ACTIONAID

CITIZENS' EDUCATION REPORT FOR TANZANIA

FEBRUARY 2017

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ABBREVIATIONS

ESDP	Education Sector Development Programme
NGO	Non-Governmental Organizations
NORAD	Norwegian Agency for Development Cooperation
PRS	Promoting Rights in Schools
PTA	Parent Teachers' Association
SMC	School Management Committee
TZS	Tanzanian Shillings
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UWW	Ushirikiano wa Wazazi na Walimu (same as PTA)

EXECUTIVE SUMMARY

This Citizen's Education Report identifies the extent to which Tanzania's children, especially girls, are accessing good quality primary education, and recommends improvements, notably in government policies. It is based on extensive collaborative research among communities and school stakeholders in 30 schools in two districts, Kilwa and Singida.

The task of improving primary education in Tanzania is urgent since, as the research has found, too few children are receiving a good quality education despite some progress in recent years.

The research for this report involved a vast number of stakeholders, including parents/guardians of schoolchildren, the children themselves, head teachers and teachers, school administrators, local education authority staff, community leaders and school governance structures such as School Management Committees. The data collection at school and community level was undertaken by members of the local community themselves under the guidance of professional researchers. In addition, extensive secondary research has been conducted on the education sector in Tanzania, consulting government, academic, NGO, media and other reports.

The research is based on the need to promote the human right to education and follows the Promoting Rights in Schools (PRS) Framework - a process which aims to actively engage and empower parents, children, teachers, unions, communities and local civil society organisations in collectively monitoring and improving the quality of public education.[1]

Key research findings

The research in the 30 schools found some positive trends but a larger number of challenges with Tanzania's primary education system and investments.

Positive

The research found that:
- There are more **girls** than boys enrolled in the schools. Girls comprised 51% of those enrolled in Kilwa and 52% of those in Singida, compared to 49% and 48%, respectively, for boys.
- Some 92% of stakeholders believe that children **participate** regularly in class, 78% believe they do so in clubs or councils and 59% believe they participate in school governance. However, only 29% believe that girls participate regularly in clubs and only 19% believe that all children participate in decisions concerning the school curriculum.
- Most stakeholders believe that the **School Management Committee** (SMC) listens to and takes children's views into account, although this varies according to the stakeholder: 90% of head teachers say so, compared to 63% of pupils themselves.
- SMC members are involved in tracking **school budgets** and expenditure in 22 of the 30 schools.
- The large majority (91%) of stakeholders believe that SMCs are '**active and fully functioning**' in their schools, with only 9% saying that the SMC is 'occasionally active'.

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[1] See Right to Education Project, *Promoting Rights in Schools: Providing Quality Public Education,* http://www.right-to-education.org/resource/promoting-rights-schools-providing-quality-public-education

Nearly all (94%) of stakeholders say that the SMC was either 'fully inclusive of all main groups in the local community' or 'fairly broad and diverse'.

Negative

Summary of key negative findings

- 4.3% of children are out of school
- 3.7% of children in the schools dropped out in 2015
- Parents are required to pay for various school costs
- The average pupil/teacher ratio is 59:1
- The average pass rate at end of primary exams was 63.55% in 2015 with gender parity between girls (60.83%) and boys (66.73%).
- On average, there is a toilet for every 53 pupils
- Corporal punishment against girls is reported to take place in all 30 schools and sexual violence in 11
- Only a third of SMC members are women

The research found that:

- Only 15 pupils in the 30 schools (0.2% of those enrolled) are recorded as having **disabilities**, which probably means that children with disabilities are not being properly recorded as such or else simply not attending school.
- Some 610 children (4.3% of those enrolled) in the two districts are **out of school**. Most (around 55%) are boys.
- Some 3.7% of children in the schools **dropped out** in 2015, most of whom are boys.
- Parents are required to **pay** for various school costs. In all 30 schools, they have to pay for school uniforms and writing materials. Parents also make compulsory payments for exam fees (in 9 schools), sanitation equipment such as brooms and buckets (8 schools) and food contributions (4 schools), among others.
- There is an average of 59 **pupils per qualified teacher** in the 30 schools, below the country benchmark of 1:40 set by the government in 2000.[2]
- The average **pass rate** in end of primary school exams was 63.55% in 2015, with gender parity between girls (60.83%) and boys (66.73%).
- The schools have generally poor **sanitation (toilet) facilities**. Only 4 of the 30 schools have flush toilets. On average, there is a toilet for every 53 pupils across the 30 schools, split roughly equally between girls and boys – there is a toilet for every 52 girls. Only 13 of the 30 schools have toilets with doors.
- Two-thirds of all schools have toilets which are regarded as being in **poor condition**. As regards girls' toilets, facilities in only 8 of the 30 schools were regarded as good or adequate, while they were regarded as poor in 22. For boys, facilities were regarded as good or adequate in only 9 schools and regarded as poor in 21.
- Out of the 30 schools, **corporal punishment** against girls is reported to take place in all, sexual violence and harassment take place in 11 and physical punishment and bullying

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[2] Southern and Eastern Africa Consortium for Monitoring Education Quality: Quality of Primary School Inputs in Tanzania Mainland, Policy Brief No.2 October 2011, page 2.

both take place in nine. Teachers are identified as the main perpetrators of corporal punishment but boys and peers are mainly responsible for other forms of violence.

- Only 57% of teachers in the schools have received some kind of **training to respect children's rights**. Head teachers in 22 of the 30 schools said there is a reporting mechanism in place to monitor and report violence against children, but children in only nine schools said there is.
- SMC members are aware of the **school budget allocation** in only eight schools while parents are aware in only five. Even teachers were found to be aware in only 10 schools.
- Head teachers in only three schools said that the **budget** allocated by the government arrives in a timely manner, with 27 saying it does not.
- The SMCs comprise between 9-12 people in the 30 schools. Only around a third of members are **women** and in only five of the 30 schools is the chair of the SMC a woman.

Is Tanzania adequately promoting the right to education?

The findings of the research suggest a mixed picture but in overall, it is clear that many aspects of the right to education are currently being violated in the schools under study.

- The **Right to Free and Compulsory Education** is being supported in the high enrolment rates for girls but is being violated in failing to adequately record school children with disabilities, in the high numbers of children out of school and who drop out, and in requiring parents to pay for various school costs.
- The **Right to Quality Learning** is being compromised by a high pupil/teacher ratio and relatively low (63.55%) pass rates for end of primary school.
- The **Right to Adequate Infrastructure** is being compromised by poor and inadequate sanitation (toilet) facilities.
- The **Right to a Safe and Non-Violent Environment** is being violated by widespread reports of corporal punishment and sexual and other forms of violence in many schools, by an insufficient number of teachers trained to respect children's rights and inadequate legal mechanisms to protect children.
- The **Right to Participate** is being supported by children reported to be able to participate in class and in clubs or councils, by mainly equal participation of children and by the SMC listening to children's views.
- The **Right to Transparent and Accountable Schools** is being supported by a large number of SMCs being active and fully functioning and by SMCs monitoring school budgets and children's participation in many schools. It is being compromised, however, by school insufficient budgets that sometimes arrive late, by the budget not being universally understood and by women's under-representation in SMCs.

Government policy

Tanzania's Constitution, adopted in 1977, recognises education as a fundamental objective but not as a basic right, meaning that it is not enforceable by any court.

However, Tanzania is currently reviewing its Constitution and the proposed draft enshrines the right to education as a human right, including free quality primary education. Tanzania's National Education Act, which was last amended in 2002, is the country's primary law on education and is currently also under review.

Tanzania has various education sector policies in place, the most important of which is the Education Sector Development Programme (ESDP), 2008-17 (Mainland)[3] and the Education Sector Development Programme, 2008-16 (Zanzibar)[4]. The ESDP describes itself as a 'comprehensive programme aimed at a total transformation of the education sector into an efficient, effective, outcome/ output based system'. It recognises gender as one of the cross-cutting areas which should be reflected in targets and agreed indicators, but otherwise the programme places little explicit attention on promoting girls' education.[5]

Government spending on education

Tanzania is spending around 17% of the government budget on education. Although this is the largest item of government expenditure in the national budget, it is less than the 20% target agreed by world ministers in 2015.[6] Moreover, the budget has been static in recent years: investment in education has not expanded in line with the large increases in enrolment in primary and secondary school. The government could look to increase the budget through fairly increasing tax revenues.

The breakdown of the education budget also reveals some problems. For example, the education 'development' (capital) budget, as opposed to the recurrent budget, is very low and highly dependent on donor funding.[7] Most of the budget allocated to primary schools goes to pay teachers' wages and there is little money available to provide essential books and other teaching and learning materials in schools.[8]

Recommendations

The report calls for the following actions from the government:

- Commit to spending 20% of the national budget on education by 2018
- Establish an effective tracking system for both children with disabilities and those out of school, to include community meetings during the period of school enrolment and improved registration processes.

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[3] http://www.globalpartnership.org/content/tanzania-education-sector-development-programme-2008-17

[4] http://www.globalpartnership.org/content/zanzibar-education-development-program-20089-201516

[5] The United Republic of Tanzania, *Education Sector Development Programme (2008-17)*, pp.vii-viii, 46, http://www.globalpartnership.org/content/tanzania-education-sector-development-programme-2008-17

[6] The Incheon Framework for Action, agreed among Ministers and UN bodies in 2015, recommended that governments allocate 'at least 15%-20% of public expenditure to education', with a recognition that developing countries 'need to reach or exceed the upper end of these benchmarks if they are to achieve the targets'. *Education 2030: Incheon Declaration*, 2015, p.32, http://www.uis.unesco.org/Education/Documents/incheon-framework-for-action-en.pdf

[7] Policy Forum, 'The Paradox of Financing Education in Tanzania: "The 2014/15 Post Budget Brief"', *Policy Brief*, 2014, p.2, Hakielimu
http://www.policyforum-tz.org/sites/default/files/BriefEducation.pdf ; Hakielimu, *After Five Years of Prioritizing Education Budget: Are We Reaping What We Sowed?* 2015, p.5

[8] DFID, 'Business Case and Summary', Tanzania Education Quality Improvement Programme, December 2012, https://devtracker.dfid.gov.uk/projects/GB-1-203363/documents

- Ensure that primary education is genuinely free by abolishing all indirect costs to parents, funded partly by spending at least 20% of the national budget on education
- Ensure that there are as many female as male teachers by 2020, by improving recruitment and increasing spending
- Improve girls' and boys' completion rates by significantly improving school infrastructure, notably water and sanitation facilities, funded partly by spending at least 20% of the national budget on education
- Make corporal punishment illegal and ensure it is entirely banished from schools, and therefore calling for a need to revise National Corporal Punishment Regulation 1979.
- Train all teachers in child protection and alternatives to physical punishment to ensure that all schools have a zero tolerance policies towards violence and abuse, and ensure that all schools have independent reporting mechanisms for violence and abuse
- Establish a directive to ensure the provision in schools of girls' clubs to enable the channelling of girls' views to decision-making bodies such as Parent Teachers Associations and SMCs.
- Ensure a gender balance in SMC membership and leadership by revisiting the circular issued in September 2016
- Improve internal budgeting process to ensure that all funds allocated to schools arrive on time
- Improve learning outcomes and pass rates, by investing more in female teachers and improving school infrastructure that can attract and retain teacher in rural areas

INTRODUCTION

This Citizen's Education Report is based on extensive collaborative research among communities and school stakeholders in 30 schools in two districts of Tanzania, Kilwa and Singida. The aim of this report is to identify the extent to which Tanzania's children, especially girls, are able to fulfil their right to good quality education, and to recommend how improvements can be made, especially in government policies. This task is urgent since, as the research has found, Tanzania's education system, despite some progress in recent years, is in many ways failing the nation's children.

Research for this report has involved a vast number of stakeholders such as parents/guardians of schoolchildren, the children themselves, head teachers and teachers, school administrators, local education authority staff, community leaders and school governance structures such as School Management Committees and Parent Teachers Associations. The data collection at school and community level was undertaken by members of the local community themselves under the guidance and supervision of professional researchers. In addition, extensive secondary research has been conducted on the education sector in Tanzania, consulting government, academic, NGO, media and other reports.

This research has been based on the need to promote and protect the **human right to education**. Education is not a privilege. It is a human right. This means that the right to education is guaranteed legally for all without any discrimination and that states have the obligation to protect, respect and fulfil the right to education. States can and should be held accountable for violations or deprivations of the right to education.[9]

The research process has followed the **Promoting Rights in Schools (PRS) Framework** developed by ActionAid and the Right to Education project. This aims to actively engage and empower parents, children, teachers, unions, communities and local civil society organisations in collectively monitoring and improving the quality of public education.[10] The PRS framework is focused on improving 10 aspects of the right to education.

The Promoting Rights in Schools Framework

1. **Right to free and compulsory education**: there should be no charges, direct or indirect, for primary education. Education must gradually be made free at all levels.
2. **Right to non-discrimination**: schools must not make any distinction in provision based on sex, race, colour, language, religion, political opinion, nationality, ethnicity, ability, or any other status.
3. **Right to adequate infrastructure**: there should be an appropriate number of classrooms, accessible to all, with adequate and separate sanitation facilities for girls and boys. Schools should be built with local materials and be resilient to natural risks and disasters.
4. **Right to quality trained teachers**: schools should have a sufficient number of

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9 'Understanding education as a right', http://www.right-to-education.org/page/understanding-education-right

10 See Right to Education Project, *Promoting Rights in Schools: Providing Quality Public Education*, http://www.right-to-education.org/resource/promoting-rights-schools-providing-quality-public-education

trained teachers of whom a good proportion are female; teachers should receive good quality pre-service and in-service training with built-in components on gender sensitivity, non-discrimination, and human rights. All teachers should be paid domestically competitive salaries.

5. **Right to a safe and non-violent environment**: children should be safe on route to and in school. Clear anti-bullying policies and confidential systems for reporting and addressing any form of abuse or violence should be in place.

6. **Right to relevant education**: the curriculum should not discriminate and should be relevant to the social, cultural, environmental, economic and linguistic context of learners.

7. **Right to know your rights**: schools should teach human rights education and children's rights in particular. Learning should include age-appropriate and accurate information on sexual and reproductive rights.

8. **Right to participate**: girls and boys have the right to participate in decision making processes in school. Appropriate mechanisms should be in place to enable the full, genuine and active participation of children.

9. **Right to transparent and accountable schools**: schools need to have transparent and effective monitoring systems. Both communities and children should be able to participate in accountable governing bodies, management committees and parents' groups.

10. **Right to quality learning**: girls and boys have a right to a quality learning environment and to effective teaching processes so that they can develop their personality, talents and physical and mental abilities to their fullest potential.

Source: Right to Education Project, *Promoting Rights in Schools: Providing Quality Public Education*, http://www.right-to-education.org/resource/promoting-rights-schools-providing-quality-public-education

The report outlines:

- Section 1: The objectives and methodology of the research
- Section 2: The context of education in Tanzania, including progress and challenges, education statistics, the legal and policy framework for education and government spending on education
- Section 3: The findings and analysis of the research, according to the different components of the right to education
- Section 4: Recommendations to stakeholders, especially the government

1. OBJECTIVES AND METHODOLOGY

1.1 Background to the study

This study is part of the 'The Promoting Quality Education through Progressive Domestic Resource Mobilization' project being implemented by ActionAid and partners in Malawi, Ethiopia, Mozambique, Myanmar, Nepal and Tanzania. The project aim is to ensure that *children (especially girls) have improved access to free public education of high standard, financed through greater government support and increases in fair tax revenue*. It is funded by the Norwegian Agency for Development Cooperation (NORAD) and runs from 2015 to 2017.

1.2 Objectives

The primary objective of the study was to generate information on the extent to which girls and boys have access to quality education in the 30 schools, in order to help improve the way that communities and the government promote good education. Another key objective is to help empower local people by enabling them to act as data collectors and analysts of the information. Such action research is a way of actively engaging rights-holders in understanding their right to education, assessing the extent to which it is being fulfilled and understanding how to claim redress from duty bearers.

The purpose is to assess school performance against the Rights outlined in the Promoting Rights in Schools Framework. But the research did not address all ten Rights but rather those most directly relevant to the objectives of the Promoting Quality Education project noted above. Instead, it focuses on six Rights:
- Right to free and compulsory education
- Right to well trained teachers
- Right to adequate infrastructure
- Right to a safe and non-violent environment
- Right to participate
- Right to transparent and accountable schools

1.3 Methodology

The research was undertaken in 30 schools in two districts, Kilwa and Singida, in April and May 2016.

Table 1: Schools by district

SCHOOLS IN KILWA DISTRICT	SCHOOLS IN SINGIDA DISTRICT
Masoko Primary School	Mulumpu Primary School
Lihimalyao Kusini Primary School	Semfuru Primary School
Mavuji Primary School	Mwalala Primary School
Matandu Primary School	Mwakichenche Primary School

Mirumba Primary School	Nkwae Primary School
Kinjumbi Primary School	Mgori Primary school
Migeregere Primary School	Missuna Primary School
Kikanda Primary School	Nduamughanga Primary School
Somanga Primary School	Mughamo Primary School
Njinjo Primary School	Gairu Primary School
Kibata Primary School	Azimio Primary School
Nandembo Primary School	Kinyamwambo Primary School
Chumo Primary School	Kihunadi Primary School
Mingumbi Primary School	Kidaghau Primary School
Namayuni Primary School	Kinyeto Primary School

Map of study areas

MAP SHOWING LOCATION OF KILWA DISTRICT (GREEN)	MAP SHOWING SINGIDA DISTRICT MARKED WITH RED

Data collection was preceded by training of data collectors recruited from the local community in the school catchment areas. Key informant interviews were held with all the head teachers and focus groups discussions were held in all the schools with teachers, pupils, the school management committee and parents. In addition, transect walks were conducted in all the schools. Interviews with District Education officers and community leaders were also held.

2. EDUCATION IN TANZANIA

2.1 Progress and Problems in Education

Tanzania has registered some positive improvements in education in recent years.

Primary school **enrolment** increased from 4.8 million to 8.4 million between 2001 and 2010, i.e. from 55% to 94%.[11] According to the government, enrolment grew by 85% in pre-primary, 16% in primary and 310% in secondary education between 2004 and 2013.[12] In more recent years, however, net enrolment in primary has been falling year on year and in 2015 stood at 88%.[13]

The government says that the number of **teachers** has increased from 165,856 in 2010/11 to 190,957 in 2014/15.[14] It also says that the primary pupil/teacher ratio improved from 1:47 in 2012 to 1:42 in 2015 as compared to its target of 1:40.[15] However, a survey by the prominent NGO Twaweza found that the average pupil/teacher ratio was 1:54.[16]

The government is committed to improving education, which it recognises as one of its priorities. It has recently (starting in January 2016) abolished **school fees** at secondary level, complementing the abolition of fees for primary school.[17]

However, the education sector continues to face numerous challenges. The Ministry of Education identifies the following as the main challenges to be addressed under the government's Big Results Now programme:

> 'Lack of accountability, availability of teaching and learning materials, low support for struggling students and poor school management'.[18]

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[11] DFID, 'Business Case and Summary', Tanzania Education Quality Improvement Programme, para 2, December 2012, https://devtracker.dfid.gov.uk/projects/GB-1-203363/documents; DFID, 'Business Case and Summary', Big Results Now in Education Programme, October, 2014, para 1.1.3, https://devtracker.dfid.gov.uk/projects/GB-1-204288/documents

[12] Prime Minister's Office, *Pre-primary, Primary and Secondary Education Statistics in Brief 2013*, 2014, p.31, http://www.pmoralg.go.tz/noticeboard/tangazo-1023-20141229-Basic-Education-Statistics-BEST/

[13] United Republic of Tanzania, Prime Minister's Office, *Pre-Primary, Primary and Secondary Education Statistics 2015*, p.19, https://webmail.networksolutionsemail.com/appsuite/api/mail/NATIONAL%20final%2021%20APRIL%202016.pdf?action=attachment&folder=default0%2FINBOX&id=80&attachment=2&delivery=view

[14] Budget Speech, 2015/16, para 63, http://www.tra.go.tz/documents/BUDGET%20SPEECH%20MINISTER%20OF%20FINANCE%20FINAL%20FINAL.pdf

[15] Budget Speech 2014/15, para 33, http://www.mof.go.tz/mofdocs/budget/speech/English%20Budget%20speech%20%20MOF%202014.pdf; United Republic of Tanzania, Prime Minister's Office, *Pre-Primary, Primary and Secondary Education Statistics 2015*, p.46, https://webmail.networksolutionsemail.com/appsuite/api/mail/NATIONAL%20final%2021%20APRIL%202016.pdf?action=attachment&folder=default0%2FINBOX&id=80&attachment=2&delivery=view

[16] Twaweza, 'Education: Schooling or Fooling?', undated, p.3, www.twaweza.org/uploads/files/Education%20Tamasha.pdf

[17] 'Tanzania Implements Free Education Policy For Secondary Education', 28 January 2016, http://www.right-to-education.org/news/tanzania-implements-free-education-policy-secondary-education

[18] 'Big Result Now in Education Sector – Summary', http://www.moe.go.tz/index.php?option=com_content&view=article&id=1717&Itemid=635

It is widely reported and accepted that **education quality** has fallen in Tanzania in recent years, partly due to the increase in enrolment. The Ministry of Education states:

'Significant efforts have been made to increase access for all, resulting in a huge enrolment expansion over the last ~10 years. Over the same period of time quality of education dropped significantly'.[19]

Thus, pupils suffer from **poor learning.** Pass rates for end of primary examination fluctuate each year but have averaged just 50% in the five years 2010-15.[20] High enrolment without adequate investment is the reason why greater numbers do not pass. According to the government**:** 'The low performance could be due to too rapid expansion of enrolment without matching it with adequate supply of essential teaching and learning facilities'**.[21] One report by Twaweza states simply that 'students are not being taught'.[22] Another one of its surveys found that primary school children are taught an average of only 3.5 classes per day.[23]**

UNESCO reports that 1.7 million Tanzania children are currently **out of school**, of whom 841,000 are girls.[24] This figure is disturbingly high, and amounts to the equivalent of 17% of all children enrolled.

There is also a high **dropout** rate. UNESCO notes that one third of all children drop out of primary school.[25] Some 38% of boys drop out and 29% of girls do so.

Despite relatively higher enrolment rates, girls suffer a number of disadvantages when compared to boys. Girls' enrolment rates are roughly equal to boys but they do less well in the primary leaving examination: in 2015, 65% of girls passed the primary leaving exam compared to 72% of boys.[26] Fewer girls make the transition to secondary school and they have lower pass rates in secondary examinations. Low rate of girls' completion at primary and transitioning to secondary is affected by early marriage, pregnancy, house work and lack of water and sanitation facilities in schools.[27] Four in 10 Tanzanian girls marry before turning 18.[28] Too few female teachers compound poor quality education for girls – a survey by Twaweza found that only 24% of teachers are women.[29]

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[19] 'Big Result Now in Education Sector – Summary', http://www.moe.go.tz/index.php?option=com_content&view=article&id=1717&Itemid=635
[20] United Republic of Tanzania, Prime Minister's Office, *Pre-Primary, Primary and Secondary Education Statistics 2015*, p.46, https://webmail.networksolutionsemail.com/appsuite/api/mail/NATIONAL%20final%2021%20APRIL%202016.pdf?action=attachment&folder=default0%2FINBOX&id=80&attachment=2&delivery=view
[21] Prime Minister's Office, *Pre-primary, Primary and Secondary Education Statistics in Brief 2013*, 2014, p.61, http://www.pmoralg.go.tz/noticeboard/tangazo-1023-20141229-Basic-Education-Statistics-BEST/
[22] Twaweza, 'Education: Schooling or Fooling?', undated, p.2, www.twaweza.org/uploads/files/Education%20Tamasha.pdf
[23] Twaweza, 'Education: Schooling or Fooling?', undated, p.3, www.twaweza.org/uploads/files/Education%20Tamasha.pdf
[24] UNESCO, Tanzania country page, accessed 6 October 2016, http://www.uis.unesco.org/DataCentre/Pages/country-profile.aspx?code=TZA&regioncode=40540
[25] UNESCO tables for the *Global Monitoring Report*, table 7, https://en.unesco.org/gem-report/node/6
[26] Ben Taylor, 'Education', 1 January 2016, http://www.tzaffairs.org/2016/01/education-11/
[27] DFID, 'Business Case and Summary', Tanzania Education Quality Improvement Programme, paras 20-1, December 2012, https://devtracker.dfid.gov.uk/projects/GB-1-203363/documents
[28] 'Tanzania: Child Marriage Harms Girls', 29 October 2014, https://www.hrw.org/news/2014/10/29/tanzania-child-marriage-harms-girls
[29] Twaweza, 'What's going on in our schools?: Citizens reflect on the state of education', July 2014, p.2, http://twaweza.org/uploads/files/Education-EN-FINAL.pdf

Most primary and secondary schools have **inadequate facilities and under-qualified teachers**, significantly undermining the quality of education services.[30] Only 38% of schools meet the baseline sanitation standards.[31] Government figures are that the average pupil/classroom ratio in primary is 1:72 (against its target of 1:40) while the average pupil/latrine ratio is 1:55 (against its target of 1:22.5).[32] Only 28% of primary schools and 77% of secondary schools have electricity.[33]

Teachers generally lack teaching skills and motivation and are poorly managed. Their rate of absenteeism is high and the amount of school time in which children are learning is low.[34] One survey found that 38% of children reported their main teacher was absent the previous day.[35] Government figures are that only 4.3% of teachers in primary are graduates, with only 25% having diplomas and 69% with Grade A.[36]

Gender based violence remains high in Tanzania. A recent study by UNICEF found that more than half of girls experienced physical violence by teachers before turning 18 years of age.[37] Corporal punishment is lawful in Tanzania.[38]

Corporal punishment in Tanzania

Corporal punishment is lawful in schools, for boys and girls, under the National Education (Corporal Punishment) Regulations 1979 pursuant to article 60 of the National Education Act 1978. Corporal punishment, according to these Regulations, means 'punishment by striking a pupil on his hand or on his normally clothed buttocks with a light, flexible stick but excludes striking a child with any other instrument or on any other part of the body'. Regulation 3 states that corporal punishment 'may be administered for serious breaches of school discipline or for grave offences committed whether inside or outside the school which are deemed by the school authority to have brought or are capable of bringing the school into

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[30] DFID, 'Business Case and Summary', Big Results Now in Education Programme, October, 2014, para 1.1.6, https://devtracker.dfid.gov.uk/projects/GB-1-204288/documents

[31] DFID, 'Business Case and Summary', Tanzania Education Quality Improvement Programme, para 21, December 2012, https://devtracker.dfid.gov.uk/projects/GB-1-203363/documents

[32] United Republic of Tanzania, Prime Minister's Office, *Pre-Primary, Primary and Secondary Education Statistics 2015*, p.46, https://webmail.networksolutionsemail.com/appsuite/api/mail/NATIONAL%20final%2021%20APRIL%202016.pdf?action=attachment&folder=default0%2FINBOX&id=80&attachment=2&delivery=view

[33] United Republic of Tanzania, Prime Minister's Office, *Pre-Primary, Primary and Secondary Education Statistics 2015*, p.46, https://webmail.networksolutionsemail.com/appsuite/api/mail/NATIONAL%20final%2021%20APRIL%202016.pdf?action=attachment&folder=default0%2FINBOX&id=80&attachment=2&delivery=view

[34] DFID, 'Business Case and Summary', Tanzania Education Quality Improvement Programme, December 2012, https://devtracker.dfid.gov.uk/projects/GB-1-203363/documents

[35] Twaweza, 'What's going on in our schools?: Citizens reflect on the state of education', July 2014, p.2, http://twaweza.org/uploads/files/Education-EN-FINAL.pdf

[36] Prime Minister's Office, *Pre-primary, Primary and Secondary Education Statistics in Brief 2013*, 2014, p.33, http://www.pmoralg.go.tz/noticeboard/tangazo-1023-20141229-Basic-Education-Statistics-BEST/

[37] DFID, 'Business Case and Summary', Tanzania Education Quality Improvement Programme, para 23, December 2012, https://devtracker.dfid.gov.uk/projects/GB-1-203363/documents

[38] Right to Education, 'Right to Education Country Factsheet - Tanzania and Zanzibar', 2015, p.1, http://www.right-to-education.org/resource/right-education-country-factsheet-tanzania-and-zanzibar#sthash.Y9ODRDVi.dpuf

> disrepute; it must be reasonable having regard to the gravity of the offence, age, sex and health of the pupils and shall not exceed four strokes on any occasion'.[39]

Participation in school by **children with disabilities** and those from nomadic communities is very low. It is estimated that less than 5% of disabled children in Tanzania are currently attending school.[40] This is despite the commitment in the National Policy on Disability 2004 to provide basic education to all children with disabilities.

Parents face school costs despite the abolition of fees. Some 9 out of 10 parents report paying **contributions** (*michango*) to schools, though 80% report paying TZS 50,000 ($23) or less annually.[41] One survey found that 89% of parents believed that these contributions were collected by teachers to be used as sources of extra income.[42]

See Annex 2 for key education statistics.

Global Campaign for Education 2012 report on gender discrimination in education in Tanzania[43]

Tanzania's Education Act makes it an offence to deny access to education on the grounds of gender, and the Education and Training Policy (1995) addresses the enforcement of bylaws and regulations and retention of girls in schools. The Educational Material Approval Committee is responsible for, among other things, ensuring there is no gender bias in school materials. Strategies in the education sector plan to reduce gender discrimination include requirements for construction of schools and sanitary facilities, training and support for teachers, and curriculum review.

One of the many aspects of gender discrimination towards women and girls in education is the treatment of girls who become pregnant whilst in school. Government figures show that 25,000 girls left school because of pregnancy just from 2007 to 2009 (the true number of course may be higher), and that at secondary level this was a more common reason for leaving even than financial needs. The government statistics describe this as "dropping out", but the reality is that many girls are excluded from school when they become pregnant, despite the widespread prevalence of teenage motherhood in Tanzania.

The legislative picture is murky: a 2002 regulation allowed for the expulsion of girls, and although a 2004 circular from the Ministry of Education set out legal processes to avoid pregnant girls leaving school, the Ministry still acknowledges on its website that "expulsion of pregnant school girls continues to be a cause for concern." Until this practice is fully addressed, the combination of social norms that lead to young motherhood and discrimination in education will continue to deny an education to huge numbers of girls in Tanzania.

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[39] Global Initiative to End All Corporal Punishment of Children, *Corporal Punishment of Children in the United Republic of Tanzania*, October 2016, http://www.endcorporalpunishment.org/assets/pdfs/states-reports/URTanzania.pdf
[40] ADD International, Inclusive Education Project in Tanzania, (n.d.), accessed in http://www.add.org.uk/countries/tanzania/projects-tanzania/inclusive-education-project-tanzania
[41] Twaweza, A New Dawn?: Citizens Views on New Developments in Education, February 2016, http://www.twaweza.org/uploads/files/SzW-Education-Feb2016-EN-FINAL.pdf
[42] Twaweza, A New Dawn?: Citizens Views on New Developments in Education, February 2016, p.4, http://www.twaweza.org/uploads/files/SzW-Education-Feb2016-EN-FINAL.pdf
[43] Global Campaign for Education, *Gender Discrimination in Education: The violation of rights of women and girls*, 2012, http://www.campaignforeducation.org/docs/reports/GCE_INTERIM_Gender_Report.pdf

2.2 Tanzania's Legal and Policy Framework for Education

2.2.1 Legal framework

The **Constitution** of the United Republic of Tanzania, adopted in 1977, recognises the right to education in Article 11 as a fundamental objective and directive principle of State policy (under Part II), but it does not recognise education as a basic right (Part III). This means that the provisions of Article 11 are not enforceable by any court. According to Article 11, every person has the right to access education and every citizen shall be free to pursue education in a field of his choice up to his merit and ability. Article 13 guarantees the right to equality and non-discrimination.

However, Tanzania is currently reviewing its Constitution and the proposed draft Constitution (Article 41) enshrines the right to education as a human right, including free quality primary education. If adopted, the new Constitution will substantially improve the legal protection of the right to education of Tanzanian citizens.[44]

Tanzania has ratified the most important regional and international treaties protecting the right to education but has yet to ratify the Optional Protocol to the International Covenant on Economic, Social and Cultural Rights and the Optional Protocol to the Convention on the Rights of the Child on a communication procedure, both of which allow individuals to make formal complaints to the relevant UN treaty body.[45]

Tanzania's **National Education Act 1978**, which was last amended in 2002, is the country's primary law on education and is currently under review. Article 35 guarantees compulsory primary education for every child who has reached the age of seven years. Article 35A provides that every child of not less than five years of age shall be eligible for enrolment for pre-primary education for a period of two years.[46]

2.2.2 Policy framework

Tanzania has various education sector policies in place, the most important of which is the **Education Sector Development Programme (ESDP)**, 2008-17 (Mainland)[47] and the Education Sector Development Programme, 2008-16 (Zanzibar)[48]. The ESDP describes itself as a 'comprehensive programme aimed at a total transformation of the education sector into an efficient, effective, outcome/ output based system'. It aims to 'have an upgraded and coherently planned, managed and monitored educational sector that will develop human capital in order to

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[44] Right to Education, *Country Factsheet: United Republic of Tanzania*, 2015, pp.1, 4, http://www.right-to-education.org/sites/right-to-education.org/files/resource-attachments/RTE_Country_Facsheet_Tanzania_January_2015.pdf

[45] Right to Education, *Country Factsheet: United Republic of Tanzania*, 2015, p.1, http://www.right-to-education.org/sites/right-to-education.org/files/resource-attachments/RTE_Country_Facsheet_Tanzania_January_2015.pdf

[46] Right to Education, *Country Factsheet: United Republic of Tanzania*, 2015, p.5, http://www.right-to-education.org/sites/right-to-education.org/files/resource-attachments/RTE_Country_Facsheet_Tanzania_January_2015.pdf

[47] http://www.globalpartnership.org/content/tanzania-education-sector-development-programme-2008-17

[48] http://www.globalpartnership.org/content/zanzibar-education-development-program-20089-201516

boost economic growth and eliminate poverty'. In particular, it aims to address key challenges in education, which are identified as including:

- increasing enrolments at Pre-Primary, Secondary, Folk, Vocational, Technical and Higher Education levels
- improving pass rates; increasing physical facilities and expanding infrastructure at all levels; recruiting and retaining qualified teaching staff at all levels
- increasing teaching and learning materials and equipment
- reviewing and developing a curriculum that is demand driven
- building adequate capacity in governance, management, monitoring and evaluation.

The ESDP recognises gender as one of the cross-cutting areas which should be reflected in targets and agreed indicators, but otherwise the programme places little explicit attention on promoting girls' education.[49]

2.3   Education Spending

Tanzania is spending around 17% of the government budget on education, as shown below. While this is a significant proportion, and the largest item of government expenditure in the national budget, it is less than the 20% target agreed by world ministers in 2015.[50] Moreover, the budget has been largely static in recent years: investment in education has not expanded in line with the large increases in enrolment in primary and secondary school.

Government spending as % of the budget

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Total government budget (Shs billion)	13,526	15,192	18,249	19,853	22,495	29,539
Budget allocation to education (Shs billion)	2,283	2,890	3,128	3,465	3,870	4,770
Education budget as % of government budget	16.9	19.0	17.1	17.4	17.2	16.1

Source: Citizen's Budget, various years, http://www.mof.go.tz/index.php?option=com_content&view=category&layout=blog&id=21&Itemid=561; Budget Speech 2016/17, http://www.mof.go.tz/mofdocs/msemaji/BUDGET%20SPEECH%20FINAL%202016.pdf

The breakdown of the education budget also reveals some problems:

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[49] The United Republic of Tanzania, *Education Sector Development Programme (2008-17)*, pp. vii-viii, 46, http://www.globalpartnership.org/content/tanzania-education-sector-development-programme-2008-17

[50] The Incheon Framework for Action, agreed among Ministers and UN bodies in 2015, recommended that governments allocate 'at least 15%-20% of public expenditure to education', with a recognition that developing countries 'need to reach or exceed the upper end of these benchmarks if they are to achieve the targets'. *Education 2030: Incheon Declaration*, 2015, p.32, http://www.uis.unesco.org/Education/Documents/incheon-framework-for-action-en.pdf

- The education 'development' (capital) budget, as opposed to the recurrent budget, is very low and highly dependent on donor funding. In 2015/16, recurrent expenditures comprised 84% of the budget, and development expenditures only 16%. Some 40-60% of development expenditures are financed by donors.[51]
- Most of the budget allocated to primary schools goes to pay teachers' wages and there is little money available to provide essential books and other teaching and learning materials in schools.[52] Some 85% of primary education expenditure in 2012 was on salaries.[53]
- Resources are unequally allocated across districts with schools in some poorer areas disproportionally under-resourced.[54]

See Annex 3 for key education expenditure statistics.

[51] Policy Forum, 'The Paradox of Financing Education in Tanzania: "The 2014/15 Post Budget Brief"', *Policy Brief*, 2014, p.2, Hakielimu
http://www.policyforum-tz.org/sites/default/files/BriefEducation.pdf ; Hakielimu, *After Five Years of Prioritizing Education Budget: Are We Reaping What We Sowed?* 2015, p.5
[52] DFID, 'Business Case and Summary', Tanzania Education Quality Improvement Programme, December 2012, https://devtracker.dfid.gov.uk/projects/GB-1-203363/documents
[53] DFID, 'Business Case and Summary', Tanzania Education Quality Improvement Programme, para 8, December 2012, https://devtracker.dfid.gov.uk/projects/GB-1-203363/documents
[54] DFID, 'Business Case and Summary', Tanzania Education Quality Improvement Programme, para 14, December 2012, https://devtracker.dfid.gov.uk/projects/GB-1-203363/documents

3. FINDINGS AND ANALYSIS

The findings of the research in the 30 schools in Kilwa and Singida are presented below for each of the Rights in the Promoting Rights in Schools framework.

3.1. Right to free and compulsory education

'There should be no charges, direct or indirect, for primary education. Education must gradually be made free at all levels'.
(Promoting Rights in Schools Framework)

3.1.1 Enrolment Rates and Gender Parity

The research found that there are more girls enrolled than boys in the 30 schools. Girls comprised 51% of those enrolled in Kilwa and 52% of those in Singida, compared to 49% and 48%, respectively, for boys. (See Annex 1, Tables 1 and 2)

3.1.2 Enrolment of children with disabilities/special needs

The research found that 5 out of 15 schools in Kilwa and 8 out of 15 schools in Singida have children with disabilities, comprising a total of just 15 pupils in 2016. (See Annex 1, Table 3) This is a very low number (only 0.2% of those enrolled) which probably means that children with disabilities are not being recorded as such or else are simply not attending school. Nationally, only 0.35% of those enrolled in school were recognised as disabled in 2011.[55]

3.1.3 Children out of school

The research found that 610 children (4.3% of those enrolled) in the two districts were out of school (3.6% of children in Kilwa and 5.1% of those in Singida). Most (around 55%) are boys. (See Annex 1, Table 4).

There were four main reasons given for children being out of school

- Parents in some communities are farmers engaged in shifting cultivation, which requires them to travel to their farms from their homes leaving behind children of school going-age without any monitoring of school attendance, or sometimes taking them to their farms for work.
- Lack of funds to buy school uniforms, learning materials and to make other contributions to schools, forces parents tend to delay registering their children.
- Due to low incomes, some children miss school to work in petty businesses in urban centres while girls often do domestic jobs, "

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[55] 'Overview', http://www.unicef.org/tanzania/6911_10874.html

- In many families, people believe that paying for education is an unjustified loss of money and resources.

3.1.4 Children dropping out of school

The research found that 3.7% of children in the schools dropped out in 2015 - 3.5% of children in Kilwa and 3.9% in Singida. Most of those dropping out are boys. (See Annex 1, Table 5).

The reasons for girls dropping out of school include: the need to do housework in the home, lack of value given to education of girls by some parents, long distances from home to school, which can make girls insecure, and the lack of sufficient hygiene and sanitation facilities at school.

3.1.5 Costs of education

The research found that parents are required to pay for various school costs. In all 30 schools, parents have to pay for school uniforms and writing materials. Parents also make compulsory payments for exam fees (in 9 schools), sanitation equipment such as brooms and buckets (8 schools) and food contributions (4 schools), among others. In other schools, parents make various voluntary payments. (Annex 1, Table 6)

3.2 Right to quality trained teachers

'Girls and boys have a right to a quality learning environment and to effective teaching processes so that they can develop their personality, talents and physical and mental abilities to their fullest potential'.
(Promoting Rights in Schools Framework)

3.2.1 Number of pupils per teacher

The research found that there is an average of 59 pupils per qualified teacher in the schools – an average of 53 in Kilwa and 60 in Singida. The pupil/teacher ratio varies from as a high as 1:96 in one school to a low of 1:23 in another. Thus, these schools are on average falling below the country benchmark set by Tanzania in 2000, to achieve a pupil/teacher ratio of 1:40.[56] (Annex 1, Table 7)

3.2.2 Qualifications of teachers

The research found that, of the 258 teachers in the schools, 248 (96%) have teaching certificates or above (such as a university degree).

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[56] Southern and Eastern Africa Consortium for Monitoring Education Quality, 'Quality of Primary School Inputs in Tanzania Mainland', *Policy Brief No.2*, October 2011, p.2

3.2.3 Learning performance

The research found that the average pass rate in end of primary school exams was 63.55% in 2015, with gender disparity between girls (60.83%) and boys (66.73%). (Annex 1, Table 9)

3.3 Right to adequate infrastructure

'There should be an appropriate number of classrooms, accessible to all, with adequate and separate sanitation facilities for girls and boys. Schools should be built with local materials and be resilient to natural risks and disasters'.
(Promoting Rights in Schools Framework)

3.3.1 Availability of sanitation facilities

The schools studied have generally poor sanitation (toilet) facilities. Only 4 of the 30 have flush toilets. Twenty-one have permanent latrines (made from cement and iron sheets) while five have only temporary latrines.

The research found that, on average, there is a toilet for every 53 pupils across the 30 schools, split roughly equally between girls and boys – there is a toilet for every 52 girls. The ratio varies across the schools – in one school, there is a toilet for only every 167 pupils. (Annex 1, Table 10)

The research found that only 13 of the 30 schools have toilets with doors. In Singida only 2 out of 15 schools have toilets with doors.

3.3.2 Quality of sanitation facilities

The research found that two-thirds of all schools have toilets, which are regarded as being in poor condition. As regards girls' toilets, facilities in only 8 of the 30 schools were regarded as good or adequate, while they were regarded as poor in 22. For boys, facilities were regarded as good or adequate in only 9 schools and regarded as poor in 21.

3.4. Right to a safe and non-violent environment

'Children should be safe on route to and in school. Clear anti-bullying policies and confidential systems for reporting and addressing any form of abuse or violence should be in place'.
(Promoting Rights in Schools Framework)

3.4.1 Types of violence in schools

The research found that the following forms of violence against girls were reported as being 'common' or 'occasional':
- In 9 schools out of 30 schools for physical punishment
- In 11 schools for sexual violence
- In 11 schools for harassment
- In 9 schools for bullying

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- In 30 schools for corporal punishment
- In 4 schools for public humiliation

(Annex 1, Table 11)

Respondents were asked who they believed were the perpetrators of this violence towards girls. Teachers were identified as the main perpetrators of corporal punishment (as were many parents) but were not identified as responsible for sexual harassment (boys and peers were). Boys and peers were among those identified as the perpetrators of other forms of violence.

3.4.2 Teachers trained to respect children's rights

The research found that 57% of teachers in the schools have received some kind of training to respect children's rights, meaning that 43% have not. In eight of the schools, none of the teachers had received such training. (Annex 1, Table 12)

> *"Child protection is an area that needs to be given space in day to day programs of the public schools,"*
> District Education Officer

3.4.3 Reporting mechanisms for violence or abuse

The research asked whether there are reporting mechanisms in place to monitor and report violence against children. Head teachers in 22 of the 30 schools said there is such a mechanism but children in only nine schools said there was. In only four schools were the monitoring and reporting mechanisms considered to be completely 'independent, safe and anonymous'.

3.4.4 Legal protection for children against violence or abuse

The research asked whether there were laws and policies in place that protect children, especially girls, from violence or abuse by teachers. Head teachers in 18 schools said there were, but children in only two schools did so. (Annex 1, Table 13)

The research found that actions had been taken against teachers as the result of this law or policy in 12 schools. In eight schools, accused teachers were warned by the head teacher and in two schools some legal measures were taken.

3.5. Right to participate

'Girls and boys have the right to participate in decision-making processes in school. Appropriate mechanisms should be in place to enable the full, genuine and active participation of children'.
(Promoting Rights in Schools Framework)

3.5.1 Children's participation

Stakeholders were asked whether children have the opportunity to participate in various fora. The research found that 92% believe that children participate regularly in class, 78% believe they

do so in clubs or councils and 59% believe they participate in school governance. However, only 29% believe that girls participate regularly in girls own-clubs and only 19% believe that all children participate in decisions concerning the school curriculum. (Annex 1, Tables 14 and 15)

3.5.2 Equal participation

The research found that most stakeholders believe that children participate equally in schools. Nearly all head teachers and teachers believe so, although fewer children do – 60%. (Annex 1, Table 16 and 17)

3.5.3 SMC listening to children

The research found that most stakeholders believe that the School Management Committee listens to and considers children's views, although this varies according to the stakeholder: 90% of head teachers say so, compared to 63% of pupils themselves. (Annex 1, Tables 18 and 19)

3.6 Right to transparent and accountable school

'Schools need to have transparent and effective monitoring systems. Both communities and children should be able to participate in accountable governing bodies, management committees and parents' groups.
(Promoting Rights in Schools Framework)

3.6.1 Monitoring school budgets

Stakeholders were asked whether pupils are involved in monitoring school budgets. The research found that head teachers in 17 of the 30 schools said they were but that pupils in only two schools said they were. SMC members said that children were involved in 10 schools. Children's involvement was said to be much lower in Singida than in Kilwa. (Annex 1, table 20)

The research also asked whether SMC and parents & teachers associations (UWW) are involved in tracking school budgets and expenditure. The research found that SMC members are involved in 22 schools but that parents in only 15 schools are involved. (Annex 1, table 21).

3.6.2 Involvement in school governance

Stakeholders were asked whether parents, the SMC and PTA were involved in 'ensuring or monitoring children's participation', 'tracking/monitoring learning outcomes' and 'monitoring education rights in school'. Responses varied according to the stakeholder group:
- As regards Ensuring or monitoring children's participation, SMC members in 19 schools and parents in 19 schools say this occurs
- As regards Tracking/monitoring learning outcomes, SMC members in only 21 schools and parents in 17 schools say this occurs

- As regards Monitoring education rights in school, SMC members in 26 schools and parents in 18 schools say this occurs

(Annex 1, Table 22)

3.6.3 Opinions on the school budget

Respondents were asked whether the school budget was understood by most people and publicly available to all. Most head teachers said it was but only just over half SMC members (53%) said so. As for parents, there was a big variation between the two districts – 60% of parents in Kilwa said it was understood and available, but only 33% of parents in Singida said this. (Annex 1, Table 23)

When asked whether the school budget was available to those who want to see it, less than half of all respondents in Kilwa (teachers, parents and pupils) and less than a third in Singida said it was.

Stakeholders were also asked whether they were aware of the amount the school received as its budget in the last full academic year (2015). SMC members were aware of the budget in only eight schools while parents were aware in only five. Even teachers were found to be aware in only 10 schools.

Head teachers in only three schools said that the budget allocated by the government arrives in a timely manner, with 27 saying it does not. The main reasons for this are said to include: poor management, bureaucracy, corruption in funding allocation, poor transport and communication due to remote location of the schools, dependence on parents' contribution and delays in tracking the funds on the part of head teachers.

3.6.4 Activity and inclusivity of the SMC

The research found that nearly all (91%) of stakeholders believe that SMCs are 'active and fully functioning' in their schools, with only 9% saying that the SMC is 'occasionally active'. Nearly all (94%) of stakeholders said that the SMC was either 'fully inclusive of all main groups in the local community' or 'fairly broad and diverse'.

The SMCs were found to comprise 9-12 people in the 30 schools. But while around two-thirds are men, only a third of members are women and in only five of the 30 schools is the chair of the SMC a woman. (Annex 1, Tables 24 and 25).

3.6.5 The SMC and positive change

Asked whether the SMC had contributed to positive change in schools, all stakeholders (head teachers, teachers, SMC members, parents and pupils) in most schools in Kilwa district said it had. In Singida district, however, SMCs members said they had contributed to positive change in nearly all schools, but teachers, pupils and parents said the SMC had played such a role in only a minority of schools. (Annex 1, Table 25)

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In seven schools, parent members of some SMCs have been involved in fundraising for the construction of classrooms, toilets and teachers houses. Parents have also promoted academic agendas in at least half a dozen schools (see box).

Stakeholder comments on SMCs and positive change

"SMC involved parents in construction of two classrooms and one office, having done much of it, donors were inspired to support and finish the construction"

"Parents assisted in building temporal toilets and 5 classrooms without government support"

"Parents have built school toilets and teachers houses for about 95%, and this make teachers work very hard in seeing parents' involvement in school matters"

"After realizing shortage of toilets with others in poor condition, SMC involved parents and 8 toilet rooms were built by parents own contributions and manpower"

"Parents intervention and monitoring academic affairs resulted to increase in pupils' performance in academic year ending 2014 as many pupils joined form one"

, *"Parents realized the problem of shortage of teachers with its impact on academic performance, and organized contribution to pay volunteering teachers to support in subjects that have no one to teacher, although it was very helpful, but it could not continue in 2016 following the abolition of contributions in schools"*

"Parents take part when examination results for their children are read in internal examinations to assess the progress of their own children, and encourage them to work harder"

Parents have brought positive change to pupils' welfare and protection in at least four schools. One person, in Chumo school, said:

> *"Teachers used to provide harsh punishment to pupils who delayed, yet others stay very far from school. Parents came into a discussion with school management and requested for extension of time to pupils who stay far from school, and their arriving time was extended, and porridge was introduced to support pupils from hunger".*

4. Conclusion: Is Tanzania adequately promoting the right to education?

The findings of the research suggest a mixed picture but overall it is clear that many aspects of the right to education are currently being violated in the schools under study.

- The **Right to Free and Compulsory Education** is being fulfilled in the high enrolment rates for girls but is being violated in failing to adequately record or school children with disabilities, in the high numbers of children out of school and who drop out, and in requiring parents to pay for various school costs.
- The **Right to Quality Learning** is being compromised by a high pupil/teacher ratio and relatively low (63.55%) pass rates for end of primary school.
- The **Right to Adequate Infrastructure** is being compromised by poor sanitation (toilet) facilities.

- The **Right to a Safe and Non-Violent Environment** is being violated by reported widespread corporal punishment and sexual and other forms of violence in many schools, by an insufficient number of teachers trained to respect children's rights and inadequate legal mechanisms to protect children.
- The **Right to Participate** is being supported by children reported to be able to participate in class and in clubs or councils, by mainly equal participation of children and by the SMC listening to children's views.
- The **Right to Transparent and Accountable Schools** is being supported by a large number of SMCs being active and fully functioning and by SMCs monitoring school budgets and children's participation in many schools. It is being compromised however, by school budgets sometimes arriving late and insufficiently, by the budget not being universally understood and by women's under-representation in SMCs.

5. RECOMMENDATIONS

This report calls for the following actions from the government:
- Commit to spending 20% of the national budget on education by 2018
- Establish an effective tracking system for both children with disabilities and those out of school, to include community meetings during the period of school enrolment and improved registration processes.
- Ensure that primary education is genuinely free by abolishing all indirect costs to parents, funded partly by spending at least 20% of the national budget on education
- Ensure that there are as many female as male teachers by 2020, by improving recruitment and increasing spending
- Improve girls' and boys' completion rates by significantly improving school infrastructure, notably water and sanitation facilities, funded partly by spending at least 20% of the national budget on education
- Make corporal punishment illegal and ensure it is entirely banished from schools, and therefore calling for a need to revise National Corporal Punishment Regulation 1979.
- Train all teachers in child protection and alternatives to physical punishment to ensure that all schools have a zero tolerance policies towards violence and abuse, and ensure that all schools have independent reporting mechanisms for violence and abuse
- Establish a directive to ensure the provision in schools of girls' clubs to enable the channelling of girls' views to decision making bodies such as Parent Teachers Associations and SMCs.
- Ensure a gender balance in SMC membership and leadership by revisiting the circular issued in September 2016.
- Improve internal budgeting process to ensure that all funds allocated to schools arrive on time
- Improve learning outcomes and pass rates, by investing more in female teachers and improving school infrastructure that can attract and retain teacher in rural areas.

ANNEX 1: Tables

Table 1: Enrolment Rates by School for 2015 and 2016 disaggregated by gender and school

Baseline Schools (Kilwa District)	Total Year 2015						Total Year 2016					
	Boys		Girls		School Total		Boys		Girls		School Total	
	#	%	#	%	#	%	#	%	#	%	#	%
MASOKO	354	50.7	344	49.3	698	100	362	48.7	380	51.3	742	100
LIHIMALYAO KUSINI	157	47.3	175	52.7	332	100	169	48	183	52	352	100
MAVUJI	181	50.4	178	49.6	359	100	195	48	211	52	406	100
MATANDU	277	51.6	259	48.4	536	100	348	53.7	300	46.3	648	100
MIRUMBA	118	42.7	158	57.3	276	100	131	44	167	56	298	100
KINJUMBI	208	52.4	189	47.6	397	100	224	52.4	203	47.6	427	100
MIGEREGERE	68	51.2	65	48.8	133	100	73	52	67	48	140	100
KIKANDA	392	45	478	55	870	100	459	46	543	54	1002	100
SOMANGA	501	48	548	52	1049	100	466	47.3	519	52.7	985	100
NJINJO	346	48.7	364	51.3	710	100	407	52.3	370	47.7	777	100
KIBATA	224	47.7	245	52.3	469	100	269	52	248	48	517	100
NANDEMBO	107	49	112	51	219	100	95	45	114	55	209	100
CHUMO	206	46.6	236	53.4	442	100	254	50.3	250	49.7	504	100
MINGUMBI	249	51	239	49	488	100	270	50.4	265	49.6	535	100
NAMAYUNI	198	47.7	217	52.3	415	100	207	48.2	222	51.8	429	100
Total	3586	48.5	3807	51.5	7393	100	3929	49.3	4042	50.7	7971	100

Table 2: Enrolment Rates by School for 2015 and 2016 disaggregated by gender and school

Baseline Schools (Singida Rural District)	Last Academic Year Ending 2015						2016 Academic Year					
	Boys		Girls		Total		Boys		Girls		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
MULUMPU	198	49.2	204	50.8	402	100	238	52	221	48	459	100
SEMFURU	126	37.5	168	62.5	336	100	151	46	177	54	328	100
MWALALA	219	60.6	142	39.4	361	100	101	43.3	132	56.7	233	100
MWAKICHENCHE	162	49	169	51	330	100	176	51.6	165	48.4	341	100
NKWAE	170	41.6	238	58.4	408	100	259	44.6	321	55.4	580	100
MGORI	208	49	215	51	423	100	256	52.2	234	47.8	490	100
MISSUNA	85	59.4	58	40.6	143	100	112	58	81	42	193	100
NDUAMUGHANGA	177	46	207	54	384	100	215	48	233	52	448	100
MUGHAMO	264	50.1	262	49.9	526	100	264	47.3	293	52.7	557	100
GAIRU	74	46	86	54	160	100	96	46	112	54	208	100
AZIMIO	165	49.6	167	50.4	332	100	202	48.2	217	51.8	419	100
KINYAMWAMBO	190	56.2	148	43.8	338	100	163	48	177	52	340	100
KIHUNADI	139	49.2	143	50.8	282	100	168	49	174	51	342	100
KIDAGHAU	137	51.5	129	48.5	266	100	149	49.5	152	50.5	301	100
KINYETO	364	49.5	370	50.5	734	100	462	46.5	531	53.5	993	100
Total	2678	49.3	2706	50.7	5425	100	3012	48.3	3220	51.7	6232	100

Table 3: Enrolment of children with disabilities/ special needs learners in academic years ending in 2015 and 2016

Baseline Schools Kilwa District	Last Academic Year ending 2015			2016 Academic Year		
	Boys	Girls	Total	Boys	Girls	Total
	Number	Number	Number	Number	Number	Number
MASOKO	1	0	1	0	0	0
KIKANDA	1	0	1	2	0	2
SOMANGA	1	0	1	1	0	1
NJINJO	2	0	2	2	0	2
CHUMO	0	1	1	0	0	0
TOTAL	5	1	6	5	0	5
Baseline Schools Singida Rural District	**Last Academic year ending 2015**			**2016 Academic Year**		
	Boys	Girls	Total	Boys	Girls	Total
	Number	Number	Number	Number	Number	Number
MULUMPU	0	0	0	1	1	2
SEMFURU	1	0	1	1	0	1
MWAKICHENCHE	1	1	2	1	1	2
MGORI	0	0	0	2	0	2
MISSUNA	1	0	1	2	0	2
AZIMIO	0	1	1	0	0	0
KINYAMWAMBO	0	0	0	0	0	0
KIDAGHAU	1	0	1	1	0	1
TOTAL	4	2	6	8	2	10

Table 4: Numbers of children of school-going age estimated/ known to be out of school locally, disaggregated by gender with key reasons

KILWA	Total		Girls		Boys		# of out of school as % of number of enrolment		
	#	%	#	%	#	%	Total %	Girls %	Boys %
MASOKO	0	0	0	0	0	0	0	0	0
LIHIMALYAO KUSINI	38	100	19	50	19	50	11	10.3	11.2
MAVUJI	13	100	7	53.8	6	46.2	0	0	0
MATANDU	28	100	19	67.8	9	32.2	4.4	6.3	2.5
MIRUMBA	0	0	0	0	0	0	0	0	0
KINJUMBI	22	100	6	27.3	16	72.7	5.1	3	7
MIGEREGERE	0	0	0	0	0	0	0	0	0
KIKANDA	16	100	7	43	9	57	1.5	1.2	1.9
SOMANGA	10	100	6	60	4	40	1	1.1	0.8
NJINJO	34	100	20	58	14	42	4.3	5.4	3.4
KIBATA	Few	-	Few	-	Few	-	-	-	-
NANDEMBO	20	100	11	55	9	45	9.5	9.6	9.4
CHUMO	67	100	32	47.7	35	52.3	13	12.8	13.7
MINGUMBI	31	100	12	38.7	19	61.3	5.7	4.2	7
NAMAYUNI	Few	-	Few	-	Few	-	-	-	-
TOTAL	**292**	**100**	**139**	**47.6**	**140**	**52.4**	**3.6**	**3.5**	**3.6**
SINGIDA	**Total**	**%**	**Girls**	**%**	**Boys**	**%**	**Total %**	**Girls**	**Boys %**
MULUMPU	24	100	5	21	19	79	5.2	2.3	7.9
SEMFURU	53	100	25	47	28	53	16	14	18.5
MWALALA	25	100	9	36	16	64	10.7	6.9	15.8
MWAKICHENCHE	7	100	2	28	5	72	2	1.2	2.8
NKWAE	35	100	18	51	17	49	6	5.6	6.5
MGORI	34	100	18	53	16	47	7	7.6	6.2
MISSUNA	21	100	9	42.8	12	57.2	10.8	11	10.7
NDUAMUGHANGA	27	100	13	48	14	52	6	5.5	6.5
MUGHAMO	40	100	20	50	20	50	7	6.8	7.5
GAIRU	19	100	5	26.3	14	73.7	9	4.4	14.5
AZIMIO	6	100	2	33	4	67	1.4	0.9	1.9
KINYAMWAMBO	13	100	4	30.7	9	69.3	3.8	3.4	5.5
KIHUNADI	Few	-	Few	-	Few	-	-	-	-
KIDAGHAU	14	100	9	64.2	5	35.8	4.6	5.9	3.3
KINYETO	Few	-	Few	-	Few	-	-	-	-
TOTAL	**318**	**100**	**139**	**43.7**	**179**	**56.3**	**5.1**	**4.3**	**6**

Table 5: Drop-out rate of children for 2015

KILWA DISTRICT	Total as % of total pupils enrolled in 2015	Girls as % of total # of girls enrolled in 2015	Boys as % of total # of boys enrolled in 2015
MASOKO	1	1	0
LIHIMALYAO KUSINI	18	0	30
MAVUJI	4	4	4
MATANDU	4	4	4
MIRUMBA	4	3	5
KINJUMBI	0	0	0
MIGEREGERE	3	3	1
KIKANDA	3	3	3
SOMANGA	2	1	3
NJINJO	1	1	1
KIBATA	3	3	4
NANDEMBO	0	0	0
CHUMO	0	0	0
MINGUMBI	7	6	8
NAMAYUNI	3	5	1
TOTAL	**3.5**	**2.3**	**4.2**
SINGIDA DISTRICT			
MULUMPU	6	6	6
SEMFURU	0	0	0
MWALALA	25	24	28
MWAKICHENCHE	1	0	1
NKWAE	0	0	0
MGORI	0.5	0	0.5
MISSUNA	0	0	0
NDUAMUGHANGA	6	8	4
MUGHAMO	14	14	14
GAIRU	0	0	0
AZIMIO	0.4	0.25	0.5
KINYAMWAMBO	3	2.5	4
KIHUNADI	0	0	0
KIDAGHAU	1.5	1	1
KINYETO	1.5	0.5	2
TOTAL	**3.9**	**3.7**	**4.1**

Table 6: Direct or Indirect costs charged to parents, and whether they are compulsory or voluntary

Items paid for by learners/their parents	Number of schools where payment is made (plus % of target schools)	Number of schools where payment is compulsory (plus % of target schools)	Number of schools where payment is voluntary (plus % of target schools)	Average amount paid across these schools
School buildings maintenance	16 (53%)	11 (36%)	5 (16%)	14,166/-
Exam fees (e.g. printing, mock)	12 (40%)	9 (30%)	3 (10%)	1,500/-
Sports	7 (23%)	5 (16%)	2 (6%)	1,800/-
Water and/or electricity	2 (6%)	1 (3%)	1 (3%)	1,000
Watchman	5 (16%)	4 (13%)	1 (3%)	1,330/-
Writing materials (notebooks and pens) *	30 (100%)	24 (80%)	6 (20%)	10,200/-
Sanitation equipment (e.g. brooms and pails)	11 (33%)	8 (26%)	3 (10%)	4,630/-
School uniform	30 (100%)	29 (96%)	1 (4%)	27,535/-
Ingredients or labour for school feeding**	12 (40%)	5 (15%)	7 (23%)	14,200/-
Book costs	2 (6%)	1 (3%)	1 (3%)	2400/-
Total				80,261/-

*Average cost for writing materials is 10,200/- but this cost is subject to lowest grades and highest grades that spend more on writing materials. A maximum of 18,500 was recorded in the findings as cost incurred for writing materials and lowest up to 900, likely to pertain with lower grades.

**A few schools have children contributions for feeding 4-10kgs of maize per month. Other pupils come to school with their own food, others have school farm maintained by parents from preparation to harvesting as they do provide their own labour, for school feeding.

Table 7: Pupil Qualified teacher ratio in Kilwa and Singida districts

KILWA DISTRICT	PQTR	SINGIDA DISTRICT	PQTR
MASOKO	1:44	MULUMPU	1:51
LIHIMALYAO KUSINI	1:44	SEMFURU	1:30
MAVUJI	1:41	MWALALA	1:39
MATANDU	1:81	MWAKICHENCHE	1:57
MIRUMBA	1:50	NKWAE	1:72
KINJUMBI	1:47	MGORI	1:44
MIGEREGERE	1:23	MISSUNA	1:96
KIKANDA	1:69	NDUAMUGHANGA	1:64
SOMANGA	1:58	MUGHAMO	1:62
NJINJO	1:78	GAIRU	1:69
KIBATA	1:57	AZIMIO	1:69
NANDEMBO	1:30	KINYAMWAMBO	1:68
CHUMO	1:30	KIHUNADI	1:57
MINGUMBI	1:53	KIDAGHAU	1:50
NAMAYUNI	1:54	KINYETO	1:71
DISTRICT RATIO (AVERAGE)	1:53	DISTRICT RATIO (AVERAGE)	1:60

Table 9: Pupil performance in end of primary school exams in Academic Year ending 2015

Q206 Learner/pupil performance in end of primary school exams in Academic Year ending in 2015

Names of Schools Kilwa district	Girls		Boys		Total	
	Sat	Passed	Sat	Passed	Sat	Passed
MASOKO	46	45	38	38	84	83
LIHIMALYAO	7	6	10	9	17	15
MAVUJI	22	16	22	10	44	26
MATANDU	11	5	28	19	39	24
MIRUMBA	13	12	6	5	19	17
KINJUMBI	18	15	21	20	39	35
MIGEREGERE	8	4	4	2	12	6
KIKANDA	30	30	26	36	66	66
SOMANGA	42	26	34	29	76	55
NJINJO	38	20	36	25	74	45
KIBATA	31	4	10	5	41	9
NANDEMBO	15	1	18	4	33	5
CHUMO	30	23	21	16	51	39
MINGUMBI	16	30	31	15	47	45
NAMAYUNI	26	16	26	22	52	38

Names of Schools Singida district	Girls		Boys		Total	
	Sat	Passed	Sat	Passed	Sat	Passed
MULUMPU	34	21	19	11	53	32
SEMFURU	24	13	11	8	35	21
MWALALA	11	4	17	10	28	14
MWAKICHENCHE	36	16	28	12	64	38
NKWAE	23	15	11	6	34	21
MGORI	20	17	12	6	32	23
MISSUNA	0	0	0	0	0	0
NDUAMUGHANGA	10	4	5	4	15	8
MUGHAMO	17	9	16	4	33	13
GAIRU	0	0	0	0	0	0
AZIMIO	0	0	0	0	0	0
KINYAMWAMBO	0	0	0	0	0	0
KIHUNADI	0	0	0	0	0	0
KIDAGHAU	12	4	15	12	27	16
KINYETO	18	6	12	7	30	13

Table 10: Children toilet ratio

KILWA DISTRICT	Children (boys and girls) toilet ratio								
	Total # of Girls	# of toilet for girls	Girls-toilet ratio	Total # of Boys	# of toilets for Boys	Boys-toilet Ratio	Total # of pupils	Total # of Toilets	School average
MASOKO	380	8	47.5	362	8	45.2	742	16	46.3
LIHIMALYAO KUSINI	183	2	91.5	169	2	84.5	352	4	88
MAVUJI	211	5	42.2	195	10	19.5	406	15	27
MATANDU	300	4	75	348	4	87	648	8	81
MIRUMBA	167	3	55.6	131	0	0	298	3	99.3
KINJUMBI	203	5	40.6	224	3	74.6	427	8	53.3
MIGEREGERE	67	3	22.3	73	3	24.3	140	6	23.3
KIKANDA	543	4	135	459	2	229	1002	6	167
SOMANGA	519	0	0	466	0	0	985	0	0
NJINJO	370	14	26.4	407	6	67.8	777	20	38.85
KIBATA	248	3	82.6	269	3	89.6	517	6	86.1
NANDEMBO	114	3	38	95	3	31.6	209	6	34.8
CHUMO	250	4	62.5	254	4	63.5	504	8	63
MINGUMBI	265	4	66.2	270	4	67.5	535	8	66.8
NAMAYUNI	222	5	44.4	207	5	41.4	429	10	42.9
TOTAL	**4042**	**67**	**55.32**	**3929**	**57**	**61.7**	**7971**	124	61
SINGIDA DISTRICT									
MULUMPU	221	4	55.2	238	4	59.5	459	8	57
SEMFURU	177	5	35.4	151	5	30	328	10	32.8
MWALALA	132	2	66	101	2	50	233	4	58.2
MWAKICHENCHE	165	3	55	176	3	58	341	6	56.8
NKWAE	321	9	35.6	259	8	32.3	580	17	34
MGORI	234	6	39	256	4	64	490	10	49
MISSUNA	81	2	40.5	112	2	56	193	4	48.2
NDUAMUGHANGA	233	3	77.6	215	2	107	448	5	89
MUGHAMO	293	4	73.2	264	4	66	557	8	70
GAIRU	112	3	37.3	96	2	48	208	5	41
AZIMIO	217	6	36	202	6	33.6	419	12	35
KINYAMWAMBO	177	6	29	163	6	27	340	12	28
KIHUNADI	174	11	15.8	168	11	15.2	342	22	15
KIDAGHAU	152	3	50	149	3	50	301	6	50
KINYETO	531	6	88	462	10	46.2	993	16	62
TOTAL	**3220**	**73**	**48.9**	**3012**	**72**	**49.52**	**6232**	145	48.4

Table 11: Violence against girls

KILWA Names of schools	Physical				Sexual				Harassment				Bullying				Corporal		Public Humiliation			
	Com.	Occ.	Rare	Nev	Com.	Occ.	Rare	Nev	Com.	Occ.	Rare	Nev	Com.	Occ.	Rare	Nev	Com.	Occ.	Com.	Occ.	Rare	Nev
MASOKO	0	0	1	0	0	1	0	0	0	0	0	1	0	0	0	1	1	0	0	0	0	1
LIHIMALYAO KUS.	1	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	0	0	0	1	0
MAVUJI	0	0	0	1	1	0	0	0	0	0	1	0	0	0	1	0	1	0	0	0	0	1
MATANDU	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	1	1	0	0	0	0	1
MIRUMBA	1	0	0	0	0	0	0	1	0	0	0	1	0	0	0	1		1	0	0	0	1
KINJUMBI	1	0	0	0	1	0	0	1	0	0	1	0	0	0	0	1	1	0	1	0	0	0
MIGEREGERE	0	0	0	1	0	0	0	1	0	0	0	1	0	1	0	0	1	0	0	0	0	1
KIKANDA	0	0	0	1	0	0	0	1	0	0	0	1	0	0	0	1	1	0	0	0	0	1
SOMANGA	0	0	0	1	1	1	0	0	1	0	0	0	0	0	1	0	1	0	1	0	0	0
NJINJO	1	0	0	0	0	0	0	1	0	1	0	0	1	0	0	0	1	0	0	1	0	0
KIBATA	0	0	0	1	0	0	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	1
NANDEMBO	0	1	0	0	0	0	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	1
CHUMO	0	0	0	1	0	0	0	1	0	0	0	1	0	0	0	1	1	0	0	0	0	1
MINGUMBI	0	1	0	0	0	1	0	0	0	1	0	0	0	1	0	0	1	0	0	0	0	1
NAMAYUNI	0	0	0	1	0	0	1	0	0	1	0	0	0	1	0	0	1	0	0	0	0	1
TOTAL	**4**	**2**	**2**	**7**	**4**	**3**	**1**	**10**	**3**	**3**	**3**	**6**	**1**	**3**	**2**	**9**	**14**	**1**	**2**	**1**	**1**	**11**
SINGIDA Names of schools																						
MULUMPU	0	0	0	1	0	0	0	1	0	0	1	0	0	0	0	1	1	0	0	0	0	1
SEMFURU	0	0	1	0	0	0	0	1	0	0	0	1	0	0	1	0	1	0	0	0	0	1
MWALALA	0	0	0	1	0	1	0	0	1	0	0	0	0	1	0	0	1	0	0	0	0	1
MWAKICHENCHE	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1	1	0	0	0	0	1
NKWAE	0	0	0	1	0	0	0	1	0	0	0	1	0	0	0	1	1	0	0	0	0	1
MGORI	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	1	0	0	0	0	1
MISSUNA	0	0	0	1	0	1	0	0	0	0	0	1	0	0	0	1	1	0	0	0	0	1
NDUAMUGHANGA	0	0	0	1	0	0	0	1	0	0	0	1	0	1	0	0	1	0	0	0	0	1
MUGHAMO	0	0	1	0	1	0	1	0	1	0	0	0	1	0	0	0	1	0	0	0	0	1
GAIRU		0	0	1	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	1
AZIMIO	1	0	0	0	0	0	0	1	0	0	0	1	0	0	1	0	1	0	0	0	0	1
KINYAMWAMBO	1	0	0	0	0	0	0	1	1	0	0	0	0	1	0	0	1	0	0	1	0	
KIHUNADI	0	0	1	0	0	0	1	0	0	1	0	0	0	1	0	0	1	0	0	0	1	
KIDAGHAU	0	0	0	1	0	0	0	1	0	0	1	0	0	0	0	1	1	0	0	0	0	1
KINYETO	0	0	0	1	0	0	1	0	0	0	0	1	0	0	0	1	1	0	0	0	0	1
TOTAL	**3**	**0**	**3**	**9**	**1**	**3**	**3**	**9**	**3**	**2**	**2**	**8**	**1**	**4**	**2**	**7**	**15**	**0**	**0**	**1**	**1**	**13**

Table 12: ratio of teachers trained to respect children's rights

KILWA DISTRICT	Total # of teachers in a school	# of teachers trained	Ratio	SINGIDA DISTRICT	Total # of teachers in school	# of teachers trained	Ratio
MASOKO	17	13	13:17	MULUMPU	9	0	0:9
LIHIMALYAO KUSINI	8	8	8:08	SEMFURU	11	2	2:11
MAVUJI	10	10	10:10	MWALALA	6	4	4:06
MATANDU	8	8	8:08	MWAKICHENCHE	6	1	1:06
MIRUMBA	8	0	0:10	NKWAE	8	8	8:08
KINJUMBI	9	9	9:09	MGORI	11	11	11:11
MIGEREGERE	6	6	6:06	MISSUNA	2	0	0:02
KIKANDA	15	12	12:15	NDUAMUGHANGA	7	0	0:07
SOMANGA	17	17	17:17	MUGHAMO	9	0	0:09
NJINJO	10	0	0:10	GAIRU	3	2	2:03
KIBATA	9	0	0:09	AZIMIO	6	6	6:06
NANDEMBO	7	7	7:07	KINYAMWAMBO	5	3	3:05
CHUMO	7	6	6:07	KIHUNADI	6	6	6:06
MINGUMBI	10	5	5:10	KIDAGHAU	6	0	0:06
NAMAYUNI	8	0	0:10	KINYETO	14	2	2:14
DISTRICT RATIO	149	101	101:149	DISTRICT RATIO	109	45	45:109

Table 13: Stakeholders' perception on laws and policy that protect children, especially girls from violence or abuse by teachers

Names of schools KILWA	Head teacher	Teachers	Pupils	SMC members
Base # of 15	**15**	**15**	**15**	**15**
Chumo	0	0	0	0
Kibata	0	1	0	0
Kikanda	0	0	1	0
Kinjumbi	1	1	0	0
Lihimalyao Kusini	0	0	0	1
Masoko	1	0	0	0
Matandu	1	0	0	0
Mavuji	1	1	0	1
Migeregere	1	0	0	0
Mingumbi	1	1	0	0
Mirumba	1	1	0	0
Namayuni	1	0	0	0
Nandembo	1	0	0	0
Njinjo	0	1	0	1
Somanga	1	0	0	0
Total	**10**	**6**	**1**	**3**
Names of schools SINGIDA	**Head teacher**	**Teachers**	**Pupils**	**SMC Members**
Base # of 15	**15**	**15**	**15**	**15**
Azimio	1	1	0	0
Gairu	0	1	0	0
Kidaghau	0	0	0	0
Kihunadi	1	1	0	0
Kinyamwambo	1	0	0	0
Kinyeto	0	1	1	0
Mgori	0	1	0	0
Missuna	0	1	0	0
Mughamo	1	1	0	0
Mulumpu	0	0	0	1
Mwakichenche	1	0	0	1
Mwalala	0	0	0	0
Nduamughanga	1	1	0	0
Nkwae	1	1	0	1
Semfuru	1	1	0	1
Total	**8**	**10**	**1**	**4**

Table 14: Opportunities for children to express themselves regularly for the schools in Kilwa

	Opportunities for children to express themselves regularly in:														
KILWA DISTRICT	Class			Clubs/councils			Clubs for girls			Governance			Decision on curriculum		
	Yes	No	Some times	Yes	No	Some times	Yes	No	Some times	Yes	No	Some imes	Yes	No	Some times
Chumo	3	0	0	3	0	0	2	1	0	3	0	0	1	2	0
Kibata	3	0	0	2	1	0	0	2	1	2	1	0	0	1	2
Kikanda	3	0	0	3	0	0	1	2	0	3	0	0	1	2	0
Kinjumbi	2	1	0	2	1	0	1	2	0	0	3	0	0	2	1
Lihimalyao Kusini	3	0	0	3	0	0	2	1	0	1	2	0	1	1	1
Masoko	3	0	0	3	0	0	2	1	0	2	1	0	2	1	0
Matandu	3	0	0	3	0	0	1	2	0	2	1	0	0	3	0
Mavuji	3	0	0	3	0	0	0	3	0	1	2	0	0	3	0
Migeregere	3	0	0	3	0	0	3	0	0	3	0	0	1	2	0
Mingumbi	2	0	1	2	1	0	0	3	0	3	0	0	0	2	1
Mirumba	3	0	0	3	0	0	0	3	0	2	1	0	1	2	0
Namayuni	3	0	0	3	0	0	2	1	0	2	1	0	2	1	0
Nandembo	3	0	0	2	1	0	0	3	0	1	2	0	0	3	0
Njinjo	3	0	0	3	0	0	2	1	0	2	1	0	0	3	0
Somanga	3	0	0	2	0	1	0	1	2	2	1	0	0	1	2
Total	43	1	1	40	4	1	16	26	3	29	16	0	9	29	7
Percent	95	2.5	2.5	89	8.5	2.5	36	57	7	64	36	0	20	64	16

Table 15: Opportunities for children to express themselves regularly for the schools in Singida

SINGIDA DISTRICT	Class			Clubs/councils			Clubs for girls			Governance			Decision on curriculum		
	Yes	No	Sometimes	Yes	No	Sometimes	Yes	No	Sometimes	Yes	No	Sometimes	Yes	No	Sometimes
Azimio	3	0	0	3	0	0	0	3	0	1	2	0	1	2	0
Gairu	3	0	0	2	1	0	1	2	0	3	0	0	1	2	0
Kidaghau	3	0	0	3	0	0	0	3	0	0	3	0	0	3	0
Kihunadi	3	0	0	0	3	0	1	2	0	2	1	0	0	3	0
Kinyamwambo	3	0	0	2	1	0	1	2	0	2	1	0	1	2	0
Kinyeto	3	0	0	2	1	0	1	2	0	2	1	0	1	2	0
Mgori	2	0	1	2	1	0	2	1	0	1	2	0	2	1	0
Missuna	3	0	0	3	0	0	1	2	0	2	1	0	0	3	0
Mughamo	2	1	0	2	1	0	1	2	0	1	2	0	1	2	0
Mulumpu	1	1	1	1	2	0	0	3	0	2	1	0	0	3	0
Mwakichenche	3	0	0	1	2	0	0	3	0	2	1	0	0	3	0
Mwalala	3	0	0	3	0	0	1	2	0	1	2	0	0	2	1
Nduamu	2	1	0	3	0	0	0	3	0	1	2	0	0	3	0

ghanga																			
Nkwae	3	0		0	2	1		0	0	3		0	1	2		0	0	3	0
Semfuru	3	0		0	1	2		0	1	2		0	3	0		0	1	2	0
Total	40	3		2	30	15		0	10	35		0	24	21		0	8	36	1
Percent	88	7		5	67	33		0	22	78		0	53	47		0	18	80	2

Table 16: Equality in opportunities by all children in Kilwa district

	Stakeholders opinions regarding equality in opportunities by all children								
KILWA DISTRICT	Yes			No			Dominated by some children		
	Head teacher	**Teachers**	**Pupils**	**Head teacher**	**Teachers**	**Pupils**	**Head teacher**	**Teachers**	**Pupils**
Chumo	1	1	1	0	0	0	0	0	0
Kibata	1	1	1	0	0	0	0	0	0
Kikanda	1	1	1	0	0	0	0	0	0
Kinjumbi	0	1	0	0	0	1	1	0	0
Lihimalyao Kusini	1	0	0	0	1	0	0	0	1
Masoko	1	1	1	0	0	0	0	0	0
Matandu	1	1	0	0	0	1	0	0	0
Mavuji	1	1	1	0	0	0	0	0	0
Migeregere	1	0	0	0	1	0	0	0	1
Mingumbi	1	1	1	0	0	0	0	0	0
Mirumba	1	1	0	0	0	1	0	0	0
Namayuni	1	1	1	0	0	0	0	0	0
Nandembo	1	1	0	0	0	1	0	0	0
Njinjo	1	1	1	0	0	0	0	0	0
Somanga	1	1	1	0	0	0	0	0	0
Total	14	13	9	0	2	4	1	0	2
Percent	93%	86%	60%	0	14%	27%	7%	0	13%

Table 17: Equality in opportunities by all children in Singida district

SINGIDA DISTRICT	Yes			No			Dominated by some children		
	Head teacher	Teachers	Pupils	Head teacher	Teachers	Pupils	Head teacher	Teachers	Pupils
Azimio	1	1	1	0	0	0	0	0	0
Gairu	1	1	0	0	0	0	0	0	1
Kidaghau	1	1	1	0	0	0	0	0	0
Kihunadi	1	1	1	0	0	0	0	0	0
Kinyamwambo	1	1	0	0	0	1	0	0	0
Kinyeto	1	1	0	0	0	1	0	0	0
Mgori	1	1	0	0	0	1	0	0	0
Missuna	1	1	1	0	0	0	0	0	0
Mughamo	1	1	1	0	0	0	0	0	0
Mulumpu	1	1	1	0	0	0	0	0	0
Mwakichenche	1	1	0	0	0	1	0	0	0
Mwalala	0	1	0	1	0	0	0	0	1
Nduamughanga	1	1	1	0	0	0	0	0	0
Nkwae	0	1	1	1	0	0	0	0	0
Semfuru	1	1	1	0	0	0	0	0	0
TOTAL	13	15	9	2	0	4	0	0	2
Percent	87%	100%	60%	13%	0	27%	0	0	13%

Table 18: School governance body (SMC) listens and takes children's views into account (Kilwa district)

KILWA DISTRICT	Yes			No		
	Head teacher	Pupils	SMC members	Head teacher	Pupils	SMC members
Chumo	0	1	1	1	0	0
Kibata	1	0	0	0	1	1
Kikanda	1	1	1	0	0	0
Kinjumbi	1	1	1	0	0	0
Lihimalyao Kusini	1	0	1	0	1	0
Masoko	1	1	1	0	0	0
Matandu	1	1	1	0	0	0
Mavuji	1	1	1	0	0	0
Migeregere	1	0	1	0	1	0
Mingumbi	1	0	0	0	1	1
Mirumba	1	1	1	0	0	0
Namayuni	1	1	1	0	0	0
Nandembo	1	0	1	0	1	0
Njinjo	1	1	1	0	0	0
Somanga	1	0	1	0	1	0
Total	14	9	13	1	6	2
Percent	93%	60%	87%	7%	40%	13%

Table 19: School governing body (SMC) listens and takes children's views into account (Singida district)

SINGIDA DISTRICT	Yes			No		
	Head teacher	Pupils	SMC Members	Head teacher	Pupils	SMC members
Azimio	1	1	1	0	0	0
Gairu	1	1	1	0	0	0
Kidaghau	1	1	1	0	0	0
Kihunadi	1	1	0	0	0	1
Kinyamwambo	1	0	0	0	1	1
Kinyeto	1	0	1	0	1	0
Mgori	1	1	1	0	0	0
Missuna	1	1	1	0	0	0
Mughamo	1	1	0	0	0	1
Mulumpu	0	1	1	1	0	0
Mwakichenche	1	0	1	0	1	0
Mwalala	0	0	0	1	1	1
Nduamughanga	1	0	1	0	1	0
Nkwae	1	1	1	0	0	0
Semfuru	1	1	1	0	0	0
TOTAL	13	10	11	2	5	4
Percent	87%	67%	73%	13%	33%	27%

Table 20: Girls and Boys involvement in monitoring school budget

KILWA DISTRICT	Yes			No		
Names of Schools	Head teacher	Pupils	SMC members	Head teacher	Pupils	SMC members
Chumo	1	0	0	0	1	1
Kibata	0	0	0	1	1	1
Kikanda	0	0	1	1	1	0
Kinjumbi	0	0	0	1	1	1
Lihimalyao Kusini	1	0	1	0	1	0
Masoko	1	0	0	0	1	1
Matandu	1	0	0	0	1	1
Mavuji	0	1	0	1	0	1
Migeregere	1	0	1	0	1	0
Mingumbi	1	0	0	0	1	1
Mirumba	1	0	0	0	1	1
Namayuni	1	1	1	0	0	0
Nandembo	1	0	1	0	1	0
Njinjo	1	0	1	0	1	0
Somanga	1	0	0	0	1	1
Total (%)	11 (73%)	2 (13%)	6 (40%)	4 (27%)	13 (87%)	9 (60%)
SINGIDA DISTRICT						
Azimio	0	0	0	1	1	1

Gairu	1	0	0	0	1	1
Kidaghau	0	0	0	1	1	1
Kihunadi	0	0	0	1	1	1
Kinyamwambo	0	0	0	1	1	1
Kinyeto	1	0	1	0	1	0
Mgori	1	0	0	0	1	1
Missuna	0	0	0	1	1	1
Mughamo	1	0	0	0	1	1
Mulumpu	0	0	1	1	1	0
Mwakichenche	0	0	1	1	1	0
Mwalala	0	0	0	1	1	1
Nduamughanga	0	0	0	1	1	1
Nkwae	1	0	0	0	1	1
Semfuru	1	0	1	0	1	0
Total	6 (40%)	0	4 (27%)	9 (60%)	15 (100%)	11 (87%)

Table 21: Involvement of stakeholders in tracking school budget/ expenditure

Kilwa district				Singida district			
Names of the schools	Teachers	SMC members	Parents	**Names of the schools**	Teachers	SMC members	Parents
Chumo	1	0	1	**Azimio**	0	1	0
Kibata	1	1	1	**Gairu**	1	1	0
Kikanda	1	1	1	**Kidaghau**	1	1	1
Kinjumbi	1	1	1	**Kihunadi**	1	1	1
Lihimalyao Kusini	0	0	0	**Kinyamwambo**	1	1	0
Masoko	1	0	1	**Kinyeto**	1	1	1
Matandu	1	1	0	**Mgori**	1	0	1
Mavuji	1	0	1	**Missuna**	1	1	1
Migeregere	1	1	0	**Mughamo**	1	0	0
Mingumbi	1	1	0	**Mulumpu**	0	1	0
Mirumba	1	0	0	**Mwakichenche**	1	1	1
Namayuni	1	1	1	**Mwalala**	1	1	0
Nandembo	1	1	1	**Nduamughanga**	1	0	0
Njinjo	1	1	0	**Nkwae**	1	1	0
Somanga	1	1	1	**Semfuru**	1	1	0
Total (%)	14 (93%)	10 (67%)	9 (60%)	**Total (%)**	13 (87%)	12 (80%)	6 (40%)

Table 22: Parents, SMC and PTA involvement in school affairs

KILWA DISTRICT	Ensuring or monitoring children's participation			Tracking / monitoring learning outcomes			Monitoring education rights in school.		
Names of Schools	Teachers	SMC	Parents	Teachers	SMC	Parents	Teachers	SMC	Parents
Chumo	1	0	1	1	0	1	1	1	0
Kibata	1	1	1	0	1	1	0	1	1
Kikanda	1	0	0	1	1	0	1	1	0
Kinjumbi	1	0	1	1	0	1	1	1	1
Lihimalyao Kus.	0	1	0	1	1	1	1	1	0
Masoko	1	1	1	1	1	1	1	1	1
Matandu	1	1	0	1	1	0	1	1	0
Mavuji	1	0	1	1	1	1	1	0	1
Migeregere	0	1	1	0	1	0	0	1	1
Mingumbi	1	0	0	0	0	0	0	1	1
Mirumba	1	0	0	1	0	0	1	0	0
Namayuni	1	1	1	1	1	1	1	1	1
Nandembo	1	0	1	1	0	1	1	1	1
Njinjo	1	1	1	1	1	1	1	1	1
Somanga	1	0	1	1	1	1	1	1	1
Total (%)	**13 (87%)**	**7 (47%)**	**10 (67%)**	**12 (80%)**	**10 (67%)**	**10 (67%)**	**12 (80%)**	**13 (87%)**	**10 (67%)**
SINGIDA DISTRICT									
Azimio	1	1	0	1	1	0	1	1	0
Gairu	1	1	0	1	1	0	1	1	0
Kidaghau	1	1	1	1	1	1	1	1	1
Kihunadi	1	0	1	1	0	1	1	0	1
Kinyamwambo	1	1	1	0	1	1	0	1	1
Kinyeto	1	1	1	1	1	1	1	1	1
Mgori	1	1	1	1	1	1	1	1	1
Missuna	1	1	1	0	1	1	1	1	1
Mughamo	1	0	1	1	0	1	1	1	1
Mulumpu	1	1	0	1	0	0	1	0	0
Mwakichenche	0	0	1	0	1	0	0	1	1
Mwalala	1	1	0	1	0	0	0	1	0
Nduamughanga	1	1	1	1	1	0	1	1	0
Nkwae	1	1	0	1	1	0	1	1	0
Semfuru	1	1	0	1	1	0	1	1	0
Total	**14 (93%)**	**12 (80%)**	**9 (60%)**	**12 (80%)**	**11 (73%)**	**7 (47%)**	**12 (80%)**	**13 (87%)**	**8 (53%)**

Table 23: Is the school budget understood by most people and transparently available to all publicly?

Understood by most people and transparently available to all publicly										
Schools in Kilwa District	**Head teacher**	**Teachers**	**Pupils**	**SMC**	**Parents**	**Schools in Singida District**	**Head teacher**	**Teachers**	**Pupils**	**SMC**	**Parents**
Chumo	1	1	0	0	1	Azimio	1	0	0	0	1
Kibata	1	1	0	1	1	Gairu	0	0	0	0	0
Kikanda	1	1	1	0	1	Kidaghau	0	1	0	1	1
Kinjumbi	0	0	0	1	1	Kihunadi	0	1	0	1	1
Lihimalyao Kusini	0	0	0	0	0	Kinyamwambo	1	1	0	0	0
Masoko	1	1	0	1	1	Kinyeto	0	0	1	1	0

Matandu	1	0	0	0	0	Mgori	1	0	1	1	0
Mavuji	1	1	0	0	1	Missuna	0	1	0	1	1
Migeregere	1	0	0	1	0	Mughamo	1	0	0	0	0
Mingumbi	0	0	0	0	0	Mulumpu	0	0	0	0	0
Mirumba	1	1	0	0	1	Mwakichenche	0	1	0	0	1
Namayuni	1	1	1	1	1	Mwalala	0	1	0	0	0
Nandembo	0	0	1	1	0	Nduamughanga	1	0	1	1	0
Njinjo	1	0	1	1	0	Nkwae	1	0	0	1	0
Somanga	1	0	0	1	1	Semfuru	1	1	1	1	0
Total	11	7	4	8	9	**Total**	7	7	4	8	5
Percent	73%	47%	27%	53%	60%		47%	47%	27%	53%	33%

Table 24: Composition of SMC members' representation by gender and gender in Kilwa District

Members of the School Management Committee in Kilwa District									
			F	Gender representation among leaders of the SMC			Composition of SMC		
Names of schools	**Total**	**M**		**Chairperson**	**Treasurer**	**Secretary**	**Parents**	**Teachers**	**Other**
Chumo	10	7	3	M	M	M	5	3	2
Kibata	11	9	2	M	M	M	7	3	1
Kikanda	9	6	3	M	F	M	5	3	1
Kinjumbi	10	7	3	M	F	M	6	3	1
Lihimalyao Kusini	10	6	4	M	M	M	5	3	2
Masoko	10	6	4	M	F	M	5	3	2
Matandu	11	8	3	M	M	M	6	3	2
Mavuji	9	5	4	M	F	M	5	3	1
Migeregere	9	6	3	M	M	M	5	3	1
Mingumbi	10	7	3	M	M	M	6	3	1
Mirumba	9	5	4	M	M	F	5	3	1
Namayuni	10	7	3	F	M	M	6	3	1
Nandembo	9	5	4	F	M	M	6	3	0
Njinjo	11	7	4	M	M	M	7	3	1
Somanga	10	7	3	M	F	M	6	3	1
Total	**148**	**98**	**50**	**M=13; F=2**	**M=10; F=5**	**M=14; F=1**			**18**
Percent	**100%**	**66.20%**	**33.8**	**M=87%; F=13%**	**M=67%; F=33%**	**M=93%; F=7%**	**85**	**45**	

Table 25: Composition of SMC members' representation by gender and gender in Singida District

Members of the School Management Committee in Singida District									
			F	Gender representation among leaders of the SMC			Composition of SMC		
Names of schools	Total	M		Chairperson	Treasurer	Secretary	Parents	Teachers	Other
Azimio	12	9	3	M	F	M	6	3	3
Gairu	10	8	2	M	M	M	5	3	2
Kidaghau	12	9	3	F	F	M	7	4	1
Kihunadi	13	8	5	M	M	M	7	3	3
Kinyamwambo	11	8	3	M	M	M	5	3	3
Kinyeto	11	8	3	M	M	F	6	3	2
Mgori	11	7	4	M	F	M	7	3	1
Misuna	12	7	5	F	M	M	7	3	2
Mughamo	11	9	2	M	F	M	5	3	3
Mulumpu	9	6	3	M	M	M	6	3	0
Mwakichenche	12	8	4	F	M	M	5	3	4
Mwalala	10	8	2	M	M	M	7	3	0
Nduamughanga	11	9	2	M	M	M	5	3	3
Nkwae	12	7	5	M	F	M	7	2	3
Semfuru	11	8	3	M	F	M	6	3	2
Total	**168**	**119**	**49**	**M=12; F=3**	**M=9; F=6**	**M=14; F=1**			**32**
Percent	**100 %**	**70.80 %**	**29.20 %**	**M=80%; F=20%**	**M=60%; F=40%**	**M=93%; F=7%**	**91**	**45**	

ANNEX 2 - Key education quality statistics

		School year ending	Source
Enrolment, dropouts, repeaters, survival			
Gross enrolment rate in primary education (%)	96 95 (m) 97 (f)	2013	*Statistics in Brief 2013*, p.18
Number of children out of school	1.7m 874,000 (m) 841,000 (f)	2013	UNESCO country page
Dropouts all primary grades (%)	33 38 (m) 29 (f)	2012	UNESCO, Tables for GMR on website, Table 7
Repeaters, all primary grades (%)	3.2 3.1 (m) 3.2 (f)	**1999**	UNESCO, EFAGMR 2015, Table 6
Repeaters, all primary grades (%)	2.6 2.8 (m) 2.5 (f)	**2012**	UNESCO, EFAGMR 2015, Table 6
Number of repeaters (primary)	218,000 113,000 (m) 105,000 (f)	2012	UNESCO, EFAGMR 2015, Table 6
Repeaters in primary (%)	3.5 3.7 (m) 3.3 (f)	2013	UNESCO country page
Survival rate to last grade of primary (%)	81	2009	UNESCO, EFAGMR 2015, Table 10
Transition to secondary/tertiary			
Transition from primary to secondary (%)	56 59 (m) 54 (f)	2011	UNESCO country page
Gross enrolment rate in secondary education (%)	32 34 (m) 31 (f)	2013	UNESCO country page
Gross enrolment rate in tertiary education (%)	3.7 4.9 (m) 2.5 (f)	2014	UNESCO country page
Teachers			
Trained primary teachers (%)	97	2012	UNESCO, EFAGMR 2015, Table 8
Pupil/ teacher ratio (primary)	42	2015	*Pre-Primary, Primary and Secondary Education Statistics 2015*, p.78
Pupil / trained teacher ratio (primary)	47	2012	UNESCO, EFAGMR 2015, Table 8.

Sources:

- UNESCO, *Education for All Global Monitoring Report 2015 (EFAGMR)* - http://unesdoc.unesco.org/images/0023/002322/232205e.pdf
- UNESCO Tanzania country page, http://www.uis.unesco.org/DataCentre/Pages/country-profile.aspx?code=TZA&regioncode=40540
- UNESCO tables for the *Global Monitoring Report* https://en.unesco.org/gem-report/node/6
- Prime Minister's Office, *Pre-primary, Primary and Secondary Education Statistics in Brief 2013*, 2014, http://www.pmoralg.go.tz/noticeboard/tangazo-1023-20141229-Basic-Education-Statistics-BEST/

- United Republic of Tanzania, Prime Minister's Office, *Pre-Primary, Primary and Secondary Education Statistics 2015*, p.46,
https://webmail.networksolutionsemail.com/appsuite/api/mail/NATIONAL%20final%2021%20APRIL%202016.pdf?action=attachment&folder=default0%2FINBOX&id=80&attachment=2&delivery=view

ANNEX 3 - Key education expenditure statistics

		Year	Source
Total public expenditure on education as % of GDP	6.3	2010	UNESCO, EFAGMR 2015, Table 9
Government expenditure on education as % of GDP	4.6 Na Na Na 3.5	2010 2011 2012 2013 2014	UNESCO country page
Total public expenditure on education as % of total government expenditure	21.2	2010	UNESCO, EFAGMR 2015, Table 9
Government expenditure on education as % of total government expenditure	19.7 Na Na Na 17.3	2010 2011 2012 2013 2014	UNESCO country page
Public current expenditure on primary education per pupil (unit cost) (PPP, constant 2011 $)	92	1999	UNESCO, EFAGMR 2015, Table 9
Public current expenditure on primary education per pupil (unit cost) (PPP, constant 2011 $)	137	2009	UNESCO, EFAGMR 2015, Table 9
Government expenditure per student (PPP $) primary	Na Na Na Na na	2010 2011 2012 2013 2014	UNESCO country page
Government expenditure per student (PPP $) secondary	244 Na Na Na na	2010 2011 2012 2013 2014	UNESCO country page
Government expenditure per student (PPP $) tertiary	13,089 Na Na Na na	2010 2011 2012 2013 2014	UNESCO country page

Sources:
- UNESCO, *Education for All Global Monitoring Report 2015 (EFAGMR),*
http://unesdoc.unesco.org/images/0023/002322/232205e.pdf
- UNESCO Tanzania country page - http://www.uis.unesco.org/DataCentre/Pages/country-profile.aspx?code=TZA&regioncode=40540

ANNEX 4: Pictorial Evidences

Photo Category 1: Fieldwork in Kilwa District

Parents in a roundtable of FGD in one of the schools in Kilwa district

Parents in a roundtable of FGD in one of the schools in Kilwa district

Community researchers with school management and team of parents in transect walk , visiting the pre-primary classroom built with mad and thatches, currently in use.

Permanent toilet facility in use for girls, that does not have doors, as noted in most of the schools

Permanent toilet facility in use for girls, that does not have doors, as noted in most of the schools

A well built toilet facility in one of the schools in Kilwa, emphasizing on cleanliness of the facility in Mirumba primary school

One of the teachers' house built using local materials by community members despite the fact that community around has modern houses at Kibata primary school

Girl children showing activeness if granted opportunities in class, girls' own clubs or in decision making

Photo category 2: Field observations in Singida district

Parents and SMC members joined transect walk in some schools in Singida district

Situation of the latrine and toilet makes parents surprised, as you see heads turned down in one of the schools of Singida district

Very poor sanitation facility, and unsafe currently in use in one of the schools, as noted during baseline survey in Singida district.

Toilet facility in one of the primary schools in Singida district, found in use regardless of its poor situation

It is very common for school toilets to be without roof and doors in most

Toilets in most of the schools were found without doors and

schools visited in Singida district	roof after a year
Toilets without doors and roof after two years ends from use	*Toilet in use where pupils step on logs.*

ANNEX 5: Instrument used for data collection

PROFILE DATA TO BE COLLECTED FOR ALL DATA GATHERING ACTIVITIES

Country	TANZANIA		
District	1. Kilwa	2. Singida Rural	
Zone	1. Southern Zone	2. Central Zone	
School Name& Code		Code:	
School Location	1. Rural	2. Urban	3. Semi-urban
Proprietor	1. Government/LEA	2. Private	
School shift	1. single	2. double	3. overlapping
Date information collected (day/month/year)			
Data collection phase	1 baseline	2 midline	3 endline
Methodology:	1 Key Informant Interview	2 Focus Group Discussion	3. Other
Type of Stakeholder			
Number of participants			

Hello, our names are (-----------). We are part of a team working with ActionAid Tanzania in partnership with ……………..in Kilwa District/ ………………. In Singida Rural District as part of activities planned under a 2 year project which aims to improve access to and quality of education for children in this area, especially girls. To do this, we need to find out more about the quality of education children receive, the involvement of the community in school management and decision-making, any issues preventing girls from coming to school and any challenges related to the funding of education at school level.

We are talking to many different people in this community, including: Teachers, Parents, School Management Committee members, some community members and children and will be using the information received from all these different sources to build an overall picture and identify key needs that can be included in School Improvement Plans. During our discussion we will be talking mostly about your

own experiences and opinions. We are just interested in finding out what you know and really think – it is not a test or an exam. The information will be confidential and you will not be quoted anywhere: your name will not be linked to anything you say in any report or document (unless you want it to be!). We understand you are very busy and hope this will not take much more than one hour. We really appreciate your willingness to answer my questions but please be assured that this is entirely voluntary so if there is anything you don't want to answer or if you need or want to stop this interview at any time, just let us know.

LIST OF QUESTIONS

Q1.(PRS 1.3.1) Are there direct or indirect costs charged to parents and are they compulsory or voluntary? READ OUT EACH ITEM FROM LIST AND COMPLETE RELEVANT ANSWERS

Do learners/ their parents pay for the following?		If Yes, is it compulsory or voluntary?	How much do they pay?
1.1 School buildings maintenance	[1] Yes [2] No	[1] compulsory [2] voluntary	
1.2 Exam fees (eg printing, mock)	[1] Yes [2] No	[1] compulsory [2] voluntary	
1.3 Sports	[1] Yes [2] No	[1] compulsory [2] voluntary	
1.4 Water and/or electricity	[1] Yes [2] No	[1] compulsory [2] voluntary	
1.5 Library fees	[1] Yes [2] No	[1] compulsory [2] voluntary	
1.6 Teacher salary supplements/ top-ups	[1] Yes [2] No	[1] compulsory [2] voluntary	
1.7 Watchman	[1] Yes [2] No	[1] compulsory [2] voluntary	
1.8 Teaching and learning materials	[1] Yes [2] No	[1] compulsory [2] voluntary	
1.9 Writing materials (notebooks and pens)	[1] Yes [2] No	[1] compulsory [2] voluntary	
1.10 Sanitation equipment (e.g. brooms / pails)	[1] Yes [2] No	[1] compulsory [2] voluntary	
1.11 School uniform	[1] Yes [2] No	[1] compulsory [2] voluntary	
1.12 Ingredients or labour for school feeding	[1] Yes [2] No	[1] compulsory [2] voluntary	
1.13 Travel costs	[1] Yes [2] No	[1] compulsory [2] voluntary	
1.14 Book costs	[1] Yes [2] No	[1] compulsory [2] voluntary	
1.15 Academic improvements (maboresho)	[1] Yes [2] No	[1] compulsory [2] voluntary	

Q2. (PRS 1.3.3) How many children of school-going age are estimated / known to be out of school locally?

	2015			2016		
	Girls	Boys	Total	Girls	Boys	Total
5-9 year olds						
10-12 year olds						
13-16 year olds						

Q.3 Why are they out of school? What is the main reason? Why is this? Are there any reasons that affect girls more than boys?
What? _____
Why is this? _____ PROBE

Q.4. (PRS 1.3.4) Which vulnerable / marginalized groups are the main ones not in schoo

Q.5. (1.3.5) Is anything being done to track and encourage children, particularly girls, who are not enrolled or attend irregularly or drop out?

        Yes ❑   No ❑IF NO GO TO QUESTION 8

Q6. IF YES, ASK: Who does this, what do they do and how effective has it been? PROBE AND DESCRIBE IN DETAIL

Q8. (10.3.8) What are the daily average contact hours (i.e. how many hours on average per day are children actively learning in school)? ………………………………………………………

Q9. (PRS 3.3.4) Are sanitation facilities available and in sufficient quantity? DETAILED QUESTIONS ARE IN CHECKLIST AND WILL NEED TO DISCUSSED WHEN ANSWERS ARE COLLECTED DURING TRANSECT WALK

9.1	***What type of toi***let facilities does the school have <u>for learners/pupils</u>? *CIRCLE ALL THAT APPLY*	1. Flush toilet 2. VIP latrine 3. Permanent latrine (with cement/iron sheets) 4. Temporary (with mud & thatch) 5. urinals 6. urinals only 7. None 8. Other (describe)
9.2	Do most toilet facilities have doors/door shutters for privacy? *CIRCLE ONE ANSWER*	1. Yes 2. No
9.3	Number of toilet facilities for girls and boys? *WRITE ANSWERS IN SPACES PROVIDED*	Girls only _____ Boys only _____ Joint/Not separate _____ Total _____
9.4	Have any of the toilet facilities been adapted to assist children with disabilities? *CIRCLE CORRECT ANSWER*	1. Yes 2. No
9.5	Number of toilet facilities for teachers	Female teachers only _____ Male teachers only _____ Not separate _____ Total _____
9.6 9.7	What is the ratio of pupils to toilets? (see note below table) How many girls to one girls toilet? How many boys to one boys toilet? *THIS CAN BE CALCULATED USING*	Girls per one girls toilet: _____ Boys per one boys toilet: _____

	SCHOOL PROFILE DATA ON NUMBERS OF PUPILS AND NUMBERS OF TOILETS	
9.8	In general, are the toilets for girls in good (not blocked, with door, clean) condition? *CIRCLE ANSWER THAT APPLIES*	1. Good condition 2. Adequate condition 3. Poor condition
9.9	In general, are the toilets for boys in good (not blocked, with door, clean) condition? *CIRCLE ANSWER THAT APPLIES*	1. Good condition 2. Adequate condition 3. Poor condition

Q10. (PRS 5.3.1) We'd like to know whether different types of violence affect children in this school. We're going to read out a list of some examples and we'd like you to tell us who you think they affect the most and who is responsible for them.
READ OUT THE LIST OF TYPES OF VIOLENCE BELOW AND COMPLETE THE TABLE WITH INFORMATION ABOUT WHO THEY AFFECT MOST AND WHO IS RESPONSIBLE USING THE WORDS: *1-Common, 2-Occasional, 3-Rare, 4-Never*

IF ANY OTHER TYPES OF VIOLENCE ARE MENTIONED INCLUDE THESE IN 'OTHER' SECTION

	Physical violence	Sexual Abuse	Harassment	Bullying	Corporal punishment	Public Humiliation	Other
Victims							
Girls							
Boys							
Perpetrators							
Teachers							
Peers							
Parents							
Girls							
Boys							
Other staff							
Others							

Q11. (PRS 5.3.3) How many teachers are trained to respect children's rights, including the right to protection from corporal punishment, and to support children in reporting any incidents of abuse or violence? ....

Q12. (PRS 5.3.4) Is there any kind of monitoring and reporting mechanism at school or community level for children who experience violence or abuse? Yes ❑ No ❑ **If NO, go straight to question 15**

Q13. Is it independent, safe, and anonymous? Yes ❑ No ❑

Q14. How does it work? …………………………………………………………………………..

Q15. (PRS 5.3.7) Is there a law or policy aimed at protecting children, particularly girls, from violence and abuse by teachers, for example a school code of conduct or other document? Yes ❑ No ❑

Q16. IF YES, is it known or displayed/available? Yes ❑ No ❑
RESEARCH TEAM TO CHECK IF THE LAW/POLICY IS ON DISPLAY, RECORD ITS NAME AND TAKE A PHOTO IF POSSIBLE

Q17. Can you tell us briefly if you know what this law/policy says about what children should be protected from and about what should happen if any incidents occur of abuse or violence against them?..

Q18. Has any action been taken against a teacher as a result of this law or policy? Yes ❑ No ❑

Q19. IF YES, ASK: What type of action was taken? Who took it and when?

Q20. (PRS 8.3.1) Are there opportunities for children to express themselves and participate regularly in READ OUT LIST AND TICK ONE ANSWER FOR EACH OPTION:

- Class   Yes ❑ No ❑ Sometimes ❑
- Their own clubs / council   Yes ❑ No ❑ Sometimes ❑
- Are there separate clubs for girls?   Yes ❑ No ❑ Sometimes ❑
- School governance / decisions   Yes ❑ No ❑ Sometimes ❑
- Decisions on the curriculum   Yes❑ No❑ Sometimes❑

Q21. (PRS 8.3.2) Are these opportunities for participation taken up equally by all children?
Yes ❑   No ❑ Dominated by some children ❑

Q22. Do children from marginalized groups participate? Yes ❑   No ❑

Q23. IF YES, Which ones (CITE IF RELATED TO GENDER, CHILDREN WITH DISABILITIES, ETHNICITY, LOW INCOME, ETC) do and which ones do not?

Q24. Does the SMC have ways of listening to and taking children's views into account? Yes ❑   No ❑

Q.25 If Yes probe how: READ OUT LIST AND TICK ONE ANSWER FOR EACH OPTION:

- Ensuring they are represented at SMC meetings ❑
- Consulting with class representatives   ❑
- Other   ❑

Q26. Are girls and boys involved in monitoring school budgets? Yes ❑   No ❑

Q27. IF YES, ASK TO DESCRIBE: How do they do this?

Q28. (PRS 8.3.3) Do parents, SMCs and PTAs get involved in: READ OUT LIST AND TICK ONE ANSWER FOR EACH OPTION

Ensuring or monitoring children's participation?	Yes ❑	No ❑	Sometimes ❑
Tracking / monitoring learning outcomes?	Yes ❑	No ❑	Sometimes ❑
Monitoring education rights in school?	Yes ❑	No ❑	Sometimes ❑

Q29. IF YES, Is it through:

Evaluations using the Promoting Rights in Schools framework	❑
Establishing a special commission	❑
Parents, children's and teachers' meetings	❑
Other (SPECIFY):……………………………..	❑

Q30. (PRS 8.3.3) Do parents, SMCs and PTAs get involved in tracking & monitoring budgets/expenditure?

Yes	❑
No	❑
Sometimes	❑

Q31. IF YES, What types of activities are conducted, e.g.

Meetings to assess expenditures	❑
Review of expenditure reports	❑
School visits to check expenditures made	❑
Other (SPECIFY)……………………..	

Q32. (PRS 8.3.4) How frequently do parents and teachers meet? READ OUT LIST AND TICK ONE ANSWER:

Once at the beginning of the academic year	❑
Twice at the beginning and end of the academic year	❑
More often (specify)	❑

Q33. (PRS 8.3.6) Please give one detailed example where children's participation has led to positive changes in the school. What was the previous situation, what did the children do / ask for, who listened to them, when and where, what happened as a result?)

Q34. Are there any local groups that discuss and/or campaign on issues related to quality/financing of education? Yes ❑ No ❑ Don't Know ❑ **If NO or DON'T KNOW go to question 38**

Q35. IF YES, Please tell us which ones (e.g. Mother's Groups, SMC, PTA, Reflection-Action groups, others (specify)
ROBE & ASK TO DESCRIBE THEIR ACTIONS/CAMPAIGNS BRIEFLY: WHAT THEY ARE ASKING FOR, WHO ARE THEY TARGETING AND HOW ARE THEY DOING IT

Q36. Have any of these groups mentioned fair tax as a source of funds for education? Yes ❑   No ❑

Q37. IF YES ASK, What was said and by which groups? Where did they say it? ASK TO SEE ANY WRITTEN EVIDENCE e.g LETTER, ANNOUNCEMENT, POSTER, NEWSPAPER ARTICLE etc.

Q38. Has the school ever produced any kind of report with information in it about children's rights to quality education, for example using the Promoting Rights in Schools framework? Yes ❑   No ❑

Q39.(Q74) IF YES, ASK: Who was involved in developing the report?

Q41. (PRS 9.3.5) In your opinion is the SMC / school governance body: READ OUT & TICK ONE ANSWER
          Active and fully functioning   ❑
          In existence and occasionally active   ❑
          In existence but never active   ❑
          Nonexistent   ❑

Q42. (PRS 9.3.6) In your opinion is the SMC / school governing body: READ OUT & TICK ONE ANSWER
          Fully inclusive of all main groups in the community   ❑
          Fairly broad and diverse Small and dominated by one group   ❑
          Dominated by just one or two people   ❑

Q45(PRS 9.3.10) In your opinion has the involvement of parents in the SMC brought about any changes in the school policies or practices and made it more supportive of children's rights? Yes   ❑ No   ❑

Q46. IF YES ASK Please give an example of how the parents have helped to bring about positive changes in the school

Q47. (PRS 9.3.11) In your opinion, is the school budget: READ OUT ANSWERS & TICK ALL RELEVANT ONES
   • Understood by most people and transparently available to all publicly (e.g. posted on a wall) ❑
   • Available to those who want to see it   ❑
   • Known only to one or two people and controlled by them   ❑
   • A mystery to most people   ❑

Q48. To your knowledge how much funding was received in the last school year by the school from various sources for making school improvements?

Q49. Are you aware if this money was used to implement the School Improvement Plan (if the school has one)? Yes ❑ No ❑

Q50. Does the budget allocated by the government arrive at the school in a timely manner? Yes ❑ No ❑ Explain.

Q51. If NO, why is this? PROBE

Q52a. Are members of the community aware of the sources of funds used to pay for things like school infrastructure, teachers' salaries and teaching and learning materials? Yes ❏ No ❏

b. READ OUT STATEMENTS BELOW AND TICK ONE ANSWER
- Are you aware that you pay tax and can demand accountability of the government?   Yes ❏ No ❏
- Are you aware of what the national education plans/budgets are for better education? Yes ❏ No ❏
- Are you aware that some big foreign companies are not paying their fair share?   Yes ❏ No ❏

c. In your opinion, what does 'fair tax' mean? …………………………………………..
RECORD ANSWERS AND PROBE; IF NOT MENTIONED,
ASK THEN IF THEY KNOW THAT IT MEANS THAT THE PEOPLE WHO ARE RICHER PAY MOST TAX?

Q53. What do you think the government uses tax money for?

Q54.(PRS 9.3.14) Is there a social audit or other type of local review of the school? Yes ❏   No ❏

Q55. IF YES ASK How is this conducted and who is involved?

Q56. Are you aware of any other mechanisms or procedures which allow parents/children,   community members to complain if they are not happy with the school? Yes ❏   No ❏

Q57. IF YES, ASK: What is this and how does it work? THEN ASK Do you know if anyone has used it recently?
IF YES, Did anything happen as a result? What happened?

> *Thank you all very much for your time and attention, those are all the questions we have for the moment. If you would like to ask us any questions or add anything important that has not been raised in the discussion so far please feel free. ActionAid/partner Kingonet will get back to you with feedback from this evaluation a few days.*

School Checklist

PROMOTING RIGHTS IN SCHOOLS BASELINE SURVEY
SCHOOL CHECKLIST- GENERIC FOR NORAD PROJECT
The questions on this checklist focus on the profile of the school and the information will need to be obtained from the Head Teacher and relevant school staff. It is advised that the checklist is provided in advance so that any figures can be looked up beforehand and some of it pre-completed.

201 GENERAL INFORMATION

Country	
District	
Zone	
School Name and Code	Code:
School Location	4. Rural 5. Urban 6. Semi-urban
Proprietor	1. Government/LEA 2. Private
School shift	1. single 2. double 3. overlapping
Date information collected (day/month/year)	
Data collection phase	1 baseline 2 midline 3 endline
Name and positions of person(s) filling in the questionnaire	
Position of the person filling the questionnaire	

LEARNER/PUPIL INFORMATIONQ 202   How many girls and boys are enrolled in school in each grade for the Academic Year that ended in 2015 ?

Grade	Last Academic year ending in 2015			2016 Academic year		
	Boys	Girls	Total	Boys	Girls	Total
1						
2						
3						
4						
5						
6						
7						
Total						

Q203   Enrolment of children with disabilities/special needs learners in academic year ending in 2015

Grade	Academic year that ended 2015			Academic year that ended 2015		
	Boys	Girls	Total	Boys	Girls	Total
1						
2						
3						
4						
5						
6						
7						
Total						

Q204   What percentage of girls and boys dropped out by Grade in the last academic year -2014/2015 academic year

52

Grade	Academic year that ended in 2015		
	Boys	Girls	Total
1			
2			
3			
4			
5			
6			
7			
Total			

Q205 What percentage of girls and boys completed each grade in Academic Year 2015? *SCHOOL CHECKLIST*

COMPLETED GRADE	TOTAL	GIRLS	BOYS
GRADE 1			
GRADE 2			
GRADE 3			
GRADE 4			
GRADE 5			
GRADE 6			
GRADE 7			
TOTAL IN SCHOOL			

Q206   Learner/pupil performance in end of primary school exams in Academic Year ending in 2015 *FILL IN FIGURES IN EACH BOX*

PLSCE information	2015		
	Girls	Boys	Total
Number of learners who enrolled (sat) for end of primary school exam			
Number of learners who passed end of primary school exam			

Q3 (PRS 1.3.3) How many children of school-going age are estimated/known to be out of school?

	2015			2016		
	Girls	Boys	Total	Girls	Boys	Total
5-9 year olds						
10-12 year olds						
13-16 year olds						

TEACHER INFORMATION

Q207   Number of teachers at the school (by academic qualification)

Qualification	Number of Teachers		
	Male	*Female*	*Total*
Completed University/Degree			
Diploma			
Completed 'A' levels or equivalent			
Only completed secondary education			
Other (specify)			
Total number of teachers			

Q208 (PRS 4.3.7) Numbers of teachers receiving different lengths of training as teachers:

Length of Training received by teachers	MALE TEACHERS	FEMALE TEACHERS	TOTAL
Over 3 years training			
1-3 years training			
6-12 months training			

Under six months			
Under 1 month's training			
No training			

Q209   Number of teachers at school (by professional qualifications)

Grade of teachers	Qualification and Teachers' gender							
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Total number								
Professional teachers								
Para teachers (temporary/relief, quota, under-trained, unqualified)								
Voluntary, community or private								

Q210 (PRS 4.3.1) Pupil : QUALIFIED teacher ratio (PQTR)

	Average PQTR
Grade 1	
Grade 2	
Grade 3	
Grade 4	
Grade 5	
Grade 6	
Grade 7	

TO BE CALCULATED BY DIVIDING NUMBERS OF PUPILS IN EACH GRADE BY THE NUMBER OF QUALIFIED TEACHERS FOR THAT GRADE
QUALIFIED = = GOVERNMENT-RECOGNISED TEACHER QUALIFICATION in each country

Q211 (PRS 4.3.8) How many teachers have actively accessed in-service training / professional development in the last two years?..

Q212 (PRS R1) How many teachers have had in-service training in the following topics?

Training	Number of teachers
Child / human rights	
Learner-centered methods	
Special Needs Education	
Child Friendly Schooling/Joyful Learning	
Positive Discpline	
Health & Hygiene Education	
Gender Issues	
Child Protection	
HIV/AIDS	
Other: *List*	

Q7 (PRS 4.3.11) ONLY FOR NEPAL How many teachers earn the agreed minimum salary set by the government?

	Total teachers	Female teachers	Male teachers
Number			
% of all teachers in school			

Q8 (PRS 10.3.8) What are the daily average contact hours (i.e. how many hours on average per day are children actively learning in school)? *(by Grade if different?)*

Q213 How many members does the School Management Committee have?........................
PLEASE COMPLETE THE TABLE BELOW, ADDING MORE ROWS/POSITIONS AS REQUIRED

SMC POSITION	MEMBER TYPE (Parent, teacher, Trustee, Head teacher, Community leader etc	GENDER	
		MALE	**FEMALE**
CHAIR			
TREASURER			
SECRETARY			

ENVIRONMENT FOR GIRLS
MAKE PHYSICAL VISIT TO CHECK SANITATION FACILITIES & TAKE PHOTOGRAPHS IF POSSIBLE
Q9 (PRS 3.3.4) What sanitation facilities are available and in what quantity?

9.1	*What type of toi*let facilities does the school have <u>for learners/pupils</u>? *CIRCLE ALL THAT APPLY*	9. Flush toilet 10. VIP latrine 11. Permanent latrine (with cement/iron sheets) 12. Temporary (with mud & thatch) 13. urinals 14. urinals only 15. None 16. Other (describe)
9.2	Do most toilet facilities have doors/door shutters for privacy? *CIRCLE ONE ANSWER*	3. Yes 4. No
9.3	Number of toilet facilities for girls and boys? *WRITE ANSWERS IN SPACES PROVIDED*	Girls only _____ Boys only _____ Joint/Not separate _____ Total _____
9.4	Have any of the toilet facilities been adapted to assist children with disabilities? *CIRCLE CORRECT ANSWER*	**3.** Yes **4.** No
9.5	Number of toilet facilities for teachers	Female teachers only _____ Male teachers only _____ Not separate _____ Total _____
9.6 9.7	What is the ratio of pupils to toilets? (see note below table) How many girls to one girls toilet? How many boys to one boys toilet? *THIS CAN BE CALCULATED USING SCHOOL PROFILE DATA ON NUMBERS OF PUPILS AND NUMBERS OF TOILETS*	Girls per one girls toilet: _____ Boys per one boys toilet: _____
9.8	In general, are the toilets for girls in good (not blocked, with door, clean) condition? *CIRCLE ANSWER THAT APPLIES*	1. Good condition 4. Adequate condition 5. Poor condition
9.9	In general, are the toilets for boys in good (not blocked, with door, clean) condition?	4. Good condition 5. Adequate condition

CIRCLE ANSWER THAT APPLIES	6.	Poor condition

Q1 (PRS 1.3.1) DIRECT AND INDIRECT COSTS OF EDUCATION

Do learners/ their parents pay for the following?		If Yes, is it compulsory or voluntary?	How much do they pay?
1.1 School buildings maintenance	[1] Yes [2] No	[1] compulsory [2] voluntary	
1.2 Exam fees (eg printing, mock)	[1] Yes [2] No	[1] compulsory [2] voluntary	
1.3 Sports	[1] Yes [2] No	[1] compulsory [2] voluntary	
1.4 Water and/or electricity	[1] Yes [2] No	[1] compulsory [2] voluntary	
1.5 Library fees	[1] Yes [2] No	[1] compulsory [2] voluntary	
1.6 Teacher salary supplements/ top-ups	[1] Yes [2] No	[1] compulsory [2] voluntary	
1.7 Watchman	[1] Yes [2] No	[1] compulsory [2] voluntary	
1.8 Teaching and learning materials	[1] Yes [2] No	[1] compulsory [2] voluntary	
1.9 Writing materials (notebooks and pens)	[1] Yes [2] No	[1] compulsory [2] voluntary	
1.10 Sanitation equipment (e.g. brooms / pails)	[1] Yes [2] No	[1] compulsory [2] voluntary	
1.11School uniform	[1] Yes [2] No	[1] compulsory [2] voluntary	
1.12 Ingredients or labour for school feeding	[1] Yes [2] No	[1] compulsory [2] voluntary	
1.13 Travel costs	[1] Yes [2] No	[1] compulsory [2] voluntary	
1.14 Book costs	[1] Yes [2] No	[1] compulsory [2] voluntary	
1.15 Academic improvements (maboresho)	[1] Yes [2] No	[1] compulsory [2] voluntary	

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