SPEECH BY THE MINISTER FOR EDUCATION AND VOCATIONAL TRAINING
HON. PROFESSOR JUMANNE MAGHEMBE (MP)

PRESENTED TO THE PARLIAMENT

BUDGET ESTIMATES FOR INCOME AND EXPENDITURES FOR 2010/11
INTRODUCTION

Proposal

1. Honourable Speaker, I would like to raise a proposal that the Parliament, considering the report presented here by the Chairperson for the Parliament’s Permanent Committee for Social Services, approves the 2010/2011 Budget for the Ministry of Education and Vocational Training.

Condolences and Gratitude

2. Honourable Speaker, I would first like to join my fellow Members of Parliament in expressing my sympathy to the family of the late Hon. Rashid Mfaume Kawawa, the second Prime Minister for the United Republic of Tanzania and founder of CCM; and Hon. Sigifrid Seleman Ng’itu, Member of Parliament for Ruangwa who passed away within 2009/2010 financial year. May the Almighty rest their souls in peace.

3. Honourable Speaker, I would like to convey my sincere gratitude to the Deputy Ministers for Education and Vocational Training, Hon. Gaudencia Mugosi Kabaka, Member of Parliament for Special Seats Mara Region and Hon. Mwantumu Mahiza, Member of Parliament for Special Seats Tanga Region for their devotion, loyalty and commitment expressed to me, the Permanent Secretary for the Ministry of Education and Vocational Training Professor Hamisi Omari Dihenga, Deputy Permanent Secretary, Mr Selestine Muhochi Gesimba together with the Commissioner for Education Mr. Aminiel Stephano Mrutu, Department Directors, Leaders of Universities, and Councils under the Ministry, Professors, Teachers, Lecturers and all employees for their cooperation in implementing the Ministry’s obligations and in the preparation of this budget. I would also like to express my gratitude and congratulations to Chair and Members of the National Advisory Council for Education, Prof. Mayunga Nkunya, for their good advice. I would like as well to thank the leaders of Workers Unions and Academic Associations for their cooperation.

4. Honourable Speaker, I would like to congratulate the Hon. Prime Minister and Hon. Minister for Finance and Economic Affairs for their excellent speeches which have provided an evaluation and direction for the Government’s Budget and economic status and implementation of its activities for the way forward for 2010/2011. Along the same lines, my speech will provide details of
budget estimates and expenditures for the Ministry of Education and Vocational Training which is in charge of all levels of education and trainings together with Institutions and Councils under the Ministry.

Roles of the Ministry
8. **Honourable Speaker**, as stipulated in my previous year's Budget speech, the Ministry of Education and Vocational Training is in charge of Pre and Primary Education, Secondary Education, Teachers Training, Adult and Non formal Education, Higher Education, Technical Education and Vocational Training and Institutions and Councils under the Ministry responsible for the quality of Education and Training.

**IMPLEMENTATION REPORT FOR 2009/2010 BUDGET AND ESTIMATES FOR 2010/2011**

9. **Honourable Speaker**, allow me to start by presenting the evaluation report of the implementation 2009/2010 budget and then provide the estimated Budget of Income and Expenditures for 2010/2011.

**Income in 2009/2010**
10. **Honourable Speaker**, in year 2009/2010, the Ministry of Education and Vocational Training planned to collect government revenue of 4, 510, 784,000 Shillings. By 30th June, 2010; a total of 6, 325, 283, 914 Shillings had already been collected. The reason for surpassing the planned target was that some of the Secondary schools which have been decentralised kept on submitting their revenues to the Ministry of Education and Vocational Training’s accounts until October 2009. From November 2009, all revenues from Secondary schools are being submitted to the respective Local Councils.

**Expenditures in 2009/2010**
11. **Honourable Speaker**, during 2009/2010 financial year, the planned budget for the Ministry of Education and Vocational Training for recurrent expenditures was
estimated to be 428, 436, 913, 000 Shillings. 41, 039, 652, 700 Shillings being allocated for salaries and 387, 397, 290,300 being allocated for other expenses. Up to 30th June, 2010, recurrent expenditures amounted to 421, 204, 126, 333 Shillings, whereby 40,536, 159, 244 Shillings were used for Salaries, while 380, 667, 967, 089 was used for other expenses.

Honourable Speaker, the planned budget for development for 2009/2010 was 129, 283, 697, 000 Shillings whereby 65, 366, 471, 999 shillings were to from internal sources and 63, 917, 225, 001 Shillings from external sources. Up to 30th June, 2010, the expenditures amounted to 80, 453, 399, 723.05 Shillings of which 50, 207, 557, 2344 were from internal sources while 30, 245, 842, 489 were from external sources.

12. Honourable Speaker, after the general overview on the funds received by the Ministry, the following is the Ministry’s implementation report for 2009/2010’s financial year.

Commissioner for Education’s Office, the Ministry's Departments and Sections.

Commissioner for Education’s Office
13. Honourable Speaker, the Commissioner for Education’s office has the responsibility of coordinating the provision of education at Pre-primary; Primary; Secondary; Teachers’ training; Adult and Non Formal Education; as well as controlling the quality of Education, Curriculum Development, Management of Examinations, Library Services, and Education Leadership and Management training. The office of the Commissioner for Education’s includes also the Unit for Special Needs Education, Education through the media, Registration of Schools, Accreditation of Education Materials and Crosscutting Issues.

14. Honourable Speaker, during the year 2009/2010, the Commissioner for Education’s Office:

(a) provided training on Inclusive Education, Sign Language and Braille Skills to 57 Tutor from Kasulu and Kabanga Teachers Training Colleges;
(b) examined 354 requests at different levels of registration of which 112 were approved and permitted to proceed with the construction and 198 received approval of school owners and managers while 44 requests were returned to stakeholders for amendments;

(c) prepared and broadcasted 580 radio programmes, where 52 were for participatory teaching approaches and 528 were radio study programmes for Primary Schools;

(d) received 229 school registration requests where, 112 schools were those from community members’ efforts, and 117 non government schools (3 Pre-primary, 46 Pre–primary and Primary, 57 Secondary Schools and 11 Teachers Training Colleges) were registered;

(e) awarded 293 teaching licences;

(f) finalized an Implementation Strategic Plan for education issues taking into consideration gender equity’;

(g) monitored provision of Special Needs Education and Inclusive Education, and initiation of Special Needs Education schools/sections and Inclusive Education in 16 Local Councils;

(h) distributed teaching and learning materials to students with special needs in 272 primary Schools, 29 Secondary Schools and 6 Teachers’ Training Colleges;

(i) identified two textbooks for each subject in Pre-primary and for standard 1 – 5 in Primary Schools;

(j) produced Circular No. 2 of year 2010 on schools’ textbooks and directives on its distribution;

(k) endorsed 34 textbooks for primary schools, and also endorsed Secondary School textbooks for Mathematics, Physics, Chemistry and Biology for form I and II through USAID programme;

(l) examined bills for 105 learning books whereby 34 bills were accredited while 41 being disapproved;

(m) re-assessed and restored 128 archives which were set up between 1997 and 2009; and

(n) prepared 2 out of 8 chapters of the draft report on quality of education involving 15 Southern and Eastern African countries (SACMEQ Project III).
Primary Education Department

15. Honourable Speaker, in 2009/2010, my Ministry continued the implementation of PEDP II (2007-2011) so as to ensure that the government’s objective of providing Pre-primary and Primary Education to all is realised.

(a) The Ministry participated in the provision of integrated Early Childhood Care and Development (ECD) services and took part in developing an integrated Early Childhood Care and Development Policy;

(b) strengthened the provision of Pre-primary Education in collaboration with the Ministry of Community Development, Gender and Children, the Ministry of Health and Social Welfare and ECD Network, and UNICEF coordinated the preparation of the Guidelines for standards for Early childhood Care and Development, Facilitators’ Guide on Childhood Care and Development Guidelines for teaching and sports materials for young children;

(c) achieved the government’s objective that each Primary school should have a pre-primary school, coordinated enrolment of Pre-primary education pupils for both governmental and Non government schools where enrolment in pre-primary schools rose from 638,974 in 2005 (319,974 females) up to 925,465 (463,837 females) in 2010, 1,771 being students with special needs. Moreover, streams in Pre-primary Education had increased from 21,607 in 2005 to 34,861 in 2010. Number of Teachers for Plenary Education increased from 11,148 (6,510 females) in 2005 to 16,534 (8,884 females) in 2010;

(d) enrolment in Primary Schools rose from 7,541,208 students (3,685,496 females, 3,855,712 males) in 2005 to 8,419,305 (4,216,036 females) in 2010 including 36,585 students with special needs. The number of Primary Education Teachers increased from 135,013 (64,707 females) in 2005 to 165,856 (83,686 females) in 2010.

Moreover, the number of Primary Schools increased from 14,257 in 2005 to 15,816 in 2010. The student teachers ratio was strengthened from 1:56 (a teacher per 56 students) to 1:51 (a teacher per 51 students);

(e) collaborated with Monduli District Council in initiating the construction of Monduli Jeshini Primary School (Sokoine Cantonment) and renovated demonstration schools including Arusha School;

(f) produced publications to provide guidelines on: materials procurement, schools construction, standard one enrolment, strengthening of institutional
procedures, accounts and financial management, purchase of text books, other education materials and monitoring of the evaluation of the implementation of PEDP II. 2,625 copies of such guidelines were distributed to all Regions and Local Councils in the Mainland;

(g) carried out follow up, evaluation, research and audited expenditures on PEDP in collaboration with PMO-RALG;

(h) coordinated in-service training for 270 teachers in strengthening their Mathematics and Science teaching capacities;

(i) financed training on educational management to 11 leaders and 494 education supervisors including Head Teachers, Ward Education Coordinators and District Education Officers;

(j) monitored expenditures of the 80 billion shillings capitation grant (10,000 Shs per student per annum) in raising the quality of education in Mara, Shinyanga, Mbeya, Singida Rukwa, Dodoma, Lindi, Mtwar, Kigoma, Tabora, Manyara, and Coast regions;

(k) collaborated with WFP in expanding funding for School feeding Programme from 13 Local Councils (Bah, Longido, Iramba, Manyoni, Kondoa, Chamwino, Karatu, Simanjro, Kitoto, Ngorongoro, Mwapwa, Singida (D) and Monduli) to 16 by including Kishapu, Shinyanga District and Meatu Local Councils. The assessment in schools from 16 Districts covered shows improvement in attendance and performance;

(l) prepared draft guidelines for teaching science subjects as a pilot; and

(m) strengthened capacity of 1,000 teachers and 17 school inspectors, 17 facilitators, for managing Bridge – IT programme, prepared 417 video tapes with science and mathematics teaching lessons for standard V and VI where 60,000 students benefited.

Secondary Education Department

16. Honourable Speaker, Secondary Education is an essential linkage between Primary and Higher Education. The Secondary Education Department oversees the implementation of the Education Policy at this level, providing quality education for all from form 1 – 6 and monitors and evaluates the quality education delivered. At this
level, the education Policy intends to increase opportunities to secondary education and ensure increased number of form 6 graduates for admission to Higher Learning Institutions.

17. Honourable Speaker, in executing the CCM 2005 Election Manifesto, the number of Secondary schools has increased from 1,745 in 2005 to 4,266 in 2010 by building 3,397 government schools at Ward level and 869 new non-government schools were built. Moreover, the number of form 1 – 6 Secondary school students (both government and non-government) increased from 524,325 in 2005 (244,571 females) to 1,638,699 in 2010 (728,528 females). Form 1 enrolment improved from 180,239 in 2005 (88,559 females) to 438, 827 in 2010 (198,810 females). Form 5 enrolment increased from 18,893 in 2005 (7,147 females) to 38,334 in 2010 (15,278 females). The number of Secondary school teachers increased from 23,905 in 2005 to 40,517 (12,696 females) in 2010.

18. Honourable Speaker, assessment and evaluation of secondary education has been conducted and a number of successes have been recorded in the reports. The results of the assessment have showed an increase in the pass rate in forms and 6 between years 2005 – 2009. 27,298 out of 85,292 form 4 examinees in year 2005 passed with division III. Among them, 6,322 (23.2%) were from old Government schools, 7,933 (29.2%) from Community day schools and 12,953 (47.6%) were from Non-governmental schools. A total of 239,434 sat for form 4 examinations in 2009. 41,363 passed with division I – III, where as 20,742 (50.15%) were from day Community schools, 4,121 (9.96%) from old Government schools and 16,500 (39.89%) from Non-government schools. These are great successes in the implementation of our education system.

19. Honourable Speaker, these statistics indicate that most of the students who passed with division I – III, meeting the form 5 admission requirements, are from day public schools. This success is a result of high cooperation between the Government and the Community.

20. Honourable Speaker, in 2009 our Secondary school students took part in an essay competition for the SADC countries where Tanzania won the first and second
prizes. Allen Kamnde from Maua Seminary School won the first prize and Mary Hingira from Machame Girls Secondary School won the second prize. Moreover, our schools won the third place in the essay competition which involves East African Community Countries. This was made possible by Peter Emil, a student from Tosamaganga Secondary School. Furthermore, in June 2009, Happiness Watimanywa, a student from St. Constantine Secondary School in Arusha won the world’s first award in Accounts Examination conducted by the University of Cambridge, International Examination Syndicate. This is a great success to be proud of at this level of Education.

21. Honourable Speaker, the success in increased pass rates in examinations results by the students has been contributed by the continued efforts of the government in distributing teaching and learning materials in schools; training of 3,000 Science and Mathematics teachers and conducting science camps for female students.

22. Honourable Speaker, in strengthening the management of Secondary schools, the government decentralized the management of these schools to the Local Government Authorities. In ensuring successful transformation, the Ministry coordinated the whole process of decentralizing the management of Secondary schools to the Local Government Authorities and provided guidelines and initial training to Secondary Education Officers and Academic Education Officers in collaboration with PMORALG.

Department of Teacher Education
23. Honourable Speaker, the Department of Teacher Education is responsible for providing Teacher Trainings at Certificate and Diploma levels, preparing and examining Policies, Guidelines and standards related to teacher education and coordinating the implementation of the Teachers Development and Management Strategy (TDMS).

24. Honourable Speaker, the Teacher education training of Grade A and Diploma of are delivered in 34 government and 57 Non-government Teachers Training Colleges (TCs) all together having a capacity of registering 43,098 trainees at once.
Furthermore, there are Higher Learning Institutions which provide Diploma in Teacher Education. These Institutions are Open University of Tanzania (OUT), State University of Zanzibar (SUZA), Muslim University of Morogoro (MUM), Mwenge University College of Education, St. Augustine University of Tanzania (SAUT), Teofilo Kisanji University (TEKU), Sebastian Kolowa University (SEKUCO), Tumaini University and Mount Meru University, Mzumbe University, University of Dar es Salaam and Sokoine University of Agriculture.

25. **Honourable Speaker**, there has been an increase in the number of graduates from Teachers Training Colleges every year. There were 12,305 Grade A graduates in 2009/2010. 14,501 teachers are expected to graduate in Teacher Education at certificate level in 2010/2011. 7,939 among them are from Government TCs while 6,562 are from Non government TCs. Moreover, there were 5,530 Diploma graduates in 2009/2010. The Ministry expects 7,084 teachers to graduate at Diploma level in 2010/2011; 6,815 teachers from government TCs and 269 from Non Government. The increase in the number of graduate teachers is a result of collaborative efforts by the by the government and other stakeholders who provide Teacher Education. The number of TCs rose from 52 (33 governmental) in 2005 to 77 (34 governmental) in 2010. In 2007, the government transformed the Shinyanga Commercial Secondary School (SHYCOM) to Teachers College for a Diploma in Commercial studies. In 2008, the government established the Dakawa Teachers College aiming at reducing the shortage of Science teachers.

In addition, 12,464 Grade ‘B’ and ‘C’ teachers were further trained and up graded to Grade ‘A’ between the period of 2005 – 2010.

26. **Honourable Speaker**, the Department of Teacher Education in 2009/2010:

(a) provided training to 15,572 Teacher Trainees at certificate Grade ‘A’ level and 12,529 Diploma level from Governmental Teachers Colleges and coordinated training of 12,529 Certificate and 913 Diploma level Teacher Trainees from Private Teachers Colleges;

(b) provided ICT training to 5,855 teacher trainees who sat for National Examination Councils’ Diploma examinations in May 2010;
(c) provided in-service training on practical Science, ICT and English teaching skills to 596 tutors;
(d) provided in-service training to 300 tutors on the use of ICT in teaching and learning;
(e) provided orientation training to 528 newly recruited Tutors from Universities;
(f) provided Sports Education training to 30 Tutors from 12 TCs at Butimba TC in collaboration with ‘Liike’, a non-governmental organisation from Finland;
(g) developed a *Teachers Competency Framework* in collaborated with UNESCO and UNICEF;
(h) provided in-service training on Diagnostic Teaching Techniques and preventive HIV and AIDS to 154 Tutors; 50 Primary School teachers, 240 Secondary School Teachers and Inspectors from Kigoma Region within the framework of the One UN-Joint Programme;
(i) sponsored 637 licensed teachers to undertake Teacher Education courses at the Open University of Tanzania and 385 other employees for studies at higher learning institutions within and outside the country; and
(j) collaborated with USAID in renovating and distributing equipments to language laboratories of three at Butimba, Morogoro TCs and Mtwara Vocational Institute.

**Department of Adult and Non Formal Education**

27. *Honourable Speaker*, among other things, this department is responsible for reducing illiteracy rate (inability to read, write and count) which is now in the rise. The department is also responsible for creating non – formal education opportunities to youths and adults.

28. *Honourable Speaker*, in 2009/2010, the Adult and Non Formal Education Department:

(a) prepared a script with 65 radio and television study programmes, ‘*Mwanakisomo*’ book, facilitators and supervisors guidelines for Adult Education through ‘*Yes I Can*’ programme in Temeke, Ilala, Kinondoni, Ilemela, Dodoma Town, and Songea Municipal Councils. Plans to expand
adult Education through the ‘Yes I Can’ programme to the whole country have been finalized and implementation is expected to begin in September 2010;

(b) monitored and coordinated Integrated Community Based Adult Education (ICBAE) centres with a total of 987,289 participants and Complementary Basic Education in Tanzania (COBET) centres with 82,989 participants in all Local Councils in the country;

(c) evaluated implementation of the ‘Adult and Non-Formal Education Strategy’ which provided information to facilitate the preparation of 2010/2011 – 2014/2015 Strategic Plan; and

(d) monitored implementation of ‘Mambo Elimu’ programme which provides primary education to the children of pastoralist societies (Ngorongoro, Kiteto, and Loliondo Local Councils) and in Fishermen societies (Lindi Town, District, Mtwara Town and District Councils).

Department of Technical and Vocational Education and Training

29. Honourable Speaker, the Department of Technical and Vocational Education and Training is vested with the responsibility of inventing, managing and coordinating the implementation of the Vocational Education and Training Policy. Complying with CCM’s election manifesto of 2005, the government increased access and quality of training whereby the number of Vocational Training centres increased from 819 in 2005 to 889 in 2010. In the same period, the number of Vocational training trainees increased from 89,031 (31,625 Females) in 2005 to 129,468 (52,684 Females) in 2010. In raising the quality of Vocational Education and Training in the country, the department coordinated the introduction of Competence Based training in Vocational Training centres.

30. Honourable Speaker, during the period of 2005/06 and 2009/10 Vocational Training centres were built in Songea, Arusha and Singida. 19 other colleges were renovated and supplied with materials, these are Oljoro VTC, Mikumi VTC, Kagera VTC, Musoma VTC, Dakawa VTC, Ulyankulu VTC, Tabora RVTSC, Shinyanga VTC, Mpanda VTC, Moshi RVTSC, Dodoma RVTSC, Tanga RVTSC, Iringa RVTSC, Mbeya RVTSC, Kihonda RVTSC, Dar Es Salaam RVTSC, Mwanza RVTSC, Kigoma RVTSC and Morogoro VTTCC. Construction of five (5) other centres is ongoing in Lindi, Manyara, Pwani, Dar es Salaam and Makete regions. The government
introduced a Technical and Vocational Education and Training Framework with its implementation done in partnership with the National Council for Technical Education (NACTE) and Vocational Education Training Authorities (VETA). This competence based framework is being implemented at two levels. First level is for National Vocational Awards Level 1-3 students and the second level is for students in National Technical Awards (NTA) Level 4-10. Implementation of this framework has currently reached NTA 8 and is producing NTA graduates. This is an important framework since it provides graduates from Vocational Training centres more opportunities for further studies than before.

31. Honourable Speaker, in order to get more middle level technical professionals, four Regional Vocational Training and Services Centres in Dar es Salaam, Tanga, Moshi and Mtwara have been endorsed by the National Council for Technical Education (NACTE) to provide training at certificate and diploma levels (NTA Levels IV – VI). In 2010/2011 these institutions are required to complete the basic programmes dealing with the current challenges encountered before the official commencement of the trainings in 2010/2011.

32. Honourable Speaker, in the year 2010/2011, the Department of Technical Education and Vocational Training has done the following:

(a) increased admissions in Technical Education and coordinated expansion of Technical Education at Certificate and Diploma levels by initiating the programme of a Diploma course in Science Laboratory Technology at the Arusha Technical College and sponsored 505 Diploma trainees;

(b) has enabled all districts to have Vocational Training centres by analysing skills needs in 15 districts which are: Tandahimba, Nanyumbu, Ruangwa, Liwale, Sumbawanga, Nkasi, Manyoni, Babati, Hanang, Mkuranga, Kyela, Magu, Serengeti, Rorya and Kongwa. Moreover, consultations were done with the Ministry of Community Development, Gender and Children concerning capacity building of 35 Folk Development Centres to enable them provide vocational training;

(c) has expanded the intensity in technical skills by coordinating the initiation of the Education for Employment (EFE) project sponsored by CIDA-
Canada which is supervised by the Association of Canadian Community Colleges (ACCC) by teaching 13 Colleges in the field of Tourism, Agriculture and Mining; and

(d) raised the quality of technical Education and Vocational Training by encouraging female students to join technical and Vocational studies. It has also coordinated the cooperation between Italian – Tanzanian Technical Education and Labour Market Support Programme at Arusha Technical College which has received 200,000 Euros for procurement of teaching materials and 40,000 Euros for improving the quality of the training and support for women students’ programmes.

Higher Education Department

33. Honourable Speaker, the Higher Education Department has the responsibility of formulating, supervising and evaluating policies, regulations and directives of provision of higher education. This education is provided in Universities and University Colleges, 11 being public and 21 private. The main roles of these institutions are teaching and conducting research in order to raise quality of life of the citizens and providing technical advice to the government and the public in general.

34. Honourable Speaker, studies which are conducted in higher learning institutions are of great significance in upgrading academic status of the institutions, in poverty alleviation in the country and in raising industrial and agricultural production. Areas where researches had been conducted include HIV/AIDS Vaccine, rapid identification of malaria parasites, study drug resistance in managing malaria, land and environmental preservation, production of high quality seeds, pest control for plants and animals, quality poultry (local and modern) and diary goats keeping.

35. Honourable Speaker, in executing Chama Cha Mapinduzi’s (the ruling party) year 2005 Election Manifesto, the Ministry had successively expanded admission to higher education where the number of trainees has increased from 40,993 in 2005/6 to 118,951 in 2009/10. A total of 10,884 first year trainees were admitted in Non-University Higher Learning Institutions which offer Degrees (8,824 First degree, 249 Master Degree, 1,811 PhD) and 9,947 trainees were admitted in institutions which
provide Advanced Diplomas (*see attachment No. 17*). Moreover, 130,060 Higher Learning Institution trainees received students’ loan.

36. **Honourable Speaker**, the Higher Learning Institutions Act of 2005, orders all Higher Learning Institutions to have Registration Permit. I am delighted to inform the Parliament that 17 Higher Learning Institutions already have Registration Permits and they observe the directives stipulated in their respective Registration Permits. Other Colleges are in the process of finalizing this exercise.

37. **Honourable Speaker**, the Ministry has taken purposeful measures to permanently alleviate shortage of Secondary School teachers by expanding admission in Diploma in Teacher Education Courses in Public and Private Universities and University Colleges. Moreover, starting from 2007/08, the government has been providing student loans to all trainees of Diploma in Teacher Training courses so as to attract more students in the course. The aim of the government is to eradicate shortage of teachers in schools. In attracting more Science Teachers, the government, from 2009/2010, has been providing 100% students loans to Science Teacher trainees.

38. **Honourable Speaker**, the government kept on encouraging the private sector to establish Diploma programmes in Teacher Training at Colleges where 10 Non-government University Colleges (*University College of Education Zanzibar, Tumaini University – Makumira College, Muslim University of Morogoro, Mwenge University College, St. Augustine University of Tanzania, St. John’s University, Sebastian Kolowa University College, Tumaini University – Iringa College, Teofilo Kisanji University and University of Arusha*) provide Teacher Training courses. The government University Colleges which provide Teacher Training programmes include University of Dar es Salaam, Mkwawa University College of Education, Open University of Tanzania, University of Dodoma, Sokoine University of Agriculture, and Mzumbe University (see attachment No. 18). The increase of University Colleges which provide Teacher Training has led to an increase of diploma graduates in teaching from 2,760 in 2005 to 5,331 in 2009. The number is expected to increase up to 12,120 graduates in 2010. Moreover, 11,849 diploma trainees are expected to graduate in the next year, and 13,411 in 2012.
39. **Honourable Speaker**, the Higher Education Department in 2009/10:

(a) Sponsored 90 (85 Ugandans and 5 Chinese) through exchange programme;

(b) kept on informing the public on the concept of cost sharing and opportunities in Higher Education by reaching different education stakeholders in five regions of Mara, Kigoma, Manyara, Arusha and Singida. A total of 50 schools with 7,481 were reached;

(c) dealing with the problem of lecturers, the department, financed training of 80 academicians from 10 University Colleges in Masters degree and PhD levels and collaborated with DAAD (a German organisation) in financing PhD studies for 18 lecturers. Moreover, the department coordinated 193 scholarship offered by different countries;

(d) finalised and inaugurated the Higher Education Development Programme;

(e) facilitated 131 staff from 8 Colleges to join Masters and PhD studies through *Science Technology and Higher Education Project* which is being operated through a loan from the World Bank with the aim of strengthening science and technology training in the Higher Education where review and amendments have been done to 5 programmes; and

(f) prepared a draft proposal on the involvement of financial institutions in providing loans to students in Higher Learning Institutions as an alternative means of loan provision.

**School Inspection Department**

40. **Honourable Speaker**, the School Inspection Department has a role of ensuring that Policies, Orders, Regulations and the set Qualities of education provision are being efficiently observed in Pre-primary, Primary, Secondary, Special Needs Education section, Vocational Training Centres, Adult Education, Non-formal Education and Teachers Training Institutions. In 2005 – 2010, the department strengthened school inspection by recruiting 365 School Inspectors, renovating 55 District school inspection offices and procuring office furniture in 53 districts. Moreover, 120 computers and 81 vehicles were procured for Zonal and District offices.
41. Honourable Speaker, in 2009/10, the School Inspection Department:
   (a) inspected a total of 9,960 institutions which is 49.56% of the targeted 20,094. Furthermore, conducted special inspection for the opening of 147 new Secondary and 51 Primary Schools, and examined special events and accusations in 27 Secondary and 627 Primary schools. (Table No. 1 shows implementation of school inspection objectives to June 2010);
   (b) renovated school inspection offices in 20 Districts and procured 27 vehicles for zone and District offices;
   (c) made investigations to identify educational institutions which violate procedures in Dar es Salaam region where 830 institutions were found guilty. 203 had minor faults while 627 had major faults hence banned to provide education services immediately;
   (d) conducted the 2009 Form Two National Examination where the results were as follows: among 394,508 registered examinees 364,957 (92%) sat for the examination. 238,267 (65.3%) passed, in which 142,691 were males and 95,576 females. Also, 126,690 (34.7%) failed these examination; and
   (e) initiated new school investigation practice where schools which fall below average of the set standards will be investigated more than once a year in order to monitor application of the provided advice and to offer academic and professional support so as to upgrade their standards.

Policy and Planning Department
42. Honourable Speaker, The Policy and Planning Department is concerned with provision of expertise and services in implementation, monitoring and evaluation of Education and Training Policy’s implementation.

43. Honourable Speaker, during the year 2009/10 the Policy and Planning Department:
   (a) collected and reviewed stakeholders’ comments on Education and Training Policy and prepared first draft of proposed new Policy. The draft was presented to the Parliament’s Social Services Committee in February 2010 for further comments;
(b) strengthened *Educational Data Base System* in 105 remaining Local Councils in collaboration with UNESCO through the ESMIS programme. Strengthening of the *Educational Data Base System* to 28 Pilot Local Councils is ongoing;

(c) coordinated initiation of *Tanzania beyond Tomorrow* project which deals with teaching and learning through ICT in Secondary Schools;

(d) conducted some infrastructure repairs in Vikindu, Mhonda and Ilonga Teachers Colleges;

(e) renovated and provided materials to three (3) language laboratories in Butimba and Morogoro Teachers Colleges and Mtwara Vocational Training Centre in collaboration with USAID;

(f) commenced construction of a new Miono School in collaboration with *Cushman and Wakefield of Brussels - Belgium*; and

(g) constructed two Primary Schools with aid from the Government of the Peoples Republic of China in Msoga – Pwani, and Kiteto - Manyara.

**Administration and Human Resources**

44. **Honourable Speaker** , The Administration and Human Resources Department is responsible for the administration, employment, benefits and employees’ professional development as well as rules, regulations and procedures of civil services and coordinates ‘Performance Enhancement for Civil Services Programme’.

45. **Honourable Speaker**, in 2009/10 financial year, the Ministry was faced with huge internal debts involving claims from teachers and other employees, tenderers, and housing allowances for University lecturers.

46. **Honourable Speaker**, in 2009/10 the Administration and Human Resources Department:

   (a) handled 25,440 employees’ claims worth 22,779,602,062 Shillings about cumulative salaries, health care, leave expenses, official trips and training expenses. The claims were reviewed and a total of 5,321,096,409.22 Shilling was paid to the approved claims during review period in collaboration with Chief Auditor General’s office.
moreover, the Ministry is sorting out claims which were received late. Until 07/06/2010 my Ministry had received claims amounting 6,203,679,120.60 Shillings;

(c) formulated ‘a Task Force’ which will deal with appeals of the rejected claims. The task force involves Commission for Public Services Officials, Teachers Services Department, Presidents Office, Public Services Management, Tanzania Teachers Association and Officials from Ministry of Education and Vocational Training. In May 2010, a total of 17,703,392,146 Shillings had been paid to tenderers; and

(d) processed payments for meal service and laboratory equipments providers, as a result in May 2010 a total of 17.70 billion was paid.

Information, Education and Communication Unit

47. Honourable Speaker, the Information, Education and Communication Unit has an obligation of coordinating provision and collection of education information in collaboration with the media and other education stakeholders in enhancing community participation in the implementation of education development plans.

48. Honourable Speaker, in 2009/10, the Information, Education and Communication Unit:

(a) prepared and coordinated airing of 30 radio and television programmes in informing and mobilizing the community on strategies, successes and challenges in the education sector in the implementation of its education plans;

(b) prepared and printed 25,000 copies of EdSDP journal and made distribution to education Zones, Institutions and varied Ministries so as to mobilize community’s participation in implementation of education plans;

(c) coordinated preparations for responses to 30 questions which were presented in ‘Public Website’; and

(d) prepared ‘Communication Strategy on Decentralization of Secondary School Management to Local Government Authorities.’
The Ministry's Agencies, Institutions, and Councils

49. Honourable Speaker, Agencies, Institutions and Councils which are under the Ministry are responsible for administering and ensuring provision of quality education in the country. In this year, each Agent, Institution, and Council implemented planned activities by observing objectives and education plans as follows:

The Institute of Adult Education

50. Honourable Speaker, The Institute of Adult Education has the responsibility of providing adult education as well as sustainable education in the non formal sector.

51. Honourable Speaker, in 2009/10, the institute of Adult Education:

(a) increased the number of students in the regular and distance learning category from 30,036 to 49,533 which is 99.1% of the targeted 50,000;
(b) provided training to 40 targeted trainees at Certificate level, 371 Diploma, 128 Advanced Diploma and 82 Degree in Adult Education (NTA Level 7-8);
(c) built the capacity of 56 Tutors and Lecturers of the Institute for Adult Education using the Competence-Based Education and Training syllabus that is line with the NACTE requirement and caters for the current labour market and that aims at building confidence.
(d) initiated the Integrated Post-Primary Education (IPPE) that includes Secondary education, Vocational training and other cross cutting issues in the Districts of Temek, Bagamoyo, Siha, Mtwara Vijijini, Hai, Magu and Makete;
(e) sponsored 2 candidates at PhD level; 9 at Masters level, 1 Advanced Diploma, 2 Certificates, 15 short courses and 5 Secondary School Teachers;
(f) procured materials for a studio that will be used to facilitate the provision of education in cross cutting issues, human rights, environmental preservation, quality health, poverty and HIV and AIDS;
(g) a ‘Quality Assurance Committee’ was created to oversee the implementation of the TEWW program; and
(h) monitored and evaluated the Open Distance Learning (ODL) programmes of centres in 12 regions.
Tanzanian Institute of Education

52. Honourable Speaker, The Institute of Education is vested with the responsibility of formulating Curricular and syllabi for Pre-primary, Primary, Secondary, Teacher Education and Special Needs Education in the country.

53. Honourable Speaker, in 2009/10, the Institute carried the following tasks:
   (a) conducted 15 subject panel meetings for school and Teacher Education syllabi so as to collect views for the review of syllabi that will improving the quality of education in the country;
   (b) prepared 26 subject modules for Teacher Education at certificate level which are ready for editing and teachers’ guide for teaching forms 1 – 4 which are ready for proof reading and printing;
   (c) prepared teachers’ guides for 25 subjects for teaching Forms 5 and 6 which are in the final printing stages;
   (d) published and distributed 24 books for second years in the COBET program for 1st and 2nd peer groups;
   (e) finalised 6 radio and television programs in the subjects of mathematics and English for class III and IV;
   (f) prepared a chart for science subjects for class I-VII that is about to be tested before being published; and
   (g) examined the guidelines in teaching HIV/AIDS education in pre-primary and primary schools.

The Tanzania Library Services Board

54. Honourable Speaker, The Tanzania Library services Board is vested with the task of rendering library services all over the country; to establish, run, administer, strengthen, and preserve Public Libraries at Regional, District and village levels and provide and examine librarianship education.

55. Honourable Speaker, in 2009/2010, the Tanzanian Library Services Board;
   (a) prepared a Master Plan for the Bagamoyo College of Librarianship and Archives. Moreover, procured two plots for the construction of hostels;
(b) improved adults and children library services in 19 regions by providing 63,519 new copies of books, 35,257 newspapers and journals and binding of 65 bundles of newspapers;
(c) provided training in Librarianship and archives to targeted 113 Diploma Students, 192 Certificate Students and 151 students for short courses;
(d) sensitised people in 21 regions to promote a reading culture, conducted 2 book fairs in Dar es Salaam Region and increased the number of readers to 886,103;
(e) provided consultancy services to 89 schools and one institute on the establishment, organisation and management of libraries.

Agency for the Development of Educational Management

56. **Honourable speaker**, the Agency for the Development of Educational Management – ADEM is vested with four major tasks, to prepare and offer short and long term training in leadership and management of education, to provide consultancy services in education leadership and management, carry out research on matters of education leadership and management, prepare and distribute copies of books on education leadership and management. The agency has produced 671 graduates in Diploma in Education Management in the period of 2005 – 2010.

57. **Honourable Speaker**, in 2009/10, the Agency carried out the following tasks:
   (a) provided training at Diploma level in Leadership and Management of Education to 289 students out of the expected 300;
   (b) provided training at certificate level at Butimba and Tabora Teachers Colleges on Leadership and Management of Education to 100 Primary School Head Teachers out of the 500 targeted;
   (c) provided training on leadership to 435 Ward Education coordinators in the Districts of Manyoni, Newala, Tandahimba, Bariadi, Meatu, Mpanda, Nkasi, Manispaa ya Morogoro, Kilosa, Ulanga, Ilala, Handeni, Kilindi, Mwanga, Rombo, Siha, Biharamulo, Chato, Muleba and Ngara. The target for the provision of the training to ward education coordinators had thus been met;
   (d) provided training in Whole School Development Planning to 185 out of the 194 targeted;
(e) provided a one month training on Leadership and Management of Education to 92 Education officers from 12 regions, Education officers, Academic and Statistics officers from 80 districts in Arusha region, Dar Es Salaam, Dodoma, Kilimanjaro, Ruvuma, Singida, Pwani, Shinyanga, Morogoro, Rukwa, Mbeya and Kigoma;

(f) completed an education research report on how to improve the quality of Leadership taking into consideration the impact of the Head of School’s behaviour in motivating the performance of Teachers. This project was conducted within the framework of the Leadership in Education for African Development network (EAD-Link) that involves the following countries Tanzania, Malawi, Uganda, Zambia, Sudan, Swaziland, Mozambique and South Africa. This project is funded by Holland.

The National Commission for UNESCO

58. Honourable Speaker, the National Commission for UNESCO has the responsibility of involving the Nation in the implementation of UNESCO programmes on behalf of the United Republic of Tanzania in Education, Natural Sciences, Social and Human Sciences Culture, Information and Informatics sectors.

59. Honourable Speaker, for the financial year 2009/10, the National Commission for UNESCO:

   (a) coordinated the participation of the Tanzanian Delegation to the 35th UNESCO General Assembly. The youth were resented by one delegate;

   (b) continued to oversee and coordinate the implementation of the Participation Programme for the period 2008/09;

   (c) continued to coordinate the implementation of the program for the preservation of the history of the African Liberation struggle;

   (d) coordinated the program for the improvement of science and technology in corroboration with UNESCO;

   (e) supervised the implementation of projects in five UNESCO sectors including annual activities within the framework of the International Year of Astronomy programme;

   (f) supervised the implementation of the ‘International Year of Planet Earth-IYPE’ programme;
(g) published and distributed the 6th Edition of the Tanzania and UNESCO;
(h) provided training in crosscutting issues on human rights, environment, within
the framework of the ‘Associated School Project Network’; and improved the
UNESCO network together with government and non governmental
organizations in Tanzania Mainland and Zanzibar.

The National Examination Council of Tanzania (NECTA)
60. Honourable Speaker, the National examination Council of Tanzania is vested
with the responsibility of formulating examination policies in line with Education Act
number 25 of 1978. Also the Council has the responsibility of setting and conducting
exams for the completion of Primary and Secondary education, Teacher Training at
certificate and Diploma levels, Qualifying Test (QT) and overseeing the management
of exams offered by other external Examination Boards.

61. Honourable Speaker, for the period 2009/10, the Council conducted the
following:
(a) prepared and conducted examinations for the completion of Primary Education
to 1,024,448 candidates;
(b) conducted Form Four examinations to 51,152 candidates and QT to 25,040
candidates;
(c) conducted Form Six examinations to 65,629 candidates as well Teacher
Training examinations in May 2010 during when 22,212 candidates;
(d) supervised examinations from external boards to 832 candidates;
(e) procured modern printing equipments for printing certificates with photographs
aimed at preventing forgeries;
(f) completed the first phase of the construction of the Examination Centre in at
Mbezi which started being used in May 2010;
(g) a total of 54,357 certificates submitted by various Institutions were scrutinised
and 1,756 certificates were found forged which is 3.2%.

The Dakawa Development Centre
62. Honourable Speaker, the Dakawa Development centre occupies 7,500 acres
with 82 houses and other blocks necessary to run the centre which comprises 580
students and 50 staff. The Dakawa Girls Secondary School has 450 students and 40
members of staff. The Vocational Training Centre under VETA has 160 students and 20 staff, while the Primary School has 400 students and 50 Pre-Primary pupils. The Centre has a medical dispensary offering services to 4,500 members of the community. The dispensary have two Medical Assistants and three Nurses.

63. Honourable Speaker, The centre has a duty to preserve and maintain the buildings, equipments and infrastructures presented by ANC for the purpose of preserving the history of the liberation struggle against Apartheid in South Africa. After the government was handed over the centre by the Freedom Fighters my Ministry intends to continue using the centre for the provision of Science and Vocational education through the present institutions and others that will be established at Dakawa.

64. Honourable speaker, in 2009/10 the Dakawa Centre:
   (a) supervised the renovation of the clean water tank and a 17 kilometre water way from the source at Wami to the Centre;
   (b) removed sewage water from a nearby residential area with more than 2,000 residents and renovated their clean and sewage water systems;
   (c) maintained and preserved the environment of the whole centre covering a total of 28 square kilometres as it was handed over by ANC. Preserved and maintained the safety and security of equipments and infrastructures.

The Tanzania Education Authority
65. Honourable speaker, The Tanzania Education Authority has the duty to identify various sources of funding and mobilise resources for supporting education activities in Tanzania including mobilizing stakeholders to contribute towards the education sector through various projects. For the period between 2005 and 2010, the Authority raised 4.7 billion. Within the same period a total of 34.3 were spent on the improvement of education. Twenty five Universities and Vocational Centres, 16 Teachers Colleges, 61 Pre-Primary and Primary schools and 724Secondary Schools were the beneficiaries. The Authority also funded the Pre-entry programme for girls in two Universities and two Vocational Training Centres to the tune of 91.8 million.

66. Honourable Speaker, for the period 2009/10, The Tanzania Education Authority:
(a) continued to fundraise, solicit for donors as well as invest in long and short term projects, as a result 836 million was raised. The following donors have expressed their willingness to contribute and fund education projects; Abbott Fund (Secondary Schools laboratory project), Sight savers International (funding the use of ICT in education for the visually impaired students), Songas, (supporting provision of desks and books project);

(b) continued to receive applications for funding various education projects aimed at improving the quality of education with special attention on gender equity. A total of 177 institutions were beneficiaries of 1.9 billion for projects geared towards improving the teaching and learning conditions. The Authority also continued to sponsor the Universities' pre entry programmes for girls;

(c) maintained the existing corporation with Councils and advocated for the establishment of education funds and sensitising the stakeholders to contribute towards the funds in and around their areas. The Authority took part in 12 Council fund raising activities.

(d) prepared a draft proposal to the amendment of The Tanzania Education Authority Act no. 8 of 2001;

(e) continued with the provision of education and information to the public through the print and electronic media, flyers and booklets. Also the Authority participated in radio and television programmes. The TEA- website www.tea.or.tz was reconstructed for easy access to information. TEA prepared a television programme to campaign for fund raising for the education of students with special needs;

(f) conducted an evaluation of 90 projects to determine their performance;

(g) finalised the agreement for the procurement of the NIC quarters at Mikocheni B for office use.

The Tanzania Commission for Universities

67. Honourable Speaker, The Commission has the responsibility of accreditation as well as coordinating the establishment of Universities and overseeing the provision of quality education and approving programmes run by Universities to ensure that they meet national and labour market demands.
68. **Honourable Speaker**, for the period 2009/2010, the Commission:

(a) assessed the quality of 25 programmes of Universities and Universities Colleges and approved them;
(b) prepared a draft for the *National Qualifications Framework*.
(c) scrutinized 250 certificates from foreign Universities to establish their authenticity;
(d) coordinated and evaluated the pilot project of quality assurance of programmes of five universities (*St. John’s University, University of Dodoma, State University of Zanzibar, Dar es Salaam University College of Education and Muslim University of Morogoro*) which are implementing programmes under the auspices of IUCEA;
(e) inspected and evaluated programmes and proposals for the establishment or revival of 7 Universities for the purpose of providing the appropriate certification. The concerned Universities are Dodoma, St. John’s University, Nelson Mandela African Institute of Science and Technology, the proposed Eckenford University, St. Augustine University of Tanzania – Mtwara Centre, Kampala International University – DSM Centre and the proposed Mara University);
(f) initiated a Centralized Admission System (CAS) involving 43 Higher Learning Institutions (these include non University Institutions). This is to avoid the possibility of a student getting admission in more than one Higher Learning Institution hence depriving others who have the required qualifications from getting into Higher Learning Institutions; to ensure that genuine certificates are used for the application of places in Higher Learning Institutions; to reduce the burden of admission fees on parents and students and to increase the chances of applicants to get places in Higher Learning Institutions.

The National Council for Technical Education (NACTE)

69. **Honourable Speaker**, the National Council for Technical Education oversees and coordinates curricular the quality of the training examinations, awards, registration, accreditation of public and private Technical Education institutions.

70. **Honourable Speaker**, in 2009/10 the National Council for Technical Education:
(a) inspected 28 Technical Education Colleges and were accredited (See annex No. 11);
(b) inspected 24 Colleges which have the capacity to provide technical education and training and registered them. However only 18 institutions had met the criteria for accreditation and were accredited. (See annex no. 10);
(c) coordinated the preparation of the curricular for Technical Education and Training and introduced 46 programmes based on their credibility and labour market demands for vocational training that is current and in line with the labour market. (See annex no. 12);
(d) inspected and reviewed the competency of 200 Tutors and registered them.
(e) supervised and supported 18 Technical Education and Training Colleges to have a quality control system of the training provided;
(f) coordinated examinations for 28 Colleges using the new curriculum that ensures the production of quality graduates and also meets the labour market.
(g) coordinated the admission of students in 17 Colleges vocational at Diploma and Advanced Diploma levels;
(h) coordinated training using the “Competence Based Education and Training (COBET)” to 20 Colleges.

The Higher Learning Institutions Loan Board

71. Honourable Speaker, the Higher Learning Institutions Loan Board is responsible for providing loans to citizens of Tanzania studying in Higher Learning Institutions in and outside of Tanzania as well as recovering these loans for the period between 2005 to 2010. Loans worth 576.03 were issued to 130,060 students. Total of 3.68 billion was recovered out of 15.48 billion meant for recovery.

72. Honourable Speaker, in 2009/2010, the Higher Learning Institutions Loan Board:
    (a) provided loans to 74,498 students worth 197.3 billion Tsh. for covering costs for food and accommodation, books and stationary, fees, research, field work and other faculty requirements;
    (b) provided 100 percent loans to 7,238 Science students in institutions of higher learning;
(c) it increased the level of beneficiaries from 6 to 11 as follows: Grade A (100%), B (90%), C (80%), D (70%), E (60%), F (50%), G (40%), H (30%), I (20%), J (10%), and K (0%); and

(d) continued to provide education to the public through various means such as flyers, newspapers, radio and television, meetings, seminars and exhibitions which enabled the Board to meet and communicate with stakeholders and discuss issues such as the importance of contributing for higher education, loan provision and refund procedures,

Vocational Education and Training Authority (VETA)

73. Honourable Speaker, (VETA) is vested with the responsibility of coordinating, controlling, funding, provision and enhancement of Vocational training in the country.

74. Honourable Speaker, during 2009/10, VETA has:

(a) made preparations for renovations of Vocational Training Centres in Karagwe and Korogwe districts, after they complied with the implementation procedures;
(b) continued with the construction of a VETA centre at Makete District.
(c) renovated, expanded and installed modern equipments at the following centres Mpanda, Shinyanga, Tabora, Ulyankulu, Singida and Njiro in Arusha;
(d) continued with the construction of centres in Lindi, Coast, Manyara and Dar es Salaam;
(e) provided training to 287 teachers at certificate level. 542 participants were provided with short courses in various fields (25 from private institutions, 70 Principals from both public and private VETA Centres), 81 civil servants from the Ministry of livestock and Fisheries and from the Ministry of Education (computer studies);
(f) provided training to 37 teachers at Diploma level at the Vocational Teacher Training College in Mororgoro. Forty more teachers are pursuing their diplomas at the same College;
(g) enabled 700 students to undertake Field Work at Movenpick, Tanga Cement and Chemi – Cotex. A to Z - Arusha, TPC - Moshi, Tumbaku - Morogoro, TANESCO – Dar es Salaam, Coca Cola – Dar es Salaam, and Aluminium Africa (ALAF);
(h) improved corporation with the *Chamber of Minerals* and equipments worth 1.3 million dollars were provided for Moshi Vocational Training Centre and Dollars 500,000 dollars were provided by Canada Embassy for Mwanza Vocational Training Centre. Mineral Industries have started benefiting from the skills provided by the VETA Centres;

(i) Started piloting training in the field of Agriculture in the Eastern Zone and Poultry farming in Central Zone in collaboration with ‘*Swiss Contact’*.

**The University of Dar es Salaam**

75. **Honourable Speaker**, The University of Dar es salaam has the responsibility of providing training, research and professional consultancy.

76. **Honourable Speaker**, during 2009/10, the University of Dar es salaam:

a) admitted 6,345 students, out of which 3,686 were for First degree (1,290 females) and 2,659 Masters degree and PhD (764 females);

b) maintained Mutual Corporation with various donors in proving funds for academic undertakings, research and dissemination of results as well as for the construction of infrastructure;

c) produced 17 publications of books, 275 pamphlets and their distribution. The pamphlets are on democracy, good governance, leadership and business, languages, Natural Sciences, law, ICT, environment, engineering fields, entrepreneurship education among others;

d) employed 380 academicians so as to cope with the increase of students and also to fill in open vacancies;

e) financed studies for 56 academic members of staff and 22 support staff;

f) completed the third phase of construction of the School of Business Studies;

g) expanded the building for the College of Arts and Social Sciences to cater for seminars;

h) completed the construction of 2 theatre halls with the capacity of 1,000 students each;

i) followed up the implementation of the third phase of the Mlimani City project;

j) conducted discussions on the construction of the new office premises for the *Institute of Marine Sciences* - *IMS* at Buyu - Zanzibar;
continued with the construction of theatre and seminar halls, laboratories and academic offices and a memorial building for the University of Dar es Salaam through the government programme of Higher Learning Institutions supported by a loan from the World Bank;

renovated 6 student hostels as well as 13 staff houses;

finalised the agreement with the Registrar of Treasury and Tanzania Insurance Regulatory Authority (TIRA) NIC on the transfer of ownership of the buildings of the Insurance College at Mikocheni from NIC to the University of Dar es Salaam while the legal procedures take course;

entered into an agreement with the Kinondoni municipal council to convert the Mlimani Primary School premises to form part of the University.

initiated a process of fund raising from employees and other stakeholders for the construction of a student Centre.

Dar es Salaam University College of Education

Honourable Speaker, the Dar es Salaam University College of Education is vested with the responsibility of training, research and provision of professional consultancy services on education and teaching.

For the year 2009/10, the Dar es Salaam University College of Education has implemented the following;

(a) admitted 946 new students, 120 in Science, 826 Arts and Social Sciences thus making a total of 2,966 students of which 763 are in their second year of studies and 1,257 are in the third year;

(b) completed the construction of three lecture theatres with the capacity of 2,000 students at once. The theatres are expected to be in use in 2010/11;

(c) sponsored training of 77 members of staff in various fields, 55 are pursuing their Masters degrees and 22 are pursuing their PhDs within and outside the country;

(d) continued to improve infrastructures and the application of ICT methods; and

(e) maintained corporation with other institutions within and outside the country especially for the provision of masters and PhDs.
Mkwawa University College of Education  
(University of Dar es Salaam)

79. **Honourable Speaker**, the Mkwawa University College is vested with the responsibility of training, research and provision of professional consultancy services on education and teaching.

80. **Honourable Speaker**, for the year 2009/10, the Mkwawa constituent college did the following:
   
   (a) admitted 750 new students out of the 800 targeted;
   
   (b) continued with the second phase of the expansion of the library and appointed a consultant engineer for the project;
   
   (c) started the construction of a theatre hall with the capacity to accommodate 1,000 students at once and construction of a students’ hostel;
   
   (d) completed a project write up for the construction of the Administration Block;
   
   (e) completed the second phase of the construction of the College fence and planted trees along the boundaries of the College;
   
   (f) complete the first and second phases of the renovations of in campus roads;

School of Journalism and Mass Communication (University of Dar es Salaam)

81. **Honourable Speaker**, the School of Journalism and Mass Communication was established in 2003 following the repealing of the 1981 law which established the Tanzania School of Journalism (School of Journalism Act No. 8). The College was transferred from the Ministry of Information to be part of the University of Dar es Salaam and given the status of the *School of Journalism and Mass Communication*. The school offers Certificates, Diplomas and Advanced Diplomas in the fields of Journalism, Mass communication, Business and Broadcasting.

82. **Honourable Speaker**, since it was incorporated to form part of the University of Dar es salaam, it has been expanding and now it offers degree programmes in such as *BA in Journalism, BA in Mass Communication, BA in Public Relations and Advertising and Post-Graduate Diploma in Mass Communication*. The school has established ‘Radio Mlimani’ and *Mlimani Television* in order to enhance the quality of education by students being able to practice using the radio and television, *The Hill*
Observer, a weekly newspaper has also been established to cater for the same purpose.

83. Honourable Speaker, for the year 2009/10 the School of Journalism and Mass Communication:
   (a) has increased the number of students from 40 before 2003 to 300 in 2009/10;
   (b) recruited 6 academic staff members;
   (c) prepared a curriculum for a Masters program;
   (d) renovated 8 lecture theatres;

Sokoine University of Agriculture

84. Honourable Speaker, the Sokoine University of Agriculture carries out its responsibilities in providing First Degree, Masters and PhDs, conducting research and consultancy in agricultural, Forestry, livestock keeping, environment, Wild animals, fish farming, and other fields in Science and Technology. Between 2005 and 2010, the University produces 4,473 graduates. 3,969 being first degree, 811 Masters and 65 PhD graduates.

85. Honourable Speaker, in 2009/10 Sokoine University of Agriculture:
   (a) carried on with researches in different parts of the country with the aim of raising the quality of agriculture, forestry and natural resources, which includes making use of animals in farming (Kisilo-Njombe District); modern methods of rearing traditional chicken (Handeni District); horticulture, (Morogoro and Mvomero Districts); where more than 1,500 farmers benefit from such horticultural products every year;
   (b) continued with the preservation and maintenance of the Mzinga River Water Source in collaboration with community members;
   (c) carried on educating villagers on the importance of forestation, bee keeping and increased use of agricultural inputs and market expansion for uncommon and rarely used trees in the country. Morogoro, Tanga, Kilimanjaro, Dar es Salaam and Arusha regions were sensitised in planting and using such trees. This was within the framework of the PANTIL Project. 11 publications have been published in scientific journals as a result of this project;
(d) provided technical advice in: agriculture, livestock, forestry, wild animals, irrigation and animal treatments. These provided income of 38,009,052.50 Shs to the University;

(e) carried on with the ‘Improvement of Bean Farming Methods’ project which delivered PESA and MSHINDI types of beans which grow quickly and get cooked fast; and

(f) organized six first degree programmes which are: Bachelor of Science in Human Nutrition, Bachelor of Science in Family and Consumer Sciences, Bachelor of Irrigation and Water Resources, Bachelor of Bioprocess and Post-harvest Engineering, Bachelor in Applied Agricultural Extension and Bachelor of Agricultural Education which will admit a total of 470 trainees in 2010/2011. Furthermore, the university introduced 2 Diploma programmes which are: Diploma in Tropical Animal Health and Diploma in Science Laboratory.

Moshi University College of Cooperatives and Business Education (Sokoine University of Agriculture)

86. Honourable Speaker, Moshi University College of Cooperatives and Business Education is part of Sokoine University of Agriculture. It is responsible in teaching, conducting researches, providing consultancy in cooperatives, community development, business, organisation, entrepreneurship and cross-cutting issues.

87. Honourable Speaker, in 2009/10 Moshi University College of Cooperatives and Business Education:

(a) expanded first year admission opportunities from 2,186 (734 females) in academic year 2008/09 to 2,713 (980 females) in 2009/10. This being an increase of 527 trainees which is 24 percent increase (33.5 percent of females). Moreover, the University College introduced two certificate programmes in Kazumbi Shinyanga with a total of 84 trainees;

(b) sponsored 24 professionals who went for further studies at different levels {13 PhD (2 females and 11 males), 11 Masters Degree (1 female)}, and 4 support staffs {4 Postgraduate Diploma (3 females)};

(c) carried on strengthening research and publication activities through a small research programme funded by the University College; competitions and
capacity building workshops to the professionals on research and consultancies;
(d) carried on with strengthening regional stations by adding more members of staff, identifying needs and incorporate them to the University College’s budget. Moreover, financed renovation for Mwanza and Shinyanga stations;
(e) proceeded with strengthening of cooperation with other colleges which include Makerere University, Malawi University, Zambia University, British Cooperative College, Humber Business and Technology College;
(f) improved cooperatives training in general and SACCOS training in entrepreneurship and leadership, bookkeeping and how to run different types of cooperative associations, where a total of 18,207 cooperative association members and entrepreneurs [7,112 females (39%)] received the training in regional stations;
(g) conducted seminars and workshops to trainees, employees and the community members in general in strengthening cross-cutting issues and mainstreaming them into the University College’s curriculum at different levels;
(h) kept on observing the conditions introduced by the Commission for Universities in preparation of becoming a fully fledged University by: sponsoring professionals at different levels, renovating lecture rooms, and academic offices and computerization of library services, installing security facilities; and
(i) finalized the University College’s 2010/11 - 2014/15 Strategic Plan.

Open University of Tanzania

88. Honourable Speaker, the Open University of Tanzania is responsible for providing distance and face to face education, research, consultancy and extend knowledge through its regional centres. In the period of 2005 – 2010, the University had 1,341 graduates (521 females).

89. Honourable Speaker, in 2009/10, the Open University of Tanzania:
(a) admitted a total of 7,882 first year students where 4,229 being for first Degree, 1,782 for Post Graduate level and 1,871 for Certificate and Diploma levels which makes the total number of 30,066 students in the University (7,922 females). furthermore, admitted students in teacher training
programme, 1,810 (880 for First Degree, 433 for Post Graduate Degree and 497 Diploma in Teacher Training);
(b) finalized renovation of buildings for Open University of Tanzania Centres in Kilimanjaro, Njombe, Tanga, Dodoma and Mbeya;
(c) finalized ownership of buildings which were formerly for Rukwa Regional Transport Co-operation Ltd;
(d) finalised construction of estates buildings, storeroom, outside toilets, temporary podium, fence, sports grounds, water harvesting system, culverts for protecting soil erosion and in the constructed road at the head quarters of the University; and
(e) initiated discussions of establishing Open University centres in Rwanda and Uganda.

Ardhi University

90. Honourable Speaker, the Ardhi University has the role of teaching, research and consultancy in various technical fields such as land related areas, environment, and construction.

91. Honourable Speaker, in 2009/10, the Ardhi University:
(a) admitted 807 first year first degree students, 10 Diploma and 68 Masters and PhD students. There are 2,143 students at the College, compared to 1,701 students in 2008/09 academic year. This is an increase of 26%. Female students make 24% of the all students;
(b) finalised the preparation of 6 publications on guidelines and College operation procedures. Twenty three other publications are at various stages of preparation;
(c) recruited 108 new employees. Among them 51 are lecturers and 57 are support staff;
(d) sponsored 62 academic staff and 45 other members of staff for their professional development studies;
(e) continued carrying out research in 63 areas, 11 researches were completed and produced 19 publications;
(f) started five new programmes, two at first degree level and two at Masters and one Postgraduate Diploma levels;
(g) completed phase two of internet provision to buildings that did not have internet connectivity before so as to enhance the use of ICT at the College;

(h) continued with the renovation of students’ hostels, lecture rooms, Meeting hall, staff houses, staff offices and construction of rain water drainage system;

(i) procured ICT equipments and received 512 publications through the World Bank project and *Carnegie Corporation*; and

(j) completed the third phase of the construction a conference hall and an office (Lands Building) using funds from the Government and a loan from Tanzania Education Authority (TEA).

**Muhimbili University of Health and Allied Sciences**

92. **Honourable Speaker**, the Muhimbili University of Health and Allied Sciences has the responsibility of teaching, researching, treating and doing professional consultancies in their areas of mandate. From 2005 to 2010, 1,377 students graduated from the College at first degree level and 238 in Masters and PhD levels. Among the first degree graduates 807 were Medical Doctors, 232 were Pharmacists and 121 Dentists.

93. **Honourable Speaker**, in 2009/10 the Muhimbili University of Health and Allied Sciences:

(a) admitted 342 new first degree students of various fields. This is 97.7% of the target of 350 students. This admission of new students made the total number students at the College to be 1,370;

(b) produced 282 first degree students; 117 in Medicine, 28 in Dentistry, 34 in Pharmacy, 25 in Nursing, 18 in Public Health and Environment, and 73 in Masters and PhD;

(c) completed furnishing and electrification of new office buildings, library, and lecture halls;

(d) completed valuation and payment of compensation to 1,919 residents of the area planned for the extension of the College at Mloganzila, Kwembe and Kisokwa. The total cost of compensation of properties to those who deserve it is Tsh. 8,067,904,700;

(e) recruited 37 employees out the 67 targeted. This makes the total number of employees at the College to be 587;
(f) added five programmes at Masters and PhD levels so as to ensure availability of qualified personnel including those for lectures at the College and other national Health and Allied Science Colleges. These additional programmes have made the total number of Masters and PhD programmes to increase to 46;

(g) completed the construction of the canteen at Chole Hostel where the contractor is finalising installation of gas cookers, after furnishing the canteen which will cater for 600 students;

(h) completed the construction of the wall around the hostel at Chole including the guards’ shed;

(i) completed research on Rapid Malaria Diagnostic Test and the results have been used by the National Malaria Control Programme in the preparation of the national malaria treatment policy;

(j) started research to investigate the genes of malaria parasites for the purpose of identifying indicators for resistance to various malaria medicines;

(k) built the capacity to follow up patients who are getting quality malaria drugs;

(l) continued to build a data base of pregnant women which has helped in improving the services provided and reducing maternal deaths. This research also assisted identifying strategies for dealing with rape of women and children;

(m) provided training in life skills for identifying indicators for the endangered lives of mothers and children and the appropriate measure to be taken; the importance of delivering at health centres, referral procedures and to access services in case of an emergency;

(n) completed investigations on Mycobacteria vaccae vaccine with people who have HIV and AIDS so as to see to what extent it can reduce the possibility of getting TB as an opportunistic disease. The results revealed that the vaccination can prevent TB in 40% of patients with HIV and AIDS. The results have very much motivated the researchers world wide to continue with the research with the motive of getting a TB vaccination for people living with HIV and AIDS;

(o) continued with the research on Clinical Trial of HIV Vaccine Phase I & II, where a total of sixty people from the Police Army volunteered to be vaccinated and the results revealed that the vaccine is safe and has a big
potential of triggering the production of antibodies against HIV. The College also received financial support to continue with an in depth research of the vaccination, Tanzania is collaborating with Mozambique, Germany, Sweden, United Kingdom and the United States of America with leadership from the Muhimbili University of Health and Allied Sciences; and (p) published 150 publications in international and national journals as a result of researches conducted in various fields.

**Mzumbe University**

94. **Honourable Speaker**, the Mzumbe University has the responsibility of collecting, developing, storing and disseminating knowledge and skills of management through training, research and consultancy services. The University increased admissions from 3,210 students (females 1,121) in 2005, to 5,172 (females 2,239) in 2010.

95. **Honourable Speaker**, in 2009/10, Mzumbe University:

(a) admitted 3,206 new students (1,362 females), out of which 1,577 were first degree, diploma and certificate levels and 1,629 were Masters level, thus surpassing the target of 2,310 by 39%. The total number of students at the University also increased from 3,537 in 2007/08 to 5,210 in 2009/10. This is 109% of the planned target of 4,773 students that were to enrolled in 2009/10;

(b) completed phase one of the construction of a hostels for female students that is expected to accommodate 400 students at the Mzumbe Main Campus where as already there are 200 students leaving there;

(c) completed 85% of the construction of a three story building for offices that will accommodate 271 lecturers and 127 support staff which has been roofed and other stages like plastering and infrastructure for electricity and communication are going on;

(d) completed the architectural drawings of a library and processes of getting a contractor are underway;

(e) paid Sh.750million (50%) of Sh.15 billion for buying three plots at Upanga, Dar es Salaam for the expansion of the School of Business Studies Campus in Dar es Salaam;
(f) sponsored training of 25 employees out which 20 were lecturers (6 PhD and 14 Masters levels) and 10 support staff (5 Masters, 2 first degree, 2 Diploma, and 1 certificate levels);
(g) completed 20 researches out of 30 and provided consultancy in 35 management areas, leadership and Social Sciences in general;
(h) published 2 books and 26 publications for teaching and 8 papers were published in national and international journals; and
(i) recruited 23 lectures out of 37 targeted and 10 support staff and reaching a total of 284 lecturers and 315 support staff at the University.

University of Dodoma

96. Honourable Speaker, the Dodoma University implements its responsibilities of providing training at first degree level and above, doing research and consultancies in technical areas of Education, Mathematics, Arts, Languages, and Social Sciences, Computer Science, Medicine and Nursing, Natural Sciences.

97. Honourable Speaker, in 2009/10 the University of Dodoma:
   (a) admitted 7,946 new students to make the total number of students to be 15,121;
   (b) increased admission of students in the School of Computer Science and Information, College of Humanities and Social Sciences, School of Medicine and Nursing, School of Earth Sciences, School of Natural Sciences and Mathematics;
   (c) recruited 676 new employees hence there are currently 978 employees; and
   (d) completed the first phase of construction of College of Education which 10,000 students; 50% of the first phase of the construction of the Colleges; 90% of the construction of the administration block of Computer Science; Information and Communication; 85% of the construction of tarmac roads within the College; first phase of the construction of the buildings for Humanities and Social Sciences for 5,000 students and the first phase of the College for Health Sciences and Medicine for 500 students.
Mwalimu Nyerere Memorial College

98. Honourable Speaker, the Mwalimu Nyerere Memorial College has the role of running courses in the fields of Social Science at Certificate, Diploma and degree levels; running courses on Leadership, conducting research and providing professional consultancy services to the public.

99. Honourable Speaker, in 2009/10 the Mwalimu Nyerere memorial College:

(a) admitted 238 new certificate students, 332 Diploma and 313 first degree students;
(b) recruited 4 professionals and 3 support staff;
(c) sponsored 15 professional staff (10 Masters and 5 PhD studies) and 5 support staff;
(d) renovated Mwongozo and Azimio dormitories;
(e) built a fence around the Kivukoni College; and
(f) started the first phase of the construction of 3 lecture rooms, offices for lecturers and support staff at Bubu in Zanzibar.

Arusha Technical College

100. Honourable Speaker, the Arusha Technical College has the responsibility of providing technical education and training in the fields of Motor vehicle, Civil, Mechanical, Electrical, Highway, Science and Laboratory Technology, Electronics and Telecommunications at Certificate and Diploma levels. The College also conducts research and consultancy in the fields of its competencies.

101. Honourable Speaker, in 2009/10, the Arusha Technical College:

(a) admitted 217 new students (23 were females) and was able to go beyond the admission target of 205 by 6%. In January 2010, the College also admitted 150 students under the Vocational Education and Training programme;
(b) started a new programme of Science and Laboratory Technology which had 23 students (5 females);
(c) procured laboratory equipments and established a committee of academicians to ascertain the quality of teaching materials and equipments/tools and look
into the possibility of repairing them and prepare a strategic plan for enhancing the quality of the practical training and use of technology at the College.

(d) renovated two staff houses and appointed a contractor for the renovation of a dormitory and other staff houses;

(e) established an education professional development programme through evening classes at Diploma level. Twenty one students were enrolled in this programme (6 in Electrical Engineering, 15 in Electronics and Telecommunication Engineering);

(f) completed the construction of Chemistry, Physics and Biology laboratories;

(g) organised a pre-entry course to enable more girls to join the College;

(h) sponsored 17 academicians and support staff for studies in various colleges and institutions at Masters (5), PhD (4), First degree (6) and Diploma (2) levels; Five academicians went for short courses in Automation and Variable Speed Drives in collaboration with Kilimanjaro Institute of Telecommunication and Electronics and Computers (KIITEC);

(i) prepared three curricular, NTAs 4 -6, for the Science and Laboratory Technology programme which are already in use;

(j) prepared two curricular for first degree level in Civil engineering and Irrigation and disseminated them to the stakeholders and the College Board;

(k) strengthened the relationship with donors, the UN, Universities and other Technical Colleges within and outside the country as follows:

- **Education for Employment – EFE** Sponsored by Canada, the College collaborates with Camosun Community College of Canada under the coordination of The Association of Canadian Community Colleges (ACCC) in preparation of the curricular for Mining and Mineral Processing, Heavy Duty Equipment Technology and Lapidary and Jewellery Technology Certificate and Diploma level courses that will start during the 2010/11 academic year,

- Collaboration with Technical Colleges in Africa under the coordination of the Commonwealth Association of Polytechnics in Africa (CAPA),

- Labour Market Survey for Civil and Irrigation Engineers that enabled the College to prepare curricular for degree level programmes in Civil and Irrigation Engineering,

- Strengthened and registered with the Board of Registration of Engineers the Arusha Technical College (ATC) Production and Consultancy Bureau,
• Donated Sh.1,000,000 to orphans and people living with HIV and AIDS through the Arusha Technical College Upendo group, and
• Procured books worth Sh.16,000,000 for the programmes of Science and Laboratory Technology and Electronics and Telecommunications and a donation of 610 books from Tanzania National Parks (TANAPA).

CAHALLENGES

(a) low level of pass rate in Mathematics, Science and English subjects at all levels especially at Primary and Secondary education levels;
(b) decrease in Net Enrolment Ratio (NER) at Primary education level from 97.2 in 2008 to 95.9 in 2009;
(c) despite of training many teachers, still there is an acute shortage of teachers, especially in remote areas where the work environment is not conducive.;
(d) low level of enrolment at Pre Primary Education level;
(e) decrease in enrolment of children with special needs at Primary School level from 7,241 in 2008 to 5,532 in 2009;
(f) shortage of science laboratories in Secondary Schools and Teachers’ Colleges;
(g) shortage of modern teaching and learning materials in Secondary schools and Higher Education levels;
(h) shortage and dilapidated infrastructure in Higher Learning Institutions and old secondary schools and Teachers’ Colleges;
(i) great demand of resources to enable Teacher’s Colleges use ICTs
(j) low level of female students undertaking Science subjects at all levels of education and training;
(k) increase of students in Higher Learning Institutions that require loans which does not go hand in hand with the government’s capacity to provide loans to all;
(l) shortage of Teachers, Tutors and Lecturers; and
(m) low enrolment of students in Vocational education and Training hence the country fails to create a pool of middle level technicians that will contribute to and increase the national economy.
Targets and Budget for 2010/11

102. Honourable Speaker, in dealing with the challenges faced during the implementation of the targets for 2009/10, the Ministry will do the following in 2010/11:

The Chief Education Officer's Office

103. Honourable Speaker, in 2010/11, the Chief Education Officer's Office will:

(a) strengthen the provision of education equitably by preparing guidelines for the implementation of the Strategy for Inclusive Education;
(b) sensitis the public on the importance of preventing early pregnancies for students;
(c) select pupils with special needs to join Form one in 2011 and purchase and distribution of special needs teaching and learning materials and assistance devices to needy students;
(d) monitor and evaluate of the implementation of special needs/inclusive education in 16 Councils of Manyara, Arusha, Lindi and Mtwara regions;
(e) prepare and air of 580 subject periods through the radio (Science, English, Kiswahili Std V – VIII, History, Geography, Civics for (Std III – VII) and 52 periods for improving the quality of education and teaching using participatory methods;
(f) follow up on the implementation of the conditions for registration of Schools in 10 Regions (Arusha, Dodoma, Tabora, Tanga, Mbeya, Mwanza, Iringa, Morogoro, Pwani na Mtwara);
(g) finalise and distribute to stakeholders of the findings of the SACMEQ Research Project III conducted in 15 counties in Southern and Eastern Africa; and
(h) prepare a draft proposal for the establishment of a Teachers Professional Board.

Department of Primary Education

104. Honourable Speaker, in 2010/11, the main tasks for the Department of Primary Education will be:

(a) evaluation of PEDP II for the purpose of the preparation of PEDP III;
(b) monitoring and evaluation of financial expenditure for PEDP II and the implementation of its objectives as part of the education sector review;
(c) conducting research and identifying various ways of increasing enrolment and attendance in Pre-primary schools;
(d) enrolment of 2,043,984 pupils in Pre-primary and 1,383,752 pupils in Primary levels of education;
(e) preparation of guidelines for monitoring and evaluation of Early Childhood Care and Development (ECD), assessment and provision of pre-primary education and developing the capacity of 142 ECD stakeholders in 5 Councils;
(f) following up the enrolment of Pre-primary and Primary school students in 2011;
(g) improving the quality of the teaching and learning environment and ensure equity in the provision of education through financial support for the construction of Monduli Jeshini Primary School (Sokoine Cantonment) renovation of Arusha Primary School;
(h) coordinating and following up the School Feeding Programme in 16 Councils supported by WFP, to finalise the preparation of the National School Feeding Programme and the project of teaching through the use of ICT (Bridge IT);
(i) sensitisation of the public on the importance of enrolling children in Pre-primary schools for their readiness start Std One and learn reading, writing and numeracy;
(j) capacity development of teachers through the use of 3,000 identified skilled trainers so as to improve the quality of teaching Mathematics, Science and languages in 2010/11 and trials on the use of New Oxford English Course for Schools will start to strengthen English language in schools;
(k) sponsoring training for Ward, District and Regional Education Officers;
(l) strengthening the curriculum to make competence based and to ensure that it meets the labour market;
(m) capacity development of 200 Education officers at various levels who supervise education including new education officers who supervise and coordinate Primary Education;
(n) coordination, preparation and management of national examinations for std IV and VII; and
(o) looking for sponsors for sports and start promotion of sports education in Primary Schools.

Department of Secondary Education

105. Honourable Speaker, in order to deal with the challenges faced during the implementation of phase one of the Secondary Education Development Programme (SEDP I), in 2010/11 the Ministry will implement the second phase of the Secondary Education Development Programme (SEDP II) in collaboration with the Prime Minister’s Office for Regional Administration and Local Governments (PMORALG). PEDP II is financially supported by the World Bank for a period of five years from 2010/11 – 2014/15 under a loan of 70 million United States dollars. Within this programme, schools will be provided with subsidies for procurement of teaching and learning materials, construction of laboratories and teachers’ houses, capacity development of Science, Mathematics and English language Teachers. 150 billion Tanzanian shillings have been set aside this year for the implementation of these activities.

106. Honourable Speaker, the implementation of PEDP II is aimed at raising the pass rate at secondary education level especially in Science, Mathematics, English and Kiswahili subjects.

107. Honourable Speaker, in addition to the implementation of the objectives as outlined above, the Ministry will also do the following:

(a) reduce teacher shortage through the implementation of the pilot phase of the project called Tanzania Beyond Tomorrow. This project aims at strengthening the teaching and learning processes using ICTs in 500 schools in the first phase; and

(a) follow up the implementation of the decentralisation of the management of secondary education to District Councils, in addition to provision and coordination of the implementation of various guidelines in collaboration with PMORALG;

Department of Teacher Education
108. Honourable Speaker, in 2010/11 the Teacher Education department will implement the following:

(a) posting to schools of 14,501 new Primary school teachers from both public and private Teacher Training Colleges. The department will also post 17,204 teachers (7,084 Diploma and 12,120 first degree) to government Secondary Schools. This will enable the government to post at least five new teachers per Secondary School.

(b) admission of 4,550 of Grade A Certificate level Teacher Trainees, 5,055 Diploma and 320 Teacher trainees in specific academic field of Sports, Music, Performing Arts, Specialised Domestic Science in government Teacher Training Colleges;

(c) continue with the efforts of using ICT in teaching and learning, including conducting in house training in colleges and have consultations with donors who are willing to support government’s efforts in the use of ICT;

(d) coordinate provision of sports education starting with 12 Teachers Colleges in collaboration with a non governmental organisation called Liike of Finland;

(e) preparation of a Teacher Competency Framework as well as conducting in-service training to 700 Primary School teachers in 7 pilot Councils (Mtwara (Rural), Makete, Bagamoyo, Temekwe, Hai, Siha and Magu) in collaboration with UNICEF;

(f) capacity building of 240 Tutors in Reproductive health, HIV and AIDS preventive education and Life skills in collaboration with UNESCO so as to improve the capacity of Tutors in dealing with the effects of dangerous diseases such as HIV and AIDS; unwanted pregnancies and improper relationships;

(g) strengthen Teacher education so as to ensure that graduates from Teachers Colleges for Certificate and Diploma levels have the required standards for teaching mathematics, English language so as to improve the profession;

(h) conduct training in the use of Diagnostic Teaching methods in teaching HIV and AIDS preventive education to 36 Tutors and 190 Primary School Teachers and 40 Secondary School Teachers in Kigoma region within the framework of UN-Joint Programme North Western Tanzania: Transition from Humanitarian to Sustainable Development); and
strengthen the teaching of French through the in service teacher training programme to 169 Secondary School French Teachers and 240 French Primary School Teachers in collaboration with the French Embassy.

Department of Adult and Non Formal Education

109. Honourable Speaker, in 2010/11, the department of Adult and Non Formal Education will start implementation of a big literacy programme for those who do not know how to read, write and do arithmetic. This programme started as a pilot in 9 districts and now it is scaled up country wide under the theme ‘Yes I can’. In addition the department will do the following:

   a) management of the preparation, procurement and distribution of teaching and learning materials for adult education for the ‘Yes I can’ programme
   b) coordination of the training of 45 supervisors and 360 facilitators who are teaching adult education in 9 pilot Councils of the ‘Yes I can’ programme;
   c) Monitoring and evaluation of ‘Yes I can’ programme in the 9 pilot councils so as to identify the successes and challenges of the programme;
   d) preparation, publication and distribution of 450 books for adult education 60 books for Facilitators and guides for the supervisors of the ‘Yes I can’ ‘Yes I can’ programme;
   e) preparation of a guide for the establishment of and management of distance education and face to face;
   f) coordination of a literacy survey to be conducted in collaboration with UNESCO so as to determine the current rate of illiteracy in the country in terms of level and ability to read, write and numeracy;
   g) preparation of a Strategic Plan for Human Rights Education; and
   h) coordination of the preparation and publication of village magazines and other publications prepared at the Zonal Centres.

Department of Technical Education and Vocational Training

110. Honourable Speaker, in 2010/11, the Department Technical Education and Vocational Training will implement the following:

   (a) finalise the Technical Education and Vocational Education Development Programme (TVEDEP);
   (b) continue advertising and sensitising youths to join Technical Education
and Vocational Training through exhibitions media and visits to Secondary Schools;

(c) continue with the construction work of 28 District VETA Colleges and to finalise the construction of Regional VETA Colleges in Coast, Manyara, Lindi and Dar es Salaam regions

(d) continue coordinating preparation of the Bridging Course to enable the Vocational Training graduates to have the required qualifications to join technical education studies;

(e) sponsor 700 students from Arusha Technical College to undertake practical industrial training; and

(f) strengthen Zone and international collaboration on issues related to Technical and Vocational Education.

**Department of Higher Education**

111. **Honourable Speaker**, in 2010/11, the department of Higher Education will implement the following:

(a) finalise the Higher Education Development Programme (HEDP) and to start its implementation;

(b) sponsor 1,750 first degree students in Medicine, Dentistry, and Veterinary in Universities within the country;

(c) sponsor 70 Ugandan and 5 Chinese students within the framework of student exchange programme of first degree students;

(d) continue educating the community on the concept of contributing for Higher Education costs and the place of Higher Education within and outside the country using the media, exhibitions of Higher Learning Institutions and visits to education stakeholders;

(e) sponsor 80 academic staff from public higher learning Institutions to undertake Masters and PhD studies;

(f) coordinate the appointment of 270 students to study in friendly countries such as Algeria, China, Cuba, Russia, United Kingdom, South Korea, Turkey, Egypt and India and 50 students to study in Mozambique within the framework of the students’ exchange programme;

(g) start the construction of the *University Teaching Hospital* at Mloganzila for Muhimbili University of Health and Allied Sciences;
(h) coordinate the implementation of *Science, Technology and Higher Education project* sponsored by the government through a World Bank loan, geared towards sponsoring and strengthening of Science teaching in Higher Learning Institutions; and

(j) collaborate with other Institutions in sharing the cost for procurement of teaching and learning materials for special needs students in Higher Learning Institutions within the country.

**Department of School Inspectorate**

**112. Honourable Speaker,** in 2010/11, Department of School Inspectorate will implement the following:

(a) supervise the quality of education provided in 20,045 institutions by using the new school inspection system;

(b) strengthen school inspection through improving the work place environment in terms of providing transport, renovation of offices, building the capacity of Inspectors and providing them with their dues;

(c) improve the quality of management of education by appointing and providing initial training to 150 new Inspectors;

(d) supervise and conduct Form Two National Examinations in 2010; and

(e) monitor the implementation of the new coordination system of inspection of schools.

**Department of Policy and Planning**

**113. Honourable Speaker,** in 2010/11, the department of Policy and Planning will implement the following:

(a) finalise and print 500,000 copies of the Education and Training Policy 2011 and distribute them to various education stakeholders and prepare the implementation strategy for the policy;

(b) carry out a Unit Cost Study to identify the unit cost of educating a student in Higher Learning Institutions;

(c) strengthen the education data base in 105 Councils in collaboration with UNESCO through the Education Sector Management of Information System (ESMIS) Programme;

(d) coordinate the activities of the Education Sector Development Programme;
(e) coordinate the preparation of the Ministry’s ICT Strategy; and
(f) renovate the infrastructure of 10 Teachers Colleges.

Department of Administration and Human Resources
114. Honourable Speaker, in 2010/11, the Department of Administration and Human Resources will:
(a) recruit 290 new employees, to approve work permits of 1,000 foreign experts, confirmation of employment of 55 staff members and promote 906 employees;
(b) implement the new organisational structure aimed at strengthening the management of the Ministry; and
(c) coordinate payment of debts to teaching and non teaching staff and prepare a strategy to avoid accumulation of refunds to avoid disturbances.

Information, Education and Communication Unit
115. Honourable Speaker, in 2010/11, the Information, Education and Communication Unit will implement the following:
(a) coordinate provision of information to the media regarding various educational events so as to inform education stakeholders about the developments of the Education sector and to keep records of the Ministry;
(b) prepare, print and distribute 300,000 copies of the ESDP journal to 8 education zones to sensitize the society about their participation in the implementation of Education Plans;
(c) prepare various printed materials such as banners, fliers, journals and calendars for the purpose of providing explanations to the stakeholders about policy and various educational plans
(d) coordinate availability of answers for questions asked by education stakeholders through the website (www.wananchi.go.tz); and
(e) prepare an information communication strategy about activities of the Ministry.

The Ministry's Agencies, Institutions, and Councils
116. Honourable Speaker, Agencies, Institutions and Councils under my Ministry contribute to the provision of quality education. Agencies, Institutes and Councils will implement activities planned for them taking into consideration educational plans and targets as follows:
Institute of Adult Education

117. Honourable Speaker, in 2010/11, The Institute of Adult Education will implement the following:

(a) admission of 420 students out of whom 150 are for certificate, 40 Diploma and 130 degree programmes;
(b) registration of a total of 75,000 targeted students through Distance Learning programme and Face to Face;
(c) strengthening the use of Information Communication Technology in the management of Adult and Non-Formal Education information;
(d) coordination of the implementation of the pilot programme of Integrated Post-primary Education (IPPE) in Siha, Temeke, Magu, Makete, Mtwara(V), Hai and Bagamoyo districts and to prepare for this programme vocational subjects and crosscutting issues in modular form;
(e) continue to capacity build tutors and lecturers of the Institute of Adult Education and Institutions under NACTE so as to enable them teach the curricular that meets the labour market demands and the NACTE requirements;
(f) conduct a comprehensive evaluation of programmes which are run by the Institute of Adult Education including the Distance Learning programme and Face to Face since it started in 2004 up to 2009;
(g) prepare curricular and modules for forms 5 and 6 for Economics, General Studies, Accounts and Applied Basic Mathematics subjects for Distance Learning mode;
(h) prepare modules for Diploma in Adult Education studies and continuing education for Distance Learning mode; and
(i) run education studies using Distance Learning and Face to Face modes

Tanzania Institute of Education

118. Honourable Speaker, in 2010/11, the Tanzania Institute of Education will implement the following:

(a) orientation to 1,650 Secondary School teachers to the new curricular that have been reviewed;
(b) design and prepare a curriculum for teacher training that uses Information Communication Technology;
(c) sponsor 55 Curriculum Developers for training on designing, preparation and distribution of educational materials using Information Communication Technology;
(d) print 17 modules of subjects for teacher training at Diploma level, and 26 for certificate level Teacher Training; and
(e) edit syllabi for Pre Primary, Primary and Secondary education taking into consideration stakeholders’ recommendations.

Tanzania Library services Board
119. Honourable Speaker, in 2010/11, The Tanzania Library Services Board will implement the following:

(a) strengthen and improve the quality of library services to adults and children in 19 regions, including the provision of 60,000 extra publications;
(b) provide technical advice on setting up, cataloguing and management of libraries for Schools, Colleges, Institutes and Councils and Municipals, towns and Districts in the country;
(c) provide training on Librarianship Education and Archives to 200 selected certificate students; 220 Diploma students and 180 short course participants who are Librarians from schools, colleges and various institutions in the country; and
(d) continue with construction and strengthening of the Bagamoyo College for Librarianship and Archives and to start construction of a hostel.

Agency for Development of Education Management
120. Honourable Speaker, in 2010/11, Agency for Development of Education Management will implement the following:

(a) provide Diploma level training in Leadership and Education Management to 300 Leaders from various educational departments and Non Governmental Organizations;
(b) provide one month training at certificate level to in Leadership and Education Management to Head Teachers from 500 Primary Schools;
(c) provide training to 2,000 District officials on techniques for preparing Whole School Development Plan;
(d) provide training to 240 Heads of Secondary Schools on Leadership and Education Management;
(e) provide initial training to 1,000 new Heads of Secondary Schools from all Mainland Regions on Leadership and Education Management;
(f) provide a one month training to 120 School Inspectors on Leadership and Education Management;
(g) provide initial training to 106 new Education Officials from all Mainland Regions on Leadership and Education Management;
(h) sponsor 16 employees of the agency for short and long term courses within and outside the country on improved teaching techniques, research and monitoring of the training on Leadership and Education Management;
(i) carry out educational research on Leadership and Education Management in Eastern and southern Africa through the Lead –link network; and
(j) finalize Agency Development Master Plan and start the first phase of its implementation

National Commission for UNESCO

121. Honourable Speaker, in 2010/11, The National Commission for UNESCO will implement the following:

(a) evaluation of ongoing UNESCO Participation Programmes including others that will be approved by UNESCO
(b) continue coordinating the implementation of the workplan for the programme of International Year of the Planet Earth - IYPE;
(a) continue cooperating with other National Commissions for UNESCO within East Africa under the common programme of joint preparation and implementation of the plan for capacity building of staff, Study tours and staff exchange; and
(c) continue coordinating the UNESCO Associated School Project Network (ASPNET) and continue educating students in these schools on cross cutting issues such as gender, human rights, life skills and environment.
National Examination Council of Tanzania

122. Honourable Speaker, in 2010/11, the National council of Tanzania will implement the following:

(a) process examinations for completing Primary education, Form Four and Form Six, Qualifying Examination and Teacher Education and;

(b) Improve the quality of supervision, conduct and processing of examinations by buying a server that has a big capacity.

Dakawa Development Centre

123. Honourable Speaker, in 2010/11 the Dakawa Development Centre will implement the following:

(a) continue with the process of changing the Centre to a Centre of Excellence in providing education, Vocational and Scientific skills to the youth

(b) coordinate developmental activities of institutions within the Centre.

Tanzania Education Authority

124. Honourable Speaker, in 2010/11, the Tanzania Education Authority will implement the following:

(a) mobilize financial resources from various sources for the Fund including sensitizing internal and external stakeholders and soliciting sponsors to support projects;

(b) sponsor 250 educational projects of 250 education institutions geared towards enhancing enrolment/admission, quality and equity;

(c) finalize preparation of the draft amendments of Act No. 8 of 2001 of the Education Fund;

(d) continue sensitizing Local government Councils to establish education Funds and strengthen cooperation with Association of Local Authorities (ALAT) and to mobilize contributions for the education Fund through television and radio programmes, flyers, journals and other media.
University Council of Tanzania

125. Honourable Speaker, in 2010/11, the University Council of Tanzania will implement the following:

(a) finalize the preparation of the National Qualifications Framework;
(b) continue to coordinate and evaluate the pilot project on Quality assurance of programmes in 5 universities implemented by the Inter University Councils for East Africa; and
(c) continue overseeing the admission of about 60,000 students through the centralised Admission System so as to avoid the problem of proving admission of one student in more than one University and as such blocking places for other qualified candidates to be admitted in Higher Learning Institutions in the country.

National Council for Technical Education (NACTE)

126. Honourable Speaker, in 2010/11 the National Council for Technical Education will implement the following:

(a) inspect 25 Colleges for accreditation purposes, register 20 Technical Colleges and identify qualifications of tutors/instructors for their registration;
(b) coordinate and develop 30 curricular that are competence based and meet labour market needs;
(c) coordinate examinations in 30 Colleges that are using curricular which are geared towards building competencies and meet the needs of the labour market;
(d) coordinate admissions of students in 17 Colleges that provide technical education and training;
(e) coordinate training of tutors/instructors in 20 Colleges within the framework of Competence Based Education and Training – CBET)

Higher Education Students’ Loan Board

127. Honourable Speaker, in 2010/11, the Higher Education students’ Loan Board will implement the following:

(a) increase admission by providing loans to 89,617 students studying within and outside the country at different levels of higher education;
(b) motivate more students to undertake science related disciplines by providing them with 100% loans;
(c) strengthen collection of loan reimbursement by educating and sensitising employers and the society at large on the importance of repayment of loans provided by the Loan Board. Also the Board is expecting to collect 5 billion Tsh. from repayment of loans;
(d) continue educating the society using various means such as flyers, newspapers, radio, television seminars and exhibitions about their responsibility in contributing for higher education and procedures of providing and reimbursing loans;
(e) collaborate with the Ministry to develop an alternative and sustainable system of Higher Education loan provision using financial institutions so as to expand the spectrum of those who deserve to get loans; and
(f) improve the Means Testing system so as to reduce complaints and appeals of students to the Minister

Vocational Education and Training Authority

126. Honourable Speaker, in 2010/11, the Vocational Education and Training Authority will:

(a) start the first phase of the District Vocational Training Centres Programme by constructing 6 Vocational Training Centres;
(b) capacity build 30 tutors and 315 general staff
(c) continue with the trace study countrywide so as to identify the market for Vocational Education and Training;
(d) renovate workshops of 3 Vocational Education and Training Centres in Mwanza, DSM, and Kihonda and construction of Zonal offices for South-Eastern zone and Mtwara; and
(e) continue with construction work at 5 Vocational Education and Training Centres in Lindi, Mtwara, Manyara, Pwani and Dar es Salaam and strengthening the District Vocational Training Centres;

The University of Dar es Salaam

127. Honourable Speaker, for the financial year 2010/11, the University of Dar es Salaam will implement the following:
(a) admit 6,785 students out which, 4,125 are first degree and 2,660 Masters and PhD students as well as giving priority to female and special needs students;
(b) continue collaborating with various donors in financing research and training especially in the fields of environment, entrepreneurship, energy, tourism, informal sector, Information Communication Technology, climate change, infrastructure, languages, democracy and good governance;
(c) produce 19 publications of books and 280 journals in different research areas
(d) continue with the construction and renovation works at the University so as to improve the teaching learning and environment
(e) continue with the construction of the new premises for the Institute of Marine Sciences at Buyu Zanzibar.
(f) introduce 4 degree programmes – B.A. in Kiswahili, B.Sc. in Textile Engineering, B.Sc. Textile Design and Technology, and B.Sc. in Actuarial Science; two Masters Programmes – Masters in Integrated Sanitation Management and MSc. In Biodiversity and Conservation and one PhD programme by coursework and Dissertation in Political Science and Public Administration
(g) carry out an Academic Audit
(h) recruit and provide academic and professional development to Lectures and support staff in various disciplines

Dar es Salaam University College of Education (University of Dar es Salaam)

128. Honourable Speaker, in 2010/11, the Dar es Salaam University College of Education will implement the following:

(a) admit 1,000 new of students out of which 250 will be in the science discipline.
(b) purchase of teaching and learning materials for students with disabilities;
(c) construct a Health centre so as to enable the college to provide basic health services to the College community members;
(d) provide 1,000 books and 200 journals to the College Library, and improve the use of Information Communication Technologies so as to enhance the quality of education provided; and
(e) sponsor 10 Masters level, 5 new PhD level students and 6 for ongoing PhD students.
Mkwawa University College of Education (University of Dar es Salaam)

129. Honourable Speaker in 2010/11, the Mkwawa University College of Education will:

(a) admit of 800 new first degree students that will make the total number of students at the College to be 2,200;
(b) continue with construction and renovation works of the College infrastructure so as to improve the College teaching and learning environment; as well as start the process for the construction of the administration block which will increase the number of offices; and
(c) sponsor 20 lecturers (4 PhDs and 16 Masters levels)

School of Journalism and Mass Communication (University of Dar es Salaam)

130. Honourable Speaker in 2010/11, the School of Journalism and Mass Communication will implement the following:

(a) admit of 195 new students (150 First degree, 15 Masters and 10 PhD and 20 Certificate levels;
(b) start a weekly educational newspaper for the students;
(c) research in the field of media, communication and broadcasting;
(d) strengthen the use of Information Communication Technologies for teaching and learning;
(e) construct and renovate of infrastructure so as to improve the teaching and learning environment

Sokoine University of Agriculture

131. Honourable Speaker in 2010/11, the Sokoine University of Agriculture will implement the following:

(a) admit of 2,304 first degree and 300 Masters and PhD students;
(b) construct and renovate of the college infrastructure so as to improve the teaching and learning environment
(c) introduce six new fields of first degree and six new fields of Masters level;
(d) introduce a water harvesting project for irrigation purposes;
(e) introduce a national Agricultural Biotechnology Institute so as to manage the challenges of implementing ‘Kilimo Kwanza’; and
(f) carry out research geared towards poverty alleviation for farmers, raise the economy and improve the environment.

**Moshi University College of Cooperatives and Business Education**

131. **Honourable Speaker** in 2010/11, the Moshi University College of cooperatives and Business Education will implement the following tasks:

(a) admit 1,500 first year students so as to increase admission of students from 2,713 in 2009/10 to 3,330 in 2010/11. The increase in admission is due to the introduction of a new certificate course at the Kizumbi campus (Shinyanga)

(b) sponsor 30 lecturers for Masters and PhD studies;

(c) strengthen 4 zonal branches in Mtwara, Iringa, Mwanza and Tangasoaas to educate the community on cooperative societies for credit and debit loan system (SACCOS) cooperative development; environmental care and poverty reduction strategies;

(d) finalise implementation of the conditions provided by the Commission for Universities so that the College is upgraded to a fully fledged University by 2014

(e) construct and renovate of the college infrastructure so as to improve the teaching and learning environment;

(f) carry out research on cooperative Societies, SACCOS and environmental conservation.

**The Open University of Tanzania**

132. **Honourable Speaker**, during the financial year 2010/11 the Open University of Tanzania is all set to implement the following:

(a) admit of 7,306 new students (2,262 females). Among them, 2,238 undertaking certificate and Diploma programmes, 2,827 first degree and 2,241 Postgraduate Diploma, Masters and PhD. The Open University of Tanzania also expects to have 1,697 graduates, among them 1,257 will be holders of first degree and 112 of certificates and other Diplomas, 328 Post Graduate Diploma and Masters and PhD;

(b) construct offices for Mtwara na Manyara Regional Centers;

(c) renovate buildings so as to raise the quality of education and to improve the quality of the teaching and learning environment at Rukwa, Kagera, Kilimanjaro, Mara and Ruvuma Regional centers;
(d) procurement of land for building offices for the Regional Centers; and
(e) construct Distance Learning Centers (Africa/ SADC).

Ardhi University

136. Honourable Speaker, in 2010/11 the Ardhi University will implement the following:

(a) admit 1,350 new first degree students, 75 Masters and PhD students and 20 certificate students. The total number of students is expected to be 2,606, which is an increase of 21% compared to 2009/10. Females are expected to the 30% of the total number of students;
(b) introduce three (3) new programmes of first degree in Civil Engineering, Finance and Accountancy; and Marketing);
(c) sponsor studies for 25 new lectures and 20 support staff;
(d) complete 15 ongoing research areas out of 63; produce 25 publications and provide technical Consultancies and Public Services in 100 projects; and
(e) construct and renovate the college infrastructure so as to improve the teaching and learning environment;

Muhimbili University of Health and Allied Sciences

137. Honourable Speaker, in 2010/11 the Muhimbili University of Health and Allied Sciences will implement the following:

(a) admission of 350 new first degree students and 170 Masters and PhD students;
(b) preparations for the construction of the administration block, lecture rooms and students hostel at Mloganzila site;
(c) construction of infrastructure for roads, water, electricity and finalise the soft loan agreement between the government of Tanzania and Southern Korea and start the construction of the University Teaching Hospital in Mloganzila;
(d) construction and renovation of the Muhimbili Campus infrastructure so as to improve the teaching and learning environment; and
(e) continue with research in various areas such as malaria, gynecological and pediatric diseases, HIV vaccination, and traditional medicines.
Mzumbe University

138. Honourable Speaker, in 2010/11 Mzumbe University will implement the following:

(a) admission of 2,600 new students, among them, 400 will undertake certificate, Diploma and first degree programmes and 1,200 Masters studies
(b) sponsor 20 employees to undertake PhD programmes and 42 Masters programmes;
(c) complete the second phase of the construction of a hostel for female students with the capacity of accommodating 400 students, to complete the construction of lecturers' and support staff offices with the capacity of accommodating 271 lecturers and 127 support staff at the Mzumbe main Campus and to complete the construction of a library with the capacity of serving 400 users at a goal at the Mbeya Campus;
(d) complete payment of three plots at Upanga, for the expansion of the School of Business Studies of the Dare s Salaam Campus.
(e) construction and renovation of the College infrastructure so as to improve the teaching and learning environment;
(f) completion 20 researches, preparation of scripts for publication and to provide counseling services in management, leadership and Social Sciences; and
(g) publication of six books, six teaching manuals and 30 other articles.

University of Dodoma

139. Honourable Speaker, in 2010/11, the University of Dodoma will implement the following:

(a) admission of 5,000 new first degree students and 600 in Masters programmes, out of which 70% of the new students will be admitted in education and science studies;
(b) construction of the second phase of the College of Education so as to have 10,000 Teacher Trainees, and 5,000 students undertaking Natural Sciences and Mathematics and 3,000 students undertaking land/soil sciences;
(c) start the second phase of construction of the College of Computer sciences, Information and Communication with the capacity of 3,500 students and construct the second phase of the College Health Sciences and Medicine with the capacity of accommodating 4,500 students;
(d) completion of the second phase of the construction of the College of Arts and Social Sciences so as to have the capacity of taking 15,000 students. The second phase of the construction of the University of Dodoma will enable the University to met its target of having the capacity 40,000 students at a goal;
(e) completion of the construction of private roads for cars and side roads for pedestrians; infrastructure for clean water, waste water and rain water systems, electricity and communication systems;
(f) completion of the water survey, to improve the quality of the environment and panting of trees; and
(g) improve the quality of the teaching and learning environment.

**Mwalimu Nyerere Memorial College**

140. **Honourable Speaker**, in 2010/11 the Mwalimu Nyerere Memorial College will implement the following:

(a) admission of 230 new students for certificate programme, 300 Diploma and 300 first degree students;
(b) sponsor 10 lecturers for academic studies (5 Masters na 5 PhD levels) and 10 support staff including those who are continuing with studies;
(c) undertake an evaluation of the curricular for Certificate, Diploma and Degree programmes so as to review them;
(d) finalization of the preparation of the Teacher Education curricular for Diploma and Degree programmes;
(e) continue with the second phase of construction at the College branch at Bububu - Zanzibar;
(f) follow up with the office of the Vice President - Environment for a solution to the soil erosion at Kivukoni; and
(g) construction of two student hostels.

**Arusha Technical College**

141. **Honourable Speaker**, in 2010/11, the Arusha Technical College will implement the following:

(a) start a new degree programme in Civil and Irrigation Engineering;
(b) Prepare curricular for 4 diploma programmes in Heavy Duty Equipment Technology, Lapidary & Jewelry Technology, Civil and Irrigation
Engineering and Computer Engineering;
(c) carry out a needs assessment and review the basic librarian course;
(d) start production unit that will be dealing with the production of various products such as welding machines, and consultancy services
(e) sponsor 15 academic staff for studies in consultancy skills;
(f) renovate the administration block, workshops and staff houses; and
(g) prepare a five year strategic plan of the College.

ACKNOWLEDGEMENTS AND CONGRATULATIONS

142. Honourable Speaker, special thanks go to the citizens, leaders and various Donors for their support in implementing the Education and Vocational Training Plans. Some of the donors include the Governments of: Algeria, Canada, China, Cuba, Finland, India, Ireland, People’s Republic of Korea, Japan, America, Egypt, Norway, Pakistan, Poland, Belgium, France, Netherlands, United Kingdom, Germany, Sweden and Turkey. Agencies that have also contributed to the successful implementation of our Education programmes include, Aga Khan Education Foundation, Barclays Bank, World Bank (WB), African Development Bank (ADB), CIDA (Canada), COL, CRDB, DAAD, DANIDA, DFID, EDC, GTZ, ILO, International Reading Association, Irish Aid, JICA, JOVC, KOICA, NBC, NMB, NORAD, OPEC, Oxfam, Peace Corps, Plan International, Sida (Sweden), European Union (EU), UNAIDS, UNDP, UNESCO, UNFPA, UNICEF, USAID, VSO, WFP, Sight Savers International, UIL, Book Aid International, BP, Care International, CBP, Children International, Winrock International, World Vision and ZAIN.

143. Honourable Speaker, I would like to thank the leaders of the following organizations, CWT, RAAWU, THTU and TUGHE for their cooperation and advice in dealing with workers issues.

REQUEST FOR FUNDS

a) Honourable Speaker, after the explanations; I now request your exalted Parliament, to approve estimates for expenditures for the Ministry of Education
and Vocational Training totaling Tsh.665,572,537,000Tsh for the 2010/11 financial year so as to enable the implementation of the current annual plan of the Ministry, within this request;

b) 72,005,369,000Tsh is requested for regular departmental expenditures while: 27,107,197,000Tsh is requested for salaries and 44,898,172,000Tsh is requested for other expenditures;

c) 453,935,161,000Tsh is requested for other expenditures of Institutions while 169,745,089,000Tsh is requested for salaries and 284,190,072,000Tsh is requested for other expenditures. Within these, 239,900,000,000Tsh has been set aside for student loans for Higher Education;

d) 139,632,007,000Tsh is requested for development Plans of the Ministry of Education and Vocational Training. Out of this, 56,212,445,000Tsh are funds from internal sources and 83,419,562,000Tsh is from Development Partners

144. Honourable Speaker, I thank you and all Members of Parliament for your attention.

145. Honourable Speaker, I beg to submit.
### Table 1.1: Total Enrolment by Sex and Stream in Government and Non-Government Schools, 2006 - 2010

<table>
<thead>
<tr>
<th>Type of School and Level of Aggregation</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>T</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>Total Govt&amp;Non-Govt (Year I - II)</td>
<td>331,440</td>
<td>337,697</td>
<td>669,137</td>
<td>387,868</td>
<td>438,025</td>
</tr>
<tr>
<td>Total Non-Government (Year I - II)</td>
<td>8,082</td>
<td>7,570</td>
<td>15,652</td>
<td>10,509</td>
<td>9,189</td>
</tr>
<tr>
<td>Total Year I</td>
<td>219,007</td>
<td>225,981</td>
<td>444,988</td>
<td>243,353</td>
<td>227,245</td>
</tr>
<tr>
<td>Government</td>
<td>214,846</td>
<td>222,095</td>
<td>436,941</td>
<td>236,956</td>
<td>251,677</td>
</tr>
<tr>
<td>Non-Government</td>
<td>4,161</td>
<td>3,886</td>
<td>8,047</td>
<td>6,397</td>
<td>5,495</td>
</tr>
<tr>
<td>Total Year II</td>
<td>112,433</td>
<td>111,716</td>
<td>224,149</td>
<td>144,515</td>
<td>163,711</td>
</tr>
<tr>
<td>Non-Government</td>
<td>3,921</td>
<td>3,684</td>
<td>7,605</td>
<td>4,112</td>
<td>3,694</td>
</tr>
</tbody>
</table>

**Note:** Total enrolment in Pre-Primary Education rose by 3.3% from 896,146 in year 2009 to 925,465 in year 2010, which imply that there is an increased participation in Pre-Primary Education.
## Primary Education

### Table 2.1: Standard I - VII Enrolment by Sex and Grade in Government and Non-Government Primary Schools, 2006 - 2010

<table>
<thead>
<tr>
<th>Grade</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>T</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>a) Total Enrol</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Std I-VII</td>
<td>4,051,676</td>
<td>3,908,208</td>
<td>7,959,884</td>
<td>4,215,171</td>
<td>4,101,754</td>
</tr>
<tr>
<td>Government</td>
<td>4,010,486</td>
<td>3,869,202</td>
<td>7,879,688</td>
<td>4,173,825</td>
<td>4,061,607</td>
</tr>
<tr>
<td>Non-Govt</td>
<td>41,190</td>
<td>39,006</td>
<td>80,196</td>
<td>41,346</td>
<td>40,147</td>
</tr>
<tr>
<td>b) Total Grades</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Std I</td>
<td>666,890</td>
<td>649,837</td>
<td>1,316,727</td>
<td>699,255</td>
<td>679,666</td>
</tr>
<tr>
<td>Government</td>
<td>659,978</td>
<td>643,350</td>
<td>1,303,328</td>
<td>692,362</td>
<td>670,263</td>
</tr>
<tr>
<td>Non-Govt</td>
<td>6,912</td>
<td>6,487</td>
<td>13,399</td>
<td>6,893</td>
<td>6,815</td>
</tr>
<tr>
<td>Std II</td>
<td>642,796</td>
<td>628,237</td>
<td>1,271,033</td>
<td>627,349</td>
<td>607,174</td>
</tr>
<tr>
<td>Government</td>
<td>635,879</td>
<td>621,884</td>
<td>1,257,763</td>
<td>620,886</td>
<td>607,737</td>
</tr>
<tr>
<td>Non-Govt</td>
<td>6,917</td>
<td>6,353</td>
<td>13,270</td>
<td>6,481</td>
<td>6,476</td>
</tr>
<tr>
<td>Std III</td>
<td>647,417</td>
<td>619,134</td>
<td>1,266,551</td>
<td>621,265</td>
<td>613,665</td>
</tr>
<tr>
<td>Government</td>
<td>640,606</td>
<td>612,335</td>
<td>1,252,941</td>
<td>614,769</td>
<td>607,453</td>
</tr>
<tr>
<td>Non-Govt</td>
<td>6,811</td>
<td>6,799</td>
<td>13,610</td>
<td>6,496</td>
<td>6,212</td>
</tr>
<tr>
<td>Std IV</td>
<td>704,767</td>
<td>686,325</td>
<td>1,391,092</td>
<td>665,823</td>
<td>655,622</td>
</tr>
<tr>
<td>Government</td>
<td>698,541</td>
<td>680,533</td>
<td>1,379,074</td>
<td>659,280</td>
<td>649,536</td>
</tr>
<tr>
<td></td>
<td>Std V</td>
<td>Std VI</td>
<td>Std VII</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>--------</td>
<td>---------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>Non-Govt</td>
<td>6,226</td>
<td>5,792</td>
<td>12,018</td>
<td>6,543</td>
<td>6,086</td>
</tr>
<tr>
<td></td>
<td>6,543</td>
<td>6,086</td>
<td>12,629</td>
<td>8,820</td>
<td>8,239</td>
</tr>
<tr>
<td>Gov</td>
<td>597,829</td>
<td>570,187</td>
<td>1,168,016</td>
<td>593,239</td>
<td>568,340</td>
</tr>
<tr>
<td>Non-Govt</td>
<td>587,419</td>
<td>562,612</td>
<td>1,150,031</td>
<td>504,401</td>
<td>499,702</td>
</tr>
<tr>
<td>Gov</td>
<td>592,067</td>
<td>564,765</td>
<td>1,156,832</td>
<td>587,419</td>
<td>562,612</td>
</tr>
<tr>
<td>Non-Govt</td>
<td>5,782</td>
<td>5,422</td>
<td>11,184</td>
<td>5,820</td>
<td>5,728</td>
</tr>
<tr>
<td>Gov</td>
<td>436,338</td>
<td>412,488</td>
<td>848,826</td>
<td>589,274</td>
<td>562,458</td>
</tr>
<tr>
<td>Non-Govt</td>
<td>431,486</td>
<td>407,848</td>
<td>839,334</td>
<td>584,083</td>
<td>557,448</td>
</tr>
<tr>
<td>Gov</td>
<td>351,929</td>
<td>338,487</td>
<td>690,416</td>
<td>415,044</td>
<td>393,768</td>
</tr>
<tr>
<td>Non-Govt</td>
<td>355,639</td>
<td>342,000</td>
<td>697,639</td>
<td>418,966</td>
<td>397,588</td>
</tr>
<tr>
<td>Gov</td>
<td>351,929</td>
<td>338,487</td>
<td>690,416</td>
<td>415,044</td>
<td>393,768</td>
</tr>
<tr>
<td>Non-Govt</td>
<td>3,710</td>
<td>3,513</td>
<td>7,223</td>
<td>3,922</td>
<td>3,820</td>
</tr>
<tr>
<td>Gov</td>
<td>338,487</td>
<td>324,000</td>
<td>697,639</td>
<td>418,966</td>
<td>397,588</td>
</tr>
<tr>
<td>Non-Govt</td>
<td>3,513</td>
<td>3,313</td>
<td>7,023</td>
<td>3,722</td>
<td>3,620</td>
</tr>
</tbody>
</table>

**Note:** Enrolment in Primary Schools has increased by 5.8% from 7,959,884 pupils in 2006 to 8,419,305 pupils in 2010. However, when compared to 8,441,553 of 2009, there is a slight decrease in total enrolment.
<table>
<thead>
<tr>
<th>Name of Indicator and Level of Aggregation</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>T</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td><strong>Enrolment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>a) Form 1 - 6</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>358,128</td>
<td>317,544</td>
<td>675,672</td>
<td>543,196</td>
<td>477,314</td>
</tr>
<tr>
<td>Government</td>
<td>265,804</td>
<td>224,688</td>
<td>490,492</td>
<td>446,716</td>
<td>382,378</td>
</tr>
<tr>
<td>Non-Govt</td>
<td>92,324</td>
<td>92,856</td>
<td>185,180</td>
<td>96,480</td>
<td>94,936</td>
</tr>
<tr>
<td><strong>b) Form 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>126,650</td>
<td>116,709</td>
<td>243,359</td>
<td>235,539</td>
<td>212,909</td>
</tr>
<tr>
<td>Government</td>
<td>103,334</td>
<td>93,057</td>
<td>196,391</td>
<td>212,165</td>
<td>188,846</td>
</tr>
<tr>
<td>Non-Govt</td>
<td>23,316</td>
<td>23,652</td>
<td>46,968</td>
<td>23,374</td>
<td>24,063</td>
</tr>
<tr>
<td><strong>c) Form 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>101,745</td>
<td>97,716</td>
<td>199,461</td>
<td>137,921</td>
<td>127,066</td>
</tr>
<tr>
<td>Government</td>
<td>78,284</td>
<td>73,164</td>
<td>151,448</td>
<td>115,306</td>
<td>102,754</td>
</tr>
<tr>
<td><strong>d) Form 3</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>60,846</td>
<td>54,199</td>
<td>115,045</td>
<td>80,403</td>
<td>66,707</td>
</tr>
<tr>
<td>Government</td>
<td>41,360</td>
<td>30,807</td>
<td>72,167</td>
<td>59,630</td>
<td>46,140</td>
</tr>
<tr>
<td>Non-Govt</td>
<td>19,486</td>
<td>23,392</td>
<td>42,878</td>
<td>20,773</td>
<td>20,567</td>
</tr>
<tr>
<td><strong>e) Form 4</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>41,651</td>
<td>30,729</td>
<td>72,380</td>
<td>57,553</td>
<td>48,989</td>
</tr>
<tr>
<td>Government</td>
<td>24,924</td>
<td>18,274</td>
<td>43,198</td>
<td>37,307</td>
<td>25,840</td>
</tr>
<tr>
<td>Non-Govt</td>
<td>16,727</td>
<td>12,455</td>
<td>29,182</td>
<td>20,246</td>
<td>23,149</td>
</tr>
<tr>
<td></td>
<td>25,740</td>
<td>16,844</td>
<td>42,584</td>
<td>39,609</td>
<td>31,187</td>
</tr>
<tr>
<td>----------------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>Government</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Govt</td>
<td>15,911</td>
<td>13,885</td>
<td>29,796</td>
<td>17,944</td>
<td>17,802</td>
</tr>
<tr>
<td><strong>f) Form 5</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government</td>
<td>10,777</td>
<td>7,434</td>
<td>18,211</td>
<td>13,151</td>
<td>8,638</td>
</tr>
<tr>
<td>Non-Govt</td>
<td>5,511</td>
<td>4,058</td>
<td>9,569</td>
<td>6,627</td>
<td>4,672</td>
</tr>
<tr>
<td><strong>g) Form 6</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government</td>
<td>6,309</td>
<td>3,382</td>
<td>9,691</td>
<td>6,855</td>
<td>4,813</td>
</tr>
<tr>
<td>Non-Govt</td>
<td>4,639</td>
<td>3,317</td>
<td>7,956</td>
<td>5,147</td>
<td>3,520</td>
</tr>
<tr>
<td><strong>h) Form 1 - 4</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government</td>
<td>248,718</td>
<td>213,872</td>
<td>462,590</td>
<td>426,710</td>
<td>368,927</td>
</tr>
<tr>
<td>Non-Govt</td>
<td>82,174</td>
<td>85,481</td>
<td>167,655</td>
<td>84,706</td>
<td>86,744</td>
</tr>
<tr>
<td><strong>i) Form 5 - 6</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government</td>
<td>17,086</td>
<td>10,816</td>
<td>27,902</td>
<td>20,006</td>
<td>13,451</td>
</tr>
<tr>
<td>Non-Govt</td>
<td>10,150</td>
<td>7,375</td>
<td>17,525</td>
<td>11,774</td>
<td>8,192</td>
</tr>
<tr>
<td><strong>j) Teaching Staff</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>15,722</td>
<td>8,183</td>
<td>23,905</td>
<td>16,316</td>
<td>6,936</td>
</tr>
<tr>
<td>-------</td>
<td>--------</td>
<td>-------</td>
<td>--------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gov</td>
<td>8,633</td>
<td>4,815</td>
<td>13,448</td>
<td>10,534</td>
<td>5,377</td>
</tr>
<tr>
<td>Non-Gov</td>
<td>7,089</td>
<td>3,368</td>
<td>10,457</td>
<td>5,782</td>
<td>1,559</td>
</tr>
</tbody>
</table>

**Note:** There has been an increase in total enrolment (Form 1-6) by 143% from 675,672 students in 2006 to 1,638,699 pupils in 2010. The rapid increase of enrolment has been a result of a well-orchestrated by Government initiative of constructing at least one secondary school for each Ward all over the country. As a result of this initiative, the enrolment in Government secondary schools increased by 186% from 490,492 in 2006 to 1,401,330 in 2010.
## Annex 4a

**Enrolment in Non Government Teacher Colleges which Offer Certificate Teacher Courses 2009/10**

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>First Year</th>
<th>Second Year</th>
<th>Total 1st and 2nd Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>SUB TOTAL</td>
</tr>
<tr>
<td>1 Capital</td>
<td>95</td>
<td>66</td>
<td>161</td>
</tr>
<tr>
<td>4 Singida</td>
<td>157</td>
<td>227</td>
<td>384</td>
</tr>
<tr>
<td>5 Nkuruma Mokoka</td>
<td>50</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>6 Bariadi</td>
<td>13</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td>7 Montessori Mtwara</td>
<td>0</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>8 Coast</td>
<td>23</td>
<td>0</td>
<td>23</td>
</tr>
<tr>
<td>9 Chalinge</td>
<td>12</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>11 Lake Tanganyika</td>
<td>21</td>
<td>61</td>
<td>82</td>
</tr>
<tr>
<td>13 Nyamahanga</td>
<td>60</td>
<td>106</td>
<td>166</td>
</tr>
<tr>
<td>14 Bukoba Lutheran</td>
<td>68</td>
<td>94</td>
<td>162</td>
</tr>
<tr>
<td>15 St. Francis Mkendo</td>
<td>76</td>
<td>77</td>
<td>153</td>
</tr>
<tr>
<td>16 Arusha</td>
<td>253</td>
<td>115</td>
<td>368</td>
</tr>
<tr>
<td>17 St. Joseph Patron</td>
<td>37</td>
<td>34</td>
<td>71</td>
</tr>
<tr>
<td>18 Joshua</td>
<td>7</td>
<td>16</td>
<td>23</td>
</tr>
<tr>
<td>19 Bethseba</td>
<td>77</td>
<td>7</td>
<td>84</td>
</tr>
<tr>
<td>20 Memis</td>
<td>8</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>21 Kindercare</td>
<td>150</td>
<td>85</td>
<td>240</td>
</tr>
<tr>
<td>22 St. Mary's</td>
<td>234</td>
<td>33</td>
<td>267</td>
</tr>
<tr>
<td>23 West Dar</td>
<td>242</td>
<td>99</td>
<td>341</td>
</tr>
<tr>
<td>24 Al Hulubay</td>
<td>89</td>
<td>46</td>
<td>135</td>
</tr>
<tr>
<td>25 Eronite</td>
<td>249</td>
<td>73</td>
<td>322</td>
</tr>
<tr>
<td>26 Kiramba</td>
<td>84</td>
<td>26</td>
<td>110</td>
</tr>
<tr>
<td>27 Kinondoni Muslim</td>
<td>6</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>29 Paradigm</td>
<td>5</td>
<td>11</td>
<td>16</td>
</tr>
<tr>
<td>31 Al Haramain</td>
<td>231</td>
<td>142</td>
<td>373</td>
</tr>
<tr>
<td>33 Kibanga</td>
<td>7</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>35 Maurice</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>36 Aggrey</td>
<td>263</td>
<td>240</td>
<td>503</td>
</tr>
<tr>
<td>36 Mbeya Lutheran</td>
<td>98</td>
<td>69</td>
<td>167</td>
</tr>
<tr>
<td>39 Mbeya Montroyan</td>
<td>63</td>
<td>40</td>
<td>103</td>
</tr>
<tr>
<td>42 Rukwa</td>
<td>66</td>
<td>148</td>
<td>214</td>
</tr>
<tr>
<td>43 Consolata</td>
<td>0</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>44 Nazareth</td>
<td>25</td>
<td>46</td>
<td>71</td>
</tr>
<tr>
<td>45 St. Alberto</td>
<td>25</td>
<td>47</td>
<td>72</td>
</tr>
<tr>
<td>46 Montesorri</td>
<td>21</td>
<td>20</td>
<td>41</td>
</tr>
<tr>
<td>47 Kiremiko</td>
<td>43</td>
<td>44</td>
<td>87</td>
</tr>
<tr>
<td>48 Dinimbo</td>
<td>62</td>
<td>52</td>
<td>144</td>
</tr>
<tr>
<td>49 Tanga Elite</td>
<td>42</td>
<td>18</td>
<td>60</td>
</tr>
<tr>
<td>50 Erkenforde</td>
<td>196</td>
<td>230</td>
<td>426</td>
</tr>
<tr>
<td>COLLEGE</td>
<td>FIRST YEAR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>------------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>M</td>
<td>TOTAL</td>
</tr>
<tr>
<td>1 SALESIAN</td>
<td>6</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>2 DAR-UL MUSLIMEEN</td>
<td>11</td>
<td>35</td>
<td>46</td>
</tr>
<tr>
<td>3 COAST</td>
<td>3</td>
<td>14</td>
<td>17</td>
</tr>
<tr>
<td>4 LAKE TANGANYIKA</td>
<td>5</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>5 BUKOBA LUTHERAN</td>
<td>68</td>
<td>94</td>
<td>162</td>
</tr>
<tr>
<td>6 UBUNGO ISLAMIC</td>
<td>12</td>
<td>16</td>
<td>28</td>
</tr>
<tr>
<td>7 PARADIGM</td>
<td>6</td>
<td>12</td>
<td>18</td>
</tr>
<tr>
<td>8 AL-HARAMAIN</td>
<td>73</td>
<td>66</td>
<td>139</td>
</tr>
<tr>
<td>9 KISANGA</td>
<td>9</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>10 AGGREY</td>
<td>20</td>
<td>26</td>
<td>46</td>
</tr>
<tr>
<td>11 MBeya LUTHERAN</td>
<td>8</td>
<td>28</td>
<td>36</td>
</tr>
<tr>
<td>12 MBeya MONROVIAN</td>
<td>0</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>13 ERKENFORDE</td>
<td>28</td>
<td>68</td>
<td>96</td>
</tr>
<tr>
<td>14 POPATLAL</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>15 KANGE</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Grand Total</td>
<td>251</td>
<td>393</td>
<td>644</td>
</tr>
</tbody>
</table>

### Annex 4b

Enrolment in Non Government Diploma Teacher Colleges
## Enrolment in Non Government Teacher Colleges which Offer Certificate Teacher Courses
### 2009/10

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>1st year</th>
<th>2nd year</th>
<th>Total 1st year</th>
<th>1st year</th>
<th>2nd Year</th>
<th>Total 1st&amp;2nd year</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUNDA</td>
<td>0</td>
<td>261</td>
<td>261</td>
<td>371</td>
<td>360</td>
<td>731</td>
</tr>
<tr>
<td>BUSTANI</td>
<td>411</td>
<td>305</td>
<td>716</td>
<td>0</td>
<td>0</td>
<td>716</td>
</tr>
<tr>
<td>BUTIMBA</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>655</td>
<td>1,089</td>
<td>1,744</td>
</tr>
<tr>
<td>DAKAWA</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>396</td>
<td>185</td>
<td>581</td>
</tr>
<tr>
<td>ILONGA</td>
<td>512</td>
<td>411</td>
<td>923</td>
<td>0</td>
<td>0</td>
<td>923</td>
</tr>
<tr>
<td>KABANGA</td>
<td>218</td>
<td>248</td>
<td>466</td>
<td>0</td>
<td>0</td>
<td>466</td>
</tr>
<tr>
<td>KASULU</td>
<td>113</td>
<td>195</td>
<td>308</td>
<td>316</td>
<td>317</td>
<td>633</td>
</tr>
<tr>
<td>KATOKE</td>
<td>281</td>
<td>264</td>
<td>545</td>
<td>0</td>
<td>0</td>
<td>545</td>
</tr>
<tr>
<td>KINAMPANDA</td>
<td>253</td>
<td>233</td>
<td>486</td>
<td>0</td>
<td>0</td>
<td>486</td>
</tr>
<tr>
<td>KITANGALI</td>
<td>288</td>
<td>292</td>
<td>580</td>
<td>0</td>
<td>0</td>
<td>580</td>
</tr>
<tr>
<td>KLERUU</td>
<td>188</td>
<td>0</td>
<td>188</td>
<td>331</td>
<td>242</td>
<td>573</td>
</tr>
<tr>
<td>KOROKWE</td>
<td>0</td>
<td>586</td>
<td>586</td>
<td>790</td>
<td>803</td>
<td>1,593</td>
</tr>
<tr>
<td>MANDAKA</td>
<td>264</td>
<td>287</td>
<td>551</td>
<td>0</td>
<td>0</td>
<td>551</td>
</tr>
<tr>
<td>MARANGU</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>486</td>
<td>621</td>
<td>1,107</td>
</tr>
<tr>
<td>MHONDA</td>
<td>374</td>
<td>302</td>
<td>676</td>
<td>0</td>
<td>0</td>
<td>676</td>
</tr>
<tr>
<td>MONDULI</td>
<td>0</td>
<td>227</td>
<td>227</td>
<td>383</td>
<td>366</td>
<td>749</td>
</tr>
<tr>
<td>MOROGORO</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>854</td>
<td>1,121</td>
<td>1,975</td>
</tr>
<tr>
<td>MPUGUSO</td>
<td>517</td>
<td>295</td>
<td>812</td>
<td>0</td>
<td>0</td>
<td>812</td>
</tr>
<tr>
<td>MPWAPWA</td>
<td>244</td>
<td>399</td>
<td>643</td>
<td>429</td>
<td>455</td>
<td>884</td>
</tr>
<tr>
<td>MTWARA (K)</td>
<td>186</td>
<td>262</td>
<td>448</td>
<td>277</td>
<td>319</td>
<td>596</td>
</tr>
<tr>
<td>MTWARA (U)</td>
<td>323</td>
<td>243</td>
<td>566</td>
<td>0</td>
<td>0</td>
<td>566</td>
</tr>
<tr>
<td>MURUTUNGURU</td>
<td>283</td>
<td>203</td>
<td>486</td>
<td>0</td>
<td>0</td>
<td>486</td>
</tr>
<tr>
<td>NACHINGWEA</td>
<td>558</td>
<td>327</td>
<td>885</td>
<td>0</td>
<td>0</td>
<td>885</td>
</tr>
<tr>
<td>NDALA</td>
<td>364</td>
<td>321</td>
<td>685</td>
<td>0</td>
<td>0</td>
<td>685</td>
</tr>
<tr>
<td>PATANDI</td>
<td>210</td>
<td>0</td>
<td>210</td>
<td>36</td>
<td>55</td>
<td>91</td>
</tr>
<tr>
<td>SHINYANGA</td>
<td>278</td>
<td>162</td>
<td>440</td>
<td>238</td>
<td>166</td>
<td>404</td>
</tr>
<tr>
<td>SINGACHINI</td>
<td>216</td>
<td>0</td>
<td>216</td>
<td>0</td>
<td>0</td>
<td>216</td>
</tr>
<tr>
<td>SUMBAWANGA</td>
<td>303</td>
<td>222</td>
<td>525</td>
<td>0</td>
<td>0</td>
<td>525</td>
</tr>
<tr>
<td>SONGEA</td>
<td>122</td>
<td>335</td>
<td>457</td>
<td>382</td>
<td>533</td>
<td>915</td>
</tr>
<tr>
<td>TABORA</td>
<td>138</td>
<td>0</td>
<td>138</td>
<td>251</td>
<td>333</td>
<td>584</td>
</tr>
<tr>
<td>TANDALA</td>
<td>487</td>
<td>523</td>
<td>1,010</td>
<td>0</td>
<td>0</td>
<td>1,010</td>
</tr>
<tr>
<td>TARIME</td>
<td>298</td>
<td>465</td>
<td>763</td>
<td>0</td>
<td>0</td>
<td>763</td>
</tr>
<tr>
<td>TUKUYU</td>
<td>0</td>
<td>216</td>
<td>216</td>
<td>450</td>
<td>471</td>
<td>921</td>
</tr>
<tr>
<td>VIKINDU</td>
<td>266</td>
<td>193</td>
<td>459</td>
<td>0</td>
<td>0</td>
<td>459</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>7,695</strong></td>
<td><strong>7,777</strong></td>
<td><strong>15,472</strong></td>
<td><strong>6,645</strong></td>
<td><strong>7,436</strong></td>
<td><strong>14,081</strong></td>
</tr>
<tr>
<td>S/N</td>
<td>Name of Institutions</td>
<td>Non Degree Courses</td>
<td>Degree Courses</td>
<td>TOTAL</td>
<td>TOTAL</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>---------------------</td>
<td>--------------------</td>
<td>---------------</td>
<td>-------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Certificate</td>
<td>Diploma</td>
<td>Adv Diploma</td>
<td>Undergraduate</td>
<td>Postgraduate</td>
</tr>
<tr>
<td>1</td>
<td>ARU</td>
<td>0</td>
<td>13</td>
<td>25</td>
<td>38</td>
<td>490</td>
</tr>
<tr>
<td>2</td>
<td>DUCE</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>MUCE</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>MUCOBS</td>
<td>151</td>
<td>171</td>
<td>322</td>
<td>245</td>
<td>305</td>
</tr>
<tr>
<td>5</td>
<td>MAHAS</td>
<td>0</td>
<td>300</td>
<td>400</td>
<td>700</td>
<td>22</td>
</tr>
<tr>
<td>6</td>
<td>MU</td>
<td>104</td>
<td>155</td>
<td>253</td>
<td>55</td>
<td>85</td>
</tr>
<tr>
<td>7</td>
<td>OUT</td>
<td>2,139</td>
<td>4,545</td>
<td>6,684</td>
<td>255</td>
<td>543</td>
</tr>
<tr>
<td>8</td>
<td>SUA</td>
<td>0</td>
<td>0</td>
<td>229</td>
<td>141</td>
<td>368</td>
</tr>
<tr>
<td>9</td>
<td>SUZA</td>
<td>2</td>
<td>7</td>
<td>9</td>
<td>227</td>
<td>141</td>
</tr>
<tr>
<td>10</td>
<td>UDSM</td>
<td>201</td>
<td>381</td>
<td>582</td>
<td>21</td>
<td>74</td>
</tr>
<tr>
<td>11</td>
<td>UDOM</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>2,597</td>
<td>5,259</td>
<td>7,856</td>
<td>1,125</td>
<td>1,379</td>
</tr>
</tbody>
</table>
Note: The participation of female students in Government Universities and University Colleges is 27997 (33.4%) in 2009/10. The Universities with highest enrolment are: OUT (35.9%) and UDSM (19.2%), UDOM (18.0%) and the lowest is SUZA (1.2%).

### Table 6.4: Enrolment Trend in Universities and University Colleges from 2005/06 to 2009/10

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>M</td>
<td>T</td>
<td>F</td>
<td>M</td>
<td>T</td>
</tr>
<tr>
<td>1</td>
<td>UDSM</td>
<td>5,146</td>
<td>9,935</td>
<td>15,081</td>
<td>5,315</td>
<td>6,121</td>
</tr>
<tr>
<td>2</td>
<td>SUA</td>
<td>485</td>
<td>1,801</td>
<td>2,286</td>
<td>780</td>
<td>1,613</td>
</tr>
<tr>
<td>3</td>
<td>OUT</td>
<td>2,739</td>
<td>6,493</td>
<td>9,232</td>
<td>2,267</td>
<td>4,875</td>
</tr>
<tr>
<td>4</td>
<td>MU</td>
<td>1,121</td>
<td>2,089</td>
<td>3,210</td>
<td>1,341</td>
<td>2,133</td>
</tr>
<tr>
<td>5</td>
<td>MUHAS</td>
<td>630</td>
<td>1,426</td>
<td>2,056</td>
<td>944</td>
<td>1,586</td>
</tr>
<tr>
<td>6</td>
<td>ARU</td>
<td>182</td>
<td>1,012</td>
<td>1,194</td>
<td>234</td>
<td>1,124</td>
</tr>
<tr>
<td>7</td>
<td>SUZA</td>
<td>141</td>
<td>119</td>
<td>260</td>
<td>193</td>
<td>231</td>
</tr>
<tr>
<td>8</td>
<td>UDOM</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>328</td>
<td>788</td>
</tr>
<tr>
<td>9</td>
<td>MUCOBS</td>
<td>255</td>
<td>611</td>
<td>866</td>
<td>337</td>
<td>767</td>
</tr>
<tr>
<td>10</td>
<td>DUCE</td>
<td>196</td>
<td>331</td>
<td>527</td>
<td>650</td>
<td>833</td>
</tr>
<tr>
<td>11</td>
<td>MUCE</td>
<td>283</td>
<td>723</td>
<td>1,006</td>
<td>261</td>
<td>656</td>
</tr>
<tr>
<td>12</td>
<td>HKOAU</td>
<td>66</td>
<td>43</td>
<td>109</td>
<td>45</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>13</td>
<td>IMTU</td>
<td>83</td>
<td>89</td>
<td>172</td>
<td>113</td>
<td>258</td>
</tr>
<tr>
<td>14</td>
<td>ZU</td>
<td>171</td>
<td>314</td>
<td>485</td>
<td>403</td>
<td>838</td>
</tr>
<tr>
<td>15</td>
<td>SAUT</td>
<td>503</td>
<td>841</td>
<td>1,344</td>
<td>952</td>
<td>1,713</td>
</tr>
<tr>
<td>16</td>
<td>SJUT</td>
<td>0</td>
<td>0</td>
<td>291</td>
<td>500</td>
<td>791</td>
</tr>
<tr>
<td>17</td>
<td>LoA</td>
<td>52</td>
<td>102</td>
<td>154</td>
<td>126</td>
<td>388</td>
</tr>
<tr>
<td>18</td>
<td>MMU</td>
<td>45</td>
<td>119</td>
<td>164</td>
<td>87</td>
<td>149</td>
</tr>
<tr>
<td>19</td>
<td>MUM</td>
<td>67</td>
<td>100</td>
<td>167</td>
<td>117</td>
<td>209</td>
</tr>
<tr>
<td>20</td>
<td>AKU</td>
<td>46</td>
<td>77</td>
<td>123</td>
<td>66</td>
<td>121</td>
</tr>
<tr>
<td>21</td>
<td>TEKU</td>
<td>5</td>
<td>57</td>
<td>62</td>
<td>109</td>
<td>165</td>
</tr>
<tr>
<td>22</td>
<td>RUCO</td>
<td>87</td>
<td>134</td>
<td>221</td>
<td>201</td>
<td>245</td>
</tr>
<tr>
<td>23</td>
<td>WBUCHS</td>
<td>12</td>
<td>23</td>
<td>35</td>
<td>75</td>
<td>80</td>
</tr>
<tr>
<td>24</td>
<td>MGVUC</td>
<td>6</td>
<td>27</td>
<td>33</td>
<td>32</td>
<td>93</td>
</tr>
<tr>
<td>25</td>
<td>IUR</td>
<td>555</td>
<td>753</td>
<td>1,308</td>
<td>826</td>
<td>1,216</td>
</tr>
<tr>
<td>26</td>
<td>KCMC</td>
<td>78</td>
<td>142</td>
<td>220</td>
<td>87</td>
<td>141</td>
</tr>
<tr>
<td>27</td>
<td>MUCO</td>
<td>101</td>
<td>170</td>
<td>271</td>
<td>160</td>
<td>165</td>
</tr>
<tr>
<td>28</td>
<td>TUDARCO</td>
<td>108</td>
<td>156</td>
<td>264</td>
<td>575</td>
<td>775</td>
</tr>
<tr>
<td>29</td>
<td>SMUUCO</td>
<td>0</td>
<td>0</td>
<td>146</td>
<td>250</td>
<td>396</td>
</tr>
<tr>
<td>30</td>
<td>SEKURCO</td>
<td>0</td>
<td>0</td>
<td>55</td>
<td>83</td>
<td>138</td>
</tr>
<tr>
<td>31</td>
<td>UCEZ</td>
<td>50</td>
<td>93</td>
<td>143</td>
<td>62</td>
<td>93</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13,213</strong></td>
<td><strong>27,780</strong></td>
<td><strong>40,993</strong></td>
<td><strong>16,358</strong></td>
<td><strong>29,143</strong></td>
<td><strong>45,501</strong></td>
</tr>
</tbody>
</table>