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MINISTRY OF EDUCATION AND VOCATIONAL TRAINING

Education Sector Development Programme

Secondary Education Development Programme II
(July 2010 – June 2015)

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FOREWORD [By Minister of Education and Vocational Training]

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Acronyms

| | | |
|------------|---|---|
| AIDS | - | Acquired Immunodeficiency Syndrome |
| A-Level | - | Advanced Level |
| BEST | - | Basic Education Statistics for Tanzania |
| B.Sc. | - | Bachelor of Science |
| CBOs | - | Community Based Organizations |
| CIS | - | Chief Inspector of Schools |
| CD | - | Council Director |
| CSEE | - | Certificate of secondary Education Examination |
| CSS | - | Community Secondary Schools |
| D by D | - | Decentralization by Devolution |
| DC | - | District Commissioner |
| DEO | - | District Education Officer |
| DSEO | - | District Secondary Education Officer |
| DPS (RALG) | - | Deputy Permanent Secretary (Regional Administration and Local Government) |
| DPS (E) | - | Deputy Permanent Secretary (Education) |
| EMAC | - | Education Materials Approval Committee |
| EMIS | - | Education Management Information System |
| ESMIS | - | Education Sector Management Information System |
| ESDC | - | Education Sector Development Committee |
| ESDP | - | Education Sector Development Programme |
| GDP | - | Gross Domestic Product |
| GER | - | Gross Enrolment Ratio |
| Govt | - | Government |
| HIV | - | Human Immunodeficiency Virus |
| ICT | - | Information Communication Technology |
| IEC | - | |
| IN-SET | - | In-Service Training |
| LGAs | - | Local Government Authorities |
| M & E | - | Monitoring and Evaluation |

| | | |
|------------|---|--|
| MKUKUTA | - | Mpango wa Kukuza Uchumi na Kupunguza Umaskini Tanzania (National Strategy for Growth and Reduction of Poverty) |
| MIS | - | Management Information System |
| MoEVT | - | Ministry of Education and Vocational Training |
| MOFEA | - | Ministry of Finance and Economic Affairs |
| MTEF | - | Medium-Term Expenditure Framework |
| NA | - | Not Available |
| NSA | - | Non-State Actors |
| NER | - | Net Enrolment Ratio |
| NGOs | - | Non-Governmental Organizations |
| ODL | - | Open Distance Learning |
| O-Level | - | Ordinary Level |
| OPRAS | - | Open Performance Review and Appraisal System |
| PEDP | - | Primary Education Development Programme |
| PETS | - | Public Expenditure Tracking Survey |
| PMO - RALG | - | Prime Minister’s Office, Regional Administration and Local Government |
| RAS | - | Regional Administrative Secretary |
| REO | - | Regional Education Officer |
| SEDP I | - | Secondary Education Development Programme I |
| SEDP II | - | Secondary Education Development Programme II |
| STDs | - | Sexually Transmitted Diseases |
| TCs | - | Teachers’ Colleges |
| TDMS | - | Teachers Development and Management Strategy |
| TIE | - | Tanzania Institute of Education |
| T/LM | - | Teaching and Learning Materials |
| TRCs | - | Teachers Resource Centers |
| TSD | - | Teachers Service Department |
| ‘TUSEME’ | - | “Let Us Speak Out” |
| WB | - | The World Bank |
| WEC | - | Ward Education Coordinator |

EXECUTIVE SUMMARY

The Secondary Education Development Programme II (SEDP II) is a continuation of SEDP I, which was implemented between 2004 and 2009, building on the national goals of secondary education provision. It also builds on national and international reforms regarding the education sector which have taken place in the last 15 years. Some of these reforms are based on key policy documents such as the Tanzania Development Vision 2025, the National Strategy for Growth and Reduction of Poverty (NSGRP – commonly referred to by its Kiswahili acronym: MKUKUTA), the Education and Training Policy of 1995, the Education Sector Development Programme (ESDP, 2001) and the Millennium Development Goals (MDGs).

Overall the objectives of SEDP I were to improve access with equity, quality, management and delivery of secondary education in Tanzania. Review of SEDP I implementation has shown that the Programme was most successful in improving access and equity. The number of secondary schools has more than tripled between 2004 and 2009 to serve different underserved communities and so has the number of enrollees. Despite these successes, there have been a number of challenges, including the following:

- Poor performance in secondary education examinations, with most students getting marginal pass of Division IV or failing completely.
- Acute shortages of teachers, especially in the sciences and mathematics, with many students not able to do these subjects at all.
- Asymmetrical deployment of teachers of required, whereby urban areas have an advantage in recruiting more and better teachers compared to rural community secondary schools, most of which have an acute shortages of teachers.
- Inequalities in learning environments among different schools resulting in inequalities of learning outcomes, with girls doing poorly in both participation rates and pass rates, especially in science and mathematics subjects, and community secondary schools doing consistently poorly.
- Insufficient infrastructure, including many construction projects that started under SEDP I, but were not completed.

- Lack of, or non-use of, laboratories in most schools resulting in students doing the science theoretically, and most of them doing poorly. This poor performance in science subjects has, in turn, resulted in an avoidance syndrome, with most students choosing to enrol in social science/arts subjects, rather than natural sciences.
- Poor teaching approaches in the classroom, as it is teacher-centered, with students relying heavily on the teacher and old notes, and classroom time often not being used efficiently and effectively for mental engagement of the students.
- Low transition rates (hardly 30%) from Ordinary to Advanced Level secondary education due to limited availability of Form 5 places.
- Limited school management skills of some Heads of Schools affecting daily running, academic performance and financial management of schools.
- Increasing number of students from poor households in relation to available resource for provision of scholarship grants.
- Limited access to secondary education for nomads, marginalized groups and disabled learners.

To address these issues, the SEDP II will focus more on the following five areas:

- (a) **Improvement of quality and relevance:** This will focus on the development and promotion of independent learning, critical thinking and analytical skills, through: the restoration of textbook culture and wide reading of different materials; improving the learning and teaching environment; and time-on-task management for effective learning; improving science teaching at all levels; and, introducing Information Communication Technology (ICT) as a tool for teaching and learning.
- (b) **Enhancement of access and equity:** In addition to consolidating the expansion achieved through SEDP I, SEDP II will focus on: increasing A-Level participation rates, especially in the sciences; improving girls' participation and performance at all levels; improving access to secondary education for nomads, marginalized groups and disabled learners; completing tasks such as expansion of Form 5 and Open and Distance Learning; and,

completing construction, including sanitation facilities, started during SEDP I; as well as construction of new structures, where required.

- (c) **Improvement of the teaching force and teaching process:** This key area will focus on attracting, training, and retaining adequate numbers of high quality teachers through incentive systems and rationalization of ratios between natural science and social sciences/arts subjects, diploma and degree holders. The focus on the teaching process will be on improving pupil/teacher interaction in classrooms, improving the continuous assessment process of students so that the learning is not solely based on one final examination result, and ensuring that student-centered methodologies/pedagogy are reinforced in the classroom.
- (d) **Improving management efficiency and good governance:** This area will focus on: improved accountability of all actors in accordance with the public service framework; implementation of Open Performance Review and Appraisal System (OPRAS) at all levels; and, the institutionalization and use of EMIS. Concomitantly, key human resources within the sector will be regularly reviewed for improvement.
- (e) **Institutionalization of cross-cutting issues:** This will focus on further deepening and integration of topics such as gender, improved sanitation and greening of the environment, patriotism, and human rights in mainstream curriculum and school management. In addition, sensitization and awareness campaigns on HIV/AIDS, child abuse and gender-based violence will be intensified, and guidance and counseling will be provided.

Objectives for each of the key areas are detailed in Section 2 of the main document, together with corresponding specific objectives, strategies and targets.

SEDP II will be implemented by several stakeholders, including: the Ministry of Education and Vocational Training (MoEVT); the Prime Minister’s Office – Regional Administration and Local Government (PMO – RALG); Regional Secretariats; Local Government Authorities (LGAs); Ward Level officers; School Boards and School Management Teams; Non-State Actors; and, Development Partners. With the decentralization of the management and administration of secondary schools, the roles

of these actors have been revisited, clarified and delineated at all levels. These roles are elaborated in Section 3 of the main document.

SEDP II will be closely monitored and regularly reviewed to make sure it is on track. A clear work plan and results-based monitoring framework are included in Annexes 3 and 4 of the main document respectively. Follow up and supervision activities will continue within the Government structure to unblock any bottlenecks that may arise in the course of the implementation of the Programme.

Full implementation of SEDP II is expected to cost Tshs **3,022,601** Millions over five years, from 2010 to 2014. Approximately Tshs 1,586,103 (52.5%) of this budget is required for teachers' salaries alone.

Funding for SEDP II is expected to come from the Central Government, the LGAs, and DPs. Local communities will also contribute financially and through physical involvement in the implementation of the Programme. Budget scenarios included in the main document provide an overview of how activities can be reduced or increased in keeping with actual funds available.

1.0 INTRODUCTION

1.1 Background

The Secondary Education Development Programme II (SEDP II) is a continuation of SEDP I, which was implemented between 2004 and 2009, building on the national goals of secondary education provision. The programme vision, as reflected in the Education Sector Development Programme (ESDP) 2008 - 2017 document, is to continue to have upgraded and coherently planned, managed and monitored education sector, secondary education sub-sector inclusive, that will develop human capital in order to boost economic growth and eliminate poverty. As in SEDP I, the changes, reforms and interventions reflected in the SEDP II will continue to improve learning outputs and outcomes through teacher capability improvements and promotion of teaching and learning environments. These improvements will lead to increased achievement and competencies of learners and teachers, which in turn will also reflect efficient and effective output/outcome of secondary education.

The SEDP II is expected to sustain and consolidate gains attained through implementing the educational goals in areas of quality, management, and conducive teaching and learning environment, as expressed in the performance evaluations in SEDP I. The Programme also builds on national and international reforms. These include: the Tanzania Development Vision 2025: the National Strategy for Growth and Reduction of Poverty (NSGRP - commonly known by its Kiswahili acronym: MKUKUTA); the Education and Training Policy of 1995; the Education Sector Development Programme (ESDP, 2001); and, the Millennium Development Goals (MDGs).

1.2 Policy Context

The country has benefited from many policy directives and reforms which have been put in place during the last 15 years. These have shaped thinking and guided design and implementation of educational activities and programmes. These key reforms and directives are highlighted below.

1.2.1 Tanzania Development Vision 2025

(a) Development Vision

Tanzania Development Vision 2025 accords high priority to the education sector, which is considered to be pivotal in bringing social and economic transformation, as described in the following statement:

Education should be treated as a strategic agent for mind-set transformation and for the creation of a well-educated nation, sufficiently equipped with the knowledge needed to competently and competitively solve the development challenges which face the Nation. In this light, the education system should be restructured and transformed qualitatively with a focus on promoting creativity and problems solving (URT 2000:19).

Thus, the Education system in Tanzania, including secondary education, plays a critical role in the development of the nation through continuous production of knowledgeable, creative, and problem-solving graduates.

(b) Education Vision

The Tanzania Development Vision 2025 states Tanzania’s education vision as: “a well-educated, knowledgeable and skilled Tanzanian able to competently and competitively cope with political, social, cultural, economic and technological development challenges at national and international levels.”

In response, the Government seeks to provide equitable quality education and vocational skills to all. This requires adequate numbers of quality teachers, a conducive environment for stakeholders willing to participate in providing education delivery, and conducive learning/teaching environments for students and teachers at all levels.

1.2.2 The Education and Training Policy (ETP 1995)

The major objectives of the ETP are: improving the quality of the education process; increasing and improving access and equity for all children; devolving authority to local levels; and, broadening the financial base for supporting education.

This Policy established three main purposes for secondary education, namely to:

- (a) consolidate and broaden the scope of ideas, knowledge, skills and concepts already acquired at primary education level;
- (b) prepare students for tertiary, higher, vocational, technical and professional education and training; and,
- (c) prepare students for the world of work.

1.2.3 The Technical Education and Training Policy (1996)

This Policy established three main purposes for Technical Secondary Schools, namely, to ensure that:

- (a) an appropriate and cost effective vocational education is introduced to replace the diversified course package;
- (b) teaching of science and technology is strengthened in technical secondary schools; and,
- (c) training standards are prepared for different fields of vocational education to be taught in the current technical secondary school.

1.2.4 National Higher Education Policy (1997)

The Higher Education Policy aims to expand enrolment in science subjects, which will encourage increased annual pupil intake into science subjects at secondary school level. In this respect, the policy indicates the need to expand physical and pedagogical facilities for natural science subjects (e.g. laboratories, scientific equipment, chemicals) within secondary schools.

1.2.5 Education Sector Development Programme (ESDP, 2008–2017)

Following the ETP (1995), the Education Sector Development Programme (ESDP) was initiated in 1997, as a strategy towards a Sector-Wide Approach (SWAP) to education development. The main goal of SWAP was to achieve the long-term human development and poverty reduction targets and to redress the problems of fragmented interventions through projects, so as to promote collaboration and partnership among all stakeholders, using pooled human, financial and material resources. This collaboration is hinged on planning, implementing, monitoring and evaluation of education delivery.

ESDP objectives for the secondary education sub-sector are derived from the major objectives of ETP (1995). In 2008, the ESDP was reviewed to align with MKUKUTA and the Joint Assistance Strategy for Tanzania (JAST), as well as to incorporate key education programmes, such as PEDP and SEDP.

Some of the strategies and activities highlighted in ESDP 2008-2017, which will be addressed through SEDP II include:

- (a) enable practical science to be delivered through well-stocked science laboratories;
- (b) recruit and retain, the available trained secondary school teachers, including teachers for special needs students;
- (c) provide scholarship grants to students from low income households;
- (d) strengthen in-service courses for up-grading and professional development of secondary school teachers;
- (e) ensure that trainee teachers are effectively mentored during teaching practice and when posted to schools as probationer teachers;
- (f) increase funding for the preparation and provision of teaching and learning materials;
- (g) improve provision of water and sanitary facilities to secondary schools;
- (h) strengthen Examinations Council in setting standards and quality assurance;
- (i) strengthen Inspectorate bodies to monitor and maintain standards for quality improvement at school and other levels ;
- (j) improve/expand use of ICT for teaching and learning; and,
- (k) improve facilities and systems of care for teachers, non teaching staff, and students affected by HIV and AIDS.

1.2.6 The National Strategy for Growth and Reduction of Poverty (NSGRP/MKUKUTA, 2005)

In 2005, the Government launched the National Strategy for Growth and Reduction of Poverty (NSGRP - commonly referred to by its Kiswahili acronym, MKUKUTA) to address issues of economic growth and poverty reduction. It was expected that the steady GDP growth should, in the long run, succeed in reducing the severity and

extent of poverty in the country. This will require better management of the economy, equitable distribution of economic gain, greater strategic investments, and improved technological and labour productivity. The strategy recognizes the vital importance of the expansion and qualitative improvement of the whole education system, and especially secondary education system. This is essential for any acceleration in economic growth and productivity. All this is hinged on having a high quality labour force, which in turn is dependent on the quality of education and skills imparted in the training system. There is no doubt today that, all things being equal, education is the greatest equalizer of income disparities in all countries.

1.2.7 Education For All (EFA)

Tanzania is among the countries which signed the commitment to implement Education for All (EFA) goals. The purpose of EFA is defined as meeting the basic learning needs by 2015 for every person (Child, youth and adults) to benefit from educational opportunities. EFA Goal 2 on access and Goal 5 on Gender remains a strong agenda in education implementation in Tanzania and for that reason part and parcel of development of secondary education plans.

1.2.8 Millennium Development Goals (MDGs)

The Millennium Development Goals (MDGs) are to be achieved by 2015. The Goals respond to the world's main development challenges. The MDGs are drawn from the actions and targets contained in the Millennium Declaration that was adopted during the UN Millennium Summit in September 2000. Goal 2, 3, 6 and 7 on universal primary education, promotion of gender equality, combating HIV/AIDS, malaria and other diseases and ensuring environment sustainability respectively remain part and parcel of national development plans.

1.3 The Strategic Importance of Secondary Education

Secondary education occupies a pivotal role in the functioning of the economy and the education system itself. Experience shows that, the majority of the people in both the private and public sectors are expected to be secondary education leavers. The whole primary education system relies on teachers who are a product of the secondary education system. Candidates of higher and tertiary education and training are products of the secondary education system. This is the essence of being pivotal, or the lynch pin.

Important externalities of secondary education are increasingly being recognized in family planning, education of the off-springs, political participation and health. Good quality secondary education is a prerequisite for good quality human life, labour skills and economic productivity. Secondary education is thus a necessary, though not sufficient, condition for poverty reduction in the entire population. In effect, a robust secondary education will create the necessary foundation for a vibrant and viable middle class essential for the contemplated economic boost placing the country among middle income countries.

1.4 The Secondary Education Development Programme, Phase One (SEDP I)

The Secondary Education Development Programme launched by the Government in July 2004 was intended to be implemented in three phases of five years each. The Programme which was developed within the context of the broad Education Sector Development Programme (1997) and the Secondary Education Master Plan (2000) had five key objectives, namely: improvement of access; improvement of equity; improvement of quality; management reforms and improvement of education management systems (monitoring and evaluation including improvement of data collection system).

(a) Improvement of Access

The goal was to reach 50% of cohort participation and transition rate from primary to secondary education by 2010 through:

- (i) optimum utilization of teachers, tutors and physical facilities;
- (ii) expansion of school facilities especially in underserved areas;
- (iii) support to the non-government sector;
- (iv) expansion of Form Five and Six;
- (v) expansion of Open and Distance learning;
- (vi) reduction of dropout, repetition and failure rates at all levels; and
- (vii) Improving affordability and reduction of household education costs.

A formative review of SEDP I done in June 2009 shows key achievements under access as follows:

- Increase in enrolment of Form 1 to 4 from 432,599 in 2004 to 1, 466,402 in 2009 (249% increase) and enrolment of Form 5 and 6 from 31,001 in 2004 to 64,843 in 2009 (109% increase).
- Gross Enrolment Ratio for Forms 1-6 increased from 9.4% in 2004 to 31.3% in 2009; Net Enrolment Ratio increased from 5.9% in 2004 to 27.8% in 2009;
- The Net and Gross Enrolment Ratios at Form 1 – 4 increased substantially though they did not reach the targeted 50%. NER increased from 8.4% of 2004 to 29.1 in 2009, while GER increased from 12.9% of 2004 to 43.6 in 2009. These ratios are expected to rise further in the coming years;
- Transition rate from primary to secondary education improved from 36.1% in 2004 to 51.6% in 2009. This is above the target set at 50% by 2010. The success in improvement of access is largely due to the increase in the number of schools.
- The number of secondary schools increased from 1,291 (government 828 and 463 non-government including seminaries) in 2004 to 4,102 in 2009: (3,283 Government and 819 non-governments) which is an increase of 296%. Most of these Schools have been built through community support in their wards.
- A good number of learners enrolled with the Open and Distance Learning (ODL) under the Institute of Adult Education. Reports at June 2009 showed an increase from 16,801 learners in 2004 to 35,804 learners in 2009. This is below the targeted number of 50,000 by 2010. However these numbers do not include learners who do their Secondary education privately (not through IAE). Table 1 shows the numbers of those sitting for CSEE as private candidates in the years 2005 – 2009.

Table 1: Number of Candidates Registered for CSEE 2005 – 2009

| Type of Candidate | 2005 | 2006 | 2007 | 2008 | 2009 |
|--------------------------|----------------|----------------|----------------|----------------|----------------|
| School Candidates | 85,292 | 87,930 | 127,993 | 166,443 | 254,206 |
| Private Candidates | 39,592 | 59,679 | 71,290 | 75,029 | 95,534 |
| Total | 124,884 | 147,609 | 199,283 | 214,742 | 349,740 |

- On the other hand, there has been a big drop out in certain areas of the country mainly due to truancy. Reasons for truancy are many including those caused by economic hardships, loss of parents, etc.

(b) Improvement of Equity

The goal was to ensure equity in access to, and participation particularly in underserved areas by geographical locations, gender and income inequalities through:

- (i) allocating more resources in education to underserved areas;
- (ii) providing scholarships to students from poor families;
- (iii) improving retention and performance of girls;
- (iv) improving facilities in schools of children with disabilities;
- (v) improving education provision for the marginalized social groups; and,
- (vi) reducing school fees for day students.

The situation regarding equity is as follows:

- Secondary education places are still offered at 1:1 ratio for boys and girls. All the community-built schools are supposed to admit equal numbers of boys and girls. However there has been a big difference between boys and girls joining Form 1 in government schools especially in the years 2008 and 2009 (BEST 2009). This is mostly because of poor performance of girls at PSLE. (See Table 2 for trend in performance of girls at PSLE in 2005 – 2009). As a result of this (and other factors leading to dropouts for girls) the percentage of female enrolments at Forms 1 – 4 has dropped from 47.3 in 2005 to 44.7 in 2009. However the percentage has risen from 37.8 in 2005 to 41.5 in 2009 at Form 5 level because of deliberate efforts to avail more places for girls at this level. The number of schools admitting girls at this level has been increased from 53 in 2006 to 86 in 2010.

Table 2: Performance at PSLE, 2005-2009

| YEAR | Candidates Sat | | | Candidates Passed | | | % of Candidates Passed | | |
|------|----------------|---------|-----------|-------------------|---------|---------|------------------------|--------|-------|
| | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| 2005 | 253,361 | 240,585 | 493,946 | 173,645 | 131,291 | 304,936 | 68.54 | 54.57 | 61.76 |
| 2006 | 337,271 | 326,992 | 664,263 | 257,334 | 210,945 | 468,279 | 76.30 | 64.51 | 70.50 |
| 2007 | 396,944 | 376,609 | 773,553 | 248,215 | 170,921 | 419,136 | 62.53 | 45.38 | 54.18 |
| 2008 | 514,106 | 503,759 | 1,017,865 | 307,196 | 229,476 | 536,672 | 59.75 | 45.55 | 52.72 |
| 2009 | 496,446 | 502,624 | 999,070 | 276,083 | 217,250 | 493,333 | 55.65 | 43.25 | 49.41 |

- Great successes have been scored in availing secondary education places in the underserved areas. Some districts in 2004 had less than 3 schools (example Ngorongoro and Kiteto). In 2009 almost all wards have a Secondary School. Regions which had less than 50 Secondary Schools in 2005, have more than 100 Schools in 2009. Some of those regions are: Lindi 42 schools to 117 schools, Singida from 44 to 150, Tabora from 46 to 164, Rukwa from 46 to 103, Manyara from 46 to 123 and Mtwara from 50 to 136 schools.

Despite these successes, there are still some challenges to be addressed, including:

- (i) Many “schools” still have incomplete infrastructures;
 - (ii) The quality of the infrastructures and school (site) plans is poor,
 - (iii) Some parents do not take their children to school;
 - (iv) Insufficient qualified teaching staff especially in the hard-to-reach areas; and
 - (v) Insufficient teaching and learning materials.
- From January 2005 the School fees for Day students was reduced from Tsh. 40,000/= to 20,000/= (about USD 15) so that many parents would be able to afford taking their children to School. This is still the fee in 2009. The government is expected to provide the topping up.
 - In the same year (2005) through SEDP the Government was to sponsor 12,000 students joining Secondary Schools each year and sustain that sponsorship for all the years of their Secondary education. The scholarship programme has helped more than 48,953 students from 2005 to 2009. The scholarship money however thinned out after the World Bank support to SEDP Phase I was fully

disbursed in 2007. From 2008 only Tsh 4,241,991,300 was made available for scholarship by the Government. Sustainability of the scholarship program is still a challenge.

- The Government revenues collected through schools fees is still on the lower side because not all students are paying the due fees. Only about 75% of the expected fees are actually collected. Also the topping up through compensation grants from the Government for day schools given the reduction of school fees from 40,000 Tshs to 20,000 Tshs is yet to be fully achieved. . Therefore, schools have been forced to seek further contributions from parents or go without certain school necessities.
- Successes have been registered in assisting students who have disabilities (physical or mental). Facilities like Braille machines for the blind were given to schools. Albino students were given special considerations on accommodation given current issues on their security. Several Schools have started building infrastructures which are friendly to those with physical disabilities. However, this work needs to be spread throughout all schools. As many students with disabilities show up, more schools for them (inclusive or otherwise) have to be built and be placed more strategically across the country.

(c) Improvement of Quality

The overall aim was to raise the pass rate of Div. I-III from 36% (2004) to 70% (2009) through:

- (i) in-service courses for up-grading and continuous professional development of teachers;
- (ii) curriculum review;
- (iii) improvement of school libraries;
- (iv) providing capitation grant for teaching and learning materials and other charges;
- (v) improvement of examination structure, type and quality;
- (vi) expansion of production of Diploma and Degree teachers; and
- (vii) sensitization and education on HIV/AIDS, gender and environment.

During the years of SEDP I (2004-2009) the following were observed:

- Schools have been using improved syllabus for O-level since 2005 and, those for A-levels started being used in the 2009/10 school year.
- Regular in service training for science and mathematics teachers have been conducted. However many teachers have not had this opportunity yet.
- Pass rate at Certificate for Secondary Education Examination of Division I – III is still under 40% after 5 years of SEDP-1 (The plan was to increase pass rate from 36% in 2004 to 70% in 2009). The performance of girls is still lower than that of boys as shown in Table 3.

Table 3: Performance of Girls vs Boys at CSEE

| Year | Candidates Sat | | | Candidates Passed (Division I – III) | | | % of Candidates Passed | | |
|-------------|----------------|--------|---------|---|--------|--------|------------------------|--------|-------|
| | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| 2005 | 47,639 | 37,653 | 85,292 | 18,860 | 9,703 | 28,563 | 39.59 | 25.77 | 33.49 |
| 2006 | 49,684 | 36,181 | 85,865 | 20,110 | 10,515 | 30,625 | 40.48 | 29.06 | 35.67 |
| 2007 | 69,457 | 55,831 | 125,288 | 27,735 | 15,648 | 43,383 | 39.93 | 28.03 | 34.63 |
| 2008 | 90,918 | 71,937 | 162,855 | 26,896 | 13,539 | 40,435 | 29.58 | 18.82 | 24.83 |

- Capitation grant of Tshs 20,223,591,000 was sent to all Government schools for teaching and learning materials. This amount gave an average of Tshs 7,634 per student per year. However, this amount did not match with the Tsh.25,000 planned in SEDP I.
- In the area of Teaching and Learning materials, 465,830 books were donated by USAID and sent to a variety of schools. Some Partners have also donated books for libraries either straight to schools or through the Tanzania Libraries Service Board (TLSB). However, many schools do not have libraries not even a reading or resource room. Only 57 libraries have been built by 2009 out of the 2,406 libraries planned through SEDP – I.
- A total of 28,100 teachers have been recruited and posted to government schools between 2005 and 2008. Also places for teacher trainees have

increased, both at degree and diploma level. Whereas there were 6,282 diploma teacher trainees in 2005, there were 14,088 such trainees in 2009. Similarly, there was only one university training teachers in 2005 (The University of Dar es Salaam) the number increased to more than 10 public and private universities and colleges offering education courses by 2009. This year alone, 11,000 have been registered for education degrees in both public and private universities. However, teacher production from these universities on year basis is still lower than the requirement. Another challenge is that many teacher-graduates do not report to rural schools when they are posted there. As a result there is still a big shortage of teachers and the TPR in public schools has risen from 1:26 in 2005 to 1:49 in 2009.

Data on current staffing situation, as obtained from BEST, 2009, is as summarized in Table 4.

Table 4: Teacher Situation in Government and Private Secondary Schools (2009)

| Type of School | Graduates | Diploma | Licensed/Other | Total |
|----------------|-----------|---------|----------------|-------|
| Government | 3357 | 16725 | 6350 | 26432 |
| Private | 2479 | 3307 | 1736 | 7522 |
| Total | 5836 | 20032 | 8086 | 33954 |

Source: BEST (2009)

- These figures give a ratio of 23:77 between degree and diploma holders or 17:83 between degree and the rest. This ratio is a variance with the requirement of the Education and Training Policy which called for diploma teachers to teach Form 1 and Form 2, and degree holders to teach Forms 3, 4, 5 and 6. Some countries today require that only graduates should teach in secondary schools, especially in key and technical subjects such as the sciences, mathematics, geography and foreign languages. It is for these reasons that SEDP II is focusing on plans to reverse this situation.

(d) Management Reforms

The overall goal of SEDP I was to increase efficiency and responsiveness in the delivery of secondary education. This has been achieved through devolving the management and supervision of secondary schools from the Central Government to the Local Government Authorities (LGAs) in 2008.

In this respect, the following progress has been made:

- Strengthening secondary education coordination between the MOEVT and the LGAs by appointing District Secondary Education Coordinators in 2007.
- In May 2009, District/Council Secondary Education Officers, (DSEO), were appointed to replace the Coordinators. The office was further strengthened by appointing one Senior Officer, the Academic Officer to work with the DSEO on all issues regarding the operation of Secondary Schools in each LGA.
- A number of operational activities are done by the LGAs. These include: employment of teachers and their transfers, transfer of students, running of schools, etc. However capacity needs to be strengthened at LGAs. MoEVT and PMO-RALG also needs to strengthen their supervisory role directly from the centre.

The school management has been improved by training Heads of Schools and their assistants on the basics of running schools through capacity building offered from time to time by the Agency for Development of Education Management (ADEM). The School Boards will be strengthened by both appointment and orientation of their responsibilities.

(e) Improvement of Education Management System

The principal goal was to make sure that the MOEVT becomes more efficient in executing its core functions of policy formulation, monitoring and evaluation, providing regulatory framework, coordination and optimization of resource use. This was to be achieved through:

- (i) strengthening the inspectorate and support mechanisms;
- (ii) improving access to and use of Education Management Information System (EMIS);
- (iii) management capacity building at all levels;
- (iv) communication and publicity of the plan; and
- (v) strengthening monitoring and evaluation.

The opening of many new schools has created pressure on school inspection. The number of secondary schools inspected per year increased from 539 in 2005 to 1880 in 2008. However, this is only 49.5% of the total number of schools which implies

an average of one visit to school for every two years. The regulation is that a school should be inspected at least once in every two years.

Secondary education statistics are necessary for development at this level of education. There has been great improvement in the collection of data. However, most data are obtained with some difficulty, hence the need to strengthen the Management and Information System (MIS) of the MoEVT and PMO-RALG. This will require more capacity building for the District/Council Education Officers. MOEVT and PMO-RALG will continue to budget for this in the coming financial years.

Overall, the Government recognizes that if these challenges are not addressed, they will hinder the delivery of equitable and quality secondary education and the attainment of the NSGRP targets, MDGs and other national, regional and international commitments.

1.5 Justification for SEDP II

SEDP II is a natural continuation of SEDP I as part of the on-going education reform process and as foreseen since the inception of SEDP I in July 2004. Furthermore, SEDP II aims to accommodate the ESDP (2008–2017), which is the base of all sub-sector programmes, including PEDP II (2007-2011) and HEDP (2010-2014). The linkages among these programmes are vital.

It is important to realize that the SEDP is a long-term strategy. SEDP II is the second phase of implementation of the strategy. The demand for quality secondary education among Tanzanians is still high. As noted already some milestones have been achieved through SEDP I. However, a number of activities were not fully implemented and are still necessary to continue implementing within the context of SEDP I objectives. There is thus need to move forward to consolidate the gains of the first phase of SEDP and move ahead implementing the program in SEDP II guided by the long term SEDP objectives already stipulated in SEDP I. This underlines the fact that SEDP II objectives are similar to those in SEDP I and only modalities of implementation may in some cases vary especially given the increased decentralization in the recent years.

The review of SEDP I and an analysis of the current challenges lead to emphasizing that the following issues should be addressed in SEDP II.

- Poor performance in secondary education examinations, with most students getting marginal pass of Division IV or failing completely.
- Acute shortages of teachers, especially in the sciences and mathematics, with many students not able to do these subjects at all.
- Asymmetrical deployment of teachers of required qualifications have been varying from place to place whereby urban areas having an advantage in recruiting more and better teachers compared to rural community secondary schools most of which have acute shortages of teachers.
- Inequalities in learning environments among different schools resulting in inequalities of learning outcomes, with girls doing poorly in both participation rates and pass rates, especially in science and mathematics subjects, and community secondary schools doing consistently poorly.
- Insufficient infrastructure, including many construction projects that started under SEDP I but were not completed.
- Lack of or non use of laboratories in most schools resulting in students doing the science theoretically, and most of them doing badly, which in turn has resulted in an avoidance syndrome, with most students enrolling in social science/arts subjects, rather than natural sciences.
- Poor teaching approaches in the classroom, as it is teacher-centered, with students relying heavily on the teacher and old notes, and classroom time not being used efficiently and effectively for mental engagement of the students.
- Low transition rates (hardly 30%) from Ordinary to Advanced Level Secondary Education due to limited Form 5 places.
- Limited school management skills of some Heads of Schools affecting daily running, academic performance and financial management of schools.
- Increasing number of students from poor households in relation to available resource for provision of scholarship grants.
- Limited access to secondary education of nomads, marginalized groups and disabled learners.

2.0 The Secondary Education Development Program, Phase Two (2010/11-2014/15)

2.1 Highlights of the Secondary Education Development Programme

The Secondary Education Development Programme Phase II (SEDP II) is a logical and necessary sequel to SEDP I. It covers both levels of secondary education: the four year O-level cycle and the two year A-level cycle. It captures strengths, weaknesses, challenges, and opportunities created by SEDP I. It builds from ESDP 2008-2017, annual sector reviews, ongoing Local Government Reforms, and consultative dialogues. It focuses on the following five key areas:

- a) **Improvement of quality and relevance.** This will focus on the development and promotion of independent learning, critical thinking and analytical skills, through the restoration of textbook culture and wide reading of different materials, improving the learning and teaching environment, and time on task management for effective learning as well as improving science teaching in all levels, and introducing Information Communication Technology (ICT) as a tool for teaching and learning
- b) **Enhancement of access and equity.** In addition to consolidating expansion achieved through SEDP I, SEDP II will focus on: increasing A-Level participation rates, especially in the sciences; improving girls' participation and performance levels; improving access to secondary education of nomads, marginalized groups and disabled learners; completing tasks such as expansion of Form V, Open and Distance Learning; completing construction, including sanitation facilities, started during SEDP I; and construction of new structures where required.
- c) **Improvement of the teaching force and teaching process.** This key area will focus on attracting, training, and retaining adequate numbers of high quality teachers through incentive systems and rationalization of ratios between natural science and social sciences/arts subjects, diploma and degree holders. The focus on the teaching process will be on improving pupil/teacher interaction in classrooms, improving the continuous assessment process of students so that the learning is not solely based on one final examination result and ensuring that child centered methodologies/pedagogy are reinforced in the classroom.

- d) **Improving management efficiency and good governance.** This area will focus on: improved accountability of all actors in accordance with the public service framework; implementation of Open Performance Review and Appraisal System (OPRAS) at all levels; and the institutionalization and use of EMIS. Concomitantly, key human resources within the sector will be regularly reviewed for improvement.
- e) **Institutionalization of cross-cutting issues.** This will focus on further deepening and integration of topics such as gender, improved sanitation and greening of the environment, patriotism, human rights, in mainstream curriculum and school management. In addition, sensitization and awareness campaigns on HIV/AIDS, child abuse and gender based violence will be intensified, and guidance and counseling will be provided.

As in SEDP I, the long term Development Objective of SEDP II is to build a high quality, productive and adaptive labor force for the economy and the whole education system in general that will contribute to the realization of the MKUKUTA goals and the Education Vision.

2.2 Goals, Objectives and Strategies

The overall goal of SEDP II is to increase the proportion of Tanzania youths completing secondary education with acceptable learning outcomes.

The Programme has five priority areas as follows:

- Improvement of quality and relevance;
- Enhancement of access and equity;
- Improvement of the teaching force and teaching process;
- Improving management efficiency and good governance; and
- Institutionalization of cross-cutting issues.

2.2.1 Improvement of the Quality and Relevance

The demand for secondary education in Tanzania is high due to rapid improvement of primary education. The secondary education has been able to triple enrolments in a span of four years, from 432,599 in 2004 to 1,466,402 in 2009. During the same period enrolment in the open and distance learning has increased from 16,801 to

35,804. The number of secondary schools (both Government and Non Government) has also increased from 1,291 in 2004 to 4,102 in 2009.

However, it is becoming increasingly evident that demand for secondary education which led to increase in the construction of schools and consequent increase in the number of students has created a bigger constraint on the provision of quality secondary education. While in practice access precedes quality and we should be proud of what has been achieved in this area, it is crucial that the two should be tackled together if one is to get value for money invested in education. Therefore, a priority is given to the improvement of the quality and relevance of education provided.

The objectives, strategies and targets for the Improvement of Quality and Relevance of Secondary Education are summarized hereafter.

| KEY AREA 1: IMPROVEMENT OF THE QUALITY AND RELEVANCE | | | |
|---|--|--|---|
| MAIN OBJECTIVE | SPECIFIC OBJECTIVES | STRATEGIES | TARGETS |
| Quality and relevance of Secondary Education improved | 1. To intensify efforts to provide adequate and appropriate teaching and learning materials in all subjects and at all levels by 2013. | a) Mobilize resources for provision of adequate teaching and learning materials. | 1.1.1 90% of expected annual fees from students paid by 2012 1.1.2 Capitation Grant of Tshs 25,000 per student in government schools for teaching/learning materials provided annually from 2011.* |
| | | b) Strengthen capacity of the relevant institutions to produce curriculum support materials. | 1.1.3 Capacity of TIE to produce curriculum support materials enhanced by 2011 1.1.4 Office of Commissioner of Education strengthened to provide quality control of educational materials |
| | | c) Establish laboratories with adequate and appropriate furniture, apparatus and chemicals in each school. | 1.1.5 Schools having functioning laboratories increased from 150 in 2009 to 2500 in 2014. |
| | | d) Schools to have well stocked libraries or reading rooms including text books, reference books, class readers and other reading materials. | 1.1.6 Well stocked libraries/ reading rooms present in 2500 schools by 2013. † |
| | 2. To ensure that active | a) Ensure that every | 1.2.1 All secondary schools and teachers |

* This amount of Tsh.25,000/= per student planned for in SEDP I, but was not achieved due to prevailing economic conditions.

† A well stocked library/ reading room is the one that will have at least ten books of each level for each of the subject being taught in the school

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| | learning takes place in schools and ODL centres by 2011. | secondary school and teachers' college are inspected at least once a year. | colleges inspected, including self evaluation, once per year by 2015. 1.2.2 Annual reports of inspection work being a regular agenda of MoEVT and PMO-RALG meeting as from 2011. |
| | | b) Ensure Heads of Schools, WECs and Councils Education personnel are oriented on school site supervision. | 1.2.3 All heads of secondary schools, WECs and Council personnel oriented on school site supervision by 2013. |
| | | c) Optimize time-on-task of students in schools. | 1.2.5 Reading culture enhanced in each school through reading of story books and other supplementary materials for leisure by 2011. 1.2.6 90% of the allocated time for teaching is used effectively by 2011. [‡] 1.2.7 Daily classroom attendance of teachers and students monitored effectively by 2011. |
| | | d) Ensure availability and appropriateness of facilities, teaching and learning materials. | 1.2.8 Attain a Book pupil Ratio of 1:3 in all subjects by 2013 [§] 1.2.9 Textbook based teaching and learning restored in the classroom by 2011. 1.2.10 50% of capitation grant spent on |

[‡] Effective use of teaching time will be measured by presence of the teacher in the classroom, coverage of the syllabi and performance of students in the given tasks.

[§] The long Term plan is a book pupil ratio of 1:1 however a realistic goal in the medium term cannot exceed 1:3.

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| | | | purchase of textbook for each school by 2011 |
| | e) Promote independent learning, analytical and critical thinking skills among students. | 1.2.11 Performance in O-level improved to 50% in Division I - III by 2013. 1.2.12 Each school to promote out of classroom activities encouraging analytical thinking by 2011 1.2.13 Students to read at least one novel per month by 2012. 1.2.14 Students to write a project work each term by 2012 | |
| | f) Improve performance in sciences, mathematics and languages | 1.2.15 Each school with deficit of S/M teachers to have at least 2 more S/M teachers recruited each year from 2011, 1.2.16 Each S/M teacher to attend in service Training at least once in two years from 2012 1.2.17 Performance in each of the subjects to increase by 10% by 2013. 1.2.18 Number of Teacher Trainees in Science, mathematics and languages doubled by 2013 | |
| | g) Ensure availability of competent teachers in classrooms for all subjects | 1.2.19 In-service Training of Teachers institutionalized by 2012 | |
| | h) Ensure teaching of all subjects in the classrooms is effectively done | 1.2.20 Teachers in all subjects be in classrooms during the teaching session by 2011. | |

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| | | | 1.2.21 Daily monitoring of classroom teaching done by the School Management Team by 2011. |
| 3. To enhance and strengthen school inspection to adequately monitor the delivery of quality education | a) Recruit more school inspectors. | 1.3.1 | A total of 550 Inspectors recruited and posted to zonal and district offices by 2014. |
| | b) Equip inspectorate offices with enough furniture and other working tools | 1.3.2 | A total of 143 Zonal and District inspectorate offices equipped and re-tooled by 2013. |
| | c) Enhance technical competencies of school inspectors. | 1.3.3 | 800 inspectors given professional development training by 2014 |
| 4. To recruit library assistants and laboratory technicians for schools by 2014 | a) Liaise with Technical Institutions like Dar salaam Institute of Technology, Arusha Technical College, Mbeya Institute of Science and Technology and SLADS to conduct special training programme for Laboratory Technicians and Library Assistants | 1.4.1 1.4.2 1.4.3 | At least 3 institutions have facilities to train laboratory technicians by 2012 The capacity of SLADS increased to train 20% more library assistants than they are currently producing by 2013 A total of 150 library assistant and 150 laboratory technicians recruited and posted to schools and colleges by 2013. |
| 5. To improve the national examination assessment framework by 2013. | a) Review current status and impact of examination practices. | 1.5.1 | Review report produced by 2011. |
| | b) Establish an appropriate assessment and | 1.5.2 | Provision of necessary facilities for efficient execution of NECTA |

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| | | examination system taking into account possible links with relevant systems within EAC and SADC. | activities in place by 2011. 1.5.3 Assessment and examinations policies and practices reviewed by 2012. 1.5.4 NECTA personnel trained on appropriate assessment system by 2013. |
| 6. To promote and incorporate e-learning in secondary education. | a) Increase access and use of ICT in secondary schools and teacher Training colleges and ODL centres. | | 1.6.1 ICT facilities and Equipment-Maintenance-Plan in place and operational by 2011. 1.6.2 Appropriate ICT facilities, equipment and teaching/learning materials availed to 1,500 schools and 21 IAE Regional centres by 2014. 1.6.3 A total of 5,000 teachers trained in e-learning teaching by 2013. 1.6.4 Information and Computer Studies (ICS) subject taught in 1000 secondary schools by 2013. |
| 7. To continue providing Capitation Grant annually to eligible Non-Government schools for teaching and learning materials at the rate of 50% of amount provided to Government schools are getting by 2014. | a) Provide financial support to non-profit making Non-Government schools. | | 1.7.1 Conduct fee structure survey for Non-Government secondary schools annually. 1.7.2 Eligible schools for Capitation Grants identified by November of each year. 1.7.3 Capitation Grants (Tshs 12,500) to 50,000 students from eligible non-government schools disbursed by September of each year. |
| 8. To promote vocational | a) Strengthen Vocational | | 1.8.1 A study on strengthening vocational |

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| | skills for self and employment reliance by 2015 | Education in the secondary education system. | skills into secondary education system conducted by 2011. 1.8.2 Vocational skills strengthened in secondary education by 2014. |
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2.2.2 Enhancement of Access and Equity

The most robust measures of access in education are the Gross Enrolment Ratio (GER) and Net Enrolment Ratio (NER), basically assessing the proportion of those who want secondary education that can get it irrespective of age, and then that of those of appropriate age who can get secondary education. Tanzania has been able to improve participation rates from GER of 9.4% and NER of 5.9% in 2004 to 31.3% and 27.8% in 2009 respectively. While these are still below regional and sub Saharan figures, the progress has been quite significant.

This trend of increasing enrolment in secondary education is expected to continue during the period of SEDP II as illustrated in the Secondary School Enrolment Projections included in Annex 1. In an effort to provide sufficient infrastructure for increasing number of students, SEDP II will develop strategies to complete the many infrastructures meant to provide more place for secondary education during SEDP I.

Although the increases in overall enrolment ratios have been very positive under SEDP I, girls are lagging behind in both GER and NER. In fact, the gender parity ratio has been declining from about 48% girls and 52% boys in 2004 to about 45% and 55% in 2009 respectively. In addition, the general performance of girls in almost all subjects has not matched with that of their brothers though there are cases where girls have out-performed boys. SEDP II will strive for harmonious and equitable development between genders and across geographical lines, economic disparities and cultural groups.

The objectives, strategies and targets for the enhancement of access and equity are summarized hereafter.

| KEY AREA 2: ENHANCEMENT OF ACCESS AND EQUITY | | | |
|---|---|---|---|
| MAIN OBJECTIVE | SPECIFIC OBJECTIVES | STRATEGIES | TARGETS |
| Access to and equitable participation in secondary education ensured. | 1. To increase the transition rate from 'O' Level to 'A' Level from 30% in 2009 to 35% by 2014. | a) Increase A level places in existing Government schools. | 2.1.1 Each region to have at least one eight streams, boarding school having A level only students by 2012. 2.1.2 Each district to have at least two boarding schools having both 'O' and 'A' level by 2013. |
| | | b) Construct new 'A' level schools. | 2.1.3 Each region to construct at least two 'A' level boarding school by 2013. |
| | | c) Provide solar power to rural government secondary school | 2.1.4 All rural government schools with no hydropower supplied with solar power by 2015. |
| | | d) Institute of Adult Education initiate A-level programmes through ODL | 2.1.5 A-Level integrated curriculum, study materials and learners manuals developed by 2012. 2.1.6 A-Level tutors trained and deployed to learning |

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| | | | centres by 2012. 2.1.7 800,000 copies of modules and learners manuals reprinted and distributed by 2011 |
| 2. To reduce dropout rate at ‘O’ level from 4% in 2009 to 3% by 2014. | a) Provide guidance and counseling to students and parents and conduct advocacy. | 2.2.1 4000 teachers/ matrons/ patrons trained on guidance and counseling by 2014. 2.2.2 Peer guidance and counseling strengthened in all schools by 2012 | |
| | b) Provide meals to day scholars by means of community contributions. | 2.2.3 Communities sensitised and organized to contribute for their children’s meals by 2013 2.2.4 50% of all day schools provide at least one meal per day to their students by 2014 | |
| | c) Enhance extra-curricular activities including self-reliance activities, sports and games in schools. | 2.2.5 Facilities for extra-curricular activities including sports and games provided to 50% of all schools by 2013. 2.2.6 Support annual sports events. | |
| 3. To consolidate the strategic | a) Complete unfinished | 2.3.1 Report on number and | |

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| | expansion of Secondary Education places | structures started through SEDP I | <p>status of unfinished structures to be in place by July, 2010.</p> <p>2.3.2 A plan for completing the structures to be in place by August, 2010.</p> <p>2.3.3 70% of the incomplete structures to be completed by 2014.</p> |
| | | b) Complete the required school buildings in a school to make the school fully functional. | 2.3.4 1200 schools without administration blocks to have these constructed and furnished by 2014 |
| | | c) Provide development grants – to schools | <p>2.3.5 900 schools especially in the rural areas to have at least 2 staff houses by 2014.</p> <p>2.3.6 All schools to have adequate sanitation facilities, especially for girls, by 2013.</p> |
| 4. To increase enrolment to Secondary Education through ODL programmes. | a) Support IAE to successfully run ODL programmes. | 2.4.1 To have 60,000 (from 40,000 in 2008) youths and adults enrolled in the ODL programme by 2014. | |

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| | | <p>b) IAE to provide improved learners support services to ODL learners</p> | <p>2.4.2 Four ODL study centres coordinators from each region receive training on counseling skills by 2014.</p> |
| | | <p>c) Strengthen the use of ODL centres throughout the country</p> | <p>2.4.3 One ODL centre in each region equipped with learning facilities of the standard given by the Institute of Adult Education by 2014</p> |
| | <p>5. To provide scholarships to 80,000 (from the present 43,000) secondary school students annually from economically poor families by 2014.</p> | <p>a) Review and improve existing scheme so as to improve the level of support and number of beneficiaries and sponsors.</p> | <p>2.5.1 Scheme reviewed by 2010. 2.5.2 Eligible students identified by Mid-January each year. 2.5.3 Increase from 43,000 to 80,000 scholarships provided to eligible secondary school students annually by 2014. 2.5.4 Funds to eligible students disbursed by February of each year. 2.5.5 Scholarship scheme monitored annually.</p> |

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| | <p>6. To enhance equitable access for students from underserved areas by 2014.</p> | <p>a) Increase and improve hostel facilities for schools in underserved areas.</p> | <p>2.6.1 Needs assessment and review of current conditions done by 2010.</p> <p>2.6.2 A total of 20 hostels accommodating at least 48 students each constructed annually.</p> <p>2.6.3 Communities encouraged and organized to build and run hostels for at least 5 of their schools per Council by 2013.</p> |
| | <p>7. To improve facilities in existing 18 Government schools accommodating students with physical or mental disabilities by 2013.</p> | <p>a) Enhance school facilities for students with special learning needs.</p> | <p>2.7.1 Needs assessment survey carried out at the end of each year.</p> <p>2.7.2 Additional Capitation Grant to the tune of Tsh. 25,000.00 per student with special needs disbursed each year</p> <p>2.7.3 50% of all government secondary schools to be modified/rehabilitated to make schools' infrastructure friendly to students/people with disabilities by 2014</p> |

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| | <p>8. To promote retention of girls to reach 90 % by 2014</p> | <p>a) Provide girl child friendly environment to schools.</p> | <p>2.8.1 A total of 50 Ablution and latrine blocks for girls in schools constructed annually. 2.8.2 A total of 100 girls' Hostels constructed by 2015 including adequate security, food and provisions.</p> |
| | | <p>b) Empower girls through TUSEME activities.</p> | <p>2.8.3 TUSEME activities extend to all regions by 2015 2.8.4 Review of TUSEME activities carried out by 2011 2.8.5 Guidance and counseling services to empower girls provided in every school from 2012</p> |
| | | <p>c) Recast school rules and regulations to clearly depict gender consideration.</p> | <p>2.8.6 School rules and regulations reviewed by 2011, including the re-entry policy for pregnant girls</p> |
| | | <p>d) Use media to sensitize all stakeholders to take their responsibilities on this issue</p> | <p>2.8.7 Special feature articles appearing on papers every week from 2012.</p> |

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| | <p>9. To improve the pass rate at ‘O’ level for girls in science subjects from 46% in 2009 to 60% in 2015 and for mathematics from 16% in 2009 to 25% by 2015 in mathematics.</p> | <p>a) Provide effective and free remedial tuition and mentorship to underperforming students particularly girls.</p> | <p>2.9.1 All schools with girls to have effective remedial and mentorship programmes by 2014.</p> |
| | | <p>b) Provide user friendly learning materials in science and mathematics.</p> | <p>2.9.2 Girl-child friendly learning materials provided to schools by 2014.</p> |
| | | <p>c) Scaling-up and operationalizing science and math’s camps for girls</p> | <p>2.9.3 Science and math camps for girls scaled-up to include more regions and classes by 2014.</p> |

2.2.3 Improvement of the Teaching Force and Teaching Processes

Teachers and teaching holds key importance in any education system. Schools need teachers who have relevant knowledge and skills to pass on effectively to the students what they know. Teachers need to inspire students and be a role model to them in terms of what they know, commitment to work and relationships. These teachers should not only be available at school but be in the classrooms where the students are.

One of the major challenges facing Tanzania today is the shortage of qualified teachers. There are not enough teachers available in schools to be able to provide quality education to the increasing number of students that are currently enrolled making the challenge even more acute. SEDP II will therefore focus on the expansion of teacher training and the recruitment of new graduates on an annual basis, in order to increase the number of teachers available in secondary schools across the country. Annex 2 shows the projections regarding the number of teachers required for the increasing number of students enrolled in secondary schools, as well as the number of teachers available each year, based on the existing work force, plus new graduates, less attrition. These projections show that if SEDP II is successful in increasing the output of teachers with degrees by 50 %, and all new degree and diploma holders are hired and report to their school each year, it will be possible for Tanzania to achieve a teacher/pupil ratio of 1:20 for secondary school (Form 1-6) by 2015.

The overall shortage of teachers is further complicated by the fact that those teachers who are available tend to shy away from rural schools. Also there are cases where teachers are in schools but, their classroom work (delivery, sharing and relationship with learners) is not effective and efficient enough. SEDP II aims at having competent teachers in good numbers in the classrooms of all schools, including those in rural areas.

The objectives, strategies and targets for the improvement of the teaching force and teaching processes are summarized hereafter.

| KEY AREA 3: IMPROVEMENT OF THE TEACHING FORCE AND TEACHING PROCESSES | | | |
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| MAIN OBJECTIVE | SPECIFIC OBJECTIVES | STRATEGIES | TARGETS |
| To have an adequate number of highly competent teachers who will inspire and correctly handle students for better performance. | 1. To accelerate training of diploma teachers for ‘O’ level according to subject needs by 2014. | a) Increase the enrolment of Diploma Teacher Trainees in TCs. | <p>3.1.1 Existing 16 Diploma Teachers Colleges rehabilitated and expanded to accommodate not less than 1000 students each by 2014.</p> <p>3.1.2 A total of 35,000 diploma teachers trained between 2010 and 2014 (Annex 8: Scenario 1 , Table B)</p> <p>3.1.3 Online teacher training courses initiated by 2012.</p> |
| | | b) Reintroduce the Concurrent A-Level and Diploma science and languages teacher training model. | 3.1.4 A total of 3 TCs introducing the concurrent A-Level and Diploma teacher training by 2013. |
| | 2. To collaborate with other stakeholders in accelerating the supply of degree graduate teachers for secondary schools by 2014. | a) Implement scholarship program for excelling students especially in science subjects. | 3.2.1 Tied bursaries for science student teachers introduced by June 2010 ⁵ . |
| | | b) Establish quotas for the | 3.2.2 At least 7,000 teachers with |

⁵ These bursaries are provided through The Higher Education Students’ Loan Board.

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| | | training of teachers at all institutions producing diploma and graduate teachers. | degree graduate annually from 2010. |
| | | c) Adopt and implement recommendations on quantities and quality of teachers given in the Teachers Development and Management Strategy (TDMS). | 3.2.3 Adequate quality A-Level and O- Level teachers and school managers developed by 2014 |
| 3. To enhance professional competence of teachers and tutors by 2014. | a) | Institute regular and need based in-service training for all teachers. | <p>3.3.1 Training needs assessment conducted by 2010.</p> <p>3.3.2 In-service Training (INSET) programmes designed by 2010.</p> <p>3.3.3 6,000 teachers receive short term training annually.</p> <p>3.3.4 In service training of teachers institutionalized by 2012</p> <p>3.3.5 A total of 8 TRCs institutionalized, expanded/increased and equipped with appropriate facilities by 2012.</p> <p>3.3.6 Continuous professional development of teachers</p> |

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| | | | through school based training in place 3.3.7 Every school to conduct in house training to cover all its teachers every year |
| | | b) Assist Non-Government schools to have professionally competent teachers. | 3.3.4 Integrate teachers from the targeted Non-Government schools into the overall training of teachers as from 2011. |
| | | c) Introduce and enforce textbook-based teacher instruction | 3.3.5 Textbook-based teacher instruction introduced and enforced by 2012. |
| | | d) Enforce attainment of standard in language for teachers trainees | 3.3.6 Improve English language competency to teacher trainees by making the language a compulsory subject at all Teachers College by 2012 3.3.7 English oral exams carried out at all TC by 2012 |
| | | e) Enforce use of classroom attendance register for teachers for all lessons | 3.3.8 Accountability mechanism designed by 2010 3.3.9 Attendance Registers used in all schools by 2011 |

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| | 4. To provide incentives for greater retention of teachers. | a) Provide settling in allowance for new teachers taking posts in difficult and hard- to-reach areas | 3.4.1 3500 new graduates annually taking posts in difficult and hard- to-reach areas receive Tsh 500,000 each as settling in allowance |
| | | b) Provide housing units in community built secondary schools. | 3.4.2 2,000 housing units built every year throughout the programme time. 3.4.3 Every new school to have at least 2 staff houses before being registered starting 2010 |
| | 5. To ensure equitable distribution and full utilization of teachers for quality delivery of instruction. | a) Encourage exchange of teachers in clusters. | 3.5.1 Programme for exchange of teachers at cluster level to be in place by December 2010. |
| | | b) Strengthen Monitoring and evaluation (M & E) and deploy accordingly | 3.5.2 Deployment of teachers currently in the field carried out and sustained by 2012. 3.5.3 M&E carried out by PMO-RALG in collaboration with MOEVT officials regularly from 2010 3.5.4 M&E report discussed, worked upon and assessment made each year. |

2.2.4 Improving Management Efficiency and Good Governance

A well-managed organization should give better outputs to its clients. The quality of an education system can be reflected in the kind of graduates coming out of the system and in the long run, it will show its multiplying effect in the country's development (socio-economically). Good governance is the cornerstone for effective utilisation of human capacities towards enhancing efficiency and effectiveness in the provision of secondary education. This level of education still has many managerial challenges including the institutional arrangements, some of the philosophies/policies and operational structures present today, and 'managerial-competencies' of the education managers. Hence there is need to strengthen management at all levels and so address the challenges mentioned.

The objectives, strategies and targets for improving management efficiency and good governance are summarized hereafter.

| KEY AREA 4: IMPROVING MANAGEMENT EFFICIENCY AND GOOD GOVERNANCE | | | |
|---|---|---|--|
| MAIN OBJECTIVE | SPECIFIC OBJECTIVES | STRATEGIES | TARGETS |
| Good governance and Management practices at all levels of education enhanced by 2014. | 1. To enhance the capacity of key actors at all levels by 2011. | a) Build capacity of Heads of Schools, School Board Members, School Management Teams, Managers of Non-Government Schools, Ward Education Coordinators (WECs), DSEOs, REOs and MOEVT & PMO-RALG staff in Governance and Management of secondary education. | 4.1.1 Human Resources situational analysis completed and then capacity building strategy finalized and operationalized by end of 2011. 4.1.2 Use results of the HR situational analysis to ensure appropriate capacity is built for each ministry according to their different needs and levels |
| | | b) Strengthen monitoring and evaluation for SEDP implementation from centre to school level in collaboration with MOEVT and PMO-RALG. | 4.1.3 Monitoring and Evaluation Plan developed and operationalized by 2010. 4.1.4 Monitoring exercises conducted and reports prepared semi-annually. 4.1.5 Diagnostic evaluation conducted and reports prepared as required. 4.1.6 Financial resources for |

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| | | | M &E increased by at least 20% each year from 2010 |
| | | c) Implement financial tracking recommendations from Public Expenditure Tracking Survey (PETS) Report. | 4.1.7 PETS Report recommendations implemented by 2012. |
| | | d) Strengthen MOEVT – PMO RALG partnership on Secondary Education operations. | 4.1.8 Guidelines on Secondary Schools operations being fully used by 2010. 4.1.9 Inter-Ministerial meetings conducted twice yearly from 2010. 4.1.10 Study on success of D by D carried out by 2012 |
| | 2. To improve access to and use of Education Management Information System (EMIS) at all levels under the umbrella of ESMIS for use in decision making by 2015. | a) Strengthen the implementation of MOEVT EMIS Plan and integrate with ESMIS. | 4.2.1 Procurement and installation of EMIS equipment up to Council level completed by 2011. 4.2.2 Training on how to operate the equipment up to Council levels completed by 2011. 4.2.3 Capacity building on Data Base Management provided at all levels by 2012. 4.2.4 Integrate and harmonize |

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| | | | Education Sector Database at all levels. |
| | | b) Strengthen IEC to ensure effective communication of information and transparency on education with the public | 4.2.5 IEC offices retooled by 2010. 4.2.6 IEC personnel given/ having basic training by 2010. 4.2.7 SEDP activities publicized quarterly every year from 2011. |
| | 3.To institutionalize the use of school plans as basis for giving School Heads the necessary inputs for their performance by 2010. | Inculcate a culture of using School Plans as basis for budgeting and funding. | 4.3.1 The use of School Plans institutionalized by 2010. |

2.2.5 Cross-Cutting Issues

Cross cutting issues that warrant a place in the national curriculum normally include Gender; Human Rights as enshrined in the constitution and other international conventions; Patriotism, Rights of Children; the Environment; care and support services for the orphans and other vulnerable children, fight against malaria, HIV and AIDS. While these are recurrent and dynamic issues that need continuous follow up, they cannot be addressed independently and separately from school subjects. These issues are important in order to be abreast with current national and global concerns as well as future demands.

The objectives, strategies and targets for cross cutting issues are summarized hereafter.

| KEY AREA 5: CROSS-CUTTING ISSUES | | | |
|--|--|---|---|
| MAIN OBJECTIVE | SPECIFIC OBJECTIVES | STRATEGIES | TARGETS |
| To provide effective HIV and AIDS education including care and support programmes to the affected and infected; an effective education on environment, human rights, gender and life skills in all secondary schools, teachers colleges and work places by 2012. | To continue with review and improvement of the curriculum to incorporate Cross Cutting Issues including HIV and AIDS, Gender, Inclusive Education, Human rights and Environment Education by 2010. | a) Continue with reviews and adoption of cross cutting issues in secondary, teacher education and ODL curricula, teaching – learning materials, assessment and examination and school inspection. | 5.1.1 Curricula reviewed and shared with stakeholders by 2011. 5.1.2 Capacity for handling HIV/AIDS and life skills education of 16,000 teachers strengthened up by 2014. |
| | | b) Establish care and support programmes for students and personnel affected and infected with HIV and AIDS. | 5.1.3 Needs assessment conducted by 2010. 5.1.4 Networking with Ministries, Departments and Agencies (MDAs) and other relevant CBOs and NGOs completed by 2010. 5.1.5 Special feeding programme for affected and infected students in place by 2010. 5.1.6 Workplace intervention programmes (VCT and Skill based education) in place by 2010. 5.1.7 Health programmes for affected and infected students in place by 2014. |

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| | | <p>c) Provide school personnel and students with care and support annually</p> | <p>5.1.8 Voluntary counseling and testing services at schools and colleges strengthened by 2011. 5.1.9 Home based care instituted and strengthened by 2011. 5.1.10 Psychological services in place by 2011.</p> |
| | <p>2. To inculcate within the school community the appropriate appreciation and skills for conservation of the environment by 2011.</p> | <p>a) Review school rules and regulations to incorporate environmental issues and care.</p> | <p>5.2.1 Strategic plan completed and the portion related to secondary education implemented by 2011 5.2.2 Guidelines for integration of environmental issues in teaching in all subjects developed and disseminated by 2010.</p> |
| | | <p>b) Institute forums and opportunities for open debates and discussion on environmental issues.</p> | <p>5.2.3 Issues on environment including rules and regulations incorporated into school time tables by 2011.</p> |
| | | <p>c) Carry out pertinent practical activities including solutions to challenges posed by the immediate environment.</p> | <p>5.2.4 Out-of-class activities related to environmental appreciation and conservation including greening of school environment, water, sanitation and cleanness incorporated</p> |

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| | | | into school time-tables by 2011. |
| | | d) Provide water and sanitation to required standards in all schools | 5.2.5 70% of all schools having water and sanitation requirements by 2013 |
| | 3. To promote efforts on gender equality among school and college communities by 2010. | a) Involve students and school community in out-of-class activities that strengthen change in attitude and behavior. | 5.3.1 Time set aside for counseling and other gender related activities clearly indicated in school/college timetables and operationalised by 2011. |
| | | b) Intensify counseling and guidance sessions. | 5.3.2 Counseling and Guidance sessions strengthened at all levels by 2012. |

3.0 Programme Implementation Strategies

3.1 The Decentralization of the Management of Secondary Schools

The main purpose of the decentralization of the management, administration, and supervision of secondary schools is to increase efficiency and responsiveness in the operation of secondary education through Decentralisation by Devolution (D by D) of authority and responsibilities to lower levels of management: This move entails

- (i) decongesting activities in MoEVT Headquarters
- (ii) increasing delegation of authority to regions, districts, councils, and schools
- (iii) giving ownership mandates to Local Government Authorities;
- (iv) ensuring close and prompt supervision of service delivery; and
- (v) facilitate smooth and efficient management of resources

3.2 Delineation of Roles of Different Levels and Actors

The roles, functions, lines of communication, and responsibilities are as follows:

3.2.1 Ministry of Education and Vocational Training (MOEVT)

The responsibility of MoEVT will continue to focus on policy development, quality assurance, setting national standards, and monitoring and evaluation of ESDP and related sub-sector programmes including SEDP II. Specific responsibilities include:

- a) preparation, review and approval of curriculum;
- b) approval of teaching and learning materials for schools;
- c) provision and coordination of pre-service and in-service training for teachers;
- d) deployment and equitable distribution of teachers;
- e) establishment of National Minimum Standards for schools and colleges;
- f) issuing guidelines on the provision of education to students with special needs and management of schools for students with special needs;
- g) registration of new secondary schools and teachers' colleges;
- h) inspection of schools, including follow up of recommendations from previous inspection reports;
- i) preparation and management of national examinations;
- j) monitoring selection of Form 1 students and conducting selection of Form 5 students;

- k) mobilization and allocation of resources;
- l) coordinate research; and
- m) conduct monitoring and evaluation of SEDP II, in collaboration with PMO-RALG; and
- n) preparation of Education Sector Performance Report (physical and financial) including SEDP II, in collaboration with PMO-RALG.

3.2.2 Prime Minister’s Office-Regional Administration and Local Government

The responsibilities of PMO-RALG in SEDP II will focus on coordination of the implementation of the Programme in the LGAs:

- a) monitor the employment of new teachers and non-teaching staff in Regions and LGAs;
- b) initiating and monitoring transfers of teachers and non-teaching staff from one region to another;
- c) monitor the appointments of Heads of Secondary Schools;
- d) monitor the appointment of School Boards Members and their training on school management;
- e) monitor in-service training for teachers and capacity building for non-teaching staff;
- f) coordination of provision of Government scholarship for children from poor families;
- g) coordination of sports and games in the LGAs;
- h) participation in coordination of Form 1 and 5 selection in collaboration with MOEVT;
- i) coordination and mobilization of local resources for implementation of SEDP II;
- j) conduct monitoring and evaluation of SEDP II, in collaboration with MOEVT; and
- k) preparation of Education Sector Performance Report (physical and financial) including SEDP II, in collaboration with MOEVT.

3.2.3 Ministry of Finance and Economic Affairs (MOFEA)

The responsibilities of MOFEA in SEDP II will be:

- a) solicitation and mobilization of financial resources from different sources;
- b) development and provision of guidelines and regulations on financial management and procurement for the implementation of SEDP II;
- c) transfer of funds to MOEVT and PMO-RALG, and to Regional Sub-Treasuries for transfer to secondary schools; and,
- d) to take the lead, in collaboration with MOEVT, PMO-RALG and CAG, to ensure timely auditing of education funds including SEDP II.

3.2.4 Regional Sub-Treasury

The responsibility of the Regional Sub-Treasury is to receive funds from the MOFEA and transfer them to the secondary schools' accounts.

3.2.5 Regional Secretariat

The responsibilities of the Regional Secretariat in SEDP II will be to supervise secondary education developments in the region, including:

- a) coordination of Council Education Development Plans, including SEDP II;
- b) coordination of the employment of new teachers and non-teaching staff within councils in their regions;
- c) initiation and monitoring of transfers of teachers and non-teaching staff from one council to another within their regions;
- d) appointment of Heads of Schools, in consultation with LGAs;
- e) conducting selection of Form 1 students;
- f) dealing with student appeals, repetitions and transfers within the region; and,
- g) coordinate and supervise National Standard VII, Form 4 and 6 examinations.

3.2.6 Local Government Authority

The responsibilities of LGAs in SEDP II will focus on implementation of the Programme and delivery of secondary education services, including:

- a) preparation of a Council Education Development Plan, including SEDP II;
- b) coordination and advice on the establishment of new schools;
- c) supervision of construction and maintenance of school buildings;
- d) oversight of employment and transfer of teachers within the district;

- e) hiring and firing non-teaching staff in schools;
- f) identifying candidates for Heads of Schools and submitting proposals to the Regional Secretariat;
- g) appointing School Board members and training them on management of schools;
- h) coordinating ward-level requests for students to be supported under the government scholarship scheme;
- i) coordinating and mobilizing local resources for implementation of SEDP II; and
- j) reporting to PMO-RALG and MOEVT on implementation of SEDP II activities.

3.2.7 Ward Administration

The Ward Administration is responsible for:

- a) identification of areas for the construction of schools;
- b) mobilization of communities resources (financial and physical) for construction of schools;
- c) monitoring of school construction and providing feedback to the Council;
- d) receiving school development plans, budget and implementation reports;
- e) mobilization of communities to ensure enrolment, attendance and retention of students; and,
- f) reviewing and consolidating requests from Village/Mtaa Governments for students to be supported under government scholarship scheme, and submitting them to LGAs for consideration.

3.2.8 School Boards

The School Board is responsible for:

- a) approving School Development Plans and Budgets, and overseeing their implementation;
- b) advising District Secondary Education Officer on schools management;
- c) advising District Secondary Education Officer and TSD on disciplinary cases of teachers;
- d) demanding, on a regular basis, accountability for students' performance;

- e) dealing with disciplinary cases of students; and,
- f) deliberating on quarterly school performance reports (both financial and physical).

3.2.9 The School Management Team

Each school has a Management Team comprised of: the Head of School; Deputy Head; School Accountant; Academic Master; and Discipline Master. The School Management Team is responsible for ensuring proper implementation of the Education and Training Policy by:

- a) preparing school development plans and budgets;
- b) managing the day to day affairs of the school;
- c) ensuring high quality for new constructions and school maintenance;
- d) ensuring a conducive teaching and learning environment, including integrating of sports and games in the school timetable;
- e) supervising and ensuring high quality teaching and learning, including effective use of time on tasks for the entire school day;
- f) receiving school inspection reports and implementing inspection recommendations;
- g) supporting Village/Mtaa Government in identifying students eligible for Government scholarships;
- h) ensuring proper record keeping and management of funds collected and grants received from the Government; and,
- i) preparing on quarterly school performance reports (both financial and physical).

3.2.10 Development Partners in Education

The Government recognizes the need for dialogue, collaboration and consultative approaches in the implementation of SEDP II. In this context, the responsibilities of Development Partners will include:

- a) aligning their support with the Government's Programme;
- b) contributing funds in support of the Programme; and
- c) participating as stakeholders in SEDP II review processes and education sector dialogue.

3.2.11 Non State Actors (NSAs)

With respect to SEDP II, NSAs are expected to:

- a) continue to expand access and improve quality and equity in secondary education line with national policies and programmes;
- b) collaborate with MoEVT, PMO-RALG, LGAs and other stakeholders to achieve national targets for SEDP II; and
- c) participate as stakeholders in SEDP II review processes and education sector dialogue.

3.3 Management of the Programme

3.3.1 Management Structure

The implementation of SEDP II will follow the existing management structures of MOEVT and PMO-RALG as indicated in **Figure 1**. SEDP II management and coordination is integrated in the Department of Secondary Education (MOEVT), Education Coordination Unit under Sector Coordination Department (PMO-RALG) and the District Secondary Education Department in each LGA. The lines of accountability and responsibility as well as roles for each level have been delineated in Section 3.2. The flow of information for SEDP II management is indicated in **Figure 2**.

At Regional Level, the Regional Administrative Secretary (RAS) through the Regional Education Officer (REO) coordinates the implementation of the Programme by monitoring the District Secondary Education Officer (DSEO), Ward Education Coordinators (WECs,) and School Heads who oversee the implementation of the Programme in their areas of jurisdiction.

Figure 1: Programme Management and Monitoring Framework

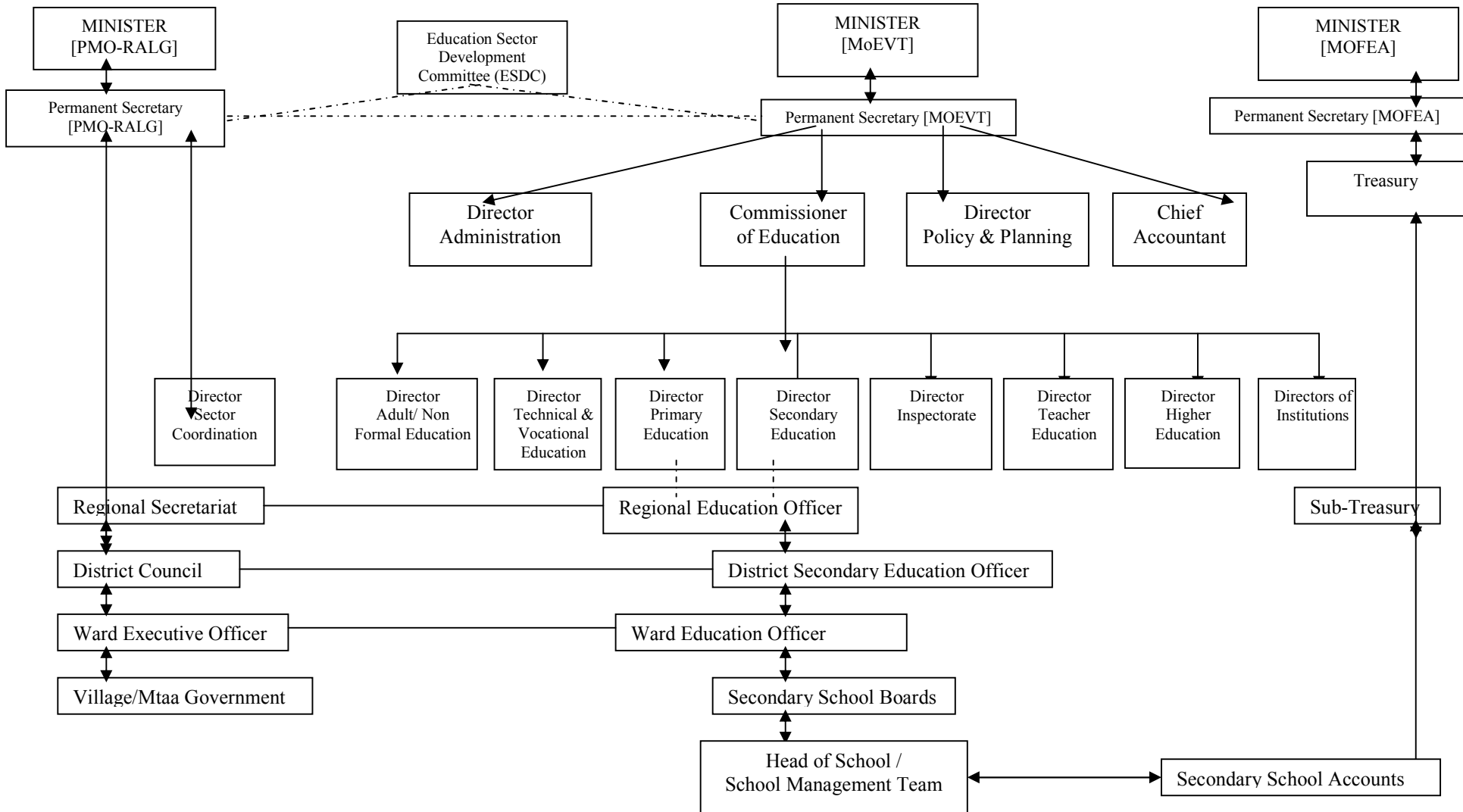
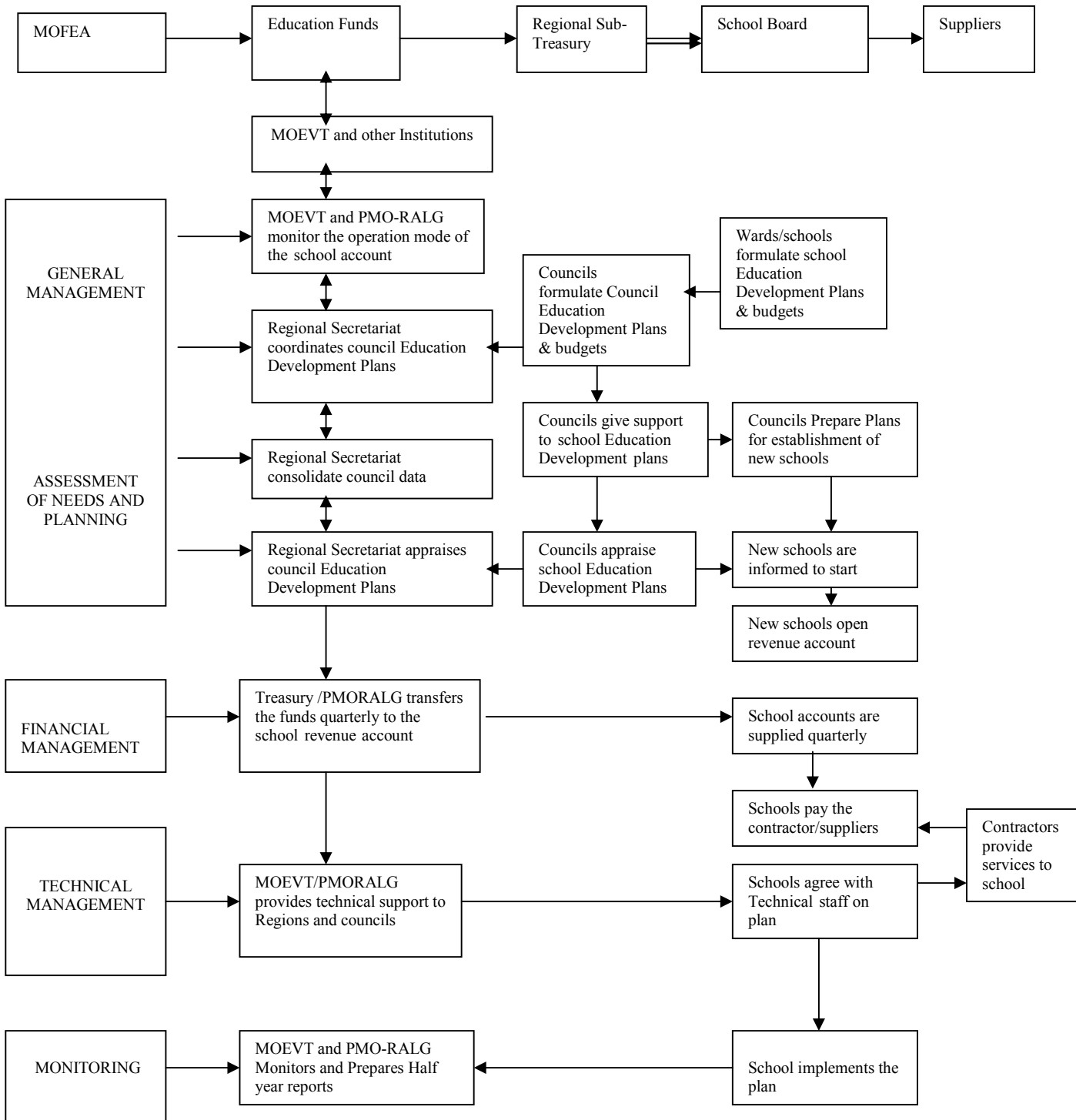


Figure 2: The flow of information for SEDP II management



3.3.2 Management of Construction Activities

The Zonal Maintenance Engineers (MOEVT), in collaboration with Regional and District Engineers and School Inspectors, will be facilitated to do the supervision of the completion of unfinished structures and construction of new ones. They will also be responsible to oversee the enforcement of standards of school layout plans, as well as assuring that the specified standards of construction are upheld.

At Ward and Village levels, where a School Board does not yet exist, there shall be a School Construction Committee; however, where School Boards have been established, the School Construction Committee will report to the School Board. The School Construction Committee shall be responsible for overseeing the day to day activities for completion of unfinished structures in existing schools and construction of new schools. At school level, the School Management Team will advise the Ward Committee and report to the Headmaster/Headmistress and the School Board on the progress of construction works.

The Ward Executive Officer will be responsible for community resources mobilization. Records shall be kept by the Chairperson of the School Management Team for proper management of funds as well as being able to determine levels of funding by community, government and partners in education development.

3.4 Monitoring and Evaluation of the Programme

There is evidence that regular monitoring and evaluation strengthens dialogue between all concerned parties and enhances the quality of outcomes and speed of completing each activity. SEDP II will, therefore, be closely monitored and regularly reviewed to make sure it is on track. The workplan included in Annex 3 will be a key tool for monitoring progress of the programme. Follow up and supervision activities will continue within the Government structure to unblock any bottlenecks that may arise in the course of the implementation of the Programme. In addition, the results framework and monitoring framework included in Annexes 4 and 5 will be used to measure progress toward desired

outcomes, using the baseline data in Annex 6 as a starting point. The following monitoring and evaluation activities will contribute to this process.

3.4.1 Semi-Annual Reports

Tailor- made evaluation instruments will be designed for self-evaluation and reports availed on semi-annual basis and shared in the ESDC fora.

3.4.2 Annual Evaluation

Each year a formative evaluation of the Programme activities will be performed and results will be shared in the ESDC fora.

3.4.3 End of Programme Evaluation

At the end of the Programme period, a summative evaluation will be conducted to take stock of achievements, missed opportunities, failures, and lessons learnt. This evaluation will be shared in the ESDC fora and also presented in national workshops for all stakeholders.

3.5 Budget Summary

The Government, in collaboration with Development Partners, Non-State Actors and communities, will continue to mobilize resources to address the key areas, strategies, and targets outlined SEDP II. The Government reaffirms its commitment to continue focusing resource allocation to secondary education sub sector, which is one of the national priority areas in MKUKUTA. As would be expected, quality improvement and relevance takes the lion's share of the budget, followed by access and equity, and then the improvement of the teaching force and teaching processes.

The proposed SEDP II cost projections are largely based on: secondary school enrolment projections for the Programme period, as detailed in Annex 1; the calculated unit costs of certain activities, as specified in Annex 7; as well as tuition fees, and personal emoluments, other operating costs and development expenditure as outlined in the MTEF. The cost projections have been made taking into consideration the following basic assumptions:

- Political will and stability will be maintained over the SEDP II period;

- The National Population growth rate of 2.9% (2002 census) is constant over the plan period;
- The current domestic revenue collection of 15.9% of the GDP is expected to increase to 18.3 % in 2011/12 and continue in an upward trend over the SEDP II period.
- Though the GDP is expected to decline to 5.0% in 2009 due to Global Economic Crisis, it is expected to grow up to 7.5% in 2012 and continue to grow over the SEDP II period;
- An inflation rate of 6.5% targeted in 2010 will be fluctuating but remain in the single digit over the SEDP II period;
- The real exchange rate is expected to follow the purchasing power parity in the medium and long terms;
- The Government commitment to allocate up to 22% of its overall recurrent expenditure to Education Sector is met, and out of this total, up to 13% has to be allocated to Basic Education;
- Selected national basic education sub-sector priorities will be fully funded;
- The enrolment in secondary education is expected to increase up to 70% out of those passing PSLE by 2015;
- For the sake of computing Teacher Needs for Secondary Schools; pupil/teacher subject ratio has been used taking into consideration that a secondary school teacher teaches two specialized subjects.
- Exchange rate used is Tshs. 1,300 per USD.

Annex 8 presents two sets of budget scenarios (revenue and expenditure) for the implementation of SEDP II. Scenario I shows that full implementation of SEDP II is expected to cost Tshs. **3,022,601** Millions, including Tshs. **1,586,103** Millions (52.5%) for teachers' salaries. Scenario 2 provides an example of the ways in which implementation costs could be strategically reduced if the full resource requirements of Scenario 1 could not be met.

ANNEXES

Annex 1: Secondary School Enrolment Projections, 2010 – 2015

| Year | | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|--|--------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| Standard VII Enrolment* | | 1,163,136 | 1,098,831 | 945,349 | 936,478 | 985,151 | 1,019,723 | 1,060,644 |
| Abscondment rate at Standard VII | | 3.4% | 3.0% | 3.0% | 3.0% | 3.0% | 3.0% | 3.0% |
| Pass rate | | 60.0% | 60.0% | 65.0% | 65.0% | 65.0% | 65.0% | 60.0% |
| Transition Rate (Std VII-Form 1) for Government Enrolment | | 60.0% | 65.0% | 65.0% | 70.0% | 70.0% | 70.0% | 70.0% |
| Transition Rate (Std VII-Form 1) for Non-government Enrolment | | 4.3% | 6.8% | 6.8% | 6.8% | 6.8% | 6.8% | 6.8% |
| Secondary School Enrolment | Form 1 | 524,784 | 433,481 | 459,175 | 427,959 | 453,465 | 477,034 | 493,774 |
| | Form 2 | 344,515 | 529,307 | 451,613 | 471,966 | 442,883 | 465,914 | 490,130 |
| | Form 3 | 330,844 | 311,786 | 479,022 | 408,710 | 427,129 | 400,809 | 421,652 |
| | Form 4 | 201,416 | 322,573 | 303,991 | 467,047 | 398,492 | 416,451 | 390,789 |
| | Total | 1,401,559 | 1,597,146 | 1,693,802 | 1,775,681 | 1,721,969 | 1,760,208 | 1,796,345 |
| Transition Rate (Form 4-Form 5) Government and Non-government | | 26.0% | 28.0% | 30.0% | 30.0% | 33.0% | 34.0% | 35.0% |
| | Form 5 | 43,052 | 52,368 | 90,320 | 91,197 | 140,114 | 131,502 | 141,593 |
| | Form 6 | 21,791 | 42,062 | 51,164 | 88,243 | 89,100 | 136,891 | 128,478 |
| | Total | 64,843 | 94,430 | 141,484 | 179,440 | 229,214 | 268,394 | 270,071 |
| Total Secondary School Enrolment (Form 1-6) | | 1,466,402 | 1,691,576 | 1,835,286 | 1,955,121 | 1,951,183 | 2,028,602 | 2,066,417 |

Assumptions on Enrolment Projections

* Standard VII Enrolment Projections as per BEST, 2009 Table 2.15 page 36.

** Secondary Enrolment Projections have been developed taking into consideration dropout rate of 3.0%, Primary School Leaving Examination Pass Rate of 65%, transition rate from STD VII to Form 1 of 70% for Government secondary schools and 6.8% for Non Government secondary schools. The transitions rate from Form 4 to Form 5 is assumed to be 30% and above for Government and Non Government secondary schools.

Annex 2: Secondary School Teacher Requirement and Availability Projections, 2010 – 2015

| Year | | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|---|-----|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| Projected Secondary School Enrolment | | 1,466,402 | 1,691,576 | 1,835,286 | 1,955,121 | 1,951,183 | 2,028,602 | 2,066,417 |
| PTR Form I - IV | | 20 | 20 | 20 | 20 | 20 | 20 | 20 |
| Total Teacher Requirements | | 73,320 | 84,579 | 91,764 | 97,756 | 97,559 | 101,430 | 103,321 |
| Diplomates | 75% | 54,990 | 63,434 | 68,823 | 73,317 | 73,169 | 76,073 | 77,491 |
| Graduates | 25% | 18,330 | 15,859 | 17,206 | 18,329 | 18,292 | 19,018 | 19,373 |
| Teachers on post: | | | | | | | | |
| Diplomates | 75% | 20,032 | 33,553 | 41,534 | 49,466 | 57,299 | 64,889 | 72,334 |
| Graduates | 25% | 5,836 | 11,184 | 13,845 | 16,489 | 19,100 | 21,630 | 24,111 |
| Licensee and others | 0% | 8,086 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Teachers on post | | 33,954 | 44,738 | 55,379 | 65,954 | 76,399 | 86,519 | 96,446 |
| Teachers graduating from Colleges: | | | | | | | | |
| Diplomates | | 7,000 | 7,070 | 7,141 | 7,069 | 6,716 | 6,380 | 6,061 |
| Graduates | | 6,500 | 7,150 | 7,865 | 8,652 | 9,517 | 10,468 | 11,515 |
| Total Teachers Graduating | | 13,500 | 14,220 | 15,006 | 15,721 | 16,232 | 16,848 | 17,576 |
| Aggregate Teacher Attrition | 8% | 2,716 | 3,579 | 4,430 | 5,276 | 6,112 | 6,922 | 7,716 |
| Total Teacher Availability | | 44,738 | 55,379 | 65,955 | 76,399 | 86,519 | 96,445 | 106,306 |
| Additional Teacher (Shortage)/Excess | | (28,582) | (29,200) | (25,809) | (21,357) | (11,040) | (4,985) | 2,985 |

Annex 3: SEDP II Work Plan, 2010/11 – 2014/15

| Programme Areas | 2010/11 | 2011/12 | 2012/13 | 2013/14 | 2014/15 |
|--|----------------|----------------|----------------|----------------|----------------|
| Provide capitation grant of Tshs 10,000 for teaching and learning materials per pupil per year | | | | | |
| Provide sufficient text books to attain a ratio of 1:3 | | | | | |
| Reprint and distribute 800,000 copies of modules and learners manual | | | | | |
| Equip ERC with necessary tools | | | | | |
| Build and equip Science Laboratories | | | | | |
| Build and equip school libraries | | | | | |
| Equip one ODL Centre in each region with learning facilities | | | | | |
| Orient Heads of school, WECs and Council Personnel on school site visit | | | | | |
| Provide School Novels | | | | | |
| Stock in libraries in 2500 schools | | | | | |
| Establish school textbook fund for each school | | | | | |
| Recruit 550 inspectors | | | | | |
| Equip and re-tooled Zonal and District offices | | | | | |
| Provide professional development training to 800 schools' inspectors | | | | | |
| Recruit and post 150 Laboratory Technicians to schools and collages | | | | | |
| Recruit and post 150 Library assistants to schools and collages | | | | | |
| Conduct comprehensive study on impact of current examination practices | | | | | |
| Provide necessary facilities for efficient execution of NECTA activities | | | | | |
| Train NECTA personnel on appropriate assessment system | | | | | |
| Train 5,000 teachers in e-learning | | | | | |
| Prepare ICT Facilities and Equipment Plan | | | | | |

| Programme Areas | 2010/11 | 2011/12 | 2012/13 | 2013/14 | 2014/15 |
|--|----------------|----------------|----------------|----------------|----------------|
| Avail appropriate ICT facilities, equipment and teaching/learning materials to secondary schools | | | | | |
| Provide capitation grants to students from eligible schools | | | | | |
| Construct at least one A' Level school to each region | | | | | |
| Construct one A' Level boarding school to each district | | | | | |
| Provide solar power to all rural Government secondary schools | | | | | |
| Train teachers/matrons/patrons on guidance and counseling | | | | | |
| Provide at least one meal per day to day schools' students | | | | | |
| Schools in districts to have computer laboratory for sharing with cluster of schools | | | | | |
| To enroll 60,000 youths and adults in the ODL Programme | | | | | |
| Provide training to 4 ODL study canters coordinator from each region on counseling skills. | | | | | |
| Provide scholarships for 100,000 secondary school students from economically poor families | | | | | |
| Conduct needs assessment for students from underserved areas | | | | | |
| Construct 10 hostels accommodating 60 students annually | | | | | |
| Conduct needs assessment for identifying students with disabilities | | | | | |
| Rehabilitate schools for disabled students | | | | | |
| Provide capitation grant to students with special learning needs | | | | | |
| Construction of ablution blocks for girls schools constructed annually | | | | | |
| Construction of 100 girls' hostels | | | | | |
| Support science camps for girls | | | | | |
| Rehabilitate 10 existing diploma teachers colleges | | | | | |

| Programme Areas | 2010/11 | 2011/12 | 2012/13 | 2013/14 | 2014/15 |
|--|----------------|----------------|----------------|----------------|----------------|
| Provide scholarship for diploma teachers | | | | | |
| Conduct needs assessment for competence of teachers and tutors | | | | | |
| Design In Service (INSET) training programmes | | | | | |
| Institutionalize, expand and equip 8 TRCs with appropriate facilities | | | | | |
| Construction of 1,000 teachers houses in community secondary schools | | | | | |
| Conduct short term teacher training annually | | | | | |
| Finalize and operationalize capacity building strategy | | | | | |
| Provide training to Heads of schools, School board members, Mangers of Non-Government schools, WECS, DSEOs, REOs, Ministry staff in Governance and Management of secondary education | | | | | |
| Develop and Operationalize Monitoring and Evaluation Plan | | | | | |
| Conduct Monitoring and Evaluation half yearly | | | | | |
| Procure and Install EMIS equipment up to council level | | | | | |
| Provide training on how to operate the equipment up to council level | | | | | |
| Provide capacity building to EMIS staff on Database Management | | | | | |
| Retool IEC offices | | | | | |
| Provide training to IEC Officers | | | | | |
| Strength capacity for teachers for handling HIV/AIDS and life skill education | | | | | |
| Conduct needs assessment for students and personnel affected and infected with HIV/AIDS | | | | | |
| Provide special feeding programme for infected students | | | | | |
| Implement Health programmes for affected students | | | | | |
| Support environmental and sanitation | | | | | |

Annex 4: SEDP II Results Framework

| | Program Purpose | Program Outcome Indicator | Use of Outcome Data |
|---|---|-------------------------------------|------------------------------|
| | The program purpose will be to increase the overall quality of the labour force by strengthening the quality and mix of secondary education outputs | | |
| | Development Objectives: To develop --- | Outcome indicators. | Use of outcome information |
| | Intermediate Results to position --- | Result indicators for each key area | Use of results in monitoring |
| 1 | <p>Key Area 1: Quality Improvement</p> <p>1.1 To intensify efforts to provide adequate and appropriate teaching and learning materials in all subjects and at all levels including ODL by 2013.</p> <p>1.2 To ensure that active learning is effectively practiced in schools and ODL centres by 2011.</p> <p>1.3. To enhance and strengthen school inspection to adequately monitor the quality of education</p> <p>1.4 To accelerate the recruitment of library assistants and laboratory technicians in each district by 2014.</p> <p>1.5 To improve the national examination assessment framework by 2013.</p> <p>1.6 To promote and incorporate e-learning in secondary education.</p> <p>1.7 To continue providing Capitation Grant annually to eligible Non-Government schools for teaching and learning materials at the rate of 50% of that of Government schools up to 2014.</p> <p>1.8 To promote vocational skills for self employment and reliance by 2015.</p> | | |
| 2 | <p>Key Area 2: Access and Equity</p> <p>2.1. To increase the transition rate from ‘O’ Level to ‘A’ Level from 26% in 2009 to 35% by 2014.</p> <p>2.2. To reduce dropout rate at ‘O’ level from 4.1% in 2009 to 3% by 2014.</p> | | |

| | Program Purpose | | |
|---|--|--|--|
| | <p>2.3. To increase enrolment to Secondary Education through ODL programmes.</p> <p>2.4 To provide scholarships to 100,000 from the present 43,000 secondary school students annually from economically poor families by 2014.</p> <p>2.5. To enhance equitable access for students from underserved areas by 2014.</p> <p>2.6 To improve facilities in existing 18 Government schools accommodating students with physical or mental disabilities by 2014.</p> <p>2.7 To promote retention of girls to reach 90 % by 2014.</p> <p>2.8 To improve the pass rate at ‘O’ level for girls in science subjects from 46% in 2009 to 60% in 2015 and from 16% in 2009 to 25% in 2015 in mathematics.</p> | | |
| 3 | <p>Key Area 3: Teaching Force</p> <p>3.1 To improve the pass rate at ‘O’ level for girls in science subjects from 46% in 2009 to 60% in 2015 and from 16% in 2009 to 25% in 2015 in mathematics.</p> <p>3.2 To collaborate with other stakeholders in accelerating the supply of degree graduate teachers for secondary schools by 2014.</p> <p>3.3 To enhance professional competence of teachers and tutors by 2014.</p> <p>3.4 To provide incentives for greater retention of teachers.</p> <p>3.5 To ensure equitable distribution and full utilization of teachers for quality delivery of instruction.</p> | | |
| 4 | <p>Key Area 4: Management</p> <p>5.1 To provide appropriate capacity building at all levels by 2011.</p> <p>5.2 To improve access to and use of Education Management Information System (EMIS) at all levels under the umbrella of ESMIS for use in decision</p> | | |

| | | | |
|---|---|--|--|
| | Program Purpose | | |
| | <p>making by 2015.</p> <p>5.3 To institutionalize the use of school plans as basis for giving School Heads the necessary inputs for their performance by 2010.</p> <p>5.4 To improve cost efficiency of operating School Boards by 2010.</p> | | |
| 5 | <p>Key Area 5: Cross-Cutting Issues</p> <p>6.1 To continue with review and improvement of the curriculum in relation to HIV/AIDS by 2010.</p> <p>6.2 To inculcate within the school community the appropriate appreciation and skills for conservation of the environment by 2011.</p> <p>6.3 To promote the existing efforts on gender equality among school and college communities by 2010.</p> | | |

Annex 5: SEDP II Results Monitoring Framework

| Outcome Indicators | Baseline Data | Target Values | | | | | | Data Collection and Reporting | | Responsibility |
|----------------------|---------------|---------------|------|------|------|------|------|-------------------------------|------------|----------------|
| | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | Frequency | Instrument | |
| Quality Improvement | | | | | | | | | | |
| Access and Equity | | | | | | | | | | |
| Teaching Force | | | | | | | | | | |
| Management | | | | | | | | | | |
| Cross cutting Issues | | | | | | | | | | |

Annex 6: SEDP II Performance Indicators – Baseline Data, 2009

| C/N | AREAS | | RATIOS |
|-----|---|------------------------------------|-----------------|
| 1 | PTR | Lower Secondary Upper | 1.38 1.30 |
| 2 | Student Tutor Ration | (TTC diploma) | N.A |
| 3 | GER | Lower Secondary Upper Secondary | 43.6 4.4 |
| 4 | NER | Lower Secondary Upper Secondary | 29.1 1.5 |
| 5 | Completion Rates | Lower Secondary Upper Secondary | NA |
| 6 | Transition Rates | Std VII – Form I Form IV – V | 51.6 2.6 |
| 7 | Dropout Rate | Lower Secondary Upper | 4.1 NA |
| 8 | Repetition Rates | | NA |
| 9 | Form I Enrolments: | Government Non Government | 524 784 (2009)G |
| 10 | Promotion Rate: | Lower Secondary Upper Secondary | NA NA |
| 11 | Book Pupil Ratio: | Lower Secondary Upper Secondary | UNKNOWN |
| 12 | Classroom -Pupil Ratio: | Lower Secondary, Upper secondary | 1:40:1-30 |
| 13 | Classroom size: | Lower Secondary, Upper Secondary | 64.8M2 |
| 14 | Teaching Load: | Lower Secondary, Upper Secondary | 6PD 30 PW |
| 15 | Student Contact hours per week secondary: | Lower Secondary, Upper Secondary | |
| 16 | Pass Rates | Lower Secondary, Upper Secondary | 83.3 94.4 |
| 17. | Net Intake rate (NIR) | Lower Secondary, Upper Secondary | NA |
| 18 | Apparent (Gross) intake rate | Lower, Upper | NA |
| 19 | Shortage of Desks | Lower, Upper | NA |
| 20 | Shortage of Staff Houses | | 300 |
| 21 | Shortage latrines | Lower, upper | NA |
| 22 | Shortage of rapid water supply | Lower Upper | NA |
| 23 | Budgetary Allocations by percentages | Primary | 75.1 |
| | | Secondary | 2008 |
| | | Teacher Education | 2.7 |
| | | Higher Education | 21.6 |
| | | Preschool | 0 |
| | | Other | 0 |
| | | Ed Sector | 18.3 |

Annex 7: Selected Unit Costs and Specifications by Program Area

| S/N | UNIT COSTS and SPECIFICATIONS | Qty | Unit Cost (Tshs million) |
|---|---|-----------|--------------------------|
| Improvement of Quality | | | |
| 1. | Capitation grant per student (Government Schools) | 8,347,373 | 0.025 |
| 2. | Cost of construction of laboratories | 2350 | 48.50 |
| 3. | Cost of construction libraries/ reading rooms | 2500 | 58.97 |
| 4. | Inspectors recruited and posted to zonal and district offices by 2014. | 550 | 1.25 |
| 5. | Zonal and District inspectorate offices equipped and re-tooled by 2013. | 143 | 10.30 |
| 6. | A total of 150 library assistant and 150 laboratory technicians recruited and posted to schools and colleges by 2013. | 300 | 1.185 |
| 7. | ICT facilities and Equipment-Maintenance-Plan in place and operational by 2011 | 21 | 2.24 |
| 8. | Appropriate ICT facilities, equipment and teaching/learning materials availed to 1,500 schools and 21 IAE Regional centres by 2014. | 1,521 | 6.9 |
| 9. | Capitation Grants to 50,000 students from eligible schools disbursed by September of each year | 50000 | 0.0125 |
| Enhancement of Access and Equity | | | |
| 10. | Each region to have at least one eight streams, boarding school having A level only students by 2013. | 5 | 820.94 |
| 11. | Each district to have at least two boarding schools having both ‘O’ and ‘A’ level by 2013. | 35 | 820.94 |
| 12. | All rural government schools with no hydropower supplied with solar power by 2015 | 3300 | 18.5 |
| 13. | 50% of all day schools provide at least one meal per day to their students by 2014 | 670000 | 0.2025 |
| 14. | Facilities for extra-curricular activities including sports and games provided to 50% of all schools by 2013. | 1800 | 3.00 |
| 15. | Support annual sports events. | 3600 | 2.00 |
| 16. | 70% of the incomplete structures to be completed by 2013. | 1200 | 170 |
| 17. | 1200 schools without administration blocks to have these constructed and furnished by 2014 | 1200 | 71.4 |
| 18. | 900 schools especially in the rural areas to have at least 2 staff houses by 2014 | 1800 | 40.32 |
| 19. | 500 schools to have adequate sanitation facilities especially for girls by 2013 | 500 | 5.81 |

| | | | |
|-----|--|-------|-------|
| 20. | To have 60,000 (from 40,000 of 2008) youths and adults enrolled in the ODL programme by 2014 | 20000 | 0.050 |
| 21. | One ODL centre in each region equipped with learning facilities of the standard given by the Institute of Adult Education by 2014 | 21 | 65 |
| 22. | Increase from 43,000 to 80,000 scholarships provided to eligible secondary school students annually by 2014. | 37000 | 0.250 |
| 23. | A total of 20 hostels accommodating at least 48 students each constructed annually, | 20 | 76.05 |
| 24. | Additional Capitation Grant to the tune of Tsh. 25,000.00 per pupil per year disbursed each year | 4744 | 0.050 |
| 25. | 50% of all government secondary schools to be modified/rehabilitated to make schools' infrastructure friendly to students/people with disabilities by 2014 | 13 | 90.0 |
| 26. | Construction of ablution blocks for girls schools constructed annually | 50 | 30.0 |
| 27. | An additional 100 girls' Hostels constructed by 2015 including adequate security. | 100 | 76.1 |
| 28. | Science and math camps for girls scaled-up to include more regions and classes by 2014 | 8 | 150 |
| | Improvement of the Teaching Force and Teaching Processes | | |
| 29. | Existing 16 Diploma Teachers Colleges rehabilitated and expanded to accommodate not less than 1000 students each by 2014. | 16 | 450 |
| 30. | A total of 35,000 diploma teachers trained between 2010 and 2014 | 7000 | 0.293 |
| 31. | A total of 3 TCs introducing the concurrent A-Level and Diploma teacher training by 2013. | 45 | 2.21 |
| 32. | A total of 8 TRCs institutionalized, expanded/increased and equipped with appropriate facilities by 2012 | 8 | 125 |
| 33. | 3500 new graduates annually taking posts in difficult and hard- to-reach areas receive Tsh 500,000 | 3500 | 0.50 |
| 34. | 2,000 housing units built every year throughout the programme time. | 2000 | 40.3 |
| 35. | 6,000 teachers receive short term training annually. | 6000 | 0.54 |
| 36. | Procurement and installation of EMIS equipment up to Council level completed by 2011 | 133 | 6.3 |
| 37. | Training on how to operate the equipment up to Council levels completed by 2011. | 286 | 3.9 |
| 38. | Capacity building on Data Base Management provided at all levels by 2012. | 18 | 22.92 |
| 39. | 70% of all schools having water and sanitation requirements by 2013 | 1900 | 8 |

Annex 8: SEDP II – Budget and financing scenarios

SCENARIO 1 – Table A: Budget Summary by Key Program Areas, 2010/11 – 2014/15

(Figures in Millions Tshs)

| Programme Areas | YEAR | | | | | GRAND TOTAL |
|--|----------------|----------------|----------------|----------------|----------------|------------------|
| | 2010/11 | 2011/12 | 2012/13 | 2013/14 | 2014/15 | |
| I. Quality Improvement | 102,569 | 120,852 | 126,013 | 100,637 | 71,385 | 521,455 |
| II. Access and Equity | 134,915 | 144,706 | 134,729 | 130,891 | 122,700 | 667,940 |
| III. Teaching Forces and Teaching Processes | 29,869 | 31,692 | 32,210 | 29,243 | 29,013 | 152,027 |
| IV. Management Efficiency and Good governance | 12,561 | 12,290 | 11,748 | 11,014 | 11,105 | 58,690 |
| V. Cross Cutting Issues | 7,855 | 7,270 | 6,993 | 7,138 | 7,291 | 36,385 |
| TOTAL | 500,959 | 580,186 | 627,373 | 648,221 | 666,051 | 3,022,601 |

SCENARIO 1 – Table B: Detailed Budget Estimates by Key Program Areas, 2010/11 – 2014/15

(Figures in Millions Tshs)

| S/N | KEY AREA | 2010/11 | 2011/12 | 2012/13 | 2013/14 | 2014/15 | Total |
|-------|---|----------------|----------------|----------------|----------------|----------------|------------------|
| | Salaries | 213,191 | 263,376 | 315,680 | 369,298 | 424,558 | 1,586,103 |
| | 1: Improvement of the Quality and Relevance | | | | | | |
| 1.1.2 | Provide capitation grant of Tshs 25,000 for teaching and learning materials per pupil per year for Government schools | 37,309 | 40,478 | 43,121 | 43,034 | 44,742 | 208,684 |
| 1.1.3 | Capacity of TIE to produce curriculum support materials enhanced by 2012 | 420 | 1,050 | 630 | | | 2,100 |
| 1.1.4 | Office of Commissioner of Education strengthened to provide quality control of educational materials | 410 | 1,025 | 615 | | | 2,050 |
| 1.1.5 | Schools having functioning laboratories increased from 150 in 2009 to 2500 in 2014. | 22,795 | 22,795 | 22,795 | 22,795 | 22,795 | 113,975 |
| 1.1.6 | Well stocked libraries/ reading rooms present in 2500 schools by 2013 | 29,483 | 44,224 | 44,224 | 29,483 | - | 147,413 |
| 1.2.1 | All secondary schools and teachers colleges inspected, including self evaluation, once per year by 2015. | 1,355 | 1,422 | 1,494 | 1,568 | 1,647 | 7,486 |
| 1.2.3 | All heads of secondary schools, WECs and Council personnel oriented on school site supervision by 2013. | 725 | 870 | 870 | 435 | | 2,901 |
| 1.2.4 | Continuous professional development of teachers through school based training in place | 43 | 48 | 52 | 57 | 63 | 264 |
| 1.2.6 | Each S/M teacher to attend in service Training at least once in two years from 2012. | 4,725 | | 5,197 | | | 9,922 |

| | | | | | | | |
|-------|---|-------|-------|-------|-------|-------|--------|
| 1.3.1 | A total of 550 Inspectors recruited and posted to zonal and district offices by 2014. | 137 | 205 | 205 | 68 | 68 | 685 |
| 1.3.2 | A total of 143 Zonal and District inspectorate offices equipped and re-tooled by 2013. | 295 | 442 | 442 | 295 | | 1,473 |
| 1.3.3 | 800 inspectors given professional development training by 2014 | 192 | 576 | 576 | 384 | 192 | 1,920 |
| 1.4.1 | At least 3 institutions have facilities to train laboratory technicians by 2012 | 81 | 108 | 81 | | | 270 |
| 1.4.2 | The capacity of SLADS increased to train 20% more library assistants than they are currently producing by 2013 | 34 | 85 | 51 | | | 170 |
| 1.4.3 | A total of 150 library assistant and 150 laboratory technicians recruited and posted to schools and colleges by 2013. | 71 | 142 | 107 | 36 | | 356 |
| 1.5.2 | Provision of necessary facilities for efficient execution of NECTA activities in place by 2011. | 580 | 870 | | | | 1,450 |
| 1.5.3 | Assessment and examinations policies and practices reviewed by 2012. | | 78 | | | | 78 |
| 1.5.4 | NECTA personnel trained on appropriate assessment system by 2013 | 122 | 162 | 122 | | | 405 |
| 1.6.1 | ICT facilities and Equipment-Maintenance-Plan in place and operational by 2011 | 0 | 47 | 0 | 0 | 0 | 47 |
| 1.6.2 | Appropriate ICT facilities, equipment and teaching/learning materials availed to 1,500 schools and 21 IAE Regional centres by 2014. | 2,099 | 3,148 | 3,148 | 1,049 | 1,049 | 10,495 |
| 1.6.3 | A total of 5,000 teachers trained in e-learning teaching by 2013. | 900 | 1,800 | 1,350 | 450 | | 4,500 |

| | | | | | | | |
|--|---|----------------|----------------|----------------|----------------|---------------|----------------|
| 1.6.4 | Information and Computer Studies (ICS) subject taught in 1000 secondary by 2013 | 170 | 179 | 187 | 197 | | 733 |
| 1.7.1 | Conduct fee structure survey for Non-Government secondary schools annually. | - | 51 | 56 | 62 | 68 | 238 |
| 1.7.3 | Capitation Grants to 50,000 students from eligible schools disbursed by September of each year | 625 | 656 | 689 | 724 | 760 | 3,454 |
| 1.8.1 | A study on strengthening vocational skills into secondary education system conducted by 2011. | | 389 | | | | 389 |
| | Sub Total | 102,569 | 120,852 | 126,013 | 100,637 | 71,385 | 521,455 |
| 2. Enhancement of Access and Equity | | | | | | | |
| 2.1.1 | Each region to have at least one eight streams, boarding school having A level only students by 2013. | 821 | 1,642 | 1,231 | 410 | | 4,105 |
| 2.1.2 | Each district to have at least two boarding schools having both ‘O’ and ‘A’ level by 2013. | 5,747 | 11,493 | 5,747 | 5,747 | | 28,733 |
| 2.1.4 | All rural government schools with no hydropower supplied with solar power by 2015 | 12,210 | 12,210 | 12,210 | 12,210 | 12,210 | 61,050 |
| 2.1.5 | A-Level integrated curriculum, study materials and learners manuals developed by 2012 | 34 | 45 | 34 | | | 113 |
| 2.1.7 | 800,000 copies of modules and learners manuals reprinted and distributed by 2011 | 2,560 | 3,840 | | | | 6,400 |
| 2.2.1 | 4000 teachers/ matrons/ patrons trained on guidance and counseling by 2014. | 520 | 780 | 520 | 390 | 390 | 2,600 |
| 2.2.2 | Peer guidance and counseling strengthened in all schools by 2012 | 410 | 431 | 452 | | | 1,293 |
| 2.2.3 | Communities sensitised and organized to contribute for their children’s meals by 2013 | 300 | 315 | 331 | | | 946 |

| | | | | | | | |
|-------|---|--------|--------|--------|--------|--------|---------|
| 2.2.4 | 50% of all day schools provide at least one meal per day to their students by 2014 | 27,135 | 27,135 | 27,135 | 27,135 | 27,135 | 135,675 |
| 2.2.5 | Facilities for extra-curricular activities including sports and games provided to 50% of all schools by 2013. | 1,350 | 1,350 | 1,350 | 1,350 | | 5,400 |
| 2.2.6 | Support annual sports events. | 1,440 | 1,440 | 1,440 | 1,440 | 1,440 | 7,200 |
| 2.3.1 | Report on number and status of unfinished structures be in place by July, 2010 | 123 | | | | | 123 |
| 2.3.2 | A plan for completing the structures to be in place by August, 2010 | 72 | | | | | 72 |
| 2.3.3 | 70% of the incomplete structures to be completed by 2013. | 40,800 | 40,800 | 40,800 | 40,800 | 40,800 | 204,000 |
| 2.3.4 | 1200 schools without administration blocks to have these constructed and furnished by 2014 | 17,146 | 17,146 | 17,146 | 17,146 | 17,146 | 85,728 |
| 2.3.5 | 900 schools especially in the rural areas to have at least 2 staff houses by 2014 | 14,515 | 14,515 | 14,515 | 14,515 | 14,515 | 72,576 |
| 2.3.6 | 500 schools to have adequate sanitation facilities especially for girls by 2013 | 581 | 871 | 871 | 581 | | 2,904 |
| 2.4.1 | To have 60,000 (from 40,000 of 2008) youths and adults enrolled in the ODL programme by 2014 | 200 | 200 | 200 | 200 | 200 | 1,000 |
| 2.4.2 | Four ODL study centres coordinators from each region receive training on counseling skills by 2014. | 25 | 25 | 25 | 25 | 25 | 124 |
| 2.4.3 | One ODL centre in each region equipped with learning facilities of the standard given by the Institute of Adult Education by 2014 | 273 | 273 | 410 | 273 | 137 | 1,365 |

| | | | | | | | |
|-------|--|-------|-------|-------|-------|-------|-------|
| 2.5.1 | Scheme for identifying and sponsoring beneficiaries of Government scholarship fund reviewed by 2010 | 81 | | | | | 81 |
| 2.5.3 | Increase from 43,000 to 80,000 scholarships provided to eligible secondary school students annually by 2014. | 1,850 | 1,850 | 1,850 | 1,850 | 1,850 | 9,250 |
| 2.5.5 | Scholarship scheme monitored annually | 88 | 92 | 97 | 102 | 107 | 486 |
| 2.6.2 | A total of 20 hostels accommodating at least 48 students each constructed annually, | 1,521 | 1,597 | 1,677 | 1,761 | 1,849 | 8,404 |
| 2.7.2 | Additional Capitation Grant to the tune of Tsh. 25,000.00 per pupil per year disbursed each year | 0 | 237 | 249 | 262 | 275 | 1,022 |
| 2.7.3 | 50% of all government secondary schools to be modified/rehabilitated to make schools' infrastructure friendly to students/people with disabilities by 2014 | 234 | 351 | 351 | 234 | | 1,170 |
| 2.8.1 | A total of 50 Ablution and latrine blocks for girls in schools constructed annually | 1,500 | 1,575 | 1,654 | 1,736 | 1,823 | 8,288 |
| 2.8.2 | An additional 100 girls' Hostels constructed by 2015 including adequate security. | 1,521 | 2,282 | 2,282 | 761 | 761 | 7,605 |
| 2.8.3 | TUSEME activities extend to all regions by 2015 | 259 | 389 | 389 | 130 | 130 | 1,297 |
| 2.8.4 | Review of TUSEME activities carried out by 2011 | | 85 | | | | 85 |
| 2.8.6 | School rules and regulations reviewed by 2011, including the re-entry policy for pregnant girls. | | 77 | | | | 77 |
| 2.8.7 | Special feature articles appearing on papers every week from 2012. | | | 42 | 46 | 50 | 138 |

| | | | | | | | |
|---|---|----------------|----------------|----------------|----------------|----------------|----------------|
| 2.9.1 | All schools with girls to have effective remedial and mentorship programmes by 2014. | 400 | 400 | 400 | 400 | 400 | 2000 |
| 2.9.3 | Science and math camps for girls scaled-up to include more regions and classes by 2014 | 1,200 | 1,260 | 1,323 | 1,389 | 1,459 | 6,631 |
| | Sub Total | 134,915 | 144,706 | 134,729 | 130,891 | 122,700 | 667,940 |
| 3.Improvement of the Teaching Force and Teaching Processes | | | | | | | |
| 3.1.1 | Existing 16 Diploma Teachers Colleges rehabilitated and expanded to accommodate not less than 1000 students each by 2014. | 720 | 2,160 | 2,160 | 1,440 | 720 | 7,200 |
| 3.1.2 | A total of 35,000 diploma teachers trained between 2010 and 2014 | 2,051 | 2256 | 2482 | 2730 | 3003 | 12,522 |
| 3.1.3 | Online teacher training courses initiated by 2012. | 420 | 441 | 463 | | | 1,324 |
| 3.1.4 | A total of 3 TCs introducing the concurrent A-Level and Diploma teacher training by 2013. | | 99 | | | | 99 |
| 3.2.3 | Adequate quality A-Level and O- Level teachers and school managers developed by 2014 | 2,856 | 2,856 | 2,856 | 2,856 | 2,856 | 14,282 |
| 3.3.1 | Training needs assessment for teachers/tutors competence conducted by 2010. | 173 | - | - | - | - | 173 |
| 3.3.2 | In-service Training (INSET) programmes designed by 2010. | 115 | - | - | - | - | 115 |
| 3.3.3 | A total of 8 TRCs institutionalized, expanded/increased and equipped with appropriate facilities by 2012 | 333 | 333 | 333 | - | - | 1,000 |
| 3.4.1 | 3500 new graduates annually taking posts in difficult and hard- to-reach areas receive Tsh 500,000 | 1,750 | 1,750 | 1,750 | 1,750 | 1,750 | 8,750 |

| | | | | | | | |
|---|--|---------------|---------------|---------------|---------------|---------------|----------------|
| 3.4.2 | 2,000 housing units built every year throughout the programme time. | 16,128 | 16,128 | 16,128 | 16,128 | 16,128 | 80,640 |
| 3.4.4 | 6,000 teachers receive short term training annually. | 3,210 | 3,371 | 3,539 | 3,716 | 3,902 | 17,737 |
| 3.5.2 | Deployment of teachers currently in the field carried out and sustained by 2012 | 1,575 | 1,733 | 1,906 | | | 5,213 |
| 3.5.3 | M&E carried out by PMO-RALG in collaboration with MOEVT officials regularly from 2010 | 538 | 565 | 593 | 623 | 654 | 2,973 |
| | Sub Total | 29,869 | 31,692 | 32,210 | 29,243 | 29,013 | 152,027 |
| 4. Improving Management Efficiency and Good Governance | | | | | | | |
| 4.1.1 | Human Resources situational analysis completed and then capacity building strategy finalized and operationalized by end of 2011. | 293 | 0 | 0 | 0 | 0 | 293 |
| 4.1.2 | Use results of the HR situational analysis to ensure appropriate capacity is built to Heads of schools, School board members, Mangers of Non-Government schools, WECS, DSEOs, REOs, Ministry staff in Governance and Management of secondary educationtheir different needs and levels | 8,724 | 8,724 | 8,724 | 8,724 | 8,724 | 43,622 |
| 4.1.3 | Monitoring and Evaluation Plan developed and operationalized by 2010 | 269 | | | | | 269 |
| 4.1.4 | Monitoring exercises SEDP II conducted and reports prepared semi- annually | 605 | 636 | 667 | 701 | 736 | 3,344 |
| 4.1.5 | Diagnostic evaluation conducted and reports prepared as required. | | 304 | 319 | 320 | 336 | 1,280 |
| 4.1.8 | Inter-Ministerial meetings conducted twice yearly from 2010, | 383 | 402 | 422 | 443 | 465 | 2,114 |

| | | | | | | | |
|--------------------------------|---|---------------|---------------|---------------|---------------|---------------|---------------|
| 4.1.1 0 | Study on success of D by D carried out by 2012 | | | 351 | | | 351 |
| 4.2.1 | Procurement and installation of EMIS equipment up to Council level completed by 2011 | 419 | 419 | | | | 838 |
| 4.2.2 | Training on how to operate the equipment up to Council levels completed by 2011. | 551 | 578 | | | | 1,101 |
| 4.2.3 | Capacity building on Data Base Management provided at all levels by 2012. | 413 | 433 | 455 | | | 1,301 |
| 4.2.4 | Integrate and harmonize Education Sector Database at all levels | 479 | 479 | 479 | 479 | 479 | 2,394 |
| 4.2.5 | IEC offices retooled by 2010. | 12 | - | - | - | - | 12 |
| 4.2.6 | IEC personnel given/ having basic training by 2010. | 115 | | | | | 115 |
| 4.2.7 | SEDP activities publicized quarterly every year from 2011 | 300 | 315 | 331 | 347 | 365 | 1,658 |
| | Sub Total | 12,561 | 12,290 | 11,748 | 11,014 | 11,105 | 58,690 |
| E. Cross Cutting Issues | | | | | | | |
| 5.1.1 | Curricula of Cross Cutting Issues in secondary education reviewed and shared with stakeholders by 2011. | 338 | 338 | | | | 675 |
| 5.1.2 | Capacity for handling HIV/AIDS and life skills education of 16,000 teachers strengthened up by 2014 | 1,232 | 1,232 | 1,232 | 1,232 | 1,232 | 6,160 |
| 5.1.3 | Needs assessment for pupils and personnel affected and infected with HIV/AIDS conducted by 2010. | 162 | | | | | 162 |
| 5.1.5 | Special feeding programme for affected and infected students in place by 2010. | 940 | 987 | 1,036 | 1,088 | 1,143 | 5,194 |

| | | | | | | | |
|--------|--|----------------|----------------|----------------|----------------|----------------|------------------|
| 5.1.6 | Workplace intervention programmes (VCT and Skill based education) in place by 2010. | 162 | | | | | |
| 5.1.7 | Health programmes for affected and infected students in place by 2014. | 870 | 914 | 959 | 1,007 | 1,057 | 4,807 |
| 5.1.9 | Home based care instituted and strengthened by 2011. | 830 | 872 | 915 | 961 | 1,009 | 4,586 |
| 5.1.10 | Psychological services in place by 2011. | | 79 | | | | 79 |
| 5.2.1 | Strategic plan completed and the portion related to secondary education implemented by 2011 | 243 | | | | | 243 |
| 5.2.2 | Guidelines for integration of environmental issues in teaching in all subjects developed and disseminated by 2010. | 229 | | | | | 229 |
| 5.2.5 | 70% of all schools having water and sanitation requirements by 2013 | 2,850 | 2,850 | 2,850 | 2,850 | 2,850 | 14,250 |
| | Sub Total | 7,855 | 7,270 | 6,993 | 7,138 | 7,291 | 36,385 |
| | GRAND TOTAL | 500,959 | 580,186 | 627,373 | 648,221 | 666,051 | 3,022,601 |

Assumptions:

- All things being equal, Scenario I consider the actual requirements in implementing SEDP II
- Capitation Grants for Government Secondary schools was assumed to be Tshs 25,000/= per student while that of Non-Government secondary schools was assumed Tshs 12,500/= per student.
- Capitation Grants for students with special learning needs was assumed to be 50,000/= per student currently there are 4,744 students.
- One meal per day for all Day Student is funded by this plan

SCENARIO 1 – Table C: Resources Projections and Financing Gap, 2010/11 – 2014/15

(Figures in Millions Tshs)

A: Resources

| | Resources | 2009/10 | 2010/11 | 2011/12 | 2012/13 | 2013/14 | 2014/15 |
|-----------|--|------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| A1 | Total Govt. Expenditure | 9,513,685 | 10,476,112 | 11,132,723 | 12,001,678 | 12,961,812 | 13,998,757 |
| A2 | <i>Recurrent Expenditure & Salaries</i> | 6,688,254 | 7,256,155 | 7,536,475 | 8,118,070 | 8,767,516 | 9,468,917 |
| A3 | <i>Development Expenditure</i> | 2,825,431 | 3,219,957 | 3,596,248 | 3,883,608 | 4,194,297 | 4,529,840 |
| | <i>Growth in total Govt. expenditure</i> | | | | | | |
| A4 | Total Education Expenditure | 1,743,880 | 2,095,222 | 2,337,872 | 2,520,352 | 2,851,599 | 3,079,727 |
| A5 | <i>Recurrent Expenditure & Salaries</i> | | 1,451,231 | 1,582,660 | 1,704,795 | 1,928,853 | 2,083,162 |
| A6 | <i>Development Expenditure</i> | | 643,991 | 755,212 | 815,558 | 922,745 | 996,565 |
| A7 | <i>Total educ.as % of total Govt.expend</i> | 18.3% | 20.0% | 21.0% | 21.0% | 22.0% | 22.0% |
| | | | | | | | |
| A8 | Total Secondary Education Expenditure | 226,583 | 356,844 | 403,163 | 455,493 | 514,616 | 581,413 |
| A9 | <i>Recurrent Expenditure & Salaries</i> | 178,672 | 283,158 | 319,911 | 361,436 | 408,350 | 461,354 |
| A10 | <i>Development Expenditure</i> | 47,911 | 73,687 | 83,251 | 94,057 | 106,266 | 120,059 |
| A11 | <i>Average percentage of secondary education budget allocation</i> | | 13.0% | 13.0% | 13.0% | 13.0% | 13.0% |

| | | | | | | | |
|------------------------------------|---|----------------|----------------|----------------|----------------|----------------|----------------|
| A12 | Total Sec educ.as % of total Education sector | 12.99 | 17.03 | 17.24 | 18.07 | 18.05 | 18.88 |
| A13 | Total Sec educ.as % of total Government expenditure | 2.38 | 3.41 | 3.62 | 3.80 | 3.97 | 4.15 |
| B: SEDP II Cost Projections | | | | | | | |
| | | 2009/10 | 2010/11 | 2011/12 | 2012/13 | 2013/14 | 2014/15 |
| B1 | Total SEDP Cost | | 500,959 | 580,186 | 627,373 | 648,221 | 666,051 |
| B2 | <i>Recurrent Expenditure & Salaries</i> | | 358,845 | 427,617 | 480,864 | 507,580 | 532,927 |
| B3 | <i>Development Cost</i> | | 142,114 | 152,568 | 146,509 | 140,642 | 133,125 |
| C: Financing Gap | | | | | | | |
| | | 2009/10 | 2010/11 | 2011/12 | 2012/13 | 2013/14 | 2014/15 |
| C1 | Total Financing Gap | | 144,115 | 177,023 | 171,879 | 133,605 | 84,638 |
| C2 | <i>Recurrent Cost</i> | | 75,688 | 107,706 | 119,428 | 99,230 | 71,573 |
| C3 | <i>Development Cost</i> | | 68,427 | 69,317 | 52,451 | 34,376 | 13,065 |
| C4 | Total Financing Gap (in million USD) | | 107 | 131 | 127 | 99 | 63 |

Assumptions

In identifying the financing gap, it is assumed that the Government resource allocation in secondary education expenditure will rely on average trend of budget allocation in secondary education for the past five years taking into consideration of base line of 2010/11. However, the salary projection has been arrived by taking into consideration of the increase of the number of graduates the base year being the actual 2008/09.

SCENARIO 2 – Table A: Budget Summary by Key Program Areas, 2010/11 – 2014/15

(Figures in Millions Tshs)

| Programme Areas | YEAR | | | | | GRAND |
|--|----------------|----------------|----------------|----------------|----------------|------------------|
| | 2010/11 | 2011/12 | 2012/13 | 2013/14 | 2014/15 | TOTAL |
| I. Quality Improvement | 95,465 | 113,392 | 118,644 | 93,582 | 64,492 | 485,574 |
| II. Access and Equity | 130,418 | 138,932 | 130,180 | 126,979 | 120,881 | 647,390 |
| III. Teaching Forces and Teaching Processes | 25,837 | 27,660 | 28,178 | 25,211 | 24,981 | 131,867 |
| IV. Management Efficiency and Good governance | 12,561 | 12,290 | 11,748 | 11,014 | 11,105 | 58,690 |
| V. Cross Cutting Issues | 7,855 | 7,270 | 6,993 | 7,138 | 7,291 | 36,385 |
| TOTAL | 485,327 | 562,920 | 611,423 | 633,222 | 653,308 | 2,946,011 |

SCENARIO 2 – Table B: Detailed Budget Estimates by Key Program Areas, 2010/11 – 2014/15

(Figures in Millions Tshs)

| S/N | KEY AREA | 2010/11 | 2011/12 | 2012/13 | 2013/14 | 2014/15 | Total |
|-------|---|---------|---------|---------|---------|---------|-----------|
| | Salaries | 213,191 | 263,376 | 315,680 | 369,298 | 424,558 | 1,586,103 |
| | 1: Improvement of the Quality and Relevance | | | | | | |
| 1.1.2 | Provide capitation grant of Tshs 25,000 for teaching and learning materials per pupil per year for Government schools | 37,309 | 40,478 | 43,121 | 43,034 | 44,742 | 208,684 |
| 1.1.3 | Capacity of TIE to produce curriculum support materials enhanced by 2012 | 420 | 1,050 | 630 | | | 2,100 |
| 1.1.4 | Office of Commissioner of Education strengthened to provide quality control of educational materials | 410 | 1,025 | 615 | | | 2,050 |
| 1.1.5 | Schools having functioning laboratories increased from 150 in 2009 to 2500 in 2014. | 16,005 | 16,005 | 16,005 | 16,005 | 16,005 | 80,025 |
| 1.1.6 | Well stocked libraries/ reading rooms present in 2500 schools by 2013 | 29,483 | 44,224 | 44,224 | 29,483 | - | 147,413 |
| 1.2.1 | All secondary schools and teachers colleges inspected, including self evaluation, once per year by 2015. | 1,355 | 1,422 | 1,494 | 1,568 | 1,647 | 7,486 |
| 1.2.3 | All heads of secondary schools, WECs and Council personnel oriented on school site supervision by 2013. | 725 | 870 | 870 | 435 | | 2,901 |
| 1.2.4 | Continuous professional development of teachers through school based training in place | 43 | 48 | 52 | 57 | 63 | 264 |

| | | | | | | | |
|-------|---|-------|-----|-------|-----|-----|-------|
| 1.2.6 | Each S/M teacher to attend in service Training at least once in two years from 2012. | 4,725 | | 5,197 | | | 9,922 |
| 1.3.1 | A total of 550 Inspectors recruited and posted to zonal and district offices by 2014. | 75 | 112 | 112 | 37 | 37 | 374 |
| 1.3.2 | A total of 143 Zonal and District inspectorate offices equipped and re-tooled by 2013. | 295 | 442 | 442 | 295 | | 1,473 |
| 1.3.3 | 800 inspectors given professional development training by 2014 | 120 | 360 | 360 | 240 | 120 | 1,200 |
| 1.4.1 | At least 3 institutions have facilities to train laboratory technicians by 2012 | 81 | 108 | 81 | | | 270 |
| 1.4.2 | The capacity of SLADS increased to train 20% more library assistants than they are currently producing by 2013 | 34 | 85 | 51 | | | 170 |
| 1.4.3 | A total of 150 library assistant and 150 laboratory technicians recruited and posted to schools and colleges by 2013. | 71 | 142 | 107 | 36 | | 356 |
| 1.5.2 | Provision of necessary facilities for efficient execution of NECTA activities in place by 2011. | 580 | 870 | | | | 1,450 |
| 1.5.3 | Assessment and examinations policies and practices reviewed by 2012. | | 78 | | | | 78 |
| 1.5.4 | NECTA personnel trained on appropriate assessment system by 2013 | 122 | 162 | 122 | | | 405 |
| 1.6.1 | ICT facilities and Equipment-Maintenance-Plan in place and operational by 2011 | 0 | 47 | 0 | 0 | 0 | 47 |

| | | | | | | | |
|-------|---|---------------|----------------|----------------|---------------|---------------|----------------|
| 1.6.2 | Appropriate ICT facilities, equipment and teaching/learning materials availed to 1,500 schools and 21 IAE Regional centres by 2014. | 2,099 | 3,148 | 3,148 | 1,049 | 1,049 | 10,495 |
| 1.6.3 | A total of 5,000 teachers trained in e-learning teaching by 2013. | 720 | 1,440 | 1,080 | 360 | | 3,600 |
| 1.6.4 | Information and Computer Studies (ICS) subject taught in 1000 secondary by 2013 | 170 | 179 | 187 | 197 | | 733 |
| 1.7.1 | Conduct fee structure survey for Non-Government secondary schools annually. | - | 51 | 56 | 62 | 68 | 238 |
| 1.7.3 | Capitation Grants to 50,000 students from eligible schools disbursed by September of each year | 625 | 656 | 689 | 724 | 760 | 3,454 |
| 1.8.1 | A study on strengthening vocational skills into secondary education system conducted by 2011. | | 389 | | | | 389 |
| | Sub Total | 95,465 | 113,392 | 118,644 | 93,582 | 64,492 | 485,574 |
| | 2. Enhancement of Access and Equity | | | | | | |
| 2.1.1 | Each region to have at least one eight streams, boarding school having A level only students by 2013. | 575 | 1,149 | 862 | 287 | | 2,873 |
| 2.1.2 | Each district to have at least two boarding schools having both ‘O’ and ‘A’ level by 2013. | 4,023 | 8,045 | 4,023 | 4,023 | | 20,113 |
| 2.1.4 | All rural government schools with no hydropower supplied with solar power by 2015 | 11,100 | 11,100 | 11,100 | 11,100 | 11,100 | 55,500 |
| 2.1.5 | A-Level integrated curriculum, study materials and learners manuals | 34 | 45 | 34 | | | 113 |

| | | | | | | | |
|-------|---|--------|--------|--------|--------|--------|---------|
| | developed by 2012 | | | | | | |
| 2.1.7 | 800,000 copies of modules and learners manuals reprinted and distributed by 2011 | 2,240 | 3,360 | | | | 5,600 |
| 2.2.1 | 4000 teachers/ matrons/ patrons trained on guidance and counseling by 2014. | 520 | 780 | 520 | 390 | 390 | 2,600 |
| 2.2.2 | Peer guidance and counseling strengthened in all schools by 2012 | 410 | 431 | 452 | | | 1,293 |
| 2.2.3 | Communities sensitised and organized to contribute for their children’s meals by 2013 | 300 | 315 | 331 | | | 946 |
| 2.2.4 | 50% of all day schools provide at least one meal per day to their students by 2014 | 27,135 | 27,135 | 27,135 | 27,135 | 27,135 | 135,675 |
| 2.2.5 | Facilities for extra-curricular activities including sports and games provided to 50% of all schools by 2013. | 1,080 | 2,160 | 1,080 | 1,080 | | 5,400 |
| 2.2.6 | Support annual sports events. | 1,440 | 1,440 | 1,440 | 1,440 | 1,440 | 7,200 |
| 2.3.1 | Report on number and status of unfinished structures be in place by July, 2010 | 123 | | | | | 123 |
| 2.3.2 | A plan for completing the structures to be in place by August, 2010 | 72 | | | | | 72 |
| 2.3.3 | 70% of the incomplete structures to be completed by 2013. | 40,800 | 40,800 | 40,800 | 40,800 | 40,800 | 204,000 |
| 2.3.4 | 1200 schools without administration blocks to have these constructed and furnished by 2014 | 17,146 | 17,146 | 17,146 | 17,146 | 17,146 | 85,728 |

| | | | | | | | |
|-------|---|--------|--------|--------|--------|--------|--------|
| 2.3.5 | 900 schools especially in the rural areas to have at least 2 staff houses by 2014 | 14,515 | 14,515 | 14,515 | 14,515 | 14,515 | 72,576 |
| 2.3.6 | 500 schools to have adequate sanitation facilities especially for girls by 2013 | 581 | 871 | 871 | 581 | | 2,904 |
| 2.4.1 | To have 60,000 (from 40,000 of 2008) youths and adults enrolled in the ODL programme by 2014 | 200 | 200 | 200 | 200 | 200 | 1,000 |
| 2.4.2 | Four ODL study centres coordinators from each region receive training on counseling skills by 2014. | 25 | 25 | 25 | 25 | 25 | 124 |
| 2.4.3 | One ODL centre in each region equipped with learning facilities of the standard given by the Institute of Adult Education by 2014 | 273 | 273 | 410 | 273 | 137 | 1,365 |
| 2.5.1 | Scheme for identifying and sponsoring beneficiaries of Government scholarship fund reviewed by 2010 | 81 | | | | | 81 |
| 2.5.3 | Increase from 43,000 to 80,000 scholarships provided to eligible secondary school students annually by 2014. | 1,850 | 1,850 | 1,850 | 1,850 | 1,850 | 9,250 |
| 2.5.5 | Scholarship scheme monitored annually | 88 | 92 | 97 | 102 | 107 | 486 |
| 2.6.2 | A total of 20 hostels accommodating at least 48 students each constructed annually, | 1,108 | 1,163 | 1,221 | 1,283 | 1,347 | 6,122 |
| 2.7.2 | Additional Capitation Grant to the tune of Tsh. 25,000.00 per pupil per year disbursed each year | 0 | 237 | 249 | 262 | 275 | 1,022 |

| | | | | | | | |
|---|--|----------------|----------------|----------------|----------------|----------------|----------------|
| 2.7.3 | 50% of all government secondary schools to be modified/rehabilitated to make schools' infrastructure friendly to students/people with disabilities by 2014 | 234 | 351 | 351 | 234 | | 1,170 |
| 2.8.1 | A total of 50 Ablution and latrine blocks for girls in schools constructed annually | 1,500 | 1,575 | 1,654 | 1,736 | 1,823 | 8,288 |
| 2.8.2 | An additional 100 girls' Hostels constructed by 2015 including adequate security. | 1,108 | 1,662 | 1,662 | 554 | 554 | 5,540 |
| 2.8.3 | TUSEME activities extend to all regions by 2015 | 259 | 389 | 389 | 130 | 130 | 1,297 |
| 2.8.4 | Review of TUSEME activities carried out by 2011 | | 85 | | | | 85 |
| 2.8.6 | School rules and regulations reviewed by 2011, including the re-entry policy for pregnant girls. | | 77 | | | | 77 |
| 2.8.7 | Special feature articles appearing on papers every week from 2012. | | | 42 | 46 | 50 | 138 |
| 2.9.1 | All schools with girls to have effective remedial and mentorship programmes by 2014. | 400 | 400 | 400 | 400 | 400 | 2000 |
| 2.9.3 | Science and math camps for girls scaled-up to include more regions and classes by 2014 | 1,200 | 1,260 | 1,323 | 1,389 | 1,459 | 6,631 |
| | Sub Total | 130,418 | 138,932 | 130,180 | 126,979 | 120,881 | 647,390 |
| 3.Improvement of the Teaching Force and Teaching Processes | | | | | | | |
| 3.1.1 | Existing 16 Diploma Teachers Colleges rehabilitated and expanded to accommodate not less than 1000 students | 720 | 2,160 | 2,160 | 1,440 | 720 | 7,200 |

| | | | | | | | |
|-------|--|--------|--------|--------|--------|--------|--------|
| | each by 2014. | | | | | | |
| 3.1.2 | A total of 35,000 diploma teachers trained between 2010 and 2014 | 2,051 | 2256 | 2482 | 2730 | 3003 | 12,522 |
| 3.1.3 | Online teacher training courses initiated by 2012. | 420 | 441 | 463 | | | 1,324 |
| 3.1.4 | A total of 3 TCs introducing the concurrent A-Level and Diploma teacher training by 2013. | | 99 | | | | 99 |
| 3.2.3 | Adequate quality A-Level and O- Level teachers and school managers developed by 2014 | 2,856 | 2,856 | 2,856 | 2,856 | 2,856 | 14,282 |
| 3.3.1 | Training needs assessment for teachers/tutors competence conducted by 2010. | 173 | - | - | - | - | 173 |
| 3.3.2 | In-service Training (INSET) programmes designed by 2010. | 115 | - | - | - | - | 115 |
| 3.3.3 | A total of 8 TRCs institutionalized, expanded/increased and equipped with appropriate facilities by 2012 | 333 | 333 | 333 | - | - | 1,000 |
| 3.4.1 | 3500 new graduates annually taking posts in difficult and hard- to-reach areas receive Tsh 500,000 | 1,750 | 1,750 | 1,750 | 1,750 | 1,750 | 8,750 |
| 3.4.2 | 2,000 housing units built every year throughout the programme time. | 12,096 | 12,096 | 12,096 | 12,096 | 12,096 | 60,480 |
| 3.4.4 | 6,000 teachers receive short term training annually. | 3,210 | 3,371 | 3,539 | 3,716 | 3,902 | 17,737 |
| 3.5.2 | Deployment of teachers currently in the field carried out and sustained by 2012 | 1,575 | 1,733 | 1,906 | | | 5,213 |

| | | | | | | | |
|--------|--|---------------|---------------|---------------|---------------|---------------|----------------|
| 3.5.3 | M&E carried out by PMO-RALG in collaboration with MOEVT officials regularly from 2010 | 538 | 565 | 593 | 623 | 654 | 2,973 |
| | Sub Total | 25,837 | 27,660 | 28,178 | 25,211 | 24,981 | 131,867 |
| | 4. Improving Management Efficiency and Good Governance | | | | | | |
| 4.1.1 | Human Resources situational analysis completed and then capacity building strategy finalized and operationalized by end of 2011. | 293 | 0 | 0 | 0 | 0 | 293 |
| 4.1.2 | Use results of the HR situational analysis to ensure appropriate capacity is built to Heads of schools, School board members, Mangers of Non-Government schools, WECS, DSEOs, REOs, Ministry staff in Governance and Management of secondary educationtheir different needs and levels | 8,724 | 8,724 | 8,724 | 8,724 | 8,724 | 43,622 |
| 4.1.3 | Monitoring and Evaluation Plan developed and operationalized by 2010 | 269 | | | | | 269 |
| 4.1.4 | Monitoring exercises SEDP II conducted and reports prepared semi-annually | 605 | 636 | 667 | 701 | 736 | 3,344 |
| 4.1.5 | Diagnostic evaluation conducted and reports prepared as required. | | 304 | 319 | 320 | 336 | 1,280 |
| 4.1.8 | Inter-Ministerial meetings conducted twice yearly from 2010, | 383 | 402 | 422 | 443 | 465 | 2,114 |
| 4.1.10 | Study on success of D by D carried out by 2012 | | | 351 | | | 351 |

| | | | | | | | |
|--------------------------------|---|---------------|---------------|---------------|---------------|---------------|---------------|
| 4.2.1 | Procurement and installation of EMIS equipment up to Council level completed by 2011 | 419 | 419 | | | | 838 |
| 4.2.2 | Training on how to operate the equipment up to Council levels completed by 2011. | 551 | 578 | | | | 1,101 |
| 4.2.3 | Capacity building on Data Base Management provided at all levels by 2012. | 413 | 433 | 455 | | | 1,301 |
| 4.2.4 | Integrate and harmonize Education Sector Database at all levels | 479 | 479 | 479 | 479 | 479 | 2,394 |
| 4.2.5 | IEC offices retooled by 2010. | 12 | - | - | - | - | 12 |
| 4.2.6 | IEC personnel given/ having basic training by 2010. | 115 | | | | | 115 |
| 4.2.7 | SEDP activities publicized quarterly every year from 2011 | 300 | 315 | 331 | 347 | 365 | 1,658 |
| | Sub Total | 12,561 | 12,290 | 11,748 | 11,014 | 11,105 | 58,690 |
| E. Cross Cutting Issues | | | | | | | |
| 5.1.1 | Curricula of Cross Cutting Issues in secondary education reviewed and shared with stakeholders by 2011. | 338 | 338 | | | | 675 |
| 5.1.2 | Capacity for handling HIV/AIDS and life skills education of 16,000 teachers strengthened up by 2014 | 1,232 | 1,232 | 1,232 | 1,232 | 1,232 | 6,160 |
| 5.1.3 | Needs assessment for pupils and personnel affected and infected with HIV/AIDS conducted by 2010. | 162 | | | | | 162 |
| 5.1.5 | Special feeding programme for affected and infected students in place by 2010. | 940 | 987 | 1,036 | 1,088 | 1,143 | 5,194 |

| | | | | | | | |
|--------|--|----------------|----------------|----------------|----------------|----------------|------------------|
| 5.1.6 | Workplace intervention programmes (VCT and Skill based education) in place by 2010. | 162 | | | | | |
| 5.1.7 | Health programmes for affected and infected students in place by 2014. | 870 | 914 | 959 | 1,007 | 1,057 | 4,807 |
| 5.1.9 | Home based care instituted and strengthened by 2011. | 830 | 872 | 915 | 961 | 1,009 | 4,586 |
| 5.1.10 | Psychological services in place by 2011. | | 79 | | | | 79 |
| 5.2.1 | Strategic plan completed and the portion related to secondary education implemented by 2011 | 243 | | | | | 243 |
| 5.2.2 | Guidelines for integration of environmental issues in teaching in all subjects developed and disseminated by 2010. | 229 | | | | | 229 |
| 5.2.5 | 70% of all schools having water and sanitation requirements by 2013 | 2,850 | 2,850 | 2,850 | 2,850 | 2,850 | 14,250 |
| | Sub Total | 7,855 | 7,270 | 6,993 | 7,138 | 7,291 | 36,385 |
| | GRAND TOTAL | 485,327 | 562,920 | 611,423 | 633,222 | 653,308 | 2,946,011 |

Assumptions: Scenario II is based on the following assumptions regarding to the actual requirements.

- Community contribution for construction of Classrooms, Hostels, Laboratories, Libraries, Ablutions blocks and Teachers houses is assumed to be 30% of Total construction costs. Development Grants to be made available based on specific school plans
- Capitation Grants for Government Secondary schools is assumed to be Tshs 10,000/= per student while that of Non- Government secondary schools is assumed Tshs 5,000/= per student.
- Capitation Grants for students with special learning needs was assumed to be 50,000/= per student currently there are 4,744 students.
- Meals to Day scholars are still provided by Government

SCENARIO 2 – Table C: Resources Projections and Financing Gap, 2010/11 – 2014/15

(Figures in Millions Tshs)

A: Resources

| | Resources | 2009/10 | 2010/11 | 2011/12 | 2012/13 | 2013/14 | 2014/15 |
|-----------|--|------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| A1 | Total Govt. Expenditure | 9,513,685 | 10,476,112 | 11,132,723 | 12,001,678 | 12,961,812 | 13,998,757 |
| A2 | <i>Recurrent Expenditure & Salaries</i> | 6,688,254 | 7,256,155 | 7,536,475 | 8,118,070 | 8,767,516 | 9,468,917 |
| A3 | <i>Development Expenditure</i> | 2,825,431 | 3,219,957 | 3,596,248 | 3,883,608 | 4,194,297 | 4,529,840 |
| | <i>Growth in total Govt. expenditure</i> | | | | | | |
| A4 | Total Education Expenditure | 1,743,880 | 2,095,222 | 2,337,872 | 2,520,352 | 2,851,599 | 3,079,727 |
| A5 | <i>Recurrent Expenditure & Salaries</i> | | 1,451,231 | 1,582,660 | 1,704,795 | 1,928,853 | 2,083,162 |
| A6 | <i>Development Expenditure</i> | | 643,991 | 755,212 | 815,558 | 922,745 | 996,565 |
| A7 | <i>Total educ.as % of total Govt.expend</i> | 18.3% | 20.0% | 21.0% | 21.0% | 22.0% | 22.0% |
| | | | | | | | |
| A8 | Total Secondary Education Expenditure | 226,583 | 356,844 | 403,163 | 455,493 | 514,616 | 581,413 |
| A9 | <i>Recurrent Expenditure & Salaries</i> | 178,672 | 283,158 | 319,911 | 361,436 | 408,350 | 461,354 |
| A10 | <i>Development Expenditure</i> | 47,911 | 73,687 | 83,251 | 94,057 | 106,266 | 120,059 |
| A11 | <i>Average percentage of secondary education budget allocation</i> | | 13.0% | 13.0% | 13.0% | 13.0% | 13.0% |
| A12 | <i>Total Sec educ.as % of total Education sector</i> | 12.99 | 17.03 | 17.24 | 18.07 | 18.05 | 18.88 |

| | | | | | | | |
|------------------------------------|--|----------------|----------------|----------------|----------------|----------------|----------------|
| A13 | <i>Total Sec educ.as % of total Government expenditure</i> | 2.38 | 3.41 | 3.62 | 3.80 | 3.97 | 4.15 |
| B: SEDP II Cost Projections | | | | | | | |
| | | 2009/10 | 2010/11 | 2011/12 | 2012/13 | 2013/14 | 2014/15 |
| B1 | Total SEDP Cost | | 485,327 | 562,920 | 611,423 | 633,222 | 653,308 |
| B2 | <i>Recurrent Expenditure & Salaries</i> | | 357,941 | 427,278 | 480,015 | 507,045 | 532,824 |
| B3 | <i>Development Cost</i> | | 127,386 | 135,642 | 131,408 | 126,178 | 120,484 |
| C: Financing Gap | | | | | | | |
| | | 2009/10 | 2010/11 | 2011/12 | 2012/13 | 2013/14 | 2014/15 |
| C1 | Total Financing Gap | | 128,482 | 159,758 | 155,930 | 118,606 | 71,894 |
| C2 | <i>Recurrent Cost</i> | | 74,783 | 107,367 | 118,579 | 98,694 | 71,469 |
| C3 | <i>Development Cost</i> | | 53,699 | 52,391 | 37,351 | 19,912 | 425 |
| C4 | Total Financing Gap (in million USD) | | 95 | 118 | 116 | 88 | 53 |

Assumptions

In identifying the financing gap, it is assumed that the Government resource allocation in secondary education expenditure will rely on average trend of budget allocation in secondary education for the past five years taking into consideration of base line of 2010/11. However, the salary projection has been arrived by taking into consideration of the increase of the number of graduates the base year being the actual 2008/09.