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A Research Programme Consortium on
Implementing Education Quality in Low Income Countries

LEADERSHIP & MANAGEMENT OF CHANGE FOR QUALITY IMPROVEMENT: BASELINE STUDY IN SELECTED DISTRICTS OF TANZANIA MAINLAND

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A Research Programme Consortium on
Implementing Education Quality in Low Income Countries

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ABBREVIATIONS AND ACRONYMS

BEDC	Basic Education Development Committee
BEST	Basic Education Statistics in Tanzania
COBET	Complimentary Basic Education in Tanzania
CSO	Civil Society Organisations
DBSPE	District Based Support to Primary Education
EFA	Education for All
ESDP	Education Sector Development Programme
EBD	Emotional and Behavioural Disorders
ETP	Education and Training Policy
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
GPI	Gender Parity Index
HDI	Human Development Index
HT	Head Teacher
ICBAE	Integrated Community Based Adult Education
ILO	International Labour Organization
INSET	In Service Training
IPEC	International Programme on Elimination of Child Labour
JAST	Joint Assistance Strategy for Tanzania
LGA	Local Government Authority
LGRP	Local Government Reform Programme
MDGs	Millennium Development Goals
MKUKUTA	Mkakati wa Kukuza Uchumi na Kuondoa Umaskini Tanzania
MOEC	Ministry of Education and Culture
MOEVT	Ministry of Education and Vocational Training
MVC	Most Vulnerable Children
NACP	National AIDS Control Programme
NER	Net Enrolment Rate
NSGRP	National Strategy for Growth and Reduction of Poverty
OVC	Other Vulnerable Children
PAR	Participatory Action Research
PBR	Pupil Book Ratio
PCR	Pupil Classroom Ratio
PDCc	Professional Development Centres
PDR	Pupil Desk Ratio
PEDP	Primary Education Development Plan/Programme
PEP	Primary Education Programme
PMO-RALG	Prime Ministers' Office Regional Administration and Local Government
PRSP	Poverty Reduction Strategy Paper
PSLE	Primary School Leaving Examination
PSRP	Public Sector Reform Programme
PTBR	Pupil Textbook Ratio
PTR	Pupil Teacher Ratio
REPOA	Research for Poverty Alleviation
SADC	Southern Africa Development Community
SEDP	Secondary Education Development Programme
SWApp	Sector Wide Approach
TAS	Tanzania Assistance Strategy
TIP	Trafficking in Persons

T-L
TRCs
URT
VCT

Teaching and Learning
Teacher Resource Centres
United Republic of Tanzania
Voluntary Counselling and Testing

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EXECUTIVE SUMMARY

1.0. Introduction

The Government of the United Republic of Tanzania, from the Mid 1990s embarked on the Education Sector Development Programme (ESDP) and adopted the Sector Wide Approach (SWApp) to introduce and implement education reforms in all sub-sectors of the education system. The Outcomes of the ESDP include the Primary Education Development Plan (2002-2006) (PEDP I) and the Primary Education Development Programme (2007-2011)(PEDPII). The overarching objective of PEDP I and PEDP II is to improve quality and achieve national and international targets and goals of equitable access to quality education.

2.0. The Context of Primary Education Management

The PEDP I and PEDP II are skewed in favour of quantitative determinants of educational achievement which are relatively easier to assess and compute such as classrooms, text books and teachers as well as capitation and capital development grants. Data of enrolment expansion, Primary School Leaving Examination and transition to secondary education are visible, indicative targets of education progress. Yet, there are scanty data and information on qualitative determinants of learning achievements and schooling outcomes, particularly the role of Leadership and Management in the whole equation of education quality improvement.

3.0. The Purpose and Objectives of the Baseline Study

Through a meta-analysis of existing initiatives and an intensive survey of literature, EdQual's Leadership and Management (L&M) Research Project identified that gap. It was therefore expedient to undertake a baseline study to determine what Public Primary Schools' Head Teachers consider to be the role of school leadership and management in the improvement of quality, reflecting on the holistic nature of the concepts of quality and quality improvement.

4.0. Research Methodology

The Baseline study was carried out in three regions of Mainland Tanzania [Mwanza, Tanga and Pwani(Coast)] involving six Administrative Districts and thirty four Public Primary Schools. The study was both descriptive and exploratory, designed to collect quantitative and qualitative data through questionnaires. The study design was informed by the Head Teachers' workshop that was conducted in February 2007 to identify and prioritize primary schools' leadership and management needs.

5.0. Regional Profiles and Key Indicators of Primary Education Status

Tanga is located in the North East of Tanzania. It has six administrative districts, namely: Tanga, Muheza, Korogwe, Lushoto Handeni and Mkinga.

Mwanza is located in the North West of Tanzania Mainland. It has seven administrative districts, namely: Ilemela, Nyamagana, Geita, Misungwi, Kwigwa, Sengerema and Ukerewe.

Pwani (Coast) is located in the East of Tanzania Mainland. Its administrative districts include Bagamoyo, Mkuranga and Kibaha.

At 99.3% Mwanza region has a high primary education Net Enrolment Ratio (NER). Pwani and Tanga regions have 96 % and 97.8% NER respectively. The GPI of 1.00 for Mwanza suggest that gender parity is 1:1 meaning that girls and boys are equally enrolled in primary schools and the region is on track to eliminate gender disparity. The GPI of 0.99 for both Tanga and Pwani regions suggest that gender parity is approaching 1:1.

With a rate of 83.1% Pwani (Coast) region had a high percentage of pupils who passed the PSLE compared to Mwanza (76.4%) and Tanga (71%) in 2007. Paradoxically, Tanga had the highest transition rate to secondary education (92.39%) compared to Pwani (81.55%) and Mwanza (80.42%) regions.

There are very significant variations of PTR from 63:1 in Mwanza, and 53: 1 in Tanga, to 43:1 in Pwani region.

PCR and PPLR were very high for Mwanza, followed by Tanga and Pwani in that order.

The six administrative districts that were selected to represent the rural-urban differences, the relative social and economic differences, and primary education status of the regions, are Korogwe and Tanga (Tanga), Ilemela and Nyamagana (Mwanza), and Kibaha and Mkuranga (Pwani)

6.0. Data, Analysis and Discussion of Findings

After data analysis the following were the major findings:

6.1. Head Teachers' Profile

The majority (65%) are in their 30s and 40s, while 35% are in their 50s, suggesting that a significant proportion of Head Teachers (HTs) are ageing.

There is gender parity in the HTs position as a result of affirmative action. However, anecdotal reports indicate that a 50:50 gender ratio is more observable in the urban/peri-urban schools than rural schools because of the concentration of female teachers in urban schools compared to males.

The experience of HTs in that position is varied. The majority have an experience of between 2-5 years (47%). A very small percentage of HTs (3%) have an experience of 10 years and above.

The majority of HTs (88%) as expected are Grade IIIA teachers and a significant percentage have had between one and two postings as HTs before being posted to the current school. Gained experiences from other administrative duties before appointment to the position of HT (e.g. Deputy HT; Academic Master/Mistress; Discipline Master/Mistress) have contributed to their stock of leadership and management skills.

A significant percentage (41%) indicated that they have never attended any training on leadership and/or management of schools. Contrarily, 71% indicated that have attended short professional development INSET on the teaching of new subjects and topics or changes of pedagogy as a result of a paradigm shift in the curriculum.

6.2. Special Education Needs

Not all schools are promoting inclusiveness within and through special education services. Only 5/34 HTs indicated that their schools had a special education unit

Only 13/34 HTs indicated that their schools have teachers who have attended a form of training in special education/needs.

6.3. The Role of School Leadership

6.3.1. Poverty Alleviation

All HTs (N= 34) indicated that they are playing a role in fighting poverty albeit at different levels of intensity.

HTs have implemented the PEDP at school level. Arguably, PEDP has recorded significant gains in reducing non-income poverty as evidenced by expansion of enrolment in Primary Schools, implementation of COBET at school level and the ICBAE at community level.

Cumulatively, supporting children with disabilities was ranked among the top priorities. Few Schools (5/34) have sub-standard/low quality facilities for providing support to children with a variety of disabilities. Data does not provide a picture to suggest conclusively that all schools are promoting inclusive education.

HIV/AIDS, the fight against Malaria, and sensitizing communities on the use of clean and safe drinking water was considered to be integrated in the primary education curriculum

Every school has a Health Education Coordinator. However, apart from peer education, pupils have no access to professional advice and services such as VCT.

HTs attention has largely been on orphans and not supporting children from poor households because of lack of resources. The emerging picture is that children from extremely poor households and OVC are not commanding adequate support from stakeholders compared to the orphans.

HTs are accepting that prioritization of children from the schools' catchment areas reduces direct and indirect costs of primary schooling to the families and resultantly, increases enrolment and reduces intermittent absenteeism and truancy. However, they were also concerned that competition for academic excellence among pupils would be low. They asserted that the wider a

school's catchment area is, the larger the diversity in the pupils characteristics, aspirations and readiness to learn.

HTs recognized that there are some kind of relationship between the economic wealth of the community and the T-L process in the school. Nevertheless, they also acknowledged the spuriousness of the relationship between home application of what children learn at school and poverty alleviation. The potential relationship between the two is blurred.

6.3.2. Promotion of Gender Equity

HTs indicated that they are working in collaboration with School Committees to sensitize parents to enrol all children in pre-primary classes and primary schools regardless of their gender, economic, social and physical conditions (i.e. children with mild and moderate disabilities).

Boys and girls are treated equally. They are given equal opportunities in academics and other spheres of school life. Nevertheless, most of urban schools have limited recreational, games and sports facilities. HTs indicated that the implementation PEDP did not appropriately consider the importance of games, sport and physical exercises as motivators for attendance.

All schools have a policy of 50%:50% ratio between boys and girls in the leadership positions. Schools have Pupils' Councils with a 50%:50% representation of boys and girls. Council meetings promote democratization among pupils as well responsiveness and accountability of school management to pupils.

Girls are encouraged to participate in all curriculum subjects. Much emphasis is put on Mathematics and Science.

A number of schools have gender specific strategies such as monitoring attendance of girls more closely than boys; enforcement of the abolition of corporal punishment for girls and providing more opportunities of academic and administrative leadership positions to girls.

Comparatively, the survival rate for girls is high (48.9%). They are passing PSLE and equally accessing secondary education. However, aggregate PSLE pass and transition rates to secondary education are masking significant variances across gender. Girls are consistently scoring low marks compared to boys.

Schools do not adequately promote gender equity within and through water and sanitation services. Available water and sanitation services in the schools do not promote a girl- friendly environment.

6.3.3. Promotion of Quality of Teaching and Learning

All HTs (N=34) indicated that they do promote the quality of teaching and learning in their respective schools by enforcing administrative procedures such as inspection of lesson plans, monitoring of pupils' and teachers' punctuality and attendance.

Making textbooks and other textual/learning materials easily available and accessible to pupils

Making teaching materials easily available and accessible to teachers

Ensuring effective use of teaching and learning time (time on task)

Supporting professional training activities within a school/cluster/ward albeit lack of funds.

Encouraging peer learning among pupils

Giving teachers opportunity to participate in decision making and promotion of teamwork for undertaking school activities

The majority disagreed with the statement they do encourage the use of Audio-Visual and ICT facilities to promote effective teaching and learning. The use of these facilities was linked to the availability of funds, yet the majority of the classrooms in the sampled schools had large drawings and colourful maps on their outer walls.

There were no significant close correlations between PTR and PCR as quality inputs and PSLE scores (as proxy data for measuring quality of instruction).

7.0. Ways to Develop School Effectiveness within the PEDP

HTs agreed that ways of developing school effectiveness within the decentralized context of PEDP include: Strengthening school level decision making; Empowering schools to evaluate their own activities and determine their own vision and performance targets; and promotion of community support for schools.

Schools should be empowered to plan for their development rather than the current approach, which is heavily top down under the guise provision of capitation and development grants. These transfers are arguably, ring fenced and inflexible in their use. Schools should have powers to mobilise financial resources, budget and disburse funds according to their priorities.

HTs have to be abreast of changes in order to manage the challenges that have been ushered in by the PEDP and LGRP reforms

8.0. School Leadership Role Changes due to PEDP

The majority of HTs agreed with the general proposition that there were changes in the leadership roles after the introduction and implementation of PEDP. The largest changes were indicated in the following areas:

- An increase in the school committee demand for report on teachers' performance
- An increase in the level of parents questioning how schools manage funds
- An increase in the level of teachers' expectance of support from HT for professional development

The small changes were indicated in the following:

- District education office demand for accountability
- HTs participation in active teaching
- HTs involvement in fund raising

Extra roles as result of PEDP were mentioned as follows:

- Monitoring of teaching and extra tuition to ensure good performance in the PSLE. Arguably, many parents perceive the selection of many pupils to join secondary education as an indicator of good leadership.
- Supervision of construction of classrooms; procurement of textbooks and managing capitation funds.
- Reporting the school's performance and pupils' academic progress to parents. There is mounting pressure from parents for responsiveness, transparency and accountability.

A number of responses also echoed concerns:

- That the reporting system is now complex, time demanding and consuming. Without team work, collective responsibility and participatory decision making the task would be insurmountable.
- That HTs are receiving less and less support from school committees, yet the Government and LGAs are demanding accountability. The implementation of PEDP has resulted into the devolvement of more functions and responsibilities to School Committees. However, before the PEDP there were concerns that they were weak in managing schools and now after the PEDP they still do not function effectively because of their inadequate capacity in management and governance.

9.0. Factors Explaining Perceptions of Leadership in Schools within Disadvantaged Contexts

The majority of HTs were of the view that the extent of respect to the elders and those in authority, teachers and community respect to the Head Teacher, lack of continuous INSET for leadership (For HT and other school leaders) and school leaders not keeping up to date with techniques for supervising teachers as well as the level of illiteracy in the community versus the school committee support to the school leadership could explain perceptions of leadership in schools within disadvantaged contexts.

A small number of HTs (though significant) disagreed with the statement that under representation of women in school headship and the attitude that schools belong to the Government are not a concern of the community could explain perceptions of leadership within a disadvantaged context. Also in this category are school's lack of effective supervision, low performance of HT and teachers.

10.0. An Appropriate Model of Training for Preparing Head Teachers

All HTs (N=34) were of the view that combination of both college and on job training could be an appropriate model for preparing Head Teachers. Training in a residential college came second in ranking.

A few HTs albeit significant were of the view that training by mentorship or attachment and on the job training through distance education could be appropriate models for training HTs. They ranked third and fourth respectively.

The PEDP II document states categorically that the Government would build capacity for Head Teachers and Ward Education Coordinators to enable them to handle management issues in schools but does not mention the model that would be employed to train them.

11.0. Conclusion & Implications for the EdQual L&M Research Project

HTs are judged by how well schools are effectively and efficiently functioning. The functioning of the school and its achievement of goals related to access to equitable quality education hinges crucially on the extent to which HTs are able to implement initiatives that are contextually planned and executed. Interventions for quality improvement should not be necessarily the same for all schools.

There are variations in the ways how HTs perceive problems that they encounter in the process of planning and implementation of strategies for quality improvement within a decentralized context.

There also variations among schools in the indicators of internal efficiency and determinants of learning achievements and outcomes. Some of the problems are unique to specific schools and may equally require interventions that are reflective of the situation on the ground. One question that the L&M research project should seek to answer is 'to what extent are HTs designing interventions that are reflecting the context within which the problem is situated or the situation on the ground?'. Skills of reflective practice for HTs are essential to enable them to draw on comparative practices, experiences and perceived workable and manageable intervention to improve quality of teaching and learning; and pupils learning achievements and outcomes.

HTs have to be exposed to clinical supervision skills and facilitated to assume the role of instructional leaders. As necessary as inputs are, including leadership and management skills, what matters most is what goes on in the classroom. Therefore, HTs have to be aware of the holistic nature of child friendly environment and child centred approaches.

1.0. INTRODUCTION

The baseline study reported here is just one research activity carried out as a part of the EdQual Leadership and Management of Change for Quality Improvement project. This is a five year (2005-2010) comparative cross-national study of primary schools in Ghana and Tanzania and just one of five large scale projects conducted by the Research Programme Consortium on Education Quality in Low Income Countries, which is funded by the UK Department for International Development (DFID).

The EdQual Leadership and Management of Change (L&M) project aims to generate new knowledge that will:

- Inform our understanding of effective practices of leading and managing change to improve education quality within disadvantaged communities particularly in Ghana, Tanzania and Pakistan;
- Identify effective leadership and management indicators necessary for enhancing the effectiveness of schools and communities to fight poverty; make education relevant to sustainable development; fight HIV/AIDS; promote inclusion of marginalised individuals and groups in teaching and learning activities; ensure gender equity, maintain quality teaching and learning; and
- Develop school self-evaluation tools for use by schools in disadvantaged contexts in Ghana and Tanzania.

The broad questions that guide the study are:

1. What role can educational leaders play in helping communities to fight poverty?
 - a. Making education relevant to sustainable development
 - b. Assisting in the fight against HIV/AIDS
 - c. Promoting inclusion for marginalised groups
2. What can educational leaders do to ensure gender equity?
 - a. Promoting girls attendance and participation, reducing drop out
 - b. Tackling sexual violence and harassment
 - c. Ensuring access to all areas of the curriculum
 - d. Promoting access and participation of women in management and leadership positions in both urban and rural contexts
3. How have educational leadership roles changed within transitional decentralised systems in Ghana and Tanzania? E.g.
 - a. Managing devolved budgets
 - b. Mobilising resources
 - c. Enhancing school governance and community involvement
 - d. Ensuring accountability
 - e. Engaging school stakeholders in global issues and actions
4. What is the role of educational leaders in meeting the quality imperative?
 - a. Teacher professional development
 - b. Mobilising and managing resources for quality improvement
 - c. Maintaining a culture of effective teaching and learning
 - d. Promoting new technologies
 - e. Encouraging parental and community involvement in children's learning
 - f. Health education and promotion
 - g. Facilitating small-scale innovation, research and dissemination
5. How can effectiveness be developed within decentralized system?
6. What factors explain the current perceptions of leadership in disadvantaged contexts?
7. What model of training will be appropriate for preparing leaders in Ghana and Tanzania?

The project is led by the University of Cape Coast, Ghana with the University of Dar es Salaam, Tanzania being the second major partner. Other partners are the University of Bristol, UK, the University of Bath, UK and the Aga Khan University Institute of Educational Development, Pakistan.

The project is using action research to work closely with Head Teachers initiating change in their schools to improve the quality of education for disadvantaged learners. The baseline study was conducted prior to the action research in both Ghana and Tanzania. This report concerns the baseline study in Tanzania only.

2.0. THE CONTEXT OF PRIMARY EDUCATION MANAGEMENT

The structure of the formal education and training system in Tanzania is 2-7-4-2-3+ representing 2 years of pre-primary education; 7 years of primary education; 4 years of secondary ordinary level education; 2 years of secondary advanced level and a minimum of 3 years of university/higher education. Recently, primary education is also involving out of school children who are enrolled in the Complementary Basic Education in Tanzania (COBET) initiative.

The Government of the United Republic of Tanzania (URT), from the mid 1990s, introduced education reforms that are implemented through the Education Sector Development Programme (ESDP). The ESDP is a massive scheme whose overarching objectives include; (i) improving the quality of education (ii) expansion of access and equity (iii) improving efficiency in the management of, and delivery of quality services (URT, 1997). It is a comprehensive programme aimed at a total transformation of the education sector into an efficient, effective and outcome based system. It is implemented within the policy frameworks of the Tanzania Education and Training Policy (ETP) (URT, 1995), Tanzania Vision 2025 (URT, 1999), The Poverty Reduction Strategy Paper (PRSP)(URT, 2000), The Public Sector Reform Programme (PSRP), The Local Government Reform Programme (LGRP) and the Tanzania Assistance Strategy (TAS). Recently, it has been enhanced by the educational targets of the National Strategy for Growth and Reduction of Poverty (NSGRP/MKUKUTA)(URT, 2005a), Joint Assistance Strategy for Tanzania (JAST) (URT, 2006a), Education for All (EFA) 2015 and Millennium Development Goals (MDGs) and regional integration initiatives, particularly the Southern Africa Development Community (SADC) protocol on education and training.

In July 2001, the Government of URT embarked on Primary Education Development Plan (PEDP I) (2002-2006) (URT, 2001a) as a sub-component of ESDP. It had four strategic objectives:(i) enrolment expansion; (ii) improving the quality of teaching and learning processes;(iii) building capacity within the primary education system to deliver the services; (iv) strengthening the institutional arrangements that support the planning, management and delivery of educational services.

In July 2006, the Government launched PEDP II (2007-2011) (URT, 2006b). It focuses on; (i) enrolment expansion; (ii) quality improvement; (iii) strengthening capacities to deliver; (iv) addressing cross cutting issues; (v) strengthening institutional arrangements; (vi) undertaking educational research and; (vii) conducting educational monitoring and evaluation.

The common features between PEDP I and PEDP II are that their strategic priorities are implemented through the ESDP sector wide approach, with foci on improving quality and the commitments to the international targets of access and equity, the PRSP and later the NSGRP operational targets for ensuring equitable access to quality education.

The government decentralization by devolution policies define the institutional and individual roles and responsibilities for implementation of PEDP ranging from village/mtaa (a Swahili word for street) level to ward, Local Government Authorities, Regional and Central Level. The Ministry of Education and Vocational Training (MoEVT) is responsible for primary education management related to policy making, capacity building, setting standards and quality assurance. The Prime Ministers' Office of Regional Administration and Local Government (PMO-RALG) is mandated to oversee and coordinate the delivery of delivery of social services by the Local Government

Authorities (LGAs). The LGAs are in turn responsible for the management of primary education service delivery in their areas of jurisdiction.

Within the institutional arrangements, at school level the school committee is accountable to the village/Mtaa Government and Council. Head Teachers in collaboration with their respective school committees are responsible for managing capitation and investment grants, classroom construction, procurement of textbooks and other Teaching and Learning (T-L) materials, school based examinations and the general school management and administration. They are also responsible for the whole school development planning, monitoring and evaluation as well as implementation of the policy of compulsory enrolment and attendance of all pre-primary and primary school age children from the schools' catchment area.

While the ESDP has adopted the sector wide approach to education development, basic education delivery is varied. The internal efficiency and quality indicators significantly differ between districts, wards and schools. Beyond the conventional urban-rural dichotomy, other schools are located in geographically difficult and hard to reach areas. Districts and wards also show a significant variance with respect to education needs and the prices they encounter for purchasing T-L materials and other educational resources. The capitation and investment grants are based on per capita allocation driven by enrolment and not by the district, ward or school needs as explained by indicators such as Net Enrolment Rate (NER), Pupil Teacher Ratio (PTR), Pupil Classroom Ration (PCR) or Pupil Textbook Ratio (PTBR), costs of education services delivery, disadvantaged groups such as the nomadic pastoralist communities and disadvantaged areas, particularly remote rural areas.

The PEDP I and PEDP II strategies shifts the burden of some of the direct costs such as contributions for infrastructure development from parents to the communities through Village/Mtaa governments and Ward Development Committees, yet, the economic capacity of communities is variable. Glaringly, wards and villages have a differentiated pattern in the quality of the schools' infrastructure, T-L materials and substantially, quality of T-L processes reflecting relatively; (i) resource mobilisation capacity of Ward/Village/Mtaa/School leadership; (ii) economic activities/wealth of the communities; (iii) differentials in the prices of key inputs; (iv) availability of the T-L materials, and (v) geographical location of the Ward/Village/School.

In the schools, quality improvement hinges crucially on improved teaching approaches and methods in the classrooms, availability of quality learning and teaching materials and a back up professional, leadership and management support for maintaining educational standards at desired levels. Yet, HTs have to grapple with overcrowded schools compounded by shortage of classrooms, desks, textbooks, water and sanitary facilities. The PEDP II demand for expanded access and equitable quality education stimulate the need for peculiar leadership and management skills to be able to manage changes that have been ushered in by the reforms and the embedded challenges. It is within this context of primary education management in Tanzania that EdQual's Leadership and Management for Quality Improvement Research Project designed and undertook a baseline study.

3.0. PURPOSE AND OBJECTIVES OF THE BASELINE STUDY

The main purpose of the baseline study was to determine the status of the leadership and management in primary schools in Mainland Tanzania. Specifically the study sought to:

1. Build on the outputs of the HTs needs analysis workshop that was done in February 2007 by providing additional information/data to inform the process of prioritizing, (a) leadership and management needs of primary schools, and (b) required leadership and management skills of HTs.

2. Provide a frame of reference for selecting districts and primary schools that would participate in the Action Research planned to be conducted between March 2008 and June 2010.

4.0. RESEARCH METHODOLOGY

4.1. The Approach

The baseline study was descriptive and exploratory, designed to collect both quantitative and qualitative data through survey questionnaires (See Annexes 1 and 2). Quantitative data were not sufficiently at high levels of reliability and robustness to warrant sophisticated statistical analysis. However, the need to have the description of data and to identify differences and similarities between variables entailed analysing data with statistical procedures of the SPSS and the Microsoft Excel package. A tabular analysis was used to yield further information in order to fulfil the objectives of the baseline study. The analysis of open ended questions in the HTs questionnaire triangulated with the quantitative findings to identify important explanatory factors in the light of issues that emerged from the HTs needs analysis workshop, school questionnaire/ observations and literature/documentary analysis.

4.2. Sampling

The basic unit of analysis was the primary school. Data were collected from 34 primary schools in six administrative districts from three regions of Tanzania Mainland. The study focused on the HTs' leadership and management roles that are associated with improvement in the quality of education and pupils' learning achievements and outcomes as well as the challenges HTs grapple with in the implementation of those roles.

4.3. Data Gathering

Data were gathered by two lead researchers. In line with EdQual's goal of strengthening research capacity in partner institutions two research assistants were recruited from the Department of Educational Planning & Administration, University of Dar es Salaam. Training and orientation in the use of the survey questionnaires was provided by the lead researchers and piloting of instruments by the lead researchers and research assistants was done in six schools (three in Mkuranga and three in Kibaha Districts). Each of the two lead researchers was allocated two districts for field work and each of the two research assistants was allocated one district. An additional research assistant was recruited during data entry and analysis stage.

5.0. REGIONAL PROFILES AND KEY INDICATORS OF PRIMARY EDUCATION STATUS

5.1. The Regions

The baseline survey was done in three regions of Tanzania Mainland, from which six administrative districts were selected. The United Republic of Tanzania has 26 regions, 21 of which are located in Tanzania Mainland and 5 in the isles of Zanzibar. Three regions from Tanzania Mainland were selected for the baseline survey. Their selection was purposive based upon the comparability factor. These regions were Tanga, Pwani (Coast) and Mwanza. The profile of each region is presented in the next section.

5.2. Regional Profiles

5.2.1. Tanga. The region is located in the North East of Tanzania. The Topography is dominated by Usambara mountains, the Indian Ocean and the Pangani river basin. The main economic activities are agriculture, large scale estate farming of sisal and tea, live stock keeping and fishing. Other key economic activities include mining (lime), tourism, lumbering, agricultural processing and small scale industrial manufacturing. It has a good road network and a railway line connecting to Dar es Salaam and Moshi and Tanga harbour (the second largest seaport in Tanzania). With a GDP per capita income of Tshs 439, 576 (Appr.US\$ 382 by 2007 prices) (URT, 2007a) Tanga is above the national average of Tshs 360,892 (Appr. 360 US\$ by 2007 prices) by 19.5%. It has six administrative districts, namely: Tanga, Muheza, Korogwe, Lushoto Handeni and Mkinga.

5.2.2. Mwanza. The region is located in the North West of Tanzania Mainland. The topography is dominated by Africa's largest Lake (The Lake Victoria), waters of which separate the Northern part of the region from neighbouring countries of Kenya and Uganda. The region's main economic activities are agriculture, livestock keeping, mining (gold), fishing, small scale industrial manufacturing and fish processing factories. It has a GDP per capita income of Tshs 344, 786 (Appr. US\$ 300 by 2007 prices) (URT, 2007a), which is below the national average of Tshs 360,892 by 16.6%. Understandably however, Mwanza is one of the densely populated regions in Tanzania. According to the 2002 population census the region had 2,942,148 people with an average household size of 5.9 persons and the population density of 146.4 people per square kilometre (URT, 2003a). It has seven administrative districts, namely: Ilemela, Nyamagana, Geita, Misungwi, Kwigmba, Sengerema and Ukerewe.

5.2.3. Pwani (Coast). The region is located in the East of Tanzania Mainland. The topography is dominated by the Indian Ocean and the basins and tributaries of Rufiji, Ruvu and Wami rivers. The region's main economic activities are agriculture, livestock keeping, fishing and lumbering. Other economic activities include tourism and quarrying albeit at small scale. The Rufiji river basin is a key drainage system for the region, very fertile, potential for large scale agricultural irrigation schemes and hydro electric power production. Yet, with a GDP per capita income of Tshs 268,944 (appr. US\$ 234 by 2007 prices) Pwani is one of the poorest regions in Tanzania Mainland. It compares unfavourably with regions like Dar es Salaam (US\$ 609), Iringa (US\$ 397) and Ruvuma (US\$ 389) (URT, 2007a).

5.3. Key Indicators of Primary Education Status

5.3.1. Net Enrolment Ratios (NER)¹ provide a good indicator of an education system's efficiency. There is a caveat, however, that it does not measure the quality of education provided by the system. Table 1 shows that at 99.3% Mwanza region has a high primary education NER. Pwani and Tanga regions with NER of 96 % and 97.8% respectively fair well and compare more favourably than other regions such as Tabora (86.2%) (URT, 2007a). The NSGRP (MKUKUTA) NER target is 99% by the year 2012 (URT, 2007b). The GPI² of 1.00 for Mwanza suggest that gender parity is 1:1 meaning that girls and boys are equally enrolled in primary schools and the region is on track to eliminate gender disparity. The GPI of 0.99 for both Tanga and Pwani regions suggest that gender parity is approaching 1:1. However, available statistics show that there are still significant differences between boys and girls in terms of completion rates (*ibid*).

¹ **NER** = Std I-VII pupils aged 7-13 years x 100
Total population 7-13 year old children

² **GPI** = Ratio of female to male values of a given indicator. In this context it measures the extent of gender equality between girls and boys enrolment in primary schools.

Table 1: Key Indicators of Primary Education Status by Region

Region	% NER	GPI	% Passed PSLE	TR	PTR	PCR	PLHR
Tanga	97.8	0.99	71.0	92.39	53	76	52
Pwani (Coast)	96.0	0.99	83.1	81.55	43	64	50
Mwanza	99.3	1.00	76.4	80.42	63	98	69

Source: URT (2007a) BEST; URT (2007 c) BEST: Regional Data

Key: NER = Net Enrolment Rate; GPI = Gender Parity Index; PSLE = Primary School Leaving Examination; TR = Transition Rate to Secondary Education; PTR = Pupil Teacher Ratio; PCR = Pupil Classroom Ratio; PLHR =Pupils Pit Latrine Hole Ratio.

5.3.2. Examinations are considered as a tool for assessment of learners' achievements. The Primary School Leaving Examination (PSLE) in Tanzania is largely conceived as one of the indicators of the school's internal efficiency and the pupil learning achievement and outcome (URT, 2001b). The MKUKUTA target for pupils passing the PSLE is 60% by 2010 (URT, 2007b). Data in Table 1 indicates that with a rate of 83.1% Pwani (Coast) region had a high percentage of pupils who passed the PSLE compared to Mwanza (76.4%) and Tanga (71%). The figures for the two regions (i.e Mwanza and Tanga) also suggest a high failure rate of 23.6% and 29% respectively. The latter was among the 3 regions with the highest percentage of failures in the PSLE (the two others were Kigoma and Manyara). The national average percent of failures for 2007 was 20% (URT, 2007a). Paradoxically, Tanga had the highest transition rate to secondary education (92.39%) compared to Pwani (81.55%) and Mwanza (80.42%) regions. This could be attributed to a large number of constructed Ward/Community Secondary schools relative to the number of selected pupils to join secondary education in the region. The 2006 national transition rate average figure from standard VII to Form I was 85.64% (URT, 2007a). The MKUKUTA target is 50% by 2010 (URT, 2007b).

5.3.3. PTR is often seen as an important proxy of quality. The desired PTR is 40:1, at national level it stands at 53:1 for 2007 (URT, 2007a). Table 1 suggests very significant variations of PTR from 63:1 in Mwanza (and 53: 1 Tanga) to 43:1 in Pwani region. Data suggests that Tanga is approaching the MKUKUTA target of 45:1 (by 2010). However, it compares unfavourably with Dar es Salaam (41:1) and Kilimanjaro (39:1) (URT, 2007a). The average PTR can be very deceptive as it may mask the unevenness across the region. It is possible to have both a low PTR and a teacher shortage. Urban schools may have very high PTR while rural school may have low ratios. The availability of teachers with relevant qualifications may also vary from one district to another within the region. Nevertheless, at national level there is significant evidence of a strong correlation between low PTR and higher PSLE pass rates (URT, 2007b).

5.3.4. Access, participation and pupil achievements are impacted by availability of classrooms, furniture, equipment, water and sanitary facilities. The uneven distribution or lack of provision may provide a clue to some aspects of the quality of education. Table 1 shows that the PCR and PPLR were very high for Mwanza, followed by Tanga and Pwani in that order. The national recommended PCR is 45:1 and PLHR is 20:1 for girls and 25:1 for boys. A large PCR is an index of crowding in the school. Note that PCR does not necessarily provide information on class size as several classes may share the same classroom; however, the general picture is that the regions have inadequate classrooms and pit latrines for the number of pupils enrolled in schools.

5.4. Selection of Districts and Schools

5.4.1. Six administrative districts from the three regions were selected to represent the rural-urban differences, the relative social and economic differences and primary education status of the regions. In this regard, districts were not randomly selected but a purposive sample.

Table 2: Selected Districts

Region	Districts	NER	Female NER	Location	% of the pop. below the basic needs poverty line
Tanga	Korogwe	93.6	93.2	Rural/peri Urban	30.5
	Tanga	87.0	86.7	Urban	17.3
Mwanza	Ilemela	81.9	84.4	Urban	25.6
	Nyamagana	100	100	Urban	15.1
Pwani	Kibaha	100	100	Rural/peri Urban	31.6
	Mkuranga	94.5	94.6	Rural	39.9

Source: URT (2007 b); URT (2007c)

Note that primary education delivery is vested with the Local Government Authorities (LGAs). The Local Government (District Authorities) Act (1982)³ and the Local Government (Urban Authorities Act) Act (1982) legislated the establishment of Village Councils, Township Authorities and District Councils as the LGAs in rural areas; and Town, Municipal and City Councils as LGAs in Urban areas. Kibaha District for instance, is composed of two LGAs namely, Kibaha District Council (Rural) and Kibaha Town Council (Urban).

5.4.2. Thirty four schools were selected such that they represented as closely as possible urban, peri-urban and rural characteristics. They were also selected to provide a range of contrasting education equitable access to quality education indices such as PTR, PCR and PDR. However, the sampling of the schools had to involve the District Education Officers thus exclusion of biasness was not guaranteed.

6.0. DATA FROM THE STUDY, ANALYSIS AND DISCUSSION OF FINDINGS

6.1. The Profile of Head Teachers

The purpose of the first section of the questionnaire was to collect data on the Head Teachers profile represented by age, sex, and experience in headship, previous postings before appointment to the current position, participation in leadership and professional training.

Table 3: Frequency Distribution of Head Teachers by Age (N=34)

Years of Birth	%
1940s	6
1950s	29
1960s	59
1970s	6
Total	100

Table 3 shows that cumulatively the majority of the HTs are in their 30s and 40s ($59+6= 65\%$) and a significant percentage ($29+6 = 35\%$) are in their 50s. This implies that a significant proportion of HTs are ageing. This in turn suggests the need for a comprehensive development and succession plan for HTs to gradually replace the ageing workforce in the HTs cadre.

³ The legislation included The Local Government Finances Act, 1982 and the Local Government Services Act, 1982 (See Local Government Laws: Principal Legislation (Revised Edition) 2000).

Table 4: Frequency Distribution of HTs by Sex (N=34)

Sex	%
Male	50
Female	50
Total	100

Table 4 shows gender parity in the HTs position (50:50). This parity is a result of affirmative action because in aggregate terms, available evidence suggests that females are under represented in education leadership and management positions. This in a way concurs with the observation that, 'there is need to recognize and challenge the systemic problems and structural inequalities that constrain access and participation of groups that have been marginalised, particularly women in decision making bodies...' (URT, 2006c:4). The emerging picture from the data is that District Education Authorities are gender sensitive with regard to the appointment and allocation of HTs in the public primary schools and are implementing an affirmative action to off-set the gender bias in the leadership and management positions. Nevertheless, the Joint Review of the PEDP (URT, 2004b) observed that there is a concentration of female teachers in most urban schools and that:

...male teachers dominate senior positions such as head teachers or deputies in over 85% of schools visited... (p.47)

...a look at the division of labour within the school's organisation and structure reveals that male teachers dominate in most committees and sub-groups that were responsible for management of schools... (ibid)

Data from Basic Education Statistics (various years) indicate that there are more male HTs in the rural schools compared to the urban schools. Therefore, it is possible to argue that a 50:50 gender ratio in the HT position is more observable in urban schools than rural schools.

Table 5: Frequency Distribution of HTs by Experience in School Headship (N=34)

Years of Experience	%
0-1	9
1-2	15
2-5	47
5-10	26
10+	3
Total	100

The experience of Head Teachers in that position is varied as indicated in Table 5. The distribution is akin to a normal statistical distribution curve. The majority have had an experience of between five to ten years in that position (47%). Those who have an experience of between five to ten years constitute 26% of the sample. Yet, there is a significant percentage of those who are less experienced (9+15=24%). Those who have an experience of more than ten years (i.e 10+) are an outlier (3%). The issue to ponder is for instance, to what extent are HTs reflecting on practices embodied in their experiences when making managerial decisions and taking actions to solve school related problems? More data and analysis are needed to address the question.

Table 6: Frequency Distribution of HEs by Professional Qualifications (N=34)

Qualification	Frequency	%
Degree	2	6
Diploma	2	6
Grade A	30	88
Total	100	

Table 6 shows that the majority of HTs are grade A teachers. This qualification is obtained by undergoing a two years training in a Teachers' Training College after completion of four years of ordinary secondary education. The Tanzania Education and Training Policy (URT, 1995) recommends at least a Diploma qualification for the post of HT in a public secondary education. Table 6 indicates further that there is a minority of HTs who have a degree qualification. This however, does not suggest a shift in the primary school teachers' deployment procedures. The tendency has been to post primary school teachers who have upgraded to a diploma and degree qualification to teach in the community public secondary schools, (euphemistically known as 'ward schools') in what is termed as horizontal transfers. A few who have a degree qualification are posted to work in the District Education Offices and teach in the public secondary schools or teacher training colleges.

Anecdotal reports indicate that those who upgrade professionally would like to remain in the basic education sector⁴ (Ward or District levels) or work in the inspectorate department but not in the secondary education sector. With the current expansion of secondary education through the Secondary Education Development Programme (SEDP)⁵ amidst acute shortage of secondary school teachers, chances are that we are going to witness less and less diploma holders working at ward and primary school levels. In that light, it is possible to argue that 'horizontal transfers' are a disincentive to primary school teachers who would like to upgrade themselves and obtain a higher qualification. It is instructive for the Government of the URT through the policy frameworks of two systemic reforms, namely the Public Service Reform Programme (II) and Local Government Reform Programme (II) to systematically create a critical mass of qualified human resource in the basic education sector capable of tackling the challenges posed by the implementation of the Primary Education Development Programme (PEDP)

Table 7: Frequency Distribution of HTs by Previous Postings (N=34)

Number of Postings	%
1-2	41
3-4	27
5-6	29
6+	3
Total	100

The majority as indicated in Table 7 had held between **one** to **two** postings as HTs in other schools before being appointed to the current positions in their respective schools, followed by those who had between **five** to **six** previous postings and **three** to **four**. A very small percentage (3%) had more than six previous postings. Actually, this percentage correlates with that of HTs who have had more than 10 years of experience as Head Teachers. Generally, what emerges from Table 5 suggests that there is an implicit relationship between HTs years of experience in school headship and HTs previous postings before being appointed to the positions they are holding now.

There is a caveat however, that data and our analysis do not consider administrative and managerial duties that were performed by them (HTs) as ordinary teachers but playing the role of, for instance, Deputy Head Teacher, Academic Master/Mistress or Discipline Master/Mistress before

⁴ Including pre-school, primary and non formal education

⁵ SEDP is one of the major outcomes of the ESDP. It has projections of up to 2010 when more than 50% of primary to secondary education transition rate is envisioned, with secondary education enrolment surpassing 2,000,000 by the year 2010. Statistics show an increase in total enrolment (form 1-6) by 195.4% from 345,441 students in 2003 to 1,020,510 in 2007. Form 1 enrolment has increased by 350% from 99,744 students in 2003 to 448,448 in 2007 and form 5 has increased by 132.9% from 14,210 in 2003 to 33,088 students in the same period (URT, 2007a p. 49). Nevertheless, in terms of equity, the difference between female and male students is glaring. Notwithstanding an increase of female students in absolute terms, from 157,563 in 2003 to 477,314 in 2007, statistics show that the percentage of female students who are enrolled in secondary schools has remained almost constant at 47% in the period between 2005 and 2007.

their first appointment as HTs. It is important to note though in passing, that the gained experiences from such roles do contribute to a stock of leadership and management skills. The emerging picture might suggest that if HTs are acquainted with reflective practice, there is a possibility that they will transfer from the previous schools some of the principles of 'what can be done and what can not be done' to the current postings. Given this, it is important to address the question 'to what extent are HTs influenced by past experience when designing interventions that are contextual or situational to their respective schools?'.

Table 8: Frequency Distribution of HTs by Participation in Leadership/Management

Training (N=34)

Response	%
Attended	59
Not Attended	41
Total	100

As Table 8 shows quite clearly, the majority of HTs indicated that they have attended and participated in a kind of training in education leadership and /or management. Conversely, a very significant percentage of HTs (41%) indicated that they have never attended any kind of training related to education leadership and /or management. This suggests that whilst training in Participatory Action Research (PAR) that was conducted in February 2008 should have added value to both groups, it was the first training ever for the latter group. The ideas that HTs are key executives of school leadership and management and that the overall functioning and effectiveness of the school is both implicitly and explicitly influenced by the HT are germane to the assertion that HTs should be knowledgeable and skilled in an array of leadership and management issues (Komba, 2007). Therefore budgeting and disbursing funds for capacity building, through which HTs can attend educational leadership and management seminars, workshops, meetings and short courses is tenable.

Table 9: Frequency Distribution of HTs by Participation in Professional Training (N=34)

RESPONSE	%
Attended	71
Not Attended	29
Total	100

HTs were asked to indicate whether they have had attended any training related to upgrading themselves professionally. Table 9 shows that a large majority of HTs (71%) indicated that have participated in short professional development in service training. An open ended question elicited a response which shows that such training had been on the teaching of new subjects, topics or changes in the pedagogy because of **a paradigm shift** in the curriculum.⁶

⁶ Muhamo wa Luwaza in Kiswahili. Entails a revised curriculum which is competency based (as opposed to content) employing teaching methods and approaches that are problem solving/participatory.

6.2. Special Education Needs

The second section of the questionnaire aimed at collecting data on the availability of special education facilities and the number of teachers who have had any training in special education.

Table 10: Frequency Distribution of Schools with Special Education (SE) Facilities and Teachers with Formal Training in SE (N=34)

Response	Frequency	% (out of 100)
<i>Availability of Facilities</i>	5	15
<i>Teachers with Training in SE</i>	13	38

Table 10 shows that only 5 schools out of the 34 sampled schools have special education facilities. However, observation and an informal tour around the school compounds revealed that what are termed as facilities are simply a small room or one classroom which is used by the special education unit but not state of the art or specially designed facilities to provide teaching and nutrition support to a variety of children such as those who are suffering from cerebral palsy, epilepsy, autism and physical disabilities. Table 10 also shows that only 13 HTs (38%) had indicated that their school have teachers who have some training in special education.

The emerging picture is that, first not all schools are promoting inclusiveness within and through special education services. Second, the training of primary school teachers and procedures for deployment of teachers into schools do not adequately address the issue of creating an environment for reforming the conventional primary schools and turning them into 'schools for all', by enabling them (the schools) to accommodate all children regardless of their economic, social, intellectual, psychological, cultural physical and other conditions. Yet, the MKUKUTA (URT, 2005a) and the PEDP(II) (URT, 2006b) insists that in order to achieve equal access to quality education for all, there is need to increase the number of children in schools by transforming the education system so that it can respond to the diversity of learners. The Education and Training Policy (URT 1995) states categorically that children with special education needs as much as possible should be educated in 'normal' classes and in 'normal' schools. This inclusive approach necessitates teachers being appropriately trained in special education and inclusive education. In addition to 'special needs friendly' school facilities, adequate relevant teaching and learning materials have to be made available to ensure effective teaching of children with special education needs.

6.3. The Role of School Leadership

The third section of the questionnaire collected data from HTs which could explain the role of school leadership in the following areas:

- (i) Poverty Alleviation
- (ii) Promotion of Gender Equity
- (iii) Promotion of Quality Teaching and Learning

6.3.1. Poverty Alleviation

There is unequivocal evidence linking education and earnings that are realised by individuals in the labour force.⁷ Therefore, education has been linked with poverty alleviation both directly and indirectly, by increasing income in addition to improved health, nutrition and attitudinal modernity. One of the challenges facing EdQual is that it is expected to pilot and develop initiatives that can make a real difference in fighting poverty. It was in this context that the Head Teachers were asked to respond to the question as regards their role as school leaders in fighting poverty on the

⁷ Using earnings as a proxy since they reflect the marginal productivity of an individual

scale of four items (i.e. Strongly Disagree/**SD**; Disagree/**D**; Strongly Agree/**SA** and Agree/**A**) and ten statements as proxies of efforts to fight against poverty.

Table 11: The Role of School Leadership in Poverty Alleviation

Statements	% out of 100					
	Disagree			Agree		
	SD	D	R	A	SA	R
1. There is a relationship between T-L and economic improvement	4	6	5	55	35	4
2. Home application of knowledge acquired at school	3	8	4	74	15	5
3. Promotion of environmental activities	-	6	8	47	47	1
4. Checking of environmental degradation	-	9	7	38	53	3
5. HIV/AIDS awareness	3	3	8	35	59	1
6. Assisting communities to fighting against malaria	6	8	2	59	27	6
7. Education to the community's use of safe drinking water	3	6	6	68	24	2
8. Supporting children from extremely poor households	15	9	1	44	32	7
9. Prioritization of children in the catchment area (grade1)	-	12	3	21	67	6
10. Supporting children with disabilities	-	6	8	65	29	1

Key: **SD** = Strongly Disagree; **D** = Disagree; **A** = Agree; **SA** = Strongly Agree; **R** = Ranking

Table 11 shows the scores out of 100% for each indicator and the ranking of indicators from those that scored high which were given 1, to the lowest which was 7 in the SA and A and 8 in the SD and D items of the scale. In the **SA** and **A** items these were ranked as follows:

1. (i) Supporting children with disabilities; (ii) HIV/AIDS awareness; (iii) Promotion of environmental activities
2. Education to the community in the use of safe drinking water
3. Checking of environmental degradation
4. Relationship between T-L and economic improvement
5. Home application of knowledge acquired at school
6. (i) Assisting communities to fight against malaria; (ii) Prioritization of children in the catchment area
7. Supporting children from extremely poor households

Conversely, in the **SD** and **D** items the indicators were ranked as follows:

1. Supporting children from extremely poor households
2. Assisting communities to fight against malaria
3. Prioritization of children in the catchment area
4. Home application of knowledge acquired at school
5. Relationship between T-L and economic improvement
6. Education to the community on the use of safe drinking water
7. Checking of environmental degradation
8. (i) Supporting children with disabilities; (ii) HIV/AIDS awareness; (iii) Promotion of environmental activities

Income Poverty in Tanzania: A Disturbing Issue

Despite the macro-economic gains in terms of GDP growth in recent years, the prevalence of income poverty is still a disturbing issue in Tanzania. It is higher in rural areas where an estimated 87% of the poor population lives and highest among households who depend on agriculture. According to the Household Budget Survey of 2001 (URT, 2002), the proportion of the population below national food poverty line was 18.7% and that below basic needs poverty line was 35.7%. Details of poverty status in the Human and Development Reports (URT, 2005b; 2007b) indicates that there has been a small decline in the proportion of the population below the national food and basic needs poverty lines.

There is also a big disparity between urban and rural poverty for both food and basic needs poverty. Indicators of income poverty and Human Development Index (HDI) indicate a growing rural-urban divide (URT, 2003b). There are also intra and inter-regional and district disparities in poverty status. These are explained by the pattern in the distribution of population, endowment in natural resources, climatic conditions and distribution of key infrastructure; particularly schools, transport and health facilities. Urban poverty is clearly evident in households with low and unreliable incomes, the unemployed and urban vulnerable groups. The urban poor mainly live in congested un-surveyed areas, over crowded residences and on streets. These areas lack safe and reliable water sources and have very poor sanitation management systems (URT, 2004a).

Non Income Poverty: A Glaring Hope?

Table 12 shows that since the inception of PEDP in 2001/02 there has been a major expansion of access to primary education. In 2007 more than 8 million children were enrolled in primary schools compared to 5.9 million in 2002. In 2002 the NER and GER were 80.7 and 98.6% respectively. In 2007, the figures had risen to 97.3% and 114.4% respectively.

Table 12: Overall Primary Education Enrolment Trend 2003-2007

Year	School Age Population (7-13)	Enrolment of 7-13 (Std 1-VII)	Total Enrolment (Std 1-VII)	NER	GER
2002	6,054,257	4,884,385	5,972,077	80.7%	98.6%
2003	6,229,830	5,515,793	6,562,772	88.5%	105.3%
2004	6,665,347	6,034,526	7,083,063	90.5%	106.3%
2005	6,859,282	6,499,581	7,541,208	94.8%	109.9%
2006	7,063,362	7,061,448	7,959,884	96.1%	112.7%
2007	7,271,198	7,075,899	8,316,925	97.3%	114.4%

NER- Net Enrolment Rate; GER- Gross Enrolment Rate

Source: URT (2007a). BEST

With this trend of expansion, all indications are that the NER of 100% can be attained by 2009. Cumulatively, with an average of 49% of girls in primary schools this suggests that the primary education system is approaching gender parity.

The Adult and Non-Formal Education Implementation Plan (2003/04-2007/08) targets three groups. First, primary school age children (11-13) who are currently out of school; also included are disadvantaged children aged 7-13, from nomadic communities, street children, children with disabilities and orphans. Second, youth 14-18 who have never received primary education or who dropped out before completing the primary education cycle; and third, the functionally illiterate adults, the focus being on young adults and younger mothers. The Government is implementing the Complementary Basic Education in Tanzania (COBET) programme for the first and second groups and an Integrated Community Basic and Adult Education (ICBAE) for the third group. Available data shows that by 2007, a total number of COBET I (11-13 years) and COBET (II) (14-18 years) learners was 185,206 of which 78,743 (42.5%) are girls. Similarly, a total of 1,288,664 adults were enrolled in various ICBAE programmes of which 694,684 (53.9%) are females. Despite

these achievements, illiteracy remains high in Tanzania. About 28.6% of Tanzanians can not read and write in any language. There is more illiteracy among women (36%) than men (20%) (URT, 2007b).

Supporting Children with Disabilities

Cumulatively, supporting children with disabilities was ranked among the first (94%) in the SA and A and eighth in the SD and A items. Nevertheless, this finding has to be discussed cautiously, because as indicated elsewhere in this report, it is only 5 HTs out of the 34 surveyed schools who indicated that they have facilities albeit substandard and of low quality, for supporting children with special learning needs including the disabled. Data does not provide us with a picture to suggest conclusively that HTs in the rest of the schools (i.e 27) do support children with disabilities. It is possible to argue that types of disabilities and the status of the disabled pupils do appeal for emotions; the response from the HTs in this case as expected would be to indicate that they do actually support children with disabilities.

In Tanzania, available statistics indicate that pupils with different types of disability are enrolled in primary schools, the biggest groups being children with physical, mental and hearing impairments. Other categories of identified disabilities include albinism, autism, dumbness and visual impairment. Statistics suggest that there is an improvement in enrolment from 18,291 disabled children in 2006 to more than 24,000 in 2007 (URT, 2007a). These figures are much lower than the proportion of disabled children conservatively estimated by disability organizations and WHO to be at 10% of the Tanzania population (HakiElimu, 2005).

Recent data suggests that children with disabilities were less educated than their peers without disabilities (Lindeboom et al, 2006). The common understanding has always been that community and family prevailing attitudes regard the disabled persons as being less valuable and useful or that the educational environment is not safe for them as such they are given lower preference in education. It is estimated that only 1% of children with disabilities are admitted in primary schools every year (HakiElimu, 2005). This results from lack of resources and capacities at the school level and the reluctance of parents to send children with disabilities to school. The variance may also be accounted for partly by differences in levels and severity of disability which determine whether a child is admitted into the school and actually attends the school. Therefore, it is possible to suggest that disability has greater adverse impact on access to education probably than gender, household's economic status and the rural-urban dichotomy. In addition, girl children with disabilities are most likely not accessing basic education than their boy counterparts.

The Plight of Albinos

The horrors that albinos⁸ are going through is widely reported in the media, and if not curbed, their plight will turn into a national calamity. They are one of the marginalized disabled groups, yet have recently been subjected to murder, mutilations, constant threats to their lives and intimidation. It is estimated that more than 20 albinos, the majority women and girl-children, have been gruesomely murdered by July 2007. The situation is so grave that families with albino adults and children have been forced to abandon their homes and the children have stopped attending school because of fear and stigmatization. A number of parents have left their gainful employments and income generation activities that determine the livelihood of their families to protect their albino children, the action which compounds abject poverty.

The merciless murders and mutilations of albinos are associated with witchdoctors who are said to demand limbs and blood of albinos for concocting good luck charms for small scale fishermen and miners in the Lake Victoria Zone. On one hand, the long arm of the law is yet to apprehend the perpetrators of the now entrenched vice in the society. On the other hand, education for awareness

⁸Albinism is a congenital lack of the melanin pigment in the skin, eyes and hair which protects them from the sun's ultraviolet rays. Tanzania is estimated to have between 175,000 and 300,000 albinos. They are vulnerable to medical complications and social discrimination.

creation about the plight of albinos and against the vice is not readily available. This situation hampers efforts to alleviate poverty and shakes the fabric of moral values and culture of the Tanzania society. One thing that would not surprise many is the Tanzania government incurring a wrath of the human rights CSOs/activists and an international opprobrium.

HIV/AIDS Awareness, the Fight against Malaria and Use of Safe drinking Water

HIV/AIDS awareness, assisting communities to fight against malaria and educating communities in the use of safe drinking water ranked differently, with HIV/AIDS ranking first, use of clean and safe drinking water ranking second and assisting communities to fight against malaria ranking sixth. We have grouped these together because the three sub-themes were considered by HTs as forming part of the school curriculum. In the open ended section, one of the HTs commented that:

...HIV/AIDS, malaria, waterborne and other diseases as Tuberculosis are taught as topics in the syllabuses. Our assumption is that children are talking to their parents and siblings, therefore the general knowledge related to prevention, and in certain instances cure, ultimately spills over to the community...

An increase in HIV/AIDS prevalence in Tanzania is eroding the HDI and future prospects of socio-economic development. It also undermines the fabric for attainment of MDGs and education targets. HIV/AIDS being taught as part of the curriculum is not a guarantee that gaining knowledge about the pandemic will be translated into required behavioural changes. Awareness about HIV/AIDS minimizes the risk of transmission but requires access by pupils to professional advice and services on how best to protect themselves against the disease.

About 47 percent of rural households are still using unsafe sources of water (URT, 2005b). Long distances to sources of water also entail a heavy work load to women and children. There is a close link between water supply and water borne diseases such as cholera, water based diseases such as bilharzias and water washed diseases such as scabies and trachoma in areas with poor sanitation facilities. Reduction of the incidence of diseases hinges on:

- Expanding water and sanitation facilities to cover the majority of communities;
- Education to community members on how to avoid situations that predispose them to water related diseases;
- Community awareness campaigns on the use of clean and safe drinking water as well as sanitation facilities (URT, 2007b).

As shown elsewhere in this report, the majority of schools do not have reliable sources of clean and safe water. They have to rely on and share water sources with communities, which in most cases are also facing scarcity and intermittent shortages.

Supporting Children from Extremely Poor Households

The picture that emerges from data is mixed. First, HTs did neither provide objective nor subjective criteria for defining children from extremely poor households. Second, data suggests that attention has been on orphans whose parents both died because of HIV/AIDS. Available statistics from the Ministry of Health and Social Welfare through the National AIDS Control Programme (NACP) show that Tanzania has at least 930,000 Most Vulnerable Children (MVC), most of whom are affected by HIV/AIDS and living in households which are below the poverty line. One HT commented that:

...Children coming from poor households and orphans are assisted...some of the orphans are also infected...we have to support them otherwise stigma hurts...they would be bullied, isolated and would ultimately drop out of school...

Another HT commented almost in the same way that:

...We have many children who were orphaned by HIV/AIDS...a total of 86. The school does not demand any mandatory contributions from their guardians....

There are six major groups of MVC in Tanzania whose lack of access to basic rights of survival, development, participation and protection is an issue of concern to the Government, International NGOs, local NGOs and other stakeholders. These include: (i) Those living with HIV/AIDS (ii) the disabled (iii) the orphans (iv) those coming from extremely poor households (v) those living in dangerous environments and, (iv) girls.⁹ In Tanzania, concerted efforts to support orphans have been done by the government, private sector, Non-Government Organizations and Community Based Organizations. Much of these efforts have been directed at orphanage centres (Lindeboom et.al, 2006). What is not clear is the extent to which orphaned children living in households are receiving such support.

Anecdotal evidence suggests that the traditional safety nets of extended families and communities which used to provide care and protection to orphaned children are fading away. Extended families and communities are themselves overwhelmed by both income and non-income poverty. Nevertheless, what is clear is that children from poorest households and other vulnerable children are not commanding adequate support compared to orphaned children made by AIDS. What is not always mentioned is that the enforcement of enactments to achieve EFA goals is not accompanied by a menu of measures to mitigate the impact of hidden/opportunity costs of children schooling on the extremely poor households. School fees and other mandatory contributions have been abolished; however, these are just a small proportion of the total costs of primary schooling, and possibly not the principle costs to the poor households (Dachi, 2000).

Prioritization of Children from the Schools' Catchment Area

The Government has recently directed the Local Government Authorities that primary schools should admit children from the respective school's catchment area. This directive chimes with the idea that locating schools closer to children's homes reduces the direct costs of schooling, for instance transport and meals, and the indirect costs such as distance to school and safety. This in turn makes schooling more accessible to all children, encourages girls' enrolment and attendance, and reduces absenteeism and wastage.

Conversely, from the data, a number of HTs seem sceptical about that directive and its implementation is considered to be another blow to the school based initiatives for improving quality of education and the pupils' academic performance. To hammer the point home, one of the HTs commented that:

.....Pupils' academic performances have relatively declined as a result of confining admission of children from this community only. The premium that parents and pupils attach to the value of education is very low compared to neighbouring communities...Competition for academic excellence amongst pupils is equally very low... Ideally, the wider a catchment area, the larger the diversity in terms of pupils characteristics, aspirations and readiness to learn...

Another HT commented in a similar voice that:

⁹ MVC depending on the context may also include: abused and neglected children, children in prostitution, children living in the streets, children heading households and children in conflict with law. Others are children displaced due to civil wars and national calamities, working children, child mothers due to early pregnancies and early marriages, children in institutions (approved homes, crisis centres, remand homes) and children caring for terminally ill parents over a long period knowing they are potential orphans.

...The extent to which the community in which the school is located values the investments in education and the accruing benefits has an impact on the functioning and effectiveness of the school...

The above sentiments extend to the schools' operations and functions that require the support of the parents and the community. There are distinct variations across schools and communities on how financial and material resources are mobilized and utilized. For relatively well off households and well organized communities the government directive might not have a big impact on the acquisition and allocation of resources for their respective schools. However, for poor households and communities the net for mobilization of resources has to be cast wider than the school's immediate catchment area. Multi-party democracy has also ushered in diverse political and ideological dispositions, therefore it would seem from qualitative data that some HTs and school committees are reluctant to mobilize resources from the opposition parties' strongholds.

Home Application of Knowledge Acquired in School

Head Teachers recognized that there was some kind of a relationship between economic wealth of an area and the teaching and learning process in the schools. Nevertheless, from the HTs comments the relationship between home application of what children have learnt at school and poverty alleviation seemed blurred. Arguably, for parents who use employment opportunities as a proxy of poverty alleviation, primary education is perceived of having less value compared to other alternative ways of using children time especially for the rural and urban poor. For instance, child labour as distinguished from child work (Dachi & Garrett, 2003) is prevalent and worst in rural areas. The Child Labour Survey (ILO, 2001) revealed that children in labour were 1.2 million. The worst forms of child labour are in four major areas, namely, commercial agriculture, mining, quarrying, domestic services and commercial sex. Related to this is Trafficking in Persons (TIP), girls being trafficked for domestic labour and forced prostitution. Again, for the victims the root cause is poverty.

Economic activities found in a particular community largely commensurate with activities done by primary school graduates, those still in school (as part of child work), drop outs and those who never attended schooling at all. There is no significant variance in the performance and productivity between the four groups, and any variations are not attributed to acquisition of basic skills in writing, reading, and arithmetic, understanding measurements, written instructions or keeping simple accounts, but commitment to the activity or paid labour). One of the responses in the open ended section of the HTs questionnaire reads like this:

....Primary School Leavers have failed to be meaningfully self employed in both the formal and informal sectors of the economy...the curriculum does not prepare them for the challenges of entrepreneurship....

Economic liberalization has prompted an influx to urban areas from rural areas of a vast number of petty traders/street hawkers; mainly youth aged 15-20s. The Poverty and Human Development Report (URT, 2002) estimated that 92% of these have primary education but no formal skills training.

6.3.2. Promotion of Gender Equity

The findings on the role of HTs in the promotion of gender equity are presented, organized, and ranked according to the percentage of HTs who agreed (**A** and **SA**) or disagreed (**D** and **SD**) with the statements about those roles.

Table 13: The Role of School Leadership in the Promotion of Gender Equity

Statements	% out of 100					
	Disagree			Agree		
	SD	D	R	A	SA	R
1. Creation of equal opportunities between boys and girls	-	-	-	24	76	1
2. Making learning environment girl-friendly	-	-	-	47	53	1
3. Encouraging parents to enrol girls in school	-	-	-	35	65	1
4. Encouraging girls to assume leadership roles	-	-	-	38	53	1
5. Gender specific strategies for girls	-	6	3	44	50	4
6. Discouraging bullying of girls	3	-	5	38	59	2
7. Discouraging dispensing of corporal punishment to girls	-	5	4	50	45	3
8. Supporting victims of sexual violence/harassment	9	9	1	32	50	6
9. Promotion of reproductive health education	-	12	2	21	67	5
10. Supporting children with disabilities	-	-	-	27	71	1
11. Encouraging girls to participate in all curriculum subjects	-	-	-	18	79	1

Key: **SD** = Strongly Disagree; **D** = Disagree; **A** = Agree; **SA** = Strongly Agree; **R** = Ranking

Table 11 indicates that all HTs (**N = 34; 100%**) agreed with the following statements:

1. Creation of equal opportunities between boys and girls
2. Making learning environment girl-friendly
3. Encouraging parents to enrol girls in school
4. Encouraging girls to assume leadership roles
5. Supporting children with disabilities
6. Encouraging girls to participate in all curriculum subjects

The Majority also agreed with the following statements:

1. Discouraging bullying of girls (**38+59=97%**)
2. Discouraging dispensing of corporal punishment to girl (**50+45=95%**)
3. There are gender specific strategies for girls (**44+ 50=94%**)
4. Promotion of reproductive health education (**21+67=88%**)
5. Supporting victims of sexual violence/harassment (**32+50=82%**)

A few HTs disagreed with the following statements:

1. Supporting victims of sexual violence/harassment (**9+9=18%**)
2. Promotion of reproductive health education (**12%**)
3. There are gender specific strategies for girls (**6%**)
4. Discouraging dispensing of corporal punishment to girls (**5%**)
5. Discouraging bullying of girls (**3%**)

Encouraging Parents to Enrol Girls into Schools

One of the strategic objectives of the PEDPs' (i.e. PEDP I & PEDP II) investments is to increase access through enrolment expansion, construction of classrooms and provision of capitation grants. The Education Act no 25 of 1978 (and its amendments in Education Act no 10 of 1995) and the Primary Education Development Plans (PEDP) enforces the compulsory enrolment of both boys and girls in primary schools and completion of the primary education cycle. In the open section of the questionnaire one of the Head Teachers wrote the following:

....Education should be provided to the community members so that all children should be treated equally to reduce the ongoing fallacious attitude that boys should receive more education opportunities than girls... (**Kilimani, Korogwe**)

HTs and School Committees are required by regulations to sensitize parents to enrol their children in schools including children with mild and moderate disabilities. The government commitment is to ensure education is accessible and a basic right to every child (URT, 1995). The focus now has gone beyond the girl child. It has reiterated that orphans and Other Vulnerable Children (OVC) have also to enroll, attend and complete primary education (URT, 2006a).

Gender balance in access and participation

Gender equity in terms of balance in access and participation in schooling is contentious. In Tanzania the gender parity index (GPI) has virtually been achieved at primary education level at a ratio of 1:1. Available statistics as shown in section 6.3 above suggest that access for boys and girls is approaching parity (51:49); at secondary school level is equally narrowing (53:47). PSLE results are an indicator (proxy) of learning achievements and one of the determinants of access to secondary education. Figures one and two below on transition to secondary education clearly show that there are fluctuations between years, but girls were equally accessing secondary education after passing PSLE.

Figure 1

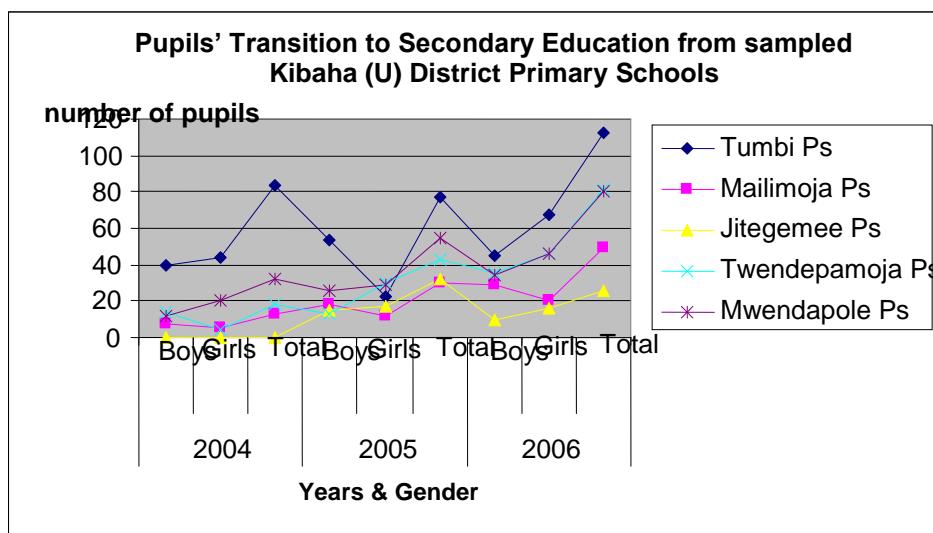
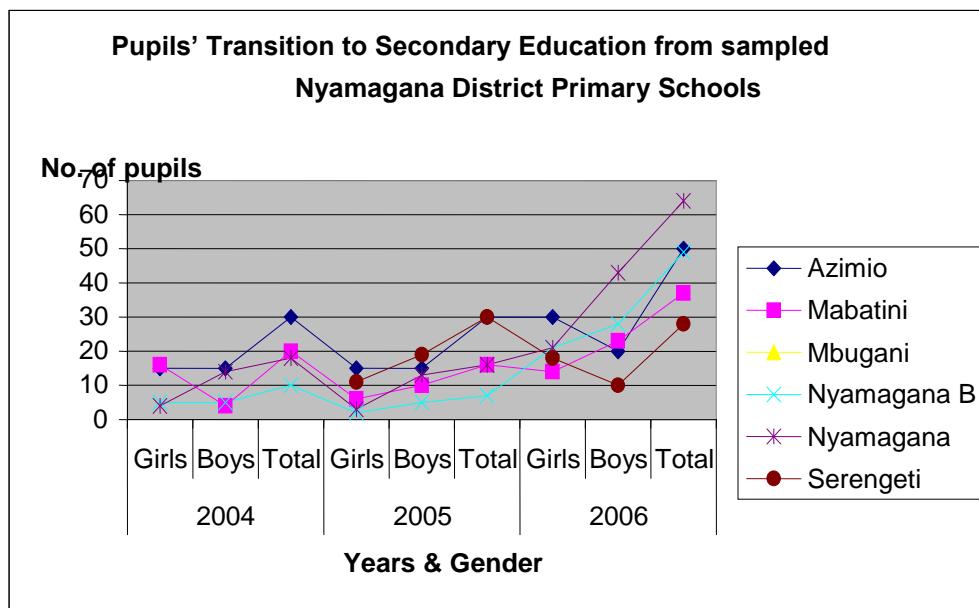


Figure 2



Source: School Data

Nevertheless, aggregate PSLE pass rates and transition rates to secondary education may mask significant variations across gender. Table 14 shows the 2006 PSLE scores for 4 schools in Kibaha District. The scores of girls were consistently low compared to those of boys. The majority who scored "C" (77.3%) and "D" (52%) were girls. Furthermore, 93% of girls scored "C" and "F" compared to 77.8% of their counterparts and no single girl scored an average of A. There are significant differences between boys and girls in terms of achievements measured by PSLE results.

Table 14: Pupils' 2006 PSLE Scores in Sampled Primary Schools in Kibaha District (N=4)

	A	B	C	D	FAIL	Total
Boys	6	50	89	65	43	253
Girls	0	16 (24.2%)	115 (77.3%)	72 (52.5%)	38 (46.9%)	241 (48.7%)
Total	6	66	204	137	81	494

Source: School Data

There is need to go beyond the statistics and look at qualitative issues, particularly within schools or otherwise which continue to put girls at a disadvantage in terms of participation in schooling and learning achievements. For instance, evidence from studies that were conducted in Mbeya and Dar es Salaam (Mushi, 1996) indicated that there were no significant differences in intellectual potential across gender. The mean score for girls and boys in class IV, V and VI was almost equal. A large variance was in class VII, the transition year to secondary education. This suggests that there are other factors, systemic, institutional, cultural or attitudinal that impinge on girls' access, participation and performance in schools.

Tanzania has ratified international and regional protocols/conventions that aim to promote equality in all socio-economic development spheres to ensure that women and men participate and access equitably the benefits accruing from the development processes. These include, for instance:

- Amending the constitution of the United Republic Tanzania (URT) to institute outlawing of all forms of discrimination (2000 edition, Article 12 and 13).
- Ratifying the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW, 1979).

- Signing the Southern Africa Development Community (SADC) Declaration on Gender and Development. The declaration called for bridging the gender gap in top decision making positions by increasing the percentages of women to 30 percent by the year 2005.
- Adopting the Women and Gender Development Policy (URT, 2005).
- Implementation of the National Strategy for Growth and Reduction of Poverty (NSGRP) (MKUKUTA, 2005-2009) which is gender sensitive.
- Creation of gender focal points in all Government Ministries, Departments and Agencies.

Within the Millennium Declaration and MDGs, it is clearly indicated that the vulnerable, especially the girl children and women, require special attention and care. The vulnerability of girls due to adverse cultural beliefs and customs, early pregnancies and sexual abuse remain the major factors preventing girls from enrolment and completion of primary education.

Equal Opportunities between Boys and Girls

As indicated in the section on non income poverty, significant gains have been scored in relation to access. In Tanzania there are no overt or covert intentions to institutionalize gender inequality, therefore it was not exceptional for HTs to indicate that teachers treat boys and girls equally. Some of the statements that were given in the open ended section of the questionnaire allude to this:

Ensuring both girls and boys participate equally in outside class activities by performing same tasks such as fetching water and cleaning the surroundings as well as classrooms..... (**HT, Mkuranga District**)

Organizing academic competitions that involve both girls and boys in classes... (**HT, Mkuranga District**)

Both boys and girls have equal opportunity to give out their views, comments and opinions during teaching and learning process and other school activities... (**HT, Ilemela District**)

Distributing learning materials such as textbooks equally between boys and girls... (**HT, Ilemela District**)

Another HT commented on the need to discourage gender stereotypes in the school system by suggesting that:

Apart from the efforts made at school with regard to gender balance the historical background, culture, customs and beliefs about the role and position of women in society acts as a stumbling block in achieving the goal... (**HT, Korogwe District**)

Recreational, Games and Sports Facilities

Nevertheless, a number of responses also voiced some concerns as revealed by the following statements from HTs in Tanga and Ilemela Districts:

The implementation of PEDP did not consider the importance of games, sport and physical exercises as motivators for pupils' attendance...and the link between physical, mental health and learning achievements. Because of the expansion of enrolment, physical plants of one school were split to form three schools...and playgrounds as well...One school has a playground for boys...another one for girls...the third has no playground at all...

The playground for girls has no facilities such as netball poles...

This school has no playgrounds at all...the space that was being used as a football field was used for construction of classrooms....this school is an off shoot of Makorora Primary School...therefore it is built on the supposedly playgrounds of Makorora Primary School...

Lack of playgrounds causes the pupils to miss opportunity to develop other life skills...Even more important, games and sports promote attendance and reduce truancy...

These voices suggest that most of the schools in the urban areas have limited recreational, games and sports facilities. Most of the games that girls play are locally designed and flexible enough to be played in restricted spaces. The boys rarely use small open spaces; they prefer football, yet for instance, in the sampled Tanga schools, football fields (which could also be used for field athletic events) were almost non-existent.

Encouraging Girls to Assume Leadership Positions

The government regulation is that pupil leaders (prefects) should be elected by pupils themselves. Our experience shows that class monitors are selected by class teachers. In the same vein, the findings of the study by O-saki and Agu (2002) show teachers preferring 'tough boys' to be school prefects and class monitors. In this present study all HTs (**N=34**) responded that they do encourage girls to assume leadership positions and indicated that the practice is to implement the policy of 50:50 ratio between boys and girls as school prefects.

....Our practice is to equalize the number of boys and girls in the school/leadership positions so that pupils' problems are reported to, and handled equally by the school administration...
(HT, Korogwe District)

The Pupils' Council

The PEDP envisaged pupils to play a much bigger role in their respective schools' management. Therefore, leadership goes beyond having prefects and class monitors but to also have a democratic process of reaching decisions that are of interest to pupils. The document (URT, 2001a) stipulates that the Pupils' Council (School Baraza) will be formed by two elected representatives from standard 3 to 7; and 2 to 4 representatives of special groups (e.g children with disabilities). Representation has to be 50:50 between boys and girls.

Table 15: Pupils' Council Meetings (N=34)

	Frequency	% (out of 100)
More than once a term	19	56
Once a term	10	29
No meetings	5	16

Source: School Data

All HTs (N=34) indicated that their respective schools have Pupils' Councils. Table 15 shows that 19 HTs indicated that the Pupils' Council meets more than once a term (i.e in three months), 10 at least once a term and 5 indicated that their schools have not had Pupils' Council meetings. The Council is supposed to meet at least once a month to discuss and make decisions on matters of pupils' interests. From the Council, two pupils (male and female) are to be democratically elected by members of the Council as representatives to the school committee. One teacher is supposed to attend the Council meeting as an observer and facilitator. The idea of Pupils' Council and meetings is to promote democratization among pupils as well as responsiveness and accountability of the school management to the pupils.

Promotion of Reproductive Health Education

In each school visited there is a health committee. Its chairperson is also the school's coordinator of health education including HIV/AIDS. According to the statement of one of the HTs:

Reproductive health education is a topic in the syllabi. It is also occasionally discussed in the peer groups' meetings... (**HT, Tanga District**)

In the same way as what we have discussed in the previous section (6.3.1.), the potential relationship between what is being taught and behavioural changes needs investigation. A number of reports have categorically concluded that one of the major causes of dropouts and low completion rates among girls is early pregnancies (URT, 2005b, 2007a, 2007b).

Encouraging Girls to Participate in all Curriculum Subjects

It is arguable that there is no direct discrimination which denies the girl-child access to educational opportunities. Access to primary education has largely been addressed. One of the critical issues that have not adequately captured the attention of policy makers and practitioners is the imbalance in participation in the T-L process and learning achievements. This is reflected in statistics assessed according to specialization streams at secondary education level. There are more girls in arts, commercial and nutrition/domestic science streams than boys. More boys are found in science, agricultural science and technical education streams than girls (Bhalalusesa, 2003). These require a good background in mathematics and science. It is not surprising therefore that HTs are cognizant of the gender imbalance in Mathematics and Science subjects. The following comments allude to this assertion:

Putting more efforts in subjects that girls are lagging behind such as mathematics and science... (**HT, Illemela District**)

The school curriculum should be reviewed in order to strengthen and encourage participation and achievement of girls particularly in mathematics and science subjects... (**HT, Kibaha District**)

Gender specific strategies for girls

A number of HTs indicated that they have gender specific strategies for girls as shown by the following statements:

We are probably doing a bit different here...we encourage girls to perform more better than boys ...even attendance for girls is more closely monitored than that of boys....(**HT, Tanga District**)

Enforcement of the abolition of corporal punishments for girls in order to encourage them (girls) to attend school... (**HT, Illemela District**)

Give more opportunities to girls in leadership positions than boys. The head prefect in this school is a girl... (**HT, Korogwe District**)

Provision of remedial teaching to poor performers in mathematics, whom the majority are girls... (**HT, Korogwe District**)

Giving incentives to girls who perform well and compete with boys... (**HT, Tanga**)

The extent to which the above mentioned efforts and strategies are translated into better learning achievements than boys is another area that requires further enquiry.

Making Learning Environment Girl-Friendly

The PEDP envisages teachers using 'appropriate pedagogical skills that are academically sound, child friendly and gender sensitive,' (URT, 2001a p.9). One of the indicators of a learner-friendly school is availability of essential water and sanitation services for the school to ensure that all children have access and benefit from safe, clean water supplies as well as safe, hygienic and adequate sanitation facilities.

Table 16: Availability of Safe/Clean Drinking Water in the Select Sampled Schools

DISTRICT	SCHOOL	Source		Facility(ies)	
		Tap	Bore hole	Water Storage	Harvesting Rain Water
Kibaha (U)	1. Maili Moja	✓	✗	✓	✓
	2. Tumbi	✓	✗	✗	✗
	3. Jitegemee	✗	✗	✗	✗
Kibaha (R)	1. Disunyara	✗	✗	✓	✓
	2. Vikuruti	✗	✗	✓	✓
Korogwe	1. Kilimani	✓	✗	✗	✗
	2. Kitopeni	✗	✗	✗	✗
Tanga	1. Majani Mapana	✓	✗	✗	✗
	2. Changa	✓	✗	✗	✗
	3. Azimio	✓	✗	✗	✗
	4. Masiwani	✓	✗	✗	✗
Mkuranga	1. Kiparang'anda	✗	✗	✓	✓
	2. Mwanambaya	✗	✗	✗	✗
	3. Mkuranga	✗	✓	✗	✗
	4. Vikindu	✓	✗	✗	✗

Source: School Data

Key : ✓ = Available; ✗ = Not available

All HTs (**N=34**) indicated that one of their roles in the promotion of gender equity is making the learning environment girl-friendly. That can be achieved if and when gender equity is promoted within and through physical health services and such services are tailored to specific needs of girls and girls specific health issues are addressed accordingly. Table 16 above suggest that water services are not provided equally among all schools. Schools have to rely on and share water sources with communities which in most cases are also facing scarcity and intermittent shortages (URT, 2007b). Table 16 further shows that unavailability of clean and safe drinking water is compounded by lack of facilities for harvesting and storing of rain water.

Table 17: Pit Latrine Hold Per Pupil Ratios (PLHR) - Selected Schools

DISTRICT	SCHOOL	PLHR	
		GIRLS	BOYS
Kibaha (U)	1. Maili Moja	1:44	1:71
	2. Tumbi	1:34	1:34
	3. Jitegemee	1:63	1:63
Kibaha (R)	1. Disunyara	1: 26	1: 17
	2. Mlandizi	1: 90	1: 99
	3. Vikuruti	1: 34	1: 27
	4. Jamhuri	1: 87	1: 91
Korogwe	1. Kilimani	1: 78	1: 84
	2. Zugnat	1: 52	1: 50
	3. Boma	1: 40	1: 85
Tanga	1. Majani Mapana	1: 42	1: 61
	2. Changa	1: 22	1: 23
	3. Azimio	1: 55	1: 51
	4. Masiwani	1: 47	1: 45
Nyamagana	1. Mabatini	1: 139	1: 114
	2. Azimio	1: 118	1: 106
	3. Serengeti	1: 96	1: 95
Mkuranga	1. Kiparanganda	1: 107	1: 155

	2. Mwanambaya 3. Mkuranga 4. Vikindu	1: 121 1: 140 1: 91	1: 133 1: 150 1: 104
Ilemela	1. Songambele 2. Ziwani	1: 141 1: 96	1: 130 1: 105

Source: School Data

Note: The required ratio is 1:20 for girls and 1:25 for boys.

Data from table 17 also show that investments in sanitation services vary from one school to another and within schools both girls and boys are disadvantaged. Of the selected 21 schools from the sample (N=34) only one school had a relatively favourable PLHR of 1:22 and 1:23 for boys and girls respectively.

The overall emerging picture is that:

1. The sample schools do not adequately promote gender equity within and through water and sanitation services;
2. Available water and sanitation services are not promoting a girl friendly environment;
3. While there are separate toilets for boys and girls, they are not sufficient to provide enough sanitation services and privacy for girls (The assumption here is that they have access to sanitary products).

It is possible to argue that, without clean and safe water, as well as proper sanitation practices, a school can not claim to be promoting a 'girl-friendly' environment. Sufficing to note that the correlation between unhygienic water and sanitation practices and the spread of communicable diseases is very well documented.

Other Roles Performed by School Leadership to Ensure that both Boys and Girls Benefit Equally from Teaching and Learning

In the open ended item, HT were asked to mention other roles that are performed by school leadership to ensure that both boys and girls benefit equally from the teaching and learning process. A number of HTs in some of the sampled schools in Tanga, Korogwe, Mkuranga and Kibaha Districts, responded as follows:

1. ...We generally ensure that all pupils...boys and girls participate equally in learning activities, more specifically:
 - a. Weekly tests for standards 1 up to VII
 - b. Monthly tests
 - c. Inter-school examination competitions
 - d. Ward and District mock examinations for standards IV and VII
 - e. Regional mock examinations for class grades IV and VII
2. ...We do encourage participatory learning through peer/discussion groups...
3. ... All pupils are equally supported to indulge in academic activities e.g. remedial learning and mock examinations...
4. ...Ensuring availability of adequate T-L materials....
5. ...We also encourage pupils to learn through a distance mode, particularly the primary schools' radio programme....
6. We are implementing the pupils' feeding programme...
7. ...We are also ensuring that the school environment is friendly enough to support the learning of girls and boys equally....
8. ... Ensuring that the school has relatively adequate audio-visual aids, playgrounds, class rooms, desks and latrines...
9. ...Encouraging girls to attend school and complete the primary education cycle...
10. ...Educating parents during meetings to encourage them to give equal opportunity to both boys and girls...
11.HIV/AIDS peer education is provided to both boys and girls in collaboration with NGOs...

12. ...Involving both boys and girls in environmental education and cleanliness...

A close examination of the responses reveals that they are skewed in favour of supervisory roles. They are not reflective of HTs' pedagogical/instructional leadership roles.

Psycho-Social Support

It should be noted that HTs were not distinguishing between the school giving psycho-social support services and teachers listening and responding to complaints of pupils regarding anti-social behaviour, for instance bullying, fighting and sexual harassment or regarding anti-social behaviour on the part of teachers and other staff. It is also not clear if schools provide appropriate opportunities for children to report psycho-social problems that they encounter at home or in their communities. What we have gathered is that a pupil will draw the attention of the class teacher, if he/she belongs to the quintile of higher performers and gradually or rapidly drops, or demonstrates irregularities for instance in attendance and submission of home work. These observations point to the following areas that require further investigation:

1. The extent to which school based practice enables the provision of support to the victims of abuse (including physical, sexual and emotional occurrences)
2. The extent to which teachers are able to identify signs of various kinds of abuse
3. The extent to which teachers are able to identify and give support to pupils in the areas of grief, depression, anxiety, trauma, stigmatization and emotional and behavioural disorders (EBD).

It is therefore plausible to suggest that the role of psycho-social support in the promotion of gender equity to be part of the HTs training in Leadership and Management.

6.3.3. Promotion of Quality Teaching and Learning (T-L)

The findings on the role of HTs in the promotion of quality learning and teaching are presented, organized, and ranked according to the percentage of HTs who agreed (A and SA) or disagreed (D and SD) with the suggested statements about those roles.

Table 18: The Role of School Leadership in the Promotion of Quality Teaching and Learning

Statements	% out of 100					
	Disagree			Agree		
	SD	D	R	A	SA	R
1. HTs' inspection of teachers' lesson plans	-	-	-	9	91	1
2. Encouragement of teachers to go for INSET and other Professional Development Training	-	-	-	41	59	1
3. Support professional learning activities for teachers within school	-	3	3	55	42	2
4. Support professional learning activities for teachers within ward/cluster	7	7	2	45	41	3
5. Encouraging teachers to experiment with new teaching and learning strategies	-	3	3	25	72	2
6. Ensuring effective use of teaching and learning time	-	-	-	55	45	1
7. Monitoring of pupils' and teachers' punctuality and attendance in class	-	-	-	28	72	1
8. Encouragement of pupils' participation in class	-	-	-	34	66	1
9. Encouraging peer learning amongst pupils	-	3	3	41	56	2
10. Promoting team work in school activities	-	3	3	34	63	2
11. Giving teachers opportunity to participate in decision making	-	-	-	22	78	1
12. Making textbooks easily accessible to children	-	-	-	31	69	1
13. Making teaching and learning materials easily accessible to teachers	-	-	-	44	56	1
14. Use of audio-visual aids and ICT facilities to promote effective teaching and learning	22	48	1	26	2	4

Key: **SD** = Strongly Disagree; **D** = Disagree; **A** = Agree; **SA** = Strongly Agree; **R** = Ranking

Table 18 indicates that all HTs (**N = 34; 100%**) agreed with the following statements:

1. HTs' inspection of teachers' lesson plans
2. Encouragement of teachers to go for INSET and other professional development
1. Ensuring effective use of teaching and learning time
2. Monitoring of pupils' and teachers' punctuality and attendance in class
3. Encouragement of pupils' participation in class
11. Giving teachers opportunity to participate in decision making
12. Making textbooks easily accessible to children
13. Making teaching and learning materials easily accessible to teachers

The majority of HTs also agreed with the following statements:

3. Support professional learning activities for teachers within school (**55+42 = 97%**)
4. Support professional learning activities for teachers within ward/cluster (**45+41=86%**)
9. Encouraging peer learning amongst pupils (**41+56=97%**)
10. Promoting team work in school activities (**34+63=97%**)

A very significant percentage of HTs (22+48=70%) **disagreed** with the following statement:

14. Use of audio-visual aids and ICT facilities to promote effective teaching and learning

A few HTs also **disagreed** with the following statements:

4. Support professional learning activities for teachers within ward/cluster (**7+7=14%**)
3. Support professional learning activities for teachers within school (**3%**)
5. Encouraging teachers to experiment with new teaching and learning strategies (**3%**)
9. Encouraging peer learning amongst pupils (**3%**)
10. Promoting team work in school activities (**3%**)

Quantitative Vs Qualitative Aspects of T-L

The EFA goals and other international targets are skewed in favour of quantitative aspects of educational achievements which are relatively easier to achieve, assess and compute than quality related aspects of schooling outcomes. Data related to enrolment and accesses are visible indicative targets in education progress but are silent about educational attainments which are qualitative in nature. Therefore, the easiest and most plausible definition of quality teaching and learning will invariably include examination results as an indicator of learning achievements and proxy of pupils learning outcomes. Nevertheless, many educationalists would most likely include educational practices that influence the learning outcomes, particularly the context, the inputs and the T-L process in the classroom and at school level. They would probably also argue that the most plausible conclusions for the good or poor quality of T-L derive from the inputs in terms of their level and mix and the processes of teaching, learning and leadership and management.

Table 19: PSLE Scores and Transition to SE Compared to the PCR and PTR

School	Inputs		PSLE scores					Selected for Secondary Education			Selected as a % sat for the PSLE
	PTR	PCR	A	B	C	D	F	Boys	Girls	Total	
1. KP	42	127	-	78	11	06	3	38	40	78	79.5
2. MK	44	158	-	115	50	02	-	79	88	167	100
3. MW	34	128	2	42	27	02	-	29	44	73	100
4. KM	26	73	-	22	35	-	-	31	26	57	100
5. BM	33	50	-	111	02	-	1	52	61	113	99.1
6. AZ	49	128	-	8	60	58	1	34	32	66	51.9
7. MS	44	70	-	34	01	-	-	21	14	35	100

Source: School Data

Using PSLE scores and transition rates to secondary education as proxy data for measuring quality of instruction, the relationship between performance by selected schools on the PSLE and the PCR and PTR was examined as shown in Table 19. There was no significant close correlation between **PTR/PCR** and PSLE scores. Yet, studies have indicated that PTR and PCR are significant variables that could explain variations in the PSLE performance and transition to secondary education (HakiElimu, 2005). Data also shows that even where PCR and PTR were less favourable in some schools (eg. **MK** Primary School: 58; 42 respectively) the transition rate to SE was 100%, the same as in schools where PCR and PTR were favourable (e.g. **KM** Primary School: 73; 26). Data show that in a number of schools all those who scored D and above where selected to join secondary education. This is attributable to the availability of space because of secondary schools constructed by communities in the wards under the SEDP and not good scores. The number of public/community secondary schools in the district determines the schools' transition rates. According to Davidson (2004) Primary School Leaving Examinations are not a good measure of 'the sort of learning that matters, such as critical thinking and problem solving approaches' (p.11). In that case HTs have to focus beyond the numbers and reflect on the quality of teaching and

learning, particularly school and classroom practices that influence learning achievements and outcomes. One of the issues that need interrogation in this respect is 'to what extent are teachers using quantitative aspects of teaching and learning such as school examinations and PSLE scores to inform decisions for improving practice or designing and implementing interventions for improving practice?'

Other Roles Performed by HTs to Promote Quality T-L

In the open ended section HTs were asked to indicate other roles that they perform to promote quality teaching and learning. The following are some of the responses of HTs from sampled schools in Tanga:

I inspect the lesson plans every morning of the working day. If it happens that the teacher does not have it, then he/she is not allowed to enter the class to teach...

Usually we have a pre-teaching meeting in the morning to review and share ideas on what transpired the previous day in the course of teaching and learning process in terms of successes, problems and salient issues...

In case of 'un-reported' absenteeism, the teacher is required to teach the 'missed' lesson during remedial time...If the teacher's absence is recognized 'officially' then another teacher...an expert in the subject or topic is requested to cover the lesson...

To ensure that pupils are given enough class exercises, home work and effectively participate in weekly and monthly tests...

To have a system of clinical supervision of the T-L process and monitoring the teaching of specific topics, particularly the difficult ones...

To analyse the items after tests and examinations to identify areas in the syllabus where pupils are performing badly to be able to design and implement remedial strategies...

To encourage child centred /problem solving approaches in the T-L processes...

A number of statements in Table 18 and the HTs responses concur with empirical studies and literature on the quality of instruction (Carron & Chau, 1996; Gallas, 1998; O-saki, 1999) which indicates that the following variables do play a very critical role in improving performance and influencing pupils' willingness to learn. These include among others:

- Effective use of instructional time and time on task
- Enough class work and timely provision of feedback
- Pupils' and teachers' punctuality and attendance in school and in class
- The atmosphere in the classroom- that encourages pupils' participation, peer learning amongst pupils and interaction in group discussions.

This in turn suggests that schools have to institute an effective teacher management and supervision systems which will translate into a reduction of teachers' absenteeism and an increase in the pupils' time on tasks. This would only be possible if Head Teachers are exposed to clinical supervision skills and facilitated to assume the role of instructional leaders.

Teachers INSET and Professional Development

In the light of the above section, the need for INSET and professional development is self evident here. HTs have to be acquainted with reflective practice and its principles and reflect on, for instance, what helps pupils to learn better at school and how can they support teachers to facilitate the T-L process in the classroom in order to achieve the desired learning outcomes. While all HTs indicated that they do encourage teachers to go for INSET and other forms of training for professional development; support professional learning activities for teachers within their respective schools as well as within wards/clusters, their comments as extracted from the open

ended section of the data collection instruments suggests how lack of finances stifles such initiatives, what ever their good intentions might be.

Professional learning activities are not supported financially.

Teachers are supposed to attend INSET or engage in other professional learning activities and receive financial support from a portion of the capitation grant (10%) allocated for administration...unfortunately the funds are not enough even to meet the costs of administration for which (the funds) are first and foremost intended.

Available evidence shows that among the teachers' outstanding arrears and claims from the government, one of them is that of professional/academic training (Kayombo, 2007). A number of teachers have been taking bank loans or borrowing from Credit Societies to pay for their academic/professional training. The Education and Training Policy (URT, 1995) mentions instituting Teacher Resource Centres (TRCs), School Clustering and Professional Development Centres (PDCs) as a viable option for effective professional and in-service teacher training. Arguably, they will provide opportunities for teachers to explore new roles and challenges, develop new/alternative instructional techniques, refine their practice and broaden their academic and professional horizons. The TRCs were introduced in the early 1990s as one of the strategies for implementing the Primary Education Programme (PEP) and the District Based Support to Primary Education (DBSPE). According to the Joint PEDP Report (URT, 2004b) the majority of TRCs were dysfunctional due to the lack of funding and not being part of any coherent programme or network for INSET. There is paucity of information on their current status in terms of their functions and operations. The extent to which they can be made to function as a strategy for supporting HTs to promote their leadership and management skills is open for discussion. It is however possible to suggest that TRCs can facilitate HTs to network, self reflect and exchange leadership and management experiences that are a resultant of practice.

Textbook Accessibility

It is now axiomatic that textbooks, teacher guides and manuals are among the key resources for quality teaching and learning (Neke et al, 2004). Responding to the statement on the accessibility and use of available textbooks, one of the HTs in Tanga District stated that:

Textbook per pupil ratio is 1:3. Books are not stocked but pupils use them all the time both for class work and take home assignments.

Textbooks can boost pupils' learning achievements (Heyneman, Farrell & Sepulveda- stuardo, 1981). Nevertheless, that hinges crucially on the teachers skills of using textbooks as an input in the T-L process. There is scanty information on, for instance, how effectively textbooks are used for class work and take home tasks. The Joint Review of the PEDP (URT, 2004b), indicated that the Book Pupil Ratio (PTBR) subject wise was ranging between 1:5 to 1: 11 and class wise ranged between 1:4 to 1:16 and that there are no standard procedures and practices across the board on the use of textbooks and other reading materials. The national average PTBR is 5:1. The national target of PTBR is 1:1 by 2010. Definitely shortage of textbooks could have an adverse effect on the quality of T-L process and subsequently, on the pupils achievements.

Use of Audio-visual Aids and ICT Facilities to Promote Effective Teaching and Learning

Research that has been done on factors that account for learning outcomes show that among the in school variables, the quality of teaching in the classroom is the single most powerful variable that makes a difference (Carron & Chau, 1996; Gallas, 1998; O-saki, 1999; O-saki & Agu, 2002). Data on Table 18 shows that 70% of HTs disagreed with the statement that they do encourage the use of audio-visual aids and ICT facilities to promote effective teaching and learning. In the open ended section of the questionnaire some of the HTs commented as follows:

For the majority of our schools if not all, the use of audio visual aids and ICT facilities to promote effective teaching and learning in the classrooms is not practiced... we have shortage of funds... (**HT, Kibaha District**)

The school does not have enough money to purchase audio-visual aids in order to promote effective teaching and learning (**HT, Illemela District**)

The paradox is that the majority of the sampled schools from which baseline data were collected had their walls plastered with colourful drawings and maps, yet, HTs do claim that teachers do not use audio-visual aids to facilitate the T-L process. The PEDP which was launched in 2001 declared a commitment to quality education and the Government disburses Capitation Grants to schools for purchase of teaching and learning materials, including textbooks, science kits, mathematical sets and other textual and non-textual materials. The Government is expending a significant amount of funds to support the expanded schooling system. The focus has been on increasing access through the expansion of enrolment. Reference by the Government is also made to an increase in inputs such as classrooms, desks and books. Nevertheless, as necessary as inputs are, what matters most is what goes on in the classroom. It is now widely acknowledged that children learn better through the use of methods that are interactive, participatory and problem solving. Such methods can engage pupils in higher order thinking and thus enhance pupils' capabilities and competencies (both cognitive and non-cognitive).

7.0. WAYS TO DEVELOP SCHOOL EFFECTIVENESS WITHIN THE PRIMARY EDUCATION DEVELOPMENT PLAN (PEDP)

The findings on what HTs think to be the ways to develop school effectiveness within the PEDP context are presented, organized, and ranked according to the percentage of HTs who agreed (A and SA) or disagreed (D and SD) with suggested statements.

Table 20: Ways to Develop School Effectiveness within the PEDP Context

Statements	% out of 100					
	Disagree			Agree		
	SD	D	R	A	SA	R
1. Reduction of HT's Dependency on Directives from Above	-	3	3	32	65	2
2. Strengthening School Level Decision Making		-	-	22	78	1
3. Empowering Schools to Evaluate their Own Activities	-	-	-	28	72	1
4. Schools being Free to Re-schedule timetables to suit local needs	-	10	2	45	45	3
5. Schools Determining their Own Vision and Performance Targets	-	-	-	52	48	1
6. Promotion of Community Support for Schools	-	-	-	38	62	1
7. HTs to be Exempted from any Teaching Responsibilities	16	26	1	29	29	4
8. Schools to Plan and Manage Own Budgets	3	-	3	31	66	2

Key: **SD** = Strongly Disagree; **D** = Disagree; **A** = Agree; **SA** = Strongly Agree; **R** = Ranking

Table 20 indicates that all HTs (**N = 33; 100%**) agreed with the following statements:

2. Strengthening school level decision making
3. Empowering schools to evaluate their own activities
5. Schools determining their own vision and performance targets
6. Promotion of community Support for Schools

The Majority also agreed with the following statements:

- 1. Reduction of HT's dependency on directives from above (**63+32=97%**)**
- 8. Schools to plan and manage own budgets (**31+66=97%**)**

A significant percentage of HTs disagreed with the following statements:

- 7. HTs to be exempted from any teaching responsibilities (**16+26=42%**)**
- 4. Schools being free to re-schedule timetables to suit local needs (**10%**)**

In the open ended section of the questionnaire some of the HTs mentioned other ways to develop school effectiveness within the PEDP context as follows:

Schools should be empowered to plan for their development and submit their needs to Central Government through the Local Government Authorities rather than the current approach which is heavily top down under the guise of decentralization or provision of capitation grants.... (**Tanga, District**)

Head Teachers have to be trained in management and administration of school activities within a decentralized context.. Head Teachers have to be abreast of new initiatives and manage challenges that have been ushered in by the PEDP and the Local Government Reform Programme.... (**Tanga, District**)

Schools should be given powers to make their own decisions especially those related to school budgets... and also powers to mobilise financial resources and utilize them according to their priorities set in the school's development plans... (**Ilemela District**)

Conversely, other HTs voiced their dissatisfaction. Arguably,

Enrolment expansion has increased significantly is a problem leading to large class sizes while the number of teachers is still very low (**Korogwe District**)

If you ask me the number of streams for let us say standard VI the answer would be 3...the truth of the matter is that the class has more than 120 pupils crowded and taught in the same classroom. A PCR 40:1 or 45:1 representing a stream is just an index... statistics for reporting purposes (**HT, Tanga District**)

One of the strategic objectives of PEDP II (URT, 2006b) is to build capacity and strengthen the institutional arrangements that support the planning and delivery of educational services. The crux of the matter here is how to ensure that the principles of decentralized accountability, community participation and devolved financial management to school level are translated into desired outcomes. The PEDP also envisaged capacity building for HTs and teachers to ensure that multi-grade and double shift teaching happen effectively. They have to plan for optimum use of existing classrooms through a combination of complementary use or multiple shifting teaching if their schools/classrooms are overcrowded.

8.0. SCHOOL LEADERSHIP ROLE CHANGES DUE TO PEDP

8.1 HTs' Perceptions of Leadership Role Changes Due to PEDP

The findings on what HTs perceive to be leadership changes due to the implementation of PEDP are presented, organized, and ranked according to the percentage of HTs who agreed (A and SA)

or disagreed (D and SD) with the level of HTs involvement in various activities or performing of various functions before the PEDP (i.e. by 2001) or after the PEDP (2002 +).

Data on Table 21(a) portray a mixed picture. The majority of HTs agreed with the statements representing the general proposition that there were changes in the leadership roles after the implementation of the PEDP. Nevertheless, the vast variations in the responses indicating changes before and after the PEDP were in the 3 statements as shown in Table 21 (b).

Data on other statements in Table 21(c) show that the variances in terms of the roles of HTs before and after the PEDP are not very large albeit significant.

Table 21: School Leadership Role Changes due to PEDP

Statements	BEFORE PEDP				AFTER PEDP			
	% out of 100				% out of 100			
	S D	D	A	SA	S D	D	A	SA
1. level of District Education Office demand for accountability	3	-	31	66	-	-	21	79
2. level of school committee for report on teachers' performance	9	50	36	5	-	7	43	50
3. level of parents questioning how schools manage school finances	23	46	27	4	-	-	27	73
4. Teachers' expectance of support from HT for professional dev.	22	26	48	4	4	10	43	43
5. level of HTs' participation in active teaching	8	17	46	29	-	24	28	48
6. level of HTs' involvement in community development activities	4	21	54	21	-	10	50	40
7. level of HTs' involvement in fund raising for school	-	29	42	29	-	30	43	27
8. level of HTs' attendance in meetings outside the school	-	17	58	25	-	10	42	48
9. level of monitoring of teachers' performance by the HT	-	17	48	35	-	3	31	66
10. Community participation in school performance appraisal	9	31	46	14	10	14	45	31

Key: **SD** = Strongly Disagree; **D** = Disagree; **A** = Agree; **SA** = Strongly Agree

Table 21 (b): Responses Indicating Large Variations

Statements	Before	After
2. > level of school committee demand for report on teachers' performance	42%	93%
3. > level of parents questioning how schools manage school finances	41%	97%
4. > Teachers' expectance of support from HT for professional development	52%	86%

Table 21(c): Responses Indicating Small Variations (albeit some significant)

Statements	Before	After
1. > level of District Education Office demand for accountability	97%	100%
5. >level of HTs' participation in active teaching	75%	76%
7. > level of HTs' involvement in fund raising for school	71%	70%
8. > level of HTs' attendance in meetings outside the school	83%	90%
9. > level of monitoring of teachers' performance by the HT	83%	97%

8.2. Other HT Roles That Have Changed Due to PEDP

HTs were also asked to mention other roles that they consider to have changed since the implementation of the decentralized system of school management under the PEDP. The following were some of the responses from HTs in Tanga, Ilemela and Mkuranga Districts:

Monitoring of teaching and remedial classes to ensure good performance in the PSLE...selection of many pupils to join secondary education from your school is perceived by many parents as an indicator of good leadership and management managing the capitation and investment grants

Supervision of construction of classrooms, procurement and purchase of textbooks and other teaching and learning materials

Reporting the school's performance and pupils' academic progress to parents...there is a mounting pressure from parents for the school management team's responsiveness, transparency and accountability....teachers' performance is judged on the basis of how well their pupils perform in terms of learning achievements as demonstrated in texts and examination results

A number of responses also echoed concerns related to the reporting system and the support from school committees:

We have to report quarterly and annually...the information that we are supposed to collect and send to the District has made the reporting system complex, time demanding and consuming...without team work, collective responsibility and participatory decision making the task would be insurmountable

We are receiving less and less support from the school committee, yet, the government is demanding accountability

One of the policy frameworks that influenced formulation and implementation of the PEDP is the Local Government Reform Programme through which the Government decentralised the powers and decision making of the Central Government to the Local Government Authorities. Delivery of pre-primary, primary and secondary education is vested within the Local Government Authorities guided by the Government policy of decentralization by devolution¹⁰.

¹⁰ D by D is comprised of four main precepts. First, political decentralisation as devolution of powers to elected local Councils. It also includes integration of previously de-concentrated service sectors into a holistic local government system. Second, financial decentralization based on the financial discretionary powers of local councils. Third, administrative decentralization involving de-linking of local authority staff from the central ministries. Fourth, changed central-local relations whereby the role of the central government is transformed into a system of inter-governmental relations with the central government having overriding powers within the framework of the constitution.

8.3. HTs versus School Committees

Within the ESDP, primary schooling takes place within a jurisdictionally mandated structure for a decentralized delivery. Primary schools are situated within villages in the District Authorities or Mtaa in the Urban Authorities and managed by school committees. The institutional arrangements for PEDP show that while the Local Government Authority through the Village or Mtaa Government articulates the overall policy directions of the Central Government, it is the school committee that determines the priorities and plan a detailed implementation schedule for the execution and supervision of the implementation of those policies. The Education Act no 25 of 1978 (and its amendments in the Education Act no 10 of 1995) outlined several major functions of school committees as follows: (i) To consider and accepted or reject application for the admission of pupils to the school; (ii) To confirm or disallow the dismissal of pupils from school; and (iii) To advise the HT and the Local Government Authority on matters relating to the management and conduct of the school. Nevertheless, the implementation of PEDP has resulted in devolution of more functions and responsibilities to the school committees as shown in Box 1. It is worthwhile to note that HTs are members of their respective school committees and by virtue of their positions are secretaries to the committees.

Box 1: Additional Functions of School Committees after PEDP

- To oversee the day to day affairs of the school
- To work together with the Head Teachers and other teachers to prepare Whole School Development Plans (WSDPs).
- Approving WSDPs and budgets and submitting them to relevant Local Government Authorities
- To facilitate planning, budgeting and implementation of the PEDP funded activities;
- Opening bank accounts and effectively managing funds received for implementation of the PEDP
- Guaranteeing maximum accountability and transparency in the process of using the PEDP funds
- To ensure safe custody of property acquired using PEDP funds.
- To prepare and submit accurate and timely progress and financial reports to Village/Mtaa Authorities, Councils and Ward Development Committees
- Communicate financial and education information to all parents, pupils, community and other stakeholders (on public information boards)

Source: URT, 2001a:16

A quick glance at the functions enumerated in box 1 clearly indicates how school committees have a pivotal role in the implementation of PEDP. The paradox is that before the PEDP there was a concern that school committees are weak in managing schools (URT, 2001 b), after the PEDP the same sentiments were echoed that they do not function effectively because of their inadequate capacity in governance and management of schools (URT, 2006b). Actually, our findings suggest that there is paucity of knowledge to the HTs about the policy framework under which the PEDP was formulated. The following comment alludes to this:

The PEDP has actually encouraged the perception that primary schools are government property because the plan and implementation strategies were conceived by the Government...Head Teachers, school committees and communities through Local Government Authorities simply received the directives to implement the plan... (**HT, Mkuranga District**)

In PEDP II (2007-2011) the Government envisages to provide training on Good Governance, Accountability and Management to all education actors at all levels and in this regard USD 500 will be allocated per school to train members of school committees (URT, 2006b). Notwithstanding the Government efforts to strengthen capacity in governance, management and monitoring of pre-primary and primary education, a number of questions still linger in our minds. For instance, do school committees have sufficient autonomy/discretion to make budgeting, allocation and operational decisions at school level? Do school committees have a requisite knowledge stock of undertaking complex forms of collective decisions and actions under the current decentralized system of primary education delivery?

8.4. Community Participation in School Performance Appraisal

Members of the school committee are drawn from the Village/Mtaa government, parents, teachers and the community in which the school is located. LGAs are required to ensure that school development contributions are made by the communities 'owning' the primary school and no child (boy or girl) is denied education because of his/her parents inability to pay or contribute in cash or kind. The Government's goal of broadening democratic participation and accountability at school level demands increased involvement of the communities. The PEDP has spread the burden of resourcing primary schooling through community initiatives. Available evidence shows that communities are participating in the construction of classrooms, teacher houses, pit latrines and water points. There is scanty if any information on the extent to which communities participate in school performance appraisal. However, what we know is that school committees are supposed to make public the school budget and key deliberations and decisions related to the school budget.

9.0. FACTORS EXPLAINING PERCEPTIONS OF LEADERSHIP IN SCHOOLS WITHIN DISADVANTAGED CONTEXT

9.1 The Findings

The findings on the factors explaining perceptions of leadership in schools within disadvantaged context are presented, and ranked according to the percentage of HTs who disagreed (SD and D) or agreed (A and SA) with suggested statements about the proposed factors.

Table 22: Factors Explaining Perceptions of Leadership in Schools within Disadvantaged Context

Statements	% out of 100					
	Disagree			Agree		
	SD	D	R	A	SA	R
1. Low performance of HT and the teachers	17	21	4	31	31	6
2. Under representation of women in school headship	24	28	1	38	10	9
3. Inadequate teachers' training	14	17	5	41	28	5
4. Lack of continuous INSET for leadership (for HT and other school leaders)	7	10	6	60	23	3
5. Leaders not keeping up to date with techniques for supervising teachers	7	17	7	52	24	4
6. Teachers and community respect to the HT	-	13	9	63	24	2
7. Schools belong to the Government are not the concern of the community	28	21	2	34	17	8

8. It is important to respect elders and those in the authority	-	3	10	53	44	1
9. School's lack of effective supervision	20	20	3	50	10	7
10. Schools are accountable to the community	17	-	8	52	31	3
11. Where the community is illiterate, the school committee cannot support school leadership	17	-	8	47	36	3

Key: **SD** = Strongly Disagree; **D** = Disagree; **A** = Agree; **SA** = Strongly Agree; **R** = Ranking

Data on Table 22 shows that on one hand a significant percentage of HT disagreed with the following statements:

- 2.** Under representation of women in school headship (**24+28=52%**)
- 7.** Schools belong to the Government are not the concern of the community (**28+21=49%**)
- 9.** School's lack of effective supervision (**20+20=40%**)
- 1.** Low performance of HT and the teachers (**17+21=38%**)
- 3.** Inadequate teachers' training (**14+17=31%**)

On the other hand a large percentage of HTs agreed with the following statements:

- 8.** It is important to respect elders and those in the authority (**53+44=97%**)
- 6.** Teachers and community respect to the HT (**63+24=87%**)
- 4.** Lack of continuous INSET for leadership (for HT and other school leaders) (**60+23=83%**)
- 11.** Where the community is illiterate, the school committee cannot support school leadership (**47+36=83%**)
- 5.** School leaders not keeping up to date with techniques for supervising teachers (**52+24=76%**)
- 3.** Inadequate teachers' training (**41+23=64%**)
- 1.** Low performance of HT and the teachers (**31+31=62%**)
- 9.** School's lack of effective supervision (**50+10=60%**)

Several monitoring exercises, joint review exercises and education sector review have been carried out to ascertain the level of PEDP achievements. One emerging picture is that PEDP I (2002-2006) focused on the achievement of equity of access through enrolment expansion with little attention to the latent barriers to equity such as quality education delivery within a disadvantaged context. The question is how we conceptualize schools that are functioning within a disadvantaged context? Is possible to link the disadvantaged context with indicators of the school's internal efficiency or inefficiency?

Table 23: Indicators of Internal Efficiency - Selected Schools

School	District	Location	PTR	PDR	PCR
Mailimoja	Kibaha (u)	Peri-urban	33	14	79
Disunyara	Kibaha (R)	Rural	21	3	35
Azimio	Tanga	Urban	49	4	86
Bombo	Tanga	Urban	33	3	50
Mkuranga	Rural	Peri-urban	44	10	158
Kiparang'anda	Mkuranga	Rural	42	9	127
Mwanambaya	Mkuranga	Rural	41	4	127
Mbugani	Nyamagana	Urban	52	6	131
Songambele	Ilemela	Urban	46	120	141

Source: School Data

PTR= Pupil Teacher Ratio; PDR = Pupil Desk Ratio; PCR = Pupil Classroom Ratio

High PTR, PCR and PDR are associated with over crowdedness or insufficiency of inputs or both. The picture portrayed by data in table 21 indicates that there are variations in PCR, PTR and PDR across districts and individual schools. Data also suggest that high PTR and PCR are both an urban and rural phenomenon; though high PDR are more evident in the urban and peri-urban schools than rural schools. It would appear that low PTR are a reflection of relative light workloads and a proxy of small class sizes. They have also indicated a low but negative relationship between the average PTR and NER, which suggests that overcrowded classrooms tend to discourage enrolment (URT, 2001b). Other variables that could explain delivery in a disadvantaged or advantaged context include:

- Pupils distance to schools
- Feeding schemes especially in nomadic pastoralist as well as poor communities
- Access needs of the girl child, orphans and OVC
- Access to learning and learning outcomes in rural and geographically hard to reach areas
- Availability and access to gender and disability friendly facilities
- Conducive teaching and learning environment (availability of adequate T-L materials and other inputs)
- The language of instruction

9.2. Other Factors that Influence How People Perceive Leadership in Schools

In the open ended section of the questionnaire HTs were also asked to mention other factors that they thought do influence how people perceive leadership in schools. HTs from Tanga, Korogwe, Mkuranga and Kibaha Districts mentioned the following factors:

- Academic and professional levels of teachers
- How the community perceives teaching as a profession
- The extent to which the school management encourages creativity/innovations and is ready to accept change
- How the school management is aware of community problems and participating in solving community problems
- How the HT cares about and solves the problems of teachers and other staff
- Pupil performance in terminal, annual and PSLE
- A conducive learning and teaching environment as demonstrated by availability of enough classrooms, desks, pit latrines and T-L materials
- School-Community relationships
- Transparency in the use of school funds
- Participatory decision making
- Allowing parents to make a follow up on their children's performance

10.0. AN APPROPRIATE MODEL OF TRAINING FOR PREPARING HEAD TEACHERS

The findings on the appropriate model of training for preparing teachers context are presented, and ranked according to the percentage of HTs who disagreed (SD and D) or agreed (A and SA) with the statements about the suggested models of training.

Table 24: Appropriate Model of Training for Preparing Head Teachers

Statements	% out of 100					
	Disagree			Agree		
	SD	D	R	A	SA	R
1. Training in a residential college	6	10	3	42	42	2
2. On the job training through distance education	6	39	1	48	7	4
3. Combination of both college and on job training	-	-	-	44	56	1
4. Training by mentorship or attachment	13	24	2	43	20	3

Key: **SD** = Strongly Disagree; **D** = Disagree; **A** = Agree; **SA** = Strongly Agree; **R** = Ranking

Data on Table 24 shows that the majority of HTs agreed with the following statements:

- 3. Combination of both college and on job training (100%)**
- 1. Training in a residential college (84%)**

Table 24 also shows that a significant percentage of HTs disagreed with the following statements:

- 2. On the job training through distance education (45%)**
- 4. Training by mentorship or attachment (37%)**

The PEDP II document (URT, 2006a) stipulates that good governance, accountability and management training will be provided to all education actors at all levels. It states categorically that the Government would build capacity for Head Teachers and Ward Education Coordinators to enable them to handle management issues in schools. While the document does not clearly indicate how the training would be conducted, at least it highlights on the topics to be covered:

- Education data and information management and communication [as part of the Education Management Information System (EMIS)]
- Financial management (to enable them use funds appropriately by adhering to financial and procurement procedures, guidelines and regulations)
- Cross cutting issues (HIV and AIDS; Environmental Protection and Gender Equality)
- Educational Research

The Tanzania Education and Training Policy (ETP) (URT, 1995) asserts that sound management and administration techniques are essential for an effective functioning of the education and training system and its institutions. It emphasizes on the academic and professional qualifications of education managers and administrators and as related to the primary education sectors, the ETP states that:

Education Managers at Ward and primary school levels shall have a certificate or diploma in education, as well as a professional training in educational management and administration from a recognized institution... (p.29)

In the open ended section of the questionnaire HTs commented as follows:

There is need to have specific leadership training for HTs

HTs also need a professional support/back up for school leadership...

HTs should be given specific training on leadership and management. The current practice of on job training is not suitable given the evolving challenges confronting the school management....

There has not been a planned/systematized leadership and management training for HTs...for almost 30 years...recall that Mpango wa Tanzania-UNICEF wa Uongozi (MTUU)...a joint programme between the Government of Tanzania and UNICEF to train Primary School Head Teachers was operational up to the late 1970s...The on going reforms in the primary education system are not accompanied by relevant/appropriate leadership and management training...

Reflecting on the nature of the current tasks that HTs are facing now... training should come first before one is appointed to the position of HT...

There is a negative tendency...of devaluing the role of leadership and management in the whole equation of quality improvement

The above statements point to the undisputable link between school functioning and effective leadership and management. Primary schools cannot deliver to meet the prescribed objectives and desired outcomes without HTs who act as instructional leaders. This in turn requires training and professional back up systems which can capacitate school leaders to deliver on education policies, objectives and strategies.

11.0. CONCLUSION & IMPLICATIONS FOR THE EDQUAL'S L&M RESEARCH PROJECT

11.1. One picture that is clearly emerging form the findings is that HTs are largely concerned with ensuring that their schools are properly functioning. By functioning, we mean children are in class with a teacher, a classroom, desk space, textbooks and the curriculum is being delivered. They are also aware that their performance is judged on how well the schools they lead are effectively and efficiently functioning. Proper functioning of schools depends on the extent to which HTs are able to implement initiatives that are contextually planned and executed.

11.2. The implementation of ESDP and subsequently PEDP I and PEDP II are guided by the Sector Wide Approach that is mainly focusing on quantitative achievements. The findings of the baseline survey have clearly indicated that there are glaring variations in the ways that HTs perceive problems that they encounter in the process of planning and implementation of strategies for quality improvement. The findings have also clearly indicated that there are wide variations among schools in the indicators of internal efficiency and determinants of quality of teaching and learning.

11.3. This suggests that initiatives/interventions for quality improvement should not necessarily be the same for all schools notwithstanding the fact that primary education delivery is guided by system wide policies, objectives and strategies. Some of the problems are unique to specific schools and contexts and may equally require interventions that are specific to the situation on the ground. Mosha (2004) argues in the same way that, 'research skills...have profound values in enabling teachers to study, understand and resolve context specific problems that affect learning...' (p.65). One question that the L&M Research Project should seek to answer is 'to what extent are HTs designing interventions that are contextual or situational to their schools?'.

11.4. In that light HTs have to acquire skills of reflective practice in order to reflect on their own and comparative practices and experiences. They have also to use what they perceive to be workable and manageable interventions to improve quality of teaching and learning and ultimately improve pupils' leaning achievements and outcomes. Another question that has to be addressed by the L&M research project therefore is 'to what extent are HTs reflecting on practices embodied in their experiences when making decisions and taking actions to solve pupil, teacher and school problems?'

11.5. An effective teacher management and supervision system can translate into efficiency in time management. However, HTs have to be exposed to clinical supervision skills and facilitated to assume the role of instructional leaders. Other areas that HTs have to be acquainted with are special education, inclusive education and the role of psycho-social support. As necessary as inputs are, including leadership and management skills, what matters most is what goes on in the classroom through the T-L process. Therefore, another area of enquiry would be to assess the extent to which HTs are aware of the holistic nature of the child friendly environment and are promoting the child centred and active learning approaches. In this respect, HTs have to move beyond the quantitative aspects of inputs and reflect on the quality of teaching and learning, particularly school and classroom practices that improve learning achievements and outcomes.

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ANNEX ONE: HEAD TEACHER QUESTIONNAIRE: SCHOOL DATA

Section A: School location and infrastructure

1. Name of school: _____

2. Ward: _____

3. District: _____

4. Region: _____

5. Access _____

How far is the school from DEO? _____ km

How far is the school from a main road? _____ km

6. How many classrooms does the school have? _____

What condition are the classrooms in? (Please circle)

1 mostly permanent building in good repair & good size

2 mostly permanent buildings in bad repair or too small

3 mostly temporary buildings good repair & good size

4 mostly temporary buildings poor repair & too small

5 unusable

7. How many desks does the school have? _____ desks

How many chairs does the school have? _____ chairs

8. Does the school have a library? Yes / No

9. Does the school have an area for playing football? Yes / No

10. Does the school have a netball pitch & posts? Yes / No

11. Latrines

How many holes are there for girls? _____ holes for girls

How many holes are there for boys? _____ holes for boys

12. How many houses does the school have for teachers? _____

What condition are the houses in? (Please circle)

1 mostly permanent, good condition, good size

2 mostly permanent, bad condition or small

3 mostly temporary, good condition, good size

4 mostly temporary, bad condition or too small

5 uninhabitable

Section B: Pupil numbers and academic performance

You may photocopy documents or complete schedule.

1. School telephone number: _____

2. School PO Box: _____

3. Number of Teachers

Male:		Grade A or above:	
Female:		Grade B:	
Total:		Student Teachers:	

4. Number of pupils

	Pre-primary	Std1	Std2	Std3	Std4	Std5	Std6	Std7	COBET	Total
Girls										
Boys										
Total										

5. No of streams in each year?

	Pre-primary	Std1	Std2	Std3	Std4	Std5	Std6	Std7	COBET	Total
Class groups										
shifts										

6. How many pupils were enrolled in P1 in the following years?

	Boys	Girls	Total
2006			
2004			
2002			
2001			

7. What were the attendance rates in 2006 for the following year groups? Answer in % or give formula

	Pre-primary	Std 1	Std 2	Std 3	Std 4	Std 5	Std 6	Std 7	COBET
Boys	%	%	%	%	%	%	%	%	%
Girls	%	%	%	%	%	%	%	%	%
Total	%	%	%	%	%	%	%	%	%

8. How many pupils are known to have transferred to secondary school in the following years?

	Girls	Boys	Total
2006			
2005			
2004			

9. How many pupils scored the following grades in the S7 examinations in 2006?

	A	B	C	D	FAIL
Boys					
Girls					
Total					

In 2005?

	A	B	C	D	FAIL
Boys					
Girls					
Total					

In 2004?

	A	B	C	D	FAIL
Boys					
Girls					
Total					

Any further comments on performance?

Section C: Supervision and participation

10. How often does the school have a full inspection? (Please circle)

- (a) More than once a term (b) once a term (c) once a year (d) once in two years (e) less than once in two years

11. How often is the school visited by someone from the DEO? (Please circle)

- (a) Most weeks (b) Several times a term (c) Around once a year (d) Less than once a year (e) less than once a year

12. How often does the School Committee meet? (Please circle)

- (a) Most weeks (b) Several times a term (c) Around once a year (d) Less than once a year (e) less than once a year

13. How often does the school hold open meetings for parents? (Please circle)

- (a) Most weeks (b) Several times a term (c) Around once a year (d) Less than once a year (e) less than once a year

14. How often does the student council meet? (Please circle)

- (a) Most weeks (b) Several times a term (c) Around once a year (d) Less than once a year (e) less than once a year

15. Does the school baraza take place every term? Yes / No

16. What is the ratio of girl and boy prefects? (Please circle)

- (a) More girls than boys (b) equal numbers (c) More boys than girls

17. What is the ratio of girl and boy class monitors? (Please circle)

- (a) More girls than boys (b) equal numbers (c) More boys than girls

18. What is the ratio of women and men on school committee? (Please circle)

- (a) More women than men (b) equal numbers (c) More men than women

ANNEX TWO: HEAD TEACHER QUESTIONNAIRE

Section A – Head Teacher information

1. Date of Birth: _____

2. Gender: M F

3. How many years have you been Head Teacher at this school?

< 1 year 1-2 years 2-5 years 5-10 years > 10 years

4. Your highest qualification:

Degree Diploma Grade A

5. Where have you worked previously?

Please give most recent postings first.

Name of school	District, Region	Position	Year started	Year finished
			-	-
			-	-
			-	-
			-	-
			-	-

6. Have you participated in any leadership training?

Yes Please give details. No Continue to Q7.

Year e.g. 2003	Duration e.g. 3 months	Short description e.g. making a school development plan, managing a budget

7. Have you participated in any other professional training?

Yes Please give details below; No Continue to Section B.

Year e.g. 2003	Duration e.g. 3 months	Short description e.g. mathematics teaching, teaching S1-2

Section B – special education needs at your school

1. Does your school have any facilities for special education needs?

Yes Please give details below No

2. Have any of your teachers taken part in training to meet special education needs?

Yes Please give details below No

SECTIONS C, D, E and F.

In Sections **C, D, E** and **F**, please tick one column to indicate the extent to which you agree with each statement.

4 represents ***Strongly Agree***,

3 represents ***Agree***

2 represents ***Disagree***, and

1 represents ***Strongly Disagree***

SECTION C: ROLE OF SCHOOL LEADERSHIP IN POVERTY ALLEVIATION WITHIN COMMUNITIES	4	3	2	1
<p>As a Head Teacher I ensure that:</p> <p>1. Teaching and learning activities in the school are related to improving economic activities in the community.</p> <p>2. Children apply what they learn in school at home.</p> <p>3. School activities promote environmental cleanliness.</p> <p>4. The school checks environmental degradation (e.g. tree planting, weeds control and proper waste disposal etc.).</p> <p>5. School promotes awareness of HIV/AIDS in the community</p> <p>6. The school assists communities to fight malaria.</p> <p>7. The school educates community members to drink safe water.</p> <p>8. The school encourages pupils to use their first language (only answer this if most of your pupils first language is not Kiswahili).</p> <p>9. The school seeks means to support children from extremely poor homes.</p> <p>10. When enrolling Std1, children living within the school catchment areas are prioritised.</p> <p>11. The school supports children with disabilities in the learning process.</p>				

Any comments

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12. Please indicate other roles played by school leadership:

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SECTION D: SCHOOL LEADERSHIP AND GENDER EQUITY	4	3	2	1
<p>1. This school creates equal learning opportunities for boys and girls.</p> <p>2. This school has strategies for making the learning environment girl-friendly.</p> <p>3. This school actively encourages parents to enrol girls in school and keep them in school until the end of the std 7.</p> <p>4. Girls are encouraged to assume positions of school prefects and class prefects.</p> <p>5. This school has a playground for girls</p> <p>6. This school has a playground for boys</p> <p>7. This school has gender specific strategies in place to make it easier for girls to stay in school up to the end of Std 7.</p> <p>8. This school discourages bullying of girls.</p> <p>9. Teachers are discouraged from dispensing corporal punishment to girls.</p> <p>10. This school has capacity to support victims of sexual violence and harassment.</p> <p>11. This school promotes reproductive health education.</p> <p>12. Girls are encouraged to participate fully in all subjects on the school curriculum.</p>				

Any Comments

- 13.** Please list other roles that leadership in your school performs to ensure that both boys and girls benefit from teaching and learning:
-
-
-

.....

SECTION E: WHAT SCHOOL LEADERS DO TO PROMOTE QUALITY TEACHING AND LEARNING	4	3	2	1
<p>As Head Teacher, I ...</p> <ul style="list-style-type: none"> 1. Inspect of teachers' lesson plans. 2. Encourage teachers to go for in-service training and other professional development outside of school 3. Organize professional learning activities for teachers within school e.g. peer appraisal, lesson observation, seminars etc. 4. Support professional learning activities for teachers within ward/cluster e.g. peer appraisal, lesson observation, seminars etc. 5. Encourage teachers to experiment with new teaching and learning strategies 6. Ensure effective use of teaching and learning time i.e. ensuring meetings and other events do not interfere with teaching time. 7. Monitor pupil's and teacher's punctuality and attendance in class 8. Encourage pupils participation in class 9. Encourage pupils to learn from their peers e.g. through group activities inside and outside the classroom 10. Promote team work in school activities 11. Give teachers the opportunity to participate in decision making. 12. Make textbooks easily accessible to Children. 13. Make teaching and learning materials easily accessible to teachers. 14. Use audio-visual aids and ICT facilities to promote effective teaching and learning. 				

Any comments

.....

SECTION F: HOW TO DEVELOP SCHOOL EFFECTIVENESS WITHIN THE PEDP CONTEXT	4	3	2	1
<p>In order to develop school effectiveness, ...</p> <ul style="list-style-type: none"> 1. Head Teachers' dependency on directives from above should be reduced. 2. School level decision making should be strengthened. 3. Schools should be empowered to evaluate their own activities 4. Schools should be free to re-schedule the timetable to suit local needs. 5. Schools should determine their own vision and performance targets e.g. by producing their own development plan 6. Community support for schools should be promoted. 7. Head Teachers' should not be given any teaching responsibilities 8. Schools should plan and manage their own budgets 				

Any comments

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9. Please, list other ways through which your school's effectiveness may be improved within Tanzania's decentralized system:

SECTION G: SCHOOL LEADERSHIP ROLE CHANGES DUE TO PEDP

Please tick one column to indicate the frequency of each statement in your school before and after the introduction of PEDP.

4 represents ***Strongly agree***

3 represents ***Agree***

2 represents ***Disagree***

1 represents ***Strongly Disagree***

Situation Before PEDP				SCHOOL LEADERSHIP ROLE CHANGES.	Situation Now				
4	3	2	1			4	3	2	1
				<ul style="list-style-type: none"> 1. District Education Office demands school leadership accountability. 2. School Committee demands report on teachers' performance. 3. Parents question how schools manage school finances. 4. Teachers expect support from Head Teacher for professional development. 5. Head Teacher takes part in active teaching 6. Head Teacher is involved in community development activities 7. Head Teacher is involved in fund-raising for school 8. Head Teacher attends meetings outside the school 9. Head Teacher monitors teacher performance 10. Community participation in School Performance Appraisal. 					

Any comments

.....

11: Are there any other school leadership roles that have changed since the inception of the decentralised system of administration?

.....

SECTION H: FACTORS EXPLAINING PERCEPTIONS OF LEADERSHIP IN SCHOOLS WITHIN DISADVANTAGED CONTEXTS

Please tick the appropriate column to indicate the extent to which each statements represents the perception of the community around the school.

4 represents ***Strongly agree***

3 represents ***Agree***

2 represents ***Disagree***

1 represents ***Strongly Disagree***.

PERCEPTIONS	4	3	2	1
<p>1. The performance of the Head Teacher and teachers is low.</p> <p>2. Women are under-represented in school headship</p> <p>3. Teachers' training is inadequate</p> <p>4. Head Teachers and other school leaders (e.g. deputy head, academic master) lack of continuous in-service training for leadership</p> <p>5. School leaders do not keep up to date with techniques for supervising teaching, especially in remote schools</p> <p>6. Teachers and community respect the Head Teacher</p> <p>7. Schools belong to the government and are not the concern of the community</p> <p>8. It is important to respect elders and those in authority</p> <p>9. Schools lack effective supervision</p> <p>10. Schools are accountable to the community</p> <p>11. In areas where most of the community is illiterate, the school committee cannot support school leadership</p>				

Any comments

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12. Please indicate other factors that influence how people perceive leadership in your school

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SECTION I: APPROPRIATE MODEL OF TRAINING FOR PREPARING HEAD TEACHERS

What model of training do you think is appropriate for preparing people for school leadership positions?

Please tick one column for each mode of leadership training.

- 4** represents ***Strongly agree***
3 represents ***Agree***
2 represents ***Disagree*** and
1 represents ***Strongly disagree***

MODEL OF TRAINING	4	3	2	1
1. Training in a residential college is most appropriate				
2. On the job training through distance education is most appropriate				
3. Combination of college-based training and on the job training is most appropriate				
4. Training by attachment/mentorship is most appropriate				

Any comments

5 Do you have any other comments on leadership training?

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ANNEX THREE: INDICATORS OF PRIMARY EDUCATION STATUS – SAMPLED SCHOOLS

Kibaha District (U)

SCHOOLS	<i>Inputs per Pupil Ratios</i>				
	PTR	PDR	PCR	PPLHR	
				Girls	Boys
Mwendapole	38	4	92	35	26
Twendepamoja	38	5	65	49	44
Mailimoja	33	14	79	44	71
Tumbi	26	5	68	34	34
Jitegemee	42	7	84	63	63

Kibaha District (R)

SCHOOLS	<i>Inputs per Pupil Ratios</i>				
	PTR	PDR	PCR	PPLHR	
				Girls	Boys
Disunyara	21	3	35	26	17
Mlandizi	29	2	59	90	99
Ruvu Jkt	37	3	62	24	63
Vikuruti	33	4	60	34	27
Msongola	44	4	70	31	34
Jamhuri	30	3	64	87	91

Korogwe District

SCHOOLS	<i>Inputs per Pupil Ratios</i>				
	PTR	PDR	PCR	PPLHR	
				Girls	Boys
Boma	25	4	82	40	85
Kilimani	26	4	73	78	84
Zung'nat	28	3	61	52	50
Kitopeni	23	5	68	-	-
Old Korogwe	22	2	62	34	43

Tanga District

SCHOOLS	<i>Inputs per Pupil Ratios</i>				
	PTR	PDR	PCR	PPLHR	
				Girls	Boys
Majani Mapani	33	3	-	42	61
Bombo	33	3	50	21	23
Masiwani	32	2	50	47	45
Changa	32	3	59	22	23
Azimio	49	4	86	55	51

Nyamagana District

SCHOOLS	<i>Inputs per Pupil Ratios</i>				
	PTR	PDR	PCR	PPLHR	
				Girls	Boys
Azimio C	56	3	128	118	106
Mabatini	58	5	95	139	114
Mbugani	52	6	131	67	64
Nyamagana	36	2	77	55	61
Serengeti	48	6	96	96	95
Nyagamana B	41	2	-	-	-

Mkuranga District

SCHOOLS	<i>Inputs per Pupil Ratios</i>				
	PTR	PDR	PCR	PPLHR	
				Girls	Boys
Kiparanganda	42	9	127	107	155
Mwanambaya	41	4	127	121	133
Mwandage	34	8	128	94	124
Mkurunga	44	10	158	140	150
Vikindu	27	6	119	91	104

Ilemela District

SCHOOLS	<i>Inputs per Pupil Ratios</i>				
	PTR	PDR	PCR	PPLHR	
				Girls	Boys
Songambele	47	7	120	141	130
Ziwani	46	4	89	96	105

Key:

PTR: Pupils per Teacher Ratio

PDR: Pupils per Desk Ratio

PCR: Pupils per Classroom Ratio

PPLHR: Pupils per Pit Latrine Hole Ratio

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