



**USAID/Tanzania Education Strategy
for
Improving the Quality of Education**

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USAID/Tanzania Strategy for Improving the Quality of Education

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List of Acronyms

ADB	African Development Bank
AEI	African Education Initiative
AEI – AGSP	African Education Initiative Ambassador’s Girls Scholarship Program
AEI – TLMP	African Education Initiative Teaching and Learning Materials Program
AfDB	African Development Bank
AO	Assistance Objective
BADEA	Arab Bank for Economic Development in Africa
CIDA	Canadian International Development Agency
DFID	U.K. Department for International Development
DPG	Development Partners Group
EFA	Education for All
EGRA	Early Grade Reading Assessment
EGMA	Early Grade Mathematics Assessment
EMIS	Education Management Information System
ESDC	Education Sector Development Committee
ESDP	Education Sector Development Program
FY	Fiscal Year
GBS	General Budget Support
GoT	Government of Tanzania
GoZ	Government of Zanzibar
HICD	Human and Institutional Capacity Development
HIV/AIDS	Human Immune Deficiency Virus/Acquired Immune Deficiency Syndrome
ICT	Information and Communications Technologies
ILO	International Labor Organization
IR	Intermediate Results
JAST	Joint Assistance Strategy for Tanzania
MKUKUTA	Kiswahili name for NSGRP
MKUZA	Kiswahili name for ZSGRP
MoEVT	Ministry of Education and Vocational Training
NSGRP	National Strategy for Growth and Reduction of Poverty
NTRC	National Teachers Resource Center
OGAC	Office of the U.S. Global AIDS Coordinator
PEPFAR	U.S. President’s Emergency Plan for AIDS Relief
PSLE	Primary School Leaving Examination
RF	Results Framework
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SIDA	Swedish International Development Agency
SMC	School Management Committee
TC	Teacher Center (Zanzibar)
TRC	Teacher Resource Center (mainland Tanzania)
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNICEF	United Nations Children’s Fund
USAID	United States Agency for International Development
WEO	Ward Education Officer
ZEDP	Zanzibar Education Development Programme

A. Assistance Objective

USAID/Tanzania's Education Assistance Objective (AO) is "Improved lower primary education for higher achievement in reading, mathematics, and science." Two intermediate results (IRs) are incorporated in the results framework (RF) to support accomplishment of this objective:

- Strengthened professional development and resource support for schools to improve instruction in reading, mathematics, and science, and
- Strengthened policies, information, and management related to reading mathematics, and science instruction

This AO addresses core issues in educational quality and focuses limited resources on system elements that are established and potentially widely influential in laying the knowledge and skills foundation for life-long learning. Although the education systems of Tanzania have many needs, this AO targets the lower primary levels and emphasizes specific accomplishments in reading, mathematics, and science. In addition to the specification of the level and content/skill areas, the attention is centered on low performing regions in Zanzibar and in mainland Tanzania, and builds on prior USAID education activities in these regions. This objective is fundamental to improve the quality of education in Tanzania and it complements the many development activities that are ongoing through Ministry and donor assistance.

B. Situation Analysis

The education systems of Tanzania have absorbed substantial increases in enrollment in a concerted effort to provide universal access. In mainland Tanzania, primary net enrollment rates have increased from 59 percent in 2000 to 97 percent in 2008, and the enrollment numbers have increased about 17 percent over a three year period.¹ Girls' enrollment is very close to parity with boys' enrollment at all primary education levels. In Zanzibar, primary net enrollment is nearly 80 percent, with gender parity achieved. Despite these successes, repetition and dropout rates remain high, completion rates remain low, and large disparities in education provision and student performance persist. The highest repetition and drop out rates at the primary level occur between Standards IV-V (repetition rate of 8.3 percent and drop out rate of 7.5 percent).² In 2008, 65 percent of the original cohort enrolled in Standard I in 2002 had continued on to Standard VII.³ The net enrollment rate for secondary education is 24.4 percent, and the gross enrollment rate for tertiary education is 1.4 percent.

In general, educational attainment and performance varies by gender, region, and socioeconomic status where boys from wealthier households in urban areas in regions like Dar es Salaam and Kilimanjaro are more likely to attend and succeed in school. Data from household surveys indicate that those who pass through primary to secondary come from the top two quintiles of wealth. Girls are less likely to be in school than boys after about fourteen years of age. Cultural beliefs and customs, early pregnancy and early marriage are among the key factors for gender disparities in retention and completion. The highest level of education achieved by the majority of adults (in rural and urban areas alike) is primary. Adult literacy is 79.5 percent for men and 66.1 percent for women, approximately the same levels as in 2001, and illiteracy is highest for rural women (41 percent in 2000).⁴

Like other countries undergoing a rapid expansion of their education system, Tanzania is faced with challenges of capacity and education quality. Schools lack sufficient teaching and learning materials at all levels. Classrooms are overcrowded despite double or triple shifts. Forty percent of new primary pupils are over-age in mainland Tanzania and 66 percent in Zanzibar. Increased numbers and multiple age group classes require an effective teaching force to deal with the diversity and size. Yet, the majority of teachers lack adequate qualifications or training, particularly in subjects like science and mathematics. Existing human resources for education management are strained as decentralization has shifted responsibilities from the central to the district level. Recognizing the capacity issue, both mainland Tanzania and Zanzibar have moved to strengthen their resource centers, the institutions for technical support and professional development. These are placed amongst approximately 25 schools, although some may be very distant from the center.

Mainland Tanzania, with UNESCO, UNICEF and UNFPA assistance, has developed an Education Sector Management Information System (ESMIS) for basic education, but there is little academic information in the otherwise informative school status reports. The development and use of sector-wide information systems has been identified as a key area within the sector that requires improved systems and capacity building. Zanzibar, with UNESCO assistance, has developed an Education Management Information System (EMIS) which is challenged by a lack of quality information. The limited available data indicate a steady overall increase in the percentage of pupils who pass the Standard VII Primary School Leaving Examination (PSLE), from 22 percent in 2000 to 70.5 percent in 2006.⁵ Improvements can be attributed to national efforts to improve school buildings, teachers' styles and methods, and the supply of textbooks and learning materials. However, student performance in primary education is highly variable. In Zanzibar, less than 3 percent of Standard VI pupils performed at levels considered proficient and adequate for later learning on the most recent SACMEQ reading and mathematics assessments.⁶ In Mtwara, one of the lowest performing regions in mainland Tanzania, 65 percent of students passed the Standard IV primary school examination, and 41 percent of students passed the PSLE in 2007.⁷

Although Zanzibar and mainland Tanzania have separate education systems, they are both responding to their respective needs through sector-wide planning; and the recognition of the need for improved information, quality assurance mechanisms, and wide ranging capacity building. Each has achieved remarkable success in expansion, and currently aspires to develop education systems that will develop human capital to boost economic growth and eliminate poverty. Mainland Tanzania's Education Sector Development Program (ESDP) supports the National Strategy for Growth and Poverty Reduction (MKUKUTA) education goal of ensuring equitable access to quality primary and secondary education for boys and girls, universal literacy among men and women and expansion of higher, technical and vocational education. Zanzibar's Education Development Program (ZEDP) supports the National Strategy for Growth and Poverty Reduction (MKUZA) education goal of ensuring equitable access to demand driven quality education, which is gender and environmentally responsive.

The education sector in mainland Tanzania is coordinated by the Ministry of Education and Vocational Training (MoEVT) through the Education Sector Development Committee (ESDC). Roles have been defined according to the Joint Assistance Strategy for Tanzania (JAST), in the

spirit of the Paris Declaration on Aid Effectiveness (2005), to contribute to the implementation of MKUKUTA education objectives, Education for All (EFA) targets, and the ESDP. In addition to USAID, other donors in the Education Development Partners' Group (DPG) and their focus areas include: AfDB (vocational education and training); CIDA (education sector reform); DFID (education sector reform) European Commission (education sector reform and institutional capacity building); Finland (inclusive education); France (education sector reform); Germany (HIV/AIDS and life skills education); ILO (child labor); Norway (higher education and research); SIDA (education sector reform); UNESCO (EMIS, capacity building); UNICEF (basic education and life skills, teacher training); and World Bank (education sector reform). The preferred and dominant funding modality is General Budget Support (GBS) to finance the national educational development agenda.

Besides USAID, principal donors and lenders in the education sector in Zanzibar include the World Bank (secondary education); the Arab Bank for Economic Development in Africa (BADEA) (secondary education); the African Development Bank (ADB) (vocational training); SIDA (education sector support); and UNICEF (basic education and life skills).

C. Prior USAID Experience

Prior USAID/Tanzania investments in education were limited in funding but broad-based in scope. Activities addressed access for marginalized populations, girls' education, adult literacy, inclusive education, early childhood education, primary education, secondary education, and teacher training. The achievements of the individual activities contributed to: increased access for many vulnerable groups; improved school readiness of pre-primary pupils; improved classroom instruction via interactive radio curriculum; increased availability of learning materials in English, mathematics, and science; increased community support for education, especially at the pre-primary level in Zanzibar; and increased capacity of Teacher Resource Centers (TRCs) in mainland Tanzania and Teacher Centers (TCs) in Zanzibar to provide professional development. Activity performance reports indicate considerable benefits from the revitalization of TRCs and TCs. For example USAID-supported TRCs/TCs have been transformed to become central points for teaching and learning activities for teachers and students. The systemic approach involved Regional Education Officers, District Education Officers, TRC/TC Coordinators, head teachers, students, school management committees and village council members in the planning, developing, implementing, monitoring and sustaining of teaching and learning environments. As a result, schools in the cluster served by the Libobe TRC in Mtwara District have seen increased attendance and decreased truancy.

Tanzania also received support from the centrally-funded Africa Education Initiative (AEI). The AEI Textbooks and Learning Program (TLMP) provided science and mathematics textbooks to secondary schools, resulting in a student to textbook ratio of 1:1 for the first time in the history of Zanzibar. The AEI Ambassador's Girls Scholarship Program (AGSP) provided scholarship packages and mentoring for girls in primary and secondary education among several mainland Tanzania Districts: Dar es Salaam, Iringa Rural, Kondoa, Mufindi, Arusha, and Tanga and both islands of Zanzibar.

USAID's basic education programs have generally involved one or more of four broad approaches: (1) promoting policy reform; (2) building institutional capacity; (3) improving

educational practices at the classroom level; and (4) promoting community participation. USAID's comparative advantage is often said to be its flexible, project-based approach which utilizes implementing partners to engage in innovative, catalytic, and results-based activities. For example, USAID/Tanzania's interactive radio instruction activity successfully demonstrated a model for reaching hard-to-reach children in pre-primary and lower primary education.

D. Consultative Process

The USAID/Tanzania Education Team consults with the donor partners and stakeholders on a regular basis. The recent consultations by the Education Strategy Development Team were to highlight the development of a complementary strategy for the Mission investments, and involved: (1) the MoEVTs in mainland Tanzania and Zanzibar; (2) local government education authorities, such as the Regional Education Officers, District Education Officers, Teacher Resource Centers/Teacher Centers, and University staff; (3) the Education Development Partners Group (DPG); (4) USAID and USG staff; and (5) community members, such as school management committees, teachers, and parents. The list of the people interviewed is attached in Annex A. The schedule of the meetings is listed in Annex B.

E. Development Hypothesis and Results Framework

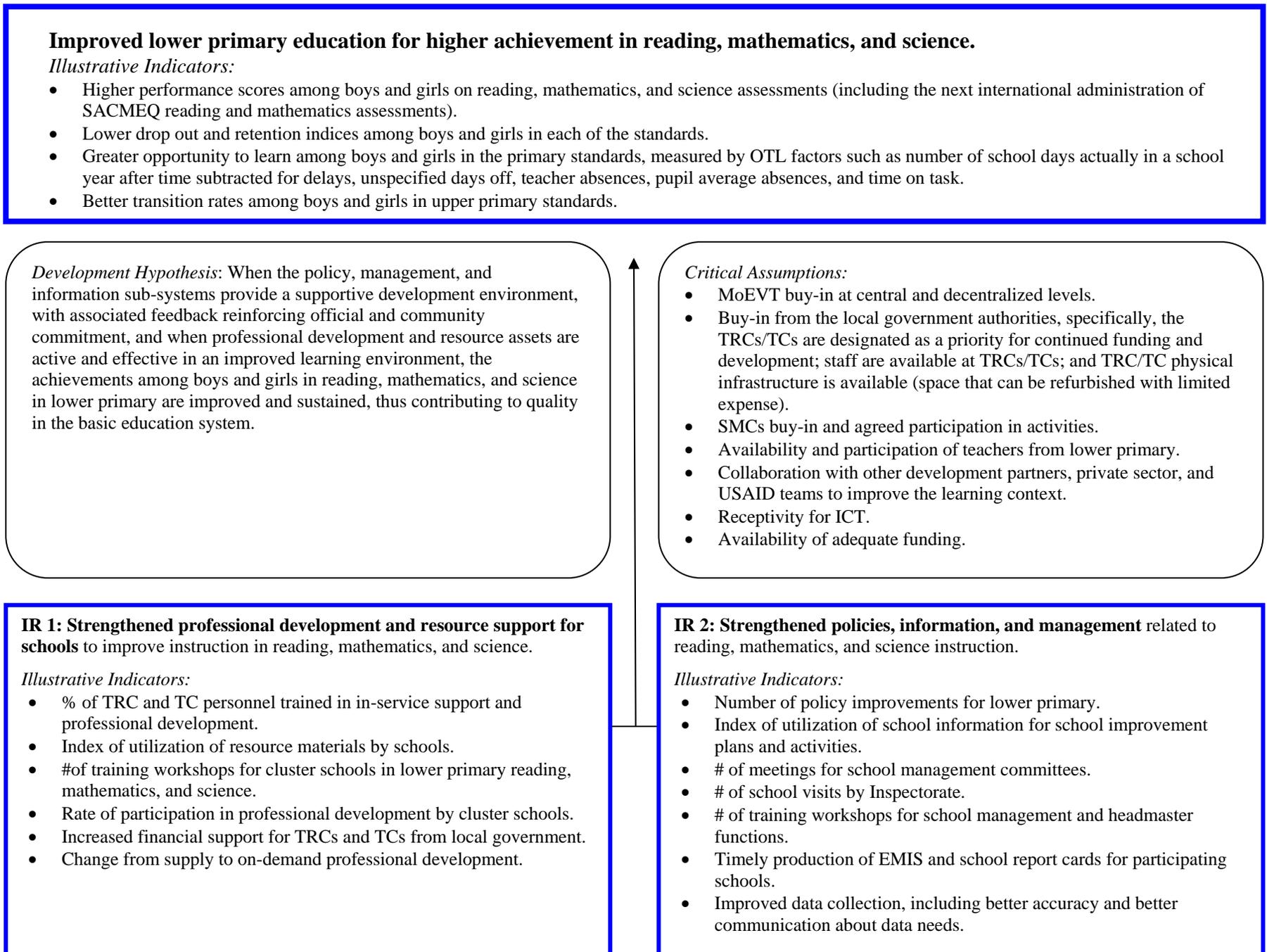
The development hypothesis links *quality development* with *quality assurance*. When the policy, management, and information sub-systems provide a supportive development environment, with associated feedback reinforcing official and community commitment, and when professional development and resource assets are active and effective in an improved learning environment, the achievements in reading, mathematics, and science in lower primary are improved and sustained, thus contributing to quality in the basic education system.

Quality development is reflected in IR1, where professional development and resource support improve instruction in the fundamental skill and knowledge areas of reading, mathematics, and science. Poor school participation and performance in upper grades can be traced to poor mastery of the fundamental skills of literacy and numeracy in lower grades. Children who do not learn to read in the first few grades are more likely to repeat and eventually drop out. A strong foundation in mathematics during the early grades is crucial for success in mathematics in the later years. Literacy and numeracy are fundamental to the educational process while science reflects the linkage of these skills to life and the environment. If strong foundation skills are not acquired early on, gaps in learning outcomes between students grow larger over time.

Quality assurance is reflected in IR2, where the policy, management, and information domains are strengthened to assure an adequate context for quality development. IR2 addresses the systemic aspects essential to the sustainability and impact of education reform.

The Results Framework is provided in Figure 1, with illustrative indicators to reflect an improved learning environment and the associated results accrued in reading, mathematics, and science.

Figure 1. Results Framework for Education



F. Geographic Coverage

Attention is centered on low performing regions and builds on prior USAID education activities in these regions. USAID/Tanzania intends to initially focus education support primarily in Mtwara in mainland Tanzania, and Unguja and Pemba Islands in Zanzibar.

G. Intermediate Results

The Intermediate Results reflect a two-pronged approach to improve lower primary education for higher achievement in reading, mathematics, and science. The first strengthens the existing mechanisms for professional development and resource support for schools through the TRCs in mainland Tanzania and the TCs in Zanzibar, complementing the work of the World Bank, UNICEF, UNESCO, and ASER/UWEZO. The second approach links the professional development program to related policies and information, building on the work of UNESCO in EMIS and complementing the Education DPG's master plan.

IR 1: Strengthened professional development and resource support for schools to improve instruction in reading, mathematics, and science.

IR1 addresses the immediate and long-term needs of a decentralized network in Zanzibar and Mtwara for professional development, and complements government efforts to produce a qualified teaching cadre with localized guidance and support for schools and teachers. Attention to Zanzibar and Mtwara is predicated on prior experience, the special needs of these groups, and the possibility to use this work as models for other expanded investments over time.

TRCs and TCs are key for reform – they provide teachers and trainers with information, data, communication, professional support, guidance, and advice.⁸ These centers are or can be viable, sustainable institutions with legal status, staffing, experience, and a record of some accomplishment. They have contributed to skills upgrading and continued development in their regions, although with mixed effectiveness due to their limited capacity and resources. Bringing them up to a higher level of effectiveness would benefit the entire cluster of schools that they each serve.

In mainland Tanzania, many TRCs are active but subject to resource constraints determined by the local government authorities. There are 28 TRCs in Mtwara, with varying degrees of capacity. In Zanzibar, the TCs have been active and of growing effectiveness, assisted by USAID/Tanzania activities on the islands. There are 9 centers; they are all operating and organized under a National Teachers Resource Center (NTRC) that trains the center personnel, provides additional assistance, and develops materials and supporting resources. All of Zanzibar's TCs have the Internet, and they are experimenting with distance learning for teacher professional development.

The strategy will initially focus on TRC/TC-based capacity building of official entities, like the Ward Education Officer (WEO), who has an ambiguous advisory role in the process, and by the

School Management Committees (SMCs), which have been activated and effective in only some targeted cases. In subsequent stages, the strategy will target lower primary school teachers in the communities served by the TRCs/TCs to improve instruction in reading, mathematics, and science. As a necessary component to improved instructor subject mastery and pedagogy, teaching and learning materials for both students and teachers will be provided. Additionally, if ICT investments become available, the scale of impact may increase. TRCs/TCs could reach out to schools and communities providing additional net-based resources, broadened professional development opportunities through online learning, and overall increased capacity for the TRCs/TCs as learning hubs.

Illustrative Indicators:

- Percent of TRC and TC personnel (i.e. coordinators, subject advisors, and facilitators) trained in in-service support and professional development. This is a proxy indicator, disaggregated by gender, for the improvement of teaching in the region supported by the resource center. Training the center personnel, with special emphasis on reading, mathematics, and science at the lower primary, will enable them to carry out professional development activities with local schools.
- Index of utilization of resource materials by schools. The activation of the resource centers will also result in the need and development for local materials and resources for their local context. To the extent that the centers meet this need, schools will have a better chance of providing better quality education.
- Number of training workshops disaggregated by gender for teachers and administrators from cluster schools in lower primary reading, mathematics, and science.⁹ At the lower primary level, the focus is on these fundamental skills and content knowledge bases. The number of training sessions is a proxy for such improvements, although classroom observations may be useful to supplement this indicator when possible.
- Rate of participation in professional development by cluster schools. For workshops, expertise may be brought in from other locations or internationally, or it can be recruited from within the cluster or across clusters. If schools face similar problems, some will find answers and be available to advise others. Also, specific expertise may be available in some schools that can be made available to other schools. Although this would normally occur through workshops, there is a chance that other mechanisms may be used and this indicator should reflect all those development activities. Professional development entails all relevant experiences that contribute to an independent professional teacher.
- Increased financial support for TRCs and TCs from local government authorities. Although staff is appointed, finances appear to be an issue. Staff are dependent on local finance from their regional and local government authorities. They have not fared well given competing priorities. If they can build a better case and demonstrate effectiveness, then perhaps community and local pressure can be asserted to improve the financial base for sustainability.
- Change from supply-driven to on-demand professional development. Centrally supplied professional development is usually ill timed or irrelevant. Given the diverse situations and many stresses on the system, teachers will need focused support and immediate

attention. Local centers are better placed to provide assistance, particularly if they work with their schools to share available talent and with other centers to use less available talent that can be traded across regions. The idea is to provide timely and relevant support, as well as continuing professional development. Central agencies can provide the kind of general upgrading that is always required and more generally useful.

Illustrative Activities:

- Professional development support to upgrade and enhance the skills of TRC/TC personnel.
- Professional development support to upgrade and enhance the skills of primary school teachers in cluster schools around TRCs/TCs, which will include pedagogical techniques that influence gender dynamics in the classroom. Training workshops and materials could also include HIV prevention curricula, life skills education, and HIV/AIDS guidance and counseling handbooks in regions of high HIV/AIDS prevalence.
- Materials and resource provision for enhanced TRCs/TCs. Create a clearinghouse of resources, providing curriculum-linked enrichment material to enhance learning outcomes and enable a broader and more flexible range of high quality learning resources for remediation and advancement. Include small-scale infrastructure refurbishment and improvement where necessary to create a productive learning environment.
- ICT capacity developed in the TRCs/TCs to promote blended learning possibilities and enhance materials and resource availability. If ICT is possible in the school cluster then this presents opportunities for distance learning (e.g., iPods currently in use, radio instruction and training, computer Internet links).
- Reading materials and lending libraries or mobile libraries developed to increase reading opportunities for students. Mathematics and science subjects would also benefit from games and supplementary materials.

IR 2: Strengthened policies, information, and management related to reading, mathematics, and science instruction.

The other component of school quality is quality assurance. This IR refers to the policy environment that sets the parameters of responsibility and action for education quality. It deals with information and policy at the macro scale and information and management at the micro school improvement level. Although the emphasis here is on school management and its constituents (i.e. headmaster, teachers, school management committees), the other components feature in various requirements and actions that assure quality in targeted areas, such as reading, mathematics, and science. At the central level, this specifically refers to ensuring that EMIS informs ongoing policy reform, and that the emphasis on basic knowledge and skills be reinforced by a supportive policy environment. The basic education system depicts more technically *de-concentration* rather than *decentralization*, because finance and authority still reside centrally. Accordingly, the stream of information flow and communication must be efficient and productive to inform the various levels of needs, requirements, and activities because they all feature in any improvement. At the regional level, this entails better information

for comparative assessments, constructive leadership and guidance through effective policies and regulations, and responsiveness and consistent support for professional development for schools. At the school level, this entails effective management of the school, including capacitating of school management committees, creative leadership of the instructional program, supervision of instructional time and content, effective participation by teachers and pupils in the determination of and provision for the professional development needs of the school, and increased accountability to improve school quality.

UNESCO has assisted the MoEVT in mainland Tanzania and in Zanzibar in developing an EMIS. In both cases, data accuracy is problematic but improving in those areas where the TRCs/TCs are active. There are two key aspects of the EMIS that need attention: (1) the addition of continuous assessment indicators, such as the new USAID-supported Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA), and other pupil information that would add to the value of the EMIS information for planning and strategy development; and (2) the addition of school report card data that provides comparative and management information for school improvement. The use of EMIS to create time series results used for central planning has been initiated under the Education Sector Review. This review includes formal indicators as well as public forums and interagency dialogue within the sector. A USAID/Tanzania focus on EGRA and EGMA for EMIS and school improvement planning will complement the Ministries' efforts and further strengthen ongoing policy reform.

However, having better information is only part of the aim. The information must be accurate, gender disaggregate, timely, and well used in policy development and reform. Improved utilization of information is underway in mainland Tanzania through assistance and support to the sector by the Education DPG, but Zanzibar has only limited support in this area. Supporting the existing technical committees, policy groups, and providing technical assistance to train local officials and managers in the use of the assessment information will further enhance capacity at both the local capacity and central level.

The basic education system, provided with accurate, gender disaggregated, and timely information at all levels, also needs to be effectively managed. The MoEVTs' operational plans should be evidence-based, and subject to continued monitoring and evaluation. Through training and capacity building at key points along the chain of de-concentration, USAID/Tanzania will leverage its national-level EMIS support in target areas. Focusing on support for the management of zonal, regional, district, and school activities in Zanzibar and Mtwara, quality development components will be targeted for improvement. Those components include: District Education Offices (DEOs), the School Inspectorate, and school management committees.

The most established local education authority, the District Education Offices, are the parallel management and accountability components to the support components of the TRCs/TCs. Accountability and evaluation are important contributors to quality assurance and provide needed feedback to the quality development side of the process. School improvement requires adequate support, mechanisms for evaluation and feedback, and good communication for better local planning and operations implementation.

Another integral piece of the education management system is the School Inspectorate. It is the official review agency for the Ministries; it needs resources and upgrading to meet the needs of

the high quality system Tanzania hopes to create. Some support to the Inspectorate and school management is provided through UNICEF, and they welcome a partnership to improve the management stream of the basic education system.

The SMCs are important additions to the school improvement process at the local level. SMCs that have been trained could benefit from ongoing training, particularly in light of the GoT and GoZ education sector plans. SMCs' work should be reviewed, and their roles, functions, and capacity improved to strengthen the sector's school-level management capacity.

Illustrative Indicators:

- Number of policy improvements for lower primary. This would be disaggregated by system with information from mainland Tanzania and from Zanzibar. Their policy environments are very different; even their structures are different. Therefore the comparison of policies may not be illuminative but the history and trends within each system will be very important to the determination of quality and its maintenance.
- Index of utilization of school information for school improvement plans and activities. The Inspectorate on mainland Tanzania is well aware of the EMIS data and keeps tabs on local school statistics. Because they remain decoupled due to resource constraints they are not always able to ensure that the data are well utilized in the school improvement process. It is also through the Inspectorate that an accountability system is developed to provide monitoring guidance for school improvement plans.
- Number of meetings for school management committees. This is a proxy measure for effectiveness. If trained, then increased meetings and information sharing should lead to more involvement and mutual understanding on issues and resolutions affecting performance among boys and girls. In resource poor environments, communities should be involved in priority decisions and their skills and local resources may be important supplements to formal provisions and capacity.
- Number of school visits by Inspectorate. This is limited due to resource constraints within the District Education Offices. In Zanzibar the district personnel have little influence in the system and are not functioning as monitors and guides in the quality assurance process. In mainland Tanzania, the local government authorities are not adequately funding inspection and monitoring activities. If school visits increase, it will reflect more activity on the quality assurance side of the equation and indicate more priority given to school improvement in the local government decisions.
- Number of training workshops for school management and headmaster functions. Leadership can emerge from any level, but adequate management must be in place as well to ensure supervision and administration of the schooling process. A good headmaster can change the environment of a school and influence improvements in motivation and creativity, even in difficult circumstances. This is a proxy indicator for improved school management.
- Timely production of EMIS and school report cards for participating schools in Mtwara and Zanzibar. These regions could benefit from assistance to better plan school improvements in highly constrained contexts. Disaggregated information becomes all the more important to determine priorities and monitor progress.

- Improved collection of gender disaggregated data, including better accuracy and better communication about data needs. Data quality has improved in many areas, but again the southern coastal region of mainland Tanzania and the islands of Zanzibar remain subject to low capacity and inefficient procedures. The development of the TRCs and TCs should assist in the improvement of the information available both centrally and locally.

Illustrative Activities:

- Development of School Report Cards that focus on schools and their improvement. Within these reports, numerous indicators are required that characterize the performance of the schools, and dialogue processes that utilize the information for the creation and monitoring of school improvement plans.
- Development of the quality assurance process for the Inspectorate. Improve the assessment procedures, their ease of use and regularity of use in self-studies, and their verification through site visits. Schools and communities need to reflect on their schooling performance for boys and girls in order to develop better strategies and to ensure that plans are implemented and remain appropriate.
- Build on the EMIS work of UNESCO in mainland Tanzania and in Zanzibar. Consider the possibility of developing a pilot managed learning environment or at least some version of this within the capabilities of the context.¹⁰
- Professional development support to upgrade and enhance the personnel of the Inspectorate and school management.
- Development of Monitoring and Evaluation processes to monitor the development of the quality development and quality assurance sub-systems in terms of eventual academic performance of boys and girls. Improve M &E to undertake more rigorous monitoring and evaluation activities for all programming, but particularly to better target interventions.

H. Cross-Cutting Issues

Gender: Per USAID regulations, gender considerations are integrated into all aspects of this AO and gender analyses will be applied to all activities. The results achieved under this AO will ultimately affect the achievement of lower primary students, both boys and girls, in reading, mathematics, and science. As noted earlier, poor school participation and performance at higher levels of education can be traced to poor mastery of the fundamental skills of literacy and numeracy. Since girls do not perform as well as boys on the PSLE and are less likely to attend secondary school, the relative status of girls will be more positively affected by the proposed results. The AO may also include scholarships for boys and girls, which address the impact of poverty on school attendance and performance, especially for girls who are more likely to be kept home to assist with domestic duties. Lastly, gender sensitization may be included as part of professional development activities for teachers, TRC/TC personnel, and SMCs.

HIV/AIDS: USAID and the Office of the U.S. Global AIDS Coordinator (OGAC) recognize that wraparound programs between the U.S. President's Emergency Plan for AIDS Relief (PEPFAR) and USAID programs that reduce the transmission and impact of HIV/AIDS through effective

multi-sectoral responses are central to winning the global fight against the pandemic. This AO intends to leverage USG resources to provide comprehensive services in HIV/AIDS affected regions where education projects are implemented. Collaboration between HIV/AIDS work and the activities to be carried out under this AO is important and mutually beneficial to ensure that children affected by AIDS have access to education, schools are a safe resource center for these children, and teachers and administrators have the support required to address the impacts of HIV/AIDS. In the area of HIV prevention, several USAID/Tanzania partners currently work with the MoEVT and wraparound activities could complement the new education AO. Examples include: addressing gender-based violence and “safe schools” issues, particular at the early ages where attitudes and behaviors are formed; addressing issues around transactional and cross-generational sex in schools, e.g. between students and teachers; and integrating gender norms/HIV prevention curricula into teacher training and the classroom. These activities can contribute to addressing issues of pregnancy and school drop-outs, which are especially relevant for girls at the advanced stages of primary education.

Public-Private Partnerships: USAID has successfully partnered with the private sector in recent years and Tanzania presents a strong opportunity to continue these efforts. For example, this AO has the potential to partner with ICT companies to address the issue of limited finances and technical capacity in the area of EMIS. USAID/Tanzania could also partner with other donors who are active in the technical areas proposed in this AO. Overall, public-private partnerships will be an active component of USAID/Tanzania’s approach under the new AO.

Human and Institutional Capacity Development (HICD): USAID’s policy states that a country’s human and institutional capacity must be determined during program/project design and integrated into implementation to help ensure a high rate of return on U.S. assistance investments. A preliminary assessment was conducted, which revealed multiple human and institutional weaknesses that could limit the intended development impact of this AO. Capacity building at the human and government institution levels is the primary focus of the AO and the proposed program includes strategies, such as demand-driven professional development and inspectorate strengthening, to directly address and mitigate the anticipated effects of several of the key weaknesses identified. Additionally, potential capacity constraints of local non-state actors, in particular local implementing partners, could limit the intended development impact of this AO. The Agency will help address and/or mitigate the weaknesses associated with local implementing partners by incorporating an HICD approach at the activity level. For each new activity that involves a local implementing partner, the most significant HICD issues will be outlined for consideration during activity implementation. If deemed appropriate, an action plan will be developed and implemented to address the key issues. This will help build the necessary organizational and technical capacities to effectively carry out USAID funded activities in the short and long-term. In addition, these steps will help the Mission achieve its goal of working with and building the capacity of local non-state actors.

Water Supply, Sanitation and Hygiene (WSH): There is evidence to show that effective school water supply, sanitation and hygiene is associated with positive outcomes in education. Implementing WSH activities at cluster schools surrounding targeted TRCs/TCs by the new education AO could enhance the program’s development impact by improving the overall learning environment; decreasing the negative impact on participation and performance caused

by basic illnesses associated with unsafe water supplies, poor sanitation services, and poor hygiene practices; reducing obstacles for girls' participation in primary education; and improving teacher retention. USAID/Tanzania will continue to explore these linkages and the possibility of leveraging WSH activities to achieve desired education goals.

I. Sustainability

USAID/Tanzania combines local interventions that enhance school quality with systemic informational needs and policy development, to increase the likelihood of long-term impact. Both the quality development and the quality assurance (TRCs/TCs and the Inspectorate) streams represent efficient investments for system improvements. Their roles make them pivotal components of a higher quality basic education program, both in the short-term and long-term, which can be leveraged to vastly broaden the reach of USAID/Tanzania's investments.

The legal framework for the TRCs/TCs is in place. Districts budget funds for TRC/TC staff, though retention is a challenge, and infrastructure is established in many TRCs/TCs, though to varying degrees. Although TRCs/TCs have figured prominently in some development activities, they have not received continued support through the decentralized finance system of local government. If they can be shown to represent significant benefits to the communities, then perhaps public support and a record of accomplishment will raise their visibility and usefulness to increase the priority to fund them over the long-term.

The corresponding focus on quality assurance is also based, in many ways, on quality development through the activation of the existing and functional sub-system of the Inspectorate. The Inspectorate, operating at varying levels of effectiveness, presently plays an important role as the official review agency for the Ministries, providing assistance, monitoring problems and developing local solutions.

J. Resource Requirements and Timeframe

The total program budget is estimated at \$10 million per year subject to availability of funds, with additional resources provided if there is success in building public-private partnerships, particularly in the areas of ICT and EMIS. The total strategy cycle is five years from FY2009 – FY2013.

Annex A – List of Interviews

Affiliation	Name	Title (where available)
Aga Khan Foundation	Altaaf Hasham	Executive Officer
Aga Khan Foundation	Khamis Said	Liaison Officer
Aga Khan University	Professor Iffat Farah	Professor and Associate Director
DFID	Tanya Zebroff	Education and Social Sector Advisor
EDC	Emily Morris	Chief of Party, RISE Project
Embassy of Sweden	Anders Frankenberg	First Secretary, Education Advisor
GTZ	Heinrich Heinrichs	Senior Advisor on Reproductive Health and HIV/AIDS Education
High Commission of Canada	Corey Huntington	First Secretary (Development)
Libobe Primary School, Mtwara	Masoudd Lichehe	Head Teacher, TRC
Libobe Primary School, Mtwara	Sauda G. Mzoba	Mathematics Teacher
MoEVT Mainland	Oliver P. Mhaiki	Deputy Permanent Secretary
MoEVT Mainland	S.M. Gesimba	Deputy Permanent Secretary
MoETV, Mainland	G. R. Mbunda	Director, Policy and Planning
MoEVT Mainland	J. Senzighe	Policy and Planning Officer
MoEVT Mainland	C. W. Philemon	Assistant Director, Secondary
MoEVT Mainland	Dorothy A. Mwaluko	Secondary Education
MoEVT Mainland	E. G. Ntukamazina	Director, Primary Education
MoEVT, Mtwara	Hamisi H. Namiselenu	Acting District Education Officer
MoEVT, Mtwara	Leah P. Mrope	Acting District Education Officer
MoEVT, Mtwara	Saidi M. Nanjayo	Acting District Education Officer
MoEVT, Mtwara	Peter E. Fussi	Acting Regional Education Officer, Mtwara
MoEVT, Mtwara	Rajabu Saldi	Assistant Regional Academic Officer
MoEVT, Mtwara	Angelina Makwaya	District Education Officer
MoEVT, Mtwara	Said I. Dihundo	Municipal Chief Inspector of Schools
MoEVT, Mtwara	Eddie Mbelle	Municipal Education Officer

Affiliation	Name	Title (where available)
MoEVT, Mtwara	Philibert A. Z. Ngairo	Zonal Chief, Inspector of Schools for Lindi and Mtwara
MoEVT Zanzibar	Abdulhamid Mzee	Permanent Secretary
MoEVT Zanzibar	Abdulla Mzee Abdulla	Deputy Permanent Secretary
MoEVT Zanzibar	Maryam Yusuf	Commissioner of Education
MoEVT Zanzibar	Mwanaidi Abdalla	Deputy Permanent Secretary
National Teachers Resource Center, Zanzibar	Shaaban Maalimu Mohamed	Director
National Teachers Resource Center, Zanzibar	Fatima Khamis Bakari	Head teacher Education
National Teachers Resource Center, Zanzibar	Selemani Juma Mgunya	In-service Training
National Teachers Resource Center, Zanzibar	Othmamn Juma Maalimu	Head of TCS
Namuhi Primary School, Mtwara	Rukia Nandonde	Head teacher
Namuhi Primary School, Mtwara	Ali O. Abdala	Primary School Teacher
Namuhi Primary School, Mtwara	Shaiziri Chipanganya	Primary School Teacher
Namuhi Primary School, Mtwara	Musa Sadala	Primary School Teacher
NECTA	Registrar and Education Officer	Registrar and Education Officer
School Management Committee, Mtwara	Abdallah A. Batili	Member
School Management Committee, Mtwara	Mohamed Y. Mnyuno	Member
School Management Committee, Mtwara	Shaibu H. Mkulala	Member
School Management Committee, Mtwara	Hamis H. Gaba	Chairman
School Management Committee, Mtwara	Salum Mpehoti	Member/ Msingi Primary
School Management Committee, Mtwara	Bakari Kuhanja	Teacher
School Management Committee, Mtwara	Sharifa S. Mnape	Teacher
School Management	Hawa Ndale	Teacher

Affiliation	Name	Title (where available)
Committee, Mtwara		
School Management Committee, Mtwara	Selemani Chindiuka	Member/ Kamati Committee
School Management Committee, Mtwara	Ally Cgugubae	Member, Kamati Committee
School Management Committee, Mtwara	Chibwana Hassan	Mwalimu teacher
State University of Zanzibar	Abdullah Ismail Kanduru	Registrar
State University of Zanzibar	Zulekha Khamis	Dean S/Ed. Arts and Science
State University of Zanzibar	Bakari A. Salima	Director ICE/ICT Lecturer
State University of Zanzibar	Hassan Simba Hassan	Public Relations Officer
Tanzanian Education Authority	Elizabeth S. Mkoba	Information Technology Manager
Tanzanian Education Authority	Seif K. Mohamed	Director of Mobilisation, Acquisition of Resources
Tanzanian Education Authority	Slyvia Lupembe	Information, Communication, Education Manager
TAP Project - Kiembesamaki TC	Ali Haji Ameir	TC Coordinator
TAP Project - Kiembesamaki TC	Hussein Faki	TAP Project Director
TAP Project - Kiembesamaki TC	Aboud Salim	TAP M&E Officer
TAP Project - Kiembesamaki TC	Christine Okurut	Aga Khan Foundation (East Africa)
TAP Project - Kiembesamaki TC	Daudi Kweba	M&E Officer, CREATE
TAP Project - Kiembesamaki TC	Rufino Jamilano	Program Officer, CREATE
TAP Project - Kiembesamaki TC	Khamis Said	Aga Khan Foundation Liaison Officer
TAP Project - Kiembesamaki TC	Maulid O. Hamad	TC Advisor
TAP Project - Kiembesamaki TC	Barbara Toyee-Welsh	Chief of Party, CREATE
UNESCO	Criana Connal	UIS Regional Advisor
UNICEF	Jim Ackers	Chief, Basic Education and Life Skills

Affiliation	Name	Title (where available)
US DOD	Deborah Haller	CJTF-HOA
US Embassy	Jeffrey Salaiz	First Secretary, Public Affairs
USAID/Tanzania	Maggie Hiza	Acting DG/ED Team Leader
USAID/Tanzania	Patrick McElroy	Education Field Agent
USAID/Tanzania	Tom Crubaugh	USAID Program Officer
USAID/Tanzania	Kenneth Luephang	USAID Contracting Officer
USAID/Tanzania	Julia Henn	Senior HIV/AIDS Technical Advisor
USAID/Tanzania	Laura Skolnik	Senior Advisor, HIV/AIDS Prevention
USAID/Tanzania	Robert Cunnane	USAID Mission Director
Utende Pimary School, Mtwara	Mariam Chikote	Head teacher
Utende Pimary School, Mtwara	Msimu Mohamed	Vice Head teacher
Utende Pimary School, Mtwara	Awadhi Said Twalibu	Chairman, Pre-School Board
Utende Pimary School, Mtwara	Abduderehmani Mkavilima	Chairman, Primary School Board
Utende Pimary School, Mtwara	Bella Mtanjile	Pre-School Teacher
World Bank	Rest B. Lasway	Senior Education Specialist

Annex B – Schedule of Meetings for the Education Strategy Development Team

Day 1: Saturday, March 21: Depart USA (En Route)
Day 2: Sunday, March 22: Arrive Dar es Salaam (En Route) Hotel: Kilimanjaro Hotel Kempinski
Day 3: Monday, March 23: Dar es Salaam (Stakeholder Consultations) Hotel: Kilimanjaro Hotel Kempinski
Day 4: Tuesday, March 24: Dar es Salaam (Stakeholder Consultations) Hotel: Kilimanjaro Hotel Kempinski
Day 5: Wednesday, March 25: Dar es Salaam (Stakeholder Consultations) Hotel: Kilimanjaro Hotel Kempinski
Day 6: Thursday, March 26: Dar es Salaam/Mtwara (Stakeholder Consultations) Hotel: Old Boma Hotel
Day 7: Friday, March 27: Mtwara (Stakeholder Consultations) Hotel: Old Boma Hotel
Day 8: Saturday, March 28: Mtwara/Dar es Salaam (Stakeholder Consultations) Hotel: Kilimanjaro Hotel Kempinski
Day 8-11: Monday, March 28: Dar es Salaam/Unguja (Stakeholder Consultations) Hotel: Zanzibar Serena Inn
Day 12: Thursday, April 2: Dar es Salaam (Stakeholder Consultations) Hotel: Kilimanjaro Hotel Kempinski
Day 13: Friday, April 3: Dar es Salaam (Stakeholder Consultations/ En Route) Hotel: Kilimanjaro Hotel Kempinski
Day 14: Saturday, April 3: Return to USA (En Route)

Annex C – Preliminary Performance Management Plan

The following indicators are requested under the Foreign Assistance Framework:

- Number of administrators and officials trained, disaggregated by male and female.
- Number of learners enrolled in USG-supported primary schools or equivalent non-school settings, disaggregated by male and female.
- Number of teachers/educators trained with USG support, disaggregated by male and female.
- Number of Parent-Teacher Association or similar “school” governance structures supported.
- Number of laws, policies, regulations, or guidelines developed or modified to improve equitable access to or the quality of education services.
- Number of host country institutions with improved management information systems as a result of USG assistance.
- Number of host country institutions that have used USG-assisted MIS system information to inform administrative/management decisions.

Custom Indicators are those relevant to the eventual programs but not included in the Foreign Assistance Framework. These are developed relative to a particular project. The development of the preliminary PMP will follow from the revised strategy document.

ENDNOTES

¹ Net Enrolment Ratio (NER) is defined as number of enrolled pupils who are within the official age group for a given level of education, expressed as a percentage of the total population in that age group. For example, in Tanzania, the official age group for primary education is ages 7 to 13, so the NER for primary education is the percentage of all children aged 7 to 13 who are enrolled in primary school.

² BEST 2004-2008.

³ BEST 2002-2008 primary enrollment data.

⁴ 2007 Household Budget Survey.

⁵ Mbelle, Amon V.Y. (2008) 'The Impact of Reforms on the Quality of Primary Education in Tanzania. Research on Poverty Alleviation' Research Report 08.1, Dar es Salaam, REPOA.

⁶ Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) includes 17 countries in East, Central and Southern Africa. The SACMEQ provides the only consistent comparative information on education quality in the region. The collection of data for the SACMEQ II study took place in 1999-2000.

⁷ Basic Education Statistics in Tanzania (2004-2008).

⁸ The first TRC was initiated in 1972 in Tanzania. The official objectives of these centers are for:

1. Quality improvement of teaching and learning in the classroom through training of Grade B/C teachers as a response to the Primary Education Development Program (PEDP) objective of improving human resources development in acquiring higher qualifications;
2. Providing distance mode of delivery recommended in PEDP, which does not withdraw teachers from their respective schools;
3. Developing self-instructional materials for the up-grading of teachers, which enabled them to apply the knowledge and skills attained immediately in their respective classrooms and;
4. Linking the TRC system with the Teacher Colleges for coherence with pre-service and in-service professional growth, which is in line with what is suggested in PEDP Human Resource Development strategies through the use of Zonal TRCs based in the larger TCs.

⁹ For all professional development activities, the group of participants should be representative of the profession as a whole in terms of gender and geography. For example, if 60 percent of teachers in a given district are female, then approximately 60 percent of the teachers participating in professional development workshops should be female.

¹⁰ Managed Learning Environment (MLE) is a new approach to providing enhanced educational services to schools using technology as the underlying infrastructure. MLE includes networked computer, together with educational content and services, all provided as an integrated and supported framework. The advantage to schools is that they are free to concentrate on teaching and learning, while the system works in the background to ensure support.