

EDUCATION

**Final Report for the Human Development Initiative
(HDI)**

**BY
George A. Malekela**

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AN EXECUTIVE SUMMARY OF THE FINAL REPORT FOR THE HUMAN DEVELOPMENT INITIATIVE (DHI)

Introduction

Education is very important in any Human Development Initiative. Having a well educated population is a blessing in any country's efforts to realize rapid development. Tanzania has acknowledged this fact and has since independence broadened access to education at all levels, particularly at the basic level (primary and adult education).

Pre-primary education

This level has been formalized in 1995 but not yet operationalized and is run mainly by NGOs. The existing few day-care centres, kindergartens, nursery and other pre-schools are located mainly in urban areas. Recognizing the importance of the early years of life as being critical for the development of the children's mental and other potentials especially in their personality development and formation, the government has formalized it for ages 5-6 years and leave the 0-4 years to NGOs. Since teachers at this level are poorly trained, the training of qualified and competent teachers will be necessary.

Primary education

Primary education is of a seven year cycle and is universal. By 1993, 3,738,734 children were enrolled in 10,892 primary schools. Despite being universal, both gross and net enrollments are on the decline. For example, in 1993 GER and NET were 75% and 54% respectively. Furthermore, between 20 and 25 percent of those who enrol in Standard I do not complete the whole seven year cycle as they drop out on the way for various reasons.

The quality of primary education leaves much to be desired as in any year less than 20 percent of the Standard VII candidates score 50% or more in the Primary School Leaving Examination. The poor quality is partly explained by inadequate, underqualified and demotivated teachers, poor teaching-learning environment and inadequate teaching learning materials.

Despite growth in enrollment at the primary school level, the proportion of those pursuing secondary education is small. In 1993, for example, only 48,496 (13 percent) out of 363,404 Standard VII leavers had an opportunity to go to Form I (both public and private). The rest are left on their own and there are no known plans to accommodate them productively. A cross section of the society including primary school leavers themselves have acknowledged that school leavers are deficient in knowledge, attitudes and skills to make them independent after completing primary school. Provision of relevant and adequate education and policy formulation on youth employment are therefore necessary to make them engage in productive activities.

Secondary education

Enrollments at the secondary school level have been growing over the years. Whereas enrollment was 123,465 in 1989, for example, it went up to 180,899 by 1993. Social demand in particular has been responsible for this rise as most of the new places are found in private secondary schools.

The quality, as is the case with primary education leaves much to be desired. The failure rate, especially in the Certificate of Secondary Education Examinations (CSEE) is on the increase. For example, whereas in 1989, 59 percent of the candidates fell in Division IV and failure category, the percentage rose to 79 by 1993. The highest failure rates are found in the private schools (save seminaries) and among girls who are day scholars. Science subjects which should form the basis for human development,- science and technology - are much poorer performed than the arts subjects, signalling a danger for the nation in the 21st century!

In spite of the curriculum being biased into agriculture, domestic science/home economics, technical and commerce, there is little evidence that students get out of these schools with the anticipated knowledge, attitudes and skills ready for self-employment upon graduation. With dwindling employment opportunities in the public sector the number of unplaced secondary school leavers both at the O- and A- levels is going to keep on rising. For example, 20,614 (68 percent) and 1,681(44 percent) of the 1991 Form IV and VI leavers respectively were officially unplaced.

University

Enrollment at the three Universities - Dar es Salaam, Sokoine and the Open University of Tanzania stands at less than 4,500, being perhaps one of the lowest in the world with a country estimated having a population of about 30 million people. More opportunities should be opened up if knowledge is not to be a monopoly and privilege of a few people in society.

Despite universities enrolling the cream out of the Form VI leavers, general performance is just impressive and less so in the sciences.

With current retrenchment exercise going on in the public sector, some graduates are not placed. This calls for training which takes into consideration imparting skills and attitudes for self-employment.

Adult Education

Education for adults is a basic human right to enable adults get basic knowledge, attitudes and skills that can help them to live better and master their environment. Through commitment and national campaigns in the 1970s and early 1980s, Tanzania attained literacy rate of 90 percent, one among the highest for a developing poorest nation like Tanzania by 1986. However, this achievement is on the decline as by 1992 illiteracy was on the rise again reaching 16 percent of the population. Currently, literacy programmes have almost disappeared.

The achievement has been quantitative rather than qualitative as literacy has not been accompanied by obvious change of habits, traditions and improved production. There is a need to provide education that enables adults to change their environment and live better lives through doing and experimentation rather than mere theory.

Vocational education

Vocational education is offered by many institutions with a variation in their quality. They cater mainly for Standard VII leavers and of late Form IV leavers with marginal passes or failures.

Vocational institutions supported by donor agencies and mission-supported are more resourced (in teaching staff and equipment) than those relying on local resources. Performance in trade tests is not very encouraging as only a third of the candidates tend to clear them.

Employment opportunities for these graduates are limited as they have to compete with those trained on-the-job and "jua kali" trained 'fundis' who are cheaper than the certificated ones.

Gender

Participation rates differ at different levels of the formal system. Historically males have been more represented than females. However, with time, attitudes of parents and communities in general have been changing and now female participation is on the rise rather than on the decline. Female representations at the primary, secondary and tertiary levels were 49.2%, 43.3% and 18.5% respectively by 1993. This is by far better than in 1961 at independence when girls constituted 29% of the Form I intake. Girls' representation is more positive in private than public schools (45.3% vs 43.2%) showing that parents are willing to pay for the education of their daughters.

However, the quantitative achievement is watered down by qualitative concerns. Females generally perform poorer than males in all examinations at all levels and the problem is exacerbated in the sciences. Almost every year some A-level vacancies reserved for females are unfilled for a lack of candidates with the requisite qualifications. There is therefore a need to help females perform better by removing all hurdles facing them as they are central to human resource development as in Tanzania they spend more time in producing wealth than males and also spend more time with children than males.

Recommendations

1. There is need to improve the declining quality of education at all levels. Society should be prepared to spend more money on education to ensure that the learning environment is conducive, the teaching-learning materials are adequate and the teachers who are motivated are available quantitatively and qualitatively. The current budget of 12 - 13% should be increased to 20-25%.

2. Students at all levels should be given knowledge, attitudes and skills of creating self-employment to solve the problem of unemployment among the 'educated' youth.
3. There is need to look into the factors leading to poorer performance of girls and recommend ways of helping them perform better in the examinations and sciences.
4. Reasons leading to declining enrollment of the school age children be established so that all children get primary education which is a basic human right.
5. Factors impinging on the success of adult education programmes be established to ensure that all people are literate and acquire basic knowledge, attitudes and skills that help adults live better life.

5.1 General introduction of the education system

Tanzania has, since independence in 1961, made significant changes in the education system inherited from the British colonial system. A number of policies have been effected through acts of parliament which, for example, saw the integration of schools and introduction of uniform curricula (1962-66). After the 1967 Arusha Declaration, Education for Self-Reliance (ESR) that was launched to translate the Arusha Declaration in education was issued and has guided the country's education for about two and a half decades.

ESR policy has been insisting on provision of basic education to all, hence universal primary education (UPE) since 1977 and provision of adult education which was intensified since 1970 with the declaration of enabling all adults to be literate. Each level of education was to be terminal, leaving secondary and tertiary education to meet manpower requirements. With current liberalization in training which is not pegged to manpower requirements, this restriction is no longer valid.

As shown in subsequent sections, primary education is of 7 years duration. It is universal on paper since 1977. Secondary education is offered at two levels: Forms I-IV and Form V-VI leading to Certificate of Secondary Education Examination and Advanced

Certificate of Secondary Examination respectively. Training at tertiary institutions normally takes a minimum of three years to a maximum of five years for students enrolled in the medical profession.

There are also other training opportunities for primary and secondary school leavers in numerous pre-service training institutions such as in nursing, teaching and agriculture.

Adults also have their opportunities in literacy and post-literacy programmes which have now opened doors up to university level following the establishment of the Open University of Tanzania which started operating in January 1994.

5.1.2 Pre-primary education in Tanzania

Pre-primary education has been formalized in 1995. It will start with the 5 - 6 year olds before entering the primary school system. It will now be integrated in the schools system. Attendance will be for two years.

The government recognizes the importance of the early years of life as being critical for the development of the children's mental and other potentials especially in their personality development and formation. Infants and children are generally very active, learn by imitation, emulation and are eager to try out things. Consequently they discover their environment.

Currently there are a few day-care centres, kindergartens, nursery and other pre-schools located mainly in urban areas. These pre-schools are run by the Ministry of Education and Culture (MEC) together with other Ministries like the Ministry of Labour, Social Welfare and the Ministry of Community Development, Women Affairs and Children, Village Governments and NGOs, particularly religious agencies. Currently the MEC runs 175 centres. Total enrolment cannot be documented as the administration of the pre-schools has been uncoordinated.

The government intends to leave the centres taking care of children aged 0-4 years under the management of different individuals, agencies and NGOs as is the practice now. The expansion will have to ensure that quality is maintained. Since quantitative and

qualitative considerations demand a lot of inputs and resources, the contribution from parents and NGOs interested in offering pre-school education will be welcome as the government alone cannot shoulder the burden. Accordingly the government intends to liberalize the establishment, management, administration and financing of pre-primary schools. The government's role will be that of setting rules and regulations regarding registration and ensuring that the set regulations and prescribed standards are followed and maintained.

Due to a lack of clear pre-school education policy in the past, pre-primary schools have both trained and untrained teachers with the latter being the majority. Given the government's resolve to formalize pre-primary education, qualified and competent teachers will be required to ensure quality. The government and NGOs will have to be encouraged to establish, expand and improve institutions and facilities for training teachers for pre-primary schools. Teachers will also need to be appropriately remunerated to attract and retain them.

The recommended medium of instruction is Kiswahili as skills in the language are fundamental for a fuller understanding and mastery of knowledge and skills in the primary school curriculum which uses Kiswahili as a medium of instruction.

5.2 Primary Education

Enrolment

Primary education is of a seven year cycle. Children aged 7-13 are to enrol in standard I while those above age 13 are advised to enrol in adult literacy classes. Enrolment has been increasing since independence in 1961. For example, whereas 518,663 pupils were enrolled in 1962, the number rose to 3,796,830 by 1994. The increase in enrolment is partially attributable to the increase in population (there were about 9 million people in 1961 while in 1994 the population was estimated to be 30 million), and partially to universal primary education (UPE) policy which began to be implemented in November 1977.

Despite UPE policy, both gross and net enrolment ratios are on the decline. Unlike in the late 1970s and early 1980s when enthusiasm by both leaders and masses was very high with gross enrollments reaching over 90%, enrolment is on the decline. The Ministry of

Education and Culture (MEC) statistics, for example, show that gross and net enrolment ratios in 1994 were 74 and 53 respectively (MEC, 1995:8). Furthermore, between 20-25% of the pupils who enrol in Standard I do not complete the whole seven year cycle as they drop out on the way for various reasons.

The decline in enthusiasm by parents to enrol their children can perhaps be explained by the prevailing economic recession that has forced poor parents to increasingly depend on their children's labour for survival. Other reasons include underqualified teachers, inadequate desks, classrooms and teachers' houses, dilapidating classrooms, shortage of Grade A teachers and scarcity of teaching-learning materials in most of the schools countrywide. The uncondusive school environments compel some parents to think that enrolling their children in school is tantamount to a wastage of time and resources as there is little learning going on.

The Ministry of Education and Culture and the Prime Minister's Office (1995:5) admit that "more than 75% of the school buildings are in serious need of rehabilitation, 70% of primary level teachers are underqualified and undertrained, there is on average one textbook for thirteen students in some subjects, grade subject textbooks are not available, management of schools is poor, headteachers receive no systematic training etc,etc.. This has resulted in very low levels of morale among teachers and education personnel in general, declining belief in the system by parents, leading to declining enrollments and standards and the emergence of a parallel system in a situation dominated by the 'tuition phenomenon."

School-age cohort enrollments are much higher in urban areas where environments and facilities are much better than in rural and remote areas. However, girls' participation rate has been increasing over the years indicative of changes of parental attitudes towards the education of their daughters. In 1961, for example, girls constituted 40% and 23% in Standard I and Standard VII enrollments respectively. The representation rose to 42% and 34% by 1971 and by 1994 girls comprised 49% of the enrollments at both Standard I and VII levels (MEC, 1995: 34).

Curriculum

The curriculum which is centralized by the MEC through the Tanzania Institute of Education

until recently had thirteen subjects - Kiswahili, English, Mathematics, Science, History, Geography, Political Education, Agriculture, Music, Domestic Science, Physical Education, Religion and Art and Craft. These were uniform for the whole country despite its heterogeneity. In the Primary School Leaving Examination (PSLE) however, only Mathematics, English, Kiswahili, History, and Geography, Science, Political Education and Domestic Science were examined thus marginalizing the importance of the other subjects.

Following complaints by the public for the overcrowded curriculum the Ministry of Education has decided to reduce them to eight by integrating some of the subjects. The proposed ones will include Kiswahili, English Mathematics, Social Studies (to include Geography, History, Civics), Sciences (Natural Science, Domestic Science and Family Life Education), Health, Practical Arts, and Religion.

The teaching of the subjects is largely guided by the examinations with little or no regard at all to the relevance to local environments and school situations. The status of the teachers and the school is mainly judged by the number of pupils who are selected for further education rather than by how socially and economically useful the graduands are to the community.

Teachers

Teachers at primary school level who teach the various subjects listed above consist mainly of two categories: Grade A teachers who completed O'level plus one/two year training programme at Teacher Training Colleges (TTCs) and Grade B teachers involving Standard VII graduates trained in the regular TTCs for a maximum period of three years and those trained through the Distance Teacher Training Programme (DTTP). In 1993 there were 101,816 teachers of whom 68,747 (675%) were Grade B. The majority of those in Grade B (about 40,000) were trained under the DTTP. The DTTP was a crash programme used in the late 1970s and early 1980s to meet increased demand for teachers following implementation of UPE. The DTTP recruited ex-Standard VII leavers who had failed to

qualify for Form I selection and pre-service teacher training. Academically they were therefore of poor quality. They were trained on-the-job at the ward level using unqualified tutors, ward education coordinators supported by radio programmes (that are not heard in some parts of the country) and correspondence courses. Given their poorer environment and facilitator, the majority of them now need in-service training to raise their academic ability and professional competence in line with the new policy which requires primary schools teachers to have a Grade A certificate as the minimum entry qualification. These will have to study through correspondence education and those attaining Division III and above in the CSEE will go for a one year in-service training at a TTC.

Quality of education

The quality of primary education has deteriorated over the years. Mass enrollments generally lead to lowering of quality as besides enrolling those who are less able and motivated to go to school, limited resources exacerbate the problem. The school inspectorate was reinstituted in the Education Act of 1978 to ensure that schools are well inspected and the quality of education is maintained to acceptable standards by advising teachers on ways of improving their teaching through on-the-spot advice and dissemination of innovations in teaching. The inspectors' reports on school conditions are supposed to reach the DEOs and REOs who are expected to implement the recommendations made by the inspectors. However, due to limited resources, both human and fiscal, some of the primary schools are not annually inspected as recommended, and most of the recommendations, whether requiring teachers' in-service or provision of classrooms, teachers' houses, latrines, desks, textbooks, supplementary readers, exercise books, pencils, chalk, etc. have rarely been implemented due to underfunding thus leaving the system in disarray.

Pupils' performance in examinations at the standards IV and VII level attests to the deterioration in quality. Despite the pass mark in Standard IV examination being a low of 25%, only 65% and 58% in 1986 and 1987 respectively attained a pass grade, for example. Performance in the PSLE at Standard VII also leaves much to be desired. In 1986, for example, only 17% of the candidates got an average of 50% and above. Urban pupils and those from historically advantaged districts generally perform better than their counterparts in rural and disadvantaged districts which have less resources and facilities. A good number

of the pupils leave primary school with little knowledge and the necessary skills to enable them lead normal life. Others leave school semi-literate as they can hardly read and write.

The poor quality is partly explained by inadequate, underqualified and demotivated teachers, poor teaching-learning environments and inadequate teaching-learning materials including textbooks and teachers' guides for some of the subjects. Some topics are taught theoretically for a lack of equipment and chemicals for practical experiments. The budget for education is inadequate to meet the various requirements.

Administration

Primary education system is decentralised at the district level through the Regional Administration and Local Governments functions of the Prime Minister's Office. However, the MEC still plays a major role in formulating policies and development plans. At the regional level, the Regional Education Officer (REO) is the head of primary education in the region. The REO has supporting staff - an Academic Officer, Adult Education Coordinator and Teachers' Service Commission Officer. He coordinates and supervises identification of the needs of school materials, their distribution, staff disposition and makes a follow up of education activities in the region.

Below the REO is the District Education Officer (DEO) who heads the education department at district level. He is the professional advisor on education to the District Executive Director and the District Council. He is assisted by an Adult Education Coordinator, Academic Officer, Supplies and Logistics Officer (SLO) and Teachers' Service Commission Officer. He manages primary schools through the Ward Education Coordinators (WEC) at the ward level and the headteachers with the support of the school committees at school level.

The Education Act of 1978 empowers the school committees to oversee the schools' day-to-day activities including school administration. However, in practice, the school committees tend to concern themselves with school discipline, school attendance, Standard I admission, administration of school funds realized from school income-generating activities and construction of classrooms and teachers' houses. They have not directly involved themselves in academic affairs such as in deciding the content of the curriculum.

At the village level, the community which (theoretically) owns the school in its locality, through its village government is responsible for the mobilization of the people in the construction of classrooms, teachers' houses, pit latrines and the general management of the school through the social committees. The 1978 Education Act does not give powers of ownership and control to the communities which consequently see the schools as alien institutions. The proposed policy which stipulates that primary schools belong to the community in which they are located, if supported by a parliamentary act, is likely to solve most of the current problems facing primary education. It will empower the communities and thus make them more responsible towards them. Current dependency on the government (both central and local) even for minor repairs will probably decrease.

In 1993 there were 101,816 primary schools in Tanzania supported by the central government, local government, communities, parents, Non-governmental Organizations (NGOs) and donor agencies. The central government gives subventions to the District Councils under the Local Governments. With effect from July 1992, the central government pays teachers' salaries through the RDD as experience had shown that channelling teachers' salaries through the District Councils led, in some districts, to delayed or non-payment of teachers' salaries for months as the latter spent the teachers' money for other activities. This practice caused great hardships to the teachers and their families and demotivated them. In some districts delayed teachers' salaries continues to be a persistent problem.

Teaching Materials

The syllabuses used for the different subjects are supposed to be accompanied by textbooks and teachers' guides. Teachers are expected to closely follow the textbooks as examination questions are based on them. However, the situation in most schools is appalling as the textbooks are inadequate or not available at all. Teachers' guides are also a problem and in some of the courses, such as English, there are no teachers' guides of Primary English for Tanzania Schools, book three to five leaving the teachers to grapple on their own. In science, equipment and chemicals are not available in most of the schools compelling the teachers to teach theoretically rendering the primary school leavers to enter the 21st century without a scientific mind of enquiry! There are hardly supplementary and reference materials for both pupils and teachers.

The content is not detailed enough with few factual exercises. Due to overloaded syllabi teachers are forced to rush through to complete them. Some books like those in Kiswahili and English have political overtones thus making them uninteresting and irrelevant to children especially now under multi-party politics.

English, Mathematics and Science are difficult subjects to teach especially by the Grade B teachers. Most teachers decline to teach these subjects. The shortage of Grade A teachers, especially in rural schools compounds the situation. Production of textbooks and other teaching-learning materials has lagged behind curriculum changes.

The distribution of the textbooks and teachers' guides is uneven between the regions, districts and within districts. Within districts, urban schools are better supplied than rural schools due to their proximity to the DEO's office which is responsible for distribution. Some schools have a smaller pupil: book ratio while others have higher despite the expectation that books are evenly distributed in accordance with the number of pupils per school. The average national ratio was one book to 10-12 pupils by 1992.

Low production, lack of distribution criteria and transport have made it difficult to supply schools with enough teaching-learning materials - not only textbooks and teachers' guides, but also supplementary and reference materials, chalk, exercise books, pencils, manila paper, etc. Parents, especially those who are keen to see that their children receive quality education have supplemented what the schools have failed to offer. Inadequate school facilities ranked on top as the major discouraging factor to primary school teachers in a 1990 national survey of living and working conditions of teachers in Tanzania.

Teacher support systems

The main objective of the teacher support system is to improve the quality of primary education through the provision of support for teachers. In 1986 the Ministry of Education issued a circular to set up Teachers' Resource Centres (TRCs) at centrally located primary schools and TTCs. The TRCs were to make qualitative improvements in the teacher-learning environment of primary schools. The ultimate goal was to enable primary school leavers to get better education to equip them to better master their environment in this rapidly changing

world. The implementation of the circular has been very slow due to a lack of clear guidelines on implementation strategies and financial resources and management constraints. Very few TRCs have been established to date and where they exist, they are mainly donor-supported.

The MEC had until 1993 been providing residential in-service courses to about 2,000 teachers per annum out of its 101,306 teachers at the primary school level. Unfortunately the MEC has decided to phase out residential academic portion of the programmes and has strongly recommended that teachers do the O- and A- level examinations privately. This might have been prompted by the high failure rates of these candidates in the academic examinations, the high residential costs, and the fact that it would take more than 50 years to reach all at that intake. However, it seems that Grade B teachers who are concentrated in rural schools with few or no books to read or colleagues with 'O' level education to interact with for assistance are going to be hardest hit.

There have been two weeks in-service courses conducted with the assistance of SIDA for about 10,300 headteachers to equip them with school management skills. Sometimes the Professional Teachers Association of Tanzania (CHAKIWATA), subject associations, such as the Mathematics and History Teachers Associations have held seminars/workshops for teachers from time to time to raise both their academic and pedagogical proficiency. However, these benefit very few teachers and it will take long to cover all to raise the quality in primary schools.

Unlike in the MTUU era of the 1970s, today in-service training programmes are adhoc making it difficult to know when one will even have an opportunity for such training. In a survey of living and working conditions of teachers carried out in 1990 most of the primary school teacher admitted to have had no in-service training opportunities. This is equally true to most of the supporting staff at district and ward levels making their job performance less efficient.

Recent strategies to improve primary education

The MEC has recently introduced Primary Education Programme (PEP) in collaboration with DANIDA to address the declining quality of primary education. PEP aims at qualitative improvement of primary education through:-

- the establishment of TRCs to service a cluster of schools;
- developing more effective teaching-learning materials;
- improving the school environment through the rehabilitation of existing buildings, construction of new classrooms, and developing preventive maintenance of schools.

The approach emphasizes the commitment of the communities to participate in the planning, and implementation of the decisions in compliance with local capacity. The experiment has started in Mbeya district on the Mainland and in Zanzibar.

Other donor countries have instituted Basic Education Programmes (BEP), similar to PEP in Mbeya. They include the Netherlands government which has started to assist in Mwanza, Meatu, Mbulu and Bukoba districts (with plans to extend the same to some more districts) and the Irish Republic government which is assisting Kilosa district. BEP differs from PEP as the successful implementation of primary education depends upon participation and empowerment of adults.

Linkage to employment

Primary school enrolment has been growing over the years. Very few continue with secondary education. For example, in 1993, only 48,496 out of 363,404 (13.3%) primary school leavers went to secondary school (both public and private). The rest have to be on their own. What they do is not officially known as there are no known plans to accommodate them economically. However, a study done by Ishumi, et al. (1985) found that some were idling while others engaged in a number of activities such as agriculture, petty business and livestock rearing. Some go to urban areas to look for jobs and others are dependent on their parents.

Despite introducing some manual work in schools, Ishumi et al. (1985) found out that there was a general consensus by many parties including primary school leavers themselves that they are deficient in knowledge, attitudes and skills to make them independent after completing primary school. Over 90% of the school leavers complete school below 18 years of age (65% of them being 15 years old and below). Legally one is recognized as an adult when he/she reaches 18 years of age. This means that most of them are still children when completing Standard VII. Besides low age, lack of skills, lack of capital, land and equipment, their remaining at home is not appreciated by both parents and themselves as they are regarded as "failures."

Educational costs

A lion's share of the recurrent spending on primary education comes from the central government. Over three-quarters of the recurrent expenditure is for teachers' salaries. The recurrent expenditure has been going down over the years. For example, it was 13.3% in 1982/83 and went down to 3.3% by 1993/94 of the total budget (MEC, 1995:41).

Low budget allocation for education has had a considerable strain in the provision of resources for education with subsequent adverse impact on the quality of education at all levels, especially at the primary level which is a foundation of the whole system.

Parents meet a lot of costs: Tshs. 200/= (UPE contribution), payment for uniforms, desks, school buildings and maintenance funds, examinations, purchase of different equipment, meeting costs for lunch, fare, etc., etc. Parents also contribute their labour. They participate in building of teachers' offices and houses, classrooms, latrines and stores. These parental contributions are often inadequately quantified when discussing costs of primary education.

5.3 Secondary education

Secondary education has two cycles: the O-level (Forms I-IV) and the A-level, (Forms V-VI). Secondary education aims at acquisition of knowledge, skills and understanding in prescribed or selected subjects of study to the recipients. After completion of studies the graduates join institutions of vocational, professional training and tertiary institutions while others go into self-employment.

The O-level takes a few primary school leavers. For example, in 1993, out of 363,404 Standard VII leavers, only 21,531 were selected to join Form I public schools using the quota system which ensures equitable distribution between regions, districts and gender, while 26,965 joined private secondary schools. The 48,496 Form I entrants constituted only 13% of the school leavers.

Following UPE, the social demand for secondary education was very high. Prior to this, the Government had restricted the expansion of secondary education pegging it to manpower requirements. In the 1980s the government due to this social demand had to work out new modalities of expansion, ownership and management. The government has also expanded its schools through community day schools policy. Now the establishment, ownership, and management of schools has been liberalized.

The A-level normally admits about 25% of the top scorers in the Certificate of Secondary Education Examinations. Admission to this level is based purely on academic merit as one has to have credits in the subject combination. Those who successfully complete this level join universities and other higher education institutions.

The rapid expansion of secondary schools has brought inequalities between regions, districts, urban and rural areas. Most of the private schools are concentrated in the urban areas and the historically advantaged regions like Kilimanjaro, Kagera and Mbeya. Other regions like Iringa have also come up fast due to strong and committed leadership that was instrumental in mobilizing the masses to construct the schools and lobbied for local and donor assistance, private and corporate.

Availability and quality of physical facilities

In the process of expansion, some of the schools have been registered due to political and group pressure without regard to meeting the minimum requirements set for the infrastructure and teachers. Consequently most of the newly registered schools have no or have inadequate classrooms, laboratories, libraries, equipment, textbooks and qualified teachers. Shortages also exist in public schools. If laboratories exist, then they are poorly

equipped without chemicals. In 1992 it was estimated that about US\$ 30,000/= would be required to reequip and restock with chemicals the old schools with their existing laboratories and double the amount for the new schools. (The costs are probably only for the government schools leaving out the private ones totalling 298 against the government's 193 by 1994). The National Examinations Council of Tanzania has been forced to delete practical examinations in the sciences due to these problems prevailing in the schools! Topics requiring experiments are taught theoretically thus depriving students the opportunity to develop a scientific mind of inquiry. There is a danger that Tanzania will be left far behind in science and technology if a cure is not found soon.

Textbooks, reference books and supplementary readers are lacking or in short supply. Most of the schools operate without libraries and where they exist, then they are not adequately stocked with books. The students are thus forced to be very much dependent on the teachers contrary to the acknowledged principles of learning which insist on the learner to be involved in the process of learning and self-discovery of knowledge.

Curriculum

The curriculum at the O-level has been vocationalized into four biases: agriculture, commerce, technical and domestic science which is predominantly female. The main purpose was to give students knowledge and skills which would enable them to be self-employed if one does not get a job in the modern sector. Its implementation, however, has been haphazard for lack of resources - human and physical. There are hardly enough trained teachers to handle the specialized biases and some of the biases have a dead-end at Form IV as is the case for Domestic Science. Parents who know how the system works advise their children to concentrate on the academic subjects which have a brighter future.

The quality of teachers

Teachers at the secondary level require to have professional training at Diploma level (Form VI plus two years of professional training at a TTC) or a degree with a bias in education (Form VI plus 3/4 years of academic and professional training at university level). Due to the rapid expansion of schools without a parallel expansion in teacher training, there

is an acute shortage of trained teachers. Private schools in particular have been forced to recruit some Grade A teachers and Form VI leavers who failed to qualify to join tertiary institutions. For example, whereas in 1994, public schools had employed only 166 out of 5818 (3%) without the required qualifications, the private schools had 1,641 out of 4,794 (34%) teachers in the category (MEC, 1995: 30).

There are also shortages of teachers in the sciences, Mathematics, English and Geography both in the public and private schools with the latter being worse off. The turn over for science and technical teachers is high as there is a great demand for them in the private sector and parastatals where fringe benefits and remuneration are much higher than in the teaching profession. Means and ways have to be found out to attract and retain such teachers. The teacher: pupil ratio was 1:14 in public schools and 1:20 in private schools by 1994.

Quality of education

As a consequence of using the quota (as it allows low achievers in some districts to get admission to Form I public schools), generally poor quality of primary education coupled with the inadequacies that more or less resemble the situation at the primary schools level, the quality of education has also been adversely affected. The failure rate, especially of Form IV candidates from the private schools, is on the rise. Whereas, for example, in 1990, 20% of the 27,677 candidates failed completely in the Certificate of Secondary Education Examination, 20% out of 38,362 candidates failed in 1994. If we combine Division IV (which is actually a failure as it is issued to individuals with the weakest passes) with failures, then for the two periods 63% and 80% of the candidates failed (see MEC, 1995: 19). The only exception is the seminaries whose performance is excellent. Every year, nine out of the ten top schools are seminaries.

Girls, especially day scholars, perform poorer than boys. Dependency attitudes, limited models, cultural norms and home chores might be some of the reasons for their general poorer performance particularly so in the sciences.

However, at the A-level where entry is based on merit, performance in the Advanced Certificate of Secondary Education Examination is much better. The absolute failure rate decreases. It was 3% in 1990 and went up to 15 by 1994. If combined with Division IV, then the respective failure rates for the two periods are 14% and 38% of the candidates (MEC 1995:21).

Gender participation

In terms of gender participation, females are increasingly being represented especially at the O-level. Whereas in 1961 girls constituted 29%, and 11% at the Form I and V entry points in public schools, they constituted 45.3% and 31.8% respectively by 1994 (MEC 1995:34). At the O-level, the government has deliberately instituted the quota system thus enabling cut-off marks for girls when selection for Form I is made to be lower than for boys (although this is also true for boys in poorer districts). Had only merit been used, more than one-half of the girls who get selection would not have been selected annually. As earlier pointed, selection to Form V is based purely on merit and in some years, vacancies reserved for girls in the science are left unfilled for a lack of girls with requisite qualifications.

Parental attitudes are generally positive towards the education of their daughters as was the case in primary schools where the ratio between boys and girls is almost 1:1. Private secondary schools charge six or more times of the schools fees charged in public schools. Had it been that parents have higher valuation for the education of their sons, then girls' enrolment figures should be low. But this is not the case in Tanzania. For example, in 1990 girls totalled 37,773 out of 83,314 (45%) students enrolled in private schools at the Form I-VI level, and totalled 46,400 out of 102,805 (45%) (MEC, 1995:14). What is needed more perhaps is the improvement of the quality of education for girls so that their performance is enhanced to enable them compete better with boys for opportunities that require higher educational attainment.

At the A-level, girls' participate rate decreases. For example, in 1989, girls constituted 1457 (27%) and 394 (22%) of the enrolment in public and private secondary schools respectively. Their respective representation in 1993 was 2566 (31%) and 1106

(26%)(MEC,1994:15). Girls' lower representation at the A-level has more to do with their lower performance in the O-level examinations rather than fewer chances for them as admission to the level requires good performance. Some vacancies for girls at the Form V level are annually left vacant for a lack of girls with credits in the relevant subject combinations, especially in sciences.

Linkage to employment

Secondary education curriculum has four biases: agriculture, domestic science, technical and commerce. The main purpose was to give students enough knowledge and skills so that when they complete Form IV they can be self-employed if they are not proceeding with studies or are not employed in the modern sector. However, most of the secondary school leavers do not seem to learn much out of these biases. There is a lack/inadequacy of specially trained teachers for the biases and equipment. Very often the students are taught theoretically and leave school without the expected skills.

With dwindling employment opportunities in the public sector the number of Form IV and VI leavers who are officially unplaced is going to rise. For example, in 1991, 20,614 (68.3%) and 1,681 (43.6%) of the Form IV and VI leavers respectively were unplaced. Even for these leavers, we do not know whether they are gainfully employed in agriculture or other sectors of the economy.

Educational costs

The financing of education in public secondary schools, is primarily the responsibility of the central government. In the era of cost-sharing, parents also contribute: fees, uniforms, pocket money, stationery, etc. In government-assisted community schools, the communities in collaboration with local governments undertake the construction of school buildings or renovate pre-existing buildings while the MEC pledges assistance with roofing materials, teaching-learning materials and teachers.

In the private schools, most of the costs are borne by the parents. Some schools get assistance from the government, NGOs, cooperative unions, trusts, donor assistance in addition to the school fees and other contributions paid by parents.

5.4 Higher Education

Institutions

In higher education, Tanzania has more non-university tertiary education institutions than university institutions. The former include the Institute of Development Management (IDM), Mzumbe, Ardhi Institute; Dar es Salaam Technical College; Cooperative College, Moshi; Institute of Finance Management; National Institute of Transport; National Social Welfare Institute; Tanzania School of Journalism; College of Business Education and Nyegezi Social Training Centre. These institutions normally offer education and training ranging from the more generalized vocational and para-professional to more focused and specialized training for particular professions.

The second category is that of university institution. Currently there are three universities: the University of Dar es Salaam, Sokoine University of Agriculture and the Open University of Tanzania which started offering courses in January 1994. As data are lacking for the non-university tertiary education institution, attention will be paid to the universities where data are available.

Enrolment

Enrolment for the University of Dar es Salaam and Sokoine University of Agriculture,

1989-1993 was as shown in Table 1.

Table 1: Enrolment at UDSM and SUA, 1989-1993, by Sex

Year	Male	Female	Total	Percentage Female
1989	2676	543	3219	16.9
1990	2759	568	3327	17.1
1991*	558	156	714	21.1
1992	2788	658	3446	19.1
1993	3040	693	3733	18.5

Source: Ministry of Science, Technology and Higher Education, Higher and Technical Education Statistics in Tanzania 1988/89 - 1992/93, 1993 p.21

* It would seem the data are either for first year entrants only or those who were not expelled during the 1990 crisis at the University of Dar es Salaam main campus which led to its closure.

Female representation is not any better at graduate level. For example, in 1992/93 academic year females constituted 5 (24%), 62 (15%) and 12 (23%) for post-graduate diploma, masters and doctoral programmes respectively (Ministry of Science, Technology and Higher Education, 1993: 22). Female representation is much higher in "softer" specializations and less in "hard" specializations like engineering and computer science.

The Open University of Tanzania started operating in January 1994. It started with an enrolment of 756 students of whom 416 have registered for degree courses (B.A. Educ.; B. Com; BA and BCom. Ed) and the other 340 are registered for foundation courses. It is mainly through distance education. An analysis by gender is yet to be done. Males, it would seem, are going to be even more represented than females given the various hurdles facing working women.

With a population of about 30 million, the enrolment of about 4,500 only students shows that the tertiary system is one among the most elitist in the world. Kenya, with almost the same population, has more than 40,000 students enrolled in its four public universities. Knowledge should not be a privilege of a minority in a democratic society. There is need to broaden access at this level.

Specialization

There are several specializations. At the University of Dar es Salaam main campus there are six faculties - Arts and Social Sciences; Science; Engineering; Law; Commerce and Management and Education. At the Muhimbili College of Health Sciences (an affiliate of the UDSM) there are four faculties - Medicine, Pharmacy, Nursing and Dentistry. Sokoine University of Agriculture has also several faculties such as Agriculture, Forestry and Veterinary Medicine. In each of these universities there are several teaching research institutes to support teaching capacity.

Quality

As seen at the primary and secondary levels, the quality at the tertiary level has also been adversely affected. Despite the fact that selection cut-off points have been maintained at high level, especially in the arts subjects where performance at the A-level is much better than in the sciences the overall performance is not very impressive. Cut-off point in the sciences is much lower. Poorer performance in the sciences is partly explained by a lack of scientific tools and laboratory equipment for investigation and discovery and a lack of science-trained teachers. Their foundation at the secondary level is poor.

Students at university level are very much dependent on their lecturers due to a lack of or inadequate reading materials. The government financial grants given to universities are below the latter's budgetary needs. For example, in the 1992/93 financial year, the University of Dar es Salaam requested Tshs. 9,401.3 million from the government but was granted Tshs. 3,295.6 million (35.0%) only. With this constrained budget it is difficult to purchase enough textbooks, chemicals and equipment to meet minimum requirements.

Failure rate at universities is much higher in the science-based degree programmes than the arts-based specializations. The senate at UDSM, for example, in 1991, had to set a probe committee to look into an alarmingly high failure rate for first year students at the Muhimbili College of Health Sciences and the Faculty of Science. Muhimbili at one time had a three months remedial course for all students selected to join the medical profession. Unless budget allocation is improved, the quality is likely to continue to decline.

Linkage to employment

Before 1990, all students graduating from the universities were assured of employment in the public sector. However, with the current retrenchment in the public sector, students are not guaranteed of automatic employment. It depends on the demand of the specializations in the job market. Teachers and physicians, for example, are on high demand in the job market. The others look for their own employment in the government, parastatals, NGOs and private sectors. The past practice of pegging enrolment to manpower requirements is no longer relevant.

With cost-sharing in practice, students are more likely now to make rational choices in degree programmes so that they can reap maximum benefits out of the investment upon graduation.

5.6 Adult education

Basic education for adults is provided in literacy classes. The major objectives are to enable adults get basic knowledge, attitudes and skills that can help them to live better and be masters of their environment.

Literacy programmes had been there after independence. They were intensified after 1969 when the then President, Julius Nyerere, declared 1970 to be an adult education year. Campaigns carried out in the 1970s and 1980s have made Tanzania one of most literate nations in sub-Saharan Africa. Progress can be seen in Table 2.

Table 2: Development of adult literacy, 1969-1986

Year	Enrolment ('000)			Illiteracy Rate (%)		
	Male	Female	Total	male	Female	Total
1969	206	335	541	55	81	68
1975	2288	2896	5184	34	44	39
1977	2545	3275	5820	22	30	27
1981	2717	3382	6099	15	27	21
1983	2744	3413	6157	10	20	15
1986	2867	3445	6312	7	12	10

Source: Bureau of Statistics, Women and Men in Tanzania, p.33

The enthusiasm for literacy is waning and some of the classes exist on paper. By 1992 illiteracy was on the rise as it was reported that 16% of the population age 13 years and above was illiterate. Probably a number of those who were earlier declared literate have already relapsed into illiteracy due to a lack of follow-up reading materials.

Data in Table 2 show that women as a group suffer most due to socio-cultural and historical causes - the colonial practices that discriminated against women and the cultural beliefs that segregate women as a group (Ministry of Community Development, Culture, Youth and Sports, 1988).

Post-Literacy Programmes

Adults who have completed literacy programmes may enrol for post-literacy programmes. It depends on the motivation of the adult learners and available opportunities. For example, in 1992 there were 1,666,930 adults enrolled in post literacy programmes of whom 769,146 (46%) were female (MEC 1993:32).

Whereas females are more numerous in literacy programmes (for example, in 1992 females were 1,213,709 constituting 61%) they are less in post-literacy programmes which are more beneficial. Women do most of the work - hoeing, weeding, harvesting, transporting crops from the shambas to homes, marketing and storage of the harvests, fetch water and

firewood, cook, clean the house, wash children etc. The work load often takes up to 10-14 hours a day, especially during the cultivation season (Kadege, et al, 1992; 17). Due to the heavy load in production and reproduction, some of the new literates find it difficult to enrol in post-literacy programmes. When they do, their attendance is irregular.

Availability and quality of physical facilities

The physical facilities for adult literacy programmes are poor. Very often they use primary school classrooms which are psychologically damaging to adult learners. Some hold their classes at public buildings or even under trees. Reading and writing materials including pencils are not available or inadequate. Some critics even allege that the literacy rate "success" might be just political figures due to the fact that the physical facilities are deficient and most of the teachers involved in literacy programmes have not been trained to handle adult learners.

Linkage to Production and Employment

The UNESCO World Experimental Literacy Programme in the Lake zone regions of Mwanza, Mara, Kagera and Shinyanga between 1969-1972 was functional. The programme intended to link learning of literacy skills with knowledge and skills for more economic production. Primers on animal husbandry, better growing of crops, such as coffee, bananas, cotton, maize, tobacco, etc. were developed. The primers also included subjects on health, nutrition and political education.

However, there is no evidence that production and attitudes have improved as a result of literacy. Most of these were taught theoretically without any experimentation. There is often a mismatch between local needs and the actual literacy and post-literacy programmes as they use 'top-down' approach.

5.5 Vocational education

Institutions

Several agencies are involved in the provision of vocational/technical education. These, among others, include:

1. The Ministry of Education and Culture through its diversified secondary schools which have a technical bias and the Post-primary technical centres;

2. The Ministry of Science, Technology and Higher Education through its technical colleges at Dar es Salaam, Arusha and Mbeya;
3. The Ministry of Community Development, Women Affairs and Children through its Folk Development Colleges;
4. The Ministry of Labour and Youth Development through its National Vocational Training Division which operates vocational training centres and performs trade testing and certification;
5. The private sector and NGOs which run several vocational training centres;
6. Other government agencies and parastatal organizations which have specialized training institutions to meet their specific manpower needs.

Other people get their skills through the informal sector through "Jua Kali" training. This can take place in a garage, a corridor or under a tree. Such skilled people are many although they are rarely officially recognized as they lack the certificates and work in the informal sector.

Even in the vocational training centres, females are under-represented. In 1987/88, for example, out of 1976 students who were admitted in the various centres, only 385 (20.5%) were females (Lauglo, 1990: 36). The respective drop-out rate for males and females is 6.5% and 10.6%. Dropout rates for girls are much higher in trades where less than a third of the students are females. It is less in courses with more than a third being female like in tailoring, laboratory assistant, shoe making, civil draughting, office machine mechanics, painting/sign-writing, refrigeration and airconditioning, instrument mechanics and mechanical draughting.

Tracer studies of trainees at Moshi and Tanga vocational training centres have revealed that students whose fathers have had some schooling, are wage-employed and have an urban settlement are more represented than those whose parents are farmers and rural-based. The explanation could be that those whose parents are farmers and rural-based. The explanation could be that access to information and the fact that the centres are located in urban areas favour the educated and those living within the vicinity of the training centres.

Quality of the programmes

The programmes are varied and the quality of training offered differs from one institution to another. Institutions like the vocational training centres and mission trade schools offer better programmes as they have the necessary equipment and qualified teachers. Mission trade schools are reputed for offering an unusually high quality training (ILO, 1991; Lauglo, 1990). Due to the expensive nature of vocational training equipment and its high maintenance costs, problems of training and retaining teachers, a good number of them offer sub-standard education. There is a high failure rate in the trade tests. For example, out of 41,204 candidates who sat for trade tests between 1984 and 1986, only 13,693 (33.2%) passed (UNESCO, 1989: 108). There is need to look into the causes for this alarmingly high failure rate.

Enrolment

Since there are many institutions that are involved in offering vocational/technical education, it is difficult to come up with a total enrolment. It was, for example, estimated that there were 3334 students in secondary school taking technical bias, 7,000 in post-primary technical centres; 1,000 in Folk Development Colleges (estimate for skilled training courses) 1,600 in technical colleges; 1,900 in the national vocational training centres and about 2,600 in the private vocational training centres (UNESCO, 1989: 92).

With the exception of domestic science, enrolment in vocational/technical subjects with a blue collar dress has been traditionally male-dominated. There are changes, but these are slowly coming up. In 1993, for example, there were only 107 (6.2%) females enrolled in various programmes at the technical colleges Arusha, Dar es Salaam and Mbeya. At the University of Dar es Salaam, females constituted 5 percent of the engineering students in 1993. At the secondary school level, females comprised 15% of students in technical-school bias while they were 94% of the students in the domestic science bias by 1986 (Bureau of Statistics, 1992: 27).

Most of the vocational centres cater for primary school leavers although now slowly Form IV leavers who have failed or have marginal passes are also finding their way in these centres as employment opportunities are limited and are worse without skill training.

Teachers and their quality

As already pointed out above, some vocational institutions have good teachers while it is generally acknowledged that competent teachers with relevant experience from industry or craft are difficult to recruit, train and retain. Those with high demand in industries normally quit teaching unless there is an attractive incentive scheme. Mission trade schools tend to have well trained staff with adequate training equipment and are motivated to do their job.

Availability and Quality of physical resources

The availability and quality of physical resources differ. Institutions supported by donor agencies in terms of equipment and their maintenance are better off than those relying on local resources. The national vocational training centres and the mission supported trade schools are better equipped than, say, the post-primary technical centres.

Linkage to employment

There are problems of placing the graduands and they differ from one trade to another. According to Lauglo (1990:152) the common problems are:

- (a) It is hard for the trainees to find a place
- (b) If they get a place, it is merely short term cheaper labour and the employer is unwilling to make any commitment at all; and
- (c) The nature of the work is different from their trade of basic training.

Some of the trainees lack employment because some employers use on-the-job training mechanisms and these are cheaper to employ as they are not certificated unlike the others who are formally trained. Some use "jua-kali" trained "fundis", such as in motor mechanics and shoe-making and repairing. Females find it more difficult to get jobs as they are discriminated by employers who are not used to recruiting female blue collar employees.

There is need to link vocational training to demands in the open labour market. This could be effected through tracer studies of the graduands to see what they actually do some years after graduation.

5.7 Special Education

The education of the handicapped children has not been given adequate attention due to socio-cultural factors. However, today the handicapped are receiving some attention and in the wealthier developed countries societal attitudes towards them are much better.

In Tanzania the first such school for the blind began in 1950 at Buigiri through missionary effort. In 1961 Furaha in Tabora was established by Catholic missionaries. There are a few other scattered schools run by the government and NGOs. The whole country has only four schools for the deaf. For example, Mugeza Primary School in Bukoba, run by the ELCT caters for the deaf children in the lake zone regions - Kagera, Mwanza and Mara. It has a capacity of 100 children only and many deaf children are annually turned away for lack of space. The annual intake is 10 children only. The school started admitting children in 1981.

The number of disabled children in Tanzania is not officially known. The Presidential Commission on Education quotes Ministry of Labour and Social Welfare Statistics that there were 572,000 handicapped people in the country by 1980 grouped into the blind (79,000); deaf (5,000); physically handicapped (136,000); mentally retarded (136,000); and other including those with leprosy (170,000) (See Ripoti na Mapendekezo ya Tume ya Rais ya Elimu, Juzuu la Kwanza 1982: 169).

Enrolment

Since statistics are not available, it is difficult to say how many handicapped children there are in this country. Kisanji, an expert in special education, estimated that there were 720,000 disabled children in Tanzania of whom only 1,193 (0.17%) were enrolled in primary and secondary schools in 1994 (Daily News, November 2, 1984). In 1994, the University of Dar es Salaam had enrolled 23 of them (2 deaf, 2 blind and the other 19 were physically handicapped). Data of enrolment by gender is not easily available. However, of the 23 enrollees at the UDSM, three were female (one deaf and two physically handicapped).

At the secondary and tertiary levels, all schools for the handicapped are integrated while at the primary level, the physically handicapped go to normal schools while the deaf and the blind as they require special equipment and specialized teachers go to special schools.

Problems

Some of the problems hindering education of the handicapped children include:

- Some parents hide their handicapped children thus making it difficult to know their existence;
- lack of reliable statistics of such children in the regions;
- lack of funds for school buildings, hostels, equipment, transport and teaching-learning materials for students and teachers;
- negative attitudes of society towards handicapped children;
- inadequate attention given by ministries dealing with the handicapped, and
- lack of national policy on services for the handicapped.

Therefore there is a need to have correct national statistics of the handicapped grouped by their disabilities, a national policy on them and to open up more schools as resources allow because access to basic education is a birthright of every citizen.

3.8 Conclusion

Tanzania has made some strides in investing in human beings who are one of the key factors in any development. However, of late, the achievements that were conspicuous in the immediate post-independence years are slowly being eroded quantitatively and qualitatively. Taking, perhaps, the slogan "we must run while others walk", Tanzania has sometimes wanted to achieve what might not be achievable, such as UPE, within a very short time given its limited resources - both fiscal and human. Quantity has always been emphasized at the expense of quality. When parents and communities do not see much benefit accruing from their participation in a programme superimposed on them, the end result has been apathy and withdrawal.

If the country is serious in seeing to it that it enters the 21st century with people having a scientific and technological outlook, then it must be prepared to invest more in education by raising the amount of funds that go into the education sector. The learning environment will have to be improved through rehabilitation of the existing buildings and construction of additional ones where they are lacking, provision of adequate furniture and teaching - learning materials, in-service for the underqualified and undertrained teachers at all levels and attracting highly motivated personnel to the teaching profession who need to be commensurately remunerated to retain them.

Given the fact that the task ahead is very demanding though not insurmountable, communities and NGOs have to be mobilized to ensure that not only quantity is attained but also quality is enhanced. This can be achievable by making policies that are clear and they need to be legally protected. The government, it would seem, has not totally awakened from its monopolistic grip of the past two and half decades. The partnership and cooperation required today must be explicit.

Access to basic education (pre-primary, primary and adult) has to be broadened. Through improved learning environment, dropout rates (survival) have to be checked, learning quality improved and schooling outcomes (socially and economically) made better. Secondary and tertiary education will also have to be accessible to many more people so that more people in the society are better able to understand issues than it is currently now where

the most important issues in society are a prerogative of a very tiny elite!

Female participation, especially starting with the A-level, has to be improved. Without women as equal partners with men, it is difficult to realize the envisaged development. Since they are responsible for both production and reproduction, their getting equal knowledge, attitudes and knowledge as their male counterparts should enhance their roles. Ways and means should be found to improve their performance so that they can compete with men more successfully.

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