

# Challenges of teachers in decentralised primary school management in Tanzania

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# Def. of decentralisation

- Bush (2003: 12) defines decentralisation as a “process of reducing the role of central government in planning and the provision of education. In education, it refers to a shift of the authority distribution away from the central “top” agency in the hierarchy of authority”.
- According to Lauglo (1995: 5) decentralisation could in spatial terms denote a process of “dispersing objects away from a central point” but that in education it refers to reduced power from the top authority.

# Arguments for decent.

- It brings decisions closer to the people (Brosio, 2000: 2; Gariani, Gertler & Schargrodsky, 2008: 2107).
- Efficiency argument (King & Ozler, 1998: 1; Gropello, 2004: 503; Galiani *et al.*, 2008: 2107; Saito, 2008: 6; Emmanuel, 2008: 10).
- It improves the provision of education (Naidoo & Kong, 2003: ii; Winkler, 1994: 287; Lexow & Smith, 2002: 14).

# Opposing arguments

- It is more beneficial in wealthier societies.
- In the poor communities, it does not function well (Galiani *et al.*, 2008: 2106).

# Approches to Decent.

- Deconcentration
- Delegation
- Devolution

# Dec. in Tanzania

In Tanzania decentralisation means deconcentration and it has mainly been implemented by the Primary Education Development Programme (PEDP):

- The government exempted the school fees
- School committees are responsible for:
  - Overseeing the day-to-day functions of the school for teacher accountability;
  - Preparing the school dev. plans;
  - Ensuring compulsory enrolment and attendance.



# Methods

- The study was carried out in 2 districts, involving 108 participants from 10 schools:
  - 90 teachers;
  - 10 headteachers;
  - 6 school committee members, and
  - 2 District Education Officers (DEOs).
- Research methods:
  - Interviews, questionnaires, Focus Group Discussion (FGD) and document analysis.

# Successes under PEDP

1. Expansion of enrolment;
2. Enrolment of pupils with disabilities  
i.e. about 24,000 in 2007 to 35,000 in 2008;
3. Reduced dropout rate for STD I-VII from  
66.6% in 2007 to 2.6% in 2010;
4. Reaching the out-of-school children;  
through the Complementary Basic  
Education in Tanzania (COBET);
5. Construction of classrooms, teacher houses  
and school pit latrines.



Table 1 Primary school enrolment from 2001-2010  
(in 000's)

<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
2001	2,474	2,407	4,882
2002	3,052	2,929	5,981
2003	3,365	3,197	6,563
2004	3,626	3,457	7,083
2005	3,856	3,685	7,541
2006	4,052	3,908	7,960
2007	4,215	4,102	8,317
2008	4,262	4,148	8,410
2009	4,249	4,193	8,442
2010	4,203	4,216	8,419

Source: URT (2004: 1; 2006: 1; 2010: 14)

## Table 2 GER and NER

<b>Year</b>	<b>GER</b>	<b>NER</b>
2007	114.4	97.3
2008	112.3	97.2
2010	106.4	95.4

Source: URT, 2008: 24; 2010: 17).

- The NER which is the best and truest indicator, has been high and quite stable across the regions.

Table 3 Gross enrolment of COBET learners in 2010

<b>Cohorts</b>	<b>Number of COBET pupils</b>		
	Males	Females	Total
Cohort I	26,646	22,675	49,321
Cohort II	12,857	10,621	23,478
<b>Total</b>	<b>39,503</b>	<b>33,296</b>	<b>72,799</b>

*Source:* URT (2010: 38)

Table 4 COBET learners mainstreamed in formal schooling (Standard V and Form I)-2010

Cohorts	COBET learners who sat for the exam (Std IV and PSLE)			Mainstreamed to standard V and Form I respectively		
	Males	Females	Total	Males	Females	Total
Cohort I	5,950	4,164	10,114	5,149 (87%)	3,415 (82%)	8,564(85%)
Cohort II	4,913	3,262	8,175	3,026 (62%)	1,540 (47%)	4,566 (56%)

Source: URT (2010: 39, 40)

Table 4 Construction of classrooms and teacher houses

Year	Classrooms			Teacher houses		
	Construc tion target	Actual construc tion	% of target	Constru ction target	Actual constru ction	% of target
2002	13,868	8,817	63	2,109	7,732	367
2003	13,396	10,771	80	3,262	467	14
2004	14,203	10,334	73	4,440	863	27
2005	6,794	6,618	73	3,169	3,528	111
<b>2006</b>	<b>5,832</b>	<b>**4,091</b>	<b>97</b>	<b>2,175</b>	<b>**4,539</b>	<b>209</b>
Total	54,093	38,721	70	15,155	14,443	113

*Source:* URT (2007: 11)

# Challenges

1. Congestion and shortage of classrooms;
2. Shortage of desks;
3. Shortage of teachers due to poor teacher deployment;
4. Shortage of teaching and learning materials.



## Figure 1

Standard II pupils in school ' B' in Dar es Slaam (Approx >100 pupils accommodated in a single classroom)



## Figure 2

Standard III pupils in  
school 'A' in Mbeya  
sitting on the floor



Table 5 Number of teachers and pupils in selected school sites

S/N	Region	Name of school	Number of pupils			Available Teachers			Teacher requirement	Shortages	Excess
			B	G	T	M	F	T			
1	MBY	A	492	578	1070	4	17	21	24	3	-
2	DSM	B	726	764	1490	3	29	32	33	1	-
3	DSM	C	785	874	1659	10	37	47	35	-	12
4	DSM	D	873	913	1786	4	57	61	40	-	11
5	MBY	E	530	556	1086	4	17	21	24	3	-
6	MBY	F	203	205	408	2	8	10	9	-	1
7	DSM	G	1388	1357	2745	10	37	47	61	14	-
8	DSM	H	585	624	1209	1	27	28	27	-	1
9	MBY	I	297	308	605	2	21	23	13	-	10
10	MBY	J	367	360	727	4	12	16	16	-	-
<b>Total</b>			<b>5461</b>	<b>5665</b>	<b>11,126</b>	<b>44</b>	<b>262</b>	<b>306</b>	<b>282</b>	<b>21</b>	<b>35</b>

Source: Field data (2011)

Key: B= Boys, G= Girls, T= Total, M= Males, F= Females and Dsm= Dar es Salaam

# Challenges cont...

- A study by Sifuna in 2007 indicated that pupils shared a textbook in a ratio of 1:3 and in some subjects 1:5.
- In this study in Dar es Salaam and Mbeya City pupils shared a single textbook in a ratio of 1:10 and in some subjects 1:20.

# Challenges cont...

- Teachers complained about heavy workload
- Some school committee members thought they should check pupils' work in classrooms
- Teachers commented that the school committees should deal with whole school development plans.
- Some school committee members said they do not need to intervene the work of the teacher as they are not professionals.



# Conclusion

- The situation observed in the visited schools points to deteriorating quality of basic conditions for education.
- What is regarded as free education for all in primary schools in a decentralised plan seems likely to create more harm than what is expected.
- A need for government intervention

Thank you



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