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Appraisal of a Fifth Education Project in the United Republic of Tanzania

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Education Projects Division
Eastern Africa Regional Office

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CURRENCY EQUIVALENTS
(as of November 1, 1975)

US\$1	=	T Sh 8.05
T Sh 1	=	US\$0.12

(The Tanzania Shilling is officially valued at a fixed rate of 9.66 T Sh to the SDR. The US Dollar/Tanzania Shilling exchange rate is therefore subject to change. Conversions in this report were made at US\$1.00 to T Sh 8.05, which is close to the short-term average exchange rate.)

MEASURES

1 Meter (m)	=	3.28 Feet
1 Square Meter (m ²)	=	10.76 Square Feet

GOVERNMENT OF THE UNITED REPUBLIC OF TANZANIA
FISCAL YEAR

July 1 to June 30

UNITED REPUBLIC OF TANZANIA
APPRAISAL OF A FIFTH EDUCATION PROJECT

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This report is based on the findings of a mission in June 1975 to the United Republic of Tanzania composed of Messrs. R.F. McMahon (technical educator), M. Wodajo (general educator), K. Andersen (architect), A. Mercer (agriculturist) and Mrs. R.P. Brandenburg (economist) of the Bank and Mr. B. Woods (agricultural training specialist), consultant to the Bank. The project was further reviewed in the field by Messrs. Pennisi and Mercer in October-November, 1975.

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UNITED REPUBLIC OF TANZANIA

BASIC DATA (Est.) - (1974)

(excluding Zanzibar)

Population (Est.) 1974	14.4 million
Population growth rate	2.7% p.a.
Wage and salary employment	419,000

Education

<u>Public Schools</u>	1974
Primary education (Standards 1-7)	
- enrollment	1,290,000
- ratio of enrolled to age group (7-13 yrs)	43.8%
Lower secondary education (Forms 1-4)	
- enrollment	32,250
- ratio of enrolled to age group (14-17 yrs)	2.8%
Upper secondary education (Forms 5-6)	
- enrollment	3,680
- ratio of enrolled to age group (18-19 yrs)	0.8%

University of Dar es Salaam

- enrollment	2,090
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Private Schools

Ratio of private primary enrollment to public primary enrollment	1.1%
Ratio of private secondary enrollment to public secondary enrollment	40%

Expenditures

Total recurrent education expenditure as a percentage of government recurrent expenditure	17%
Total education expenditures as a percentage of GDP	5.1%

GLOSSARY

- Primary Education - Standards 1-7 with a terminal examination of Primary Leaving Examination
- Secondary Education - Forms 1-4 with a terminal examination for National School Certificate
Forms 5-6 with a terminal examination for National Higher School Certificate
- Ujamaa - Swahili for family
- CIDA - Canadian International Development Agency
- DANIDA - Danish International Development Agency
- NBAA - National Board of Accountants and Auditors
- NORAD - Norwegian Agency for International Development
- NORDIC - The NORDIC countries comprise Denmark, Finland, Iceland, Norway and Sweden
- RTC - Rural Training Center. Administration of RTCs has recently been transferred from the Ministry of Agriculture to the Ministry of National Education.
- TANU - Tanganyika National Union Party, the country's only political party.
- UPE - Universal Primary Education
- VMT - Village Management Technician

UNITED REPUBLIC OF TANZANIA

APPRAISAL OF A FIFTH EDUCATION PROJECT

SUMMARY AND CONCLUSIONS

i. This report appraises a fifth education project in Tanzania for which a credit of US\$11.0 million is proposed.

ii. The country's philosophy of social and economic development is one of socialism and self-reliance and, within this framework, one of its major goals is to improve the living standards of the rural population. Some 90% of Tanzania's population live in rural areas, and at independence in 1961 the people were in small communities making it difficult to provide social services. Rural development, leading to gradual improvements in the lives of the rural population, was given priority over urban and industrial development.

iii. The development strategy includes incentives to encourage dispersed rural populations to organize themselves into ujamaa (Swahili for family) villages or communities engaged in farming on an individual basis. The incentives take the form of basic infrastructure such as education, potable water supply, health services, and agricultural extension services. About 5,000 villages are now in existence and relocation of all the rural population is expected to be completed by end-1976 when it is estimated that some 9,000 villages will be formed.

iv. The Second Five-Year Plan (1969-74) supports the rural development program and the national objective of universal primary education. The Plan also regulates secondary and higher education in accordance with manpower needs with a view to achieving an adequate supply of skills for the modern sector of the economy by 1980. The implementation of these policies has already been assisted by IDA. A first project, financed in 1963 and successfully completed in 1967, helped the expansion of secondary education; a second project, financed in 1969 and nearly completed, is assisting teacher and technical education together with a further expansion of secondary education; a third project, financed in 1971, is assisting agricultural education. The fourth project, signed in 1973, is assisting training facilities for village development and teacher, technical and medical education with additional expansion of secondary education; sharp increases in building costs during 1972-74 have necessitated a reduction in the scope of the project and other difficulties in project implementation indicate a probable delay in execution of about one year beyond the Closing Date.

v. Implementation of Tanzanian educational policies has generally been good with the result that the educational system is in reasonable balance with the needs of the economy and the social aspirations of the people. Skilled manpower needs are gradually being met and in those areas

where significant shortages still occur, e.g., accountancy, engineering and medicine, recently established training facilities, should largely ensure an adequate supply of skilled manpower.

vi. The Plan, however, did not anticipate the manpower demand consequent upon the Government's villagization program which has inevitably resulted in problems of a logistical, administrative and human nature. Consequently, the villages now lack skilled people essential for their orderly evolution into viable entities capable of the agricultural production necessary to ensure their social and economic development. There is, therefore, an urgent need to provide basic and relevant skill retraining to the 1,500 presently employed cooperative workers to enable them to give positive and direct assistance to the villages.

vii. The project would consist of (i) a rural training program designed to retrain cooperative workers in appropriate skills, (ii) improvement in secondary education and (iii) pre-investment studies for accountancy and management education. The project would include:

- (a) operational costs, building materials for about 1,500 houses, equipment, 2,000 pedal-cycles, 500 motorcycles, and other vehicles for a rural training program together with related equipment and furniture for five rural training centers;
- (b) equipment for, and improvements to 15 secondary schools;
- (c) the cost of specialists' services for: the National Board of Accountants and Auditors, the Project Unit of the Ministry of National Education, and survey of secondary schools under the Ministry of National Education; and
- (d) the cost of a review of the content and delivery system of primary education.

The rural training program would retrain 1,500 cooperative workers and the 15 general secondary schools would have a total of 9,020 student places of which 2,100 would be an increase resulting from provision of new science laboratories and practical rooms and conversion of some under-utilized rooms into such facilities.

viii. The cooperative workers who are presently sited at Regional and District headquarters where their impact on village development is limited would, after retraining, become Village Management Technicians (VMTs) and each would work with the development of about five villages. Building materials financed under the proposed project would enable a self-help house to be built for each VMT and the provision of a pedal-cycle would ensure his essential mobility. For purposes of monitoring the effectiveness of the VMTs, a nucleus of specialized staff would operate from District headquarters and regularly visit the VMTs in the villages; for the associated travelling the specialized staff would have the use of motorcycles.

ix. The VMT training program would be the responsibility of a Project Executive in the Prime Minister's Office for which substantial assistance is being provided by a NORDIC ^{1/} team who has been active in rural development in Tanzania for the last seven years. The Project Executive, apart from the initial instruction of 1,500 VMTs, would have wider duties including liaison with village, Ward, District and Regional administrations including a continuous assessment of the effectiveness of the VMTs and would provide inputs of assistance to improve performance in the light of experience gained. The Project Executive would also identify further training needs for villages and prepare a follow-up program which might form the basis of future Bank Group projects.

x. Improvements to the fifteen secondary schools would largely follow the pattern set in previous IDA projects and, together with parallel improvements being financed by bilateral agencies, would enable most Tanzanian secondary schools to operate a balanced curriculum including scientific and practical subjects which would ensure that school graduates are adequately prepared for entry into the labor market or for further education in the scientific, technical and medical fields.

xi. A Project Unit in the Ministry of National Education, currently receiving technical assistance from the Danish International Development Agency (DANIDA) and the Norwegian Agency for International Development (NORAD) and now in process of implementing the fourth education project, would execute the work included in the proposed fifth project except that to be performed by the Project Executive indicated above; in case the Government of Tanzania's agreements with DANIDA and NORAD expire before completion of the proposed fifth project, the cost of specialists' assistance to support the Project Unit has been allowed for as part of the total project cost.

xii. The civil works contracts for the secondary schools would be let on the basis of international competitive bidding in accordance with Bank Group Guidelines. Qualified domestic contractors would be allowed a preferential margin of 7-1/2% over bid prices of competing foreign contractors. Except as outlined below, contracts for furniture, vehicles, construction materials and equipment would be placed on the basis of international competitive bidding if they can be grouped into contracts larger than US\$120,000. If the contracts are for less than US\$120,000, they would be awarded on the basis of competitive bidding advertised locally in accordance with local procedures which are acceptable to the Association. Domestic manufacturers of furniture and equipment would be allowed a preference of 15% or the existing rate of import duties, whichever is lower, over the c.i.f. price of competing foreign contractors. Construction of the 1,500 VMT houses, on a self-help basis supervised by the Project Executive, as well as purchase of the VMT bicycles would not be subject to contracts; because of the wide geographical dispersions of the VMTs, materials for their houses as well as their bicycles would be purchased locally by individual VMT where local stores maintain adequate supplies of the required items. For areas where such supplies are not available, the Regional governments would purchase the items and distribute the needed quantities to individual villages.

^{1/} NORDIC - see glossary.

xiii. The total project cost is estimated at US\$15.0 million equivalent, corresponding to US\$14.5 million net of taxes, with a foreign exchange component of US\$6.4 million equivalent or 43% of the total project cost. The proposed IDA Credit of US\$11.0 million equivalent would correspond to 76% of the total project cost net of taxes and duties. The project would be completed in approximately six years.

xiv. The proposed project constitutes a suitable basis for an IDA Credit of US\$11.0 million equivalent.

UNITED REPUBLIC OF TANZANIA

APPRAISAL OF A FIFTH EDUCATION PROJECT

I. INTRODUCTION

1.01 The Government of Tanzania has received four IDA credits for education. The first (Credit 45-TA) in 1963, provided US\$4.6 million for the expansion of general secondary education and was successfully completed in 1967. The second (Credit 149-TA) in 1969, provided US\$5.0 million for development of general secondary schools and the expansion of primary teacher training and the Dar-es-Salaam Technical College; the project is nearly completed. The third (Credit 232-TA), in 1971, provided US\$3.3 million for agricultural training; due to a slow start arising from a lack of technical manpower, the Closing Date had to be postponed by 18 months to December 31, 1976; contracts have been awarded for all project institutions and construction work is in progress. The fourth project (Credit 371-TA), in 1973, provided US\$10.3 million to assist Tanzania's education strategy for the Second Development Plan by: (i) developing education and training facilities for children and adults in ujamaa (Swahili for "family") villages; (ii) expanding and improving pre-service and in-service training of primary school teachers; (iii) providing additional facilities for training doctors; and (iv) supplying new general secondary schools and vocational training centers. Project implementation is over one year behind schedule due to belated recruitment of technical assistance personnel; general increases in world prices since appraisal, together with various internal factors, have caused, in the three years 1972-74, increased building costs of about 130%. Consequently, to partly offset the adverse impact of this delay and higher costs, the scope of the project has been modified by eliminating three new general secondary schools from the project's description. However, the modified project is still expected to cost 50% more than the original estimates, and the Government has confirmed that they will meet the financial shortfall. All key technical assistance staff are now in post and implementation is improving.

1.02 Unesco missions visited Tanzania in June 1974 and May 1975. The first identified a set of priority projects and the subsequent mission carried out preparatory work for a proposed fifth education project whose broad composition was the subject of discussion and agreement between the Government and the Bank Group in November/December 1974. The project was appraised in June 1975 by a mission composed of Messrs. R.F. McMahon (technical educator), M. Wodajo (general educator), K. Andersen (architect), A. Mercer (agriculturist) and Mrs. R.P. Brandenburg (economist) of the Bank and Mr. B. Woods (agricultural training specialist), consultant. The project was further reviewed in the field by Messrs. Pennisi and Mercer in October-November, 1975.

II. BACKGROUND

2.01 The population of mainland Tanzania in 1974/75 is estimated at 14.4 million, increasing at about 2.7% per annum. Although Tanzania is a sparsely populated country, there are a number of well-populated districts along the coast, south and west of Lake Victoria, near Mount Kilimanjaro and on the borders of neighboring countries. Total wage employment, excluding smallholder agriculture and private households, increased at the rate of 3.2% per year between 1969 and 1973 and 3.4% in the last year of the Second Five-Year Plan period (1969-1974). In absolute terms wage employment grew from 367,900 in 1969 to 419,500 in 1973. Agriculture employs 90% of the economically active population, largely in subsistence farming. The highest employment growth rate in the early 1970's occurred in manufacturing followed by the transport sector but with negligible growth in agriculture.

2.02 Preparation of the Third Five-Year Plan (1975-80) although largely completed by June 1975, had, due to recent adverse economic conditions, to be given further Government consideration. Since independence, the Government's development program has been guided by a set of clearly formulated principles conceived within a socialist framework. The five main principles stress social equality, ujamaa, self-reliance, economic and social transformation and African economic integration. Tanzania is strongly committed to a socialist mode of rural development based on egalitarian and cooperative effort. The foundation of this rural transformation is the promotion of planned village communities incorporating a productive farming system and the provision of social infrastructure. By early 1975 Government estimated that about 70% of the rural population, almost 9 million people, were living in ujamaa-type villages throughout Tanzania. Completion of the national villagization program is expected by the end of 1976. The Government attaches the greatest importance to carefully planned and supervised integrated village development programs and therefore it is expected that the emphasis in the Third Five-Year Plan will be on the development of cooperative movement ujamaa practices. Cooperative movement legislation has tended to emphasize regulatory functions at the expense of promotional effort. As a result, personnel within the official structure have not been oriented towards development of production and commercialization, and lack the appropriate basic managerial skills vital to promote village development.

2.03 With the development of the education system since independence, localization of employment in Tanzania has been rapid. In 1974, citizens occupied 78% of the posts requiring university or equivalent education and 96% of those requiring secondary education. These figures indicate that formal education at university and secondary levels is largely meeting the country's needs for high and middle level manpower, and for this reason a major expansion of the formal education system is unlikely to be included

in the Third Five-Year Plan. The Plan will probably include provision for improvement of existing institutions so that an adequate number of people will be trained in the high demand areas of practical and scientific subjects including associated commercial skills such as accountancy and bookkeeping.

2.04 Agriculture, the main source of income and foreign exchange earnings, contributes about 40% of Tanzania's GDP. In recent years, the growth of agricultural production has been sluggish due in part to population movements associated with the accelerated villagization program and, of late, due to a severe drought. The threat of famine was averted by large importations of food grain in 1974 and 1975. Since world prices were then high, the grain imports cost Tanzania the total foreign exchange earned from the principal export crops of sisal, cashew nuts, and tobacco; thus, promotion of agriculture to feed the nation and increase export earnings remains Tanzania's number one development task.

2.05 The village development program (para. 2.02) is designed to facilitate the provision of social and other services such as education, cooperatives, water supply and health facilities. This should generally improve living conditions and the quality of life of the villagers and result in an increase in agricultural productivity. Fundamentally, the program involves the physical resettlement of families from their present homesteads, which are usually widely scattered, and relocating them in the villages.

2.06 During 1972, the Government delegated much of its executive authority and administrative duties to the 21 Regions which now comprise Tanzania. Each Regional Commissioner, within the general framework of Government policy, was accorded wide responsibilities to administer and develop his Region. The 21 Regions are divided into 80 Districts each headed by an Area Commissioner; a further division is into 1,500 rural Wards each with a Ward Secretary in charge (Annex 1). When villagization is completed, each Ward will have overall responsibility for about six villages.

2.07 In executing this decentralization of Government policy, various manpower problems have emerged, chief of which is the acute shortage of experienced personnel capable of operating effectively the chain of operations at Regional and District levels and especially in the Wards and villages. With the present output from the university and secondary schools (para. 2.03), it is expected that the middle and high level manpower required for Regional and District offices will be met in the foreseeable future and the operational efficiency will gradually improve as the new incumbents gain experience. But the specialized manpower needs at Ward and village levels, will, in view of the magnitude of the problem involving some 9,000 villages, require urgent action to provide training in the special skills necessary for village development. Each village would require at least six well-qualified technicians, and training courses for these personnel are a prerequisite for their efficient employment in the villages. A training program of this magnitude cannot be contemplated as an immediate measure, but would have to be phased over a number of years.

2.08 To meet the most urgent needs and as a first phase in the training program, it is planned that the existing 1,500 cooperative field staff attend retraining courses and be assigned to Wards as Village Management Technicians (VMTs); they would each be provided with a house, and, to enable them to visit the villages under the Ward's jurisdiction, pedal-cycles would also be supplied. At present, the field staff is sited at Regional and District headquarters where their impact on village development, because of lack of transport and suitable training, is very limited.

III. THE EDUCATION SECTOR

Issues in Educational Development

3.01 Tanzania's education and training sector is described in Appendix I and basic data are given in Annexes 2, 3 and 4 and Charts 1, 2 and 3.

3.02 Expansion of the educational system since independence in 1961 has been rapid. By 1974, enrollments in primary schools (Standards 1-7) had increased from 500,000 to 1.29 million (44% of the age group), and in secondary schools (Forms 1-6) from 12,000 to 36,000 (2.5% of the age group). Virtually all present higher education has been developed since 1961 to an enrollment of about 2,100 at the Dar-es-Salaam University in 1974.

3.03 These figures reflect the Government's educational strategy of both the first (1964-69) and the second (1969-74) Five-Year Plans in which emphasis was given to primary education with a target date of 1989 ^{1/} for universal primary education and with subsequent education and training strictly geared to estimated manpower needs. Over the years, this policy has been implemented with efficiency, resulting in an educational system which is in reasonable balance with the social aspirations and economic needs of the country. Nevertheless, shortages of some types of manpower are still evident particularly of medical and engineering personnel as well as accountants and bookkeepers; but current developments in hand at the University should, in time, alleviate the shortage of medical and engineering manpower and the recently commissioned National Board of Accountants and Auditors (NBAA) is charged with the reorganization of the various relevant training establishments for accountants and allied personnel and improving their efficiency so that an adequate supply of graduates will be forthcoming.

3.04 The strategy contained in the first Five-Year Plan was, in 1967, amplified by President Nyerere in his Arusha Declaration which made explicit the socialist ideology of the country and the need for self-reliance through rural development. The Arusha Declaration was strongly reflected in the second Five-Year Plan which had major implications for nonformal and adult education including the widening of the functions of primary schools to be developed into community education centers as a focal point for the educational needs of the whole community; this development is being assisted under the fourth education project (Credit 371-TA).

1/ This target date has since been changed to 1977 (para. 3.06).

3.05 The importance accorded to adult education was further underlined with a national literacy program launched in 1972 aimed at eradicating illiteracy by the end of 1975; an assessment of the effectiveness of this program is scheduled during 1976 when any necessary follow-up action would be planned.

3.06 A significant educational policy change announced in November 1974 was an advance in the target year for the attainment of universal primary education (UPE) to 1977. In view of the magnitude and cost of the implied increase in enrollments from 1.29 million in 1974 to some 3.00 million, it appears very doubtful whether universal primary education can be achieved, with the maintenance of present standards of teaching and associated facilities, before 1980. The Government plans to conduct a thorough review of the content and delivery system of primary education in order to ensure the success of the UPE policy without placing undue strain on present and projected available resources.

3.07 The third Five-Year Plan (1975-80), due for early publication, is likely to give priority to the measures adopted during the previous Plan period, but with increased emphasis on basic, adult and primary education. At the same time, the diversification and improvement of secondary education to a broader curriculum orientation and the teaching of practical subjects will most likely be continued so that the targets announced previously may be met.

Financing Educational Development

3.08 The gradual planned expansion of Tanzania's educational system is reflected in the growth of expenditures (Annexes 5, 6 and 7). In recent years, the total budget devoted to education has been about 17% of Central Government's total expenditures as shown below:

<u>Capital and Recurrent Budgets</u>	<u>In Million of T Shs (current prices)</u>		
	<u>1969/70</u>	<u>1971/72</u>	<u>1973/74 (est.)</u>
1. Central Government Total Budget	2,138	2,636	4,108
2. GDP (at factor cost)	8,720	10,460	13,290
3. Central Government <u>/1</u> Educational Budget	359	460	689
3 as a % of 1	16.8	17.5	16.8
3 as a % of 2	4.1	4.4	5.1

/1 Includes expenditures by Regions.

The ratio of educational expenditure to Central Government total budget is significantly lower than those in other African countries as shown by the following:

	<u>Gabon</u> (1973)	<u>Malawi</u> (1973)	<u>Swaziland</u> (1972)	<u>Zaire</u> (1972)
Proportion of the budget devoted to education	22%	20.9%	19.7%	21.3%

Because the principal generator of recurrent costs, viz., primary teacher's salaries, are lower in Tanzania than most African countries, allocation of about 17% of Government budget to education in 1973/74 appeared reasonable, and, in view of the high priority accorded to primary education, within the Government's financial capabilities.

3.09 Future educational expenditures would be principally influenced by Government's policy of early implementation of universal primary education (UPE). In view of teacher and financial constraints, the present target date of 1977 seems unrealistic, but a date of 1980 for 100% of the seven-year old children entering primary schools (Annex 3) is financially possible. Using the assumptions that the average teacher's salary would remain unchanged at T Shs 5,500 and with student/teacher ratios of 45/1 and 35/1 in Standards 1-4 and 5-7 respectively, then a total of 53,000 teachers would be required at a cost to include salaries and administration of T Shs 330 million in 1980.

3.10 Based on a Government revenue annual real growth rate of 3.2%, ^{1/} total recurrent expenditures on education could rise to T Shs 655 million in 1980 of which T Shs 269 million would be devoted to primary education leaving a shortfall of T Shs 61 million. It may be possible to attain the enrollment target within a total recurrent expenditure of primary education of about T Shs 270 million if the average number of students per teacher is proportionately increased thus reducing the demand for teachers, but the most probable solution to be adopted by the Government would be the employment of secondary school graduates on a voluntary or semi-voluntary basis so causing a substantial saving in the largest recurrent cost item, viz., teachers' salaries. It is advisable to develop short-term programs in teaching techniques for these voluntary or semi-voluntary teachers in order to attain maximum benefit from their deployment. The proposed review of primary education (para. 3.06) is expected to examine these issues in detail and formulate appropriate recommendations.

3.11 Given the postponement of publication of the Five-Year Development Plan (1975-80), an estimate of future capital expenditures at this stage would be largely conjectural. However, because the Plan is expected to give major emphasis to directly productive investments, capital available for significant educational developments is likely to be restricted. Consequently, the major expansion required for primary schools is being implemented by building schools on a self-help basis using local materials and

^{1/} Based on IMF data.

at minimum cost to Government. For other developments in the educational sector, Tanzania, as in the past, is likely to receive substantial assistance from multilateral and bilateral sources, which in 1974/75 amounted to T Shs 17 million in grants and credits.

Conclusion

3.12 The attainment of UPE is the main element of Tanzanian education policy and requires a concerted effort to expand basic education opportunities at the lowest possible cost. As indicated in the previous paragraphs, in line with the policy of self-reliance, the Government intends to promote UPE by fostering self-help construction and reducing unit cost of instruction through the employment of teachers on a voluntary and semi-voluntary basis. Also, within the framework of the Tanzanian decentralization policy (para. 2.06), the principal contribution to the advancement of UPE is expected to be made at Ward and village levels; this requires improved organization and management of the villages. Possible areas for external assistance to UPE (i.e., the provision of teaching aids such as textbooks and tools) are still being studied by the Government and pertinent investment programs and projects may be developed in the late 1970s after the planned review of the content and delivery system of primary education has been completed.

3.13 As UPE will be the focus of Tanzanian educational policy over the next few years and needs at the other levels of the education sector appear to have been by and large met (para. 3.03), no major expansion of post-primary education is expected to be contemplated in the forthcoming Third Five-Year Plan. The draft Plan gives priority to the continuation of the program to broaden the secondary school curriculum through the teaching of practical subjects and to the provision of specific skill training schemes, of which the most urgent concerns the training of personnel for the village development policy (para. 2.02). The proposed education project, described in the next Chapter, has been developed in support of these objectives.

IV. THE PROJECT

Objectives

4.01 The principal objectives of the proposed project are: (i) to improve the management and organization of about 7,500 ujamaa villages through the provision of personnel trained in appropriate skills; (ii) to continue the reorientation of secondary education started in 1963 through provision of facilities for the teaching of science and practical subjects; (iii) to rationalize and plan training and development of accounting, auditing and allied subjects; and (iv) to establish a basis for the future planning of primary and secondary school development by carrying out a comprehensive inventory of existing secondary school facilities as well as review of the content and delivery system of primary education.

4.02 The proposed project would meet these objectives with the following items:

- (i) Equipment, furniture and vehicles for five Rural Training Centers (RTCs) where existing cooperative field staff would be retrained; pedal-cycles and house-building materials for the VMTs would be provided. To facilitate supervision of the VMTs, 500 motorcycles would be provided for staff at District headquarters. Incremental operational costs 1/ would be included for this item.
- (ii) Buildings, furniture and equipment to support the teaching of science and practical subjects in 15 secondary schools whose present capacity of 6,920 students would be increased to 9,020.
- (iii) The cost of specialists' services: (a) to assist the National Board of Accountants and Auditors to carry out a survey on existing related training facilities, to formulate a well-conceived national training plan and to define professional standards for Tanzania's accountants and auditors; (b) to assist the Ministry of National Education to carry out a survey and investigation into facilities and their utilization in all general secondary schools; and (c) to strengthen the Ministry of National Education's Project Unit.
- (iv) The cost of a review of the content and delivery system of primary education.

Project Items

4.03 The Village Management Technician Training Program. Because this program is of a type which is new in Tanzania for the Bank Group, it is described in detail in Appendix II and its salient features are outlined in paras. 4.04-4.07 below.

4.04 The program is planned to meet the urgent need to train the existing field strength of 1,500 cooperative inspectors and community development workers to become Village Management Technicians (paras. 2.06-2.08) and to provide essential facilities at Ward level so that they could operate effectively in the villages; these facilities include stationery for book-keeping and record purposes, 2,000 pedal-cycles for transport between Wards

1/ These costs would cover limited subsistence and travelling expenses for VMTs when attending courses, stationery and office requirements, gasoline, and spare parts for the motorcycles and pedal-cycles.

and villages 1/ and construction materials for some 1,500 modest houses which would be built as a part of a carefully designed self-help scheme.

4.05 Planning of the program, which is in an advanced stage, has been carried out by the staff of the Prime Minister's Office with specialist assistance from a team from the NORDIC 2/ countries who have had wide experience of Tanzanian rural development extending over the last seven years; Bank Group staff have helped in detailed programming. Two types of courses have been fully developed: a 5-week course for the more experienced cooperative field staff and a 14-week course for those of limited experience. Curricula, syllabi and teaching programs have been developed to train 1,500 cooperative field staff on a phased program. Details of the courses have been reviewed by the Association and found satisfactory. In view of the urgency for training the VMTs and its high priority, the Government intends to complete the program by end-December 1977, when plans for a second stage of the program should have been prepared. The Prime Minister's staff will continue to adhere to this tight timetable; however, in view of implementation difficulties generally encountered in Tanzania, the proposed project assumes that the program would be completed by end-December 1980. Estimated price increases have been computed on the basis of this schedule; if it proves to be too long a time scale, the resultant savings would be utilized to accelerate the second stage of the program or for other project related items, after agreement between the Government and the Association. To cover the probability of early expenditures in implementation, limited retroactive financing is recommended (para. 5.16).

4.06 Within the Prime Minister's Office and responsible to the Commissioner for Ujamaa and Cooperatives, a Project Executive has been formed headed by a Program Director who has been appointed (Annexes 8 and 9); the Government has appointed a local man of the highest calibre to this post. The Project Executive will continue to be supported by the services of at least five experienced members of the NORDIC group whose involvement in planning has included preparation of literature and instructional pamphlets both for the courses and subsequent use by VMTs in their village activities.

4.07 The NORDIC team at present comprises 26 experts with a Project Coordinator attached to the Prime Minister's Office. Specialist staff and management technicians of the team assist with the work of the Ujamaa and Cooperative Development Department at Headquarters and Regional levels. Eight NORDIC staff are attached to the Cooperative's College at Moshi which provides the training for the staff of the Ujamaa and Cooperative Development Department of the

1/ It includes a replacement pool of 500 pedal-cycles.

2/ The NORDIC countries comprise Denmark, Finland, Iceland, Norway and Sweden who are jointly financing the specialists; DANIDA is the executing agency for the Tanzania-NORDIC rural development project.

Prime Minister's Office. An agreement has been reached between the Government and the NORDIC authorities that not less than five appropriately experienced experts will be provided for the Project Executive in the Prime Minister's Office and their services would be retained during the whole period of project implementation. The following posts would be filled by NORDIC personnel:

- Deputy Director
- Extension Aids Production Officer
- Planning and Evaluation Officer
- Training Advisor
- Financial Controller

To ensure continuity of the initial and subsequent programs, it is essential that counterpart local staff be attached to the NORDIC team. The Government confirmed that adequate local staff would be attached to the Project Executive.

4.08 The extension aids production officer and planning and evaluation officer would serve for the duration of the project; funding of the training advisor and financial controller is initially committed for 24 months only as it is intended that these officers will be able to hand over to counterpart staff after that period. In addition, the Project Executive would be able to call upon the services of six NORDIC project specialists (based at the NORDIC Project Headquarters in Dar-es-Salaam) and staff from the Cooperative's College, Moshi, to assist with teaching of specific courses as necessary. Also, NORDIC project study organizers, stationed at three Regional Headquarters, would assist with follow-up and evaluation work once VMTs complete their training and are posted to the field. The Project Executive regards evaluation of the effectiveness of the program as of vital importance. Members of the Project Executive would regularly visit Wards, observe the VMTs in action, discuss village problems with Ward secretaries, VMTs and other officials at Ward and village levels, observe whether the self-help house-building program is progressing satisfactorily and determine whether the cycles are being used in a proper manner and for the purpose for which they were supplied. The findings obtained from these visits would be systematically recorded and analyzed at headquarters of the Project Executive and the analyses would form a base for improvement of the on-going program and the planning of subsequent phases. The Government confirmed that a semi-annual report on the evaluation of the VMTs training program will be furnished to the Association.

4.09 The Project Executive is selecting about 30 of the best and most experienced cooperative inspectors to attend a special course at the Kisarawe (Dar-es-Salaam) RTC to fit them as instructors at the four RTCs at Shinyanga, Nzega, Mbulu and Iringa where intensive courses for about 1,500 cooperative inspectors and community development workers would be held before they are posted to Wards as VMTs.

4.10 Extensions to General Secondary Schools. Tanzania has 84 general secondary schools of which 68 have received varying degrees of assistance from the first, second and fourth education projects. The thrust in the

first project was for a general expansion of enrollments to meet urgent manpower needs, while in the second and particularly the fourth projects the objective was to improve the quality and relevance of teaching, particularly in scientific and practical subjects. Assisted by the International Institute of Educational Planning, the Government is about to conduct a formative evaluation of the secondary school curriculum as part of a Bank Group-funded research project on education evaluation techniques. The evaluation is expected to provide recommendations as to specific measures to strengthen instruction in scientific and practical subjects. In the proposed project, the Government wishes to further pursue the objective of broadening the secondary school curriculum by appropriate additions to 15 general secondary schools.

4.11 Bilateral agencies are also assisting these improvements to secondary education, the main donor being NORAD who are constructing agriculture sections at 20 schools, commerce sections at 22 schools, and home economics sections at six schools while the Netherlands Government is providing technical sections at four schools with Government financing similar developments at two schools.

4.12 These developments, together with those included in the Association's previous education projects and those included in the proposed project, form well-balanced improvements to most of Tanzania's schools and take full account of the urban or rural environments of the schools as well as employment and further education opportunities for the school leavers.

4.13 There is an adequate supply of teachers for all secondary school subjects. General and scientific subject teachers are trained at the Department of Education at Dar-es-Salaam University; agricultural teachers at the University's Department of Agriculture at Morogoro; commerce and home economics teachers at the Dar-es-Salaam Secondary Teacher's Training College; and technical teachers at the Dar-es-Salaam Technical College in association with the Secondary Teacher's Training College.

4.14 Studies and Technical Assistance. One of Tanzania's chief shortages of skilled manpower occurs in the commercial sector; particularly in relation to auditors, accountants and associated financial analysts. Recognizing this problem and realizing the need to create orderly planning for future development as well as to define professional standards, the Government, in 1972, set up a National Board of Accountants and Auditors (NBAA) charged with the rationalization of this sector including the establishment of national qualifications and standards for training.

4.15 There are seven institutes where commercial training including accountants/bookkeepers takes place and the Netherlands Government is to build another at Mbeya. The institutes operate under diverse managements including the University, the Prime Minister's Office and the Ministry of Finance. Courses vary considerably in length, content and quality of teaching with corresponding variations in the standard of instructional equipment and buildings.

4.16 The 1975 intake into training courses was 820 and the NBAA would like to increase this to 1,250 by 1980. In order to execute the relevant planning and the possible development of a future project in the area of accountants and management training, the NBAA are urgently in need of ten man-years of technical assistance as follows:

- (i) Two specialists in curriculum design, each for three years. They would survey all curricula and syllabi of existing accountancy training with a view to their harmonization and standardization within a framework of appropriate professional standards for Tanzania and generally define the examinations and experience needed for registration of the various grades of accountants and bookkeepers.
- (ii) One specialist in development of instructional materials for three years.
- (iii) One specialist in training management for one year who would survey existing physical facilities and assess teaching and administrative staffs and hence determine the need for expansion of facilities to meet estimated manpower needs.

Provision for office equipment would be included in the proposed project for use of the specialists.

4.17 Ten years ago Unesco carried out a comprehensive survey and assessment of Tanzania's general secondary schools; in view of subsequent extensive development of schools, the Ministry of National Education wishes to repeat the survey so as to update its base for future planning of this education sub-sector. Consequently, the proposed project includes four man-years of technical assistance to cover the services of an architect and general educator each for two years. Provision for operational costs, including one vehicle, for these two specialists is included in the proposed project.

4.18 As indicated above in paras. 3.06-3.13, the Government is making a major effort to expand primary education so as to attain UPE by 1977. More significant than the purely quantitative target are the intended changes of the content, functions and organizations of primary education. Within the context of the UPE policy not all the aspects of these changes have been articulated. To fully develop them the Government intends to carry out a review of primary education content and delivery system which will be, by and large, organized and conducted by Tanzanian educators with assistance from foreign specialists. The project would include two man-years of technical assistance services as well as operational costs for the review.

4.19 A major problem in the implementation of IDA education projects in Tanzania has been the belated appointment of technical assistance compounded by delays in providing housing for specialists under technical assistance contracts. Consequently, after reviewing this problem the Government gave assurances that the experts listed above would be promptly appointed and that the best effort will be made to provide them with residential houses.

4.20 The Government continues to investigate the possibility of obtaining technical assistance from UNDP or other bilateral or multilateral sources. Should such assistance materialize the savings, by agreement with the Association, might be used for project related items such as expansion of the village management technician training program or improvements to further secondary schools.

V. PROJECT COST, FINANCIAL PLAN, IMPLEMENTATION,
PROCUREMENT AND DISBURSEMENT

Cost Estimates

5.01 Construction cost estimates have been derived from costs obtained following recent competitive bidding in the third and fourth IDA education projects. The average cost per square meter in Dar-es-Salaam is estimated at about T Shs 2,400 which reflects a 130% cost increase during the three years 1972-74. The schedules of accommodation are functional and appropriate to student enrollments and the facilities at the five existing RTCs would be improved having regard to the special training purposes they are to serve. Estimates of equipment and furniture costs are also based on recent information obtained during implementation of the third and fourth IDA education projects. Operational costs included in the project provide for (1) the Project Executive under the Prime Minister's Office including limited subsistence and travelling expenses for VMTs when attending courses, stationery and office requirements and gasoline and spare parts for motorcycles and pedal-cycles; and (2) the Project Unit of the Ministry of National Education. The estimated costs and foreign exchange component of the various parts of the project are given in Annex 10 and summarized as follows:

Details and costing of proposed fifth education project:

	T Sh (millions)			US\$ (millions)			% of Total
	Local	Foreign	Total	Local	Foreign	Total	
1. <u>Civil Works, Furniture and Equipment</u>							
a. Village Management Technician Training Program	22.11	16.12	38.23	2.75	2.00	4.75	43
b. Improvement of 15 existing Secondary Schools	20.18	14.65	34.83	2.51	1.82	4.33	41
c. National Board of Accountants and Auditors	-	0.03	0.03	-	-	-	-
Sub-Total of 1	<u>42.29</u>	<u>30.80</u>	<u>73.09</u>	<u>5.26</u>	<u>3.82</u>	<u>9.08</u>	<u>84</u>
2. <u>Operational Costs</u>							
a. Village Management Technician Training Program	3.55	3.55	7.10	0.44	0.44	0.88	8
3. <u>Technical Assistance</u>							
a. Ministry of National Education /1	0.58	2.32	2.90	0.07	0.29	0.36	3
b. National Board of Accountants and Auditors	0.64	2.58	3.22	0.08	0.32	0.40	3
Sub-Total of 3	<u>1.22</u>	<u>4.90</u>	<u>6.12</u>	<u>0.15</u>	<u>0.61</u>	<u>0.76</u>	<u>6</u>
4. <u>Project Administration</u> (including vehicles, local transportation costs, office supplies and salary for local manager)							
a. Village Management Technician Training Program	0.64	0.64	1.28	0.08	0.08	0.16	2
b. Project Unit at Ministry of National Education	0.28	0.28	0.56	0.03	0.04	0.07	-
Sub-Total of 4	<u>0.92</u>	<u>0.92</u>	<u>1.84</u>	<u>0.11</u>	<u>0.12</u>	<u>0.23</u>	<u>2</u>
Total Baseline Cost: (November 1975, negotiation date)	<u>47.98</u>	<u>40.17</u>	<u>88.15</u>	<u>5.96</u>	<u>4.99</u>	<u>10.95</u>	<u>100</u>
5. <u>Contingencies</u>							
a. Unforeseen Events (8%)	4.58	2.36	6.94	0.57	0.29	0.86	
b. Estimated Price (29%) Increase	16.94	8.72	25.66	2.11	1.08	3.19	
Sub-Total of 5	<u>21.52</u>	<u>11.08</u>	<u>32.60</u>	<u>2.68</u>	<u>1.37</u>	<u>4.05</u>	
TOTAL PROJECT COST (1 - 5) /2	<u>69.50</u>	<u>51.25</u>	<u>120.75</u>	<u>8.64</u>	<u>6.36</u>	<u>15.00</u>	

/1 Includes review of primary education and secondary school facilities survey.
/2 Includes US\$0.50 million equivalent in taxes.

5.02 Customs Duties and Taxes. All items specifically imported for this proposed project would be exempt from direct customs duties and taxes in line with the practice of the Tanzania Government to grant customs and tax exemption to imports for educational purposes. Some of the building materials to be used by contractors for use in construction of the proposed project's institutions as well as operational and training requirements for the VMTs (e.g., gasoline for motorcycles) would be acquired on the open market and accordingly would have been subject to customs duties and/or taxes. Of the estimated civil works costs and other requirements, about US\$0.50 million would represent customs duties and/or taxes.

5.03 Contingency Allowances. Contingencies for unforeseen events add 10% to the cost of civil works and 5% to instructional equipment, furniture, and project administration. Estimated price increases are based upon the following annual rates for which price escalation has been calculated from the base cost date (November 1975) in accordance with the implementation schedule shown in Annex 12:

<u>Year</u>	<u>Civil Works</u>	<u>Furniture and Equipment</u>	<u>Training Operational Costs and Project Administration</u>
1975	24%	12%	10%
1976	20%	10%	10%
1977-79	20%	8%	8%
1980	20%	7%	8%

The high annual rates for price escalation for civil works are based on the findings of a detailed review of recent building experience in the education sector in Tanzania and an analysis of anticipated developments in the construction industry. This study clearly indicated substantially higher than rest-of-the-world average price escalation.

5.04 The Foreign Exchange Component of US\$6.4 million has been calculated as follows: (i) civil works and furniture, 28%; (ii) instructional equipment, 90%; (iii) project administration and operational costs, 50%; and (iv) technical assistance, 80%. The US\$6.4 million represents 43% of the project cost of US\$15.0 million (including contingencies and taxes) and the IDA Credit of US\$11.0 million would meet the foreign exchange component and 53% of local currency component.

The Financial Plan

5.05 The total project cost of US\$15.00 million would be financed as follows:

<u>Category</u>	<u>US\$ Million Equivalent</u>		
	<u>Tanzanian Government</u>	<u>IDA Credit</u>	<u>Total Project</u>
1. Civil works	1.76	5.30	7.06
2. Furniture, vehicles and equipment	0.07	2.00	2.07
3. Operational and Project Administration cost	0.51	0.55	1.06
4. Technical assistance	0.01	0.75	0.76
5. Unallocated	<u>1.65</u>	<u>2.40</u>	<u>4.05</u>
Total	<u>4.00</u>	<u>11.00</u>	<u>15.00</u>
Of which taxes	<u>0.50</u>		<u>0.50</u>

The Government's total contribution of T Shs 32.2 million spread over a period of six years with a maximum contribution of T Shs 8.0 million (including T Shs 1.0 million local taxes) in any year is within its financial capacity in the light of past capital expenditures for education (Annex 7).

5.06 The recurrent expenditures generated by the project would be about T Shs 4.0 million, i.e., under 1.0% of the estimated recurrent expenditures on education in 1975/76. This figure is low because the 1,500 VMTs to be trained are already employed by the Government and so no additional expenditures on their salaries will accrue from the proposed project's implementation. The recurrent cost of the project would therefore have negligible impact on total educational recurrent expenditure (Annex 6).

Project Implementation

5.07 The project would be implemented in about six years after credit effectiveness (Annexes 11 and 12) including six months for completion of payments and withdrawals from the Credit Account. In view of the nature of the physical aspects of the project, the implementation schedule may appear overly conservative, but it has been developed in the light of experience gained during implementation of previous IDA education projects in Tanzania and takes realistic account of difficulties inherent in the country. If the project is implemented more rapidly than presently anticipated, possible savings on estimated price increases could be used for project related items as agreed between the Government and the Association (paras. 4.05 and 4.20).

5.08 Administration. The proposed project includes components which would operate under the Ministry of National Education, the Ministry of Finance and the Prime Minister's Office. The existing Project Unit, which

is an integral part of the Project Planning Section of the Ministry of National Education and is implementing the fourth education project, would be responsible for:

- (i) all operations concerned with expansion of the 15 general secondary schools; and
- (ii) the documentation associated with employment of the four specialists to be employed by the National Board of Accountants and Auditors under the Ministry of Finance as well as for procurement of equipment for the NBAA.

As part of its ongoing responsibilities, the Project Planning section of the Ministry of National Education will oversee both the primary and secondary school surveys.

5.09 The Project Unit is receiving major technical assistance from a Danish International Development Agency (DANIDA) team of experts and additional assistance from five experts provided by the Norwegian Agency for International Development (NORAD) (Annex 13). The NORAD experts are scheduled to terminate their contracts on March 31, 1978. An agreement has been reached between the Government and DANIDA that technical assistance as indicated in Annex 13 would be available to assist the Project Planning Section of the Ministry of National Education and would be retained at least until March 31, 1980. The Government provided an assurance that adequate local counterpart staff, for on-the-job training and subsequent take-over from the expatriate project implementation staff, would be provided.

5.10 The physical aspects of implementation of the proposed project are scheduled for completion by June 31, 1981, i.e., 15 months after the DANIDA team's contract expires. In case this contract cannot be renewed, provision for three man-years of technical assistance to cover the services of an architect, a quantity surveyor and a building inspector are included in the proposed project. Agreement was reached with the Government that staff, generally as indicated in Annex 13, would be provided for the Project Unit and maintained throughout the period of project implementation and that all possible efforts would be made to ensure that houses for the architect, quantity surveyor and building inspector would be provided.

5.11 For implementation of the Village Management Technician Training Program, the Project Executive (para. 4.06) under the Prime Minister's Office would be responsible for the organization and operation of the five RTCs, the training of the VMTs, the dissemination of information to Regional and District offices and the briefing of Ward secretaries. The Project Executive in association with Regional and District administrations would maintain records of all expenditures incurred in consequence of implementation of the VMT Training Program. As indicated in para. 4.07 above, an agreement has been reached with the NORDIC authorities that not less than five experienced experts would be provided for the Project Executive. The Government confirmed that all possible efforts would be made to ensure that houses would be available for these experts.

5.12 Professional Services (Architectural/Engineering). The Project Unit would be responsible for the design, preparation of construction documents and supervision of all construction. Standardized designs already used for the fourth education project would be used for the proposed project and modified in the light of experience to incorporate maximum use of local labor and materials. Satisfactory sites are available and owned by the Government for all proposed project items.

Procurement

5.13 The civil works contracts for the **expansions** of the 15 secondary schools are each estimated to cost over US\$200,000 and therefore large enough to require international bidding in accordance with Bank Group guidelines. Qualified domestic contractors would be allowed a preferential margin of 7-1/2% over bid prices of competing foreign contractors. Except as noted below in paragraph 5.14, contracts for furniture, vehicles, construction materials and equipment would be on the basis of international competitive bidding if they can be efficiently grouped into contracts larger than US\$120,000. Government procurement procedures, which are satisfactory, would apply for the smaller contracts. All decisions on contract grouping would be made by the Project Unit in consultation with the Association. Domestic manufacturers of furniture and equipment would be allowed a preference of 15%, or the existing rate of duties, whichever is lower, over the c.i.f. price of competing foreign suppliers. Standard sketch designs, draft tender documents and master lists of construction materials, furniture and equipment would be reviewed by the Association. Review of tender evaluation documents for civil works by the Association prior to award would be required. For equipment, furniture and construction materials, review of tender evaluation documents would be required for the contracts larger than US\$120,000 equivalent.

5.14 As the VMT houses proposed in this project are individually small and involve self-help contributions, they will not be subject to construction contracts. Because of the wide geographic dispersion of the VMTs, construction materials for their houses and their pedal-cycles would be purchased locally by the individual VMT where local stores maintain adequate supplies of the required items. For areas where such supplies are not available, the regional governments would be responsible for purchasing these items and distributing the needed quantities to individual villages.

Disbursement (Annex 12)

5.15 Disbursements would be on the basis of:

- (a) 100% of foreign expenditures for furniture, equipment, vehicles and technical assistance;
- (b) 100% of ex-factory cost for locally manufactured furniture and equipment, or 85% of local expenditures for locally procured imported furniture and equipment;

- (c) 90% of local expenditures on technical assistance, and local transportation of equipment, materials and furniture;
- (d) 75% of total expenditures for civil works including materials for VMT houses; and
- (e) 50% of total expenditures for operational costs and project administration.

Disbursements would be fully documented except for those concerning (i) local transportation of equipment, materials and furniture, (ii) operational costs of the Village Management Technician Training Program, and (iii) project administration. Disbursements for these items would be made on the basis of a certificate of expenditure, documentation for which would not be submitted to the Association but retained by the Borrower and available for review in the course of project supervision. Upon agreement between the Government and the Association, any funds remaining on completion of the project would be used for other project related items (paras. 4.05, 4.20 and 5.07).

5.16 Retroactive Financing. During appraisal of the proposed project in June 1975, detailed planning for implementation of the Village Management Technician Training Program was in an advanced stage (para. 4.05) and in view of the urgency to train VMTs for village development, the Government wishes to implement the program without undue delay. Consequently, retroactive reimbursement is recommended for (a) furnishing and equipping the five RTCs for purposes of the Program and (b) general operational and office expenses for the Project Executive. This could speed up implementation of the Program by about six months. Retroactive reimbursement should cover expenditures from October 1, 1975. The amount of expenditures before the date of the Credit Agreement is not expected to exceed US\$150,000 equivalent, of which US\$120,000 would be eligible for reimbursement.

VI. BENEFITS AND JUSTIFICATION

6.01 The project includes three separate elements in support of Tanzania's educational policy: (a) a program for the development of the personnel necessary to organize and administer the cooperative villages; (b) continuation of the improvement of secondary education started immediately after independence; and (c) the provision of specialists' services and studies required to reorganize and plan further development in accountancy and financial training and to review the content, functions and organization of primary education. In addition to the specific benefits outlined in Chapter IV above, the strengthened organization of village life and the reorientation of the cooperative movement toward productive functions (paras. 2.02 and 2.05) are not only the main objectives of the VMT Training Program but also the essential prerequisites for successful mobilization of village resources and of the Tanzania agricultural development program which is being supported through various Bank Group projects. Also, the improved teaching of practical subjects in secondary

schools would not only provide students with the background on which to build experience and on-the-job training but also prepare them to teach a broad primary/community school curriculum as a part of the voluntary or semi-voluntary teaching service which they are expected to fulfill. By giving priority to well-selected elements of strategic importance, the project is, therefore, expected to provide a significant contribution to overall sectoral developments.

6.02 In the light of the difficulties experienced with on-going education and training projects in Tanzania (para. 1.01), particular attention has been devoted to institution building as a part of the present project with the expectation that one of the project's benefits would be improved implementation capability. In particular, through the technical assistance and counterpart training provided by DANIDA and NORAD as well as under the proposed project, the Project Planning Section at the Ministry of National Education of which the Project Unit is a part, would become an efficient school design unit to be eventually wholly staffed by Tanzanians; also the standardization of design and instructional equipment promoted by the project would result in improved efficiency and economy through the education system. The Project Executive, under the Prime Minister's Office, would have long-term responsibility for planning the training of village personnel and for providing institutional coordination among several agencies of Central Government, the local authorities and TANU; this may result in streamlining of administrative procedures and improved communications at the various levels of Government related to village development. The strengthening of the NBAA would assist improved institutional coordination among the various agencies and institutes in charge of accountancy training in addition to planning future developments in an area of skill development particularly important for growth and efficiency of public and private enterprises.

6.03 Risks. The VMT training program is the first scheme of comprehensive in-service training for the promotion of village development launched in Tanzania. It is also the first time that a Bank Group education project includes a scheme of this type. Therefore, there are considerable risks associated with its innovative and experimental nature: (a) the training courses need testing; (b) the VMT's appointment would cause an alteration in the existing authorities relationship at the Ward and village levels as described in Appendix II paras. 10-12 and their effectiveness highly depends on the acceptance they are able to gain from various groups of officials; and (c) the success of the physical aspects of the program - i.e., the provision of pedal-cycles and the self-help housing program - hinges upon initiative and effort at the Ward level. Several measures have been taken to minimize these risks: (a) a strong technical assistance team experienced with problems of rural development in Tanzania would back-up the project and is already in post; (b) courses and course materials have been fully developed and evaluated in detail; (c) provisions have been made for briefing the existing authorities at the Ward and village levels on the role of the VMTs; and (d) special programs have been prepared for giving to the Ward Secretaries initiative, responsibility and control over the physical aspects of the project at the Ward and village level. Most importantly, careful evaluation

and monitoring provisions have been worked out in order to gain experience from the successes and possible failures of the first stage of the program with a view of programming a second and broader stage at the opportune time.

6.04 In conclusion, in spite of the considerable risks associated with the VMT Training Program, the benefits expected from the proposed project point to its suitability as an integral part of the strategy for human resources and manpower development of Tanzania.

VII. AGREEMENTS REACHED AND RECOMMENDATION

7.01 Agreement was reached with the Government on the following principal points:

- (a) evaluation and reporting procedures (para. 4.08); and
- (b) implementation arrangements and training of counterpart staff (paras. 4.07, 4.19 5.09, 5,10 and 5.11).

7.02 Retroactive reimbursement is recommended for the Village Management Technician Training Program for (a) furnishing and equipping the five RTCs for training purposes and (b) general operational and office expenses for the Project Executive (para. 5.16).

7.03 The proposed project constitutes a suitable basis for an IDA Credit of US\$11.0 million equivalent to the United Republic of Tanzania.

UNITED REPUBLIC OF TANZANIAFIFTH EDUCATION PROJECTEducation and Training SystemEducational Strategy

1. Tanzania's First Five-Year Development Plan (1964-69) contained the educational strategy that the country was to adopt for the years immediately after independence. In accordance with that strategy, priority was given to measures designed to obtain an adequate supply of skilled manpower by 1980, and to provide a comprehensive educational system for adults and children at the earliest possible opportunity. Education priorities in this period also concentrated upon technical education and the provision of specialized training required by the various ministries and technical agencies of the Government.
2. Toward the end of the First Plan period, the Government in 1967 enunciated the Arusha Declaration which made explicit the socialist ideology of the country and outlined the twin pillars of a new development strategy: self-reliance and rural development. Soon after the publication of the Arusha Declaration, President Nyerere issued a new policy declaration on education entitled: "Education for Self-Reliance." The direction and policy orientation mapped out by Education for Self-Reliance and the Arusha Declaration were reflected in the Second Five-Year Plan (1969-74). The Plan announced a shift in emphasis towards primary education, committing the Government to universal primary education by 1989.
3. The massive expansion of primary education envisaged in the Second Plan was meant to be effected in part by the reduction in the growth of secondary school enrollment. The Second Plan also envisaged the further development of a range of post-secondary training in accountancy, commerce, management, administration, secretarial skills, agriculture, health, cooperative studies, local government, etc., for which the foundation had been laid in the first Plan period. Further, the Second Development Plan had major implications for non-formal and adult education. By shifting emphasis to rural areas, the Second Plan required the Government, assisted by local organizations, to develop a variety of adult and non-formal education schemes in such fields as health education, sanitation, community development and political education. In particular, the Plan indicated that primary schools would be used for the teaching of such skills. The primary school was to become a "community center"--a focal point for the educational needs of a whole community, rather than remaining as a detached institution to be used only for the education of children.

4. The Second Plan was modified in 1971 to give greater priority to the provision of basic services--water, health and education--to all the population. Accordingly, a national literacy program was launched in 1972 aimed at eradicating illiteracy by the end of 1975. In another significant policy change, announced in November 1974, the target year for the attainment of universal primary education was set at 1977. In that announcement, it was also stipulated that secondary school outputs would not obtain direct entry into the University, but would enter employment for an unspecified period before being admitted into the University.

5. The Third Five-Year Plan (1975-80), which the Government is expected to publish shortly, is likely to give priority to the measures adopted during the previous Plan period, with increased emphasis being accorded to basic, adult and primary education. At the same time, diversification of secondary education will probably be continued.

Organization and Management

6. Public primary schools are directed by 21 Regional Education Officers operating through 80 District Education Officers. Secondary, technical, teacher training and higher education are under the direct control of the Ministry of National Education. Private schools are controlled by the Government but receive no financial support. In addition, there are a number of professional schools and training programs which are operated either by parastatal organizations or by Government agencies other than the Ministry of National Education. Most of these institutions were established to provide in-service or pre-service specialized training for a particular Ministry or parastatal agency.

General Education

7. Primary education begins at age seven and is a seven-year course (Standards 1-7). Swahili is the language of instruction but English is taught at all levels. Fees were abolished in 1973. A promotion examination at Standard 4 for pupils in primary schools was progressively phased out and the last such examination was held in 1973.

8. In the period since independence (1961-74), enrollments in public schools increased from nearly 500,000 to 1.29 million representing about 44% of the relevant age group. Standard 1 enrollment in 1974 amounted to about 57% of the age group; however, this included a significant number of over-age pupils. Enrollment in private schools was estimated at nearly 23,669, but is likely to decrease as public schools are expanded. There are in total about 5,185 schools, 372 of them private.

9. Nearly 90% of primary school leavers terminate their formal education at primary level, and the curriculum is aimed principally to meet their

needs rather than those of the minority who proceed to secondary schools. Most primary schools have a garden and some 20% have a practical subjects room. Increasing emphasis is being given to agriculture, home science and simple craft work.

10. Due to the scattered nature of the Tanzanian population, access to primary education has been difficult in rural areas. The ujamaa villages development policy is gathering scattered families into new villages, thereby facilitating the spread of primary education in the rural villages.

11. General secondary education comprises a four-year lower secondary course (Forms 1-4) followed by a two-year pre-university course (Forms 5 and 6). All post-primary education is in English and no fees are charged in public schools. Dropout and repetition rates are negligible. After completing Form 4, pupils sit for the National School Certificate examination and at the end of Form 6 for the National Higher School Certificate examination. These examinations were first instituted in 1971, replacing the East African examinations which themselves had replaced the Cambridge University examinations.

12. Enrollments in public secondary schools are geared to manpower needs. Total enrollment during the period 1961-1974 nearly tripled to some 36,000 while at the pre-university level enrollments increased more than seven-fold to about 3,700. Even so, secondary enrollments amounted in 1974 to only 2.5% of the 14-19 years age group, 2.8% at the lower level and 0.8% at the upper. In line with the Government's policy to gear secondary school enrollment to manpower needs, the progression rate (from Standard 7 to Form 1) has been declining; it went down from 11.2% in 1970 to 6.9% in 1974.

13. Secondary school standards are reasonably good. Over 90% of the teachers are trained Tanzanians (1974) as against only 15% in 1967. The curriculum is still largely academic though it has been adapted to the local background in such subjects as history, geography and biology. Increased emphasis is now being given to practical subjects such as agriculture, commerce, craft training and home science; this change is being supported in the fourth and proposed fifth educational projects. The new entrance requirements for the University (para. 4) will have an effect on the secondary curriculum, especially at Forms 5 and 6 level. One such implication is that the secondary school course, particularly in Forms 5 and 6, will have to prepare students directly for work because they are expected to enter employment before being admitted to the University.

14. Nearly three-fourths of secondary school students are boarders; only in Dar-es-Salaam schools do day pupils outnumber boarders. The need for boarding facilities arises from the low population density and the large catchment area of all secondary schools outside Dar-es-Salaam. In addition, secondary school students require facilities for study which are provided in boarding schools but which are lacking in many Tanzanian homes; the performance of boarding school pupils in examinations is considerably better than that of day students.

Primary Teachers and Teacher Education

15. In 1974 there were 25,413 teachers in public primary schools and about 930 in private schools. Of these teachers, 10,000 were Grade A (two years teacher training following completion of Form 4), some 14,500 were Grade C (two years training following completion of Standard 7) and the rest were unqualified. Government policy is to use Grade A teachers for the upper primary Standards 5 through 7 and Grade C teachers for the lower standards. The salaries of Grade A teachers are on average 29% higher than those of Grade C.

16. In 1974 there were 22 Primary Teacher Training Colleges (PTTC's) offering pre-service training for primary teachers with an enrollment of 5,951 in the Grade A and C programs. In addition, in-service courses for practicing teachers are given in the Bagamoyo College of National Education.

17. With only 44% of the age group enrolled in primary schools and a high pupil/teacher ratio, there is a need for more teachers. The main constraint on expansion is financial. There is no lack of candidates for primary teacher training courses, and the Government could effect significant economies by gradually eliminating Grade A teachers and establishing a new grade of qualified "primary school teacher" to be paid on the Grade C scale irrespective of qualifications prior to admission to the PTTC course. In view of the policy to attain universal primary education by 1977, the Government has announced that a teacher training course would be introduced into secondary schools so that students can teach in primary schools during or after their secondary school studies as part of their employment prior to be considered for University admission. This employment is likely to be largely on a voluntary basis and so help to keep the cost of the attainment of universal primary education to a minimum.

Secondary Teachers and Teacher Education

18. In 1974 there were 1,850 secondary school teachers in public secondary schools of whom 1,670 were trained Tanzanians. The student/teacher ratio is low at 19:1 and the Government is reluctant to increase it in view of the relative inexperience of the Tanzanian teachers who have steadily replaced expatriate teachers. Nevertheless, this low ratio is uneconomical. In 1974 private secondary schools employed 585 teachers, giving a student/teacher ratio of 24 to 1.

19. Diploma level teachers for Forms 1-4 are trained in a two-year course at the Chang'ombe (Dar-es-Salaam) Teacher Training College. Courses offered include training for technical subjects, commerce and domestic science. Total 1974 enrollment was 470. Graduate teachers are trained at the University in three-year courses; recent total enrollments have averaged 600. The entry to both diploma and graduate courses has been the Higher School Certificate, but the Government is reviewing this policy, in particular with respect to entry to University courses. Planned outputs of teachers are adequate to meet requirements to 1980.

Technical and Vocational Education

20. The four secondary technical schools at Moshi, Ifunda, Mtwara and Tanga provide four-year post-primary courses with emphasis on industrial skills; the courses would also lead to the School Certificate, thereby allowing students to pursue higher education. The enrollment in 1974 was about 2,450 with the main development at Moshi where additions are being made to provide for Forms 5 and 6 and leading to Higher School Certificate.

21. Supported by the Vocational Training Act, 1972, trade training is the responsibility of the Ministry of Labour and Social Welfare which has an agreement with UNDP to develop a National Industrial Training Program incorporating an apprenticeship scheme. The project is being executed by ILO with assistance from the Canadian International Development Agency (CIDA), and the first stage was completed in March 1973. A second stage, including development of vocational training centers at Tanga and Mwanza, is being assisted under the fourth IDA project. The Vocational Training Center at Dar-es-Salaam has an output of 150 craftsmen p.a. and includes a technical teacher training scheme designed to meet the Programs' future needs. Other training facilities with an output of about 200 p.a. have been developed using improved accommodation. Estimated output at the lowest level--Trade Test Grade III--of the Ministry of Labour's scheme from the three centers, when in full operation, will be 750 per year.

22. The principal institute for technician training is the Dar-es-Salaam Technical College which operates full-time and part-time, day and evening courses. Because of very rapid phasing out of expatriates the College is short of experienced engineering staff, but Unesco has recently provided a team to alleviate this shortage. Enrollment in the three-year full-time technician course in 1974 was about 900 and 54 were enrolled in the three-year full-time diploma course which follows the technician course. The Federal Republic of Germany is assisting the development of a new technical college at Arusha to train technicians in 4-year courses of which three years would be full-time in the college and one-year in industry. There would be an intake of 120 students p.a. with an output of 100 technicians yearly. Engineering training at degree level is being developed at the University with help from the Federal Republic of Germany.

Management and Accountancy Training

23. There are a number of post-secondary institutions, training middle-level and high-level manpower in management, accountancy and allied fields. However, their operational efficiency needs improvement and a plan for general coordination is a prime necessity. Recently a National Board of Accountants and Auditors (NBAA) was established to oversee various aspects of the accountancy profession--training, planning, coordination, etc. It is expected that the NBAA will bring about an improvement in the training and performance of the professionals in the field.

Education Radio

24. Radio Tanzania broadcasts educational programs weekly for primary and secondary schools. The languages of instruction are Swahili for primary schools and English for secondary schools. Subjects covered for secondary schools include English, history, civics, and science. There is no national television service and none is planned.

Nonformal Education

25. Tanzania's development strategy is heavily committed to rural development and administrative decentralization to village level. In line with this strategy, Tanzania has an extensive system of nonformal education catering primarily to rural villagers and farmers, as well as to village and cooperative leaders. The 44 Rural Training Centers which train village and community leaders are being supplemented by the primary schools which are serving as community education centers for a variety of nonformal education programs in health, sanitation, and community development and political education. Precise figures are not available, but the Ministry of National Education estimates that 1.5 million adults participate in nonformal education programs.

Higher Education

26. In July 1970, the three constituent colleges of the University of East Africa became the three separate Universities of Makerere in Uganda, Nairobi in Kenya and Dar-es-Salaam in Tanzania. The University of Dar-es-Salaam comprises Faculties of Arts, Law, Medicine, Engineering and Science in Dar-es-Salaam itself and a Faculty of Agriculture at Morogoro some 120 miles away. The University also houses a Department of Education for the pre-service training of graduate secondary school teachers and an Institute of Education which gives in-service courses and works on curricula. Both degree and diploma courses are offered; the total enrollment is about 2,100. In addition, nearly 350 Tanzanian students are enrolled in degree or diploma courses in Makerere and Nairobi and a similar number in post-secondary courses overseas.

Education Finance

27. Education and training in Tanzania is financed from both public and private sources, but private sources, which before independence were relatively important, now comprise less than 3% of all expenditure on education and training. Due to Government's expansion of primary education, private expenditures at this level are negligible, but for secondary education, the share of private expenditures has been increasing to meet social demand. Public education is free at all levels, but students pay for textbooks and stationery at the higher levels.

28. Total Expenditure. Total public expenditure on education in 1974/75 including foreign assistance, is estimated to amount to T Shs 885.6 millions, i.e., about 5.9% of GDP (Annexes 5, 6 and 7). Tanzania receives assistance for education from many sources including India, Canada, the Netherlands, Sweden, Denmark and Norway; in 1973/74, a total of about US\$15.0 million was received in grant aid and credits. These figures are probably an underestimate since items such as training and scholarships as well as direct-to-project (non-cash) contributions such as consultants services and equipment are not included.

29. Recurrent Expenditures. In 1962/63, the Ministry of National Education's share of educational recurrent expenditure was approximately 80% of total Government recurrent expenditure on education, but by 1972/73 the proportion had fallen to 39%. This drop was due to the devolution of primary and adult education to Regions and also to a number of Ministries embarking on training programs--the most important being Agriculture, Home Affairs, Health, Labor and the Prime Minister's Office--these programs in 1973/74 accounted for 14% of total expenditures on education and training. During the period 1969/70 to 1973/74 educational recurrent expenditures grew at an average rate of 15% p.a.

30. The percentage breakdown of recurrent expenditure by level and type of education has been as follows:

	<u>1969/70</u>	<u>1971/72</u>	<u>1973/74</u>	<u>1974/75</u>
Administration	6%	5%	4%	7%
Primary	50.8%	52%	42%	43%
Secondary	24.0%	20%	27%	19%
Teacher Training	6%	6%	8%	6%
Higher Education	13%	14%	14%	17%
Adult	<u>0.2%</u>	<u>3%</u>	<u>5%</u>	<u>3%</u>
	100%	100%	100%	100%

31. As the table demonstrates, there have been no major changes in the distribution of recurrent expenditure on education and training activities with the exception of adult education which has shown a sharp increase in the four years under review reflecting the active adult literacy campaign. Administrative costs fell steadily in relative terms between 1969 and 1973/74 but have risen since decentralization of the Government to Regions. Primary education costs have remained between 40% and 50% of total Ministry costs. The recurrent expenditures per student for primary education, secondary education and higher education are T Shs 180, 2,000, and 6,000 to 10,000 respectively.

32. Capital Expenditures. Between 1969/70 and 1973/74, capital expenditures on education and training more than doubled (Annex 5), and as a proportion of total Central Government capital expenditures indicate the continuation of the trend established in the earlier years of the Second Five-Year Plan, that is, the growth in relative importance of expenditures by Ministries other than the Ministry of National Education, the importance of primary and secondary educational investments, and the increase in teacher training facilities. Outside the jurisdiction of the Ministry of National Education, investment has been expanding in training facilities run by the Ministry of Agriculture (for the training of Ministry staff and the instruction of farmers and ujamaa villages), the Prime Minister's Office (for cooperative and rural development training), Central Establishments (for civil service training), and the Ministry of Labor (for vocational training).

UNITED REPUBLIC OF TANZANIA

FIFTH EDUCATION PROJECT

Village Management Technician Training

Introduction

1. Consistent with its socioeconomic development policy for the rural areas, Tanzania has steadily increased the pace of villagization of the rural population. By mid-1975, some 5,000 villages had been established and the Government anticipates completing this program during 1976, when the final number of villages is expected to be about 9,000. While all branches of Government are involved in the villagization program, the central thrust in mobilizing the people, once settled, falls upon the cooperative movement which has many shortcomings and problems which are largely rooted in the historical legislation which emphasized regulatory functions at the expense of promotional action.

2. There is a lack of skilled personnel to undertake management functions and the development of such people in adequate number will take many years to attain and involve the use of carefully planned and phased training programs. An initial program would involve the retraining and restructuring of existing cooperative field staff ^{1/} so that they may contribute effectively to the solution of village management problems and assist the reorientation of the cooperative movement towards production and reduce the emphasis on regulatory functions.

3. To assist Tanzania in this endeavor the proposed fifth education project would: (1) help establish a Project Executive which would report directly to the Commissioner for Ujamaa and Cooperatives of the Prime Minister's Office (Annexes 8 and 9); (2) establish four highly qualified training teams which will retrain 700 cooperative inspectors and 800 community development assistants and reassign them as Village Management Technicians (VMTs); (3) provide pedal-cycles and house-building materials to the VMTs who would be assigned to Ward level on the basis of one VMT for a group of five villages; and (4) establish within the Project Executive a monitoring and planning unit to continuously evaluate training needs and methods and prepare for the second stage program.

4. At every level of Government--National, Regional, District, Ward--there are parallel units of Tanganyika National Union (TANU) Party Committees (Annex 1) whose purpose is to monitor planning and implementation to ensure

^{1/} Cooperative field staff comprise cooperative inspectors and community development assistants.

that development accords with Party policy. The lowest unit at Ward level is relatively new and includes a number of villages varying from two to eight. The VMTs would be the first group of civil servants to be posted throughout the country at this level; they would be under the guidance of the Project Executive who would operate in close consultation with the Commissioner and the Regional offices of the Ujamaa and Cooperative Development Department of the Prime Minister's Office. Although ultimately the VMTs would cover all the country, priority areas would be identified for the posting of the first VMTs taking into consideration other development activities, particularly agricultural development projects.

5. The VMTs, working closely in an advisory capacity with their respective TANU Ward secretaries, would become the Government's main agents in the villages; their work would concentrate on: (i) assisting villagers to assess relative priorities for village development; (ii) drawing up village development plans and obtaining support for these plans at the District level; and (iii) training of village officials in bookkeeping methods and other skills needed to help the administration of the villages.

Details of Training Program

6. The Project Executive includes a training advisor (a specialist of the NORDIC team) who is primarily responsible for planning, organizing and conducting courses for teaching staff to be used for training the VMTs. The teaching staff, who are being selected from cooperative inspectors who are graduates of the Moshi Cooperative College and have several years of rural development experience, would be given special courses at the Kisarawe RTC near Dar-es-Salaam. About 30 would be trained so that 4 team leaders, 12 instructors and 8 support instructors would be available for posting to 4 strategically sited RTCs at Shinyanga, Nzega, Mbulu and Iringa. An executive officer would be provided at each RTC to take care of daily administration. All five RTCs would be provided with equipment and furniture under the proposed project.

7. The 700 cooperative inspectors would receive a 5-week course with emphasis on management responsibilities and techniques applicable to village development, while the 800 community development assistants would be required to complete successfully a correspondence course prepared by the Moshi Cooperative College to qualify for a 14-week course which would deal with the broad technical and administrative aspects of village development. Two of the four RTCs would concentrate upon the 14-week course, and 2 on the 5-week course until all cooperative inspectors have been trained, when all four RTCs would conduct 14-week courses. Details of all the courses, viz., the 5-week, 14-week and correspondence courses have been prepared with the curricula, syllabi and teaching programs carefully integrated and designed to train the VMTs in the practical requirements of their work in the villages.

8. Provision has been made in the project's total cost for the construction of houses for VMTs on a self-help basis. The siting of each house and the initiation of the self-help construction work prior to the arrival of the VMT at his duty station will be the responsibility of the Ward secretary; consequently, the instruction of Ward secretaries in their duties in relation to the VMT program is important and will form part of the project.

9. Each VMT will have about five villages within his Ward and a visit to each village would average about 100 miles of travelling. Therefore, it is essential that the VMTs have pedal-cycles in order to cover their territory efficiently. Lack of transport for present cooperative field staff is a factor which severely limits their effectiveness. To facilitate visits to VMTs by headquarters staff, funding is also provided for five motorcycles for each District headquarters. Repair and spare parts facilities would be available for the motorcycles and pedal-cycles through the provision of a repair depot at every Regional headquarters.

10. The appointment of the VMTs to Ward level and the expansion of their current responsibilities to include a technical management function, will cause a significant alteration in the authority relationship at Ward and village levels. Thus, to ensure the rapid integration and full effectiveness of VMTs, it is vital that all those who are in any way affected by this new arrangement are fully aware of the plans, the potential benefits, and their own official relationships with the VMTs before the VMTs take up their posts at Ward level.

11. The following groups of officials are thus affected (Annex 1): Party Secretaries at Regional, District and Ward levels; Regional and District Development Directors, Ujamaa and Cooperative Development officers at Regional and District levels; and their desk officers, Village Committee members and other rural development workers working at village level.

12. To ensure that the groups mentioned above receive adequate training and/or orientation in order to obtain their full cooperation with and support of the VMTs upon their arrival at the new posts, certain steps are necessary. Since it will not be possible to post VMTs into all Regions at the same time, a program incorporating the following components can be run for staff of the first Regions to be selected. The program will be repeated as required for staff from the remaining Regions.

13. Since the District Ujamaa and Cooperative Development officers and their desk officers will have responsibility for supervision of the VMTs upon completion of their training, each of the first two aforementioned will need to attend a 3-week course in order to be briefed on the new responsibilities of the VMTs. The courses will be conducted by the Project Executive at the Kisarawe RTC and the Moshi Cooperative College. Upon their return to their Regions, the District and Desk Officers would hold meetings with

Regional and District level officers and party secretaries to orient them to the details and implications of the program. Prerecorded tapes containing the essential points of the training for Ward secretaries would be distributed and would form the basis of instruction. Following their training, each Ward secretary would hold meetings in every village within his Ward to inform village committees and rural development workers in those villages of the purpose and plans of the VMT program.

UNITED REPUBLIC OF TANZANIA
 FIFTH EDUCATION PROJECT
 Government Decentralization – TANU Party and Related Field Staff



^{1/} This represents the probable maximum figure when villagization is completed. Approximately 5,000 villages are now in existence.

———— lines of responsibility
 - - - - - technical lines

Source: Prime Minister's Office and Bank Group Staff

COMPARATIVE EDUCATION INDICATORS
(DECEMBER 3, 1975)

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)													
	POP.	PRICES	GNP	% GNP TO EDUC.	GNP TO EDUC.	DEVTED	PUBLIC	EDUCATION	ILITER.	PRI.	COMPLE.	STU.	SCH.	TEACH.	PROGRESS.	SEC.	STU.	ENROLL.	IDENTS	PER	HIGHER	ENROLL.	PER	TEACH.	RATIO	PER	(%)
YR1	(000)	(US\$)	(M)	(%)	(M)	(M)	(M)	(M)	(%)	(M)	(%)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(M)	(%)
ADVANCED																											
AUSTRIA	73	7.5C	2,410C	4.3	9.9	470	250	200	99	98	93	26	2.0	99	51	19	9.00										
CANADA	72	21.8	4,440	7.7	19.4	30	3A	19	9A	91	9A	24	2.0	99	82	17	9.00										
GERMANY F. REP.	72	61.6	3,190	4.2	14.2		74**	26	89	91	99	33		99	91	22	17.00CY										
JAPAN	71	106.9C	2,320C	4.3	20.7	39	3A	12	99	99D	99C	25C		99C	94D	20C	28.00CY										
NETHERLANDS	72	13.3	2,640	8.5	19.1G	32	45	19	99	95	95	29	3.0	97	73	20	11.00										
NEW ZEALAND	73	2.9C	2,560C	5.2	**	39	24	29	99	99	99	26		99	67	19	24.00										
NORWAY	72	3.9	3,340	7.0	15.2	58	23	13	99	99	9A	20	1.9	99	99	76	14	11.00									
SWEDEN	73	8.1C	4,480C	8.9	16.0	36	14	13	99	99	99	17		90	85	10	30.00										
U.K.	70	55.8C	2,600C	5.8	13.8	...	...	...	97	9A	...	28		...	58	1A	...										
U.S.A.	72	208.8	5,590	6.0	15.4	...	73**	27	99	99	90	250	2	...	93	1911	28.0										
EUROPE																											
GREECE	71	8.9C	1,460C	2.2	11.1	50Y	29Y	14Y	82A	95Y	...	32Y	...	70A	58Y	43Y	11.00										
IRELAND	72	3.0	1,590	5.1	13.9D	43Y	41Y	14Y	98	97	99A	35	...	95A	75	19	7.00A										
PORTUGAL	72	9.7	730	...	...	...	...	...	...	91XY	...	...	...	...	65XY	...	7.60Y										
SPAIN	71	34.3C	1,100C	2.48	15.2A	49Y	22Y	15Y	94A	91A	...	35A	...	...	29A	30	6.00A										
AFRICA																											
ALGERIA	73	14.2C	430C	9.0A	...	43	32	16	25A	67	86	43	6	37	18X	2A	3.50										
BOTSWANA	72	0.6	160	...	...	...	...	...	...	60DY	...	35DY	...	...	8Y	18DY	0.30Y										
BURUNDI	72	3.6	60	...	...	...	...	...	...	27XB	...	38BY	...	...	28BY	11AY	0.15AY										
CAMEROON	70	6.0C	200C	3.0	20.0	38Y	29Y	17Y	...	74	...	51DY	...	...	A	23CY	0.90CY										
C.A.R.	70	1.6C	160C	4.0N	20.0	56	19	...	...	60CY	25	68Y	...	18	5CY	27BY	0.07Y										
CHAD	70	3.8C	80C	4.3	14.3	77	23	...	...	29XB	...	68Y	...	...	29	30	0.019Y										
CONGO(B)	73	1.3C	300C	6.4	26.4	45RY	38Y	15RY	50Y	138X	...	63	...	...	29	43Y	2.44Y										
DAHOMEY	73	2.9C	110C	3.1	32.0	47	23	10	11	32XB	70R	58A	...	...	7A	38R	0.44RY										
ETHIOPIA	73	2.9C	90C	5.3	20.0	42	29	18	7	17C	42	50	3	...	7	30	0.20										
GABON	73	0.5C	800C	5.0	24.6	25	9	11	...	184XB	25C	46C	5	18A	20C	21C	1.00CY										
GHANA	71	9.1C	340	6.3	24.7	27BY	33BY	13Y	9A	52	57A	46	...	14	11X	16CY	0.78AY										
IVORY COAST	72	5.4	340	4.7	20.4DR	380	150	230	...	105X	...	40	A	...	12	23	1.28AY										
KENYA	73	12.1C	170C	6.4	27.0	63	11	11	40	...	...	45	...	...	10	25	0.44Y										
LESOTHO	73	0.9C	90C	4.7	22.0	83C	15C	24C	40	65	...	45	...	...	20	22	0.03										
LIBERIA	74	1.6C	335C	2.7	13.9	25	13	22	...	59	...	39	...	...	20	20	1.00AY										
MAJAMI	74	4.7C	100C	3.1	20.9	...	...	...	...	56X	(0	50	7.0	40	4X	20	0.26CY										
MAJ	74	5.1C	70C	4.6N	32.3	36R	52R	12R	1A	22	40	40	14.0	37	4	17	0.16AY										
MAJRTANTIA	70	1.2C	190C	4.5	21.0	...	...	...	...	15X	...	22	...	...	3	24	...										
MAJRTITUS	72	0.8	300	3.7	11.7D	71	10	4	...	86	99	31	...	...	31	30	1.07CY										
MOROCCO	74	15.9C	270C	5.0C	16.5	44	47	9	267	50X	21	37	...	31	13Y	21	2.0										
NIGERIA	71	69.5C	130C	3.2N	...	40A	24A	20A	...	39XC	...	34CY	...	...	4	20CY	0.37CY										
RWANDA	73	3.7C	600C	3.2C	28.0D	...	...	...	...	52	...	51	...	...	2	13	0.23CY										
SENEGAL	71	4.0C	250C	4.0N	22.5DR	36A	42A	5A	10	38X	...	46	...	...	11X	25	1.71CY										
SIERRA LEONE	73	2.7C	190C	3.4	23.4	31	36	30	15?	34X	45	32	4F	6A	13X	21	0.53RY										
SOMALIA	73	2.9C	80C	...	...	57	16	13	5	13	91	35	15.0	05	3	1A	1.0										
SUDAN	72	16.5	120	4.5	13.2	43	29	28	15	38	75	45	4.0	25	11	20	1.23Y										
SWAZILAND	72	0.4C	260	4.3A	19.7	37	26	18	28	66	22	38	7.0	...	16DY	20	1.0										
TANZANIA	74	13.2C	110C	5.1N	17.0	36	...	...	...	44X	...	49	...	7	2	21C	0.3										
TUNISIA	73	5.3C	390C	6.3	23.4	37	43	18	55	72	81	41	6.0	31	14	21	3.0										
UGANDA	70	10.4C	150C	5.2N	17.6CR	40R	20	250	25A	40XC	...	36	...	44CY	21	0.58RY											
UPPER VOLTA	72	5.6	60	4.0	23.9	65	10	6	5	10	...	45	18.0	2	2	23	0.01RY										
ZAIRE	73	19.1C	100C	5.2N	21.3C	54C	17C	29C	15	63	38	44A	6.0	03	2	24	0.96RY										
ZAMBIA	73	4.5C	380C	5.6	16.5	44	22	10	43	95X	...	50	...	15X	20	0.44AY											
CENTRAL AMERICA AND THE CARIBBEAN																											
COSTA RICA	71	1.8C	610C	5.2	22.7	57	25	12	89	86CY	65	29	3.0	58	22CY	25	17.11CY										
DOMINICAN REP.	72	4.2	480	2.5	15.5DR	42	24	24	51	80	17	54	3.0D	63	13	24	7.00										
EL SALVADOR	75	3.7C	380C	3.6	23.8	61	21	22	58AY	71XC	...	39CY	...	...	16CY	21CY	4.35BY										
GUATEMALA	73	5.6C	420C	1.9	16.0	55	23	14	47	64	26	35	3.0	69	A	25	4.05Y										
HAITI	72	4.4	130	0.9	6.60	61	11	8	20R	22	25?	45	5.0	50	3	23	1.00?										
HONDURAS	72	2.7	320	3.9	26.5D	64	13	18	52	81X	18	37	6.0	75	18X	14	3.00										
JAMAICA	70	1.9C	810C	6.5Y	19.7C	33Y	22Y	7Y	86	106XC	...	52	...	...	32XC	19	4.79CY										
MEXICO	70	54.1C	750C	2.6Y	9.3	54	24	12	...	31	31	46	3.0	63	19X	23	6.32CY										
NICARAGUA	74	2.1C	470C	2.7	14.2	...	...	...	57	88X	...	30CY	...	...	23	32CY	7.0										
TRINIDAD & T.	71	1.0C	900C	5.1	18.9	53	27	12	90	95X	87	35	4.0	15	49	25	2.56AY										
SOUTH AMERICA																											
BRAZIL	74	96.2C	530C	4.3	12.6C	42	20	37	79	80X	...	27CY	...	...	18R	15CY	6.00R										
CHILE	70	10.0	800C	4.6Y	10.6Y	340Y	150Y	400Y	...	111XD	...	378Y	...	...	48XD	...	...								
COLUMBIA	70	23.9C	360	3.7	10.9	35	18	20	73	67	20	36	4.0	90	17	14	4.00										
ECUADOR	72	6.5	360	3.0	27.7C	450Y	420Y	100Y	69	72	...	30	...	...	18	14	4.97AY										
GUYANA	74	0.7C	600C	5.8N	14.7D	87	35	14	83A	92X	39	33	6.0	...	62X	24	1.00										

UNITED REPUBLIC OF TANZANIA

FIFTH EDUCATION PROJECT

Public Primary and General Secondary Schools - Enrollments 1970 - 1974 and Estimates for 1975, 1980 and 1985

Standard/Form	1970	1971	1972	1973	1974	1975 /1	1980 /2	1985 /4
7 - year old	423,400	424,360	425,320	426,280	427,240	428,200	470,800	475,600
% enrolled Standard 1	40.8	44.8	48.9	53.0	58.0	61.2	100	100
Standards								
1	172,596	190,091	208,331	226,071	247,627	262,000	552,000	475,600
2	152,234	166,590	182,858	199,119	217,283	238,000	429,610	445,300
3	141,734	149,305	161,265	174,328	189,350	210,000	375,400	440,300
4	138,458	138,246	144,139	153,169	169,251	190,000	324,300	425,800
<u>Total 1- 4</u>	605,022	644,232	696,593	752,687	823,511	900,000	1,681,310	1,786,900
5	88,614	102,608	116,461	133,300	151,724	165,000	247,000	411,800
6	68,714	85,267	101,886	116,593	133,285	145,000	223,600	466,500 /3
7	65,624	70,502	88,656	103,807	120,366	130,000	205,500	354,300
<u>Total 5 - 7</u>	222,952	258,377	307,003	353,700	405,375	440,000	676,100	1,232,600
<u>Grand Total (Standards 1-7)</u>	827,974	902,609	1,003,596	1,106,387	1,288,886	1,340,000	2,357,410	3,019,600
% admitted to secondary	11.2	10.7	8.7	7.6	6.9	6.5	5	4
Forms								
1	7,372	7,570	7,747	7,933	8,263	8,500	10,275	14,200
2	7,148	7,623	7,715	7,894	8,155	8,400	10,100	14,100
3	7,089	7,322	7,546	7,823	7,899	8,300	10,100	14,000
4	6,713	7,044	7,052	7,371	7,929	8,200	9,900	13,900
<u>Total Forms 1 - 4</u>	28,322	29,559	30,060	31,021	32,246	33,400	40,275	56,200
% admitted to Form 5	22.4	22.8	24.2	24.5	23.8	24.3	26.5	26
5	1,506	1,608	1,705	1,808	1,888	2,000	2,600	3,600
6	1,339	1,436	1,523	1,673	1,792	2,000	2,600	3,600
<u>Total Forms 5 - 6</u>	2,845	3,044	3,228	3,481	3,680	4,000	5,200	7,200
<u>Grand Total (Forms 1 - 6)</u>	31,167	32,603	33,288	34,502	35,926	37,400	45,475	63,400

/1 Ministry of National Education estimate.

/2 Bank Group staff projection. The enrollment figures for Standard 1 includes a backlog of 163,000 primary age children, to be admitted as follows: 81,500 during 1977-79, the rest (81,500) in 1980.

/3 The large in-take in 1980 due to the admission of backlog of primary age children accounts for the larger enrollment in Grade 6.

/4 Bank Group staff projection.

SOURCES: Ministry of Education school enrollment statistics, UN Population projections and Bank Group staff estimates.

August 1975

UNITED REPUBLIC OF TANZANIA

FIFTH EDUCATION PROJECT

Public Primary and General Secondary School Teachers Employed in 1974
and Projections of Teacher Needs for 1980 and 1985

	1974 (Actual)			1980 (Projected)					1985 (Projected)				
	Student Enrol- ment	Student/ Staff Ratio	Number of Teachers	Student Enrollment	Student/ Staff Ratio	Teacher Demand	Teacher Supply	Balance	Student Enrollment	Student/ Staff Ratio	Teacher Demand	Teacher Supply	Balance
Standards 1-4	823,511	57:1	14,500	1,681,310	50:1	33,630	23,820	-9,095 (deficit)	1,786,900	45:1	39,710	37,090	-2,620 (deficit)
Standards 5-7	405,375	38:1	10,551	676,100	35:1	19,320	15,260	-3,938 (deficit)	1,232,600	35:1	35,220	21,660	-13,560 (deficit)
Forms 1-6	35,926	19:1	1,855	45,475	20:1	2,275	3,026	+ 751 (excess)	63,400	20:1	3,170	4,800	+ 1,630 (excess)

Notes:

1. Teacher supply for 1980 was projected assuming annual output of Grades C, A and EO III teachers would be maintained at the 1974 level; the Government's estimate of 3% attrition rate of teacher stock was used.
2. Teacher supply for 1985 was projected with same assumptions as above. In addition, a 25 per cent increase in the output of teachers was assumed.
3. The qualification of teachers for the various grade levels was kept unchanged. However, in order to implement UPE earlier than originally planned, it is possible that the Government may use teachers with lower qualifications, particularly in Standards 1-4.

SOURCE: Bank Group staff.

August 1975

UNITED REPUBLIC OF TANZANIA

FIFTH EDUCATION PROJECT

Expenditures on Education and Training in Relation to Total Government Expenditures
(millions of shillings)

RECURRENT	Current Prices							Constant Prices of 1975	
	Actual				Provisional	Estimates	Estimates	1979/80	1984/85
	1969/70	1970/71	1971/72	1972/73	Expenditures 1973/74	1974/75	1975/76		
1. Ministry of Education	245.0	281.3	328.9	166.5	268.8	312.7	229.7	268.6	326.5
Regional Expenditures				169.8	196.0	254.8	229.8	268.8	326.9
Other Ministries	63.7	67.0	67.9	94.3	75.7	91.1	100.3	117.1	142.0
1. Total	308.7	348.3	396.8	430.6	540.5	658.6	559.8	654.5	795.4
<u>Central Government</u>									
2. Revenue	1,577.0	1,683.0	1,859.2	2,357.0	3,002.3	3,990.1	4,007.0	4,690.4	5,706.5
2. Expenditures	1,526.7	1,631.4	1,780.6	2,275.9	2,513.1	3,887.7	3,530.0	4,132.1	5,027.3
<u>CAPITAL /1</u>									
3. Ministry of Education	29.3	44.5	34.5	59.7	50.3	64.9	112.9		
Regional Expenditures				10.9	20.3	39.9	76.5		
Other Ministries	21.2	25.1	29.1	44.4	77.9	122.2	68.4		
3. Total	50.5	69.6	63.6	115.0	148.5	227.0	257.8		
4. <u>Central Government</u>									
Expenditures	611.0	829.0	855.0	930.0	1,595.0	2,092.0	2,590.0		
<u>TOTAL RECURRENT AND CAPITAL</u>									
5. Total Central Government Expenditures (2+4)	2,137.7	2,460.4	2,635.6	3,205.9	4,108.1	5,979.7	6,120.0		
6. Total Expenditures on Education (1+3)	359.2	417.9	460.4	545.6	689.0	885.6	817.6		
7. GDP (at factor cost, current prices)	8,722.0	9,485.0	10,463.5	11,800.0	13,286.0	14,960.0	15,663.0		
6 as a % of 7	4.1	4.4	4.4	4.6	5.1	5.9	5.2		
1 as a % of 2	20.2	21.3	22.2	19.0	21.5	17.0	16.0	16.0	16.0

/1 Due to the uncertain economic situation and the temporary postponement of the Five-Year Development Plan (1975-1980), projections of capital expenditures must await final formulation of Government programs.

SOURCES: Ministries of Finance and National Education and World Bank Group Staff estimates.

August 1975

UNITED REPUBLIC OF TANZANIA

FIFTH EDUCATION PROJECT

Past and Projected Government Recurrent Expenditure on Education and Training
(millions of shillings)

	Current Prices							Constant Prices of 1975	
	1969/70	1970/71	1971/72	1972/73	1973/74 Provisional Expenditure	1974/75 Estimates	1975/76 Estimates	1979/80	1984/85
Administration & General									
Ministry of Education	14.6	15.6	16.6	7.2	10.7	26.3	12.7	14.8	18.0
Regional Expenditures				6.8	10.0	14.5	12.8	14.9	18.1
Primary Education									
Ministry of Education	124.3	140.0	171.0	13.0	13.4	24.0	14.2	16.6	20.1
Regional Expenditures				151.0	181.0	218.6	207.3	242.6	295.1
Secondary/Technical/Commercial Agricultural/Home Economics	57.7	58.1	65.0	62.0	122.7 ^{1/}	108.7	90.0	105.3	128.1
Teacher Training	15.0	17.8	19.5	24.5	37.7	34.4	30.7	35.9	43.6
Higher Education	32.7	42.0	45.8	51.8	66.3	96.3	67.0	78.4	95.3
Adult Education									
Ministry of Education	.7	7.8	11.0	8.0	18.0	23.0	15.1	17.6	21.4
Regional Expenditures				12.0	5.0	21.7	9.7	11.3	13.7
Total	245.0	281.3	328.9	336.3	464.8	567.5	459.5	537.4	653.4
Ministry of Education Devolved to Region				166.5	268.8	312.7	229.7	268.6	326.5
				169.8	196.0	254.8	229.8	268.8	326.9
<u>Other Ministries</u>									
National Culture	3.1	3.2	3.1	5.0	1.7	8.5	7.9	9.2	11.1
Health	1.9	3.3	4.8	9.0	6.7	18.8	22.3	26.1	31.7
Home Affairs	8.1	7.2	7.4	10.0	13.0				
Agriculture	20.3	31.1	29.8	36.3	11.4	10.8	30.7	35.9	43.6
Prime Ministers Office	1.2	1.3	2.6	8.8	9.3	11.8	13.6	15.9	19.3
Natural Resources & Tourism		1.1	2.4	1.3	1.5	1.4	2.0	2.3	2.8
Central Establishments	4.1	5.0	5.2	4.8	6.9	6.2	8.2	9.5	11.5
Labor & Social Welfare	.7			1.3	1.8	2.6	3.3	3.9	4.7
Other	24.3	14.8	12.6	17.8	23.4	31.0	12.3	14.3	17.3
TOTAL	<u>308.7</u>	<u>348.3</u>	<u>396.8</u>	<u>430.6</u>	<u>540.5</u>	<u>658.6</u>	<u>559.8</u>	<u>654.5</u>	<u>795.4</u>

^{1/} From Tanzania Fiscal Year 1973/74 funds for agricultural colleges and other specialized institutions have been channeled to the Ministry of National Education rather than from the other technical ministries.

SOURCES: Ministries of Finance, National Education and World Bank Group Staff estimates.

August 1975

UNITED REPUBLIC OF TANZANIA

FIFTH EDUCATION PROJECT

Past and Present Government Capital Expenditures on Education and Training

(Millions of Tanzanian Shillings - Current Prices)

	<u>1969/70</u>	<u>1970/71</u>	<u>1971/72</u>	<u>1972/73</u>	<u>1973/74</u> <u>Provisional</u> <u>Expenditure</u>	<u>1974/75</u> <u>Estimates</u>	<u>1975/76</u> <u>Estimates</u>
<u>Ministry of Education</u>							
Primary	14.7	19.8	9.3	12.3	18.0	44.0	53.4
Secondary	3.7	10.1	18.9	32.2	22.1	21.4	26.5
Technical	0.3	0.2	0.3	10.9	5.4	19.3	26.7
University	3.4	5.1	2.5	9.3	19.0	7.8	29.0
Adult	0.4	2.0			2.7	2.5	23.8
Teacher Training	<u>6.8</u>	<u>7.3</u>	<u>3.5</u>	<u>5.9</u>	<u>2.9</u>	<u>9.8</u>	<u>30.0</u>
Sub total	29.3	44.5	34.5	70.6	70.6 ^{/1}	104.8 ^{/1}	189.4
<u>Other Ministries</u>							
Agriculture	3.7	1.0	2.0	11.6	12.3	16.9	8.6
Health	1.5	5.1	0.6	2.1	31.7	52.6 ^{/2}	22.0
Central Establishments	1.5	5.4	10.1	8.1	15.0	7.0	1.5
Labor and Social Welfare	1.2	2.6	2.4	5.0	6.4	3.3	2.3
Other	8.5	6.2	4.0	5.6	6.4	35.3	21.0
Sub total	<u>4.8</u>	<u>4.8</u>	<u>10.0</u>	<u>12.0</u>	<u>6.1</u>	<u>7.1</u>	<u>13.0</u>
Sub total	21.2	25.1	29.1	44.4	77.9	122.2	68.4
Total Capital Expenditures on Education and Training	50.5	69.6	63.6	115.0	148.5	227.0	257.8

^{/1} Of which T. Sh 17.9 million and T. Sh 43.5 million are devolved to the Regions.

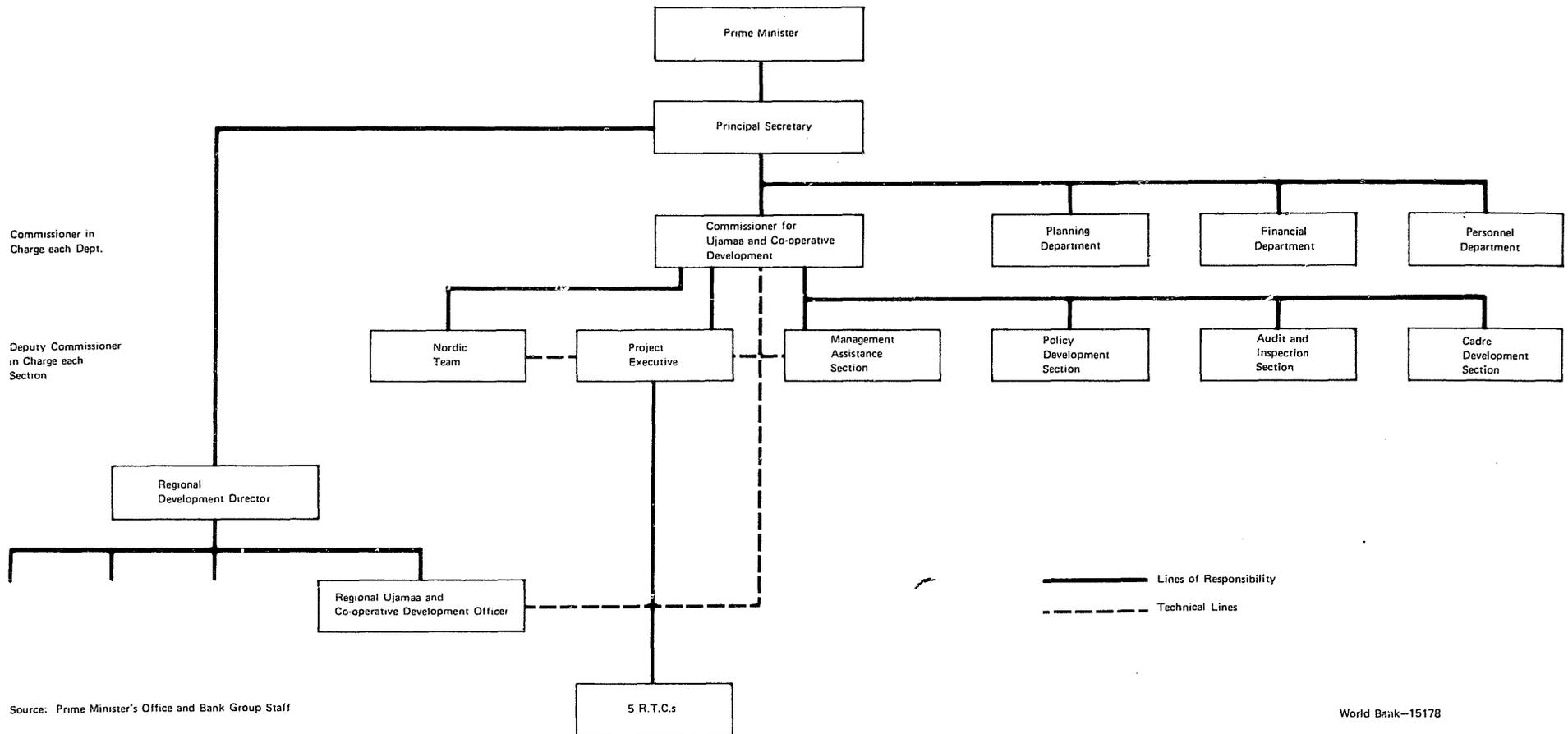
^{/2} Of which T. Sh 12.5 is developed to the Regions.

^{/3} Due to the uncertain economic situation and the temporary postponement of the Five-Year Development Plan (1975-1980), projections of capital expenditures must await final formulation of Government programs.

SOURCES: Ministries of Education and Finance and World Bank Group Staff estimates.

August 1975

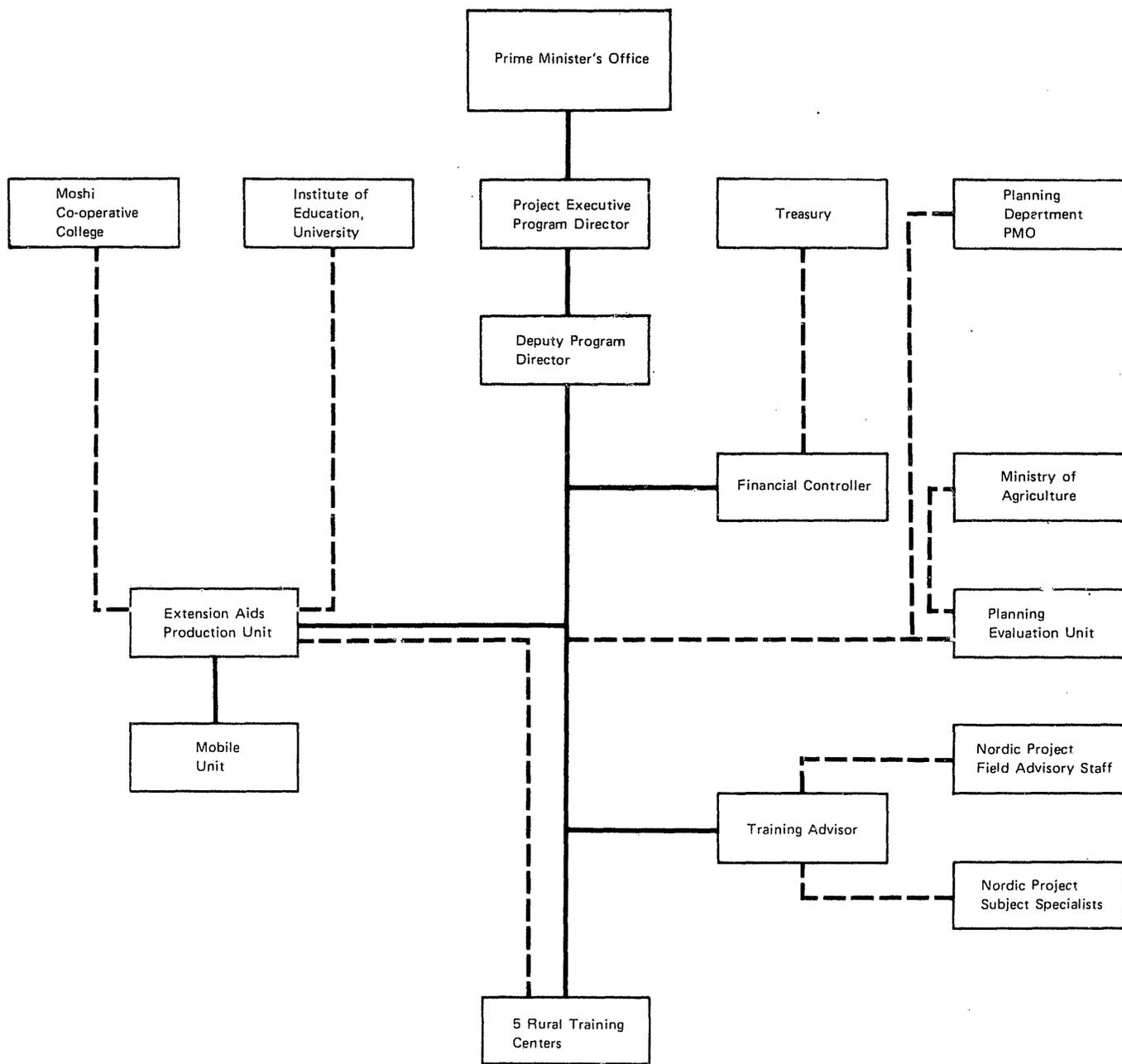
UNITED REPUBLIC OF TANZANIA
 FIFTH EDUCATION PROJECT
 Relationship of Project Executive to Prime Minister's Office



Source: Prime Minister's Office and Bank Group Staff

World Bank-15178

UNITED REPUBLIC OF TANZANIA
 FIFTH EDUCATION PROJECT
 Village Management Technician Training Program – Project Executive



———— Lines of responsibility
 - - - - - Technical lines

World Bank-15176

Source: Prime Minister's Office and Bank Group Staff

FIFTH EDUCATION PROJECT

Implementation and Expenditure Schedule
(US\$ millions)

	Negotiation Date → (November 1975)		Effective Date →		Closing Date →																							
	Total Cost	in %	First Year				Second Year				Third Year				Fourth Year				Fifth Year				Sixth Year					
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24		
1. Civil Works																												
a.. Sector A	5.42	52	ddd	ddd	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx				
b.. Sector B	4.96	48			ddd	ddd	ddd	ddd	ddd												xxx	xxx	xxx	xxx				
<u>Total Cost (a + b)</u> (including contingencies)	<u>10.38</u>	100%																										
<u>Baseline Cost (a + b)</u> (excluding contingencies)	<u>7.06</u>																											
2. Furniture																												
a. Sector A	-	-																										
b. Sector B	0.26	100							ooo	ooo	ooo	ooo	ooo	ooo	ooo	ooo	ooo	ooo	+++	+++								
<u>Total Cost (a + b)</u> (including contingencies)	<u>0.26</u>	100%																										
<u>Baseline Cost (a + b)</u> (excluding contingencies)	<u>0.21</u>																											
3. Equipment																												
a. Sector A	1.19	50	ooo	ooo	ooo	ooo	ooo	ooo	ooo	ooo	ooo	ooo	ooo	ooo	ooo	ooo	+++	+++										
b. Sector B	1.18	50			ooo	ooo	ooo	ooo	ooo	ooo	ooo	ooo	ooo	ooo	ooo	ooo	ooo	ooo	+++	+++								
c. Sector C	-	-			ooo	ooo	ooo	ooo	ooo	ooo	+++	+++																
<u>Total Cost (a + b + c)</u> (including contingencies)	<u>2.37</u>	100%																										
<u>Baseline Cost (a + b + c)</u> (excluding contingencies)	<u>1.86</u>																											
4. Operational Costs																												
<u>Total Cost of Sector A</u> (including contingencies)	<u>1.02</u>	100%	:::	:::	:::	:::	:::	:::	:::	:::	:::	:::	:::	:::	:::	:::	:::	:::	:::	:::	:::	:::	:::	:::				
<u>Baseline Cost</u> (excluding contingencies)	<u>0.88</u>																											
5. Technical Assistance																												
a. Sector B	0.36	41			ttt	ttt	ttt	ttt	ttt	ttt	ttt	ttt	ttt	ttt	ttt	ttt	ttt	ttt			ttt	ttt	ttt	ttt				
b. Sector C	0.40	59			ttt	ttt	ttt	ttt	ttt	ttt	ttt	ttt	ttt	ttt	ttt	ttt	ttt	ttt										
<u>Total Cost (a + b)</u>	<u>0.76</u>	100%																										
6. Project Administration																												
a. Sector A	0.17	81	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***				
b. Sector B	0.04	19			***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
<u>Total Cost (a + b)</u> (including contingencies)	<u>0.21</u>	100%																										
<u>Baseline Cost (a + b)</u> (excluding contingencies)	<u>0.18</u>																											
<u>TOTAL COST (1 - 6)</u> (including contingencies)	<u>15.00</u>		0.03	0.07	0.27	0.27	0.55	0.68	0.95	1.09	1.36	1.50	1.50	1.36	1.36	1.36	0.95	0.68	0.55	0.27	0.07	0.05	0.04	0.03	0.01			
<u>TOTAL BASELINE COST(1-6)</u> (excluding contingencies)	<u>10.95</u>																											
<u>IDA ALLOCATION</u>	<u>11.00</u>		0.02	0.05	0.10	0.20	0.30	0.40	0.70	0.90	1.00	1.10	1.20	1.10	1.00	1.00	0.70	0.50	0.40	0.20	0.05	0.03	0.02	0.02	0.01			

LEGEND: xxx - Construction Tenders, Awards and Supervision
ooo - Preparation of Furniture and Equipment Lists and Procurement Period
+++ - Guarantee Period and Final Settlement
ddd - Survey, Design and Preparation of Working Drawings
ttt - Technical Assistance
*** - Project Administration
::: - Operational

UNITED REPUBLIC OF TANZANIA

FIFTH EDUCATION PROJECT

Estimated Schedule of Disbursements
(US\$ Millions)

<u>Quarters</u> ^{/1}	<u>Disbursements</u>	<u>Accumulated Disbursements</u>	<u>Undisbursed Balance</u>
1	-	-	11.00
2	-	-	11.00
3	0.12	0.12	10.88
4	0.32	0.44	10.56
5	0.34	0.78	10.22
6	0.52	1.30	9.70
7	0.60	1.90	9.10
8	0.89	2.79	8.21
9	0.96	3.75	7.25
10	1.06	4.81	6.19
11	1.15	5.96	5.04
12	1.19	7.15	3.85
13	1.11	8.26	2.74
14	0.91	9.17	1.83
15	0.88	10.05	0.95
16	0.36	10.41	0.59
17	0.22	10.63	0.37
18	0.12	10.75	0.25
19	0.10	10.85	0.15
20	0.05	10.90	0.10
21	0.04	10.94	0.06
22	0.04	10.98	0.02
23	0.02	11.00	-
24	-	11.00	-
25	-	11.00	-
26	-	11.00	-

^{/1} From date of credit effectiveness.

FIP/1 EDUCATION PROJECT

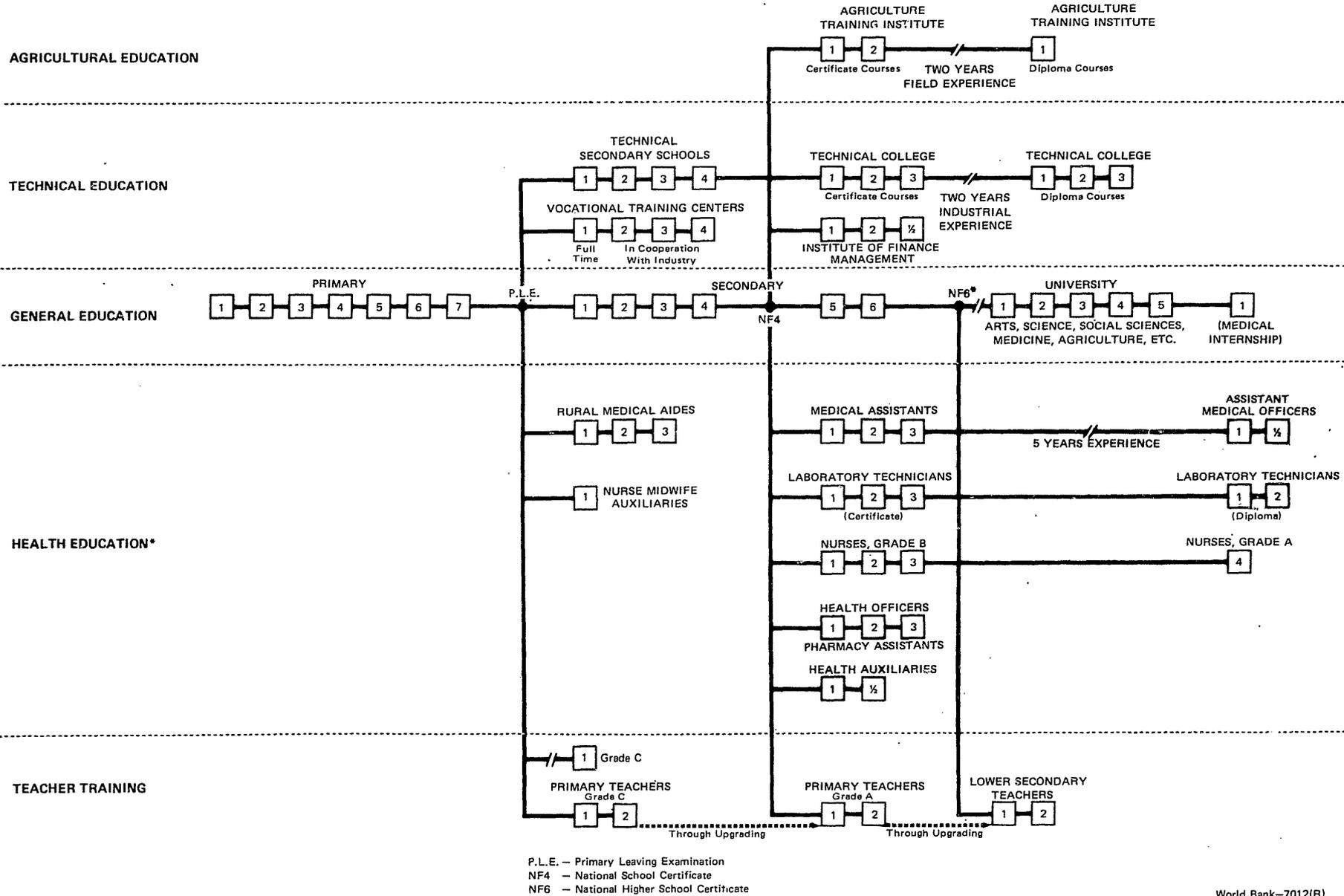
COMPOSITION OF PROJECT UNIT'S STAFF AND OPERATIONAL COST

	Apr 1, 1975	Apr 1, 1976	Apr 1, 1977	Apr 1, 1978	Apr 1, 1979	Apr 1, 1980	Total Cost in 000's		
	to Mar 31, 1976	to Mar 31, 1977	to Mar 31, 1978	to Mar 31, 1979	to Mar 31, 1980	to Mar 31, 1981	in T Sh	in US\$	
FOREIGN STAFF									
DANIDA									
Chief Architect/Deputy Project Coordinator	1	1	1	1	1	-			
Architects	2	2	1	-	-	-			
Assistant Architects	-	3	2	-	-	-			
Engineers	3	3	3	2	2	-			
Draughtsmen	1	3	2	-	-	-			
Furniture Designer	-	1	-	-	-	-			
Design Administrator	-	1	1	-	-	-			
Quantity Surveyor	-	1	1	1	1	-			
Building Supervisors	3	3	3	3	3	-			
								Provided by the Danish International Development Agency (DANIDA)	
NORAD									
Architect	1	1 1/2	-	-	-	-			
Engineer	1	1 1/2	-	-	-	-			
Supervisor	3	3	2 1/2	-	-	-			
								Provided by the Norwegian International Development Agency (NORAD)	
TECHNICAL ASSISTANCE									
Architect	-	1 2/3	1 2/3	-	-	1 4/5	966.0	120.0	
Educator	-	1 3/4	1 3/4	-	-	-	644.0	80.0	
Quantity Surveyor	-	-	-	-	-	1 4/5	322.0	40.0	
Building Supervisor	-	-	-	-	-	1 4/5	322.0	40.0	
Educator	-	1	1	-	-	-	644.0	80.0	
Subtotal							2,898.0	360.0	
LOCAL STAFF									
Project Co-ordinator	1	1	1	1	1	1			
Draughtsmen	2	2	2	2	2	2			
Administrator	1	1	1	1	1	1			
Accountant	1	1	1	1	1	1			
Procurement Officer	1	1	1	1	1	1			
Supporting Staff as appropriate (Clerks/Typists/Drivers/Messengers/ Cleaners, etc.)	-	-	-	-	-	-			
								Provided by the Government of Tanzania	
EQUIPMENT									
Landrover	1	1	1	1	1	1		Owned by P.I.U. (for P.I.U.)	
Range Rover	1	1	1	-	-	-		Owned by NORAD (for P.I.U.)	
Landrover	1	1	1	-	-	-		Owned by NORAD (for Supervision)	
Landrover/Pick-up truck	3	3	3	3	3	-		Owned by DANIDA (for Supervision)	
12 Tons and 3 Tons trucks	2	2	2	2	2	2		Owned by P.I.U. (for P.I.U.)	
New 4-wheel Vehicle/12 tons Truck 6/	-	2	2	2	2	2		246.0 30.5	
Vehicle (new)	-	1	1	1	1	1		Owned by DANIDA (for P.I.U.)	
4-wheel Vehicle (new)	2	2	2	-	-	-		Owned by NORAD (for supervision)	
One Electric typewriter with long carriage						)	28.0	3.5
One duplicator)			
One photocopy machine)			
Three air conditioner)			
Sub-Total							274.0	34.0	
OPERATIONAL COSTS									
Petrol/Insurance/Maintenance, etc. (for 5 years))			
Office Supply (for 5 years))			
Sub-total							298.0	37.0	
TOTAL COST OF IMPLEMENTATION								3,470 1/2	431.0

Note: 1/ Not yet known if NORAD will extend contracts.
2/ Survey all existing Secondary Schools and prepare sketch layout of each,
3/ Survey all existing Secondary Schools and helping in preparing equipment lists for Tanzania V.
4/ To provide for continuation of the above aid by DANIDA.
5/ One general educator specialized in primary education for two years.
6/ 4-wheel vehicle to be used for surveying all existing secondary schools and supervision of institutions;
7/ 12 Tons Truck to be used for transportation of furniture and equipment to the project schools.
The total cost estimate does not include contingencies.

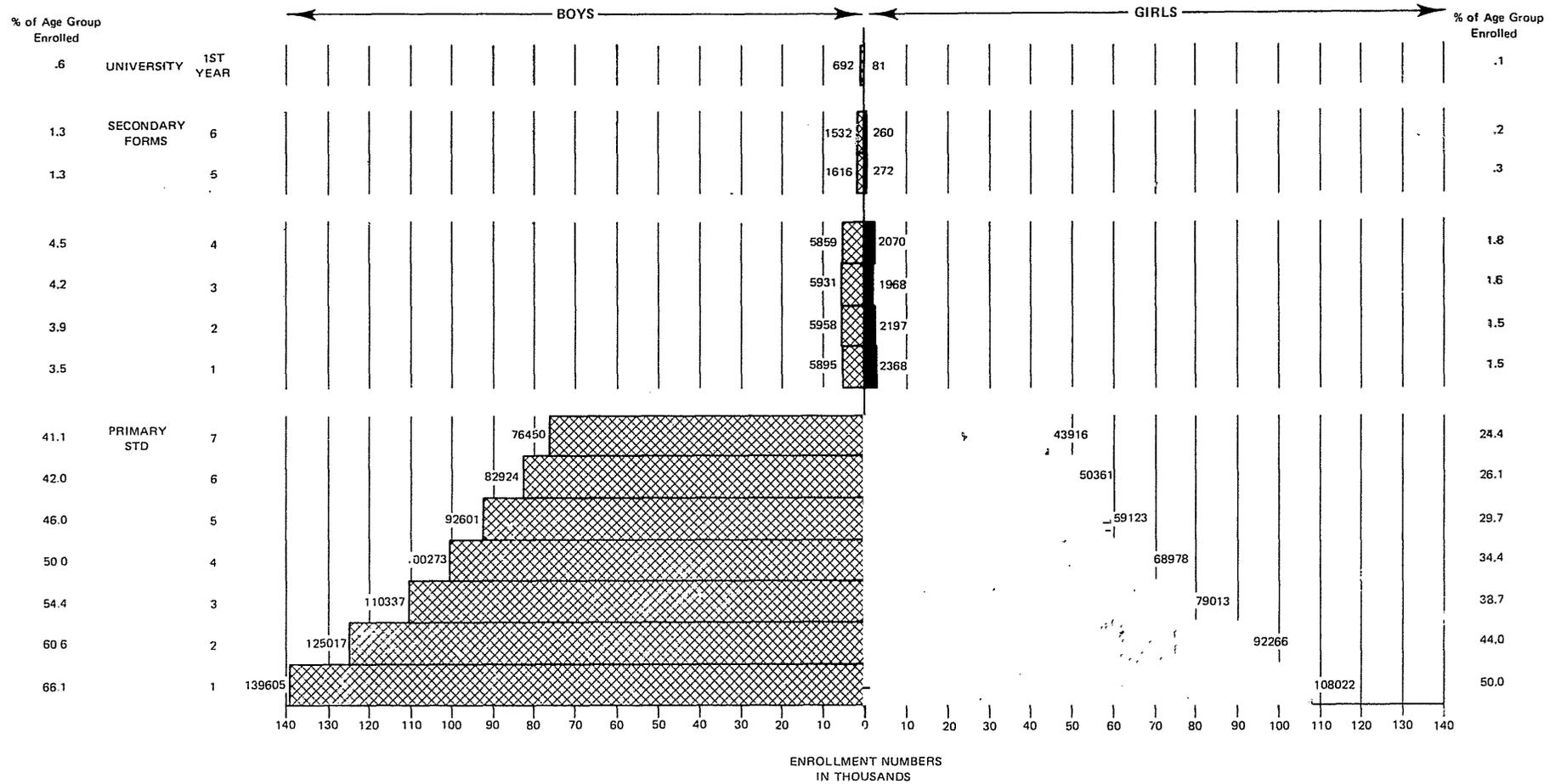
November 1975

UNITED REPUBLIC OF TANZANIA: STRUCTURE OF EDUCATION, 1974

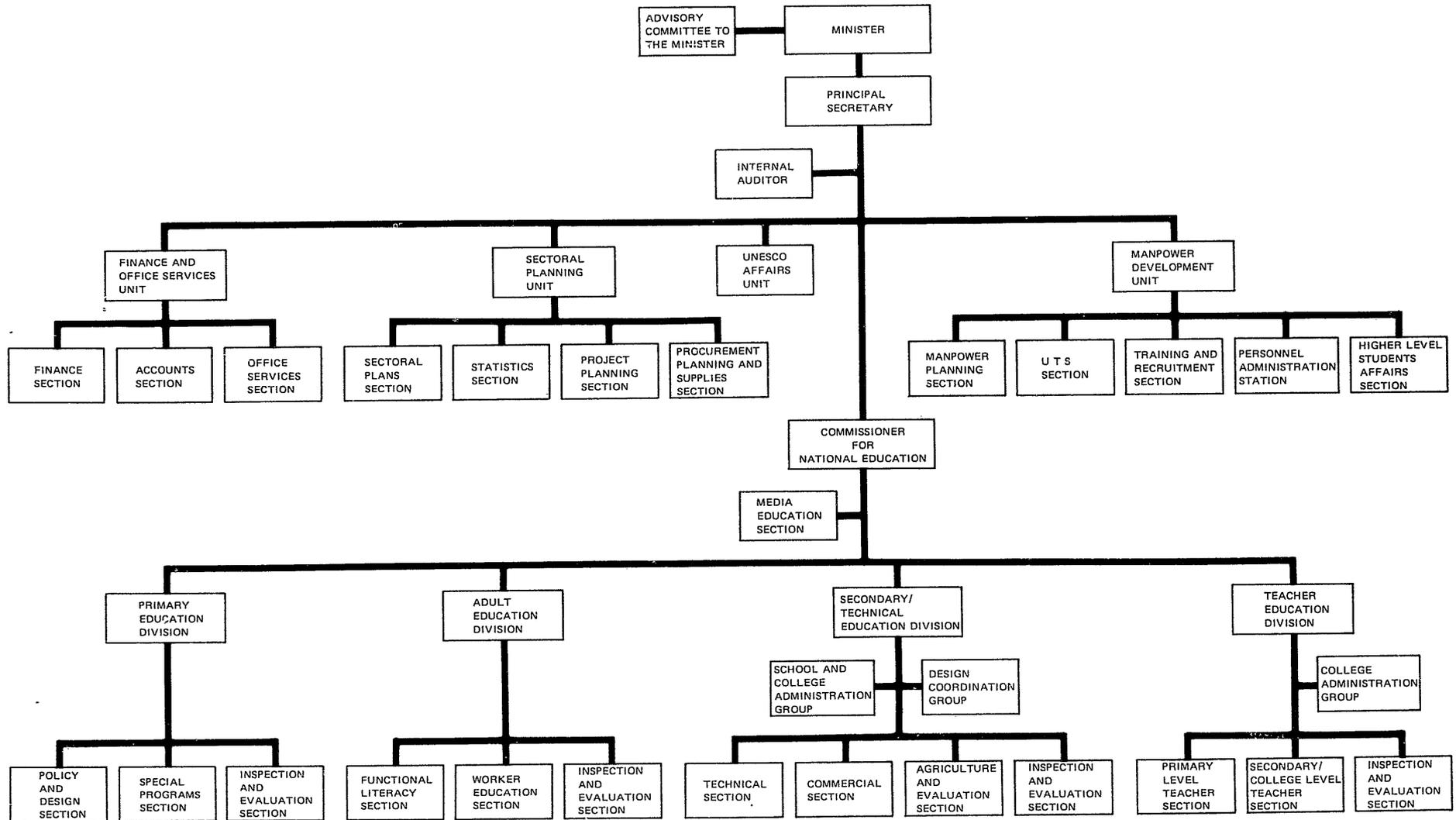


*The Government announced in 1974 that Form 6 outputs would not obtain direct entry into University, but would enter employment for an unspecified period before being considered for undergraduate studies.

UNITED REPUBLIC OF TANZANIA
 FIFTH EDUCATION PROJECT
 EDUCATION PYRAMID, 1974
 (PUBLIC SCHOOLS)



UNITED REPUBLIC OF TANZANIA
 FIFTH EDUCATION PROJECT
 MINISTRY OF NATIONAL EDUCATION - 1975

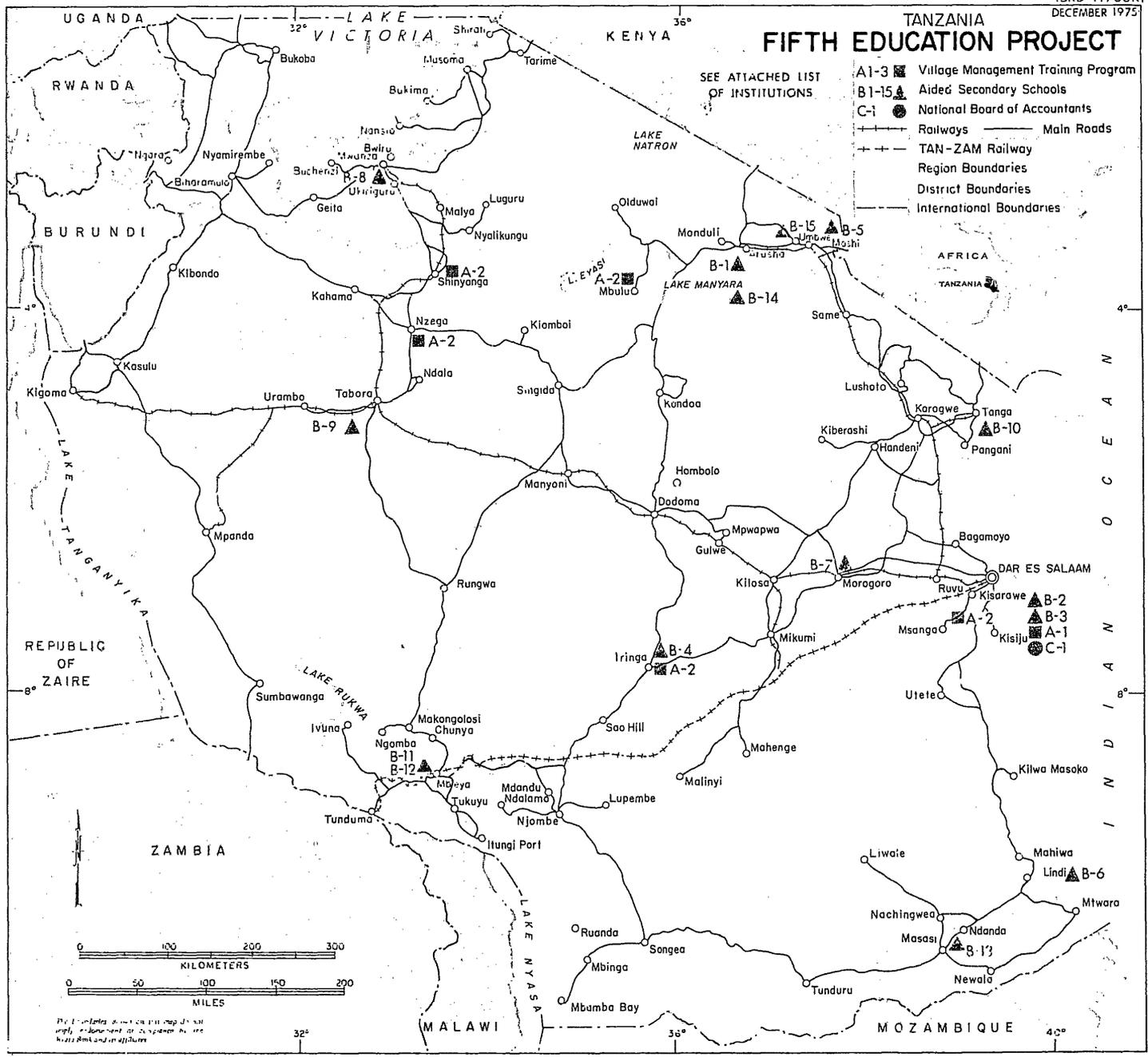


*This chart shows reporting relationships only - and not necessarily relative status

FIFTH EDUCATION PROJECT

SEE ATTACHED LIST OF INSTITUTIONS

- A1-3 Village Management Training Program
- B1-15 Aided Secondary Schools
- C-1 National Board of Accountants
- Railways
- Main Roads
- TAN-ZAM Railway
- Region Boundaries
- District Boundaries
- International Boundaries



The symbols on this map do not imply endorsement or approval by the World Bank and its affiliates.

UNITED REPUBLIC OF TANZANIA

FIFTH EDUCATION PROJECT

Key to Map

Project Items

<u>Code</u>	<u>Name of Institutions</u>	<u>Location</u>	
		<u>Town</u>	<u>Region</u>
A.	<u>Village Management Technician Training Program</u>		
A-1	VMT Training Headquarters	Dar-es-Salaam	Coast
A-2	Five Rural Training Centers (RTCs):	1. Shinyanga	Shinyanga
		2. Nzega	Tabora
		3. Mbulu	Arusha
		4. Iringa	Iringa
		5. Kisarawe	Coast
A-3	Village Management Technicians (VMT) Units	Located at Wards - not shown on map.	
B.	<u>Secondary Schools</u>		
B-1	Arusha Secondary School	Arusha	Arusha
B-2	Azania Secondary School	Dar-es-Salaam	Coast
B-3	Jangwani Secondary School	Dar-es-Salaam	Coast
B-4	Tosamaganga Secondary School	Iringa	Iringa
B-5	Mawenzi Secondary School	Moshi	Kilimanjaro
B-6	Lindi Secondary School	Lindi	Lindi
B-7	Morogoro Secondary School	Morogoro	Morogoro
B-8	Mwanza Secondary School	Mwanza	Mwanza
B-9	Kazima Secondary School	Tabora	Tabora
B-10	Usagara Secondary School	Tanga	Tanga
B-11	Mbeya Secondary School	Mbeya	Mbeya
B-12	Loleza Secondary School	Mbeya	Mbeya
B-13	Ndanda Secondary School	Ndanda	Mtwara
B-14	Ilboru Secondary School	Arusha	Arusha
B-15	Umbwe Secondary School	Umbwe	Kilimanjaro
C.	<u>National Board of Accountants and Auditors</u>		
C-1	NBAA's Headquarters	Dar-es-Salaam	Coast