UNITED REPUBLIC OF TANZANIA

Ministry of Education and Culture

EDUCATION IN A GLOBAL ERA: CHALLENGES TO EQUITY, OPPORTUNITY FOR DIVERSITY
EDUCATION IN A GLOBAL ERA: CHALLENGES TO EQUITY, OPPORTUNITY FOR DIVERSITY

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<table>
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<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>AIDS</td>
<td>Acquired Immuno Deficiency Syndrome</td>
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<tr>
<td>BEMP</td>
<td>Basic Education Master Plan</td>
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<tr>
<td>CBO</td>
<td>Community Based Organization</td>
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<tr>
<td>COBET</td>
<td>Complementary Basic Education in Tanzania</td>
</tr>
<tr>
<td>CSW</td>
<td>Commercial Sex Workers</td>
</tr>
<tr>
<td>ESDP</td>
<td>Education Sector Development Programme</td>
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<tr>
<td>GDP</td>
<td>Gross Domestic Product</td>
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<tr>
<td>GoT</td>
<td>Government of Tanzania</td>
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<tr>
<td>HEAC</td>
<td>Higher Education Accreditation Council</td>
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<tr>
<td>HIV</td>
<td>Human Immuno Deficiency Virus</td>
</tr>
<tr>
<td>ICBAE</td>
<td>Integrated Community Based Adult Education</td>
</tr>
<tr>
<td>MIS</td>
<td>Management Information Service</td>
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<tr>
<td>MOEC</td>
<td>Ministry of Education and Culture</td>
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<tr>
<td>MOEZ</td>
<td>Ministry of Education Zanzibar</td>
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<tr>
<td>MSTHE</td>
<td>Ministry of Science, Technology and Higher Education</td>
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<td>MTP</td>
<td>Medium Term Plan</td>
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<tr>
<td>NAC</td>
<td>National AIDS Committee</td>
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<td>NACP</td>
<td>National AIDS Control Programme</td>
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<td>NACTE</td>
<td>National Council for Technical Education</td>
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<td>NECTA</td>
<td>National Examinations Council of Tanzania</td>
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<td>NGO</td>
<td>Non-government Organization</td>
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<td>Other Changes</td>
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<td>PE</td>
<td>Personal Emoluments</td>
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<td>PHCC</td>
<td>Primary Health Care Committee</td>
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<td>STD</td>
<td>Sexually Transmitted Diseases</td>
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<td>TAC</td>
<td>Technical AIDS Committee</td>
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<tr>
<td>TEMP</td>
<td>Teacher Education Master Plan</td>
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<tr>
<td>UN</td>
<td>United Nations</td>
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<td>UNESCO</td>
<td>United Nations Educational and Scientific Organization</td>
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<td>UPE</td>
<td>Universal Primary Education</td>
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EXECUTIVE SUMMARY

This paper was prepared by the Ministry of Education and Culture for the Fourteenth Conference of Commonwealth Ministers (14th CCEM) held in Halifax, Nova Scotia, Canada in November 2000. The paper responds to the "Guidelines for Country Papers" issued by the Commonwealth Secretariat (2000).

The theme of the paper is Education in a Global Era: Challenges to Equity. Opportunity for Diversity: The purpose of this paper is two-fold. First, it informs and enlightens the rest of the commonwealth about policies, strategies, practices, trends, critical concerns and aspirations of Tanzania in relation to the conference theme. Secondly, the paper provides information on two important areas of concern for the Commonwealth. These are HIV/AIDS which was highlighted as a global emergency by Commonwealth heads of Government at their last summit in South Africa (CHOGM, November 1999), and Shared Values that are supposed to underpin much of what the commonwealth represents in the modern world.

In this paper we review the process of educational development in Tanzania as we enter the 21st Century. The education sector has gone through a number of changes, since independence. The landmarks which have been instrumental in creating the current system of infrastructure and funding arrangements include the prevailing socio-economic condition, Tanzania Development Vision 2025 and Poverty reduction strategy 2015 aspirations supported by the Education and Training Policy (1995), Technical Education Policy (1996) and International and Regional Agreements.

The experience of the last decade has underscored the need for better responsive, participatory and accountable systems of educational governance and management. The education for the 21st century need to respond more effectively to changing needs of learners. Reforms of educational management is urgently needed to move from highly centralized, standardized and command-driven forms of management to more
decentralized and participatory decision making, implementation and monitoring at lower levels of accountability.

This paper is divided into six sections. In the first section, we provide a brief overview of social political and economic context of education transformation. The section outlines providers of education at different levels and briefly analyses the purpose and changes which have shaped the process of provision of education in Tanzania. The economic and social challenges facing our nation are characterized most importantly by high levels of poverty, high population growth rates, increasing incidences of HIV/AIDS, low level of literacy, slow economic growth and poor access and inequities in the provision of education - largely frame the education challenge within Tanzania.

The second section provides an analysis of current status and trends in education subsectors: Early childhood care and Development, Primary, Adult, Secondary, Special, Teacher training and Technical and Higher education.

CURRENT STATUS AND RECENT TRENDS

Early childhood care and Development
Pre-school education is a shared responsibility between the Ministry of Labour Social Welfare and Youth Development and the Ministry of Education and Culture. NGOs, CBOs and the private sector have a substantive contribution in this area especially in urban areas. Although the sub-sector faces several problems, enrolment has steadily increased over the years.

Primary Education
Primary education suffered a number of problems in the 1990. These included declining enrolments, declining quality, declining completion rates and increased drop out rates. However, in recent these problems are being addressed and positive results have already been registered. The MOEC has instituted a Community Education fund which addresses issues of access, persistence performance, community ownership planning and management of resources. To improve the micro planning at the school and district levels the MOEC has established the Whole School Development Programme (WSDP).
Adult Education

Adult education activities deteriorated in the early 1990s leading to increased illiteracy rates. There have been recent initiatives to revamp adult education through two main programmes, namely the Integrated Community Based Adult Education (ICBAE) and Complementary Basic Education in Tanzania (COBET). The ICBAE integrates literacy training with self-help income generating projects and credit schemes.

Special Needs Education

Although special needs education has been provided since the years of Independence, only a small proportion of handicapped children (about 1%) have access to education. Most institutions which provide education services to the handicapped are run by NGOs.

At higher learning institutions handicapped students form a very small proportion (about 0.5%). Some of these students are learning through the distance mode of education and some of them are learning through the residential mode.

Secondary Education

Secondary education has improved during recent years. Total enrolment, number of schools survival rate and pass rate at both Form Four and Six have increased in the last five years. The inception of ESDP and consequently the preparation of the Secondary Education Master Plan aims at improving secondary education. At the secondary level, there is a bursary scheme known as the Girls Secondary Education Support (GSES) targeting academically able girls from poor households.

Teacher Training

Teacher training is offered in 35 Government Teacher Training Colleges and in privately owned colleges. Enrolment in these colleges and at universities has increased over the past five years.
Technical and Higher Education

Higher Education

Higher Education is provided by both Public and Private Universities and other institutions. At the moment there are 3 Public Universities and 2 constituent colleges. There are 7 private universities and 2 constituent colleges. These institutions are registered and accredited by the Higher Accreditation Council (HEAC) which was established in 1998.

In recent years, the Government of Tanzania (GoT) formulated articulate development vision known as “Vision 2025”, which focuses on attaining a high quality livelihood, good governance and the rule of the law, and putting in place a strong and competitive economy.

Quality education is of paramount importance as it leads to quality livelihood. Hence to guide provision of Higher Education the Government has issued the Higher Education Policy in 1999. As a result of implementation of this policy, enrolment has risen by 28% in 3 years (1997/98 – 1999/2000).

The establishment of HEAC has facilitated establishment of nine universities now operating, with a total number of 1,168 students.

Special efforts are made by the GoT in collaboration with foreign donors to increase female enrolment in higher learning institutions with special emphasis on science subjects.

There are about 12 other higher education institutions with a total of 4354 enrolment which provide non-university education.

Technical Education

Technical Education is provided to post secondary graduates in Technology Institutes and Technical Colleges leading to technician and engineering qualifications. The total
enrolment in these institutions is 2049 students of which only 134 are females. The National Technical Education Policy issued in 1996 guides the provision of technical education. Quality control of technical education is the responsibility of the National Council for Technical Education (NACTE) which was established in 1997.

The third section outlines and discusses the challenges of education in Tanzania. These challenges have been categorized into mainly five:

- Globalisation Challenges
- Improvement of education
- HIV/AIDS
- Access and equity in education
- Inclusive special needs education

With respect to globalisation challenge it is argued that advances in information technology internationally has necessitated the need to provide distance learning which is more flexible to suit in the needs of the learners. However, Tanzania make the use of modern technology and particularly the use of distance learning difficult except in privileged urban areas, due to lack of information and communication infrastructure. Related to this challenge, are challenges of providing quality, access and equitable education due to having poor teaching learning environment and inadequate capacity to plan and manage education at grass-root levels.

A particular challenge facing Tanzania is the need to meet the growth health challenge of HIV/AIDS pandemic, as it is already decimating population in Tanzania. This already has had a disproportional negative impact on increased potential for socio-economic development. With reference to education, the impact will be declining enrolment levels, reduced entrants, higher drop-out rates, increased number of orphans and repeaters rates. HIV/AIDS will also have an impact in exacerbating the problem of shortages of skilled personnel and reduced contact time in classrooms, hence, affecting performance.

In response to the above mentioned challenges, Tanzania being the signatory of the International and regional agreements, sees that these challenges of the 21st century
present opportunities consistence with our macro and micro-policies, reforms, plans and priorities within education sub-sectors.

In section four, we provide a brief of one of the most daunting challenges as we join the 21st Century, which is the complicated area of values in education. In Tanzania values are transmitted through both formal and non-formal levels of education through social studies and vocational skills (basic education). History, Geography, Physical Education, Home Economics and Social studies (secondary) and development studies plus those outlines in the above mentioned subject's (university level). Inter-disciplinary bodies of knowledge such as human rights are also taught across the education system. Integration of values into the curricula has been identified as best means of transmitting these values.

In the final section, the reforms in every sub-sector are outlined and discussed. The main future directions include formalization of pre-primary education, improving adult education programmes through the expansion of Integrated Community Based Adult Education (ICBAE) and Complementary Basic Education (COBET) programmes, improvement of the quality of education, provision of equitable education services as well as broadening of financing base for education. The Policy Framework will be developed to enhance collaboration between ministries, NGOs/CBOs, Civil Society and other education stakeholders. Towards this form of partnership we shall jointly plan, monitor and facilitate aid coordination towards country leadership, ownership and implementation. Moreover the study is being carried out with the aim of mainstreaming the ongoing projects/programmes activities into ESDP.

In order to increase girls participation, retention performance, persistence and completion of secondary education the policies which are in place will be re-emphasized. These include:

- De-boarding Policy of urban Government secondary schools (1995) which did not affect girls boarding schools.
- Establishment of girls day streams in the existing boys government schools.
- A special preferential examination grade for girls at all levels of education.
• Elimination of gender stereotyping through the curriculum textbooks and classroom practices.
• Double shifting in some urban secondary schools with the aim of increasing enrolment.
• Provision of comprehensive school services covering academic courses, sex and gender education, counseling in relation to the promotion of positive self images and role modeling, family planning, prevention of STDs/HIV/AIDS, pregnancy and abortion, post-abortal counseling, income generating activities and reproductive health.

While cognisant of the need for the Tanzania government to have political commitment and will to implement these reforms, resources are needed. We would therefore request all our developing partners to assist in bridging the gap of financing the Education Sector Development Programme.

We look forward to this conference as an important forum for sharing experiences and vision, to enable our countries, individually and collectively, to better mediate the trajectory of globalisation in the future.
1. INTRODUCTION

1.1 Background

The United Republic of Tanzania is a result of union between two independent sovereign states known as Tanganyika and Zanzibar which took place on 16\textsuperscript{th} April, 1964. Tanzania is situated between 2\textdegree{} and 11.7\textdegree{} South and 29.7\textdegree{} and 40\textdegree{} East just south of the equator between the Great Lakes of Victoria, Tanganyika and Nyasa and the Indian Ocean. It shares common borders with eight countries: Kenya and Uganda to the North; Burundi, Rwanda; Democratic Republic of Congo to the West and Zambia, Malawi and Mozambique to the South. Tanzania covers 945,000 square kilometres, including approximately 60,000 square kilometres of inland water.

The population is about 32 million people with an average annual growth rate of 2.8 percent per year. Females comprise 51\% of the total population. The majority of the population resides on the Mainland, while the rest of the population resides in Zanzibar. The life expectancy is 50 years and the mortality rate is 8.8\%. In addition, it has a refugee population of over 800,000.

The economy of the United Republic of Tanzania depends upon Agriculture, Tourism, Manufacturing, Mining and Fishing. Agriculture contributes about 50\% of GDP and accounting for about two-thirds of Tanzania’s exports. Tourism contributes 15.8\%; and manufacturing, 8.1\% and mining, 1.7\%.

The school system is a 2-7-4-2-3\textsuperscript{+} consisting of pre-primary, primary school, ordinary level secondary education, Advanced level secondary, Technical and Higher Education. Primary School Education is compulsory whereby parents are supposed to take their children to school for enrollment.

1.2 The main providers of education at different levels

Education and Training in Tanzania is undertaken by several Ministries, NGOs, communities and individuals. The ministries responsible include that of

Secondary schools and Teachers colleges operate under the Ministry of Education and Culture and the Ministry of Education Zanzibar while public universities, Institute of Technology and Technical Colleges operate under the Ministry of Science, Technology and Higher Education.

1.3 Education levels

Education and Training provision in Tanzania has three levels: These are

- Basic Education consisting of 2 years Pre – Primary Education and 7 years Primary Education. The pupil goes to a secondary education level after passing the Primary School Leaving Examination (PSLE).
- Secondary Education has two stages Ordinary level - form I up to Form IV (4 years). Advanced level Form V up to Form VI (2 years) A National Examination is administered at the end of each level.
- Technical and Higher Education Level consists of 3+ years leading to various occupations

1.4 History of Education Provision

The Education sector has gone through a number of changes since independence. These changes have shaped the process of provision of education in Tanzania. The consequent landmarks have been instrumental in creating the current system of infrastructure and funding arrangements. The prevailing socio-economic conditions and the Tanzania Development Vision 2025 aspirations supported by the 1995 Education and Training Policy call for fundamental transformations and remedy of inherent deficiencies in the education delivery system.
The following landmarks have prepared the environment for the envisaged reform:

- In 1963 the government abolished all forms of discrimination on racial and religious basis in education at all levels as a result of the Education Act of 1962. Privately owned primary schools were nationalized and education became free at all levels. Furthermore, the Government streamlined the school curriculum and made Kiswahili the National language.

- In 1967 Education for Self-Reliance (ESR) philosophy was adopted to guide the planning and practice of education. ESR was sequel of the Arusha Declaration; it appraised the education system existing then and proposed fundamental reforms in the school curriculum.

- Between 1967 and 1978 the government took several steps and enacted laws to legalize the Arusha Declaration and ESR directives as outlined hereunder:-
  - The philosophy called for curriculum reform in order to integrate theory with acquisition of practical life skills. It also linked education plans and practices with national socio-economic development and the world of work.
  - In 1970 privately owned secondary schools were nationalized with an intention of expanding school enrolment in order to enhance access.
  - In 1971 the first Tanzanian public examinations were administered.
  - In 1972 the government diversified secondary education into vocational biases (commercial, agriculture, technical and home economics), while at the same time established post-primary vocational centres to be attached to each primary school.
  - In 1973 the National Examination Council of Tanzania (NECTA) was established.
- In 1974 the Musoma Resolution on Universal Primary Education (UPE) was announced.

- In 1975 the Tanzania Institute of Education (TIE) was established

• In 1978 the National Education Act No. 25 was passed by Parliament, to consolidate education at all levels. The Act re-introduced the inspectorate which spelt out the role of the Central Government and that of the Local Government in education provision and laid out conditions and procedures for the registration of private schools and for licencing as well as the registration of teachers.

• In 1981 the Presidential Commission of Education was appointed to review the existing system of education and proposed necessary actions to lead the country towards the year 2000.

• In 1989 the Teachers Service Commission (TSC) was established

• The National Education Act No. 25 of 1978 was amended in 1995 to facilitate the establishment of the Higher Education Accreditation Council which was officially inaugurated on the 3rd January, 1997.

1.5 The Economic, Social and Political Contexts and their Effects on the Education

Education is circumscribed by various contexts such as social, economic, political and technological environment. There is no doubt over the world today that education is a key input for economic growth, political and cultural growth of nations.

Politically, Tanzania which operated under a one party system from 1961 to 1992 has effected transition to multiparty democracy since 1992. Education has been a central issue in the Parliament especially with regard to the declining trend in quality and equitable access.
Economically, the dictates of structural adjustment, subsuming budgetary cuts and discipline, cost sharing and diminished role of the state are real and compelling. The liberalization of the economy has gone hand in hand with liberalization of the education system.

Poverty is pervasive across the country and it is established that half of the population lives in poverty. About 36% of these cannot afford their basic daily life requirements. The estimated per capita income is US $ 150 while the income divide has continued to widen. The most affected by poverty are the disadvantaged groups such as women, minority ethnic groups and the disabled.

Tanzania had an external debt of over US 9.4 billion by 1998 and is one of the highly indebted countries, a factor that is straining the government budget. Unsustainable external indebtedness has diverted scarce resources away from priority social needs and this weighs heavily on the poor.

1.6 The purpose of education in Tanzania

Education serves as the main means of providing individuals with the opportunity to achieve their full potential in terms of acquiring the knowledge, skills, values and attitudes needed for various social and economic roles, as well as for their all round personal development. It has helped Tanzanian government to promote equitable socio-economic growth and democratic change, whilst guiding our essential social-cultural attributes that are most valued in our society. In an era of globalisation education and training, hold the key to:-

- reducing fertility and improving health;
- increasing productivity of the poor
- creating competitive economies;
- preparing a flexible and adaptable workforce that can cope with the exponential increase in knowledge and information needed in rapidly changing labour force;
- enhancing the quality of life in the society;
- enlightenment and empowerment for individuals;
• practicing good governance;
• building and strengthening the democratic processes through which the future of society can be envisioned and constantly negotiated between interested groups;
• strengthening of the institutions of civil society;
• dealing with new challenges such as the impact of HIV/AIDS; and
• coping with more perennial problems such as poverty and social conflict.

2. CURRENT STATUS AND RECENT TRENDS

Provision of Education in Tanzania is guided by the Education and Training Policy, Higher Education Policy, Technical Education Policy and Education Policy Zanzibar.

The major issues addressed by the policies include access equity, quality cost-sharing etc. Strategies to implement the policies so as to improve delivery of Education at various levels are in place.

2.1 Early Childhood Care and Development

The number of pre-primary education institutions have continued to increase from 2,039 in 1997 to 2,335 in 1998, and increase of 14.5 per cent. Also the pupils enrolment increased from 47,867 in 1997 to 57,446 in 1998. However, the major problem adversely affecting the sub-sector lack of co-ordination due to the reason that two different Ministries manage the pre-schools. The pre-primary education (years 5-6) is under the control of the Ministry of Education and Culture, whereas the Day care Centers, kindergartens and nursery (years 2-4) fall under the Ministry of Labour, Youth and Social Welfare. Most of the pre-schools, especially Day Care Centers are managed by NGO’s/CBOs including religious institutions and are located in urban areas. The source of funding comes mainly from the community themselves where NGOs/CBOs and parents pre-primary schools are located.
Government recognises that the early years of life are critical for the development of a child's mental and other potentials and, in particular, its personality development and formation. Government therefore, considers that with the involvement and cooperation of parents, local communities and Non-Governmental organizations it is possible to systematize and formalize the pre-education for the 5-6 year old children and integrate children with special learning abilities or difficulties and also appropriate corrective measures can be taken.

2.2 Primary Education

There is a decline in enrollment rates of 7 year olds in primary schools. On average 12.5% of the 7-year-olds are in schools. According to Basic Statistics in Education (1998) about 3 million school aged children are not in school. The situation can partially be attributed to parents’ perceptions of the maturity age for children to start school; the need for child labour, school capacity, as well as the general lack of awareness on the importance of education coupled with the rising costs of education.

Higher dropout rates among enrolled children (girls dropping out more than boys). Only 65.3 of the enrolled children complete primary cycle. Unfavourable environment including dilapidated school buildings, unmotivated and poorly trained teachers, poor management of schools contributes to high dropout.

Declining quality of schools:

- *Quality is low in terms of inputs*: training of teachers, physical environment, teaching/learning materials, supervision and assessment.

- *Quality is low in terms of processes*: relation between school and community, school management, classroom instruction, curriculum and planning.

- *Quality is low in terms of outputs*: Over 80% of pupils entering Primary School Leaving Examinations (PSLE) score less than 50% (see Appendix 1). Lack of reporting system and low transition rates to secondary schools (only
19.1% of pupils who completed primary education in 1998 proceed to public secondary schools). (See Appendix 2).

Table 1 gives a summary of key performance indicators in the past two years and contracts these with the average of the past five years (1993 – 1997). As it is observed on the table, in efficiency terms, the sub-sector has experienced falls in GER and NER against the past five years average. Primary school completion rates, too, have fallen. Nonetheless, there has been an improvement in total enrolment teacher/pupil ratio and real increase in non-salary expenditure per pupil. In effectiveness terms, the subsector is also under performing. Results form Primary School leaving Examination (PSLE) show a decline of performance between 1997 and 1998. This fall is particularly marked among girl students.

Table 1: Performance Indicators in primary Education (1 USD = Tsh 800)

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<td>Total government spending (Tsh.bn)</td>
<td>74.49</td>
<td>74.84</td>
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<tr>
<td>Total enrolment</td>
<td>3,943,579</td>
<td>4,182,677</td>
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<tr>
<td>Pupil-teacher ratio</td>
<td>37</td>
<td>39</td>
<td>45</td>
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<tr>
<td>Gross enrolment ratio</td>
<td>78%</td>
<td>77.1%</td>
<td>85%</td>
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<tr>
<td>Net enrolment ratio</td>
<td>58%</td>
<td>56.4%</td>
<td>70%</td>
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<tr>
<td>Completion rate STD I-IV</td>
<td>87.3%</td>
<td>76.5%</td>
<td>95%</td>
</tr>
<tr>
<td>Completion rate STD I-VII</td>
<td>68%</td>
<td>65.3%</td>
<td>95%</td>
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<td>Non-salary cost per pupil (Tshs.)</td>
<td>518</td>
<td>744</td>
<td>10,000</td>
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<tr>
<td>Total cost per pupil (Tshs)</td>
<td>18,452</td>
<td>18,253</td>
<td>21,000</td>
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<tr>
<td>STD VII-Form 1 Transition rate</td>
<td>15.2%</td>
<td>19.1%</td>
<td>20%</td>
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<td>Drop out rate</td>
<td>6.6%</td>
<td>6.6%</td>
<td>3%</td>
</tr>
<tr>
<td>Girls</td>
<td>14.01% (1)</td>
<td>135</td>
<td>60%</td>
</tr>
<tr>
<td>Total</td>
<td>20.17% (1)</td>
<td>19.4%</td>
<td>60%</td>
</tr>
</tbody>
</table>

Source: Basic Education PER 2000 & National Education For All: 2000 Assessment report

2.3 Adult education

2.3.1 Integrated Community Based Adult Education (ICBAE)
Adult literacy test results, for ages 13 and above have been conducted periodically for over twenty years. Illiteracy rates for selected years are 1997(27%), 1981(20%); 1983 (15%), 1986 (10%) and 1992 (16%). There has been a rise in adult illiteracy (2% per annum since 1992) and declines in a number literacy classes for adults over the past decade. Illiteracy has been increasing at a rate of 2.8%.

The recent deterioration of literacy programmes has been caused by various reasons including programme objectives being determined by central government, a formal style of learning, subject matter developed by subject area specialists rather than responding to the interests of learners, absenteeism and lack of understanding of the benefits of literacy on the part of sometimes reluctant participants. Generally, there was a lack of participation by learners at all stages of programme development over many years. The programmes also were financially unsustainable, did not have permanent teachers and subjected learners to national tests that were probably unnecessary and caused stress and withdrawals from the programme.

As a result of the numerous lessons learned from previous adult literacy initiatives, the Integrated Community Based Adult Education (ICBAE) programme was designed. After being pilot tested in four wards, an impact assessment was conducted in the four wards 1997 that found illiteracy reduced from 25% to 12%. ICBAE integrates literacy training with self-help income generating projects such as chicken raising, fish ponds, gardening, modern house building, bee-keeping and others depending on the choice of the participants.

The delivery of literacy education and training for literacy facilitators are done in primary school and other institution buildings. Literacy delivery is done using the participatory and practical adult Education Methodologies including the Regenerated Freirean Literacy through
Empowering Community Techniques (REFLECT) and UNESCO Triple A (Assessment Analysis and Action). The ICBAE is tied to revolving Credit schemes so that peer group lending can be provided to the literacy groups or individual participants. The idea is to tie the concept of literacy to the idea that literacy can translate into increased earning, thereby economic value. ICBAE reflects the revised role for the MOEC and the Institute of Adult Education as entities for policy formulation, planning, quality assurance and monitoring rather than delivery agents. ICBAE has a target to reach two million people in 2004/2005.

2.3.2 Complementary Basic Education in Tanzania (COBET)

The School Mapping Initiative being undertaken in district (55+) has revealed a growing magnitude of out-of-school children. The enrolment of over-aged children for Std. I (9+) is the norm in most school. As such the seven year children (the official age for starting school) continue to be left out, making the achievement of universal access to primary schooling at the correct age continually delayed unless deliberate measures are in place to reverse the trend.

The Basic Education Master Plan (BEMP – 1996) incorporates the COBET programme as an initiative to access primary schooling to out-of-school children (8-18) in a non-formal setting. It is also a measure towards clearing the backlog of over-aged school children, including the dropouts and push-outs.

The children are divided into two age groups to facilitate the learning process. While Cohort 11 (14-18 years) enable completion of primary education; and allows for mainstreaming to other forms of formal education or vocational training. Cohort I (8-13 years) allows for mainstreaming to formal primary education. The duration of the programme is three years.
COBET is a community-based programme evolving from the district micro-planning of primary education. The community supports the COBET centers by providing buildings, facilitators, center-based management and monitoring. They also contribute to the development of the curriculum process by participating in needs assessment of the children, thus making decision on types of subjects, and areas of emphasis for learning considered important to the functionality of the learning outcomes. The pedagogy is child-friendly, school time tabling is flexible to give room for children’s other activities. The curriculum taught is based on the formal primary school system, of five years condensed into a three year teaching cycle. COBET also emphasizes the teaching of Life Skills.

Currently (1999) COBET centers have opened in 2 selected districts with over 600 children. It is being implemented on a pilot basis before nationwide duplication. NGOs are close partners in COBET as they have been for many years providing basic education to out-of-school children, namely orphans, disabled street children and teenage mothers. The varied and rich experiences have been incorporated in the development of the COBET initiative.

2.4 Special Needs Education in Tanzania

Special Needs Education in Tanzania refers to education provided to children with disabilities. Categories of disabilities provided with educational services include those with visual impairment, hearing impairment, intellectual impairment, physical disability, autism and the deaf blind.

Children with disabilities in Tanzania are provided educational services at various levels ranging from primary through secondary to higher learning institutions. Pre – Primary education is yet to be introduced to this group of children with
special educational needs. The distribution of schools countrywide is as shown in the tables below.

Table 2: Enrolment of Children with Special Educational Needs in Primary Education 2000.

<table>
<thead>
<tr>
<th>Type Of Disability</th>
<th>No of Schools</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Impairment</td>
<td>25</td>
<td>716</td>
<td>597</td>
<td>1313</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>18</td>
<td>198</td>
<td>451</td>
<td>649</td>
</tr>
<tr>
<td>Intellectual Impairment</td>
<td>89</td>
<td>1051</td>
<td>198</td>
<td>1249</td>
</tr>
<tr>
<td>Physical Disability</td>
<td>4</td>
<td>140</td>
<td>85</td>
<td>225</td>
</tr>
<tr>
<td>Deaf Blind</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Autism</td>
<td>2</td>
<td>10</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Resource Centres For Visually Impaired</td>
<td>22</td>
<td>196</td>
<td>161</td>
<td>357</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>161</strong></td>
<td><strong>2313</strong></td>
<td><strong>1501</strong></td>
<td><strong>3814</strong></td>
</tr>
</tbody>
</table>

Table 3: Enrollment of Students with Special Educational Needs in Secondary Schools 2000.

<table>
<thead>
<tr>
<th>Type Of Disability</th>
<th>Level</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Impairment Certificate</td>
<td>15</td>
<td>8</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Hearing Impairment Certificate</td>
<td>24</td>
<td>20</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td>Hearing Impairment Diploma</td>
<td>5</td>
<td>2</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Intellectual Impairment Certificate</td>
<td>19</td>
<td>18</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>58</strong></td>
<td><strong>46</strong></td>
<td><strong>104</strong></td>
<td></td>
</tr>
<tr>
<td>DIPLOMA</td>
<td>14</td>
<td>6</td>
<td><strong>60</strong></td>
<td></td>
</tr>
</tbody>
</table>

At primary level, 15 out of the 161 schools providing educational services to children with disabilities are run jointly by the government and charity organizations. At secondary level, there is only one Private Secondary School for the visually impaired.

The curriculum used for education of children with disabilities is the same as that one used for non-disabled children. However, it has to be adopted to meet the educational needs of disabled learners.
Special Materials and equipment such as specialized writing devices for Visually impaired, Hearing aids for hearing impaired are used in the process of imparting knowledge and skills to this category of children.

The special needs Teachers Training college has been established at Patandi in Arusha. The establishment of this college aims at training more specialised teachers to man the mushrooming schools and units. In order to create more educational opportunities, inclusive education and Community Support Programme has been launched in Dar es Salaam. Five primary schools are involved in this programme. This programme was launched in 1998 with financial support from UNESCO.

One visually impaired person has been awarded Ph.D and employed as a University Lecturer. The Open University has established a programme through which the visually impaired who have completed their “O” level secondary education may join foundation course for preparing them to join the degree course at the Open University of Tanzania. At the moment 20 blind students are studying for the foundation course and 10 blind students are studying undergraduate courses at OUT. In total there are about 75 students with various impairment who are studying in Tanzania public universities.

The Ministry of Education and Culture in collaboration with Private sector through the children’s book project have produced brailled and talking books for the visually impaired children.

Regardless the above mentioned progress, special education provision in Tanzania faces the following problems; There is an acute financial shortage affecting the provision of special education at all levels; Lack of specialized equipment and teaching/learning materials; Insufficient specialist teachers for special needs education provision. The educational opportunities for disabled children are extremely limited. Worse still the few available opportunities are almost exclusively available to the urban population. Visually impaired students at post
primary levels are not doing studies in science subjects. Library services are not extended to visually impaired learners and teachers. Lack of community awareness which leads to less efforts towards establishment of schools/Units for disabled children. Capacity building among special Education staff/personnel has not been given a due attention.

2.5 Secondary Education

The secondary education sub-sector, appears to be improve its performances. Table 3 shows substantial improvement in the PTR survival rates and examination results.

Table 4: Performance Indicators in Secondary Education

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total government spending (Tshs.bn)</td>
<td>8.67</td>
<td>8.49</td>
</tr>
<tr>
<td>Total enrolment</td>
<td>206,845</td>
<td>298,507</td>
</tr>
<tr>
<td>Pupil-Teacher Ratio</td>
<td>18.06</td>
<td>19.41</td>
</tr>
<tr>
<td>Survival rate Form I - IV</td>
<td>77.8%</td>
<td>94% (1)</td>
</tr>
<tr>
<td>Survival rate Form V - VI</td>
<td>14.4%</td>
<td>27% (1)</td>
</tr>
<tr>
<td>Non-salary cost per pupil (Tshs)</td>
<td>12,091</td>
<td>11,480</td>
</tr>
<tr>
<td>Total cost per pupil (Tsh.)</td>
<td>39,813</td>
<td>33,098</td>
</tr>
<tr>
<td>Form Four Exam (pass at I-III)</td>
<td>23.65%</td>
<td>29%</td>
</tr>
<tr>
<td>Form Six Exam (pass at I-III)</td>
<td>71.42%</td>
<td>75.80%</td>
</tr>
</tbody>
</table>

Source: Basic Education PER 2000

The total number of public and private secondary education institutions has increased from 721 in 1997 to 834 in 1998, an increase of 113 schools. Out of those schools, the public secondary schools together with the community day secondary schools increased from 350 in 1997 to 416 in 1998. Similarly, the total of Form I-VI student enrollments increased from an average of 206,845 (1993 -95 to 298, 507 in 1998. Out of which 154, 218 (52 percent) were enrolled in government schools in 1992 when compared to 116,556 (52 percent) enrolled in 1997. The increase of the number of students in the government schools was accompanied by the increase of teaching force from 6359 teachers in 1997 to 8414 teachers in 1998 teachers. Thus, the Teacher Students Ratio in the
government secondary schools reached 1:19.41 in 1998 which was higher when compared to an average of 5 years (1993 – 97) which was 18.06. However, the teacher students ratio was far less than the national standards ratio of 1:32.

With regards to the private secondary schools, there were 144,289 students enrolled in 1998 when compared to 109,051 students in 1997. Out of these 64,062 were female students compared to 48,417 female students in 1997. Similarly, the number of teachers increased from 5075 in 1997 to 6715 in 1998, and thus, the teacher students ratio reached 1:21 in 1998. Within the private sector a bio-modal distribution is emerging. Most private schools have less qualified teachers than the Government schools. But the seminaries and a minority of elite schools have staff with qualifications that match those of the government schools.

Despite the government and the private sector efforts to provide secondary education in the country, the sub-sector had shortage of the science teachers especially in the rural areas, shortage of laboratories, shortage of equipments and other basic educational materials. In order to address these problems adequately, the government started preparing the Secondary Education Master Plan (SEMP) which is part of the overall education Sector Development Programme (Ed-SDP) by analysing issues critically, preparing papers and dissemination of the results.


2.6 Teacher Training

Table 5: Performance Indicators in the Teacher Training Sub-Sector

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of students</td>
<td>14,179</td>
<td>6,614</td>
</tr>
<tr>
<td>First year students</td>
<td>5,891</td>
<td>1,838</td>
</tr>
<tr>
<td>Percentage of first years</td>
<td>41%</td>
<td>28%</td>
</tr>
<tr>
<td>Students per college</td>
<td>394</td>
<td>189</td>
</tr>
<tr>
<td>First year students per college</td>
<td>163</td>
<td>53</td>
</tr>
<tr>
<td>Final year student as a percentage of all students</td>
<td>47%</td>
<td>28%</td>
</tr>
<tr>
<td>Successful graduates per college</td>
<td>203</td>
<td>87</td>
</tr>
<tr>
<td>Students per staff member</td>
<td>14</td>
<td>7</td>
</tr>
<tr>
<td>Staff</td>
<td>1,060</td>
<td>940</td>
</tr>
<tr>
<td>Number of colleges</td>
<td>36</td>
<td>35</td>
</tr>
</tbody>
</table>

Source: Basic Education PER 2000

The probable shifts in teacher training in the medium and long-term demand for teachers has created a need for new approaches to ensure that efficiency gains are maximised. Teacher training is offered in 45 Teachers Colleges, 35 being Government Teacher training colleges (TTCs) and 10 private colleges. The total students enrolled in these colleges increased from 11,570 in 1997 to 12,393 in 1998. The total enrolment in the Universities increased from 2,434 in 1997 to 2,874 in 1998 out of which, female students constituted 20 per cent of the total enrolment.

2.7 Technical and Higher Education

2.7.1 Universities and Colleges

Higher Education is provided by both Public and Private Universities and other institutions. At the moment there are 3 Public Universities and 2 constituent college. There are 7 private universities and 2 constituent colleges. These institutions are registered and accredited by the Higher Accreditation Council (HEAC) which was established in 1998.
In recent years, the Government of Tanzania (GoT) formulated articulate development vision known as “Vision 2025”, which focuses on attaining a high quality livelihood, good governance and the rule of the law, and putting in place a strong and competitive economy.

Quality education is of paramount importance as it leads to quality livelihood. Hence to guide provision of Higher Education the Government has issued the Higher Education Policy in 1999. As a result of implementation of this policy, enrolment has risen by 18% in 3 years (1997/98 – 1999/2000). The establishment of HEAC has facilitated establishment of nine universities now operating, with a total number of 1,168 students.

Special efforts are made by the GoT in collaboration with foreign donors to increase female enrolment in higher learning institutions with special emphasis on science subjects.

There are about 12 other higher education institutions with a total of 4354 enrolment which provide non-university education.

The total students enrolled at the University of Dar es Salaam slightly increased from 4,172 students in 1998/99 to 4,765 students in 1999/2000 of whom, 26 per cent were female students. Alongside this, the teacher students ratio also increased slightly from 1:7 in 1997/98 to 1:8 in 1999/2000.

The Muhimbili College of Health Sciences enrolled a total of 620 students in 1999/2000 as compared to 548 students enrolled in 1998/99. Female students constituted about 29 per cent of all students in 1999/2000. The college had the lowest academic teacher – students ratio of 1:3 in 1998/99.

There were a total of 1432 students enrolled at the Sokoine University of Agriculture in 1999/2000 when compared to 1,159 students enrolled in 1998/99.
Thus, the teacher students ratio increased slightly from 1:5 in 1998/99 to 1:7 in 1999/2000.

At the Open University of Tanzania (OUT), enrolment in 1998/99 was 5,689 and 5,160 in 1999/2000. All in all the teacher student ratio is highest at OUT which was 1:146 1997/98 and 1:89 in 1999/2000.

All in all the total number of undergraduate students enrolled at Tanzania public universities and constituent colleges increased from 10,781 in 1997/98 to 12,665 students 1999/2000. The female percentage rose from 19 (1997/98) to 21 (1999/2000).

### 2.7.2 Institute of Technology and Technical Colleges

Technical Education is provided to post secondary graduates in Technology Institutes and Technical Colleges leading to technician and engineering qualifications. The total enrolment in these institutions is 2049 students of which only 134 are females. The National Technical Education Policy issued in 1996 guides the provision of technical education. Quality control of technical education is the responsibility of the National Council for Technical Education (NACTE) which was established in 1997.

The total students enrolment at the Dar es salaam Institute of Technology slightly increased from 919 students in 1998/99 to 1,135 students in 1999/2000. The Teacher-Students Ratio reached 1:7 in 1998/99 which was similar to that of 1997/98.

2.7.3 Private Higher Learning Institutions

The total number of students at some private higher learning Institutions has increased from 1,100 in 1998/99 to 1,168 in 1999/2000.

3. IMPLICATION OF GLOBAL ERA

On the brink of the 21st Century, the world is on the cusp of an education revolution, based on expanded and revitalized concept of what education means and the ways in which learning can be enhanced.

In the advent of the third Millennium which is billed as a period of Science and Technology, Tanzania is still struggling and not fairing well as a member of the global era of science and technology. Education as a key input for social, economic, scientific and technological transformation has remained underdeveloped.

3.1 The Challenges of Education in Tanzania

Like all countries, Tanzania is bracing itself for a new century in every respect. The dawn of the new millennium brings in new changes and challenges of all sectors. the Education and Training sector has not been spared for these challenges. This is, particularly important in recognition of adverse/implications of globalisation for developing states including Tanzania. For example, in the case of Tanzania, globalisation entails the risks of increased dependence and marginalisation and thus human resource development needs to play a central role to redress the situation. Specifically, the challenges include:-

- The Globalisation Challenge
- Access and Equity
- Inclusive/Special Needs education
- Institutional Capacity building
- The HIV/AIDS Challenge
3.1.1 The Globalisation Challenges

Key Features and Challenges of globalisation that impact on education systems in the region could be summarised as follows:

- **Lack of information and communication infrastructure**
  It is argued that advances in information technology have reduced the need for learners to assemble in one place over a specified period in order to learn through distance learning. Rather, education system will have to become more flexible to fit in with and suit the needs of the learners. However, limited infrastructure in Tanzania make the use of modern technology and particularly the use of distance learning difficult because larger percentage of the Tanzania population live in the rural areas that do not have electricity, good transport networks and communication links.

  The potential of modern technologies (computer, internets, radio, etc) to break through barriers of time and place has been acknowledged especially for the urban areas where NGOs and the private sector have made some commendable investments which have transformed teaching and learning in privileged urban communities.

- **Poor Teaching and Learning Environment**
  With the advert of globalisation, now techniques for more flexible training have been introduced and learners need to be equipped with a wide range of skills and to prepare them for a rapidly changing labour market.

  Faced with large class sizes, poorly qualified teachers, irrelevant curricula and inadequate learning materials, Tanzania is challenged to deliver computer, basic numeracy and literacy skills at the basic levels.

- **Inadequate capacity to plan, manage, monitor and evaluate education provision at the local level**
  The increased devolution of responsibility from central organs to grassroots levels is encouraged by the introduction of new patterns of Government of Tanzania
policy of organising and managing the delivery of education services. This is also fuelled by the increased participation of NGOs, the private sector and civil society in the provision of education.

An ultimate goal of any education system is to provide relevant and high quality education and training services to a broad range of clients in the most equitable effective and efficient ways. This entails building the management capacity at all levels in the efficient ways. At present there exist no institutional mechanism to promote co-ordination and allocation of resources, utilization of existing education and training facilities or harmonization of training programmes among the subsectors. The sector operates under difficult conditions characterized by underfunding, fragmentation and high internal and external inefficiency.

• **Problems caused by large numbers of uncoordinated development programs/projects**

The traditional approval to the education development has been through the establishment of fragmented, narrow and stand alone projects. This approach has created a lot of difficulties in coordination, management and ineffective use of meager available resource.

• **Inadequate public sector spending in education**

Total real government expenditure has increased over the last 10 years. Per capita expenditure has also increased despite a population growth rate estimated at 2.8%. There is an average share of 24.2% of government recurrent discretionary expenditure to the sector. However, public sector spending on education is low (only 2.6% of GDP).

Commitment No.6 made by the World social summit held in Geneva in June 2000 on universal and equitable access to high quality education calls for government to take steps to ensure appropriate and effective expenditure of resources for universal access to basic education. It also recognises that achieving education for all will require
additional financial support by countries and increased development assistance and
debt relief for education by bilateral and multilateral donors and that it is essential
that new, concrete financial commitments be made by national governmmts and also
by bilateral and multilateral donors, including the World Bank and regional
development bankers by civil servants and by foundations.

• Challenges with regard to improvement of quality of education

Current Trends in Students’ Achievement

In Tanzania, student achievement is measured through examinations which include
Primary School Leaving examinations (PSLE) and Certificate of Secondary
Education Examination (CSEE) for standard seven and secondary education leavers
respectively. Results produced by the National examinations Council (NECTA) of
both Primary seven and Form IV indicate that boys perform better than girls the
results also reveal that there is a wide variation across regions from 35% in Iringa to
only 10.3% in Mtwara primary education level.

There are a number of factor that contribute to student achievement. According to
Lawson et all (199) the reasons poor performance of students range from negative
parent attitude to education of their children, particularly girls, poor teaching-learning
environment, (poor quality of teaching personnel, poor supply of materials.

Inadequate availability of physical facilities

In order to improve the quality of education, the provision of school learning
materials and school infrastructure is important. School need to be supplied with
teaching learning materials to facilitate teacher training and classroom, teachers
houses, toilets, stores, teachers offices and furniture.

The scarcity of school and classroom facilities remains a major problem at primary
and secondary levels improvement of quality of schooling.
• **Reliability of comprehensive data and information at all levels for planning purposes**

A major challenge lies on the reliability of data and information to facilitate planning purposes at all levels. Most of the information given from schools and institutions of higher learning is presented in a raw form without being analysed. Some officials fill information using estimates rather than the actual figures. Thus there is need to initiate change that will lead to the promotion of culture of information management system at all levels of the organization.

### 3.1.2 Education as a commodity

This position is held by advocates of the marketisation of education who see that training institutions need prove themselves as worthy delivery agents of quality education by packaging and marketing education services as commodity that consumers can willingly play for, rather than right.

The government of Tanzania, however, endorses the position that access to basic education is a fundamental right to all learners, children in school and those out of school youth and adults. The costs of basic education must not deprive any learner from accessing this fundamental right. The challenge, as we enter the 21st century is the need to refocus seriously on primary education which, to the majority of children is terminal. There is need for more comprehensive legislation by harmonizing existing laws and legislation for compulsory universal primary education policy which will formally recognise flexible alternative and complementary approaches which bring in diversity to help reach the out-of-school children.

In ensuring that basic education is accessible to all Tanzanian people, as individuals, groups or communities will be mobilised to more fully participate in meeting their own development needs, linked to change in the role of government from that of the main implementer to that of enabler.
3.1.3 The HIV/AIDS challenge

- The Status of the HIV/AIDS Epidemic in Tanzania

In 1983, the first 3 AIDS cases in Tanzania were reported. Since then, the epidemic has been increasing markedly. In 1998, a total of 8675 new AIDS cases were reported to NACP from Tanzanian Mainland’s 20 regions, cumulating AIDS death cases to 109,963. Basing on an estimate that only 1 out of five cases are reported, NACP estimated that 43,375 AIDS cases occurred in 1998, with a cumulative total of 549,315 AIDS cases. By 1998 the number of adult HIV infection in Tanzania was estimated to be 1.5 million. According to the situation analysis of 1997, the epidemic was spreading into rural areas rapidly thereby increasing the previously low rural prevalence to more than 10% in some areas.

- HIV/AIDS Infection among Population Groups and Localities

The status of HIV/AIDS infection varies among population groups and geographical areas. The January – December 1998, HIV/AIDS statistics reveal that the most hit age group is the 27 – 32, which accounted for 14.4%. This was followed by age groups 33 – 38, 23 – 26 and 39 – 44 which accounted for 11.4% 6.6% and 6.4% respectively. Put together, the age group 23 – 44, which represents the most active, productive and reproductive sub-population, has had a total HIV/AIDS infection status of 38.8%. The extent of spread among cases with unidentified age groups accounted for 48.9%.

An analysis of the HIV/AIDS epidemic by case rate (i.e. number of cases per 100,000) by region over the 1991 – 1998 period revealed that regional case rates varied between 119 and 989. Within this range, 11 out of Tanzania mainland’s 20 regions had case rates ranging from 300 to 989. The national case rate is 365.

- HIV/AIDS status Among Blood Donors

The status of HIV infection by percent prevalence among blood donors further demonstrates the above noted rapid increase of the AIDS epidemic. According to 1992 – 1998 data, HIV infection grew from 5.3% to 8.5% among male blood
donors and from 5.9% to 11.8% among female blood donors. HIV-I prevalence among pregnant women in urban areas ranged from 22% to 36%. It is estimated that one third of children born to HIV – positive women are also infected, and that of the cumulated AIDS cases, 4.5% are under the age of five.

It is worth noting that over the period, the percentage increases in HIV infections have been disproportionate, with more females than male blood donors being found with HIV/AIDS. It is anticipated that unless concrete control programmes are instituted, the situation is going to worsen, as more females become infected and pregnant.

- **The impact of HIV/AIDS on Education**

  Early conceptions of the HIV/AIDS epidemic were pegged on perceptions that it was a health problem, and that it was the sole responsibility of the Ministry of Health to address it. *Such perceptions contributed, at least in part, to the prevailing lack of officially reliable data on HIV/AIDS infections in the education sector.* Consequently, assessment of direct or indirect impact of the epidemic on the education sector is difficult to gauge. For example, it is difficult to assess the extent of impact on specific issues such as extent of HIV/AIDS infection among learners, teachers and administrators at various levels of the education hierarchy, let alone the extent to which the epidemic has affected efficiency in education and loss of education opportunities to children orphaned by AIDS.

  However, given the above noted increases in the rates of infection among various sub-populations, especially women, the impact of HIV/AIDS on education will show itself in terms of:

  - increased illness and deaths among teachers and other educational personnel will deprive the education sector of badly needed skilled manpower
• increased illness and deaths among students, academicians and supporting staff at higher learning institutions will deprive the country of the intellectuals.

• increased losses of teachers through AIDS deaths will affect various efficiency indicators in the education sector such as teaching load, teacher-pupil ratio, retention, attendance, and enrollment.

• increased enrolment of children with HIV infection can lead to more discrimination which may lead to a socially and psychologically unconducive atmosphere in the classroom/school

• Non-enrollment or withdrawal of the pupil/student from school in order to attend to AIDS patients.

• **The Impact of HIV/AIDS on Human Development**

The impact of HIV/AIDS on human development can be gauged in terms of various burdens, which the epidemic brings to bear on the economy and society as a whole. According to World Bank (WB) estimates, HIV/AIDS has negative impact on economic growth, particularly when prevalence rises above five percent. It is estimated that when prevalence reaches eight percent, the cost in per capita growth is about 0.4 percentage points per year.

In reference to Tanzania, WB estimates that AIDS will reduce real GDP growth from 3.9% without AIDS to 2.8% to 3.3% with AIDS during the period 1985 – 2010. Also it is estimated that the cost of treatment for a person with AIDS is two to three times per capita GDP in medical costs alone. Given that HIV/AIDS is disproportionately prevalent among the most active and productive age group and that medical service is already stretched to its limits, productivity across sectors will diminish as the scourge expands. This will worsen Tanzania’s human development indicators such as;

- child mortality rates
- Life expectancy
- Literacy rates
- Number of people living below the $1 a day income poverty line.

A particular challenge facing Tanzania is the need to meet the growing health challenge of HIV/AIDS pandemic, as it is already decimating the population, particularly the well trained. This already has had disproportionate negative impact on increased potential of Tanzania for socio economic development. The impact of HIV/AIDS show itself in terms of:-

- increased illness and deaths among teachers and other educational personnel which deprives the education sector of badly needed manpower;
- the reduced number of trained teachers has affected various efficiency indicators; in the education sector such as teaching load, teacher pupil ratio, enrolment,
- retention, attendance and performance;
- increasing costs of education services delivery;
- increased enrolment of children with HIV infection creates social stigma which leads to serious repercussions on the education of children, those with disabilities being more vulnerable;
- non-enrolment or withdrawal of the girl child from school in order to attend to AIDS patients at home. This has exacerbated the issue of inequality in education provision, and
- growing number of orphans

3.1.4 Access and Equity in Education

In response to worsening conditions of poverty, unemployment and food shortages in the late 1970s, Tanzania adopted structural Adjustment Programmes (SAP) in the 1980s which had both positive and negative effects. Of particular significance was lowering inflation, raising productivity and improving government efficiency through reforms effected in the civil service. However the SAPs also contributed to aggravation of various social ills and economic imbalances including drug abuse, violence and increased indebtedness for Tanzania. The size of the debt compared to GNP is 25% while debt servicing accounts for 14.2% of exports earnings.
One major criticism of SAP is the glaring marginalisation and negative impact on the majority of people who live under poverty line. As a result of Structural Adjustment Policies adopted, gross enrolment ratios and literacy levels for the past twenty years have not shown an overall improvement.

Education provision in Tanzania like many other African countries, South of Sahara, faces inequity on many levels, including:

- uneven distribution of resources (institutions, skills, personnel and learning materials) within the country;
- rural/urban disparities in enrolment ratios;
- gaps in gender provision and knowledge inequities, especially at high levels (knowledge inequities, includes notions of the unevenness of quality, relevance of education, and attainment of learning)

### 3.2 The Tanzania response to challenges

The Tanzanian response to challenges takes into consideration not only International, regional agreements and broader development strategy vision and fiscal policies but also specifically address poor participation rates and high rates of wastage across the education system. This is done consistently within the broad macro economic policy environment. The thrust of the macro-policy initiative being liberalisation, privatisation, and facilitation as opposed to state ownership and provision of facilities and services.

#### 3.2.1 International and Regional Agreements

Tanzania is a signatory to a number of International Declarations and conventions. The United Nations Convention on the Rights of the Child (1989), the World Declaration on education for All (Jomtien, 1990), Onagadougou Declaration and Framework for Action on Girls Education (1993), the Fourth World Conference on Women (Beijing, 1995) and the World Education Forum
Framework for Action (Dakar, 2000) are, but some of several agreements that Tanzania has to comply with.

In addition, Tanzania as a SADC and Commonwealth agree to co-operate, among other things, in the development of regional strategy for human resource development.

### 3.2.2 Formulation of Tanzania Macro Policies

The formulation of macro policies, reforms and subsector Master plans during the period between 1995 and 2000 is a key response to the globalisation, quality, access and equity challenges facing education in Tanzania. The policies, reforms and subsector master plans provide a broad but comprehensive strategic framework for planning co-ordination, monitoring and evaluation of education programmes.

**Education Vision and Mission**

To be able to live and work effectively in the 21st century Tanzania would require a peaceful environment, caring development committed nation of well educated, informed, skilled, decent courteous and morally, ethically and culturally obliged people for national socio-economic development. With this vision, Tanzania is committed to improve learning environment by providing and promoting quality, and equitable access to lifelong education and training opportunities for enhanced individual and national socio-economic development.

The vision of the education sector is derived from the Tanzania Development Vision 2025. As a long term goal the sector aims at attaining high quality livelihood to all Tanzanians through the realization of Universal Primary Education by 2015, the eradication of illiteracy by 50% by 2015 and having high quality human resources in order to meet developmental global challenges and opportunities for the 21st century. The vision also aims at evolving a well – educated society that can cope with development and effective utilization and application of science and Technology regionally and internationally.
The Mission is to improve learning environment by providing and promoting quality, access and equitable lifelong education and training opportunities for enhanced individual and national socio-economic development. Also to Provide the Tanzanian Community with quality Technical, Vocational and Higher Education.

The vision and mission have been formulated to ensure Tanzania children are educated to use appropriate new technologies. But it is also an opportunity to deliver education in new ways, particularly through various techniques of distance learning including electronic communication and child centred methodologies. The sector needs to monitor developments and to quickly adopt new approaches which match the country’s needs.

The Development vision will have far reaching implications within the global era and education system in particular.

- **Development Vision 2025** targets at a high quality livelihood for all Tanzanians through the realisation of, among others, Universal Primary education (UPE), eradication of illiteracy and attainment of a level of tertiary education and training commensurate with a critical mass of high quality human resources required to effectively respond to the developmental challenges at all levels.

- **Poverty Eradication Agenda 2015**

  Education is clearly identified as one of the strategies for combating poverty due to the personal benefits and the nation’s socio-economic development at large.
• **The development of Education and training Policy in 1995**

The thrust of the policy initiative is liberalization, privatization, and facilitation (creating and enabling the environment as opposed to state ownership and provision of facilities and services. The policy emphasises creation of partnership and co-operation between the state and other providers of education and training, widening of financial resources base, decentralisation, quality control and assurance, broadening access and equity and improving the relevance of education for it to be effective in self employment.

• **The development of Technical Education Policy in 1996**

The thrust of the policy initiative is enhancement of the application of science and technology, public and private partnership in development of technical institutions and in the provision of technical education.

3.2.3 **The Reforms**

The reforms include the Education Sector Development Programme (ESDP) and the Local Government reform Programme (LGRP).

• **The Education Sector Development Programme (ESDP)**

ESDP which was initiated in 1997 had made considerable progress in strategic planning. Currently, a number of strategic plans for various programmes and activities have been articulated. These include those addressing access and equity, quality improvement, strengthening management, monitoring and evaluation, and financing. An important step on our road towards a sector wide approach to the development of education sector is the signing of a statement of
partnership and code of conduct between the government and partners in education in order to achieve the Ed-SDP objectives. Basically, the principles guiding the partnership are:

- government ownership and formulation of vision, policy, programmes and projects;
- government responsibility and accountability of financial resources;
- openness, transparency and dialogue with partners based on mutual trust;
- partners’ agreement that all projects and their components are consistent with Ed-SDP.

The Education Sector Reform and Development Programme (ESDP) and the Main Document for the Appraisal Mission, March, 1999 do give the specific policy emphases to be;

- the creation of the partnership between the state and the other providers, including private persons, encouraging them to establish and manage schools and other institutions;
- co-operation with the private sector in the provision of education, including such proactive initiatives as tax rebate, priority land allocation, and duty free import of school materials;
- broadening access and ensuring equity by gender, disability, geographical location and class.

**The Local Government Reform Programme (LGRP)**

The LGRP shifts the responsibility for the management and allocation of basic education sub-sector resources to local authorities. This change is intended to enhance efficiency and effectiveness in the provision of education services and
strengthening the new patterns of organizing and managing the delivery of education. By shifting the responsibilities from the central state organs to districts and local communities, the role of NGOs/CBOs and private sector in providing education has increased.

Devolution of powers down to local/school level, empowers school Boards teachers to determine what is relevant in the locality but within the broader policy framework. This, together with community initiated programmes of study provides such flexibility as is needed to respond to local peculiarities. The Central government remains with the important role of providing leadership, developing policy standards, and articulating the national vision. The government however, is accountable for ensuring the right of every child to a high quality basic education.

3.2.4 Sub-Sector Plans and Priorities

3.2.4.1 Plans and Priorities for basic education

As far as the analysis of basic education evolution of enrollment is concerned Tanzania has a double task with regard to access. It has planned to arrest decline and raise these rapidly so as to achieve “Education for All’ within a reasonable time-frame. Two factor threaten this goal namely the increasing decline in quality and high population growth.

In the context of Basic Education Master Plan (BEMP) issues militating against full enrollment of children at the appropriate age level have be on addressed. these are: access, poor quality as parental and students’ perceptions of the poor quality schooling lead to declining enrollments; cost, as the increasing cost of primary education affects the poorer sections of society who cannot afford these costs, cultural factor the traditional belief of pastoral, nomadic and fish farming communities militate against schooling; and, opportunities as parents see little prospect in their children moving further in the education pyramid and therefore may be tempted to “cut their loses”.

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The reform of this area will include development of a learner-centered and community-based approach for adult and out of school youths. With the review of adult education, the rate of adult literacy will be improved through expanding functional literacy programmes, vocational training, education and work opportunities for the youth and adults. The out-of-school children will be targeted through the COBET, ICBAE and youth skills education programmes. The opportunities for the basic education and primary education in particular are as follows:

• **A re-prioritization of educational expenditure in favour of basic education and away from tertiary education**

The Government of Tanzania holds the position that universal access to basic education is crucial if education is to play its long-term role in social development. The trade-off on tertiary education is based on the assumptions that the investment at the basic education level maximizes benefit to the development of the country more than at tertiary level. Tanzania holds the position that basic education for all will create a critical mass for further education. it should also be understood that it is a right to all Tanzanian’s. In respect to this, basic education sub-sector has been getting a short of government budget of between 65% and 70%.

• **Improvement of teaching/learning environment**

The programme to improve learning and teaching environment at all levels is in place. The strategies are construction and rehabilitation of classrooms and teachers houses and rising efficiency and effectiveness in delivery of education by improving the pupil/teacher ratio, improving teachers competence and ensuring quality control by strengthening inspectorate services.

**The Development of Pro-Poor programmes**

In the light of sector priorities and according to intermediate targets specified above, the Ministry of Education and Culture has initiated interventions targeting the rural poor. Such pro-poor programmes include the Community Education Fund (CEF), Complementary Basic Education in Tanzania (COBET), Integrated Community based
Adult Education (ICBAE), Whole School Development Planning (WSDP), Girls Secondary Education Support (GSES) and District Based Support to Primary Education (DBSPE).

**The Community Education Fund (CEF)**
The Community Education Fund is a matching grant intended to promote community financing of basic education as well as enhance ownership of schools. In the 16 districts where this grant has been extended, community awareness and participation in planning, implementation and monitoring of school development plans has been very effective. Consequently the quality of the physical environment and academic achievement have improved significantly.

**Complementary Basic Education in Tanzania (COBET)**
The Complementary Basic Education in Tanzania is aimed at the provision of alternative learning opportunity to out-of-school children, especially girls. Its specific objectives are to:

- develop a complementary basic education curriculum by strengthening basic competencies, life and survival skills;
- establish a system for a regular, periodic collection of information on out-of-school children desegregated by gender;
- identify and improve capacities of key partners such as NGOs, religious groups and community based organisations;
- improve the capacity at community level to initiate, plan, monitor, evaluate and report on COBET;
- conscientise communities and parents towards education and other basic rights of unschooled and schooled children in order to increase their support of an participation in COBET

**Integrated Community Based Adult Education (ICBAE)**
The Integrated Community Based Adult Education (ICBAE) is a programme designed to increase access to quality and sustainable basic for adults and out-of-school youth in rural Tanzania. The programme is aimed at enabling the target group
to acquire sustainable writing reading, numeracy communication, and other life skills for the improvement of human life.

**The Whole School Development (WSD)**

The Whole School Development Planning is a school-based intervention programme. It is aimed at developing management capacity to school committees and school management to plan, implement the requisite school plans as well as manage efficiently and effectively available resources.

**District Based Support to Primary Education (DBSPE)**

The District Based support to Primary education is aimed at facilitating the implementation of major components of the Basic Education Master Plan. DBSPE creates, in each district, a system of Teachers’ Resource Centres (TRCs) and school clusters to carry out in-service teacher training close to the schools. Likewise, it works with schools in the district to develop whole school plans covering provision of school materials, school rehabilitation, teacher development, and improved school management.

**3.2.4.2 Plans and Priorities for Secondary Education**

It is very important to avoid linear expansion proposals and plans because of present constricted secondary enrollments. Improvements address inputs and fundamental questions for improvements of learning processes and outcomes. The strategy targets modest increases at round 20% transition rate which can be sustained by the improved capacity and competence at the local, district, national and school levels. The recommendations and projections are based on available resources within and those expected from donors.

The major evolution of enrollments is increased access at secondary level with the first SEMP priority being to address inefficiencies and promoting system capacity and competence in anticipation of increasing the primary school transition rate to 20%. The plan is to convert under-used post secondary facilities into rural secondary
schools; construction of 420 classrooms in under-served areas; introducing extra streams in community schools; assisting some private schools by paying for seconded teachers and some instructional materials; and by encouraging construction of one community school per district per year. The plan is to increase enrolment in secondary schools by 66,400 students at the end of 2004. The ESDP Appraisal team made five recommendations on secondary school enrolment expansion which the government has taken them to be among the priorities for the sector. These are:

- improve access using alternative delivery modes, including distance and correspondence learning;
- modernise the curriculum, its structures and processes so as to attract and retain enrollments;
- accelerate of devolution of authority on a progressive basis tailored to the capacities of each school and promote heads of schools’ competence to increase retention;
- promote internal and external efficiency gain measures related to enrollment increase;
- support capacity-building for school empowerment and community school dialogue so as to manage learning;
- improve the targeting of limited resources to under-served areas and review the use of means testing as an approach.

Girls Secondary Education Support is aimed at expanding educational opportunities and improving quality at secondary education level by providing scholarships to girls from poor households. The programmes has been targeting to academically capable girls from poor households. Girls from poor households who perform very well in the Primary School Leaving examination are eligible for this support. Further more schools financed from private and communucal resources must be able to cover the actual costs incurred in offering a quality education.
3.2.4.3 Plans and Priorities for Higher Education
The key policy thrust of the Higher Education Policy (1998) is “dramatic expansion of enrolments” and “encouragement of the establishment of private institutions”. The Higher Education Policy goal is to double higher education enrolment to 33,000 students by 2004 and increase enrollment through system efficiency gains. The key strategies related to higher education enrollment are:

- encourage private companies; 9arastatal, and individuals to invest in areas near institutions of higher learning in order to develop linkages;
- increase the budgetary allocation to higher education by 3% by late 1999; and
- decentralize decision making and grant full autonomy to higher education

In response to the liberalised policies and current educational reforms, the government established the Higher Education Accreditation Council (HEAC) and the National Council for Technical Education (NACTE) in 1997 as quality control bodies.

The reforms at this level are focussing on reviewing higher education and technical policies, rationalisation of technical and higher education institutions and reform of curricula.

3.2.4.4 Plan and Priorities for Special Education
The piloted inclusive Education and Community Support Programme be promoted and extended nationwide to create more chances for disabled children both in urban and rural area for effective teaching and learning to take place, sufficient specialized equipment and teaching/learning materials taking into consideration various needs of each category of disabled children should be supplied and more teachers/teacher trainers and administrators be trained. In order to implement the above measures for improvement of special needs education provision sufficient funding is called for.

3.2.4.5 Growth in private Institutions and Opportunities
Over the past five years, Tanzania has experienced tremendous growth of private universities and colleges. There are 7 private universities and constituent colleges
registered and accredited by the higher accreditation council established in 1998. The participation of the private sector has broadened the financing base.

3.2.4.6 Diversification and broadening of education financing base

The, diversification and broadening of education financing base now enables individuals, communities, NGO’s and the private sector to participate in the provision of education, or to contribute in a specialised manner, or field towards the provision of better quality, more relevant education service. This entails making appropriate decisions on what is seen to be the desired options at the local operational level. This has improved education at all levels all over the country. All over the country, schools are being built, desks are being made and teacher houses constructed with community cash, material contributions and labour. In the last five years, our communities have built and handed over to the Government an average of 60 secondary schools each year and the pace is picking up. Privately owned Pre-primary schools, Primary schools, Secondary and Higher and Tertiary institutions have been increased.

3.2.4.7 Alternative scenarios for Training of Teachers

There is a need for development of alternative scenarios for training of teachers. Scenarios should take into account of the possible accelerated wastage from the profession due to perceptions of insecurity, or the fact that upgraded teachers may choose to leave for alternative jobs. Scenarios need also take into account the role of teachers in the remote areas as a resource for community development and also taking into account the emerging innovations for the out-of-school children and youth.

The government of Tanzania in partnership with the NGOs/CBOs providing education to the out-of-school children is preparing a set of modules for pre-service and in-service teaching courses with basic skills training including book-keeping so that they could assist local youth or women economic groups and help to promote ICBAE and COBET.

The government also plans to prepare a special programme for teachers to link the PRESET and INSET with school and ward based staff development.
In respect to the changing roles of teachers, the programme is being prepared to provide effective linkages between the PRESET provided in the colleges with the INSET provided to teachers through courses and workshops. In addition this teacher education programme must be integrally linked with the school based staff development and ward or TRC based teacher development programmes offered through the Whole School Development Programme. The role of the inspectorate in this process have already been reviewed by training them on whole school inspection. There is also a programme on Distance learning for teachers.

The lowest level of teacher training shall be ward-based involving Teacher Resource Centres (TRCs). The DBSPE will be expanded from 52 districts to all districts. Distance Teacher Training Methodologies will be reactivated. Each Teacher Training College will have a comprehensive plan based on Performance Based Management. Linkage between the inspectorate, Teacher Training Institutions which include Colleges, Universities and Teacher Resource Centres as well as the Tanzania Institute of Education will be established.

3.2.4.8 Establishment of alternative ways of training

The establishment of the Open University, and through the Institute of Adult Education, a wide variety of courses are being offered to the society at large and courses tailored to the needs of teachers are being offered through distance learning. This is contributing greatly to enhancing not only teacher competencies as well as raising their academic qualifications, but also to other practitioners like house keepers, prisoners small scale businesses (Petty traders), who could not get the education except through distance learning.

Universities, Institutes of Technology and Technical Colleges are offering part time evening programmes to provide more opportunities to those in need.
3.2.4.9  Role of news media
The news media for a long time has been responsible only for disseminating and sensitizing the communities, NGOs/CBOs and other stakeholders on official facts in the development of education provision in Tanzania. But today news media can be used to influence the stakeholders to participate in promoting and monitoring the performance of education programmes.

In Tanzania, since the liberalization of the news media, critical issues like the undergoing reforms (Education Sector Development Programme, Local Government Reform Programme, Public Financing Reform programme and Civil Service Reform Programme) have been extensively highlighted in the news media. Having the power to set the public agenda the news media has influenced the decision of what should be decided on. The news media has also been useful in providing the useful education pointers to parents such as best schools, performance and progress of particular schools and therefore, providing the necessary linkage between the stakeholders in the sector such as the government, parents, learners, communities and civil society.

3.2.4.10  Role of Information and Communication Technologies
Since 1990, there has been a rapid growth of modern communication and information technologies. The advance of information processing and electronic communication technologies has created the possibility for changes in education. Unlike in the 1980s and early 1990s when mass media and radio were just ways through which information and knowledge can be acquired, recent technological advances have completely transformed teaching and learning in privileged communities. Unless access to these new challenges can be assured for all, they will simply widen the learning gap between rich and poor.

Tanzania needs support in this area. While computer education is already in the curriculum only a few secondary schools and higher levels have been reached. In addition, a few students and adult learners are taking secretarial courses in the computer institutions located in some urban areas.
At Higher Learning level Information Communication Technology (ICT) is used but at a limited scope in the city of Dar es Salaam, to offer education through the African Virtual University (AVU). Only those who reside in Dar es Salaam are benefiting this service. More support is needed here so that the service can be extended to a wider area.

Tanzania shall strive to adopt new, appropriate and cost effective technologies alongside the integration of indigenous educational methodologies. Dependence on imported materials and technology, requiring over increasing supplies of scarce hard currency, is not viable and shall be reduced as rapidly as possible. To start with investment shall be intensified for the development of locally available alternatives to imported paper, books etc. while eliminating import duties on paper and other materials required for domestic book publishing. The use of the oral tradition more effectively in appropriate contexts shall be explored and systematized for teacher training and other educational and training applications.

Poverty and a very limited financial resource base is a hindrance to advancement of education technology and the introduction of the news media in education. There are however a few schools privately owned that are able to afford and have introduced the use of the news media in providing education.

3.2.4.11 Safeguarding Culture Integrity

From the intermingling cultures and the growing dominance of certain cultures and languages of the global village, two strong trends have emerged – heightened demand for schools to teach to the global village, and an increasing concern for education to help preserve and protect cultural and ethnic identity and diversity.

However, advocating the use of one or several languages in schools would need a consensus among majority Tanzanians. It is indicated in the Education and Training Policy in Tanzania (1995) that communication skills among students and teachers at all levels of education should relate to the medium of instruction for education level of
students for whom the teacher is preparing to teach. Specifically the policy states that, “medium of instruction for teacher education at certificate level shall be Kiswahili, and English shall be a compulsory subject while for diploma and degree level teacher education and training, English shall be used, except for foreign teaching, which will be in the relevant language itself and Kiswahili shall be a compulsory subject”.

3.2.4.12 Change in curriculum

Curriculum will be revised to include more scientific orientation and the development of practical skills. Computer science, HIV/AIDS, Anti Corruption themes, environmental studies have been introduced to provide opportunity for students to cope with current global issues and challenges.

At university level it is anticipated that HIV/AIDS will soon be mainstreamed, that is integrating HIV/AIDS issues into every level of university operations. HIV/AIDS needed to be mainstreamed because it is an issue that permeates the entire social fabric of the country and in every aspect of the life in institutions such as universities.

3.2.4.13 Opportunities in respect to improvement of Education Management information System

The change to promote culture of EMIS at all levels is already underway. The special studies related to school mapping and micro-planning; teacher audit and redeployment, rationalization of tertiary institutions; Academic audit and social market demand trends are being conducted. EMIS will be established by installing the requisite equipment at regional and district levels. Both quantitative and qualitative indicator will be examined, selected and used for monitoring the system and coordinating the flow of information among stakeholders and between various levels of education.

3.2.4.14 Opportunities in respect to inadequate co-ordination and management capacity at all levels

The improvement of co-ordination and management capacity at all is the priority within the ESDP. Among the outlined strategies include providing training for
strategies planning and implementation, financial management control mechanisms, quality assurance control system, reporting lines and relationship, rewards incentive system and providing basic infrastructure (office spaces, school buildings transport, communication and energy resources).

3.2.4.15 New ways of increasing financing base for education sector and governance

The mobilisation and deployment of resources for the development of education will be improved by initiating the following measures.

- The mainstreaming of the fragmented interventions into ESDP will pull together the resources (financial, human and materials) and effectively utilised.
- Establishment of District Education Trust Funds and Education Levy to increase the revenue from parents, stakeholders and other beneficiaries.
- Establishment of government initiative; Tanzania Assistance Strategy (TAS) at storing partnership in designing and executing development programmes.
- Introducing of conditional and unconditional Block Grants to empower the local authorities to plan and utilize the funds according to their needs.

In terms of governance, Tanzania is moving towards decentralisation of education system at all levels. Schools are given more authority to manage their schools through school committees. Governing Boards within the national standards and frameworks.

3.2.4.16 Opportunities with regard to improving teaching-learning environment

A number of measures have been taken to arrest the above situation, the most important one being to improving. This is done by soliciting financial resources to enable the government shift from a single to multi-text book system with competing titles to meet a target of one book system to three pupils. The other reforms that are expected to improve the availability of learning materials are the LGRP and the sectoral approach system of education provision where the current supply driven system of education provision will be replaced by a demand driven one.
At the university level, greater autonomy is being granted and the trends towards privatization of higher learning institutions is gaining momentum.

3.2.4.17 Opportunities in Addressing HIV/AIDS pandemic

- Preparation of Sector Intervention Setting

Since 1985, Tanzania government has initiated several activities to respond to HIV/AIDS epidemic. The various response activities were focused on the following areas;

- Information, Education and Communication (IEC)
- Blood safety
- Patient Care, including Counseling and Social Support
- Condom programming
- High-level political leadership and multi-sectoral involvement
- Research
- Surveillance and forecasting
- Programme Management


MTP III, which is based on experiences gained in previous anti-HIV/AIDS programmes, has been adopted by the government as a guiding document on HIV/AIDS intervention policy thrusts and implementation. MTP III has two significant features. These include first its obvious shift in both perceptions and modalities of fighting HIV/AIDS from a sectoral to a multisectoral approach. According to this new approach, each sector assumes definitive roles and responsibilities (Appendix 1) for which it has practical or professional advantages to incorporate and implement HIV/AIDS programmes in its sector from its
appeal down to the grassroots. Secondly, MTP III has identified and formulated eleven priority areas for focussed intervention by various government sectors and other partners. These priority areas include:

- Provide appropriate STI management services
- Reduce unsafe sexual behaviors among highly mobile population groups
- Reduce HIV transmissions among Commercial Sex Workers
- Prevent unprotected sexual activity among the military
- Reduce vulnerability of Youth to HIV/AIDS/STIs
- Maintain safe blood transfusion services
- Reduce poverty leading to sexual survival strategies
- Promote acceptance of persons living with HIV/AIDS
- Reduce unprotected sex among men with multiple sex partners
- Improve educational opportunities, especially for girls
- Reduce vulnerability of women in adverse cultural environments

- Education Sector Initiatives for Prevention and Control of HIV/AIDS

- Management Structure for HIV/AIDS Programme

- At National level

During MTP II (1992 – 1996), the need for better co-ordination and management of Tanzania’s responses to the HIV/AIDS epidemic at various levels became apparent. In MTP III, co-ordination and management structures at national (including sectoral Ministries in Annex 8) regional, district and ward have been proposed. At the national level there is the national AIDS Committee (NAC). This committee is made up of sixteen permanent secretaries of all government ministries, and six other officials from various private and government agencies. NAC is responsible to the Cabinet through the parent Ministry. At this level too, there is NACP which, among other roles and responsibilities, serves as secretariat to NAC.
• **At Sectoral level**
  At the sectoral level, Ministries have Technical AIDS Committees (TAC) which consist of all directors in those Ministries under the Chairmanship of the Permanent Secretaries. According to the guidelines in MTP III, TAC roles include;
  - To formulate sectoral action plans and to budget for their implementation
  - To allocate and mobilize resources
  - To monitor and evaluate planned activities
  - To establish operational and management mechanisms including management information systems (MIS).
  - To identify key actors and collaborators and define their roles
  - To prepare and submit quarterly progress report to the NACP secretariat to be shared with other sectors
  The TAC is served by a secretariat which is headed by a Sector-Co-ordinator

• **At the Zonal level**
  - **Zone Inspectorate Technical AIDS Committees**
    All zone inspectorate offices are under instruction to establish Technical AIDS Committees, which will be chained by Zone Chief Inspectors. The role of the Committee is to train, co-ordinate, supervise and/or conduct follow ups on HIV/AIDS activities in Secondary Schools and Teachers Colleges and submit half – quarterly report to the Headquarters

  - **Secondary and Teachers Colleges AIDS Committees**
    Heads of secondary schools and Teachers Colleges were instructed to establish AIDS Committees with the following Composition
    - The Head of School/College as Chairperson
    - Academic master/mistress
• Trained Teachers and Tutors
• School Counselor

The role of this committee is to conduct induction courses to the other members of staff, oversee the teaching of the AIDS education and conduct of related extracurricular activities, as well as to submit progress reports to zone inspectorate offices.

• **At District level**

District Education offices have been instructed to establish Technical AIDS Committees with the District Chief Inspector of Schools as the Chairperson. Other members of the Committee include;
• Three district inspectors trained in AIDS education
• District Academic officer

The role of this committee is to train primary school teachers and Ward Education Co-ordinators; conduct follow-ups in primary schools as well as to submit quarterly reports to the zone inspectorate offices.

Primary schools were instructed to establish AIDS committees with the following Composition
• Head of school as the chairperson
• Two trained teachers
• Ward Education Co-ordinator
• School Counselor

The roles of the Committee include; conduct induction orientation course to other teachers to provide support of the educational activities; oversee the teaching of the AIDS education and conduct of related extracurricular activities, as well as to submit progress implementation reports to the district inspectorate offices.
• **Guideline on HIV/AIDS**

Also, alongside the above sectoral management structure, the Ministry of Education and Culture issued, in 1996, Guidelines for HIV/AIDS/STIs Preventive Education for Schools which elaborates on the following:

- The need for the guidelines
- Establishment, Goals and Objectives
- Status of HIV/AIDS/STDs in the curriculum
- Teacher Training
- Support services for school efforts

• **Areas and Objectives for HIV/AIDS Sector Interventions**

Among the MTP III priority areas listed above those that are of relevance to and have been pursued by the Ministry of Education and Culture (MOEC) and the Ministry of Science, Technology and Higher Education (MSTHE) include:

- Reduce vulnerability of school youth to HIV/AIDS/STIs
- Reduce unprotected sex among men and women with multiple partners
- Promote acceptance of persons living with HIV/AIDS
- Improve educational opportunities, especially for girls
- Reduce vulnerability of workers to HIV/AIDS/STDs
- Research on Biomedical, Social behavioral and communication issues.

In drawing up intervention activities for these priority areas MOEC and MSTHE resolved to:

- provide knowledge and life skills on HIV/AIDS and STIs to the youth population that would enable them make informed decisions about their health status by developing responsible sexual behavior in order to control the spread of HIV/AIDS/and STIs.
• enhance the capacity of men and women in making informed sexual and reproductive health decisions in order to control the spread of HIV/AIDS and STIs and mitigate the AIDS impact on children, the family and the community.

• At a more specific level, the government intends to achieve the following objectives;

• strengthen capacity to implement HIV/AIDS/STIs programme

• provide HIV/AIDS/STIs education by 75% in primary, secondary and post secondary institutions before the end of 2001

• promote participation of more female students in Primary, Secondary, Technical and Higher Education by 2002

• reduce the percentage of men and women practicing unsafe sex by 25% before the year 2002.

• **Interventions in the Education Sector Priority Areas**

  • *Reduce vulnerability of School Youth to HIV/AIDS/STDs*

  • *Reduce Unprotected Sex Among men and Women with multiple partners.*

The activities carried out on these priority areas involved piloting of HIV/AIDS education curriculum component in schools and teachers training colleges. Integration of the topics in the mainstream curriculum through carrier subjects for primary, secondary and teacher education has been completed. For instance, in the ordinary level secondary education Biology syllabus (1997) the following topics have been included;

- Immunity against disease
- Communicable diseases
- Sexually transmitted diseases
- Human Immune Deficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS)
- Responsible Behavior
- Lifestyle, Choices and Consequences
- Risk Behavior and situations
- Community resources
- Responsible decision making
- Assertive Behavior
- Sexuality and self-protection
- Delaying sex
- Protected sex
- Care, counselling, support and training to combat negative stima on HIV. Establishing Unit for these services for people living with HIV and AIDS
- At Higher Learning institutions plans are underway to mainstream HIV/AIDS at universities/colleges ie. Develop an institution response for the universities/colleges as a whole by integrating HIV/AIDS into all faculties/all levels of operation.

Towards the end of MTP I, and during MTP II, a Technical AIDS Committee (TAC) was put in place in the Ministry. Several activities which involved AIDS campaign initiatives in schools and teachers Colleges were started. Guidebooks were produced and about 18,000 primary school teachers were trained on the same.

However, one major obstacle to the campaign was lack of commitment among parents, teachers, heads of departments and schools and managers due to their lack of skills to address HIV/AIDS/STIs and other related sexual health issues.

The above obstacles have been mitigated by establishment of school-based counselors for providing needed counseling services. Also establishment of school committees and boards, parent-teacher associations, theatre and drama groups have given relevant educational messages to the school youth.

- Promote Acceptance of Persons Living with HIV/AIDS.
Going by NACP guiding principle that basic human rights and protection of all persons irrespective of age, sex, race, political orientation or religion must be guaranteed, NGOs were mostly involved in implementing community based counseling. School – based counselors provide consoling services to pupils.

- **Improve Educational Opportunities, Especially for girls**
  Low levels of girls’ education have led to inequitable levels of decision making in matters related to sex and competence in life skills. Also, attitudes of adults towards adolescent sexual expression have resulted in inhibition of information and access to services from them. These features underline the need for enhancing more education opportunities for girls which will build in them capacity to make informed and safe sexual decisions. To enhance girl’s education, the government has committed itself to establish special educational financial schemes for girls and women in education and training institutions.

- **Impact of IEC Campaigns**
  Nation-wide and reliable studies on HIV/AIDS have thus far been made by NACP. NACP Awareness survey on HIV/AIDS/STIs showed that generally 97% women and 99% men are aware of these sexually transmitted diseases. With regard to behavior change 73% women and 87% men reported having changed behaviors in the areas of restricting themselves to one partner, reducing the number of partners and condom use.

  Great emphasis now is to increase the per centage of people to the advocacy of behavioral modification.

4. **SHARED VALUES**
4.1 Transmission of Values through Education

In Tanzania, the transmission of values through education can be traced through the whole formal education system as well as non-formal education. In the formal system the values are integrated in the various subjects of the curriculum pre-school, primary, secondary and post secondary levels.

At pre-school level the curriculum lays emphasis mainly on the transmission of values and skills rather than that of knowledge. At this level of education pupils learn and develop personal hygiene and health regulations, respect for others, the spirit of cooperation and sense of responsibility. The curriculum is also intended to enable the learners develop good behavior, discipline and rightness, politeness and kindness.

The course is also designed to help the child acquire, appreciate, respect and develop pride in her/his cultural background, moral values, customs and traditions as well as national ethic identity and pride.

4.2 Basic Education

Basic education consolidates and develops further the values transmitted at pre-school level. The main subjects through which values are transmitted at this level include Social studies and vocational skills. The social studies subject which is taught from Std. Three to Seven is intended to prepare students to become self-conscious, their place in the family, the Tanzanian society and the world. The subject also intends to enable students to appreciate the interdependence between human beings and the environment, human understanding management and use of the environment, the way environment may affect human being and precautions that are to be taken against negative consequences of human response on environment. Moreover, it is expected that the subject will enable pupils to acquire skills which will be used to observe and judge societal issues and propose strategies which will enable the society improve the standard of living of the people. Specifically the subject enables the pupil to be able to:
• gain knowledge and establish an understanding of things which promote people’s development and their welfare prosperity.
• appreciate the interdependence between human beings and the environment
• understand how the past events shaped the current development
• Promote and abide to the use of proper conservation care of property, equipment, buildings and sustaining the environment.

The Vocational skills curriculum is designed to enable students to appreciate and value customs and traditions of the society, develop spirit of self-reliance and hard work, value, conserve, manage and utilize the environment and develop positive habits and manners. The students also learn to value and develop appreciation for several virtues like decoration, art, music, dance and traditional dance or ngoma.

4.3 Secondary Education

Values at this level of education are mainly transmitted through the subjects of History, Geography, Physical Education, Home Economics, Civics, Social Studies.

In history at this level students learn about nationalism, political and economic development of independent African State, black solidarity and the civil Right Movements. In Geography students learn about conservation and maintenance of the environment and how the environment affects people’s lives in the society. The hazard of environment mismanagement such as deforestation and pollution are also learnt at this level.

Physical Education is another subject through which values are transmitted at secondary school level. In Physical education students learn to develop obedience, self-confidence and a spirit of co-operation. Through Physical education they also learn to develop love and value of recreation and develop an attitude of willingness to work with others as well as an attitude to care for personal and community property.
Home economics is another subject through which values are transmitted. In Home Economics students learn and develop better understanding of family relationship and child development. The course is also intended to inculcate in the Tanzania youth positive attitudes towards population and family life. The students are also expected to develop the spirit of self-reliance and enhance community family well-being. At upper secondary level the Home economics course is designed to equip students with skills for greater participation in public life. At the same time students are equipped with skills for fuel and environmental conservation as well as those for family care.

Social studies is another subject learnt at secondary school level through which values are transmitted. The course is intended to create awareness and appreciation of the physical environment and how human beings and their environment interact. Furthermore it is intended to enable students understand the influence of the past on the future and to appreciate changes. The students are expected to develop a sense of national unity and responsible citizenship. In these subjects, students also learn about democracy in Tanzania as well environmental conservation and management. The course also aim to promote international understanding, to promote people’s increase awareness about individual and civil rights, duties and responsibilities.

Under non-formal education values are transmitted to adults, adolescents as well as school age who have dropped out of school as well as those who have never been to school. Under the programme learners learn values which would otherwise be transmitted through formal system. At present the main focus is through special programmes, namely Complementary Basic Education Tanzania (COBET) for 8-18 year olds and the Integrated Community Based Adult Education (ICBAE). Under the COBET programme learners are expected to be able to

• practice good habits
• become good Tanzanians
• become self-reliance
• develop appreciation for and communicate in Kiswahili and English

In addition to the non-formal programmes values are transmitted to children informally as they grow up among the community.

Inter-disciplinary bodies of knowledge such as Human Rights education, Environmental Studies, Civics and Citizen Education are taught at all levels of the education system, that is pre-school primary, secondary and post secondary. The differences in the extent to which the subject is taught. For example environmental education can be traced all the way through the curriculum from pre-primary to poor secondary with the higher levels being taught more advanced materials than at the lower levels.

These bodies of knowledge are designed to deal with knowledge and information at lower levels while at higher levels they deal more with values than information and knowledge.

The curriculum approach used in the transmission of these values is through integration. The values are integrated within the general subjects taught. For example democracy is taught as part of social studies, civics and general studies.

The goals and objectives of including the promotion of values among learners include;

• to enable learners respect and enrich our common cultural background, social customs, tradition, national unity and ethics;
• to enable learners understand their obligations and responsibilities as citizens of Tanzania
• to provide the child with the foundation of self-initiating self-advancement and self-confidence.
• Although values are taught at different levels of education in this country, evaluation of the impact of value teaching has not been done.
5. FUTURE DIRECTION AND REQUIREMENT

5.1 Pre-Primary school

Pre-primary Education is being formalized. In the formalization process each primary school would be required to establish a pre-school unit. Pre-schools will be run by professional teachers. Curriculum development and syllabuses, teacher training, education staff recruitment and school inspection will be guided by the Ministry of Education and Culture.

5.2 Adult Education and Non-formal Education

The reform of this area will include development of a learner-centered and community-based approach for adult and out of school youths.

With the review of adult education, the rate of adult literacy will be improved through expanding functional literacy programmes, vocational training, education and work opportunities for the youth and adults. The out-of-school children will be targeted through the COBET, ICBAE and youth skills education programmes.

5.3 Primary education

Within the overall framework of the ESDP the Government will:

- Improve the learning and teaching environment through rehabilitation and increase of classrooms, professional competence and housing.
- Raise efficiency and effectiveness in delivery of education by improving the pupil/teachers ratio.
- Ensure quality control by strengthening inspectorate services.
- Promote equal opportunity to access to education by removing gender, regional and geographical and social inequities in the provision of education.
The fundamental reform initiatives include decentralization of the management and administration of primary schools, and financing of Education and training institutions. Through the District Based Support to Primary Education (DBSPE) and Whole School Development Programme (WSDP) Local Authorities will be responsible for preparation of Education Development Plans, and Development of district based databases. The next level shall be the ward-based education management and planning. The lowest level of planning shall be the school where whole school development planning shall take place and the implemented.

Financing modalities include Central Government through block grants and Local Authorities through its revenue source. Community contributions involve cost sharing which includes initiatives like Community Education Fund (CEF) and School Inspectorate service charge. Such contributions are intended to promote participation and ownership.

5.4 Secondary Education

The first level of planning starts at school where whole school development plan shall take place. Finance management will go along with management retention of school fees and materials demand and competencies required to compete in the global market. Vocationalization of education in line with survival skills shall be reactivated. As the private sector contribution increases in terms of education provision, co-ordination will need to be strengthened. The reform calls for school inspectorate services improved as well as the introduction of a service charge per child in school.

Secondary education will be expanded by increasing the transition rate from 19.1% to 20 percent by the year 2003/2004; access will be enhance by quantities, quality and relevance will be improve by re-organizing curriculum providing requisite teaching/learning materials and equipment and addressing language problem.
5.5 Teacher Training

The lowest level of teacher training shall be ward-based involving Teacher Resource Centres (TRCs). The DBSPE will be expanded from 52 districts to all districts. Distance Teacher Training Methodologies will be reactivated. Each Teacher Training College will have a comprehensive plan based on Performance Based Management. Linkage between the inspectorate, Teacher Training Institutions which include Colleges, Universities and Teacher Resource Centres as well as the Tanzania Institute of Education will be established.

5.6 Technical and Higher Education

The reforms at this level are focussing on reviewing higher education and technical policies, rationalisation of technical and higher education institutions and reform of curricula.

5.7 Special Education

The piloted inclusive Education and Community Support Programme be promoted and extended nationwide to create more chances for disabled children both in urban and rural area for effective teaching and learning to take place, sufficient specialized equipment and teaching/learning materials taking into consideration various needs of each category of disabled children should be supplied and more teachers/teacher trainers and administrators be trained.

In order to implement the above measures for improvement of special needs education provision sufficient funding is called for.
References


### APPENDIXES

**Appendix 1**

**Primary School Examination Results and Ranking of Regions (P.S.L.E), 1999**

(Ranked by Grade Point Average in "A", "B", and "C")

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### Appendix 2

**Primary Education Leavers and Form One Selection 1963-1999**

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*Source: Basic Statistics in Education (1995-1999)*
## Appendix 3

### Female/Male Student Enrolment Proportions at the University of Dar es Salaam (1995/96 - 1999/2000)

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Appendix 4
Female/Male Student Proportion at Muhimbili University College of Health Services (1995/96 - 1999/2000)

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### Appendix 5

**Female/Male Proportion at Sokoine University of Agriculture (1996/97 - 1999/2000)**

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## Appendix 9

### Sectoral Roles

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<td>Prime Minister’s Office</td>
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<td>To reduce the spread of AIDS by preventing new HIV infections and providing health care to people with HIV/AIDS/STDs.</td>
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<td>3</td>
<td>To bring up responsible school youth who will make informed reproductive health decisions in order to reduce the spread of HIV and STDs.</td>
<td>Ministry of Education and Culture</td>
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<td>4</td>
<td>To reduce the rate of spread of infection with HIV among workers and youth and reduce the socio-economic effects among orphans and widows/widowers.</td>
<td>Ministry of Labor and Youth Development</td>
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<td>5</td>
<td>To promote and enhance the capacity of men and women in making informed reproductive health decisions against HIV/AIDS infection and mitigate the AIDS impacts on children, family and communities.</td>
<td>Ministry of Community Development, Women Affairs and Children</td>
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<td>To reduce the spread of HIV in the Agriculture and Cooperative sectors through interventions that will improve the social and economic status of households and the society.</td>
<td>Ministry of Agriculture and Cooperatives</td>
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<td>To implement HIV/AIDS/STDs intervention activities in protected areas, national parks, forest reserves and tourism industry in collaboration with NACP so as to enhance the contribution of the sector in the national economy.</td>
<td>Ministry of Natural Resources and Tourism</td>
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<td>To participate in the reduction of HIV/AIDS/STDs through institutions and investors by improving health and safety education in the sector and encouraging investment in health care facilities into energy and mining activities.</td>
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<td>To disseminate information on prevention and control of HIV/AIDS/STDs through communication and transport network and sector institutions and colleges.</td>
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<td>Progressive reduction of HIV/AIDS/STDs through employment creation aimed at poverty alleviation</td>
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<td>To contribute towards the reduction of HIV/AIDS/STDs through poverty eradication, NGO coordination, environmental protection and good governance.</td>
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<td>To contribute to the national efforts to reduce the spread of HIV/AIDS/STDs and associated diseases within and surrounding road transport network and other construction.</td>
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<td>Civil Service Department</td>
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<td>To make timely reviews of legislation and provide a supporting legal environment in the fight against HIV/AIDS and its socio-economic effects</td>
<td>Ministry of Justice and Constitutional Affairs</td>
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<td>To reduce morbidity and mortality from HIV/AIDS within the armed and security forces</td>
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<td>To educate and sensitize students and workers in institutions under the ministry on causes of the HIV infection and encourage research and use of appropriate technology for production of tools/devices for the control and prevention of the HIV/AIDS infection</td>
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<td>To ensure long term macro and sectoral policies and strategies incorporating HIV/AIDS control plans</td>
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<tr>
<td>18</td>
<td>To mobilize and strengthen communities at all levels and participate in fulfilling the mission of the NACP which aims at reducing the rate of HIV/AIDS/STDs associated diseases and the resulting socio-economic effects in the society</td>
<td>Non-Governmental Organizations</td>
</tr>
<tr>
<td>19</td>
<td>To mobilize and allocate resources to reduce the spread of epidemic by implementing programmes for HIV/AIDS/STDs prevention, control and care</td>
<td>Private Sector</td>
</tr>
<tr>
<td>20</td>
<td>To endeavour to facilitate and implement HIV/AIDS control activities through cooperation and collaboration with the government and other sectors</td>
<td>Religious Organisations</td>
</tr>
</tbody>
</table>