

Improving Learning for all Children



The Problem

Tanzania has made strong progress in expanding access to basic education. Since the implementation of the Fee-Free Basic Education Policy (FFBEP) in December 2015, enrolment has increased substantially - from 85.8% in 2016 to 95.7% in 2020. However, only around two-thirds of students in the last grade of primary successfully pass the leaving examination and enrol in lower secondary. Further, while more girls than boys reach the end of primary school, a similar number of boys and girls continue on to secondary school. The impressive increase in access to basic education led to a corresponding increase in Pupil Teacher Ratios, exacerbating the effects of an inadequate number of teachers - the national average Pupil:Teacher: Ratio (PTR) in government primary schools is 61:1. Learning outcomes, while improving, remain at critically low levels: the proportion of pupils who could read 50 correct words per minute increased from 4.7% in 2013 to 5.2% in 2019.

The response

Shule Bora is aligned with Government of Tanzania strategic plans and priorities as set out in the Tanzania Education Sector Development Plan (ESDP) to improve the quality of teaching and learning and ensure that all primary pupils, regardless of gender, disability or other social characteristics, attain the competences they need to progress to secondary education.

The programme

The UK aid funded Shule Bora programme aims to improve the quality of pre-primary and primary schools in Tanzania. The programme's Impact Statement is: **Shule Bora will deliver improved quality, inclusiveness, and safety of learning for boys and girls.** There are four outcomes:

1. Learning: All children are learning in school.
2. Teaching: UKAID supports the strengthening of Tanzania's teaching workforce.
3. Inclusion: All children are in schools that are safe, offer an environment conducive to learning and that this enables children to complete primary education and progress to secondary education.
4. Systems building: UKAID supports government in strengthening the value for money of education provision at school, local and national level.

The programme will work in the following ways:

- Work with Ministry of Education, Science and Technology (MOEST) and the President's Office Regional Administration and Local Government (PORALG) to test, adapt and implement at scale quality, gender-transformative, disability-inclusive and safe to learn education approaches in nine regions selected by the government: Katavi, Kigoma, Mara, Dodoma, Pwani, Rukwa, Simiyu, Singida, and Tanga.
- Support the Government of Tanzania with timely and effective implementation of the Payment for Results (PforR) mechanism through technical assistance and capacity building, with a strong focus on data verification, financial and risk management, and documenting lessons learned and best practice.
- Coordinate programme activities and provide high quality financial and risk management oversight, establish regular and rigorous programme monitoring and evaluation through an independent Learning and Evidence provider, and develop and implement a strategy for effective communication of Shule Bora objectives, results, and lessons learned to a range of target audiences.

The implementers

Cambridge Education (CE) is the technical assistance delivery partner for the FCDO-funded Shule Bora programme which runs from August 2021 to March 2027. The programme will be implemented with core partners Action on Disability and Development (ADD), Plan International, and the International Rescue Committee (IRC) and a number of associate partners. The programme will work in partnership with the Ministry of Education, Science and Technology (MOEST), President's Office for Regional and Local Government and Administration (PORALG) and related agencies to achieve its outcomes.