



TANZANIA COALITION ON DEBT
AND DEVELOPMENT (TCDD)

POVERTY MONITORING ACCOUNTABILITY AND POLICY ADVOCACY PROJECT

BASELINE SURVEY REPORT

JULY 2020



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LIST OF ABBREVIATIONS

BftW	Bread for the Wold
CSEE	Certificate of Secondary Education Examination
CSOs	Civil Society Organizations
DAS	District Administrative Secretary
DCDO	District Community Development Officer
DEO	District Education Officer
FYDP	Five Year Development Plan
FGD	Focus Group Discussion
GER	Gross Enrollment Ratio
GCR	Gross Complementation Rate
LGA	Local Government Authority
M & E	Monitoring and Evaluation
MDGs	Millennium Development Goals
NBS	National Bureau of Statistics
NECTA	National Examination Council of Tanzania
PLR	Pupil Latrine Ratio
PMAPA	Poverty Monitoring, Accountability and Policy Advocacy



PTR	Pupil Teacher Ratio
PQTR	Pupil Qualified Teacher Ratio
PSLE	Primary School Leaving Examination
PCR	Pupil Classroom Ratio
%	Percentage
SPSS	Statistical Package for Social Sciences
TCDD	Tanzania Coalition on Debt and Development
VEO	Village Executive Officer
WEO	Ward Executive Officer



MESSAGE FROM THE EXECUTIVE DIRECTOR

The consultancy was to conduct baseline study and improve MEL system for Poverty Monitoring, Accountability and Policy Advocacy project (PMAPA)- (2020-2022). Since the new project took off on 1st January 2020, TCDD was seeking to conduct a baseline study to establish a baseline data where the project will be starting from and improve MEL system.

The purpose of the Baseline Study exercise was to establish the starting point or baseline data of the 7 indicators chosen for proper guidance and implementation of the project. On the other hand the improved MEL system will help the collection, processing of information and production of reports semi-annually and annually. Finally the baseline findings could be used by TCDD to direct resources into appropriate interventions and collect, process information and produce reports accurately.

Users of this report are TCDD Steering Committee and management who will be the main users of the baseline data in guiding and monitoring the implementation of the project, TCDD member organizations for informing and understanding the project milestones, indicators and related interventions, BftW for understanding the project milestones, indicators and provide funding for appropriate interventions and the secretariat who are the engine of project implementation and production of reports, governmental organizations, and non-governmental organizations including researchers and students.

We would like to thank **Mr. Paul Rhone Chilewa** a consultant for working on this study; he worked very hard to accomplish this important assignment. The study findings came out late because of delays in obtaining permits to collect data by our members in the respective Local Government Authorities (LGAs) and central government agencies. It is my request that readers and stakeholders take time and read this paper thoroughly and use the recommendations to improve on the ongoing project.

A handwritten signature in blue ink, appearing to read 'Hebron Timothy Mwakagenda'.

Hebron Timothy Mwakagenda
Executive Director





1.0. Executive Summary

With the funding from Bread for the World (BftW), TCDD is extending the implementation of a project known as **Poverty Monitoring, Accountability and Policy Advocacy (PMAPA)**-2020-2022. The aim of the project is to track quality of ordinary secondary provided by the government of Tanzania. The project has involved TCDD member's organization that exists in the respective local Government Authority (LGA).

The members are empowered to collect and compile evidence on education service provided, later provide feedback to responsible duty bearers at local level. The evidence collected is expected to influence local authority to adjust plans and budget in order to address challenges identified. Key indicator of secondary education, which is stipulated in Tanzania Five Year Developments plan 2016/21, guides the focus of monitoring.

The information collected in respective District later is used to inform and influence decision makers at national (parliament and ministerial) level for the purpose of adjusting plans and allocation for improving quality of ordinary secondary education. The main objective of this baseline survey¹ was to establish relevant quantitative indicators, which will enable TCDD to gauge changes as desired in Tanzania Five year Development Plan 2016-2021 in secondary education sub sector at the end of the project life span. The process intends to establish changes based on 7 indicators as indicated in (FYDP).

1 Refer Consultant Contract.

Also a baseline survey intends to establish benchmark on organization capacities to undertake data collection, analysis and feedback to decision-making structure at District level. The process involves data collection by respective CSOs empowered in 10 Local Government Authorities, literature review by consultant and report writing.

Furthermore, the baseline survey used both secondary and primary data sources in collecting and generating information contained in this report. Tools such as questionnaire, observation and review of both project documents were used to gather information. Local government authorities including District Executive Directors (DEDs), District Education Officer, Head of 10 Government secondary school, school committees, students and parents in respective LGAs. All these sources helped to verify and complement information generated in this report. Data collection targets 10 secondary schools using a questionnaire with both close and open ended questions. Random selection of schools was made making sure that baseline involve 10 schools from different wards in respective LGA.

1.1. Key findings

The key findings revealed from targeted indicators (lower secondary education) in the baseline survey are as follows:

- i) Trend shows national wide Gross Enrolment Ratio is 43.9 in 2019 above the target of the 2020/21 in FYDP by 0.9 %.The Gross Enrolment Ratio (GER) data for 2019².
- ii) Net Enrolment Ratio has been fluctuating in most case was higher for female compared to male. The ratio in 2019 was 34.8% which is lower by 15.2 for the targets of lower by 5.2% 2020/21, which were 50.
- iii) Student's classroom ratio is still lagging behind by average of 47:1 in 2019 while the target for 2020/21 is 40:1.
- iv) Student's latrine ratio national wide the average is 37:1 in 2019 while the target was 20:1 in 2020/21 this affect most girls in schools. Ubungo district is lagging behind with average of 70:1 for Boys and 56:1 Girls in 2019.

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- v) There is increase of government school with electricity connected (national grid/other sources) it was found out that 89.1 in 2019 of lower by only 0.9 for the same year. Kigoma was a region lagging behind while having only 33% connected with power.
 - vi) There is an increase of percentage of students passing form four examination from 69.8 % in 2015 to 80% in 2019 which is less than 10% for the target of 2020/21.
 - vii) Transition rate from form four to form five in 2017 is high 3.0 compared to the target of 2020/21 which is 15%³.
 - viii) Satisfaction of most of parents/students on the support provided by government (free education, access to secondary education), more than 90% were satisfied with this, however more than 40% were not satisfied with quality of education because lack of good infrastructure classrooms, teachers, latrines and student poor performance⁴.
 - ix) TCDD should advocate for government to collect and share information on students/teacher ratio in lower secondary to be included in Basic education statistics in Tanzania.
 - x) High number of pupils passes standard seven and enrolled to form one but didn't turn out.
 - xi) High number of students repeated classes in 2018 a total number of 28,893 of students repeated classes (45.8 male and 54.2% female). 81.2% of repeated class was in form two.
 - xii) High number of drop out especially in form two was experienced national wide (form two 42.2% and form one 31.8 %) main causes of drop out were truancy followed by pregnancy and discipline.

3 REGIONAL BEST REPORT 2018

4 Data collected through FGD in schools in 6 Districts

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- xiii) Shortage of infrastructures, which include special rooms for girls and libraries. In order to address challenge of girl child to stay in schools.
 - xiv) Completion rate both gross and net has been dropped from 30.3% and 25.9 in 2018 to 25.9 to 9.6 % in 2020/21⁵.
 - xv) Only 56.9 percent lower secondary school provides comprehensive sexuality education in 2019.
 - xvi) TCDD to collect national data for respective indicators and use for advocacy purpose and showing progress and challenges in provision of secondary education.
 - xvii) Lack of satisfaction was also observed in participation of parents in school management where about 45% of administered FGD shown non-satisfaction.
 - xviii) Long distance for students to go to school 18%.
 - xix) Truancy has been a big problem /complains for the parents more than 65% complain about this.

1.2. Program recommendations

A number of recommendations were put forward based on the status of project indicators. Some of them are as listed below:

1. Intervention made by government manages to improve situation including increase enrolment where by net enrolment shows already above by 0.9% of 2020/21 target of 43%. The project needs to follow up and see if the figure will not drop in the coming years. The project should concentrate in tracking indicators which are still lagging behind to reach the target of 20/21. The project need also to follow up why for the boys (net enrolment) is still lower than girls. It's also recommended that the project should track and report root causes of drop outs, truancy and pregnancy in respective LGA and at national level because they have negative impact to quality of education provided.

⁵ BEST 2019

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2. Each LGA to prepare prioritized indicators which already indicated they are lagging behind, collect information and provide feedback to duty bearers at local level e.g.pupil latrine ratio, pupil classroom ratio, high number of drop out and repeater's.
 3. TCDD secretariat and steering committee request permit and collect data at national level from National Bureau of Statistics (NBS), Ministry of education, ministry responsible for local government, and National Examination Council of Tanzania (NECTA). These are custodian of the information. Information collected and analyzed could be used for making comparison of national trend and district performance on specific indicator.
 4. Recommended to follow up and report at national and district level of high number of students not reporting in form one although enrolled, identify reasons for not reporting and advise duty bearers to work on challenges.
 5. Advocate for Schools, LGAs and parents to note and workout on dropouts especially caused by truancy and pregnancy which are the major cause of dropout
 6. Follow up quality of infrastructure and recommend for more allocation and construction classrooms, special rooms for girls and libraries which have negative effect on education for pupil especially a girl child.
 7. Follow up and feedback provision of comprehensive sexuality education to duty bearers which enable pupils especially girls to survive and perform better in their education.
 8. Follow up completion rate to make sure enrolled students complete lower level education.

2.0. Introduction

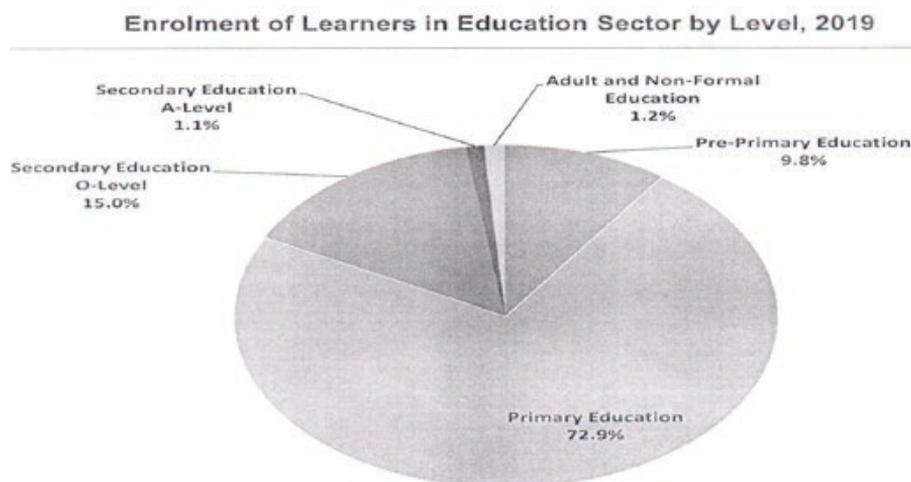
2.1. Background secondary education

The formal secondary education consists of two sequential cycles. The first cycle is a four-year program of Ordinary Level (O-Level) secondary education. The second cycle is a two-year program of Advanced Level (A-Level) secondary education. The O-Level secondary education cycle begins with Form 1 and ends with Form 4 whereby Form 1 selection and enrollment in government and non-government secondary schools is subject to the performance in National Primary School Leaving Examination (PSLE).

The A-Level secondary education has Form 5 and 6. The Selection and enrollment in A- Level for government and non- government secondary education is based on prescribed performance level in the relevant A-Level subject combinations after attainment of appropriate credits in the Certificate of Secondary Education Examination (CSEE)⁶. Form 4 and form 6 examinations mark completion of secondary education cycles and the results of these examinations are used for selection of students for further formal education and training such as Colleges and Universities.

6 BEST 2018/2019

Below diagram showing enrolment of learners in education sector in 2019



2.2. Tanzania Five Year Development Plan

Tanzania has developed a second five-year plan 2016-2021, the plan theme “nurturing industrialization to economic transformation and human development. The plan intended to rally and aligns society’s effort towards realization of development aspiration. Under education sector lower secondary the plan has inspired the following outcomes.

	SECONDARY EDUCATION INDICATORS¹	2014/15	2020/21	2025/26
1	Gross Enrolment Ratio in lower secondary schools (%)	41.7	43	48
2	Net Enrolment Ratio (% of Eligible)	32.9	50	90
3	Pupil/Teacher Ratio in lower secondary schools	24:1	20:1	20:1
4	Pupil/Classroom Ratio in lower secondary schools	43:1	40:1	40:1
5	Pupil/Latrine Ratio in lower secondary schools	29:1	20:1	20:1
	% of Schools with electricity	77.3%	85%	90%
6	Percentage of students passing form IV examination	69.8	80	90
7	Transition rate from form four to form five	10.5	20	20

2.3. Project overview

With the funding from Bread for the World, TCDD is extending the implementation of a project known as **Poverty Monitoring, Accountability and Policy Advocacy**. For the past three years of the project (2017-2019) Poverty Monitoring, Accountability and Policy Advocacy project have played very significant role towards achieving the National Five Year Development plan 2016/17 – 2020/21 which aspires to have Tanzania transformed into middle income and semi industrialized nation by 2025 focusing on an educated and learning society, good governance, rule of law, peace, stability and unity.

The project has achieved to build capacity of 10 old CSOs working in the 10 Local Government Authorities namely: Morogoro rural, Mtwara Urban, Ilemela, Temeke, Singida Urban, Kasulu, Urambo, Arumeru, Mbeya rural and Lushoto. The new CSOs in 10 Local Government Authorities in the new project which will be Iringa Municipality, Chunya District Council, Biharamulo District Council, Nyamagana Municipality, Ubungo Municipality, Kibaha District Council, Shinyanga Municipality, Uvinza District Council, Masasi District Council and Sumbawanga Municipality.

2.4. Overall Goal

Society with effective measures to manage debt burden and reduce poverty in Tanzania as elaborated in Five Years National Development Plan-II (2016-2021).

2.5. Specific objectives⁷:

- 2.5.1. TCDD members CSOs implementing the project monitor ordinary education sector through the five years National Development Plan-II (2016-2021) and conduct effective lobbying and advocacy at national as well as Local Government Authorities (LGAs) level.

⁷ Project Documents

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- 2.5.2. Parliamentary committees on social services and budget provide oversight function regarding responsible debt management and adequate provision of secondary education.
 - 2.5.3. Expected outcomes of the project:
 - 2.5.4. Three reports one annually indicating the performance of ordinary secondary education in 10 Local Government Authorities (LGAs) at the end of 2022.
 - 2.5.5. Three engagement meetings once annually between local government and CSOs to reflect the performance of ordinary secondary education by the end of 2022.
 - 2.5.6. 10 Local Government Authorities (LGA) implement 2 measures each demanded by the members CSOs on access and quality to ordinary secondary education for girls and women.

2.6. Baseline objectives and expected results:

- 2.6.1. Established existed status /value of secondary education indicators in 10 targeted District of Tanzania.
- 2.6.2. Established existed capacities for effective implementation of poverty monitoring in 10 Districts of Tanzania.
- 2.6.3. Develop and operationalize M&E framework.

2.7. Methodology

2.7.1. Research design

In order to fulfill the objective of this baseline study, the survey used two key ways in collecting data that informed its findings (i) secondary data collection (ii) primary data collection. These tools helped complementing, verifying and triangulating information generated.

2.7.2. Secondary data collection

This involved the consultant review documents such as reports on secondary education and other literature revise and national and district level, reviewing projects documents and other available documents.

2.7.3. Primary data collection

The survey employed both quantitative and qualitative methods of data collection. While qualitative method consisted of a questionnaire, qualitative method involved the observation of respondents' practices. It was important to combine both qualitative and quantitative .The exercise was conducted by CSOs in respective LGAs guided / Supervised by trained 2 staff from each of the 10 LGAs.



Picture 1: Enumerator of FGD with students at Mkwawa Secondary School – Iringa Municipality

2.7.4 Qualitative data/focus group discussion and observation

Focus group discussion was conducted to capture information from school committee, parents and students in respective schools. The enumerators also observed school environment including quality of toilets.

2.7.5. Quantitative data/Sampling procedure

10 schools (government ward schools) and 3 FGD to the visited school s which include (Parents, Committee and pupils) using a questionnaire and FGD guide. The questionnaire with both open and close-ended questions was designed and administered to education officers at District level, ward and school. The survey

questions were derived from the indicators based on the log frame. Quality control mechanisms formed the basis of the consultant's work to ensure that data collected was of high quality. Questionnaire were administered by CSO's oriented staff.

2.7.6. Data processing and Analysis

Survey data were analyzed using both quantitative and qualitative methods. During collection process, data were processed every day. This involved the daily editing and cleaning, post coding and quantification of data. Raw data were examined to detect errors, omissions, and contradictions. Qualitative data were organized into themes while descriptive statistics such as percentage, averages, tables and charts, were used to analyze quantitative data by using both the Statistical Package for Social Sciences (SPSS) and Excel software's.

2.7.7. Limitations of the study

The following limitations were encountered during this survey:

- i) According to Statistical Act of 2015 requires data to be collected from government authorities (reliable source) it was time consuming and in some cases data are not easily accessible.
- ii) Delay in starting and completing data collection because of permission required from DAS and Councils.
- iii) The survey findings based on respondents' self-report, literature reviews especially education statistical information
- iv) Access to information for 2019 from reliable source especially at council level was not released for public use.
- v) COVID 19 also delays and limited number of FGDs organised.
- vi) This resulted in administering all 70 questionnaire to head of secondary school, 70 to District education officer 70 Ward education officers but didn't manage to organize all focus group discussion especially with parents, committees and pupils only 75 because all schools were closed because of COVID-19: The survey also included review of education statistical information provided by government authorities.

The information provided in this baseline survey report provides benchmarks for assessing the impact level results of this project after three years.

2.7.8. Ethical considerations

As usual and in accordance with the laws of land, all relevant authorities including DAS, DEDs and DEO were notified, provided us with research clearance and formal entry in respective wards and schools. Consents were sought from all respondents though the process takes time in most of the wards. As research ethics require the study relied on voluntary participation, informed consent where all interviewees filled in and signed a consent form, safety in participation was ensured, privacy, and confidentiality, trust and withdraws of participants at any stage if they so wished.

2.7.9. Inception Report for the Baseline

This stage was a preparatory and consultation step. It involved meeting the TCDD. The purpose of this phase was to clarify the terms of references (TORs), role of District CSOs in data collection analysis, clarify timeframes obtain insights of the program and arrange for logistical requirements.

2.7.10. Preparation of Data Collection Tools, Sampling and Training of Research Assistants

This phase involved preparation of the data collection tools, sampling framework, orienting CSOs on data collection tools and report writing. This phase led to coming up with a design document summarizing all project indicators for the study and outlining the approach of the baseline survey. The methodology and study tool (questionnaire) were presented, shared and oriented to district CSOs whereby 2 staff participated in that orientation. The revised survey questionnaires, FGD were used as the main tool for the training CSOs staff. This formed the basis to adjust the revised questionnaire, FGD and come up with the final questionnaire for the baseline survey.

2.7.11. Structure of the Report

The following sections of the report are structured as follows. The next section consists of data presentation, analysis and discussion of the survey findings. The section of emerging issues, lessons learnt, summary of findings and recommendations follows this. These sections are followed by conclusion. Lastly recommendations and there is a section on annexes.

3.0. Data Presentation, Analysis and Discussion

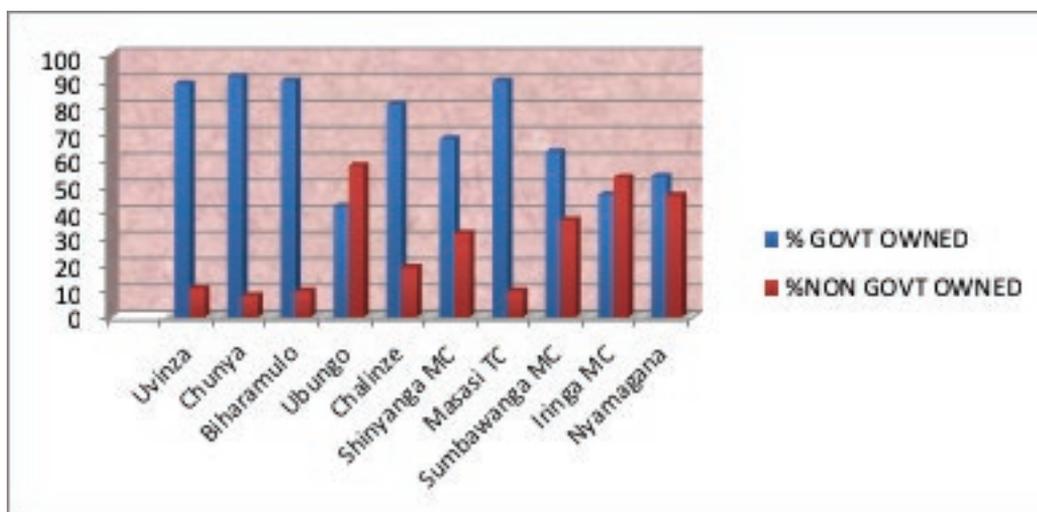
3.1. Introduction

	SECONDARY EDUCATION INDICATORS	2016	2018	2020/21	2019	2025/26
		Target	Status	Target	Status	Target
1	Net Enrolment Ratio (% of Eligible)	32.9	32.6	50	34.8	90
2	Pupil/Teacher Ratio in lower secondary schools	29:1		20:1		20:1
3	Pupil/Classroom Ratio in lower secondary schools	43:1	40:1	40:1	47:1	40:1
4	Pupil/Latrine Ratio in lower secondary schools	29:1	33:1	20:1	37:1	20:1
5	% of Schools with electricity	77.3%	66%	85%	89.1%	90%
6	Percentage of Student Passing form IV examination	69.8	79.3%	80 %	80%	90
7	Transition rate from form four to form five	10.5	18	20		20

This part is organized in subsection based general data; analysis and discussion about all targeted indicators, specific targeted indicators and other indicators or related information about lower secondary education. At national level and for targeted Local Government Authorities (LGAs).

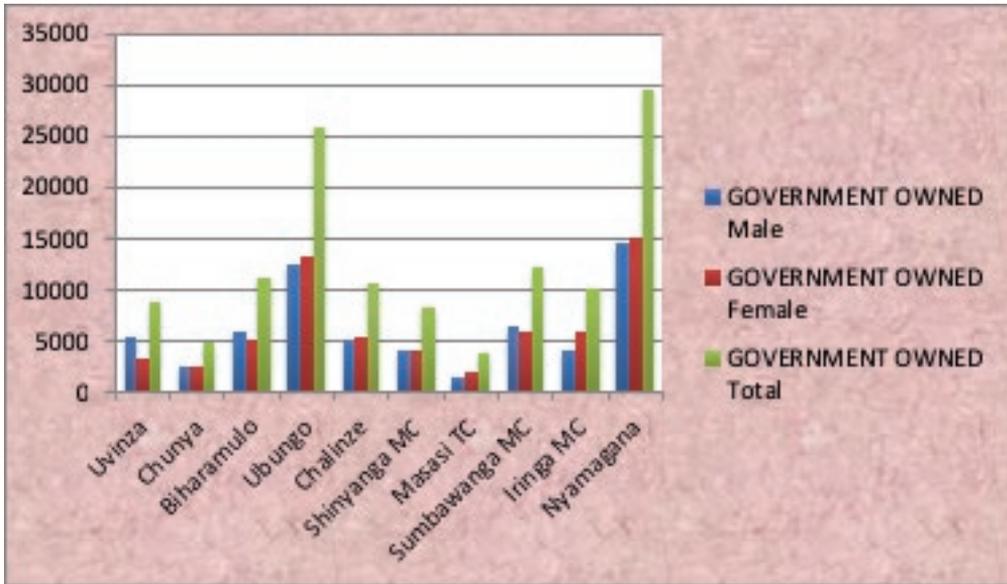
Information on targeted indicators:

3.1.1. In year 2019 there were 5,001 secondary schools of which 3,742 (74.8%) and 1,125 (25.2%) are government and non-government schools respectively. The average number of students per school was 468, which is within the national standard of 160 minimum and 1,280 maximum numbers of students per school. Geita reported the highest average number of students per school (732) and the least average was in Lindi (307)⁸. School ownership it was found out that in all targeted LGAs lower secondary schools are owned by Local government authorities. (Source Best report 2018).

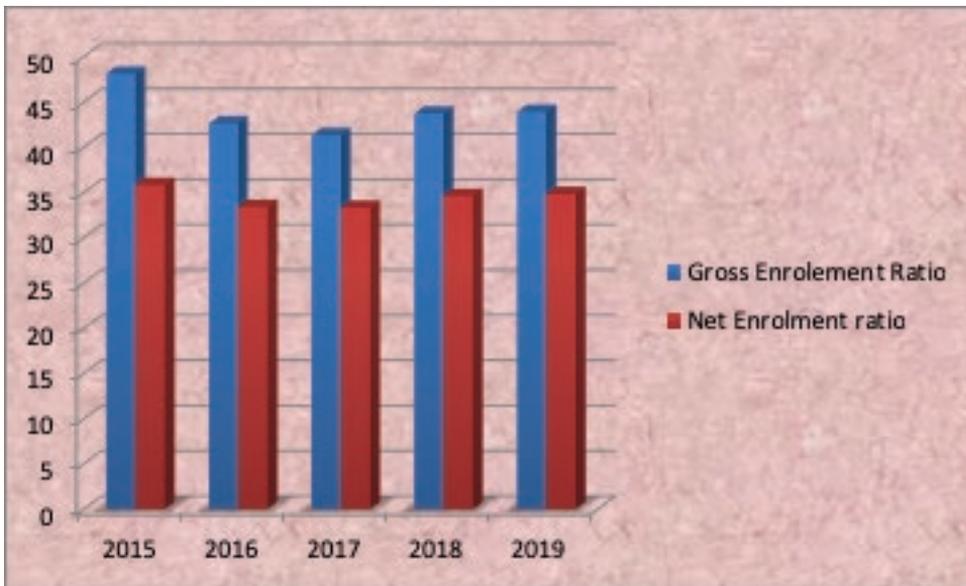


3.1.2. Nationally total enrolment in Form 1-6 has increased by 8.8% from 2,148,466 pupils in 2018 to 2,338,457 pupils in 2019. Non-government school's enrolment has declined from 15.5% of total enrolment in year 2018 to 13.5% in 2019. Enrollment integrated Districts how it was very high in Ubungo and Nyamagana in urban areas, while very low in Chunya and Masasi, which are rural areas. In 2015 to 2019 NER was fluctuating between 33% and 37%. In all years (2015 to 2019) the NER was higher for female compared to male.

8 BEST 2019



Gross and Net enrolment ratio in 2019 (source BEST report 2019):



The trend above shows that both gross/Net enrolments have decreased from 2018 to 2019 by 4.5 nationally.

3.2. Discussion:

The trend shows generally national wide and in specific targeted district, the government manages to increase gross and net enrolment though there was fluctuation in net enrolment.

3.2.1. Pupil/Teacher Ratio in lower secondary schools

The data indicate that the number of qualified teachers decreased by 0.7% from 102,208 in 2017 to 101,470 in 2018. The overall number of Government and Non Government secondary schools has increased by 1% from 4,796 in 2017 to 4,846 in 2018⁹. Despite the fact that the overall PTR for secondary schools is quite low, currently at a PTR of 17.3 and a PQTR of 18.7 overall and 22.1 and 22.3 respectively in government schools, there is still a major challenge in getting enough teachers in secondary schools for Science, Mathematics and Technical subjects. In targeted Districts information analysis shows that still all district were lagging behind except for Iringa and Rukwa from the average students /teacher ratio of 20:1 as inspired by Tanzania Development Plan 2016/21. Uvinza and Biharamulo are District with high students /teacher ratio.

SN	District	Pupil/Teacher ratio	Source
1	Uvinza	59:1	Data 10 schools
2	Biharamulo	45:1	Data 10 schools
3	Ubungo	24:1	Data 10 schools
4	Shinyanga	27:1	Data 10 schools
5	Iringa	20:1	Data 10 schools
6	Sumbawanga	20:1	Data 10 schools

Discussion:

The information shows still majority of district government schools have challenged to meet the ratio and majority are teachers for art subject. There is a big challenge for science subject include mathematics, physics, chemistry and biology.

⁹ Education performance report 2018.

3.2.2: Pupil/Classroom Ratio in lower secondary schools

The average pupil classroom ratio is shows country wide we are lagging behind with average of 47:1 in 2019 while the target for 2020/21 is 40:1

SN	District	Pupil/classroom Ratio	Source
1	Uvinza	59:1	District
2	Biharamulo	50:1	District
3	Ubungo	55:1	District
4	Shinyanga	55:1	District
5	Iringa	39:1	District
6	Sumbawanga	48:1	District

Discussion

In all LGAs except Iringa shows that the ratio is very high. LGAs which are still lagging behind include Uvinza, Ubungo, Shinyanga and Sumbawanga, much effort are needed to meet required targets of 40:1

Picture below: Pupils congested in one of the class Chanji secondary school in Sumbawanga.



3.2.3. Pupil/Latrine Ratio in lower secondary schools: The average students latrine ratio nationally was 37:1 in 2019¹⁰ while the target was 20:1 in 2020/21.

SN	District ²	Pupil/LatrineRatio	Source
1	Uvinza	35:1	Data 10 schools
2	Biharamulo	20:1	Data 10 schools
3	Ubungo	56:1	Data 10 schools
4	Shinyanga	36:1	Data 10 schools
5	Iringa	35:1	Data 10 schools
6	Sumbawanga	60:1	Data 10 schools

Discussion:

Pupil /Latrine ratio indicate that majority of District are lagging behind lead by Sumbawanga and Ubungo. The only District with Satisfied number of latrine was Biharamulo. Another challenge was quality of latrines not satisfactory in most of the councils. This information was complemented with information collected through FGD where most of the parents complain about lack of latrine and poor quality of available one.

Picture: Below picture of boy's toilets Nyamagoma (Uvinza)



¹⁰ BEST2019

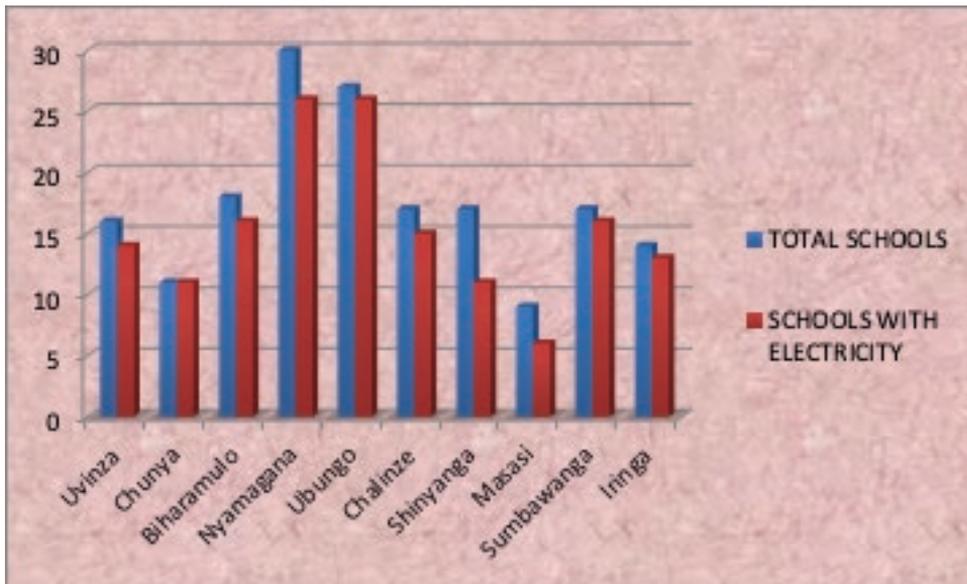
Pictures: Latrine for girls in Itwelele secondary school in Sumbawanga



2.6% of Schools with electricity

Data indicate that there is an increase of government school with electricity connected (national grid/other sources) it was found that 89.1 in 2019 have been connected with electricity which only lower by only 0.9 ¹¹of the for 2020/21.Kigoma was a region lagging behind why having only 33% connected with power.

Graph: Below schools connected with electricity by Districts



Discussion:

The government manage to increase schools connected with electricity in all district lead by Ubungo from 10 schools data collected only 5 are not connected. Their is a need to make follow up and see if all infrastructures such as laboratories, classrooms, dormitories and other structures have access to electricity.

3.2.4. Percentage of students passing form IV examination:

The average passing rate has increased where pupil pass form four examination from 69.8 % in 2015 to 80% in 2019 though it is less than 10% compare to the secondary education target of target of 2020/21. pass rates in divisions I-IV for ACSEE have shown an increase of 0.2 from 97.9% in 2016 to 98.1% in 2017. Moreover, there is a positive trend of improved pass rates in divisions I-III from year to year since 2013 up to 2017 percentage of high performing schools has increased from 3.5% in 2013 to 6.5% in 2017 and average performing schools from 44.6% in 2013 to 87.3% in 2017, whereas the percentage of low performing schools has dropped from 51.9% in 2013 to 6.2% in 2017.

Table: Findings of Pass rate from targeted 10 schools in respective Districts

SN	District	Pass rate	Source
1	Uvinza	71.5	Data 10 schools
2	Biharamulo	89.9	Data 10 schools
3	Ubungo	71.5	Data 10 schools
4	Shinyanga	82	Data 10 schools
5	Iringa	95.2	Data 10 schools
6	Sumbawanga	88	Data 10 schools

Discussion:

Among targeted district information obtained from schools shows that Iringa higher pass rate while Ubungo and Uvinza have lower pass rate. There is a need of each of schools and district to identify the major cause of this and identify strategies to address the challenges.

3.2.5. Transition rate to form five:

National data shows increase in transition rate for form four to form five in 2017 which was high by 3.0 compare to the targeted of 2020/21 which is 15%¹².

Discussion:

Due to increase in enrolment for the past 4 years it is high time for the district authorities to put measures in place which will accommodate increase in number of pupil complete form four who are qualified to join form six.

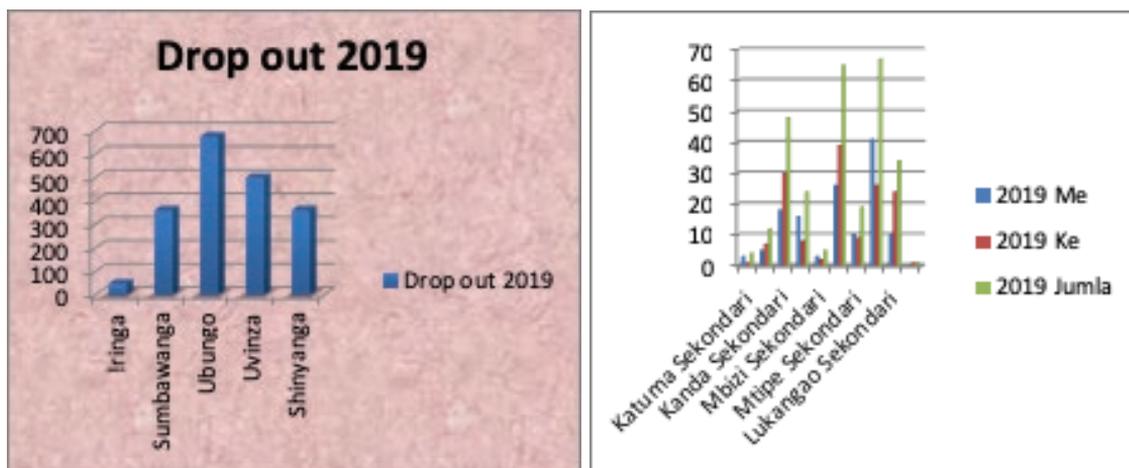
12 NECTA results 2018

4.0. Findings

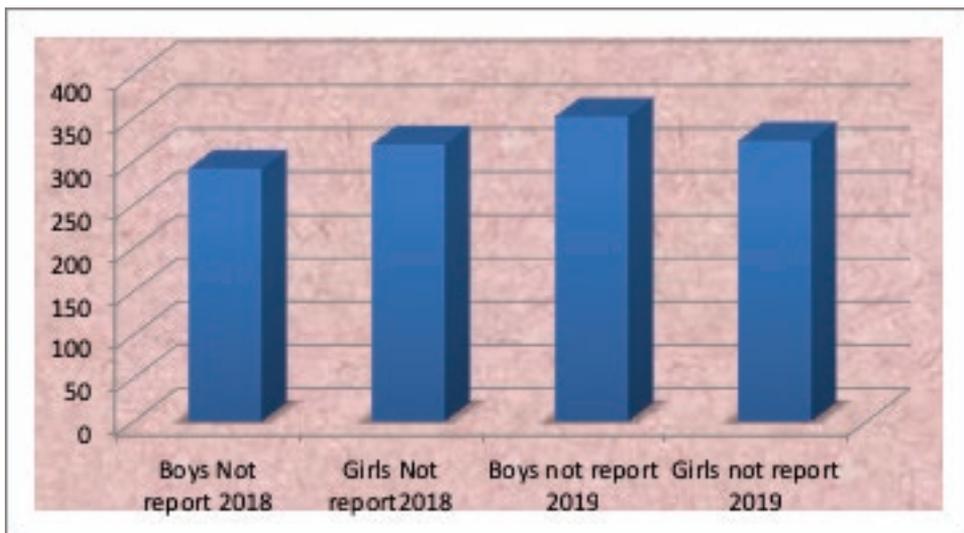
4.1. High dropout:

Findings show nationally there is high number of drop out especially in form two. Information collected showed drop out for form two is 42.2% and for form one is 31.8% of the total drop out in 2018. The main causes of drop out lead by truancy 89.5% followed by pregnancy 7.9%, displace 1.9% and death 0.7%. Drop out in targeted district data of 2017 shows high drop out was in Ubungo followed by Sumbawanga and Shinyanga, this challenges should be adressed in order to achieve intended target of lower secondary education in targeted districts.

Graph: Dropout in targeted districts left and right Sumbawanga.



Ubungo is among leading with pupils not turn out form one from 2018 to 2019 as indicated in figure below.



4.2. Sexuality education for girls

Provision of comprehensive sexuality education: Finding shows in average nationally only 56.9 of lower secondary schools provide comprehensive sexuality education (CSE) in 2019. This shows that about 43.1% are going without this education. It is highly important all girls pupil in targeted district to access this education from qualified trained teachers to avoid early pregnancy, sexual transmission diseases and other challenges which might be a major cause influence performance and as indicated in above drop out.

4.3. Special rooms for Girls

It is highly important for girls to have their special rooms which they highly need when they are in menstruation circles. Few school have built these structure below table indicate district councils with facilities and shortage of those facilities in 2018.

Table: District with shortage special rooms for girls in lower secondary schools

	Council	Shortage of girls rooms
1	Uvinza	15
2	Chunya	8
3	Biharamulo	19
4	Nyamagana	30
5	Ubungo	27
6	Chalinze	16
7	Shinyanga	16
8	Masasi	24
9	Sumbawanga	14
10	Iringa	13



5.0. Programmatic Recommendations

- 5.1. Project concentrate in monitoring indicators which are still lagging behind and reduce much effort monitoring the following indicators (Gross/Net enrolment) but include challenges such as repetition of class and drop outs.
- 5.2. Each LGA should to prepare prioritized indicators which already indicated they are lagging behind, collect information and provide feedback to duty bearers at local level e.g. pupil latrine ratio, pupil classroom ratio, high number of drop outs and repeaters.
- 5.3. Follow-up to identify reason of not reporting in form one though enrolled and advise duty bearers to work on challenges.
- 5.4. Advocate Schools, LGAs and parents authority to note and workout on drop out especially caused by truancy and pregnancy which are the major cause of drop out.
- 5.5. Follow up quality of infrastructure and recommend for more allocation and construction classrooms, special rooms for girls and libraries which have negative effect on education for students especially a girl child.
- 5.6. Follow up and feedback provision of comprehensive sexuality education to duty bearers, which enabled students especially girls to survive and perform better in their education.
- 5.7. Follow completion rate to make sure enrol students complete lower level education.
- 5.8. Capacity building for CSOs information in data analysis, report writing and data presentation for advocacy at local as well as national level to change altitude and perspective of policy makers.

References

1. Basic Education Statistics of Tanzania 2017
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3. Basic Education Statistics of Tanzania 2019
4. Education Performance Report 2018
5. Five Year Development Plan 2016
6. National Examination Council of Tanzania results 2018
7. Regional Basic education statistics of Tanzania 2018
8. Tanzania Coalition for Debt and Development Proposal 2019-2021.

1 Tanzania Five Year Development Plan(2016/21)

2 Survey from 6 District mentioned.



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