

UNITED REPUBLIC OF TANZANIA



PROSPECTIVE STOCK-TAKING REVIEW OF EDUCATION IN AFRICA: TANZANIA MAINLAND REPORT – THE GIRLS SECONDARY EDUCATION SUPPORT PROGRAMME

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ABBREVIATIONS

ADEA: Association for the Development of Education in Africa.

BEST: Basic Education Statistics in Tanzania.

GSES: Girls Secondary Education Support.

HRDP: Human Resource Development Project.

NGO: Non-Governmental Organization.

PSLE: Primary School Leaving Examination.

USD: United States of America Dollar.

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THE GIRLS SECONDARY EDUCATION SUPPORT:

Executive Summary:

1. Introduction:

This report contains a detailed account of one of the case studies presented by Tanzania Mainland at the ADEA Stock – Taking Review Meeting held in Gaborone last July. The case study is on a programme which provides academically capable girls from poor families with scholarships to pursue secondary education.

2. The objectives of the programme are:

- To provide education opportunities for girls
- To raise community awareness on the importance of girls education
- To raise girls confidence and hence improve their academic achievement.

3. Achievements made:

- By the end of 1999 a total number of 1983 girls were enrolled in secondary schools under the programme.
- Dropout rate among GSES girls is lower compared to non-GSES girls.
- Academic achievement of most GSES girls has improved with some of them performing higher than their non-GSES colleagues.
- Communities where GSES girls come from have positive attitudes towards girls education. The school communities are more girl friendly than before. The school environment has improved due to support from the programme.
- District Councils neighbouring those covered by the programme have started to sponsor some girls for secondary education.

4.0. Problems encountered:

- The problem of transparency on what the bursary covers still remain in a few schools.
- Although the number of GSES girls who drop out of school is very minimal, it seems that there is still low perception on the importance of education in a few communities.

4. Future plans:

- The bursary programme is expected to expand vertically; that is girls who qualify for high school will be provided with the bursary. However, this scheme will cover only 20% of the GSES girls.
- The programme is expected to expand to other districts. However, the bursary funds will not come from the loan. District Councils are being sensitized to sponsor capable girls to pursue secondary education. Three districts councils and two NGOs were sponsoring 20 girls by August, 1999.

1.0. Background:

- 1.1. The issue of Women's participation in development remains a challenge to all planners across all sectors. Various avenues at national and international levels have been developed to draw attention to the Women's contribution to development. At these conferences and summits countries made commitments to expand and improve women's development.
- 1.2. In Africa, several regional and continental summits were convened to articulate international commitments. These include the Ouagadougou Declaration on girls education, the Kampala Declaration on gender and education and the SADC Declaration on Gender and Development.
- 1.3. During the early 1990s, findings from a study conducted in Tanzania revealed that the level of achievement in the social sector had deteriorated. The general standard of living had gone down as revealed by decreased life expectancy, increased poverty and high mortality rate: The study recommended that increasing enrolments and improving the quality of schooling at both primary and secondary levels, coupled with increasing opportunities for girls are the priority areas for investment to reverse the situation.
- 1.4. In response to the recommendations, the Ministry of Education and Culture with a soft loan from the World Bank initiated a programme to assist Academically able girls from poor households access and complete secondary Education. The programme started in 1996 as a pretest project covering two districts. The districts and regions covered are those which are economically poor and educationally disadvantaged. After the results of the pretest the programme was expanded to cover nine districts.

2.0. Objectives:

The main objectives of the programme are:

- To expand education opportunities for girls from poor households and therefore increase girls enrollment at lower secondary level.

- To improve quality of education at this level especially for girls under the programme.
- To improve learning environment for female students by providing training and incentives to schools.
- To raise community awareness on the importance of educating girls.

3.0 Expected Outcomes.

The main expected project outcomes are:

- Increased enrollment of girls from primary to secondary schools,
- Higher survival rate of girls under the GSES programme.
- High performance of GSES girls.
- Improved gender awareness among communities in villages where the GSES girls come from and among communities in secondary schools that receive them.

4.0. Coverage:

The programme covers 9 poor districts of mainland Tanzania; selected on the basis of the welfare index. The districts covered are Kibaha, Kilombero, Morogoro, Rufiji, Mtwara, Lindi Rural, Lindi Urban, Sumbawanga and Kigoma Rural. Since the introduction of the programme in 1996 a total of 1983 girls have benefited from the programme.

The Project coverage is as shown in table 1 below:

Table 1: Project coverage by GSES girls: 1998 and 1999

S/No.	DISTRICT	NUMBER OF GSES SCHOOLS	NO. OF GSES GIRLS
1.	Kibaha	11	171
2.	Kilombero	15	327
3.	Morogoro	23	609
4.	Rufiji	10	320
5.	Mtwara	9	118
6.	Lindi Rural	11	189
7.	Lindi Urban	4	51
8.	Sumbawanga	10	81
9.	Kigoma Rural	7	117
	Total	100	1983

Source: HRDP annual report for 1999

5.0. Project implementation.

5.1. The project is implemented within the framework of the Education Sector Development Program (ESDP) and overseen by an inter- ministerial committee, the Education Sector Coordinating Committee and a Special Girls Education Advisory Group. The pilot is being implemented by a Pilot Support Group (PSG) composed of a Project Director, coordinator and support staff within the Ministry of Education and Culture. At district level there are project coordinators and the District Education Officer in each district supervises project implementation. At primary school level the teachers, school committees and village councils are responsible for the selection of scholarship candidates.

5.2. The girls are selected on the basis of their academic performance as well as personal characters. The primary school headteacher and school committee hold a meeting and nominate six girls. The names are then forwarded to the village government for discussion and final selection. The village

government approve three girls from among the six from each school who deserve the bursary.

5.3 After selection the girls are posted to either government or private schools depending on their performance in the Primary School Leaving Examinations. The schools send joining instructions showing school requirements. The funds are then disbursed to schools depending on the number of girls under the GSES programme. The bursaries cover all items which are needed by the girls as well as school. They are:

- School fees, building and desk contributions, caution money and funds for working equipment.
- School uniforms, shoes, textbooks, exercise books, medical expenses, school bags, pocket money and transport charges.
- Accommodation fees, food charges and bedding for girls in boarding schools or hostels.
- In addition to bursaries for girls, funds are also allocated for administrative costs for district education officers to enable them visit GSES girls.
- Funds are allocated for academic improvement and gender awareness activities.
- Funds are also allocated for conferences and meetings.

6.0. Achievements:

6.1. High Academic Performance.

The implementation data show the performance of GSES girls by use of comparative analysis from school tests performance. These tests are not the best measures since they are not standardized and may not conform to needed reliabilities or validities. The comparisons are also norm referenced as they show the performance of GSES girls relatives to the non-GSES group by use of rankings and percentile measures. It would be more meaningful to gauge the mastery level of the content by the GSES girls because selection to higher level education depends more on the level of mastery of the whole secondary content rather than

on relative standing of each individual as compared to the rest. However, it would be difficult to subject the GSES girls to test measures outside the school system for comparative purposes.

Thus based on relative performance of non-standardized tests, the bursary girls performance was average with very few out layers of above average performances shown in some isolated cases.

Table 2 shows the average grade performance of GSES girls in school constructed terminal tests as compared to selected girls in non-GSES girls who had the same performance at PSLE. The table is a selected representative of the general picture which emerges from analysis of project implementation data. The data indicate that:

- (a) in Kaole and Loleza, the performance of GSES girls in form I is below that of non-GSES girls;
- (b) in Kigurunyembe, Kantalamba, Mangula and Mkongo the performance of GSES girls in form I is higher than that of non-GSES girls;

Table 2: Performance of GSES girls in Classroom Tests

SCHOOL	FORM I		FORM II		FORM III	
	GSES	Non-GSES	GSES	Non-GSES	GSES	Non-GSES
Kilombero	↑ C	↑C	↓C	= C	=D	=D
Mkongo	C	D	↓C	↓ D	↓ C	=D
Mtwara	↓ B	C	C	B	D	C
Nanyamba	D	D	-	-	-	-
Mangula	C	D	-	-	-	-
Loleza	D	C	-	-	-	-
Kantalamba	↓ C	↓ C	-	-	-	-
Kigurunyembe	C	D	-	-	-	-
Kaole	D	↑ C	C	C	C	C

Notes: ↑ C above C, ↓C below C, = equal to C grade
 ↑B above B, ↓B below B, = equal to B grade

Source: Analysis of Implementation Project Reports.

- (c) In Nanyamba and Kilombero Secondary Schools the performance of both groups in form I are the same at D-grade and above C respectively;
- (d) For schools with form II and form III the performance of GSES girls tend to go down the higher the girls go (performances in higher forms tend to be lower than those in form I for GSES girls as a group).

6.2 Increased enrolment for girls.

Considering that these girls from poor households would not have gone to secondary schools if there was no such financial assistance, the contribution by the programme to the total number of girls going to secondary school increased by 652 in 1999. For the year 1999 a total of 1983 girls were under the financial support of this programme. The Form I intake of girls under the programme is increasing year after year. The enrolment of GSES Girls in Secondary Schools is as shown in Table 3 below.

Table 3: GSES enrolment for 1998 and 1999

S/No	District	1998				1999				
		Form I	Form II	Form III	Total	Form I	Form II	Form III	Form IV	Total
1.	Kibaha	111	81	84	276	42	47	46	36	171
2.	Kilombero	52	43	46	141	88	84	87	68	327
3.	Morogoro Rural	193	59	126	378	229	216	23	141	609
4.	Rufiji	61	74	78	213	55	84	112	69	320
5.	Mtwara Rural	74	23	0	97	49	69	0	0	118
6.	Lindi Urban	9	30	0	39	12	10	29	0	51
7.	Lindi Rural	65	28	0	93	56	63	70	0	189
8.	Sumbawanga (U)	40	0	0	40	49	32	0	0	81
9.	Kigoma Rural	48	0	0	48	72	45	0	0	117
	Total	653	338	334	1325	652	650	367	314	1983

Source: Computed from HRDP annual reports.

6.3. Improved Survival Rate of GSES girls.

From the data available, the number of dropouts of girls under this programme has decreased. It stands at 2.8%, which is far, less than the national average of 8.8%. It is worth mentioning here that of the 354 girls that were enrolled in Form One in 1996, 314 completed their Form IV in 1999. The results of the National Examination have not yet been released. Of the other 40 girls, 25 had interrupted and later rejoined and 15 repeated at various classes so as to improve their performance.

Table 4: GSES Enrollment and Drop-out, 1998 and 1999

1998				1999		
District	Total No. enrolled	Total Dropout	% of Dropout	Total No. enrolled	Total Dropout	% of Dropout
Kibaha	130	1	8.5	171	4	2.3
Kilombero	252	5	2.0	327	-	-
Morogoro	406	18	4.4	609	16	2.6
Rufiji	280	9	3.2	320	14	4.6
Mtwara [R]	69	5	7.2	118	5	4.2
Lindi [R]	87	4	4.6	189	11	5.8
Lindi [U]	13	1	7.7	51	1	2.0
Sumbawanga	40	1	2.5	81	3	3.7
Kigoma [R]	48	-	-	117	2	1.7
Total	1325	54	4.1	1983	56	2.8

Key:

U = Urban.

R = Rural

Source: Computed from District Quarterly Reports

Out of 54 drop-outs, 17 (32%) were re-admitted to school in 1998

In 1999, out of 56 drop out 20 (35%) GSES girls were re-admitted to school.

6.4. Improved Gender Friendliness of School Environment.

The atmosphere at the receiving Secondary Schools has changed appreciably: according to the 1999 end of year report. More and more members of the school communities, i.e. teachers, pupils and general staff are getting to understand and participate in matters related to the GSES programme. Some schools have started economic activities aimed at increasing resources available for the programme. Almost all schools have designated a female teachers as a matron. More toilets for girls have been constructed and for the girls in day schools coming from far away, schools are arranging hostel accommodation for them.

6.5. Capacity building.

Capacity building has occurred at all levels. First, the students have been conscientised to understand issues of women in Tanzania. They are working hard to improve their academic performance. GSES girls more than other students had a chance to interact with different officials for discussions about their education. This has improved their understanding capacity on issues pertaining to girls. This will lead to improvement of their status in future and that of their immediate families and the nation at large. Teachers and other members of the school communities have also been conscientised to address issues of poverty and those associated with girl child. The schools have been made aware of gender issues and they will improve the learning environment for both boys and girls.

Female teachers have been empowered to act as matrons and have taken keen interest on issues of girls. Heads of schools have developed a sense of accountability and responsibility.

Parents and communities are now discussing more in favour of educating girls than they did before. There has been greater collaboration and co-ordination between the main stakeholders. There has been close working relationship between desk help officers at district level with ward education officers. The district officers have also worked with heads of schools receiving GSES girls. Normally, secondary schools do not have a close working relationship with districts. The project has built capacity at district level so that educational issues pertaining to girls are now discussed more often than it was done before.

7.0. Reasons for Successes recorded:

The achievements attained so far are mainly due to:

- The increased programme support by the Ministry of Education and Culture and specifically the Directorate of Secondary Education and Inspectorate.
- The guidance and cooperation by the HRDP Advisory Board and specifically the GSES Support Group.
- The intensified marketing of the programme by the Regional and District Authorities as well as Communities
- The improved understanding of the programme through workshops and seminars.
- The seriousness demonstrated by the programme fore-runners
- The improvement in tax collection and prioritization of cost centres by the district Councils whereby some districts have emulated the GSES example.
- The improved selection system and better matching of bursary girls to better secondary school.
- The good cooperation demonstrated by receiving secondary schools.
- Political will to educate girls, current policy reforms that prioritize gender equity in education and poverty eradication through education.

8.0. Problems encountered

- Lack of hostel accommodation at some of the day schools, is still a big problem for the girls coming from far away from these schools.
- The districts still find it difficult and expensive to monitor the girls' performance at Secondary Schools that are at far away from district headquarters.
- Although efforts to transfer girls to better performing secondary schools have been made, some of our schools still lack essential facilities.
- Although there is an improvement in selection of academically able girls, for some, their PSLE results are still poor resulting in average performance at Secondary Schools.
- To some school administrators, gender sensitization is still wanting.

9.0.Lessons Learnt

- If left alone and without undue influence, communities/members know better who among them is poorest
- With proper counseling, the outlook to life for girls from poor families can change for the better in a short time.
- Day Secondary Schools take seriously the need to provide hostel facilities for girls.

10.0. Sustainability and Way Forward

- The GSES programme throws a strong light on the darkest spot of the education system: the link between girl's education and poverty. It would appear that the poverty component of the mobilization is beginning to take effect. This is seen in the mobilization of resources in support of children from poor families. However, in some instances, questions were being asked by parents about "why girls only?", or "why not both girls and boys?".
- The issue of horizontal expansion relates to numerical expansion within the same goals. This implies taking more children from the same family, from similar socio-economic strata, or based on the school population within the socio-economic strata. Horizontal expansion implies a shift from a pilot to a national initiative located within the national directorate of secondary schools. In such a case, the process of assimilation into the mainstream should be closely monitored, especially the strategies and specific methodologies. The goals, strategies and methodologies should be interwoven with unfolding policy implementation processes. For this to happen there must be some guarantee of sustainability internal to the "pilot", especially its ability to expand system wide, which would enable the integration and mainstreaming to be phased into the main system as necessary.
- The programme is expected to expand into 6 more districts, 3 municipals and 3 town councils. They consist of medium and high welfare index. It is expected that these councils will support girls through their own revenues. The determining factors for expansions were poor, willingness and capacity of the districts to run and support the programme.

- Vertical expansion relates to life after Form IV. At present the GSES programme promised to provide bursaries to 20% of those recipients who qualify for advanced level secondary education. But apprehensions have been expressed as to what happens to the other 80%? More specifically, what would be the fate of those girls who may pass the Form IV exams but qualify for other post-secondary institutions. In the event that community level funding for poor children become a reality, the GSES programme could gradually phase out its scholarships to Form I girls, and adopt a cohort approach to the recipients.

11. Conclusion:

The main objective of the project is to efficiently increase investment in human capital, to raise income, reduce in equality and improve non-market incomes. The project targeted the poor, its success will depend on attitudinal change of behaviour which take some time to occur. However, the progress made so far suggest that the programme is a success.

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Annex A

Education for Women: Women Enrolment as Percentage of Total Enrolment

EDUCATIONAL LEVEL	1982	1987	1992	1998
a) Primary Education				
STD I	50.1	48.5	48.6	49.9
STD VII	44.5	50.4	49.3	50.0
STD I - VII	48.3	49.8	49.1	49.7
b) Secondary Education				
Form I	36.8	42.2	45.6	48.1
Public	33.8	37.6	43.3	48.6
Private	40.1	45.5	47.2	47.3
Form IV	33.3	39.3	42.8	46.6
Public	31.1	33.8	40.0	46.6
Private	35.8	43.5	45.2	46.6
Form V	22.2	39.6	43.2	46.5
Public	22.7	34.4	40.7	46.9
Private	18.8	43.7	45.6	46.0
c) Teacher Education	36.7	40.9	45.6	44.7

Source: BEST: June 1999

ANNEX B

DROPOUT RATES FOR 1997 - 1999												
DISTRICT	1997				1998				1999			
	NO OF STUDENT	DROPOUT	GSES	NATIONAL	NO OF STUDENT	DROPOUT	GSE S	NATIONAL	NO OF STUDENTS			
Kibaha	83	5	6.0		130	11	8..5		171	4	2..3	
Kilombero	168	3	1.8		252	5	2.0		327	0	0.0	
Morogoro	190	7	3.7		406	18	4.4		609	16	2.6	
Rufiji	196	1	0.5		280	9	3.2		320	14	4.4	
Mtwara	0	0	0.0		69	5	7.2		118	5	4.2	
Lindi (U)	0	0	0.0		13	1	7.7		51	1	2.0	
Lindi ®	0	0	0.0		87	4	4.6		189	11	5.8	
Sumbawanga	0	0	0.0		40	1	2.5		81	3	3.7	
Kigoma	0	0	0.0		48	0	0.0		117	2	1.7	
Total	637	16	2.5	7.3	1325	54	4.1	10.2	1983	56	2.8	8.8

ANNEX C:

DISTRICT BASED GSES GIRLS FOR 1999

S/No.	District	School	Form I	Form II	Form III	Form IV	Total
		1. Kibaha Boarding Secondary school	0	0	2	6	8
		2. Kaole Boarding Secondary school	7	15	8	10	40
		3. Ruvu Boarding Secondary School	1	7	5	11	24
		4. Kilangalanga Day Secondary School	4	23	20	9	56
		5. Vituka Boarding Secondary School	4	0	10	0	14
1.	Kibaha	6. Utete Secondary School	10	0	0	0	10
		7. Soga Day Secondary School	14	0	0	0	14
		8. Kibiti Secondary School	1	1	0	0	2
		9. Mtwara Technical Secondary School	1	0	0	0	1
		10. Msolwa Boarding Secondary School	0	0	1	0	1
		11. Ifakara Boarding Secondary School	0	1	0	0	1
		Total	42	47	46	36	171
		1. Ifakara Boarding Secondary School	4	5	12	5	26
		2. Kilombero Day Secondary School	18	18	21	22	79
		3. Malecela Boarding Secondary School	19	8	14	1	42
		4. Mang'ula Day Secondary School	22	15	0	0	37
		5. Morogoro Boarding Secondary school	3	4	3	2	12
		6. Vituka Boarding Secondary School	5	8	7	14	34
		7. Kibiti Secondary School	2	1	0	0	3
2.	Kilombero	8. Kilosa Boarding Secondary School	2	3	0	0	5

		9. Kidatu Day Secondary School	13	0	0	0	0	13
		10. Ruvu Boarding Secondary School	0	1	0	0	0	1
		11. Msolwa Boarding Secondary School	0	0	2	1	3	3
		12. Mkono wa Mara Secondary School	0	0	18	15	33	33
		13. Kigurunyembe Secondary School	0	13	10	1	24	24
		14. Kaole Boarding Secondary School	0	8	0	5	13	13
		15. Utete Secondary School	0	0	0	2	2	2
		Total	88	84	87	68	327	327
		1. Kigurunyembe Secondary School	0	19	4	14	37	37
		2. Adrian Mkoba Secondary School	19	0	1	5	25	25
		3. Morogoro Boarding Secondary School	5	8	0	4	17	17
		4. Nelson Mandela Secondary School	4	13	0	8	25	25
		5. Ngerengere Day Secondary School	8	7	0	4	19	19
		6. Mvomero Day Secondary School	14	17	0	9	40	40
		7. Matombo Day Secondary School	17	20	0	14	51	51
		8. Lusanga Secondary School	16	22	0	3	41	41
		9. Mgeta Day Secondary School	14	13	1	14	42	42
		10. Mdabulo Boarding Secondary School	33	12	0	0	45	45
3.	Morogoro Rural	11. Mafinga Day Secondary School	22	9	5	0	36	36
		12. Mkono wa Mara Secondary school	0	0	0	17	17	17
		13. Msolwa Secondary School	0	0	0	1	1	1
		14. Kilosa Boarding Secondary School	7	8	0	0	15	15

		15. Igowelo Secondary School	29		9	1	0	39
		16. Ifakara Boarding Secondary School	5		7	0	24	36
		17. Vituka Boarding Secondary School	25		16	6	15	62
		18. Kibiti Secondary School	2		5	0	0	7
		19. Utete Secondary School	0		0	0	2	2
		20. Kaole Boarding Secondary School	5		30	5	5	45
		21. Ruvu Boarding Secondary school	0		1	0	2	3
		22. Ruaha Secondary School	2		0	0	0	2
		23. Kizuka Day Secondary School	2		0	0	0	2
		Total	229		216	23	141	609
		1. Ikwiriri Secondary School	3		7	14	16	40
		2. Mkongo Secondary school	11		10	12	12	45
4.	Rufiji	3. Utete Secondary School	22		19	26	21	88
		4. Kibiti Secondary School	15		19	23	20	77
		5. Ifakara Boarding Secondary School	1		0	0	0	1
		6. Kaole Boarding Secondary School	3		26	10	0	39
		7. Ruvu Boarding Secondary School	0		1	1	0	2
		8. Vituka Boarding Secondary School	0		0	26	0	26
		9. Kilosa Boarding Secondary School	0		1	0	0	1
		10. Songea Boarding Secondary School	0		1	0	0	1
		Total	55		84	112	69	320
		1. Mnyambe Secondary School	5		10	0	0	15

			1		1	0	0	2
		2. Mtwara Girls Secondary School	1		1	0	0	2
		3. Nanyamba Secondary School	25		15	0	0	40
5.	Mtwara Rural	4. Ndanda Secondary School	1		1	0	0	2
		5. Mtwara Technical Secondary School	1		1	0	0	2
		6. Ndwika Secondary School	4		2	0	0	6
		7. Masasi Girls Secondary School	3		2	0	0	5
		8. Mahuta Secondary School	0		12	0	0	12
		9. Nyangao Secondary School	9		25	0	0	34
		Total	49		69	0	0	118
		1. Mtwara Girls Secondary School	0		1	1	0	2
6.	Lindi Urban	2. Lindi Secondary School	8		6	20	0	34
		3. Mkonge Secondary School	3		3	8	0	14
		4. Ndwika Secondary School	1		0	0	0	1
		Total	12		10	29	0	51
		1. Mtwara Girls Secondary School	2		1	13	0	17
		2. Mtwara Technical Secondary School	1		1	0	0	2
7.	Lindi Rural	3. Ndanda Secondary School	2		0	0	0	2
		4. Masasi Girls Secondary School	1		1	0	0	2
		5. Mahiwa Secondary school	10		4	13	0	27
		6. Ndwika Secondary School	1		1	0	0	33
		7. Mtama secondary School	13		4	16	0	34

			4	20	10	0	30
		8. Mahuta Secondary School	4	20	10	0	30
		9. Ute Secondary School	8	5	17	0	39
		10. Nyanga Secondary School	14	25	0	0	1
		11. Mbekenyela Secondary School	0	0	1	0	2
		Total	56	63	70	0	189
		1. Mazwi Secondary School	13	5	0	0	18
		2. Kantamba Secondary School	6	5	0	0	11
		3. Kizwite Secondary School	9	3	0	0	12
		4. Mpanda Girls Secondary School	2	1	0	0	3
8.	Sumbawanga Urban	5. Laela Secondary School	8	7	0	0	15
		6. Milala Secondary school	8	5	0	0	13
		7. Ruaha Secondary School	0	4	0	0	4
		8. Loleza Secondary School	2	1	0	0	3
		9. Iringa Girls Secondary School	0	1	0	0	1
		10. Tabora Girls Secondary School	1	0	0	0	1
		Total	49	32	0	0	81
		1. Tabora Girls Secondary School	2	1	0	0	3
		2. Matyazo Secondary School	9	8	0	0	17
		3. Kibondo Secondary School	10	5	0	0	15
9.	Kigoma Rural	4. Mwandiga Secondary school	13	5	0	0	18
		5. Ujiji Secondary School	19	10	0	0	29

		6. Chumvi Secondary School		6	12	0	0	0	0	0	0	0	0	0	0	0	18		
		7. Kasulu Secondary school		13	4	0	0	0	0	0	0	0	0	0	0	0	17		
		Total		72	45	0	0	0	0	0	0	0	0	0	0	117			
		Grand Total		652	650	367	314	1983											

ANNEX D:**GIRLS SECONDARY EDUCATION SUPPORT: Expenditure for 1998 – 1999 in USD million.**

CATEGORY	ALLOCATED	EXPENDITURE UP TO 31/12/99	COMMITTED	TOTAL EXPENDITURE & COMMITMENTS	BALANCE
Consultancy services	0.00	0.05	0.00	0.05	-0.05
Goods	1.00	0.84	0.20	1.04	-0.04
Training	0.00	0.17	0.00	0.17	-0.17
Incremental operating costs	0.00	0.07	0.09	0.16	-0.16
Matching Grants	0.00	0.00	0.00	0.00	0.00
Bursaries	5.94	1.23	3.17	4.4	1.54
TOTAL	6.94	2.36	3.46	5.82	1.12

Source 1999 HRDP annual report.

ANNEX E:**HRDP FINANCIAL TREND TO YEAR 2005 IN USD MILLION**

	ALLO CATE D	EXP. DEC.99	COMMIT. DEC. 99	TOTAL EXP. & COMMIT.	BALANCE BY DEC. 99	COMMIM. TO 2005	NEW BALANCE	NEW BUDGET	BALANCE
Consultancy	4.5	1.09	0.00	1.09	3.41	1.8	1.61	2.89	
Goods	2.62	2.84	0.74	3.58	-0.96	1.13	-2.09	4.71	
Training	0.25	0.65	0.29	0.94	-0.69	1.0	-1.69	1.94	
Incr. Op. Costs	0.33	0.09	0.25	0.34	-0.01	0.6	-0.61	0.94	
Matching Grant	5.01	0.90	4.30	5.2	-0.19	0.0	-0.19	5.20	
Bursaries	5.94	1.23	3.17	4.4	1.54	0.0	1.54	4.4	
Refund PPF	1.20	0.76	0.00	0.76	0.44	0.0	0.44	0.00	
Unallocated	0.92	0.00	0.00	0.00	0.92	0.0	0.92	0.00	
TOTAL	20.77	7.56	8.25	16,31	4.46	4.53	-0.07	20.08	0.78