

Did Tanzania Achieve the Second Millennium Development Goal? Statistical Analysis

Edwin Magoti^{1,2*}

1. Department of Mathematics, Kambarage secondary school; P.O. Box 158, Mugumu, Serengeti – Tanzania
2. A student in Master of Official Statistics, Eastern Africa Statistical Training Centre, P. O. Box 35103, Dar es Salaam Tanzania

Abstract

Development Goal “*Achieve universal primary education*”, the challenges faced, along with the way forward towards achieving the fourth Sustainable Development Goal “*Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*”. Statistics shows that Tanzania has made very promising steps towards achieving this goal. Gross Enrollment Ratio decreased from 106.4% in 2010 to 96.16% in 2013 with Net Enrollment Ratio averaging 93.7%. However, Gross and Net Enrollment ratio for pre-primary pupil was not promising, the figures stood at 33.5% and 33.3% respectively. The most notable challenges were dropouts, inadequate teaching and learning materials, shortage of teachers and un-conducive learning atmosphere in some places, especially in rural areas. For effective and successful implementation of the 2030 Sustainable development agenda on education, this paper suggest; Enrolling Primary School pupils at right age; Providing education that focuses on Outcome and not on Output; Creating Conducive Learning atmosphere well vested with materials, financial and human resources; Employment based on academic and pedagogical competence; Integration of ICT in the Teaching and Learning Process and Accreditation/Approval of learning institutions bases on well-defined standards.

Keywords: *Education; Enrollment ratio; Quality Education; Universal Primary Education*

1. Introduction

The Tanzania Development Vision 2025 elucidates that Tanzania of 2025 should be a nation imbued with five main attributes, namely, high quality livelihood; peace, stability and unity; good governance; a well-educated and learning society; and a competitive economy capable of producing sustainable growth and shared benefits. The vision seems to call for steady, forward and improved adjustment of people from one position or situation to another in terms of living standard, health, education, political, the entire social and economic development perspectives, and that is actually the desire every human being need to. It is for those reason different plans, development theories, policies and principles inevitable.

In September 2000, 147 heads of State and Government, and 189 nations in total, in *the United Nations Millennium Declaration* committed themselves to making the right to development a reality for everyone and to freeing the entire human race from want. The Declaration called for halving by the year 2015, the number of people who live on less than one dollar a day. To help track progress, the United Nations Secretariat and the specialized agencies of the UN system, as well as representatives of IMF, the World Bank and OECD defined a set of time-bound and measurable goals and targets for combating poverty, hunger, disease, illiteracy, environmental degradation and discrimination against¹.

Transforming Our World; the 2030 Agenda for Sustainable Development is another UN’s initiative that precedes the **Millennium Development Goals (MDG)**. The United Nations summit for the adoption of the post-2015 development agenda was held from 25 to 27 September 2015, in New York and convened as a high-level plenary meeting of the General Assembly. The meeting announced 17 Sustainable Development Goals and 169 targets which seek to build on the Millennium Development Goals and complete what MDG did not achieve². The new Goals and targets came into effect from 1 January 2016 and will guide the decisions making over the next 15 years up to 2030.

The current statistics (Table 1) revealed by the United Nations Statistical Division shows that there has been greater achievement as far as the Second Millennium Goal “*Achieve universal primary education*”, is concerned. According to the Millennium Development Goals report, 2015, the primary school net enrolment rate in the developing regions has reached 91% in 2015, up from 83% cent in 2000 (United Nations Statistics Division, 2015).

- The number of out-of-school children of primary school age worldwide fallen by almost half, to an estimated 57 million in 2015, down from 100 million in 2000.
- Sub-Saharan Africa has had the best record of improvement in primary education of any region since the MDGs were established. The region achieved a 20 percentage point increase in the net enrolment

¹ See - http://millenniumindicators.un.org/unsd/mi/mi_highlights.asp

² See-<https://sustainabledevelopment.un.org/post2015/summit>

rate from 2000 to 2015, compared to a gain of 8 percentage points between 1990 and 2000.

- The literacy rate among youth aged 15 to 24 increased globally from 83 per cent to 91 percent between 1990 and 2015. The gap between women and men has narrowed.

Table 1: The summary of the overall global achievement of MDG2

Target 1: Net enrolment ratio in primary education

1991		2000		2015	
Boys	Girls	Boys	Girls	Boys	Girls
86.5	77.3	87.9	82.1	91.8	91.2

Target 2: Proportional of Pupils Starting Grade 1 who reach Last grade of Primary School

1991		2000		2015	
Boys	Girls	Boys	Girls	Boys	Girls
71.1	69.6	75	75.7	74.1	76.8

Target 3: Literacy rate of women and men, aged 15 to 24 years

1991		2000		2015	
Men	Women	Men	Women	Men	Women
87.7	78.6	90.5	84	92.8	89.7

Source: UN-Millennium Development Goals, targets and indicators, 2015: Statistical tables

In particular, it is envisioned in the Tanzania Development Vision 2025 that by the year 2025 a country will have achieved a Universal Primary Education, the eradication of illiteracy and the attainment of a level of tertiary education and training that is commensurate with a critical mass of high quality human resources required to effectively respond and master the development challenges at all levels. In implementing the plan, since the year 2000 Tanzania has been formulating and implementing various policies, principles and strategies so as to align extremely with the Millennium Development Goals. So far, the achievement has definitely been at some promising degree in almost every MDG.

Education is very important and it actually linked well with other seven Millennium Development Goals, still it links well with the rest 16 SDGs. For that reason, this paper finds it necessary to assess how far Tanzania progressed in achieving the Second Millennium Development Goal (MDG2) “Achieve universal primary education”, identifying some challenges encountered along the way, then the way forward for meeting the fourth Goal of Sustainable Development (SDG4) “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” will be put in place before concluding remarks.

2. Methods and procedures

The data needed for effective write-up were entirely administrative in nature. The entire work relied on administrative records as the source of data. Information was gathered from United Nations Statistical Division, international agencies like UNICEF, WHO and FAO. Country wise, the data sources included reports from the National Bureau of Statistics (NBS), Prime Minister’s Office, Regional administration and Local Government (PMORALG), Ministry of Education and Vocational Training (MoEVT). Data analysis was done using computer software’s packages specifically Microsoft Excel and SPSS.

3. Results and discussion

At national level, a number of initiatives were taken so as to meet this goal. The most notable program which was employed was the Primary education development Program (PEDP). The program had three phases, PEDP I, PEDP II and PEDP III which recently is still under implementation. Other programs were introduced especially to cater for increasing enrollment and reduce illiteracy rate; these included Complementary Basic Education in Tanzania (COBET), ICBAE popularly known as “MEMKWA”¹ and “MKEJA”² and Radio Instruction to Strengthen Education (RISE).

3.1. Formal Education.

The program had two phases, Phase I which was implemented from 2002 to 2006 and Phase II of 2007 to 2012.

¹ MEMKWA – “Mpango wa Elimu kwa Waliokosa Elimu” meaning a primary education program for those children who have missed.

² MKEJA – “Integrated Community Based Adult Education”, Meaning literacy skills training for those who have never learned how to read, write and count as well as for neo-literates and youth.

The main priority of PEDP was to increase overall enrolment of girls and boys. Core government strategies for achieving this were abolition of school fees and information campaigns aiming for increased awareness of the importance of education. A report by Hakielimu¹ in 2006, the Net Enrolment Ratio (NER) in primary schools increased from 65.5% in 2001 to 96.1% in 2006. This means that nearly all the children of primary school age were enrolled in primary schools from 2001 to 2006. Ensuring access and equity through enrolment expansion in primary schooling was one of the main objectives of PEDP II (EFA Report, 2015). Overall student enrollment from standard one to Standard seven rose from 8316925 in 2007 to 8441553 in 2009 then dropped slightly to 8363386 in 2011 (BEST, 2007-20011). According to the education sector development program, 2012, Primary Education Development Program III seeks to raise competencies, increase participation and completion, and prepare children for life in a multicultural society. PEDP III program is still under implementation but the current statistics show slight decrease in enrollment; 8247172 in 2012, 8231913 in 2013, 8170091 in 2014 and 8090270 in 2015 (PMORALG, National data 2014).

Table 2: Gross and Net enrollment for Pre-primary and primary school from 2003-2013

Year	Pre-Primary		Primary	
	Gross Enrollment	Net Enrollment	Gross Enrollment	Net Enrollment
2003	22.20	20.00	105.30	88.50
2004	24.70	23.70	106.00	90.50
2005	29.10	25.70	106.00	94.80
2006	30.00	28.50	112.70	96.10
2007	25.20	33.10	114.40	97.30
2008	38.10	36.20	112.30	97.20
2009	38.30	37.50	110.50	95.40
2010	39.50	37.20	106.40	95.40
2011	44.50	42.40	102.70	94.00
2012	39.50	46.80	98.40	92.00
2013	37.30	35.50	96.20	89.70
Total	33.49	33.33	106.45	93.72

Source: PMORALG, National Data, 2014

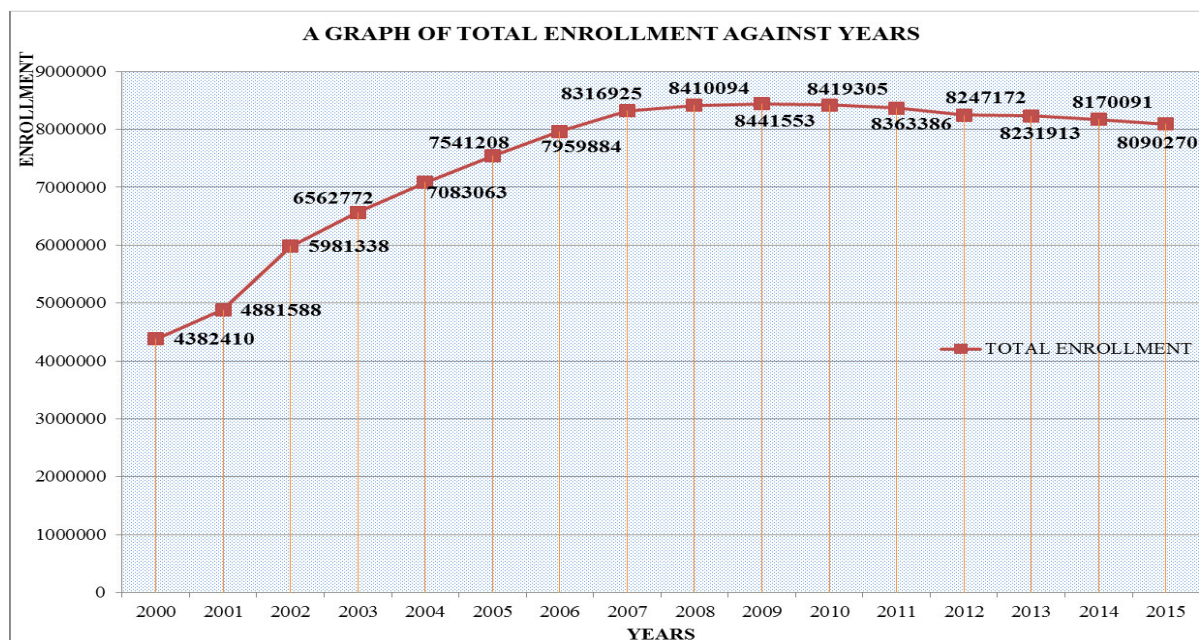


Figure 1: Total Primary school Enrollment from 2000 to 2015

Source: BEST and PMORALG 2000 – 2015.

¹ An organization with a mission of enabling people to transform education, in and out-of-schools; influence policymaking and effective implementation; stimulate imaginative public dialogue and social change; conduct research, policy analysis and advocacy; and collaborate with partners to advance participation, accountability, transparency and social justice

According to Education Sector Development Program (ESPD, 2012), the achievements recorded during the implementation of PEDP I and II are increase in the GER and NER for primary education from 84% and 65.5% in 2001 to 102.7% and 94.0% in 2011 respectively; the number of primary schools increased from 11,873 in 2001 to 16,001 in 2011; the transition rate from primary to secondary school increased from 22.4% in 2001 to 53.6% in 2011. The number of qualified teachers also increased from 52,658 in 2001 to 169,233 in 2011. On the other hand, the Country report on the Millennium Development Goals 2014 (BEST 2013, 2014), shown that Gross Enrollment Ratio (GER) decreased from 106.4% in 2010 to 96.16% in 2013 simply implying that Tanzania made significant progress towards achieving this goal as the decline in GER implies that the number of children who are beyond eligible school age (7-13 years) decreased, which is a sign of improvement. The same report shows a relatively decrease in Net Enrollment Ratio (NRE) from 95.4% in 2010 to 89.71% in 2013.

3.2. Non Formal Education (NFE)

Enrollment in primary school is equally supported through the mainstreaming of non-formal education learners into the formal education system. The current programs existing in Tanzania under Non-formal Education (NFE) are Complementary Basic Education in Tanzania (COBET) and Radio Instruction to Strengthen Education (RISE). COBET is a program initiated to complement primary education 1999. There has been significant increase in enrolment of pupils from 217,583 in 2002 to 233,932 in 2004 followed by a gradual and steady decline in enrolment from 192,787 in 2005 to 54,029 in 2013. As a result of the program, several children who had previously been left out of school were regularly absorbed into educational institutions (Education for All 2015 National Review, 2014). Radio Instruction to Strengthen Education (RISE) is an ICT-based educational program which its primary purpose is to provide basic education for out of school children and youth who did not secure a position to enroll in formal primary schools. The statistics reveals that were 183 RISE learning centers with a total enrolment of 7446 learners who were later mainstreamed into Standard Five after passing Standard Four National Examination. Out of 183 RISE learning centers, 11 have grown into primary schools (Education for All 2015, 2015).

3.3. Pre-Primary Education

As shown in the Figure 2, Pre-primary school enrollment increased from 554835 in 2004 to 1046369 in 2014. Enrollment was even high in 2011 where 1069208 students were enrolled into pre-primary school education. On average, percentage enrollment was high for girls (50.13%) than boys (49.87%).

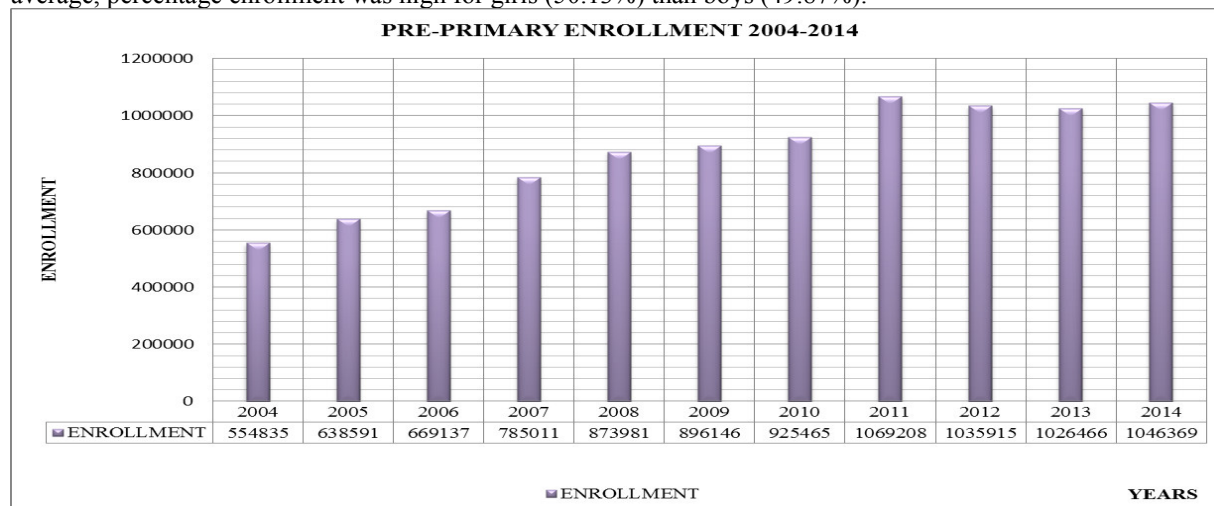


Figure 2: Pre-Primary School enrollment from 2004 to 2015.
 Source: BEST and PMORALG, National Data 2004 to 2015.

4. Challenges

Regardless of the achievements made, the country faced a number of challenges while implementing this goal. The notable challenges include:-

4.1. Dropouts.

Figure 3 shows the number of students dropped out by different reasons. Dropout was mainly due to truancy, pregnancies, deaths, unable to meet basic (school) needs and illness. As indicated in the Figure 3, truancy was the main cause of dropout which accounts for 65.3%. 8.5% of the students failed to continue with schooling due to inability of meeting school needs. Surprisingly, primary school girls failed to complete primary school

education due to pregnancy! It accounts 4.3% of school dropouts for the selected years 2.9% higher than dropouts caused by illness. The trend shows that truancy was relatively higher in 2012 (22.01%).

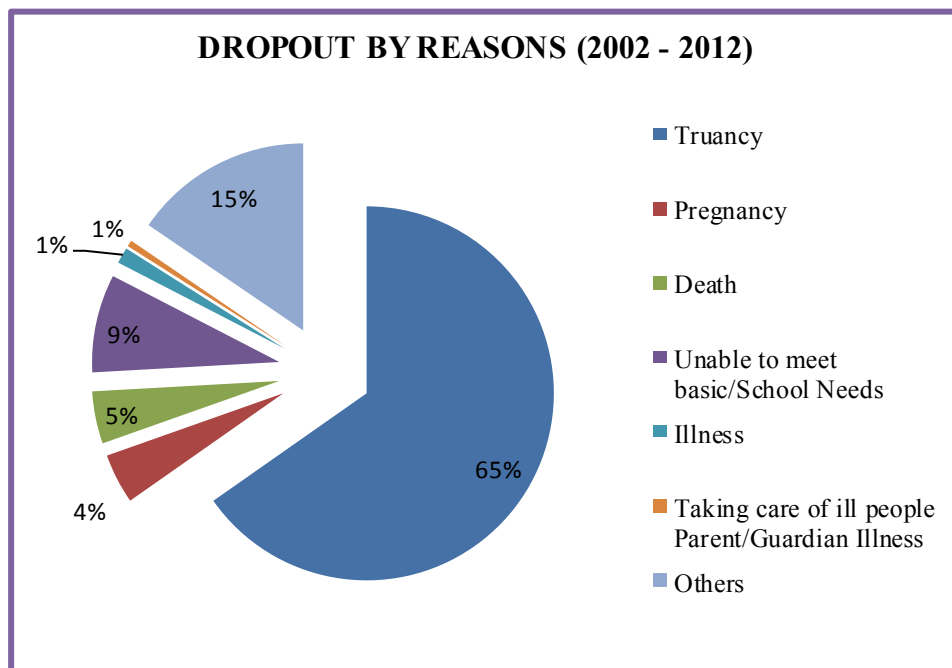


Figure 3: Pupils Dropouts by reason from 2002 to 2012;
 Source: BEST, 2002 to 2012.

4.2. Poor Pre-Primary School Enrollment

Statistics (Table 3 and Figure 4) shows that Tanzania managed to enroll students to its best in Standard one but pre-primary enrollment was a bit a challenge. A 2012 national census recorded a total of 2755699 children of 5 to 6 years of age but surprisingly only 1034729 children (37.55 percent) were enrolled into pre-primary classes in the same year (2012) while 1,430,597 secured admission into standard one in 2013. On the other hand, a total of 977,533 were registered in 2013 for pre-primary education while the actual enrollment for standard one in 2014 was recorded to be 1,499,832 students.

The aims of Pre-Primary education as stipulated in the Tanzania Education Policy, 1995, include: - to encourage and promote the overall personality development of the child, that is, his or her physical, mental, moral and social characteristics and capabilities; to provide child with opportunities to acquire and develop communication, numerical and administrative skills and is to prepare the child for primary education. The comparison of enrollment between Pre-Primary and Standard one does not match, implying that many students join standard one without going through Pre-Primary education. Viewing this is quality perspective with regard to the aims of Pre-primary education, many pupils joining standard one while they do not qualify for such level as they lack relevant skills and mentally not full developed for schooling. This on the other hand make some pupils find school life very difficult and tiresome as they face challenges in understanding concepts which needs pre-primary school foundations. Also, teachers find teaching a boring task unnecessarily as they are constrained to invest more time in keeping them on track.

Table 3: Pre-Primary Enrollment from 2005 to 2010

Year	Enrolment (5-6 Years)	Total Enrolment	Total Population (5 - 6 Years)	NER	GER
2005	607,378	638,591	2,191,300	25.7	29.1
2006	635,834	669,137	2,230,409	28.5	30.0
2007	749,657	795,011	2,261,600	33.1	35.2
2008	832,302	873,981	2,296,391	36.2	38.1
2009	870,328	896,146	2,342,319	37.2	38.3
2010	880,207	925,465	2,344,242	37.5	39.5
Total	4,575,706	4,798,331	13,666,261	33	35

Source: BEST and PMORALG, National Data 2004 to 2015.

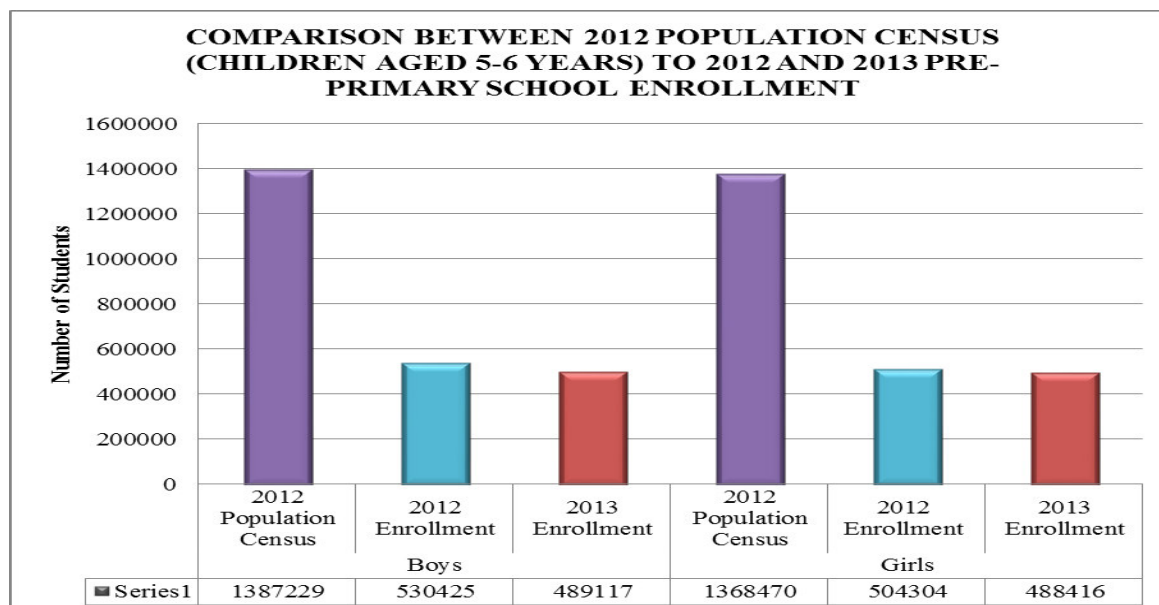


Figure 4: Comparison between 2012 Population censuses to 2012 and 2013 Pre-Primary School Enrollment
 Source: PMORALG, National Data 2013.

4.3. Inadequate of supportive teaching and learning environment

Implementation of the program went along with improvement in teaching and learning environment, learning materials and resources but still the efforts were not promising enough to meet the demands. It is obvious that enrollment increased especially at primary level, but the increase in enrolment was not proportional with increase in number of classes and other infrastructures that supports effective learning. The situation was however worse both in urban and rural areas.

In 2014 for instance, 8220182 pupils were registered, the total numbers of classrooms were 110593, this means that Pupil-classroom ratio was about 74 (PMORALG, 2014). Shinyanga Municipal council had 141 Pupil-Class ratios, Kaliua district in Tabora Region the ratio was 304 and Geita district in Geita Region it was 138. Pupil desk ratio was almost 8, 7, and 6 in Rukwa, Simiyu, Geita and Shinyanga regions. In actual sense, it practically impossible for 8 students to share a desk, for that reason it is obvious students in some schools did not have desks, they used to sit on floors. School latrine ratio statistics reveal that there is still shortage of latrines in schools. This shortage has on the other hand a significance influence of endangering pupils' health. Geita leads by having a pupil-latrine ratio of 107. Table 5 below presents these findings.

Table 5: Pupil-Class, Desk and Latrine ratios to some selected Districts.

Pupil-Class Ratio		Pupil-Desk Ratio		Pupil-Latrine Ratio	
Council	Ratio	Region	Ratio	Region	Ratio
Shinyanga Municipal	141	Rukwa	8.1	Geita	107
Kaliua	304	Simiyu	6.7	Simiyu	85
Geita district	138	Geita	5.8	Shinyanga	70
Kisarawe	132	Shinyanga	5.8	Mwanza	77
Kilolo	130	Mwanza	5.1	Kigoma	74
Mpanda	129	Dodoma	5.0	Tabora	66
Ilemela	113	Tabora	4.3	Dar Es Salaam	64

Source: PMORALG, 2014.

4.4. Teacher's pedagogical knowledge and shortage of Teachers especially in pre-primary education

Shortage of teachers, teachers' pedagogical knowledge and academic competence are the basic issues in this context. For instance in 2013, there were 12377 Pre-primary school teachers, 3749 were males and 8628 were female. Primary school teachers in the same year were 189487. Of these teachers, 91253 were males and 98234 were female. The unfortunate of this is that, of the 189487 primary school teachers, 187413 (98.9%) had qualifications for teaching at this level while the remaining 2074 (1.1%) had "other" qualification. The situation was even worse at pre-primary school level were out of 12377 teachers, only 65605 (52.6%) had qualifications to teach at that level while 5872 (47.4%) teachers had "other" qualifications.

Those with “*other*” qualifications are people who have either qualification in other fields but they have failed to secure employment in their fields of specialization or they entirely have no any qualification (most of them being form four leavers who failed to secure position for advanced level or college studies). Such teachers lack pedagogical knowledge, incompetence in subject matter preparation and presentation. According to Education Statistics national Report, 2014, Pupil Teacher Ratio varies from 1:83 in pre-primary to 1:43 in primary to 1:25 in secondary education. The standard norm is 1:25 for pre-primary and 1:40 for primary. This means the situation is very critical at Pre-Primary level and very promising at primary level.

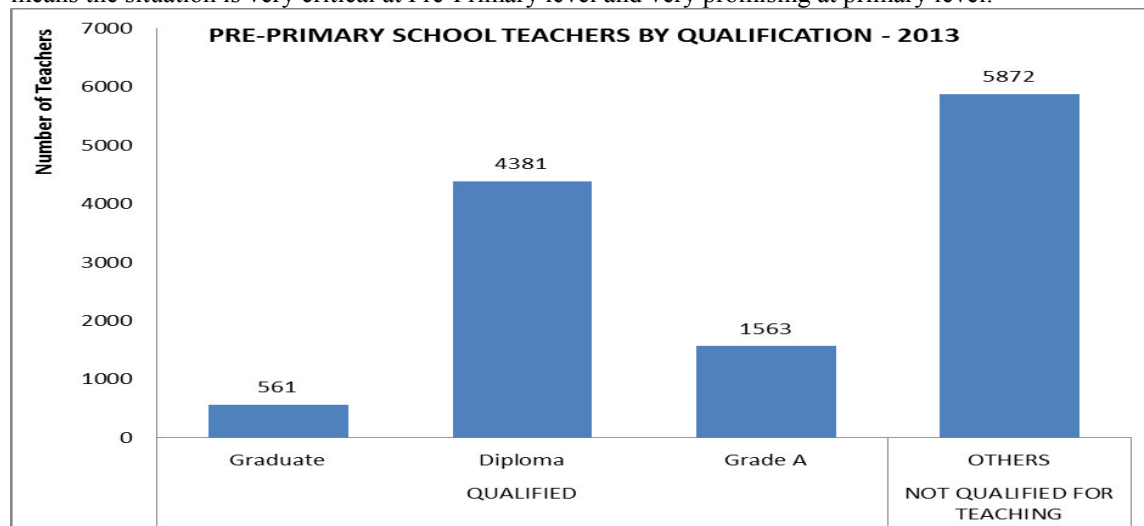


Figure 5: Pre-primary school teachers by qualification

Source: PMORALG, National Data, 2014; Education for All 2015 National Review, 2014

All of the discussed challenges have a negative impact as far as the quality of education is concerned. There is no way one can have quality education while he/she is having no teachers or being taught by unqualified teachers in a worse and unfairly atmosphere for learning with fewer and sometimes irrelevant learning materials. Poor education quality is witnessed by having illiterate primary school leavers who can neither read nor write. It is also observed by the “outcomes”, from standard seven results and those who qualify to join secondary school education.

Standard seven leaving examinations are marked out of 50% marks. These make a total of 250 for five subjects. Statistics shows that in 2014, the average score at national level was 108.6 implying that each student (National wise) who sat for examination scored on average 108.6% out of 250% (National data, PMORALG, 2014). **The figure is neither impressive nor revealing the real situation.** Viewing this at school level, the situation is critically worse. The last ten schools for instance had average scores ranging from 46% to 52%. **This proves beyond doubt that achievements in school enrollments did not match with education attainments in terms of performance (Quality).** Table 6 and figure 6 clarifies this in details.

Poor performance is also witnessed in the 2014 Tanzania Education Policy, Pg. 5. The report says; *“Katika miaka ya hivi karibuni, viwango vya ubora wa elimu vimekuwa vikishuka. Hali hii inadhihirishwa na ufaulu katika mitihani ya kuhitimu elimu ya msingi na elimu ya sekondari ngazi ya kawaida kuwa na msrerereko wa kushuka kutoka asilimia 54 mwaka 2007 hadi kufikia asilimia 31 mwaka 2012, kwa upande wa elimu ya msingi; na asilimia 90 mwaka 2007 hadi asilimia 43 mwaka 2012 kwa elimu ya sekondari; wakati idadi ya watahiniwa inaongezeka mwaka hadi mwaka. Hali kadhalika, maarifa na ujuzi wa wahitimu wa mafunzo ya ufundi na elimu ya juu havikidhi mahitaji mbalimbali katika ulimwengu wa kazi”¹.*

¹ In recent years, education quality indicators have been declining. This is proven by performance in Primary and secondary school leaving examinations has been dramatically dropping from 54% in 2007 to 31% in 2012 for primary education and from 90% in 2007 to 43% in 2012 for secondary education while the number of candidates has been increasing each year. On the other hand, vocational education and university graduates’ knowledge and skills are inadequate to meet the requirements for the job market.

Table 6: Average performance of some selected schools in 2014 Standard VII Leaving Examinations

Code	Name of School	Region	Average (out of 250)
PS1103-111	Ukwama Primary School	Morogoro	46.62
PS1103-142	Kitengu Primary School	Morogoro	51.71
PS1008-055	Msanga Primary School	Mbeya	52.00
PS2105-064	Kimelok Primary School	Manyara	52.04
PS1103-118	Kizagila Primary School	Morogoro	52.46
PS1902-066	Lyamalagwa Primary School	Tabora	52.89
PS1103-097	Nyachiro Primary School	Morogoro	52.92
PS1706-030	Ihapula Primary School	Shinyanga	52.92
PS2003-118	Mpanga Primary School	Tanga	52.98

Source: PMORALG, 2015;

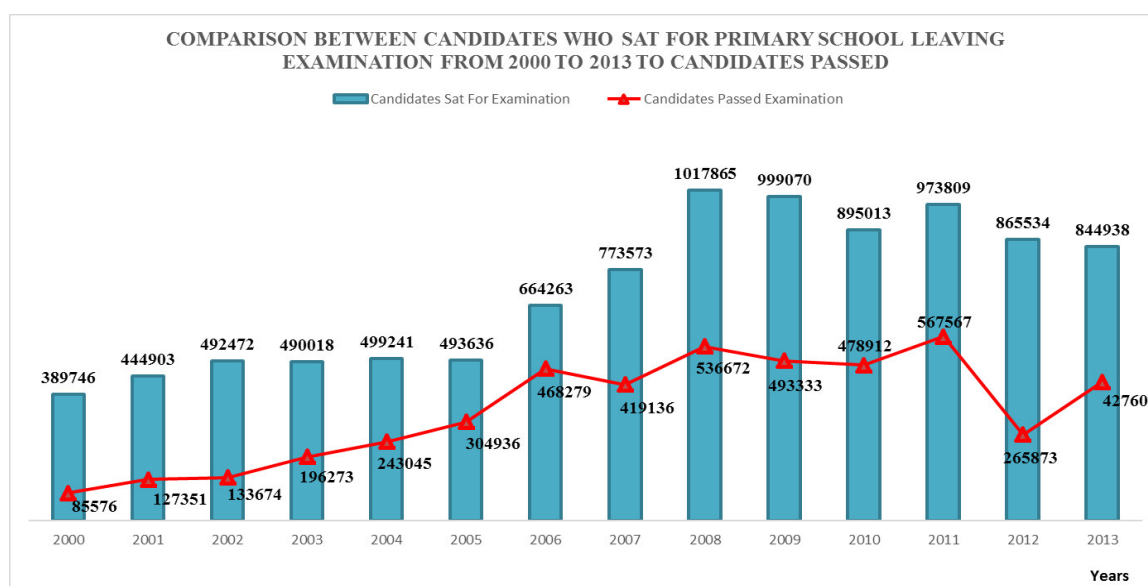


Figure 6: Comparison between numbers of students who sat for to those who passes Primary School Leaving examinations

Source: PMORALG, National Data, 2014

5. Suggestions/Recommendations

17 Sustainable Development goals came to succeed the 8 Millennium goals straight from January 2016 to 2030. Tanzania being a member of the United Nations is also responsible to set theories, principles, policies so as to meet the 2030 Development agenda. "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" is the fourth Sustainable Development Goal. The goal has seven targets. In this point of view, this paper presents some of the suggestions towards meeting the targets ultimately ensuring inclusive and equitable quality education.

There are two possible ways this paper finds necessary for Tanzania preach 2030 Development agenda, particularly in attaining the fourth Sustainable Development goal.

- Enrolling Primary School pupils at right age
- Focusing on education Outcome and not on Output.

5.1. Enrolling Primary School pupils at right age.

Figure 7 shows student enrollment by age from 2000 to 2010. It is observed that girl' enrollment decreases with increase in age while boys' enrollment increases with increase in age. At lower ages, girls tend to enroll to school (Standard One) more than boys (55.46% and 50.2% for girls against 44.54% and 49.98% for boys at ages Less than 7 and 7 years respectively) while at higher ages girls enrollment is less compared to boys (33.49% and

¹ <https://sustainabledevelopment.un.org/sdg4>

34.03% for girls against 66.51% and 65.97% for boys at 12 and 13 years respectively). The overall enrollment shows that pupils' enrollment is high at age of Seven years, and it keeps decreasing as they grow up. Probability of a pupil to get enrolled therefore is much higher at age of 7 (60.19%) and lower at age of 13 (0.13%). This simply means one's age and probability of standard one Enrollment is inversely proportional. The implication of this is that when a person gets older, his/her chance of getting enrolled into class one decrease. For that reason, deliberate efforts should be made so that students get enrolled at right age.

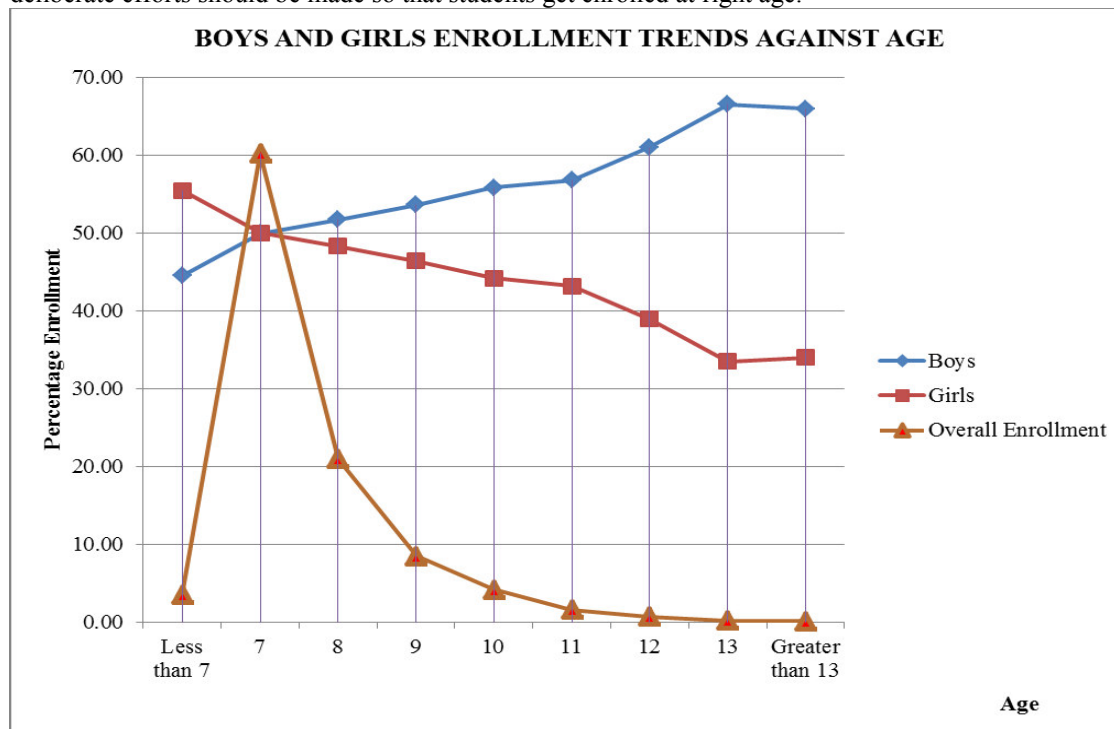


Figure 7: Trend of students' enrollment (2000-2010) against age
 Source: BEST and PMORALG, National Data 2002 to 2012.

5.2. Focusing on Education Outcome and not Output.

Tanzania Development Vision 2025 clearly explain that education should be treated as a strategic agent for mindset transformation and for the creation of a well-educated nation, sufficiently equipped with the knowledge needed to competently and competitively solve the development challenges which face the nation. In this light, the education system should be restructured and transformed qualitatively with a focus on promoting creativity and problem solving. This is reflected in the new Education Policy was launched on 13th February, 2015. The policy stipulates that basic education shall be from Primary level to Ordinary Level (Primary School to Form four) and further that this education shall be free and compulsory by enrollment and attendance. Practically this means all school aged children **must not only be enrolled to school but also complete ordinary level education.**

However, declaring free education, compulsory by enrollment and attendance it is a necessary but not a sufficient condition for quality education. To justify this statement, consideration is made by comparing 1995 and 2015 education Policies.

Education Policy 1995:

"2.3.4: Primary School shall continue to be of seven years duration and Compulsory in enrollment and attendance" (ETP, 1995 Pg. 13).

Education Policy 2015:

3.1.3. Serikali itaweka utaratibu wa elimu ya Msingi kuwa ya lazima kuanzia darasa la kwanza hadi kidato cha nne;¹

3.1.5. Serikali itahakikisha kuwa elimu ya Msingi katika mfumo wa umma inatolewa bila ada²" (ETP, 2015 Pg. 24).

Viewing these statements analytically, both looks to be similar, the only distinction being that with the 2015 education policy, education will be compulsory from Pre-primary to Ordinary Level (Form Four), in addition it

¹ The government shall make arrangements for basic education to be compulsory from standard one to form four

² The government shall ensure provision of free basic education in public institution.

will be free. By just having free education, compulsory by enrollment and attendance a country may keep on improving enrollment as it was observed during MGD's implementation while education **outcome** in terms of quality is still poor. It is for that reason this paper suggest that education should now focus not only on **output** but more important on **outcome**. Better education outcomes may be brought by employing a number of strategies including; school feeding program, creating conducive learning atmosphere, availability of materials and resources, employment of teachers based on pedagogical competence and upon approval by the "Teacher Recruitment Board", integration of ICT in the teaching and learning process, proper supervision on the entire examination process, and accreditation/approval of learning institutions based on reasonable standards.

5.2.1. *School feeding programs.*

It is obvious that one's brain needs energy to functions properly to its best level. Students need to be mentally active so as to get full involved in the learning process. That being the case, free education the government is currently advertising and implementing should go along with school feeding program. Programs should be set so that students get meals during schooling hours. Some schools have this program ready, but still the food supplied is not nutritious for effective student's growth and mental development.

Children are at risk of getting Malnutrition if they are not eating enough (quantity) and they are not eating the right foods (quality) (FAO, 2009). School feeding program is important as it alleviate short-term hunger, improve school enrolment, attendance and reduce drop-out rates, improve students' learning, cognitive functions, in-class behavior, academic performance and ability to concentrate and contribute to children's psychological well-being (World Food Program, 2004). This being the case, it is true that where there is no feeding program, students normally experience a short time anxiety, which in the long run affects their academic life as they cannot spend nine hours a day in the class without eating. Concentration in the class decreases exponentially as the class hours goes on. In view of that, deliberate efforts should be made to ensure that students get not only food but a well-balanced nutritious food during school in their academic life.

5.2.2. *Supportive learning atmosphere.*

Conducive and supportive learning atmosphere/environment is another important input the author finds it relevant and necessary for better education outcomes. Some schools especially in rural areas are inaccessible, there are no permanent roads and other important social services like water and health services, others are extremely far in such a way that some students are compelled to walk for some hours. In such situations it is definitely that students' deliverance in terms of academic competence will be very low as the either of the following may happen: - absenteeism (truancy); rapping and sometimes temptations to school girls who cannot pay for transports fee hence resulting into unexpected pregnancies and early marriages; and general body weakness as pupils get into school ready off mood and they get back home very tired in such a way that they cannot even concentrate in reading. This being the case schools need to be equipped with supportive structures, notably, classes, desks, chairs, tables, teacher's houses, dormitories, and beds. In addition all schools must be electrified and made reachable (should be brought within peoples reach).

5.2.3. *Teachers' recruitment board.*

Of recent, unlike other government sectors where employment is provided by going through a number of interviews, teachers are being employed provided that they have successful completed their diploma in education or bachelor degree in education. The situation of recruiting teachers with the view that having degree or diploma in education is a self-sufficient reason has two probable outcomes of either recruiting real competent and committed teachers or recruiting staffs who are neither competent nor committed. The former is very advantageous to the education sector while the latter is a disaster.

In a country like Tanzania where learning facilities are inadequate, the quality of education rests in the hands of a teacher. Teachers have a very big role of preparing learning and teaching materials which are relevant, self-explanatory and useful. Due to limited number of text and reference books they have to prepare well detailed lesson notes for students' reference. The quality of education therefore provided highly depends on the competence and qualification of the teachers. For that reason, this paper finds it necessary to suggest that teacher recruitment should be based on academic and pedagogical competence. ***The government should establish an autonomous and independent board responsible for approving and recruiting teachers based on their subject matter content and pedagogical competence.*** In addition, employment should be on contractual basis of some three to four years subject to renewal, however, the renew approval should be based on his/her achievement.

5.2.4. *Examinations*

Student's achievement, knowledge and skill are finally measured by his or her performance in examinations. For that reason, the entire process of examination preparations, invigilation, and compilation until the final results are released should be smart. Primary school examinations formats are multiple choice questions "Mathematics" inclusive; with this kind of examination it is possible for a pupil get higher scores simply by guessing. It is obvious that this kind of assessment is what nowadays bringing miracles is our education sector by having primary school leavers who can neither read nor write. HakiElimu (2012) witnesses that while the pass rates at primary school level have been decreasing, the proportion of primary school leavers selected to join secondary

school has been increasing progressively. In 2005, 64.4 percent of the primary school leavers were selected to join secondary education compared to 61.7 percent who actually passed the Standard VII examinations. In 2009, 90.4 percent were selected to join secondary school despite only about 50 percent of the candidates having passed the Standard VII examinations. It is evident that the rise in the number of pupils joining secondary schools is not wholly based on improved performance in Standard VII examinations, but rather on the availability of places.

Passing examination and scoring high grades is every student's wish. Promotion from primary school level to Secondary up to college or university level depends on one's grade on his/her certificate. An "A" grade matters more than a "D" and "F" grade. Students and sometimes unethical teachers/lecturers have been using different strategies to make them/their students pass (secure higher grades), the notable strategy being **examination cheating**. The mystery which is still to be unfolded is where and at what point does exactly this unethical, immoral and unprofessional behavior exactly starts and for how long will it prevail. The national examination therefore should re-structure the entire system of examinations and assessments. Also, Tanzania Commission for Universities a government body responsible for approving, registering and accrediting universities, should make a thoroughly follow-up to prove beyond doubt that accredited higher learning institutions are functioning properly and people (Lecturers) given mandate at higher learning institutions are exercising their duties in an effective manner so as to produce best graduates.

5.2.5. *Accreditation/Approval of learning institutions*

Education institutions including schools, colleges and universities are driving agencies of almost all education matters in a country. The institutions are the primary organs for making competent and knowledgeable persons a country need with the quality of education needed. Understanding utility importance of these institutions to the country's education development, accreditation of the institutions is a step further towards achieving higher education standards. Purposeful efforts should be made to ensure that the schools and colleges operating in the country meet the required standards. It is therefore important for the Tanzania Commission for Universities (TCU), National Council for Technical Education (NACTE), and Ministry of Education to be very carefully while sanctioning education institutions.

6. Conclusion

Unlike the Millennium Development goal which had three targets only, Sustainable development goal has seven targets which should be implemented by 2030. Accommodating these targets is actually not that much easy if no effective policies and proper planning. Measurable and implementable policies, plans and strategies should be put in place for successful achievement of the 2030 Global Development agenda. Building awareness to marginalized societies and pastoral communities will also bring positive outcomes as far as the achievement of this goal is concerned.

The government should employ a reasonable number of competent and well qualified teachers to cater for the shortage of Teachers especially in pre-primary school education. Having congested classes with less number of teachers affects the leaning process; a teacher will neither be comfortable while interacting with students in the class nor have ample time to assist them individually. Supportive teaching and learning environment should be built so as to make learning process more effective. I suggest having a well-coordinated system of education from school level to national level and regional level. Educational agencies within the countries should work closely in a supportive way so as to meet the education objective. This will help sharing and exchanging views, ideas, technologies and supporting each other where necessary.

7. Acknowledgments

I would like to convey my sincere thanks to my sponsor the German Academic Exchange Service (Deutscher Akademischer Austausch Dienst – DAAD) for their financial support. My gratitude thanks are also directed to my friends Salyungu Mabula, Lineo Gladys Moshoeshe, Abdallah O. Mandwanga, Getrude Benwell, Alex Peter Mabu and Daniel Magambo for the cooperation they gave when compiling this work.

8. References

- Benjamin Knutsson (2005). Education for All or Enrolment for All? Linking Global Commitments and Local Reality. The Case of Geita District, Tanzania.
- HakiElimu (2014). Annual Report. Dar es Salaam, Tanzania.
- HakiElimu (2007). Secondary Education in Tanzania: Key Policy Challenges. Working paper number 4. Dar es Salaam.
- Ministry of Education and Vocational Training (2006). Education and Training Sector Development Program: Primary Education Development Program II (2007 – 2011). Dar Es Salaam.
- Ministry of education and Culture (1995). Tanzania Education Training Policy 1995. Dar Es Salaam, Tanzania.

- Ministry of education and Vocational Training (2014). Tanzania Education Training Policy 2014. Dar Es Salaam, Tanzania.
- Ministry of Education and Vocational Training (2014). Education for All (EFA) Report for Tanzania Mainland. Dar Es Salaam, Tanzania.
- Prime Minister's Office Regional Administration and Local Government (2014). Pre- Primary, Primary and Secondary Education Statistics 2013. National Data. Dodoma, Tanzania.
- Prime Minister's Office Regional Administration and Local Government (2014). Pre- Primary, Primary and Secondary Education Statistics 2013. Regional Data. Dodoma, Tanzania.
- United Nations (2011). Road map towards the implementation of the United Nations Millennium Declaration Report of the Secretary-General. A/56/326, Fifty-sixth session.
- United Nations: Transforming Our World: The 2030 Agenda for Sustainable Development, Retrieved from: <https://sustainabledevelopment.un.org/>. 12th December, 2015.
- United Nations (2002). Monitoring progress towards the achievement of the Millennium Development Goals. http://millenniumindicators.un.org/unsd/mi/mi_highlights.asp on 12th December, 2015.
- United Republic of Tanzania (2011). Country Report on the Millennium Development Goals 2010, Dar es Salaam.
- United Republic of Tanzania (2014). Country Report on the Millennium Development Goals 2014. Entering 2015 with better MDG scores. Dar Es Salaam.