



UNITED REPUBLIC OF TANZANIA

**STATUS OF IMPLEMENTATION OF
PRIMARY EDUCATION
DEVELOPMENT PLAN (PEDP)**

**PRESENTED TO WORKSHOP FOR DIRECTORS
AND ASSISTANT DIRECTORS PMO - RALG HELD
IN MOROGORO IN APRIL 2006**

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PRIMARY EDUCATION DEVELOPMENT PLAN (PEDP)

1.0 Introduction:

Primary Education Development Plan started in July 2001 aiming at improving level of education in the following areas:

- ☛ Enrolment Expansion
- ☛ Quality Improvement
- ☛ Capacity Building
- ☛ Institutional Arrangement

Enrolment Expansion:

Issues covered include enrolment of eligible children both boys and girls in standard one, recruitment of teachers, construction of classrooms, teachers' houses, sanitation facilities, water tanks and enrolment of out of school children and youth.

Quality Improvement:

Issues related to human resources such as teachers' teaching competencies, styles or methods, teaching and learning resources (supply of adequate textbooks and other learning materials).

Capacity Building:

This includes in-service and pre-service training, governance and management training at all levels. It also entails financial management at School Committee level to manage funds distributed/channelled by the Government to school bank accounts.

Institutional Arrangement:

At each level of implementation of PEDP roles and responsibilities have been assigned from the village/school level to the centre as follows:

Prime Minister's Office Regional Administration and Local Government (PMO - RALG)

- To guide and oversee the delivery of primary education by Local Government Authorities. (LGAs)
- To provide strategic leadership and technical support to council education offices
- To support and build the capacity of Regional Secretariat (RS) and Local Government Authorities (LGAs).
- To ensure that councils prepare consolidated education development plans that conform to government development goals, education policy and assurance standards.
- To consolidate council plans and budgets into National Plans of action that will provide the basis for the approval and transfer of PEDP funds.
- To collaborate with the MOEVT in order to monitor, review and evaluate PEDP outputs and outcomes.
- To communicate education information to all system levels and interested stakeholders.
- To produce regular financial and physical report to the Treasury.
- To collaborate with other agencies in education sector planning and in specifying national service delivery standards for primary education.
- To technically support Local Government Authority in planning and implementing primary education programmes in accordance with the national service delivery standards.

Ministry of Education and Vocational Training

- To set policies that ensure quality education for all.
- To monitor, review and evaluate progress, outcomes and the impact of the PEDP for quality assurance.
- To prepare, in a collaborative manner, detailed plans for PEDP implementation.

- To support and build the technical capacity of Local Government Authority education office.
- To carry out school inspection by monitoring, delivery and adherence to stipulated curriculum, ensuring that every school committees on how they can govern effectively and democratically.
- Evaluating the implementation of the PEDP and providing feedback to LGAs and PMO - RALG, other supporting education agencies, school owners at all level.

The Regional Secretariats

- To carry out periodic internal audits in the Local Government Authorities (LGAs) and schools to ensure that performance targets and financial regulations are being met.
- To guide, co-ordinate and monitor the delivery of primary education by Local authorities
- To provide technical support to Council Education Offices.
- To effectively communicate educational information and concerns from or to council and other local stakeholders to the zonal and national level.

Local Government Authorities.

- Prepare in a participatory and inclusive way development plans for districts primary schools.
- Involves the meaningful participation for all community, stakeholders in planning, monitoring and implementation processes.
- Guide and enforce the proper use and accounting of PEDP funds by the school committees.

- Produce and submit regular financial reports to the PMO - RALG and MOEVT through RS.
- Provide technical support to school and village committees in the task of procurement, fund utilisation and proper and timely reporting.
- Regularly monitoring, review and evaluate the progress of PEDP activities.
- To effectively communicate educational information to village, ward and schools.

Ward Level.

- To share information with and facilitate the participation of all parents and the wider community in realising the PEDP objectives.
- To help identify priorities for school development plans and to assist in the planning process.
- To ensure that the implementation of PEDP funded activities operates in a transparent and accountable manner, by guiding and enforcing the proper use and accounting of funds by school committees.
- To co-ordinate the formulation of Whole School Development Plans.
- Communicate education information to school and other local stakeholders.

School Committees.

- Mobilize voluntary community contributions to projects, in form of labour, money or another acceptable to the community.
- Facilitate planning, budgeting and implementation of PDP projects.

- Provide accessible information to the community on implementation process, indicating progress achieved, problems encountered and funds used.
- Manage funds received for the project implementation while ensuring maximum transparency and accountability.
- Prepare and submit regular project progress report to the LGAs through Council Education Officer.

2.0 Funding:

Primary Education Development Plan is funded by The Government, Development Partners in Education and loan from the World Bank. The loan was for a period of 3 years amounting to US \$ 150 million in three equal installments. For the first year of implementation the Government received the first installment, which was expended in the construction of 13,868 classrooms and pit-latrines. Other funds were used for capacity building of the School Committees, monitoring implementation at regional and central levels.

The second year of implementation more funds were disbursed to Local Authorities for construction, purchase of textbooks, desks, science kits, administration at school level and capacity building of School Committees. In September 2002, His Excellence the President of the United Republic of Tanzania inaugurated classrooms constructed nation – wide in Mtopwa Village in Newala District.

Summary of funds disbursed to Local Authorities:

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Activity	2001/02	2002/03	2003/04	2004/05	Total
Development	44,350,580	13,620,929	35,683,803	46,391,922	140,047,234
Capitation	14,246,401	24,436,465	91,390,591	48,896,944	178,970,401
Science Kits	0	2,076,225	0	2,100,000	4,176,225
Monitoring	0	0	4,809,115	1,763,424	6,572,539
School Committees	1,287,832	1,094,798	4,791,961	3,734,928	10,909,519
Allowances New Teachers	0	2,771,106	2,889,377	5,260,312	10,920,795
Subsistence	0	0	325,710	2,158,660	2,484,370

Allowance New Teachers					
Total	59,884,813	43,999,523	139,890,557	110,306,190	354,081,083

These funds do not take into consideration funds disbursed by the Government as Other Charges (OC) and Salaries for Teachers to finance education.

Physical Implementation

Activity	2001/02	2002/03	2003/04	2004/05	Total
Classrooms	8,817	10,771	10,813	3,131	33,532
Teachers' Houses	0	347	869	3,033	4,249
Pit Latrines	0	14,031	0	9,700	23,731
Desks	0	148,964	0	152,425	301,389
Science Kits	0	2,763	1,012	5,831	9,606
Globes	0	0	0	44,148	44,148
Enrolment STD I	1,659,847	1,484,163	1,362,232	1,235,917	5,742,159
Teacher Recruitment	7,277	10,872	14,423	10,499	43,071
Textbooks	1,347,643	2,818,531	2,298,503	7,945,967	14,410,644

3.0 Modalities in Transferring Funds:

The Government and Development Partners together signed the Memorandum of Understanding (MOU) after preparation of the Financial Management and Accounting Manual for the management of funds to be disbursed to Local Authorities and Schools. Each school opened two bank accounts with the Microfinance Bank (Capitation Grant Account and Development Grant Account). Funds after being approved by relevant organs flow from the Treasury to Local Authorities Education Bank Accounts. Then, Local Authorities transfer the funds to Schools' Bank Accounts depending on type of funds received. Funds for procurement of textbooks were not transferred to school bank accounts until when schools acquired capacity in the procurement process. This was effected in year 2005 after school Committees were trained in book selection and procurement.

Each school has a School Committee comprising of members from the Village/Mtaa Government, teachers and the public. The Chairman of the Village/Mtaa Government and the Village Executive Officer are not members of the School Committee. This set up was done deliberately for the purpose of accountability at the Village/Mtaa level.

Each Head Teacher is sort of a sub- warrant holder and is responsible for keeping and accountable for all funds entrusted to him/ her. The Head Teacher is the adviser of the School Committee, keeps records and minutes of the School Committee deliberations. The Head Teacher only withdraws funds from the school bank accounts upon submission of minutes of the School Committee meeting signed by the Chairman/Vice-Chairman, Secretary. The Council then endorses the cheque before presentation to the bank. The community ensures security of the funds.

At the beginning of the plan, Councils' have taken the initiative to orient School Committees on management of funds and running of schools. Seminars were conducted for Head Teachers on keeping books of accounts (elementary) while PMO - RALG was preparing training materials to train members of Councils who in turn will conduct training at school level.

Circular letters are sent to Local Authorities whenever funds are distributed to provide them with explanations. However, the problem of multiplicity of instructions, directives and transfer of funds from the centre to LGA's prevailed during implementation.

4.0 Key Achievements:

During the period of implementation some achievements were realised as follows:-

- ☛ More pupils were enrolled in standard One as compared before PEDP. However, the issue of age of enrolment in Standard I was confronted by resistance from some of the parents.
- ☛ The number of boys to girls enrolled in Standard I was more less the same as opposed to previous years where boys featured most

- ☛ Number of infrastructures constructed (classrooms, teachers houses, pit latrines, offices, stores) have increased tremendously.
- ☛ Community participation was beyond expectations especially in rural areas unlike in urban areas.
- ☛ In some areas, the community through their contributions (labor) managed to save some funds, which were used for building more classrooms, pit-latrines, teachers' houses, offices and fabrication of desks.
- ☛ The ratio of book: pupil has improved from 1:8 to 1:3 on average especially for Standard I-IV.
- ☛ Infrastructure in some schools has improved tremendously due to provision of capitation grant. By the use of the rehabilitation component for minor repairs some buildings have shown shape and new furniture have been acquired.

5.0 Key Lessons Learned

- People when mobilized, sensitized and assisted by the Government can perform successfully and attain targets;
- School Committees in collaboration with Village Governments managed and controlled funds disbursed to schools for the purposes intended;
- The abolition of school fees enabled many pupils to be enrolled to standard one;
- There are some places where PEDP is not well understood calling for IEC strengthening;
- Due to freezing of employment by the Government some trained teachers crossed to other employment;
- Where people worked as a group to accomplish their tasks some achievements were realized.

6.0 Challenges:

A number of obstacles were encountered during implementation, which needs to be addressed for smooth implementation in the following years in order to realise the targeted objectives. Some of those obstacles, which pose to be challenges, include: -

- ☂ Due to expansion on enrolment the problem of overcrowding of pupils in one classroom especially in urban areas still persist.
- ☂ Ability to absorb all school going age pupils in Standard I.
- ☂ Pupils aged 11-13 years were supposed to be enrolled for Complementary Basic Education Program (COBET). The program started late.
- ☂ Funds secured for implementation of the plan were not adequate. Earmarked activities could not be undertaken due to financial constraints.(provision of full capitation, construction of teacher houses, etc).
- ☂ In some localities the community were reluctant to contribute through physical participation on the basis that funds disbursed by the Government were enough. This called for vigorous campaign to enlighten them through the use of different means of media. The Information Education Communication (IEC) programs were reinforced and materials were distributed.
- ☂ Some teachers were reluctant to work in specific regions. In year 2002 the Government allocated 9,100 teachers to be recruited by Local authorities. Local Authorities managed to recruit about 83% of the target. Regions like Shinyanga, Kagera, Tabora and Rukwa are examples.
- ☂ Many schools do not have teacher houses, which could be an incentive for teachers to go and teach in remote areas.
- ☂ Ability of LGAs to inspect all schools to ensure funds are utilised properly and for the purposes intended.

- ☂ Availability of building materials especially during the rain season in some regions is a problem. Road infrastructure during rain season is not easily passable and this has an effect in the implementation.

7.0 Strategies:

To overcome some of the challenges posed the following strategies were employed:-

- ☂ Every level of implementation to participate fully and fulfil its commitments and obligations;
- ☂ Provide Regions and Local Authorities with some funds for monitoring implementation;
- ☂ Continue with the IEC campaign to create awareness among the public on their roles and responsibilities so as to create spirit of working together to address a common problem;
- ☂ Build more teacher houses in remote areas as an incentive to teachers who will be allocated in rural areas to teach;
- ☂ Frequent follow – ups by Local Authorities, Regions and the centre to ensure compliance;
- ☂ Undertake frequent auditing of funds at Council and school level
- ☂ Quarterly reporting on physical and financial to compare progress against target;
- ☂ To emphasise transparency and accountability among implementers especially at school level by providing right, timely and accurate reports and information.