

**Assessment of the Success of Primary Education
Development Plan (2002-06) in Mbarali District Council, Tanzania**

**By
Chikoyo, Rashid and Kitala, Christian Thobias Malamsha**

Moshi University College of Co-operative and Business Studies (MUCCoBS), 2014

Abstract

This study assesses the Primary Education Development Plan (2002-06) implementation in Tanzania. The specific objectives are to determine the changes in pupil enrolment and number of teachers, the state of teachers' qualifications, the quantity and quality of Government Support to primary schools before and after the five years of PEDP implementation. The study used both the quantitative and qualitative research approaches. The methods employed to collect data were questionnaires, key informant interviews, field observation, focus group discussions and documentary analysis. Findings revealed that there were some improvements on access, quality, transparency and management of primary education. The Gross Enrolment Ratio had increased from 77.6% in 1990 to 114.4% in 2007. The pupil-book ratio had increased from one book to fifteen pupils in 2002, also to one book to eight pupils in 2006 up to 1:5 pupils in 2009. The teacher to pupil ratio had improved from one teacher to ninety pupils in 2002 up to one teacher to sixty three in 2006. The school buildings had also relatively increased in number, The pass rates had also shown some improvement from 10% in 2002 to 24% in 2006. The study recommends further study to find out the PEDP success in the Region and Southern Highland zone at large.

Key words: Primary Education Development Plan (PEDP), Quality Education, Success, Pupils teacher's ratio and Pupils books ratio.