THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION AND CULTURE

EDUCATION SECTOR DEVELOPMENT PROGRAMME

**Secondary Education Development Plan
(SEDP)
2004 – 2009**

FINAL DOCUMENT

Dar es Salaam
Tanzania
April, 2004

FOREWORD

The launching of the **Primary Education Development Plan (PEDP**) **2002-2006 in 2001** was an earnest beginning of a concerted Government effort to revitalize the education system under the umbrella of the **Education Sector Development Program (ESDP)**. The Plan had five main objectives: (a) expand access to primary education; (b) improve education quality at that level; (c) increase pupils retention and completion; (d) improve institutional arrangements; and (e) enhance capacity building for efficient and effective delivery of education services. The Plan is now firmly on the ground with visible success outcomes. The first class one intake of PEDP is now in class III with 1,486,628 pupils in 2004, and is double of what existed before PEDP. We pride in a GER of 105.3 per cent and NER of 88.5 per cent and gender parity of 49.9 per cent girls (2003) in our primary schools. We also pride of a pass rate of 40% from 21% of pre-PEDP era.

Having attained these outputs, the Government has now decided to put more concerted effort to the secondary education tier, which, apart from being vital for sustainable economic take off of the country, it has personal and great social benefits crucial for the modernization and development of society as a whole. I therefore heartedly embrace and introduce this **Secondary Education Development Plan (SEDP) 2004-2009** which is an essential and timely sequel to PEDP. Without the expansion in access stipulated in SEDP, the transition from primary to public secondary schools would drop dramatically. This would clearly be unacceptable, not only to the Government, but also to the parents. It certainly would have acted as a dis-incentive to primary school enrolment, retention and completion.

This **Plan** outlines the framework for achieving greater access to secondary education while simultaneously tackling equity, retention, quality and management issues. SEDP also addresses the Government's policy on decentralization of the management of delivery of social services, including education and focuses also on capacity building for the central government in order to improve execution of its core functions of policy formulation, provision of a responsive regulatory framework, quality assurance, and improved monitoring and evaluation. This is a visionary plan with projections of up to 2010 when we should achieve 50 per cent primary-secondary transition rate that may translate into having over 500,000 pupils joining Form 1 in secondary schools annually which would be about five times the current rate. This will dramatically change the out look of secondary education in the country with forms 1 - 6 enrolment in our secondary schools reaching above 2,000,000 by 2010 compared to 345,000 in 2003.

The	Quality improvement components of the plan address the provision of high quality competences, required aptitudes and right attitudes in all subjects. Particular attention will be paid to competences in the sciences, mathematics, and the languages, especially those of instruction and learning which are also medium of dialogue as well as intellectual and commercial transaction.

The **Plan** clearly recognizes the current strengths, weaknesses, and resource limitations in the present system. It is predicated on a community-based developmental approach intended to elicit greater participation from below.   Its implementation will demand commitment and hard work of all stakeholders. Furthermore, it provides us with a secondary education that can meet challenges and exploit opportunities provided by globalization and liberalization.

I am aware of the potential risk of failing in some aspects of the **Plan**; but I am also convinced that, with political commitment, an appropriate mix of a dedicated teaching force, appropriate teaching and learning materials, and efficient management of the system we shall overcome most constraints. Every emerging potential risk shall be dealt with as soon as it is identified.

I would like to thank all those who have contributed to the development of this **Plan** and I appeal to all stakeholders and all our development partners to give it all the support it deserves. Let us all play our part and together we shall succeed.

Joseph J. Mungai (MP)
MINISTER FOR EDUCATION AND CULTURE
DAR ES SALAAM
5 March, 2004

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ACRONYMS

ACSEE	Advanced Certificate of Secondary Education Examination
BEDC	Basic Education Development Committee
CEO	Chief Education Officer
CSEE	Certificate of Secondary Education Examination
CBO	Community Based Organisation
DEO	District Education Officer
EDII	Education II Project
ESSC	Education Sector Development Steering Committee
ESDP	Education Sector Development Programme
ETP	Education and Training Policy
NER	Net Enrolment Ratio
GER	Gross Enrolment Ratio
MTEF	Medium Term Expenditure Framework
MSTHE	Ministry of Science, Technology and Higher Education
MOEC	Ministry of Education and Culture
NGO	Non Governmental Organization
NECTA	National Examinations Council of Tanzania
PASHA	Prevention and Awareness in Schools of HIV and AIDS
PEDP	Primary Education Development Plan
PER	Public Expenditure Review
PORALG	President's Office Regional Administration and Local Government
PSLE	Primary School Leaving Examination
PRS	Poverty Reduction Strategy
SEDP	Secondary Education Development Plan
SEMP	Secondary Education Master Plan
SESS	Science Education in Secondary Schools
TIE	Tanzania Institute of Education
PTR	Pupil-Teacher Ratio
REO	Regional Education Officer
TTC	Teacher Training College
GSES	Girls Secondary Education Support
IAE	Institute of Adult Education
GDP	Gross Domestic Product
HIV	Human Immune Deficiency Virus
AIDS	Acquired Immuno Deficiency Syndrome
DIV	Division
EMIS	Education Management Information System
TOR	Terms of Reference
T/L	Teaching - Learning
IEC	Information Education Communication
A Level	Advanced Level
O Level	Ordinary Level
REO	Regional Education Officer

EXECUTIVE SUMMARY

I. Introduction and Rationale

The **Secondary Education Development Plan** will be implemented in three phases of five years each, beginning with the first phase in 2004 - 2009.

The Plan is developed within the context of the broad **Education Sector Development Programme** and the Secondary **Education Master Plan.** The pivotal role of education in national development cannot be over emphasized. It is now axiomatic that if Tanzania is to achieve higher levels of economic growth and productivity it has to adequately invest in education, and in secondary education in particular due to the huge multiplier effects on the education system and the economy as a whole, namely:

(a) Modern economies require the supply of educated and trainable labour force with secondary education as the minimum qualification.

(b) Secondary education is a necessary condition for economic competitiveness in the context of globalization and liberalization.

(c) Secondary education is essential for the improvement of the quality and retention in primary education.

(d) Secondary education is one of the major components of the Poverty Reduction Strategy.

(e) Secondary education has huge externalities or social benefits, such as improvement of health standards, mitigation of fertility rates, reduction in infant mortality, containment of the spread of HIV and AIDS, and greater social participation in democratization and development processes.

(f) Expansion of secondary education especially at Advanced Level is necessary in order to enlarge the supply of students for expansion of tertiary and higher education.

II. Building on Strengths while Addressing Weaknesses

(a) The identified strengths of the current secondary education system include:

(i) Highly competitive system and good selectivity of students.

(ii) Strong parental and community interest and support.

(iii) Strong partnership with the non-government sector

(iv) High degree of gender equity

(v) High percentage of trained teachers

(vi) Strong network of support institutions

(vii) Functioning inspectorate and quality assurance mechanism.

(viii) Strong support and direction from the Central Government.

(b)   An analysis of pertinent issues revealed a set of the following weaknesses which this plan ought to address:

    (i)   Limited participation of 21.7 percent transition rate from primary to secondary, and 6.3 percent net enrolment ratio;

    (ii)   In-equitable access by location (rural-urban), income levels, gender, and social-cultural groups.

    (iii)   Low quality of schooling outcomes, with over 66 percent failing or passing at the margin (Division IV).

    (iv)   Curriculum is overloaded.

    (v)   Poor supply of textbooks and other teaching and learning materials

    (vi)   Low teacher qualifications and poor teaching abilities

    (vii)   Low utilization rates for teachers and physical facilities.

    (viii)   Low number of hours-on-task by the students.

    (ix)   Inadequate financing of the secondary education sub-sector compared to others.

III Goals, Objectives and Strategies of SEDP

The overall goal of the plan is to increase the proportion of Tanzania youths completing secondary education with acceptable learning outcomes. The Plan has five Programme areas as follows:

(a)   Improvement of Access. The goal is to reach 50 per cent cohort participation and transition rate from primary to secondary education by 2010. This will be achieved 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 5 and 6, by increasing Form 5 intakes more than five times by the plan period.

(v)   Expansion of Open and Distance Learning

(vi)   Reduction of dropout, repetition, and failure rates at all levels.

(vii)   Improving affordability by reduction of household education costs.

(b)   Equity Improvement. The overall goal is to ensure equity of participation in underserved areas by geographical locations, gender, and income inequalities. This will be achieved through:

    (i)   Allocating more resources in education to underserved areas;

    (ii)   Scholarships to pupils from poor families;

    (iii)   Improvement of retention and performance of girls;

    (iv)   Improvement of facilities in schools with disabled children;

    (v)   Improvement of education provision for the marginalized social groups.

    (vi)   Reduction of school fees for day students.

(c) Quality Improvement: The overall aim is to raise the pass rate, of Division I - III, from the current 36 percent to 70 percent. Strategies include: -

 (i) In-service courses for up-grading and continuous professional development of teachers;
 (ii) Improving entry qualifications of candidates for diploma and degree teacher training;
 (iii) Curriculum review;
 (iv) Improvement of school libraries;
 (v) Increasing capitation grant for teaching and learning materials and other charges;
 (vi) Improvement of examination structure, type, and quality;
 (vii) Expansion of production of diploma and degree teachers;
 (viii) Sensitization and education on HIV and AIDS, gender and environment.

(d) **Management Reforms and Devolution of Authority**. The overall goal is to increase efficiency and responsiveness in the operation of secondary education. This will be achieved through devolution of authority and responsibilities to lower levels of management.

(e) **Education Management System Improvement**. The overarching goal is to make sure that the Ministry becomes more efficient in executing its core functions of policy formulation, monitoring and evaluation, providing regulatory framework, coordination, and optimization of resource use. This will be achieved through:
 (i) Strengthening the inspectorate and support mechanisms;
 (ii) Improving access to and use of EMIS;
 (iii) Management Capacity building at all levels;
 (iv) Communication and Publicity of the plan;
 (vi) Strengthening Monitoring and Evaluation.

IV   Overall Government Strategy.
The strategic decisions underlying the programme objectives include:
(a)   Increase the proportion of national resources in education;
(b)   Increase the percentage of annual budgets in secondary education;
(c)   Improve affordability for secondary education by:
 (i) Increasing the provision level of scholarships to children from poor families;
 (ii) Reducing of school costs due from the student;
 (iii) Providing capitation grants for teaching/learning materials and other charges.

V   Plan Budget Estimates:
The total cost to implement the Plan (as per high growth scenario in annex I) will be T.Shs 1,433.084 Billion. Financing to schools will be through development grants for construction of new classrooms and rehabilitation of infrastructure and capitation grant for school recurrent expenses, and for teaching and learning materials, including textbooks. The Plan will be financed through the Government budget, loans and grants from Development Partners and contribution from communities.

VI   Plan Management
The Plan will be managed in the context of mainstreaming, and thus coordination will be located in the Directorate of Secondary Education, with relocation and reassignment of staff for optimal implementation. Regions, Districts and Schools will play a major role in the implementation of the Plan.   Due to the current relatively slow economic growth, expansion in the first two years will follow a medium growth scenario (Annex III and III) and gradually changing to a high growth scenario. The targets detailed in the document are of the high growth scenario. It is expected that in five years time, the education landscape will have changed, and the country will be ready for phase II of the Plan which will be developed according to reviews and monitoring reports.

1.0 INTRODUCTION

1.1 Background
Between 1991 and 2000, the GDP of Tanzania increased at an average rate of 3.1 percent a year, resulting in little growth of per capita income because the population was also increasing at about the same rate. Since then the Government has taken several measures to liberalize the economy and to improve its competitiveness through both fiscal and structural reforms. The overall focus of the Government's development strategy is to reduce poverty by half by the year 2010. The Household Budget Survey of 2000/01 revealed that 18.7 percent of the population live below the food poverty line, and 35.7 percent were below the basic needs poverty line.

To transform this situation, the Government formulated a Poverty Reduction Strategy in 2000. The Strategy is underpinned by the notion that economic growth is a precondition for poverty reduction. In turn, this requires sound economic management, increased investment and improvements in productivity. Expansion of the educational system is at the centre of the Government's strategy to both increase the rate of economic growth and productivity, as well as to ensure that the proceeds are more equitably distributed.

1.2 The Significance of Secondary Education in the Economy
The education system in Tanzania has not developed substantially, particularly at the post primary levels where the provision is very low. Only 9 percent of the labour force has received education beyond primary school, and the average educational level of the labour force is below what is required to generate a sustainable upward shift in productivity. Increasingly low education levels are being seen as some of the major constraints on increased domestic and foreign investment, and consequently on future economic development. Formal sector employment in the Government and parastatal sectors has been falling over the past decade while employment in the private sector has been increasing. It is anticipated that most employment growth will happen in the informal sector and in the dynamic small and medium businesses. Evidence suggests that those with secondary education are much more likely to establish these. In addition, recent household surveys have shown that the difference in earnings between primary school leavers and those who have secondary and post-secondary education is very high. This disparity suggests the existence of real shortages of educated labour force and that the economy could absorb higher numbers of them in productive work. Expansion of the post primary education system would also directly increase the chances of children from poor families attending secondary school and thereby ultimately improve their living conditions.

1.3 Highlights of the Plan
The Secondary Education Development Plan (SEDP) is the second outcome of the **Education Sector Development Programme (ESDP),** and will cover all levels of secondary education. It builds on the analysis and recommendations of the **Master Plan,** the March 1999 **ESDP Appraisal Exercise** and a series of studies- including the Secondary Education status – (2003) which were commissioned to analyze key areas of secondary education and recommendations on specific policies, programmes, reforms, and development options. The specific strategies for SEDP include:

1.3.1 Improvement of Access by focussing on:

(i)   Optimum utilization of teachers, tutors and existing physical facilities;
(ii)   Expansion of school facilities, especially in underserved areas;
(iii)   Expansion of Form 5 and 6;
(iv)   Expansion of open and distance learning;
(v)   Support to non-government sector;
(vi)   Reduction of failures, dropouts, and repetition at all levels.

1.3.2 Equity Improvement, encompassing:

(i)   Equitable distribution of resources in underserved areas;
(ii)   Scholarships to pupils from poor families;
(iii)   Improvement of retention and performance of girls;
(iv)   Improvement of facilities in schools with disabled children;
(v)   Provision of inclusive education for the socially and culturally marginalized groups.
(vi)   Reduction of school fees for day students

1.3.3 Quality Improvement entailing:

(i)   Improvement of qualifications and quality of teachers and tutors;
(ii)   Review of curricula for secondary and teacher education to make them more relevant;
(iii)   Improvement of school libraries;
(iv)   Increase of capitation grant for teaching and learning materials and other charges;
(v)   Enhancement of quality of examinations and assessment systems.
(vi)   Increase of graduants of diploma and graduate teachers.
(vii)   Sensitization and Education on HIV and AIDS, gender and environment.

1.3.4 Management Reforms by focusing on:

(i)   Devolution of authority and responsibilities to lower levels.
(ii)   Development of school plans and Performance Indicators for Schools;
(iii)   Production of operational manuals for financial management, environment conservation, construction works, procurements and performance standards of schools.
(iv)   Capacity assessment/organizational audit at all levels

1.3.5 Education Management system Improvement, through;

(i)   Strengthening of the inspectorate and support mechanism;
(ii)   Expanding access to and use of EMIS;
(iii)   Capacity Building at all levels;
(iv)   Communication and publicity of the plan;
(v)   Strengthening monitoring and evaluation systems.

2.0 PURPOSES AND JUSTIFICATION OF SECONDARY EDUCATION

2.1 The Education and Training Policy (ETP 1995) 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;

(c) Prepare students for the world of work.

2.1.1 Justification of Secondary Education

Several factors underscore the increased attention to secondary education in Tanzania. Some of these include the following;

(i) Secondary education is an essential foundation for the human resources required to build a competitive economy;

(ii) In an information and technological era with globalization and liberalization of markets, secondary education develops and reinforces the capacity for continuous learning and updating of individual and collective capacities and national competitiveness;

(iii) Pressure for expansion of secondary intake is likely to mount quickly as the number of primary school graduates is projected to increase by 61 percent starting in 2007 as a result of PEDP. Furthermore the chance to access secondary education provides a motive for many students to remain in primary schools. Thus as transition rates to secondary education increase, retention in primary schools will increase as well.

(iv) Secondary education has many positive social benefits, such as improved health, reduced infant mortality, reduced fertility rates among girls, HIV and AIDS prevention, and enhanced social participation. Secondary education for girls contributes directly to the empowerment of women, and thus allowing the economy to grow optimally;

(v) Chances for achieving gender balance in tertiary and higher education, depend on the girl graduates of secondary education. Thus, secondary education occupies a strategic place for future growth and economic development of the country;

2.2   Initiatives in development of Secondary Education

2.2.1 The Education Sector Development Programme (ESDP)

An overall framework for the development of the education system was prepared in 1998 covering all education sub-sectors. The main objectives of the programme were to:

(a)   widen access and equity in basic education through equitable distribution of institutions and resources;

(b)   improve the quality of education through strengthened in-service teacher training, adequate teaching and learning materials, rehabilitation of physical facilities, consolidated pre-service teacher training, and strengthened monitoring and evaluation system;

(c)   expand and improve girls' education;

(d)   provide facilities in disadvantaged areas;

(e)   broaden the base for education financing through cost-sharing and establishment of education funds;

(f)   decentralize management of institutions so as to devolve more powers of management and administration to regions, districts, communities and institutions;

(g)   promote science and technology by intensifying technical and vocational education and training, rationalising tertiary institutions;

(h)   promote life-long learning through non-formal and distance education programmes;

(i)   involve the private sector to expand provision of both formal and non-formal education and training.

The ESDP priority was to spend at least 70 percent of the education recurrent budget in primary education, with a view to attaining Universal Primary Education (UPE) by 2010, and to attain a 50 percent transition rate from primary education to secondary education by 2003. Programme priorities for the medium term plan were broad, i.e., to improve the teaching-learning environment, strengthen management capacity at all levels, improve Education Management Information Systems, and control the spread of HIV and AIDS through education at all levels.

2.2.2 The Secondary Education Master Plan (SEMP)

Given the important role of secondary education, a *Secondary Education Master Plan* 2001-2005 (SEMP) was developed between 1998 and 2000 as part of the overall Education Sector Development Programme (ESDP). It sought to develop secondary education systematically with the following two main purposes:

First, to achieve coherence and balance through strategic interventions in the system, taking into account both demand and supply variables;

Second, to pull together the scarce resources for identified strategic priorities. SEMP had four priority programmes:

(a) Increasing access;
(b) Improving equity;
(c) Enhancing quality;
(d) Raising internal efficiency;

The targets of SEMP were:-

a) Increasing cohort participation rate from 6 percent in 2003 to 12 percent by 2005. This would involve doubling of enrolments in the lower secondary level and having at least one community school in every ward. SEMP proposed a set of measures to redress imbalances by location, income, and gender; the introduction of targeting mechanisms for scholarships to assist the economically disadvantaged; and interventions to increase girls' performance, especially in mathematics and sciences.

b) Programmes to support quality improvement included a review of the curriculum focusing on its breadth, depth and relevance; the establishment of a sustainable instructional materials system with a target of one book per student per subject by 2005; strengthening school inspection based on certificates of compliance with standards; improvement of language training in English and Kiswahili; and rehabilitation of existing school buildings through community participation. Pre-service and in-service training of both teachers and tutors focusing on interactive methodologies and competence, focused teaching and learning process and assessment.

c) Programmes for increasing efficiency called for raising the student teacher ratio to 30:1 by 2005, by rationalizing the number of subjects and combinations offered in schools, and addressing teacher - subject workloads.

d) A related policy priority was to strengthen the capacity of regions, districts and school authorities, as well as central ministry staff for the planning and delivery of secondary education services. The importance of strengthened data collection and analysis was also recognized in the Plan.

In line with ETP and ESDP, several pilot projects were initiated in secondary education. These projects include GSES, SESS, Prevention and Awareness in School of HIV and AIDS (PASHA) and Education II Project (EDII) which continue to contribute to secondary education delivery. The experiences of these projects have been included in the SEDP design.

3.0   THE SECONDARY EDUCATION DEVELOPMENT PLAN (SEDP)

The overall goal of Secondary Education Development Plan is to increase the proportion of Tanzania youths who complete secondary education at the lower and upper levels with acceptable learning achievements". In order to realise this goal, the plan has five strategic priorities, namely:

(a)   Access improvement;
(b)   Equity improvement;
(c)   Quality improvement;
(d)   Management reforms;
(e)   Education management system improvement.

The five SEDP components are built upon these strategic priorities. The components are outlined here-under.

3.1 Access Improvement
The main objective is to avail greater opportunities for those completing primary education to pursue secondary education.

Specific Objectives:
(i)   Increase the transition rate from primary to "O" level secondary education;
(ii)   Increase the transition rate from "O" level to "A" level secondary education;
(iii)   Reduce failure rate at Form 2;
(iv)   Reduce drop-out rate.

Strategies
The Government will increase access at both levels by:
(i)   Optimizing utilization of existing facilities;
(ii)   Construction of new schools;
(iii)   Optimizing teacher utilization;
(iv)   Giving support to non-government sector;
(v)   Expanding open and distance learning.

Targets

A. Increase transition rate from primary to secondary at 'O' level from 21 per cent in 2002 to 40 per cent by 2009 and transition rate from'0' level to 'A' level from 15 per cent in 2002 to 32 per cent in 2009 through:

(i)   Completion of existing two stream schools to four stream schools:

Construction/provision of;

Items	2004/05	2005/06	06/07	07/08	08/09
Classrooms	427	427	427	427	0
Staff houses	427	427	427	427	0
Chairs	17,507	17,507	17,507	17,507	0
Tables	17,507	17,507	17,507	17,507	0
Libraries	214	0	0	0	0
Supply of water	53	0	0	0	0
Supply of electric power	53	0	0	0	0
Laboratories	320	0	0	0	0

(ii)   Rehabilitation of 100 old government secondary schools:

Items	04/05	05/06	06/07	07/08	08/09
Schools (normal)	20	50	20	10	0
Schools (Disabled)*	8	0	0	0	0
Infrastructure of urban schools with double shift	63	0	0	0	0

*One toilet, One classroom and one special room shall be rehabilitated in each school of the disabled

Rehabilitation shall be preceded by a physical survey.

(iii)   Construction of new 'O' Level schools in underserved areas (The various criteria for identifying underserved areas is given in Annex viii)

Items	04/05	05/06	06/07	07/08	08/09
Classrooms	458	1,251	2,361	3,015	5,633
Laboratories	362	596	1,039	1,773	3,470
Libraries	121	199	346	591	1,157
Administration blocks	121	199	346	591	1,157
Assembly halls	121	199	346	591	1,157
Toilet holes	121	199	346	591	1,157
Staff house	1,206	1,987	3,463	5,910	11,566
Supply of water	121	199	346	591	1,157
Supply of electric power	121	199	346	591	1,157
Chairs	146,103	180,283	244,890	351,818	758,700
Tables	146,103	180,283	244,890	351,818	758,700
Hostels for girls	2	5	5	3	2

(iv) Construction of requisite Facilities in 14 schools being up-graded to 'A'level only and Expansion of other 64 existing 'A' level schools.

Item	2004/05	2005/06	2006/07	2007/08
'O' to 'A' level schools converted to A level only. (14)				
Lecture halls	4	3	0	
Assembly halls	3	4	0	
Dormitories	7	7	0	
Ablution blocks	7	7	0	
Expansion of other 64 'A' level Schools -				
Classrooms	128	128	128	128
Dormitories	48	48	48	48
Ablution Blocks	16	16	16	16

(v) Support to the non-Government sector

?? Criteria and standards for allocation of capitation grants developed by 2004;
?? Prospective providers requesting development grant identified and assessed by 2004;
?? Capitation Grant for teaching and learning materials at the rate of 50% of that of government schools provided from 2005 – 2009;
?? Development grant to providers constructing schools for the disabled groups provided by 2006;
?? In-service teacher training provided to 50% of their teachers by 2009.

(vi) Expand Open and Distance Learning:
Institute of Adult Education to enroll 50,000 out of school youth and adults participants through non-formal methods by 2009.

(vii) Reduce drop out and failure rates to less than 2 per cent by 2009 through:
??Optimization of utilization of teachers;
??Adequate teachers deployed in deficient schools by the end of 2009;
??Teaching load optimized at 30 periods a week or 4 contacts hours a day by 2006;
??Attainment of PTR of 30:1 by 2009.

3.2. Equity Improvement:
Objective
To ensure equity of participation across geographical, gender, different disadvantaged groups, and income levels so as to achieve balanced and harmonious development.

Strategies

The Government shall ensure equity in provision of secondary education by:
(i)   Supporting construction of schools in underserved areas;
(ii)   Giving scholarship to children from poor families;
(iii)   Improving education facilities for disadvantaged groups;
(iv)   Improving facilities in schools with disabled children.
(v)   Improving the performance and retention of girls;
(vi)   Reducing school fees for day students.

Targets

(i)   Scholarship for children from 6,000 to 12,000 each year from 2005;
(ii)   Facilities in 8 schools with disabled students improved by 2006;
(iii)   Hostels for girls constructed in existing secondary schools in nomadic areas by 2009.
(iv)   School fees for day students reduced by half by 2005

3.3   Quality Improvement.

The objective of quality improvement is to have a market responsive curriculum, with an efficient and effective delivery system.

3.3.1 Specific Objectives: -

(i)   To have a focused and streamlined curriculum, which addresses development of analytical skills and market demands;
(ii)   To have adequate and qualified teachers in all schools and Diploma teachers colleges;
(iii)   To raise ordinary level pass rate for Division I, II and III from 36.2% to 70% and eliminate failures;
(iv)   To have adequate and appropriate teaching and learning materials in all schools;
(v)   To improve teaching – learning environment;
(vi)   To have appropriate mechanisms for testing learning competencies;
(vii)   To train librarians to manage school and college libraries.

Strategies:

(i)   Curriculum Review;

The curriculum will be focussed and streamlined by creating compulsory core subjects in Form 1 and 2 which will include: **Kiswahili, English**, **Mathematics, Civics, History, Biology, Geography, and Physics with Chemistry** . Form 3 and 4 will take combinations as stipulated in Annex III.

Optional subjects will be taught in a few designated schools.   The syllabi will be structured to take up viable elements of the former vocational oriented subjects and cross cutting-issues such as HIV/AIDS, the environment, gender, civil rights and health habits in the appropriate subjects. Biases and vocational oriented subjects will be transferred to appropriate sectors and core subjects. Science and Mathematics subjects will be reviewed with special attention paid to different learning abilities. At 'A' level, the curriculum shall also be reviewed and up-graded in accordance with national and global development. It will be structured to give flexibility in subject combinations with minimum of three-principle subjects and one subsidiary.

(ii) Train adequate numbers of diploma and degree level teachers and tutors for all schools and colleges by expanding enrolment in colleges for Diploma teachers and converting two Teacher Training Colleges into University of Dar es Salaam constituent colleges;

(iii) Establish an open and distance teachers education programme for diploma teachers;

(iv) Provide adequate financing for the provision of teaching and learning materials, in an efficient delivery system;

(v) Support to strengthen local publishing industry;

(vi) Improve the setting and relevance of examinations;

(vii) Provide appropriate in-service training to both teachers and tutors and train school/college librarians;

(viii) Establish online teacher training system in all diploma colleges;

(ix) Rehabilitate Diploma teachers colleges.

Targets:

(i) Reviewed curriculum in place by 2006;

(ii) A national curriculum and examination framework developed by 2005;

(iii) Adequate qualified teachers for all subjects in all schools and colleges by 2009.

New Teachers/Tutors Requirement Targets		
'O'-Level	'A'-Level	Graduate Tutors
2004: 915	2004: 209	2004:
2005: 2293	2005: 447	2005: 50
2006: 3995	2006: 598	2006: 100
2007: 6152	2007: 871	2007: 150
2008: 8262	2008:1219	2008: 150
2009: 11,562	2009:1707	2009: 50

(iv) Examinations research unit established by 2006;

(v) All teachers reoriented on reviewed curriculum, assessment systems by 2007;

(vi) Teaching and learning materials annotated list prepared by 2006;

(vii) Textbooks by subject provided at a student-book ratio of 1:1 by 2009;

(viii) One librarian in place in every school and college by 2009;

(ix) On-line teacher training system established in 14 diploma colleges by 2007;

(x) In-service training policy and programmes in place by 2005;

(xi) Rehabilitate diploma teachers colleges by 2006

(xii) Open and distance teacher education programme for diploma teachers in place by 2007;

(xiii) Institutionalise Teacher Resource Centres by 2007.

3.3.2. **Improving Students Learning Time**:
Most day school have short working days. Students therefore do not spend enough time to study and the teacher – students contact hours are few.

Objective
To maximize time-on-task and provide incentives for students to learn.

Strategy:
Schools will provide lunch by the use of part of the capitation grant and parental contribution.

Target:
All day schools provide lunch by 2005.

3.3.3 **Girls' Retention and Achievement.**

Objective:
To improve retention and achievement of girls in secondary education.

Strategies:
(i)   Provide remedial teaching to girls who under-perform;
(ii)   Improve guidance and counseling services and facilities for girls' privacy in schools;
(iii)   Improve and mainstream the girls empowerment TUSEME project;
(iv)   Institutionalize annual science camps for girls;
(v)   Provide user friendly materials in Science and Mathematics.

Targets:
(i)   Remedial classes for all under performing girls in all schools conducted by 2005;
(ii)   Guidance and counseling services firmly established in all schools by 2007;
(iii)   Facilities for girls privacy in place by 2009;
(iv)   TUSEME project mainstreamed by 2009;
(v)   User friendly materials produced by 2006.

3.4 Management Reforms:
A number of operational functions for schools have been managed from the centre. Most of such functions will be devolved to the Regions, Districts and Schools so as to reduce bureaucracy in decision making, encourage community participation and increase effectiveness and efficiency of the system.

Objective
To improve operational effectiveness and efficiency of secondary education.

Strategy:
(i)   Devolving authority of financial/operational management of schools to school boards and school management teams.
(ii)   Promoting accountability of heads of schools by reviewing reporting lines, regularity, and their terms of recruitment, retention and promotion;
(iii)   Developing school plans for execution;
(iv)   Training school heads, board members and management teams.

Targets:
(i)   Authority and responsibilities devolved to lower levels by 2006;
(ii)   Key Actors in the devolution process trained by 2006;
(iii)   Operational manuals for School Management, Procurement, Institutional Arrangement and Financial Management developed by 2005;
(iv)   Schools to have their own school development plan by 2005;
(v)   Accountability of heads of schools through contractual arrangement by 2006;
(vi)   Training needs assessment and organizational audit done by 2005.

3.4.1 Financial Management:

The Secondary Education Development Plan will follow the existing Government procedures and regulations of financial management. However, due to the magnitude of the Plan, a strengthened financing mechanism is crucial for effective implementation of SEDP. Training will target management teams and managers of eligible non-government schools.

Specific Objectives:
(i)   To strengthen financing mechanism and modalities for the Plan;
(ii)   To ensure proper, effective and efficient management and accountability of funds at all levels;
(iii) To establish financial tracking mechanism in order to obtain financial feedback.

Strategies:
(i)   Developing mechanisms and procedures for accurate accounting, reporting and auditing of SEDP funds;
(ii)   Producing financial management manuals and provide training to enable education; managers and school boards to understand and manage the SEDP funds properly;
(iii) Establishing a financial tracking mechanism.

Targets:
(i)   Mechanisms and procedures for accounting and reporting in place by 2005;
(ii)   Financial management manuals in place by 2005;
(iii) Training workshops of school management team, School boards and managers in the use of manuals by 2006.

3.5 **Management Efficiency:**
Ministry of Education and Culture will be strengthened so as to concentrate on key roles of policy formulation, curriculum, quality assurance, regulatory framework, supervision, monitoring and evaluation, and the coordination of programme implementation.

Objective
To strengthen and improve capacities and efficiencies of human resources for effective management.

Strategies:
The government will ensure that this is achieved by:
(i)   Strengthening the inspection system and regulatory mechanisms;
(ii)   Providing capacity building at all levels for the implementation of SEDP;
(iii)   Improving access to and use of EMIS at all levels;
(iv)   Establishing communication and publicity for SEDP;
(v)   Strengthening monitoring and evaluation mechanisms.

Targets:
(i)   School inspection professional development plan in place by 2005;
(ii)   Essential facilities to all schools inspection Zones in place by 2009;
(iii)   Capacity building plan for SEDP implementers in place by 2005;
(iv)   IEC in place by December 2004;
(v)   Instruments for SEDP monitoring and evaluation developed by 2005;
(vi)   Facilities for EMIS at Regions, Districts and Schools in place by 2009.

3.6   Cross Cutting Issues HIV and AIDS, Environment and Gender.

Specific Objectives:
(i)   To control the spread of HIV and AIDS among students in Secondary Schools
(ii)   To create awareness and provide preventive measures against the spread of HIV and AIDS in schools
(iii)   To expand and improve gender education
(iv)   To provide measures and skills for conserving environment.

Strategies:
The Government will address cross-cutting issues, HIV and AIDS, Environment and Gender by:
(i)   Reviewing curricula to ensure provision of requisite content on cross-cutting issues; HIV and AIDS, Environment and Gender.
(ii)   Expanding and improving Gender Education
(iii)   Involving students in out of classroom activities that strengthen change in attitude and behaviour.

Targets:
(i)   Reviewed curriculum with the requisite content on Cross-Cutting Issues; HIV and AIDS, Environment and Gender in place by 2006.

(ii)   Students in all schools involved in out of classroom activities on HIV and AIDS, Environment and Gender awareness by 2009.

4.0 IMPLEMENTATION OF THE PLAN

The Ministry of Education and Culture (MoEC) in collaboration with the Presidents Office, Regional Administration and Local Government (PO-RALG) will implement the plan under the following institutional arrangements.

4.1 Administrative Arrangements

MoEC will continue to focus on policy development, quality assurance, setting national standards, and monitoring. There will be increased delegation of authority to regions, districts and schools to manage education provision and development.

Therefore MOEC will:
(i) Complete the realignment of roles and responsibilities at the centre; regions, districts, school boards and school leadership;
(ii) Ensure that all lower level governing bodies support the delivery of secondary education;
(iii) Ensure personnel at centre collaborate and participate effectively in the development of guidelines and policies for secondary education.

4.2 Distribution of Responsibilities will be as follows:

A. Ministerial level (MOEC):

(i) Monitoring implementation of the Education and Training policy;
(ii) Preparation of curriculum;
(iii) Coordinate research and evaluation;
(iv) Coordination of in-service training;
(v) Preparation and management of national examinations;
(vi) Management of schools of children with special needs;
(vii) Registration of new secondary schools and teachers' college;
(viii) Employment of teachers, their registration and overseeing their welfare;
(ix) Selection of form 5 students and diploma students;
(x) Inspection of schools (implemented by zones and districts);
(xi) Monitor and manage cross-regional teacher transfers;
(xii) Mobilization and allocation of resources;
(xiii) Establishment of National Minimum Standards for schools and colleges;
(xiv) Approval of educational materials for schools.

B. Regional level:
(i) Coordinate Education Development Plans of their respective districts;
(ii) Supervise education development in the region;
(iii) Appoint school Board members;
(iv) Process appeals of students;
(v) Coordinate and supervise National class VII, Form 4 and 6 examinations;
(vi) Select form 1 students;
(vii) Deal with students repetitions and transfers;
(viii) Coordinate employment and transfers of teachers within their regions.

C. District level:
(i)   Coordinate and advise CEO on the establishment of new schools
(ii)   Monitor construction of school buildings
(iii) Coordinate requests from wards of students to be supported under the government scholarship scheme.
(iv)   Hire and fire non-technical, non-teaching staff for schools

D. Ward level:
(i)   Identification of location for building and construction of schools;
(ii)   Mobilization of the communities for construction, enrolment, and retention of students;
(iii) Monitoring of school construction and provide feedback to the District.
(iv)   Coordinate and consolidate requests from village governments of students to be supported under government scholarship scheme.

E. School Boards:
(i)   Oversee implementation of school development plans
(ii)   Advise Councils, Regions, and the Centre on schools management;
(iii)   Approve School Development Plans and Budgets
(iv)   Deal with disciplinary cases of students;
(v)   Advise the MoEC and TSC on disciplinary cases of teachers.

F. School Management Team:
School management team comprising the head of school, assistant head of school, senior academic master/mistress, senior master/mistress in charge of discipline, sports and cultural affairs, senior master/mistress for school maintenance and projects and school accountant shall do the following:

(i)   Manage the day to day affairs of the school;
(ii)   Prepare school development plans and budgets;
(iii) Ensure proper implementation of the education and training policy;
(iv)   Quality assurance for new constructions and maintenance.
(v)   Support village government in identifying qualifying pupils for Government scholarship.

G. President's Office Regional Administration and Local Government

The responsibilities of PORALG in SEDP will be:
(i)   Participate as a joint stakeholder in the ESDP processes;
(ii)   Participate in the inter-ministerial steering committee which oversees the implementation of ESDP;
(iii)   Co-chair the Basic Education Development Committee (BEDC);
(iv)   Communicate education information in its area of jurisdiction.
(v)   Collaborate with MoEC in monitoring of implementation of SEDP.

H. Education Sector Development Steering Committee (ESSC)
The steering committee shall spearhead the planning and implementation of the sector-wide programme.

The responsibilities of this committee shall be to:
- (i) Oversee the implementation, development and execution of decisions related to national education policies.
- (ii) Monitor the ESDP
- (iii) Provide higher level inter-ministerial coordination
- (iv) Ensure that ESDP is consistent with national policies
- (v) Oversee review process of the plan;

4.3 Development Partners in Education

The government recognizes the need for collaboration and consultative approaches in the implementation of the plan.

In this context the responsibilities of development partners shall be:

- (i) Mainstream their support into governments plans;
- (ii) Contribute funds, along agreed criteria and modalities for disbursement of funds for SEDP;
- (iii) Participate as stakeholders in SEDP review process.

4.4 Non-Governmental Organizations (NGOs)

NGOs and CBOs are expected to:
- ?? Continue to expand access and improve quality in line with national policy;
- ?? Collaborate with MoEC in achieving national targets in SEDP;
- ?? Adhere to regulations and National Minimum Standards set by the Government.

4.5 Management and Monitoring of the Plan

Figure 1 gives an over view of the way SEDP will operate. Funds will be disbursed directly from the Ministry of Finance, via Ministry of Education to the sub-treasury at Regional level. Schools will receive their funds from the Region sub-treasury as per established current procedure. School Boards will be responsible for the management of the funds according to school plans. Consistent with the Government reform spirit of decentralization, the Districts will feature strongly, both in the establishment of new schools and the upgrading of performance indices of schools. They will appraise school plans while Regions will coordinate District Education Plans.

Figure 1: **Plan Management and Monitoring Framework**

```
┌──────────────────┐
│ Education  Funds │
├──────────────────┤
│ MOF              │
└──────────────────┘
           │
           ▼
      ┌─────────┐      ┌──────────────┐      ┌─────────────┐      ┌───────────┐
      │  MOEC   │─────▶│ Regional Sub-│─────▶│ SchoolBoard │─────▶│ Suppliers │
      │         │      │ Treasury     │      │             │      │           │
      └─────────┘      └──────────────┘      └─────────────┘      └───────────┘
```

GENERAL MANAGEMENT	MOEC prepares and appraises the operation mode of the school account		

Regional Secretariat coordinate districts development plans → Districts give support to school development plans → schools formulate school development plan & budgets

Regional Secretariat support data processing

ASSESSMENT OF NEEDS AND PLANNING

Regional Secretariat Appraise district plans ◄─► Districts appraise school plan ──► Districts Prepare Plans for new schools

Selected schools are informed to start

Foster School /District opens account for new school

FINANCIAL MANAGEMENT

Treasury/MOEC transfers the funds quarterly to the school account ──► Schools open account for programme.

The schools account is supplied quarterly

Schools pay the contractor/provider

TECHNICAL MANAGEMENT

MOEC gives technical support to the school plans ──► Technical staff assist schools ──► Schools agree with Technical staff on plan ◄── Contractors provide services to programme

Zonal Inspectors provide quality controls

Heads of schools supervise programme activities

MOEC provides plan manuals guidelines to the district and schools

MONITORING

MOEC establishes EMIS ◄── School boards attest the accomplishment of plan

MOEC establishes quarterly report to all partners.

4.6 **Staffing Implications:**

The implementation of SEDP will follow the existing management structures of MOEC. Roles and responsibilities will be reviewed to ensure that SEDP management and coordination is adequately integrated in the department of secondary education.

At the regional level, the Regional Secretariat will monitor the implementation of the plan at District and School level. The Zonal Maintenance Engineers will do technical supervision of construction work at school level in collaboration with Regional engineers, District engineers, and schools inspectors. At the ward and village levels, there will be a School Construction Committee to oversee construction of new schools and of completion of required structures in existing schools. At the school level, a school building and maintenance team will advise the ward committee and report to the headmaster on the progress of the construction works. The ward will be responsible for community resource mobilization.

All financial matters related to the programme will be handled by the Chief Accountant of MOEC. The communication, monitoring and management channels is as shown in the Figure 2.

Figure 2: **Flow of Information for Plan Management**

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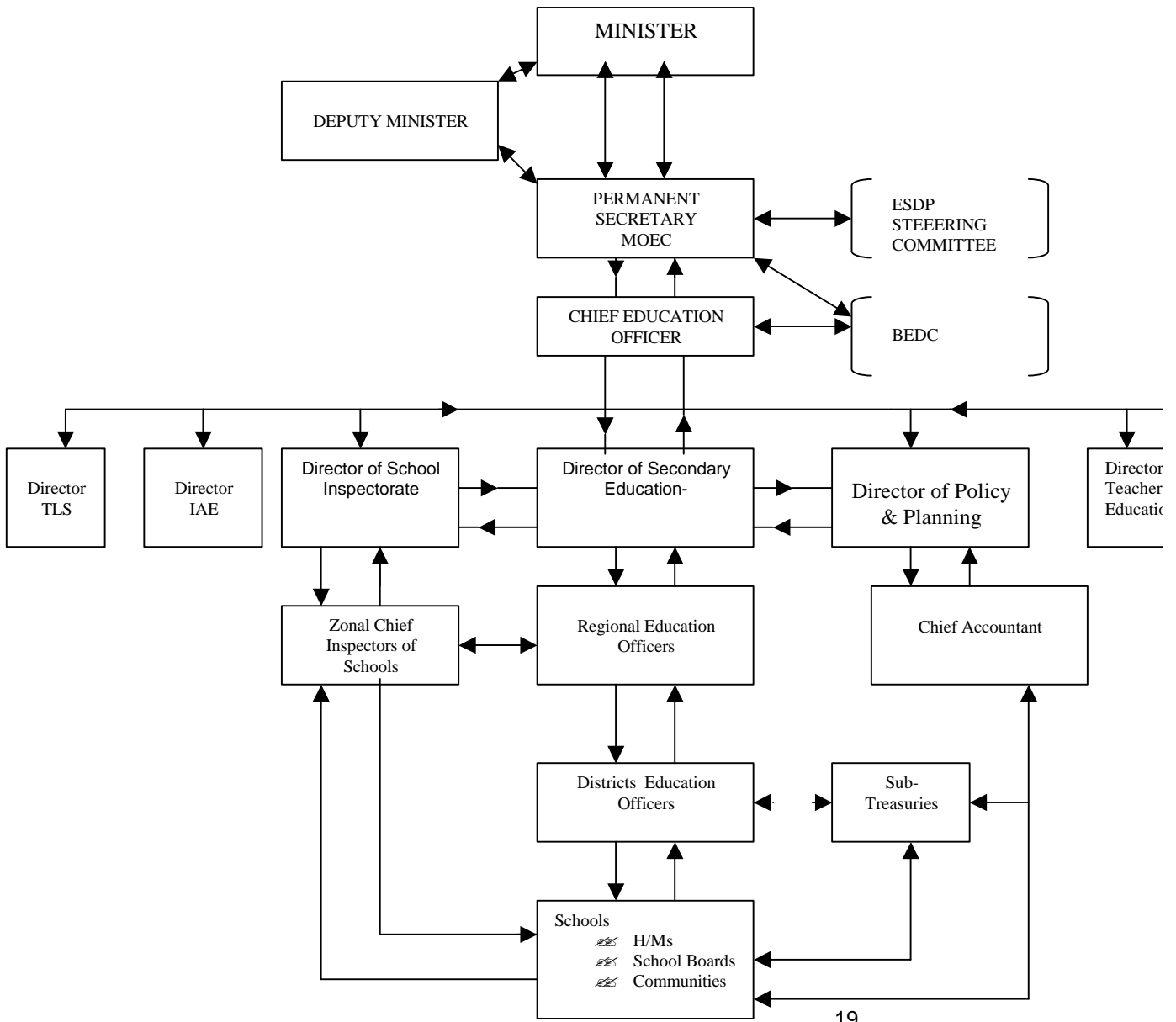
5.0 BUDGET ESTIMATES

The Government reaffirms its commitment to the Medium Term and Budget Framework to continue to focus resource allocation to education as a one of the principal poverty eradication sector, Implementation of SEDP will focus on: construction and rehabilitation of secondary school classrooms, teachers houses, laboratories, and libraries training of teachers, provision of teaching and learning materials, pre-service and in-service teacher training, improving water supply and sanitation, conducting counseling activities and HIV/AIDS.

The Government will continue to work with Development Partners in education so as to find means and ways of increasing SEDP funds for both recurrent and development expenditures. Communities are expected to contribute towards secondary education development and management through participation in various construction works.

A total of Tsh.1,433,084 Billion will be required to implement the programme in five years period. Table I shows the Budget estimates for each component of the Plan in the high growth scenario.

In view of the current slow economic growth, a medium expansion scenario (Annex IIIa and a financing plan Annex III) will be persued in the first 2 to 3 years. Favourable performance will mandate change into the high growth scenario.

AGGREGATE BUDGET ESTIMATES [TAS. MILLIONS] (High Growth Scenario)

Programme Component and Objective	Jul 04/Jun 05	Jul 05/Jun 06	Jul 06/Jun 07
	[1]	[2]	[3]
1] Access Improvement:			
a] Expansion in underserved areas	100,826	119,981	177,024
b] Optimum utilisation of teachers	800	750	750
c] Optimum utilisation of facilities in schools and TTCs	296	296	296
d] Support to private sector education	1,402	1,405	1,421
e] Form V and VI expansion	1,316	2,480	2,032
f] Provision of education for socially and culturally marginalised groups	490	440	440
g] Open and distance learning	500	350	700
2] Equity Improvement:			
a] Scholarships for children from poor families	4,320	6,480	7,560
b] Improvement of girls retention and performance	322	290	290
c] Improvement in facilities in schools with disabled children	288	288	288
3] Quality Improvement:			
I] Teacher Education [tutors and teachers]			
a] In-service training:			
i] Upgrading	585	705	825
ii] Continuous professional development	370	469	469
iii] Institutionalising TRCs		231	
b] Pre-service training:			
i] Production of diploma teachers	974	1,389	1,241
ii] Production of graduate teachers	735	1,575	2,603
c] Induction courses and allowances for licencee teachers	1,189	1,489	1,596

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Use of online ICT in teacher training	247	494	247
II] Curriculum:			
a] Curriculum review	173	173	173
b] Preparation of T/L material annotated lists	40	27	
c] Information and resource centres [school libraries]	1,406	1,406	1,125
d] Teaching and learning material capitation grants	9,062	11,451	14,583
e] Capitation grant for Other Charges	7,884	10,305	13,562
e] Development of national curriculum and examination framework	100	37	
f] Capacity building for book writers	100	100	100
g] Survey of availability and use of T/L materials	50	50	
h] Capacity building for TIE and NECTA	200	200	200
III] Improvement of examinations:			
a] Technological capacity building	827	827	827
b] Design and administration of examinations	419	419	419
c] National assessment of school achievements	84	84	84
IV]Cross cutting issues:			
a) and AIDS Education		500	500
b) ironment and Gender Sensitization		200	200
4] Management Reforms:			
a] Devolving authority to lower levels	143	143	
b] Training of key actors in the decentralization process	240	240	240
c] Development of school plans	200	100	100
d] Development of operations manual [Finance, Environment, Construction, Procurement]	78	78	78
5] Education Management Systems Improvement:			

a] Inspection and support system	365	365	365
b] Improvement of access and use of EMIS in the whole education sector	841	841	841
c] Capacity building at all levels	208	208	208
d] Communication and publicity for the new programme	300	300	100
e] Monitoring and evaluation of the new programme	93	93	93
GRAND TOTAL	**137,473**	**167,260**	**231,581**

ENROLMENT AND CLASSROOM PROJECTIONS FORM I-IV High Growth Scenario)

	2003	2004	2005	2006	2007	2008
Increase in Entrants [percent]		30.0%	40.0%	40.0%	40.0%	40.0%
Entrants:						
Government entrants Form I	61,000	79,300	111,020	155,428	217,599	304,639
Non-Government entrants Form I	45,953	52,846	60,773	69,889	80,372	92,428
Total Form I entry	**106,953**	**132,146**	**171,793**	**225,317**	**297,971**	**397,067**
Entrants in percent:						
Government entrants Form I	57%	60%	65%	69%	73%	77%
Non-Government entrants Form I	43%	40%	35%	31%	27%	23%
	2003	**2004**	**2005**	**2006**	**2007**	**2008**
Form I - IV:						
Government	195,509	226,728	287,031	385,117	536,565	760,395
Non-Government	133,432	152,806	174,353	200,181	232,184	269,861
Total Form I - IV	**328,941**	**379,534**	**461,384**	**585,298**	**768,749**	**1,030,256**
	2003	**2004**	**2005**	**2006**	**2007**	**2008**
NEW CLASSROOMS NEEDED:						
Average class size - Government	40	40	40	40	40	40
Average class size - Non-Government	40	40	40	40	40	40
Government classrooms needed		5,345	6,596	8,956	12,871	18,505
Non-Government classrooms needed		3,820	4,359	5,005	5,805	6,747
Total classrooms needed		**9,165**	**10,955**	**13,961**	**18,676**	**25,251**

	2003	2004	2005	2006	2007	2008
Incremental enrolment Form I:						
Form I		18,300	31,720	44,408	62,171	87,040
Form II			18,300	31,720	44,408	62,171
Form III				18,300	31,720	44,408
Form IV					18,300	31,720
Total incremental enrolment		18,300	50,020	94,428	156,599	225,339
Total incremental classrooms needed		458	1,251	2,361	3,915	5,633
Total classrooms available	4,888	5,345	6,596	8,956	12,871	18,505

ENROLMENT AND CLASSROOM PROJECTIONS FORM V-VI

	2003	2004	2005	2006	2007	2008	
Increase in Entrants [percent] - Government		35.0%	35.0%	40.0%	40.0%	40.0%	4
Increase in Entrants [percent] - Non-Government		10.0%	10.0%	12.0%	12.0%	12.0%	1
Entrants:							
Government entrants Form V	10,390	14,027	18,936	26,510	37,114	51,960	7
Non-Government entrants Form V	3,820	4,202	4,622	5,177	5,798	6,494	
Total Form V entry	**14,210**	**18,229**	**23,558**	**31,687**	**42,912**	**58,454**	**8**
Form VI:							
Government		10,390	14,027	18,936	26,510	37,114	5
Non-Government		3,820	4,202	4,622	5,177	5,798	
Total enrolment Form VI		**14,210**	**18,229**	**23,558**	**31,687**	**42,912**	**5**
Total enrolment Form V - VI		**32,439**	**41,786**	**55,245**	**74,599**	**101,366**	**1**
Entrants in percent:							
Government entrants Form V	73%	77%	80%	84%	86%	89%	
Non-Government entrants Form V	27%	23%	20%	16%	14%	11%	
	2003	2004	2005	2006	2007	2008	
Form V - VI:							
Government	18,170	24,417	32,962	45,446	63,624	89,074	1
Non-Government	7,784	8,022	8,824	9,799	10,975	12,292	1
Total Form V - VI	**25,954**	**32,439**	**41,786**	**55,245**	**74,599**	**101,366**	**1**
Total Form I - VI	**354,895**	**411,973**	**503,170**	**640,543**	**843,348**	**1,131,622**	**1,5**

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	2003	2004	2005	2006	2007	2008
NEW CLASSROOMS NEEDED:						
Average class size - Government	30	30	30	30	30	30
Average class size - Non-Government	30	30	30	30	30	30
Government classrooms needed		727	1,012	1,428	2,034	2,882
Non-Government classrooms needed		267	294	327	366	410
Total classrooms needed		**994**	**1,306**	**1,754**	**2,400**	**3,292**
	2003	**2004**	**2005**	**2006**	**2007**	**2008**
Incremental enrolment Form V:						
		3,637	4,909	7,574	10,604	14,846
			3,637	4,909	7,574	10,604
Total incremental enrolment		**3,637**	**8,546**	**12,484**	**18,178**	**25,450**
Total incremental classrooms needed		**121**	**285**	**416**	**606**	**848**
Total classrooms available	**606**	**727**	**1,012**	**1,428**	**2,034**	**2,882**

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		2003	2004	2005	2006	2007	2008
NEW TEACHERS NEEDED O LEVEL:							
PTR Form I – IV		22	22	24	26	28	30
Additional graduates	25%		260	651	1,135	1,748	2,347
Additional diplomates	75%		655	1,641	2,860	4,404	5,915
Total new teachers needed			**915**	**2,293**	**3,995**	**6,152**	**8,262**
Teacher attrition:							
Graduates	15%						
Diplomates	5%						

		2003	2004	2005	2006	2007	2008
NEW TEACHERS NEEDED:							
PTR Form V - VI		20	20	22	24	24	24
Additional graduates	100%		209	447	598	871	1,219
Additional diplomates	0%		0	0	0	0	0
Total teachers needed			**182**	**388**	**520**	**757**	**1,060**
Total new teachers needed			**209**	**447**	**598**	**871**	**1,219**
Teacher attrition:							
Graduates	15%						
Diplomates	5%						

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Teacher Education Needs			2004/5	2005/6	2006/7
Total enrolment O level and A level			453,085	572,527	729,164
Total incremental enrolment O and A level			107,644	119,442	156,638
Average class size	36				
Average PTR	26				
Additional number of teachers needed [using incremental enrolments]			3,840	3,984	5,265
Average diplomate teacher training unit cost		0.33537			
Average graduate teacher training unit cost	3	1.5			
New teachers:					
Graduates			300	610	760
Diplomates			2,300	3,000	3,000
			2,600	3,610	3,760
Licencee teachers			1,240	374	1,505
			3,840	3,984	5,265

Graduates			490	560	685
				490	560
					490
Number of graduates teachers in college			490	1,050	1,735
Licencee teachers cummulative numbers			1,240	374	1,505
				1,240	374
					1,240
			1,240	1,614	3,119
Percent in Diploma training [distance learning]	75%				
			930	1,211	2,339

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Expansion of underserved areas:	0.666666667				
	1	**2004/5**	**2005/6**	**2006/7**	
Number of schools		121	199	346	
Number of laboratories		362	596	1,039	
Number of libraries		121	199	346	
Number of assembly halls		121	199	346	
Number of administration blocks		121	199	346	
Number of toilet holes		121	199	346	
Number of staff houses		1,206	1,987	3,463	
Number of water supply [bore holes]		121	199	346	
Number of solar electricity panels		121	199	346	
Number of tables		146,103	180,283	244,809	
Number of chairs		146,103	180,283	244,809	

Completion of existing schools:				
	2004/5	**2005/6**	**2006/7**	**2007/8**
Derived figures:				
Number of schools [existing] 2 classes per year	214			
Number of schools				
Number of classrooms	427	427	427	427
Number of laboratories	320			
Number of libraries	214			
Number of staff houses	427	427	427	427
Number of water supply [bore holes]	53			
Number of solar electricity panels	53			
Number of tables	17,507	17,507	17,507	17,507
Number of chairs	17,507	17,507	17,507	17,507

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Rehabilitation: [100 existing proper govt schools]		2004/5	2005/6	2006/7	2007/
	100				
Number of classrooms per school:	8				
Number of staff houses per school	15				
Duration of the rehabilitation [years]	4				
Derived figures:					
Number of schools					
Number of classrooms	160	40	40	40	
Number of laboratories	60	60			
Number of libraries	20	20			
Number of staff houses	1,500	375	375	375	3
Number of water supply [bore holes]	100	100			
Number of solar electricity panels	100	100			
Number of tables	8,200	2,050	2,050	2,050	2,0
Number of chairs	8,200	2,050	2,050	2,050	2,0

Quality Improvement			2004/5	2005/6	2(
Teacher Education:					
Incremental teacher training costs					
Upgrading Diploma tutors to degree level			240	260	
Upgrading Diploma teachers to degree level			150	210	
Total teacher for upgrading		1.5	390	470	
Converting 2 TTCs into constituent colleges of UDSM	2	500			
Open and distant training programme for Diploma Teachers	1	0.33			
Induction on reviewed curriculum	9,824	0.2205			
Institutionalising TRCs	500	420,000			
TRC Coordinators regional workshop	500	42,000			
Cross cutting issues					
HIV and AIDS Education		500			
Environment and Gender Sensitization		200			

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UNITS AND UNIT COSTSING SPECIFICATIONS		
Expansion of underserved areas:	**Qty**	**Unit Cost**
		[tas million]
Classrooms per school	16	7.00
Laboratories per school	3	14.00
Libraries per school	1	9.00
Assembly halls per school	1	20.00
Administration blocks per school	1	14.00
Toilets [holes per school]	25	2.00
Staff houses [per school]	10	12.00
Water supply [bore holes per school]	1	13.00
Electricity solar panels per school	1	24.00
Tables per class	41	0.04
Chairs per class	41	0.03

Completion of existing schools: [427 schools]	427	
Classrooms per school per year	2	7.00
Laboratories per school	50%	14.00
Libraries per school	1	9.00
Staff houses per school per year	2	12.00
Water supply [bore holes per school]	25%	13.00
Electricity solar panels per school	25%	24.00
Tables per school per year	82	0.04
Chairs per school per year	82	0.03

Rehabilitation: [100 existing proper govt schools]		
Classrooms per school per year	20%	7.00
Laboratories per school	20%	14.00
Libraries per school	50%	9.00
Staff houses per school per year	100%	8.00
Water supply [bore holes per school]	100%	6.00
Electricity solar panels per school	100%	10.00
Tables per school per year	25%	0.04
Chairs per school per year	25%	0.03

Optimum utilisation of teachers and facilities:		
Survey of excess teachers		
Redeployment of excess teachers	10%	1.5
Optimum use of current facilities	21	1.164
Introduce double shift in urban schools	10%	0.097
Form V and VI expansion		
Converting existing O level schools by upgrading facilities [2 schools per zone]	14	
Laboratories per school	3	14.00
Assembly halls per school	1	20.00
Expansion of existing A level schools	512	7.00
Upgrading boarding facilities		
Construction of additional hostels for Form V and VI [per school per year]	1	22.00
Ablution block [per school per year]	2	5.00
Number of existing A level schools due to get additional capacity:	64	

Construction of additional hostels for Form V and VI in existing schools [per school]	3	22.00
Ablution blocks in existing schools [per school]	1	5.00
Provision of education for disadvantaged groups	60	
Conducting a locational survey for disadvantaged groups		
Boarding facilities [hostel per district with disadvantaged groups]	1	22.00

Enhancing partnership with private sector [75 schools]		
Provide support through capitation for T/L materials [100% of cap grant to public schools]	75%	0.00
Provide support through teachers' in service training [no. of in-service trainees]	50%	

Secondary education through distance learning		
Programme development	50,000	0.01
Programme implementation	50,000	0.035

Equity Improvement		
Capitation grant [income indexed] for children from poor families [students per annum]	12,000	
Improvement of girls retention and performance:		
Guidance and counseling [7-day induction courses twice annually]	2	40
Science camps [one annually per region]	21	10
Development of simplified learner friendly Science and Maths T/L material for girls	16	2
Improvement in facilities and equipment in schools for children with disabilities:		

Number of schools	8	
Upgrading classrooms [per school]	1	7
Toilets [per school]	1	2
Study rooms [per school]	1	7
Teaching and learning materials for the disabled students	1	20
Quality Improvement		
Use of ICT in teacher training		
Number of teacher training colleges	16	
Number of desktop personal computers [per college]	30	TZS 2.00
Number of servers [per college]	1	TZS 4.00
Number of laser jet printers [per college]	5	TZS 1.30
Converting 2 TTCs into constituent colleges of UDSM	2	500
Open and distant training programme for Diploma Teachers [per licencee]	1	0.33
Development of Open and Distant training programme	1	406
Induction on reviewed curriculum	9,824	0.2205
Institutionalising TRCs	500	0.42
TRC Coordinators regional workshop	500	0.042
Cross cutting issues		
HIV and AIDS Education		500
Environment and Gender Sensitization		200

Expansion of underserved areas:	0.666666667	
	1	
Completion of existing schools:	427	
	0.333333333	
Derived figures:		
Number of schools [existing] 2 classes per year		
Rehabilitation: [100 existing proper govt schools]		
	100	
Number of classrooms per school:	8	
Number of staff houses per school	15	
Duration of the rehabilitation [years]	4	
Derived figures:		
Number of schools		
Number of classrooms	160	
Number of laboratories	60	
Number of libraries	20	
Number of staff houses	1,500	
Number of water supply [bore holes]	100	
Number of solar electricity panels	100	
Number of tables	8,200	
Number of chairs	8,200	
Optimum utilisation of teachers and facilities:		
Survey of excess teachers		
Estimate number of redeployment of excess teachers	2000	1.5
Introduce double shift in urban schools	21	0.097
Form V and VI expansion		

Converting existing O level schools by upgrading facilities [schools per zone]	2	
Laboratories per school	3	
Lecture halls per school	1	
Assembly halls per school	1	
Upgrading boarding facilities		
Construction of additional hostels for Form V and VI [per school per year]	1	
Ablution block [per school per year]	2	
Provision of education for disadvantaged groups	60	
Conducting a locational survey for disadvantaged groups		
Boarding facilities [hostel per district with disadvantaged groups]	1	
Enhancing partnership with private sector		
Provide support through capitation for T/L materials [% of cap grant to public schools]	25%	
Provide support through teachers' in service training [no. of in-service trainees]	6000	0.45
Secondary education through distance learning		
Programme development	50,000	0.01
Programme implementation	50,000	0.035

Equity Improvement		
Capitation grant [income indexed] for children from poor families [students per annum]	12,000	0.18
Form I	6,000	0.18
Form II	6,000	0.18
Improvement of girls retention and performance:		
Guidance and counseling [7-day induction courses twice annually]	2	40
Science camps [one annually per region]	21	5
Development of simplified learner friendly Science and Maths T/L material for girls	16	2
Improvement in facilities and equipment in schools for children with disabilities:		
Upgrading classrooms [per school]	1	
Toilets [per school]	1	
Study rooms [per school]	1	
Teaching and learning materials		
Quality Improvement		
Converting 2 TTCs into constituent colleges of UDSM	2	500
Open and distant training programme for Diploma Teachers	1	0.33
Induction on reviewed curriculum	9,824	0.2205
Institutionalising TRCs	500	420,000
TRC Coordinators regional workshop	500	42,000

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Induction of teachers on new curriculum:	Secondary	Teacher Tra.
No of secondary schools	1200	16
No of teachers per school	8	14
Per diem	30000	30000
No of training days	7	7
	2,016,000,000	47,040,000
Facilitation 5 percent of total cost	100,800,000	2,352,000
2,166,192,000	2,116,800,000	49,392,000
Units	9,600	224
Unit cost	220,500	220,500
Number of TTCs	16	
Rehabilitation budget annually	51,000,000	
Rehabilitation budget for TTCs	816,000,000	
Duration [years]	3	
	272,000,000	

SECONDARY EDUCATION DEVELOPMENT PLAN EXPENDITURE PROJECTIONS – MEDIUM GROWTH SCENARIO

	2004	2005	2006	2007	2008
OVERALL					
Total No. of Classrooms (avg. class size = 40)	9,152	10,667	12,665	15,221	18,372
New Classrooms	1,176	1,515	1,999	2,555	3,152
of which in existing schools	588	757	999	1,278	1,576
New Schools	76	89	107	124	140
Government Secondary Schools					
Total No. of Classrooms (avg. class size = 40)	**5,487**	**6,501**	**7,862**	**9,646**	**11,885**
New Classrooms	727	1,014	1,361	1,784	2,239
of which in existing schools[a]	364	507	681	892	1,119
Refurbished classrooms	73	101	136	178	224
New Schools	48	61	74	89	101
Average school size	340	374	411	452	498
NON-GOVERNMENT SECONDARY SCHOOLS					
Total No. of Classrooms (avg. class size = 40)	**3,664**	**4,166**	**4,803**	**5,575**	**6,488**
New Classrooms	448	501	638	771	913
of which in existing schools[a]	224	251	319	386	457
New schools	28	28	32	36	38
Average school size	366	403	443	488	536
DEVELOPMENT EXPENDITURES (TSH. MILLIONS)					
Government Secondary Schools[b]	37,830	52,853	71,857	93,870	108,748
of which public financing[c]	28,373	39,640	53,893	70,402	81,561
Non-government Secondary Schools for Disabled[b]	2,878	3,816	4,810	5,937	6,592
Distance Education[e]	2,878	3,816	4,810	5,937	6,592
Additional Capital for Government School[d]	4,599	6,791	5,662	3,675	3,113
In-service Training for Non-government Schools	1,533	2,264	1,887	1,225	1,038
Teacher Training Institutions[e]	1,396	1,641	2,530	1,531	1,324
University Teacher Training	390	267	539	323	180
Total	**51,504**	**71,447**	**92,095**	**112,498**	**127,587**
of which public financing[t]	42,046	58,234	74,130	89,030	100,400

Note: All values increase by 5% annually in real terms.
Development expenditures are forward shifted by 1 year to allow enough time for implementation.
[a]The share of classrooms in new schools is 50% throughout, leaving 50% of classrooms to be added to existing schools.
[b]The cost of constructing an additional classroom in an existing school is estimated at TSh 7,000,000 in 2004.
The cost of construction a new school is estimated at TSh 7,000,000 multiplied by the number of classrooms multiplied by 5 (based on known building costs and
Laboratories, special purpose rooms, libraries, administrative infrastructure, and sports facilities are costed within school building costs
[c]It is assumed that communities would contribute one quarter of the cost of classrooms and schools, leaving three quarters to be publicly financed
[d]Includes development costs associated with system infrastructure e.g. curriculum/examinations/inspection, data system infrastructure, in-service development,
book stocking, additional hostel fund, disability provision, research and monitoring studies, management development etc.
[e]Includes classrooms in colleges at an average cost of TSh 25,000,000 and in universities at an average cost of TSh 25,000,000
[f]Includes public financing portion for government secondary schools, government schools additional school capital, and total costs for Diploma teacher training i

SECONDARY EDUCATION RECURRENT EXPENDITURE PROJECTIONS

	2004	2005	2006	2007	20
AMOUNT IN TSH. MILLIONS					
Teacher Salaries	13,327	15,303	18,044	21,653	2
Non-Teacher Salaries[a]	2,665	3,061	3,609	4,331	
Non- Salary Recurrent Expenditure[b]	11,667	13,823	15,045	16,408	1
Govt. Schools Student Capitation Grant[c]	7,778	9,215	11,144	13,673	1
Non-govt. Schools Student Capitation Grant[d]	2,078	2,362	2,724	3,161	
Govt. Schools Fee Subsidy[e]	4,939	6,143	7,801	10,050	1
Targeted Bursaries[f]	1,111	1,382	1,755	2,261	
Form 5-6 Supplementary capitation Grant[g]	390	421	462	548	
Disadvantaged schools capitation Grant[h]	583	691	836	1,025	
Total	**44,538**	**52,401**	**61,420**	**73,110**	**8**
Year-on-Year % Change	82	**18**	**17**	**19**	
SHARE OF TOTAL RECURRENT BUDGET					
Teacher Salaries	30	29	29	30	
Non-teacher Salaries	6	6	6	6	
Non-salary Recurrent Expenditures	26	26	24	22	
Govt. Schools Student Capitation Grant	17	18	18	19	
Non-govt. Schools Student Capitation Grant	5	5	4	4	
Govt. Schools Fee Subsidy	11	12	13	14	
Targeted Bursaries	2	3	3	3	
Form 5-6 Supplementary capitation Grant[g]	1	1	1	1	
Disadvantaged schools capitation Grant[h]	1	1	1	1	
Total	**100**	**100**	**100**	**100**	
Amount in TSh.					
Unit Cost	180,369	179,123	173,606	168,430	16
Teacher Salaries/Student	53,970	52,309	51,002	49,884	5

Note: All values increase by 5% annually in real terms.
[a]Calculated as 20% of teacher salaries based on historical data.
[b]Calculated based on an initial 2001/2002 value derived from Treasury data.
[c]Allocated to 100 percent of students at a rate of 2500 TSh per student per month.
[d]Allocated to 80 percent of students at a rate of 1250 TSh per student per month.
[e]Allocated to 100 percent of government school students at an annual rate of TSh 20,000 per student.
[f]Allocated to the poorest 15 percent of government school students at an annual rate of T.Sh. 20,000 per student.
[g]Allocated to Forms 5-6 students at a rate of 1875 TSh per student per month in government schools.
[h]Allocated to 15 percent of government schools at a rate of TSh 1250 per student per month

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SECONDARY EDUCATION RECURRENT AND DEVELOPMENT EXPENDITURE PROJECTIONS (

	2004/5	2005/6	2006/7	2007/8	2008
Recurrent Expenditure	**51,258**	**62,506**	**72,731**	**85,782**	**108**
of which Secondary Education	44,538	52,401	61,420	73,111	89
and Secondary Teacher Training	6,720	10,105	11,311	12,671	18
Development Expenditure	**42,046**	**58,234**	**74,130**	**89,030**	**100**
Total	**93,304**	**120,740**	**146,861**	**174,812**	**208**
Estimated Budget					
Secondary Education	22,671	24,122	25,738	27,591	29
Secondary Teacher Training	5,790	6,161	6,573	7,047	7
Total	**28,461**	**30,283**	**32,311**	**34,638**	**37**
RESULTING FINANCING GAP	**64,843**	**90,457**	**114,550**	**140,174**	**171**

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EDUCATION SECTOR RECURRENT EXPENDITURES

	2003/4	2004/5	2005/6	2006/7	2007/8
RECURRENT EXPENDITURES (T.SH MILLIONS)					
Administration & General Education	20,507	21,738	23,129	24,678	26,455
Primary Education	234,619	269,588	303,399	337,976	362,627
Secondary Education	24,520	44,538	52,401	61,420	73,111
Tertiary Education (excl. teacher training)	61,858	64,480	67,247	70,162	73,254
Primary Teacher Training	7,916	7,693	7,001	5,987	3,469
Secondary Teacher Training	5,462	6,720	10,105	11,311	12,671
Adult Education	4,875	5,167	5,498	5,866	6,289
Total	**359,757**	**419,923**	**468,780**	**517,401**	**557,875**
Share in total Recurrent Expenditures (%)					
Administration & General Education	6	5	5	5	5
Primary Education	65	64	65	65	65
Secondary Education	7	11	11	12	13
Tertiary Education (excl. teacher training)	17	15	14	14	13
Primary Teacher Training	2	2	1	1	1
Secondary Teacher Training	2	2	2	2	2
Adult Education	1	1	1	1	1
Total	**100**	**100**	**100**	**100**	**100**
EDUCATION SECTOR FINANCIAL SUSTAINABILITY					
GDP Growth Rate (%)[a]	6.0	6.4	6.7	7.2	7.2
Total Government Rec. Budget (TSh Billions)[a]	1,407	1,497	1,597	1,712	1,836
Education Recurrent Exp. As % of GDP	3.6	3.9	4.1	4.2	4.2
Education Rec. Exp. As % of Total Rec. Exp.	25.6	28.1	29.3	30.2	30.4
Education Sector Rec. Financing Gap (T.Sh. Millions)		63,570	89,620	112,837	124,183
Secondary Education Financing Gap (T.Sh. Millions)					
Recurrent Financing Gap[b]		22,797	32,223	40,419	51,143
Development Expenditures		42,046	58,234	74,130	89,030
Total		**64,843**	**90,457**	**114,549**	**140,174**

Notes: Primary Education, Secondary education, and teacher training expenditures are calculated using expansion trends.
Administration, general education, and adult education expenditures grow at the projected GDP growth rate.
Tertiary Education (excluding teacher training) expenditures are projected to grow at 4 percent annually, i.e. lower than the GDP growth rate
[a]Government PRSP review.

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PROJECTED EDUCATION SECTOR FUNDS REQUIREMENTS AND PROPOSED ALLOCATION

TSh Millions	2004/05			2005/06		
	MTEF Projection	**SEDP Projection**	**MTEF Ceiling**	**MTEF Projection**	**SEDP Projection**	**MTEF Proposed Allocation**
Primary Education	251,931	269,588	240,952	238,180	303,399	226,103
Secondary Education	49,545	44,538	18,151	51,637	52,401	19,479
Higher Education	79,310	64,480	75,345	91,709	67,247	81,372
Total Priority sub-sectors	**380,786**	**378,605**	**334,447**	**381,526**	**423,047**	**326,953**

SECONDARY EDUCATION ENROLLMENT PROJECTIONS – MEDIUM GROWTH SCENARIO

	2003	2004	2005	2006	2007	2
OVERALL						
Forms 1-4 GER (%)	11	11	13	15	18	
Forms 5-6 GER (%)	2	2	2	3	3	
Standard VII Pass Rate (%)	30	40	40	60	70	
Transition Rate SVII/FI (%)	20	26	29	36	29	
Transition Rate F4/F5 (%)		27	29	31	34	
Enrollment:						
Form 1	109,841	135,441	159,996	188,881	223,069	2
Form 2	98,506	107,406	129,344	151,413	177,632	2
Form 3	63,291	72,869	83,406	105,246	129,662	1
Form 4	57,303	63,818	72,779	82,980	101,383	1
Form 5	16,725	15,740	18,689	22,880	28,122	
Form 6	13,259	16,551	15,780	18,544	22,663	
Forms 1-4 Total	**328,941**	**379,534**	**445,524**	**528,520**	**634,145**	**7**
Forms 5-6 Total	**29,984**	**32,291**	**34,470**	**41,424**	**50,786**	
Form 1-6 Total	**358,925**	**411,825**	**479,994**	**569,944**	**684,931**	**8**
GOVERNMENT SECONDARY SCHOOLS						
Change in Entrants (%)		30	20	20	20	
Share in Enrollments (%)						
Forms 1-4 Total	**59**	**60**	**61**	**62**	**63**	
Forms 5-6 Total	**62**	**63**	**62**	**61**	**63**	
Forms 1-6 Total	**60**	**60**	**61**	**62**	**63**	
NON-GOVERNMENT SECONDARY SCHOOLS						
Change in Entrants (%)		15	15	15	15	
Share in Enrollment (%)						
Forms 1-4 Total	**41**	**40**	**39**	**38**	**37**	
Forms 5-6 Total	**38**	**37**	**38**	**39**	**37**	
Forms 1-6 Total	**40**	**40**	**39**	**38**	**37**	

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SECONDARY EDUCATION TEACHER PROJECTIONS

	2003	2004	2005	2006	2007
OVERALL					
Student-teacher ratio	22	24	26	28	3
Share of Degree-level Teachers (%)	18	18	18	18	1
Share of Diploma Teachers (%)	82	82	82	82	8
Number of Degree-level Teachers	2,997	3,129	3,288	3,556	3,73
Number of Diploma Teachers	13,471	13,903	14,801	16,228	18,47
Total Teachers	**16,468**	**17,033**	**18,089**	**19,785**	**22,20**
NEW DEGREE-LEVEL TEACHERS (15% ATTRITION RATE)		582	631	762	71
NEW DIPLOMA TEACHERS (5% ATTRITION RATE)		1,106	1,593	2,167	3,05
Total New Teachers		**1,688**	**2,224**	**2,929**	**3,76**
GOVERNMENT SECONDARY SCHOOLS					
Share of Degree-level Teachers (%)	14	14	14	14	1
Share of Diploma Teachers (%)	87	86	86	86	8
Number of Degree-level Teachers	1,314	1,440	1,575	1,769	1,88
Number of Diploma Teachers	8,422	8,848	9,676	10,866	12,58
Total Teachers	**9,737**	**10,289**	**11,252**	**12,635**	**14,46**
New Degree-level Teachers (15% attrition rate)		323	351	430	37
New Diploma Teachers (5% attrition rate)		847	1,271	1,674	2,26
Total New Teachers		1,170	1,621	2,104	2,64
NON-GOVERNMENT SECONDARY SCHOOLS					
Share of Degree-level Teachers (%)_	25	25	25	25	2
Share of Diploma Teachers (%)	75	75	75	75	7
Number of Degree-level Teachers	1,683	1,689	1,712	1,787	1,85
Number of Diploma Teachers	5,048	5,055	5,125	5,362	5,88
Total Teachers	**6,731**	**6,744**	**6,837**	**7,149**	**7,73**
New Degree-level Teachers (15% attrition rate)		259	280	332	33
New Diploma Teachers (5% attrition rate)		259	322	493	78
Total New Teachers		**518**	**603**	**825**	**1,12**

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SUBJECT REGIMES:

1.1   Subjects offered in Form 1- 4

1.1.1   Subject regime for Forms 1 + 2

1. Kiswahili
2. English
3. Maths
4. Civics
5. Biology
6. Physics with Chemistry (Physics and Chemistry
7. Geography
8. History

Notes: Students in Form 1-2 will do all the 8 core subjects and any one to two options if offered at the school

1.1.2   Subject regime for Form 3 & 4

1. Kiswahili
2. English
3. Maths
4. Civics
5. Biology
6. Physics
7. Chemistry
8. History
9. Geography

Notes: Students will have to do the 5 core and compulsory subjects (1-5) and any other two or more of the rest of the core subjects. They may also do one to two options from among the options.

***Optional subjects**:

Home Economics, Computing and Information Science, Music, Fine Art, French, Arabic, Bible Knowledge, Islamic Studies, Physical Education, Additional Maths.

-   Religion will be taught in all schools
-   Optional subjects will be taught in a few designated schools
-   Student can study the core subjects without doing any of the options.
-   All optional subjects are examinable.

PROGRAMME COMPONENT AND OBJECTIVE	July 04- June 05 (1)	July - 05 June - 06 (2)	July 06 –June 07 (3)	July (
(1) Access Improvement				
(a) Expansion in underserved areas				
(b) Optimum utilization of teachers				
(c) Optimum use of current facilities				
(d Support to the Private Sector				
(e) Form five and six expansion				
(f) Provision of education for socially and culturally marginalized groups				
(g) Open and Distance Learning				
2. Equity improvement				
(a) Grants for pupils from poor families				
(b) Improvement of girls retention and performance				
(c) Improvement of facilities in schools with disabled children				
3. Quality Improvements				
(I) Teacher Education (tutors and teachers)				
(a) In-Service Training				
(i) Up-grading				

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PROGRAMME COMPONENT AND OBJECTIVE	July 04- June 05 (1)	July - 05 June - 06 (2)	July 06 –June 07 (3)	July 0
(ii) Continuous Professional Development	■	■	■	■
(b) **Pre-Service**				
(i) Production of Diploma Teachers	■	■	■	■
(ii) Production of Graduate Teachers	■	■	■	■
(c) Optimum use of Tutors and facilities	■	■	■	
(d) School Libraries	■	■	■	
(II) **Curriculum**				
(a) Curriculum Review	■			
(b) Preparation of T/L Materials Annotated Lists	■	■	■	■
(c) Information and Resources Centres (School Libaries)	■	■	■	
(d) Teaching and Learning Materials and Capitation Grants	■	■	■	■
(e) Development of National Curriculum Framework and Examination	■			
(f) Support for Regional Book Exhibitions annually	■	■	■	■
(g) Survey of availability and use of T/L Materials	■			
(h) Capacity building for TIE	■	■	■	
(III) **Improvement of Examinations**				

PROGRAMME COMPONENT AND OBJECTIVE	July 04- June 05 (1)	July - 05 June - 06 (2)	July 06 –June 07 (3)	July 0
(a) Technological Capacity Building	▓▓▓	▓▓▓		
(b) Design and Admin of Exams.	▓▓▓	▓▓▓	▓▓▓	
(c) National Assessment of school achievements			▓▓▓	▓▓▓
4. Management Reforms				
(a) Review of TOR for key actors in the devolution process	▬▬▬			
(b) Training of key actors in the Decentralization Process	▬▬▬	▓▓▓		▓▓▓
(c) Development of operational manual (finance, environment, construction, procurement).	▬▬▬			
5. Education Management System Improvement				
(i) Inspection and Support system	▬▬▬			
(ii) Improve of access and use of EMIS in the whole education system	▬▬▬	▬▬▬	▬▬▬	▬
(iii) Capacity Building at all levels	▬▬▬			
(iv) Communication and publicity for the new programme		▬▬▬	▬▬▬	▬
(v) Monitoring and Evaluation of the new programme.				
GRAND TOTAL				

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Programme Component and Objectives	Verifiable Performance Indicators (Out Puts)	Outcomes [Results]	Data Source or Means of Verification	Collecti Repor Respons
I. Overall Programme Objectives				
1. Access, Equity & Completion – "expanded coverage at the secondary level".	✍ **Gross enrolment in lower secondary** ✍ Upper Secondary output ✍ Transition Rate ✍ Gross Completion Rate ✍ Intake into tertiary sector ✍ Disbursement of capitation grants ✍ Effective rate of payment of fees	More people in the population with secondary education	-MOEC -Surveys -EMIS --Census Data -Poverty Index	MOEC
2. Quality – Increased learning achievements (especially among girls): "we want to ensure that the education received by our youth is of high quality and related to their daily lives and work prospects on completion of their education".	✍ **X% of Form VI graduates with CSEE** ✍ X% Form VI girls graduating with ACSEE ✍ X% schools and Y% of students taking CSEE ✍ Examination Results ✍ Textbooks per student ✍ % of teachers in continuous training program ✍ Tracer studies of school leavers.	High Quality and relevant education	EMIS Surveys NECTA	MOEC & NECTA &
3. Management – "Better management and delivery of secondary education services through devolution to regions, local communities, school boards and institutions".	✍ **Measure impact of staffing changes** ✍ Impact of training program ✍ Measures of management devolution ✍ Delegation of decisions ✍ Quality of decisions	Better and speedy delivery of education	DEOs MOEC REO Data	MOEC
(4) "Improve operational efficiency of the Ministry"	✍ How widely ✍ Widespread knowledge of the programme ✍ Quality Evaluation Reports	Better managed Ministry Affairs	MOEC NECTA TIE	MOEC

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Programme Component and Objectives	Verifiable Performance Indicators (Out Puts)	Outcomes [Results]	Data Source or Means of Verification	Collecti Repor Respons
Detailed Programme **Objectives**				
(1) Access Improvement				
(a) Expansion in underserved areas	✍ # of schools built ✍ % increase in enrolment ✍ # of school rehabilitated ✍ # of additional rooms	Better opportunity to increase enrolment	Regional/District Data EMIS	REO-DEC
(b) Optimum utilization of teachers	✍ Recurrent cost per student ✍ # subjects in lower secondary ✍ Teaching periods per week ✍ Teaching pupil ratio	More students accommodated	✍ School data ✍ MOEC Data ✍ DEO data	DEO and $
(c) Optimum use of current facilities	✍ Utilization index ✍ More hours, used on teaching ✍ Quality of infrastructure ✍ Double shifts	Enrol more students	✍ School Data ✍ DEO Data ✍ MOEC Data	DEO and I
(d) Enhancing partnership with Private Sector	% of students in non-government schools # of private schools and # of size of grants	Greater expansion of enrolments	MOEC Data	MOEC
(e) Form five and six expansion	✍ # of new streams ✍ # of students enrolled ✍ # of type of subjects taught	Better service of the Education system	MOEC Data	MOEC
(f) Provision of education for socially and culturally different groups	✍ # of specially designed facilities % of enrolments of students from these groups.	Better social climate	DEO/REO Data	REO
(g) Open and Distance Learning	✍ # of enrolled students ✍ Centres participating	More secondary school enrolled	IAE	IAE
2. Equity improvement				
(a) Capitation grants pupils from poor families (scholarships)	✍ # of grants disbursed ✍ Accuracy of targeting	Children from poor families benefits	District Data	DEO

Programme Component and Objectives	Verifiable Performance Indicators (Out Puts)	Outcomes [Results]	Data Source or Means of Verification	Collecti Repor Respons
(b) Improvement of girls retention and performance	✍ Completion Rates ✍ Progression Rates ✍ Pass Rates	Gender Equity	School NECTA	School He MOEC
(c) Improvement of facilities in schools with disabled children	✍ # of disabled children ✍ Type of Facilities provided ✍ Performance of disabled kids	Equity	School Data MOEC Data	MOEC
3. Quality Improvements				
(I) Teacher Education (tutors and teachers)				
(a) In-Service Training				
(i) Up-grading	✍ # of Teachers upgraded ✍ Management satisfaction ✍ Perform and in teaching ✍ # of Teachers exposed ✍ # Improvement in teaching	Better teaching	School Data MOEC Data	MOEC
(ii) Continuous Professional Development		Better teaching	School Data MOEC Data	
(b) **Pre-Service**				
(i) Production of Diploma Teachers	✍ # of new Teachers ✍ Teacher Pupil Ratio ✍ % of them in the teaching force	Better PTR	MOEC Data	
(ii) Production of Graduate Teachers	✍ # of new graduate teachers ✍ % of Graduate teachers ✍ Management satisfaction with ✍ Ratio to diplomas performance	Better teaching	University Data MOSTHE Data	MOEC
(c) Optimum use of Tutors and facilities	✍ Expanded Enrolment ✍ PTR	More and Better Tutors	TTC Data MOEC Data	TTC MOEC
(II) **Curriculum**				

Programme Component and Objectives	Verifiable Performance Indicators (Out Puts)	Outcomes [Results]	Data Source or Means of Verification	Collecti Repor Respons
(a) Curriculum Review	✍ Review Report	Better Curriculum	TIE/MOEC	TIE
(b) Preparation of T/L Materials Annotated Lists	✍ Available List	Better teaching and Learning	TIE Data	TIE
(c) Information and Resources Centres (School Libraries)	✍ # of new units ✍ # of pupils per library ✍ Utilization Factor	Better Teaching and Learning	MOEC Data	MOEC
(d) Teaching and Learning Materials Capitation Grants	✍ # of grants disbursed ✍ # of new titles bought ✍ Pupil – Book Ratio	Better teaching and Learning	MOEC Data	MOEC
(e) Development of National Curriculum Framework	✍ Availability of Report	Better TIE NECTA collaboration	MOEC	MOEC
(f) Support for Regional Book Exhibitions	✍ # of Exhibitions staged ✍ # of Foreign-exhibitors ✍ Relevance of the Books	Better selection of books	REO/MOEC	REO
(g) Survey of availability and use of T/L Materials	Availability of Report	Better distribution and use of Books	TIE/Data	TIE
(h) Capacity building for TIE and NECTA	✍ # Staff trained ✍ # Research Reports ✍ # Technological In-puts	Better curriculum	TIE Data	TIE
(III) **Improvement of Examinations**				
(a) Technological Capacity Building	✍ Modern technologies such as scanning ✍ Staff trained at PHD level ✍ Clear Policy ……	Better quality exams and timely	NECTA Data MOEC	NECTA MOEC

Programme Component and Objectives	Verifiable Performance Indicators (Out Puts)	Outcomes [Results]	Data Source or Means of Verification	Collecti Repor Respons
(b) Design and Admin of Exams.	✍ Items Bank Established ✍ Gestation Periods shortened	Efficiency in operations	NECTA Data MOEC	NECTA
(c) National Assessment of School achievements	✍ Report Available	Bettered standards and Planning	NECTA	NECTA
4. Management Reforms				
(a) Review of TOR for key actors in the devolution process	✍ Report Available	Better chance to design devolution	MOEC Data	MOEC
(b) Training of key actors in the Decentralization Process	✍ # of staff trained Impact on Management	Better Devolution process	MOEC Data	MOEC
(c) Development of operational manual (finance, environment, construction, procurement).	✍ Manuals Available	Better management of Project	MOEC Data	MOEC
5. Education Management System Improvement				
(i) Inspection and Support system	✍ # of staff trained ✍ New Equipment acquired	Better inspection	MOEC Data	MOEC
(ii) Improvement of access and use of EMIS in the whole education system	✍ Installed EMIS ✍ Reports Available	Better Management of the system	MOEC Data	MOEC
(iii) Capacity Building at all levels	✍ # of Staff trained ✍ Not working systems ✍ Management satisfaction	Better Managed system	MOED and Survey Data	MOEC

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(iv) Communication and publicity for the new programme	✍ Publicity Materials Available	Better implementation of Programs management	MOEC Data	MOEC
(v) Monitoring and Evaluation of the new programme.	✍ Evaluation Reports		MOEC	MOEC

TANZANIA EDUCATION PERFORMANCE INDICATORS – 2003

1	PTR - Lower Secondary	**1:21**
	- Upper "	
2	Student Tutor ratio (TTC diploma)	
3	GER - Lower Secondary	**10.2**
	- Upper "	**1.7**
4	NER – Lower Secondary	**6.3**
	- Upper "	**0.3**
5	Completion Rates - Lower Secondary	**50820**
	- Upper "	
6	Transition Rates - Std. VII - Form I	**21.7 (02)**
	- Form IV – VI	
7	Dropout Rates - Lower Secondary	**11.1**
	- Upper "	**-**
8	Repetition Rates -Lower (Form II)	**6.5**
9	Form I – Enrolments: Government	**52853**
	: Non Government	**46891**
10	Promotion Rate -Lower Secondary	**85.5**
	-Upper "	**-**
11	Book Pupil Ratio -Lower Secondary	
	-Upper "	
12	Classroom Pupil Ratio - Lower Secondary	**40**
	- Upper "	**30**
13	Classroom Size - Lower Secondary	**64.8m^2**
	- Upper "	**64.8m^2**
14	Teaching Load -Lower "	
	-Upper "	
15	Student Contact hours per week –Lower Secondary	
	-Upper "	
16	Pass Rates -Lower Secondary	**86.3**
	-Upper Secondary	**97.3**
17	Net Intake rate (NIR)- Lower	
	- Upper	

18	Apparent (Gross) Intake rate	-Lower	
		-Upper	
19	Shortage of Desks	-Lower	
		-Upper	
20	Shortage of Staff House		
21	Shortage of Latrines holes	- Lower	
		- Upper	
22	Shortage of Piped Water Supply – Lower		
		- Upper	
23	Budgetary Allocations		Primary
			Secondary
			Teacher Education
			Higher Education
			Other

**Criteria for Identification of Underserved, Low Demand,
and High Demand Areas**.

Tanzania is a large country, with great social, economic, and geographical variations, by regions, districts, and wards. This Plan, will respond to one dimension of these variations, regarding our area being educationally underserved. These will be districts and wards with one or more of the following characteristics:-

Secondary Low Gross Enrolment Ratio
Secondary Low Net Enrolment Ratio
Low Transition Rates from P VII to F. 1
High Poverty Index

However, this is not to say other areas are not catered for. The Plan will also respond to high demand areas, which need a different response, as have different such as :-

High Transition rates from P7 to F1
High Cut-off Point at P.viii level
Over crowded secondary school classrooms
High PTR secondary schools
Low   Poverty Index.

Since the **Plan** calls for participatory and contributory approaches, it is expected that communities in the later case will contribute more to the development of schools in their communities than the former category of communities.