

## **MORAVIAN CHURCH LAKE TANGANYIKA**

**PROJECT TITLE:** Moravian Secondary School

**APPLICANT:** Moravian Church Lake Tanganyika  
P.O. Box 1267, Kigoma, Tanzania  
Att: Rev. Ernest Vuzuka, Chairman  
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**LOCATION:** Urambo District, Tabora Region.

**TOTAL COST OF THE PROJECT: \$ 50,000**

### **PROJECT PHASE:**

<b>DATE</b>	<b>PHASE</b>	<b>ACTIVITY</b>
2011 - 2012	ONE	Two Class room & office
2012 - 2013	TWO	One Class room & Lab
2113 – 2014	THREE	One Class room

### **1.1 The Problem**

Over the years the education sector in Tanzania has witnessed poor quality of learning among the pupils/students and poor accessibility to schools. This poor learning is mainly associated with poverty, bad or absent of facilities, under-prepared teachers, lack of learning resources, serious lack of purpose and discipline in many schools. The population has multiplied almost five times in forty years (1962) and it is almost impossible for the government to keep up with the provision of schools and equipment.

The lack of access of education opportunities places a major constraint of people's life chances as well as their capacity to participate in social, economic and environmental processes affecting them.

The growth in labor force comprises mainly primarily and secondary school leavers with little or no skills at all. As a result of lack of employment opportunities among the youth, they involve themselves in cocaine/bhang smoking, using drugs, prostitution hooliganism and are recently being targeted by drug barons for drug trafficking and Al-Qaida for recruits.

## **1.2 Aim of the Project**

### **Goal**

To provide a quality education base for children in Tanzania.

### **Objectives**

- To enable prospective students have opportunity to study in a good quality School in the country.
- To contribute towards increased enrolment in technical secondary and vocational training schools.
- To provide technical/vocational skills to standard VII students and form IV leavers
- To provide basic learning facilities.

### **Expected Output**

- 180 students enrolled in primary school per year
- The School – envisaged to include secondary, and vocational training.

### **Project duration**

The program is to be implemented in 4 years, in year I the first 150 students will be enrolled and at the end of year 4, the school will have reached its capacity of 600 students.

### **Beneficiaries**

The main target group is the school age children and youth from 15- 14 years old, both boys and girls 15 -18 years old, Form I – IV.

## **1.1 An overview of Tanzania**

Tanzania is on the east coast of Africa, a few degrees south of the Equator. Once under Germans and then the British, mainland Tanzania gained independence in December 1961 and became a republic in December 1962. In 1964, mainland Tanzania and Zanzibar joined to form the United Republic of Tanzania.

Tanzania is among the large countries in Africa, with a surface area of 883,749 sq km, including Zanzibar's 2,460 sq. km. It has a population of 35 million inhabitants (2002) and an average density of 31.2 persons per sq. km. Life expectancy, at birth is 51 years, and infant mortality rate per 1000 births is 115 (1988). Enrollment in primary schools stands at 70%. Population growth rate is 3%, while population with access to clean water is 62%. Dodoma is the administrative capital, while Dar es Salaam remains the commercial capital. Swahili and English are official languages.

## **1.2 Expressed Interest and Needs**

Education and training plays a major role in strengthening human capabilities (developing intellectual curiosity) and reducing poverty (equity). Education improves the quality of life and empowers people to solve all kinds of social, economic and environmental problems. In-fact education is one of the keys to social development and to virtually every aspect of the quality of life. In overall education serves more and more as a path to work and better pay/income. Therefore education on its way is a poverty reduction measure that enables people to break the cycle of poverty. It is very unfortunate that education in Tanzania has been neglected for so long leading into poor quality of education and many school age children failing to enroll in school for lack of schools, teachers, etc.

The Ministry of Education and Cultural; and the Ministry of Labor, Youth Development and Sports have expressed their keen interest and willingness to collaborate with Faith Based Organizations in improving access and quality of primary, secondary and technical/ vocational education. An authorization to construct the school has been issued to MCLT. Although the Government of Tanzania encourages FBOs, companies, and private individuals to establish schools, colleges, etc. it does not offer any financial support. In case the FBOs, companies or individuals need to import goods/material for the schools, then the government is prepared to support the NGOs etc. by allowing them to import the required goods duty free.

## **1.3 Coverage**

The school's catchment's area is Western Tanzania covering Tabora, and Kigoma Regions. There are few Secondary schools in this zone.

## **1.4 Stakeholders/Target Groups**

- The secondary stakeholders are the teachers whose teaching skills would be strengthened through upgrading courses, workshops/seminars.
- Key stakeholders are the Government of Tanzania Ministry of Education and Culture, donors funding the project and MCLT.

## **2.0 JUSTIFICATION/RATIONALE FOR THE PROJECT**

### **2.1 The problem**

Over the years the education sector in Tanzania has witnessed poor quality of learning among the pupils/students and poor accessibility to schools. This poor learning is mainly associated with poverty, bad or absent of facilities, under-prepared teachers, lack of learning resources, serious lack of purpose and discipline in many schools or what is called a culture of learning, teaching and service.

The introduction of compulsory primary education for all has increased enrolment under primary education. The primary school enrolment reached 1,632,141 children in 2002 age between 7 and 13 years out of which 792,658 were girls. But many children were left out or not registered due to limited number of schools. At least two-third of the children aged between six and eleven, not enrolled in schools are girls. For those enrolled the classroom to pupil ratio was even worse at 1:80, with many children outside or in classrooms needing urgent repair, often without even a roof, children learning in the open squatting down. Under such circumstances teaching and learning is very difficult. Although no established statistics, many children are schooling in neighbouring countries of Kenya, Malawi, Uganda and Zambia. They travel long distances in buses, which in most cases are not safe and unreliable. At the same time, the day schools in urban schools use public transportation to and from school, of which they are unreliable and pupils/students badly treated by public service staff.

The teacher pupil ration was 1:57, which is quite high for efficient supervision; teaching and monitoring of pupils/students academic performance at the primary level of education. The number of 2002 standard VII leavers selected to join Form I in public as well as private secondary school for the year 2003 were 107,282 out of 494,504 who finished Std. VII. This is about 21.7% of all Standard VII leavers.

**Table I (a) Secondary Education**

<b>YEAR</b>	<b>TOTAL CONDIDATES EXAMINED</b>	<b>THOSE SELECTED TO JOIN FORM V</b>	<b>%</b>	<b>THOSE NOT SELECTED TO JOIN FORM V</b>	<b>%</b>
1998	42,857	12,437	29	30,420	71
1999	44,172	12,766	30	31,406	70
2000	47,389	12,226	26	35,163	74
2001	50,820	14,433	28	36,387	72
2002	49,512	17,923	36	31,589	64

**Source: Basic Education Statistics for Tanzania, 2003**

The population has multiplied almost five times in forty years (1962). It is almost impossible for the Government alone to keep up with the provision of schools and equipment. In overall there is a limited access to primary and secondary education and poor quality of education. The lack of access to education opportunities place a major constraint of people's life chances as well as their capacity to participate in social, economic and environmental processes affecting them.

The growth in labor force comprises mainly primary and secondary school leavers with little or no skills at all. Many primary and secondary school leavers fail to get employment, either to be employed or self-employed because they lack some skills especially technical/vocational skills and have not been prepared to employ themselves. Among all the age categories of labor force, youth defined as people in 15-30 years of age groups have the highest unemployment rate. Apart from those who fail to join secondary education, each year a big number of unemployed youth is increasing. The majority of these youths are the females because of a limited number of secondary schools.

As a result of lack of employment opportunities especially among the youths, there is a great increase of idleness groups ("VIJIWE' as called in Swahili language). The youths spend their time doing nothing for their own development but their destruction involving themselves in cocaine (bhang) smoking/using drugs, theft, and prostitution. All these contribute into increased spread of HIV/AIDS, hooliganism/lawlessness and recently being targeted by drug barons for drug trafficking and Muslim extremist groups such as Al Qaida for recruits.

This means therefore that there is a clear and urgent need to improved access to, and the quality of secondary and vocational education through increased number of secondary and vocational schools and employment of well qualified teachers and instructors.

## **2.2 Priority Need**

There are other priority needs such as health, clean and safe drinking water but the development of human resources is of a higher priority to the community and MCLT because of direct and indirect relationship to poverty reduction and youth employment. The need for secondary and technical skills is very important for enabling the youth to become self-employed or secure wage employment.

## **2.3 Proposed Solution**

It is proposed to establish first a secondary school “O” level and later “A” secondary school with agriculture/commercial biases. The need for skills is very important due to:

- (i) The students after finishing Secondary School would have wider knowledge and understanding about their environment and well introduced in skill oriented subjects.
- (ii) Most of the subjects required for vocational/technological skills are not taught at the secondary school level.
- (iii) The level of communication skills achieved after completing primary education is not sufficient to enable a student to follow career training successfully.

The school is to have a well equipped library, sufficient teaching books, good classrooms, good dormitories with cubicles for 6 students per cubicle, workshops, qualified, committed and experienced teachers. The students would be provided with sufficient and good food. The school leadership is committed in providing good quality education.

Discipline and academic performance is a key to successful education and would be strictly implemented. Students would be promoted to the next class after showing good discipline and good academic performance.

A good selection procedure to get the best students to join the school would be introduced.

- Entry examination pass selected subjects
- Write an essay on what they want to be in future
- Application letter with recommendation by some one who knows the applicant.

All these measures would enable the school to produce graduates with enough skills for further education.

