

THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

**EDUCATION SECTOR DEVELOPMENT PLAN
2025/26 – 2029/30**

FOREWORD

Education Sector Development Plan (ESDP) 2025/26-2029/30 is a five-year planning document aimed at developing a comprehensive roadmap for education development of Tanzania. Developing the Plan involved reviewing the previous ESDP (2021/22-2025/26) to reflect the reforms made in the 2014 Education and Training Policy, edition 2023 and the reviewed curriculum, population and housing census of the URT for the year 2022 and emerging issues. The plan is underpinned by a theory of change as a basis to formulate policy priorities, strategies, outputs, outcomes, and the desired situation or impact. It also aligns with the efforts of all education stakeholders that are geared towards ensuring education and training endeavours are effectively implemented while mobilizing the necessary domestic and external resources efficiently and effectively.

The review of ESDP was a consultative process involving various stakeholders from Civil Society Organizations, Faith-Based Organizations, the Private Sector and Development Partners who support the education sector. The preparation made use of the 2022 population data from the National Bureau of Statistics. The plan was informed by Education Sector Analysis (ESA) that was conducted in 2021 covering a period of five years between 2016 and 2021 and the 2024 Sector Note. ESA, comprehensively identified the major achievements and challenges of the education sector over the period. This ESDP responds to those challenges by developing key policy priorities, objectives, strategies, and priority programs. The programs have been fully costed for the period of the plan, based on available evidence on what works in improving education delivery, as well as consideration of the existing national and international development policy contexts. In addition, ESDP 2025/26-2029/30 has been informed by, among others, Tanzania's Development Vision 2050, National Five-Year Development Plan III 2021/22-2026/27 (NFYDP III)), and the Sustainable Development Goals (SDGs), particularly Goal No. 4.

The Management and implementation of this ESDP is under two Ministries responsible for education, which are the Ministry of Education, Science and Technology (MoEST) and the President's Office, Regional Administration and Local Government (PO-RALG). Within the Ministries, the departments, units, allied institutions and agencies will execute ESDP in their respective functions. The Directorate for Policy and Planning through the Monitoring and Evaluation Unit will use its capacity to do the monitoring and evaluation of the ESDP. Similarly, financial management capacities and departmentalization within local government authorities (LGAs) will be utilized to implement ESDP at lower levels.

The government acknowledges the invaluable contributions from private and public sectors, individuals and various stakeholders during the ESDP review. This capitalizes

a sense of unity and strong partnership between the government and its stakeholders in the education sector. In the commencement of the implementation of the ESDP 2025/26 to 2029/30, the government pledges to abide with the plan and calls for stakeholders' commitment and cooperation to achieve it.

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EXECUTIVE SUMMARY

The current Tanzania Education Sector Development Plan (ESDP) is a multi-year planning document covering the period from 2025/26 to 2029/30. Informed by the 2024 Education Sector Note and the 2021 Education Sector Analysis (ESA) for Tanzania Mainland, the preparation of the ESDP involved a consultative and inclusive process with key educational stakeholders. The preparation is a collaborative effort made possible by the commitment of the National Team with technical support from the International Institute for Educational Planning (IIEP) UNESCO Dakar. This work benefited from financial support from the Global Partnership for Education under the System Capacity Grant, with UNICEF as the Grant Agent.

The ESDP is made up of seven chapters that consider the country's overview, various frameworks aligned, current situation, strategies, costs and financing, implementation and risk management.

Chapter One provides an overview of the demographic, political, socio-cultural and macroeconomic factors that shape the education sector in Tanzania. It examines demographic trends, including population growth and the projected school-age population, highlighting the demand for education nationwide. Furthermore, the chapter analyses the macroeconomic context, including economic growth, revenues and expenditure aspects, and government education expenditure to understand the economic barriers and enabling factors for the development of the education sector.

Chapter Two focuses on the various international and national frameworks that influence the development and implementation of educational strategies in the country. It emphasizes the alignment of the ESDP vision and strategies with global and regional educational goals. The chapter also delves into the ESDP formulation process from the sectoral diagnosis to the program design and costing.

Chapter Three provides insights into the current situation of the education sector and identifies key areas for improvement. It highlights both the achievements and persistent challenges within the system, including key aspects for understanding the effectiveness of existing policies and the impact of recent reforms.

Chapter Four is about policy, priorities, goals, objectives and strategies of the ESDP. The chapter emphasizes the necessity of aligning the education and training system with the newly established education policy and partnership compact. Based on the key challenges outlined in the 2021 ESA, the 2024 Education Sector Note, and the Enabling

Factors Analysis, the new policy priorities are intended to reform the education and training system, ensuring it is responsive to the developmental needs of individuals and the socio-economic advancement of Tanzania.

Chapter Five highlights the costs and financing of the ESDP by using a comprehensive financial simulation model, and various scenarios generated to assess the feasibility of different policy targets while maintaining fiscal sustainability. Based on the more realistic scenario, the total projected cost of implementing the ESDP between 2025/26 and 2029/30 is estimated at Tsh 39.35 trillion.

Chapter Six presents the implementation structures, processes monitoring, evaluation and learning framework. The chapter describes the institutional arrangements for the implementation of ESDP, including coordination and supervision mechanisms and an overview of monitoring and evaluation arrangements.

Chapter Seven offers an analysis of the potential risks to the achievement of ESDP objectives and corresponding mitigation measures.

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LIST OF ABBREVIATIONS

| | |
|---------|---|
| 3Rs | Reading, Writing, and Arithmetic |
| ABET | Adult Basic Education and Training |
| ACSEE | Advanced Certificate of Secondary Education Examination |
| ADEM | Agency for the Development of Educational Management |
| A-Level | Advanced Secondary |
| ANFE | Adult and Non-Formal Education |
| ASEP | Alternative Secondary Education Pathways |
| ATC | Arusha Technical College |
| BEST | Basic Education Statistics in Tanzania |
| CBO | Community Based Organization |
| CESA | Continental Education Strategy for Africa |
| CLC | Community Learning Centres |
| COBET | Complementary Basic Education in Tanzania |
| COSTECH | Commission for Science and Technology |
| CSEE | Certificate of Secondary Education Examination |
| CwD | Children with Disabilities |
| DE | Development Expenditures |
| DEO | District Education Officers |
| DIT | Dar es Salaam Institute of Technology |
| DP | Development Partners |
| DPP | Directorate of Policy and Planning |
| DQR | Data Quality Reviews |
| EGA | E-Government Agency |
| EMIS | Education Management Information System |
| ESN | Education Sector Note |
| EPDG | Education Development Partners Group |
| ESA | Education Sector Analysis |
| ESDC | Education Sector Development Committee |
| ESDP | Education Sector Development Plan |
| ESMIS | Education Sector Management Information System |
| ETP | Education and Training Policy |
| FBO | Faith-based Organization |
| FDC | Folk Development College |
| FYDP | National Five-year Development Plan |
| GBV | Gender-Based Violence |
| GDP | Gross Domestic Product |
| GER | Gross Enrolment Ratio |
| GN | Government Notice |
| GoT | Government of Tanzania |
| GPE | Global Partnership for Education |

| | |
|----------|--|
| GPI | Gender Parity Index |
| HDI | Human Development Index |
| HE | Higher Education |
| HE -MIMS | Higher Education Information Management System |
| HEI | Higher Education institution |
| HESLB | Higher Education Students' Loans Board |
| HIV/AIDS | Human Immunodeficiency virus / acquired immunodeficiency syndrome |
| HLI | Higher Learning Institutions |
| IAE | Institute of Adult Education |
| ICBAE | Integrated Community-Based Adult Education |
| ICT | Information and Communication Technologies |
| IMSC | Inter-Ministerial Steering Committee |
| IPOSA | Integrated Program for Out-of-School Adolescents |
| IPPE | Integrated Post Primary Education |
| ITT | Indicator Tracking Tables |
| JESR | Joint Education Sector Review |
| JESR-TWS | Joint Education Sector Review Technical Working Session |
| KPIs | Key Performance Indicators |
| LFPR | Labour Force Participation Rate |
| LGAs | Local Government Authorities |
| LL-MIS | Learning Management Information System |
| M&E | Monitoring and Evaluation |
| MDA | Ministries, Departments and Agencies |
| MoEST | Ministry of Education, Science and Technology |
| MoF | Ministry of Finance |
| MTEF | Medium Term Expenditure Framework |
| MTR | Mid-Term review |
| MUST | Mbeya University of Science and Technology |
| NACTVET | National Council for Technical and Vocational Education and Training |
| NBS | National Bureau of Statistics |
| NECTA | National Examination Council of Tanzania |
| NER | Net Enrolment Ratio |
| NFYDP | National Five-Year Development Plan |
| NGOs | Non-Governmental Organizations |
| NM-AIST | Nelson Mandela African Institution of Science and Technology |
| NSAs | Non-State Actors |
| NTA | National Technical Award |
| ODeL | Open, Distance and e-Learning |
| O-Level | Ordinary Secondary |
| OOSC | Out-Of-School Children |
| PHC | Population and Housing Census |

| | |
|-----------------|---|
| PO-PSM-(HR-MIS) | President’s Office, Public Service Management |
| PO-RALG | President Office-Regional Administration and Local Government |
| PPTC | Post Primary Technical Centres |
| PQTR | Pupil-to-Qualified-Teacher Ratio |
| PReM | Primary Record management |
| PSLE | Primary School Leaving Examinations |
| PTR | Pupil-Teacher Ratio |
| RAS | Regional Administrative Secretaries |
| RE | Recurrent Expenditures |
| RPL | Recognition of prior learning |
| SACMEQ | Southern and Eastern Africa Consortium for Monitoring Educational Quality |
| SDGs | Sustainable Development Goals |
| SEQUIP | Secondary Education Quality Improvement Programme |
| SIS | School Information Systems |
| SLE | School Life Expectancy |
| SMC | School Management Committees |
| SMT | School Management Team |
| STEM | Science Technology Engineering and Mathematics |
| STI | Science Technology and Innovation |
| TAEC | Tanzania Atomic Energy Commission |
| TEA | Tanzania Education Authority |
| TEN/MET | Tanzania Education Network/Mtandao wa Elimu Tanzania |
| TET | Technical Education and Training |
| TIE | Tanzania Institute of Education |
| TLSB | Tanzania Library Services Board |
| TNQF | Tanzania National Qualifications Framework |
| TSH | Tanzanian Shillings |
| TVET | Technical and Vocational Education and Training |
| TVET-MIS | Technical and Vocational Education and Training Management Information System |
| TWG | Technical Working Group |
| TWS | Technical Working Session |
| UNESCO-IIEP | UNESCO International Institute for Educational Planning |
| URT | The United Republic of Tanzania |
| VET | Vocational Education and Training |
| WASH | Water, Sanitation and Hygiene |
| WEO | Ward Education Officer |

CHAPTER ONE: INTRODUCTION AND COUNTRY CONTEXT

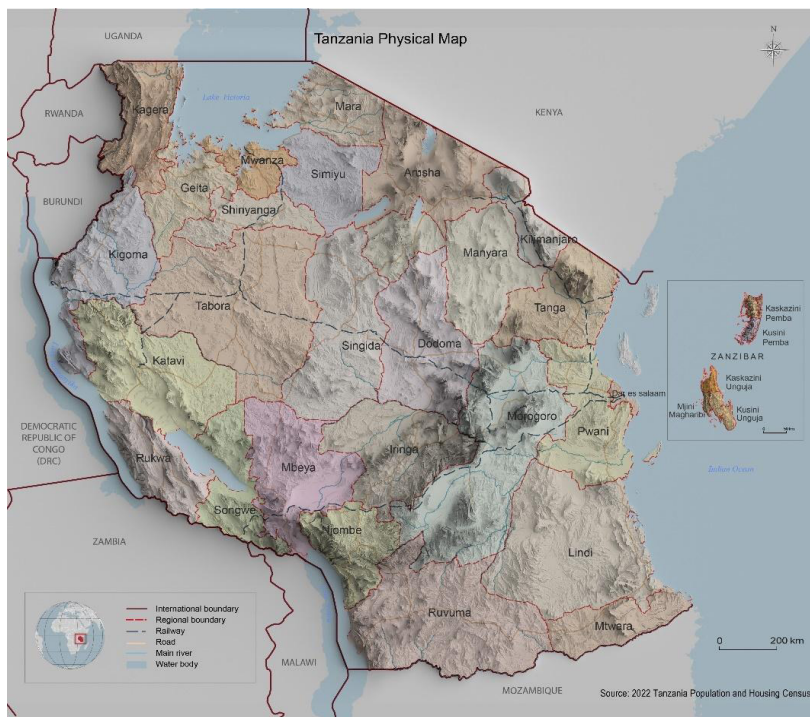
1.1 Introduction

This chapter provides a comprehensive analysis of the key demographic, political, socio-cultural, and macroeconomic factors influencing Tanzania’s education sector. It begins by outlining the country’s geographical and political context, highlighting the defining elements that shape its education landscape. The chapter then examines demographic trends, including population growth, regional distribution, and projected school-age population, to assess the evolving demand for education nationwide. Additionally, the chapter explores the socio-cultural dynamics that impact educational development alongside an analysis of the macroeconomic environment, focusing on economic growth, government revenue and expenditure, and education financing. This analysis aims to identify both the challenges and opportunities within the sector. The chapter is primarily based on the 2024 Education Sector Note (ESN), supplemented by insights from the 2021 Education Sector Analysis (ESA) for Tanzania Mainland.

1.2 Geographical context

The United Republic of Tanzania (URT) is one of the East African nations comprising a mainland formally called Tanganyika and an island, Zanzibar, which includes the two main islands of Unguja and Pemba.

Figure 1: Map of URT’s Administrative Divisions



Source: National Bureau of Statistics, 2022

Tanzania covers a total area of 945,087 km², comprising 884,087 km² of land and 61,000 km² of water. It shares borders with Burundi, the Democratic Republic of Congo, and Rwanda to the west; Kenya and Uganda to the north; Malawi, Mozambique, and Zambia to the south; and the Indian Ocean to the east. The country's mainland is characterised by diverse topography, including mountains, lakes, rivers, and an extensive road network, all of which play a crucial role in shaping education policy and planning. The highlands dominate the northern and southern regions, while the central area consists of a plateau, and the eastern coastline features a low-lying plain. Climatic conditions vary across regions, with temperate weather in the highlands and a tropical climate along the coast, influencing settlement patterns and educational infrastructure development.

1.3 Political context

In 1961, Tanganyika gained independence from British rule, followed by the Zanzibar Revolution in 1964. Later that year, the two territories united to form the United Republic of Tanzania (URT) under a two-tiered political structure. The 1977 Constitution (as amended) grants sovereignty to the Government of the United Republic of Tanzania, overseeing both Union and non-Union matters on the mainland. Meanwhile, the Revolutionary Government of Zanzibar manages non-Union affairs on the islands, providing Zanzibar with a degree of autonomy through its legislative body, the House of Representatives.

Tanzania's political system operates at central, regional, and local levels. Local government structures include regions, districts, city and municipal councils, village councils, and small-town authorities under district councils. Administratively, the URT is divided into 31 regions—26 on the mainland and five in Zanzibar (two on Pemba and three on Unguja). Tanzania is a unitary presidential democratic republic with a multi-party-political system. The President serves as both Head of State and Head of Government, overseeing the executive branch and exercising executive authority.

1.4 Demographic context

1.4.1 Population overview

The 2022 Population and Housing Census (PHC) of the United Republic of Tanzania (URT) recorded a population of 61.7 million, with 59.9 million residing on the mainland. The census reported an average annual intercensal growth rate of 3.2%, starting from 44.9 million in 2012. This growth rate is expected to continue through 2025, adding approximately 5.7 million people by that year. Tanzania's population is predominantly youthful, with over 53% aged 19 or younger, and approximately 35% between 15 and 35 years old, resulting in a median age of 18 years. The working-age population accounts for 57% of the total, reflecting this youthful demographic. This age structure presents an opportunity for Tanzania to harness its demographic dividend to drive economic growth and development, while simultaneously increasing the demand for quality services, particularly in education.

Several demographic factors, including birth rates, death rates, and migration, contribute to high population growth and a youthful composition. Between 2012 and 2022, the crude birth rate declined from 41 to 34 births per 1,000 people, while the fertility rate dropped from 5.2 to 4.8 births per woman. Concurrently, health improvements led to a decline in infant mortality, from 38 to 24 deaths per 1,000 live births, and a reduction in the crude death rate, from 41 to 26.7 per 1,000 people. As a result, life expectancy at birth increased to 67.2 years in 2022, up from 52.36 years in 2000. Urbanisation is also accelerating, with the urban population share rising from 29.1% in 2012 to 34.4% in 2022, reflecting increasing migration to cities. Additionally, population density grew from 49.0 to 68.0 people per square kilometre, indicating a growing population within relatively unchanged geographical areas., reflecting the higher number of people living in relatively unchanged geographic areas.

1.4.2 Regional population distribution and growth

The 2022 Census identified Dar es Salaam as the most populous region, with 5.4 million residents, accounting for 8.7% of Tanzania's total population. In contrast, Kusini Unguja had the smallest population, with 195,873 people, making up only 0.3% of the total. Population growth rates varied significantly across regions, with Katavi (7.1%), Pwani (6.1%), and Geita (5.4%) recording the highest average annual intercensal growth rates (URT et al., 2022). These rapidly expanding regions reflect significant demographic shifts, which may impact future demand for education services and infrastructure.

Despite being Tanzania's most populous region, Dar es Salaam recorded a moderate growth rate of 2.1%, increasing from 4.4 million in 2012 to 5.4 million in 2022. In contrast, Dodoma, the nation's capital, experienced a higher growth rate of 3.9%, with its population rising from 2.1 million in 2012 to 3.1 million in 2022. This rapid growth highlights Dodoma's expanding role as an administrative and commercial hub, attracting more residents and increasing the demand for educational services and infrastructure.

1.4.3 Projected School-Age Population

Over the past decade, Tanzania's education system has faced significant demographic pressure due to a young and rapidly growing population, as previously highlighted. In 2023, the pre-primary school-aged population (5 years old) was estimated at 1.9 million and is projected to reach 2.4 million by 2030. This group currently constitutes 8.6% of the total school-age population (5 to 18 years).

Meanwhile, the primary school-aged population (6–12 years) stands at 11.7 million in 2023, representing 53.7% of the total school-age population. This proportion is expected to remain stable, with the primary-aged population projected to grow to 14.6 million by 2030. The lower secondary school-aged group (13–15 years), the second largest after the

primary level, currently makes up 25.9% of the total theoretical school-age population and is expected to reach 7.1 million by 2030.

Lastly, the upper secondary school-aged population (16–18 years) is estimated at 2.6 million in 2023 and is projected to grow to 3.2 million by 2030, accounting for 11.8% of the school-age population. These demographic trends indicate a continued rise in demand for education services, necessitating strategic planning to accommodate the growing student population. 11.8% of the school-age population.

Table 1: Projections of the school-age population by education level, 2023-2030 (in Million)

| Age and Level of Education (Indicator) | Year | | | | | | | |
|---|------|------|------|------|------|------|------|------|
| | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 | 2029 | 2030 |
| Pre-primary population (5 years old) | 1.9 | 2 | 2 | 2.1 | 2.1 | 2.2 | 2.3 | 2.4 |
| Primary population (6 to 12 years old) | 11.7 | 12.1 | 12.5 | 12.9 | 13.3 | 13.8 | 14.2 | 14.6 |
| Lower secondary population (13 to 17 years old) | 5.7 | 5.8 | 6 | 6.2 | 6.4 | 6.6 | 6.8 | 7.1 |
| Upper secondary population (17 to 18 years old) | 2.6 | 2.7 | 2.8 | 2.8 | 2.9 | 3 | 3.1 | 3.2 |
| Total population from 5 to 16 years old | 19.3 | 19.9 | 20.6 | 21.2 | 21.9 | 22.6 | 23.3 | 24.1 |
| Total population from 5 to 18 years old | 21.9 | 22.6 | 23.3 | 24.1 | 24.8 | 25.6 | 26.4 | 27.3 |

Source: Data from the field – population projections of Tanzania, 2024

1.5 Socio-cultural, and socioeconomic contexts in education

1.5.1 Socio-cultural context

Tanzania is renowned for its rich cultural diversity, with more than 120 ethnic groups contributing to a vibrant tapestry of traditions, languages, and customs. Each group has a distinct way of life, from the Maasai pastoralists to the Wamemu farmers primarily located in north-eastern Tanzania, particularly in the Arusha region. Tanzanians speak over 120 dialects, most of which belong to the Bantu language family. However, to

foster national unity, Swahili (Kiswahili) was designated as the official language after independence and was introduced as the medium of instruction in primary schools. English, however, remains widely used as the language of instruction in some primary schools and secondary and higher education. Additionally, English is taught as a subject in primary schools, ensuring bilingual proficiency among students.

1.5.2 Socio-Economic context

Tanzania has made significant strides in poverty reduction over the past decade, with the poverty rate declining from 34.4% in 2007 to 26.4% in 2018. This 8-percentage point decrease is largely attributed to government initiatives aimed at improving living standards, expanding access to basic services, and enhancing human capital development. Additionally, Tanzania's Human Development Index (HDI) improved from 0.529 in 2019 to 0.549 in 2021, elevating the country's global ranking from 163rd to 160th. Despite these socio-economic advancements, adolescent pregnancies remain a critical challenge for the education sector.

In 2023, Tanzania's adolescent birth rate stood at 123.4 per 1,000 births (UNDP, 2022), a figure significantly higher than in most neighbouring countries¹. The 2022 Demographic and Health Survey (DHS) further reveals that 22% of women aged 15 to 19 have already been pregnant. The issue is more pronounced in rural areas, where 25% of teenagers have experienced pregnancy, compared to 16% in urban settings (DHS, 2022). Moreover, teen pregnancy rates vary considerably across regions, reflecting disparities in education access, healthcare services, and socio-economic conditions. While economic indicators suggest high levels of women's labour market participation—especially compared to neighbouring countries—gender disparities remain prevalent. Many women continue to work under the authority of male family members and have limited control over the assets generated from their labour (SIGI, 2023). These structural inequalities hinder women's ability to fully benefit from economic growth and limit their financial independence. Despite progress in health and human development, Tanzania continues to face significant public health challenges, particularly concerning HIV/AIDS.

In 2022, the HIV prevalence rate among adults aged 15 and older was 4.5%, with women disproportionately affected. This has profound socio-economic consequences, including increased medical expenses, loss of household income, and disruptions in education. Many children are forced to miss school to care for sick relatives or contribute financially to their families, while teachers are also affected, experiencing higher mortality rates, reduced productivity, and increased absenteeism. These factors collectively underscore the ongoing need for targeted interventions in health, education, and gender equality to sustain Tanzania's development progress.

¹ Kenya, Uganda, Rwanda, Burundi, Malawi, Zambia, DRC, and Zimbabwe all have lower adolescent birth rates.

1.6 Macroeconomic contexts

1.6.1 Economic growth

Tanzania's economy has maintained steady growth, with an average annual GDP growth rate of 6.0% (constant prices²) between 2016 and 2022. The services sector has been the primary driver of this expansion, recording a 7.3% growth rate in 2023. This growth has been largely fuelled by increased activity in the finance and insurance, transport and storage, and trade and repair sub-sectors. The agriculture sector also experienced notable progress, growing by 0.9 percentage points, from 3.3% in 2022 to 4.2% in 2023. This improvement is attributed to government subsidies on fertilisers and favourable rainfall in various parts of the country (Economic Survey, 2023). With economic growth outpacing population growth, real GDP per capita—which measures average economic output per person—increased from 2.85 million TSH in 2022 to 3.06 million TSH in 2023, representing a 7.1% rise over the period. This upward trend underscores Tanzania's economic resilience and highlights the positive impact of government policies aimed at boosting productivity and sectoral performance.

1.6.2 Fiscal context: Revenues and expenditure

The 2024 Tanzania Education Sector Note highlights the fiscal policy efforts between 2016/17 and 2022/23 aimed at enhancing revenue collection and managing expenditures. While progress has been made, gaps remain in achieving fiscal sustainability. Domestic revenue, largely derived from taxation, grew by 40.8% between 2015/16 and 2019/20, reaching 14.6% of GDP in 2019/20. However, despite this growth, Tanzania's domestic revenue mobilisation remains lower than that of many other African nations, underscoring the need to improve tax collection efficiency and broaden the tax base. External resources, including grants and borrowings, contributed 11.2% of total revenues in 2019/20. Grants accounted for an average of 34.4% of net external inflows between 2015/16 and 2019/20, peaking at 39.3% in 2019/20. However, foreign borrowing remained the dominant component, constituting 60.7% of external revenues and 6.8% of total revenues in 2019/20, highlighting the country's reliance on external financing.

On the expenditure side, government spending is divided into recurrent and development expenditures. Between 2017/18 and 2021/22, recurrent expenditure, though still substantial, declined from 62.8% to 49.6% of total expenditure. Conversely, development expenditure increased, reflecting a strategic shift towards capital investment, rising from 37.2% to 50.4% of total expenditure. Despite these adjustments, total expenditure as a percentage of GDP has remained stable at approximately 16–17% annually. Throughout this period, Tanzania's fiscal deficit averaged 4–5% of GDP, underscoring persistent budgetary

² The GDP in constant prices (or real GDP) growth reflects the actual increase in economic output, adjusted for inflation.

challenges. Meanwhile, public debt as a percentage of GDP has been on an upward trajectory, driven by government borrowing to finance infrastructure projects, social programmes, and other developmental initiatives aimed at stimulating economic growth. This ongoing fiscal imbalance reflects the continued pressure to align revenues with expenditures while ensuring sufficient funding for critical sectors, including education.

1.6.3 Employment

According to the 2020/21 Integrated Labour Force Survey, the Labour Force Participation Rate (LFPR) for Tanzania Mainland stood at 83.3%, marking a decline from 86.7% in 2014 and 89.6% in 2006. The survey also highlights gender disparities, with males exhibiting a higher LFPR (86.3%) compared to females (80.6%). Additionally, labour force participation is more pronounced in rural areas than in urban regions, reflecting differences in economic activity and employment opportunities across geographic locations. Table 2 presents unemployment trends between 2014 and 2020/21, based on varying definitions of unemployment. Under the national definition, the unemployment rate for Tanzania Mainland decreased from 10.3% in 2014 to 9.0% in 2020/21. However, disparities persist across regions, with Dar es Salaam recording the highest unemployment rate (20.5%), while rural areas in the URT reported the lowest rate at 7.4% in 2020/21. These figures highlight the regional and demographic differences in employment accessibility, reinforcing the need for targeted labour market policies to address unemployment challenges.

Table 2: Unemployment Rates of Persons Aged 15+ by Different Definitions of Unemployment by Sex and Area, URT 2014 and 2020/21

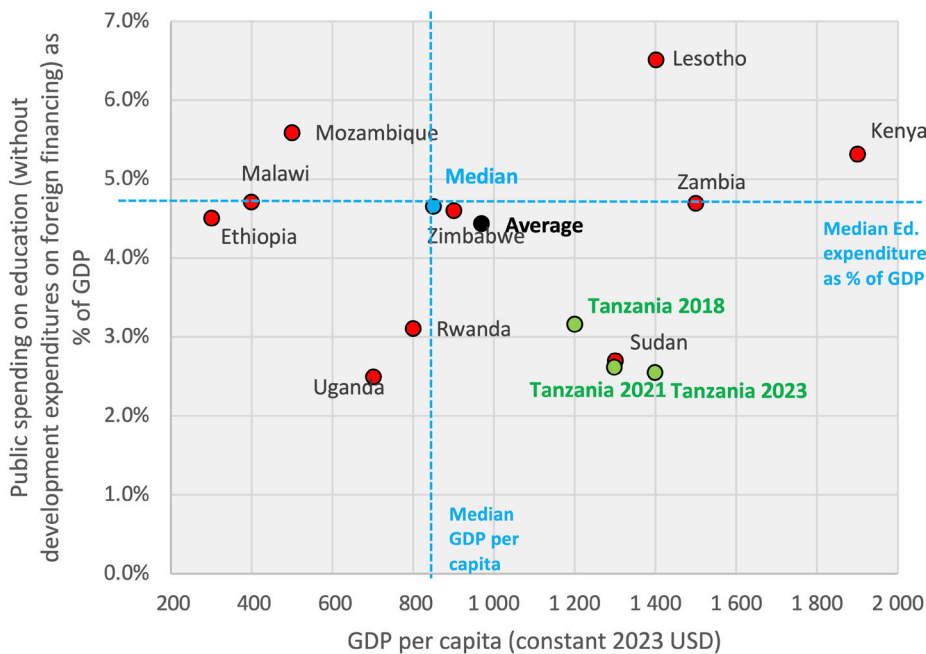
| | Definitions of Unemployment | Rural | | Other urban | | Dar es Salaam | | Total | |
|-----------------------------|----------------------------------|------------|------------|-------------|------------|---------------|-------------|-------------|------------|
| | | 2014 | 2020/21 | 2014 | 2020/21 | 2014 | 2020/21 | 2014 | 2020/21 |
| United Republic of Tanzania | Strict international definition | 0,7 | 0,7 | 2,4 | 3,4 | 11,4 | 10,9 | 2,2 | 2,1 |
| | Relaxed international definition | 2,5 | 3,5 | 6,5 | 10,5 | 20,2 | 20,4 | 5,4 | 6,4 |
| | National definition | 8,5 | 7,4 | 10,7 | 11 | 21,5 | 20,5 | 10,5 | 9,3 |
| Tanzania Mainland | Strict international definition | 0,6 | 0,6 | 2,2 | 3 | 11,4 | 10,9 | 2,1 | 2 |
| | Relaxed international definition | 2,4 | 3,3 | 5,7 | 9,4 | 20,2 | 20,4 | 5,2 | 6,1 |
| | National definition | 8,4 | 7,2 | 9,9 | 9,9 | 21,5 | 20,5 | 10,3 | 9,0 |

Source: Integrated Labour Force Survey, 2020/21

1.6.4 Government Education Expenditure

The 2024 Education Sector Note reveals that Tanzania’s total education expenditure declined from 5,167 billion TSH to 4,994 billion TSH, hitting its lowest point of 4,741 billion TSH in 2021/22 (figures in constant prices).

Figure 2: Public spending on education (without development expenditures on foreign financing) as % of GDP in selected countries



Source: calculations based on Ministry of Finances 2024-2025 budget books (actual expenditures for 2022-2023); Financial data processed from ESA Tanzania 2021 (for 2018-2022 expenditures); IIEP database for comparator countries data.

Tanzania’s education expenditures have fluctuated significantly, with the largest decline occurring between 2020/21 and 2021/22, at 4.3%, followed by a 5.3% increase in 2022/23. Despite these variations, the overall level of government budget allocated to education remains relatively low as a percentage of GDP. Compared to its African counterparts, Tanzania consistently spends below the median (4.7%) and average (4.4%) for the region. In 2018, Kenya allocated 5.3% of its GDP to education, significantly higher than Tanzania’s 3.2% in 2019. Uganda’s education expenditure stood at 2.5% of GDP in 2018, aligning with Tanzania’s 2.5% in 2023, while Rwanda allocated 3.1% of its GDP to education in 2018, slightly exceeding Tanzania’s spending in subsequent years. Tanzania’s education budget remains below the international benchmarks set by the Education 2030/SDG framework, which recommends that countries allocate between 4% and 6% of GDP to education. Additionally, the share of the government budget

allocated to education declined from 17.1% to 12.9%³ over the same period, largely due to increased debt servicing, which has significantly impacted budget distribution.

In 2022/23, Tanzania's education budget remained below the global benchmark set in the Incheon Declaration and Framework for Action for the implementation of SDG 4, which recommends that at least 15–20% of total public expenditure be directed towards education. This highlights the urgent need for increased investment in the education sector to support long-term development. However, structural challenges, including bureaucratic inefficiencies and delays in fund disbursement, continue to hinder the full utilisation of allocated resources. Addressing these issues will be critical in ensuring that financial investments effectively contribute to the advancement of the education sector, as outlined in the Education Sector Development Plan (ESDP). Recurrent expenditures in education, which cover operational costs, have shown a downward trend, decreasing from 3,965 billion TSH in 2018/19 to 3,428 billion TSH in 2022/23. This decline is attributed to economic constraints arising from global disruptions such as the COVID-19 pandemic, shifts in government priorities towards other sectors, fluctuations in external funding sources, changes in enrolment trends affecting staffing requirements, and potential hiring freezes within the education workforce. As a result, the government has had to reprioritise spending, reducing allocations to education while increasing expenditure in other critical areas. The share of recurrent expenditures in total education spending declined from 76.7% to 68.6%, representing an 8.1 percentage point decrease. Meanwhile, development expenditures increased from 1,202 billion TSH to 1,567 billion TSH between 2018/19 and 2022/23, gaining the same 8.1 percentage points, suggesting a strategic shift towards capital investment. Additionally, the share of domestic financing in development expenditures increased from 81.2% to 87.5%, while foreign financing declined significantly, indicating growing reliance on domestic resources for educational development. Budget distribution across education levels highlights critical areas requiring further investment. Pre-primary education, although increasing from 2.0% in 2018/19 to 2.9% in 2022/23, continues to receive the smallest share of the education budget, emphasising the need for greater investment in early childhood education. Primary education remains the largest recipient of funding, reflecting its foundational importance; however, its share has declined from 52.1% in 2018/19 to around 47.0% in recent years, suggesting a more balanced distribution across other education levels. Secondary education funding rose from 30.6% in 2018/19 to 35.4% in 2020/21 before settling at 31.7% in 2022/23, reflecting shifts in resource allocation. Technical and vocational education, historically underfunded, has experienced a notable increase in investment, with technical institutions' budgets rising from 0.6% in 2018/19 to 7.2% in 2022/23. This growth demonstrates a strategic emphasis on expanding technical and vocational education to meet labour market demands. Higher education funding, while

³ This figure accounts for debt servicing

still substantial, declined from a peak of 15.0% in 2019/20 to 8.8% in 2022/23, likely reflecting a reallocation of resources to other pressing education priorities. Teacher education remains consistently underfunded, with allocations fluctuating between 0.5% and 0.8%, averaging 0.6%. This underinvestment poses a significant challenge to improving teaching quality and ensuring effective learning outcomes at all levels. The analysis underscores a strong focus on basic education while highlighting the need for increased investment in higher education, technical and vocational training, and teacher education. Addressing funding disparities across education levels will be essential for promoting equitable access to quality education. The ESDP must adopt a comprehensive approach to education financing, tackling both funding shortfalls and systemic inefficiencies to drive sustainable growth in the sector.

CHAPTER TWO: POLICY FRAMEWORKS AND ESDP OVERALL VISION

2.1 An Overview

This chapter examines the international and national frameworks that shape the development and implementation of educational strategies in Tanzania, emphasising their role in aligning the sector with global and regional educational goals. It also provides an in-depth analysis of the Education Sector Development Plan (ESDP), outlining the process from sector diagnosis to programme design and costing.

2.2 Education Policy Frameworks

2.2.1 International Frameworks

Tanzania's National Education Development Plan has been significantly influenced by various international commitments that reflect the country's dedication to advancing its education sector. These frameworks provide strategic guidance and align Tanzania's educational policies with global standards and goals. The following subsections cover an overview of the main international documents that guide the plans and interventions in the country:

2.2.1.1 The 2030 Agenda and the Sustainable Development Goals

The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, establishes a global framework for peace and prosperity through 17 Sustainable Development Goals (SDGs). SDG 4 specifically aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” Its targets seek to guarantee free, equitable, and quality primary and secondary education for all children while expanding access to quality early childhood development, pre-primary education, and affordable technical, vocational, and tertiary education. Beyond formal education, SDG 4 highlights the importance of lifelong learning opportunities, placing emphasis on adult and non-formal education. It aims to achieve universal adult literacy and numeracy (Target 4.6) while enhancing access to technical and vocational training to support employment and entrepreneurship (Target 4.4). Additionally, SDG 4 underscores the need to equip all learners with the knowledge and skills necessary for sustainable development, ensuring education contributes to economic growth, social inclusion, and environmental sustainability.

2.2.1.2 The Education 2030 Agenda (2015)

Adopted at the World Education Forum in Incheon, South Korea, the Education 2030 Agenda aligns with the broader Sustainable Development Goals (SDGs) and sets out a vision for inclusive and equitable quality education. It provides policy guidance and

strategic priorities for countries like Tanzania to strengthen their education systems, ensuring that all children have access to quality education and lifelong learning opportunities. The agenda also addresses critical challenges related to equity, gender disparities, and education quality, emphasising the need for targeted interventions to bridge existing gaps. Additionally, it highlights the importance of teacher training, curriculum development, and the provision of adequate learning resources, recognising these as fundamental components in achieving sustainable educational improvements.

2.2.1.3 The Continental Education Strategy for Africa 2016-2025 (CESA 16-25)

The Continental Education Strategy for Africa 2016–2025 (CESA 16-25), adopted by the African Union (AU), seeks to transform the continent’s education and training systems to align with the aspirations of Agenda 2063. It envisions education as a key driver of socio-economic development, emphasising the creation of effective agents of change to achieve the “Africa We Want.” While CESA 16-25 aligns with SDG 4, it is specifically tailored to address Africa’s unique challenges and priorities. The strategy focuses on expanding access to quality education, promoting gender equality, and integrating ICT in education to enhance learning outcomes. For countries like Tanzania, CESA 16-25 serves as a comprehensive framework for guiding policy reforms and resource mobilisation to strengthen the education sector. It encourages improving teacher quality, expanding technical and vocational education, and promoting lifelong learning opportunities. By prioritising these areas, the strategy supports African nations in building resilient, inclusive, and competitive education systems that contribute to sustainable development.

2.2.2 National Frameworks

2.2.2.1 Tanzania Development Vision 2025

The Tanzania Development Vision has been the cornerstone of the nation’s economic and social development strategy since 1999. The current Vision 2025 identifies the creation of a well-educated and knowledge-driven society as a fundamental objective. It envisions an education-centred future, where learning catalyses national progress, fostering a society characterised by a developmental mindset and a competitive spirit. This vision emphasises the pivotal role of high-quality education and continuous learning in driving socio-economic transformation. Vision 2025 prioritises the achievement of universal primary education, the eradication of illiteracy, and the alignment of tertiary education with the demands of a rapidly evolving economy. It also underscores the importance of nurturing creativity, entrepreneurship, and lifelong learning, recognising these as essential components for enhancing national competitiveness and sustainable development.

2.2.2.2 National Five-Year Development Plan III

The Third Five-Year Development Plan (FYDP III) for Tanzania, covering the period from 2021/2022 to 2025/2026, is the key planning document for Tanzania. It seeks to accelerate the country's socio-economic development through a series of strategic objectives and initiatives. The Plan emphasises improving and strengthening the education and training systems, including reforming the education curriculum in line with labour market demand as well as integrating research and development with productive economic activities driven by Science, Technology and Innovation as well as Science, Technology, Engineering and Mathematics (STI/STEM).

2.2.2.3 The Education and Training Policy 2014 Edition of 2023

The Tanzania Education and Training Policy (ETP) 2014 Edition of 2023 outlines several key policies that are crucial for developing an effective education sector development plan and is aligned with the FYDP III. The policy aims to address various challenges within the education system, promote equitable access to quality education, and enhance the overall learning environment while promoting gender equality and inclusivity across all levels of education. It is expected that the achievement of the goals and objectives of the FYDP and ETP will be attained through the ESDP. In consequence, this ESDP is aligned with these two documents, as will be explained in the following subsections.

2.2.2.4 Partnership Compact

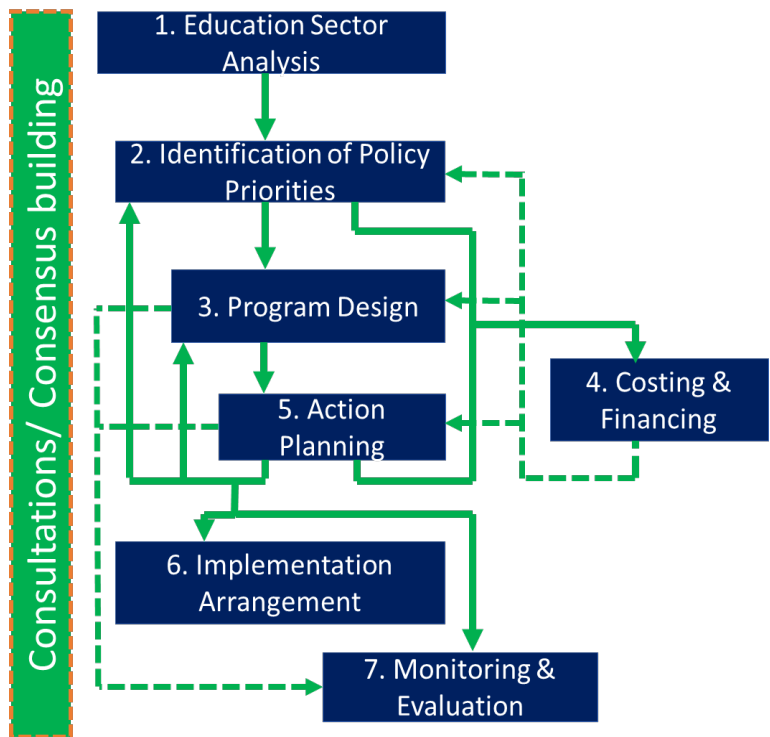
The Partnership Compact of Tanzania is a strategic initiative that recognises education as a critical driver of social and economic transformation, aligning with the objectives of Tanzania Development Vision 2025 and the Third Five-Year Development Plan (FYDP III). While education remains a top priority in the national budget, the sector continues to face significant challenges that cannot be fully addressed by the Government alone. As a result, the Partnership Compact seeks to mobilise resources from a broad spectrum of stakeholders to implement targeted interventions aimed at transforming the basic education system. These interventions have been collectively agreed upon by education stakeholders to enhance learning outcomes and sector efficiency. The Compact is designed to improve inclusive, student-centred teaching for quality learning, focusing on three core outcomes: better teacher management, increased gender inclusion, and an improved learning environment. Its key strategies include strengthening teacher recruitment, enhancing professional development, and improving teacher motivation. Additionally, it prioritises increasing female participation in education, supporting students and teachers with special needs, and ensuring adequate funding and resources to sustain reforms. With a strong emphasis on teacher workforce planning and management, the Compact aims to ensure that Tanzania has the right number of well-trained, well-motivated teachers, equipped with the necessary skills, and deployed effectively to enhance learning outcomes.

nationwide.

2.3 Process of developing the ESDP

The ESDP outlines a set of policy priorities and associated interventions that address the issues and challenges identified in the 2024 sector note and the 2022 ESA. These interventions aim to consolidate the modest gains made in the sector over the years while setting the stage for future transformation. The plan proposes interventions tailored to the country’s development and risk context, as well as the sector’s urgent need for expansion. It also offers an opportunity for all stakeholders—within the government at both central and decentralised levels and outside the government, particularly development partners to adopt a coordinated approach to implementing the identified priorities.

Figure 2.1 Main components of the ESP development process



Source: GPE and UNESCO-IIEP, Guidelines for Education Sector Plan Preparation (2015)

This plan was developed through a collaborative process, as illustrated in Figure 2.1, incorporating input from key stakeholders, including the Ministry of Education, Science and Technology (MoEST), the President’s Office – Regional Administration and Local Government (PO-RALG), development partners, NGOs, and other relevant actors. To ensure consistent engagement and feedback, monthly meetings were held with

development partner groups, complemented by regular missions to the country. The process strongly emphasised country ownership, with the government leading the development, endorsement, and implementation of education policies and plans. Transparency and mutual accountability were integral to this approach, fostering effective partnerships between the government, development partners, civil society, and local stakeholders.

The planning process was highly participatory, engaging a broad spectrum of stakeholders, including those directly responsible for implementation. This approach aimed to balance political ambitions with technical feasibility, raising awareness and securing commitments from all involved parties. A capacity-building component was also incorporated, ensuring that participants gained essential knowledge on both the substance and methodology of planning, thereby enhancing their ability to contribute effectively.

2.3.1 The ESDP's overall vision

The Education Sector Development Plan (ESDP) aligns with the Education and Training Policy (ETP), edition 2023, forming the foundation for improving Tanzania's education system. To ensure the successful attainment of the ETP's objectives, these two documents must be clearly and effectively aligned. The ETP outlines several key policy statements aimed at addressing challenges in the education sector, promoting equitable access to quality education, and enhancing the learning and teaching environment. The policy places particular emphasis on gender equality and inclusivity, introducing targeted interventions to support marginalised groups, including girls and students with disabilities.

The ESDP sets out strategies to improve access to quality education, enhance learning and teaching outcomes, and ensure equitable opportunities across all education levels. Its successful implementation requires active participation from various stakeholders, including communities, which are expected to collaborate with the government in all aspects of education at every level. To achieve its objectives, the plan incorporates technology-driven solutions to address teacher shortages and infrastructure limitations. These initiatives seek to remove barriers to education, including socio-cultural norms, economic constraints, and inadequate facilities, thereby promoting greater participation and inclusivity through the following priority areas:

i. Access, Participation and Equity in Education

The ETP 2014 edition of 2023 underscores the importance of ensuring universal access to education for all children, regardless of socio-economic background, gender, or geographical location. To achieve this, the ESDP enforces compulsory basic education, extending to ten years of mandatory schooling, by eliminating enrolment and completion barriers to ensure education is accessible and affordable for all, including children with disabilities. Additionally, the plan promotes gender equality by addressing cultural norms that hinder participation, while inclusive education policies integrate children with

disabilities into mainstream educational settings. Further, the ESDP prioritises expanding educational infrastructure, including the construction of new schools, renovation of existing institutions, and the provision of essential facilities such as classrooms, dormitories, libraries, laboratories, and sanitation facilities. The plan also promotes lifelong learning through adult education programmes focused on literacy, vocational training, and skills development for those who missed formal schooling. Additionally, the expansion of Community Learning Centres (CLCs), Post-Primary Technical Centres (PPTCs), and Folk Development Colleges (FDCs) provides accessible education opportunities for various age groups.

ii. Gender Equality and Inclusivity

The ETP 2014 edition of 2023 prioritises gender equality and inclusivity, addressing historical disparities in education access, participation, and outcomes among different genders and marginalised groups. The ESDP incorporates cross-sectoral strategies to identify and support learners with special needs and talents, promote inclusive enrolment through accessible infrastructure and qualified teachers, and develop curricula and teaching materials that accommodate diverse learning needs. It also fosters positive societal attitudes towards gender and disability while strengthening governance, management, and financing mechanisms to advance inclusivity in the education sector.

iii. Quality and Relevance of Education

The ETP 2014 edition of 2023 seeks to enhance education quality and relevance by implementing robust quality assurance mechanisms, aligning educational outcomes with national and international labour market demands, and ensuring that students acquire the skills, knowledge, and competencies needed for success both locally and globally. The ESDP supports these objectives by regularly reviewing and updating curricula, investing in continuous professional development for teachers, and ensuring the availability of adequate teaching and learning resources. Technology integration plays a key role in modernising teaching methodologies, while standardised assessments are used to monitor performance and learning outcomes. Additionally, the plan strengthens school management and quality assurance processes to maintain high education standards. To support innovation in education, the ESDP promotes research-driven practices, including funding for educational research on effective teaching methods and curriculum effectiveness. It also encourages the establishment of innovation hubs within educational institutions and Adult and Non-Formal Education (ANFE) learning spaces, fostering creativity and innovation among students and educators.

iv. Governance, Management and Accountability

The ETP 2014 edition of 2023 emphasises strengthening the governance and management of the education sector by enhancing institutional frameworks and clarifying the roles

and responsibilities of MoEST, regional education offices, and local authorities. It promotes decentralised educational management, empowering local authorities while maintaining accountability mechanisms to ensure efficient service delivery. The plan also encourages greater stakeholder engagement, including parents, communities, civil society organisations, and the private sector, in decision-making processes related to education.

v. Integrated Education Financing

Sustainable education financing is vital for achieving the objectives of the ETP 2014 edition of 2023. The plan encourages Public-Private Partnerships (PPPs) to mobilise resources and support infrastructure projects through collaborations between government institutions and private sector entities. Additionally, it seeks to address persistent challenges in education financing by promoting greater community engagement and strengthening collaboration with key stakeholders. By integrating these strategic priorities, the ESDP aims to create a resilient, inclusive, and high-quality education system that supports national development goals while ensuring that all learners receive equal opportunities to succeed and contribute to Tanzania's socio-economic growth.

CHAPTER THREE: DIAGNOSIS OF THE EDUCATION SYSTEM

3.1 An overview

The chapter provides an in-depth analysis of Tanzania's education sector, highlighting achievements, persistent challenges, and areas for improvement. It further examines the effectiveness of existing policies and the impact of recent reforms, offering insights that inform the formulation of the ESDP. The chapter begins with an overview of the education system's structure, outlining various levels from pre-primary through higher education. Following this, the chapter describes the achievements and challenges in specific educational sub-sectors, including pre-primary, primary, secondary, technical and vocational education, teacher education and higher education. Each section provides an overview of enrolment trends, quality indicators, financial allocations, and infrastructure issues. The chapter concludes with an examination of adult and non-formal education, highlighting the sector's role in lifelong learning and skills development. Shortly, this diagnosis draws from the 2024 Education Sector Note (ESN), the comprehensive 2021 ESA, and other relevant studies.

3.2 Structure of the Education System

Tanzania's education system is in transition from the old structure of 1-7-4-2-3+ framework towards the new structure of 1-6-4-2-3+ resulting from changes of the ETP 2014, Edition 2023 that encompasses all levels from pre-primary to higher education. The system begins with one year of pre-primary education for children aged 5, designed to prepare them for primary education. However, not all enrolees in primary schools go through pre-primary education. Following this, primary education spans six years, culminating in the award of the Certificate after the Primary School Leaving Examination (PSLE), which was essential for progressing to lower secondary education but is no longer the case because of the new policy of automatic promotion from primary to lower secondary. Secondary education is then divided into two levels: lower and upper secondary levels. The lower secondary and upper secondary levels last for four years and 2 years, respectively. Upon completion of these phases, students receive the Certificate of Secondary Education Examination (CSEE) and the Advanced Certificate of Secondary Education Examination (ACSEE), respectively. At the highest level, University education offers undergraduate programs for students with secondary or technical education qualifications, as well as master's and doctoral programs, following the completion of a bachelor's degree. Education is provided by both government and non-government schools, with most enrolments in government institutions. In 2023, pre-primary enrolment accounted for 11.9% of total enrolments. At the primary level, 601,108 students were enrolled in non-government schools, representing 5.2% of total enrolment. At the secondary level, 302,408 students

were enrolled in forms 1 to 6 in non-government schools, constituting 9.8% of total enrolment. The government takes responsibility for providing basic education, which explains the higher enrolments in government schools, while the private sector willingly engages in either of the levels under the government's control.

In addition to general academic schooling, Tanzania offers vocational and technical education. For vocational training, there are three National Vocational and Training levels, while technical education is structured into seven National Technical Award (NTA) levels, ranging from certificates to doctoral degrees. Furthermore, Tanzania, through the Adult Basic Education and Training (ABET) segment of the TQF, provides adult and non-formal education (ANFE) programs categorised into two subgroups, namely, Complementary and Alternative Programs. ANFE programs under the Complementary education include the Complementary Basic Education in Tanzania (COBET) and the Non-formal secondary education offered through Alternative Secondary Education Pathway (ASEP), whereas, under the Alternative education programs, national level programs include the Integrated Program for Out of School Adolescents (IPOSA) and the Integrated Community-Based Adult Education (ICBAE), which caters to out-of-school adolescents, youth and adults in the community. Finally, teacher education is conducted through diploma and degree programmes, with entry requirements based on prior secondary or equivalent qualifications.

3.3 Achievements and Challenges

This section recognises the key achievements and addresses challenges faced by the education sector in Tanzania, with most of the information sourced from the 2024 Education Sector Note, which was developed to provide insights into the status of the education system. It covers pre-primary to higher education, as well as other sub-sectors that comprise the education system, highlighting enrolment and access trends, gender disparities, quality indicators, financial allocations, and infrastructural issues.

3.3.1 Pre-Primary

Enrolment trends in pre-primary education in Tanzania have shown mixed trends from 2016 to 2023. Overall, pre-primary education shows an average annual increase of 1 per cent, 2 per cent below the annual growth rate of a 5-year-old child's 3 per cent. While enrolment in private pre-primary schools experienced a substantial annual growth rate of 6.7%, reflecting a growing investment and participation from the private sector, government schools' enrolment grew by 0.7% annually. This contrast indicates a disparity in growth between private and public pre-primary education, with the public sector struggling to keep pace with the increasing demand for pre-primary education.

The overall Gross Enrolment Ratio (GER) for pre-primary education saw a significant decline from 103.2% in 2016 to 88.8% in 2023, suggesting that fewer children are being

enrolled over time. Additionally, the Gender Parity Index (GPI) changed, slightly favouring males, going from 100.1 in 2016 to 98.3 in 2023, suggesting emerging gender disparities that need to be addressed. There are also regional disparities in the GER that need to be addressed. Furthermore, the school life expectancy (SLE) for pre-primary education in 2022 was approximately 0.9 years, which is close to the expected duration but highlights the need for improved retention and engagement at this crucial educational level.

Financially, the allocation of budgets for pre-primary education increased slightly over the years, from 2.0% in 2018/19 to 2.9% in 2022/23, with an average allocation of 2.3% over the five years. This demonstrates a modest but consistent effort to invest more in pre-primary education. However, compared to other levels, pre-primary education receives the smallest share of the budget, indicating a potential area for increased investment. The unit costs for pre-primary education fluctuated, notably decreasing to 56,381 TSH in 2021 from 77,644 TSH in 2020, before recovering to 62,545 TSH in 2023. Despite these changes, the cost as a percentage of GDP per capita decreased slightly from 2.6% in 2019 to 2.0% in 2023.

3.3.2 Primary

From 2016 to 2023, Tanzania's primary education sector saw significant improvements in access and participation, with overall enrolment increasing by an average of 4.1% annually. This growth led to an increase from 8.6 million pupils to 11.4 million. Non-governmental schools experienced a remarkable 10.1% annual growth rate, although governmental schools still constitute the majority, with 95% of total primary school enrolment. The GER for primary education also rose from 91.7% in 2016 to 101.5% in 2021 before slightly declining to 97.3% by 2023. Furthermore, the GPI increased from 1.029 in 2016 to 1.038 in 2023, depicting a more favourable enrolment situation for females. This progress highlights a gender imbalance favouring girls, who also have higher completion rates compared to males by the end of primary education.

Despite the improved enrolment rate since the introduction of Universal Primary Education (UPE), the sector has seen significant growth. Enrolment in 2023 reached 11.4 million, up from 485,470 in 1961. However, between 2022 and 2023, half of the regions experienced a decline in enrolment, highlighting significant regional disparities in access to primary education⁴. The GER fell from 110 to 98%, while the NER dropped from 95% to 86% between 2019 and 2023⁵. In that period, gender parity in GER and NER was attained.

Despite the notable achievements, challenges persist in ensuring equitable access and participation across the population and regions. First, primary education shows a decline in access rates from Standard IV onwards, with rates dropping to 89.6% in Standard

⁴ Education Sector Performance Report for the Financial Year 2022/23 Tanzania Mainland.

⁵ The decrease of GER and NER is due to Population Census Data Projection according to Population Census 2022.

IV and 84.6% in Standard V. Gender disparities become more pronounced in the later grades, with a completion rate gap of 10 percentage points favouring girls (96.8% for females versus 87.0% for males). However, disparities in attendance to the disadvantage of boys emerge across five regions which have GPIs that are above 1.1.

Along with that, the issue of out-of-school children (OOSC) remains significant, with 17.9% of primary-aged children (approximately 2 million) out of school in 2022, showing a higher proportion of males (19.1%) compared to females (16.7%). Likewise, repetition rates have also increased, rising from 1.9% to 3.5%, particularly peaking in Standard IV, indicating inefficiencies and challenges in maintaining a smooth student progression. Additionally, the overall PSLE is slightly below the theoretical seven years, and 22.3% of public expenditure is wasted due to dropout and repetition, highlighting the need for targeted interventions to improve retention and reduce wastage.

While primary education enrolment in Tanzania shows near gender balance, with female learners excelling more than male learners, challenges remain in achieving full inclusivity, particularly in the enrolment of children with disabilities (CwD) and other vulnerable and disadvantaged groups. The Gender Parity Index (GPI) for primary education stands at 1.03 in 2023, indicating close gender parity at this level. However, disparities in attendance to the disadvantage of boys emerge across five regions which have GPIs that are above 1.1.

However, based on data from the BEST for 2023, the enrolment of CwD has averaged 0.5 per cent between 2019 and 2023, with a slight increase to 0.7 per cent in 2023. The GPI for CwD averaged 0.8 during this period, indicating that girls with disabilities are underrepresented in the education system. Orphans, both single and double, constituted 6 per cent of the total enrolment, with a GPI of 0.99. The data highlights the need for continued efforts to improve inclusivity in enrolment, retention, and completion rates for all disadvantaged learners.

Inadequate physical infrastructure in many schools poses a significant barrier to inclusive education. Many school buildings are not accessible to children with disabilities, lacking essential features such as ramps, appropriate ablution rooms, restroom facilities, resource centres, and other necessary accommodations. Overcrowded classrooms further hinder individualized attention and support for students with diverse learning needs. Additionally, teachers often lack adequate training in inclusive education practices, as professional development opportunities focused on inclusive teaching strategies are limited. This can lead to a lack of confidence among teachers in addressing the needs of all learners. Furthermore, schools frequently lack sufficient funding to provide necessary resources for inclusive education, such as specialized teaching materials and assistive devices.

Another challenge is the inadequate system for identifying and assessing children with

special needs, particularly those with learning disabilities. This issue is compounded by the limited availability of support services, such as counselling and psychological support, in primary schools. The absence of these essential services makes it difficult to effectively address the diverse needs of students. Economic hardships often contribute to high dropout rates among children from disadvantaged backgrounds, including those with disabilities.

There is also a lack of awareness about the rights of children with disabilities among parents, teachers, and community members. Negative societal attitudes toward children with special needs further exacerbate this issue, resulting in low enrolment rates for children with disabilities in mainstream schools and insufficient community support for inclusion initiatives. Advocacy efforts aimed at promoting an understanding of inclusive education principles are essential.

In recent years, Tanzania has made notable progress in improving the quality and relevance of primary education, particularly in foundational skills such as reading, writing, and arithmetic. The Standard II assessments show a slight improvement in reading skills, with the proportion of non-readers decreasing from 16 per cent in 2019 to 15 per cent in 2021. More importantly, the number of progressive readers increased sharply from 31.8 per cent in 2019 to 43.8 per cent in 2021. This positive trend suggests that initiatives to enhance early-grade literacy might be yielding results. Moreover, gender disparities in reading competence have narrowed, with girls consistently outperforming boys in both 2019 and 2021, indicating effective targeted interventions for girls. Additionally, the pass rates for the PSLE have remained high, with an 80 per cent pass rate in 2023, showcasing the system's ability to maintain a robust standard of primary education across the country.

Nonetheless, major challenges remain to enhance the quality of primary education. The results of the Standard II assessment on writing skills are concerning, with the proportion of non-performers climbing from 25.2 per cent in 2019 to 36.5 per cent in 2021. Similarly, arithmetic skills remain a critical area of concern, with low-performance levels across both genders, highlighting the need for improved instructional strategies and resources in mathematics. Moreover, the Standard IV national assessment results indicate a declining trend in student performance, with pass rates for both boys and girls falling significantly from 2019 to 2023. This decline underscores the ongoing issues of sustaining educational quality and relevance as students progress through primary education. The number of teachers increased from 196,437 in 2019 to 207,323 in 2023, with the percentage of trained teachers averaging 98 per cent over this period. However, the overall Pupil-Teacher Ratio (PTR) in 2023 was 55:1, and the Pupil-to-Qualified-Teacher Ratio (PQTR) was 56:1. This PTR is a national average implying that not all schools/LGAs have the same PTR. Significant discrepancies exist across regions, with

the PQTR ranging from 11:1 to 76:1 against a target of 50:1, indicating inequitable deployment of teachers across regions and districts.

From 2018 to 2023, there is commitment to primary education financing, consistently allocating to it the largest share of the education budget, with an average of 47.8% over the period. This emphasis highlights the government's dedication to foundational education, contributing to significant improvements in enrolment and retention rates. However, the proportion of the budget for primary education decreased from 52.1% in 2018/19 to around 47.0% in 2022/23, reflecting a shift towards more balanced funding across all educational levels.

3.3.3 Secondary

In the secondary education subsector, there is significant progress in access and participation, particularly at the lower secondary level. Specifically, from 2016 to 2023, enrolment at lower secondary schools expanded from 1.7 million to 2.9 million learners, reflecting an annual average growth rate of 8.1%, the highest among all education levels. This growth has been primarily driven by the expansion of government schools, which have seen an annual increase in enrolment of 9.6%, thanks to the policy of fee-free education. The GPI in lower secondary education GER also increased, benefiting girls' enrolment (from 100.6 to 108.9), indicating that more girls are now enrolled compared to boys. There are also regional disparities in both the GER and the GPI which need to be addressed.

In the upper secondary education sub-sector, enrolment also expanded from 131,362 students in 2016 to 196,020 in 2023, reflecting a robust annual average growth rate of 5.9%. Government schools depicted a higher growth rate of 7.8% compared to the 0.2% expansion of non-government schools.

Another significant challenge in secondary education is the retention issue, particularly in the transition from lower to upper secondary education. Transition is marked by a dramatic decline in access, from 68.8% in Form 1 to only 7.8% at the upper secondary level. This situation is also reflected in the analysis of the cumulative survival rates, out of the pupils that entered the system in primary education only 34% reached the end of lower secondary school, while a low 7% entered upper secondary school and about 6% reached the last grade of the cycle.

Access to gender-sensitive and inclusive secondary education promotes social equity by providing opportunities for marginalised groups, including children with disabilities, talented and gifted children and those with poor socioeconomic backgrounds. However, implementing inclusive education at the secondary level faces significant challenges related to systemic, infrastructural, cultural, and resource-based issues.

The Gender Parity Index (GPI) for secondary education is slightly favourable to females at 1.03, yet enrolment rates for students with disabilities and those from disadvantaged backgrounds remain low. For instance, only 1 per cent of total enrolment in secondary education consists of children with disabilities, with a GPI of 1.1, indicating a higher enrolment of females with disabilities than males. The majority of children with disabilities have low vision (37 per cent), followed by those with physical impairments (30 per cent) and hearing impairments (11 per cent). These figures underscore the need for appropriate infrastructure and assistive devices, considering the variability across regions.

Approximately 12 per cent of students enrolled in secondary schools are orphans, with 3 per cent having lost both parents and 9 per cent having lost one parent. The percentage of students from vulnerable environments^[1] averages 11 per cent in government schools, with regional variations ranging from 6 to 17 per cent.

In terms of quality in secondary education, there is a notable improvement in the ACSEE performance. Between 2019 and 2023, there has been a substantial increase in the proportion of students achieving Division I, from 17% to 35%. Additionally, the proportion of students in Division IV, the lowest level, has remained unchanged. Additionally, the fact that 99.7% of secondary education teachers are qualified is a strong indicator of maintaining educational standards, ensuring that nearly all teachers have the necessary qualifications.

However, the decline in students achieving at least a “good” rating in Form II assessments, from 39% in 2019 to 28% in 2023, signals a worrying trend in student performance. Moreover, the proportion of students in Division IV of CSEE has increased over the years, indicating a higher number of students are performing at the lower end of the scale. Finally, the infrastructure gap between government and non-government schools, particularly in facilities like libraries, laboratories, and reliable power, underscores the need for improved learning environments.

Secondary education in Tanzania has seen a notable allocation of resources, with the budget share increasing from 30.6% in 2018/19 to a peak of 35.4% in 2020/21 before stabilizing at 31.7% in 2022/23. On average, secondary education received 32.5% of the total education budget, underscoring its significance in the overall education strategy. Despite this substantial allocation, public unit costs per student in secondary education have decreased markedly, from 652,514 TSH in 2019 to 391,102 TSH in 2023, with costs as a percentage of GDP per capita dropping from 22.4% to 12.8%. Additionally, the cost of secondary education relative to primary education has also declined, from 3.3 times in 2019 to 2.6 times in 2023.

3.3.4 Technical and Vocational

From 2016 to 2023, Vocational Education and Training enrolment showed annual growth of over 10%, while Technical Education and Training grew by 5%, driven by increased expansion of TVET and Folk Development Colleges. Funding for vocational centres has remained stable but limited, averaging 2.0% of the education budget, while technical institutions have witnessed a substantial increase in funding, rising from 0.6% in 2018-2019 to 7.2% in 2022-2023. This shift highlights a growing recognition of the need for specialized skills in the labour market locally and internationally.

Enrolment in TVET institutions remains among the lowest in the education sector. In 2022, long-course enrolment in VET institutions was 380,748, with 239,085 males and 141,663 females. Short-course enrolment was 24,011, comprising 19,151 males and 4,860 females. The total enrolment for Basic Technician, Technician Certificate, and Ordinary Diploma levels was 172,264, with a nearly equal distribution of 86,513 males and 85,751 females.

A significant challenge within this sub-sector is the inconsistency in the quality of education and training provided across different institutions. Many training centres lack qualified instructors who possess both teaching skills and practical experience in their fields, leading to a mismatch between the skills taught and those required by employers. The unit costs at vocational centres decreased sharply from 2,496,232 TSh in 2019 to 1,310,778 TSh in 2023. The costs dropped over the period, reflecting a significant scaling in relative financial commitment to vocational education despite maintaining substantial absolute costs. Also, there was a dramatic increase in unit costs for technical institutions from 225,973 TSh in 2019 to 2,957,160 TSh in 2023. The relative cost surged, which highlights a substantial increase in the investment towards technical institutions, potentially indicating a shift towards enhancing more specialised skills in the workforce.

3.3.5 Teacher Education

Teacher education has a steady annual growth rate of 2.5% in overall enrolment, though there has been a significant decrease in non-governmental institutions, with enrolment dropping by 31.2%. This shift towards government institutions where costs are subsidised reflects a broader trend of increased reliance on publicly funded Teacher training. Despite this growth, teacher education continues to face significant challenges, primarily due to its consistently low budget share, which has fluctuated between 0.8% and 0.5%, with an average of 0.6%. This underfunding underscores a critical gap in financial support for teacher development, which is essential for maintaining education quality across all levels.

Currently, there are 35 public teacher colleges across 22 regions in Tanzania, with four regions lacking any teacher colleges, highlighting the inequity in their distribution. Despite teacher colleges being national institutions, which serve student teachers across

the country, it is important to consider the construction of a teacher college in each region. Across these colleges, there are 562 classrooms, against a requirement of 791, and 52 science laboratories, compared to the required 105. This shortage of classrooms and laboratories presents a challenge, particularly as there is a push to expand STEM subjects. Additionally, there are 797 staff houses available out of the 1,326 required, indicating a need for expansion to increase access to teacher training. Furthermore, as technology becomes increasingly important in education, both tutors and trainees must be equipped to integrate modern technological tools effectively into teaching and learning. Therefore, it is crucial to expand education technology in teacher education and enhance the integration of ICT in the Teacher Education curriculum to prepare student teachers for the effective use of technology in schools, improving efficiency, quality, and relevance in teacher colleges.

A major deterrent to pursuing a career in teaching is the relatively low salary compared to other professions such as engineering, law, and medicine. Teaching does not offer competitive salaries, making it a less attractive option for potential candidates. In 2023, total enrolment for both first-year and second-year students in teacher colleges was 23,162, with 11,119 males and 12,043 females, resulting in a gender parity index of 1.07. This marked an increase of 1,077 students from 2022. However, there was a decrease in the number of first-year enrolments in 2023 by 913 students, primarily among males, reflecting a 7 per cent dropout rate. The decreasing enrolment of student-teachers is also a concern, especially with the new focus on vocational education, which requires expanded enrolments to address the teacher shortage in this area.

The number of graduates from teacher colleges decreased by 5 per cent, from 8,826 in 2022 to 8,424 in 2023. Of these, 6,212 earned a Certificate in Primary Education, and 2,212 received a Diploma in Secondary Education. To meet the anticipated increase in demand within the school system, steps must be taken to avoid further decreases in the output of teacher colleges. In contrast, the number of graduates from universities and university colleges increased by 9 per cent, from 14,050 in 2022 to 15,335 in 2023. However, despite this overall increase, the number of female graduates slightly decreased from 7,641 in 2022 to 7,416 in 2023, resulting in a Gender Parity Index (GPI) of 0.94. Efforts will need to focus on increasing enrolments and the number of graduates, particularly by reducing dropout rates, to support the expected growth in both primary and secondary education.

In the case of gender equality and inclusion, there are some barriers to the enrolment of students with disabilities, such as the limited infrastructure that accommodates their needs, including insufficient user-friendly facilities, appropriate teaching and learning materials, and assistive devices. Additionally, tutors and lecturers are not sufficiently trained to educate student teachers in gender-focused and inclusive pedagogies. This gap

in training hinders the development of an inclusive teaching force capable of addressing the diverse needs of all students.

Gender-based violence (GBV) remains a potential barrier to retention within teacher education institutions. Students might face harassment or violence, creating an unsafe learning environment and discouraging them from continuing their studies. It is essential to continue emphasising gender and inclusion pedagogies to address these issues effectively. In 2023, there were 1,326 tutors in teacher colleges, with 813 males and 513 females, resulting in a Gender Parity Index (GPI) of 0.6. This indicates a need to attract more female tutors to teaching colleges. Among the teaching staff, 56 per cent held a bachelor's degree, 39 per cent held a master's degree, and 1 per cent held a PhD. This implies that there is a need to strengthen professional growth among teaching staff in teacher education institutions. Furthermore, financial barriers, including tuition fees, transportation, and accommodation, restrict access to teacher education for special needs individuals from low-income backgrounds.

Financing teacher education is a critical aspect that directly impacts the quality and accessibility of teacher training programs. Current allocation to the teacher education financing stands at 2% of the total education sector budget while Costs for teacher education decreased from 1,743,766 TSh in 2019 to 885,829 TSh in 2023. The cost reduction indicates declining investment in teacher education programs.

3.3.6 Adult and Non-Formal Education

Regarding the Adult and Non-Formal Education (ANFE) subsector, there are programs under it to address the illiteracy gap by accommodating those who missed chances to attend formal schooling or dropped out of the Formal Education System. Students registered in ANFE have a chance to be mainstreamed in the formal education system on their qualifications, considering the Education Policy and guidelines. As a result, there was a decrease in the number of students by 13.6 per cent due to some learners being mainstreamed at standard V and Form I in primary and lower secondary, respectively, between 2022 and 2023. The illiteracy rate in Tanzania was 18% in 2022, with a gender disparity showing higher illiteracy among females at 27% compared to 18% for males, underscoring the need for targeted efforts to reduce illiteracy, particularly among women.

3.3.7 Higher Education

Higher Education has experienced an average annual enrolment increase of 7.5%, with government Higher Learning Institutions (HLIs) showing a robust 10% annual growth compared to 1% in non-governmental institutions. This disparity reflects the broader availability of learning services and a more diverse range of academic programs in government institutions.

Nonetheless, the financial allocation for higher education has seen a significant decline, peaking at 15.0% of the budget in 2019-2020 and falling to 8.8% in 2022-2023, averaging 12.7% over the period. This reduction suggests a possible shift in resource allocation to other educational priorities or a response to emerging needs. The unit costs have dropped from 5,664,787 TSH in 2019 to 2,205,177 TSH in 2023, taking into account the budget decline. Funding for higher education was far less prioritised, as evidenced by the cost as a multiple of elementary education falling from 28.6 to 14.8.

CHAPTER FOUR: POLICY, PRIORITIES, GOALS, OBJECTIVES AND STRATEGIES

This chapter outlines policy priorities, goals, objectives, and strategies aimed at addressing challenges across all sub-sectors of the education sector. It underscores the importance of aligning the education and training system with the newly established education policy, the partnership compact and the recommendations of the 2022 Transforming Education Summit (TES). The policy priorities focus on key challenges outlined in the 2021 ESA, the 2024 Education Sector Note, and the Enabling Factors Analysis. These challenges include curricula that do not adequately address the demands arising from economic, social, scientific, and technological developments; an inefficient system for the regulation and accreditation of education at all levels; a shortage of skilled human resources to meet sectoral demands; deficiencies in the management, governance, and accountability structures and limited diversity and sustainability in education and training funding sources.

The policy priorities are primarily drawn from the ETP 2014 Edition of 2023, which aims to reform the education and training system to better support individual development and Tanzania's socio-economic advancement. The ESDP is expected to drive the realisation of ETP's vision, which is to produce an "educated Tanzanian, with the knowledge, skills, and positive attitudes necessary to contribute to the sustainable development of the Nation". Additionally, the plan reinforces the mission of enhancing "the quality of education and training by establishing systems and procedures that will enable a greater number of Tanzanians to become educated, skilled, and motivated to develop themselves, thereby contributing to the attainment of national development goals."

The policy priorities, goals, objectives, strategies, and corresponding activities have been developed within five thematic areas:

- i. Access, Participation, and Equity, with strategies focusing on expanding access to education while addressing inequities in education and training opportunities.
- ii. Gender Equality and Inclusive Education, with strategies focusing on ensuring inclusive participation, retention, and completion of all learners, regardless of their status and background.
- iii. Quality and Relevance, with strategies for enhancing education quality and ensuring that education and training are responsive to students' social and economic needs as well as national development priorities.
- iv. Governance, Management, and Accountability, with strategies focusing on improving the efficiency and effectiveness of the education and training system.
- v. Financing of Education, with strategies for strengthening the financing mechanisms at all levels of the education and training system.

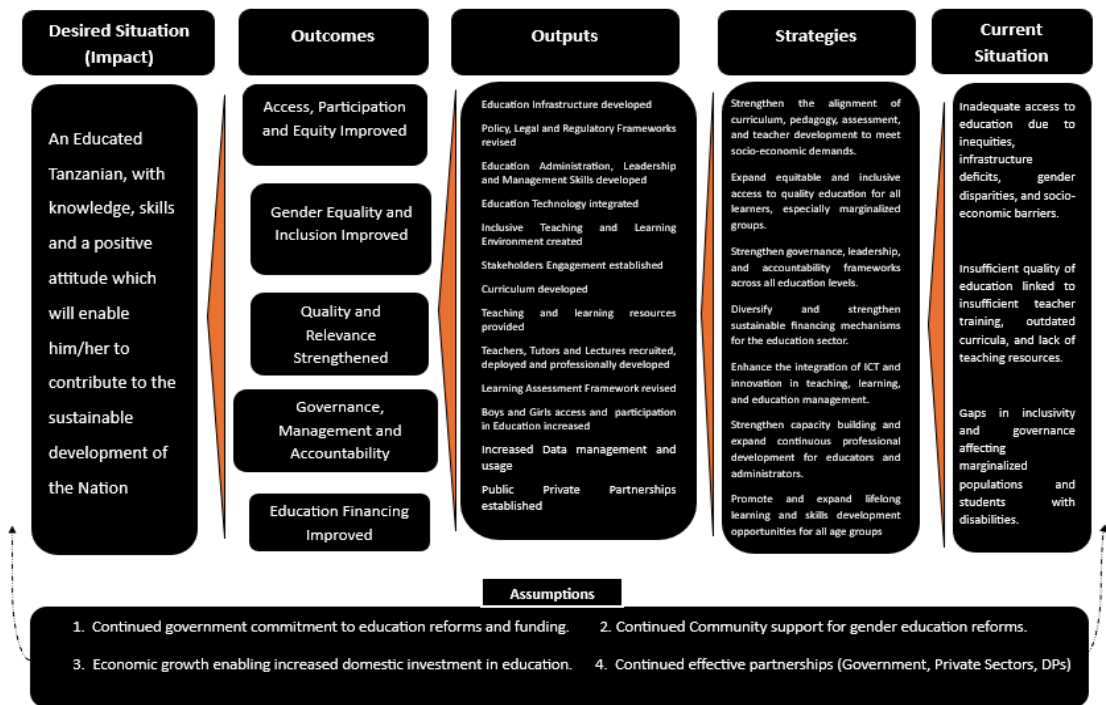
The first four priority areas are explored in detail within their respective subsectors. However, the final priority area of education financing is addressed as a cross-cutting issue. Recognising that financial challenges impact all subsectors, this approach ensures a more coordinated and effective strategy. By addressing these financial concerns, the ESDP ensures a more effective and coordinated approach. Additionally, the document deliberately does not cover science, technology, and innovation, as these areas are addressed in separate policy documents.

Theory of Change

This ESDP’s Theory of Change (ToC) provides a structured framework to operationalise its goals, with a particular focus on the five key priority areas outlined earlier. Serving as the foundation for the ESDP’s policy priorities, goals, objectives, and strategies, the ToC complements the broader strategy by clearly mapping out the steps needed to achieve long-term educational impacts. It bridges the gap between high-level goals and actionable interventions, ensuring alignment with the ESDP’s overall vision.

The ToC is directly aligned with the vision, goals, and priorities of Tanzania’s ESDP 2025/26–2029/30. The plan underscores the transformative potential of equitable access to quality education as a means to achieve the national goal of producing “an educated Tanzanian with the knowledge, skills, and positive attitudes necessary to contribute to the sustainable development of the Nation.”

Figure 4.1: Theory of Change of the ESDP



The formulated impact and the outcomes are further linked to a set of policy priorities, goals, objectives, strategies, and activities within each sub-sector of the education system in Tanzania mainland. The next subsections outline the programme design developed to achieve the expected results of the ESDP 2025/26–2029/30.

4.1 Pre-primary

4.1.1 Access, participation, and equity in education

Significant strides have been made in expanding access to pre-primary education, particularly following the government’s policy of providing one year of free pre-primary education. This initiative led to a substantial 46% increase in enrolment between 2015 and 2016, with consistent growth across all regions from 2002 to 2023. Despite these achievements, challenges exist, including inadequate infrastructure, low community engagement, and an unattractive learning environment with regional disparities in access to pre-primary education. To address the issues mentioned, table 3 depicts the strategies for improving access as follows;

Table 3: Policy Issue: Low enrolment trend of pupils in pre-primary schools

| Policy Goal: Increase access to pre-primary education | |
|--|--|
| Policy Objective/Indicator | Strategies |
| Increase Gross Enrolment Ratio of pre-primary education from 88.8 percent in 2023 to 96.7 percent by 2030 focusing on reducing the disparities across regions. | 1.1.1 Increase the enrolment capacity of schools for pre-primary pupils based on a comprehensive mapping exercise. |
| | 1.1.2 Strengthen community awareness and involvement in supporting and promoting pre-primary education. |
| | 1.1.3 Improve infrastructure and create child-friendly, inclusive, and stimulating environments for retention of pupils. |

4.1.2 Gender equality and inclusive education

The ETP of 2014, Edition of 2023 aims to ensure equitable access and participation in quality education for all learners, including those with disabilities, across all levels of education and training. The policy emphasizes equal gender participation, recognizing its importance in enabling every Tanzanian to contribute fully to national development. However, records indicate that pre-primary classes are not fully inclusive with notable disparities in GPI as well as the inclusion of marginalized groups. This is due to an inadequate number of trained teachers in gender, inclusivity, and special needs education, and societal attitudes. To address these challenges, the policy’s strategies, as outlined

in Table 4, focus on ensuring the availability of infrastructure to meet diverse pupils’ needs, and ensuring teachers are trained and have the appropriate teaching materials to create inclusive classrooms.

Table 4: Policy Issue: Limited provision of an inclusive environment that accommodates diversity and inclusion to pre-primary pupils.

| Policy Goal: Ensure pre-primary schools’ environment is inclusive and supportive to all pupils, regardless of gender and disability. | |
|--|--|
| Policy Objective/Indicator | Strategies |
| Increase the enrolment of pre-primary pupils with disabilities and those from vulnerable environments from 146,903 in 2023 to 195,916 by 2030. | 1.2.1 Ensure safe environment and adequate facilities that cater to the varying needs of all pupils in pre-primary, including those with disabilities. |
| | 1.2.2 Enhance teachers’ skills in gender sensitivity, inclusivity, and special needs education. |

4.1.3 Quality and relevance of education

The quality and relevance of pre-primary education remain a critical priority for establishing a strong foundation for children’s future learning and development. Several key factors negatively impact these areas, including the limited availability of essential learning materials, such as books, teaching and learning aids as well as a shortage of qualified teachers which has necessitated the use of volunteer teachers to reduce workload. Additionally, teachers lack the necessary training and qualifications to effectively instruct pre-primary pupils, resulting in teaching methods that may not fully engage pupils or nurture a passion for learning. Also, Health issues such as malnutrition and disease significantly impact children’s ability to learn effectively at an early age. To improve the quality and relevance of pre-primary education, Table 5 outlines policy strategies for addressing the challenge of quality in pre-primary education with expected improvement in learning outcomes.

Table 5: Policy Issue: Inadequate quality of pre-primary education

| Policy Goal: Improve the quality of pre-primary education | |
|---|---|
| Policy Objective/Indicator | Strategies |
| Increase percentage of pre-primary schools equipped with reading, writing, and arithmetic teaching and learning materials from 20% in 2023 to 100% by 2030. | 1.3.1 Ensure the availability and equitable distribution of age-appropriate teaching and learning resources to all pre-primary schools. |
| | 1.3.2 Improve the availability of qualified teachers and participation of volunteer teachers. |
| | 1.3.3 Enhance teachers' competences through professional development for quality teaching and learning in pre-primary schools. |
| Reduce the Teacher- Pupils ratio from 1:162 in 2023 to 1:100 by 2030. | 1.3.4 Strengthen security and care services in schools to enhance the well-being of pupils. |
| | 1.3.5 Improve the assessment framework of pre-primary learning and development. |
| Reduce the dropout rate from 1.19 percent in 2023 to 0.1 percent by 2030. | 1.3.6 Strengthen the School Quality Assurance system in pre-primary education. |
| | 1.3.7 Ensure parents and community engagement for a more effective learning of pre-primary pupils. |

4.1.4 Governance, management and accountability in education system and institution

The governance and management of pre-primary education in Tanzania face several challenges that hinder the effective delivery of quality education. These challenges include ineffective management and administration of pre-primary schools. Furthermore, the existing frameworks for evaluating pre-primary education programmes are not sufficiently effective in assessing the impact of these programmes in guiding required improvements. Strengthening these evaluation mechanisms is essential to ensure continuous enhancement in program quality and effectiveness. Table 6 outlines strategies identified for improving governance and management in pre-primary education with expected better planning in schools.

Table 6: Policy issue: Ineffective management and administration of pre-primary schools

| Policy Goal: Improve management and administration of pre-primary schools. | |
|--|---|
| Policy Objective/Indicator | Strategies |
| Increase the percentage of pre-primary schools with cleaned data from 30% in 2023 to 100% by 2030 | 1.4.1 Strengthen pre-primary schools' management and administration capacities, including the data and information system. |
| Increase the percentage of pre-primary schools with effective and well implemented whole school development plans from 30% in 2023 to 100 percent in 2030. | 1.4.2 Build the capacities of the school committees on the development and implementation of whole school development plans for pre-primary schools |

4.2 Primary Education

4.2.1 Access, participation, and equity in education

Primary education in Tanzania provides foundational learning for children aged 6 to 12. It is universal and compulsory, laying the socio-cultural foundations that ethically and morally define Tanzanian citizens. The six-year curriculum, (Standard 1 to Standard 6), is officially free, though parents still cover some costs, such as uniforms and voluntary contributions. Despite improvements in increasing enrolment rates, many primary school-aged children remain out of school due to various reasons, including household responsibilities, early marriages, pregnancy, poverty, and health-related challenges, alongside supply-side challenges such as long distances to schools, and inadequate and inequitable infrastructure. To address these challenges and ensure equitable access to primary education, Table 7 outlines key strategies identified designed to improve access and retention in primary schools.

Table 7: Policy Issue: Inequitable access in primary education

| Policy Goal: Expand access to ensure that children of all gender and with disabilities are enrolled | |
|--|---|
| Policy Objective/Indicator | Strategies |
| Ensure 100% access to grade 1. | 2.1.1 Improve educational and training opportunities and participation of girls and boys in primary education, addressing gender- and disability-based barriers. 2.1.2 Strengthen mechanisms for the maintenance and repair of school infrastructures. |
| Increase the Gross Enrolment Ratio (GER) from 98.2% in 2023 to 100% by 2030. | |
| increase the completion rate with gender parity from 80% to 95% by 2030. | |

Supply and demand factors highlighted above not only hinder access to education but also contribute to student dropout, which adversely affects the internal efficiency of the education system. Dropout rates reduce completion rates, meaning that some students leave the system without acquiring the necessary knowledge and skills for their future livelihoods. In addressing the issue of dropouts and retention of pupils, table 8 outlines the strategies to foresee the same.

Table 8: Policy Issue: Dropout and low retention

| Policy Goal: Improve retention and completion of the primary education cycle. | |
|--|---|
| Policy Objective/Indicator | Strategies |
| Reduce dropout rate from 6.2% to 1.3% by 2030. | 2.1.3 Create an enabling environment for increasing retention and participation of girls and boys from all social groups in primary education. |
| Increase completion rate from 80% in 2023 to 95% in 2030. | 2.1.4 Strengthen the provision of basic services including food and nutrition, electricity, clean and safe water and health in primary schools. |

4.2.2 Gender equality and inclusive education

While primary education enrolment in Tanzania shows near gender balance, with female learners often outperforming male learners, challenges persist in achieving full inclusivity, particularly in the enrolment of children with disabilities (CwD) and other vulnerable and disadvantaged groups. Key barriers to inclusive education include inadequate physical infrastructure, which limits accessibility for learners with disabilities, and limited professional development opportunities for teachers in inclusive education practices, restricting their ability to effectively support diverse learners. To address these challenges, table 9 outlines targeted strategies aimed at promoting greater inclusivity and ensuring equitable access to quality primary education for all learners.

Table 9: Policy issue: Inadequate provision of essential teaching and learning materials, assistive devices and infrastructure to deliver quality inclusive education

| Policy Goal: Strengthen the provision of adequate teaching and learning materials, assistive devices and infrastructure to deliver quality inclusive education | |
|--|---|
| Policy Objective/Indicator | Strategies |
| <p>Increase percentage of pupils with adequate assistive devices;</p> <p>Increase textbook pupil ratio from 1:4 to 1:2 by 2030</p> <p>Increase enrolment of learners with disability from 7.2% in 2023 to 14.2% by 2030.</p> | 2.2.1 Strengthen the system for identifying and assessing the special needs teaching and learning requirements of each pupil at primary level. |
| | 2.2.2 Improve support services for teachers and pupils with special needs to ensure effective use of supplied teaching and learning materials and assistive devices in primary schools. |
| | 2.2.3 Strengthen primary school teachers' competencies on SNE and IE to support boys and girls with diverse needs. |
| | 2.2.4 Ensure adequate teaching and learning materials, facilities and assistive devices to support girls and boys with diverse needs. |
| | 2.2.5 Improve coverage of data on disability in primary schools. |

4.2.3 Quality and relevance of education

The expansion of primary education has adversely impacted the quality of education as the system struggles to provide the necessary inputs required to ensure effective teaching and learning. Adequate teaching and learning facilities are critical for creating a conducive learning environment, yet the rapid growth of the primary education sub-sector has not been matched with sufficient human and financial resources to sustain quality and relevance. To address these challenges, Table 10 outlines strategies for improving the quality and relevance of primary education with an emphasis on improving learning outcomes.

Table 10: Policy issue: Decline of teaching and learning standards in primary education

| Policy Goal: Improve teaching and learning standards in primary schools | |
|---|--|
| Policy Objective/Indicator | Strategies |
| <p>Increase Learning assessment results in mathematics at STD 4 from 54% in 2023 to 80% by 2030.</p> <p>Improve the pupil-to-qualified-teacher ratio for primary from 61:1 in 2023 to 53:1 by 2030.</p> <p>Improve textbook-pupil ratios across regions to 1:2 by 2030.</p> | 2.3.1 Strengthen the curriculum implementation for primary education in an inclusive setting to meet the educational benchmarks and needs of the world of work. |
| | 2.3.2 Improve teacher deployment and effective utilization of teachers in primary school. |
| | 2.3.3 Strengthen motivation schemes to attract and retain teachers in disadvantaged areas. |
| | 2.3.4 Strengthen the teaching and learning of different languages including Kiswahili, English, French, Arabic, Chinese and sign language, tactile sign language at primary level. |

The National Examination Council of Tanzania (NECTA) is responsible for conducting diagnostic learning assessments and summative end-of-cycle examinations. Diagnostic assessments are administered in Standard 2, focusing on reading, writing, and arithmetic (3Rs), Standard 4 and Form Two. These assessments serve as important indicators of educational quality, highlighting areas that require improvement to enhance learning outcomes. However, results show that most learners do not reach the required proficiency levels, raising concerns about the effectiveness of teaching and learning. Despite a high percentage of qualified teachers, many still lack adequate teaching skills or subject knowledge necessary for effective instruction, which directly impacts student learning outcomes. With **recent curriculum revisions** emphasizing **competency-based learning**, it is essential to review and align assessment procedures with these changes. The strategies outlined in Table 11 improve teaching effectiveness and student learning outcomes.

Table 11: Policy Issue: Inadequate system for learning assessments in primary education

| Policy Goal: Strengthen the learning assessment systems at primary level | |
|---|---|
| Policy Objective/Indicator | Strategies |
| Curriculum assessment, evaluation and reward system in place; | 2.3.5 Strengthen the curriculum assessment, evaluation and rewards systems. |
| Increase percentage of Primary schools receiving quality assurance evaluation from 25% to 100% by 2030 | 2.3.6 Strengthen the quality assurance of primary education. |
| Increase textbook-pupil ratio from 1:4 to 1:2 by 2030 | 2.3.7 Enhance the use of ICT in assessing teaching and learning in primary schools. |
| Increase learning assessment results in reading fluency at STD 2 from an average of 28.98 correct words per minute in 2023 to 36 by 2030. | 2.3.8 Improve the distribution and replenishment system for textbooks and other materials in primary schools based on needs. |
| | 2.3.9 Improve teaching and learning facilities including library services and alternative means of access to knowledge in primary schools to enhance outcomes in primary education. |

4.2.4 Governance, management and accountability in the education system and institution

Effective governance and management are essential for an efficient and successful educational system. While a framework for educational policies exists, there are significant gaps between policy formulation and implementation, exacerbated by limited accountability measures and oversight mechanisms. Key challenges in governance and management include inadequate coordination of investments in education by different actors, including Development Partners, overlapping roles and various organs (MoEST vs. PO-RALG vs. Local Authorities) leading to inefficiencies, weak local government structures responsible for education management, and limited stakeholder coordination and inadequate monitoring and evaluation mechanisms, which hinder progress. To address these challenges, the strategies outlined in Table 12 aim to strengthen governance, enhance management efficiency, and improve accountability in primary education.

Table 12: Policy Issue: Inadequate governance, management and accountability in primary

| Policy Goal: Improve governance, management and accountability | |
|--|---|
| Policy Objective/Indicator | Strategies |
| Increase the percentage of primary schools that produce quality reports to inform decision making to 80% by 2030. | 2.4.1 Strengthen the mechanism for managing primary education. |
| Increase the performance of primary schools on leadership and management based on whole school evaluation from 30 percent to 50 percent by 2030. | 2.4.2 Improve the validity, reliability and efficiency of the data collection system and accessibility to inform decision-making. |
| Increase the percentage of primary schools that use data in planning and management to 100% by 2030. | 2.4.3 Strengthen community engagement in the planning and implementation of primary school development activities. |

4.3 Secondary Education

Formal secondary education in Tanzania consists of two sequential cycles: a four-year Lower Secondary programme followed by a two-year Upper Secondary programme. Lower secondary education is part of the 10-year basic education which includes primary and is fee-free and compulsory while Upper Secondary Education is neither fee-free nor compulsory. The 2014 ETP, Edition of 2023 mandates lower secondary education lasts four (4) years, with students choosing between two streams: General Education and Vocational Education. This arrangement allows learners to align their education with their preferences, abilities, and aspirations. However, implementing this policy requires increased government financing to support the secondary education sub-sector and fulfil this commitment effectively.

As Tanzania progresses toward its Vision 2025 goal of becoming a middle-income industrialized economy, secondary education plays a critical role in developing human capital to drive this transformation. This aligns with the education’s mission to advance the quality of education and training, ensuring that many Tanzanians become educated, skilled, and motivated to contribute to national development goals.⁶

⁶ Ministry of Education, Science and Technology 2014, Education and Training Policy, 2023 Edition.

The Competence-Based Curriculum at the secondary level is designed to integrate academic knowledge with practical skills, moving away from a sole focus on general education. This dual approach ensures that students are better prepared for diverse career paths, whether they choose to pursue further studies or enter the workforce directly. In fostering practical competencies, the curriculum enhances students’ adaptability to the evolving demands of both the job market and higher education.

4.3.1 Access, participation, and equity in education

While enrolment rates have improved in recent years due to government initiatives like the fee-free secondary education policy, many children still face barriers to access due to geographical challenges, limiting school availability in remote areas, poverty, restricting students’ ability to afford indirect school-related costs, and cultural factors, which often prioritise boys’ education over girls’ education. Retention of enrolled students remains a challenge, as high dropout rates negatively impact the system’s internal efficiency. Additionally, infrastructure limitations hinder access, both in terms of the quantity of school facilities and their physical condition, with many requiring rehabilitation. Furthermore, the new policy’s emphasis on increasing enrolment in vocational streams will require additional workshops and science and ICT laboratories. To address these challenges, the strategies in Table 13 aim to enhance both access and retention for students in general and vocational streams.

Table 13: Policy Issue: Inadequate infrastructure to accommodate secondary-level learners

| Policy Goal: Improve access in Secondary education | |
|---|---|
| Policy Objective/Indicator | Strategies |
| Increase the enrolment in vocational streams by 20.1% in 2030. Increase the transition rate from primary to secondary schools from 73.3% in 2024 to 100% by 2028 under the old system. | 3.1.1 Expand the enrolment capacity for both general and vocational streams. |
| | 3.1.2 Increase learning opportunities for all learners including the gifted and talented |
| | 3.1.3 Improve student’s retention for both boys and girls from disadvantaged backgrounds. |

4.3.2 Gender Equality and Inclusive Education

Access to gender-sensitive and inclusive secondary education promotes social equity by providing opportunities for marginalised groups, including children with disabilities, talented and gifted children and those with poor socioeconomic backgrounds. However, implementing inclusive education at the secondary level faces significant challenges related to systemic, infrastructural, cultural, and resource-based issues. The appropriate

infrastructure, such as classrooms and Water Sanitation and Hygiene Program facilities for all genders and those with disabilities, as well as adequate teaching and learning materials and assistive devices, remains a challenge. Additionally, teachers equipped with the right competencies and skills to promote gender and disability inclusivity, guidance, and counselling services must be strengthened, especially for at-risk students, and compulsory education laws remain an issue that needs to be addressed. The strategies in Table 14 are designed to address the identified challenges.

Table 14: Policy issue: Inadequate provision of secondary education that caters for gender equality and students with diverse needs

| Policy Goal: Improve the provision of secondary education to cater for gender equality and students with diverse needs | |
|---|--|
| Policy Objective/Indicator | Strategies |
| Increase the enrolment percentage of students with disabilities from 1.0 percent in 2023 to 5 percent in 2030. | 3.2.1 Improve collaboration with stakeholders to ensure gender equality and support for all students’ diverse needs. |
| Increase the enrolment percentage of students from poor backgrounds from 11 percent in 2023 to 20 percent in 2030. | 3.2.2 Strengthen the provision of guidance and counselling services. |
| | 3.2.3 Enhance a safe and conducive learning environment appropriate for gender and inclusivity. |

4.3.3 Quality and relevance of education

The quality and relevance of secondary education remain significant concerns, influenced by several key factors: educational policy and governance, curriculum and pedagogy, teacher quality, infrastructure and resources, socioeconomic conditions, and community involvement. The schools face challenges such as a shortage of teaching and learning materials and an insufficient number of teachers, particularly in STEM subjects. These issues of an unconducive teaching and learning environment can result in higher dropout rates and poor performance in national examinations and diagnostic assessments. Table 15 highlights the strategies that will address the challenges mentioned.

Table 15: Policy issue: Inadequate number of teachers and supporting staff in secondary schools

| Policy Goal 3.3: Improve the human resource capacity for Secondary Education | |
|---|--|
| Policy Objective/Indicator | Strategies |
| Increase number of teachers from 93,665 in 2023 to 175,144 in 2030 | 3.3.1 Strengthen the availability of teachers and support staff. |
| | 3.3.2 Enhance teachers' working environment. |

The quality of education at the secondary level is largely dependent on the competence of teachers. However, many teachers experience inadequate necessary skills to effectively deliver the new competence-based curriculum. Also, Professional development opportunities are limited, which affects teaching effectiveness. The table 16 strategies aim to address the challenges towards enhancing teacher competences.

Table 16: Policy issue: Inadequate support to teachers on knowledge and skills related to the implementation of secondary education curriculum

| Policy Goal: Improve teachers' competences and support for implementing secondary education curriculum | |
|---|--|
| Policy Objective/Indicator | Strategies |
| Increase the percentage of teachers receiving CPD per year by gender from 23 percent to 50 percent. | 3.3.3 Strengthen the Teacher Continuous Professional Development programme |
| Increase percentage of schools receiving quality assurance evaluation from 25% to 100% by 2030 | 3.3.4 Strengthen quality assurance in secondary schools. |

The government recognizes the critical role of educational resources in enhancing the quality of education. The current ETP 2014 Edition of 2023 emphasizes the provision of textbooks and instructional materials as essential for effective teaching. However, shortages of textbooks, teaching aids, and technology significantly hinder students' ability to engage with learning materials. To address the undersupply of these resources, strategic initiatives aimed at improving the availability of teaching and learning materials have been highlighted in Table 17.

Table 17: Policy issue: Inadequate teaching and learning materials

| Policy Goal: Improve the availability of teaching and learning materials | |
|--|--|
| Policy Objective/Indicator | Strategies |
| Increase the textbook-student ratio across regions to 1:1 by 2030. Improve the students' pass rate from 87.8 in 2023 to 92 percent by 2030. | 3.3.5 Strengthen the provision of teaching and learning materials. |

The advancement of technology, particularly IT, has enabled the delivery of education and training through various methods, including remote and open distance learning. In contexts where there is a shortage of teachers, especially in subjects such as languages, mathematics, and science, these methods can be effectively employed to deliver quality education to a larger number of students with a limited pool of skilled teachers. However, this can only be achieved if IT infrastructure and facilities are available in sufficient quantities. Access to digital resources is increasingly vital in modern education but remains limited in many schools. Innovative pedagogical approaches that encourage active learning, essential for improving educational outcomes, are not yet fully integrated into classroom teaching and learning processes.

The Government, in collaboration with stakeholders, is actively working to provide ICT equipment across all educational levels. At the secondary level, distributed ICT facilities are inadequate and uneven. The strategies in Table 18 aim to address the challenges mentioned.

Table 18: Policy issue: Inadequate ICT infrastructure and digital contents in secondary schools

| Policy Goal: Improve the availability of ICT infrastructure and digital contents in secondary schools | |
|--|--|
| Policy Objective/Indicator | Strategies |
| Improve the students' pass rate from 87.8 in 2023 to 92 percent by 2030. | 3.3.6 Strengthen the provision of ICT facilities |

One of the 2014, ETP Edition of 2023 policy statements (3.3.1.1 and 3.3.1.2) emphasizes the use of technology to enhance efficiency in the provision of education and training. However, many schools, particularly in rural areas, face challenges due to a lack of reliable electricity, making it difficult to power computers and other ICT devices. Even in areas where electricity is available, internet access is often sporadic or unavailable. The high

cost of internet services further limits the ability of both students and teachers to access online resources. Another challenge is the lack of proper training for many teachers in effectively using ICT tools within their teaching methodologies. This gap results in the underutilization of available technology. To address these challenges, table 19 offers a strategic focus on improving the use of educational technologies.

Table 19: Policy issue: Inadequate use of education technologies in secondary education

| Policy Goal: Improve the use of education technologies in secondary education and training | |
|---|---|
| Policy Objective/Indicator | Strategies |
| Improve the students’ pass rate from 87.8 in 2023 to 92 percent by 2030. | 3.3.7 Enhance the use of ICT in the provision of secondary education and training |

4.3.4 Governance, management and accountability in education system and institution

The government has established various policies to enhance the governance and management of education and training. These policies serve as a strong foundation for progress in the education sector.

Despite these efforts, challenges such as limited resources, human capacity constraints, and gaps in coordination continue to affect policy implementation. Table 20 offers strategies that aim to address the mentioned challenges.

Table 20: Policy issue: Inefficient governance, management and accountability in secondary education

| Policy Goal: Improve Governance, management and accountability in secondary education | |
|---|---|
| Policy Objective/Indicator | Strategies |
| Improve the performance of secondary schools on leadership and management based on whole school evaluation from 30 percent to 50 percent by 2030. | 3.4.1 Strengthen administration, management, and governance. |
| | 3.4.2 Enhance prevention, preparedness, response, and recovery on emergencies in education. |
| | 3.4.3 Improve data production cycle for accessibility and utilization towards informed decision-making. |
| | 3.4.4 Strengthen community engagement in the provision of secondary Education. |
| | 3.4.5 Strengthen external support in the provision of secondary education. |

4.4 Technical and Vocational Education and Training

Technical and Vocational Education and Training (TVET) encompasses both Vocational Education and Training (VET) and Technical Education and Training (TET), provided by government and non-government institutions, including NGOs, CBOs, FBOs, companies, and individuals. TVET offers alternative educational and training pathways following primary, ordinary secondary (O-Level), and advanced secondary (A-Level) education. Its purpose is to produce skilled workers, technicians, and professionals essential for meeting labour market demands, fostering personal growth, and supporting the socio-economic development of the nation.

The new education policy emphasizes equal opportunities for education and training at all levels, recognizing TVET as a vital skilled education pathway. However, TVET enrolments have been low, partly due to limited community awareness and non-aligned curriculum with the labour market. Contributing factors include inadequate infrastructure, insufficient equipment, and a shortage of qualified instructors necessary for delivering quality education and training. Another significant challenge is the societal negative perception on TVET. Although enrolments have steadily increased over the past two years, they remain insufficient to meet labour market demands.

To address these challenges, there is a pressing need to expand access to TVET, enhance its quality, and improve its relevance to produce the human capital required for Tanzania’s socio-economic development.

4.4.1 Access, participation, and equity in education

Access to TVET at both VET and TET levels is constrained by limited infrastructure, including classrooms, laboratories, and workshops. The shortage and outdated nature of equipment further complicates the challenge of preparing students to meet labour market demands, as they lack exposure to modern tools used in today’s workplaces. This issue is particularly acute in vocational training centres, where inadequate infrastructure limits the hands-on learning opportunities essential for skill acquisition. The strategies proposed in table 21 are aimed at addressing the challenges identified.

Table 21: Policy issue: Low enrolment in TVET education

| Policy Goal: Increase enrolment in TVET education | |
|--|--|
| Policy Objective/Indicator | Strategies |
| Increase TVET enrolment from 527,765 in 2023 to 3,291,215 by 2030. | 4.1.1 Enhance physical facilities in TVET institutions to increase student enrolment, based on a mapping exercise. |
| Reduce Student-Tutor ratio from 31:1 in 2023 to 25:1 in 2030 | 4.1.2 Increase the number of teachers in the TVET system considering gender. |

| Policy Goal: Increase enrolment in TVET education | |
|--|---|
| Policy Objective/Indicator | Strategies |
| | 4.1.3 Improve community perception on TVET education and training. |
| | 4.1.4 Enhance training delivery mode to include online distance learning with the use of ICT. |

4.4.2 Gender Equality and Inclusive education

Achieving gender equality and inclusiveness in TVET faces challenges rooted in socio-economic, cultural and institutional factors. Enrolment data reveals ongoing gender disparities, particularly in technical fields where female participation remains low due to cultural norms that discourage women from pursuing certain trades.

Gender disparities are also evident among teaching staff with significant variations by fields of study. Additionally, the participation of learners with disabilities is extremely low in TVET. Key challenges in promoting gender equality and inclusivity for learners with disabilities include inadequate infrastructure, such as inaccessible classrooms, laboratories, and workshops; and instructors lacking the training to support these students. Also, the limited availability of assistive devices further hinders their participation. The strategies in Table 22 offer means to address the challenges mentioned.

Table 22: Policy issue: non-conducive teaching and learning environment for disadvantaged/vulnerable groups including females, those with disabilities, pastoral, hunter societies and others in TVET education

| Policy Goal: Teaching and learning environment improved in a system that include disadvantaged/vulnerable groups | |
|---|---|
| Policy Objective/Indicator | Strategies |
| Increase enrolment of learners from disadvantaged/vulnerable groups in TVET increased by 10% by 2030. | 4.2.1 Improve enrolment of trainees with special needs in TVET programs |
| | 4.2.2 Enhance teaching and learning environments and provision of guidance and counselling services in TVET institutions. |
| | 4.2.3 Improve awareness to all stakeholders on the importance of effective participation of special needs learners in TVET. |
| Increased percentage of teaching staff with capacity to work with learners with disabilities and females increased from 26.6 to 50 by 2030. | |

4.4.3 Quality and relevance of education

Tanzania faces several challenges in delivering quality and relevant TVET programs. A primary challenge is the inadequate infrastructure and resources available to TVET institutions. Many training centres lack essential facilities, equipment, and materials necessary for effective learning. This shortage hinders the ability to provide hands-on training, which is crucial in vocational education. Additionally, many institutions are in remote areas with limited access to modern technology, further complicating efforts to deliver effective training. Additionally, insufficient professional development for trainers leads to outdated teaching methods that fail to adequately prepare students for the workforce. Table 23 highlights strategies that will assist in addressing the mentioned challenges.

Table 23: Policy issue: Mismatch between technical and soft skills for TVET graduates and the needs of the labour market

| Policy Goal: Enhance the provision of quality and relevant TVET programs needed in the labour market | |
|--|---|
| Policy Objective/Indicator | Strategies |
| Increase the number of TVET graduates in the labour market from 250,000 to 400,000 by 2030. Increase the percentage of graduates engaging in their own business increases from 12% to 30 % by 2030. | 4.3.1 Enhance the capacity of teaching staff in TVET to implement quality programmes. |
| | 4.3.2 Enhance employability and entrepreneurship skills in TVET. |
| | 4.3.3 Enhance Stakeholders' / industries participation in TVET training and recognition of skills acquired outside formal training (RPL). |
| | 4.3.4 Enhance Quality Assurance in TVET. |

4.4.4 Governance, management and accountability in TVET institutions

The collaboration between TVET institutions and industries is limited and requires strong partnerships to ensure that training programs align with industry standards and other labour market needs and that students gain relevant work experience through internships or apprenticeships. Table 24 offers strategies to address the challenges.

Table 24: Policy issue: Inefficient TVET Governance, Management and Accountability

| Inefficient TVET Governance, Management and Accountability | |
|--|--|
| Policy Goal: Improve TVET governance, management and accountability | |
| Policy Objective/Indicator | Strategies |
| Improve the skills or competencies related to TVET Governance, Management and Accountability to 100% percent by 2030. Increase in the availability of updated TVET data and statistics to 100% percent by 2030. | 4.4.1 Strengthen physical and human resources management and leadership capacity at the Ministry, TVET Authorities and Institution level. |
| | 4.4.2 Enhance coordination of the TVET sub sector in the country. |
| | 4.4.3 Strengthen programmes of emergency issues in education including HIV/AIDS, pandemic diseases, non- communicable diseases and cross-cutting issues. |
| | 4.4.4 Enhance timely availability of accurate data and statistics on TVET. |

4.5 Teacher Education

Teacher education is essential for enhancing teaching quality, supporting student achievement, promoting lifelong learning, fostering professional growth, building strong relationships with stakeholders, addressing inequities in education, and increasing teacher retention rates. Research consistently shows that teacher quality is a critical factor influencing student achievement⁷. Teachers who undergo comprehensive training are better equipped to implement practices that improve student learning outcomes, particularly in literacy and numeracy, contributing to higher graduation rates and overall academic success.

The Teacher Education institutions do offer Diploma and Degree programs. Generally, Diploma programs prepare trainees to teach in primary education, while Degree programs prepare trainees to teach in secondary education. Teacher education has undergone considerable reforms in recent decades, aimed at improving education quality and addressing sector challenges. The government, through various policies and initiatives, has worked to enhance teacher training programs, expand access to education, and improve teaching and learning quality. However, significant challenges remain that must be comprehensively addressed to effectively achieve the country’s educational goals.

⁷ Linda Darling-Hammond, L., Hyler, M. E., Gardner, M., and Espinoza, D.,2017, Effective Teacher Professional Development, Learning Policy Institute.

4.5.1 Access, participation and equity

Teacher education institutions do experience shortages of infrastructure such as classrooms, science laboratories, and staff houses that affect quality teaching. To meet the growing demand for STEM and language teachers, it is essential to improve infrastructure in both teachers’ colleges and higher learning teacher education institutions. Strengthening these institutions will enhance the production of qualified STEM teachers. To improve access for prospective teachers across all training programs, five strategic initiatives have been identified in Table 25 to achieve this objective.

Table 25: Policy issue: Not enough prospective teachers joining the teaching profession

| Policy Goal: Improve access of prospective teachers in all teacher training programs | |
|--|--|
| Policy Objective/Indicator | Strategies |
| Increase enrolment in Teacher Training institutions from 23,581 in 2023 to 46,251 by 2030. | 5.1.1 Improve enrolment capacity in Teacher Training Institutions (TTIs) to match with required teachers in the labour market. |
| | 5.1.2 Improve teacher colleges’ student admission. |
| | 5.1.3 Expand teacher training programs to accommodate vocational/technical and language programmes. |
| Increase the share of students in language programmes. | 5.1.4 Increase participation and completion of all teacher trainees with diverse needs. |
| | 5.1.5 Enhance mechanisms for attracting prospective teachers to join priority subjects. |

4.5.2 Gender Equality and inclusive education

Achieving gender equality and inclusivity at the pre-primary, primary, and secondary levels of education depends on the capacity of the teacher education system to train enough teachers equipped to implement gender-sensitive and inclusive pedagogies. However, several barriers hinder the creation of gender-inclusive environments in teacher education institutions. While enrolment figures suggest near gender parity in teacher education, this is not the case for prospective students with disabilities and those from disadvantaged backgrounds as highlighted in chapter three.⁸

To address these challenges, the table 26 has highlighted three strategies to promote gender and inclusiveness in teacher training institutions.

⁸ Due to the lack of information on students with disabilities, the vulnerable, and those from disadvantaged back-grounds, it is not possible to analyze the extent of the problem.

Table 26: Policy issue: Disparities in gender and inclusion in Teacher Education and Training

| Policy Goal: Promoting gender and inclusiveness in teacher training institutions. | |
|---|--|
| Policy Objective/Indicator | Strategies |
| <p>Improve gender parity from 1.07 in 2023 to 1.0 by 2030.</p> <p>Improve inclusion responsiveness in teacher training to 100% by 2030.</p> | 5.2.1 Improve gender and inclusive teaching strategies in Teacher Training institutions. |
| | 5.2.2 Ensure gender and inclusion responsiveness in Teacher Education including teaching of sign language. |
| | 5.2.3 Strengthen Teacher training management systems for effective implementation of gender responsive pedagogies. |

4.5.3 Quality and relevance of education

Teacher training institutions face challenges related to inadequate resources and insufficient continuous professional development for tutors and lecturers that do not align with current educational needs or methodologies. As the Competency-Based Curriculum is being implemented, it is essential that Teacher training institutions train prospective teachers effectively by capacitating the teaching staff through ongoing professional development and the upgrading of qualifications.

With the increasing focus on STEM, TVET, and the development of talents such as music, sports, and fine arts, there is a need to expand teacher training programs to meet the growing demand for specialized teachers. Additionally, some institutions have limited access to modern technology and adequate internet connectivity, limiting the adoption of innovative teaching methods. Table 27 offers seven strategies aimed at addressing the challenge of the availability of a qualified teacher workforce.

Table 27: Policy issue: Inadequate teacher workforce

| Policy Goal: Improve availability of qualified teacher workforce | |
|--|--|
| Policy Objective/Indicator | Strategies |
| <p>Increase the percentage of qualified teachers from 53% in 2023 to 100% by 2030.</p> <p>Increase the percentage of colleges with full complement of Education technology from 25% in 2023 to 100% by 2030.</p> | 5.3.1 Improve and align teacher-training programs to the Education Policy. |
| | 5.3.2 Strengthen the teaching and learning of STEM and language subjects in teacher training institutions. |
| | 5.3.3 Improve Education Technology infrastructure in teacher training institutions. |

| | |
|--|---|
| | 5.3.4 Strengthen the implementation of competence-based curriculum (CBC). |
| | 5.3.5 Improve the image and importance of teachers and the teaching profession. |
| | 5.3.6 Improve career path within the teaching profession. |
| | 5.3.7 Improve and sustain continuous professional development of teachers and tutors. |

4.5.4 Governance, management and accountability in Teacher Education

The Government has established policies and guidelines aimed at improving the governance and management of teacher education, including the ETP 2014 edition of 2023, and the National Strategy for Teacher Education. However, gaps remain between policy formulation and implementation, largely due to management capacity challenges at various levels. Additionally, uncoordinated data on teacher education hinders the ability to thoroughly assess the sub-sector and make informed decisions for its improvement. To address these challenges, five strategies have been identified in Table 28 to strengthen governance, management, and accountability in teacher education.

Table 28: Policy issue: Inadequate governance, management and accountability in Teacher Education

| Policy Goal: Strengthening Governance, management and accountability in Teacher Education. | |
|--|---|
| Policy Objective/Indicator | Strategies |
| Increase percentage of clean teacher education management reports (unqualified opinion) to 100% by 2030. | 5.4.1 Improve capacity of management Teams in Teachers' Education institutions. |
| | 5.4.2 Improve Teacher Education Data Management and utilization. |
| | 5.4.3 Improve coordination, accountability and development of the teaching resources. |
| | 5.4.4 Strengthen participation and the role of Teacher College Boards. |
| | 5.4.5 Improve the Standards of the Teaching profession. |

4.6 Adult and Non-Formal Education and Training

Tanzania’s education system includes formal education, professional training, and Adult and Non-Formal Education (ANFE). ANFE provides alternative learning pathways for out-of-school youth and adults to re-enter formal education, acquire basic literacy, pursue continuing education, and attain relevant skills to manage their lives, contributing to personal and community development. ANFE programs are categorised into Complementary Education Programs and Alternative Education Programs.

The ANFE encounter challenges in reducing the illiteracy rate, enrolment fluctuation, infrastructure and unequal distribution of centres.

4.6.1 Access, participation and equity

Several factors limit enrolments in adult and non-formal education, contributing to a decline in both enrolments and literacy rates. A general lack of awareness about the importance of adult and non-formal education, as well as the opportunities available, restricts potential learners from enrolling.

Infrastructure remains a key challenge in the provision of adult and non-formal education. The distribution of the centres is uneven, with some regions having more centres than others. To address these challenges, four key strategies in table 29 have been identified to increase literacy rates and enrolment in adult and non-formal education.

Table 29: Policy issue: Decline in literacy rates and enrolment rate in adult and non-formal education

| Policy Goal: Increase the literacy rates and enrolment in adult and non-formal education | |
|---|--|
| Policy Objective/Indicator | Strategies |
| Increase enrolment of ANFE from 2023 to 2030 by 15.7%. Reduce illiteracy rate by 5% from the current 18.2% towards 2030. | 6.1.1 Improve access, participation, and equity in ANFE programmes. |
| | 6.1.2 Strengthen community engagement in supporting identification and enrolment of ANFE learners. |
| | 6.1.3 Improve community awareness on ANFE and continuing education programs in addressing literacy for adults and out of school youth. |
| | 6.1.4 Improve ODeL and Community Learning centres to facilitate learning environment for ANFE |

4.6.2 Gender equality and inclusive education

Access to adult and non-formal education continues to be a challenge, particularly for marginalized groups such as women, girls, rural populations, and individuals with disabilities. Key barriers to inclusivity in adult and non-formal education include inadequate facilities and trained personnel at learning centres, especially for accommodating learners with disabilities and females. Community-based programs often lack tailored content or methods that address the specific needs of disabled learners. Additionally, there is a shortage of teaching and learning materials and facilitators trained to address gender issues and disability within the context of adult education. Addressing these barriers, table 30 highlights strategies to ensure exclusivity in adult and non-formal education.

Table 30: Policy issue: Inequitable access, and participation to quality ANFE based on gender and disabilities

| Policy Goal: Improve equitable access, participation to quality ANFE to cater diverse needs. | |
|---|--|
| Policy Objective/Indicator | Strategies |
| Increase enrolment by gender from 179,711 in 2023 to 243,938 in 2030. Increase Gender Parity Index from 1.4 in 2023 to 1.0 by 2023. Increase the number of ANFE regional Centres with adequate infrastructures for delivery of ANFE programmes from 26 Centres in 2023 to 40 Centres in 2030. | 6.2.1 Enhance a safe environment to accommodate inclusive learning in ANFE Centres |
| | 6.2.2 Ensure adequate and appropriate teaching and learning materials to support and facilitate inclusivity in ANFE Centres. |
| | 6.2.3 Recruit and build capacity to facilitators to support inclusive learning in ANFE Centres |
| | 6.2.4 Provide gender responsive and disability - friendly support services in ANFE Centres |

4.6.3 Quality and relevance of education

The quality and relevance of adult and non-formal education are impacted by factors that affect the broader education sector. A key challenge is the shortage of qualified staff at the local government level, which directly affects the quality of the education provided. Beyond the shortage, there is also limited capacity in terms of qualifications. Most facilitators (61 per cent) have a grade A qualification, followed by 17 per cent with a diploma. Only 5 per cent hold a bachelor’s degree, with 10 per cent having a Form 4 qualification.

Additional factors that hinder the quality and relevance of adult and non-formal education include the absence of a standardized assessment framework as required under the Adult

Basic Education and Training (ABET) segment of the Tanzania National Qualifications Framework (TQF). Furthermore, the development of teaching and learning materials for adult literacy is uncoordinated, and relevant programs are insufficient. Infrastructure challenges, such as limited electricity supply in rural areas and low levels of digital literacy among potential learners, further impede the support for ODeL. This priority area has four strategies as outlined in table 31 that aim at improving the environment for the delivery of quality adult and non-formal education.

Table 31: Policy issue: Non-conducive environment for the delivery of quality ANFE

| Policy Goal: Improve the environment to promote quality in ANFE | |
|--|---|
| Policy Objective/Indicator | Strategies |
| <p>Improve the literacy rate for women from 81.8% in 2023 to 86.8% in 2030.</p> <p>Increase the percentage of enrolments for males to 50% by 2030.</p> | 6.3.1 Enhance facilitators` professional development for quality teaching and learning in ANFE centres. |
| | 6.3.2 Strengthen assessment, monitoring and evaluation for ANFE. |
| | 6.3.3 Ensure availability and use of appropriate ANFE teaching and learning resources including technologies. |
| | 6.3.4 Promote research, innovation, and creativity in ANFE practices. |

4.6.4 Governance, management and accountability in ANFE

One of the key challenges in the governance, management, and accountability of adult and non-formal education (ANFE) is the absence of a comprehensive policy framework that clearly defines the roles, responsibilities, and expectations within the sector. Additionally, the current data management system for ANFE is ineffective, resulting in insufficient or missing data on learner participation, achievements, and program effectiveness. This priority focuses on strengthening the governance and management systems for ANFE to ensure more effective oversight and improved outcomes across the sector, as shown in Table 32.

Table 32: Policy issue: Ineffective governance, management and accountability in ANFE

| Policy Goal: Strengthen the governance and management systems for ANFE | |
|--|---|
| Policy Objective/Indicator | Strategies |
| <p>Increase partnerships with local organizations, businesses, and government entities, aimed at supporting ANFE initiatives</p> | 6.4.1 Improve managerial and administrative capacity in ANFE Centres. |
| | 6.4.2 Strengthen the ANFE governance |

4.7 Higher Education

Higher education is vital for the country’s economic development, as it prepares a skilled workforce to meet the needs of various sectors. Institutions of higher learning are responsible for equipping students with the necessary skills, particularly in fields such as information technology, engineering, and health sciences. Aligning educational outcomes with labour market demands is essential for driving economic growth and reducing poverty.

4.7.1 Access, participation and equity

Enrolment in higher education has steadily increased due to the expansion of higher education institutions, the introduction of new accredited programs and increased access to loans from the Higher Education Students’ Loans Board (HESLB). A key barrier to access remains the inadequate infrastructure and uneven distribution of higher education institutions across regions. Many institutions have inadequate essential facilities, such as lecture theatres, libraries, laboratories, and modern classrooms, as well as adequate student accommodation. These deficiencies limit students’ access, learning experiences, and opportunities for practical application of their studies. To address the challenges mentioned, table 33 highlights the strategies to improve access.

Table 33: Policy issue: Barriers to access and participation in HE

| Policy Goal: Remove barriers which limit students’ access and full participation in higher education | |
|---|---|
| Policy Objective/Indicator | Strategies |
| Increase access to Higher Education from 91.7 % to 92.7% by 2030. | 7.1.1 Expand infrastructure in HEIs. |
| | 7.1.2 Expand access to student loans and scholarships for Higher Education especially for those in STEM programmes. |
| | 7.1.3 Expand access to Higher Education through Open, Distance and e-Learning. |
| | 7.1.4 Improve and strengthen Recognition of prior learning (RPL) as a means for enrolment into HEIs. |
| | 7.1.5 Implement affirmative action for female students |
| | 7.1.6 Provide special scholarships/sponsorships for female students in HEIs. |
| | 7.1.7 Provide remedial and bridging programmes for under-qualified females and those from disadvantaged backgrounds students in HEIs. |

4.7.2 Gender Equality and Inclusive education

While the gender ratio in primary and secondary education is satisfactory, the participation of girls in higher education, particularly in science, mathematics, and technology fields, remains inadequate. The low participation of women in STEM programs, which are critical for national development, requires targeted interventions despite overall growth in student enrolment. This gender imbalance extends to teaching staff, with more male presentations than female.

Several barriers impact the enrolment and retention of females, individuals with disabilities, and those from disadvantaged backgrounds. These barriers include inadequate infrastructure, such as unsafe dormitories insufficient sanitation facilities, and the lack of ramps and accessible learning materials for students with disabilities. Additionally, university staff have inadequate expertise to address the needs of special needs students adequately.

To address these issues, Table 34 highlights strategies that will assist in increasing the participation of females, individuals with disabilities, and those from disadvantaged backgrounds in higher education.

Table 34: Policy issue: Gender inequality, limited access and participation of disability students in HEIs

| Policy Goal: Improve gender equality and incorporate inclusive teaching and learning environment in Higher Education institutions | |
|--|--|
| Policy Objective/Indicator | Strategies |
| Enhance enrolment of female students from 42% to 50% by 2030. | 7.2.1 Improve the physical environments of public universities to cater for students with special needs. |
| Enhance inclusion of disadvantaged and disabled students in HEIs from 1,498 (2023) to 6,108 by 2030. | 7.2.2 Enhance conducive environment to improve inclusion and gender mainstreaming in HEIs. |
| Increase the percentage of female staff from 30% in 2023 to 50% by 2030. | 7.2.3 Increase the number of both academic and administrative female staff in HEIs. |

4.7.3 Quality and relevance of education

The quality of higher education programs depends on several factors, including the availability of well-equipped classrooms, laboratories, libraries, and technology resources, all of which contribute to the learning environment. Access to up-to-date textbooks, journals, and online resources is also critical in enhancing students’ learning experiences. Additionally, qualified lecturers are essential to facilitating effective teaching and learning

processes, while academic advising, counselling services, and career guidance are crucial in supporting student success.

However, there is a notable shortage of qualified lecturers in higher education institutions, which limits efforts to improve the quality of education, research, and community services. This shortage not only impacts on the quality of teaching and learning but also affects enrolment in postgraduate programs and the overall quality and quantity of research.

The adoption of educational technology in teaching and learning offers the potential to improve both access and quality of education in higher education institutions. While progress has been made in integrating technology into teaching and learning, more efforts are needed to maximise its usage and effectiveness in delivering quality education. To address these challenges, two strategies have been developed and presented, as shown in Table 35 below.

Table 35: Policy issue: Shortage of academic staff in HEIs

| Policy Goal: Improve the number of academic staff in HE subsector | |
|--|--|
| Policy Objective/Indicator | Strategies |
| Increase the number of academic staff from 6,009 in 2023 to 11,854 by the year 2030. | 7.3.1 Train/recruit more academic staff in HEIs. |
| | 7.3.2 Increase and improve the use of ICT in HEIs. |

The design and delivery of the curriculum is another quality aspect that faces challenges in the country. Currently, there is a disconnect between the output of universities and the needs of the labour market. Differences in content across similar higher education programs highlight the need for greater alignment. This misalignment is partly due to the limited engagement of key stakeholders, such as the private sector, in the development, delivery, and evaluation of educational programs. To address this issue, table 36 offers strategies for assisting the same.

Table 36: Policy issue: Mismatch of graduate skills in HEIs and labour market needs

| Policy Goal: Align the curricula to match the labour market needs | |
|---|---|
| Policy Objective/Indicator | Strategies |
| Align 144 new curricula and 290 reviewed existing curricula with the labour market needs by 2030. | 7.3.3 Develop new on demand curricula and review some existing curricula in HEIs to meet labour market skills needs. |
| | 7.3.4 Strengthen partnerships with the private sector in Higher Education. |
| | 7.3.5 Strengthen research capacity of academic staff in HEIs to solve critical society and industry knowledge-based challenges. |
| | 7.3.6 Strengthen Quality assurance systems in HEIs. |
| | 7.3.7 Benchmark programs in universities for comparability of graduate knowledge, skills, and attitudes. |

4.7.4 Governance, management and accountability in Higher Education

The governance structure of higher education institutions is critical in determining the quality of education provided in the country. It is based on laws, procedures, regulations, and guidelines that require updating to reflect changing circumstances. However, challenges exist in the management and operation of the education sector, including modifications that may not fully address societal needs or participation. Additionally, conflicts within existing laws, procedures, regulations, and guidelines governing higher education and training hinder effective governance.

To address these challenges, it is essential to update the legal and regulatory framework governing the management of higher education. This includes ensuring that all significant changes in the higher education sub-sector are informed by research and involve community participation. The following strategies aim to address the inconsistencies in the laws and regulations related to governance and management as indicated in Table 37.

Table 37: Policy issue: Inconsistencies in the laws and regulations related to the governance and management systems

| Policy Goal: Remedy inconsistencies and adapt the laws and regulations related to the Governance and Management | |
|---|---|
| Policy Objective/Indicator | Strategies |
| Improved governance, management and accountability systems in place in HE sub-sector by 2030. | 7.4.1 Review and strengthen governance, management and accountability processes of HEIs. |
| Reviewed and harmonized laws related to HE institutions published by 2030 | 7.4.2 Strengthen stakeholders’ participation in the HE subsector on issues related to strategic changes |

The rapid digitalization of higher education institutions has led to a substantial increase in data volume. Essential services, research, and administrative activities now generate more data than ever before, encompassing student records, research findings, financial transactions, and administrative processes. These data streams originate from multiple sources, including online learning platforms, student management systems, and research databases. Integrating these diverse data sources poses a significant challenge.

This priority area includes two strategies as shown in Table 38 that aim at establishing an integrated system for data collection, storage, and distribution within the higher education subsector.

Table 38: Policy issue: Lack of integrated system for data collection, storage, and distribution in HE subsector

| Policy Goal: Remedy inconsistencies and adapt the laws and regulations related to the Governance and Management of HE subsector | |
|--|--|
| Policy Objective/Indicator | Strategies |
| Integrated and improved higher education data system in place by 2030. | 7.4.3 Strengthen existing systems of data collection, storage, and distribution in HE subsector. |
| | 7.4.4 Integrate systems for data collection, storage, and distribution in HE subsector. |

The establishment of regional and international frameworks for collaboration in higher education is essential for enhancing the quality and relevance of education in Tanzania. By engaging with global educational standards, higher education institutions can benchmark their curricula against those of internationally recognized institutions. This promotes the adoption of best practices, innovative teaching methods, and advanced research techniques, leading to the development of joint programs that integrate diverse perspectives and enrich the academic experience for students.

However, there is currently no established framework for such collaboration in higher education within the country.

To address this challenge, the two strategies in Table 39 have been identified to establish a regional and international framework for collaboration in higher education.

Table 39: Policy issue: Absence of regional and international framework for collaboration in HE

| Policy Goal: Establish regional and international framework for collaboration in HE | |
|---|--|
| Policy Objective/Indicator | Strategies |
| | |
| Improve collaboration of HEIs with counterpart institutions regionally and internationally by 2030. Number of MoUs signed. | 7.4.5 Strengthen regional and international collaboration in HE. |
| | 7.4.6 Sensitize HEIs on the need for regional and international collaboration in HE. |

Tanzania is vulnerable to natural disasters and emergencies, which affect its population, economy, and infrastructure. The country’s geographical location, climatic conditions, and socio-economic factors contribute to this vulnerability. In March 2023, Cyclone Freddy severely impacted education by damaging infrastructure, displacing communities,

interrupting academic schedules, and affecting the mental health of both students and teachers. Other disruptions include outbreaks of diseases like COVID-19 and cholera, which have led to school closures.

Key challenges in addressing the impacts of disasters include the lack of disaster and emergency preparedness plans, insufficient emergency response facilities, inadequate funding for disaster preparedness initiatives, and a shortage of focused training programs for emergency responders.

While the government and international organizations have made efforts to enhance disaster risk management systems, such as through workshops like the Lessons Learned Exercise, significant challenges remain. Educational institutions must be adequately prepared for natural disasters and emergencies. To address these challenges, table 40 highlight a one key strategy that focuses on establishing emergency guidelines in Higher Education Institutions (HEIs) for managing pandemic diseases and natural disasters.

Table 40: Policy issue: Lack of disaster and emergency guidelines in HEIs for incidences like pandemic diseases and natural disasters

| Policy Goal: Establish regional and international framework for collaboration in HE | |
|--|--|
| Policy Objective/Indicator | Strategies |
| Improve systems of mitigating emergencies and disasters that may disrupt operations in HEIs by 2030. | 7.4.7 Develop mitigation measures in case of occurrence of pandemic diseases and natural disasters, e.g., earth tremors, floods, climate change. |

4.8 The integrated education financing program

This section discusses Education Financing as a whole since it affects all sub-sectors in the same way and the solution can be applicable to all the sub-sectors. The strategies presented here generally apply to all the sub-sectors and can be adjusted at implementation for each sub-sector as applicable.

The government of Tanzania is the key stakeholder responsible for funding public education. It allocates a significant portion of its national budget to the education sector, which includes pre-primary, primary, secondary, TVET, teacher education, ANFE and Higher Education. The government’s commitment is evident through various policies aimed at increasing access to education and improving quality. For instance, the Education and Training Policy (ETP) 2014, Edition 2023 outlines strategies for financing education through budgetary allocations.

One of the main challenges facing public education institutions in Tanzania is the overall insufficiency of government funding. Despite various commitments to improve

educational access and quality, the budget allocated to education in all sub-sectors often falls short of what is necessary to meet the growing demands of a rapidly increasing student population.

Another significant challenge is the inequitable distribution of available funds across different regions and schools. Rural areas often receive less capitation funds than urban centres as the current distribution are based on the number of students only and not considering other related fixed costs. This leads to disparities in educational quality and resources. Furthermore, the uneven allocation results in inadequate infrastructure, insufficient teaching materials, and a shortage of qualified teachers in rural schools, thus exacerbating educational inequalities.

Nonetheless, some audit reports have indicated mismanagement of funds intended for educational purposes at different administrative levels. This poses obstacles to the effective utilization of government funding in education institutions and leads to inadequate accountability, ultimately affecting the quality of education provided.

Table 41: Policy issue: Inadequate and unsustainable financing to all sub-sectors

| Policy Goal: Improve the allocation of funds for all subsectors in education | |
|--|--|
| Policy Objective/Indicator | Strategies |
| Increase the percentage of the education budget from 16.5% of the national budget in 2023 to 20% by 2030 as per GPE recommendations. | 8.1.1 Enhance sector dialogue towards increasing education financing. |
| | 8.1.2 Improve capitation grant formula to reflect other related fixed costs. |
| | 8.1.3 Strengthen capacity building on resource management to education sector officials. |
| | 8.1.4 Enhance regular financial audits to monitor usage of funds at all levels. |

Tanzania’s education sector has historically received less than 20% of total government expenditure, which is below the recommended levels for achieving sustainable development goals. Increasing the education budget will result in more resources being allocated to education and this will create room for increasing the current allocations to the sub-sectors on a priority basis.

While the government has been the main financier of education there are however several stakeholders who have also participated in the financing of education through budget support and direct financing programmes either at the national level, regional or school level. These include community contribution, international partners (development partners), Non-governmental Organizations (NGOs) which include both international and national organizations, Community Based Organizations (CBOs), Faith Based Organizations (FBOs) and private sectors. However, despite the increase in the budget

from year to year, there are still challenges in the financing of education and training in the country due to the increase in demand. There are several opportunities to address the financing gap including: increasing collaboration with DPs, NGOs, FBOs, CSOs and other private stakeholders; strengthening Public Private Partnership (PPP) arrangements in the education sector; and improving fundraising activities and consultancy services

Development partners normally provide resources through bilateral agreements and based on programmes or projects in priorities identified in the ESDP. Some of the resources come in the form of grants or loans. NGOs, FBOs, CSOs and CBOs also provide support through Memorandums of Understanding (MoUs) with funding usually in the form of grants and can target the school level. The private sectors also contribute by investing in educational infrastructure, providing scholarships, or supporting community-based educational programs. Their funding is usually related to addressing equity issues and normally targets specific groups like girls or those with a disability, those from disadvantaged backgrounds, and the vulnerable like orphans. These can be signed even at the school level with approval from the Ministry. Similarly, community members are vital stakeholders who contribute both financially and through volunteer efforts to support local schools by serving on committees that help raise funds for school needs or organise events to support educational activities. This involvement can take various forms, such as fundraising activities to finance school supplies or infrastructure provision and improvements. There is a need for continuous engagement with these partners to solicit and motivate them to continue supporting the education sector.

Public-Private-Partnerships in the education sector can take various forms, each designed to leverage resources, expertise, and innovation from both public and private entities and need to be organized at the national level. Some of the innovations include private organizations/companies financing, constructing, and sometimes operating educational facilities such as schools, colleges and universities. The government may provide land or regulatory support while the private sector handles construction and maintenance. This model helps alleviate budget constraints faced by the government while ensuring that educational facilities meet modern standards. This arrangement allows for the introduction of innovative management practices and operational efficiencies that may not be present in traditional public schools. The private sectors retain ownership of the institution but benefit from the expertise of the government which can enhance performance metrics such as student outcomes and teacher effectiveness, particularly in schools with special needs children.

Research collaborations between universities and corporations in research and development for institutions, both public and private, can enhance educational quality through evidence-based practices and innovations in teaching methodologies. Large corporate companies such as banks, communication companies, and brewery companies give up a

proportion of their profits to finance education programmes identified by the government as highlighted in table 42.

Table 42: Policy issue: Undiversified sources of funding for the education system

| Policy Goal: Diversify sources of funding through increased collaboration with stakeholders | |
|---|--|
| Policy Objective/Indicator | Strategies |
| Increase the percentage of non-government resources by 2030. PPP working framework in place. | 8.1.5 Solicit and motivate development Partners, Civil Society Organizations (CSOs) and Faith Based Organizations (FBOs)in the provision of education. |
| | 8.1.6 Develop framework for implementing PPP arrangements with the corporate private sector organizations/companies. |
| | 8.1.7 Solicit and motivate public private partnerships in the establishment and provision of education. |
| | 8.1.8 Improve strategic investment in Research and Development (R&D) in priority sectors to attract more resources. |
| | 8.1.9 Improve fundraising activities and consultancy services. |

CHAPTER FIVE: COSTS AND FINANCING OF THE ESDP

5.1 An overview

The successful implementation of this ESDP hinges on a robust costing process. The costing process is essential for translating educational policies into actionable and financially viable strategies. The process involved projecting trends in demographic changes, student enrolment, teacher requirements, and infrastructure expansion while factoring in the economic context of the country.

Using a comprehensive financial simulation model, three scenarios were generated to assess the feasibility of different policy targets while maintaining fiscal sustainability. This approach ensured that the plan is both ambitious and grounded in realistic financial assumptions. The developed scenarios were used to underpin the development of ESDP (see Annex 2). The first scenario indicates a ‘business as usual scenario’, which entails quality indicators remain unchanged, totalled 31.103 Trillion Tsh (11,985,741,819.86 US dollars); the second scenario specifies a full costing for delivery of education in an ideal situation as per required standards within the ESDP period up to 2030, which amounted to 42.67 Trillion Tsh (16,443,159,934.85 US dollars); and the third scenario was opted as a rationalized one that considers projection of the financial ceilings set by the Ministry of Finance for the next five years, which amounts to a total value of 39.4 Trillion Tsh (15,156,301,380.00 US dollars) with an estimated funding gap of 3,619,839,500,118 Tsh (1,392,471,533.27 US dollars).

In developing the financial framework (cost and financing), the technical team collaborated with key stakeholders, including colleagues from the Ministry of Finance, and development partners. This chapter outlines the assumptions that will drive the mobilization of both domestic and external funding to meet the educational policies and targets elaborated in previous chapters.

The subsequent sections outline the macroeconomic framework within which the ESDP is set. The macroeconomic outlook provides an analysis of projected economic growth, government budget trends, and population demographics, all of which directly influence the financial capacity to support education sector development. This is followed by the projected cost of ESDP implementation, detailing the financial needs to meet the set educational goals. The chapter also discusses the resources likely to be available for the education sector. The chapter concludes with a discussion of the financing gap, highlighting the shortfall between projected resources and the costs of achieving the plan’s objectives. Unless otherwise stated, all financial variables in this chapter are measured in constant 2023 Tanzanian Shillings (TSH).

5.2 Macroeconomic Outlook

Tanzania's population is projected to experience a steady and continuous increase, growing from an estimated 61.7 million in the fiscal year 2022/23 to a projected 75.9 million by the end of the fiscal year 2029/30. This signals a consistent expansion in the country's demographic profile over the coming years. Alongside this population growth, the nation's economy is anticipated to maintain a robust performance, with the real GDP expected to rise significantly from 188.6 trillion TSH in 2022/23 to an impressive 266.5 trillion TSH by 2029/30. This positive economic trend corresponds to an average annual real GDP growth rate of 5.1%, which underscores the resilience and strength of Tanzania's economic prospects.

As a direct result of this sustained economic growth, GDP per capita is expected to follow an upward trajectory, increasing from 3.06 million TSH in the fiscal year 2022/23 to 3.51 million TSH by 2029/30. This rise in per capita income reflects both the expanding economy and the potential for improved living standards for the population.

The government's fiscal capacity, aligned with this economic expansion and maintaining the same level of fiscal pressure, is also expected to grow steadily, with the total government budget expenditure projected to increase from 40.2 trillion TSH in 2022/23 to 56.8 trillion TSH by the end of 2029/30. Moreover, within this expanding outlook, recurrent expenditures are forecasted to rise from 27.1 trillion TSH in 2022/23 to 38.2 trillion TSH by 2029/30, whereas development expenditures are projected to grow from 13.1 trillion TSH to 18.6 trillion TSH over the same period.

Table 43: Macroeconomic Outlook, 2022/23-2029/30

| | 2022/23 | 2025/26 | 2026/27 | 2027/28 | 2028/29 | 2029/30 |
|--|-----------|-----------|-----------|-----------|-----------|-----------|
| Population | | | | | | |
| Population (thousands) | 61,719 | 67,596 | 69,597 | 71,671 | 73,736 | 75,888 |
| Growth rate | 3.1% | 3.1% | 3.0% | 3.0% | 2.9% | 2.9% |
| GDP | | | | | | |
| GDP, Bn TSH (constant prices 2023) | 188,588 | 218,713 | 229,788 | 241,424 | 253,650 | 266,494 |
| GDP growth rate | 5.1% | 5.1% | 5.1% | 5.1% | 5.1% | 5.1% |
| GDP per capita, TSH (constant prices 2023) | 3,055,606 | 3,235,595 | 3,301,711 | 3,368,498 | 3,439,959 | 3,511,657 |
| Annual increase in GDP per capita | 1.9% | 1.9% | 2.0% | 2.0% | 2.1% | 2.1% |
| Government Budget | | | | | | |
| Govt budget, Bn TSH (constant prices 2023) | 40,203 | 46,624 | 48,985 | 51,466 | 54,072 | 56,810 |

| | | | | | | | |
|---|--------|--|--------|--------|--------|--------|--------|
| Debt Services, Bn TSH (constant prices 2023) | 9,960 | | 11,551 | 12,136 | 12,750 | 13,396 | 14,074 |
| Govt RE, billion TSH (Const prices 2023) | 27,054 | | 31,376 | 32,964 | 34,634 | 36,388 | 38,230 |
| Govt RE, net Debt Services, Bn TSH (Const prices 2023) | 17,094 | | 19,825 | 20,829 | 21,884 | 22,992 | 24,156 |
| Govt DE, Bn TSH (constant prices 2023) | 13,148 | | 15,249 | 16,021 | 16,832 | 17,685 | 18,580 |

* **RE = Recurrent Expenditures; DE = Development Expenditures**

Source: ESDP Financial Simulation Model; Author's calculations based on NBS for population data; 2022-23 actual budget expenditures from MoF 2024-2025 budget books

5.3 Projected Cost of ESDP Implementation

The cost of the ESDP is largely influenced by its strategic objectives, which focus on expanding access, improving quality, and enhancing efficiency within the education system. These goals drive the need for significant investment in both infrastructure and human resources. The ESDP aims to ensure Tanzania achieves its education targets by 2030, with several key milestones to be reached by the 2029/30 academic year. These include increasing the Gross Enrolment Ratio (GER) in pre-primary education to 97%, in primary education to 100%, and in lower secondary education to 79% (nearly double the 2022/23 figure for this level). A central focus is to ensure a 100% transition rate from primary to lower secondary education, while also boosting transitions into TVET programs.

To address the issue of educational quality, the plan includes efforts to reduce the pupil-teacher ratios to 119 in pre-primary (from 163 in 2022/23) education and 53 in primary education (from 61 in 2022/23). This is expected to lead to more personalized instruction and better learning outcomes.

Under these assumptions, total enrolment across both public and private schools is projected to rise significantly between 2024 and 2030. Specifically, enrolment is expected to increase by 28% in pre-primary, 7% in primary, 127% in lower secondary, 91% in upper secondary, 322% in TVET, 80% in higher education, and 19% in teacher education. These projections highlight the growing demand for educational services and underscore the need for substantial investments in the sector to meet these targets.

The financial implications of the ESDP are tied to the need for new schools, classrooms, training centres, and additional staff to support rapid expansion. Beyond infrastructure, the plan focuses on teacher recruitment, training, development of learning materials, and incorporating technology to improve educational outcomes.

Table 44: Keys education system performance indicators driving ESDP costs

| Indicator | | 2022/23 | 2026/27 | 2029/30 |
|--|--|---------|---------|---------|
| GER | Pre-primary | 88,4% | 93,0% | 96,5% |
| | Primary | 95,5% | 98,8% | 99,5% |
| | Lower Secondary | 39,1% | 45,2% | 79,1% |
| | Upper Secondary | 8,4% | 10,0% | 12,7% |
| Transition rate | Primary new system -> Lower Secondary | 0,0% | 100,0% | 100,0% |
| | Primary old system -> Lower Secondary | 73,3% | 93,5% | 100,0% |
| | Lower Secondary General -> Upper Secondary | 19,8% | 23,9% | 26,9% |
| | Lower Secondary General -> Technical Colleges | 7,4% | 12,4% | 16,2% |
| | Lower Secondary Vocational -> Technical Colleges | 0,0% | 2,0% | 3,5% |
| Pupils / Teacher ratio in public schools | Pre-primary | 162,6 | 137,6 | 118,8 |
| | Primary | 61,3 | 56,8 | 53,4 |
| | Vocational centres | 8,9 | 15,3 | 20,2 |
| | Technical Education | 7,1 | 14,3 | 19,6 |
| | Higher Education | 22,9 | 22,9 | 22,9 |
| | Teacher Education | 17,8 | 22,7 | 26,3 |

Source: ESDP Financial Simulation Model

To meet these objectives, the education system will require an average of 5,450 new classrooms annually for pre-primary, 5,419 for primary, and 3,939 for lower secondary education. Additionally, an average of 1,423 new pre-primary teachers, 7,491 primary teachers, and 9,447 lower secondary teachers will need to be recruited annually from 2025 to 2030 to ensure quality learning outcomes

Table 45: Numbers of classrooms and teachers needed

| | Baseline 2024 | V a l u e 2030 | Growth rate 2024 - 2030 | Average additional need per year (2025-30) |
|--------------------|---------------|----------------|-------------------------|--|
| Classrooms | | | | |
| Pre-primary | 19,400 | 46,652 | 140% | 5450 |
| Primary | 145,220 | 172,313 | 19% | 5419 |
| Lower Secondary | 93,868 | 113,564 | 21% | 3,939 |
| Upper Secondary | 5,670 | 7,284 | 28% | |
| Vocational centres | 2,016 | 10,594 | 425% | |

| | | | | |
|---------------------|---------|---------|------|--|
| Technical Education | 1,954 | 7,090 | 263% | |
| Teachers | | | | |
| Pre-primary | 10,301 | 17,414 | 69% | |
| Primary | 178,030 | 215,485 | 21% | |
| Lower Secondary | 91,443 | 138,679 | 52% | |
| Upper Secondary | 7,349 | 11,005 | 50% | |
| Vocational centres | 6,802 | 14,962 | 120% | |
| Technical Education | 9,206 | 13,509 | 47% | |

Source: ESDP Financial Simulation Model

Given these needs, the total projected cost of implementing the ESDP between 2025/26 and 2029/30 is estimated at TSH 39.2 trillion. Recurrent costs are expected to rise significantly to support the growing number of teachers, schools, and students. On the other hand, development costs will address the need for infrastructure expansion, including building new schools and classrooms. By 2029/30, recurrent expenditures are projected to account for 74% of total costs, with development costs making up the complement. The financing structure reflects the plan's dual focus on system expansion and system strengthening. System expansion will account for 88% of total expenditure, or TSH 34.7 trillion, over the five-year period. This component will focus on scaling up infrastructure, expanding access, and accommodating the expected growth in enrolment across pre-primary, primary, secondary, and technical and vocational sectors. System Strengthening will represent 12% of total costs, or TSH 4.6 trillion, and will support teacher training, curriculum reforms, and improvements in governance and monitoring systems.

Table 46: Projected cost of ESDP implementation by type, 2025/26-2029/30

| | 2025/26 | 2026/27 | 2027/28 | 2028/29 | 2029/30 | Total 2026 - 2030 |
|----------------------------|--------------|--------------|--------------|--------------|--------------|----------------------|
| Expected total cost | 7,319 | 7,641 | 7,632 | 8,195 | 8,566 | 39,352 |
| Recurrent | 5,057 | 5,496 | 5,469 | 6,247 | 6,773 | 29,043 |
| Development | 2,262 | 2,145 | 2,163 | 1,947 | 1,792 | 10,309 |
| as % of total | | | | | | |
| % Recurrent | 69% | 72% | 72% | 76% | 79% | 74% |
| % Development | 31% | 28% | 28% | 24% | 21% | 26% |
| By programme | | | | | | |
| Pre-primary | 548 | 539 | 528 | 520 | 519 | 2655 |
| Primary | 2353 | 2574 | 2241 | 2538 | 2716 | 12,423 |
| Secondary | 1784 | 1859 | 2181 | 2346 | 2487 | 10,588 |
| TVET | 1597 | 1619 | 1596 | 1585 | 1535 | 7,931 |

| | | | | | | |
|------------------------|-------|-------|-------|-------|-------|--------|
| Higher Education | 665 | 693 | 721 | 804 | 908 | 3,792 |
| Teacher Education | 137 | 129 | 139 | 169 | 179 | 753 |
| ANFE | 17 | 17 | 7 | 21 | 7 | 69 |
| Education Financing | 217 | 209 | 219 | 211 | 213 | 1,028 |
| By orientation | | | | | | |
| System expansion | 6,299 | 6,573 | 7,011 | 7,266 | 7,602 | 34,751 |
| System strengthening | 1,020 | 1,068 | 621 | 928 | 963 | 4,601 |
| as % of total | | | | | | |
| % System expansion | 86% | 86% | 92% | 89% | 89% | 88% |
| % System strengthening | 14% | 14% | 8% | 11% | 11% | 12% |

Source: ESDP Financial Simulation Model

5.4 Education Sector Projected Resources

The funding for implementing ESDP strategies comes from the Government, including the support of its partners. Development Partners can support through or outside the Government budget. The resources likely to be available for funding ESDP include recurrent and development budget on domestic resources and DPs' support in and out of Government budget.

Potential budget resources are estimated based on the macroeconomic and budget assumptions made before (section 5.1) The resources likely to be available for education from Government budget are driven by an increase in the share of the government budget (total expenditure excluding debt service) from 16.5% in 2022/23 to 20% in 2032/33. This increment demonstrates the government's commitment to education as a key driver of economic growth and human capital development and to progressively reach a 20% share of its budget for the sector. With this assumption, Recurrent Budget resources would rise from 3.9 trillion TSH in 2025-26 to 5.4 trillion TSH in 2029-30, growing up to 22% of the government's recurrent budget (excluding debt servicing, 18% in 2022-23). Development budget on domestic resources would consistently account for 14% of the government's development budget on domestic resources during this period, in nominal terms increasing up to TSH 2.4 trillion in 2029/30.

The assumption for the support from Development Partners is to maintain an annual of TSH 855 billion, at the level of the annual average for the period 2021-2025. With this assumption, the share of the domestic funding would rise by 3 per cent points from 87% to 90% in 2029-30.

The resources likely to be available for the funding of ESDP strategies would represent TSH 6.8 trillion in 2025-26 and grow up to TSH 8.7 trillion in 2029-30.

Table 47: Projected resources, 2025/26- 2029/30

| | 2025/26 | 2026/27 | 2027/28 | 2028/29 | 2029/30 | Total 2026 - 2030 |
|--|--------------|--------------|--------------|--------------|--------------|----------------------------------|
| Expected resources, Bn TSH (constant prices 2023) | 6,781 | 7,207 | 7,661 | 8,145 | 8,660 | 38,455 |
| Domestic resources | 5,926 | 6,352 | 6,806 | 7,290 | 7,806 | 34,181 |
| Recurrent | 3,929 | 4,254 | 4,602 | 4,974 | 5,372 | 23,132 |
| Development | 1,997 | 2,098 | 2,204 | 2,316 | 2,433 | 11,049 |
| Development Partners' resources | 855 | 855 | 855 | 855 | 855 | 4,274 |
| Share of expected resources | | | | | | |
| Domestic | 87% | 88% | 89% | 90% | 90% | 89% |
| Development Partners | 13% | 12% | 11% | 10% | 10% | 11% |

Source: ESDP Financial Simulation Model

5.5 Financing Gap

Despite the substantial domestic and external resources projected for the ESDP, a financing gap of TSH 3.62 trillion remains over the plan period, accounting for 9.35% of the total projected costs. The financing gap is expected to be highest at the start of the plan, at 14.1% in 2025/26, before declining to 5.5% by 2029/30, while the average annual gap amounts at TSH 724 billion. The financing gap could be met by an equivalent increase in the share allocated to the education sector, meaning reaching earlier the target of 20% or through a mix of increased funding from Government and DPs.

An option could also be bridging partially the gap with the exploration of innovative financing mechanisms, such as public-private partnerships and blended finance models, alongside improving efficiency in budget execution.

Table 48: Estimated funding gap, 2025/26- 2029/30 (In billion TSH, 2023 constant prices)

Table 48: Estimated funding gap, 2025/26- 2029/30 (In billion TSH, 2023 constant prices)

| | 2025/26 | 2026/27 | 2027/28 | 2028/29 | 2029/30 | Total |
|---------------------------------------|---------------|---------------|--------------|--------------|--------------|---------------|
| | | | | | | 2026 - 2030 |
| Projected cost of the plan | 7,319 | 7,641 | 7,632 | 8,195 | 8,566 | 39,352 |
| Expected budget on domestic resources | 6,154 | 6,591 | 7,057 | 7,554 | 8,082 | 35,438 |
| Gap on domestic resources | -1,165 | -1,050 | -575 | -641 | -484 | -3,914 |
| Support from Development Partners | 131 | 89 | 47 | 17 | 9 | 293 |
| Remaining financing gap | -1,034 | -961 | -528 | -624 | -475 | -3,621 |
| Gap as % of cost of ESDP | -14.1% | -12.6% | -6.9% | -7.6% | -5.5% | -9.4% |

Source: ESDP Financial Simulation Model

CHAPTER SIX: IMPLEMENTATION STRUCTURES, PROCESSES AND MONITORING, EVALUATION AND LEARNING FRAMEWORK

6.1 An overview

This chapter describes the institutional arrangements for the implementation of ESDP including coordination and supervision mechanisms, an overview of monitoring and evaluation arrangements and structures and processes for conducting sector dialogue.

Tanzania has established various institutions responsible for implementing educational policies and programmes detailed in this section. These institutions are crucial for managing and overseeing the implementation of educational initiatives effectively. However, their success will depend on substantial improvements in financial resources, human capital development, infrastructure, institutional coordination, and stakeholder engagement. These are attributes that have proved to be a challenge in the implementation of previous ESDPs. Chapter 4 has highlighted some of the challenges in governance, management and accountability in the system and has proposed mitigating interventions.

6.2 Education Sector Institutional Arrangements

The Management of education in Tanzania is under two Ministries, which are the Ministry of Education, Science and Technology (MoEST) and the President's Office, Regional Administration and Local Government (PORALG). Each of the Ministries has specific mandates in the running of education and training.

The two ministries collaborate with other ministries which include the Ministry include the Ministry of Finance, President's Office, Public Office, Public Service Management and Good Governance, Ministry of Water, Ministry of Health, Ministry of Community Development, Gender, Women and Special Groups, Prime Minister's Office Labour, Youth, Employment and Persons with Disability and Ministry of Information Communication, and Information Technology.

6.3 National and Sub-National Levels of Education Coordination and Supervision

6.3.1 Ministry of Education, Science and Technology

The MoEST is mainly responsible for policy formulation, planning, monitoring and evaluation as well as quality assurance across all levels of education from pre-primary to higher education and training. The Ministry is also responsible for overseeing the provision of Technical and Vocational Education and Training, Teacher Education, and Higher Education as well as adult and non-formal education. Furthermore, the Ministry is responsible for overseeing and coordinating the development of Science, Technology

and Innovation; as well as its use in different fields which include business, industry, agriculture, education and health.

The structure of the Ministry of Education, Science and Technology (Votes 46 and 18) includes the Office of the Commissioner for Education, 7 Divisions, 7 units and 30 Institutions/Agencies as well as 35 Teacher Training Colleges and 55 Folk Development Colleges. Key functions of the Office of Commissioner for Education, divisions and Institutions/Agencies are as follows.

6.3.1.1 Office of Commissioner for Education

The office of the Commissioner for Education is responsible for initiating and designing policies and frameworks for the development of pre-primary, primary, secondary, special education, adult and non-formal education and teacher education. The office is also responsible for overseeing, setting standards and issuing guidelines on all matters related to the curriculum including learning assessments in compliance with laws, regulations, and standards in the provision of pre-primary, primary, secondary, special and inclusive education, adult and non-formal and Teacher Education.

In addition, the Commissioner's Office oversees the operation of the semi-autonomous institutions/agencies namely the Tanzania Library Services Board (TLSB), the National Examinations Council of Tanzania (NECTA), the Institute of Adult Education (IAE), the Agency for the Development of Educational Management (ADEM), and the Tanzania Institute of Education (TIE).

6.3.1.2 Schools Quality Assurance Division

The Division has the responsibility to verify and ensure that Educational Policies, Laws, Regulations, Guidelines and Standards are adhered to in the provision of Pre-Primary, Primary, Secondary, Adult and Non-Formal, and Teacher Education and Folk Development Colleges.

6.3.1.3 Higher Education Division

The Division is responsible for ensuring that Policies, Laws, Regulations, Education Guidelines and standards are adhered to in the provision of higher education as well as access to higher education opportunities within and outside the country. The Division oversees the operations of the Higher Education Student Loan Board (HESLB), Tanzania Commission of Universities (TCU), Tanzania Education Authority (TEA) and 19 public universities and constituents' university colleges in the country. The TCU is the regulatory body which conducts periodic evaluations of universities, their systems and programs, ensuring the orderly performance of the universities and maintenance of the set quality standards.

6.3.1.4 Technical and Vocational Education and Training Development Division

The Division is responsible for ensuring that Policies, Laws, Regulations, Education Guidelines and standards are adhered to in the provision of Technical and Vocational Education and Training in the country to develop skills and knowledge and empower citizens to be self-employed. The division manages the operation of Arusha Technical College (ATC); Mwalimu Nyerere Memorial Academy (MNMA); Vocational Education and Training (VET) institutions; National Council for Technical and Vocational Education and Training (NACTVET); and 55 Folk Development Colleges. NACTVET is the regulatory body that oversees the quality of Technical and vocational education and training in the country.

6.3.1.5 Division of Science, Technology and Innovation

The Division is responsible for formulation and review of Policies, Laws, Regulations and guidelines on research and development and innovation to strengthen the country's capacity in science, technology and innovation with the aim of stimulating the development of the economy. The division also, oversees the operation of the Nelson Mandela African Institution of Science and Technology (NM-AIST), Dar es Salaam Institute of Technology (DIT), Mbeya University of Science and Technology (MUST), the Tanzania Commission for Science and Technology (COSTECH), and the Tanzania Atomic Energy Commission (TAEC).

6.3.1.6 Supporting Divisions and Units

The supporting Divisions and Units carry out the supporting functions which include the Division of Administration and Human and Resources Management and Policy and Planning Departments. The supporting units include Monitoring and Evaluation, Internal Audits, Finance and Accounts, Procurement Management, Government Communications, Legal Services and Information and Communication Technology. These divisions, units and allied institutions play a key role in the implementation, coordination, reporting and monitoring and evaluation of the ESDP.

6.3.2 President's Office, Regional Administration and Local Government

PO-RALG oversees the delivery and attainment of targets set for pre-primary, primary, secondary, special need education as well as adult and non-formal education, all coordinated nationally under the Division for Education Administration and mainly implemented through Regional Secretariat (RS) and Local Government Authorities (LGAs).

6.3.2.1 Division for Education Administration

The division for education administration is responsible for overseeing the implementation of policies and frameworks for the development of pre-primary, primary, secondary, special education, adult and non-formal education. The office is also responsible for:

- i. Participating in the development of ESDP and its operational plans.
- ii. Soliciting funding for the implementation of the Basic Education components of the plan.
- iii. Liaising with Regional Education Officers in planning the implementation of ESDP at the regional level.
- iv. Supervising the implementation by regions, including ensuring compliance with the monitoring and reporting requirements by regional-level implementers: Regional Offices, LGA Offices, Ward Education Offices and schools.
- v. Consolidating and disseminating periodic reports of ESDP implementation regarding Basic Education components.

6.3.2.2 Teachers Service Commission

Teachers Service Commission is an authority responsible for maintaining and administering the Teachers' service appointment, promotion and teachers' discipline, ensuring equitable deployment and distribution of teachers among and within local governments and schools, and maintaining a register and records of all teachers who are in the service.

6.3.2.3 Regional Secretariat

The Regional Education Officers as Deputy Regional Administrative Secretaries (RAS) are responsible for coordinating, supervising and monitoring of ESDP implementation at the regional level by undertaking the following tasks:

- i. Development of regional-level action plans for operationalization of the Pre-primary, Primary, Secondary, Adult and Special Need Education components of the ESDP.
- ii. Monitoring and evaluating the implementation of ESDP at the levels of Local Government Authorities (LGA), wards and schools.
- iii. Conducting follow-up meetings with key implementing officers and education stakeholders from both regional and LGA offices to discuss the progress of ESDP implementation.
- iv. Consolidating regional implementation progress reports and submitting them to PO-RALG.

6.3.2.4 Local Government Authorities

District Education Officers (DEOs) are responsible for coordinating, supervising and monitoring supportive activities at the level of LGA by undertaking the following tasks:

- i. Development of LGA level action plans for operationalization of the Pre-primary, Primary, Secondary, Adult and Special Need Education components of the ESDP.

- ii. Monitoring and evaluating the implementation of ESDP at the levels of the wards and schools in the LGA.
- iii. Conducting follow-up meetings with key implementing officers and education stakeholders.
- iv. Discussing progress of ESDP implementation at LGA level.
- v. Consolidating LGA implementation progress reports and submitting them to the regional office.

6.3.2.5 Ward

The Ward Education Officer (WEO) is responsible for monitoring the delivery of education, conducting regular whole school supervisions and encouraging community engagement in conjunction with school committees/boards, working with the schools in the ward to make follow-ups on implementation of education policy, acts, regulations and guidelines for achieving quality education. WEOs are also responsible for daily supervision and monitoring of adult education as well as reporting the implementation status of education and submit it to the Council Office.

6.3.2.6 School Level

Schools on the other hand, are responsible for providing periodic reports to the ward showing the progress of implementation of the School Plan based on agreed school level indicators. School Committees/Boards (SCs/SBs) were established for the purpose of supervising and advising on the management of pre-primary, primary and secondary schools. In establishing School committees/boards, the relevant authority shall ensure that the community served by the school is represented. The representation of the community including parents in the School Committee/board presupposes that membership of the SMC/boards is inclusive of school staff and representatives from the community surrounding the school. It also presupposes that member of the Committees/boards are chosen by the community in collaboration with the school leadership.

Thus, the school committees/boards may advise and supervise schools on ESDP implementation. Each school has a Management Team (SMT) composed of the Head of School, Deputy Head, School Accountant (in primary schools usually a selected teacher), Academic Master/Mistress and Discipline Master/Mistress. The School Management Team is responsible for ensuring proper implementation of the ESDP by:

- Preparing school development plans and budgets aligned to the key strategies of the ESDP.
- Tracking learning achievements with particular emphasis on student basic skills in reading, writing and arithmetic.

- Ensuring high quality of new construction, repairs and general school and school property maintenance.
- Ensuring a conducive teaching and learning environment, including integrating of sports and games and other extra-curricular activities in the school timetable.
- Supervising and ensuring high quality teaching and learning, including observing time on task.
- Receiving school supervision and inspection reports and implementing inspection recommendations.
- Ensuring proper record keeping and management of funds collected, and grants received from the Government.
- Preparing quarterly school performance reports on learning achievements.
- Ensuring that SMTs shall include the components of ESDP implementation in their quarterly reports to Councils Authorities through WEOs.

6.4 Education Sector Dialogue

The Education Sector Dialogue is crucial for fostering and strengthening coherent relationships and accountability between the government and education sector stakeholders. Effective dialogue ensures that policy objectives are met, and that the implementation of education strategies is both comprehensive and successful. Without such coherence, the achievement of these objectives can be hindered, leading to gaps in policy execution and stakeholder engagement.

For several years, the Education Sector has actively promoted effective sector dialogue and accountability among all relevant parties, as outlined in the Joint Assistance Strategy for Tanzania. This strategy emphasizes the importance of successful sector management and leadership through collaborative efforts.

The structure and processes for sector dialogue within the education sector are well-established. One key component is the annual Joint Education Sector Review (JESR), which provides a platform for stakeholders to engage in joint field monitoring visits and participate in working and technical sessions. These reviews are led by the Government, specifically the MoEST and the President's Office – Regional Administration and Local Government (PO-RALG), in collaboration with Non-State Actors (NSAs). NSAs include Development Partners (DPs), the private sector, faith-based organizations, and civil society organizations, all of whom are essential to the Education Sector Dialogue.

Through these coordinated efforts, the sector dialogue facilitates a collaborative environment where government and stakeholders can work together to address challenges, share insights, and ensure that educational policies and programs are effectively

implemented. This collaborative approach helps maintain transparency, accountability, and alignment with the sector’s goals and objectives.

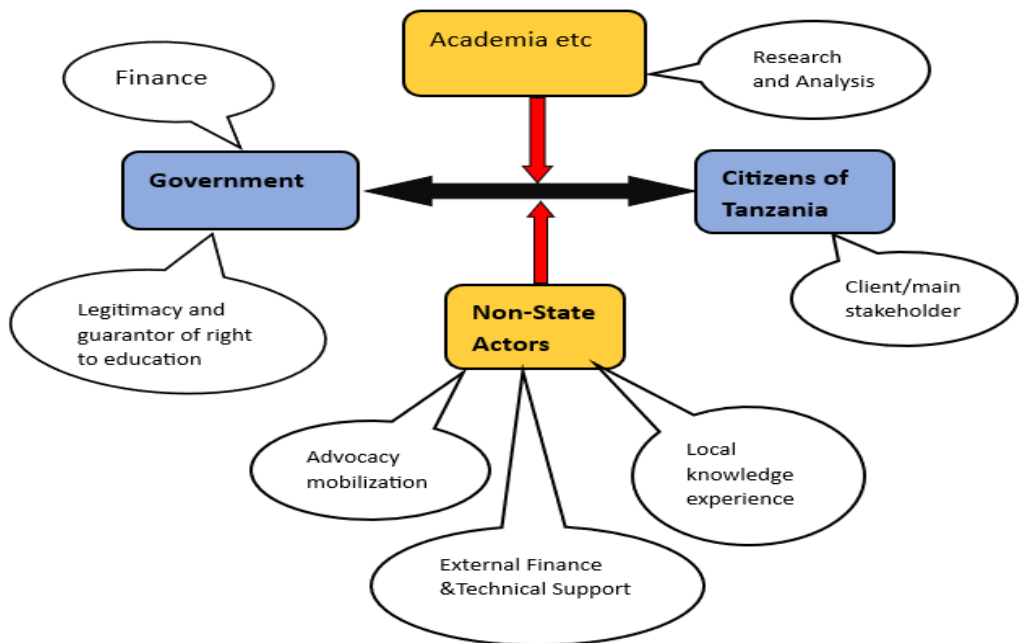


Figure 3: Essential Elements of a Dialogue Structure

In managing the ESDP and enhancing educational dialogue, several committees review and assess inputs from various levels to improve the implementation of agreed plans. These include the Inter-Ministerial Steering Committee, the Joint Education Sector Working Session (JESWS), the Education Sector Development Committee (ESDC), and Sub-Sector Technical Working Groups.

6.4.1 The Cabinet of the Government of Tanzania

The Cabinet is the highest decision-making body in the Government. The key function of the Cabinet in relationship to dialogue is to approve the policy documents and is chaired by Her Excellence, Hon. President of the United Republic of Tanzania.

6.4.2 Inter-Ministerial Steering Committee (IMSC)

This is the second highest decision-making body in Government. This Committee comprises Permanent Secretaries from all ministries. Policy issues or major reforms in the education system will be shared to guide appropriately its implementations. The IMSC also endorses documents for Cabinet meetings for approval and is chaired by the Chief Secretary.

6.4.3 Education Sector Development Committee (ESDC)

The Education Sector Development Committee (ESDC) is an advisory and decision-making body, which considers all the substantive issues raised in the Technical Working

Group discussions and in consideration of the agreed priorities for the year. It is responsible for approval of education sector plans and for reviewing implementation. Membership includes all Directors of education sub-sectors, Directors of Policy and Planning, Ministries responsible for Finance and Planning, Faith-based organizations, Civil Society organizations and Development partners. It is co-chaired by Permanent secretary MoEST, Permanent secretary PO-RALG, the Chairpersons of Education Development Partners Group (EPDG) and Tanzania Education Network (TEN/MET). The Education Sector Development Committee plays an advisory role on issues which have policy implications, and which require higher level decisions. It acts as a decision-making body in matters that do not need higher level policy decisions. The key functions of the ESDC are to:

- Ensure that education sector plans are in line with Government policy.
- Approve education sector plans, programmes, projects and strategies.
- Identify needs for technical and financial resources to support education programmes across the sector.
- Review programme targets annually to assess progress and set priorities and targets for the following year.
- Review policy and programmatic recommendations from Technical Working Groups and provide decisions or guidance to the Ministries' Senior Management for decision making and setting of strategies.
- Collect and communicate education information among education stakeholders.

The Education Sector Development Committee meet quarterly and is comprised of the following members:

- i. Permanent Secretary, MoEST (Chair).
- ii. Permanent Secretary, PO-RALG (Co-Chair).
- iii. EDPG chair (Co-Chair).
- iv. TEN/MET Chair (Co- Chair).
- v. Commissioner for Education.
- vi. Directors and Heads of Allied Institutions– MoEST.
- vii. Directors responsible for Education Administration – PO-RALG.
- viii. Directors and Heads of Allied Institutions– PO-RALG
- ix. Representatives from Faith-Based Organisations (FBOs).
- x. Representatives from Development Partners.
- xi. A Representative from the Private Sector.

6.4.4 ESDC Technical Working Groups

The Technical working groups are arms of ESDC which have the role of informing the ESDC quarterly meetings and putting into effect the ESDC decisions. These will provide a forum for technical staff to deliberate on the priorities, actions, studies, research and recommendations that will facilitate progress in the education sector.

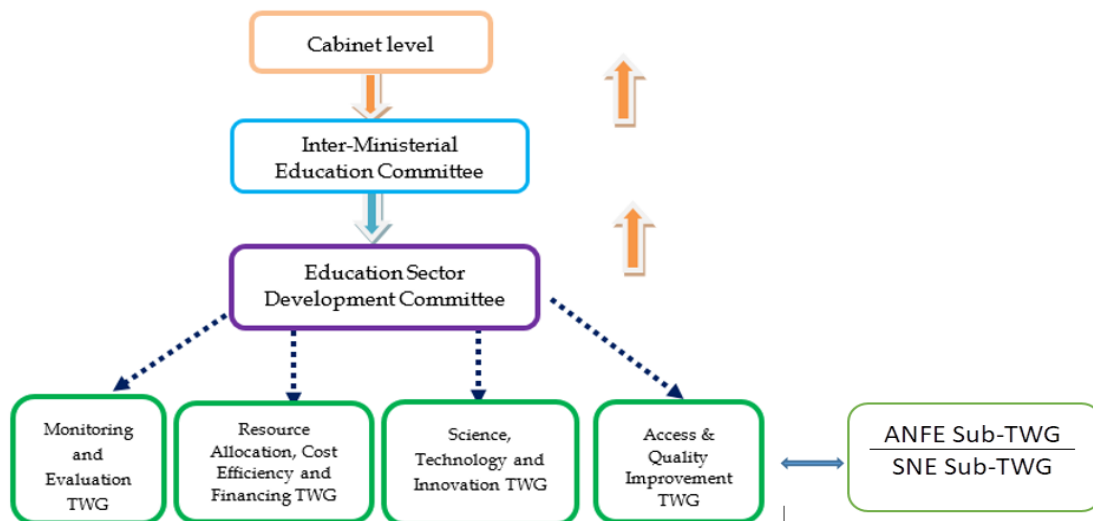


Figure 4: Sector Dialogue Structure

Four Technical Working Groups will operate throughout the year: Access and quality improvement, Monitoring, evaluation and learning, Resource Mobilization, Allocation and Management (RMAM), and Science, Technology and Innovation.

While each of the four Technical WGs have its own area of focus, all focus on the following:

- i. Identifying strategic interventions and needs for technical and financial resources to support education programmes.
- ii. Identifying strategic areas of interest for studies/research and analysis to inform policies, strategies and budget preparations.
- iii. Reviewing priorities of relevant projects and programmes to see if implementation is on track.
- iv. Reviewing project implementation of all key projects in all subsectors to ensure synergies of activities that achieve the national objectives are on track.

Based on the analytical studies/research and analysis, proposing policy and programmatic recommendations to the ESDC quarterly meetings through the ESDC taskforce.

Ensuring that the planning and budgeting processes of programmes include all equity related considerations, including gender, human rights, rural/urban differences, language

and ethnicity, HIV/AIDs, Special Needs Education, ANFE, and environmental issues in education.

Reporting on sector and thematic area performance, taking note of all the cross - cutting issues (listed above).

In implementing the above, the TWGs represent one of the foremost modalities within the sector to identify constraints inhibiting progress, and coordinate stakeholders around a common agenda. The Permanent Secretaries of MoEST and PO-RALG will appoint the Co-Chairs of each TWG, whose representation will comprise Government of Tanzania (GoT) and Non-State-Actor (NSA) representatives. TWGs are expected to meet quarterly – or more often, if necessary – before and/or after ESDC meetings to implement decisions taken and report back on progress. The minutes and recommendations of TWGs provide the basis for the agenda of the quarterly ESDC meetings. TWGs can co-opt any additional members required, and form time-limited sub-committees depending on the technical issues under discussion.

6.4.5 Joint Education Sector Review (JESR)

The Joint Education Sector Review (JESR) is an annual high- level meeting that brings together a broad spectrum of education stakeholders to receive and review the status of ESDP performance and make recommendations accordingly. Specifically, the JESR functions include:

- i. Assessing the level of education sector performance over the previous year against the agreed indicators, priorities and targets.
- ii. Setting priorities for the forthcoming fiscal year.
- iii. Reviewing the budgeting process, budget execution, and financing requirements at sub-sector and sector levels.
- iv. Assessing the effectiveness of education sector dialogue.

The JESR usually takes place between the months of September and October. This timing enables data from the current year’s school census/Education Management Information System (EMIS) to inform the dialogue and allow JESR recommendations to influence the budget deliberations for the forthcoming fiscal year. The output of the JESR is a Technical Report that captures the recommendations of the meeting. The recommendations from the JESR are normally factored into the following year’s Medium-Term Expenditure Framework (MTEF).

6.5 Monitoring, Evaluation and Learning

6.5.1 Background

The Government of the United Republic of Tanzania has set out its vision, overarching policy and strategic objectives for the education sector in a series of five-year or ten-year ESDP since 1997. This latest ESDP covers the five-year period from 2021/22 to 2025/26, which is aligned with the third NFYDP III 2021/22-2025/26. This ESDP 2021/22-2025/26 was prepared through a consultative process involving various stakeholders such as Civil Society Organizations, Faith-Based Organizations, the Private Sector, and Development Partners who support the education sector. The preparation was pre-informed by evidence-based ESA that was conducted in 2021 covering a period of five years of implementation of ESDP II (2015/2016 – 2020/2021). ESA comprehensively identified the major achievements and challenges of the education sector over the period.

This ESDP responds to those challenges by developing key policy priorities, objectives, strategies, and priority programmes. The programmes have been fully costed for the period of the plan, based on available evidence on what works in improving education delivery, as well as consideration of the existing national and international development policy contexts.

The key focus of the plan is the commitment to provide quality fee free Basic Education to the entire population, leaving no child behind; and (2) the progressive expansion of Technical and Vocational Education and Training to provide Tanzania with a pool of skilled human resources needed to advance efforts towards becoming a semi-industrialized economy country.

The ESDP focuses on ensuring equitable access to quality education and training for all, including the most disadvantaged. Progress towards achieving all the targets will be tracked through a rigorous Monitoring, Evaluation and Learning Framework, which details a systematic approach for monitoring the implementation with a view on taking corrective measures and to assess results in an inclusive manner.

Monitoring, Evaluation and Learning (MEL) of jointly agreed Sector Performance Indicators is done through the framework of the Education Sector Dialogue Structure. A set of indicators are identified to monitor and review sector progress and are updated regularly as per new developments in the sector. The ESDP implementation, MEL framework identifies stakeholders responsible for managing implementation of the ESDP; the partnership and collaboration process during implementation; types of data to be collected, and management systems and processes to be employed during MEL.

To ascertain if the ESDP is meeting its targets, education sector stakeholders agreed on the set of Key Performance Indicators (KPIs) to monitor and evaluate the plan. The MEL Framework is operationalized through a MEL System that is coordinated by the Ministry of Education, Science and Technology, Unit of Monitoring, Evaluation and Learning.

6.5.2 Justification: Monitoring, Evaluation and Learning Framework

Achievement of the goals of the ESDP depends on effective implementation of the strategies and monitoring implementation progress. Given the importance of the ESDP in guiding the efforts for improving literacy, life skills and lifelong learning for better livelihoods of children, youth and adults in Tanzania, its progress should be evaluated, its performance assessed, and the results monitored to input into the policy and planning process. Therefore, on-going MEL, based on predetermined critical success criteria, is essential to assist stakeholders carry out their designated functions efficiently and effectively at all levels of the education system.

Objectives of the MEL Framework

The main goal of an MEL framework is to evaluate whether educational programmes are achieving their intended outcomes. The framework provides a structured approach to collecting data, analysing outcomes, and making informed decisions based on evidence at national, regional and LGAs levels. Specifically, the MEL framework defines:

- i. Data requirements and responsibilities for effective tracking of ESDP implementation at all levels.
- ii. Data management protocols and responsibilities for quantitative and qualitative data collection, data flow, analysis and reporting by different stakeholders at national, regional, LGAs and institutions/schools' levels.
- iii. Data feedback mechanisms and utilization for decision making at national and LGAs levels and among stakeholders.

6.5.3 Guiding Principles of the MEL Framework

The implementation of the framework will be guided by the following principles:

- i. Harmonization and alignment
All government agencies at national and LGA levels as well as Development Partners, Private Sector, Civil Society and Faith-Based implementing organizations will collaborate to attain ESDP results in a harmonized and coordinated manner. This MEL framework will, therefore, provide guidance to enable implementing organizations and supporting partners to harmonize their data and MEL processes and work collaboratively to facilitate an efficient and coordinated process of tracking, monitoring and evaluating ESDP results.
- ii. Standardization of indicators and data collection
ESDP indicators, data collection tools and methods have been standardized to allow comparability of ESDP outputs and outcomes across Regions/ LGAs and between sectors.

iii. Strategic dialogue and partnerships:

Dialogue and partnerships will be strengthened through various stakeholder fora at national, regional and LGA levels to review progress in ESDP implementation and assess the effectiveness of education programmes.

iv. Data demand and use

Data collected at all levels will be made available to national, regional, LGA and institutions levels and its use promoted in decision making and programming of education interventions.

v. Transparency, accountability and feedback

Information dissemination mechanisms will be utilized to promote transparency and enhance accountability among educators and institutions by establishing clear expectations for performance at national and LGA levels, taking advantage of information technology to enhance efficiency. Some of these mechanisms will, therefore, include online and media channels. This transparency fosters trust among stakeholders, including students, parents, teachers, and government entities.

vi. Promoting Equity in Education

The MEL framework will play a crucial role in promoting equity within education systems by identifying disparities in access to resources or learning opportunities among different demographic groups. By focusing on equity indicators alongside traditional performance metrics, stakeholders can work towards creating more inclusive educational environments.

6.5.4 MEL Framework Timeline

The MEL Framework implementation planning worksheet relates to major implementation tasks in each of three areas of project planning, training/preparation, and implementation (Monitoring, Surveys and Evaluations). The implementation planning worksheet provides an opportunity for MoEST to develop and document specific plans for completing each of the key tasks and activities, designate responsible staff, and identify timelines for key tasks and activities.

6.5.5 Organization of MEL Framework

This MEL Framework is organized into 5 sections as follows: Section 1 describes the monitoring component and give out strategy for data collection, data quality reviews and standard reporting for monitoring ESDP; Section 2 defines ESDP Key Performance Indicators; Section 3 presents the routine for data collection and reporting; Section 4 presents the evaluation and learning component by describing the evaluation strategies and utilization of various evaluation studies of the ESDP in policy decision making; and Section 5 presents strategic information dissemination, use and feedback mechanism.

6.5.6 Monitoring Component

The general objective of ESDP monitoring is to provide room for dialogue and decision-making based on evidence-based data collected from programme interventions. The specific objectives of the ESDP monitoring are to:

- i. Ensure timely availability of reliable and adequate data for different indicators.
- ii. Carry out research, studies and reviews for providing more evidence-based data and information.
- iii. Enhance storage, retrieval, access and use of data by government and other stakeholders.
- iv. Promote evidence-based planning, implementation and reporting.

For these objectives to be realized, the existing monitoring systems need to be strengthened and aligned with MDAs and LGAs strategic plans and monitoring, including harmonization with sectoral MEL frameworks. The coordination team and technical ministry will ensure efficiency and effectiveness in ESDP monitoring through:

- i. Development of monitoring guidelines.
- ii. Provision of capacity building to key stakeholders in ESDP implementation and data collection, processing; analysis and reporting.
- iii. Facilitation of joint monitoring of the implementation of the ESDP.
- iv. Consolidation of monitoring reports to be tabled and discussed at the national level and annual consultative meetings.

The ESDP will be monitored systematically, and progress reported regularly through the indicator tracking table (ITT) at (i) input, (ii) output, (iii) outcome and (iv) impact levels. The various indicator levels map to the results framework and thus allow stakeholders, project developers and managers to understand to what extent planned activities are achieving their intended objectives. Monitoring data will be analysed regularly to allow implementers of ESDP to make programmatic adjustments as necessary with a view towards improving the overall implementation and results of the ESDP.

The collection, use and reporting of performance information against KPIs is an essential aspect of the framework for MEL. A set of KPIs will be used to monitor performance against the main expected outcomes under ESDP. The design of the KPIs relates directly to the agreed strategic education outcomes. These indicators are taken from the targets included in priority programme matrices.

The KPIs selected reflect the range of different goals of the ESDP, such as improved access, equity, relevance, quality, system structure, governance and management and education financing. The number of KPIs for the new ESDP will be based on the key

aspects that were noted as challenges or areas where achievements were not fully met in the last five years to ensure there is progress towards improving learning outcomes.

The results framework is based on timely reliable data and data collection methods or tools, to ensure the accuracy and credibility of the reporting and simplicity of data collection. The ESDP results framework has been inspired by the target indicators for the NFYDP III and the SDG 4 indicators but has been tailored to suit the national context.

6.5.6.1 Monitoring Strategy

Indicator Levels

The MEL framework is framed and constructed using the results framework that classifies indicators at the different results levels of output, outcome and impact.

Impact indicators monitor progress on goals and help determine if the ESDP is meeting its foundational principles.

Outcome indicators measure intermediate or medium-term effects of an intervention and are directly related to the output indicators.

Output indicators measure the direct result of the activities, most commonly these are goods or services produced by the implementation of an activity.

Process indicators record an event or a sign of progress toward the completion of activities. They are pioneers to the achievement of output and a way to ensure the operational plan is proceeding on time to sufficiently guarantee that outcomes will be met.

6.5.6.2 Indicator Classification

The ESDP indicators will be classified as one of the following types:

- i. Cumulative – report a running total, so that each reported actual includes the previously reported actual and adds any progress made since the last reporting period.
- ii. Level – track trend over time.
- iii. Date – track calendar dates as targets.

6.5.6.3 Data sources

Data sources have been identified and vetted for all the indicators listed in the Results Framework. The indicators identified in the MEL framework will require the collection of a vast quantity of both primary and secondary data from various sources.

The Education Sector Management Information System (ESMIS) that is operational was introduced in direct response to the need for sector-wide planning and budgeting and as an in-built monitoring system for the Education Sector Development Programme. At the

central level, the ESMIS functions as a coordination tier, harmonizing sub-system data management and analysis with a view to producing the national sector-wide statistical abstract, BEST on an annual basis.

The ESMIS currently comprises three main sub-systems, each intended to address the data requirements of the basic education, TVET and higher education sub-sectors, respectively:

- i. The Basic Education Management Information System (BEMIS) which is currently managed by PO-RALG with a joint ownership of the two Ministries (MoEST and PO-RALG) processed at school-level data through an annual census as currently agreed with effect from 2023.
- ii. The Technical and Vocational Education and Training Information Management System (TVET-IMS), managed by NACTVET, in close collaboration with Folk Development Colleges (FDCs); this processes institutional-level data through an annual census.
- iii. The University Management Information System (U-MIS), managed by TCU in close collaboration with universities and university colleges processes institutional-level data through an annual census.
- iv. PO-RALG have been working on developing and testing an integrated School Information System (SIS), which feeds in real-time data in a single mobile application. Schools and WEOs can capture data either online or offline, using smartphones, tablets or laptops. This is being further enhanced, drawing on good-practice examples of SIS developed and mainstreamed into ESMIS, to support school-based management and learning outcome assessment. Further linkages will continue to be developed between the ESMIS sub-systems and related databases, for example, NECTA - Primary Record Management (PRem).

The main sources of data in the ESDP are MEL Reports, Household Surveys, Financial Reports, Operational Research, MTEF Implementation Reports, Activity Monitoring System, Partners (all DPs, CSOs and FBOs intervening in the same areas).

Figure 6.3 Data source diagram



Figure 5: Data source diagram

6.5.6.4 Methods of Data Collection

Indicator data will be reported through the ESMIS and will be reported to MoEST on an annual basis, depending on the indicator's requirements. The data for some indicators will be drawn from surveys conducted by the Government in conjunction with other implementing partners and education service providers, while the lower-level indicators will be drawn from the ESDP implementers' records.

Education Sector Management Information System (ESMIS) is an institutional service that manages educational data and information across the sector.

At the central level, the ESMIS functions as a coordination tier, harmonizing subsystem data management and analysis with a view to producing the national sector-wide statistical abstract, Basic Education Statistics in Tanzania (BEST) on an annual basis. The ESMIS entails collection, integration, processing, maintenance and dissemination of data and information to support decision-making, policy analysis and formulation, planning, monitoring and management at all levels of an education.

6.5.6.5 Frequency of Data Collection

During the ESDP period, data will be collected on a monthly, quarterly or annual basis, depending on the indicator. Other data that is survey-dependent may be collected less frequently.

6.5.6.6 Table of Indicator Baselines and Targets

To ensure that the ESDP is on track to meet its overall goals and objectives, the monitoring indicators will be measured against established baselines and targets, derived from baseline survey, ex-ante economic rate of return analysis, ESA, and project planning documents. The targets will reflect the underlying assumptions made in the ESDP design about what each activity would likely achieve. Baselines and target levels for each indicator are defined in the Results Framework attached (Annex 3). Baseline figures will be established using the most current and appropriate data available prior to an activity's implementation.

Targets have been derived from (1) the initial economic analysis used in justifying ESDP investments, (2) project documents, (3) discussions with experts and consultants, and (4) implementation work plans. Any revision of baselines and targets must have the consensus of all stakeholders and will require formal approval from the ESDP Steering Committee.

Disaggregation of Data

Where applicable, the data will be collected, analysed, and reported by gender, age groups, disability, regions, etc. to show the benefits accruing to the different constituencies of the population.

Pending Baselines and Targets

In the early stages of the ESDP some of the indicators, baselines and targets could be pending, particularly for lower-level output and process indicators. Most of these baselines and targets will be established once the feasibility and design studies' results are known.

Data Quality Reviews (DQRs)

Data Quality Reviews will be conducted in accordance with the requirements of the Statistics Act No. 9 of 2015 which came into force on 2nd November 2015, through Government Notice (GN) No. 491 of 30th October 2015.

The objectives of DQRs are to assess the extent to which data meets the standards defined in the Act No. 9 of 2015 in the areas of validity, reliability, timeliness, precision and integrity. Data quality reviews will be used to verify the consistency and quality of data over time across all education stakeholders and other reporting institutions. DQRs will also serve to identify where the highest levels of data quality are not possible, given the realities of data collection.

The DQRs will help in the identification of the following parameters: (i) what proportion of the data has quality problems (completeness, conformity, consistency, accuracy, duplication, integrity); (ii) which of the records in the dataset are of unacceptably low quality; (iii) what are the most predominant data quality problems within each field.

The objectives of the Data Quality Review are to evaluate the conformity of the monitoring and evaluation data with the standards defined by MoEST procedures. The data will be audited based on the following criteria:

- i. Validity: Does the data satisfactorily represent the desired results?
- ii. Reliability: Are the data collection procedures stable and consistent over time?
- iii. Timeliness: Is the data current and frequently collected?
- iv. Precision: Does the data have an acceptable margin of error?
- v. Integrity: Is the data free from manipulation?
- vi. Appropriateness: To what extent do the indicators fully portray the results?
- vii. Practicability: Is the data usable? Is it understandable, simple, relevant, accessible, maintainable and at the right level of precision?

The MoEST M&E Unit will be responsible for providing quality data in collaboration with technical teams. The technical teams will ensure that data comply with the basic conditions and factors influencing the quality.

The assessment and verification of data will be carried out through a developed Data Quality Assessment (DQA) Tool – a single integrated tool that ensures that standards are harmonized and allows for joint implementation. The MoEST M&E unit in collaboration with national programmes and partners shall also work to enhance the data quality and address challenges and factors that influence data quality. Data quality checks shall be done at least twice per year by the M&E Unit and more frequently at the Region and District levels.

Standard Reporting Requirements

The ESDP will be monitored according to the set monitoring and evaluation calendar and tracked as per indicators contained in this plan and reported on either quarterly, semi-annually or annually.

Stakeholder Analysis

There shall be a transparent and documented process to ensure the input from a broad range of stakeholders in the MEL Plan. Operationalization of the MEL plan will involve stakeholders including Institutions under the Ministry; Private Sector; Development Partners; Teachers/Tutors/lecturers and Pupils/students; MDAs; Parliament; General Public; FBOs, CSOs and Non-Government Organizations (NGOs); Academic & Research Institutions and Regional and International Organizations. Therefore, effective achievement of the MEL plan depends on the way the Ministry engages with those stakeholders in day-to-day operations and decision- making.

The key actors involved in the implementation of the plan for monitoring and evaluation are:

- i. **Implementers of the MEL Framework:** this group of actors (who provide input to the MEL Plan and provide the supporting data) consists of the M&E Units and Policy and Planning Divisions.
- ii. **First level users (primary users of M&E information):** these actors include the Management Teams of MoEST and PO-RALG and the Workers' Councils.
- iii. **Second level users:** This group includes other partners involved in the oversight, implementation and/or analysis of education sector interventions including Parliament, other government departments, DPs, NGOs and CSOs, the private sector and academia.
- iv. **Third level users:** This group includes beneficiaries, the public and the media.

Monitoring will include the following levels:

- (a) Project level, as implemented by project Coordinators.
- (b) Internal level, as implemented by the M&E Unit in collaboration with the other directors and officers in charge of tracking the performance indicators.
- (c) Programme level, as implemented by the Programme Management in relation to other support units and other actors.
- (d) The results and performance of the ESDP will be monitored through the Key Performance Indicators.

6.5.6.7 ESDP Key Performance Indicators

This section outlines the key performance indicators to be used in monitoring, tracking and evaluating the ESDP outputs, outcomes, and impact to inform decision-making from national to institutional levels. The indicators measure the performance of the ESDP in line with the set goals and the targeted results for each strategic direction. However, through the development of specific operational plans to implement the ESDP, additional indicators will be identified to meet specific information requirements.

The collection, use, and reporting of performance information against Key Performance Indicators (KPIs) is an essential aspect of the framework for monitoring, assessing and evaluating progress. A set of KPIs will be used to monitor performance against the main outcomes expected under the ESDP.

The number of KPIs for the revised ESDP was selected based on the key aspects that were noted as challenges or areas where achievements were not fully met in the last five years and the revised policy directions based on the Education and Training Policy

2014 Edition of 2023 to ensure there is progress towards improving learning outcomes.

Though the KPIs reflect the range of different goals of the ESDP, such as improved access, equity, relevance, quality and management, these are relatively few, in recognition that the capacity of the monitoring and evaluation system is still being built. The results framework is based on reliable data and data collection methods or tools, to ensure accuracy, reliability and credibility of the reporting and simplicity of data being collected. The National Basic Education Statistics in Tanzania (BEST) provides the national level data on all sub sectors while PO-RALG publishes regional level data and maintains an online management system that provides school level data.

The KPI table includes targets for 2025 and 2030 and indicates the level of disaggregation for each indicator.

The target indicators of the ESDP mirror the Sustainable Development Goal (SDG) 4. For instance, ‘Proportion of children enrolled in Standard I with at least one year of pre-primary education, corresponds to SDG 4 indicator 10 or ‘Transition rate from Form IV to TVET institutions, which corresponds to SDG 4 indicator 14.

Table 49: Key Performance Indicators

| Key Performance Indicators | | Disaggregation | | Baseline | 2028 | 2030 |
|---|------------------------|----------------|-----|----------|--------|--------|
| Sex | | Region | | (2023) | | |
| Access and Equity in Basic and Secondary Education | | | | | | |
| K01: % of Standard I pupils with at least one year of pre-primary education | | Yes | Yes | 54.8% | 87.5% | 90% |
| K02: Gross intake ratio to Standard I | | Yes | Yes | 101.2% | 100.6% | 100.4% |
| K03: Gross Enrolment Ratio | Pre-primary | Yes | Yes | 88.8% | 94.4% | 96.7% |
| | Primary | Yes | Yes | 97.3% | 97.9% | 98.5% |
| | L o w e r Secondary | Yes | Yes | 40.0% | 69.5% | 77.2% |
| | U p p e r Secondary | Yes | Yes | 7.8% | 11.4% | 12.8% |
| K04: Net Enrolment Rate | Pre-Primary | Yes | Yes | 40.5% | 60% | 90% |
| | Primary | Yes | Yes | 86% | 90% | 95% |
| | L o w e r Secondary | Yes | Yes | 41.8% | 60% | 75% |
| K05: Percentage of learners with disability against the total number of enrolled pupils/ students | Pre-Primary | Yes | Yes | 4.3% | 6% | 8% |
| | Primary | Yes | Yes | 7.2% | 13% | 15% |
| | L o w e r Secondary | Yes | Yes | 2.8% | 3.5% | 5% |

| Key Performance Indicators Sex | Disaggregation | | Baseline (2023) | 2028 | 2030 |
|---|----------------|-----|--------------------|---------|---------|
| | Region | | | | |
| K06: Promotion rate from primary to Lower secondary | Yes | Yes | N/A | 100% | 100% |
| K07: Survival Rate from primary Standard 1 to the last grade of basic education | Yes | Yes | 34% | 64% | 75% |
| K08: Dropout rate in primary education | Yes | Yes | 6.2% | 2.1% | 1.3% |
| K09: The % of out-of-school children of basic education school age | Yes | Yes | 17.8% | 10.8% | 8% |
| Quality in Basic and Secondary Education | | | | | |
| K10: Pupil/Qualified Teacher Ratio in Pre-Primary Education | No | Yes | 162:1 | 122:1 | 106:1 |
| K11: Pupil/Qualified Teacher Ratio in Primary Education | No | Yes | 61:1 | 56:1 | 53:1 |
| K12: SFNA Pass Rate | Yes | Yes | 54% | 70% | 80% |
| K13: CSEE Pass Rate | Yes | Yes | 87.8% | 90% | 92% |
| K14: % STD II learners achieving the national benchmark in oral reading fluency | Yes | Yes | 28.9 | 34 | 36 |
| K15: % STD II learners achieving the national benchmark in mathematics (level 2 addition and subtraction) | Yes | Yes | 21% | 26% | 28% |
| Adult and Non-Formal Education | | | | | |
| K16: Total enrolment in Adult and Non- formal Education | Yes | Yes | 245,785 | 287,709 | 306,417 |
| K17: Number of facilitators in Adult and Non-formal Education | Yes | Yes | 19,281 | 22,570 | 24,037 |
| Technical and Vocational Education and Training | | | | | |
| K18: Transition rate from Lower secondary to TVET | Yes | Yes | 7.4% | 13.7% | 16.2% |
| K19: Average Student Tutor ratio in TVET | Yes | Yes | 31:1 | 27:1 | 25:1 |
| K20: Number of TVET graduates in given year | Yes | Yes | 158,985 | 300,000 | 400,000 |
| Higher Education | | | | | |
| K21: Number of students enrolled in HEIs annually | Yes | Yes | 137,370 | 202,556 | 270,996 |
| K22: % increase in number of academic staff in HLIs | Yes | Yes | 9.70% | 10.70% | 14% |
| K23: % of enrolled students in STEM programmes annually | Yes | Yes | 35.4% | 45.9% | 50.1% |

| Key Performance Indicators | Disaggregation | | Baseline (2023) | 2028 | 2030 |
|--|----------------|----|--------------------|------|------|
| | Region | | | | |
| Sex | | | | | |
| System structure, governance and management | | | | | |
| K24: % of National Budget (excluding debt servicing) allocated to the education sector (total across all Ministries) | No | No | 18.2% | 19% | 20% |

Routine Data Collection and Reporting

This section details the overall common data architecture to be put in place to manage the ESDP MEL Framework, the M&E sub-systems through which data will be collected, and the data flow channels within the context of the devolved government structure.

An Overview of ESMIS

The Education Sector Management Information System (ESMIS) was introduced in 2007 in direct response to the need for sector-wide planning and budgeting within the MKUKUTA framework (JESR Aide Memoire, GoT 2006 and 2007) and as an ‘in- built monitoring system’ for the Education Sector Development Programme for 2008- 2016 (JESR Aide Memoire, GoT 2008).

The ESMIS serves as a coordination layer for harmonizing sub- system data management and analysis to produce the national sector-wide statistical abstract, the Education Sector Performance Report (ESPR), on an annual basis. The ESMIS currently comprises sub-systems, each intended to address the data requirements of the basic education, technical and vocational education and higher education sub-sectors:

The Basic Education Management Information System (BEMIS) processes school-level data and ANFE data through an Annual School Census (ASC). These data on Basic Education and ANFE are published annually in the Basic Education Statistics in Tanzania (BEST) with summary information uploaded to the government’s website. The annual BEST data is accurate and complete. Additionally, a new School Information System (SIS), also managed by PO- RALG and has been reengineered and improved to cover all regions in both government and non-government primary and secondary schools as well as ANFE learning centres. School Information System (SIS), which feeds in real-time data in a single mobile application. Schools and Ward Education Officers (WEOs) can capture data either online or offline, using smartphones, tablets or laptops. This is being further enhanced, drawing on good-practice examples of SIS developed and mainstreamed into ESMIS, to support school-based management and learning outcome assessment.

The Technical and Vocational Education and Training Information Management System (TVET-IMS), in close collaboration with TET and VET institutions together with Folk

Development Colleges (FDCs), processes institutional-level data through an annual census. This data is expected to be comprehensive, accurate and timely. The data is available on an annual basis.

The University Management Information System (U-MIS), managed by TCU in close collaboration with universities, processes institutional-level data through an annual census. This data needs to be kept up to date. Steps will be taken during the implementation of the ESDP to strengthen the data reporting system in the higher education sub-sector.

Schools Accreditation System (SAS) is a new online school registration system and has been finalized.

The School Quality Assurance System (SQAS) is still under development with adjustments based on the revised quality assurance framework.

Data flow

The Education Sector Management Information System (ESMIS) comprises of sub-systems consolidated in one database, namely the National ESMIS. In the case of BEMIS, decentralized databases are both institutionalized at district level and consolidated at central level in the national BEMIS at PO-RALG. In the case of tertiary education data, decentralized TVET-MIS and U-MIS are also institutionalized in TCU and NACTVET respectively. The system allows for data capture using optional methodologies, the identified option depending on the preparedness of a school/institution/Council for web-based data processing, and/or mobile network coverage, and/or the availability of technological hardware/software. The three available options are:

Manual data entry (using hard copy formats).

Automated data capture/export/import (using Excel formats).

Online data entry.

Figure 6.4 below provides an overview of the relation of sub-systems within the ESMIS database.

Figure 6.4 ESMIS data flow

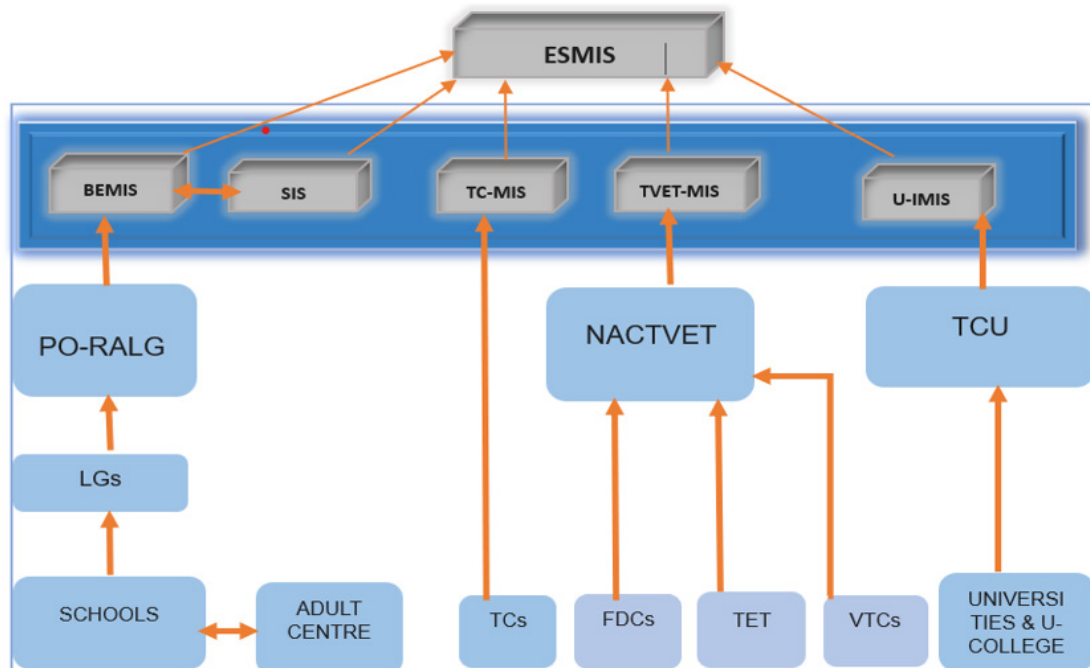


Figure 6: ESMIS data flow

Evaluation and Learning Component

This section outlines the surveys and evaluations that will provide data for ESDP outcomes and impact indicators and the years when they will be undertaken.

Evaluation Strategy

The ESDP will use different types of evaluations to better understand the effectiveness of its programmes. The government is committed to making the evaluations as rigorous as warranted to understand the causal impacts of the plan on the expected outcomes and to assess cost effectiveness. This approach incorporates specific methodologies that can provide guidance on the evaluation of the plan depending on the interventions of the funded programmes. The evaluation component of the ESDP MEL framework aims at:

Analysing retrospectively (summative evaluation) the results achieved in light of the expected effects and whether these results are due to the interventions.

Assessing the impact of the ESDP on the beneficiaries, including vulnerable groups who may be less likely to benefit equally from the programme and activities implemented.

Analysing in a formative way the results of the projects implemented to improve their performance and achieve the goals of the plan.

The evaluation strategy will be based on scientific models with advantages of neutrality, accuracy, objectivity and validity of information. The evaluation methodologies will be selected on the basis of the criteria and of their costs.

The evaluation shall also examine the cost-effectiveness of the programme and analyse the differences in the programme impact disaggregated by gender, and disabilities. Each evaluation will be based on statistical methods, particularly the selected evaluation design based on each specific evaluation.

This Evaluation Component will include three types of evaluation modalities: independent evaluations (performance evaluations), self-evaluations, and special studies, each described in more detail below. The results of all evaluations will be made publicly available in line with Government Policy.

Independent Evaluations

The plan emphasizes the need to undergo a comprehensive and independent evaluation (performance evaluation). All independent evaluations must be designed and implemented by independent, third-party evaluators, which are hired by the Government in collaboration with stakeholders.

For each independent evaluation, the Government in collaboration with stakeholders are expected to review and provide feedback to independent evaluators on the evaluation design, and evaluation reports to ensure that the proposed evaluation activities are feasible, and final evaluation products are technically and factually accurate.

Self-Evaluation

At the end of each financial year, the Government will produce the end of year report to document and reflect on implementation and lessons learned. Each sub-sector will be responsible for drafting its own section of the report for its own activities, subject to cross-sub-sector review.

Special studies

Apart from regular monitoring, research studies should be conducted periodically both to improve the quality of education as well as to provide evidence to influence policy decisions in education. For these research studies to have a positive impact on the education system, stakeholders at all levels from schools (pupils and teachers), community, non-state actors, and development partners to policymakers will be involved using participatory methods.

Joint Education Sector Review (JESR)

The Joint Education Sector Review (JESR) is an annual high-level technical working session that brings together a broad spectrum of education stakeholders to receive and

review the status of ESDP performance and make recommendations accordingly. The JESR will:

Facilitate assessment of the performance of the education sector regarding the effectiveness of budgeting and expenditures as well as overall progress in implementing the ESDP against the agreed indicators, priorities and targets.

Provide fora for various stakeholders to monitor progress and offer constructive criticism.

Facilitate discussion and ideas/knowledge-sharing to guide the sector plans for the upcoming year.

Mid-term Review of the ESDP

Government will organize a mid-term review (MTR) of the ESDP to ensure the effectiveness and relevance of the educational strategies being implemented. Its purpose will be to:

Evaluate the degree to which the planned results are being achieved at the midpoint of implementation.

Identify any challenges or obstacles that may hinder progress towards achieving the set goals and developing strategies to address them effectively.

Ensure that the education sector plan remains aligned with any recent revisions in related policies or sub-sector plans to maintain coherence across various educational initiatives.

Assess the education sector plan against established criteria such as relevance, design, efficiency, effectiveness, and potential for sustainability.

Recommend adjustments or updates to the education sector plan and documenting lessons learned during the MTR process contributes to a knowledge base that can inform the future.

Final evaluation of the ESDP

In addition, the government will conduct a final evaluation of the ESDP to assess:

The achievement of its intended outcomes.

The effectiveness and efficiency in resource utilization, and the sustainability of its benefits over time.

Its impact to inform future planning.

Insights for potential revisions to existing policies or strategies within the education sector.

Ensuring that the future is more effective based on past experiences.

A comprehensive understanding of different perspectives on what worked well and what did not.

Strategic information dissemination and use

This section outlines the M&E information products that will be developed and the dissemination that will be undertaken to inform decision making and learning. A wide range of information products will be produced at different points to meet information needs of various stakeholders. These include:

M&E Data Use

M&E data and the resulting information products will be utilized by various stakeholders, including government institutions, civil society, and private and public sector organizations. Government entities will use the data to assess policy implementation, allocate resources, and improve decision-making. Civil society organizations will leverage it to monitor progress, advocate for reforms, and ensure accountability. Private sector entities will use the data to align their programs with national priorities and identify opportunities for investment. By analysing the data, all stakeholders can identify bottlenecks and adjust their programs to enhance performance, improve education outcomes, and ensure the success of education initiatives.

Dissemination

Disseminating the results of the ESDP is structured around the following products:

Annual and long-term work plans: These are triggers of the MEL Framework and the tools that will facilitate its annual reviews.

Quarterly performance reports: these will be developed by the Department of Policy and Planning, and the other technical directorates. The final quarterly report will be prepared by the Monitoring and Evaluation sections by the various contributions.

Indicator Tracking Tables (ITT) which present the level of periodic and cumulative achievement of performance indicators.

Annual performance reports: it presents annual results and will be developed based on the ESMIS data and the annual reports of various projects and programmes.

Special Reports: These are updates developed upon request, survey reports, specific studies and mid-term and final evaluation reports.

Information products

The information products that will be developed include the following:

Quarterly Service Coverage Report: This report provides information on coverage statistics and is essentially based on the main interventions as envisaged in the National Plan.

Education Sector Performance Report: This report provides a comprehensive overview of the education sector in a one-year period. The report should contain progress on national level indicators as contained in the national MEL Framework. It also should provide key observations and guidance for future implementation. All the relevant indicators from the survey and research findings conducted in the year, should also be reported. The annual report should be finalized within the first half of September. Its national dissemination is done at least two weeks before the Annual Review Meeting, during which time the report will be discussed.

Ad hoc reports: In addition to the specific information products listed above, some stakeholders/partners might have specific information needs at some stage. Although the ESDP encourages the use of existing information products, ad hoc ones assist if there are any specific and ad hoc information needs that have not been covered in the above information products.

Feedback Mechanisms

Feedback will be provided to various levels of ESDP coordination and implementation to improve the delivery of education services. The platforms and processes for providing feedback will be as follows:

Routine supportive supervision: Quality Assurance visits will provide feedback to implementers during routine supervision. The supervision visits will be informed by findings from the reports submitted by the implementing organizations, and issues identified in these reports will be addressed during the supervision visits.

JESR: will provide a forum for providing feedback to implementing organizations on success and challenges in ESDP implementation, emerging issues, and possible solutions.

Supportive supervision visits by MoEST, PO-RALG, Development Partners (DPs), and other education stakeholders: During these visits, feedback on progress in ESDP implementation will be provided to the education sector and possible solutions to bottlenecks in service delivery developed.

Communication Plan

MoEST will implement a comprehensive communication strategy where monitoring and evaluation (M&E) play an essential role in promoting transparency, accountability, and engagement. In alignment with the established M&E procedures, MoEST will ensure that all M&E products, such as reports, findings, and evaluations, are made available to a broad range of stakeholders. These include implementing partners, local administrative authorities in intervention areas, relevant stakeholders, the press, and the public.

To ensure effective dissemination, these products will be tailored to the specific needs of each audience. Formats will include document distributions, published reports on

the MoEST website, presentations at conferences, and other relevant channels. MoEST plans to organize a one-day symposium at the end of each year where the results of M&E activities will be presented to the press and the public, fostering greater awareness and understanding of the sector's progress.

In addition, quarterly and annual reports, as well as the Indicator Tracking Table (ITT), will be posted online once they have been approved by MoEST, ensuring that all relevant data is accessible to the public. Semi-annual stakeholder workshops will also be held to disseminate the progress of ongoing initiatives, encourage stakeholder engagement, and conduct participatory self-assessments. These workshops will offer a collaborative platform for feedback, continuous improvement, and alignment with the sector's strategic goals.

CHAPTER SEVEN: RISK ANALYSIS AND MITIGATION

This section provides an analysis of the potential risks that can affect the achievement of Education Sector Development Plan (ESDP) objectives and corresponding mitigation measures. The risk assessment was carried out in accordance with the Risk Management Framework.

The ESDP provides considerable opportunities to strengthen the education sector in Tanzania, particularly in alignment with the National Development Vision 2050. Implementation of the ESDP activities and progress toward the planned outcomes and results will benefit from the following factors among others: stronger identification of challenges and gaps through mapping and the Joint Education Sector Review (JESR), Education and Training Policy 2014 edition 2023 and recently revised curriculum which puts in place various strategies including vocationalisation of secondary education.

The ESDP will feature a risk analysis which considers the risks inherent in the design and implementation of the plan, and describe the steps that can be taken to mitigate those risks. The plan was guided by a Theory of Change that considers the key assumptions and risks associated with it. The ESDP comprises a risk analysis and mitigation matrix which indicates strategies that will inform the ESDP implementation and articulates all possible risks to the strategic goals and objectives/targets and corresponding mitigation measures.

Risk is defined as the possibility of events or situations occurring that might impact the achievement of the objective(s). Risk analysis is the systematic process of identifying, assessing, and prioritizing potential risks that could negatively impact an organization, project, or specific decision. In contrast, risk mitigation refers to the strategies and actions taken to reduce or manage the impact of potential risks on an organization, project, or initiative.

All potential risks against the Education Sector Development Plan objectives/targets and corresponding mitigations are documented in a Risk matrix that provides a comprehensive assessment of all potential risks that threaten the achievement of the ESDP objectives and targets, hence affecting its ability to deliver the anticipated results effectively and efficiently.

Risk assessment

Risk assessment involves risk identification, risk rating, prioritization, proposing mitigation controls, and assigning responsibilities to risk owners.

The risk analysis and assessment exercise were based on the policy priorities, objectives, and strategies described in the ESDP document. The exercise worked towards identifying, evaluating and planning mitigation on events and conditions that have the potential to impact the sector’s ability to achieve each of the following strategic priorities,

- Access, participation and equity;
- Gender equality and inclusive education;
- Quality and relevance;
- Governance, management and accountability; and
- Education Financing.

The identified risks were rated using a three (3) band rating scale for both impacts (I) and likelihood (L) as illustrated in Table 50

Table 50: Risk Ratings in a 3 - Band Scale

| Scale | Impact | Meaning | Likelihood | Meaning |
|-------|------------|------------------------|------------|-----------------|
| 3 | High (H) | <i>Major impact</i> | High (H) | Certainly |
| 2 | Medium (M) | <i>Moderate Impact</i> | Medium (M) | <i>Possible</i> |
| 1 | Low (L) | <i>Minor Impact</i> | Low (L) | <i>Unlikely</i> |

The overall risk status was obtained by multiplying the impact and likelihood (i.e., I x L), where each risk was given a specific colour to match the product of impact and likelihood (see Table 2 below). The ratings in this table were also used to build the overall risk analysis matrix.

Table 51: Risk Status, Colour Expressions and Proposed Responses

| Total Risk/ Risk Status (Impact x Likelihood) | Description | Expression in Colour | Meaning and Responses |
|---|-------------|----------------------|--|
| 7-9 | High | Red | Serious concern; higher priority. Take immediate action and review at least three times a year |
| 4-6 | Moderate | Yellow | Moderate concern; steady improvement needed. Possibly review biannually |

| Total Risk/ Risk Status (Impact x Likelihood) | Description | Expression in Colour | Meaning and Responses |
|--|--------------------|-----------------------------|---|
| 1-3 | Low | Green | Low concern; occasional monitoring. Tolerate/ Accept. Continue with existing Measures and review annually. |

All potential risks against the Education Sector Development Plan objectives and corresponding mitigations are documented in a Risk matrix in which its preparation is among the Ministry efforts to ensure the sector plan objectives are achieved.

Table 52: Risk matrix

| Focus area | Risk | Risk ID | Type of risk | Risk assessment | | | Risk rating / Status (IXL) | Mitigation / Control | Residual Risk Rating | Principal risk owner |
|---------------------|--|---------|--------------|-----------------|----------------|--|----------------------------|---|----------------------|----------------------|
| | | | | Impact (I) | Likelihood (L) | | | | | |
| Education Financing | The inability of the government to get enough financial resources for implementation of ESDP | 1 | Fiduciary | 3 | 1 | | 3 | The government adheres to the internationally approved financial agreement which requires 20% of the Government budget to be spent on education. | 2 | Government |
| | | | | | | | | Enforcement of existing public Finance Act and Budget Act. Presence of sector dialogue structures. Existence of CAG and IAG. | | |
| Education Financing | Alignment of Development Partners in supporting/using the financing agreements | 2 | Fiduciary | 2 | 2 | | 4 | The government to have regular dialogue with DPs who are financing the development budget and sign an MOU with all partners investing in education. Existence of foreign policy, international agreements and protocols. | 2 | Government |
| | | | | | | | | | | |

| Focus area | Risk | Risk ID | Type of risk | Risk assessment | | | Risk rating / Status (IXL) | Mitigation / Control | Residual Risk Rating | Principal risk owner |
|---|---|---------|--------------|-----------------|----------------|--|----------------------------|--|----------------------|----------------------|
| | | | | Impact (I) | Likelihood (L) | | | | | |
| Governance, management and accountability | Change in Leadership (Political will) may result in changing priorities | 3 | Operational | 2 | 2 | | 4 | Adherence to the operational plans of the 2050 vision where ESDP is part of it. Orientation on changes. Capacity building on change management. Dialogue on how to accommodate changes. | 3 | Government |
| | Ineffective utilization of funds may hinder attainment of objective | 4 | fiduciary | 2 | 2 | | 4 | <ul style="list-style-type: none"> Capacity building on financial management to officials Conduct regular financial audits to monitor usage of funds at all levels | 2 | Government |

| Focus area | Risk | Risk ID | Type of risk | Risk assessment | | | Risk rating / Status (IXL) | Mitigation / Control | Residual Risk Rating | Principal risk owner |
|------------------------------------|--|---------|--------------|-----------------|----------------|--|----------------------------|--|----------------------|----------------------|
| | | | | Impact (I) | Likelihood (L) | | | | | |
| Access, participation and equity | Unforeseen calamities, such as pandemics and climate variability, may disrupt education, damage infrastructure, and strain resources | 4 | Operational | 3 | 2 | | | The Ministry has Multi-Hazard Preparedness, Response, Recovery, and Mitigation Strategy (2023-2027) to address emerging risks in the Education Sector | | Government |
| | | | | | | | 6 | Integration of climate-resilient infrastructure designs by reviewing school structural elements and retrofitting existing buildings to “Build Back Better” to protect the school from future damage from climate shocks. | 4 | |
| Quality and relevance of education | The possibility of inadequate teaching workforce | 5 | Operational | 3 | 2 | | | Enhancement of teacher deployment strategy and continuous training and recruitment. | 4 | Government |
| | | | | | | | 6 | Existence of Teacher Forecasting strategy and its implementation. | | |

| Focus area | Risk | Risk ID | Type of risk | Risk assessment | | Risk rating / Status (IXL) | Mitigation / Control | Residual Risk Rating | Principal risk owner |
|---|---|---------|--------------|-----------------|----------------|----------------------------|---|----------------------|----------------------|
| | | | | Impact (I) | Likelihood (L) | | | | |
| Governance, management and accountability | Communities may not be supportive of development programmes and interventions | 6 | Operational | 2 | 1 | 2 | Initiate joint efforts with LGAs in community sensitization and awareness. Biannual review and M&E on community sensitization and awareness. | 1 | Government |

Definition of common terms

| | |
|----------------------------|---|
| <i>Risk</i> | The possibility of events (or situations) occurring that might prevent or impact upon the achievement of the objective(s). Risk is measured as a product of its impact (I) on the respective objective and likelihood (L) of occurring. |
| <i>Operational Risks</i> | Risk related to all other corporate risks associated with the operation of the Ministry. |
| <i>Risk Identification</i> | Process of determining what might happen, how, when and why. |
| <i>Likelihood</i> | A chance of something happening. |
| <i>Risk Analysis</i> | Systematic process applied to understand the effect of the uncertainty of the risk on goals and objectives. |
| <i>Risk Evaluation</i> | Process of comparing the significance of the risks to define the order in which they should be dealt with. |
| <i>Risk Treatment</i> | Process of selection and implementation of measures to modify risk. |
| <i>Risk Register</i> | A tool used in the Risk Management process to keep an overview of identified risks and corresponding mitigations or countermeasures. |
| <i>Risk Owner</i> | Any individual, generally a head of department or project team member, who is responsible for the management, monitoring and control of an identified risk, including the implementation of the selected treatment responses. |
| <i>Residual Risk</i> | A risk that remains after all the efforts (current controls) have been made to mitigate or eliminate a risk (an inherent risk) associated with an objective or a business process |

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Annexes

Annex 1: Stakeholders and organizations consulted

Nationwide consultations were conducted in preparation for the development of the ESDP. These included monthly meetings with the Education Development Partners Group, two meetings with senior management from the MoEST and PO-RALG, and a session with the Education Sector Development Committee. During these engagements, key stakeholders provided input on the draft plan. Additionally, the zero draft of the ESDP was shared with development partners, who reviewed it and offered valuable feedback to enhance the document's quality and relevance.

Further consultations involved site visits to various educational institutions, such as the Nelson Mandela African Institute of Science and Technology, Arusha Technical College, Monduli Teacher Training College, Themis Day Secondary School, and Arusha pre-primary and primary school in Arusha. These visits allowed for input on the ESDP from the leaders of these institutions and provided an opportunity to observe first-hand the conditions of classrooms, laboratories, workshops, libraries, ablution facilities, and the availability of teaching and learning materials and equipment.

A key event was the stakeholders' consultation held on 19-20 August 2024 at the University of Dar es Salaam, which brought together nearly two hundred participants from diverse sectors across the country. Co-facilitated by MoEST officials and the University of Dar es Salaam, the event featured presentations from MoEST on the strategic objectives and key activities for each sub-sector. Participants were then divided into groups by sub-sector to identify critical issues that were not adequately addressed in the draft document. These groups provided detailed suggestions, which were carefully considered during the subsequent revisions of the ESDP.

Additional stakeholders' consultations were held on 27-28 January 2025 and 29-30 January 2025 in Dodoma, where the two sessions brought together nearly three hundred and twenty participants from assorted sectors across the country. The sessions were facilitated by the National ESDP Task Team. The event brought forward presentations from the Director for Monitoring and Evaluation from MoEST on insights of the ESDP draft document. The presentation provided the objective and rationale of ESDP review, the processes of ESDP review and the structure of ESDP draft document; and outlined the key priority areas of the ESDP; namely, Access, Participation and Equity; Gender, Equality and Inclusion; Quality and Relevance; Governance, Management and Accountability and Financing Education. Lastly, Costing and financing of ESDP, Implementation structure; Monitoring, evaluation and learning framework were highlighted. Participants then broke out into five groups based on the key priority areas. The focus of the group discussions was to provide detailed suggestions, which were carefully considered during the subsequent improvement of the ESDP.

This inclusive and collaborative process ensured that the ESDP reflects a broad range of perspectives, incorporating insights from education professionals, government officials, development partners, and other key stakeholders.

Annex 2: Financial Simulation Model, Implementation Plan and Monitoring and Evaluation Framework

See Excel file “***Annex2_ESDP21092024_MASTER_FSM&IP.xlsx***”.

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