The education sector was allocated 4.71 trillion Tanzanian shillings (TSh4.71 trillion) in Fiscal Year (FY) 2017/2018. This marks a decline of TSh63.99 billion (1.3 per cent) compared to FY 2016/2017. The education sector accounts for 15 per cent of the total budget and 3.9 per cent of Gross Domestic Product (GDP). This falls short of the Global Partnership for Education (GPE) target, which encourages countries to commit at least 20 per cent of the national budget to education.

Overall the education sector budget experienced a declining share in the total national budget from 20 per cent to 15 per cent between 2014/2015 and 2017/2018.

Share of education recurrent spending has declined from 84 per cent to 76 per cent between FY 2015/2016 and FY 2017/2018. While education development spending increased from 16 per cent (2015/2016) to 24 per cent (2017/2018).

Higher Education Students’ Loans, which is the largest single development project, consumed 47 per cent of the education development budget (TSh427.8 billion in nominal terms). The Ministry plans to issue loans to 33,244 new students (an increase of 17 per cent compared to the previous year) and to 89,379 continuing students in FY 2017/2018. The Government has initiated the process of collecting the loans from previous beneficiaries.

While the share of development budget in total remains small, it has entered a growth path (an increase of 8 per cent in the FY 2017/2018 budget and of 65 per cent in FY 2016/2017). The increase in the development expenditure was driven by the growing amount of development funds available to Local Government Authorities (LGAs).

The teacher-pupil ratio at primary schools in Tanzania remains high at 1:43, higher than the sub-Saharan average and the number commonly referred to as the international standard of 1:40.

The Tanzanian Government is attempting to address the challenge of textbook availability through the introduction of the single book policy and the Textbook Strategy. Much effort is needed as the ratio stands at one textbook for every three students in 2016.

Decentralisation of funds to LGAs has been a long-standing goal. Approximately 70 per cent of education funds are channelled through Local and Regional Governments.
However, tight spending and policy controls limit the flexibility and usefulness of devolved funds. Transfers of funds to LGAs constitutes 95 per cent of total President’s Office, Regional Administration and Local Government (PORALG) education spending in FY 2017/2018.

» Allocation of funds to lower levels of government is mostly driven by population and existing infrastructure with an emphasis on equality between local governments. Adherence to financing formulas is reported to be low. It is likely that revision of and adherence to the education allocation formula could improve the equity of funding to LGAs.

» The education basket for LGAs makes up the largest share of their budget. However, despite their devolved responsibility, LGAs remain mostly administrators of recurrent expenditures (mostly salaries). In FY 2017/2018, salaries consumed 94 per cent of the funds allocated to education basket, leaving little room for development expenditures within LGAs’ discretion.

» Children with disabilities who are enrolled in schools are proportionately lower than the total country proportion. In addition, the resources allocated for addressing the special needs of this group are inadequate.

» The primary school total dropout rate amounts to 85,985 children (46,742 males and 39,243 females), compounded by a secondary school total dropout rate of 61,488 (31,664 males and 29,824 females).

» In the FY 2017/2018 budget, 29 per cent of development funds came from foreign donors compared to 44 per cent of all funds the previous year. This meant a combined contribution to the overall education budget of around 6 per cent.

1. INTRODUCTION

The education budget of Tanzania is almost entirely managed by two ministries: the Ministry of Education, Science and Technology (MoEST) and the President’s Office Regional Administration and Local Government (PORALG). In FY 2017/2018, 70 per cent of education funding is transferred to Local Government Authorities to cover recurrent costs, mostly wages of teachers, while the remaining covers development expenditure and recurrent costs of the MoEST.

The Education and Training Policy of 2014 expanded compulsory basic education in Tanzania to include one year of pre-primary, six years of primary and four years of secondary education. Advanced secondary education and tertiary education remain optional and are not included in the programme for free basic education. Under the new policy, children are required to start education between the age of four and six.

The most important change in the sector in recent years has been the introduction of free lower secondary and pre-primary education. It is a continuation of the policy which implemented free primary education in 2001 and which, within five years, led to an almost full enrolment (Net Enrolment Ratio [NER] in 2001: 65.5 per cent, NER in 2006: 96.1 per cent).3 The expanded policy came into force at the beginning of 2016 and led to an immediate increase of 38 per cent in pre-primary enrolment. Enrolment for Form 1 (first year of secondary education) increased by 44.6 per cent as fees were dropped.4

Education, legal and policy framework


The most recent education policy in Tanzania is the Education and Training Policy of 2014. The policy considered the use of Swahili as instructional language alongside English and introduced a new education structure: 11 years of compulsory basic education (one year pre-primary, six years primary and four years secondary education). Other, overarching policies that affect education are Tanzania National Development Vision 2025, and National Five-Year Development Plan 2016/2017–2020/2021.

Tanzania does not have adequate teaching infrastructure and the introduction of fee-free lower secondary education will likely pose an additional strain. An estimated 27,000 classrooms would be needed to accommodate the extra enrolment at

primary schools (pre-primary classes are part of primary schools), and 2,700 at the secondary level. Without a major investment in classroom construction, the student-classroom ratio at both pre-primary and secondary level is likely to surge from the 40:1 ratio and reach levels closer to the ratio at the primary school level where there are 73 students for each classroom. Following the abolition of primary education fees, it took 11 years (until 2011) to build infrastructure to reach pre-reform levels, and the pupil-classroom ratio still stands at 77:1 at government primary schools.

Takeaways

- Education remains a strategic sector and accounts for one of the largest expenditures, but in the FY 2017/2018 budget lost the position of the ‘largest’ sector by budget allocation to infrastructure.

- Increased enrolment due to the implementation of the Education and Training policy will place further strain on already stretched resources.

2. EDUCATION SPENDING TRENDS

Education remains a priority sector in the Tanzanian budget. It consumed 15 per cent of the total budget (or 21 per cent if the government’s method of excluding debt servicing and other expenditures captured under the consolidated fund is applied), making it the second largest sector. However, with increasing enrolment, and already insufficient resources, the observed drift away from social services towards infrastructural spending is the main concern for the sector. Education is also among six top priority areas included in the Vision 2025 policy document and in the more recent Five-Year Development Plan, which contains a stronger emphasis on industrialisation.5

The FY 2017/2018 budget allocated TSh4.71 trillion for education expenditure (Figure 1, overleaf). It marks a decline of TSh63.99 billion (1.3 per cent) compared to the previous budget. When considering that inflation is close to 5 per cent and the number of enrolled students has grown exponentially, the decline in available resources becomes even more apparent. In the budget, 76 per cent is planned for recurrent expenditure – mostly wages – and 24 per cent for development, which includes student loans and infrastructural investments. While the share of development budget, in total remains small, it has entered a growth path (an increase of 8 per cent in the FY 2017/2018 budget and of 65 per cent in the FY 2016/2017). The increase in the development expenditure was driven by the growing amount of development funds available to LGAs.

In FY 2017/2018 Tanzania lags behind the average for emerging and developing countries in terms of GDP dedicated towards education. At 3.9 per cent of total GDP going towards education, the country is 0.6 percentage points below the average. The share of the government’s total budget put towards education is 14.8 per cent, a rate close to neighbours, Kenya (16.5 per cent)7 and Uganda (11.1 per cent)8, and below the benchmark of 20 per cent.

Construction of new schools and rehabilitation of building infrastructure consumed the bulk of the development budget in FY 2016/2017, aside from student loans, and was expressed as a priority for 2017/2018. In the FY2017/2018 budget speech, the Government committed to the construction of 2,000 classrooms and rehabilitation and upgrading of existing facilities. The Government also committed to a TSh86.1 billion investment for new libraries, refurbishments of dormitories and large-scale hiring of lecturing staff for the University of Dar es Salaam.

Takeaways

- The Education budget recorded a decline in absolute terms, even more so when adjusted for inflation.

- Despite general budget reduction, there was a positive trend in development expenditure planned for FY 2017/2018, driven by an increased development budget for LGAs.

- Education constitutes a smaller GDP share than some other Sub-Saharan countries. When the common method of calculating sectoral expenditure is adopted it falls below the target of 20 per cent of budget.

6. Francesco Grigoli; 2014; A Hybrid Approach to Estimating the Efficiency of Public Spending on Education in Emerging and Developing Economies
7. World Development Indicators 2016
3. COMPOSITION OF EDUCATION SPENDING

The Ministry of Education, Science and Technology directly manages only 28 per cent of the total education budget. However, it upholds responsibility for policies affecting education in Tanzania and shaping guidelines for other spenders in the sector. Further, it controls almost all the non-administrative aspects of education in Tanzania, including issuing accreditations for schools and teachers, and shaping national qualification frameworks and guidelines for selection and training of teachers. MoEST is also responsible for managing most of the development spending in education. In the FY 2017/2018 budget, 81 per cent of all development expenditure in education was managed by the Ministry.

PORALG has oversight of almost all recurrent expenditures dedicated to pre-primary, primary and secondary education in the Mainland. All together it controls 70 per cent of the total education budget. It manages the allocation of funds to LGAs – which are responsible for spending most of the education budget.

LGAs, council level institutions, allocate funds in accordance with national policies, established by the sectoral ministries. They receive most of their revenue in a form of basket funds (for example: primary education, secondary education, health etc.). The education basket for LGAs makes up the largest share of LGAs budget. However, despite their devolved responsibility, LGAs remain mostly administrators of recurrent expenditures (mostly salaries). In FY 2017/2018 salaries consume 94 per cent of the funds allocated to education baskets, leaving little room for development.
expenditures within LGAs’ discretion. Therefore, the real responsibilities of LGAs in shaping the education sector is small and unrepresented by the size of the budget they manage.

The lion's share of education expenditure goes towards recurrent spending. It amounts to 76 per cent of the total education budget. Notably, however, this share has been decreasing in the past three years and fell from 84 per cent in FY 2015/2016 (Figure 3). However, this positive trend is likely to be revised once actual expenditure figures become available for FY 2017/2018 as eventual adjustments and incomplete execution of the budget has traditionally affected development spending more than rigid recurrent expenditure.

Higher Education Students’ Loans is the single largest development expenditure of MoEST (Figure 4). It accounts for 47 per cent of all development expenditure and in absolute terms amounts to TSh427.8 billion. The Ministry plans to issue loans to 33,244 new students (an increase of 17 per cent compared to the previous year) and 89,379 continuing students in FY 2017/2018. Only needy students are eligible to receive loans whereby priority is given to those who decide to study for a degree in one of the nationally-defined priority areas. An average loan issued to a Tanzanian student in FY 2016/2017 was TSh4.0 million a year. This amount is high due to approximately 450 students, including post graduate being funded for their studies abroad.

The most significant specific projects in the FY 2017/2018 budget are the locally-funded loans for students as well as development costs of fee-free primary and lower secondary education. Excluding Higher Education Loans and other programmes not focused on basic education, the average development expenditure per student in basic education stands at under TSh50,000 a year, with the budget almost four times higher for secondary education students.

### Sector performance

At primary education level, Tanzania achieved a high enrolment (NER in 2016: 86 per cent). However, the rate has been declining from the peak NER of 95 per cent in 2010. At pre-primary and lower secondary levels net enrolment remains low and in 2016 reached 46.7 per cent and 33.4 per cent respectively.11

The teacher-pupil ratio at primary schools in Tanzania remains high at 1:43, higher than the Sub-Saharan average and the number commonly referred to as the international standard of 1:40 (Figure 5, overleaf). At pre-primary level, this ratio reaches 1:169, while at the secondary level it is low, with 17 students per teacher. As the number of trained teachers is generally insufficient some schools have high teacher pupil ratio than national average or recommended standard.

### FIGURE 3: Composition of the Government’s spending on education

Source: MoFP Budget data

<table>
<thead>
<tr>
<th>Year</th>
<th>Development Budget</th>
<th>Recurrent Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015/16</td>
<td>16%</td>
<td>84%</td>
</tr>
<tr>
<td>2016/17</td>
<td>22%</td>
<td>78%</td>
</tr>
<tr>
<td>2017/18</td>
<td>24%</td>
<td>76%</td>
</tr>
</tbody>
</table>

### FIGURE 4: Largest development programmes and projects in education

Source: MoFP Budget 2017/2018

9. Higher Education Student’s Loans Board
11. PO-RALG; 2016; Pre-Primary, Primary and Secondary Education Statistics in Brief
Quality of education in Tanzania remains lower than in its peer countries. According to the Service Delivery Indicators Survey, only 21 per cent of teachers in Tanzania have sufficient knowledge to teach their subject, with 69 per cent scoring well below the pass mark (Figure 6). Results for Uganda are only marginally better but in Kenya, 39 per cent of teachers pass the assessment and only 34 per cent of teachers are vastly unprepared to teach their subjects. Given the already existing scarcity of adequately prepared teachers, especially in the field of science, the extra enrolment will likely decrease the average level of teaching quality. Yet, it needs to be noted that the Government has made efforts to tackle the problem and in 2016/2017 it provided training to 17,650 teachers. In 2017/2018 the Government committed to the training of 45,000 teachers on early primary literacy and numeracy. Educational outcomes remain low with little improvement in recent years. According to Uwezo Annual Learning Assessment, one of the largest independent studies on learning outcomes in Tanzania, by the end of the primary cycle, 28 per cent of children do not have the basic ability to read and multiply. Average results for numeracy are lower than for reading. Further, there is a highly significant difference in performance among regions, with Dar es Salaam, Kilimanjaro and Iringa regions recording average pass rates among studied levels of over 50 per cent, more than double those seen in western regions of Katavi, Tabora, Rukwa, where pass rates in a combined competency test for children 9-13 are close to 25 per cent (Figure 7). There are also differences between rural and urban areas, with latter ones performing significantly better. Outcome indicators are correlated with inputs, and regions with less human and infrastructural resources tend to underperform.

Language is a barrier to education in secondary schools. While the 2014 Education and Training policy introduced Swahili as another language of instruction, secondary school exams are still available only in English. Students have reported being unprepared for the transition to English and it is thought to contribute to drop-out and repetition-rates in secondary school. The Teachers’ union has also reported a lack of English in service training.

The Government has introduced a single book policy to address the challenge of textbook shortages in schools. Books are now centrally procured and distributed to schools. Data on the exact allocation of textbooks became available on MoEST’s website. However, owing to rising enrolment and delays in procurement and delivery, shortages of textbooks persist. A 2016 survey in a sample of 21 schools in seven districts found only one book was available for every three students in Standard 1. In view of the challenges facing textbook development, procurement and distribution across levels of education, the Government is planning to prepare a comprehensive Textbook Strategy.

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13. Teachers who can master the curriculum they taught. It is based on mathematics and language conducted among teachers of fourth grade.
14. Service Delivery Indicators
15. MoEST; Education budget 2017/2018
17. Human Rights Watch, 2017
FIGURE 6: Combined test results of teachers’ subject knowledge

Source: Service Delivery Indicators Survey

<table>
<thead>
<tr>
<th>Teachers who pass at the:</th>
<th>100% threshold</th>
<th>90% - 100% threshold</th>
<th>80% - 90% threshold</th>
<th>70% - 80% threshold</th>
<th>below 70% threshold</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uganda</td>
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<td>Tanzania</td>
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<tr>
<td>Kenya</td>
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</table>

FIGURE 7: Average primary school leaving examination pass rate and qualified teachers per student ratio

Source: PO, Regional Administration and Local Government

Takeaways

- The MoEST remains the most important decision-maker in the sector despite directly managing only a fourth of the budget. Recurrent expenditures consume three-quarters of the entire education budget. The largest share goes towards wages of primary and secondary school teachers.

- Local councils administer salaries and other smaller recurrent expenditures in the sector.

- Higher Education Student Loans are the largest single project and consume 47 per cent of all development spending in the education sector.

- Introduction of fee free in pre-primary, primary and lower secondary education contributes to the process of making basic education in Tanzania to be free. Further steps should focus on the quality of teaching. Due to insufficient infrastructure and poor skill sets of teachers, educational outcomes are weak.

- The correlation between inputs and outcomes in education in Tanzania is apparent, with regions with more resources performing above the average. Free enrolment and decreasing education budget – both absolute and per enrolled student – will have a negative impact on students’ average performance.

- Tanzanian Government is attempting to address the challenge of textbook availability through the introduction of the single book policy and the Textbook Strategy. Much effort is needed as the purple-textbook ratio stands at one textbook for every three students in 2016.
4. BUDGET CREDIBILITY AND EXECUTION

The general credibility of the budget in Tanzania, measured by how realistic the size and final allocation is compared to the plan, is relatively low, with education performing better than other sectors. This is due to the dominance of recurrent, mostly salary, expenditures, which historically fluctuate by close to 5 per cent. Development expenditure execution experiences much higher fluctuations. In the first three-quarters of the FY 2016/2017 budget, the MoEST has spent 107 per cent of its recurrent budget estimates and only 61 per cent of the development budget. This was due to a combination of factors that included late disbursements and priority of recurrent spending. In FY 2015/2016, however, both MoEST and regions (where education is the most important expenditure) executed their recurrent and development budget almost as planned, both with a variance of less than 10 per cent.

The biggest challenge for the credibility of the education budget is relatively low predictability of external funds. However, the fact that majority of expenditures under the budget are salaries and that education remains a priority sector, execution of the budget will remain closer to the target than in other sectors.

Takeaways

- Dominance of recurrent expenditure in the total education budget means that the general credibility of the budget is relatively high.
- Development expenditure is much less predictable and prone to respond more to changes in available funding.

5. DECENTRALISATION AND EDUCATION SPENDING

Since 2004, allocation of development funds to local authorities has been based on a formula designed by sectoral ministry. There are separate formulas for development and recurrent expenditure. The formula guiding recurrent spending and the recurrent block grant is relatively simple and is dependent on the number of children enrolled in

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18. MoFP; Budget Execution Report for The Third Quarter of Fiscal Year 2016/2017 (July – March 2017)
19. MoFP; Budget Execution Report for The Year 2015/2016
21. ODI; 2014; Local Government Authority (LGA) fiscal inequities and the challenges of ‘disadvantaged’ LGAs in Tanzania
schools in each LGA. For the much smaller development grant, additional factors such as performance, level of poverty and classroom shortages are considered. Part of the funds received by LGAs are managed by LGAs while others are transferred directly to schools, under, for example, capitation grant, which allocates a fixed amount of money per student. Numerous studies confirm that the application of formulas is far from perfect and other factors continue to play a role. However, formula for capitation grant is being reviewed to accommodate equity factors.

LGAs funding guidelines in education

There are three main types of financial transfer for service delivery in LGAs: recurrent block grants (allocated to specific sectors for salaries), basket fund grants and capital development grants. While some grants are allocated under development budget, in practice, they often end up funding expenditures that are recurrent in nature. Allocation of development funding is based on a formula that has been developed and in use since the budget of FY 2004/2005. The revision aimed to streamline the allocation of funds and make it more need-based and equitable.

LGAs spending trends

There has been little change in the composition of the education budget allocated to LGAs and it has remained close to 70 per cent. Similarly, the recurrent budget remains a stable share of local councils’ expenditure at 94 per cent-96 per cent in years 2015-2018.

Since the introduction of fee free basic education, schools have received per student capitation grants: TSh10,000 for each primary school student and TSh25,000 for each secondary school student. Unfortunately, lack of appropriate documentation and monitoring means that allocation is not based on actual numbers and the use of funding is poorly monitored. In the past, LGAs had reallocated funds between sectors where they deemed appropriate, weakening central government policy control. Since 2016, however, this problem has been addressed with a change of disbursement method, where the central government disburses funding directly to schools.

Takeaways

- Decentralisation of funds to local authorities has been a long-standing goal. However, large amounts channelled through policy control at the local level, are limited by strict guidelines.

- Allocation of funds to lower levels of government remains uneven. It is likely that revision of and adherence to the education allocation formula could improve the equity of funding to LGAs.

- The Government is in the process of reviewing capitation formula to accommodate some equity issues in education.

References:
22. GoT; 2010; Assessment of the Effectiveness of Formula Based Budgetary Allocation to Local Government Authorities (LGAs)
23. Maarten et al.; 2011; Do Formulas Reduce Political Influence on Intergovernmental Grants? Evidence from Tanzania
24. ODI; 2014; Local Government Authority (LGA) fiscal inequities and the challenges of ‘disadvantaged’ LGAs in Tanzania
25. IPA; 2016; Sending Money Directly to School Accounts in Tanzania: Using Experience to Inform Policy
6. EQUITY OF EDUCATION SPENDING

At the time of writing of this report, budget breakdowns for LGAs were not available. However, analysing differences in total per-capita funds available to LGAs may suggest a generally inequitable distribution. Education is by far the largest sectoral expenditure of local government authorities and has historically accounted for over 50 per cent of their total spending. In the FY 2017/2018 budget, total per-capita budget of LGAs in Njombe stands at TSh195,000 and 239 per cent more than in Kigoma (Figure 8). Further analysis should be conducted to identify equity issues related to LGAs education funding. It is likely that education outcomes should play a larger role in directing funding.

Tanzania is making steps towards improving equity of resource allocation in the sector. With the approved update to the teacher deployment strategy, it is creating a framework for better allocation of teachers across the country.26 The new policy will hopefully help manage significant shortages of teachers, especially in the sciences as well as their often-inequitable allocation – including allocation between administrative and teaching roles.27

While gender parity has been achieved at primary level, at higher levels the percentage of enrolled girls drops dramatically (Figure 11). The overall decline in enrolment is predominantly a consequence of monetary and opportunity costs which increase with age, while the gender disparity is a consequence of the generally perceived role of women in the society.28 There are also significant differences between regions, with Tabora recording the lowest attendance levels and Dar es Salaam and

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26. World Bank; 2017; Education Programme for Results Additional Financing (EPforR AF)
28. ActionAid; 2017; Citizens’ Education Report for Tanzania
Kilimanjaro the highest. Children from rural areas are also much less likely to attend school than those in urban settlements. While free lower secondary education will most likely improve general enrolment, it is unlikely to fully solve the problem. One of the most commonly listed reasons for not attending or leaving school is perceived lack of benefits of attending school, not the cost (which however remains important).29

Girls are particularly disadvantaged in the transition from primary school to lower secondary school. The transition rate from primary to lower secondary Form I is only 65 per cent for girls, compared to 71 per cent for boys. At primary level, however, an almost full parity has been achieved.

Tanzania has made progress in inclusive education. There is a National Strategy on Inclusive Education (2009-2017) – currently under revision - which aims to enhance educational services for children with special needs, and other vulnerable populations. Funding is set aside within the capititation grants to provide double the allocation for students with disabilities. Now, however, only approximately 0.5 per cent of enrolled students have a disability, with large differences across regions. Research suggests that having a disability increases the probability of never attending school by a factor of two.30 The number of teacher trainees obtaining the certificate of special education is inadequate and there are very limited incentives, both for schools and teachers, to focus on special education.

Student continuance within basic education in Tanzania, while improving, remains low. Modelling of current grade-specific enrolment data suggests a continuance rate in primary school of 51 per cent, in lower secondary school of 65 per cent, and a survival rate for the whole 11 years of basic education of only 22.4 per cent. The large influx of students in pre-primary and Standard 1 has brought more students from disadvantaged backgrounds into the schooling system, which is encouraging. However, these children are even more vulnerable to school dropout than the current cohorts.

7. FINANCING THE EDUCATION SECTOR

The education sector is mostly funded from domestic sources. Foreign funding remains an important but largely unpredictable source of development expenditure in education. In the FY 2017/2018 budget, 29 per cent of development funds come from foreign donors, while a year before it contributed 44 per cent of all funds. In both cases that meant that the contribution to the overall education budget was close to 6 per cent. In the FY2015/2016 budget, this contribution was only 1.6 per cent of overall budget and 10 per cent of the development budget.

Takeaways

- Financing formulas for LGAs should be revised and are not often adhered to. Educational outcomes are not a primary driver of per capita funding. Further analysis would identify equity in education funding issues.
- Tanzanian Government is currently revising its National Strategy on Inclusive Education, which focuses on education of vulnerable populations.
- Drop-out rates, especially for girls, remain high.
- The percentage of students with disabilities enrolled in primary education is much lower than the prevalence of disability among children, and resources for addressing disability among students are inadequate.

30. World Bank; 2017; Education Programme for Results Additional Financing Environment and Social Systems Assessment (ESSA)
Acronyms

ESP .......... Education Support Programme
FY .......... Fiscal Year
GDP .......... Gross domestic product
GOT .......... Government of Tanzania
GPE .......... Global Partnership for Education
IFMIS .......... Integrated Financial Management Information System
IMF .......... International Monetary Fund
IPA .......... Innovation for Poverty Action
LGAs .......... Local Government Authorities
MoFP .......... Ministry of Finance and Planning
MoEST .......... Ministry of Education, Science and Technology
NER .......... Net Enrolment Rate
ODI .......... Overseas Development Institute
PORALG President’s Office, Regional Administration and Local Government
PT/BTP .......... Practical Teaching/Block Teaching Practice
RAS .......... Regional Administration Secretariat
TSh .......... Tanzanian shillings
VETA .......... Vocational Educational and Training Authority