A GENDER LENS ON THE 2018/19 EDUCATION SECTOR BUDGET

BUDGET BRIEF
1.0 About TGNP Mtandao

Established in 1993, Tanzania Gender Networking Programme, currently known as TGNP Mtandao has become an enigma in Tanzania’s development process. Guided with its Vision to see a transformed Tanzania society where there is gender equality, equity and social justice, TGNP has for 25 years of its existence, become a renowned gender organization in the country and in African region as a whole. The mission of TGNP is to transform Tanzania into a society which embraces gender equality and women empowerment.

TGNP Mtandao has registered notable success in advocating for gender responsive budgeting at both national and local level and similarly played a vital role in supporting some other African countries such as Mozambique and Malawi in the conceptualization and penetration of the concept and practice of GRB in their governments. To date the organization continues to engage with budget processes and stretch locally to support women and marginalized groups at grassroots level to engage with the budget process and connecting them with national level budgetary processes.

1.1 Introduction

Education is one of the priority intervention area for TGNP Mtandao since it has strong linkage with girls and women social and economic empowerment. It is also a priority outlined in the global Sustainable Development Goals (SDGs) and strongly correlates with Human Development. Education has been identified in the SDGs as a critical intervention to achieve gender equity and women empowerment. The SDGs have identified education as a cross-cutting issue underpinning other SDGs such as health, poverty and food security goals.

A gender analysis of the Education sector policy and implementation instruments indicate that the decision to ban all forms of contributions had evident positive effect on enrollment of girls in primary school. In positive aspects the analysis shows that the enrollment of girls to Standard I rose from 727,727 in 2014 to 1,012,969 in 2016 signifying an increase of 39.19 percent according to BEST report of 2016; also girls represented 48.9 percent of children enrolled in Standard I in 2016 which was a slight decrease from 49.69 of 0.79 percent proportion of girls enrolled in Standard I in 2014.

However, there are challenges persisting in the education sector such as low enrolment of girls to higher learning institutions girls being as much as half of the number of boys. Again the lack of sufficient funds to scale-up the interventions across all public schools countrywide, existence of gender disparities in the education sector where a greater disparity is seen in the higher examination grades, with only 22 percent of girls achieving Division I – III compared with 33 percent of boys, low proportion of teacher’s houses which contributes to less preparation time, late arrival, early departure and less presence of teachers in schools to provide protection to girls, lack of toilets facilities in schools which can enable them to change and refresh sanitary towels leading to school absenteeism and school girl sexual exploitation due to search for food.

In this budget brief, TGNP Mtandao recommends the government to have a closer scrutiny and attention on specific needs of girls when implementing education policy, it calls upon relevant actors consider the urgency of reducing distance to school in rural areas, design interventions to incentive girls to pursue rare fields of study, complete and launch the school sexual reproductive health and gender education curriculum, to scale-up the school feeding programme in basic education across public schools as an incentive for children to attend and to boost nutrition status and learning among them, as well as create a girl friendly school environment especially improving the Menstrual Hygiene environment and finally include Menstrual Hygiene Management indicators in BEST surveys.
2.0 Budget Implementation FY 2017/18

While there is no enough comprehensive data which show budget implementation over the years, indicative data points that budget disbursement is still a major challenge facing implementation of policy commitments. The table below shows data as availed in the government Budget Execution Reports (BER) of respective years. It is important to note that some data could be missing in the reports, hence rendering this data incomplete.

For the past three years a high priority on disbursement was given to financing free basic education for primary and secondary schools which began to be implemented in the 2015/16 financial year and loans for higher learning students which increased the number of students benefiting from higher education loans from 99,069 in 2014/15 to 123,798 in 2015/16. Much as this is a positive trend, data presentation is not gender sensitive as they are not sex disaggregated which could provide a clear picture how government spending on education is consequently addressing the issue of gender inequality in higher education enrolment as well as in basic education provision.

<table>
<thead>
<tr>
<th>Financial Year</th>
<th>Budget Allocated</th>
<th>Amount Disbursed</th>
<th>% Disbursement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015/16</td>
<td>3,870.2 billion</td>
<td>800.2 billion</td>
<td>20.7%</td>
</tr>
<tr>
<td>2016/17</td>
<td>4770 billion</td>
<td>320.76 billion</td>
<td>6.7%</td>
</tr>
<tr>
<td>2017/18</td>
<td>4,706.3 billion</td>
<td>1,138.4 billion</td>
<td>24.2%</td>
</tr>
</tbody>
</table>

2.1 Education Sector Overview

A cross sector analysis of government spending ranks the education sector as a number one priority in government spending for the past five years, receiving a big share of the national budget against the rest of the sectors as can be seen in the chart. Nevertheless as a percent share of the national budget there is a declining trend observed for the past two years.

Though not worrisome but the slight decline observed could be attributed to the delay in employment of new teachers at all levels for the past two years. A general scrutiny of the budget rather shows that there is a fair progress in the sector in addressing gender issues through resource allocation. A specific attention has been given to preparation of the education sector gender strategy, capacity building of ministerial staff on gender, school water, sanitation and hygiene program, girls hostels and dormitories. Should the political will of addressing gender issues in the sector continue, it is optimistic that Tanzania could speedily move to a gender parity in enrolment even in higher learning sooner than expected. According to the MEST Budget Speech (2018/19), the ratio of students’ enrolment in higher learning public institutions was 39% female against 61% males in academic year 2017/18 while that of private higher learning institutions iwas 41% female against 59% males.

% SHARE OF MAJOR SECTORS TO THE NATIONAL BUDGET FOR FIVE YEARS

Source: Calculations from Citizens Budgets (MoFP)

Compared to the previous year the sector’s budget allocation also seems to have slightly dropped by 1.9% i.e from 4.71 Trillion (2017/18) to 4.62 Trillion (2018/19). The chart below describes further:

Source: Data from Citizens budgets for respective years
3.0 Overview of the 2018/19 Budget for the Ministry of Education, Science and Technology

The 2018/19 education budget continued to focus on the instruments that created MEST. This denotes the main thrust of education policy implementation has not changed; having its main focus on implementation of free, universal basic education, skills development through vocation and technical education, improving quality of education, expansion of enrollment at tertiary and higher learning; as well as increasing research and innovation to transform agriculture and industrialization. This analysis assumes the macro-frame of education policy will likely remain stable to 2020. This was evidenced by the 2018/19 education sector budget goals which focused on (a) enlarging education opportunities at all levels, and (b) to improve quality of education and training at all levels.1

3.1 Allocation for the FY 2018/19 to Recurrent Expenditure

Government commitment is also positively demonstrated by 66.5% of the development budget being funded from domestic, mainly fiscal sources. This demonstrates an increase of long-term sustainability of interventions.

Much as this is to be celebrated the challenge still remains in allocation for Other Charges (OC) i.e. 14.7% which essentially contain resources for operating and maintaining development interventions. Salaries still command a large share, 85% of the recurrent budget as can be seen in the table below:

<table>
<thead>
<tr>
<th>Sn</th>
<th>Budget Category</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PE as % Recurrent</td>
<td>85.3</td>
</tr>
<tr>
<td>2</td>
<td>OC as % Recurrent</td>
<td>14.7</td>
</tr>
<tr>
<td></td>
<td>Total Recurrent</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Recurrent as % of total budget</td>
<td>33.9</td>
</tr>
<tr>
<td></td>
<td>Development as % of total budget</td>
<td>66.1</td>
</tr>
</tbody>
</table>

Source: 2018/19 MEST Budget Speech

This may mean the budget may not perform as expected because there are few resources to operate and maintain the operations i.e. “few soil for available hands to work on.” or to undertake activities such as school supervision improvement of basic education.

The amount budgeted for PE in FY 2018/19 was TSh. 74,319,906,999 for the Ministry and 331,948,039,001 for Agencies under the Ministry. That budget allocation reveals a consistent path between 2017/18 and 2018/19, with a small increase in 2018/19. The increase was however insignificant to change the structure and thrust of education policy implementation. The figures further show that Agencies continued to receive higher proportion of PE budget which stood at 22.4% of the overall PE budget.

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1 2018/19 had three objectives two of which are mentioned here and the third was on strengthening national capacity in science, technology and innovation to support an industrialized economy.
3.2 Allocation for Development Expenditure for FY 2018/19, MEST

MEST committed TSh. 929,969,402,000 for implementation of development projects in FY 2019/20. Out of these funds, TSh. 311,000,002,000 were foreign contributed which amounted to 33.4% of the development budget.

The budget also addressed the issue of long distance to/from schools for girls which allegedly lead to high rates of teenage pregnancies and school drop outs. There has been allocated for construction of hostels and dormitories as committed by the 2000 Gender and Development Policy. Again a total of 17,033,235,000 shillings have been allocated for installation of school water infrastructure in 500 primary schools under the SWASH program.

**Source:** 2018/19 MEST Budget Speech

The development budget from domestic source tended to be allocated to expansion of higher education, procurement of textbooks and improvement of education quality. Conversely, foreign financed development budget focused much more of education improvement.
Key Messages

- The 2018/19 education budget continued to focus on the instruments that created MEST. This denotes the main thrust of education policy implementation has not changed hence building the assumption that the macro-frame of education policy will likely remain stable to 2020.

- The budget redistribution analysis for the MEST paints a positive picture with a balance between recurrent and development budgets. As a matter of fact 66.1% in Financial Year 2018/19 is directed to development interventions against 33.9% directed to recurrent expenditure.

- Looking at the 2018/19 MEST budget, Government commitment is also positively demonstrated by 66.5% of the development budget being funded from domestic, mainly fiscal sources. This demonstrates an increase of long-term sustainability of interventions.

- Compared to the previous year the sector’s budget allocation seems to have slightly dropped by 1.9% i.e from 4.71 Trillion (2017/18) to 4.62 Trillion (2018/19). However, there is a fair progress by the sector in addressing gender issues.

4.0 Conclusion

Girls child access to quality education is fundamental to gender equality and women empowerment. It is obvious that educated girls and women are more empowered and likely be elected in leadership positions, are capable of protecting and fighting for their social and economic rights and finally have a greater potential to contribute in large scale to the national economy.

Government spending on education must continue to address the gender issues in the sector including the incorporation of sexual and reproductive health education in school curriculums, and school support systems for girl child such as the presence of enough female teachers and matrons, supply of sanitary pads and pain killers, making available changing rooms for girls and clean water in washrooms as well as sanitary pads disposal cans. This will create not only a girl friendly education environment but also empower girls and boys to compete equally in education which ultimately will lead to achieving gender parity in both enrolment and completion from primary schools to higher learning institutions.