"Tanzania started implementing a comprehensive programme, the Primary Education Development Programme (PEDP) in 2002, designed to improve both access and quality. Due to pressure resulting from high pupils/classroom ratio and high pupils/desk ratio, the government introduced a number of reforms to cope with the situation. One such measure was to introduce a double shift system in government primary schools. Dar Es Salaam region was chosen as the pilot region with the aim of extending to other regions. This study attempted to analyse the impact of these reforms on quality with Dar Es Salaam region as the case study. The findings of the study show no strong evidence of the impact of multiple shifts per se, but rather inadequate attention given to key ratios that improve performance, like availability of enough textbooks and teachers, i.e. implementing different foundation programmes. In light of the aspirations of Tanzania's National Strategy for Growth and Reduction of Poverty, provision of universal secondary education is suggested."
Tanzania started implementing a comprehensive programme, the Primary Education Development Programme (PEDP) in 2002, designed to improve both access and quality. Due to pressure resulting from high pupils/classroom ratio and high pupils/desk ratio, the government introduced a number of reforms to cope with the situation. One such measure was to introduce a double shift system in government primary schools. This study attempted to analyse the impact of these reforms on quality, with Dar es Salaam region as the case study. The method of analysis included regression analysis and correlation analysis on primary data, covering issues related to learner performance. A comparison of performance is made between government and non-government primary schools. The history of Tanzania's educational system is a complex one, and has been driven by many goals, ideologies, intentions, and motives. Yet, understanding the changes and recognizing the similarities across all of the fluctuations and shifts in education in Tanzania can reveal important implications for current and future educational policies. This was particularly true in the case of Tanzania, where the reforms of the Education for Self-Reliance policy were intended to improve worker production by providing an education that was relevant in the context of the predominantly rural, agricultural economy of the nation. This strong association between the term "relevant" education and practical education persists today. Public-private partnerships (PPPs) in education are presented as capable of resolving several issues of education provision, financing, management, access and quality. This paper aimed at analyzing... This paper aimed at analyzing the impact of PPPs on access to and quality of higher education in Tanzania. Secondary research was used to gather data and critical review of the data and its analysis made. The focus of the paper was on higher education financing and on private higher education institutions. The findings indicated that PPPs have had a positive impact on increasing access to Tanzania higher education. However, although private universities and university colleges are many in number, enrolment has continued to be higher in public universities.