

THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION AND CULTURE



EDUCATION SECTOR DEVELOPMENT PROGRAMME

**INSTITUTIONAL ARRANGEMENT GUIDELINES FOR SECONDARY
EDUCATION DEVELOPMENT PLAN 2004 - 2009**

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ABREVIATION

BEDC	:	Basic Education Development Committee
CEO	:	Chief Education Officer
CD	:	Council Director
DED	:	District Executive Director
EMIS	:	Education Management Information System
ESDP	:	Education Sector Development Programme
HoS	:	Head of School
IAE	:	Institute of Adult Education
ISC	:	Interministerial Steering Committee
LGA	:	Local Government Authority
MCDGC	:	Ministry of Community Development, Gender and Children
MLYDS	:	Ministry of Labour, Youth Development and Sports
MOEC	:	Ministry of Education and Culture
MoF	:	Ministry of Finance
MSTHE	:	Ministry of Science Technology and Higher Education
NECTA	:	National Examinations Council of Tanzania
NGO	:	Non-Government Organization
PE	:	Primary Education
PEDP	:	Primary Education Development Plan
PORALG	:	President's Office Regional Administration and Local Government
PSM	:	Public Service Management
POPP	:	President's Office Planning and Privatization
RAS	:	Regional Administrative Secretary
SEDP	:	Secondary Education Development Plan
TAMONGSCO	:	Tanzania Association of Managers and Owners of Non-Government Schools and Colleges.
THEDC	:	Tertiary and Higher Education Development Committee
TIE	:	Tanzania Institute of Education
TLS	:	Tanzania Library Services
UDSM	:	University of Dar Es Salaam
VFEDC	:	Vocational and Folk Education Development Committee
ZCIS	:	Zonal Chief Inspector of Schools

1.0. INTRODUCTION

1.1. *The Education Sector Development Programme (ESDP)*

The Government developed the Education Sector Development Programme Framework in 1997 to implement a decision for sector wide approach to education development. Since the sector is managed under several ministries the operationalization of the Sector Programmes within the ESDP framework called for Special Institutional arrangements.

The broad context and objectives of the Institutional Arrangements are to ensure effective coordination, collaboration, synchronization, ownership and sustainability of the sub sector programmes.

The arrangement constitutes an organogram of committees with various actors at different management levels.

- 1.1.1. The Interministerial Steering Committee (ISC) is chaired by the Permanent Secretary – in the Prime Ministers Office. The ISC is the Overall Coordinating Committee of the ESDP. Members of this Committee are Permanent Secretaries from Ministry of Education and Culture (MOEC), Ministry of Science, Technology and Higher Education (MSTHE), President's Office Regional Administration and Local Government (PORALG), Ministry of Community Development, Gender and Children (MCDGC), President's Office, Planning and Privatization (POPP), Ministry of Finance, President's Office Public Service Management (PSM) and Ministry of Labour Youth Development and Sports (MLYDS).
- 1.1.2. At the next lower level are Sub-Sectoral Development Committees, namely Basic Education Development Committee (BEDC), Vocational and Folk Education Development Committee (VFEDC), Tertiary and Higher Education Committee (THEDC).
- 1.1.3. While the VFEDC and THEDC oversee the development of Vocational and Higher Education respectively, the BEDC deals with Basic Education at the levels of Primary, Secondary and Teacher Education. The VFEDC and THEDC are chaired by Permanent Secretaries of the Ministry of Labour, Youth Development and Sports and the Ministry of Science Technology and Higher Education respectively. The BEDC on the other hand is Co-chaired by the Permanent Secretaries of MOEC and PORALG. Members of these development committees are drawn from stakeholder Ministries, Non-Government Organisations (NGOs) and Development Partners in Education.

1.2. Management and Monitoring of Programmes

The development of PEDP and SEDP is supervised by the BEDC. Programme implementation is mainstreamed into existing Ministerial structures both in MOEC and PORALG. The distribution of responsibilities and function of key actors in the SEDP will be as described in section 2.0.

2.0. RESPONSIBILITIES AND FUNCTIONS OF STAKEHOLDERS AT DIFFERENT LEVELS

2.1. NATIONAL LEVEL

2.1.1. The Basic Education Development Committee (BEDC)

This Committee is assisted by various Technical Working Groups, which provide technical inputs in developing programme components. During programme formulation and management, there are frequent communication and information flows between and among constituent ministries, institutions and organization which enable BEDC to monitor implementation. Moreover the functions of the BEDC are to:

- (a) Provide the planning linkage between sector ministries through joint review meetings.
- (b) Direct the development of sub-sector programmes through assignments to technical working groups, ministerial and other technical teams and consultations with other stakeholders and Development Partners.
- (c) Approve work plans for sub-sector programme components including annual plans and budgets.
- (d) Direct the BEDC Task Force in managing and providing technical overview for the design of the specific follow-up activity and studies in the sub-sector.
- (e) Analyze and synthesize studies to ensure recommendations are consistent with key policies.
- (f) Institute review and audit of sub-sector programmes.

Administratively, the SEDP will be implemented by various stakeholders at different levels as shown in figure 1 and 2.

Figure 1: Flow of Information for Plan Management

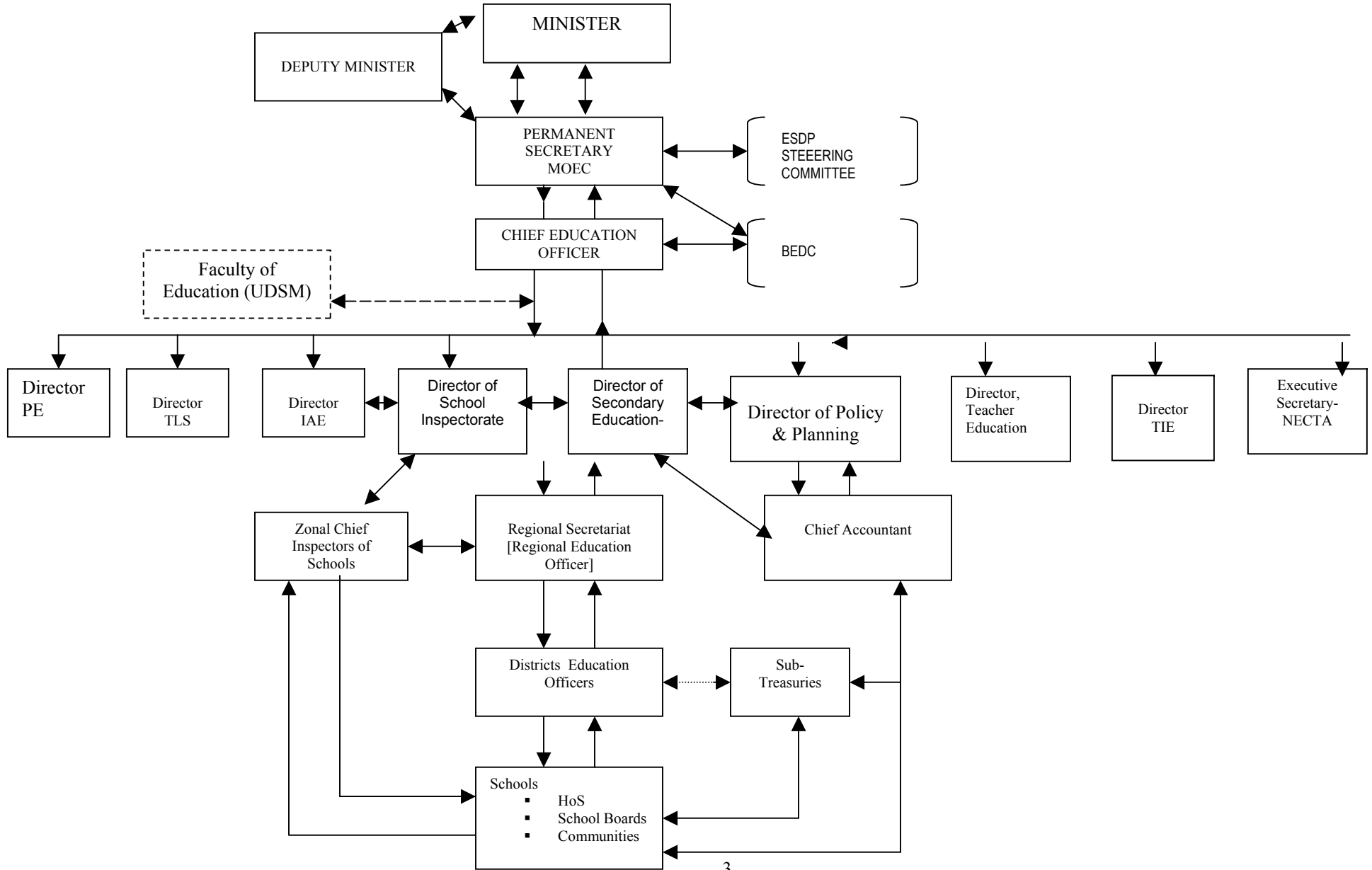
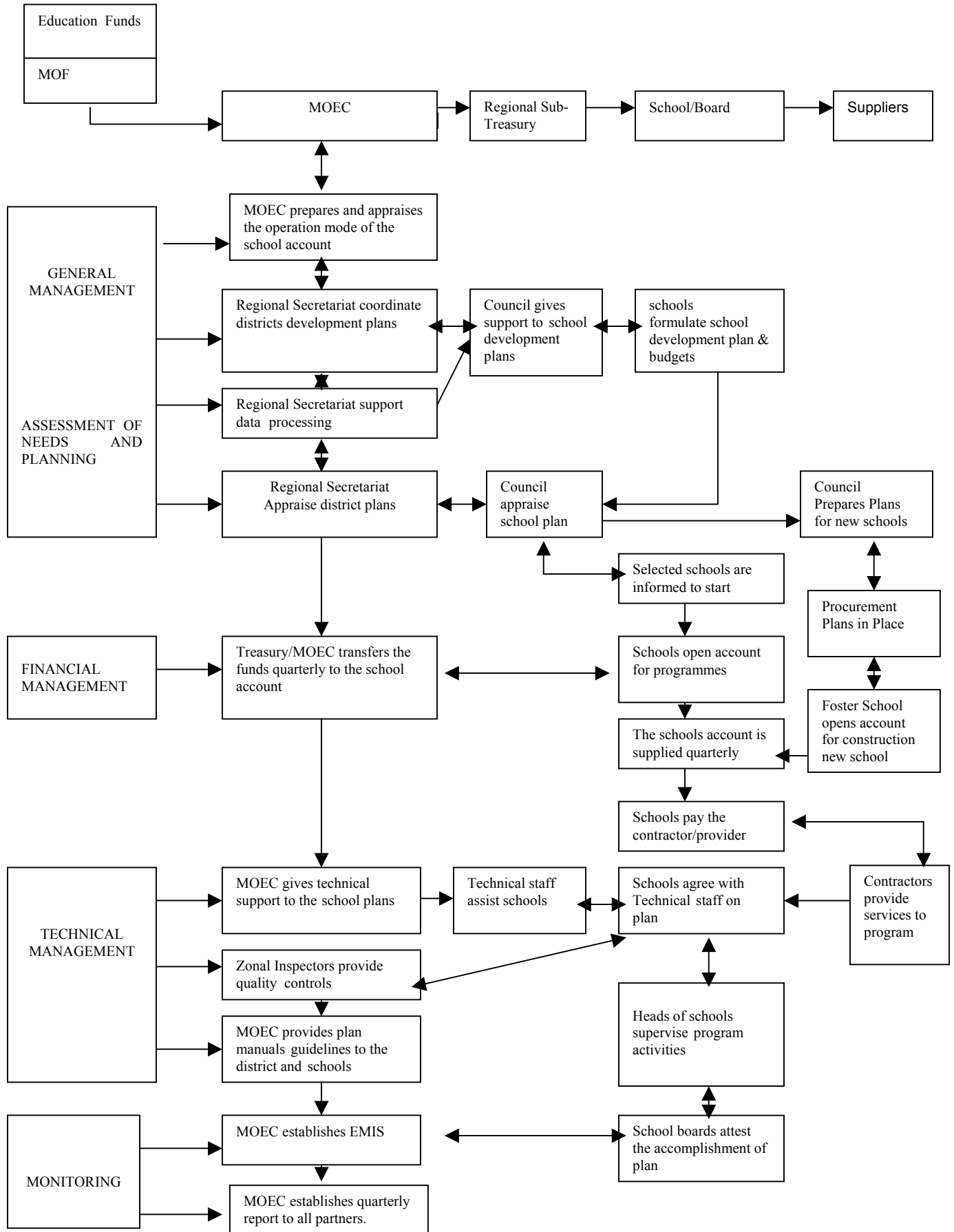


Figure 2: Plan Management and Monitoring Framework



2.1.2. Ministry of Education and Culture (HQ.)

- (a) Development of Education Policy
- (b) Conduction and coordination of Educational Research and Evaluation
- (c) Provision and coordination of In-service training through Teacher Education Department
- (d) Management of schools for children with special needs.
- (e) Registration of new secondary schools and teachers colleges
- (f) Employment and deployment of teachers, their registration and overseeing their welfare
- (g) Selection of Form 5 and Diploma students
- (h) Management of inter-regional teacher transfers.
- (i) Mobilization, allocation and tracking of resources.
- (j) Set National standards for schools and colleges
- (k) Approval of Educational Materials for schools and preparation of Teaching and Learning materials annotated lists.
- (l) Monitoring, reviewing and evaluating SEDP activities, guidelines and overall progress, and to regularly make such reports to the BEDC.

2.1.2.1. The Tanzania Institute of Education:

- (a) Development and Review of Curriculum in accordance with market demands.
- (b) Preparation of Manuals and Guidelines for Curriculum Implementation.
- (c) Development of National Curriculum Framework.
- (d) Participation in the approval of Educational Materials.
- (e) Provision of In-service training for teachers in collaboration with MOEC and other stakeholders

2.1.2.2. The National Examination Council of Tanzania:

- (a) Preparation and Management of National Form 4 and Form 6 Examinations

- (b) Development of comprehensive students achievement assessment system.
- (c) Development of National Examination Framework
- (d) Reviewing the design and administration of National Examinations.
- (e) Selection of Form 5 students in collaboration with MOEC.
- (f) Participation in the approval of Educational Materials

2.1.2.3. The School Inspectorate:

- (a) Monitoring and evaluation of implementation of the curriculum
- (b) Provision of professional support to teachers.
- (c) Provision of Administrative and Managerial Support to heads of schools.
- (d) Monitoring and advising schools on Infrastructural development and Environmental Management
- (e) Assessing accomplishment of criteria for school registration and give recommendations to CEO on registration of new schools.

2.1.2.4. The Institute of Adult Education

- (a) Provision of secondary education through open and distance learning
- (b) Preparation of teaching and learning guides for open and distance learning.
- (c) Preparation of TV and Radio programmes for open and distance learning.

2.1.2.5. The Tanzania Library Services Board

- (a) Provision of more reference and supplementary readers (books)
- (b) Provision of consultancy services and preparation of standards for secondary school libraries.
- (c) Provide capacity building for secondary school Librarians to manage respective school libraries.

2.1.3. President's office Regional Administration and Local Government – (HQ.)

- (a) Participation in SEDP processes as joint stakeholder
- (b) Participation in Inter-ministerial Steering Committee which oversees the Implementation of SEDP

- (c) Co- Chair the Basic Education Development Committee (BEDC)

2.1.4. Development Partners in Education

In the implementation of the plan, the government will collaborate and carry out consultation with development partners.

In this context the Partners in Education shall have the following roles:

- (a) Provide and Mainstream their support into government plans
- (b) Contribute funds, along mutually agreed criteria and modalities for disbursement of funds for SEDP
- (c) Participate as stakeholders in SEDP review process.

2.1.5. Non- Government Providers of Secondary Education

The Tanzania Association of Managers and Owners of Non- Government Schools and Colleges shall have the following responsibilities and functions in the implementation of the plan:

- (a) Participation in BEDC meetings
- (b) Participation in identification of Non- Government secondary schools which qualify for Capitation Grants in collaboration with MOEC.
- (c) Provision of data required by the Government in the implementation of SEDP for achieving national targets
- (d) Coordination of In-service training of Non- Government Secondary School teachers in collaboration with MoEC.
- (e) Advise MoEC on Coordination of Non- Government Secondary Schools.
- (f) Ensure that Non – Government Secondary Schools adhere to regulations and National Minimum Standards set by the Government.

2.2. Regional Level

The Regional Education office will be strengthened through capacity building to enable it manage implementation of secondary education in their regions.

The following will be the Roles and Functions of the Regional Education Office in respect of Secondary Education.

- (a) Coordination of District Education Development Plans in their respective Regions and liaise with the Ministry of Education and Culture for guidance.

- (b) Supervision of education development to ensure equitable distribution of schools in the districts and in line with national projections.
- (c) Appointment of School Board Members and monitor their performance. The School Board shall perform its duties as per School Board Establishment Regulations 2002. The Board members should preferably be holders of a Certificate of Secondary Education Examinations while the Board Chairperson should preferably possess the same qualification and any other professional training.
- (d) Hearing of appeal cases of students against ruling by school Boards and advise the appealants on further measures in the case where appealants lose in their appeals.
- (e) Coordination of logistic and technical support in the supervision of the national Form 4 and Form 6 Examinations in their respective regions.
- (e) Selection of Form 1 students in the regions.
- (f) Management of repetitions and transfers of students in line with existing regulations and procedures.
- (g) Raising of specific requirements of teachers for schools in the region and forwarding the same to MOEC for inclusion in the National teacher employment requests.
- (h) Management of teacher transfers within the region and will inform MOEC on the changes.
- (i) Coordination of requests for Grants in Aid from Non-Government Education Providers and forward the same to MOEC for consideration.
- (j) Approve tender award according to approved thresholds.

2.3. Local Government Authorities(LGAs) Level:

The LGAs will be strengthened through capacity building to enable them to manage implementation of secondary education in their districts.

The Roles and Functions of the LGA shall be to:

- (a) To prepare education development plans that will show the actual development needs of the LGAs including Non-Government Secondary Schools participating in SEDP.
- (b) Approve locations for the construction of approved new schools.
- (c) Forward to the Regional Secretariat the number of new schools intended to be constructed.
- (d) Liaise with Zonal Chief Inspectors of Schools (ZCIS) to recommend to CEO on registration of newly constructed schools in the district.

- (e) Allocate own funds for constructing, rehabilitating and furnishing community built schools in the district.
- (f) Monitor construction of new schools and refurbishment of government and community built secondary schools.
- (g) Coordinate a fair selection of students from poor families who shall be supported under the Government scholarship scheme.
- (h) Coordinate teacher requirements, for schools in the district and forward the same to the Regional Secretariat.
- (i) Hire and fire non-technical and non- teaching staff for schools.
- (j) Advise the School Board on management of schools.

2.4 Division and Ward Levels

At these levels the Ward Executive Officers and Education Coordinators will be empowered to coordinate SEDP activities in their Wards through human resource capacity building.

The Division Secretaries or Ward Executive Officers with the technical support of the Ward Education Coordinators will:

- (a) Coordinate requirements for new secondary schools in each ward taking into consideration adequate catchment areas and advice of School Inspectors.
- (b) Identify areas for construction of new schools and communicate this information to district levels for forwarding to the Regional level.
- (c) Where the school is a divisional school, the Division Secretary shall facilitate the selection of a committee for constructing new schools and seek approval of the Council Director.
- (d) Where the school is a ward school the Ward Executive Officer shall facilitate the selection of a committee for constructing new schools and seek approval of the Council Director.
- (e) The Division Secretaries/Ward Executive officers shall mobilize human and material resources at Village/Mtaa level for construction and furnishing of new schools.
- (f) The Ward Executive Officers with the support of the Ward Education Coordinators and Village/Mtaa Governments will monitor and enforce continued attendance of students in secondary schools in the ward.

2.4.1. The Construction Committee:

The committee shall comprise:

- (a) Not more than 10 members.
- (b) Members from the villages/Mtaa that form the Divisions/Wards and shall be obtained by elections.
- (c) The Chairperson of the committee shall be elected by the Committee members from among them.
- (d) Assistant Chairperson shall be elected from among the committee members.
- (e) The Ward Education Coordinator shall be the secretary of the committee.
- (f) In case of a Division one of the Ward Education Coordinators shall be elected to be the secretary.
- (g) The Head of an existing government school (Foster School) will manage Government funds for the construction of the new school and shall be a member of the committee and hence the treasurer/sub-accounting officer.

The functions of the committee for construction works:

- (a) The committee shall be answerable to the Divisional Secretary/Ward Executive Officer on matters related to construction.
- (b) The committee shall be the sole body to approve the use of Central Government funds in place of the School Board for constructing new schools.
- (c) The committee shall dissolve once the construction work of the basic buildings is accomplished.
- (d) Where the newly constructed school has enrolled students before completion of all the basic buildings, the committee shall be a sub- committee of the School Board.
- (e) The committee will work on voluntary basis and there shall be no sitting allowances attached to it. However, lunch may be provided upon the approval by Permanent Secretary – MOEC.
- (f) The committee shall recommend construction plans to the Division Secretary /Ward Executive Officer.
- (g) The committee shall award contract in accordance to Contractors.
- (h) The committee shall monitor the day to day construction works and advise the Regional /Council Engineer or works supervisor.

- (i) The committee shall meet once every month to discuss progress of construction and keep record of the minutes which shall be copied to the DED, Division Secretary/Ward Executive Officer, and the Heads of Foster Schools.

2.5. School Level

Cognizant of the school structure, for both Government and Non- Government institutions comprising the School Board with advisory roles, Heads of Schools, Assistant Heads, the School Management Teams, Staff Meetings and School Councils, the school shall:

- (a) Formulate long term and short term development plans which shall focus on improving access, equity and quality education delivery and implement the plans.
- (b) Procure Teaching and Learning materials
- (c) Advise Councils, Regions and the Centre on school development and management.

2.5.1. The School Board:

School Boards shall be those established under the Education Act No. 25 of 1978 and its amendment No. 10 of 1995.

The School Board Members shall be given training on their roles and responsibilities which among others shall be to:

- (a) Approve school Development Plans and Budgets
- (b) Oversee the implementation of the plans
- (c) Advise Councils, Regions and the Centre on the school development and management.
- (d) Deal with disciplinary cases of students
- (e) Advise MoEC and Public Service Commission on disciplinary cases of teachers.
- (f) Formulate strategies for schools to raise funds for improving school infrastructure and the delivery of quality Education in the school.

2.5.2. The functions of the Head of School:

The specific roles of the Heads of Schools shall be to:

- (a) Initiate and coordinate the process of School Development Planning.
- (b) Submit approved School Plans to the District and MOEC for funding.
- (c) Authorize the expenditure of the School Development and Capitation Grants.

- (d) Ensure adherence to directives, guides and the set standards.
- (e) Prepare financial reports and submit them to MoEC, RAS and DED.
- (f) Supervise curriculum implementation.
- (g) Keep the school communities constantly informed of the implementation of SEDP activities through meetings and School General Meetings.
- (h) Keep record and ensure implementation of recommendations and resolutions made in school board meetings.
- (i) Manage the SEDP funds for construction of new schools

2.5.3. School Management Team

School Management Team comprising the Heads of schools, Assistant Heads of schools, Senior Masters/Mistresses in charge of Discipline, Sports and Cultural Affairs, Senior Academic Masters/Mistresses, Senior Masters/Mistresses in-charge of school projects and maintenance and School Accountants shall:

- (a) Monitor and report on the implementation of the school calendar and daily routine.
- (b) Coordinate and collect proposals from departments for inclusion in school development plans.
- (c) Convene meetings of subject departments, guidance and counseling committees and the cultural sports and games committees.
- (d) Monitor construction works and signal on the quality of constructions.
- (e) Prioritize basic departmental requirements according to school development plans.
- (f) In the case of Non-Government schools the School Management Team shall prepare a list of requirements for use as basis for the School Boards to request Capitation Grants.