



TEN / MET

Education Sector Review Workshop: CSO Statement on Core Positions

• 1.0 Introduction

1.1 Following Tanzania's adoption of the National Strategy for Growth and Reduction of Poverty (NSGRP or MKUKUTA) in 2005, the Education Sector Review provides a unique opportunity for all stakeholders to put the sector under the microscope. The Education Sector Development Programme (ESDP) of 2001 needs to be revisited and revised in order to meet the MKUKUTA targets as well as EFA goals and Millenium Development Goals (MDGs).

1.2 Civil Society Organisations (CSOs) have the role of complementing, rather than substituting, government efforts to improve the well-being of the citizenry. By effectively engaging in policy formulation and implementation - from the grassroots to the national level - CSOs can be a source of new policy ideas and can effectively play their "watchdog role", enhancing government transparency and accountability to the citizenry. This is best carried out by encouraging communication and information sharing in all directions at all levels

1.3 Given these internationally recognised, broad roles of CSOs, we would like to utilise the space government has provided to point to key priority issues. These issues must be acted upon as a matter of urgency in some education sub-sectors and some require immediate action to ensure full realisation by 2010.

1.4 This paper presents the key issues followed by related recommendations in the basic education sub-sectors, as well as Public Expenditure Review (PER), Performance Assessment Framework (PAF) and education sector dialogue. TEN/MET members and other CSOs have provided informed and evidence-based inputs in these areas.

1.5 However, our input is premised on one key tenet: Education that creates knowledge and develops skills, and is based on learners' experiences as well as active learning, can be provided in a variety of formal, non-formal and alternative settings for national, community and personal development. In short, we place greater emphasis on learning rather than buildings!

• 2.0 Review of Education and Training Policy

2.1 Consultations on the review of the Education and Training Policy (ETP) 1995 took place during the first half of 2005. Eight months after the deadline for submission of inputs, stakeholders have not been served with a draft of the new ETP. The revised ETP would be an important reference document for the Education Sector Review or else the current review would have been used to provide further input into the revision of the ETP.

Recommendation. *The Government should utilise the opportunity of the Education Sector Review to update the ETP with clear dates for its publication.*



● 3.0 Early Childhood Development (ECD)

3.1 Monitoring and Management of ECD. While the cardinal importance of early childhood care and development has been clearly demonstrated through research, the development of this sub-sector lags behind other sub-sectors. The most critical gaps that require immediate attention are the lack of a high-level multi-sectoral coordination mechanism to manage its development and the low status of this sub-sector in the Ministry of Education and Vocational Training (MOEVT).

Recommendations:

a. We recommend that a high-level Inter-agency Coordination Committee or Council be established in the Prime Minister's Office. We further recommend that the Department for Children should form the secretariat of the said committee or council.

b. MOEVT should strengthen the ECD sub-sector and ensure that Teacher Education enhances ECD in its training programmes.

3.2 Access to ECD Programmes. Studies show that learning and development are enhanced as a result of early childhood care and education, particularly in children whose home environments cannot support optimum development. A research basis exists for curriculum models, low-cost learning materials and teaching practices that translate into high returns for school success. Further research is necessary to corroborate these findings at national and local levels. In addition, longitudinal impact research is a necessary component for ensuring efficient investments in the sector. Notably, easy-to-use observation instruments that provide low-cost means to monitor quality and improve programmes are available.

At present there are very few ECD programmes in Tanzania. Despite the provision in the ETP that each primary school should have a pre-primary lower extension, not all schools have established the units. Where pre-primary units do exist, they are often quite far from where the children live. Given the age of pre-primary children (i.e. 3-6 years), this means very young children are required to walk distances that are not appropriate.

While good early childhood programmes should be available to all children, there are particular benefits to providing targeted and effective early interventions for children from poor families. Due to limited space and shortage of teachers, the school-based model will take time and resources to fully develop. Further, distance from home to school can prohibit access by children living in remote areas and those with any form of disability. A pre-school option that includes parent education, community based pre-schools and even home-based preschools can be viewed as a network of support services that widen the reach to all children. Recognising the critical importance of early education, the government, in collaboration with CSOs, should demonstrate a sustainable and replicable model that can reach every child in Tanzania.

Recommendations:

a. Each community should establish and own a holistically integrated ECD programme supported by the local government; in fact, MKUKUTA stipulates that funds would be disbursed to local communities via local government to support ECD. The programme should adopt a developmentally appropriate preschool model that provides children with skills for school and life success in order to ensure that it warrants local government investment. Community-based ECD programmes can be linked with primary schools in a number of beneficial ways.

Creative, low-cost solutions for quality education must be identified and tested. Lack of funding is not a rationale to do nothing.

b. However, for effective implementation, the above recommendation needs to be reflected in both the ETP and a well-costed strategic plan with clear guidelines for implementation. Lack of funding for the ECD sector should not provide rationale for doing nothing. Creative, low-cost solutions for quality education must be identified and tested.

● 4.0 Primary Education

4.1 Access and Equity. There has been an impressive increase in enrolment during the implementation of PEDP, especially in the first year. However, we note that there is an over-emphasis on enrolment at the expense of attendance, which is not effectively monitored.

Many primary schools have limited access to water for drinking and sanitation. This, coupled with shortage of latrines that are gender-sensitive, has negative effects on attendance and retention.

In addition, there is still limited access to school and other education programmes by children, youths and adults from pastoralist and hunter-gatherer groups and other vulnerable groups, including orphans, street children and those with disabilities.

Retention of girls through the primary grades is affected by many factors, including early marriages, sexual harassment and early pregnancies. These factors jeopardise the attainment of gender parity and equality as targeted in the EFA goals and the MDGs.

Recommendations: *Clear targets and mechanisms are needed to ensure that all children (particularly vulnerable children and those from marginalised groups) enroll and actively and enjoyably participate in and achieve quality education. Specifically:*

a. The ETP should adopt an inclusive education system and strategies should be designed to develop alternative and inclusive practices. Developing inclusive practices would ensure enrolment of all children in the neighbourhood of each regular school or programme, irrespective of their social, psychological, cultural, economic and physical (including disability) differences. It would also minimise barriers to learning through maximisation of resources;

b. Emphasis must be placed on compiling / monitoring attendance data rather than enrolment alone;

c. Given the importance of water for sanitation and drinking, deliberate and urgent action should be taken to ensure that all schools have access to safe and clean water, as this would, in turn, encourage attendance and promote retention;

d. Given the importance of girls' education and the extenuating circumstances that bring about teenage pregnancies, Tanzania should adopt a school re-entry policy with clear guidelines and procedures for girls who become pregnant while at school. The guidelines and procedures should ensure that protection of girls in the school is promoted and guaranteed; and

e. The viability of mobile schools and programmes for pastoralist, nomadic communities should be explored.

4.2 Quality. Quality education should focus on learner achievement in the skill areas that are explicitly articulated in the ETP and stipulated in the curriculum. Education for Self Reliance (ESR) sought to develop learners' critical thinking and to foster an inquisitive mind, creativity and innovation. Indeed, in addition to the "3Rs" and other subject content, all of these traits enable the learner to live productively in the community and in a globalised world. In other words, an effective way to transform quality is to focus on what students actually learn, rather than what they are taught, and to improve application of content knowledge in core subjects to work and community. Learning requires not only the acquisition of facts and concepts but also the ability to integrate what is already known and to apply new information outside the classroom. Inquiry-based approaches that encourage students to investigate real problems should be utilised at all grade levels, thereby giving students the opportunity to practise authentic writing, reading, mathematics, science and social studies. This approach makes school more meaningful and enjoyable and it benefits students who will pursue academic or vocational tracks. Building skills required for the world of work - inventive thinking, effective communication, judgement, collaboration, team-work, ability to accomplish tasks independently, and citizenship - should be a methodology used in delivery of content because it will increase quality and relevance.

Given this view of quality education, there are several issues that require immediate attention:

a. Life Skills. The current primary and secondary school curricula do not wholly address the need for learners to gain skills relevant for life in the community and skills that would lift them and their communities out of poverty. For example, while the primary school curriculum provides for life skills as a subject, the deployment of a single life skills teacher in a school cannot ensure that the skills relevant in a given community are learned.

We are aware that life skills is not only about learning a trade but also learning to analyse problems and test solutions. It may involve learning skills from local experts, but it will also help children envision the innovations needed to apply these skills in more productive ways to meet future demands.

As such, it is necessary to challenge students' minds and to motivate them to think about how they can contribute to making their community a better place to live. An effective life skills curriculum will provide modules to help students practise discussion and analysis, and to investigate community strengths and problems in agriculture, technology, environment, health, livelihood and social organisation. It will draw on local community experts as resource teachers and build positive school-community relations as students show interest in learning from the community.

b. Curriculum Change. The current practice in the curriculum change process is not broadly consultative, making it the domain of a few technocrats. This marginalises the citizenry who own the schools and other education programmes. As a result, curriculum changes are made within two to three years, before the impact of the curriculum is effectively assessed.

c. Participatory Teaching/Learning Methods. Participatory teaching/learning methods are poorly understood and applied. More often, participation means calling out rote answers in a lively, loud fashion (i.e. chorus responding) rather than providing opportunities for students to analyse, synthesise, and discuss ideas amongst themselves. Group work is used for students to practise rote learning rather than to produce new work through collaboration and teamwork. Effective classrooms share the following characteristics: learning is active, experiential, collaborative, democratic and cognitive.

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While participatory teaching methodologies are spelled out in the ETP, the concepts and methodologies must be better understood and employed in order to realise the benefits. It will increase children's interest in learning and understanding, since these are required to absorb academic and practical content. At present, the pace at which these methodologies are adopted is too slow to ensure active learning (i.e. participation and achievement) for all learners in the country. PEDP Review Reports (URT, 2003; 2004) have shown this to be the case.

d. Improving Calibre of Teachers in Each Sub-sector. The ETP has no clear system of upgrading pre-primary and primary school teachers or ensuring that they remain in the same schools; as a result, those who receive training higher than Grade "A" are attracted to join secondary schools or to look for employment elsewhere. Upgrading should lead to a pool of highly qualified teachers in each sub-sector and not to teacher attrition.

e. Limitation of Resources. The capitation grant is aimed at ensuring, among other things, that schools have adequate supplies of textbooks and other teaching/learning materials. While various Public Expenditure Studies (PETS) conducted by CSOs have revealed leakages, the actual level of \$10 per pupil and \$100 per pupil with special needs does not take into account rising prices and/or the cost of special needs equipment and materials. This situation compromises quality of teaching and learning, and hence, it compromises quality of education.

f. Inequitable Targeting of Resources. The capitation grant is currently based on enrolment, not on school-going age. Capitation grant based on enrolment has a negative impact on children who do not appear on the schools' official register, especially those with special needs in special units.

Recommendations:

a. *The life skills subject in primary schools should be made more relevant through application of academic content to the real world and by using the real world as an effective learning resource (e.g. by utilising experienced, successful community members). Although this is how life skills is intended to be implemented, there has not been proper orientation of teachers towards effective teaching of this subject.*

b. *Primary school subjects that have been merged should be reinstated.*

c. *Curricula should be reviewed less frequently, with nationwide consultations, preferably between 10 and 15 years Curriculum change should be informed by rigorous action research studies.*

d. *The teaching/learning process should be immediately, radically transformed. It should aim for a classroom environment that is active, experiential, democratic, collaborative and cognitive. Addressing the barriers to change (including teacher beliefs about what "good teaching" looks like) is pre-requisite to improving the classroom climate for learning. All children can be effective learners in child-centred, safe and supportive school environments (i.e. barrier-free environments) with teachers who are committed and accountable for student learning and well being. Respecting the way children learn best ensures their fundamental rights to gender-sensitive toilets, safe and clean water, and adequate nourishment to fuel the brain.*

e. *The ETP should ensure that teacher training and upgrading provides and retains teachers of higher calibre than currently prescribed in order to form a pool of teachers with higher qualifications and skills in each sub-sector.*

f. *To facilitate ease of finance monitoring, the full annual capitation grant should be disbursed to the school level in two instalments using predictable and transparent criteria, and information should be made available to all, including parents, teachers and pupils/students.*

g. Capitation grant allocation and disbursement should apply to both formal and non-formal education programmes. Vulnerable groups including orphans, street children and those with disabilities and/or in special programmes and units should be recognised and receive the capitation grant.

h. The actual capitation grant level per pupil should increase gradually by 20 percent (by \$2 in the first instance) on a yearly basis to reflect realistic price estimates of equipment and materials.

• 5.0 Secondary Education

5.1 Access and Equity. The gap between boys and girls is still wider at the secondary level than at the primary education level. This situation jeopardises the possibility of Tanzania achieving the MDG on gender parity even by 2015. In fact, access to secondary education for vulnerable children (e.g. orphans, street children, persons with disabilities and those from pastoralist and hunter-gatherer communities) leaves much to be desired.

Recommendations:

a. The recommendations provided for primary education apply to secondary education.

b. However, special attention should be paid to provision of boarding facilities for girls.

c. We urge the government to carry out a detailed situation analysis on educational access, achievement and progression/transition for people with disabilities with a view to strategising for improvement.

5.2 Curriculum Relevance. Education must be relevant to the development of the people (the community) and to the needs of the nation and the individual. This means that secondary education should develop entrepreneurial skills among learners that would lead to employability, especially through self-employment. A graduate from a secondary school programme or university should be well prepared for self-employment. The very meaning of education/knowledge is more than construction and enrolment.

Recommendation: *Secondary school curriculum should aim to develop market-driven entrepreneurial and problem-solving skills that lead to employment and productivity in the community.*

5.3 Curriculum Changes. Changes recently made by the Ministry of Education and Culture (MOEC) to abolish secondary school vocational biases were made without nationwide consultations. This raises the question: who owns the schools - the Ministry or the people?

Recommendation: *We agree with President Jakaya Kikwete that curriculum decisions should be fully consultative. On his visit to the Ministry of Education and Vocational Training (MOEVT), he pointed out that "education is not owned by the officers in the Ministry BUT by the people". While that opportunity was missed, we are of the view that vocational biases in secondary schools which are market-oriented should be reinstated. The curriculum should also aim at preparing secondary graduates to compete effectively in the globalised world.*

5.4 Over-emphasis on Secondary School Buildings. There is currently pressure and enthusiasm to build secondary schools without due attention to quality and quantity of teachers, library facilities and teaching/learning materials. The fact is that schools are more than mere buildings, and so it is problematic that ongoing secondary school expansion does not adhere to the required standards of teaching equipment or laboratories. The expansion is also not supported by a preparation of professional and skilled teachers who can competently and efficiently perform their duty.

Recommendation: *We recommend that the correct standards for buildings, equipment, staffing and the environment are taken into account before a school is registered, be it a government or a private school. The policy should also direct the procedure to be followed to ensure that the expansion of secondary schools matches the capacity of competent, efficient and trained teachers.*

5.5 Funding for the Secondary Education Development Plan (SEDP). The SEDP is not fully funded. It was designed to assume a two-pronged scenario: a medium-growth and a high-growth scenario, with respect to rate of economic growth. The medium-growth scenario, advocated by the World Bank, is based on the assumption that the expansion of secondary education would be in line with the current rate of growth which is expected to pick up gradually. The high-growth rate scenario assumes a faster rate of economic growth complemented by external loans and grants. The budget speeches of the MOEC presented expansion based on the high-growth scenario. Two questions come to mind: (1) Are we confident that SEDP can be adequately funded and at what levels? (2) What scenario ought to be justifiably pursued?

Recommendation: We recommend that the scenario followed is determined by the current rate of economic growth, given that, unlike PEDP, SEDP is not fully funded. Also given that some secondary school leavers are undergoing a two-month crash training to teach in secondary schools, it is clear that pursuit of the high-growth scenario is highly problematic. The medium growth scenario is more reasonable and appropriate.

● 6.0 Adult and Non-Formal Education (AE/NFE)

6.1 Definition and Locale of AE/NFE. AE/NFE is more than gaining literacy skills, in the traditional sense. It is about developing the ability to function socially and to learn for life or, as Paulo Freire (Shor and Freire, 1987) put it, ability to "read the word and the world".

Currently, the education system is linear; that is, from ECD to primary, secondary and to tertiary and higher education. However, vulnerable children, youths and adults from different social groups are the responsibility of Local Government Authorities (LGAs). LGAs are expected to pick up the pieces of street children and youth and adults who suffer from alcoholism and unemployment, all of whom are a manifestation of non-income poverty. The special educational needs of these groups may require alternative programmes for them to be met. Unlike PEDP, which is run and managed by PO-RALG and LGAs, the AE/NFE sub-sector has no strategic plan and is loosely coordinated.

**“Literacy”
is a continuum of
skills, including reading,
writing, speaking, listening,
thinking, counting and
coping with social
life.**

Recommendations:

a. The ETP should adopt the broader definition of AE/NFE to include literacy, social functioning and learning for life. Although there has been lack of consensus on the definition and use of the word "literacy", we recommend adoption of the compromise view suggested by McArthur (1996: 464) as follows: "... literacy is best conceived as a continuum [of skills] whose dissemination involves various kinds of behaviour at higher and lower levels, including reading, writing, speaking, listening, thinking, counting, coping with the demands of the state, of employment, and of social life."

However, for deaf persons, speaking and listening should be replaced by their most relevant skills of lip-reading, signing and watching for language. These aspects of communication, therefore, deserve a place in the conceptualisation of literacy.

b. COBET (MEMKWA) and other NFE centres should be community resources that effectively bridge the gap between schools and community needs for both parental and social care. Specifically, COBET centres should be community centres where children, youths and adults can come together for: job seekers' support (i.e. as job centres); literacy; information technology (IT); child care and parenting advice; loans/entrepreneurship training; leisure and recreation; library; child protection services; life long learning; career guidance; VCT and HIV/AIDS education; upgrading for public servants (e.g. Form IV qualification is now required).

c. These centres should be run as LGA/CSO partnerships funded by a combination of MOEVT, PO-RALG, LGAs and CSOs who harness local resources.

d. COBET and other NFE centres should pilot and document different learning models that could be scaled up into primary curricula such that primary curricula are informed by "what works".

6.2 Access and Equity. Despite the well known fact that AE/NFE is essential for the development of a nation, illiteracy in its broadest sense is still high - especially in rural areas. Bluntly stated, illiteracy bears the face of a woman! Currently, it is estimated that 3.8 million Tanzanians are illiterate, and that this group is mostly women.

Further, as is the case in all sub-sectors, vulnerable groups (e.g. street children and youth, child labourers, orphans, people with disabilities and those from social groups, such as pastoralists and hunter-gatherers) have limited access to education in this sub-sector.

Recommendations:

a. AE/NFE should be given a fresh push with a clear strategic plan and targets in order to reach and surpass the gains of the seventies.

b. The status of AE/NFE should be raised to the level of directorate to ensure adequate allocation of funds in the budget and effective functioning.

c. The roles and responsibilities of the Adult Education Section / Department at MOEVT and of the Institute of Adult Education should be streamlined and harmonised to avoid overlap or duplication.

d. The inclusive education principles and practices should be implemented. COBET (MEMKWA) must understand and be responsive to local manifestations of vulnerability.

e. COBET must happen - NFE programmes should be extended and made available and accessible throughout the country.

6.3 Curriculum issues. AE/NFE centres lack a well defined curriculum and related guidelines. This has implications for skills taught and for performance assessment. Likewise, cross-cutting issues are not adequately incorporated into the sub-sector.

Recommendation: *A well defined curriculum should be developed as a matter of urgency and this should be reflected in the sub-sector's strategic plan. COBET (MEMKWA) must define the vision, the student profile and then the methodologies used.*

6.4 Facilitators. Most AE/NFE staff at different levels have not been well trained and are, therefore, unqualified. Although they are expected to be paid TShs45,000/= and TShs30,000/= in urban and rural areas respectively, these amounts are not always paid and are not always on time.

Recommendations:

a. A well structured systematic training programme should be developed for facilitators at different levels. Teacher training colleges should assume that role of producing facilitators, below degree level.

b. COBET facilitators should be paid agreed amounts and on time.

• 7.0 Teacher Education

7.1 Teacher Training and Development. Teacher training for Grade A and diploma has been shortened from two to one year, with one year expected to be spent at school with support from the school heads and District Education Offices (DEOs) (URT, 2004). This means that the two-year curricular content is being compressed into one year, thereby compromising the quality of the teaching/learning process. At the same time, the teacher trainees do not receive the support anticipated from the school and DEO.

Whereas the value of participatory methods of teaching has been well disseminated, the adoption of underlying skills and values has not. This is true among teachers, but more importantly and with wider implications, among college tutors and university lecturers. Research has long shown that teachers tend to use methods with which they themselves were taught. As a result, given the current low level adoption of interactive methods, trainees are receiving poor modeling of teaching approaches, thus limiting the rate of adoption of desired methods by trainees.

Teacher training should focus on competencies such as child-friendly classroom management and interactive models of teaching.

The corollary of this shortcoming is that teacher training curriculum and college teaching do not currently address the important issue of developing teacher competencies. Hence, student assessment does not focus on the competency aspect.

Recommendations:

a. Teacher training for Grade A and above should not be less than two years to ensure complete coverage of course content and teaching practice, preferably "Block Teaching Practice".

b. School based training should be piloted, provided that there is adequate lead planning time and provided that adequate human, infrastructural and financial resources are mobilised, allocated and deployed/dispensed on time.

c. The teacher training curriculum should focus on teacher competencies in such areas as mastery of subject content, effective child-friendly classroom management, participatory and interactive models of teaching, democratic school governance, as well as school and education programme management.

d. The raw materials for the teaching profession should be screened for entry qualification school grades (Divisions 1-3) and for subject competence (e.g. failures in all subjects except languages at school level should not be taken).

7.2 Teacher Deployment, Development and Support. Whereas teachers have in recent years been encouraged to upgrade themselves academically and professionally (and appreciable activity is evident in that area), teachers in remote and difficult districts (such as those in Kigoma, Kiteto, Lindi and Mtwara) lack basic social services and experience professional isolation. As a result, many new teachers posted to these areas do not report to their duty stations.

Due to the problem of teachers absconding from or reluctance to report to duty stations and other factors, the shortage of qualified secondary school teachers in remote and difficult districts is an urgent concern and requires immediate attention.

At the same time, routine school inspection is frustrated by financial and transport resources to monitor quality of school provision. When inspection does take place, the school inspector is seen as a threat to the professionalism of the teacher.

Recommendations:

- a. Teacher development should be well planned so that teachers in all geographical areas benefit.*
- b. Schools in remote and difficult areas which at present have poor social services (e.g. Kigoma, Kiteto, Lindi and Mtwara) should be improved and an incentive system developed to motivate teachers to teach and remain in these schools instead of moving away and abandoning the pupils.*
- c. School inspection should be geared towards supporting the teacher to improve his/her professional competence in classroom teaching and in classroom / school management.*
- d. Teachers should be explicitly supported and motivated by the government, Teacher Resource Centres (TRCs) and the Teachers' Trade Union (TTU) (including appropriate housing and adequate salaries) and they should be held accountable to lead the change in school and classroom practice.*

7.3 Teacher and Sign Language Interpreter Shortage. Whereas teacher training and recruitment has increased during PEDP and SEDP, teacher shortage still looms high on the basic education agenda. This has necessitated the shortening of the training programme and mounting of very short "crash course" training for secondary school teachers.

Similar to oral languages like Kiswahili and English, Sign Language (SL) for deaf people is internationally recognised as a legitimate language. Although there are deaf people in the education system (and given that increased access will guarantee increasing presence of deaf children, youth and adults in education programmes), the present shortage of teachers and interpreters competent in SL is troubling and serious. Consider that Patandi - currently the only special needs education college in the country - doesn't yet have an SL teaching programme for teachers and interpreters.

We commend the Tanzania Association of the Deaf (TAD), popularly known as Chama cha Viziwi Tanzania (CHAVITA,) for the graded courses they run in Tanzanian SL.

Recommendations:

- a. We commend the government for the steps currently being taken (except for the very short crash course training programmes). However, we strongly recommend that all unemployed, qualified teachers be mobilised and absorbed into the teaching force.*
- b. We also recommend the use of teachers who have retired - they have reached retiring age but are physically and intellectually able to teach. These teachers should be assigned to teach in schools and programmes close to their retirement homes.*
- c. As participation and achievement of deaf children, youth and adults in education is frustrated by lack of competent SL teachers and interpreters, we recommend that an SL teaching programme be mounted at Patandi as a matter of urgency. Government should support the teaching of SL and training of SL interpreters carried out by NGOs such as CHAVITA.*
- d. We further recommend that SL teachers and interpreters are posted in all schools and programmes with deaf children, youths or adults.*

7.4 Professional Code of Conduct. Teachers' professional ethics have undeniably been eroded. This is evident in the use of students as farm labourers, as domestic labourers, and also in situations of teenage pregnancy and sexual harassment.

The role of the teacher acting in loco parentis is increasingly abdicated by teachers and viewed with suspicion by the community. This has eroded the community's respect for teachers.

Recommendation: We recommend that teachers should have a Professional Code of Conduct, developed in collaboration with the TTU and signed by both parties.

7.5 HIV/AIDS. There are many ways in which HIV/AIDS has impacted education in Tanzania and elsewhere. Experienced teachers are lost through the pandemic. Teachers living with HIV/AIDS are unable to work with vigour and often miss classes - both of which negatively effect student learning. At the same time, other teachers are required to share the burden of teaching, thereby increasing their workload.

Teachers affected by HIV/AIDS must be supported, including spousal/child support and free ARV prescriptions to lengthen lives.

HIV/AIDS has left many children at school as orphans and many teachers do not have the understanding and skills to handle children traumatised by the scourge. Pupils, especially girls, are dropping out of school to take care of their siblings or sick parents.

In addition, although HIV/AIDS education has been mainstreamed into the curriculum, teachers lack the skills and subject-matter comfort in order to effectively implement such mainstreaming.

Recommendation: HIV/AIDS must be mainstreamed by supporting infected and affected teachers, including their spouses and children. ARV prescriptions should be encouraged and obtained free of charge to lengthen their life. Teacher training should ensure that graduate teachers have the right skills and attitude to teach the HIV/AIDS content of the curriculum and to counsel and support those affected.

• 8.0 Performance Assessment Framework (PAF)

8.1 Focus on National Level. PAF is a management tool for monitoring and evaluating performance of the sector and its sub-sectors. The framework should, therefore, be as comprehensive as possible to be able to provide guidance across sub-sectors at national level and also at LGA and school/institution levels. At present, the proposed PAF seemingly subsumes the local level dimension.

Recommendations:

a. Most indicators should tap performance at the local level. The presentation of the indicators submitted by CSOs has taken the local level dimension into account. The indicators include theme numbers as follows: 1 - expansion/access; 2 - curriculum relevance; 3 - equity; 4 - quality; 5 - management; 6 - resources; and 7 - cross-cutting issues.

b. Qualitative or process indicators (e.g. level of pupil-teacher interaction) should be included in the matrices.

8.2 Definition of Quality Education. In general, there is no agreed definition of quality or common understanding of what quality entails. Although quality in education has been difficult to define generally, and although many people tend to define it from what they consider to be its key ingredients, we consider achievement of learners (using different assessment tools) to be central to quality education. Some critical life skills (e.g. entrepreneurial skills) may go untested (i.e. become inconspicuous in the coarser mesh of the assessment system).

Recommendation: While the pass rate and its relevance to progression to higher education levels may be a function of the emphasis made in the subjects/skills assessed, for many children learner achievement may be demonstrated through application of the skills in the community after school. Tracing school impact on learners in the community should be carried out to assess relevance and quality of an education programme.

8.3 Disaggregating Data. While we advocate for inclusive education practices, we feel the need to disaggregate data by gender and vulnerability (street children, orphans, disability and disadvantaged social groups) in each sub-sector in order to assess sector performance for these groups as a measure of equity. Without disaggregating data within the set indicators, this important measure of equity could be lost.

Recommendation: For truly inclusive education practice and equity principles, data must be disaggregated to the smallest unit whenever possible. This will help to facilitate understanding of the similarities and differences between groups.

Also, this ensures that resources are spent where they are needed most and in priority areas.

● 9.0 Public Expenditure Review (PER)

There are five key issues in PER:

- ~ Timing of disbursed funds is always late/delayed.
- ~ Lack of transparency on funding sources/expenditure.
- ~ Lack of openness and willingness to share information at the community level.
- ~ Disproportionate funding in the sub-sector.
- ~ Poor management and delays in the education budget process.

Recommendations:

- a. Set clear functioning criteria and specify the disbursement timeframe; for instance, twice a year in January and July at specific rates.*
- b. Simplify the source of funding.*
- c. Promote transparency supported by policy tools, namely circulars.*
- d. Develop carefully costed plans for AE/NFE and ECD to enable adequate funding.*
- e. Prepare benchmarks for standard budget process that is transparent and participatory.*
- f. Increase funding of priority areas and decrease proportion of allowances (allowances create distortion incentives that disrupt the priority day-to-day activity).*

● 10.0 Sector Dialogue

At present the sector dialogue structures are not working effectively, mainly because the basic principles and rules for a participatory, effective dialogue are violated.

Recommendations:

a. Principles of sector dialogue

- ~ Sector dialogue should be informed by perspectives of the people on the ground.
- ~ Dialogue should primarily be between government and civil society (rather than government and donors) because citizens are a more important constituency than donors and because donor confidence should come from robustness of government/civil society dialogue.
- ~ Civil society should be treated as an equal partner and there should be mutual respect.
- ~ Donor engagement should be simple, transparent and predictable.

b. Rules of the game

- ~ Access to information should be promoted such that it is available in a timely manner to all stakeholders.
- ~ Background documents should be circulated at least one week before the meeting.
- ~ All key documents should have an executive summary in Kiswahili.
- ~ Notice of meetings should be sent out to ALL participants with a minimum of one week notice (but it is preferable that the schedule is decided in advance).
- ~ Meeting minutes should be comprehensive and accurately reflect the discussion.
- ~ Draft minutes should be sent out one week before the next meeting.
- ~ Decisions/actions should specify who is responsible and the due date for implementation.
- ~ Roles/schedule/membership of Basic Education Development Committee (BEDC), BEDC Taskforce and TWG should be documented, implemented and monitored.
- ~ People responsible for effective functioning of the above should be known and held accountable.
- ~ Chairs (director level) should be present and show true leadership.
- ~ Public dialogue "Elimu siyo Mali ya Wizara ni Mali ya Wananchi" (Kikwete visiting MOEC).
- ~ Media should be invited to key meetings.
- ~ Key documents should be posted on the internet within one week of publication.
- ~ Open discussion, different opinions and true debate should be encouraged.

**To
be effective, sector
dialogue must include
open discussion and differ-
ent opinions, and it must
encourage true
debate.**

• 11.0 Conclusion

11.1 We are convinced that the recommendations given in this position paper will assist in improving the new ESDP.

11.2 As you may have realised, the running thread in this presentation is the emphasis on quality learning, relevant curricula and the development of critical thinking, an enquiring mind, creativity, innovation and entrepreneurialship - all of which are critical for an independent, productive life, including self-employment.

11.3 However, we are of the opinion that there is a real need to improve participation of all stakeholders, including CSOs, in the sector dialogue structures. It is in this way that communication is enhanced and that unjustified decisions which violate democratic principles are avoided.

On behalf of all education CSOs, TEN/MET is thankful to the government for having been involved in this important exercise.



- Educate to end poverty •

Tanzania Education Network / Mtandao wa Elimu Tanzania (TEN/MET) is a national umbrella network working in education. Its is a membership network comprised of 171 national non-governmental organisations (NGOs), community-based organisations (CBOs), international NGOs and district networks throughout Tanzania, all of which are concerned with the promotion of education. TEN/MET's core objective is to collaborate and join with other civil society organisations (CSOs) to support the advocacy work of CBOs, NGOs and faith-based organisations. It is with this informed, collective voice that TEN/MET can influence policies to ensure quality basic education for all in Tanzania.

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