



policy forum



Policy Brief:01/11

2011/2012 Education Budget

Does it lead to quality education?

2011/2012 Education Budget

Does it lead to quality education?

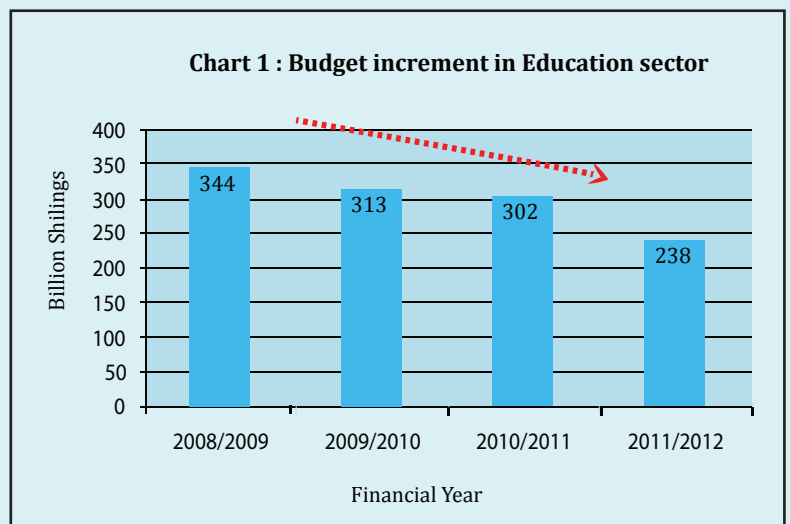
Introduction

Budget implementation is about the exchange of money for social services. For instance, when money is used for construction of school infrastructure, teachers' recruitment and buying of teaching and learning materials, a community also benefits from services provided by the schools where their children attend and get quality education for their development. For a society to have classrooms, teachers, teaching and learning materials to establish a school, there needs to be a sufficient budget allocation to cater for those needs. If it happens that the budget for the construction of required classrooms is insufficient, there is a possibility of having incomplete schools thus denying children their right to a good education. This brief analyses the education sector budget for the financial year 2011/2012.

Education: Priority number two

The ratio of the education sector budget allocation to the nation budget has decreased to 17 percent. This decreasing trend from 20% of the national budget in 2008/2009 to 17% this financial year is shown in Chart 1. The ongoing decrease of the education sector budget is a sign that this sector is not given first priority in the national budget as it was five years ago, and that there are signs that it will keep on decreasing by the year compared to other priorities.

(See chart 1)



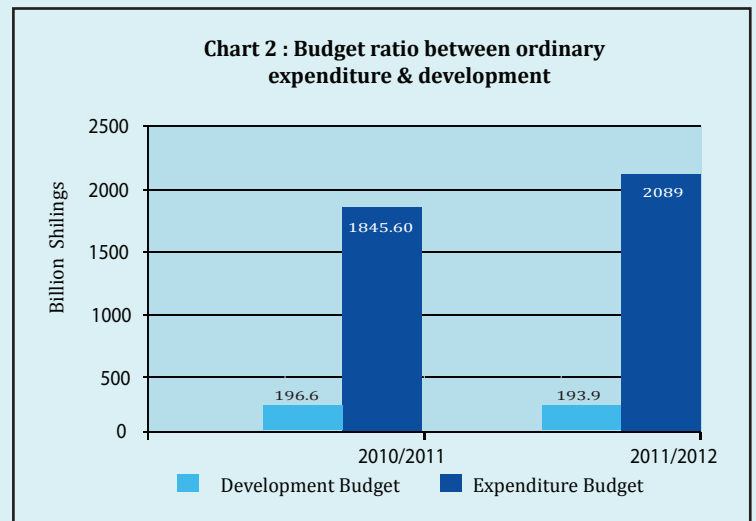
In 2008/2009 the education sector budget was at 344 billion Tanzania shillings. It went on to decrease to 313 billion Tanzania shillings in 2009/2010, 302 billion Tanzania shillings in 2010/2011 and has reached a low of 238 billion Tanzania shillings in this financial year (see chart number 1). This financial year's education sector budget allocation is way too insufficient to make any significant improvement in the teaching and learning environment for improved quality education in the country.

Box no.1

The 2010 BEST statistics show that most schools lack an adequate number of teachers. The current teacher - student ratio is 1:55 for primary schools and 1:51 for secondary schools. Most primary schools have an inadequate number of toilets with the ratio at 1:57 and 1:55 for girls and boys respectively compared to the required standard of 1:20. Furthermore, an average of 73 students still study in a single class and the ratio of books to students is 1:5. These and many more problems still persist in education environment. Form four results for 2010 are among the challenges in education sector with almost 50 percent of students graded in division zero. (NECTA 2010)

Investment in Development Projects

The budget of each sector comprises of two parts: The development budget and that of other ordinary expenditure. The development budget is meant for the implementation of major projects in educational sector such as the construction of classrooms, dormitories, laboratories, libraries and housing for teachers. This bit of the budget is targeted at increasing investments in education sector. The ordinary expenditure budget bit is used for paying salaries, allowances and travel made in and out of the country.



Despite the fact that the education sector is faced with infrastructure problems (table 1), the budget set for development is decreasing while a lot of money is reserved for other expenses. This financial year, 193.86 billion Tanzania shillings (8.5% of the education sector budget) has been allocated towards the implementation of development programs while 2089.14 billion Tanzania shillings (91.5% of the education sector budget) goes towards ordinary expenditure. Despite the fact that the development budget has always been of the smallest percentage, government continued to reduce the amount further this year compared to previous years. Chart 2 also portrays the fact that the ordinary expenditure budget has increased by 240.39 billion Tanzania shillings while development expenditure budget has decreased by 2.39 billion Tanzania shillings. Our government invests only 8-9 percent of the education sector budget in development expenditure compared to the following regarding our neighbors:

Uganda- *The development budget for the education sector is 20-24% of the whole education sector budget for the years 2009/2010 and 2010/2011 (PER, 2011, Kenya).*

Kenya- *The development budget for the education sector is 14-15% of the budget in the education sector for the years 2009/2010 and 2010-2011 (Madina et al, 2011).*

It is a fact therefore that the budget allocated for items like allowances, fuel, travels, meeting costs and entertainment expenses are the ones that stretch the education sector budget. For example, this financial year, the Ministry of Education and Vocational Training, shall without involving the local government, spend 320 billion Tanzania shillings in ordinary expenses - more than 120.14 billion Tanzania shillings of the development budget of the education sector. The reduction of salaries is not the best option for cutting down ordinary expenditure. The best solution would be to reduce unnecessary expenditure that has no effect in the development of the sector itself and the country as a whole. For example, cutting down ordinary expenditures by about 20% could save about 64 billion Tanzania shillings, which money could be used for development purposes.

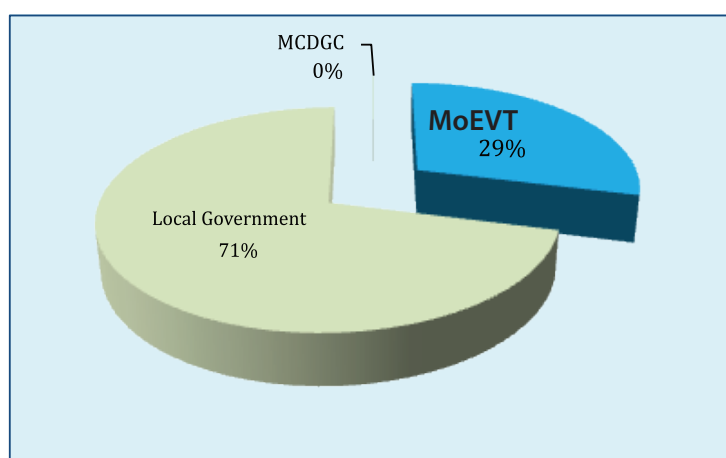
Box no.2

64 billion Tanzania shillings could be used to construct 1,280 laboratories at 50 million Tanzania shillings each in accordance with the Secondary Education Development Plan (SEDP II).

Decentralization and Budget Planning

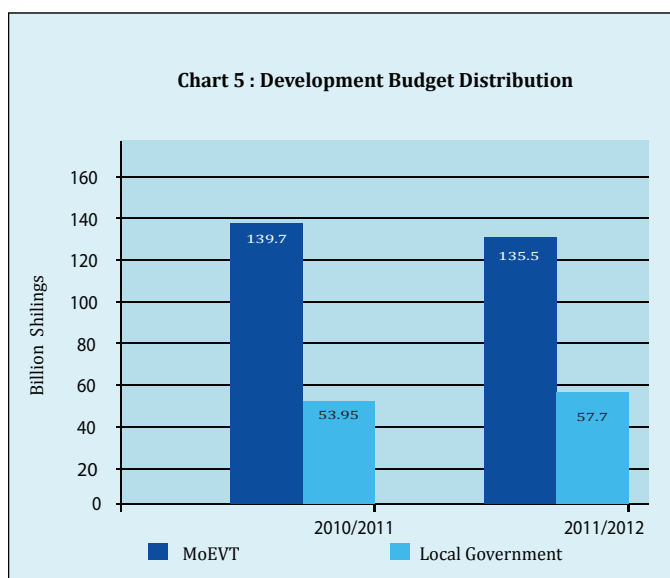
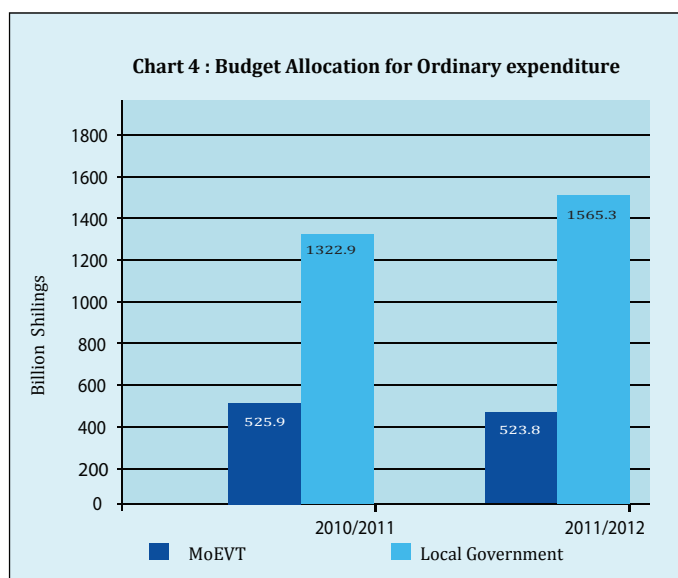
Currently, the government is implementing the Decentralization-by-Devolution (D-by-D) policy under which several activities are carried out at the local government level to facilitate development in districts and villages. As a result, a huge amount of money from the national budget is allocated to local government than the central government. This financial year more funds meant for the education sector will be sent to the local government. Local government allocations amount to 1,623 billion Tanzania shillings, followed by the Ministry of Education's (MOEVT) allocation at 659.3 billion Tanzania shillings and then the Ministry for Social Development, Gender and Children (MCDGC) allocated 700 million Tanzania shillings. By way of analysis, approximately 71% of education sector activities are to be implemented by the local government in 2011/2012.

Chart 3: Local government allocated with more funds than the Central government (WEMU)



(Source: Budget books 2011, volume ii-iv, sec 46, 56, 70-89 na 95)

Apart from the fact that more funds are allocated to the local government, the local government budget set aside for development activities is also a lot smaller than development funds allocated for the Ministry (MoEVT). Furthermore, the budget set aside for ordinary expenditure at the local government is much bigger than that of the Ministry (MoEVT). Chart 4 and 5 show that this financial year the Ministry (MoEVT) plans to spend 77.66 billion Tanzania shillings for development activities. In the ordinary budget MoEVT plans to spend 523.8 billion Tanzania shillings while local government plans to spend 1,565.34 billion Tanzania shillings. This analysis gives a real picture that most of the development activities are still under WEMU and yet the budget is insufficient.



Conclusion and Recommendations

The Budget for the education sector is still insufficient, especially the development budget, to cater for major developments within the sector. In order to overcome learning and teaching challenges, the government must increase the development budget from within (local sources) instead of depending on development partners who only give between 40-50% of the money they pledged. The government should find an alternative way of compensating the funding gap and the only way is to cut down unnecessary expenditure and increase the money for the development budget. A good example can be learned from our neighbors Kenya and Uganda. Kenya for instance, used local sources to fund the development of education sector, thus implementation of development budget reached 96% (Kenya, PER 2010). Uganda also spent local funds for the education development from;- primary, secondary schools and higher learning institutions (Madina et al, 2011). Tanzania should adopt this method if it is committed to see the sector grow.

References

- URT, 2010, Secondary Education Development Program (SEDP II)
 - URT 2011, National Budget Speech
 - URT 2011, Budget speech for Ministry of Education and Vocational Training
 - URT 2011, Budget books-Volume ii, iii, iv sec 46, 46, 56, 70-89, 95
 - Madina et al, 2011, Public spending in the education sector in Uganda: Evidence from program budget analysis.
 - MoSP (Kenya), 2011, Public Expenditure Review
-

This brief has been prepared by HakiElimu,
a member of the Policy Forum Budget Working Group.

HakiElimu works to realize equity, quality, human rights and democracy in education by facilitating communities to transform schools and influence policy making, stimulating imaginative public dialogue and organizing for change, conducting critical research, policy analysis and advocacy, and collaborating with partners to advance common interest and social justice.

Policy forum is a network of over 100 CSOs working on poverty reduction, equity and democratization with a focus on governance and accountability.



