

INTRODUCTION

The Ministry of Education and Culture has various Plans, programmes and projects and initiated in order to address the problems facing the education sector. Most of the plans, programmes and projects were the initiatives of either bilateral or multilateral agreement between a country or institution and the Government of Tanzania.

It is the intention of MoEC to gradually mainstream all on-going project and programmes into the Education Sector Development Programme in order to achieve better coordination and accountability in the endeavour to improve the quality of education as well as enhancing access and equity.

Objectives

This publication is an endeavour to:-

- facilitate information exchange among stakeholders, Development Partners and the public in general.
- enhance transparency and partnership;
- facilitate easy access to information on education projects and programmes under the management of the Ministry of Education and Culture.

The Projects/Programmes

There are fourteen projects and programmes under the Ministry of Education and Culture that are covered in this publication. These projects and programmes include:-

- Complementary Basic Education in Tanzania (COBET)
- Education II Project (ED – II P)
- Family Life Education (FLE)
- Human Resource Development Programme (HRDP)
- Integrated Community-Based Adult Education (ICBAE)
- International Programme for Elimination of Child Labour (IPEC)
- Norway- Tanzania (NOTA)
- Primary Education Development Plan (PEDP)
- School Feeding Programme (SFP)
- School Health Programme (SHP)
- School Mapping and Micro-Planning (SM&MP)
- Tanzania Culture Trust Fund (TCTF)
- Tanzania Multisectoral Aids Project (TMAP)
- Secondary Education Development Plan (SEDP)

1.0 COMPLEMENTARY BASIC EDUCATION IN TANZANIA (COBET)

1.1. Background:

Complementary Basic Education [COBET] programme is a basic education programme intended to benefit children who missed the opportunity to enroll in formal schools or those who dropped out from schools because of various reasons. COBET programme was launched in July 1999 by the government of Tanzania in collaboration with UNICEF. It aims at providing opportunity for the acquisition of basic education to out-of school children aged between 8 and 18, with a special focus on girls and vulnerable children following a specialized three – year course of study.

COBET's principal characteristic is its complimentary to the formal system of education whose limited capacity has led to the backlog of about 3 million children who are out-of-school, and are either at home or in the streets or working. It was piloted in five districts: Kisarawe and Masasi [1999 to 2002], Musoma Rural, Songea Rural and Ngara [2000 to 2003].

The pilot phase is over. Cohort one [11-13] have been mainstreamed to STD. V in formal primary schools. Cohort two [14-18] have already sat for the Primary School leaving Examinations. Those who passed joined secondary education.

The duration of COBET learning cycle is three years for both cohorts. The curriculum [six subjects] offers tailor-made educational instructions based on the formal primary education curriculum which has taken into consideration the learning needs of the children and community. It provides life skills training

[behavioral development, nutrition, hygiene. HIV/AIDS prevention] literacy and elements of vocational education and training. COBET learners are taught by two categories of facilitators, the certified Primary school teachers [1 per COBET centre] and Para-professionals [1 per COBET center]. The trained teacher has the overall responsibility of co-ordinating the COBET centre as he/she is a fully employed civil servant. The para-professional also has secondary education and he/she is selected by the community. All of them receive training of three weeks on how to facilitate COBET curriculum.

1.2. Objectives of the Programme:

The overall objective of the programme is to provide alternative opportunities for basic education to out-of-school children particularly girls.

Specific objectives are to:

- Provide complementary basic education to out-of-school children with particular emphasis on girls.
- Develop a complementary basic education curriculum, strengthening basic competencies, life and survival skills and to introduce a flexible timetabling.
- Establish a system for regular, periodic research and collection of information on out-of-school children desegregated by gender, for planning and implementation of COBET.
- Identify and improve capacities of key partners such as NGOs, religious groups, CBOs and employers involved in providing basic education to plan and implement education for out of school children.

- Sensitize communities and parents on education and other basic rights of children in and out of school in order to increase their support and participation in complementary Basic Education.

Short/Medium Term Objectives:

- To produce and print instructional materials for year 3.
- To train COBET centre facilitators
- To strengthen the modalities of mainstreaming of cohort one learners into formal system.

Long Term Objectives:

- To expand COBET to all districts in Tanzania Mainland.

1.3. Implementation Status:

The pilot phase is over.

- Learners books and facilitators guides for each of the subjects for year I and II for both cohorts have been developed and printed for the five districts which were under pilot phase.
- Three hundred and forty two district trainers [3 per district] have received training on how to train COBET classroom facilitators.
- Guidelines for initiation, management monitoring and evaluation of COBET are in place although they need to be reviewed.

1.4. Implementation Strategies:

- Publishing year three [3] materials from June 2004.

- Training COBET classroom facilitators.
- Reviewing the existing COBET implementation guidelines by July 2004.
- Assessing academic performance of the COBET learners at the end of every year.
- Conducting community dialogue for the sustainability of the programme.

1.5. Achievements:

Since the programme started in July 1999 the following has been achieved

- Cohort one [11-13] learners who were under pilot phase have been mainstreamed into STD V in formal primary schools.
- Year one and two teaching and learning materials published and printed.
- Periodic assessment of learners and facilitators in the expansion phase carried out.
- District COBET trainers in Tanzania mainland trained.
- 93 classroom facilitators in Dar es Salaam Region trained.

1.6. Problems/Challenges:

- Lack of adequate funds to publish the teaching and learning materials for the expansion of COBET.
- The existing centres are still few in relation to the demand of the programme.
- Para-professionals honorarium is not paid on time. Some have not being paid since they have started to facilitate COBET classrooms.
- COBET is not closely linked with other existing programmes in the respective areas eg. Youth groups, HIV/AIDS programme.

1.7. Funding Agency:

UNESCO and UNICEF in collaboration with CIDA, NORAD and other multilateral and bilateral international organizations

1.8. Funding level:

COBET Budget Summary

Year	Amount TShs.	Agency
2004	41,068,000	Government
	151,341,220	UNICEF
	87,604,003	UNESCO

1.9. Coverage of the Project:

COBET programme is expected to cater for all out of school children in Tanzania Mainland. Currently there are few classrooms in almost all local Government Authorities.

1.10. Staff Involved:

- National level - COBET coordinator
- District level - District Adult Education Coordinator
- District Academic Officer
- District Inspector of Schools.
- Ward level - Ward Education Supervisor
- Centre level - Head teacher of the nearby primary school
- One professional and one para-professional facilitators

1.11. Time Frame:

An on going programme until the backlog of out-of-school children in cleared.

1.12. Future Prospects:

COBET programme has the potential to clear the backlog of out of school children and youth, estimated to be 2.5 million, who are eligible for schooling but have missed their right to education.

1.13. Remarks:

COBET programme is highly demanded by the Tanzania mainland Communities for proper expansion it is imperative to have:

- Qualified Manpower to manage the COBET classrooms.
- Localized Curriculum that adapt the needs of different localities.
- Modalities of reaching the out of reach children especially in nomadic communities.

2.0 EDUCATION II PROJECT (ED – IIP)

2.1 Background:

Back in mid 90s the Government of Tanzania (GOT) requested the African Development Fund (ADF) to assist in tackling some of the constraints that were impeding the development of equitable and quality education in Tanzania. The constraints identified at that time included:

- (i) A high level of illiteracy among the adult population
- (ii) Large number of out of school children that were growing annually.
- (iii) Poor delivery of science and technical secondary education due to lack of equipments and under qualified teachers.

In response to the request, ADF in 1995 signed an agreement with the GOT to fund for the 5 year (1998 – 2004) Education II Project in order to address the above-mentioned constraints.

2.2 Objective:

▪ Main Objectives

The project main objectives are to support GOTs efforts to:

- (i) improve the quality of primary education
- (ii) strengthen the quality of secondary science and technical education.
- (iii) expand Non-Formal Education.

▪ Specific Objectives

Component 1: *Improvement of Technical Secondary schools*

The specific objectives for this component are to:

- Provide equipments to 4 technical schools namely Ifunda, Moshi, Tanga and Musoma.
- Provide textbooks to the 4 technical secondary schools as well as Inservice training to 140 teachers from all 8 technical schools

Component 2: *Strengthening of Science Teaching in 306 Government and Community Built Secondary Schools.*

Under this component the specific objectives include to:

- construct science laboratories in 36 community built secondary schools.
- Provide science equipments to the 36 schools
- provide Inservice Training to 900 science and mathematics teachers
- provide science (Physics, chemistry and Biology) textbooks in 306 government and community built secondary schools to reach a 1.1 student/book ratio.

Component 3: *Expansion of Non-Formal Education (NFE)*

The COBET programme is being expanded from 4 existing districts to 12 districts, whilst the ICBAE programme is being introduced in the same 12 districts.

Component 4: *(for Zanzibar)*

Component 5: *Project Management:*

The objective of the TA was to assist the PIU in planning annual project activities; particularly in the preparation of annual work plans and budget. The contract for TA for Project Management seized in December 2003.

Capacity Building is another objective under Project Management. It is done through Computer Training and Management training for MOEC and PIU Staff.

▪ **Short/Medium Term Plan**

This is a 5-year project. It does not have a short/medium plan. However, annual work plans and budgets are prepared and submitted to ADB for review and approval.

▪ **Long- Term Plan**

The long-term plan consists of a continuations of activities to be implemented continuously and at the end of 5-year period; the following output should be achieved:

- (i) Additional equipments be provided in 4 (Ifunda, Moshi, Tanga, and Musoma) technical secondary schools.
- (ii) Construction of science laboratories in 36 community schools be completed and laboratory equipment provided.
- (iii) Inservice training for 900 science teachers provided.
- (iv) COBET and ICBAE programmes for Non-Formal Education expanded from 4 to 12 districts.

2.3 Implementation Status:

The Project is implemented by a Project Implementation Unit (PIU) consisting of a Project Coordinator, Project Procurement Officer, Education Specialist and a Project Accountant assisted by 3 junior staff. The Project Coordinator is answerable to the Director of the Directorate of Policy and Planning.

2.4 Implementation Strategies:

Construction of science laboratories is carried out by Contractors supervised by a consultant. The In-service Training for 900 science teachers is mainly carried out by the Directorate of Adult Education supported by the Tanzania Institute of Education (TIE) coordinated by the PIU. In addition, TA is engaged on short term contracts to perform certain specialised tasks. Since the project has a heavy procurement component, procurement is done by the PIU following Rules and Procedures of ADF and the Public Procurement Act of 2001.

Monitoring of the project activities is done through Quarterly Reports that are submitted to ADF by the PIU. Project Accounts are audited annually by an independent auditor, and the Audit Report submitted to ADF. ADF Supervision Missions are conducted annually and in some cases bi-annually.

2.5 Achievements:

Achievements to date for each component is as indicated here under:

Component 1: *Improvement of Technical Secondary Education:*

- All equipments have been delivered to the 4 technical secondary schools except for Fitting and Turning whose Letter of Credit has been opened recently.
- The In-service Training for 140 teachers has been conducted by the Dar es Salaam Institute of Technology.

Component 2: *Strengthening of Science Teaching in 306 Government and Community Built Secondary Schools*

- The overall construction of laboratories in 36 community built secondary schools has reached a 70% level. Six (6) schools have been completed and practical handing over has been done. The schools include Mnyambe, Lukuledi, Nangwanda, Bwisya, Mkongo and Kitomondo. In some of the schools students have already started using the laboratories.
- Bidding documents for laboratory equipment has been submitted to the Central Tender Board for approval and subsequent advertisement.
- A total of 900 science and mathematics textbooks has already been distributed to 25 secondary schools in the first ten (10) districts. Procurement of the same for 20 districts is in progress.
- The Design of Training System for 900 science and mathematics teachers has been completed. A workshop to design Courses and Materials for the same has just been held by the University of Dar es Salaam who are consultants. Pre-testing of the material will be carried out in the second quarter.

Component 3: *Expansion of Non-Formal Education*

A workshop for Training district facilitators in REFLECT Methodology for the ICBAE programme was held in September 2003.

Like wise a workshop for trainers for the COBET programme was held at the end of last year. The training was conducted by the Tanzania Institute of Education and was attended by 24 participants, 2 from each of the 12 districts under the project.

Component 4: *(for Zanzibar)*

Component 5: *Project Management*

The contract for TA to assist the PIU in Project Planning ceased at the end of 2003.

Regarding Capacity Building 6 MOEC and PIU staff participated in various management courses, and 10 attended a computer training which was provided by the Dar es Salaam Institute of Education. Twelve (12) others have been earmarked for this year's management courses.

2.6 Problems and Challenges:

▪ **Counterpart Funding**

Long delays in the release of counterpart funding by GOT has always been experienced and more-often than not, it is inadequate. Activities, wholly financed by counterpart funding, therefore, take a long time to execute. This problem has contributed towards the delay in the implementation for the project. It has been learnt from meetings by Project Managers of ADB Funded Projects that adequate funds are released timely from the Treasury to the

MOEC. However, as MOEC has its own priorities, it is apparent that the funds are redirected to elsewhere. To curb this problem, counterpart funding from the treasury be directly credited in the special project bank accounts. A notification of the same be sent to the accounting officer.

▪ ***Procurement***

The PIU follows ADB Rules and Regulations for procurement of goods and services. At the same time, the PIU has got to abide to the Public Procurement Act of 2001. Where a conflict exists, in theory the former prevails.

In practice however, the Central Tender Board (CTB) does not agree to this. A compromise becomes very difficult to reach, resulting in long delays in the whole procurement process. There is a need to get rid of this complication. Furthermore, CTB does not respond in time to bidding documents submitted for approval, contributing to unnecessary long delays in the procurement process.

▪ ***Delays in Construction of Science laboratories***

There are 2 main problems causing the delay:

- (i) Failure by contractors to manage their cash flow efficiently. Once payment certificates are paid the contractors divert the money to other projects in their hands
- (ii) Normally, contractors have assigned under qualified technicians at the sites different from those named in the bid submitted. This also results in the poor quality of work.

2.7 Funding Agency Supporting the Project:

The Education II Project is financed through an ADF loan and a contribution by the GOT.

2.8 Funding level:

Total cost of the Project: UA 22.5 million (USD 31.2 million)
 ADF loan: UA 20.0 million (USD 27.73 million)
 GOT contribution: UA 2.5 million (USD 3.47 million)

2.9 Coverage of the Project:

The whole country – Tanzania Mainland and Zanzibar

2.10 Staff Involved:

Local: 7 that is Project Coordinator, Education Specialist, Procurement Officer, Accountant, Secretary and 2 Drivers.

Foreign: None

2.11 Time frame: 5 years (1998 – 2004)

2.12: Future Prospects:

The project has been extended to June 2006 and there is a big possibility for another phase.

2.13: Remarks and Comments:

It may be of interest to know the disbursement level to date from both ADF and GOT. The table below gives the indication:

Level of disbursements as at 14.04.2004:

ADF (LOAN)		%	GOT (COUNTERPART)	
				%
Total required	22,304,590	100	2,787,385.12	100
Disbursed	9,799,699	43.9	568,461.00	20.4
Undisbursed	12,504,891	56.1	2,218,924.12	79.6

From the table, it is apparent that the GOT disbursement is trailing behind that by ADF. The Government is therefore strongly urged to step up the disbursement of counterpart funds timely in order to be able to complete all the activities of the project within the extended period to June 2006.

3.0 FAMILY LIFE EDUCATION (FLE)

3.1 Background:

The introduction of Family Life Education (FLE) into the school system was a response to the perceived consequences of rapid population growth as well as the observed social problems associated with teenage pregnancies, emergence of HIV/AIDS pandemic, high school dropouts and environmental degradation. The concern of the government is to address these problems in order to improve the quality of life of the citizens and the youth in particular. The formal education system was therefore regarded as an important channel to reach, enlighten and influence the youth to make informed decisions on family life education issues.

Through provision of FLE, it is expected that we shall be preparing young people in Tanzania to meet the challenges brought about by rapidly changing situations and conditions both globally and nationally and to enable the youth become responsible citizens and parents of tomorrow.

The goal is to provide knowledge, life skills education and counseling services to in-school youths that will help them to adopt and maintain responsible behaviour which will reduce the spread of HIV/STDs amongst themselves and the community.

The Ministry of Education and Culture has worked hard over the years, to introduce, integrate and institutionalize Family Life Education (FLE) in the school system. FLE uses the curriculum approach through classroom teaching and extra curricula activities to mould and improve the students knowledge, attitudes and

behaviour on health, family life, gender and environmental problems, as well as other population related issues.

The focus is on teaching for the development of attitudes, values, life skills etc. Skills are needed to avoid/protect oneself in health risk situation, including the risk of HIV infection. FLE has been integrated into the school curricula as part of the educational sector reform to make it more relevant to the needs of the child and the wider society.

The Family Life Education (FLE) Project has gone through different Phases

Phase One (Pilot phase)

- FLE was successfully piloted between 1987 – 1993 in 10 Primary Schools (P6 & 7), Secondary Schools (Form 1 – 4) and 5 Teacher Training Colleges (Grade A and Diploma) in three regions, namely, Iringa, Morogoro and Mtwara Region.
- At the end of this phase, the government was in the process of reforming the school curriculum. The implication to the project was that, in the second phase the FLE content would have to be revised and integrated in the light of the officially reformed curriculum.

A Technical Review of the project by independent evaluators was conducted in 1992 and the Project Terminal report was produced. This showed high acceptance of the project by the stakeholders and it was decided that this type of education should be expanded to more schools.

Phase Two

The second phase of the project was planned to last for 30 months (2½ years) but it was operational for 18 months. Capacity building was its

major objective, in terms of personnel needed for effective and efficient implementation of FLE in schools and colleges.

Achievements made during phase two included:

- Establishment of an FLE unit at the Tanzania Institute of Education in recognition of the mandate it has in matters involving the curriculum and the importance of building the Institutes' capacity to integrate FLE into the syllabuses of host subjects and materials and the training of tutors and teachers in FLE.
- Integration of FLE topics, content and messages into the syllabuses of host subjects of secondary schools and TTC's
- Conducting an FLE-related socio-cultural study.

Basically the activities undertaken during phase two was to prepare a solid ground for the institutionalization into the entire formal school system.

Phase Three

- The third phase became operational from 1998 - 2001. The main objective for this phase was to complete institutionalization of FLE in the entire education system in Tanzania.

Achievements made during phase three included:

- FLE curricula was developed and integrated into the syllabuses of selected host subjects for secondary schools and TTCs.
- Production of FLE instructional materials in the form of Teachers Guides, FLE Source books and Teaching charts.
- Training of 207 National FLE Trainer of Trainers (TOTs) in FLE knowledge and Training skills.

- Training of 35 zonal school inspectors in FLE knowledge and monitoring skills.

Phase Four 2002 - 2006

This is the current phase which became operational from 2002 – 2006.

It is a four years phase which will be operational up to 2006.

Activities for this phase are on-going.

3.2 Main Objectives:

- To equip youths in schools and colleges with knowledge and skills that are expected to play a critical role in influencing their attitudes, behaviour and practices so that they may make informed decisions and choices in matters related to their sexuality, Reproductive health, gender, environmental quality and other population related issues.
 - To increase the availability of Adolescent Sexual Reproductive Health including HIV/AIDS education, information and services to in-school adolescents.
- **Specific Objectives:**
- To equip FLE classroom teachers with adequate knowledge and skills to effectively plan and teach Family Life Education at classroom level.
 - To orient heads of schools and school inspectors in FLE knowledge and monitoring skills to be able to monitor/supervise FLE activities in schools.
 - To train school peer educators and school counsellors in adolescent reproductive health, STDs, HIV/AIDS knowledge and Life Skills.

- To contribute toward increased utilization of adolescent sexual reproductive health, population and gender information by students and teachers.
- To have developed revised and produced existing FLE instructional materials for students and teachers.
- To monitor FLE activities in schools and TTCs.

Short/Medium Term Plan:

FLE Project short term plans include:

- Revising and production of student's FLE instructional materials for secondary schools and TTCs.
- Training of secondary schools FLE host subject teachers and orientation of Heads of schools from the Northern, Southern highlands and Southern zones.
- Training of FLE school counselors and peer educators.
- Conducting field monitoring visits to schools and TTCs.
- Conducting students forums on Adolescents and HIV/AIDS issues.
- Establishment of Family Life Education health clubs in schools.

Long Term Plan:

- Institutionalization of Family Life Education, at all levels of Education, that is, primary, secondary and TTCs countrywide.
- Building national human resource capacity to effectively and efficiently plan, manage and implement the project activities: Train, Teach, Monitor and Evaluate Family Life Education institutionalization.

3.3 Implementation:

In accordance with the project strategy, the project has stage by stage moved from FLE curriculum development, FLE integration in the syllabuses of host subjects for secondary schools and Teacher's colleges, development and revising of FLE instructional materials, development of FLE Trainer of trainers (TOTs) training curriculum and training manuals, training of national Trainer of trainers, training of zonal school inspectors in FLE monitoring skills training of secondary schools FLE host subjects teachers and orientation in FLE of Heads of Secondary Schools Principals of Teachers Colleges and close supervision and monitoring of FLE activities in schools and TTCs.

The project conducted a baseline Knowledge, Attitude and Practices (KAP) study in primary, secondary schools and Teachers' Colleges in 1999. Further work of training school peer educators and counselors is yet to be done.

The current phase of the FLE project became operational in 2002. This phase's project planned activities include:

- Development revision, production and distribution of FLE instructional materials for students, teachers, school counselors and peer educators for secondary school and teacher's colleges.
- Training of secondary schools FLE host subjects' teachers country wide in FLE knowledge and skills.
- Orientation of heads of secondary schools countrywide in FLE knowledge and monitoring skills.
- Training of schools counselors and peer educators in 26 districts.
- Conducting FLE student forums during world population Day celebrations.

- Conducting regular field monitoring visits to schools and TTCs.

3.4 Implementation Strategies:

- Integrating of FLE concepts and content of selected host subjects into the school curriculum and instructional materials. Revision of the established curricular to include content on Sexual Reproductive Health and STIs/HIV/AIDS Population and the Environmental issues and Gender Issues.
- Building local capacity to effectively and efficiently institutionalize FLE into schools and colleges through training various categories of personnel at various levels of education. These include, national FLE Trainer of Trainers (TOTs), TTC tutors, secondary school teachers teaching FLE host subjects, school inspectors, colleges principals, school heads, school counselors and peer educators.
- Establishing of co-curricula activities such as guidance and counselling services, peer education on matters related to Adolescent Reproductive Health and HIV/AIDS, FLE Health Clubs, etc.
- Improving the quality of education by introducing relevant FLE contents and improving teaching methods and techniques.
- Developing FLE related instructional materials in the form of Trainer's Manuals, FLE Thematic Source Books, Host subjects students' texts, teachers guides and teaching charts.
- Establishing baseline information for Project Monitoring and Evaluation.
- Strengthening peer education.
- Instituting guidance and counseling services.
- Building the requisite capacity to institutionalize FLE in the education system.

3.5 Achievements:

- (i) FLE is already integrated into syllabuses of selected host subjects namely:
 - Biology, Home Economics, Geography and Civics in Secondary schools.
 - General studies, education psychology, guidance and counselling for TTCs, Diploma level. Uraia, Saikolojia, Nasaha na Unasihi for TTCs Certificate level.
- (ii) FLE instructional materials for secondary schools and TTC's have been developed, produced and distributed as shown below:
 - 8 titles of FLE host subjects Teachers Guides for secondary schools.
 - 4 Titles of FLE Thematic Source Books for teachers and tutors.
 - FLE Teaching charts.
- (iii) FLE Draft instructional materials for secondary schools and TTCs students have been developed and reviewed. These draft materials have already been edited and typeset.
- (iv) 207 National Trainer of Trainers (TOTs) from TTCs have been trained in FLE knowledge and training skills.
- (v) Zonal school inspectors for FLE Host subjects were trained in FLE knowledge and monitoring skills.
- (vi) TTCs Principals were oriented in FLE knowledge, training and monitoring skills.
- (vii) Secondary schools FLE Host subjects teachers and orientation of Heads of schools from the following zones were trained:
 - Eastern Zone (DSM, Coast and Morogoro regions).
 - Western Zone (Tabora, Kigoma and Shinyanga regions).
 - Lake Zone (Mwanza, Kagera and Mara regions).
- (viii) Conducted a country wide FLE Baseline Knowledge, Attitudes and Practices (KAP) study in primary, secondary schools and

TTCs in order to obtain baseline data against which to measure the impact of FLE intervention in Schools and TTCs.

3.6 Problems and Challenges:

The main constraint is inadequacy of funds which limits:

- Coverage of FLE in all schools and TTCs countrywide.
- Production and distribution of enough training and instructional materials for the respective target groups/levels.
- Training of enough FLE teachers/tutors, counselors and peer educators for holistic impact.
- Re-training of FLE teachers/tutors and school supervisors.

Other Constraints Include:

- Non integration of FLE into primary school syllabuses.
- Inadequate support from school administrators who have not been oriented in FLE.
- Lack of supplementary FLE materials for students.
- Cultural barriers among teachers concerning adolescent sexual reproductive health issues.

3.7 Funding Agency:

- The United Nations Population Fund (UNFPA) is the main funding Agent of the FLE Project.

3.8 Funding Level During this Phase:

- Donor Fund US \$ **1.6m**
- Government Fund **Ts.120m** for paying Government personnel salaries.

3.9 Coverage of the Project:

FLE in schools and Teachers Colleges has countrywide coverage. FLE integrated syllabuses are being used in all secondary schools and TTCs using the national school curriculum.

3.10 Staff Involved:

The project has four core project staff government professional personnel (provided through Government funds). These are:

- (i) The Project Manager
- (ii) The Project Monitoring and Evaluation Focal Person
- (iii) The Project Training and Sensitization Project Staff.
- (iv) The Project Accountant

The project also has four nationally recruited support personnel (provided through Donor Funds)

- (i) Two project Secretaries.
- (ii) Two Project Drivers.

3.11 Time Frame: 2002 – 2006

3.12 Future Prospects:

- Integration of FLE into primary school syllabuses.
- Training school counselors and peer educators.
- Conducting FLE Health Clubs in schools and TTCs.
- Community involvement in FLE activities through teacher, parent associations.
- More collaboration with NGOs in building capacity of teachers.
- Development and production of FLE supplementary materials for students.

3.13 Comments:

In order to achieve the project objectives there is need of developing strategies for mobilization of resources which is the main project constraint in order to meet costs such as production of enough FLE instructional materials and training of teachers in FLE knowledge and skills countrywide.

4.0 HUMAN RESOURCES DEVELOPMENT PROJECT (HRDP)

4.1 Background:

The Human Resources Development Project (HRDP) was declared effective on 18th February 1998. It is, therefore, now in its seventh year of implementation. The Project's budget was USD 20.86 and it has already disbursed USD 18.7(89.6%). After mainstreaming the Community Education Fund (CEF) component into PEDP, the remaining component is the Girls Secondary Education Support (GSES) which, would also be mainstreamed into SEDP.

4.2 Objectives:

The overall project objective was to efficiently increase investment in human capital, raise incomes, reduce inequality and improve non-market outcomes by:

- (a) Raising enrolments and quality/learning outcomes of primary education through:
 - (i) increase parental participation and financing
 - (ii) School-based planning and management of resources
 - (iii) School-based quality initiatives
 - (iv) Improved support for schools at the district-level

- (b) Expanding educational opportunities and improving quality at the secondary school level particularly for girls from households with very low income

- (c) Building capacity at the district and community levels and through a selective training and project implementation at the central level

- (d) Improving policy development, planning and research in the education sector through
 - (i) Modernized testing and statistics systems
 - (ii) Operational research
 - (iii) Policy studies
 - (iv) Strategic plans for basic and secondary education

4.3 Implementation:

The Pre-Test period 1995/96-1997/98 started off with a few districts implementing the CEF and the GSES Components but in the year 2000, it had expanded to 16 districts with 1643 primary schools and 2879 Secondary School girls studying in 138 Secondary Schools. The CEF component was mainstreamed into PEDP in the year 2001 and the remaining component, the GSES which is currently supporting 2517 girls in 150 schools and institutions.

4.4 Implementation Strategies:

Right from the onset, a small Project Support Group (PSG) was established in the Ministry of Education and Culture to manage and monitor the implementation of the project. An advisory Board was formed from among senior educators familiar with gender issues and community participation in education. District Education Officers were made the key focus in reaching schools and communities. Detailed budgets and time plans were developed for the entire duration of the project. The communities raised their

funds for their schools, and these got matched by the project fund on either 1:1 and later, in 2000, on either same ration or 1:2 or 1:3, according to observed severity of poverty as reflected in volumes of funds raised. The girls got scholarships on being selected to study in nearby schools, or elsewhere, if necessary.

4.5 Achievements:

A total of 2356 girls who have completed their “O”level education under this programme are either working, persuing further education or at various stages of professional training. During the year 2003/2004 alone, 950 girls completed their “O”level and about 20% of those are expected to continue under the programme either at “A”level or at professional training courses. All those who completed their “A”level education got admission to pursue University Education.

4.6 Problems/Challenges:

The problems encountered during implementation are as follows:-

- (a) Erratic rate of disbursement
- (b) An increased number of those who are needy but cannot be assisted because of limited resources.

4.7 Funding Agency:

The United Republic of Tanzania through IDA Credit

4.8 Funding Level:

Solely by the USD 20.86 million credit from IDA.

4.9 Coverage of the Project in the year 2004:

LEVEL	# OF SCHOOLS/ INSTITUTIONS	# OF GSES GIRLS
“O”	117	2,353
“A”	16	78
VETA	7	22
TTC	10	64
TOTAL	150	2,517

4.10 Personnel Involved:

For the year 2003/2004 the project is implemented by three officers and two supporting staff. All are Tanzanians.

4.11 Timeframe:

The remaining component would be mainstreamed into SEDP but the girls now under the project will continue receiving support until they complete their “A” level in June 2007.

4.12 Future Prospects:

The project has set modalities of handling scholarships for secondary education, which is already adopted by the government.

5.0 INTEGRATED COMMUNITY BASED ADULT EDUCATION (ICBAE)

5.1 Introduction:

The Integrated Community Based Adult Education [ICBAE] Programme was established in 1995 as a pilot project in four areas/wards, namely Kiroka (Morogoro Rural), Tabaruka (Sengerema), Sembeti (Moshi Rural) and Soni (Lushoto). The project was designed to test and develop a learner-centred community based learning approach for adults. In the design of ICBAE, self support income generating projects were also established to serve as participants' entry points to literacy learning centres. The acquisition of literacy skills was therefore made an integral part of the projects. In 2000 ICBAE was scaled up in other eight districts, with support from the Government and the African Development Fund (ADF), namely Masasi, Newala, Songea Rural, Nachingwea, Liwale, Kigoma Rural, Biharamulo and Tunduru. According to evaluation reports, there had been some social and economic improvements among the communities particularly in the pilot areas, such as establishment of poultry projects, pigery, fish ponds, gardening, tailoring, afforestation projects (tree planting) and construction of modern houses. Nevertheless, there has been little progress in the new areas due to very minimal financial support from the funding sources.

5.2 Objectives of the Programme:

▪ Main objective:

The main objective of ICBAE is to contribute to increased and improved access to quality, equity and sustainable non-formal education to adults and youth.

- **Specific Objectives:**
 - to promote and strengthen participation and empowerment of direct beneficiaries;
 - to promote a sense of ownership, accountability and responsibility among the beneficiaries;
 - to increase resource mobilization and utilization through community contributions and credit schemes/revolving loan funds; and
 - to reduce illiteracy rates among the communities especially women.

- **Short/Medium Term Plans:**
 - to train facilitators of adult literacy centres;
 - to review and revise curriculum guide for ICBAE;
 - to train district personnel of adult education in planning, management, monitoring and evaluation of adult education programmes;
 - to review and revise facilitators manuals; and
 - to develop capacity building manuals for district personnel.

- **Long-term Plans:**
 - To write community-based reading books/materials;
 - To print and distribute the community – based reading books/materials;
 - To train facilitators of adults literacy centres in Reflect methodology in all 21 regions of Tanzania Mainland; and
 - To write a facilitator’s manual on Simple Accounts and Book Keeping.

5.3 Implementation:

During this financial year the following have been implemented:-

- Training of 60 facilitators and 12 district adult education officers in three municipalities of Ilala, Kinondoni and Temeke.
- Conducting training needs assessments in seven zones.
- Revising and reviewing of curriculum guide for ICBAE.
- Production of draft training modules for district personnel for decentralised planning, management, monitoring and evaluation of adult education and NFE.

5.4 Implementation Strategies:

- Capacity building of district personnel
- Community mobilization
- Monitoring and evaluation.

5.5 Achievements:

- Guidelines copies for the establishment of adult education centres produced in November 2003.
- 50 copies of curriculum guides for ICBAE produced in August 2003.
- 72 facilitators and district personnel trained in Dar es Salaam in September 2003.
- Training needs assessment survey conducted in seven zones in October 2003.
- Draft training modules developed for capacity building of district adult education personnel in April 2004.

5.6 Problems/Challenges:

- Lack of software (Personal Computer(s) to process, store and retrieve data of adult education (ICBAE).
- Very scarce financial resources to facilitate monitoring of ICBAE programme.

- For more than two years ADF has not released funds for ICBAE.
- Lack of motor vehicle for monitoring ICBAE activities.

5.7 Funding Agency Supporting ICBAE:

- African Development Fund (ADF)
- UNESCO

Funding Level:

Source	Amount	Funded Activity
(i) Government Fund	<ul style="list-style-type: none"> ▪ Tshs. 6,000,000/= 	<ul style="list-style-type: none"> ▪ Training of ICBAE learning centres facilitators in Ilala, Kinondoni and Temeke municipalities.
(ii) UNESCO through Italy Funds in Trust.	<ul style="list-style-type: none"> ▪ Tshs. 13,865,929 ▪ Tshs. 14,850,000 ▪ Tshs. 5,190,000 	<ul style="list-style-type: none"> ▪ Carrying out Training Needs Assessment for the development of Capacity Building for Decentralized Planning and Management of AE/NFE. ▪ Development of Capacity Building Modules for AE/NFE. ▪ Review and revision of ICBAE Curriculum and facilitators' manuals/guides.
(iii) ADF	Nil	Nil

5.8 Coverage of the Programme:

- ICBAE is currently being implemented in twelve (12) districts in Tanzania. The intention is to cover all districts of Tanzania Mainland in rural and urban areas.
- ICBAE focuses on adults and youth living in both urban and rural areas particularly the poor, and the disadvantaged hard to reach communities.

5.9 Staff Involved:

- All staff/personnel are local

- There are four (4) people working with ICBAE programme.

5.10 Time Frame:

Initially, the timeframe was five years, i.e. from 2000 to 2004 under ADF funding arrangement, but an extension of three years was granted i.e. from 2005 to 2007.

5.11 Future Prospects:

Carrying out capacity building to AE/NFE personnel at National, District, Ward and Centre levels, for the planning, management, monitoring and evaluation of adult and non-formal education programmes.

5.12 Remarks/Comments:

- Funding from ADF has not been transparent thus, affecting the timely implementation of many planned activities in the districts. This situation raises doubts among the beneficiaries of the programme as to how much achievements and impact are to be attained.
- Lack of a computer for data compilation, for effective coordination and communication, has been a big constraint since ICBAE was established. Thus, there is a need to allocate funds for procurement of a computer and an air conditioner.
- The need to allocate funds for the procurement of a motor vehicle to enhance effective monitoring and evaluation of ICBAE.

6.0 INTERNATIONAL PROGRAMME FOR ELIMINATION OF CHILD LABOUR (IPEC)

6.1 Background:

The Tanzania government has demonstrated its initial commitment to the elimination of the worst forms of child labour {WFCL} by choosing to become one of the first three countries in the world to design and implement a Time Bound Programme. This is essentially a set of tightly integrated and co-ordinated policies and programmes to prevent and eliminate any country's WFCL within a defined period of time. The Government's commitment has been expressed in concrete ways by the support and collaboration provided by various units of the Government in the preparatory activities culminating in the successful organization of the national round table meeting, convened by the Prime Minister's office in April 2001. It was re-expressed most vividly and eloquently during the speech of the President of Tanzania made at the special high level session of the ILO conference on the launch of the TBP-WFCL in July 2001.

▪ Collaborators:

Given the complexity of child labour problem a concerted efforts is used to address this problem. Hence, whereas the Ministry of Labour, Youth Development and Sports, is responsible to handle all labour matters, it works hand in hand with other key Ministries, and Social Partners including the following:- Ministry of Education and Culture, Community Development, Women Affairs and Children, Legal Affairs and Constitution, Regional Administration and Local Government, Agriculture and Food Security, Health, Planning Commission, Vice President's Office, Association of Tanzania Employers, Trade Unions, NGO's e.g

KIWOHEDE, TACOSODE and ANPPCA, ILO, UNICEF and Institutions of Higher learning e.g IDS, [UDSM], NSWTIA and TIE.

6.2 Objectives:

▪ Main objectives:

To eliminate child labour in particular the WFCL in child prostitution, agriculture, domestic work and mining by the year 2010.

▪ Specific objective:

In Education and Training the TBP specifically addresses on how to achieve the goal for Universal Primary Education. The aim is to support the improvement of access, quality, relevance and flexibility through Complementary Basic Education.

▪ Short/Medium Term Plan:

The programme intends to facilitate the following:

- To build the capacity of districts for provision of basic education through establishment and/or strengthening the structures for the implementation of COBET in the eleven target districts of the Time Bound Programme (TBP).

▪ Long Term plan:

- To provide transitional education to 30,000 children withdrawn from or at risk of getting into the worst forms of child labour in eleven TBP districts which are Kinondoni, Ilala, Temeke, Urambo, Iramba, Kondoa, Simanjiro, Mufindi, Iringa Rural, Arusha Urban and Arumeru.

6.3 Implementation:

The IPEC – TBP supports the provision of transitional education to children withdrawn from child labour through its selected implementing agencies and partners.

6.4 Implementation strategies:.

- The department of primary education registers in each district children who are ex-child labourers or at risk, as identified by the aforementioned TBP implementing agencies and also select appropriate premises to be established as COBET Centres.
- COBET facilitators are selected from community members who show interest in education and in out of school children as per COBET guidelines.
- Pupils to be enrolled in the COBET centres are either ex-working children or children at risk of getting into worst forms of child labour
- The course content is based on the COBET curriculum.
- The standard of Teachers pupil ratio (TPR) is 1:40.
- The programme is implemented under the office of the Permanent Secretary and the Department of Primary Education which is directly responsible for the implementation of activities under the supervision of the Director of Primary Education.
- Teachers/facilitators include school teachers, form four leavers and retired teachers.
- Following the completion of their training in COBET centres the target children are mainstreamed into the formal primary school system by joining Std V primary school in their respective localities.
- The department of Primary Education organizes in each district two weeks training of teachers/facilitators in order to enable them teach in COBET classes.

6.5 Achievements:

- Consultative meetings have been done between the key players in each TBP district and the Department of Primary Education on how to establish COBET Centres.
- Thirty two teachers and thirty two paraprofessionals from Iringa rural and Simanjiro districts have been trained on how to teach COBET classes.
- Teaching/Learning materials for the two districts have been purchased and sent to the two districts.

6.6 Problems:

- Some of the withdrawing agencies have not yet completed the exercise of withdrawing the children labourers.

6.7 Funding Agency:

This programme is supported by the International Labour Organization (ILO).

6.8 Funding Level:

- Inputs by Ministry of Education and Culture = 19,070,000/=
- Inputs by ILO – IPEC/TBP = 535,601,000/=

6.9 Coverage of the Programme:

The following districts are covered by the Programme; Ilala, Kinondoni, Temeke, Kondoa, Iramba, Simanjiro, Arumerua, Arusha urban, Mufundi, Iringa rural and Urambo.

6.10 Staff Involved:

- Project Co-ordinator
- Assistant Project Co-ordinator
- Accountant
- Secretary

6.11 Time frame:

This project will be implemented for 14 months.

6.12 Future prospects:

It is expected that after the project:

- 176 COBET centres will be operational in TBP districts
- 30,000 working children and children at risk will be enrolled and receive transitional education in 176 centres in 11 TBP districts.

6.13 Remarks:

There is a lot of co-operation among the key players in the implementation of the programme in the TBP district.

7.0 NORWAY – TANZANIA (NOTA)

7.1 Background:

The NOTA (Norway – Tanzania) project is a collaboration undertaking of three institutions namely, Bagamoyo College of Arts (BCA), Tanzania, Stavanger University College (SUC), Faculty of Arts Education and Stavanger School of Culture (SSC), Norway. It started in 1999 as an attempt to establish partnership among the three institutions particularly in the area of music, specifically to enhance competence in teaching at BCA's department of music.

7.2 Objectives:

- **Main Objectives:**

The project has identified one main objective which is to promote Inter – Cultural Collaboration between BCA, SUC and SSC.

- **Specific Objectives:**

- To contribute to the preservation and development of Tanzania's cultural heritage.
- To promote public participation in the cultural and community life in Tanzania.
- To promote cultural collaboration between institutions in the region.
- To promote cultural collaboration between Tanzania and Norway.

- **Short/Medium Term Plan:**

The project has earmarked eight components that will be implemented in the next five years. These components are as follows:

- To improve management of the project and relevant institutional responsibilities
 - To expand the number and scope of cultural exchange activities
 - To strengthen institutional capacity of BCA
 - To strengthen institutional capacity for effective intercultural collaboration
 - To increase collaboration of training programmes for culture sector
 - To improve (inter) cultural research
 - To improve Advocacy and Outreach
 - To improve sustainability of the collaboration between the partners
- **Long –Term Plan:**
- The long – term plan is to transform the project into a programme. The last two components are meant to create an environment that will make the transformation possible.

7.3 Implementation:

The various components of the project are going to be implemented in the entire five years period of the project. The various activities to be done in each year will be in accordance with the amount of money available.

7.4 Achievements:

The first phase of the project that ended in December 2003 had positive results. The project has contributed to capacity

development at BCA, especially in relation to the music department. The music department has benefited both from specific training and educational exercises and also from exchange activities in Norway where they have become familiar with learner-oriented methods. There are signs of positive contribution to both research, organizational development and stage technology at BCA. There are also indications of a broader impact, especially in relation to the preservation and development of Tanzanian culture which is one of the key objectives of the project.

7.5 Problems and Challenges:

The biggest challenge is that the project has been and it is still being financed by one main donor, NORAD. In order to avoid “putting all the eggs in one basket”, in the next phase, the project will put special emphasis on finding other sources of funding.

7.6 Funding Agency: NORAD

7.7 Funding level: The project has received a funding of approximately 4.6 million Norwegian Kronners in the first phase.

7.8 Coverage of the Project:

The project is being implemented by the three institutions, two in Norway and one in Tanzania. At BCA, the project started with one department, that is, music.

7.9 Staff Involved:

The daily running of the project is done by a project manager who is based in Stavanger, Norway.

7.10 Timeframe:

2005 – 2009

7.11 Future Prospects:

The three institutions involved in the project hope that NORAD will continue to fund the project in the next phase. For BCA, the new phase of the project will contribute a great deal in the implementation of its strategic plan particularly in following strategic priorities:

- Effective and efficient management of the college
- Improved training programme
- Improved research programme
- Improved Bagamoyo festival
- Efficient and productive operations of Bagamoyo Players
- Improvement of financial capacity.

In the next project phase all the other departments, at BCA that is, Dance, Drama, Fine Arts, Stage Technology and social Sciences are going to be involved.

In the second phase of the project, there shall be a balance in terms of the participation of BCA and Stavanger institutions. In the new phase, there will not be a project manager, but two project coordinators, one based at BCA and another based in Stavanger.

8.0 PRIMARY EDUCATION DEVELOPMENT PLAN (PEDP)

8.1 Background:

The Primary Education Development Plan (PEDP) is a five year (2002-2006) programmes that articulates the vision of Universal Primary Education (UPE) within the wider Tanzania Policy, frameworks of the Education and Training Policy, the Education Sector Development Programme (ESDP), the Local Government Reform Programme (LGRP), the Poverty Reduction Strategy (PRSP) and the vision 2025. The plan translates the ESDP goals and the International Education For All (EFA) 2000 goals into feasible strategies and actions for the development of primary education.

The formulation of PEDP involved a number of stakeholders at all levels. Several Technical Working Groups that drew members from a variety of stakeholder groups and ministries had a significant contribution in the preparation of the plan.

8.2 Main Objective:

To ensure that all children have equitable access to a good quality primary education.

▪ Specific Objectives:

- To enroll all children 7-10 years old by 2005
- To improve educational quality
- To improve management capacity within the education system

8.3 Implementation Status:

Activities executed during the 2nd year of PEDP

- The government and pooled funds partners continued to provide financial and technical resources required for implementation of the plan.
- Circulars and instructions letters to councils to facilitate implementation of the plan were issued as required
- Procurement of textbooks and other education materials is decentralized.
- Monitoring of PEDP annual performance country-wide executed by MoEC and PORALG
- Capacity building for key PEDP actors from central, zonal, regional and council and Teachers' College levels conducted. The training focused on a number of topics quality teaching and learning Child friendly school concept, decentralized procurement of textbooks at school committee level, effective use of textbooks in the classroom, role of capitation grant in improving education quality, and Monitoring and Supervision of 2nd year student teachers. Finance management and procurement procedures, construction modalities, data management and processing and cross-cutting issues.
- Implementation of the Design for Improvement of the quality of Primary Education.
- Capacity building of school committees and other key players in primary education through training in procurement procedures, whole school development planning and reporting.
- PEDP Financial Audit for 2001/02 and 2002 for Central Government and Local Government Authorities conducted in November, 2003.

- Joint PEDP Review conducted in October, 2003 and report submitted in December 2003.

8.4 Implementation Strategies:

- Increasing enrolment rates of all groups of children;
- Using existing teachers and classrooms more effectively;
- Constructing more classrooms, teachers houses, water reserve and sanitary facilities;
- Expanding complementary education programmes for out-of-school children (11-13 years) and youth (14-18 years).
- Recruiting new qualified teachers
- Monitoring PEDP implementation on regular basis, preferably quarterly
- Conducting annual reviews and financial audit

8.5 Achievements:

- A total of 1,368,315 children were enrolled in standard I in 2004 which is less than the target of 1,640,969 by 272,654 the shortfall is due to both massive enrolment in the first year of PEDP of 11-13 year olds in grade I enrolment.
- The government through the Local Government authorities is recruiting a total of 15,283 new teachers targeted for the year.
- A total of 10,788 Grade IIIA teacher trainees have been enrolled in teachers colleges, (10,037 in government teachers' colleges and 751 in private teachers' colleges).
- 14,709 classrooms constructed and 4,374 classrooms under construction; 884 teachers houses constructed and 333 houses still under construction; 14,700 pit-latrines constructed and 17,373 pit-latrines under construction, 286,488 desks purchased and supplied to schools and 10,399 chairs, 5,874 tables 580 shelves and 2,497 cupboards were made through NGOs, CBOs and community efforts.

- Government decentralized to school committee level procurement of textbooks and other education materials. Pupil Books Ratio at 1:4 at Grade I-IV and 1:6 at grades V to VII.

8.6 Funding Agency:

GoT, CIDA, EU, Ireland Aid, Norway, Royal Netherlands, Belgium, Finland, Sida, France and WB (Credit).

8.7 Funding Level:

PEDP budget for 2003/2004 was Tshs: 364,413,200,000

8.8 Coverage of the Programme:

The Primary Education Development Plan is being implemented nation-wide and covers all government primary schools.

8.9 Staff Involved:

All staff members are government employees (MoEC and PORALG)

8.10 Time Frame:

PEDP is a five-year plan from 2002-2006

8.11 Problems and Challenges:

The flow of funds from DPs has been irregular causing delay in implementing planned activities. The delay has been persistently caused by delay in accessing implementation report from schools and councils. It is recommended that reporting mechanism should be strengthened at all levels.

- The policies are made by MoEC whereas implementation is done by councils and PORALG. There is need to establish

mechanism for enabling MoEC to receive information on flow of funds timely.

- Dissemination of PEDP at community level is still not well known by communities and primary school. There is a need to carry out the dissemination exercise at community levels.
- For the third consecutive years, the PEDP has not been fully funded hence affecting implementation of a number of activities. It is therefore recommended that all partners should affirm their pledges and commitments.

9.0 SCHOOL FEEDING PROGRAMME (SFP)

9.1 Background:

For many years Tanzania was a model for other African countries in the field of education and the Government invested heavily to attain the goal of Universal Primary Education. However, enrollment rates declined significantly since the 1980s and just over half of primary school age children were estimated to be enrolled in school at that time. Dropout rates were also on the increase; as a result only 87 per cent of primary school pupils complete four years of schooling. Limited government funding for the sector had been a key constraint to educational development for many years. This situation can be explained by many factors, including the poor quality of education (lack of and poor state of buildings, lack of educational materials and poorly trained teachers) and the high costs to be borne by parents under the government's cost sharing policy.

In the chronically food insecure parts of the country, the general education problems are exacerbated by severe food shortages at household level. These chronic problems reach crisis dimensions during acute food shortages such as those related to drought. In Dodoma region for example average attendance during lean periods do not exceed 30% and drop-out rates was rampant.

Gender gaps in primary education in Tanzania are relatively insignificant (girls represent 49 percent of total primary school enrollment in 1995 and their enrollment ratio is practically at par with boys), except in pastoralist areas. In these and other areas

discriminative traditional practices against girls persist and makes girls to be under –represented in primary schools.

They are also under-represented at primary boarding schools due to lack of girls’ hostels, and thus, there is need for gender advocacy. As a result of short-term hunger, existing boarding facilities for nomadic children are not used to their full potential because government lacks funds for feeding boarders. This results not only in a limitation of the number of boarders a school will accept to enroll, but also frequent premature closing of the boarding school before the scheduled school term.

As a result of all these, Government has included feeding of children at school as a component of its National School Health programme.

9.2 Objectives:

The activity’s long-term objective is to contribute to the implementation of government policies and priorities as clearly stipulated in the Education Sector Development Programme (ESDP) especially objectives regarding access and equity to basic education, equitable distribution of educational resources; expansion and improvement of girl’s education in food insecure and pastoralist areas.

▪ Immediate objectives:

The immediate objectives are to:

- Contribute to increasing enrollment, improving attendance and reducing drop-out at assisted primary day schools for both boys and girls.

- Improve the concentration span and learning capacity of pupils at assisted primary day schools by alleviating their short-term hunger;
- Allow primary boarding schools to function at full capacity and through the whole school year;
- Improve the capacity of the schools to run the feeding programmes by supporting the development of school infrastructure and farms/gardens;
- Contribute to the dissemination of HIV/AIDS information to teachers and pupils in close collaboration with UN, bilateral agencies and NGO's
- Improve children's health and effectiveness of the feeding operations by reducing helminthes (worms) infection among pupils.

9.3 Implementation status:

School Feeding Programme is being Co-ordinated by three ministries namely MOEC, MOH, PORLAG and the UN Organisation WFP. Other stakeholders include NGOs.

9.4 Implementation strategies:

The project is implemented under the overall responsibility of the Prime Minister's Office (PMO), through the Programme Management Unit (PMU), which has been recently assigned the responsibility of co-ordinating the effective implementation of the Country Programme in close collaboration with relevant Ministries and donors. The Ministry of Education and Culture (MoEC), being the line Ministry responsible for education policy and technical guidance, have appointed focal point to support the PMU and the districts during the implementation process.

In light of the decentralization of responsibilities for the delivery of educational services to the District Councils, the District

Education Officer (DEO), is acting as the project manager. The DEOs will be responsible for monitoring, reporting and supervision of food deliveries. They are assisted by the WFP Programme Assistants in carrying out their monitoring and supervisory functions, as well as in the training of Government Counterpart staff in management procedures, logistics and reporting.

At the school level, the day – to day operations of the activity is delegated to the school committees comprised mainly of teachers and parents. The committees are responsible for the construction of kitchen/stores, cost of hiring cooks and guards and the collection of firewood and water in areas where access is limited. The chairperson of the school committee have a joint responsibility, with the head teacher, for managing and reporting on the utilization of commodities received. The head teachers are charged with:

- establishing a dialogue with parents and the local community to determine ways and means of running the feeding activities.
- mobilizing and soliciting parental support to provide necessary facilities for storage, preparation and distribution of WFP food,
- ensuring that food is stored in hygienic conditions and prepared and served according to established guidelines,
- preparing reports on enrolment figures, at the beginning of each school term, and attendance records, on a monthly basis, to enable appropriate and timely food allocation and replenishment and
- monitoring the benefits of the SFP on educational achievements of the school children.

To strengthen the capacity of the district management and the school committees to effectively carry out their different roles, a number of

training workshops have been organized focusing on monitoring and supervision, food handling, the hygienic preparation of meals, as well as the management and accounting procedures for the payment of cooks, and guards .

Food Logistics.

Commodities:

- Maize
 - Pulses (beans/Peas)
 - Vegetables oil
 - CSB(Corn Soya Blend)
 - Sugar.
-
- Food inputs acquired through local purchase or imported through the port of Dar es Salaam and moved to districts points by rail or by road. The logistics Unit of the WFP undertakes the clearance, movement and delivery of commodities to the districts and to schools. The head teachers and the chairperson of the school committees are responsible for the receipt and storage of commodities.

Phasing out

- As a result of the positive impact of the pilot project the Government recognize school feeding as a very important incentive in boosting enrolment and educational attainment in poor and food insecure districts. The government has therefore made firm commitments under MDG and MTEF to allocate substantial resources to boost enrolment rates at the primary school level, specially targeting girls. Part of these funds is earmarked to support the school feeding operations. To complement this funding arrangement, the local communities are also contributing significantly through the establishment of local Education Trust Funds.

- Whilst an eventual phasing out remains the long-term objective of WFP, in the short term, it will be extremely difficult for the Government to replace WFP assistance. The targeted areas are chronically food insecure and families have limited production and access to income. The District Councils which are now responsible for implementation of education programmes, need time to build their resource base and implementation capabilities. Notwithstanding this, WFP will monitor local food production and adjust the volume of WFP assistance to complement whatever local communities can produce and provide to the schools in order not to disrupt local self-reliance. This could mean, for example, eventually limiting WFP support for school feeding to the most food insecure months of the year (Jan to April).

9.5 Achievements:

- (a) In many schools, attendance levels are being maintained without the large drop-out, that usually occurs during the ‘lean’ months. This trend is an important indicator of the impact of the feeding operation.
- (b) Necessary infrastructure for cooking and serving meals is in place in the schools. The quality of the infrastructure however varies from school to another depending on ability of parents to make contributions for materials for construction of kitchens and providing kitchen utensils. In the boarding schools, there is a shortage of bedding materials to meet requirements because of increase of boarders noted as a result of the introduction of good quality food.
- (c) The schools have functional school committees which collaborate well with parents with the view to solicit

contributions towards the cost of required items for the feeding operations e.g. construction of kitchens, store and procurement of cooking pots, plates etc. Furthermore, parents are becoming increasingly more aware of the need to increase more women representation in the committees.

- (d) The WFP support for non-food items greatly contributed quick start of feeding operations in the schools especially schools in areas where parents totally lack contributions due to low incomes.
- (e) 88,240 tablets of mebendazole and 107,443 tablets of praziquantel were distributed to school children under this project in collaboration with the Ministry of Health (SHP)
 - 13 primary schools have received agriculture tools and equipments (school farm development)
 - 24 primary schools have rain water harvesting tanks.
 - 48 Classrooms, 26 pit latrines, 22 Teachers offices, were constructed in 24 schools.
 - 2 dormitories, one store and kitchen were constructed.
 - Each primary school (216) received one Simtank of 1000 or 500 liters for keeping clean water.

The construction was done by NGO'S in respective areas for example World Vision, SEMA, HAPA, and Water Aid

9.6 Problems and Challenges:

The introduction of cost sharing in public services has forced many small holders to use their food production not only for their own consumption, but also to obtain cash. The inadequately maintained road infrastructure in most rural parts of the country

makes it difficult to move food commodities both within districts and from surplus to deficit areas.

The calculation of food rations commensurate with the established ration scales has proved a problem in some of the schools partly because of novelty of the operation and also due to lack of weighing scales of other suitable measurement apparatus. As a result rations are either excessive or lesser than agreed rations. A solution to this problem is being explored with the possibility to fabricate simple and appropriate measuring cans for distribution to schools.

Furthermore, Government extension services promoting skills and knowledge development are also failing to reach most of the target population, which underlines the need for all project activities to be accompanied by complementary training packages.

Availability of safe potable water is a constraint in some schools where water sources are shallow well-located long distances from the schools.

Safe and adequate storage is of particular concern in many schools where teaching staff offices have temporarily been converted for storing commodities. This leaves room for potential commodity loss either through theft or pilferage although no incidents have occurred so far. However, the constraint of storage space is likely to be addressed progressively as school committees continue to mobilize parents to provide their contributions for constructing stores and cooking places in the schools. WFP-Monitoring staffs are also active in making follow-up to facilitate this exercise

9.7 Funding Agency:

- The World Food Programme (WFP).

9.8 Funding Level :

Total cost from WFP 3,348,687,400/=

Total cost from Government 30,000,000/=

9.9 Coverage of the Project

So far current coverage is 99,511 (52,697 boys and 46,814 girls) children in 230 schools in the 11 districts which are Dodoma Rural, Mpwapwa, Kondoa, Singida Rural, Manyoni, Iramba, Monduli, Simanjiro, Ngorongoro, Kiteto and Karatu.

The project targeted Dodoma and Singida regions on the basis of high, chronic food insecurity and drought proneness, general poverty ranking and accessibility for WFP operations. Within these regions selection procedures priorities those districts with highest food insecurity and educational need (high absenteeism and drop – out; low enrolment ration).

Since the project could not cover all primary schools in a district, further selection was carried out to identify divisions within districts with highest food insecurity and educational need. The concentration of the project on divisions, rather than selecting individual schools all over a district, was meant to ensure that communities and the public at large, could easily understand the purpose and targeting criteria of the project and limit transfers from non-assisted to assisted schools.

The inclusion of Arusha and Manyara region in the project was motivated less by drought proneness, food insecurity and poverty although the region is also needy in these respects but more by the

educational problems faced by the pastoralists and the need to support primary boarding schools in these areas. Within this region, the project targeted boarding schools in those districts with the highest percentage of nomadic population (Monduli, Simanjiro, Kiteto and Ngorongoro). Some day schools were also included to test the validity of school feeding in this part of the country; and schools were selected from one district (Monduli) on grounds of accessibility and relatively high food insecurity and educational need. All the relevant authorities were involved in the process of selecting the districts and the divisions that were targeted by the project. The local authorities supervised the schools to ensure that they have made all the necessary preparations prior to the commencement of food distribution.

At the targeted schools, all students, regardless of age, family or grade, did qualify for the food aid, as long as they were enrolled and attended at the school. The parents on the other hand, did participate by ensuring a smooth implementation of the project by providing voluntary labour in the receipt and storage of food commodities in the schools as well as preparation and service to school children

9.10. Staff Involved:

All staff/working in SFP are Local with an exception of UN staff at WFP and hired foreign consultants when need arises.

- At National level there is project focal point at Primary Education Department; also
- At the district councils; the DEO (District Education Officer) is the project manager with the assistance of District statistics and logistics officer (SLO).
- At School level- Headteacher, staff, pupils are the doers.

- At community level; school committee; chairpersons and members of school committee and the community are involved.

9.11 Time frame:

1st January 2002 – December 30th 2006.

9.12 Future Prospects:

Expansion plans: is to expand in 10 districts to include in additional 30,000 children out of which are 15,000 children under the ILO/IPEC, COBET centers in the districts of Kondoa, Iramba and Simanjiro.

9.13 Remarks:

The MoEC Project co - ordinator is making efforts with the district authorities aimed at insuring that the district councils are able to mobilize budgetary allocation for DEO's for project monitoring and supervision in the fiscal year (2004 –2005).

- The success of the activity depends on Government pursuing its reform policies, especially those relating to the transfer of funds and technical personnel needed to supervise the operations.
- The District Council's ability to integrate this activity into the District Development Plans and Budget structures will be critical in ensuring the availability of counterpart funds to implement the activities as well as in establishing synergy with other development interventions. The success in this will largely determine the future sustainability of the project.
- The participation of the communities in the mobilization of resources and management of operations, especially the payment of cooks and

guards, as well as the provision of adequate storage facilities, will be an important pre-condition for the sustainability and expansion of the activity. In this regard, a number of training courses were conducted in order to build local capacity in this area.

- Care must be taken to maintain the self-help tradition of Tanzania, which is seen as an important asset in the country's attempt to reduce poverty and food insecurity. In view of this food supplies to the schools may eventually be adjusted according to the production levels and seasonal fluctuations in the supply of food.
- In order to reduce the consumption of firewood in the project areas and the risk of further deforestation, WFP will provide fuel-efficient stoves to schools covered under the activity. Furthermore, WFP and MoEC will endeavor to sensitise parents on tree planting in school surroundings to ensure fuel wood availability and improve the environment.

10.0 SCHOOL HEALTH PROGRAMME [SHP]

10.1 Background:

The government recognizes the significance of school health. This programme normally targets the school age children from 5 years i.e. from Pre School to primary school. The promotion of school age children's health started in 1920s in 8 regions only (Dar es Salaam, Coast, Tanga, Lindi, Mtwara, Arusha, Mbeya and Iringa). In 1961 the government attempted to strengthen and sustain school health activities in the country although in a small scale. In 1978 Dodoma and Singida regions were also incorporated in school health programme.

Besides the government there have been several NGOs, Religious and UN agencies which have been supporting school Health activities.

10.2 Objectives:

- **Main Objective:**

To check the health of school going age children (enrolled and Non enrolled).

- **Specific Objectives:**

- To provide pupils with health screening once in a year, treatment and vaccination
- To supervise environmental sanitation in school
- To provide health checks and promote personal hygiene in schools
- To teach health education in schools

- To train district and regional Health School Coordinators.

- **Short Term Plans:**

- To improve the quality of Health in Schools
- To sensitize communities on the provision of mid-day meals and First Aid Kits in each school.
- To build capacity for district and regional school health coordinators
- To review National School Health Directory.

- **Long Term Plans:**

- To promote and encourage communities on the provision of water supply to schools through IEC and Health Education.
- To sustain Tanzania School Health News letter.
- To continue co-ordinate implementation bodies which have been established at National level
- To sensitize and encourage councils to budget and allocate funds for implementing planned school health activities.

10.3 Implementation Status:

National School Health Programme is being co-ordinated by two ministries namely MOH and MoEC.

Other stakeholders include government Ministries (PORAGL, MCDGC,) Parastatals (TFNC) Un organizations (UNICEF, WFP, Irish Aid, JOICEF) NGOs and other Charity Institutions.

10.4 Implementation Strategies:

- Community involvement and active participation will be encouraged.
- Skills for promoting participatory development will be provided to the school and Health personnel for the empowerment of

communities in their areas to take up responsibility for mobilization of colleagues to participate in the programme.

- Planning will done at all levels of operation (Regions, Districts and Schools).
- Carrying out training/capacity building and strengthen existing capacity at all levels i.e. regional, district, teachers, Health personnel and community on the school health programme.

10.5 Achievements:

- NSHIP in collaboration with WFP has managed to procure Mabendazole and Praziquantel which will be administered to SAC (enrolled and non enrolled(in the control of schistosomiasis and STH in schools in district being supported by WFP.
- There is a contact person in each District and Region representing each of the 2 ministries.

10.6 Problems:

School Health Programme has continued to receive unsatisfactory funds from the Ministry of Health only. It would be advisable that the MOEC has a budget for this programme too.

10.7 Funding Agency:

The government has been funding the programme through the Ministry of Health and some donors who are mainly supporting the control of Parasites (Schistosomiasis and soil transmitted Helminths STH).

10.8 Coverage of the Project:

SHP is operating in all the districts and in all the 21 regions but for the STH and schistosomiasis control will start in a few districts

and continue as planned in the 5 years of operation depending on the availability of funds.

10.9 Staff Involved:

The programme is attached to MOH and MoEC, all staff/personnel working in the SHP are local with an exception of hired foreign consultation when need arises.

10.10 Time frame:

The programme will last for 5 years (2004 – 2008).

10.11 Future Prospects:

Mapping will be done to earmark which districts should be the next to be taken on board for parasite (schistosomiasis and STH) control.

10.12 Remarks:

The significance of health of pupils for a healthy nation is very clear. Therefore health education is a necessary tool for our communities in order to improve the environment and facilities in our schools. hence there is need for more financial support from the communities through sensitization, also from the government, International organization and NGOs to support the programme for sustainable quality Health of the young generation thus a prosperous nation.

11.0 SCHOOL MAPPING AND MICRO-PLANNING (SM and MP)

11.1 Background:

Since 1970s Tanzania has upheld a commitment to implement Universal Primary Education (UPE) and several measures have been taken to this effect. The Education and Training Policy adopted in 1995 gave an impetus to implementing this together with an urgent need to improve the quality of education offered. The Education Sector Development Programme started in 1999 aimed at, among other things, to guide local authorities (districts and villages) to prepare their own education plans and implement them and to enhance their capacity for sake of sustainability.

To implement this it was decided to carry out School Mapping in all districts of Tanzania Mainland and use the data collected to draw education Micro-Plans at village and district levels. District personnel were deeply involved in the exercise in order to build their capacity for future continuation. The Tanzania Government approached various development partners for technical and financial assistance and this was made available through UNICEF and JICA. School Mapping and Micro-Planning started seriously in 1997.

11.2 Objectives:

- **Main Objective:**

To strengthen the institutional capacity of local authorities in educational planning and administration

- **Specific Objectives:**

- a) To provide educational information at district level.

- b) To strengthen capacity for planning of local authorities, schools and communities through the school mapping and micro-planning process
- c) To develop routine data collection framework on primary education

- **Short Term Plan:**

To carry out school mapping and micro-planning in the remaining (final) 16 districts. The districts are Hanang, Kiteto, Monduli, Ngorongoro, Kondoa, Dodoma Rural, Mpwapwa, Ludewa, Same, Kwimba, Sengerema, Iramba, Singida Rural, Igunga, Urambo and Kilwa.

- **Long Term Plan:**

To complete micro-planning in the remaining 28 districts where Micro-Planning was not done. These are districts which were school mapped with funds from UNICEF and MOEC but without micro-planning.

11.3 Implementation:

School mapping and micro-planning of all districts of Tanzania Mainland is a joint effort of MOEC, UNICEF and JICA. Implementation of the last phase is currently being carried out by JICA consultant Team in collaboration with MOEC. Since SM/MP is on primary education the President's Office, Regional Administration and Local Government (PO-RALG) is also involved.

11.4 Implementation Strategies:

The next stage of school mapping and micro-planning will be carried out by facilitators appointed and supervised by the JICA Consultant Team in collaboration with MOEC and PO-RALG. The

JICA Consultant Team will draw a work plan, design questionnaires and finalize data processing and report writing. The facilitators will carry out training in the districts, collect and compile data and facilitate micro-planning at school, ward and district levels.

11.5 Achievements:

- School mapping has been completed in 98 districts and the remaining 16 districts will be covered in 2004/2005.
- Micro-planning has been completed in 70 districts and 16 more districts will be covered in 2004/2005
- Micro-planning in 28 districts will be implemented at a later date.

11.6 Problems/Challenges:

These are:

- Insufficient funds. Funds available for the work is insufficient to cover all districts. Hence the execution is by piece meal.
- Failure by districts to update collected data as required.
- Low utilization of the collected information in planning

11.7 Funding Agency:

Funds for school mapping and micro-planning have been provided by UNICEF, Japanese Government through JICA and MOEC. The funding has been as follows:

▪ UNICEF	43 districts
▪ JICA	65 districts
▪ MOEC	6 districts
Total	114 districts

11.8 Coverage of the Project:

- The exercise covers all districts of Tanzania Mainland
- In each district all schools, villages and wards are covered.
- Micro-plans are prepared at school/village, ward and district

11.9 Staff Involved:

- JICA Consultant Team made up of Japanese SM and MP experts
- MOEC and PO-RALG officials dealing with planning or primary education
- UNICEF officials who assisted in planning and execution in the first phases

11.10 Time Frame:

The SM and MP started in 1997 and is due for completion in 2005 except for MP in a few districts where funds are not yet available.

11.11 Future Prospects

MOEC is seeking funds to complete MP in the remaining under funded districts with the aim of completing coverage of all districts as soon as possible.

12.0 TANZANIA CULTURE TRUST FUND (TCTF)

12.1 Background:

Between 1961 - 1980s very little support was given to independent artists or groups in Tanzania. During this time little investigative and retrospective art was conducted. Very little cultural debate was fostered and a lot of unique cultural values were ignored or were not given adequate attention.

The situation started to change dramatically in the 1990s, with the liberalizations of the national economy and the formulation of a national cultural policy in 1997. This has allowed independent cultural groups and organizations to be active and the private media to operate. Tolerance and freedom of expression have, to a large extent, started to be regarded as assets.

In spite of these positive developments, the cultural sector still faces immense challenges and constraints. Though there has been a concerted effort from relevant Government departments and formulation of the cultural policy, the sector still needs more financial support from the Government budget. Furthermore, there are very few mechanisms for rewarding outstanding performances in the sector. There is inadequate follow-up of implementation of the copyright legislation, thus piracy is widespread and creators and performers remain exploited. There are few arenas, theatre venues or local cultural centres where local productions can challenge the large influx of foreign productions, often of low standard.

It was against this background that the Governments of Tanzania and Sweden and the Board of Trustees of the “Mfuko wa Utamaduni Tanzania (MFUKO)” on November 6, 1998 signed a joint agreement

for the establishment of the MFUKO as an initiative for promoting and developing the Cultural Sector in Tanzania.

12.2 Objectives:

▪ Main Objectives:

- To provide funding of cultural projects and activities countrywide,
- To promote individual and organizational achievements,
- To award excellence

▪ Specific Objectives:

- To strengthen Tanzania's culture sector through selective allocation of the funds available in the Mfuko.
- To strengthen the capabilities and competitiveness of Tanzani's cultural and artistic groups, associations and individuals.
- To build democratic culture which respects human rights, freedom of expression and gender equality.
- To support cultural activities aimed at achieving results within the framework of culture policy of Tanzania, but always remaining supplementary to the Government's efforts.
- To promote and reward merit and excellence for the purpose of enhancing the quality of cultural activities.
- To promote networks that bring together parties and institutions interested in Tanzania's culture development.
- To counteract the negative aspects of both commercialization and globalization.
- To establish a funding and not an operational or implementing entity.

- To operate independent of political and religious interests and cater for both government and civil society.
- To operate nationally.

▪ **Short/Medium-Term plans:**

a) Mfuko's Institutional Capacity Strengthened:

- Reviewing the Trust Deed
- Lobbying the GOT to amend laws touching on culture to reflect the Mfuko as per the Trust Deed
- Preparation of Internal Policy for the Mfuko
- Acquiring a Permanent Office for Mfuko
- Acquiring suitable transport facility for the Mfuko
- Strengthening Secretariat Staff Capacity
- Motivating and Retaining Good Staff
- Instituting performance Management

b) Strategic Projects Promoted:

- Lobby for Establishment of Houses of Culture and Centres of Excellence

▪ **Long-Term Plans:**

a) National Scope and Outreach Achieved:

- Enhancing Awareness and Publicity
- Co-ordinating the Intermediaries and Partners
- Sensitization of Establishment of Culture Resources Centres
- Promoting Networking Within the Country

b) Regional and International Networking Established:

- Promoting Collaboration with Regional / International Bodies

c) Lobbying and Advocacy for Resources from the GOT:

- Lobbying for resources from the Government

d) Fundraising for Sustainability Improved:

- Creating and Maintaining a Database of Resource Sources
- Promoting Beneficiaries Contribution
- Pursuing Legal Sources of Funding for Culture

e) Capacities of Constituencies, Beneficiaries and Intermediaries Strengthened:

- Strengthening the Constituencies Focal Points to Sensitize Own Actors
- Improving the skills of Beneficiaries
- Networking with the Cultural Intermediaries

f) Investment fora for Cultural Activities Established:

- Lobbying the Government to Facilitate the Organization of Investment fora for Cultural Activities

g) Cultural Mapping of the Whole Country Carried-out:

- Project Formulation by Constituencies

12.3 Implementation:

To date; the Mfuko has given grants to 303 applications originating from all the regions in Tanzania (including Zanzibar although culture is not a union matter). The Mfuko has also awarded 48 distinguished culture sector practitioners who were proved to have contributed significantly towards the development of the sector. Beneficiaries of Mfuko support include Government developments and institutions, artists groups, individuals based in rural and urban areas. Mfuko support has considered special groups in the community i.e women, children, disabled and orphans.

Consideration has been accorded; also to cultural exchange projects. Other than the main goal of developing culture, Mfuko support has contributed towards poverty eradication where supported projects created employment and alternative sources of income:

- Most of the activities planned for the Short term period have been achieved by over 80% while some have been achieved by 100%
- Those listed under Long term vary from below 50% to an average of 40% level of achievement. The main reason for this variance between short term and long term, is the fact that activities under short term serve as a foundation / springboard for the long term plans. So concentration was put on achieving short term plans.

12.4 Implementation Strategies:

Mfuko Strategies and Major areas of intervention:

The culture sector is vast and grossly underdeveloped consequently intervention is priority-based.

Following are some of the programmes, projects and activities, which are currently prioritised:

- (a) Recognizing that culture development entails the wholistic participation and co-operation of the entire citizenry Mfuko strive to:
 - focus upon programmes, projects and activities geared towards creating and sustaining, peaceful co-existence, harmony, national identity and unity.
 - direct funds and consultancy towards culture activities of economic, commercial, social and a non- partisan political nature.
 - support financially or otherwise influence programmes, projects and activities, which seek to promote culture sensitization culture education, traditional technology and other forms of traditional know how.
 - support financially and otherwise culture programmes, projects and activities seeking to strengthen capacity building, research, culture information dissemination, recording of oral

traditions, and the documentation of the culture material.

- (b) Funding the establishment, development and /or promotion of jazz bands, brass bands, culture troupes, drama troupes, theatres, centers of excellence / training institutions, multi-purpose culture performance halls etc.
- (c) Financing or co-financing of painters, sculptors, craftsmen and craftswomen, studies, workshops, galleries as well as the marketing or sale of culture products in the local and international markets
- (d) Supporting the development and promotion of literary arts- the publishing of books, periodicals, newspapers, literacy institutions and Libraries.
- (e) Establishing, developing and promoting film units or companies, sound recording, studios, audio tapes recording units and CD-burning units.
- (f) Identifying, developing, promoting and establishing projects that shall provide backward and /or forward effects to the aforementioned culture priority areas with the objectives of making the culture industries, self-reliant and self- sufficient through interrelation and independence.
- (g) Enhancing Mfuko's institutional capacity thus making it capable of responding speedily to the needs of the culture sector.
- (h) Establishing a cohesive networking system in the culture sector.
- (i) Sensitizing Government into extending incentive schemes to the culture sector

- (j) Enhancing Africa and international culture cooperation and participation through the procurement of funds for culture as: festivals, workshops, and seminars, competitions, exhibitions, exchange tours film production, culture industries, marketing, factories, music, performances, etc.

12.5 Achievements:

- Mfuko wa Utamaduni Tanzania is a pioneer in its national scope and participatory approaches which has already recorded impact on national and regional levels.
- Mfuko has set itself as a learning organization with potential to successfully response to its environment and the needs and challenges that arise from it.
- Mfuko has demonstrated its potential and capacity to strengthen the cultural sector and has validated itself as an effective strategy for the promotion of culture as expected by the culture policy and the settlers.

12.6 Problem/Challenges:

- **Major Challenges are:**
 - Enhancing resources mobilization for sustainability;
 - Lobbying and advocacy for improved resources from local donors legal backing of the national cultural policy, and having culture under one government coordinated institutional set-up;
 - Mapping the cultural sector;
 - Building the capacity of the constituencies, beneficiaries and intermediaries;
 - Building strong national, regional and international networks / partnerships;
 - Catalyzing organization of investment fora and other mechanisms to promote investments in the national cultural sector.

12.7 Funding Agency Sida:

- Sida
- NORAD
- Embassy of Finland

12.8 Funding level:

- Donors Tshs. 2,808,517,000/=
- Government Tshs. 50,000,000/= (*not yet disbursed to Mfuko*)

12.9 Coverage of the Project:

- National

12.10 Staff Involved:

- 8 Local Staff

12.11 Time frame:

Is currently in its 2nd phase (ending December 2004) survival depends on availability of funds.

12.12 Future Prospects:

- 1) Sustainable Funding
- 2) Shared cultural development vision and collaboration among partners at all levels
- 3) A permanent office

12.13 Remarks:

The Mfuko being a pioneer in the country is still a learning organization, continuing to consolidate its operations and systems and challenged to be responsive to the salient needs of its operating environment.

The sector is grateful to the Government for enabling a conducive environment which facilitated establishment of Mfuko.

Actors in the sector continue looking up to the Government to increase its support not only in direct funding, but also creating / instituting regulations which will source and direct funds from tourist and cultural related activities towards Mfuko / culture; thus enable civil society ownership and support of Mfuko / Tanzania Culture.

13.0 TANZANIA MULTISECTORAL AIDS PROJECT (TMAP)

13.1 Background:

The World Bank has given a grant for implementing various activities of HIV/AIDS in the sector for creating awareness, capacity building and for printing of HIV/AIDS materials. This grant totals to 2.75 million US Dollar. The grant is under the Tanzania Multisectoral AIDS Project. It is under the supervision of the World Bank and TACAIDS.

13.2 Objectives:

- **Main Objectives:**

To help support various programmes on HIV/AIDS in the Education sector.

- **Specific Objectives:**

To create awareness/capacity building on HIV/AIDS and behaviour change for the education sector personnel to enable them to fight against HIV/AIDS.

- **Long Term Plan**

To minimize the impact of HIV/AIDS in the education sector; to bring about behaviour change.

13.3 Implementation Strategies:

The World Bank in collaboration with Tanzania Commission for AIDS requires the beneficiaries to write down activities to be implemented. The World Bank and TACAIDS approve the activities before releasing the funds.

13.4 Achievements:

Not observed yet.

13.5 Problem/Challenge:

The project is just been initiated.

13.6 Funding Agency supporting the Project:

- WORLD BANK MULTISECTORAL AIDS FUND

13.7 Funding level [amount]:

- A grant of 2.75 million USD

13.8 Coverage of the Project:

Open provided that the money only implements HIV/AIDS Programmes.

13.9 Staff Involved:

- The AIDS Coordinating Unit personnel as coordinators of the project.

13.10 Timeframe:

- A five year programme 2004 – 2008

13.12 Future Prospects:

- To have sustainable programme, on HIV/AIDS in the sector.

13.13 Remarks:

- A project which has come on time to help us implement sector programmes on HIV/AIDS.

14.0 SECONDARY EDUCATION DEVELOPMENT PLAN (SEDP)

14.1. Background:

The government has decided to address the main issues sub-sector wise, starting with the top priority that is primary education under the umbrella of Education Sector Development Programme (ESDP).

The government in collaboration with Development Partners (DP) has managed to increase enrolment at primary level and is in the process of raising quality through provision of adequate and appropriate teaching and learning materials and teacher improvement.

Now, ESDP focuses on reforms on secondary education which performs below requirements of meeting development needs.

14.2 Main Objective:

- To enroll more children in secondary schools, retain and ensure that they learn properly.

Specific objectives:

- To increase transition rate from primary to secondary (F.1 – 4) to 50% in 2010 compared to 21% in 2002.
- To increase the number of students for upper secondary (Form 5 & 6) to 25% of those who complete form 4.
- To achieve retention of students in the system to acquire requisite secondary education.
- To ensure that the education received by students is of high quality and relevant to their daily lives and employment prospects.

- To achieve better management and delivery of secondary education services through devolution of authority to regions, local authorities, school boards and institutions.

14.3 Implementation Status:

Currently, the Government is working actively with Development Partners and all stakeholders to move SEDP forward. With the commitment of the Government and the support of the Development Partners including the proposed International Development Association (IDA) Secondary Education Development credit, Tanzania will be able to mobilize the resources needed to successfully address sub-sector issues. In this context, the government is committed to increase allocation of resources for SEDP partly through increase of resources to the sector to finance Capitation and Development Grants, as well as costs related to the development and implementation of curricula, examinations and the provision of teachers.

Development grant for construction will be allocated based on the extent the area is underserved. The criteria to determine the underserved areas, among others, are Gross Enrollment Ratio (GER); Transition Rates from Std. VII to Form I, poverty index and gender inequity. Development grant may also be given to organizations constructing schools for the disabled. Capitation grant will be allocated according to the number of students based on unit costs. Scholarships will mainly be granted to children with academic ability but whose parents cannot afford to pay school fees due to poverty.

14.4 Implementation Strategies:

Increase access and equity

- reduce the prevailing recurrent cost per student by making better use of teachers and facilities.
- Introduce development grant to accelerate the construction of needed schools, classrooms, teacher's houses and other school infrastructure.
- Expand teacher supply to meet the needs of enrolment expansion.
- Improve enrolment and provision of secondary education through distance and open learning through Institute of Adult Education.
- Recognize the vital role that Non Government providers play in secondary education by providing capitation grant for teaching and learning materials and in-service training for their teachers.
- Reduce school fees by half in day schools to encourage enrollment and retention.
- Increase the number of pupils from poor families whose cost of education is supported by the government.
- Improve facilities for the disabled students.

Quality Improvement:

- Review and Streamline curriculum structure and reduce number of subjects from 13 to 8 core subjects without undermining requisite skills and subject content.
- Strengthen institutional coordination of curricula and examination so as to synchronize curricula and examination reforms.
- Provide requisite and adequate teaching and learning materials so as to ensure good quality education.

- Improve the competence of classroom teaching by introducing continuous in-service training of teachers.
- Improve girl's academic performance through tailor made interventions.
- Improve Inspection functions and system.
- Improve Examination development

Management Reforms:

- MoEC will focus on core functions of policy formulation, strategy development, setting standards, monitoring and evaluation and quality control through human resource capacity building.
- Regions will oversee the general management of secondary schools in their regions.
- Districts, Wards, school boards and school Heads will be provided with management training to undertake new responsibilities in school development and management guided by financial and procurement manuals.

14.5 Achievements:

- The contract between the government and World Bank has been signed for the release of credit amount US \$ 123.6 million and grant amounting US \$ 26.4 million which totals to US \$ 150 million.
- Secondary Education Science subject (SESS) activity has been mainstreamed into SEDP.

14.6 Funding Agency:

Funding of the programme is through community participation, Local Government contributions, Government through internal and external sources (WB – IDA) and from Development partners.

14.7 Funding level:

World Bank - International Development Assistance (WB-IDA) will disburse US\$ 150 million (to be disbursed in three tranches of US \$ 50 million).

14.8 Coverage of the programme:

All government secondary schools, community built government secondary schools and not for profit non-government secondary schools. Seminaries are not included.

14.9 Time Frame:

SEDP is a five-year programme (2004 – 2009).

14.10 Future Plans:

- Expand enrolment of ‘O’ level and ‘A’ level students.
- Provide development grant to schools and districts for construction of new schools, teacher’s houses and completion of unfinished school infrastructures.
- Reduce school fees by half in day schools.
- Pay education cost for students from poor families.
- Improve/strengthen guidance and counseling in schools.
- Provide capitation grant to schools for teaching and learning materials.
- Provide In-service training for teachers.
- Streamline and review curriculum structure

- Continue training and recruiting qualified teachers with diploma/ degree
- Strengthen capacity of school boards/school heads in financial management and procurement.