

PRIMARY EDUCATION REFORM FOR QUALITY EDUCATION AND FUTURE
QUALIFIED PERSONNEL IN TANZANIA: SOCIO-ECONOMIC ANALYSIS.

By

Geofrey Amon Mashafi

THESIS

Submitted to

KDI School of Public Policy and Management

in partial fulfillment of the requirements

for the degree of

MASTER OF PUBLIC POLICY

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Supervisor SHIN, Jaeun

ABSTRACT

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By

Geofrey Amon Mashafi

Over the years there is growing concern in Tanzania that many pupils complete Primary school without achieving satisfactory levels of learning. Unfortunately the quality enhancement policies have largely emphasized systemic analysis and the recommendations mainly focus on quantitative rather than qualitative interventions. During the period of 8 years ago the Government has moved from a focus on providing for construction and textbooks to a focus on the systemic issues of improving quality under the Primary Education Development Plan (PEDP). It has shifted from an emphasis on the central ministry toward the classroom level. Its greatest successes have been in increasing financial support for basic education quality and in beginning to help Ministry of Education and Vocational Training to revisit its Programs in order to broader efforts to reduce illiteracy through PEDP. However, the structure of primary education itself is not an obstacle to the quality of primary education delivery. So far there are many things to be considered to meet targeted outcome.

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Dedicated to the family of Mr & Mrs. Amon Joseph Mashafi

ACKNOWLEDGEMENT

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Lastly I wish to give my thanks to the family of Mr. & Mrs. Amon Joseph Mashafi and my beloved fiancée Deningaya Charles Kihunrwa as they supported me materially, financially and morally.

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CHAPTER 1

INTRODUCTION

1.1 BACKGROUND

The United Republic of Tanzania is located in Eastern Africa between longitude 29° and 41° East, Latitude 1° and 12° South covering the total area of about 945,087 sq Kms.

Tanzania is the biggest (land area) among the East African countries (i.e. Kenya, Uganda and Tanzania). Tanzania has a spectacular landscape of mainly three physiographic regions namely the Islands and the coastal plains to the east; the inland saucer-shaped plateau; and the highlands. The Great Rift Valley that runs from north east of Africa through central Tanzania is another landmark that adds to the scenic view of the country. The country has the largest concentration of wild animals. It also has pristine sandy beaches and Africa's highest and snow-capped mountain, Mt. Kilimanjaro.

Dar es Salaam is the commercial capital and major sea port for Tanzania Mainland and it serves neighboring land-locked countries of Malawi, Zambia, Burundi, Rwanda, and Uganda, as well as Eastern DRC. Other sea ports include Zanzibar, Tanga, and Mtwara. Because of its geographical and vocational advantage, Dar es Salaam Port presents itself as the gateway into East and Central Africa. Further more, this renders Tanzania as a logical investment

POPULATION OF TANZANIA

Tanzania have the total population of about 37,445,392 people (July 2006 estimation) of which 43.7% of them are children of 0-14 ages where males are 8,204,593 and 8,176,489 are females making total of 16,381,082 children under 14years old. Population growth rate is estimated to be 1.83%, birth rate of 37.71 births/1000 population, death rate is 16.39dearths/1000 population, life expectance at birth 45.64 years and literacy of 78.2%.

TANZANIAN SCHOOL LADDER SYSTEM

The first president of Tanzania, Julius Nyerere, was originally a teacher. He is often referred to as Mwalimu, which means teacher in Swahili. He made education an important part of his national plan. Self-reliance and ujamaa (family hood) programs promoted literacy. Education programs were also used to raise the level of awareness of the importance of hygiene, agriculture, crafts and personal achievement. Recently, however, the literacy rate has decreased, because the government cannot invest as much money in education as it did in Nyerere's time.

Education is divided into primary and secondary systems, which together last for 13 years. Primary grades are called standards and secondary grades are called forms. Primary education, which lasts for seven years, is free and compulsory. Pupils must write a national examination at the end of primary schooling. Many children leave school at this point and go to work.

Tanzanian primary and secondary school students wear uniforms to school. They must pay for these uniforms and for school supplies. The language of instruction in primary schools is Swahili; in secondary schools it is English.

Secondary education lasts for six years. So far there are few secondary schools in Tanzania where by enrolment is limited to only 3% of students who complete primary school, students must pay fees to attend secondary school. Many students live far away from their immediate family to attend school. There are two national examinations at the secondary level; students write the first exam when they have finished four years of secondary school, in order to receive the Certificate of Secondary Education. Those who want to go on to university have two more years of schooling and take the second exam, which leads to the Advanced Certificate of Secondary Education. The system in Zanzibar is slightly different, but students also write the national exams.

Postsecondary education is offered at six universities and the National University of Dar es Salaam is the most well-known. The newest public university is the University of Zanzibar and most university courses are taught in English. The government subsidizes the universities and the president appoints the heads of the universities. The school year runs from September to July of the following year.

PRIMARY SCHOOL EDUCATION

Tanzania government has made significant progress towards the expansion of primary education. The expansion has mainly been in the area of increasing access through increasing enrolment, classrooms construction and teacher

recruitment. The Gross Enrolment Rate (GER) increased from 33% in 1970 to 96% in 1981; however it had dropped to 62% by 1998. The corresponding Net Enrolment Rate (NER) fell from a peak of 68% in 1991 to 46% in 1998. The implementation of Primary Education Development Plan (PEDP) in 2002 resulted to the number of children enrolled in primary school increase from about 4.8 million in 2001 to more than 7 million children in 2004. A 44% increase in pupil's enrolment in three years. These figures also show that the GER and NER reached 106.3% and 90.5% respectively in 2004. Over 50,000 new classrooms were constructed between 2002 and 2004/5, meaning that the total number of classrooms increased by 83% by 2004, the number of teachers had increased from 103,731 in 2001 to 119,773 in 2004 giving a pupil teacher ratio of 59:1. The implementation of a double shift system has served as a top-gap measure to reduce classroom congestion, to enable more access of available textbooks and to reduce the pupil-teacher ratio especially within the lower standards (MoEC 2004)

The structure of the Formal Education and Training System in Tanzania constitutes 2 years of pre-primary education, 7 years of primary education, 4 years of Junior Secondary (ordinary Level), and 2 years of Senior Secondary (Advanced Level) and up to 3 or more years of Tertiary Education. Specifically, the education system has three levels, namely: Basic, Secondary and Tertiary Levels.

Basic or first level education includes pre-primary, primary and non-formal adult education. Secondary or second level education has Ordinary and Advanced level of secondary schooling while Tertiary or

Tanzania is one of the continent's poorest nations because more than one third of the population lives below the national poverty line. It has undergone significant macroeconomic and structural reform and continues to enjoy political stability, reasonable levels of growth and good donor support.

Tanzania is in line to meet two of the MDGs - universal primary education and gender equality in the ratio of boys to girls in primary school. Abolition of school fees in 2001 has resulted in an increase in the number of children enrolled in primary school from 4.4 million in 2000 to 7.5 million in 2005. More than 95% of children aged 7 to 13 are now enrolled in primary school. Nowadays there are broadly equal numbers of boys and girls in primary schools.

1.2 INTRODUCTION OF THE PROBLEM

Education is central to development and a key to attaining the Millennium Development Goal). It is one of the most powerful instruments for reducing poverty and inequality and lays a foundation for sustained economic growth.

Tanzania is on course to meet the UN Millennium Development Goal of free primary education for all children by 2015, but the quality of that education is coming in for criticism because too much emphasis is being placed on achieving 100% enrolment rates and building new classrooms rather than quality of education to be achieved.

It is through quality education Tanzania will be able to create strong and competitive personnel which can effectively cope with the challenges of development which can easily and confidently adapt to the changing market and technological conditions in the region and global economy.

The quality of primary education is the good base for those dreams to become true whereby it will give qualified students for junior secondary and then senior secondary. From senior secondary we shall get well qualified students for tertiary education as a third level including programs and courses which finally gives professionals to be employed in governmental and private sectors hence improving productivity for economic growth. Nevertheless there has been considerable success in increasing access to primary education but little focus on the quality of learning, that is why over the years there is growing concern that many pupils are not achieving adequate levels of learning because policies and interventions have largely been broad with emphasis on systemic analysis and the resultant policy recommendations mainly focus on quantitative rather than qualitative achievements.

Due to chronic problems in Primary education, in 1998 the Government decided to introduce PEDP as one among solutions to overcome the situation.

The aims to establish the Primary Education Development Plan (PEDP) were to increase number of pupil's enrolment, increase number of teachers, build more class rooms, cancellation of Primary education fees, improve curricula and exam systems and add teaching materials and facilities

What is “education?”

It is simply academics—reading, writing, and mathematics? If a student is not having difficulties in their academic work but has other “special needs” that are not so directly tied to a student’s academic study, ought the school district to still provide for those “special needs”?

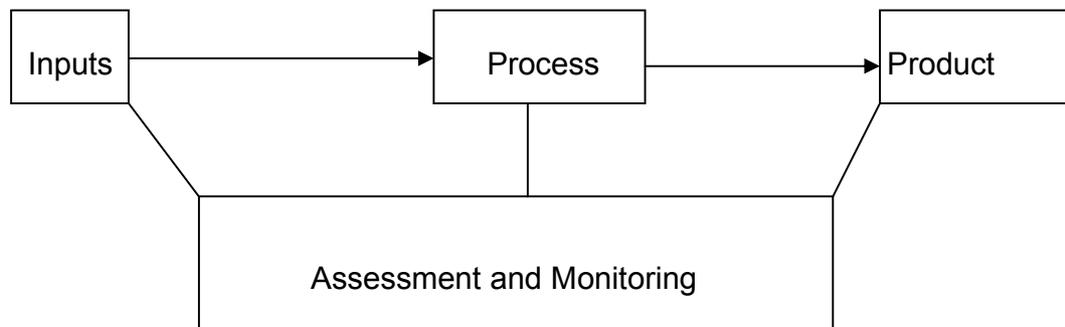
“The only purpose of education is to teach a student how to live his life-by developing his mind and equipping him to deal with reality. The training he needs is theoretical, i.e., conceptual. He has to be taught to think, to understand, to integrate, to prove. He has to be taught the essentials of the knowledge discovered in the past-and he has to be equipped to acquire further knowledge by his own effort.” ~Ayn Rand

Defining Quality and Quality education

A quality education is custom design that addresses the unique abilities of each student and has a positive emotional experience. Custom education evaluates natural talent and how the student learns. This is why home schooled students out perform classroom students. Parents learn what works and does not work, then focus on what works. With this method, students develop a love to learn and learning becomes a lifelong process.

Despite the growing concern about the quality of education, its crystallized definition is somewhat difficult (Aspin & Chapman, 1994), largely due to a wide array of stakeholders and consumers along with the complexities of teaching-learning process which need to be unfolded continuously. Terms like effectiveness, efficiency, equity, equality and quality are often used

interchangeably (Adams, 1993). Most of the people view quality of education as the learning outcomes of students which are the 10 primary concerns of all stakeholders. But to achieve the desired quality the antecedents, that is the input and process should also have quality in terms of efficiency, effectiveness, excellence, and social justice. The quality education output can be achieved only if quality is ensured at each level of the educational process from standard setting, learning environment, teacher training, teacher-learning process, assessment and monitoring. A sketchy model of quality can be plotted as under:



MODEL OF QUALITY CONTROL IN EDUCATION

Adams (1993) included six elements of quality i.e. reputation of the institution, resources and inputs, process, content, output and outcomes, and value added. Since the concept of quality control and quality management have come from industrial and management sciences, the models of quality control are essentially based on the same philosophy. The industrial models were later on applied and adapted to the educational settings. The educational planners have been defining the quality out-put and have been searching for educational quality correlates. The quality out-put is defined in terms of learning achievement in

three domains i.e. cognitive, affective and psychometric. Other indicators of quality output are decreasing rates of dropout and increasing rates of stay-ins, number who complete the program cycle and, gender and social equality. The literature on the determinants of quality education output is not only scanty it provides varied rather divergent findings on many of the inputs. Lockheed and Verspoor (1991) in a study of developing countries have identified various input and process determinants of educational output. These include orderly school environment, academic emphasis in the form of clearly defined learning outcomes and standards, curriculum, particularly the “implemented curriculum” (textbooks, other learning materials), time for learning, and effective use of school time, qualified teachers and healthy children.

The developed countries show the similar results with a varying level of quality inputs. For example literature on Educational Reforms in the United States describes that standards of education can be improved through redefining basic curricula, and setting performance standards required from students at the completion of the program (Paliakoff and Schwartzbeck, 2001). Farguson, as cited in Paliakoff and Schwartzbeck (2001), after his examination of student achievement in 900 Texas school districts concluded that the quality of teachers is the most critical aspect of schooling and that it has a direct impact on student learning. Similarly the TIMMS study suggests that teaching practices constitute a part of the difference in student achievement in Mathematics and Science. Moreover, the curricula are also important in raising the student achievement

CHAPTER 2

2.1 LITERATURE REVIEW

As most countries move toward decentralized education services, the World Bank has begun to learn how to build managerial capacity at intermediate levels main in Africa. At the school level, the Bank has helped convey the importance to quality education of a well trained and supported school director, and some projects now go beyond lip service in improving school-based management. The value of community support for schools has also received increasing attention, though no models have been tried and proven to the degree that they are widely accepted. Experience in some African countries with community schools – initiated outside the government system with NGO support – has taught that communities can and will support their own schools. Ministries and external agencies have also agreed, however, that poor rural communities should not be asked to pay for classrooms, teachers, and textbooks when more affluent urban families do not. Based on this learning, the Bank has helped ministries take over the financing of key inputs in community schools.

In financing improvements in quality inputs, one Bank strategy has been to urge governments to add a budget line for non-salary items, mainly textbooks. This has been accomplished, though in countries struggling to keep up with growing enrollments, it has more value as an institutionalized procedure than as a demonstrated means of improving quality. Another has been the shift to contract teachers, and a third the contributions of communities to classroom construction.

To increase the financing of basic education in a broader way – access as well as quality – the Bank has played a lead role within the international community in pressuring governments to reallocate more funding to basic education.

The international community is redefining objectives in terms of a primary school completion rate. Unlike the raising of enrollment rates, the raising of completion rates requires that the quality of schooling is good enough for students and their parents to continue paying the direct and opportunity costs of completing primary school

The achievements highlighted above are points of light in what has otherwise been a vain struggle. A number of constraints to improving quality persist. The persistent shortages of essential inputs and processes (teachers, textbooks, classrooms, curricula and exam systems) have thwarted efforts to improve learning in the classroom. The requirement of additional funding for quality inputs has continued to compete with the drive for universal enrollment. While enrollments have increased significantly, due to growing birth rates as well as the global campaign for Education for All, macro-economic performance has not improved across much of Africa. In addition, many governments have been unable to sustain their resistance to countervailing pressures from the university community for substantial funding and from other sectors, particularly the military. Thus the main indicators used to monitor quality – ratios of students to teachers, books, and classrooms – show significant deterioration in quality. This is one example of conflict between the Bank's knowledge of what contributes to quality

in education and what is difficult to put into practice because of competing goals and scarce resources.

In many countries assets are badly managed, including the delivery of textbooks, deployment of teachers, and maintenance of classrooms. This results in their inefficient and inequitable use. The absence of effective strategies for building capacity and strengthening management continues to constrain improvements in (ADEA Biennial meeting 2003)

Pakistan policy makers have drawn guidelines for the enhancement of quality of education from the international knowledge, Declaration on EFA, and indigenous situation analysis. The National Education Policy, 1992, in the context of primary education, clearly mentions the plan to adopt special measures for improving the quality of education. These measures include proper training of teachers; update 'primary kit' provision of computers, books of general knowledge, science and mathematics and raising the number of teachers to five per school over a period of ten years. The National Education Policy 1998-2010 had also emphasized the 12 improvement of elementary education. The policy gives a comprehensive list of quality inputs i.e. merit based recruitment of teachers, pre-service and in-service training, provision of career structure and system of awards and incentives; introducing learner centered instruction, improving the quality and availability of textbooks and other learning materials, improvement of curriculum, capacity building of various bodies in management and supervision of education, and reforms in examinations and assessment system. In the ESR Action Plan

2001-2005 the strategies for quality improvement and assurance at all levels have been outlined as under:

1. Benchmarking competencies.
2. Continuous improvement of curricula.
3. Staff development, teacher education and training, and professional development of planners, managers and staff at all levels.
4. Establishment of National Educational Assessment System (NEAS).
5. Strengthening the Teacher Training institutions.
6. Setting Academic Audit through linkage of grants/incentives with quality.
7. Increase of non-salary budget for provision of conducive educational environmental.
8. District based educational planning and implementation under the Devolution Plan.
9. Public-private partnership and community participation.

The correlates of quality education identified by international studies and the above mentioned strategies and targets can be classified under three categories i.e. the inputs and processes and output standards to be gauged by assessment of learning outcomes and through academic audit. (Preparatory Document; Ministerial meeting of South Asia EFA Forum, May 2003)

Since the 1990s, India has moved to decentralize governance of education through a constitutional amendment that authorizes states to establish a tiered

governance structure to implement central and state education policies and schemes. Through this process village, block and district-level bodies were created and empowered. The aim of this decentralized planning and management of education is to ensure local participation and involvement in the education process. The formation of Parent-Teacher Associations (PTAs) in schools and Village Education Committees (VECs) at the local level are efforts directed towards bringing about changes at the school level through local efforts. According to our model of effective schools, one of the important pieces is the context within which primary schools function. This piece is the administrative machinery of the schools, blocks and districts within which the schools operate. The responsibilities of this machinery fall under the broad categories of –

. School management, and

. District governance which includes (but is not limited to) the important functions of capacity building i.e. training of teachers, HMs, and other actors in the district education system such as the education officers; and school supervision and inspection School Management

“Education for All” has been a global issue ever since the 1990 World Conference on Education for All in Jomtein. India was one of the participants and signatories to the Declaration. The expansion of primary education in India over the last decade has been phenomenal. But, by all accounts, the expansion of the Indian education system has led to deterioration in the quality of education. Recent studies have shown that even when students are retained in schools, they do not learn what they are supposed to learn. Low levels of learning at the

primary stage are almost a universal phenomenon in India (Dave, 1988; Shukla and others, 1994, Varghese 1996).

While the majority of the schools are of poor quality (by international standards), there are specks of excellence. While the scenario is fraught largely with poor quality, there has been an increasing expression of concern for quality (Mukhopadhyay and Parhar, 1999). Like in the rest of India, a wide array of initiatives undertaken by the Government of Tamil Nadu (GoTN) have resulted in making primary education accessible (and attractive) to a very large majority of families.

Through the District Primary Education Program, Operation Blackboard and other incentives-based initiatives that are supposed to give all primary school children free textbooks, midday-meals and uniforms, the Tamil Nadu state government is close to its goal of 100% enrollment. Unfortunately, like elsewhere, studies on Tamil Nadu have shown a quality quantity tradeoff as enrollments increase (Duraismamy, James, Lane and Tan, 1997). There is, however, a dedication in the current state government to an improvement in the quality of education. It is with this commitment that the government initiated this study to be conducted by researchers at the Harvard Graduate School of Education under the aegis of the Center for International Development at Harvard (The Quality of Primary Education: A case study of Madurai and Villupuram Districts in Tamil Nadu, India)

2.2 STUDY DESIGN

OVERALL OBJECTIVE

The main objective of this study is to analyze the socio-economic factors hindering provision of quality primary education in Tanzania for future professionalism and personnel incredibility.

SPECIFIC OBJECTIVES

Specifically the study has the following aims;

To identify teachers' qualification so that to analyze the impact of pupils performance, identify the impact of teachers' living standards on the teaching delivery, assess pupils' studying environment so as to measure the effect of studying environment in the quality of primary education accessibility, study the contribution of Parents/Guardians in the development of primary education and education sector in Tanzania and to analyze the success and failure of Primary Education Development Plans (PEDP).

SCOPE OF THE STUDY

The study covered Kinondoni Municipality, which consists the total number of 113 urban locations in 27 wards. The study focused on eight wards namely; Bunju, Sinza, Kawe, Kigogo, Kibamba, Mbezi, Mwananyamala and Kijitonyama. Also the study intended to interview people (respondents) from all eight (8) wards. On the other side the study investigated all primary schools stakeholders; these include Teacher's, Parents/Guardians, Pupils, Ministry of Education and Vocational Training, Municipal Education Officers and Municipal Leaders. The

study focused on what happened after reforms (i.e. after introduced the Primary Education Development Plans - PEDP) on teacher's qualification, teacher's living standards, teacher's working environment, pupils studying environment and the contribution of Parents/Guardians in the development of Primary education sector in Tanzania.

JUSTIFICATION OF THE STUDY

This study is relevant to National development planning process as it will enable Policy makers, Planners, intellectuals and other Socio-economic functionalists to come up with better understanding of the socio-economic factors hindering provision of quality primary education in Tanzania for future professionalism and personnel credibility.

The study findings tells if there is an improvement in the quality of Primary Education after established of the Primary Education Development Plans (PEDP) and the Mechanism/Methodology used in the Plans were either relevant or not

The findings will be available in the Ministry of Education & vocational training in Tanzania and at KDI School library for future use as far as researchers and academicians undertakings are concerned. Also the study provides a point of departure and understanding to those who will be interested to know how socio-economic factors relating to the Primary education problems.

On the other hand the study adds new knowledge on the existing Library of KDI School of Public Policy and Ministry of Education & vocational training in Tanzania body of knowledge as far as Primary education problems concerned.

Recommendations given according to the findings will provide room for alternative ways in the effective improvement of Education Sector in general and particularly Primary Education in Tanzania.

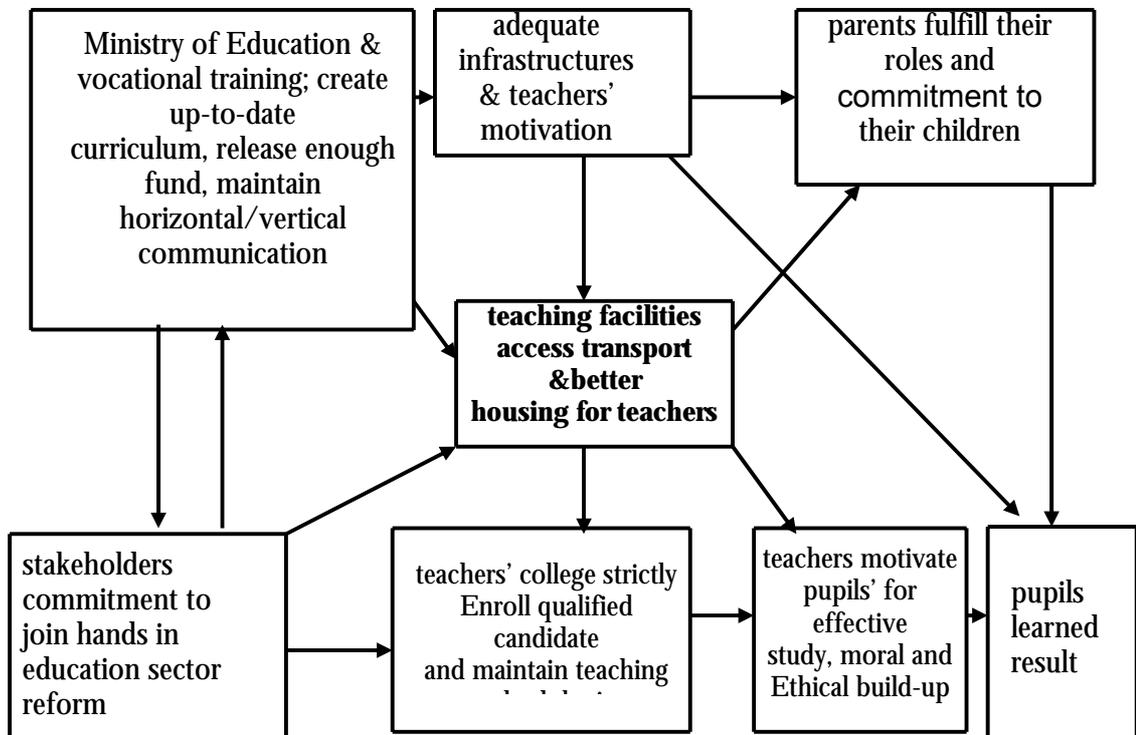
Lastly, this work is a part of the researcher's fulfillment of the requirements for Masters Degree in Public Policy: Human Resource and Social Policy of the KDI School of Public Policy and Management, Seoul, South Korea.

2.3 CONCEPTUAL FRAMEWORK.

The study findings assume that the 'critical path' of characteristics that can influence quality results and other learning outcomes in Tanzania is to have up to dated curriculum and enough budgets for the Ministry of Education and Vocational Training. This can motivate teachers training college to enroll qualified candidates, as a result having professional teachers with good teaching methodologies and techniques. Also enough funds will eliminate the problem of teacher's motivations and teaching facilities, housing and more than that the ministry should harmonize vertical and horizontal communication with all

stakeholders to call for joint hands in reforming primary education system. Private sectors and public sector should be have a joint solution in eliminating transportation problem facing pupils and establish frequent communication between parents and school management for better follow-up of their pupil's education development reports. On job trainings and workshops for teachers should be highly encouraged continuously, priority to be given to rural primary teachers so that they get opportunities to learn new adopted methodologies and techniques. To encourage pupils' interaction with different learning resources during the learning process and updating teachers' ability carry out timely assessment and evaluation of pupils' learning. Head teacher should be a role model in every aspect of school delivery (For instance teacher should be consistent with his/her duties, follows daily school program, has a proper filing system and analyses school-level information). These information/data can be used by school management for planning and decision making, is punctual and regular at school, and engages in classroom teaching). The effective teachers' and head teachers' effectiveness is further enhanced if the school has an adequate infrastructure, there is effective horizontal and vertical communication and school administration has the capacity to utilize school funds and other materials effectively.

CHART 1: CONCEPTUAL FRAMEWORK



2.4 HYPOTHESIS

Do teacher's qualifications determine the quality of primary education?

In this hypothesis the following variables considered; divisions and grades in teachers training colleges, training programs and number of on job training and workshops attended

Is there any direct relationship between studying environment and the quality of primary education outcomes?

Variables: Income and benefits provided to primary school teachers, Houses and transportation to both pupils and teachers and Teaching Materials

Does Primary Education Development Plan (PEDP) improve primary education?

Variable: Number of qualified teacher, teaching materials, infrastructure (Class rooms, Desks, Houses), number of pupils enrolled and number of pupils passed exams

CHAPTER 3

RESEARCH METHODOLOGY

3.1 STUDY AREA PROFILE

LOCATION

Kinondoni municipal is among the three municipals that make Dar-es-salaam city, others are Ilala and Temeke. Kinondoni lies to the northern part of both Ilala and Temeke. Its borders to the East and Northeast is Indian Ocean, it shares the border with Bagamoyo district to the north, Kibaha to the west and Kisarawe to the south. The size of Kinondoni municipal is 531 sq km covering both rural and urban areas.

Population

According to the 2002 census, Kinondoni have 1,289,841 with an annual growth rate of 4.8% the original occupants of Kinondoni municipal are Zaramo and Ndengereko, but due to urbanization different ethnicity have migrated to live in the area. Up to now it is estimated that Kinondoni has a population density of 2,825 persons per sq km.

Climate

Kinondoni municipal lies in the tropical coastal belt of Tanzania and hence it experiences a modified type of equatorial climate. It is generally hot and humidity with average annual temperature of 20centigrade. The hottest months are usually from October to March after which temperature start to fall. It is a bit cool between May and August with temperature around 25 centigrade. The municipal has two rainy seasons, the start season of short period, which is from October to

December, and long rainy season starting from March to June the municipal receives an average of 1,000mm of rain per annum.

Administrative Structure

This municipal has 27 wards, 113 urban locations (mitaa) and 14 villages which acting as the smallest administrative units in the administrative hierarchy. The governing body of the district is called full council composed of 41 councilors (elected representatives, special seats and members of parliament). The council's administrative set up consists of nine departments namely; Personnel and administrative, finance, work, education, health, waste management, planning and coordination, rural development, trade and informal sector department all under the Municipal Director.

Economic Activities

Kinondoni Municipal is the biggest industrial and commercial center in Dar-es-salaam City with 36 industries that offer significant job opportunities. However, the majority of the people in urban part of the district engage in self-employment activities such as trading, fishing, bee keeping and small-scale manufacturing. Periphery residents of the district mostly engage in agriculture cropping; cassava, paddy, maize, sweet potatoes, legumes, cashew nuts, coconuts, fruits and vegetables. Also they practice animal husbandry such as dairy production (cattle, goats, and sheep) local and commercial chicken and pigs.

Employment

It is said that 360,000 residents of the municipal are employed in both public and private sectors, 95% are employed in the private sector and the remain 5% are in the public sector.

A work force of 200,000 people is self employed, engaged in petty business, fisheries, livestock keeping and agriculture especially horticulture. Only 3% of the working force engaged in subsistence agriculture in the 14 villages of the Municipality.

There are no big farmers but small plots ranging from $\frac{1}{2}$ to 6 acres. The per capita income of Kinondoni district is estimated at Tshs150, 000 Per annum.

Administrative units

Kinondoni Municipal comprises four divisions and twenty seven wards. The divisions are Magomeni, Kibamba, Kawe and Kinondoni and wards include Mburahati, Sinza, Makuburi, Mabibo, Manzese, Ubungo, Kigogo, Makurumla, Magomeni, Mbezi, Kimara, Kibamba, Goba, Mikocheni, Kawe, Mbweni, Kunduchi, Msasani, Bunju, Makumbusho, Hananasif, Ndugumbi, Kijitonyama, Mwananyamala, Mizimuni, Tandale, and Kinondoni.

PRIMARY EDUCATION

The number of Primary schools in Kinondoni Municipal showed a significant increase over a period of years since 2000. They rose from 75 schools to 135 in the 2006 (table 1 attached in appendix)

Table 2 in the appendix explains the pupil's performance sat for final examination since 2001 up to 2006. In 2005 there was a second selection due to the increasing the number of Secondary Schools whereby the number of pupils passed Standard Seven had has increased over years since 2001. According to the data provided there is an improvement in the Primary Education.

3.2 DATA PROCESSING, PRESENTATION AND ANALYSIS

The data processed and presented in the frequency tables by using Statistical Package for Social Science (SPSS).

SAMPLE SIZE

The study collected data from a total of 620 respondents grouped into five categories; Education Leaders, Municipal Education Officers, Teachers, Pupils and Parents

SAMPLING PROCEDURES

Purposeful procedures used to select 60 respondents who provided administrative and technical data; those are Municipal director, District Education Officer, Municipal Planning Officer, Teachers Training Colleges Officers, District Education local educators, District Primary Education Officers and other related Community Development Officers. Others are Director Ministry of Education & vocational training and Officers from National Examination Council.

Stratified Sampling used to select 16 (twenty) Head Teachers and Teachers from selected Primary Schools from four Divisions. Also systematic sampling used to select 400 respondents (Pupils) from selected 16 Primary Schools and 40 Parents/Guardians respectively.

DATA COLLECTION

This study used both primary and secondary data sources.

PRIMARY DATA

Three types of primary data collected;

Questionnaire: This used to collect both administrative and technical data from the Ministry, Municipal leaders and Teachers and experts as well as from parents/guardians and pupils

Interview: Under this category checklist question used to collect data from ward leaders and official leaders

Observation: Participatory and non-participatory observations observed in Pupils exercise books; text books, library and laboratory rooms, and the surrounding school environments including classrooms. The method also applied to observe various Teacher's Training Colleges and their facilities.

SECONDARY DATA

These obtained from the Ministry of Education & vocational training, Municipal Education Offices, National Examination Council, Primary School Offices and library. Five types of questionnaires used to collect data as attached in appendix namely; Pupils questionnaire, Teacher's questionnaire, Leaders questionnaire, Parents/Guardians questionnaire and Local officer's questionnaire.

The researcher also used various internet websites to collect relevant materials in order to know how and what others say about the study.

CHAPTER 4

4.1 GENERAL ANALYSIS AND OBSERVATIONS

Regarding the relationship between qualifications of teachers to the quality of primary education, the researcher observed that most of teachers have low ability to interpret even the curriculum so that to make use of the syllabus while preparing for teaching.

Field data shows that, among 100 teachers interviewed on the qualification considered in Teachers Training College 67 Satisfied by the grades and criteria considered to recruit teachers which are 69.1 percent of interviewed teachers while 20 teachers who are 20.1 percent said criteria used is not satisfactory. Moreover 6 teachers didn't respond to this question.

On job training is another added advantage to increase the ability of teachers to reach about the effectiveness and efficient of teaching hence better results in primary school education. Data shows the minimal number of teachers who get chance to attend trainings, among many interviewed teachers only 26 teachers which are 26.0 percent attended while 71 didn't attend who are 71.0 percent.

Relationship between qualifications of teachers to the quality of primary education, justified by the variable statistics produced in the frequency tables. The variables give answers to the questions which wanted to know criteria used to get primary school teachers, most of them accepted criteria used.

Results show that there is direct relationship between studying environment and the quality of primary education outcomes. Many teachers were blaming on the school environment especially school campus and transport to both pupils and

teachers. Statistically 73 teachers among 100 interviewed are not satisfied with their working environment; this is 73.0 percentages compared to 23 teachers who are satisfied which are only 23.0 percent of interviewed teachers.

The data collected reflected the response to the specific objectives of the study and the study covered all primary education stakeholders. The output data showed that since the Education reforms started in 1998, there is an improvement in the Education sector particularly Primary Education. About 100 respondents (Teachers) interviewed, out of them 89 said that PEDP improve the quality of Primary Education and only 11 respondents said no.

The aim of grouping the respondents was to capture detailed understanding to the objectives of the study. The structure of primary education itself not an obstacle to the quality of primary education delivery, to justify this the study revealed the following issues:

Qualification and quality of primary teachers: couple of years now in Tanzania, being a primary school teacher is not a deal, is like a neglected profession that is why even divisions and grades considered to be enrolled in Teachers Training Colleges is not an issue. It is very difficult to be enrolled in universities or other higher learning institutions if the candidate has low grade in his/her high school results, but it is possible to be enrolled in Teachers Colleges with low grades. In Tanzania, teachers College is an alternative way to those

who want to continue with education but their grades are not considered in higher learning institutions.

Transportation problems: There are no specific transport serving pupils neither in urban nor in rural areas, most of the pupils are stranded at bus stops in the morning and evenings by commuter bus operators who avoid carrying students citing loss of income because of minimal bus fare paid by pupils as per governmental town bus operation order and regulations.

Inadequate education budgets: The budget located to education sector particularly in Primary Education is not enough. This lead the sector fails to fund facilities such as teaching materials, sports and games equipments. Furthermore the sectors do not afford to train teachers on new teaching methodologies also paying enough salary and other benefits.

Lack of Teachers: Generally, there are no enough teachers in those schools visited. Most of the classes are overcrowded; the number of pupils per class is about 80. This is contrary to the International recommended standard of at least 45:1, meaning one teacher per forty five pupils.

Poor equipment: Most of primary schools don't have Library, Laboratory and Playing fields.

Inadequate accommodation: Many primary schools visited do not have houses for teachers. This make teacher to come late because they stay far away from school campus. Due to the problem of teachers houses, the efficiency and effectiveness of teaching declined.

Primary Education Development Plan (PEDP) status: The program was good because it improved several areas like building more classrooms with enough desks, increased enrollment rate, abolish fees and unnecessary contributions, but the researcher observed some shortfalls including negligence on teachers houses, train more teachers to meet the demand, reviewing curriculum and syllabus to cope with current challenges, improve salary and other benefits, preparing good environment for primary schools leavers to join secondary level.

Cost of attending school: Many people in Tanzania cannot afford to pay for books and other learning materials, school uniforms and transport to school. Despite the human rights conventions which oblige states to provide free and compulsory primary schooling for all children, however parents face difficulties to accommodate pupils' school basic needs due to their low income earned accelerated by National economy leading citizens to leave under 1 dollar per

4.2 WHAT TO BE DONE BASING ON THE ANALYSIS AND OBSERVATION

The following short-term and long-term solutions should be considered based on the study findings and on the researcher's analysis of the potential obstacles that may hinder improvements in the identified priority characteristics.

Strengthening teachers' and other school administrators' capacity to monitor and supervise school activities:

This can be done by adopting a comprehensive range of performance improvement strategies/activities to particularly strengthen their pedagogical monitoring and supervisory capacity. These could include hands on coaching and mentoring, peer coaching (For example, a strong Head teacher could be paired with weak Head teachers of neighboring schools). Other strategies could include training head teachers in clusters to build their sense of teamwork, organizing formal/informal meetings to share best practices and change teachers negative attitudes and practices that hinder growth of effective schools; and facilitating joint planning and training among key educational players within the ward, division, and district. A key component during these capacity enhancing activities should be improving information management and utilization at school and district levels. Furthermore, District Executive Directors (DEOs) should organize orientation activities for newly appointed head teachers before they take on headship responsibilities. There is a need to involve the District Executive Directors and other education managers so that they can facilitate efficient service delivery in the education process. This will ensure that schools are visited and have the problems in the schools solved in good time.

The researchers also felt that the current ambiguities in the relationships and communication channels among different education stakeholders at the national, regional, district, division, ward and school level made it difficult for external supervision and professional support to be effective. Further study may be required to explore such relationships and how they impact ultimately to the quality of learning in the schools.

Enhance schools' capacity to effectively utilize available text books, including other teaching/ learning resources:

Schools should design strategies that enhance teachers' and pupils' capacity and interest to utilize available text books and other teaching/learning resources within and outside the school.

Strategies could include organizing school-based training programs for teachers in the use of varied teaching/learning resources including involving pupils in the development of teaching/learning aids; furthermore, schools should develop mechanisms to enforce the borrowing of books by pupils to use them both at school and at home. Other strategies include creating friendly reading rooms at school, classroom reading corners, initiating reading competitions, organizing book fairs at both school and other levels. At a regional level a policy of 'putting books in the hands of the pupils' should be developed and implemented. There is the need to share best practices in the field.

Improve all teachers' mastery of the subject matter and teaching methods:

Failure by teachers to interpret the curriculum, to prepare schemes of work and lesson plans that are in line with the syllabus, to use learner-centered teaching methods and to use instructional materials effectively are indicative partly of attitude, knowledge and skill gaps not consolidated during training. There is need therefore to identify innovative interventions that will be used to train teachers in various learning gaps. Particularly teachers should be sensitized to appreciate the impact of using participatory teaching and learning methods and techniques on pupils' learning outcomes. Other knowledge and skills gaps are in the areas of interpreting the curriculum and the syllabus. The current schools based seminars on participatory teaching methods and techniques are a step in the right direction but if real impact is to be achieved closer attention should be paid to the content, duration and timing of such training. Support supervision at school level should be a major component. TRC coordinators and Head teachers should be strengthened to provide the much needed support to teachers to develop their skills and confidence. There is also the need to organize study visits as well as developing debates within and outside the schools. In addition, there is need to improve the teaching capacity using recorded TV cassettes in schools and in the use of electronic media including the use of computers.

Other interventions should include: schools should introduce subject clubs for both teachers and pupils and in wards (the ward is the lowest administrative unit) in order to help teachers master the subject content at the same time improving

learning achievement among pupils. Pupil's assessment strategies should be reinforced and supervised at the ward and division level by the DEOs. Head teachers need to ensure that the syllabuses and didactic materials are in schools. For any change in the syllabuses, there is the need to have teachers given thorough orientation before the implementation of the changes. The DEOs offices need to ensure that all schools have sufficient copies of school curricula/syllabuses and all teachers to be sufficiently trained in the interpretation and use of the curricula/syllabuses.

Motivate head teachers and teachers:

This can be done by improving teachers' working environment by providing clean and safe water at/near the school, spacious staff rooms, teachers' houses, and provision of a mid day school meals for teachers. In addition, communities should be sensitized in order to organize teacher incentive programs in schools. Other incentives could be ensuring fair distribution of training opportunities among teachers; timely release of teachers' salary, paying double shift teaching and hardship allowances where applicable and Head teachers to be paid special responsibility allowance. At the same time school-level strategies should be developed/strengthened to recognize and reward good performance among teachers and Head teachers on specific identified characteristics/indicators. In the long term, improvement of teachers' working conditions e.g. teachers' welfare, improvement of salaries, provision of special allowances need to be provided appropriately as it deem feasible. Recognizing the poverty level of parents in the

communities, the capitation/development grants need to be increased so as facilitate availability of required facilities in the schools. In addition, councils should develop programmed/strategies for building teachers' houses near the schools as this will reduce the disturbances of teachers renting in an inappropriate environment for the preparation of pupils' work. This can be done through the involvement of the community/parents taking into account the allocation of teachers in schools as the PEDP construction of houses has not been done at the same pace as the construction of classrooms.

Develop and implement guidelines that clarify the roles, relationships and linkages among District stakeholders:

These include among others the District Executive Director; Inspectorate, Municipal Education officer, Ward Education Officers and other district education officials, Teacher resource centre coordinators, teacher colleges and school level stakeholders both within the school and the communities. This will reduce on the current ambiguity and increase opportunities for collaboration and coordination as a way of establishing an effective system towards improved schools outcomes. Part of the ambiguities include: unclear reporting centers and lack of clear guidelines in implementing school inspectors report by DEO and the system of administration from the District Executive Director to the teacher not being linear.

Reduce overcrowding in classrooms and enhance fair distribution of teachers in schools:

In the short term, the Municipal and District education offices should work out a strategy to speed up the implementation of the double shift system in schools that have overcrowded classes. In the long term plans for splitting overcrowded schools should be developed and implemented. The District Education officials should ensure a fair deployment and distribution of teachers in schools. There is therefore need to have the DEOs to prepare a full establishment of teaching staff for each school. Infrastructure in schools need to be improved for the schools which are missing the basic buildings and facilities like the library, the school stores, teachers' houses, classrooms and desks that will reduce overcrowding in classes. Indeed there is the need to involve the communities in Kinondoni district where the schools are situated in improving the working conditions for teachers in the villages. This would enable teachers to have decent accommodation for influencing teachers to be effective in the preparation of their schemes of work, lesson plans and lesson notes. It would also enhance the timely assessment of pupils' work as teachers would have conducive working environment for marking pupils' work.

Adjusting teachers' entry-level requirements

How much teachers are paid and how much is expected of them professionally are questions that must be answered together. During the past three decades, teachers' salaries were absolutely low. In recent years the Government made a purposeful increase of teachers' salary however it doesn't make a big change to improve their living standards comparing to the work done. To continue moving

teachers' salaries toward an optimal level, the ministry must analyze more closely the academic skills required for teaching at each level of the system so that salary, education level can be used as among factors to promote quality education. The researcher learned that teachers with less than a tertiary level of education can become competent teachers of primary school. At the same time, teachers who have not mastered the subject matter are less confident about experimenting with new teaching methods and more secure in teacher-centered methods, which they can control

Recruitment

The shortage of men and women qualified for teacher education will continue to increase until education systems have expanded access to tertiary and secondary levels as well as primary. At present, low rates of enrollment in and graduation from lower and upper secondary restrict the pool of eligible and interested candidates for teaching. The system failed to respond to the demand for teachers because, from among the already limited number of graduates from the various faculties, only a relatively small number choose the teaching stream and succeeded in passing the entrance exam to enroll in the college. The researcher learned that most of students opt other courses when they join graduate schools due to poor working environment in education sector. Solving this problem requires stepping back from the concerted focus on primary education to include reforms in secondary education that will allow more students

into that level of the system and improve the quality of their education. The move toward sector-wide financing will help to address this problem

Pre-service training

Support for pre-service training has usually been fairly conventional: building, repairing, and/or equipping teacher education colleges; revising curricula, and improving the skills of teacher trainers. The most common change in approach has been to reduce the amount of time student teachers spend at residential colleges and increase their pre-service practical training

In-service trainings

In-service training has seen innovations; because the large increases in numbers of teachers combined with the effort to improve teaching within a short timeframe has required non traditional approaches. Early projects focused on upgrading the skills of teachers who were in the classroom but who had not completed formal teacher education. In-service training was intended both to improve their skills and to certify them.

Trends in in-service training are its systemization and decentralization. In-service systems have been built around pre-service training colleges and around inspectorates. Eventually the pre-service and in-service systems were more closely linked, as was the in-service system and the district education offices. The ministry have also built in-service training networks around clusters of schools, and, as teaching services began to be decentralized, so did teacher education. Many schools visited show statistically that there is minimal number of

in service training provided. To avoid confusion and biasness the ministry should introduce comprehensive rotational program to train all Primary teachers to meet the demand within Municipal and National level.

Mandating reforms is not always what external agencies and donors view as high priority. Politicians need to show results – attractive schools in urban areas, well paid teachers, and abolished fees. Moreover, as politicians and times change, so do their priorities. External agencies and citizens also want to see results, but more often in terms of input and output indicators such as lower Pupils-teacher ratios and higher pass rates. The process of working together on a policy framework has helped politicians, ministry leadership, external agencies, and other stakeholders converse about and reach agreement on priorities so that to bring about quality Primary Education in Tanzania.

CONCLUSION AND RECOMMENDATIONS

The early assumption of Tanzanians and other education stakeholders was that if enough money was made available, ministry of education would improve the quality of education. Experience has shown that improving quality is not so simple. The Government has not strayed from the belief that teachers, textbooks, and classrooms are the critical requirements for good-quality basic education. Most support for quality improvements is for providing these three inputs. Yet there are still too few teachers, textbooks, and classrooms for growing numbers of pupils.

In helping government reach its education goals, the researcher has learned the importance of broad participation in developing a policy framework and of viable systems for managing human, material, information, and financial resources.

Underlying conclusions:

The move toward education sector support holds promise, provided that sector programs (1) place responsibility for identifying problems on those responsible for solving them, (2) emphasize management of implementation, and (3) address systemic issues, including those that go beyond the ministry of education. I conclude with the insights that elaborate on these provisions

Learning how to improve quality is the job of those responsible for the task. Experience shows that, at the school level quality has improved when the teachers and school directors have identified problems and taken responsibility for solving them. At the ministry level, quality improves when top-level officials

set their own priorities, plan interventions, and manage their implementation based on their own perceptions of what can be done and how. Throughout the education system, each unit – the district office, the curriculum development center, and so on – has made quality improvements when it has had the skills to define a problem and the efficacy to solve it.

Within the unit, there must be a shared understanding of the problem and of who has responsibility for solving it. The role of insiders is to take the lead in the problem-solving process. The role of outsiders is to facilitate that process. The researcher discovered in school visited that teachers are able and willing to solve problems but that they need to acquire problem-solving skills and, often, modest financial resources. The practical implications of this insight are the need for effective models for facilitating problem-solving and decision-making process through sustainable seminars and on job training.

Improving the Quality of Primary Education in Tanzania

What has the researcher learned?

The Government is ceasing to specify technical procedures and helping to specify policies and outcomes. The Ministry of Education and Vocational Training must ensure that its ideas and recommendations on both outcomes and procedures are put on the table in an honest dialogue, so that those who own the problem are exposed to alternatives, have the chance to test them and to decide on what is acceptable.

Improving quality by facilitating these processes may be the only way that the Government through the Ministry of Education can influence the processes of teaching in learning within the classroom. At last if given enough time and attention will help education officers and teachers learning environment to improve hence quality education.

Improving the quality of basic education extends beyond the ministry of education:

Education cannot be improved by the ministry of education without the active and continual participation of other parties. Though this is not a new insight, its significance has become increasingly obvious. Within government, the ministry of finance plays a critical role in education, as does the ministry of civil service and – as decentralization rolls out – the ministry of local government. Each of these has strong control over what happens within the education sector, perhaps more control than the ministry of education has.

Motivate Primary education staff and teachers:

I observed teachers in most schools visited are broken hearted due to poor working environment. Many blamed on housing, transportation, low salary and other teachers fringe benefits. Effort should be done to reduce if not to stop this situation for the quality education. This can be done by providing clean and safe water at/near the school, spacious staff rooms, teachers' houses, and provision of a mid day school meals for teachers. In addition, communities should be

sensitized in order to organize teacher incentive programs in schools. Other incentives could be ensuring fair distribution of training opportunities among teachers; timely release of teachers' salary, paying double shift teaching and hardship allowances where applicable and Head teachers to be paid special responsibility allowance. At the same time school-level strategies should be developed/strengthened to recognize and reward good performance among teachers and Head teachers on specific identified characteristics/indicators. In the long term, improvement of teachers' working conditions e.g. teachers' welfare, improvement of salaries, provision of special allowances need to be provided appropriately as it deem feasible

APPENDICES

LIST OF TABLES

TABLE 1: NUMBER OF SCHOOLS IN KINONDONI DISTRICT 2000 – 2006

2000	2001	2002	2003	2004	2005	2006
75	75	118	118	118	131	135

SOURCE: KINONDONI MUNICIPAL

TABLE 2: PUPILS SAT&PASSED FINAL EXAMINATION (2001 – 2006)

YEARS	PUPILS SAT FOR PRIMARY EDUCATION EXAMINATION			PUPILS PASSED FINAL EXAMINATION			%	PUPILS JOINED FORM ONE(O'LEVEL)			%
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL		MALE	FEMALE	TOTAL	
2001	5413	6133	11546	3474	2959	6433	56	579	729	1308	20
2002	5901	6302	12203	3273	2409	5682	47	573	701	1274	22
2003	5748	6018	11766	3881	3056	6937	59	577	691	1268	18

2004	7350	7729	15079	3693	3230	6923	50	843	997	1840	27
2005	7350	7729	15079	5026	4138	9164	61	997	1157	2154	23
2005								2357	2352	4709	51
2006	10455	10288	20743	7417	5936	13353	64	1909	2128	4037	30

SOURCE: KINONDONI MUNICIPAL

TABLE 3: STRUCTURE OF RESPONDENTS

TITLE	RESPONDENTS
Education Leaders	60
Municipal Education Officers	20
Teachers	100
Pupils	400
Parents/Guardians	40
TOTAL	620

SOURCE: FIELD DATA

QUESTIONNAIRES USED DURING THE STUDY

TEACHERS QUESTIONNAIRE

1. Age
2. Sex
3. Education
4. Occupation
5. Job site
6. How long you have been a teacher?
7. What are the challenges and constrains in your daily activities?
 - 7.1 Give reasons
8. Have you ever attended on job seminar/trainings?
 - 8.1 If yes, how many times?
 - 8.2 If not, why?
9. What is the benefit of short courses/trainings for you as a teacher?
10. Do you think that the criteria used to get a primary teacher are satisfactory?
 - 10.1 If yes, give reasons
 - 10.2 If not, why?
11. Is there any difference between Private schools and those of Government?
12. Do you think transport problem contribute the failure of Primary education in Tanzania?
 - 12.1 Explain your answer
13. Are there enough facilities and teaching materials?
 - 13.1 If the answer is no, give reasons
 - 13.2 If the answer is yes, give reasons
14. You think Primary Education Development Plan (PEDP) helped to improve Primary education?
 - 14.1 Explain in detail
 - 14.2 If not, why do you say so?

15. Give your opinion on how to improve primary education in Tanzania
16. How many Pupils in your school?
17. How many teachers in your school?

PUPILS QUESTIONNAIRE

1. Name of school
2. Sex
3. Age
4. Class
5. Religion
6. Type of transport
7. How long it takes to get school
8. Do you manage to be on school on time?
 - 8.1 If not, why
9. At what time do you get to school in the morning?
10. What time class session end
11. At what time do you get back home?
12. Do you manage to get home on time
 - 12.1 If not, why?
13. Who do you live with at home
14. Who take care of your school and home needs?
15. Do you get enough time to rest after class
 - 15.1 If not why
16. Do you study tuition after the class?
17. Do you get time for private study?
 - 17.1 If not, why
18. Do you satisfy with your teacher teaching?
 - 18.1 Do you think why?
19. Does your school have Library?
 - 19.1 If yes, are there enough books and services?
20. Do your schools have laboratory?
 - 20.1 If yes, does it have required service and equipments?

21. How many are you in the class?
22. What was your position in the last exam?
23. Does your school have play grounds?
 - 23.1 Mention types of sports do you have in your school
 - 23.2 What types of sports do you play?
 - 23.3 Does your school have enough sports facilities?
24. Does your guardian inspect your exercise books?
 - 24.1 If no why
25. Do you have school baraza in your school?
 - 25.1 How many school baraza do you have in your school?
26. Do transport problem to you?
 - 26.1 If yes, suggest the solution
27. How does transport problem affect your performance?

LEADER'S QUESTIONNAIRE

1. Age
2. Sex
3. Education
4. Occupation
5. Job Site
6. Job experience
7. Is there any difference in providing primary education to boys and girls?
 - 7.1 If yes, mention
 - 7.2 Who is favored?
8. Does qualification taken by Ministry of Education to employ primary school teachers fit for better result
 - 8.1 If yes, why?
 - 8.2 If no, why?
9. Is there any relationship between parents' income, residence and level of education in sending their children to school?
 - 9.1 Give reason

10. Is there any mechanism to educate parents/guardians responsibilities to improve primary education in Tanzania?
- 10.1 If yes, explain the answer
- 10.2 If no, why?
11. What are the responsibilities of your office in co-coordinating the primary education?
12. What is your opinion to improve primary education?

MUNICIPAL EDUCATION OFFICERS QUESTIONNAIRE

1. Age
2. Sex
3. Education
4. Occupation
5. Job site
6. In which way you participate to improve Primary education in your District?
7. What are the education problems do you face in your working area?
8. How do you overcome those Problems?
9. Do you think girls and boys are given same priority in education matters?
- 9.1. Who is favored?
10. How do you cooperate with others to improve primary education around your area?
11. Do you think that transport for Pupils is a problem in your area?
- 11.1 If your answer is yes, what is your opinion on that?
12. Do you agree that residence and living area contribute in the performance of Pupils?
- 12.1 If you agree, please support your argument.
13. You think that Primary Education Development Plan (PEDP) is helping to improve Primary education?
- 13.1 If yes, how?

13.2 If no, why do you think so?

14. Give your opinion to improve Primary education in Tanzania

PARENTS QUESTIONNAIRE

1. Age

2. Sex

3. Education

4. Occupation

5. Job site

6. Do you monitor and evaluate the development of your son/daughter frequently to know his/her education development?

6.1 Why Yes?

6.2 Why Not?

7. How do you overcome transport problem to your son/daughter as a Pupil?

8. What means of transport used by your son/daughter to go and back from school?

9. Are there any quarterly/annually meeting between Parents and teachers to discuss development matters?

9.1 If yes do you attend those meetings?

9.2 If no, why

10. What is your response on many fees and contributions charge by Primary schools in Tanzania?

11. What affects the academic development of your son/daughter?

12. Are you satisfied with the results and academic development of your son/daughter?

12.1 If not, why?

13. How do you collaborate with school to bring about academic development of your son/daughter and Tanzania at large?

13.1 Give out your opinion

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