

NATIONAL EDUCATION POLICY BRIEF



TANZANIA EDUCATION NETWORK /
MTANDAO WA ELIMU TANZANIA (TEN/MET)

1.0 BACKGROUND

Tanzania, like other countries is signatory to the Millennium Development Goals (MDGs) and Education for All goals (EFA) - adopted in the year 2000 and implemented until 2015. The country's current development agenda is guided by Vision 2025, Africa Union Continental Education Strategy for Africa (2025) and 2063 Agenda, the new Sustainable Development Goals (SDGs 2030), among others. The government made significant progress, pursuing its national goals within the context of the continental/global goals and has so far shown commitment to operationalizing the new goals by developing an Education Sector Development Plan (ESDP 2016/17-2021/22). This plan builds on earlier efforts at implementing fee-free basic education in Tanzania- anchored on the National Inclusive Strategy (2009-2017) and coincides with SDG 4 *of inclusive and equitable quality education and promotes lifelong learning opportunities for all*.

The government commitment to inclusive education for all was amply demonstrated by the allocation of **16 billion Tanzania shillings in 2016 for children with special needs in 2016**. It is therefore unsurprising that Tanzania has been commended as one of the countries that successfully pursued the MDGs and EFA goals in the last 15 years. Evidence of progress made has been a surge in enrollment– with the removal of user fees in 2001. The Gross Enrolment Ratio increased to 85.6%, while overall enrolment was 8,639,202 Education Sector Analysis (ESA, 2016). According to ESA, the GER will shoot to 100% with increased enrolment: 11, 476, 803 m in 2024. This is estimated to be an increase of 30.5% in 10 years.

Whilst taking stock of progress made so far, State and Civil Society Organisations and other stakeholders of education met from **May 15 to 16, 2017 at Blue Pearl Hotel Dar salaam** and considered carefully, the progress made and existing challenges within the education sector. The following policy proposals are a result of that meeting and are hereby presented for consideration by government - to achieve inclusive and equitable quality education for all in a shorter space of time.

The identified challenges in the education sector to be carefully considered- going forward- include as follows:

- There are only 10% of Children with Special Education Needs (CSEN) with access to schooling opportunities in Tanzania. This means that majority of such children have been left behind. Teaching and Learning Materials are inadequate for this group of children as well as teachers with specialized skills to teach CSEN. Consequently, CSEN tend to be among the highest number of children performing poorly in their studies, spending longer time in school than expected or dropping out of school entirely. This further implies that the National Inclusive Strategy (NIS, 2009 – 2017) ought to be carefully reviewed to purposefully target its beneficiaries and be more relevant.
- School infrastructure is inadequate- Pupil Class Ratio (PCR) is 1:80, Latrine/

pupils are 1:55 on average, instead of 1:22.5 which is the norm and desk/pupils is: 1:4.3 instead of 1:3, which is the norm, hence affecting learning outcomes.

- Gender parity is 50% (2016) at primary school, implying that Tanzania is far from achieving gender parity TZ is at 59:50 Male: Female at Primary and Secondary school levels! - since both national and global targets have been missed since 2005.
- The removal of user-fees was a good initiative and enabled parents to take up other direct costs of primary schooling. Parents supported the provision of school feeding and also met the costs of monthly tests and preparations for final examinations. But these have become too burdensome for parents, resulting school dropouts among children from poor homes.
- The Capitation grant of \$10 provided for every child and introduced since 2001 has become inadequate due to the long-time lapse and the reduced value of the amount. While a dollar in 2001 was equivalent to 10,000 Tanzania shillings (Tshs), today a dollar is 2200. In real terms, the amount has reduced to about \$5, in view of the fact that the child does not directly receive the \$10 presently.
- Although an Early Childhood Education provision has been taking place, the gains of the remain minimal. Pre-primary education was fully integrated in basic schooling (2014), but not all schools have effective pre-primary classrooms. The pre-primary sector suffers inadequate skilled teachers to impart the right knowledge to children.
- There are still over 3million children out of school in Tanzania and further evidence shows that this number is growing as a result of school dropouts.

2.0 POLICY ISSUES

Stakeholders in the National Policy Forum acknowledged existence of the preconditions for achievement of SDG 4 in Tanzania. The fact that there is a policy on fee-free education (Education and Training Policy of 2014) for 11 years, National Inclusive Strategy and gender policy etc. signify Tanzania's commitment to SDG 4& 5, the Education 2030 agenda and the Continental Education Strategy for Africa (CESA). This alignment provides greater opportunities for further accelerating achievements in the education sector in Tanzania, by specifically targeting inclusivity and equity in the sector. Prioritized and segregated provision for Early Childhood Education, girls' education, children with special needs and out of school children will help address inequality and reduce poverty in Tanzania.

Social interventions in the Tanzanian education sector could be reconsidered to ensure that the national nutritional strategy, capitation grants and other demand side interventions meant to lessen the burden of parents better serve the interest of the target group. A policy and accompanying legal framework would help give clearer direction and also earmark adequate funding for social interventions in the education sector.

Tanzania provides opportunities for free, inclusive and quality education provision if all opportunities for inclusive education financing were fully explored and utilized especially with stronger government commitment to uphold principles of equity and good governance. Actions taken to close tax evasions, avoidance, corruption and mismanagement of public funds provide better opportunities for realizing SDGs 4 & 5. With continued accountability and disciplinary actions taken against unprofessional civil servants and austerity measures, will help ensure financing of equitable and inclusive education in Tanzania.

3.0 POLICY PROPOSALS

The two-day state-civic education policy forum was unanimous on some key education priority areas with a strong conviction that when pursued to their logical end, Tanzanian education sector will witness remarkable improvement.

1. Innovative and alternative domestic financing sources for the education sector

- A proposed percentage of the Value Added Tax (e.g.5%) be allocated to the education sector. The funds could be channeled directly to an education trust fund and managed by a fund administrator. The fund administrator will then seek parliamentary approval to allocate such funds for the provision of school inputs and resources across education sub-sectors in Tanzania. The forum learnt with keen interest a similar model in Ghana.
- It is proposed that proceeds from communication companies (Vodacom, Airtel, Tigo, Zantel and TTCL) be allocated directly to finance the education sector. This should be ring-fenced to ensure any misallocation.
- It was proposed that Mineral and Gas Royalties are allocated largely to the education sector. The logic of this proposal is that since minerals (extractives) are non-renewable resources, the best investment to be made of them is on the future of Tanzania- our children.
- It is further proposed that at least 30% of the Constituency Development Fund be earmarked and directed at financing education in the various localities.
- The forum also proposed that a certain percentage from tourism industry (e.g.10%) goes to the tourist sites- the villages for investment in the education sector.
- The state-civic stakeholders further proposed increased education budget to both meet the international to at least benchmark of 20% and enhance schooling opportunities for all in Tanzania.
- It was further learned and proposed that Kikanda village in Kilwa during the past year through the returning 20% bylaw, which was passed pertaining to the collection of village produce such as sesame (ufuta) revenue from their village, amounted to around 200 million Tanzanian shillings. If such an

amount is directed to fund education, it will bring tremendous changes in the primary school belonging to the village. Such a bylaw could be introduced in all Tanzanian villages and for every produce in the village to improve quality of education.

- Tanzania loses huge sums of money through taxes as pointed in the report entitled “The One Billion Dollar Question Revisited: How Much is Tanzania Now Losing in Potential Tax Revenues Second edition, May 2017”. The study was commissioned by the Interfaith Standing Committee on Economic Justice and the Integrity of Creation (ISCEJIC: TEC, BAKWATA and CCT) and written by Mark Curtis (www.curtisresearch.org) with Professor Prosper Ngowi of Mzumbe University Dar es Salaam.

This new study shows that Tanzania continues to lose huge amount of resources every year – in fact, the losses are increasing. The research estimates that **Tanzania is now losing around \$1.83 billion (Tshs. 4.09 trillion)** a year from tax incentives, illicit capital flight, the failure to tax the informal sector and other forms of tax evasions. The country may be losing a further \$1.3 billion (TShs 2.9 trillion) from corruption in the national budget, which diverts resources away from funding critical public services.

If the \$1.83 billion loss were used to fund public services, it could:

- i- Triple the government’s entire health spending, or**
- ii- Nearly double the government’s education spending.**

- It was further learnt through different studies and report that informal sector is the greatest loser of government revenues more than even mining sector. This will increase the tax base at TRA which for now is said to be less than three million. Therefore, it is great important to formalize all informalities and 20% of what collected directed to education.

2. Prioritized spending in the education sector:

- The education policy forum was unanimous that the Government of Tanzania must increase investments in the education sector – as the number one sector- and fully implement the Fee- Free Education Policy to equalize educational opportunities for all children in Tanzania.
- Increased domestic financing of education from the foregoing proposal is further meant to help target and focus on eliminating inequality in Tanzania by spending more of the education funds on marginalized children- including girls, children with special needs, out of school children- to enable Tanzania eradicate poverty in the near future and secure a more equal society.
- Specific, ring-fenced and earmarked budgetary allocations – indicated above- is required to address inequality and inclusion in the education sector.

3. Transparency and Accountability in Education Delivery:

- Prioritized spending in the education sector -as indicated above- should be accompanied with monitoring and tracking of actual financial releases and utilization of resources at district and school levels. Publication of release of funds would enable mandated monitoring agencies and civil society to track and monitor utilization and management of these funds.
- Community Participation in education could be improved if School Management Committees are strengthened to be part of managing and monitoring utilization of school grants and inputs and resources at school community level.
- The forum commended government decision to take ghost workers out of the payroll, thus creating opportunities for employing deserving teachers. The forum further urged government to keep on addressing tax evasions, avoidance, and mismanagement of public funds and to channel all such funds retrieved, for financing social services – education in particular.

4. Social Interventions in the Education Sector

- The national school nutritional programme should be reorganized to increase financial allocation for feeding children to ensure the quality and consistency of food provided, and also serves as a linkage between school feeding and the agricultural sector. Indeed, it is proposed that farm produce be purchased by government from farmers and used to feed school children. This will further serve as motivation for farmers to produce more and reduce poverty associated with subsistence farming.
- It is proposed that the school grants be split into two to adequately address inequality in the education sector. First a block/base grant (say \$1,000 per year) transferred to each school each year. The second step - a per child grant (capitation of \$10 per year) – be transferred to schools (in each school term) to ensure that school managers have both the resources and flexibility to specifically cater for needy girls (e.g. sanitary pads for girls, uniform, books etc), orphans, children with special needs etc.

Conclusion

The forum concluded that the aforementioned policy priorities and demands constitute the turning point for education in Tanzania in the context of national and global education frameworks- including SDG 4 and 5, Education 2030 agenda, Continental Education Strategy for Africa (CESA) etc. Indeed, if carefully pursued, Tanzania could be one of the first countries in Sub-Saharan Africa to not only achieve inclusive quality education for all, but also guaranteed skills training opportunities and self-employment for its youth.