THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCTION AND CULTURE

EDUCATION SECTOR DEVELOPMENT PROGRAMME

MECHANISMS FOR POSTING TEACHERS TO GOVERNMENT SECONDARY SCHOOLS FOR SECONDARY EDUCATION DEVELOPMENT PLAN 2004 - 2009

BEDC, JULY 2004

TABLE OF CONTENTS

ABBREVIATIONS

ADEM	Agency for Development of Education Managers
ACSEE	Advanced Certificate of Secondary Education Examination
B.A. Ed.	Batchelor of Arts with Education
BSC. Ed.	Batchelor of Science with Education
CA	Continuous Assessment
CBG	Chemistry, Biology and Geography
CPD	Continuous Professional Development
CSEE	Certificate of Secondary Education Examination
DIP. Ed	Diploma in Education
EGM	Economics, Geography and Mathematics
EMAC	Educational Materials Approval Committee
ESDP	Education Sector Development Programme
ESR	Education for Self Reliance
ETP	Education and Training Policy
HGE	History, Geography and Economics
HGK	History, Geography and Kiswahili
HGL	History, Geography and English Language
HKL	History, Kiswahili and English Language
ICTE	Information and Communication Technology in Education
KLF	Kiswahili, English Language and French
MOEC	Ministry of Education and Culture
NECTA	National Examinations Council of Tanzania
NGOs	Non Government Organisations
PCB	Physics, Chemistry and Biology
PCM	Physics, Chemistry and Mathematics
PGM	Physics, Geography and Mathematics
PRSP	Poverty Reduction Strategy Paper
PSLE	Primary School Leaving Examination
SEDP	Secondary Education Development Plan
TIE	Tanzania Institute of Education
TLS	Tanzania Library Services
TSD	Teachers Service Department
UDSM	University of Dar es Salaam

1.0 INTRODUCTION

Secondary education occupies a strategic place in the employment system and equips its recipients with the requisite knowledge, skills and attitudes required in higher education and other forms of training.

One of the basic education policy priorities is to revitalise and improve the quality of secondary education focussing on the curriculum, teaching and learning materials and improved teaching styles and methods in the classroom.

However, the present secondary education curriculum is considered deficient in many aspects and the Secondary Education Development Plan (SEDP) recommends its review focussing on the following:

- Simplification of the curriculum structure by reducing a long list of vocational subjects and introduction of a large core of compulsory subjects in form 1-2.
- Provide room for pre vocational or personal interest options such as Fine Art, Music, Information Science and Computer Studies, additional Foreign Languages and Home Economics.
- Provide room for the integration of social skills, life skills including HIV/AIDS and practical skills which are important for personal development.
- Exclude gender stereotypes and emphasize learner friendly teaching and learning methods .
- Revision of content in all subjects to emphasize the important elements and removing much of the peripheral ones at all levels.
- Improve classroom practice by providing teachers with knowledge and skills in the use of interactive learner centred strategies and methods.
- Provide teachers with support materials and training for effective implementation of the revised curriculum.
- Enhance flexibility in A Level subject combinations.

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2.0 CURRICULUM OBJECTIVES

Curriculum objectives describe what learning processes are intended in secondary education to ensure the all-round development of the learners and to equip them for life. The curriculum objectives give an outline for a balanced, relevant and coherent program of learning and instruction.

Specific learning objectives in the various subject areas, described in the subject syllabuses, will be derived from the secondary education goals and curriculum objectives.

2.1 Areas of Learning

Secondary Education will promote the teaching and learning of languages, science and technology, humanities and life skills.

2. 1.1 Languages

Languages will enable learners to:

- communicate effectively in speech and writing in English and Kiswahili;
- develop competence in English and Kiswahili as official languages;
- develop competence in other foreign languages for personal interest and carrier advancement.

2.1.2 Science and Technology

Mathematics

Mathematics will enable learners to:

- develop positive attitudes towards mathematics;
- understand and master the basic mathematical concepts and operations;
- apply mathematics in everyday life.

Science
Science will enable learners to:
- develop positive attitudes towards science;
- acquire key scientific concepts in the life, chemical and physical sciences.
- understand and master the essential scientific concepts and applications.

Information and Communication Technology Education (ICTE)
Knowledge and use of Information and Communications Technology in Education shall be promoted at all levels of secondary education. ICTE will enable learners to:
- Acquire basic concepts and skills
- Apply ICT knowledge in different life situations.

2.1.3 Humanities
Humanities will enable learners to:
- develop democratic principles and practices at school level and in civic life;
- develop social responsibility towards other individuals, family life, the community and the nation as a whole.
- Contribute to the development of culture in Tanzania.
- Develop awareness of the place of Tanzania and its role within its boundaries and its neighboring countries.
- Understand and appreciate the interdependence of peoples and nations for peace in the world;
- Develop awareness of the needs of the local community and national needs of Tanzania and contribute towards their development;
- Participate equally and fully regardless of sex in all spheres of society particularly the economic life of the nation;
- Develop positive attitudes towards challenges of work, entrepreneurship and self employment.

2.1.4 Life Skills
Life skills will enable learners to:
- Develop self confidence, and assertiveness, self knowledge/awareness and involve oneself in meaningful activities.
- Communicate to others clearly, concisely, expressively and meaningfully.

2.1.5 Spiritual and Moral Values
Spiritual and moral values will enable learners to:
- Develop spiritual, religious and moral values;
- Develop, and enhance respect, understanding and to be tolerant of other peoples religions and beliefs.

2.1.6 *Cross-cutting Issues*
The main cross-curricular themes, which will be integrated throughout the curriculum in secondary education are HIV/AIDS, gender, population, health, environment, road safety and good governance. These will be anchored in the syllabuses of various carrier subjects whose themes/topics correspond to the subject content.

2.2 Medium of Instruction
The medium of instruction for secondary education shall be English. Kiswahili shall be taught as a subject.

2.3 Additional Foreign Languages
Other foreign languages shall be taught as options.

2.4 Co-curricular Activities
Time should be made available in the school time table for co-curricular activities for all pupils. Schools will organize co-curricular activities taking into consideration locally available resources. Co-curricular activities will include:
- Games and sports
- Subject clubs/Associations
- Cultural activities
- Others.

2.5 Curriculum Competences
Competences describe what a secondary school learner should be able to do as the outcome of teaching and learning. Education as a whole should enable every learner to become a competent and productive member of society. Competences are meant to be developed over a pupil's entire life of learning and cut across all subject areas. Competences are not new areas of content and are therefore not substitutes for content in the required areas of study. They should be integrated into the content objectives of the different curriculum subjects. The main competencies will include:

2..5.1 *Critical and creative thinking*
This competence is intended to develop learners' abilities to create and evaluate ideas, processes, experiences and objects. As a result of this competence learners will :
- Develop critical and creative thinking skills.
- Develop an understanding of how knowledge is created, evaluated, refined and changed within subject areas.
- Promote intuitive and imaginative thought and the ability to evaluate ideas, processes, experiences and objects in meaningful contexts.
- Act on things learnt, to perform practical tasks, to use tools and equipment, to measure things, to see what action should be taken on the basis of knowledge and experience, and to act creatively, considerately and responsibly.
- Think for themselves , to recognize the limits of individual reflections and the need to contribute to and build upon mutual understandings.

2,5.2   Communication
This competency focuses on improving learner's understanding of the language demands in the required areas of learning based on the recognition that language is central to learning in all subject areas. In this competence the learner should be able to :
- Use a range of language experiences for developing knowledge of a subject area.
- Use language for different audiences and purposes relevant to himself/herself and the subject area.
- Understand and use the vocabulary, structures and forms of expression which characterize each area of study.

2.5.3   Numeracy
This competence is intended to strengthen learning in all school subjects through providing learners with grounded understanding of the quantitative aspects of each subject .The competence will:
- Strengthen pupils understanding within subject areas through applying knowledge of numbers and their inter relationships.
- Strengthen pupils knowledge and understanding of how to compute, measure, estimate, and interpret numerical data , when to apply these skills and techniques, and why these processes apply within the particular framework of the subject under study.
- Develop pupil's understanding of the uses and abuses of mathematical concepts in every day life.

2.5.4   Technological Literacy
The goal of this competence is to make pupils appreciate the value and limitations of technology in society and have them participate in the shaping of public policy related to technological change.
This Competence will enable learners to :
- Develop a modern view of technology.
- Develop an understanding that technology both shapes and is shaped by society.
- Appreciate the value and limitations of technology in society.
- To be actively involved in decision making related to technological developments.
- Apply and make appropriate use of technology.

2.5.5   Personal and social values and skills
The important goal of this competence is to develop in our learners an increased understanding of how culture shapes our thoughts and understanding. What is desired are learners who are self reliant and willing to work harmoniously in groups and with other groups.
The acquisition of this competence will enable learners to :
- Develop compassionate, empathetic and fair minded attitudes which will make positive contributions to society.
- Come to a better understanding of the personal, moral, social and cultural aspects of school subjects.
- Treat themselves, others and the environment with respect.
- Acquire understanding of prejudice, discrimination, racism sexism and all forms of inequality and exploitation and develop the desire to contribute to their elimination.

2.5.6   Independent Learning
Independent learning aims to make learners become self reliant , self motivated lifelong learners who value learning as an empowering activity of an individual and social worth. All other competences shall contribute to the acquisition of this competence. This competence will enable learners to develop:
- A positive disposition to life long learning.

- Abilities to meet their own learning needs.
- Abilities to access knowledge.

2.6 Subjects for Secondary Education Curriculum

2.6.1 Form 1 to 2 Subjects
Compulsory Subjects
The following core and compulsory subjects will be taught in form 1 and 2 and will be offered by all schools:

Subject	Number of periods per week
Mathematics	6
English	7
Physics with Chemistry	6
Kiswahili	3
Biology	4
History	4
Geography	4
Civics	2
Religion	2
Option	2

Optional Subjects
The following optional subjects will be taught in form 1 and 2 .Pupils may choose none, any one or two of the listed subjects if offered at their school.

Subjects	Number of periods per week
Home Economics	2
Information and Computer Studies	2
Additional Mathematics	2
Music	2
Fine Art	2
French	2
Arabic	2
Other foreign languages	2
Islamic Studies	2
Bible Knowledge	2
Physical Education	2

2.6.2 Form 3 and 4
Core Subjects

The following core subjects will be taught in form 3 and 4 and shall be offered by all schools:

Subject	Number of periods per week
Mathematics	6
English	6
Kiswahili	4
Biology	4
Civics	2
Religion	2
History	4
Geography	4
Physics	4
Chemistry	4
Options	3

Optional Subjects

The following optional subjects will be taught in form 3 and 4. Pupils may choose none, any one or two of the listed options. Schools will choose the options to offer subject to availability of resources .

Subjects	Number of periods per week
Home Economics	3
Information and Computer Studies	3
Additional Mathematics	3
Music	3
Fine Art	3
French	3
Arabic	3
Islamic Studies	3
Bible Knowledge	3
Physical Education	3

The minimum number of subjects required for the Certificate of Secondary Education Examinations (CSEE) is seven (7).All candidates must select a minimum of seven subjects from the core list presented above including Mathematics, English, Kiswahili, Biology and Civics which are compulsory.

2.6.3 Arts Stream

Pupils wishing to join the Arts Stream must, in addition to the five compulsory subjects, do History and Geography from the list of core subjects and one or two subjects from the list of options. There will be two periods for Private Study. See the table below:

Subjects for the Arts Stream

No	SUBJECT	PERIODS	REMARKS
1	Mathematics	6	Compulsory
2	English	6	,,
3	Kiswahili	4	,,
4	Biology	4	,,
5	Civics	2	,,
6	Religion	2	,,
7	Geography	4	Core
8	History	4	Core
9	Option 1	3	Optional
10	Option 2	3	Optional
11	Private Study	2	
	Total	40	

2.6.4 Science Stream

Pupils wishing to join the Science Stream will, in addition to the five compulsory subjects, do Physics and Chemistry from the list of core subjects and one or two subjects from the list of options. There will be one period for Private Study. See the tables below:

Subjects for the Science Stream

S/No	SUBJECT	PERIODS	REMARKS
1	Mathematics	6	Compulsory
2	English	6	,,
3	Kiswahili	4	,,
4	Biology	4	,,
5	Civics	2	,,
6	Religion	2	,,
7	Physics	4	,,
8	Chemistry	4	,,
9	Option 1	3	Optional
10	Option 2	3	Optional
12	Private Study	2	
	Total	40	

2.6.5 Form 5 and 6 Subjects

The following subjects will be taught in form 5 and 6:

Principal Subjects	Number of periods per week
Mathematics	10
Physics	10
Chemistry	10
Biology	10
English	10
Kiswahili	10
History	10
Geography	10
Economics	10
Islamic Studies	10
Divinity	10
French	10
Arabic	10
Information and computer Studies	10
Home Economics	10
Music	10
Fine Art	10
Physical Education	10

Although Physical Education, Fine art, Music, Home Economics, Information and computer Studies Arabic, French Divinity and Islamics studies were optional subjects at O level, they will be offered at principal level at A level in different subject combinations if approved by Chief Education Officer

Subsidiary Subjects	Number of periods per week
Basic Applied Mathematics	4 (compulsory for science studies who do not take advanced Mathematics. Not for pupils with Advanced mathematics)
General Studies	4
English Usage	4 (not for pupils doing English at principal Level)
Religion	2 (Compulsory but not examinable)

Pupils will take a minimum of three subjects at principal level and at least one subject at subsidiary level. General Studies will be compulsory for all pupils.

A pupil will select one of the following subject combinations offered at principal level:
History , Geography, Economics (HGE)
History , Geography, English (HGL)
History , Geography, Kiswahili (HGK)
History , Kiswahili English (HKL)
Kiswahili English, French (KLF)
Economics Geography, Mathematics (EGM)

Physics, Chemistry Mathematics (PCM)
Physics, Chemistry, Biology (PCB)
Chemistry, Biology, Geography (CBG)
Physics., Geography, Mathematics (PGM).

2.6.6 *New subject combinations*
New subject combinations will be introduced subject to the approval of the Chief Education Officer.

2..7 **Phasing out**
The new secondary education curriculum will be introduced in 2005 beginning with Form 1.The present curriculum shall continue to operate and will be phased out gradually.

3.0 **TIME ALLOCATION**
There will be two school terms of twenty-one weeks each. The first term will commence in mid January and end in June and the second term will commence in late July and end in early December. Total instruction time per day will be 5 hours 20 minutes giving 8 periods in a day and 40 periods in a 5 day teaching week. Saturday, except for special reasons, shall not be a formal school day.

Schools should plan the teaching and learning activities in the most effective way possible within the framework. Double periods should be programmed for some subjects where necessary. Science and practical subjects may need double lessons/periods.

Schools operating on double shifts will continue with the current practice before it is phased out in order to improve teacher pupil contact time.

4.0 **SCHOOL SIZE AND CAPACITY**
4.1 **Class Size**
An Ordinary Level class shall have 40 pupils.
An Advanced Level class shall have 30 pupils.

4.2 **School Size**
A school with O level streams only shall have at least one stream per class each for form 1-4. and a maximum of four streams per class each for forms 1-4.

A school with both O Level and Advanced Level streams   will have a minimum of one stream per class each for form 5 and 6 for any given subject combination and a maximum of four streams each for form 5 and 6.

A school with Advanced Level streams only will have a minimum of one stream per class each for form 5 and 6 for any given subject combination and a maximum of 8 streams each for form 5 and 6 making a total of 16 streams.
The maximum number of pupils a school may enroll shall not exceed 880.

The information presented above is summarized in the tables below:

4.3   O Level School

Form	Minimum No .of streams and pupils		Standard number of streams and pupils		Maximum number of streams and pupils	
	No. of streams	No. of pupils	No. of streams	No. of pupils	No. of streams	No. of pupils
I	1	40	2	80	4	160
II	1	40	2	80	4	160
III	1	40	2	80	4	160
IV	1	40	2	80	4	160
Total	4	160	8	320	16	640

4.4   O Level and A Level school

Form	Minimum No .of streams and pupils		Standard number of streams and pupils		Maximum number of streams and pupils	
	No. of streams	No. of pupils	No. of streams	No. of pupils	No. of streams	No. of pupils
I	1	40	2	80	4	160
II	1	40	2	80	4	160
III	1	40	2	80	4	160
IV	1	40	2	80	4	160
V	1	30	2	60	4	120
VI	1	30	2	60	4	120
Total	6	220	12	440	24	880

4.5   A Level School

Form	Minimum No .of streams and pupils		Standard number of streams and pupils		Maximum number of streams and p	
	No. of streams	No. of pupils	No. of streams	No. of pupils	No. of streams	No. of pupils
V	1	30	2	60	8	240
VI	1	30	2	60	8	240
Total	2	60	4	120	16	480

4.6 Teaching load for Teachers

The optimum teaching load for a secondary school teacher will be 30 periods in a week which is an average of 6 periods a day or 4 contact hours.

Based on the allocation of periods and the optimum workload for the teacher given above, the recommended number of teachers for schools of various sizes is presented in the tables below:

4.7   Number of Periods and Teachers in O-level Secondary Schools

SUBJECT	Number of Periods per week				One stream school			Two stream school			Three stream school			Four stream school		
	Form 1	Form 2	Form 3	Form 4	Total periods per week	Number of Teacher required	Qualifications	Total periods per week	Number of Teachers	Qualifications	Total periods per week	Number of teachers	Qualifications	Total of periods per week	Number of teachers	Qualifications
Kiswahili	4	4	4	4	16	1	Dip/B.A(Ed)	32	1	Dip/B.A(Ed)	48	2	Dip1B.A(Ed)	64	2	Dip1/BA(Ed)1
English	7	7	6	6	26	1	Dip/B.A(Ed)	52	2	Dip.1B.A(Ed)1	78	3	Dip.1BA(Ed)2	104	3	Dip.1BA(Ed)2
Mathematics	6	6	6	6	24	1	Dip/B.A(Ed)	48	2	Dip.1B.A(Ed)1	72	3	Dip.1BSc(Ed)2	96	3	Dip 1BSc(Ed)2
Civics	2	2	2	2	8	1	Dip/B.A(Ed)	16	1	Dip/BA(Ed)	24	1	Dip/BA(Ed)	32	1	Dicp/BA(Ed)
Biology	3	3	4	4	14	1	Dip/Bsc(Ed)	28	1	Dip./Bsc(Ed)	42	2	Dip.1Bsc(Ed)1	56	2	Dip 1B.A(ED)
Physics	3	3	4	4	14	1	Dip/B.Sc.(Ed)	28	1	Dip/BSc(Ed)	42	2	Dip.1BSc(Ed)1	56	2	Dip.BSc(Ed)1
History	3	3	4	4	14	1	Dip.1BSc.(Ed)	28	1	Dip.1BSc.(Ed)	42	2	Dip.1BA(Ed)1	56	2	Dip.1BA(Ed)1
Geography	3	3	4	4	14	1	Dip/B.A(Ed)	28	1	Dip/B.A(Ed)	42	2	Dip.BA(Ed)1	56	2	Deip.1BA(Ed)1
Home Economics	2	2	3	3	10	1	Dip/BSc(HE)	20	1	Dip/BSc.H.E	30	1	Dip/BSc(Ed)	40	2	Dip.1BSc(Ed)1
Information Computer Studies	2	2	3	3	10	1	Dip/BSc(E.S)	20	1	Dip/BSc(Ed)	30	1	Dip/BSc(Ed)	40	2	Dip/BSc(Ed)
Add.Maths	2	2	3	3	10	1	Dip/BSc(ES)	20	1	Dip/BSc(D)	30	1	Dip/BSc(Ed)	40	2	Dip/BSc(Ed)
Music	2	2	3	3	10	1	Dip/BA(Ed)	20	1	Dip/BSc((ED)	30	1	Dip/BSc(Ed)	40	2	Dip/BSc(Ed)
Fine Art	2	2	3	3	10	1	Dip/BA(Ed)	20	1	Dip/BA(Ed)	30	1	Dip/BA(Ed)	40	2	Dip/BA(Ed)
French	2	2	3	3	10	1	Dip/BA(Ed)	20	1	Dip/BA(Ed)	30	1	Dip/BA(Ed)	40	2	Dip.1BA(Ed)1
Arabic	2	2	3	3	10	1	Dip/BA(Ed)	20	1	Dip/BA(Ed)	30	1	Dip/BA(Ed)	40	2	Dip/BA(Ed)
Islamic Studies	2	2	3	3	10	1	Dip/BA(Ed)	20	1	Dip/BA(Ed)	30	1	Dip/BA (Ed)	40	2	Dip/BA(Ed)
Bible Knowledge	2	2	3	3	10	1	Dip/BA(Ed)	20	1	Dip/BA(Ed)	30	1	Dip/BA(Ed)	40	2	Dip/BA(Ed)
Physical Education	2	2	3	3	10	1	Dip/BA(Ed)	20	1	Dip/BA(Ed)	30	1	Dip/BA(Ed)	40	2	Dip/BA(Ed)

4.8   Number of Periods and Teachers in A-Level Secondary Schools

SUBJECT	NO. OF PERIODS PER WEEK		ONE STREAM SCHOOL		TWO STREAM SCHOOL		THREE STREAM SCHOOL		FOUR STREAM SCHOOL	
	FORM 5	FORM 6	TOTAL PERIOD PER WEEK	NO. OF TEACHERS	TOTAL PERIODS PER WEEK	NO. OF TEACHERS	TOTAL PERIODS PER WEEK	NO. OF TEACHERS	TOTAL PERIODS PER WEEK	NO. OF TEACHERS
Mathematics	10	10	20	1	40	2	60	2	80	3
Physics	10	10	20	1	40	2	60	2	80	3
Chemistry	10	10	20	1	40	2	60	2	80	3
Biology	10	10	20	1	40	2	60	2	80	3
English	10	0	20	1	40	2	60	2	80	3
Kiswahili	10	10	20	1	40	2	60	2	80	3
History	10	10	20	1	40	2	60	2	80	3
Geography	10	10	20	1	40	2	60	2	80	3
Economics	10	10	20	1	40	2	60	2	80	3
Islamic Studies	10	10	20	1	40	2	60	2	80	3
Divinity	10	10	20	1	40	2	60	2	80	3
French	10	10	20	1	40	2	60	2	80	3
Arabic	10	10	20	1	40	2	60	2	80	3
Information and Computer Studies	10	10	20	1	40	2	60	2	80	3
General Studies	4	4	8	1	16	1	24	1	32	1
Basic Applied Math	4	4	8	1	16	1	24	1	32	1

5.0 LEARNER AND TEACHER PROFILES

5.1 The Learner

- Pupils shall be admitted to Form 1 on academic merit, depending on the number of places available, after successful completion of primary education and passing the PSLE.

- The target group for secondary school education shall be children aged 14 – 19 years.

- Pupils with learning problems shall be given guidance and counseling to enable them benefit from schooling .

- Each pupil shall be regarded as an individual learner and shall be expected to deliver individual learning outcomes.

- Pupils shall learn in a child friendly environment that is punishment free, where girls and boys are treated equally and given equal opportunities.

- Pupils who complete secondary education shall be expected to have enhanced life skills, be gender sensitive and demonstrate good mastery of knowledge and competences by being:

  - proficient and fluent in Kiswahili and English language.

  - able to apply the knowledge gained in every day life in order to improve their lives and personalities.

  - ready to join the world of work.

  - able to appreciate and maintain the values and morals of the Tanzanian society.

  - aware and able to take preventive measures against the spread of HIV/AIDS.

  - able to join higher education, and/ or professional training.

- Pupils completing Form 2 shall be promoted to Form 3 only after passing the National Form 2 Examinations. Those completing Form 4 shall be promoted to Form 5 on academic merit depending on the number of places and subject combinations available.

- Pupils with disabilities shall be provided with requisite facilities and appropriate teachers.

- Gifted pupils shall be given requisite facilities and appropriate teachers for talent promotion.

5.2   The Teacher

Secondary school teachers should be qualified individuals with the following attributes:

- Minimum academic and professional qualifications

    A teacher for O – Level should have either a Diploma in Education or a Degree in Education.

    A teacher for A – Level should have a Degree in Education.

    Where necessary, Form 6 leavers and graduates without teacher training may be employed to teach but they must posses a teaching license issued by the Chief Education Officer.

- In addition to the academic qualifications a teacher should have the following professional competences:

    -    Able to diagnose pupils' learning needs, assess their academic progress and assist them to develop requisite skills.

    -    Able to apply multiple teaching methods in a lesson.

    -    Able to design and improvise teaching/learning materials from local available resources.

    -    Equipped with professional ethics.

        Academically and professionally competent to guide learners to learn and construct knowledge.

    -    Knowledgeable and sensitive to gender and child rights, health and environmental issues and the personal and social needs of the pupils.
    -    Able to build close and cordial relations with the community around the school.

    -    Should be able to apply appropriate mechanisms for testing learning competences.

    -    Should be able to create awareness and provide knowledge about - preventive measures against the spread of HIV/AIDS in schools.

- Should be able to promote pupils development of competency in linguistic ability and communication skills in Kiswahili and English Language.

- Should be able to support and guide pupils acquire knowledge, skills, attitudes and understanding in the prescribed or selected fields to study.

- Should be able to inculcate in the pupils a sense and ability for self-study, self-confidence and self-advancement in new frontiers of science and technology, academic and occupational knowledge and skills.

- Should be able to prepare pupils for tertiary and higher education, vocational, technical and professional training.

- Should be prepared to pursue continuous academic and professional development to promote his/her knowledge, skills and positive attitudes necessary for the effective and efficient delivery of quality learning.

6.0 TEACHING AND LEARNING

Teaching and learning in secondary schools has remained traditional for a long time. Most teachers have not been exposed to modern teaching and learning practices consistent with current theoretical developments in teaching and learning.

This situation requires strategic measures to be taken to equip teachers with knowledge and skills which will enable them to:
- Integrate competences into their teaching subjects.
- Integrate cross curricular issues in their teaching.
- Apply learner friendly teaching and learning practices in the classroom.
- Apply interactive and learner centred methods in their teaching.

6.1 Support Services

The provision of secondary education shall be realized in diverse contexts. Appropriate responses to these contexts will help to provide and promote a conducive curriculum implementation environment.

The provision of the following resources will be a necessary platform for successful implementation of SEDP.

- School Libraries
- ICTE
- Use of radio/TV for school broadcasting.
- Creation and sustaining school subject clubs and national academic associations.
- Support to paid/unpaid study tours, (local/international.)
- Continuous Professional Development (CPD) programmes (INSET strategies).

- Legal rights for pupils.
- Legal rights for girl pupils.
- Professional guidance for pupils.
- Teacher Resource Centres.
- Effective supply of school materials.
- Monitoring and Inspectorate functions.
- Inter linkages with partners/stakeholders.
- Independent learning guides.

6.2 Guidance and counseling services

All school will provide guidance and counseling services to pupils to promote their mental health.

6.3 Teacher Retention

Teachers working conditions and learning environment will be improved so as to remain in their profession

7.0 EDUCATIONAL MATERIALS

Within the context of the SEDP provision of adequate and quality educational materials will be enhanced. MOEC will provide capitation grant to secondary schools for the purchase of the required educational materials.

Schools will be expected to select materials from an annotated list approved for secondary schools. The list will be published each year and circulated to all secondary schools to guide them in their selection and procurement decisions. In order to ensure that schools select and purchase quality teaching-learning materials schools will have to use minimum standards or criteria of provision of the range of teaching learning materials necessary for quality education.

The schools are expected to purchase educational materials basing on the guidelines for procurement of educational materials and the official list approved and issued by the Educational Materials Approval Committee (EMAC) of the Ministry of Education and Culture. Teachers will also be expected to improvise teaching and learning materials using locally available materials in situations where the educational materials cannot be procured.

8.0 IMPLICATIONS OF SECONDARY EDUCATION CURRICULUM REFORM ON TEACHER EDUCATION

Improvement of pupil achievement highly depends on the quality of teaching. Ensuring that secondary school teachers, among others, are conversant with the curriculum will enhance quality teaching. This applies for both pre-service and in-service teacher training. In doing so, the pre-service teacher education curriculum will be revised to take into account developments in the revised secondary education curriculum. Serving teachers will be oriented to the revised curriculum while continuous professional development programmes

organized by the Ministry of Education and Culture will be conducted in schools. Three types of teacher education programmes are envisaged. These are Induction Course for licensed teachers, a One Year Diploma Course for pre-service teachers and a Diploma Course through Distance Learning. Continuous pedagogical courses will be developed and conducted with a view to increase teacher competency in managing curriculum innovations.

9.0 LINKAGE WITH OTHER INSTITUTIONS

Successful implementation of the revised curriculum as provided in this framework, may not be readily available from the Ministry of Education and Culture or from within the schools themselves. In such situation, schools will be expected to link with institutions other than MOEC to obtain the non-available services. Some of the important institutions that schools will have to link with include radio and television stations, Internet cafes, posts and telecommunication institutions, community libraries, teacher training colleges, universities, teacher resource centers, local experts and the private sector particularly non-government organizations that participate in the delivery of education, industries as well as post secondary institutions.

10.0 ASSESSMENT AND EXAMINATIONS

There shall be two forms of pupil assessment namely Internal or continuous assessment (CA) and external examinations. Both provide a mechanism for determining the extent to which educational objectives are being realized, specific competences are being mastered by individual learners and the overall progression and conduct of the educational process.

10.1 Continuous Assessment (CA)

Continuous Assessment shall be of a formative in nature. It shall have diagnostic value in helping the learner develop a realistic self image and inform the teacher on how the teaching and learning process can be developed. This type of assessment shall determine the progress of the learner, monitor the learning process and determine whether he/she should enter the next level.

The following procedures should be used to assess instruction: exercises, class tests, practical tests, projects, monthly, study visits and terminal examinations. These procedures will generate data in the form of scores which should carefully be recorded and stored because they will constitute a part of the final assessment of the pupils. Terminal test scores and projects scores should be sent to NECTA as CA of the pupil. The scores for exercises and class tests should be used for adjustments in teaching and as a condition for examination registration.

10.2 Examinations

Examinations are more formal assessment mechanisms usually administered after a long period of instruction or at the end of the programme.

In the secondary education cycle there shall be three official examinations conducted on a national scale at form two, form four and form six.

10.2.1 Form Two examination
In the form two examination the candidates shall not be awarded certificates. The results of these examinations shall be used for promotion of pupils to form three. The results shall also be used as part of continuous assessment in the form four examinations.

10.2.2 Certificate of Secondary Education Examination (CSEE)
The Certificate of Secondary Education Examinations (CSEE) shall be taken by secondary school candidates at the end of form four. This examination shall be taken after the candidate has passed the Form Two National Examination and it will mark the completion of ordinary level . This Examination   will be used for the selection of pupils for further education, training and direct employment.

10.2.3 Advanced Certificate of Secondary Education (ACSEE)
The Advanced Certificate of Secondary Education (ACSEE) shall be taken by form six candidates who have at least three credits (ABC) and two passes(2Ds) in any Certificates of Secondary Education subjects (single sitting or multiple sitting) and who have successfully completed the Advanced Level studies. This exam shall be used to select pupils for further education, training and direct employment.

10.3 The Assessment and weighting
The assessment structure for secondary schools consists of two components.
a)The academic component comprising of the continuous assessment (school based assessment weighting 50%) and the final examination weighting 50%.

b)The character and attitude towards work assessment (weighting 100%). In this component seven character attributes are assessed. These are diligence, valuing work, caring for property, sociability, obedience, honesty and cleanliness. Each of these character attributes shall be assigned a percentage weighting according to its importance, all of which added up to 100%. Teachers shall assess and send the marks to NECTA for compilation in accordance to the agreed percentage as following:

   i)   -80% signifying very good (1 point)

   ii)   79%-40% signifying good (2 points)

   III) 39%-0% signifying poor (3 points)

10.4 Grading System

10.4.1 CSEE Examination
The CSEE examination has a five (5) point grading scale. Grade A,B,C,D and F. Grade A is awarded for the highest level of achievement (point). Grade B indicates very good (2 points). Grade C indicates good (3 points) Grade D indicates satisfactory (4 points) and F indicates failure (5 points).

10.4.2 ACSEE Examination

The ACSEE examination has a six (6) point grading scale. Grade A,B,C,D,E, and S. Grade A indicates principal pass the highest level of achievement (1 point), Grade B indicates very good principal pass (2 points), Grade C indicates good principal pass (3 points), Grade D indicates satisfactory (4 points), Grade E indicates weak principal pass (5 points). Grade S indicates subsidiary pass (6 points). F indicates failure.

10.5 Accreditation and Certification
The National Examinations Council of Tanzania (NECTA) shall be responsible for setting, administration, marking, publishing and certification of these examinations. There fore, NECTA shall:

- Establish a strong system for quality assurance, school assessment and examination, monitoring and evaluation of teaching and learning processes,

- Review form II and form IV examinations to meet the requirements proposed in SEDP plan,

- Distribute information on learner performance to teachers, curriculum developers, teaching materials authors and other practitioners. The information should include both quantitative and qualitative data.

- Provide training and support for those responsible for examinations.

11.0 QUALITY ASSURANCE

11.1 School Inspection
In order to ensure quality in provision of education in Tanzania the Education Act No. 25 of 1978 and its amendment No. 10 of 1995 demands school inspectors to assess the provision of education in the schools and provide appropriate advice to rectify any anomalies observed. Schools shall be inspected once every two years.

School inspectors shall spend one week to inspect a single school. In order to accomplish this task effectively school inspectors shall take the following measures:

- Familiarize themselves with key documents related to the supervision of SEDP.
  The documents include:
  - Secondary Education Development Plan (SEDP) 2004 – 2009
  - Procurement guidelines (2004)
  - Building Construction guidelines (2004)
  - Financial Management and Accounting guidelines (2004)
  - Circulars Related to the supervision and implementation of SEDP.
  - Institutional Arrangements

- Guidelines for the Provision of Bursary to Secondary School Pupils from Low Income Families.
- Development Grant for Secondary Schools

- Monitoring and reporting on the funding and resources invested in the school for teachers, pupils; curriculum implementation buildings, books and other teaching materials, furniture and the use of capitation and development grants as per prescribed standards and quantities.

- Monitoring and reporting on the disbursement of funds from the Central Ministries to the schools and check preparation and submission to the central ministry of financial and physical reports as per set deadlines.

In order to improve effectiveness of schools inspection, school inspectors shall be recruited, trained and equipped sufficiently to discharge their duties .

11.2   Monitoring and Support
The implementation of the curriculum shall be monitored to track performance continuously against what was planned by collecting and analysing data on the established indicators. .
Monitoring agencies include TIE, NECTA, The School Inspectorate, Heads of Schools and other which stakeholders shall be given capacity to play their role effectively.
These agencies will also provide support services for teachers in the implementation of the revised curriculum.

11.3   Quality teaching and learning
Teachers, Head of school, Members of School Board and the School Inspectors will ensure that teaching is carried out to the set curriculum standards