The PETS report by the Ministry of Education is a thorough, comprehensive, honest research document that paints a clear picture of the financial state of primary and secondary education in Tanzania. It is full of Government successes as well as specific areas to improve. This brief provides key findings and explanations of the “Public Expenditure Tracking Survey for Primary and Secondary Education in Tanzania” as commissioned and reported by the Ministry of Education and Vocational Training on September 21, 2009.

Public Expenditure Tracking Surveys (PETS) are studies undertaken to reveal the actual state of the flow of funds and resources in government sectors. They seek to find answers to such questions as: Do planned funds reach their desired destinations, or are there leakages along the way? Are such funds allocated equitably, or are there correlated differences between, for instance, depending on rural or urban settings?

PETS are both governmental and non-governmental activities, though often the best results come from government initiatives as the scope is typically much wider and much more representative of fiscal issues a country is facing as a whole.

This year, the Ministry of Education and Vocational Training (MoEVT) commissioned such a study along with a joint sub-committee comprised of representatives from the Ministry of Finance and Economic Affairs (MoFEA), the Prime Minister’s Office – Regional Administration and Local Government (PMO-RALG), the Ministry of Community Development, Gender, and Children (MoCDGC), the National Bureau of Statistics (NBS), representatives of Civil Society Organizations (CSO), and Development Partners (DP).

The MoEVT PETS took place from June to August 2009 in 7 regions, 27 District Councils, 75 secondary schools, and 283 primary schools. Below are some of its key findings:

**Primary Schools**

“[P]rimary education was allotted 544 bln. Tsh. through the state budget in the fiscal year 2007/08…. [T]he total central government allocation per primary student was 65,595 Tsh…. The actual amount received by LGAs…was 473 bln. Tsh. (87% of the State Budget). This amounts to 57,023 Tsh. per primary student…. The actual per student expenditure at district level is generally higher in urban districts than rural districts…."

- The national education budget differed from what was received by Local Government Agencies (LGAs) (District Councils, ward governments, etc.), dropping the actual funds executed by the budget to only 87% of what was planned. The average per student education budget dropped from 65,595 Tsh. to 57,023 Tsh., though this amount varied greatly with urban districts receiving more funding than rural ones.

  “The student teacher ratio is on average higher in urban schools than rural schools. … Among the rural schools there were schools with as many as 169 students per teacher while at the other end also schools with as few as 13 students per teacher.”

- Even though an average teacher-pupil ratio of 1:54 was found, there were rural schools with a ratio of 1:169 and urban ones at 1:13.

  “There are more school employees on the government payroll according to the council records than employees on the payroll according to the schools i.e. some school employees on the government payroll are not known to the schools. This was the case for 31% of the schools in our sample. The excess number of government employees at the schools according to the Council payroll compared to school data was 3.7%.”

- Almost one-third of the primary schools sampled had teachers on the Council payroll that did not exist at the school. In this study, these “ghost workers” made up 3.7% of the Council payroll.

  “Of the persons on the government payroll according to school data, 87% were actually present at the school. The remaining 13% were on long term leave, performing other functions elsewhere or had left the school for unknown reasons. The actual financial cost of teachers not performing at the schools is 9.3% of total Council primary school expenditure.”

- 13% of teachers being paid were on long term leave away from school. These teachers who were not teaching take up almost a tenth of total Council primary education expenditure.
“62% of the schools employ additional staff (teachers, guards and other caretakers) from other sources (parents and others contributions). 14% of the schools employ this staff as teachers.”

- While ghost workers and absent teachers are being paid by the Councils, other financial sources are sought out to hire additional staff by 62% of the schools, 14% of which do so to bring in more needed teachers.

“Capitation grants are on average equally distributed among schools in a district... Average capitation grant allocation per student for the schools in our sample is 4,570 Tsh. According to the data approximately 9% less was received by the schools. ... For 30% of the schools the deviation was more than 100,000 Tsh. between what was accounted for as allocated by the Council compared to what was actually received by the school. In 8% of the schools the deviation was more than 1 million Tsh.”

- While the capitation grant is meant to be 10,000 Tsh. per student according to the Primary Education Development Program (PEDP) II, the average amount received by the Councils was 4,570 Tsh. An average leakage of 9% resulted in schools receiving 4,189 Tsh. per student, but these leakages varied widely. For almost a third of the schools, more than 100,000 Tsh. was lost while in some others, more than 1 million Tsh. of the capitation grant didn't reach the schools from the Council.

“According to Council records as many as 48% of the schools were allocated development grants. According to school records 18% of the schools received the development grants.”

- Simply put, almost half of the surveyed Councils said they gave development grant money to schools, while less than a fifth of the schools reported receiving any such funds.

“Our data shows that in 30% of the schools parents made contributions in cash to pay for extra classes, to pay for employment of additional teachers in addition to teachers on the payroll and to pay for various teaching materials and equipment (like desks, chairs, etc.). In 12% of the schools parents also contributed with in kind contributions. On average parents’ contributions constituted 7.7% of all cash and in kind contributions managed by the school.”

- Most contributions parents give to schools are in cash. Both cash and in kind contributions from parents make up 7.7% of all contributions to the schools.

Secondary Schools

“Teacher absentees are notably higher on average in rural schools than in urban schools with 29% in rural schools of the teachers as compared to 4% in urban schools. There are higher incidences of absence by teachers in government schools (27 %) than in community schools (14 %).”

- The most absent teachers are in rural government secondary schools while the most present are in urban community schools.

“Development grants were relatively higher for rural schools compared to urban schools... and are also predominantly targeting community secondary schools and not government secondary schools...”

- In its effort to build up rural community secondary schools, the government has been targeting them with development grants, and indeed the money is reaching there.

Fantastic Work!
The Government-commissioned research of the MoEVT PETS represents a step in the right direction of seeking solutions and improvements. In addressing any problem, the first task is defining it. Now, with the work MoEVT has done with PETS, these problems have been elucidated, and true work can begin to solve them.

The MoEVT PETS also offers an invaluable example of the progress the Government and civil society can achieve together. Though CSOs played only a small role in this particular PETS, they have been conducting their own PETS and have been advising the Government to do the same for years. Now it has been done, significant discoveries have been recognized, and systemic strengths and weaknesses have been identified. It is hoped that all of those involved see the value of such work and aim to continue such activities in years to come. We congratulate the Ministry of Education and Vocational Training as well as all other contributory parties on a job very well done!