The United Republic of Tanzania

Ministry of Education and Culture

Secondary Education Master Plan
[SEMP]

2001 – 2005

November, 2000

Preface

This Secondary Education Master Plan (SEMP) is a climax of an evolutionary process which is anchored on, and derives its legitimacy from the **1995 Education and Training Policy** of this Ministry. Among other things, the Policy statements therein entrusted the secondary education program in Tanzania with three relevant objectives and challenges, which are:-

?? Consolidate and broaden the scope of ideas, knowledge, skills, and concepts already acquired at primary education level;

?? Prepare students for tertiary, higher, vocational, technical, and professional education and training.

?? Prepare students for the world of work.

These three objectives of secondary education clearly underscore the pivotal nature and the centrality of this tier of education. It has a great potential for tremendous multiplier effects and impact in the whole economy, and the education system in particular. It supplies candidates for tertiary and higher education. Most of the teachers for primary education are likely to remain secondary school leavers. Further, for formal employment, the majority of the national public service workforce in all economic and social sectors in Tanzania will for the foreseeable future remain secondary school leavers given the fact that currently over 54.5 percent of the teaching force have primary school education. Secondary education has many other positive externalities in human lives as well, such as the improvement of health, incomes, and demand for quality social services including education itself. It is no wonder that in Education Sector Development Program secondary education ranks high in priority in the medium term. It has to be of high quality, diverse in nature, and be accessible to a large number of people to satisfy the diverse demands of the expanding and free market oriented economy. This Master Plan has been developed in the context of the above mentioned importance of secondary education. It addresses carefully researched findings and reflects upon options available to the country. It cannot claim to be exhaustive but focuses on five priority action areas.

?? **Quality**, which is very crucial, not only for the economy but in restoring the confidence of stakeholders and parents in the education system, as it addresses the issue of value for money.

?? **Access**, by way of an expansion and the affordability of the educational services

?? **Equity,** in terms of gender, social economic status, physical and mental disability, cultural and geographical considerations.

?? **Efficiency,** in terms of cost effectiveness, relevance, as well as in the sense of the improvement of learning and teaching efficiency.

The programs presented in here are still at various stages of development but highly indicative. Therefore, there is flexibility in their evolution, thus allowing all stakeholders to make their inputs. Yet time is not in our favour, given the current state of affairs at this level of education. We intend to move swiftly but steadily to implement the programs, in collaboration with our development partners, both local and foreign.

We have no illusions regarding the nature and purpose of **Master Plans**. Ours is not a cookbook but a tool, a framework for the attainment of coherence in programming, operations and impact. It will be used as a negotiating tool, with both local communities and donors with respect to both the modalities for achieving our objectives and funding strategies.

The Secondary Education Master Plan has benefited from a variety of ideas and reviews, from donors, appraisers and consultants which the Ministry of Education and Culture would like to acknowledge with appreciation. The Ministry of Education and Culture would like to specifically thank the Government of Norway for financing most of the studies, seminars and workshops which made it possible to come out with the Secondary Education Master Plan. The Ministry looks forward to continued cooperation and collaboration in addressing the challenge ahead of us. The Government is committed to greater investments in the education sector, but the challenge remains for everybody.

Hon Prof. Juma Kapuya (MP)
MINISTER OF EDUCATION AND CULTURE

Acknowledgement

The Secondary Education Master Plan is a product of the collective efforts of many groups and individuals, right from its inception in 1998. The first working draft was produced in April 1999. After several reviews and inputs from both within the Ministry and other key stakeholders, we now have a joint product. In this regard, I would like to recognize and appreciate the contributions, first, of the Department of Secondary Education which closely collaborated with the Department of Policy and Planning to make sure that the exercise came to a successful fruition.

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I hope this work will provide the necessary guidance to further development of programmes details for the implementation.

I.M. Mushi
PERMANENT SECRETARY

Abbreviations

A-Level	Advanced Level (Form 5 – 6 Secondary Education)
BEMP	Basic Education Master Plan
BMU	Book Management Unit
BEST	Basic Education Statistics in Tanzania
CSSC	Christian Social Services Commission
DANIDA	Danish International Development Agency
DEO	District Education Officer
LA	Local Authority
ETP	Education and Training Policy
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GoT	Government of Tanzania
MANTEP	Management Institute for the Training of Education Personnel
MOEC	Ministry of Education and Culture
MoF	Ministry of Finance
MoRA&LG	Ministry of Regional Administration and Local Government
MoSTHE	Ministry of Science, Technology and Higher Education
NECTA	National Examinations Council of Tanzania
NER	Net Enrolment Ratio
NETF	National Education Trust Fund
O-Level	Ordinary Level (Form 1 – 4 Secondary Education)
PS	Permanent Secretary
REO	Regional Education Officer
SADC	Southern Africa Development Community
SDP	Sector Development Programme
SESS	Science Education in secondary schools
SEMP	Secondary Education Master Plan
SST	Staff – Students Ratio
TEMP	Teacher Education Master Plan
TIE	Tanzania Institute of Education
TTC	Teacher Training College
TSR	Teacher – Student Ratio
NGO	Non Government organisation
DED	District Executive Director
UMISSETA	"Umoja wa Michezo na Sanaa wa Sekondari Tanzania"

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1.0. Introduction

1.1. The importance of secondary education

Secondary education occupies a strategic place in the education and employment systems, with huge vertical and horizontal multiplier effects. It influences the primary education system, providing the motives for many of the students at that level to remain in school, and it feeds the tertiary and higher education sector with its graduates. Horizontally, most workers in the formal and informal sectors of the economy are likely to remain secondary school leavers for a long time to come and the expansion of the modern sector depends, to a great extent, on the supply of suitably educated and trainable secondary school students.

It is in this context of the great importance and pivotal role of secondary education that this Master Plan was developed. It is crucial that secondary education be developed in a systematic way if the diverse challenges and expectations of Tanzanians in an expanding free market economy are to be effectively addressed.

1.2. The purpose of the SEMP

Consistent with the Education and Training Policy of 1995, the Civil Service and Local Government Reforms, the spirit of Vision 2025, and the general government policy of devolution of governance to community and institutional levels, the Secondary Education Master Plan has the following three purposes:-

? ? To achieve coherence and balance through strategic interventions in the system, taking into account both demand and supply variables.

? ? to pull together the scarce resources so as to concentrate them on identified strategic priorities.

? ? to have a flexible but directional and firm negotiating tool as we endeavor to incorporate all stakeholders in the development of education in this country.

2.0. Developing the Master Plan

The development of this Master Plan was a very transparent process. It involved a variety of stakeholders including: - The Government of Tanzania, Donors, Non Government Schools Managers and owners,

Heads of Schools, different experts of education and non-Governmental Organizations, (NGOs).

The process passed through various stages including the following:-

2.1. The Education and Training Policy.

The Plan derives its legitimacy from the **Education and Training Policy** [**1995]** document of the Ministry of Education and Culture, which outlines the aims of secondary education as follows.

? ? Consolidate and broaden the scope of ideas, concepts, skills and knowledge acquired at primary education level.

? ? enhance and further develop the appreciation of national unity, ethics, culture, traditions, and work ethos.

? ? develop competency for effective communication in Kiswahili, and at least one foreign language.

? ? provide opportunities for individuals to excel in given school subjects.

? ? prepare students for tertiary and higher education, vocational, technical and professional training.

? ? inculcate a sense of self-confidence and capacity for advancement in new frontiers of science and technology, academic and occupational knowledge and skills.

? ? prepare students to join the world of work

2.2 The formulation of the Secondary Education Master Plan.

The preparation of the secondary Education Master Plan, was preceded by the following relevant events: -

? ? ***The Secondary Education: Issues and Options*** papers issued in June 1997 expounded key policy issues and proposed a range of options that the Government could examine to deal with the given issues. This was widely circulated and discussed.

? ? in March 1998, a **preliminary** ***Secondary Education Master Plan*** was included as a technical annex to the pre-appraisal document, presented at the joint Government/donor round table. It was intended as a pointer to the development of this Master Plan.

? ? ***a Strategic Framework and Financing Plan for Secondary Education*** was presented to a donor meeting in July 1998. Although it was indicative rather than definitive, it reaffirmed the

broad policy directions for secondary education, and introduced some priorities and a financing framework.

? ? ***a series of studies were commissioned*** to examine priority areas in some detail, including on **access and equity, quality, management of schools, supply of books, and the physical facilities** of secondary schools.

? ? ***A Secondary Education Task Force*** was formed in November 1998 to review the documents and studies completed, formulate the definitive policy and strategy framework, and prepare the detailed ***Secondary Education Master Plan Framework.***

? ? ***a Smaller group of experts and Ministry officials*** was constituted in February 1999 to pull together all elements and reviews already therein to prepare the secondary education Master Plan.

? ? ***the appraisal meetings*** of March 13-27, 1999 made recommendations.

? ? ***one-week*** stakeholders review meeting during which some school inspectors, managers of non-government secondary schools, key non-governmental organizations and Ministry officials critically reviewed and updatd the document in November, 2000.

3.0 Characteristics of Secondary Education

3.1. The structure: Secondary Education in Tanzania consists of two tiers:

? ? The first cycle is Ordinary Level [0-Level], of four years post-primary education. The cycle follows both a core or common national curriculum and specialized optional subjects at the end of which pupils sit for nationally set examinations. It has four curriculum tracks or biases, which are Technical, Agricultural, Commercial and Home Economics. There is a category of students pursuing a pure academic program without any of these biases. Secondary education the enrolment stand at 225,866 for this cycle as per 1999.(or 2000

The second cycle is Advanced level, [A-level] which is two years post O-level during which students follow a National curriculum and at the end of which they sit for national examinations. The cycle is divided between Science and Arts streams. It prepares students for tertiary and higher education, as well as entry into the world of work. There were 21,713 students at this cycle as per **1998 figures 41999 or 2000**

3.2. Ownership of schools. Secondary schools in Tanzania are classified into:

3.2.1. Government schools. Government schools consist of two categories-the traditional national schools and ***Community built schools***. The later are schools built by local communities, but operated and managed by the government.

3.2.2 ***non-government schools:*** This group includes schools *by* **communities NGOS,** individuals owned and managed and seminaries. The public non government schools are owned and operated by communities, individuals, NGOs or individuals. ***Seminaries*** form the second group of non-government schools. They are owned and operated by religious bodies and provide both general secondary education and specific religion vocation instruction.

3.3. **Operation of secondary schools.** Schools in Tanzania can be either for boys only, girls' only, or co-educational. The majority of government, community and private schools are co-educational. Seminaries tend to concentrate on boys only schools [66%] while the Government has almost a parity of 26 boys and 22 girls only, out of its 92 schools. The rest 44 schools are co-educational. Schools can also be operated as either day or boarding schools, depending on geographical location, catchment areas, and affordability. The majority of the schools, are day schools. Similarly, a school can have both O-level and A-Level, or one of these only. A majority of the schools combine both levels. [Annex 7]

3.4. **The geographic distribution of schools.** Annex 7 gives the distribution of schools by regions, districts, ownership, and level. It reveals that there are great variations in the number of schools between regions and districts. While all schools are open to any child, day schools have restricted catchment areas, and thus children in districts greatly endowed with schools have an advantage over others.

3.5. Access, participation patterns, and equity

3.5.1. Secondary Education Enrolment rates:

?? **Transition rates:** The current transition rate from primary to secondary education in 1998 was 19.1% as shown in Table1 below. This figure is very low compared to transition rates in neighbouring countries. In Kenya, for instance, it is 53% while in Uganda it stands at 29%.

Table 1: Transition Rates from Primary to Secondary 1990 - 1999

Year	School Leavers	Number Selected to Form I					
		Type				Total	
		Govt		Non Govt.			
		No.	%	No.	%	No.	%
1990	306,656	19,673	6.4	27,554	9.0	47,227	15.4

1991	383,427	19,282	5.0	29,027	7.6	48,309	12.6
1992	346,514	19,193	5.5	25,703	7.4	44,896	13.0
1993	363,404	21,531	5.9	26,965	7.4	48,496	13.3
1994	370,534	24,321	6.6	28,498	7.7	52,819	14.3
1995	386,584	28,412	7.3	28,002	7.2	56,414	14.6
1996	359,337	30,873	8.6	29,768	8.3	60,641	16.9
1997	414,069	35,057	8.5	34,368	8.3	69,425	16.8
1998	364,014	41,238	11.3	28,333	7.8	69,571	19.1
1999	426,562	41,238	9.7	NA	NA	NA	

Source: BEST [2000] and MOEC File

?? **Gross enrolment ratio:** Regional comparisons of participation rate in secondary education show that Tanzania lags far behind her neighbouring countries in gross enrolment rate [Box 1]. This means that the country lacks a capacity to enrol a great many of the children from both the relevant age cohort and those outside it.

Box 1: Secondary Gross Enrolment Rates

Kenya …….. 26%

Uganda …….. 12%

Zambia …….. 28%

Zimbabwe …….. 44%

Tanzania …….. 5%

Source: UNESCO 1998

The net enrolment ratios is likely to be much smaller, given the large numbers of over-age children in the schools.

The Government aims at increasing the present GER of 5% to 12% by the year 2005. Given the limited government resource envelope, Government will weigh the relative merit of investments in the different levels and types of education with the objective of availing more resources to secondary education in tandem with primary education. Equally important is the comparatively large proportion of educational funding spent on wages and student welfare at the expense of other inputs. Effort will be made to improve the salary to non - salary expenditure.

3.5.2. Enrolment patterns and trends:

?? In the past ten years, secondary education enrolment has increased roughly 22 times. Enrollment in Government schools increased slowly in the past in contrast to the growth in community and non

government schools. Of late due to the increase of community build schools Government provision of education exceeds private schooling in terms of both enrolment volumes and the number of schools. For instance, in 1999, the Government enrolled 116,556 students in 506 schools, i.e. 52 percent while the private sector including seminaries enrolled 109,051 in 375 schools.

?? Until the ETP 1995 Government policy approaches to secondary school expansion was through private providers, alongside encouraging community mobilisation for the building of community schools.

?? Despite this overall growth, the transition rates between primary and secondary school declined from 29% [1963] to 3.4% [1984] and picked up slowly to 19% in 1999. Thus the capacity of the education system to absorb more primary school leavers has been greatly variable [Figure 2].

?? **Transition from O-level to A-level.** Getting to Form V and VI in Tanzania is the get the way to elite professions, higher education and higher probability of participation in national affairs. Table 2 gives the proportion of Form IV leavers joining Form V. That proportion has been oscillating for the last ten years, never getting above 25 percent, suggesting a stiff competition to access advanced level studies..

Table 2: Transition Rates from O-level to A-level and University

Year	Form 4 Leavers	Form 5 Intake	Percentage	Form 6 Leavers	University Intake	Percentage
1994	35080	6752	20.6	5874	1276	21.7
1995	36283	6875	19.6	5841	1470	25.2
1996	38786	7696	21.2	6278	1517	24.2
1997	40324	9820	25.3	8227	1754	21.3
1998	41807	10024	24.9	9812	1920	19.6

SOURCE: BEST and HEST, appropriate years; PMU/UDSM 1998

The low transition rates, are partly the result of:

- An overall low share of public spending for secondary education sub- sector [average 7-8%, 1996/97]
- inefficient secondary education spending, stemming from small school size and low staff utilization rates, thus operating without the benefits of economies of scale.
- substantial schooling costs which parents have to meet in both Government and non-government schools such as for uniforms, travel, school fees, school materials building contributions, examination fees, etc., all of which act as a disincentive to participation.

- limited incentives for private sector growth such as liberalized fees, availability of suitable land, and low taxes on educational materials.
- poverty due to over 50 percent of the people live below poverty line.
- Low level of achievement at both O-level and A-level especially in the sciences due to in efficient teaching and learning arising from in effective teaching and inadequate books and materials.

3.5.3 **Access beneficiaries of public spending on education**

Students from better-off families are over-represented in secondary schools. Around 34% of students in Government secondary schools are from the richest top 20%, compared to 7-8% from the poorest quintile. In summary, the better off is capturing an inordinately high share of public subsidies, while the poor get a lower subsidy share.

3.5.4 **Gender and access.**

Girls access to 'O' level is almost at par with boys, [47.34%] but access to 'A' level is low. Apart from philosophical equity issues, encouraging and enabling girls to complete secondary schools has a positive impact on quality demand for social services such, family planning, child health, and better household spending. However, females are under-represented at most levels of post-secondary schooling, especially in the technical institutions [6%], University [17.2%] and advanced level [33.14%].

3.5.5 **Financing as access barrier:**

Secondary education relies on three incomes to manage its activities. Government subventions remain the dominant mode, covering personnel emoluments [59%] catering which accounts for over 26% percent of allocations, followed by nominal school fees at T.shs. 70,000 for boarding and 40,000 for day schools; and finally income generating activities at school level whose income volume is generally low and unreliable as most of it depends on the weather conditions which might be good or bad in any particular year

The share of secondary education in the total education budget has been oscillating from 9.5 percent in 1994/95, 7.2 percent in 1996/97 and 10.1 percent in 1998/99. The target is for it to grow to 15 percent by the end of the plan period in 2005. The largest share of education budget [66%] goes to basic education, which is the foundation tier, followed by higher education [20%], secondary education [7.2%]. About 4.5% goes to administration and lastly teacher education [2.3%]. The low share of national budgets [16.6] going to education acts as a great barrier to many over age children who have often left out of the school system due to the lack of space. Indeed for the

last 15 years the government has not been able to fund the building of new secondary schools.

Unit cost spending on secondary education is estimated to vary from about T.Shs. 320,000 in boarding schools to about T.shs 200,000 for day schools, with minor variations by curriculum tracks (biases). Parental expenses borne by parents per secondary school students apart from the opportunity cost, average T.shs. 203,000, composed mainly of students fees, transportation, pocket money, extra tuition, and other miscellaneous expenses. All these expenses act as disincentive to poor households to send their kids to school.

3.5.6 **Other access barriers:** The current organisational patterns provide additional access barriers, especially with widely varying school age populations. The boarding system raises costs per school place [around 20% going to boarding costs] and social costs for pupils being away from home. The boarding system also has hidden private costs which are potential disincentives for pupils from poorer families who may 'de-select' themselves as they cannot afford the costs.

3.6. Quality of Education

3.6.1 Indicators of Quality of Education: Indicators of quality of education are among others, the results of the National Form 4 and Form 6 examinations. Examination results in all schools portray a disturbing picture. O –level achievement levels are very low. About quarter of the candidates fail while more than 50% of the candidates get the lowest pass Division IV It should be noted that one needs only two pass out of a minimum number of seven subjects to score Division IV. Less than quarter of the candidates achieve between division I and III and share of Division I and II hardly exceed 10 percent between 1996 and 1999 while marginal passes and failures exceed 75 percent as demostrated in table 3 below.

TABLE 3: O - level Examination Results 1996 - 1999

Div.	I	II	III	IV	FAIL
1996	2.96	3.38	12.95	53.73	26.51
1997	4.58	5.28	14.40	53.48	22.26
1998	4.07	4.08	13.88	51.07	26.91
1999	3.15	4.49	13.66	51.98	26.72

Generally purely boys only schools perform better, than purely girls schools which in turn perform better than co-education schools. This may be explained by the fact that schools in the first two categories are predominantly boarding while co-education schools are community day schools which enroll academically poorer students and have less time for study. Private candidates apart from seminaries achieve very lowly.

Overall, the best performance is concentrated in the few special schools and about 10 seminaries, while the majority of schools do

badly. The policy intention of the Government is improve this picture in the medium term.

In terms of gender, 1999, in only 5% of girls achieved Division I in Form 4 exams results, compared to 24% of boys. These patterns are due, in part, to girls' under-performance in mathematics and science-based subjects which undermine female access to further studies and job opportunities, including science and technology fields.

3.6.2 Curriculum organisation. Secondary education provided in the country has been criticised as being rather irrelevant to the current demands of the society. The delivery system is poor and the curriculum is abstract and crowded. At present, the O –level curriculum has 39 subjects with students taking up to 13 subjects and offering a minimum of seven subjects for final examination. At A-level there are 23 subject combination some with less than 20 pupils.

The policy direction is to review the secondary school curriculum so as to make it more responsive to the changing labour market conditions. For example, at Form I and II, the curriculum organisation and instruction might best focus on securing basic mathematics and communication skills through a narrow 'core' curriculum.

At A-levels, curriculum re-organisation could improve and optimise the use of teachers and other resource and contain costs on combinations with only a few students. Reviews of the curriculum would optimise the use of resources and enhance performance.

3.6.3. Language of instruction. Currently, Kiswahili is the official language of instruction in primary schools and English in secondary schools. Students receive a six-week intensive English orientation programme in Form I to compensate for inadequate English instruction in primary schools. Some non-government schools now require students to undergo a one-year pre-form one course, aimed at improving their English proficiency and knowledge and skills in mathematics. It is acknowledged that the limited confidence of teachers in English in schools results in repeated 'code switching' between Kiswahili and English in the classroom. As a result, both languages suffer. Neither is taught well but English is particularly endangered as students finish secondary schools without adequate ability to write and communicate in English effectively and efficiently.

Both Kiswahili and English are compulsory subjects up to ordinary level. English remains the medium of instruction up to university level, but both languages are optional subjects at all post O-level studies. Yet performance in examination remains poor. There is thus an urgent need to improve the teaching of both languages, using specialized language teachers. Tanzania cannot afford being illiterate in English while surrounded by countries which speck English ,fluently and hope to remain an active and effective member of key and strategic

economic blocks that use English, including SADC and the Commonwealth. Other languages proposed by ETP (1995) include French, German, Portuguese, Spanish, and Arabic. These should as well be taught by specialized teachers.

3.6.3 Teacher effectiveness. Comparative student performance in government and non-government schools does not appear to explain the marked differences in performance at O-level where non-government schools are doing badly while academic qualifications are tilted in their favour. Several factors may explain the under achievement of non-government schools, including inadequate or lack of, inter alia, professional qualifications, compulsory in-service training, regular inspection, staff appraisal, and mandatory training for all school and subject heads so as to improve teacher effectiveness.

Table 4: The Current Teaching Force 1999

TYPE	GRADUATES			DIPLOMA			GRADE "A"			OTHERS			TOTAL		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Govt. Sec. School	739	294	1033	3773	2133	5905	110	28	138	150	29	179	4771	2484	7255
Non-Govt Sec. School	1140	205	1345	2391	705	3096	45	13	58	894	135	1029	4470	1058	5528

Source: BEST 2000

3.6.5. Instructional materials provision: The importance of textbooks for improving student academic achievement is indisputable. In the government schools, budgetary provision for instructional materials amounts to only 7% of total expenditures. The aim of the Government is to ensure that all schools have adequate teaching materials, including textbooks so as to improve quality.

3.6.6. Quality of school plant: Recent DANIDA evaluation report indicate that only around 25% of Government schools have received maintenance support in the past 15 years. The broad picture is one of run-down school buildings and plant, including dormitories. The securing of new maintenance funds for will significantly improve the situation, thus providing an incentive students for retention and enhanced parents' contributions.

3.6.7 Inspection services: A comprehensive review of the inspection services for secondary schools is critical. In theory, coverage is adequate with an inspector/school ratio of 1:6 and inspector/ teacher ratio of 1:114. The central and zonal location of the inspectorate undermines effective inspection coverage due to long distances and lack of transportation facilities and funds. The district inspectorate have no role in secondary school inspection. Inspection service have to focus more on quality assurancethrough instructional strategies rather than auditing. The government will reconstitute

the inspectorate to make it more effective cost efficient with greater autonomy. Schools heads will also play a more active role in quality assurance matters than hitherto.

3.6.8 School libraries. Students acquire knowledge from teachers and books. The status school libraries is poor. Libraries lack basic and up to date textbooks and reference materials as well as the manpower to manage them. The practice of class libraries whereby teachers brought books in the classroom for students to read and summarize is no longer in operation. As a result, efforts to build a reading culture has been undermined. It is therefore necessary to build, revitalize and restock school libraries with up to-date and relevant books for referencing and leisure which school management must ensure are effectively and efficiently utilized. There is also the need for building new ones and rehabilitating the old ones.

3.6.9 Planning and school management. In public schools, the appointment of school heads and teacher is done centrally. Financing is highly centralised at the MOEC Headquarters. School level planning and management has remained adhoc and personalised, lacking in coherence and transparency, especially in financing and spending. Many heads of schools have not received any form of management training and many of such schools have no school plans, especially the non governmental ones. In many schools school boards rarely participate in planning for the development in the school Thus, their effectiveness as management tools becomes patchy, with greatly limited school community consultations.

The high degree of centralization contributes to a variety of inefficiencies, including poor staffing and plant utilization.

3.6.10 The role of the regional and district administration:

The REO is the central figure in co-ordinating primary education activities in the region of his/her jurisdiction. He/she acts as the link between the Ministry and districts in terms of information facilitation and execution of directives. The REO is also involved in secondary education in as far as the monitoring of progress is concerned. As a board member of every secondary school in his/her region, the REO is a representative of the Commissioner for education Another crucial function is to oversee the implementation of national examinations.

The DEO concentrates on the operations of the primary education tier. However, with the emergence of community secondary schools in such large numbers and the Government intention to decentralize all aspects of governance, districts occupy a more pivotal position in the management of secondary schools. In terms of policy / direction MOEC plans to strengthen both levels of education management.

4.0. Policy Framework and Priority Programs

4.1 Policy framework

The broad Government policy strategy will be to continue repositioning the role of Government in secondary schooling, through institutional and financial reforms, as both an enabler and a key targeting provider. The government will strengthen its role in quality assurance, including setting of standards, stronger policy planning, regulatory functions and monitoring and proactively a friendlier enabler.

4.2 Priority Progammes

4.2.1 Programs for increasing access

?? Recognising that the low secondary education enrolments are a brake on national development, the improvement of existing facilities alone will frustrate the personal development of many able citizens and of the economy in the long run and so highest priority of the plan is to increase access to secondary education. Emphasis will be laid on increasing the gross enrolment rate from the current 5% to 12% by the year 2005. Increasing the GER combined with improved secondary school retention through quality improvement should help us to achieve our optimum target, which is to slightly more than double current total enrolment by the year 2005 as illustrated in table 5.

Table 5: Project secondary education enrolment 2001 - 2005

Form	Jan.99	Jan.2000	Jan.2001	Jan.2002	Jan.2003	Jan.2004	Jan.2005
I	77,882	89,707	105,205	123,537	137,241	157,355	174,503
% increase	*	15%	17%	17%	11%	15%	11%
II	*	77,882	89,707	105,205	123,537	137,241	157,355
III	*	*	77,882	89,707	105,205	123,537	137,241
IV	*	*	*	77,882	89,707	105,205	123,537
TOTAL	77,882	167,589	272,794	396,331	455,691	523,339	592,637
CUMULATIVE INREASE	77,882	245,471	518,265	914,596	1,370,287	1,893,626	2,486,263
% Increase	*	*	*	*	50%	38%	31%

4.2.1.1 Priority programs:-

(a) selective redeployment of under-utilised post-secondary facilities such as folk Development colleges TTCs,
LITIs, MATIs etc, as secondary schools: target: *Seven such colleges re-deployed 840 additional F1 places.*

(b) selective expansion of provision in under-served areas, through additional classrooms [420 classrooms] and optimum use of existing secondary schools: *target – doubling the current enrolment from these under served areas by 2005, by an addition of 19000 students.*

(c) increase the enrolment in community schools, dependent on population in the catchment area, at least four streams: *target – 300 additional streams or 12,000 additional F1 places by 2005.*

(d) in disadvantaged areas, the Government will provide assistance to selected non-government schools, by paying for seconded teachers, and providing some instructional materials such as textbooks and chemicals.

(e) the government will encourage the continued construction of community schools, at the rate of one per ward over the plan period. In the least able areas, the government will subsidize. The materials cost of classrooms, and the laboratories, workshops, and libraries, and equipping them: *target –22,960 additional Fl places by 2005 – using 287 wards as the planing figure[half of the number]*.

(f) the Institute of Adult Education enrolment for secondary education will increase from the present 12,000 to 50,000 students by the year 2005 through the use of existing primary and secondary school facilities, where feasible.

(g) Build/start in existing FDC structures, structures, a multi skill polytechnic in each region. Target – lessons to start by 2003.

?? **A-Level access improvement.**

Along with the improved access at O-level, the A-level enrolments will have to be significantly increased if we are not to frustrate these investments at lower levels. Quality at A-level has remained fairly reasonable but there is need to improve performances in the sciences, mathematics, and technology. In addition, graduates from technical secondary schools have no opportunity for A-level technical education. The plan will rectify this anomaly.

The priority programs.

-7 A-Level zonal secondary schools will be created by up grading 7 of current O-level Schools to A level, only schools
-encouraging all districts to up-grade one O-Level to A-Level day school for each Five O-Level community schools in the district.
-add A-Level technical streams to two of the existing O-level technical secondary schools.
-marginal additions of facilities and improvements in the utilization of current A-Level schools, such as adding combinations.

Target: 24,750 additional students joining A-level by 2005.

4.2.2 Programs for increasing equity

?? **Preamble:**Increasing the access in terms of greater volumes of enrolments in secondary education may cause greater inequalities if all it does is to increase the number of the same kind of participants into secondary education. Therefore, a second but related policy priority is to increase equity by addressing gender imbalances in enrolment and performance, increasing the enrolment of students from under served areas, increasing the participation of children from poor families, physically and mentally handicapped students by integrating them in the normal schools and improving equity in the distribution of teachers and other related inputs.

Quality improvements in primary schooling, especially for girls and disadvantaged areas will be a necessary pre-condition for the phasing out of the current quota system by sex and districts if it is not to result in greater disadvantage for some students and locations.

?? **Priority programs and targets in increasing equity are:**

(a) Equitable income-indexed per student allocation system, covering all public/private schools: *target-in place by the end of 2001*.

(b) introduction of targeting mechanisms for scholarships/grants to the economically, physically, or mentally disadvantaged, and girls: *target – reaching 60% of the poorest families by 2003.*

(c) preferential allocation of poorer students to Government secondary schools, linked to a redistribution of government boarding subsidies: target – mechanism in place by 2001.

(d) interventions to increase girls performance, especially in Mathematics and Sciences. *Target: Improve girls performance by 40 percent by 2005.*

?? Strategies for identifying poor pupils and under served areas.

(a) **Means Testing**. The Plan envisages using local communities [Education Committees] in Village governments to identify the poor children, and especially girls who are academically able but financially unable to pay for their schooling. While there will be local variations in the application of the proposed identification criteria, the study will explore the use of:

? ? Monthly and annual incomes of households, including an assessment of the impact of the seasonality of the incomes.

? ? education of key members of the households, including parents and siblings.

? ? disability, family and individual circumstances such as single parentage and orphan status

? ? informal proxies of income levels such as consumption habits.

? ? monitoring mechanisms for phasing out those becoming able, and incentives for those potentially able but unwilling to pay or work harder.

(b) Criteria for Identifying Undeserved Areas. The factors which will be taken into account will include:

? ? The rate of education development in the areas, especially growth in the establishment of schools, and volumes
? ? the gross and net enrolment ratios in the district/region
? ? number of schools in the area versus secondary school age children.
? ? the contribution of the region to GDP as a proxy for level of incomes.
? ? per capita incomes of people in the area
? ? ability versus willingness to pay index
? ? sources of incomes of the people in the area, plus their seasonality.

4.2.3 Programs for improving quality.

Preamble

Quality is the key factor in any education reforms, and it is the hardest to tackle. Without dramatic improvement in quality, parental excitement about education and the contribution of education to GDP will be minimal. Factors that need to be addressed include the quality of teacher training, upgrading for professionally undergrade secondary school teachers the quality of teaching, the quality of learning, strategies used by students, language of instruction and language learning, instructional materials, quality control and regulatory systems, school inspection based on the issuance of certificate of compliance with standards, teachers and heads of schools qualifications, and rehabilitation of existing school plant.

4.2.3.1 Priority program activities.

(a) Review of the curriculum, for breadth, depth and relevance. *Target by 2002*
(b) sustainable demand-driven instructional materials system, including cost-sharing measures and targeted book grants by Government to poorer families: *target-1 book per student per subject, full implementation by 2005.*
(c) restoration of academic standards and student achievement through strengthening quality control and regulatory systems, including inspections based on certificate of compliance with

standards, mandatory teacher and Headmaster/Headmistresses qualifications, and inservice courses. *Target by 2005.*

(d) strengthen the system for rehabilitation and maintenance of existing school plant through community participation and locally based contractor management. Target: System in place by 2002

(e) specialized teachers of varied skill subjects, for the regional politechnic schools *Target by 2003*

(f) Facilities for sports and cultural activities. Since sports and games are integral parts of education, facilities for sports and cultural activities shall be provided in every school to develop students with talents in given fields. Therefore the following support will be given:

? ? Constructing rehabilitation/standard play/sports grounds in each school.
Target by 2002

? ? improvement of facilities for drama *Target by* 2002

? ? provision of sports and games gear *Target by* July 2002

? ? sports and games competitions between neighboring schools will be encouraged and supported annually, starting 2002.

(g) Improvement of language learning and teaching by training specialised teachers of English and Kiswahili and other popularly emerging languages. Target Programs in place *by 2003.*

4.2.4 Programs for Increasing Efficiency.

Efficiency relates to output per unit cost or more simply the cost of producing an output in a specific time span.
The plan incorporates measures to achieve greater systems efficiency by increasing overall teacher-pupil ratio while addressing teacher/subject workloads, unit costs, school sizes, and wastage. A related policy priority will be to strengthen the capacity of regions, districts, and school authorities for the planning and delivery of secondary education services. This will include the redefinition of responsibilities and authority at the centre, regions, districts, and schools, including the necessary legislation and regulatory reforms associated with this capacity building and empowerment thrust.

In addition, in education, we need to deconstruct the concept of efficiency such that training costs is only one parameter. The most important element in

efficiency in education is the enhancement of the learning tempo, both in amount, variety, and speed, all accomplished with a human face.

Two preliminary activities that override others which will be under taken are:-

[1] **Needs assessment**. Key to the success of the reform program is the strengthening of the teaching and learning processes. In order to firmly and accurately align the reform program to these two processes, a needs assessment exercise will be undertaken early in the programme with the view to:-

? ? Ascertain the number and qualifications of all secondary school teachers and tutors in colleges and relevant faculties.

? ? perform quality audit and institute control measures in all schools

? ? identify gaps in the teaching of different school subjects

? ? establish the extent of deficiency in knowledge with respect to content and padegogical skills among teachers.

? ? design remedial in-service courses for the remaining teachers.

[2] **Strengthening data collection and analysis**. The efficient operation of the secondary education system will very much rely on the availability and use of key performance indicators. These, in turn, rely heavily on accurate and efficient data capture mechanisms. This Plan aims at strengthening the collection, analysis, storage and retrieval of secondary education data on enrolments, wastage, teaching force, teaching facilities, capacity utilization and student performance, including improvement of collection instruments, such as TSS 1 - 7.

4.4.2. Priority programs

(a) Conduct a teachers efficiency Needs Assessment *Target by* 2001

(b) effective use of teaching force through programme review and effective teacher deployment and management: ***Target – PTR*** *to rise from 17 to 30 by 2005.*

(c) rationalisation of the number of subjects and combinations offered in schools, Form I-IV and Form V-VI: *target- revised guidelines for this by mid 2002.*

(d) shifting an increased proportion of the cost of boarding facilities from the government to beneficiaries: *target –reduce government contribution by 50 per cent. Assessment of real boarding costs by 2001. Reduction of Government share on boarding for the rich by 2002.*

(e) strengthening the capacity of regions, districts and school authorities, through legislation to give them authority for the planning and delivery of secondary school services: *target – legislative amendments in place by 2001.*

(f) create a data collection and analysis unit in MOEC**.** *Target place by 2002.*

(g) reduce system wastage by improving or introducing adolescent counseling services to include HIV/AIDS problems, and encouraging greater partnerships between schools and parents; *target-immediate commencement of improved counselling services and full trained counsellors by 2005.*

(h) community construction of hostels near day secondary schools in under-served and difficult life areas to prevent student drop out due to indiscipline and health problems. *Target Hostels built by 2005.*

4.2.5. Programs for increasing autonomy

Autonomy is a necessary condition to improve on secondary schools operational efficiency. Tanzania is a large country with geographical, economic, and cultural diversities and complexities that cannot be adequately addressed from the centre. Similarly, schools need to be able to respond to their internal dynamics and conditions in their catchment areas. Therefore, the Government will devolve the operational powers for the efficient management of schools to regions, districts and schools, within broad national guidelines. A policy priority is the recognition that the centralised system leaves little scope to school boards and Heads of schools, especially of government schools, to take decision over issues such as hiring and staff deployment, budgeting and accountability, discipline, and maintenance thus reducing their flexibility to provide locally appropriate solutions to local problems. In this regards, The Government will review the terms of recruitment, retention status, and promotion of heads of schools and their assistants to ensure that the autonomy given to them is not abused.

4.2.5.1 Priority programs

(a) Devolution of financial/operational management of schools to school boards working within agreed regulatory framework and budget guidelines: *target – operational 100% by 2002; regulations/guidelines in place in 2001.*

(b) promote the accountability of heads of schools by reviewing reporting lines, regularity and their terms of recruitment, retention and promotion so their services are contractually performance based: *target – completion of review by 2001, implementation by 2002.*

(c) heads of schools and Board members will be required to develop school development plans and execute them. *Target – all schools to have Plans by December,2001.*

(d) training of all school heads, board members, and subject coordinators Target by 2005 [within the context of whole school development program].

4.2.6 Programme for adolescence and Responsible behavior
Sub-programs:
? ? HIV/Aids curbing Sex and Sexuality
? ? Corruption free community (Anti corruption Activities)
? ? Anti-Drug Trafficking and Abuse
? ? Cultural Norms and Behavious in a changing and dynamic world.

5.0. The Program Financial Framework

5.1. Capital expenditure:

i.1 The programme financial framework as detailed in Table 6 provides for the expenditures on development activities to the tune of T.Shs. 153.6 billion [USD 219.4 million]. It is to be recognized that these figures are only indicative. Actual costing of the programs and project will need to be done.

Table 6:
Programme Components and Budgetary Allocations in Millions of T.Shs.

PROGRAMME COMPONET	TOTAL BUDGET	ANNUAL BUDGETS				
		2000/2001	2001/2002	2002/03	2003/04	2004/05
1.Access Improvement	**41,074**	**6,043**	**9,153**	**8,305**	**7,155**	**10,418**
a) Deployment of under utilised institutions	204	102	0	0	0	102
b) Expansion in undeserved areas	24,948	1,500	7,598	6,750	5,600	3,500
c) Optimum use of current facilities	5,075	2,538	0	0	0	2,538
d) Assistance to private schools	1,956	303	405	405	405	438
e) Building of Lab/W/Shops	4,000	800	800	800	800	800
f) Building Hostels for under served areas	1,500	300	300	300	300	3,000
g) Building of a Polytechnic	00	500	500	1,000	00	00
h) Form 5 expansion	240	50	50	50	50	40
2. Equity Improvement	**27,798**	**2,238**	**10,340**	**7,240**	**5,140**	**3,040**
a) Capitation grant [Income Index]	7,128	528	1,800	1,700	1,600	1,500
b) Means testing	670	670	0	0	0	0
c) Scholarships to Government schools	20,000	1,000	8,500	5,500	3,500	1,500
d) Improvement of girls performance	200	40	40	40	40	40
3. Quality Improvements	**67,439**	**7,893**	**19,578**	**13,418**	**10,572**	**15,978**
a) Upgrading teachers' effectiveness and efficiency	13,100	1,500	4,000	3,000	2,500	2,100
b) Curriculum Review	215	215	0	0	0	0
c) Upgrading of Technical schools	3,000	00	500	500	500	1,500
d) Implementation of language policy	1,500	750	0	0	0	750
e) Textbooks Supply	18,544	2,000	6,000	4,500	3,500	2,544
f) Community based rehabilitation	25,000	2,500	7,500	6,500	5,500	3,000
g) Facility based management Development	2,940	200	850	750	690	450
h) Teachers of Bias Subjects	240	48	48	48	48	48
i) Specialised Language Teachers	400	80	80	80	80	80
j) School libraries	500	100	100	100	100	100
4. Efficiency Gain Measures	17,076	1,359	2,335	2,820	2,910	3,010
a) Effective teacher deployment	4,642	2,321	2,321	0	0	0
b) Rationalisation of subjects	204	204	0	0	0	0
c) Demand driven boarding facilities	6,700	500	1,000	1,600	1,750	1,850
d) Strengthening institutional capacity	1,200	240	240	240	240	240
e) Career and Education Counseling	200	40	40	40	40	40
f) Decentralisation and autonomy measures	200	100	100	0	0	0
g) Strategic information gathering	150	50	50	80	0	0
h) Needs assessment of teaching staff	50	35	15	10	0	0
i) Dissemination and sensitisation	50	30	10	10	0	0

j) Facilities for sports and culture	3,280	80	800	800	800	800
GRAND TOTAL	**153,587**	**17,533**	**41,406**	**31,783**	**24,777**	**32,446**

5.2. Recurrent expenditure. The implications for recurrent expenditures amounting to T.shs 2. Billions is provided in Table 7.

i.1.1 Table 7 – Recurrent cost implication

i.1.2 Programme	No. of Schools	Unit Cost	Unit Cost per School	i.1.2.1 Total
? ? Identification of under-utilised institution				
? ? Salaries for 16 teachers per school	10	720,000/= per teacher p.a.	11,520,000	115,000,000/=
? ? Salaries for 6 non-teaching staff	10	480,000/= per non-teaching staff	2,400,000	14,400,000/=
? ? Books	10	2,800,000/=	2,800,000	28,000,000/=
? ? Lab. Equipment	10	14,700,000/=	14,700,000	147,000,000/=
			Sub-Total	**304400000/=**
? ? Expansion in under-served areas:				
? ? Salaries for 16 teachers per school	5	720,000/= per teacher p.a.	11,520,000/=	57,600,000/=
? ? Salaries for 6 non teachers per school	5	240,000/= per non-teaching staff	1,410,000/=	7,200,000/=
? ? Books	5	2,800,000/=	2,800,000/=	14,000,000/=
? ? Lab.Equipment	5	14,700,000/=	14,700,000/=	73,500,000/=
			Sub-Total	**152,300,000/=**
Building of Girls' Hostels				
? ? Salaries for 3 cooks	5	480,000/= per cook p.a	24,000,000/=	72,000/=
? ? Salaries for 2 Watchmen	5	480,000/= per watchman p.a.	24,000,000/=	48,000/=
? ? Catering costs for 320 students per hostel	5	43,299,000/= per school	216,000,000/=	216,000,000/=
				264,000,000/=
For V Expansion				
Apparatus/Labs [28]		14,700,000/= each	411,600,000/=	
17 teachers each 911]		720,000/= each	85,680,000/=	
			Sub-Total	**264000000/=**
? ? Polytechnics 2+1				
[1] L/T Material [new one]	1	32,000,000/=	32,000,000/=	
[2] L/T Materials for converted old Tech. School	2	29,400,000/=	58,800,000/=	
? ? Teachers [40] x 2]		720,000/=	84,000,000/=	
? ? Support staff:-				
- Accounts clerk 6 - Watchmen 4 - Cooks 6 } - 16	3	7,680,000/=	23,940,000/=	
			Sub-Total	**198,740,000**
Demand driven boarding facilities for [boys and girls]:	5	240,000/=	12,000,000/=	
? ? Watchmen [3x5]				
? ? Catering 320 students [x5]		135,000/= p.a. per student	216,000,000/=	
			108,000/=	(cost share)
			Sub-Total	**228,000,000/=**
Facilities:				
? ? Sports				

? ? Games ? ? Cultural ? ? Teachers	816 506	1,500,000/= 480,000/=	408,000,000/= 206,400,000/=	
			Sub Total	**614,400,000/=**

The distribution of expenditures over the years is based on the nature of the activity and its relations with the rest.

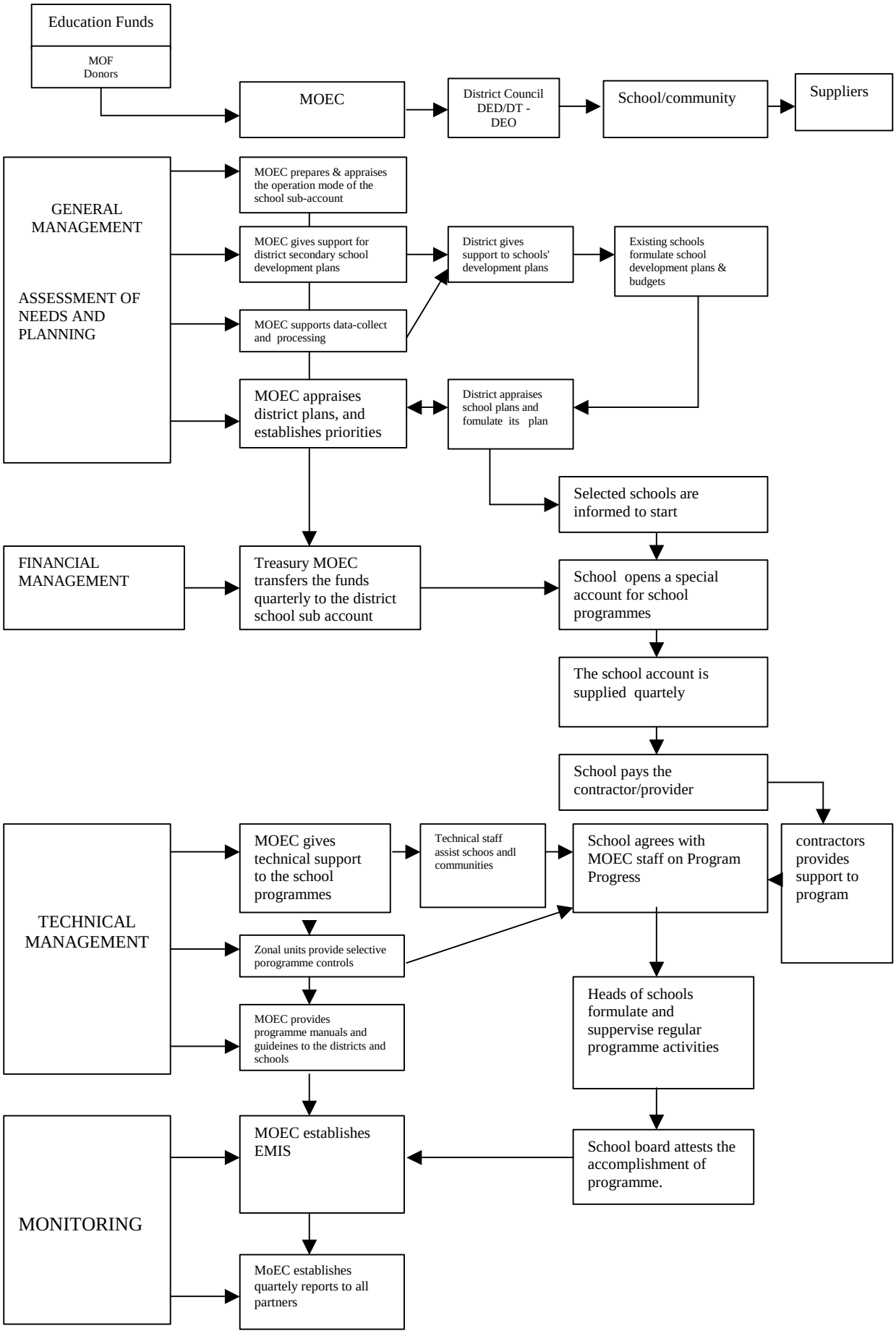
6.0. Program Management and Monitoring

6.1. Organisational development

The Government recognises that systems for managing and monitoring progress in the plan implementation will require urgent strengthening of key units and other responsible institutions. Therefore the current EMIS operations will require upgrading in order to capture technical and financial data on domestic and external support to the development programmes, and the outputs

The Government will ensure that there is effective information flow [technical/financial] between programme units and the central programme management and monitoring system gives, in schematic fashion, the decision making centres and flow of resources and information. Each school will open an account for its programmes, the execution of which will be supervised by technical staff appointed by the MOEC. The funds for the programmes will be released on quaterly basis and sent to the district school sub-account if satisfied with the school plans. The School Board will be responsible for the supervision of programme activities and target accomplishment. The flow of information will be from the centre to the district council, onwards to the school and vice versa. Schools will work directly with the suppliers of goods and services.

i.1.2.1.1 Figure 1: Programme management and monitoring



6.2 Sustainability of the programm. The Government is committed to systematically improving the quality of secondary education while dramatically expanding it, given its importance in terms of its numerous horizontal and vertical multiplier effects on the economy. This Plan is only a beginning of a sustained effort to revitalize the sub-sector. The share of budget going to secondary education, especially from the education levy, will be increased, commensurate with the expansion of enrolments. The current budget share will be increased to 15 percent by the end of the Plan period.

A key policy element in this plan is the political sensitization, mobilization, and commitment at local level in support of education, and much more proactive interface between the state and the private sector. These thrusts, coupled with clear targeting mechanisms that allows for differential treatment of individuals and communities should moderate recurrent costs and enhance private contributions to the sub-sector.

The focus on the improvement of quality, through better teaching and learning, will induce greater commitment to education by individuals and communities, and this is the key to sustainability. Clear mechanisms will be articulated in due course for donor dependency reduction in favour of local communities shouldering the financing of secondary education in their respective areas.

Secondary schools will be required to prepare school plans, including budgets which will be submitted to the district for scrutiny and subsequent funding. The districts will examine the plans and support them from education funds as discerned appropriate. The school plans will also be submitted to MoEC for appraisal and support. The viable school plans will be approved for funding and implementation.

6.2.1 **Public – private sector interface**. The private sector will continue to play a key role in providing educational services to the community. The government shall strive to go into partnership with the private sector through a number of measures, including secondment of teachers for competent leadership, school inspection, waiver of import duty on educational materials, providing block grants and student vouchers whenever possible so as, to ensure that standards are upheld, and to provide expert advice whenever required. This should reverse the apparent slackening of private sector expansion in recent years.

6.2.2 **Education trust funds.** One of the key components of sustainability is funding. The government is committed to establishing an Education Levy at national level while encouraging the evolution of district and community education trust funds at local levels. Districts will be strengthened in the management of these funds. The management of the National Education Trust Fund [NETF] has been a learning experience. The government will endeavour to prevent any mismanagement of such funds. It will institute strict financial controls and regulations at all levels, including close monitoring of expenditures and development activities at district and school levels. The school inspectors and

school boards will monitor the disbursement of funds and monitor the implementation of school activities very closely. Penalties will be instituted, including criminal charges, for any mismanagement of funds and school materials and equipment.

6.3 Monitoring and Evaluation.

Figure 7 gives the framework for the monitoring and evaluation of the programs. The Log Frame makes a distinction between the general thrusts and the specific objectives under each of the five program areas. This will make it easy in the capturing of program data for progress monitoring and evaluation. A distinction is also made between three levels of data capture. The first level is the verifiable indicators, which deals with discrete products or outputs of the program. The second level is the outcomes in terms of the opportunities created by the interventions, while the third level examines both negative and positive impacts of the interventions. There will be changes in data capture and reporting mechanisms so as to conform to the new situation. A variety of risks or assumptions are articulated and these need to be addressed as the program unfolds.

6.4 **Capacity for Implementation**:

Capacity here refers to both the infrastructural and the human resources base as well as the capability of the educational system to undertake and promote collective actions for effective realization of the set education policy goals and objectives. It should touch upon several parameters, including:

? ? Human resources development and management
? ? institutions responsible for providing essential school materials and equipment such as textbooks, chemicals, science teaching equipments etc.
? ? infrastructure such as school buildings, transportation, communication, laboratories, office space etc.
? ? technology of varied nature and levels of sophistication commemorate to secondary school education to include computing, teaching, storage, retrieval and sharing of knowledge.
? ? cultural adaptations for collective and responsive actions.

All these parameters will be scrutinized for possible improvement. The whole education system will be energized, jerked up and put in an alert position.

At the school level, emphasis will be on efficient use of the human resources available, including both teaching and non teaching staff as well as the physical space available. Given the decentralised nature of the program, actions will be taken to strengthen the capacities at regional, district and school level for effective implementation of the program.

ii Figure 2 – SEMP-Monitoring and Evaluation Log Frame200

Programme Components	Objectives	Verifiable Indicators [Output/Products]	Outcomes [Results]	Means of Verification	
a)**General aims and goals**	?? Expand enrolments ?? Improve employer satisfaction ?? Improved employability ?? Improved school management ?? Achieve decentralisation of school governance	?? 25% rise in graduation rate ?? 26% rise in employability ?? Reduction in post secondary wastage ?? Improved intake in post secondary education ?? 12% GER ?? 25% transition rates ?? Parity in private government partnership ?? Rural/urban equity ?? Public subsidies going to the poor ?? autonomy index	?? Efficiency gains ?? Greater relevance ?? Greater school pupils volume ?? Greater opportunity to invest in the sector ?? Greater social efficiency ?? Schools efficiency improved	?? Inspectors reports ?? MOEC data [BEST] ?? Budget figures ?? Policy statements on decentralisation	?? ?? ?? ??
b) Specific Activities					
1. Equity Improvement					
a) Capitation grants [Income Indexed]	Target the poor pupils	Improve equity in financing policies	Better mix of students by social economic backgrounds	?? MOEC report ?? School records	?? ?? ??
b) Means testing	Identify students who cannot pay fees	Developed income Assessment Instrument	Better targeting mechanism	Local A. report ?? School report ?? MOEC report	Impr Bett
c) Scholarships for poor children to go to Government school	Improve performance of poor students	Number of poor people sent to better schools	Better learning environment for the poor	School report ?? Examination results ?? Local A. reports	Bett
d) Interventions to improve girls performance	?? Increase opportunity of girls for further education ?? Improve school performance	?? Increased number of girls in higher levels of education and training	Better opportunity to improve grades	School reports Inspector reports NECTA reports ?? MOEC Report	Bett wor educ work

2. Access Improvement	Objectives	Verifiable Indication	Outcomes	Means of verification	Imp
(a) Selective deployment of facilities of under utilized institutions	?? Improve enrollment ?? Efficient uses of resources	?? Number of new secondary education places made available	?? More students getting ?? Secondary Education	?? MOEC Reports	??
(b) Expansion in under-served areas	?? Increase participation of people from less developed areas	?? Number of schools built in these areas	?? More students enrolled	?? MOEC reports ?? l..A. reports	Bala educ
(c) Optimum use of current facilities for secondary education	?? Improve learning ?? Improve managerial efficiency	?? SSR 1:32 ?? Class size 40 ?? Increased enrolment ?? Capacity utilization	?? Efficiency gains, especially financial	?? School reports ?? MOEC Reports ?? Inspectors reports	?? ??
(d) Assistance to Non Govt. schools	?? Improve quality ?? Increase enrolment	?? Rise of Enrollment ?? Improved Exam Results ?? Varying with inputs ?? Type of assistance provided	?? Better learning environment	?? NECTA reports ?? School reports ?? MOEC reports	Bett priva
(e) Building Lab/W/Shops and Equip them in new community schools	?? Improve performance especially in science subjects	?? Number of W/shops and labs built and used	?? Improved opportunity for better teaching and learning	?? School reports ?? MOEC reports ?? NECTA reports ?? Inspectors reports	Bett com used
(f) Building Hostels for under-served areas for girls and boys.	?? Improve participation Improve performance	?? Number of hostels Built	?? Better opportunity to improve performance	?? Inspectors reports ?? MOEC reports ?? School reports	?? ??
(g) Form 5 expansion	?? Expand pool for higher education	?? Number of new form five enrolees	?? More students at A-level	?? NECTA reports ?? MOEC reports ?? Schools report + J/R ?? Inspectors reports	?? can educ
3. Quality Improvements					
a) Upgrading teachers qualifications	?? Improve teaching and learning	?? Number of upgraded teacher	?? Opportunity for better performance	?? MOEC reports ?? NECTAR Reports ?? Inspectors reports ?? TTCs reports	??
b) Curriculum review	?? Review the curriculum package ?? Make it more relevant ?? Make it cost efficient	?? Maximum 8 subjects per students and minimum 6 ?? 50% of the time to be devoted to computation and communication skills	?? More manageable and better prioritiesed curriculum	?? TIE reports ?? MOEC records ?? Inspectorate ?? Revised curriculum	?? ??

c) Conversion and building of polytechnics	??	Increase opportunity for technical and vocational education for post O-level	??	Number of new place for technical and vocational education	??	Expanded provision of technical vocational education	??	MOEC reports School reports Inspection reports	??		
d) Implementation of language of instruction policy											
i) English as medium of instruction	??	Improve student mastery and proficiency in English language	??	Students performance in English	??	Better preparation of students to master their school subjects	??	School reports NECTA reports Inspectors Report	??		
ii) Kiswahili teaching	??	Improve teaching and learning of Kiswahili Proficiency of teachers	??	Student performance in Kiswahili	??	Outcomes improved Better prepared students	??	NECTA and school reports Inspectors Report	??		
e) Community based rehabilitation of schools	??	Improve school infrastructure	??	Number of school rehabilitated	??	Better learning environment	??	MOEC reports Inspector reports L.A. reports	??		
f) Facility based management Development [Matching Grants]	??	Improve school facilities	??	Number of school facilities improved	??	Butter school environment	??	School reports Inspection reports MOEC reports	??		
g) Teachers of Bias Subjects	??	Improved teaching of Bias subjects	??	Number of teachers produced	??	Better opportunity to learn the subjects	??	MOEC reports School reports Inspector reports	??		
h) Supply of Textbooks	??	Improve access to textbooks on equitable basis	??	One book per student in each subject	??	Better chance for students to learn Better opportunity for teachers to make grater impact	??	Supply vouchers Inspectors Reports Socks in school	?? ?? ??		
i) Build and Supply school libraries with Books	??	Improved teaching and learning	?? ??	Number of libraries built/Number of books or Items bought Utilization	??	Better teaching and learning	??	School report MOEC reports Teachers reports	?? ??		
4. Efficiency measures											
(a) Rationalisation of school subjects	??	To improve the effectiveness of learning	??	Number of subjects reduced and better package of subjects offered	??	Better chance to improve learning	??	School reports MOEC reports TIE reports Inspectors department	??		
(b) Demand driven boarding facilities	?? ??	Increase Retention Improve Performance	??	Number of new boarding facilities in place	??	Better opportunity to improve learning	??	MOEC reports School Reports	??		
(c) Institutional capacity building	??	Improve Management	??	Number of personnel trained for the new	??	Better prepared managers	??	School reports Training reports	??		

		roles		?? Inspectors Report	
(d) Effective redeployment of teachers	?? Reduce unit costs ?? Improve efficiency	?? Workload ?? SSR ?? Qualification mix	?? Better opportunity to enlarge enrollment ?? Equitable load distribution	?? School reports ?? Inspectors Reports ?? MOEC reports	?? ??
(e) Career, health, and education counseling and guidance	?? To improve students awareness and decision making abilities	?? Number of pupils counseled ?? Reduced of pupils dying of Aids	?? Better informed/prepared pupils	?? Training Reports ?? School reports ?? Inspectors	?? ??
(f) Decentralisation and schools autonomy measure	?? Get autonomous and effective school management	?? Regulatory framework ?? Minutes of school board meetings ?? Existence and use of school plans	?? Better opportunity for efficiency improvement	?? Policy statements and ?? Inspectorate reports ?? School reports ?? L.A. reports	?? ??
(g) Strategic information gathering and analysis	?? Improve systems efficiency	?? Type and amount of information collected and analysed	?? Availability of useful information	?? MOEC reports ?? Inspector reports ?? School reports ?? L.A. reports	??
(h) Needs assessment of teaching staff, support staff and facilities	?? Improve education planning	?? Availability of needs assessment reports	?? Better informed education managers	?? MOEC reports ?? Inspector reports ?? School reports ?? L.A. reports	??
i) Dissemination and sensitisation on new roles for the stakeholders	?? Enhance understanding of the Reform process	?? Number of seminars, workshops and brochures	?? Better prepared partners in Education	?? MOEC reports ?? Seminar reports	??
j) Facilities for sports, culture and recreation	?? Enhance wholesome development of individual learners	?? Number of facilities provided/increased	?? Better opportunity for the development of varying talents	?? MOEC reports ?? School report ?? Inspector reports ?? UMISSETA reports	?? ??
Improvement of the legislative and regulatory framework	?? Improve Investors confidence ?? Improve private sector participation	?? Legislation in place ?? Private sector participation increasing	?? Better school management	?? Inspector reports ?? MOEC reports ?? Surveys reports	?? ??
Prationation of school spending	?? Improve learning	?? Education share 40% of school budget	?? Better investment in key inputs	?? Budget figures	??
Improvement of school inspection	?? Improve school performance	?? One basic inspection per year per school	?? Better school management	?? Inspection reports ?? School reports	??

Encouraging improved school performance	?? Improved quality ?? Improve equity	?? 25% + change in graduation rates ?? 25% increase in girls passing exams ?? rural-urban balance	?? Efficiency gains both technically and socially	?? Annual MOEC reports ?? Examinations results	?? ??

7.0 The Way Forward

7.1 Need for flexibility

This is a strategic Master Plan. It should be interpreted in a dynamic way and in a flexible manner. In course of time there will be changes in the operating environment that may necessitate adaptations of this Master Plan to new circumstances. Changes in the environment could include dramatic demographic changes, sudden change in the demand for education, and globalization may dictate some technological changes that will require swift response from this education system under microscope. Therefore there will be need for continuous scanning of the operating environment so as to accommodate any necessary changes not currently foreseen and at the sametime take advantage of emerging opportunities.

7.2 Operationalization of the Master Plan

The Secondary Education Master Plan provides a strategic broad framework for educational investments in the country. It also gives indicative programs designed to tackle current problems and constraints in the educational system. These programs need to be operationalized. Therefore the next steps should include:

a) Articulation of each program area in some detail so as to focus on the problem to be tackled

b) delineation of the strategies and activities that need to be undertaken to address the problems.

7.3 **Prioritization**. Obviously, there will be neither funding nor capacity to implement all the programs at the same time. Therefore, a sense of direction and realism has to prevail. The SEMP Team should spend sometime to lay down the criteria for determining the priority areas, may be in three categories of high, medium, and low priority themes, and then classify the activities and develop them accordingly.

7.4 Sensitization. Educational reform is as much a technical movement as a social movement. Therefore there will be need for the mobilization of the relevant moral support for the reforms among heads and school teachers, parental organizations, donor agencies, NGOs and religions organizations community trust funds, as well as the political elite, especially the Members of parliament.and all stakeholders in general. Workshops and seminars are best avenues for that kind of work.

7.5 Aspects requiring immediate action. In this Master Plan, there are program areas which require no additional funding before being tackled. The Ministry needs to take actions on these so as to demonstrate the seriousness attached to the Plan. Areas such as marginal additions in enrolments in underutilized schools, managerial, decentralization, effective deployment of teachers, regulatory directives, rationalization of school subjects, and means testing may not require significant amounts of funds beyond those under the discretion of the Ministry. Steps should be initiated in that direction. Appointing one Senior Officer to handle the coordination of the implementation of this Plan would be a judicious move.

8.0 Where are we?

8.1 Progress made

Since the completion of the first draft of **The Master Plan**, the Technical Working Group, in consultation with the management in the ministry, has identified 15 priority interventions or programmes for the first phase of the implementation of The Master Plan. The fifteen ideas are now being developed into **Technical Annexes** of The Master Plan which will be in a separate compendium. Those marked ( ) in the following list are ready for consideration, for financing and implementation. In the meanwhile, a lot of preparatory work has started and those ideas which call for administrative actions, these are already being taken, e.g., optimum utilization of facilities and marginal expansions are already underway.

8.2 Priority project proposals:

8.2.1 Improvement of Access

(i) Redeployment of currently under utilised post primary and post secondary institutions
(ii) Optimum use of current facilities
(iii) Expansion of enrolments in community secondary schools
(iv) Expansion of A-Level enrolments and A-level Technical Education
(v) Rehabilitation and maintenance of schools

8.2.2 Improving equity:

(i) Building of hostels for girls in undeserved areas

8.2.3 Improvement of the quality of education

(i) Improvement of the quality of the teaching force, including greater specialisation and upgrading/replacing teachers with lower qualifications.

(ii) Better selection and upgrading of tutors in TTC and Faculties of Education (In TEMP)

(iii) Critical review and repackaging of the current curriculum

(iv) Mastery of the language of instruction [English] and general mastery of the languages, including Kiswahili.

(v) Improved supply and use of text books, instructional materials, and other consumables.

8.2.4 Capacity building:

(i) Redefining roles and improving management as ward, district, region and head quarters after a needs assessment

(ii) Improvement of schools management, especially the management of learning and teaching.

8.2.5 Autonomy

(i) Encouraging and supporting schools and districts to have education development plans

(ii) Training of school Board members and managers

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ii.1.1.1.1.1.1.1

ii.1.1.1.1.2 Annex 1: THE POLYTECHNIC CONCEPT

ii.1.1.1.1.2.1 The idea of polytechnics is to provide technical and vocational education to Form 4 and 6 Leavers who want vocationally biased education, either for future employment (formal or informal), or further education.

They are principally meant to offer flexible high quality programmes, which are highly responsive to the labour market. The polytechnics envisaged will respond to the emerging technologies relevant to the 3rd millennium anchored on science and technology. The programs will be designed in collaboration with business representatives, employers, other tertiary and higher education institutions, so as to enhance their relevance. They will be multi-skills training institutions, specializing in programs such as electronics, telecommunication, information technology, design, computers, business studies, textile technology, food technology printing, photography, journalism, etc.

The programme envisages converting two of the existing eight technical secondary schools and building two in urban and/or densely populated areas. The product of the program is individuals who have autonomous dispositions, initiative, highly responsibility, creativity, versatility, adaptability and proficiency in several specific skills.

ii.1.2 TERMS OF REFERENCE FOR POLYTECHNICS CONSULTANTS

[i] Review literature on polytechnic education and the implications for establishing such institutions in Tanzania.

[ii] Visit at least two polytechnic institutions in the neighbouring countries and draw experiences for adoption and/or adaptation.

[iii] Visit the existing technical secondary schools to familiarize with the facilities and the programmes offered. Suggest which two should be converted and the criteria for conversion.

[iv] Assess Market/Demand for Polytechnics Graduates in the country.

[v] Assess the needs for [i] conversion [ii] construction of polytechnic institutions in terms of:
- ?? Physical in trastructure
- ?? Equipment
- ?? Staffing and their cost implications

[vi] Suggest the implementation process for attaining the objective including
- ?? Curriculum options
- ?? Assessment procedures
- ?? Selection criteria and training duration.
- ?? Employment and education avenues of graduates.

[vii] Draw a plan of implementation for the programme.

Annex 2: COST ESTIMATES FOR THE CONSTRUCTION OF A TWO STREAM DAY SECONDARY SCHOOL.

FACILITY	NO.	AREA PER UNIT [M2]	TOTAL AREA [M2]	COST PER UNIT [TSHS]	TOTAL COST [TSHS]
Administration	1	172.8	172.8	145,000.00	25,056,000.00
Class rooms	8	64.8	518.4	157,500.00	81,648,000.00
Assembly/Dinning	1	416.3	416.3	140,000.00	58,282,000.00
Library	1	129	129	160,000.00	20,640,000.00
Laboratories	3	108	324	200,000.00	64,800,000.00
Staff Houses	18	65.5	1179	165,000.00	194,535,000.00
Geography Room	1	86	86	157,500.00	13,545,000.00
Agriculture Unit	1	163.8	163.8	170,000.00	27,846,000.00
Toilets	1	66	66	100,000.00	6,600,000.00
External Services					5,320,000.00
TOTAL					498,272,000.00
Add contingencies 5%					24,913,600.00
GRAND TOTAL					**523,185,600.00**

[Source: Project Implementation Section (PIS) – MOEC - 1999].

Annex 3: COST OF BUILDING AND EQUIPING A NEW TECHNICAL SECONDARY SCHOOL – TANZANIA

TYPE OF BUILDING	NO.OF BUILDING.	AREA/BUILDING [SSQ.MTS]	TOTAL AREA [SQ.MTS]	COST PER SSQ.MT	TSHS ['000] TOTAL
A. ACADEMIC BUILDINGS					
Classrooms	20	64.8	1296	150	194,400
Chemistry Laboratory	2	162	324	150	48,600
Eng. Science Laboratory	2	162	324	150	48,600
Biology Laboratory	1	162	162	150	24,300
Geography/History Room	1	64.8	64.8	150	9,720
SUB TOTAL					**325,620**
B. WORKSHOPS					
Machine Workshop	1	135	135	150	20,250
Motor Vehicle Mechanics W/shop	1	135	135	150	20,250
Carpentry Workshops*	4	135	540	150	81,000
Electrical Inst. Workshops**	3	150	450	150	67,500
Welding and Metal Fabrication Workshop	1	135	135	150	20,250
Technical Drawing Rooms	4	135	540	150	81,000
Library	1	300	300	150	45,000
Toilets [classroom area]		135	135	150	20,250
SUB TOTAL		**1260**			**355,500**
C. DORMITORIES					
Dormitories [600 students]	Area	4.0/student	4,400	150	**360,000**
Dining Hall + Kitchen	Area	1.5/student	900	150	135,000
Assembly Hall	Area	1.2/student	720	150	108,000
Toilets & Bathrooms	Area		120	150	18,000
SUB TOTAL			**414,000.00**		**621,000**
D. STAFF HOUSES					
3 bedroom house	30	96	2880	150	432,000
2 bedroom house	23	80	1840	150	276,000
SUB TOTAL			**4720**		**708,000**
E. ADMINISTRATION					
Administration Block	Area		240	150	36,000
Dispensary	Area		96	150	14,100
Staff Room	Area		129.6	150	19,440
SUB TOTAL					**69,840**
TOTAL					**2,079,960**

COST OF CONSTRUCTION AND EQUIPMENT:

1. Construction Cost	2,079,960
2. Equipment 30% of construction cost	106,650
3. Cost for furniture 10% of construction cost	207,996
TOTAL TSHS.	**2,394,606**
OR US$ [Aug.98 exchange rate]	**670**
NEARLY US$	**3.6 Million**

Annex 4: COST OF BUILDING AND EQUIPING A NEW HOME ECONOMICS SECONDARY SCHOOL - TANZANIA

TYPE OF BUILDING	NO.OF BUILDING.	AREA/BUILDING [SSQ.MTS]	TOTAL AREA [SQ.MTS]	COST PER SSQ.MT	TSHS ['000] TOTAL
A. ACADEMIC BUILDINGS					
Classrooms	16	64.8	1036.8	150	155,520
Physics Laboratory + Store	1	108	108	150	16,200
Biology Laboratory + Store	1	108	108	150	16,200
Chemistry Laboratory + Store	1	108	108	150	16,200
Geography	1	108	108	150	16,200
Home Economies Unit*	1	420	420	150	63,000
Library	1	324	324	150	48,600
Toilets [classroom area]	1	100	100	150	15,000
SUB TOTAL					**346,920**
B. DORMITORIES					
Dormitories [600 students]	Areas/std.			150	384,000
Dining/Assembly Hall + Kitchen				150	91,500
Toilets & Bathrooms	Area			150	15,000
SUB TOTAL					**490,500**
C. STAFF HOUSES					
3 bedroom house	26	92	2392	150	358,800
2 bedroom house	10	80	800	150	120,000
SUB TOTAL			**3192**		**478,800**
D. ADMINISTRATION					
Administration Block	Area	225			36,000
SUB TOTAL					**36,000**
TOTAL					**1,352,220**

*The Unit should have a room for Textile & Dressmaking, a room for Cookery & Nutrition and washing room plus store

COST OF CONSTRUCTION AND EQUIPMENT:	
1. Construction Cost	1,352,220
2. Equipment 30% of construction cost	18,900
3. Cost for furniture 10% of construction cost	135,222
TOTAL TSHS.	**1,506,342**
OR US$ [Aug.98 exchange rate]	**670**
NEARLY US$	**2.25 Million**

Annex 5: COST OF BUILDING AND EQUIPING A NEW AGRICULTURAL SECONDARY SCHOOL - TANZANIA

TYPE OF BUILDING	NO.OF BUILDING.	AREA/BUILDING [SSQ.MTS]	TOTAL AREA [SQ.MTS]	COST PER SSQ.MT	TSHS ['000] TOTAL
A. ACADEMIC BUILDINGS					
Classrooms	16	64.8	1036.8	150	155,520
Physics Laboratory + Store	1	108	108	150	16,200
Biology Laboratory + Store	1	108	108	150	16,200
Chemistry Laboratory + Store	1	108	108	150	16,200
Geography	1	86	86	150	12,900
Agricultural Unit*	1	252	252	150	37,800
Library	1	240	240	150	36,000
Toilets [classroom area]	1	108	108	150	16,200
SUB TOTAL					**307,020**
B. DORMITORIES					
Dormitories [640 students]	Areas/std.	4	2,560	150	384,000
Dining/Assembly Hall + Kitchen	Areas/std	1.5	960	150	144,000
Toilets & Bathrooms	Areas/std	1.2	768	150	115,200
	Area		100		
SUB TOTAL			**4,388**		**643,200**
C. STAFF HOUSES					
3 bedroom house	26	92	2496	150	374,400
2 bedroom house	10	80	800	150	120,000
SUB TOTAL			**3296**		**494,400**
D. ADMINISTRATION					
Administration Block	Area	240	240	150	36,000
Dispensary	Area	96	96	150	14,400
Staff Room	Area	129.6	130	150	19,440
SUB TOTAL			**466**		**69,840**
TOTAL					**1,529,460**

*The Unit should have a room for Textile & Dressmaking, a room for Cookery & Nutrition and washing room plus store

COST OF CONSTRUCTION AND EQUIPMENT:	
1. Construction Cost	1,529,460
2. Equipment 30% of construction cost	11,340
3. Cost for furniture 10% of construction cost	15,295
TOTAL TSHS.	**1,556,095**
OR US$ [Aug.98 exchange rate]	**670**
NEARLY US$	**2.3 Million**

Annex 6: COST OF BUILDING AND EQUIPING A NEW COMMERCIAL SECONDARY SCHOOL - TANZANIA

TYPE OF BUILDING	NO.OF BUILDING.	AREA/BUILDING [SSQ.MTS]	TOTAL AREA [SQ.MTS]	COST PER SSQ.MT	TSHS ['000] TOTAL
A. ACADEMIC BUILDINGS					
Classrooms	16	64.8	1036.8	150	155,520
Physics Laboratory + Store	1	108	108	150	16,200
Biology Laboratory + Store	1	108	108	150	16,200
Chemistry Laboratory + Store	1	108	108	150	16,200
Geography	1	86	86	150	12,900
Typing Room	2	54	108	150	37,800
Library	1	240	240	150	36,000
Toilets [classroom area]	Area	108	108	150	16,200
SUB TOTAL					**307,020**
B. DORMITORIES					
Dormitories [640 sutudents]	Areas/std	4.0	2,560	150	384,000
Dining Hall + Kitchen	Areas/std	1.5	960	150	144,000
Toilets & Bathrooms	Areas/std	0.2	128	150	115,200
SUB TOTAL			**3,648**		**643,200**
C. STAFF HOUSES					
3 bedroom house	26	92	2496	150	374,400
2 bedroom house	10	80	800	150	120,000
SUB TOTAL			**3296**		**494,400**
D. ADMINISTRATION					
Administration Block	Area	240	240	150	36,000
Dispensary	Area	96	96	150	14,400
Staff Room	Area	129.6	129.6	150	19,440
SUB TOTAL			**465.6**		**69,840**
TOTAL					**1,540,860**

*The Unit should have a room for Textile & Dressmaking, a room for Cookery & Nutrition and washing room plus store

COST OF CONSTRUCTION AND EQUIPMENT:

1. Construction Cost		1,540,860
2. Equipment 30% of construction cost		361,746
3. Cost for furniture 10% of construction cost		150,860
TOTAL TSHS.		**20,566,920**
OR US$ [Aug.98 exchange rate]	**Tshs. 670/=**	**670**
NEARLY US$		**3.070 Million**

Annex 7: Number of Registered Secondary Schools by Ownership and Districts February 1999

REGION		DISTRICT	Com	Gov	Pvt	Sem	A-L*	Total
1. Arusha	1	Arumeru	19	1	7	1	3	**28**
	2	Arusha (M)	2	1	8	1	4	**12**
	3	Babati	8		3		1	**11**
	4	Hanang	5		1			**7**
	5	Karatu	1	1	1		1	**3**
	6	Kiteto	1		-			**1**
	7	Mbulu	4		2	1	1	**7**
	8	Monduli	5		2			**7**
	9	Ngorongoro	2		1			**3**
	10	Simanjiro	1		-			**1**
	Sub-total Arusha		**48**	**3**	**25**	**3**	**10**	**79**
2. DSM	11	Ilala	2	7	4	5	9	**17**
	12	Kinondoni	2	-	13	4	5	**19**
	13	Temeke	1	1	7	4	13	**13**
	Sub-total DSM		**5**	**8**	**24**	**13**	**16**	**50**
3. Dodoma	14	Dodoma (M)	2	3	4	2	5	**11**
	15	Dodoma (V)	9	1	1	1		**12**
	16	Kondoa	6	1	1			**8**
	17	Kongwa	2					**2**
	18	Mpwapwa	3	1			1	**4**
	Sub-total Dodoma		**22**	**6**	**6**	**3**	**6**	**37**
4. Iringa	19	Iringa (M)	2	3	3		4	**7**
	20	Iringa (V)	1	2	6		1	**10**
	21	Ludewa	2		2			**5**
	22	Makete	1		4			**5**
	23	Mufindi	1	1	8	3	4	**13**
	24	Njombe	2	1	8	1	1	**12**
	Sub-total Iringa		**9**	**7**	**31**	**4**	**10**	**52**
5. Kagera	25	Biharamulo	4	0	1	1	1	**6**
	26	Bukoba (M)	0	4	5	0	3	**9**
	27	Bukoba (V)	8	1	4	1	1	**14**
	28	Karagwe	3	0	4	0	0	**7**
	29	Muleba	2	0	6	1	2	**9**
	30	Ngara	1	1	2	0	0	**4**

	Sub-total Kagera		**18**	**6**	**22**	**3**	**6**	**49**
6. Kigoma	31	Kasulu	6	0	1	0	0	**7**
	32	Kibondo	1	1	1	0	1	**3**
	33	Kigoma (M)	1	1	3	1	1	**6**
	34	Kigoma (V)	2	0	1	0	0	**3**
	Sub-total Kigoma		**10**	**2**	**6**	**1**	**2**	**19**
7. Kilimanjaro	35	Hai	5	2	13	3	3	**22**
	36	Moshi (M)	0	3	8	2	3	**13**
	37	Moshi (V)	13	3	21	3	9	**40**
	38	Mwanga	8	30	11	1		**20**
	39	Rombo	8	0	6	0	2	**14**
	40	Same	16	1	8	1	3	**26**
	Sub-total Kilimanjaro		**50**	**9**	**67**	**10**	**20**	**136**
8. Lindi	41	Kilwa	3	0	0	0	0	**3**
	42	Lindi (M)	1	1	0	0	1	**2**
	43	Lindi (V)	2	0	1	2	1	**5**
	44	Liwale	1	0	0	0	0	**1**
	45	Nachingwea	3	0	0	0	0	**3**
	46	Ruangwa	1	0	0	0	0	**1**
	Sub-total Lindi		**11**	**1**	**1**	**2**	**2**	**15**
9. Mara	47	Bunda	2	0	2	0	1	**4**
	48	Musoma (M)	1	2	1	1	1	**5**
	49	Musoma (V)	6	0	3	0	0	**9**
	50	Serengeti	8	0	2	0	0	**10**
	51	Tarime	14	1	5	0	1	**20**
	Sub-total Mara		**31**	**3**	**13**	**1**	**3**	**48**
10. Mbeya	52	Chunya	1	0	3	0	0	**4**
	53	Ileje	2	0	0	0	0	**2**
	54	Kyela	3	0	2	0	0	**5**
	55	Mbarali	5	0	4	0	0	**9**
	56	Mbeya (M)	0	3	8	3	3	**11**
	57	Mbeya (V)	2	0	6	2	2	**9**
	58	Mbozi	6	0	3	0	0	**9**
	59	Rungwe	2	1	8	2	2	**12**
	Sub-total Mbeya		**21**	**4**	**34**	**7**	**7**	**61**
11. Morogoro	60	Kilombero	3	1	1	0	0	**5**
	61	Kilosa	5	1	2	0	0	**8**
	62	Morogoro (M)	0	2	2	5	7	**9**
	63	Morogoro (V)	9	2	2	1	3	**14**
	64	Ulanga	3	1	0	2	2	**6**
	Sub-total Morogoro		**20**	**7**	**7**	**8**	**12**	**42**
12. Mtwara	65	Mtwara/Mik.	2	2	1	1	1	**6**
	66	Masasi	4	3	0	0	1	**7**
	67	Mtwara (V)	1	0	0	1	0	**2**
	68	Newala	3	0	1	0	0	**4**
	69	Tandahimba	1	0	2	0	0	**3**
	Sub-total Mtwara		**11**	**5**	**4**	**2**	**2**	**22**
13. Mwanza	70	Geita	6	0	1	0	1	**7**

	71	Kwimba	7	0	1	0	0	**8**
	72	Magu	3	0	2	0	0	**5**
	73	Misungwi	3	0	1	0	0	**4**
	74	Mwanza (M)	5	5	4	2	7	**16**
	75	Sengerema	5	1	2	1	1	**9**
	76	Ukerewe	2	0	2	0	0	**4**
	Sub-total Mwanza		**31**	**6**	**13**	**3**	**9**	**53**
14. Pwani	77	Bagamoyo	2	1	3	0	0	**6**
	78	Kibaha	2	2	2	1	1	**7**
	79	Kisarawe	3	1	0	1	2	**5**
	80	Mafia	1	0	0	0	0	**1**
	81	Mukuranga	2	0	2	0	0	**4**
	82	Rufiji	2	1	1	0	1	**4**
	Sub-total Pwani		**12**	**5**	**8**	**2**	**4**	**27**
15. Rukwa	83	Mpanda	45	1	1	0	0	**7**
	84	Nkansi	3	0	0	0	0	**3**
	85	Sumbawanga (M)	3	1	1	0	2	**5**
	86	Sumbawanga (V)	6	0	2	1	1	**9**
	Sub-total Rukwa		**17**	**2**	**4**	**1**	**3**	**24**
16. Ruvuma	87	Mbinga	4	1	5	1	2	**11**
	88	Songea (M)	1	2	1	1	2	**5**
	89	Songea (V)	3	0	8	2	1	**13**
	90	Tunduru	2	1	2	0	0	**5**
	Sub-total Ruvuma		**10**	**4**	**16**	**4**	**5**	**34**
17. Shinyanga	91	Bariadi	6	0	2	0	0	**8**
	92	Bukombe	0	0	0	0	0	**-**
	93	Kahama	4	0	2	0	0	**6**
	94	Maswa	2	1	1	0	1	**4**
	95	Meatu	1	0	0	0	0	**1**
	96	Shinyanga (M)	1	1	1	0	1	**3**
	97	Shinyanga (V)	3	1	1	0	2	**10**
	Sub-total Shinyanga		**17**	**3**	**12**	**-**	**3**	**32**
18. Singida	98	Iramba	7	1	0	0	0	**8**
	99	Manyoni	6	0	1	0	0	**7**
	100	Singida (M)	2	1	1	0	1	**4**
	101	Singida (V)	6	0	4	2	1	**12**
	Sub-total Singida		**21**	**2**	**6**	**2**	**2**	**31**
19. Tabora	102	Igunga	4	0	2	0	0	**6**
	103	Nzega	5	0	2	0	1	**7**
	104	Sikonge	1	0	1	0	0	**2**
	105	Tabora (M)	1	4	4	0	4	**9**
	106	Tabora (V)	2	0	0	2	2	**4**
	107	Urambo	4	0	1	0	0	**5**
	Sub-total Tabora		**17**	**4**	**10**	**2**	**7**	**33**
20. Tanga	108	Handeni	4	0	1	0	0	**5**
	109	Korogwe	4	2	2	0	1	**8**
	110	Lushoto	7	1	6	1	3	**15**
	111	Muheza	7	0	4	0	0	**11**

112	Pangani	2	0	1	0	0	**3**
113	Tanga (M)	2	3	8	0	4	**13**
Sub-total Tanga		**26**	**6**	**22**	**1**	**7**	**55**
Total Tanzania							
		428		**374**			
		Government		**Non-Government**			

Source: MOEC – 1999

***Not additive**

Key
-Com = Community Secondary Schools
-Gov = Government Secondary Schools
-Pvt = Private Secondary Schools
-Sem = Seminaries
-AL = Advanced Level Secondary School
-U = Urban
-R = Rural