teachers).
- iv. Improve enrolment rates for boys and girls, nevertheless boys are more likely to start school overage.
- v. Have more girls at 961,450 than boys at 947,407 in secondary level (EMIS 2017).

Enhancing gender equality in FY, it is necessary that strategies are captured in the National Strategy for Inclusive Education; demand is created for gender accountability; incorporate gender in PRESET and INSET for teachers and ensure that adolescent girls and boys are provided with an opportunity to complete quality basic education.

11.2 Refugee situation and integration Inclusive Education

Presenters: James Onyango, Education Officer (Roving) at the UNHCR and Ms. Dianah Birungi, Senior EIE Specialist at the Save the Children

School age children comprise of 47% (108,241) of the total population of refugees in Tanzania while girls account for 49% (68,600) of the total population of school age children. Data shows that, whereas 23% (24,886) of the total population of school age are children aged 3-5years (pre-primary); 56% (60,592) are aged 6-14 years (Primary School) and 21% (22,722) are children aged 14-18 years (Formal Secondary School age). Of all school age children only 69% (72,102) were enrolled with very few enrolled for pre-school (2%) and secondary school (5%). The situation further indicates that 25% of the enrolled pupils/ students are not attending school regularly. It is important to note that issues that are happening in the refugee camps are comparable to what is in the regular schools according to BEST.

Implementation of the education in the refugee camps unfortunately is parallel to the Tanzania systems which lead to exclusion of learners from the three communities i.e. Tanzanians, Congolese and Burundi children. This is systemic challenge precludes the benefits of working with the existing systems and structures, lack of access to accredited certification and services to over 100,000 refugees children living in Tanzania and importantly inability to leverage available limited resources for system strengthening, building resilience and alternative transition pathways for refugee and Tanzanian children.

As part of the inclusive education, it is important to ensure that education delivery is consistent with the minimum standards across as the gate keepers of education delivery in Tanzania. Further there arise a need to ensure that active engagement of the government at all levels and other key actors including Development Partners, CSOs, NGOs, UN agencies, host communities and refugees themselves.

Issues raised and responses on inclusive education

Enhancing access, equity, relevance and quality of inclusive education is of paramount importance. Special attention is therefore required in ensuring ESDP clearly state what need to be achieved in an attempt of addressing challenges related to inclusive education, on top of deliberate effort in creating an enabling

environment to support learners with special needs in regular schools (including orienting teachers).

Table 12: Summary of issues, responses and government position

Issues/ Concern raised	Response provided
<ul style="list-style-type: none"> • Infrastructure (including recently constructed) in most schools does not follow the prescribed inclusive standard. • Special needs education data that are disaggregated according to each level is not available. • Inadequacy of facility for assessment of children with special needs • Disaggregated data shows that there are some schools which have no female teacher. Necessary actions are required. • The career path for children in the refugee is limited which demotivate children and calls for special intervention by the sector Ministry. • It is unclear how 2 curriculums are being operated in the same setting at the refugee camps. Can we adopt one curriculum? • Administering examination separately from the national systems is very expensive. Integration within the broader national examination framework is advised as it will be easier and cheaper. 	<ul style="list-style-type: none"> • Infrastructure development standard that takes into account inclusive education was revised and shared to all education stakeholders, including LGAs. • Special needs education data were collected; however analysis has not been done. • Through GPE-LANES, learning assessment kits were procured and have been distributed to all regions to support the assessment. • Regional meeting on gender in education was hosted in Tanzania; guideline for gender responsive planning available. • Implementation of the 2 curriculum is done in separate schools that are in different camps. However for enhanced motivation due to a clear career pathway, Tanzania curriculum should be used in all camps. • Comprehensive refugee responsive framework promotes integration for benefiting refugees and local communities, this opportunity need to be tapped. • ESDP – proposition of the refugee risk reduction aspect is categorically stated in the ESDP to acknowledge the country response to refugee needs.

12 GPE Appraisal Process and Requirements

Presenter: Ms. Lucinda Ramos, GPE Secretariat - Country Lead

GPE is a multi-stakeholder partnership and funding platform that supports governments and their partners to develop and implement evidence-based, sustainable education sector plans, and promotes coordinated, effective education aid that is aligned to the sector plans. The implementation of GPE supported programs are:

- i. Organized around country ownership,
- ii. Promoting alignment behind one plan and its implementation
- iii. Leveraging on the mutual accountability through the LEG/ ESDC and Joint Sector Review
- iv. Leveraging on the best practice and knowledge exchange on improved planning and policies to support country processes.

In the Education Sector Plan Implementation Grant (ESPIG), a total of US\$82.3 million has been allocated for Tanzania of which US\$ 74.07 million is for the Mainland and the allocation is valid up to end of 2018. The allocated funds has been linked to requirements of credible sector plan, data and financing commitments (at 70%) and results of equity, efficiency and learning outcomes (at 30%).

For the government to access the set allocation it is essential that:

- i. Grant agent is selected in a transparent and participatory manner, and with full involvement of the ESDC.
- ii. Operational Plans for MoEST and PO-RALG is finalized and links to budget perimeters and LGA level Operational Planning.
- iii. Initial comments provided on the ESDP should be incorporated, document finalized prior to external appraisal.
- iv. An external appraisers for ESDP appraisal should be hired, comments incorporated, report shared with GPE Secretariat.

13 Evidence into Action

Discussants: Mr. Makuru Petro (M&E, MoEST) and Prof. Flora Fabian (UDOM)
The focus of the discussion provided feedback on the monitoring of the Satellite Schools and Action Research.

Satellite Schools: in the 45 councils visited, there were 512 satellite centers, 366 teacher of whom 82.2% are qualified; 31,551 pupils of whom 51% are boys and 49% girls with Kagera and Geita accounting for significant majority of the learners at 48% in total. Key challenges faced include feeble cooperation

between LGAs, parents and community in supporting the centers; inadequate teaching and learning materials; shortage of funds to run the centers; and poor infrastructure. Among the recommendation provided, LGAs are urged to establish the centers according to the guidelines; in an event where a paraprofessionals are engaged, mother schools should ensure that qualified teacher is available for timely support; operational support from education stakeholders in ensuring that no child is left behind even in the marginalized areas.

Action research: 4 action research are being undertaken with an aim of improving Reading, Writing and Arithmetic (3Rs) skills for children. Of the four research, 3 target children of grade I and II, their teachers and parents and 1 focus on developing a Framework on the assessment of children aged 5 - 13 years.

- i. Improving acquisition of reading and arithmetic skills - findings indicates that parent-teacher collaboration is critical for effective learning through the use of a diary. Diary improves parent awareness on their role to children's learning.
- ii. Teachers' competencies in the teaching of reading fluency - the findings suggest that in-service training should focus at addressing specific teaching and learning challenges faced by teachers.
- iii. Pupils' listening and reading comprehension through e-content - it was evident that teachers are able to discuss and share ideas through the online platform, despite the connectivity challenge, which improves their pedagogical skills to teach reading comprehension. Thus integration of ICT tools is essential as it supports effective learning not only among pupils but also teachers' professional development.
- iv. National Framework for the Assessment of Children's Literacy and Numeracy Learning in Tanzania - benchmarking has been done and plans for testing the framework is underway prior to partners' dialogue and improvements.

14 Strategic planning

Presenters: Mr. Jeremiah Sendoro (DPP - MoEST) and Mr Cheyo, (Acting DPP - PO RALG)

MoEST Strategic Plan: The five-year (2016/17 - 2020/21) plan has been prepared accordance with the Medium Term Strategic Planning and Budgeting Manual. The plan was developed in a participatory manner from where education stakeholders actively participated. The plan linked with National Five Years' Development Plan (FYDP-II), Ruling Party Manifesto, ESDP and SDG4; and emerging key issues as a result of new Mandates. The plan, therefore, focuses at:

- i. Improving transparency and communication between management, employees, DPs and other stakeholders,
- ii. Improving performance and service delivery,
- iii. Establishing priorities for efficient and effective resource allocation, and
- iv. Incorporating the new mandates, roles and functions of the Ministry.

Linking the plan to the ESDP, there is a direct link in the areas of equity efficiency and learning in pre-primary, primary, secondary, higher education and technical and vocational training (including alternative learning pathways).

PO-RALG Strategic Plan: The plan has been prepared in harmony with the existing documents including FYD-II, ESDP, Ruling Party Manifesto, Tanzania Development Vision 2025, SGDs 4, and ETP among others. In all the documents, the reference has been on the improving equity, efficiency and learning in pre-primary, primary and secondary, as well as alternative pathways for educationally disadvantaged school aged children.

Strategic Plan guides the preparation of the Medium Term Expenditure Framework (MTEF). The plan has a total of 8 objectives from which 2 objectives are addressing education issues with focus being on effective and efficient management and support to Regional Administration, LGAs and Affiliate Institutions.

In ensuring systematic monitoring, M&E framework was developed and necessary efforts are underway in incorporating MIS into the M&E systems for timely data collection, analysis and reporting.

15 Conclusion and Way forward

Joint Education Sector Review 2017 adopted 32 SMART deliberations as agreed way forward to address and implement key strategic issue raised during JESR field visits and technical working session.

15.1 Deliberations

#	DELIBARATIONS	ACTIONS	TIMEFRAME	RESPONSIBLE
1	Align Annual Education Sector Planning, budgeting and implementation with ESDP.	Review sub-sector plans and budget to align with ESDP	1st July, 2018	DPPs - MoEST & PO -RALG

#	DELIBERATIONS	ACTIONS	TIMEFRAME	RESPONSIBLE
2	Finalize and endorse ESDP - M&E Framework and operational matrix	- incorporate stakeholders' comments on ESDP; Share M&E FW and Operation Matrix with stakeholders;	December 2017	DPP - MoEST
21	Operationalize the recommendations on out of school study into the ESDP by December 2017	Appraise and endorse ESDP document		
3	Disseminate the ESDP document to all sector actors including LGAs, DPs, Non-State Actors and CSO	Produce & circulate ESDP document and ESDP popular version. Conduct dissemination workshops	31st March, 2018	DPP - MoEST (at National level); DEA - PO RALG (LGAs) CSO
4	Prioritize school infrastructure development in 2017/2018 and urge DPs and other actors to support.	Issue position paper and develop action plan. Consultative dialogue with stakeholders	31st March, 2018	DEA - PO RALG
5	Adopt Force Account and Community Participatory Approach in the construction of education infrastructure	Issue guideline on the use of Force Account	30th June 2018	DEA - PO RALG
6	Develop Education Sector Information, Education and Communication Strategy	Conduct IEC Strategy development workshop; Undertake approval	31st December 2017	MoEST & DEA - PO RALG

#	DELIBARATIONS	ACTIONS	TIMEFRAME	RESPONSIBLE
		process and circulate the strategy		
7	Finalize the review of “Capitation Grant Formulae” into an equity based formula which takes into account other variables beyond number of students (minimum operating grant despite of the size)	Conduct consultative meetings; Develop and share the revised CG guideline	31st December 2017	DPP - MoEST
8	Finalize the revision of the construction guidelines (ensure inclusiveness of the guideline)	Undertake approval process; Circulate the guideline	31st December 2017	CE - MoEST
9	Establish a coordination mechanism to capture all education stakeholder's0 initiatives in Tanzania mainland	Establish inventory/ mapping; establish coordination mechanism; develop and circulate guide	30th June 2018	DPPs - MoEST & PO RALG
10	Education partners to equally consider investing in upper primary (Class 5 & 7) and secondary education (Form I - VI) as well as distribute assistance equitably as indicated in ESDP.	Organize consultative dialogue; identify and prioritize needs of subsectors with minimum support;	30th June 2018	DPPs - MoEST & PO RALG

#	DELIBERATIONS	ACTIONS	TIMEFRAME	RESPONSIBLE
11	Education actors (Governments, DPs, CSOs and Private actors) have agreed to exercise high level of transparency and accountability on coordination, budgeting, implementation and reporting of all projects and programmes.	Adhere to sector dialogue calendar; circulate jointly agreed checklist of minimum information package to stakeholders	30th November 2017	DPP - MoEST DEA - PO-RALG
12	JESR field monitoring visits to continue including education programs and projects in the LGAs.	Establish sampling scale based on information from LGA	30th June 2018	DPPs - MoEST & PO RALG
13	The education actors agrees with the draft recommendation put forward on the joint field visit report	Undergo approval process of the 2017 JESR field monitoring field report	31st December 2017	DPP - MoEST
14	Regions and LGAs to conduct their bi-annual sector review to feed in national annual sector review.	Issue directives to RS & LGAs	31st December 2017	DEA - PO RALG
15	The Government with the support of DPs to reprint the revised text books.	Mobilize resources (funds); Produce and distribute revised textbooks	31st March 2018	CE - MoEST

#	DELIBARATIONS	ACTIONS	TIMEFRAME	RESPONSIBLE
16	Ensure every school has a pre-primary - streams.	Identify needs for promoting ECD; Construct pre-primary classroom that support ECD; Train, employ and deploy pre-primary teachers; Produce and distribute T&L materials	30th June 2018	DEA - PO RALG & MoEST
17	Improve PTR range especially in primary schools.	Relocation of teachers to more rural and remote areas; Employ 14,455 new pre-primary and primary teachers; review teachers' scheme of service to accommodate pre-primary teachers	30th June 2018	PO PSM, MoEST & DEA - PO RALG
18	Finalize and endorse In-Service Teacher Training Framework	Undertake approval process	December, 2017	DG - TIE
19	Employ and deploy science teachers in the financial year 2017/2018	Verify need and employ science teacher	30th June 2018	PO PSM, MoEST & DEA - PO RALG

#	DELIBARATIONS	ACTIONS	TIMEFRAME	RESPONSIBLE
20	Finalize revision of inclusive education strategy to align and be integrated within ESDP	Complete the revision of the strategy; Undertake the approval process; Share the strategy with the stakeholders	31st December 2017	CE - MoEST
22	Strengthen coordination of alternative pathways initiatives namely, IPOSA, FDC, TVET and ensuring coherence between them. Integrate the strategy for alternative pathway within the ESDP, including assessing affordability	Convene a specific dialogue to discuss, plan, harmonize qualification framework	31st March 2018	CE-MoEST
23	Support 100 Academic university staffs to acquire PhD in FY2017/2018	Identify potential candidates; Develop plan for training	30th June 2018	HE - MoEST
24	Improve teaching and learning environment at the universities including physical infrastructure.	Conduct T&L need assessment; Develop and execute improvement plan	30th June 2018	HE - MoEST

#	DELIBARATIONS	ACTIONS	TIMEFRAME	RESPONSIBLE
25	Initiate national dialogue on social protections of student's example medical insurance, wellbeing, safety and protection from all form of violence in and outside schools especially for girl students.	Identify stakeholders for dialogue; Develop dialogue plan	30th June 2018	CE - MoEST
26	MoEST will continue to administer examination in refugee camps	Follow up the approval of the Comprehensive Refugee Response Framework	30th June 2018	CE - MoEST
27	Explore opportunities for higher learning for refugees through Open and Distance Learning i.e use of OUT by June 2018		30th June 2018	HE - MoEST
28	Continue with dialogues on the inclusive education in refugees		30th June 2018	CE - MoEST
29	Revive pre-vocational primary schools	Conduct rapid assessment for establishing an inventory; develop revival plan, share and operationalize	30th June, 2018	CE - MoEST
30	harmonize quality of teaching and teachers from different colleges and universities.	Conduct a scoping study; Establish minimum standards;	30th June, 2018	HE - MoEST

#	DELIBARATIONS	ACTIONS	TIMEFRAME	RESPONSIBLE
		Circulate the approved standards		
31	Research effective ways to teach pupils with multiple disability	Undertake a study; disseminate the result; develop action plan	30th June, 2018	DPP - MoEST
32	Technical Working Groups to take lead in expediting ESDC actions thus contribute in improving the results set out in the ESDP	Organize research forum to discuss researches to inform planning	30th June, 2018	DPP - MoEST

16 Annex

16.1 Summary of the Basic Education Group Discussion

16.1.1 Summary of the Satellite/COBET/Out of school children group discussion

Satellite	COBET	OOSC
Equity		
<p><u>Success</u></p> <ul style="list-style-type: none"> ▪ More children who live far from school are now accessing education in satellite centers (a study of 45 councils found 512 satellite centers) ▪ Paraprofessional teachers have been recruited to support the satellite centers ▪ Instructional materials are available for all satellite schools <p><u>Challenges</u></p> <ul style="list-style-type: none"> ▪ There are no actual data for the number of children enrolled in Satellite in the country. ▪ The original plan of satellite was to have a professional teachers but some schools are using paraprofessionals <p><u>Recommendations</u></p> <ul style="list-style-type: none"> ▪ School readiness centers should be 	<p><u>Success</u></p> <ul style="list-style-type: none"> ▪ There are 1840 COBET centers in the country, with at least 10 COBET centers per council ▪ Teachers are also recruited to support COBET centers ▪ There are standard equity criteria that are used to approve the establishment of satellite schools and COBET. <p><u>Challenges</u></p> <ul style="list-style-type: none"> ▪ Still challenged by shortage of teachers, <p><u>Recommendations</u></p>	<p><u>Success</u></p> <ul style="list-style-type: none"> ▪ There is a government proposal to use FDC as learning centers for marginalized groups including girls who dropped out of due to pregnancy. ▪ The findings from the out of school children study have been reflected on the ESDP <p><u>Challenges</u></p> <ul style="list-style-type: none"> ▪ High FDCs costs/Fees which children do not afford <p><u>Recommendations</u></p> <ul style="list-style-type: none"> ▪ Integrate the findings and recommendations

Satellite	COBET	OOSC
<p>linked with the satellite schools.</p>	<ul style="list-style-type: none"> ▪ Adopt COBET in the refugees centers ▪ Host communities in refugees' areas should also be included in the out of school children programme. 	<p>of the out of school children study and the verification study in the ESDP</p> <ul style="list-style-type: none"> ▪ Invest on skills development programme for out of school adolescents who cannot enroll in primary school ▪ Provide capitation grants for the out of school children ▪ Invest on social protection programmes for retention of children in school - to deal with indirect costs. ▪ Conduct census to establish data of children with disabilities to be used in planning for capitation grants.
Efficiency		
<p><u>Success</u></p> <ul style="list-style-type: none"> ▪ Reduce dropout for pupils living far from schools ▪ Assist children who are transferring/transit from satellite to 	<p><u>Success</u></p> <ul style="list-style-type: none"> ▪ Increased the possibility of transit to primary schools 	<p><u>Success</u></p> <ul style="list-style-type: none"> ▪ Initiation of steps for addressing the problem of out of school children <p><u>Recommendations</u></p>

Satellite	COBET	OOSC
<p>primary school in case of natural disasters</p> <p><u>Challenges</u></p> <ul style="list-style-type: none"> ▪ Use of paraprofessional teachers who lacks the skills ▪ Cost of paying the paraprofessional teachers ▪ Satellites are not included in quality assurance ▪ Longer distance from mother school makes it difficult to coordinate - weak linkages <p><u>Recommendations</u></p> <ul style="list-style-type: none"> ▪ Construct more schools in these areas ▪ Establish data on the distance from mother schools ▪ Budget for the satellite schools to ensure a sustainable methods of paying para-professional teachers. 	<p><u>Recommendations</u></p> <ul style="list-style-type: none"> ▪ Revision of COBET curriculum to include basic literacy and numeracy and financial literacy and functional skills. 	<ul style="list-style-type: none"> ▪ Include component on life skills learning for the out of school children ▪ Work on programmes to retain children in schools and allow for automatic transition and promotion which will prevent out of school children
Learning		
<p><u>Success</u></p> <ul style="list-style-type: none"> ▪ Pupils learn Kiswahili in the familiar environment ▪ Increase access ▪ Parents get involved in the learning of their children ▪ Safe for children learning as it is close to their home 	<p><u>Challenges</u></p> <ul style="list-style-type: none"> ▪ Inadequate teaching and learning materials for COBET <p><u>Recommendations</u></p> <ul style="list-style-type: none"> ▪ COBET cohort ages should be divided into two 	<p><u>Success</u></p> <ul style="list-style-type: none"> ▪ Fee free policy to increase success <p><u>Challenges</u></p> <ul style="list-style-type: none"> ▪ Overcrowded classroom are likely to lower learning ▪ Poverty is still affecting the learning

Satellite	COBET	OOSC
<ul style="list-style-type: none"> ▪ Facilitate performance <p><u>Challenges</u></p> <ul style="list-style-type: none"> ▪ Inadequate trained teachers ▪ Lack of policy related to paraprofessional teachers ▪ Lack of exposure to the village context ▪ Nomadic children unable to access satellite schools <p><u>Recommendations</u></p> <ul style="list-style-type: none"> ▪ It should be mandatory for teachers in satellite schools to be trained and paid 	<p>categories: COBET I and COBET II, to cater for primary and lower secondary education.</p>	<ul style="list-style-type: none"> ▪ Culture impact the learning <p><u>Recommendations</u></p> <ul style="list-style-type: none"> ▪ Agreement on teachers employment and deployment strategy ▪ Ensure action plan to provide teachers for COBET ▪ Strengthen involvement of community and initiate campaign to parents to send children to school at age of 6 ▪ More campaign on planned settlement.

16.1.2 Summary of the Pre-primary group discussion

The group started by defining the key terms as follows:

1. **Equity:** the quality of being fair and impartial. Examples of equity issues are those related to fees, hidden costs, disparities in education access, quality and learning outcomes, including gender, income, region-based and other disparities. Challenges related to access (distance), insufficient infrastructure, to poverty and to girls or boys not staying and succeeding in school are equity-related challenges.
2. **Efficiency:** the ability to avoid wasting materials, energy, efforts, money, and time in doing something or in producing a desired result; the ability to do things well, successfully, and without waste. Examples of efficiency issues are those related to dropout and repetition, transition rates, school management capacity and data management. Challenges related to the capitation grants, would be efficiency challenges.
3. **Learning:** the acquisition of knowledge or skills through experience, study, or by being taught. Learning issues are those related to

instructional hours, availability of instructional materials, textbooks, qualified teachers, quality environment, school committees, community involvement, etc.

Research agenda proposed are as follows:

- Research on unit cost for providing pre-primary education;
- Research on ways to teach children with multiple disabilities in pre-primary schools; and
- Research on early learning outcomes

Equity		
<u>Success</u>	<u>Challenge</u>	<u>Recommendation</u>
<ul style="list-style-type: none"> ▪ Parents awareness and willing to take their children to pre-primary schools ▪ Interest is increasing where there are other stakeholders dealing in pre-primary education 	<ul style="list-style-type: none"> ▪ Problem of infrastructure - no proper classroom ▪ Lack of school feeding program in most schools ▪ Long distance from residences to schools ▪ Lack of clarity on the budget for pre-primary education 	<ul style="list-style-type: none"> ▪ Evidence-based infrastructure plan, including pre-primary is needed ▪ Communication strategy, including to mobilize contributions to school feeding should be developed ▪ Satellite guidelines should be revised and approved to promote expanded access in remote areas ▪ Registration at pre-primary should be inclusive and not base on screening
Efficiency		
<u>Success</u>	<u>Challenge</u>	<u>Recommendation</u>
<ul style="list-style-type: none"> ▪ Introduction of fee free and INSET contributed to large enrolment in schools 	<ul style="list-style-type: none"> ▪ Lack of national guidelines and standards for 	<ul style="list-style-type: none"> ▪ Financial allocation for pre-primary should be ring fenced

	provision of pre-primary	<ul style="list-style-type: none"> There must be a Unit cost for pre – primary National standards for pre-primary should be developed
Learning		
<u>Success</u> <ul style="list-style-type: none"> Introduction of specific course for pre – primary teachers Development of new curriculum and syllabus for pre primary 	<u>Challenges</u> <ul style="list-style-type: none"> Lack of special trained teachers Insufficiency in identification of learning needs Shortage of teaching and learning materials for pre primary 	<u>Recommendation</u> <ul style="list-style-type: none"> There should be an interim training for pre-primary teachers to fill the gap shortage Graduate teachers trained to teach pre-primary should be deployed to teach pre-primary classes Talking classrooms, including storybooks, should be prioritized for national roll-out

16.1.3 Summary of the Primary Education group discussion

Equity		
<u>Success</u> <ul style="list-style-type: none"> Increasing in enrolment for both girls and boys. At the Ratio 1:1 Performance gap between boys and girls has been narrowed.(7% PSLE 2015) Adequate number of desks 	<u>Challenge</u> <ul style="list-style-type: none"> Unequal performance between boys and girls i.e. Urban VS rural Pupils retention is based on gender and geographical coverage Unequal distribution of resources i.e. human, materials and financial 	<u>Recommendation</u> <ul style="list-style-type: none"> Proper coordination of education Improvement programs Early Identification of children with special needs and develop appropriate intervention

	<ul style="list-style-type: none"> ▪ Enrolment of Special needs Children(infrastructure) ▪ Concentration of several programs in one area 	<ul style="list-style-type: none"> ▪ Review of capitation grant provision formula
Efficiency		
<p><u>Success</u></p> <ul style="list-style-type: none"> ▪ Reduction of classrooms construction costs: reduced from Tsh 50 mil. – 20 mil. ▪ Initial development of teacher deployment formula ▪ Capacity building provided by different programs eg EQUIP(T) and LANES 	<p><u>Challenge</u></p> <ul style="list-style-type: none"> ▪ Transition rate problems especially to girls ▪ Misinterpretation of fee free policy among the community ▪ Existence of Larger PTR due to unequal deployment of teachers ▪ Unequal distribution of capitation grants in schools 	<p><u>Recommendation</u></p> <ul style="list-style-type: none"> ▪ Review of the Capitation grant provision formula ▪ Inclusion of the community into clear understanding of the fee free education policy
Learning		
<p><u>Success</u></p> <ul style="list-style-type: none"> ▪ Availability of text books for STD I –III ▪ Active talking classrooms in certain regions ▪ Existence of active School management Committees and Parents Teachers partnership 	<p><u>Challenges</u></p> <ul style="list-style-type: none"> ▪ Lack of community led school feeding programs in many regions ▪ Shortage of text books especially STD IV-VII ▪ Un-harmonized and uncoordinated training of teachers by different partners (Government, CSOs and Donors) 	<p><u>Recommendation</u></p> <ul style="list-style-type: none"> ▪ Provision of community led school feeding programs ▪ Provision of textbooks for STD IV –VII ▪ Improvement of infrastructure ▪ Provision of continuous development support

<ul style="list-style-type: none"> ▪ Improved Teachers competencies through 3RS training and STEP ▪ Community involvement eg School feeding programs, brick banks etc 	<ul style="list-style-type: none"> ▪ No support to teachers Continuous development Support 	<p>to teachers, and holding of regular coordination meetings of government and partners engaged in training/INSET/CPD</p>
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16.1.4 Secondary Education

16.1.5 Summary of the Teacher's Education and Higher Education group discussion

Equity		
<u>Success</u>	<u>Challenge</u>	<u>Recommendation</u>
<p>There are 35 government and 124 private teachers' colleges Gender parity: Access for both male and female students Increased enrolment</p>	<p>Inadequate number of female sciences tutors, lecturers Curriculum is not inclusive (only Patandi offer training to special need teachers) Turn up of teachers for inclusive learning is lower than the demand</p>	<p>Encourage girls to pursue science subjects Scholarship for girls to pursue sciences courses Consider inclusiveness during the review of the PRESET curriculum Strengthen existing institutions offering inclusive learning</p>
Efficiency		
<u>Success</u>	<u>Challenge</u>	<u>Recommendation</u>
<p>Best candidates : screening during admission Some teachers' colleges have been rehabilitated by government and development partners Trained board members and school committees</p>	<p>Underutilization of teachers colleges: insufficient number of admitted students Leadership and management skills of Principals of teachers</p>	<p>Increase quality of education in lower level of education Capacity building to Principals, especially in leadership and management</p>

	colleges need improvement	
Learning		
<u>Success</u> There are various interventions supporting teachers professional development Existence of curriculum for the teachers colleges	<u>Challenges</u> <i>Science staff:</i> most school do not have lab technicians <i>Uncoordinated curriculum for teachers education:</i> Universities and TTC are using different curriculum while all are deployed to the same schools Insufficient students in pre-primary teachers colleges The curriculum not aligned to the country vision on economic industrialization Insufficient teaching and learning materials	<u>Recommendation</u> Increase deployment of supporting staff in teachers colleges , especially sciences National teacher's education framework to guide all teachers training colleges and universities To encourage enrolment in the pre-primary teachers colleges During the review of the curriculum to consider including the needs and priorities of the current vision of the country Increased resources for adequate teaching and learning materials
<u>Research area:</u> Scoping study on the quality of teaching and teachers from different colleges and universities		

16.1.6 Summary of the IPOSA an integrated programme for Out of School Adolescents group discussion

IPPE	IPOSA
Equity	
<u>Success</u> A total of 14,629 learners have been enrolled in the programme	<u>Success</u> The draft programme (curriculum and syllabus) for out of school adolescents is already available awaiting

<p>It is being implemented in almost all the regions</p> <p>More organizations are applying for implementation IPPE</p> <p>While still under pilot it was already taken up by other regions and started to be implemented</p> <p><u>Challenges</u></p> <p>Shortage or lack of professional teachers for the programme thus, opted to use paraprofessional teachers.</p> <p>Cost of paying the paraprofessional teachers</p> <p>The programme has not managed to accommodate children with various learning needs</p> <p>It mainly focused on adolescents who at least completed primary education leaving out those who have never been to schools</p> <p><u>Recommendations</u></p> <p>More emphasis is required for children with disabilities to enroll in the programme</p> <p>Need for a programme that will include those who never attended school</p>	<p>endorsement by the stakeholders (during stakeholders meeting).</p> <p>The programme will use the available resources, buildings and equipment</p> <p>The programme is designed to reach all adolescents who are out of school including those who never attended, dropped out, and those who did not transit to next level</p> <p><u>Challenges</u></p> <p>The distance can still hinder the participation of some adolescents in the programme, as the centers cannot be set in all villages,</p> <p><u>Recommendations</u></p> <p>IPOSA should not be regarded as an alternative learning programme but a viable programme for out of school adolescents</p> <p>Development of inclusive education strategy which is being developed need to take into consideration the out of schools children as also vulnerable adolescents</p> <p>Speed up the development and implementation of the IPOSA to reach the most vulnerable adolescents</p> <p>Sufficient budget should be allocated for IPOSA to reach the most deprived adolescents</p>
<p>Efficiency</p>	

<p><u>Success</u></p> <p>Graduates from IPPE are being self-employed after graduation</p> <p>In the faith based organization the programme is self-sustainable</p> <p>The programme was adopted by prisons</p> <p><u>Challenges</u></p> <p>Use of paraprofessional teachers who lacks the skills</p> <p>Somehow difficult to determine the quality of education</p> <p>Long training period</p> <p>The programme was adopted in the other regions while under pilot.</p> <p>The programme was not popular to some areas</p>	<p><u>Success</u></p> <p>The OOSC programme is integrated in the new ESDP thus, more likelihood of its implementation.</p> <p><u>Challenges</u></p> <p>Availability of teachers to teach in all centres of IPOSA remain to be a challenge</p> <p><u>Recommendations</u></p> <p>Employed primary and secondary schools teachers should be identified to attend the training on IPOSA so as to teach in the centers of IPOSA</p> <p>Link the programme to FDC</p>
<p><u>Success</u></p> <p>The materials for learning were available for most of the learners in the identified centers</p> <p><u>Challenges</u></p> <p>The materials were written in English and thus, difficult for the learners to use</p> <p><u>Recommendations</u></p> <p>The training materials should be translated to Kiswahili</p>	<p><u>Recommendations</u></p> <p>Investigate the possibility for the implementation of IPOSA through faith based organizations</p> <p>Develop a quality assurance framework</p>

16.1.7 Summary of the TVET group discussion

Equity		
<u>Success</u>	<u>Challenge</u>	<u>Recommendation</u>

<p>Gender parity is fairly among females and males (40% to 50%)</p> <p>There is availability of VETA centers in all region</p> <p>Increase in enrollment due to introduction of new programs there is a decrease in male stereotype</p>	<p>Negative attitude toward TVET</p> <p>Low capacity in enrollment for TVET</p> <p>Low access for special needs applicants</p>	<p>New construction of TVET centers so as to increase enrollment</p> <p>there should be a formal system of identifying students who are supposed to join TVET</p>
<p>Efficiency</p>		
<p><u>Success</u></p> <p>Introduction of new programs</p> <p>Optimum use of facilities</p>	<p><u>Challenge</u></p> <p>Inadequate and outdated learning facilities</p> <p>Inadequate data base to show skills ,demand and supply</p> <p>There is inadequate on job training for teachers</p>	<p><u>Recommendation</u></p> <p>Construction of new facilities there should be Professional development for teachers there should be adequate facilitation for quality assurance</p>
<p>Learning</p>		
<p><u>Success</u></p> <p>TVET provide accessibility for formal and self-employment</p> <p>There is a room for choosing/opting courses</p> <p>There is a demand driven curriculum</p> <p>Introduction of dual apprenticeship program for learners</p>	<p><u>Challenge</u></p> <p>Inadequate teachers e.g. Textile, hospitality, printing, leather goods and secretarial</p>	<p><u>Recommendation</u></p> <p>There should be training of teachers for special needs</p> <p>Technical schools should be revived in order to accommodate TVET programs</p> <p>Guidelines for establishment of TVET centers should be available to all councils</p>
<p>Research area:</p> <p>Situation analysis on the type of economic activities engaged by the Std 7 and form four leavers who have not joined in the formal system</p>		

16.1.8 Summary of the FDC group discussion

Equity		
<u>Success</u>	<u>Challenge</u>	<u>Recommendation</u>
<p>There is opportunity for both boys and girls to access technical/ vocational education</p> <p>Provides opportunity to Std VII and above and those who did not complete Std vii but can read and write to obtain vocational skills</p>	<p>The courses which are provided are not gender sensitive and do not consider people with special needs</p> <p>Unequal balances of resources</p> <p>The technology used in training is outdated</p> <p>Limited teaching resources</p> <p>Graduates from these colleges are not recognized by the community due to lack of certificates</p> <p>High costs in training which caters for those with high economic powers</p> <p>Limited /inadequate infrastructures for some FDCs</p>	<p>Resources should be distributed equally</p> <p>Revamp FDCs to cater for needs of all people, geographical location, gender and disabilities.</p> <p>Improve infrastructure, and use of modern technology and innovation.</p> <p>Community sensitization on existence of these colleges.</p>
Efficiency		
<u>Success</u>	<u>Challenge</u>	<u>Recommendation</u>
<p>The FDCs are located in the catchment areas</p> <p>Diversity of the offered courses build capacity according to the need of the community</p> <p>They provide continuous assessment</p>	<p>Certificates provided by FDCs are not recognized by certificate agencies (NACTE)</p> <p>Inadequate vocational tutors for core subjects</p> <p>Dilapidated infrastructures</p>	<p>Government to recognize FDC's Certificates</p> <p>The Ministry to train and recruit Core Subject tutors</p> <p>To link existing FDCs to the local Government Structures from lower level</p>

<p>The FDCs have survived despite the shift from Ministry of Community Gender and Children TO MOEST</p> <p>They use locally available materials</p> <p>They have been used as Focal Community centers where the community meet for training and other social activities</p>	<p>Lack Title Deeds</p> <p>Inefficiency subsidies from the Central Government</p> <p>Competition from other institution from such as VETA</p>	<p>to capacitate FDCs through giving them TENDERS</p> <p>Construction of new building through different programme such as EP4R</p> <p>Ministry link with LGA for TITLE DEEDs</p>
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Learning

<u>Success</u>	<u>Challenges</u>	<u>Recommendation</u>
<p>Tailor made type of training e.g. agriculture and livestock</p> <p>Hands on skills i.e There is clear connection between practical's and theory</p> <p>Free entry, No qualifications requirements for the enrollment</p> <p>Good community involvement eg LGA, village leaders in different areas eg construction of desks and support the payment of tuition fees</p> <p>Some FDC have community resource/ information centers</p>	<p>Too high tuition fees</p> <p>No certification at the end of the training</p> <p>Language of instruction</p> <p>No innovation among course leaders</p> <p>No teaching and learning materials (textbooks, equipment's etc)</p> <p>Lack of enough qualified teachers</p> <p>No clear guidelines on (curriculum, syllabus, instructional hours etc)</p> <p>Lack of Capacity to include youth with different disabilities</p>	<p>Allocate budget to support development of FDC</p> <p>Capacity building to teachers on (leadership, innovation etc)</p> <p>Provision of certificates</p> <p>Change language of instruction</p> <p>Integrate FDC courses and Secondary education</p>

Research Agenda

1. Action oriented research or an impact assessment on the FDC courses
2. How to improve learning in FDC colleges (type of courses, life skills, Integration with secondary education etc)
3. Interaction between knowledge traditions in non-formal adult education

DEVELOPMENT PARTNERS

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