Education Equity and Quality
# Fast facts

<table>
<thead>
<tr>
<th>Metric</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net primary enrolment rate</td>
<td>94%</td>
</tr>
<tr>
<td>Gender parity index (primary)</td>
<td>1.0</td>
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<tr>
<td>Net pre-primary school enrolment rate</td>
<td>42.4%</td>
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<tr>
<td>Net primary completion rate</td>
<td>62%</td>
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<tr>
<td>Children aged 7–13 out of school</td>
<td>489,673</td>
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Source: BEST 2011
Tremendous progress has taken place in the education sector in Tanzania with major growth in enrolment in primary and secondary schools. The abolition of fees and other monetary contributions in primary schools in 2001, coupled with the compulsory requirement that parents/guardians send all children to school, meant that 94 per cent of children aged 7 to 13 years were enrolled in primary school in 2011, compared with only 59 per cent in 2000. Net secondary school enrolment has also expanded quickly: from 6 per cent in 2011 to over 30 per cent in 2011.

Yet while Tanzania is ‘on track’ to achieve the Millennium Development Goal for enrolment in primary school for boy and girls, the education system struggles to deliver quality education, as reflected in recent disappointing examination results.

Challenges to quality education

Rapid expansion in enrolment has meant that classroom sizes have mushroomed – with an average of 73 pupils in each government primary school classroom in 2010. Mwanza region is hardest hit, with an average 93 pupils per classroom. There has been no corresponding increase in the number of trained teachers, particularly in rural areas, or other the resources to cope with expansion in the number of pupils. Most schools also face extreme shortages in textbooks, desks, chairs, toilets, water supply, and hand-washing facilities. On average there is one textbook for every 5 students. Teaching methods are often gender-biased. A national survey of violence against children revealed that many teachers exceed the legal limits of officially sanctioned corporal punishment. Over fifty per cent of girls and boys reported being punched, kicked or whipped by a teacher.

In 2011, only 0.35 per cent of all children enrolled in primary school were children with disabilities. In secondary schools, 0.3 per cent of boys and 0.25 per cent of girls have disabilities. These percentages are extremely low when compared with the estimated 7.8 per cent of the population with disabilities in Tanzania and indicates that most children with impairment are not enrolled. There is no functioning national system for the identification and assessment of children with physical or mental impairments, and no coherent data to track or respond to their needs. For those children with disabilities who do enroll, regular attendance is often extremely difficult. Girls with disability are more vulnerable to abuse including sexual abuse than boys.

Early child development

The first two years of a child’s life are critical to the development of the brain – if a child is under-nourished and under-stimulated the negative impact on physical, emotional, cognitive and intellectual advances is considerable. In particular, providing young children with stimulating educational and social experience in pre-school strengthens their later school adjustment and achievement. Around 42 per cent of five and six-year-olds were enrolled in pre-primary schools in 2011. Other children attend informal community based child care centres. The majority of pre-primary classrooms lack supplies and play materials. There is a serious shortage of well-trained teachers and most adopt didactic teaching styles that give too much emphasis to literacy and numeracy skills and not enough to learning through play and discovery. In 2011, only 15 per cent of government pre-primary teachers had a pre-school certificate.
UNICEF support to education in Tanzania focuses on (a) development of quality pre-primary education to help give children the best start in life; (b) improving the quality of education through support for in-service and pre-service teacher training programmes at pre-primary and primary levels; (c) promotion of whole school development planning (WSDP) at the district, ward and school levels, which incorporates concepts of the child-friendly school and strengthening the inspectorate system and (d) support for inclusive, child-centred and gender responsive education policy and strategy development at the national level.

UNICEF plays a central role in the Education Sector Development Committee and the Education Development Partner Group (DPG) meetings, advocating for inclusive education policies, sharing best practices, and helping to leverage additional resources. The goal of UNICEF’s work in education is to ensure that all children have access to quality primary schooling. This implies that children must be ready to learn, teachers must be prepared to teach, and school systems must be capable of managing the education process.

**Quality education**

UNICEF plays a critical role in helping Tanzania move towards a vision of quality and equity education. This is particularly important given the many challenges children face in going to and staying in school and getting a good education.

UNICEF supports the development and implementation of national quality standards that provide a holistic school development structure based on a child friendly approach. This stresses the importance of providing an encouraging environment for learning in school, including safety and protection from violence, access to clean water and sanitation, as well as effective teaching and learning processes, improved governance and successful learning outcomes. The Programme aims to mainstream Child Friendly Schooling principles and the human rights based approach to programming and planning through support for key areas of government policy and planning.

Support for in-service teacher education and training (INSET) in seven districts, Whole School Planning and strengthening the school inspection and supervision system has led to a significant improvement on the delivery of quality education in these districts.

**Supporting early childhood development**

UNICEF is one of Tanzania’s strongest partners in early childhood development. Support involves building partnerships and advocating for greater national investment in early childhood development, and improving the standards of preschool education by training teachers and other stakeholders. UNICEF also supports the development and pilot implementation of a cost-effective quality preschool model in order to inform and influence cost-effective early childhood development expansion strategies.

Tanzania has recognized the importance in investing in early childhood development and the need for a multi-sectoral approach to address the holistic needs of young children and support to parents and families. UNICEF has been working in close collaboration with key ministries in the development of the Integrated Early Childhood Development Policy (IECD). The policy addresses the holistic development of young children from birth to eight years and outlines the roles and responsibilities of stakeholders in ensuring survival, development, protection and participation of young children.

To help practitioners improve service delivery, UNICEF supported the development of an IECD Resource Pack,
which contains comprehensive information on IECD including advocacy planning.

Reducing gender gaps

UNICEF supports the Tanzania Gender in Education Initiative (TGEI) which was established in 2008 to advocate for gender issues in education. The 52 member organisation has developed a joint work plan that focuses on improving retention and performance of both girls and boys in primary schools, as Tanzania seems to be on track towards achieving universal enrolment in basic education. TGEI has a ten-member task force meets quarterly and has been instrumental in ensuring teachers and head teachers are equipped with skills to apply gender responsive teaching methods. Moreover, in about 10 per cent of primary schools, the Secretariat has trained teachers and pupils in TUSEME (Let’s Speak Out) approach that enhances child participation in matters of their concern, including development of life skills, especially for prevention of child marriage, early pregnancy and the spread of HIV/AIDS among adolescents.

Advocacy by UNICEF and partners to ensure that girls do not lose their right to education due to pregnancy resulted in a clear statement by the Education Minister about the right of school-age girls to be readmitted to school after childbirth, and opened up a dialogue about their right to attend school when pregnant.

Life Skills

HIV prevention education and reproductive health education are areas where existing school curricula contain gaps. UNICEF has supported the MOEVT to finalise a Life Skills education framework as well as a Care and Support strategy for the most vulnerable children, including children affected by AIDS. The operationalization of these two strategic plans constitute the main area of UNICEF’s work and support in Life Skills, with the overall aim of equipping children with age appropriate information, knowledge, attitude and skills they need to make informed decision and choices in the areas of sexual and reproductive health. The TUSEME clubs that are supported by UNICEF in several districts have provided an effective model for empowering young children.

Impact with Equity

Within the framework of the United Nations Development Assistance Plan (2011–2015) in Tanzania, and guided by a rights based approach, UNICEF commitment to addressing capacity gaps sustainably is strategic and focused on UNICEF comparative advantage and positioning in the education sector.

UNICEF will support education systems capacity development, by enhancing learning and the school environment and focusing on equity, gender and life skills.
“Education is the most powerful weapon you can use to change the world.”

NELSON MANDELA
FORMER PRESIDENT OF SOUTH AFRICA AND ELDER STATESMAN

KEY RESULTS FOR EDUCATION EQUITY AND QUALITY BY 2015

- Development and dissemination of IECD policy and development of a plan for policy implementation.
- Development of basic and advanced primary In-Service and Training Strategy (INSET) distance learning modules for core subjects.
- Development of national pre-primary INSET operational plan and roll out in selected regions.
- Expanding provision of alternative learning opportunities focussing on out of school children and illiterate adults.
- Development inspectorate database system and roll out at national and sub-national levels.
- Enhancing life skills education provided for school children, out-of-school children and young people.

FUNDING GAP (USD) 2011–2015

<table>
<thead>
<tr>
<th>Programme intervention</th>
<th>Funds required</th>
<th>Funding gap</th>
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<tbody>
<tr>
<td>Alternative Learning Opportunities</td>
<td>1,440,000</td>
<td>800,000</td>
</tr>
<tr>
<td>Teacher Education</td>
<td>3,720,000</td>
<td>2,200,000</td>
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<tr>
<td>Integrated Early Childhood Development</td>
<td>2,880,000</td>
<td>1,500,000</td>
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<tr>
<td>Primary education planning, quality assurance and support to priority schools</td>
<td>10,040,000</td>
<td>5,680,000</td>
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<tr>
<td>Education Quality and Equity</td>
<td>18,080,000</td>
<td>10,180,000</td>
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