

Impact of primary education development plan in Tanzania: The case of Ngorongoro

District

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Master of Arts (Development Studies)

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This study investigated the impact of primary Education Development Plan (PEDP) In Tanzania with a focus on Ngorongoro District in Arusha Region. The objectives of study were: to examine the mechanisms used in implementation of PEDP, to assess the extent to which PEDP had improved the quality of education as opposed to the pre-PEDP period, to evaluate challenges faced during the implementation of PEDP objectives in the study area and to propose the way forward. The study also investigated other variables that were assumed to have an impact on proper implementation of PEDP objectives. These include teachers' qualifications, provision of learning and teaching materials, pupils' –teacher ratios, pupils' –facilities ratio, in-service training, pupils' academic performance and teacher's motivations and incentives. Data collection involved use of questionnaires and interviews, documentary reviews, direct observations and focus group discussions. The findings revealed that the plan was successful in enrolments of pupils, but had not attained all the objectives. There were not enough teaching and learning materials in schools, not enough teachers' houses, not enough teachers, desks, books and classrooms. The study also found that there were factors that affected the implementation of PEDP which included; low level of education awareness among parents, long distance that pupils travelled between schools and their homes, difficult learning and teaching environment, un-motivated teachers, parents valuing cultural aspects more than education as well as lack of community involvement in the implementation process of PEDP. Given the fact that PEDP did not achieve all its objectives as targeted, a more comprehensive plan that will encompass all aspects of quality education is required.