

## *Vision*

*Kuona jamii yote  
ya wananchi, walio na elimu  
bora ya malezi na makuzi na inayowawezesha  
kumudu mazingira yao ya kujitegemea kijamii na  
kiuchumi bila ubaguzi wa jinsia, rangi, uwezo, kabila, dini, umri nk*

## *DHAMIRA*

*Kuwa na shuke inayotoa elimu Bora  
inayozingatia mahitaji ya elimu ya sayansi na  
technologia kwa jamii na makundi maalum-wasichana,  
masikini, walemavu, yatima nk), ili kustawisha ubunifu  
na udadisi kwa maendeleo ya mtu binafsi na ya jamii kwa ujumla*

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## Abbreviations

CSEE	Certificate of Secondary Education examination
CSO	Civil Society Organisation
ECD	Early Childhood Development
IT	Information and Technology
MKUKUTA	Mkakati wa Kuinua Uchumi na Kuondoa Umaskini Tanzania
NGOs	Non Governmental Organizations
NSS	Nyegina Secondary School
PEDP	Primary Education Development Plan
PSLE	Primary School Leaving Examination
SEDP	Secondary Education Development Plan
TRC	Teacher Resource Centre
UMABU	Umoja wa Maendeleo ya Bukwaya

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## Executive Summary

Guided by its vision and mission, Nyegina secondary school strives for education excellence both in terms of quality, and equity. Since its establishment in 1987 the school attained considerable achievements towards the realization of its goals. Some of the notable achievements include provision of opportunities for more primary school leavers to access secondary education. School records show that a total 1521 youth (725 boys and 796 girls) were enrolled at the school between 1987 and 2006. Girls enrolment at the beginning of the school (form one) is higher (52%) compared to boys, but the number of girls who complete secondary education at the school has continued to drop as shown by records of 2000 to 2006. While girls' enrolment was higher in 2000 (345 compared to 239 of boys), the number of girls who completed form four in 2004 dropped to 75 only!

However, the introduction of PEDP in 2001, and SEDP in 2005, has gradually improved the provision of education at primary and secondary levels. Key achievements in primary education includes increased enrolment of standard one pupils, improved school infrastructure (classrooms, teachers houses) and increased availability of teaching learning materials and books. The number of teachers in primary school is also increasing though equitable distribution in terms of number, qualifications and gender balance still remain a big challenge. Participation and engagement of the community, parents and local leaders in mobilization of education is also improving.

More secondary schools established at ward level (under SEDP) have increased the opportunities for more primary school pupils to access secondary education. Nyegina intends to utilise these opportunities to expand its secondary education to an advanced level. The overall goal is to contribute towards ensuring that every child –without discrimination, is able to enjoy her/his right to quality education. The emphasis is not on education of any sort, but one that promotes critical thinking, innovation, culture and practice of human rights, and democracy.

This strategy will be guided by the following main objectives:

- To establish adequate and quality infrastructure for a conducive learning environment.
- To establish a sustainable Institutional Management and Administration of the School
- To ensure availability of appropriate and adequate learning and teaching materials and facilities
- To promote Girl's interest in Education and in particular to assist them to pursue their talents in science/technology.
- To strengthen the *Moral* upbringing and guidance for students, teachers and other school community members
- To establish a “*Learning Resource Centre*” (*Kituo cha Maarifa*) to act as resource opportunity for stimulating the culture of learning among the general public, students and teachers at all levels

*This strategic plan is guide by our motto of seeing Nyegina as a good school-student centered gender sensitive and human rights cognitive and respecting. It is should be a place where students thrive and enjoy to be, a place where they learn to think creatively and innovatively, where they acquire life skills and develop self-esteem for being human, and where they learn to respect each and to be proud in practicing their civic obligations and rights*

## 1. Introduction

The history of Nyegina Secondary School (NSS) goes back to 1928<sup>1</sup> when the Roman Catholic Church began its evangelical mission in Musoma. The church, under the jurisdiction of the Maryknol Fathers since 1946 established a primary school for the provision of formal primary education to standard four level only until 1952. Students (both boys and girls) who aspired for further education were sent to other Roman Church education centres of Sumve and Bukumbi in Mwanza. Nyegina is therefore recognised as the breeding education centre for the many academicians and leading figures in Mara region<sup>2</sup>

Nyegina became a full government primary school under the management of the ministry of education following the nationalization of the private and church owned schools by the government in 1966. The Diocese however, retained the youth technical training component of the school and was run as a vocation-training centre for home crafts, adult literacy education mainly for women and other technical skills located at the same place.

Following the government's decision in the early 1980's to allow the private sector and religious institutions to take part in the provision of education in the early eighties, the people of Bukwaya approached the Bishop of Musoma Roman Catholic Diocese (Under the leadership of Bishop Anthony Mayala) to once again assist them in establishing a secondary school in cooperation with the communities. A development committee comprising of members from twelve villages<sup>3</sup> was formed to cooperate with the Diocese in coordinating the establishment of the school. However the actual running and management of the school has remained in the hands of the Diocese under the direct supervision of the Nyegina Parish<sup>4</sup>.

The secondary school was opened in 1987 at the same place where the former boarding primary school was located before the nationalization of the school by government in 1996. The main objective was to provide an opportunity for children in Bukwaya area to access secondary education. Following its vision and mission, the school developed more specific objective as defined as follows:

- a. To strengthen and expand education opportunities for girls and reduce gender imbalance in education
- b. To involve communities in education development in the project area
- c. To improve education delivery at Nyegina Secondary School
- d. To improve the quality of education in terms of content
- e. To rekindle school development interest and make the school sustain itself institutionally and financially.

This is a strategic plan to guide the expansion of NSS to become a high school providing advanced level secondary education to the students.

## 2. Context and the Situation of Education in Tanzania

The provision of education in Tanzania is guided by one of the objectives of its Development Vision 2025, which aim to:

*lead Tanzania to be a nation with high level education at all levels; a nation that produces the quantity and quality of educated people sufficiently equipped with requisite knowledge to solve the society's problems, meet the challenges of*

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<sup>1</sup> Nyegina was the first Roman Catholic missionary centre for education in Mara region, which later enable the opening of the Makoko Seminary in Musoma Municipal Council.

<sup>2</sup> Mrs Maria Nyerere (wife of the late Julius Nyerere, first president of Tanzania) was also a teacher at Nyegina primary school

<sup>3</sup> The twelve villages of the three wards of Etaro, Nyakanga and Nyakatende.

<sup>4</sup> The in charge of the Nyegina Parish (Fr. Leo Kazeri) is the manager of the school

*development and attain competitiveness at required and global levels' (Vision 2025, p.4)*

The Vision 2005 further reiterates that:

*'Education should be treated as a strategic agent for mind set transformation and for the creation of a well educated nation, sufficiently equipped with the knowledge needed to competently and competitively solve the development challenges which face the nation. In this light, the education system should be restructured and transformed qualitatively with a focus on promoting creativity and problem solving' (Vision 2005, p.19)*

The government embarked on a massive restructuring of the Primary Education Sector through the Primary Education Development Program (PEDP). PEDP aims at addressing priority areas of primary education provision namely, access/enrolment expansion, quality improvement, and institutional capacity building for optimizing human, material and financial resource utilization. The reforms of the primary education under the implementation of PEDP (2002-2006) have now taken hold, with considerable successes as indicated by the increase in the gross enrollment ratio from 78% in 2000 to over 100% in 2003. However, the massive expansion at the primary school level has a direct bearing on the Secondary Education Sector.

The general education system in Tanzania is comprised of seven years of primary education, four years of lower secondary and two years of upper secondary. The formal secondary education has two levels, namely a four-year junior secondary which leads to the attainment of 'Certificate of Secondary Education' qualification, and a two-year senior secondary which leads to the attainment of an 'Advanced Certificate of Secondary Education' qualification. Selection to join both levels is highly competitive and is based on performance at two examinations namely the Primary School Leaving Examinations (PSLE) and the Certificate of Secondary Education Examination (CSEE). Both examinations have a dual purpose of certification and selection.

### **1. Secondary Education Development Program**

The secondary education in Tanzania currently faces three main challenges. First and foremost is increasing access to both boys and girls, second is improving quality, and third is minimizing the costs of education particularly to students from poor households. Tanzania has one of the lowest secondary gross enrollment ratios anywhere in the world. Only about seven percent of the relevant age group attends secondary education as a whole (compared with an average of 25 percent for Sub-Saharan Africa) including about 10 percent at lower secondary and less than two percent at upper secondary. Only 22 percent of primary school leavers in Tanzania have a chance to continue their education at the secondary level, compared with 50 percent in Uganda (2001).

Secondary enrollment ratios are low for all population groups, but especially for girls and students from low-income households. The government is encouraging the establishment of secondary schools within the communities (at ward level) to reduce the burden of costs for parents. Few Non-Governmental Organizations (NGOs), Faith Based Organizations (FBOs) and the private sector have introduced incentives to support students from poor families and particularly girls to access secondary education

Following the considerable achievements of PEDP, the government has embarked on a similar initiative for the secondary education by developing a Secondary Education Development Plan (SEDP). The plan seeks to achieve three basic objectives namely, to increase the proportion of the relevant age group completing secondary education, especially underserved groups (from poor families, rural areas and girls), who are now getting better opportunities to complete primary education through PEDP. The second objective is to improve learning outcomes of students, especially at the lower secondary level, and the third objective is to enable the public administration to manage secondary education more effectively through the devolution of authority to lower levels and the strengthening of management capacities.

The specific strategies to raise access and equity in secondary education aim to address the following challenges:

- a. reducing teaching costs per student by increasing the ratio of teachers to students subject to a maximum of 1:35
- b. assisting poor communities to build schools and providing incentives for non-government schools to increase their enrolments further;
- c. lowering the costs of education to families at household level
- d. expanding scholarships opportunities for children from poor families and other disadvantaged groups ,
- e. introducing innovative schemes to produce qualified teachers more quickly and support their practice more effectively; and
- f. establishing distance learning programs for those bypassed by secondary education.

Since the government relaxed the restrictions of the private sector to invest in education in the late 1980s, there has been a rapid growth of private secondary schools. Individuals, NGOs and Religious institutions own and run these schools. This policy has proved to be an effective way to cope with some of the excess demand for secondary schooling in the context of tight constraints on the public budget. It is currently estimated that, the private providers enroll about 40 percent of all secondary students.

### **3. Status of Education in Bukwaya**

While Mara region has demonstrated a high level performance in the overall primary education national examinations for long time, the situation in Bukwaya has not been encouraging. The gloom picture is painted by poor performance of primary school leavers compared to other schools in Musoma district, increased rates of dropouts and absenteeism. Parents/community apathy and lack of interest towards education is mentioned to be the main challenges to spearhead further interventions to improve education in the area.

Girl's performance in education has continued to of very low standard compared to boys. (Participatory Assessment report of the education of Nyegina Secondary School 2004). Another key challenge has been lack of opportunities for all pupils who passed their examinations to access secondary education. On average the transition rate to secondary education is as low as 7% of all standard seven leavers. (Mutakyhwa, 2004). Findings from evaluation reports and interviews conducted to various stakeholders, outlines a number of reasons associated with the above problems. These are poor family income, extra household activities particularly for girls, engagement into petty business, inadequate, poor infrastructure/learning environment, and shortage of teachers both in quantity and qualification.

However, since the introduction of PEDP in 2001, the situation is gradually improving. Key achievements in primary education has been observed in terms of increased enrolment of standard one pupils, improved school infrastructure (classrooms, teachers houses) and increased availability of teaching learning materials and books. The number of teachers in primary school is also increasing though equitable distribution in terms of number, qualifications and gender balance still remain a big challenge. The participation and engagement of the community, parents and local leaders in mobilization of education has also improved.

The establishment of more government secondary schools at ward level has increased opportunities for more primary school pupils to access secondary education. 6 new secondary schools have been opened in four wards to be able to accommodate the children who have passed their primary education examination



### 3.1 Nyegina Secondary School

*.....I like the school very much because it is conveniently located in a conducive learning environment and away from the town noises-student interview 2006*

Since its establishment in 1987 NSS has attained considerable achievements towards the realization of its goals. Some of the notable achievements include provision of opportunities for more primary school leavers to access secondary education. Records show that a total of 717 students (403 boys and 313 girls) were enrolled between 1987 and 1996 of which 302 (42%) were from Bukwaya area. (Participatory Assessment 1998) Enrolment has increased gradually since 2000 as shown in table1 below)

Table 1: Enrolment Record 2000-2006

	Form I			Form II			Form III			Form IV		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2000	46	66	<b>112</b>	43	27	<b>70</b>	38	18	<b>56</b>	26	14	<b>40</b>
2001	48	68	<b>116</b>	36	50	<b>86</b>	31	15	<b>46</b>	28	13	<b>41</b>
2002	50	64	<b>114</b>	35	44	<b>79</b>	28	27	<b>55</b>	23	12	<b>35</b>
2003	59	81	<b>140</b>	41	41	<b>82</b>	29	28	<b>57</b>	20	14	<b>35</b>
2004	36	66	<b>102</b>	42	66	<b>108</b>	36	36	<b>72</b>	16	22	<b>38</b>
2005	45	70	<b>115</b>	24	69	<b>93</b>	39	42	<b>81</b>	35	32	<b>67</b>
2006	38	68	<b>106</b>	45	68	<b>113</b>	33	68	<b>101</b>	34	30	<b>64</b>

*Source: Nyegina Secondary School data base 2006*

The enrolment trend as shown in table 1 above indicate an increased dropout rate of students (for both boys and girls) as they progress from form 1 to higher classes. The dropout rate was higher for girls as compared to boys in 200-2003, but has gradually decreased to almost the same level as for boys between 2004-2004<sup>5</sup>. However, a detailed analysis was not done to verify the factors leading to the increased completion rate. The increase could be contributed by the number of student who joins Nyegina later from other schools in Tanzania.

Nyegina Secondary School is faced by a number of challenges, but the following three are the main concerns for its operations. First, although the school performances seem to have been improving towards the average, its quality is on the lower side with majority of students scoring divisions III and IV. The summary of the examination results for both form II and form IV in table 2 and 3 below indicates three scenario of performance. One is that very few students are able to score higher grades (divisions I and II), second, boys are performing better in examination than girls, and third there is a gradual improvement towards quality.

<sup>5</sup> The completion rate of girls was higher than boys in 2005

Table 2: Form II national examination results

Year	Sex	Div I	Div II	Div III	Div IV	Failure	School Rank
2001	Boys	0	2	16	15	2	<b>108/186</b>
	Girls	0	-	2	26	16	
	<b>Total</b>	0	2	18	41	18	
2002	Boys	0	5	15	10	2	<b>48/196</b>
	Girls	0	-	4	24	7	
	<b>Total</b>	0	5	19	34	9	
2003	Boys	0	3	23	10	1	<b>39/190</b>
	Girls	0	0	10	22	4	
	<b>Total</b>	0	3	33	32	5	
2004	Boys	0	3	29	10	0	<b>54/182</b>
	Girls	0	-	13	34	20	
	<b>Total</b>	0	3	42	44	20	
2005	Boys	0	5	11	6	1	<b>47/214</b>
	Girls	0	-	24	30	14	
	<b>Total</b>	0	5	35	36	15	

Table 3: Form IV National Examination Results

Year	Sex	Div. I	Div II	Div. III	Div. IV	Failure	School Rank
2000	Boys	-	1	3	14	2	206/554
	Girls	-	-	8	9	3	
	<b>Total</b>	-	<b>1</b>	<b>11</b>	<b>23</b>	<b>5</b>	
2001	Boys	-	1	5	18	4	319/619
	Girls	-	-	1	8	4	
	<b>Total</b>	-	<b>1</b>	<b>6</b>	<b>26</b>	<b>8</b>	
2002	Boys	1	6	6	9	1	203/623
	Girls	-	-	-	11	1	
	<b>Total</b>	<b>1</b>	<b>6</b>	<b>6</b>	<b>20</b>	<b>2</b>	
2003	Boys	1		6	12	-	328/754
	Girls	-		2	12	-	
	<b>Total</b>	<b>1</b>	<b>1</b>	<b>8</b>	<b>24</b>	<b>-</b>	
2004	Boys	1	3	5	7	-	308/802
	Girls	-	-	2	19	-	
	<b>Total</b>	<b>1</b>	<b>3</b>	<b>7</b>	<b>26</b>	<b>-</b>	
2005	Boys	2	5	17	38	2	
	Girls						
	<b>Total</b>						

Second, is the decreasing number of students enrolled from the local area (Bukwaya area) Mutakyahwa (2004) reports that the drop out of girls has been as high as 80% while that of boys reaching 57% of original enrolment in form one. In addition, it has been found out that fewer children from poor families have been enrolling at the school compared with children from better off families. The high drop out of girls has affected the gender balance of students completing at Nyegina Secondary School. The dropout is a result of failures to meet school and national performance standards (especially form II examinations), transfers to other school, pregnancies and other disciplinary measures leading to expulsion. Some students have not been able to pay their school fees costs.

Third, the concept of promoting a sustained local commitment and participatory culture among local stakeholders, beneficiaries and leadership has not functioned as was anticipated. The community development committee, which was established to mobilize communities, ceased to exist after the registration of the school under the Musoma Diocese and its functions were not handed over to any other local institution to link with the community. As a result the overall management of the school is solely in the hands of the school manager (Nyegina Parochial). The local leadership (village and wards) has taken little interest to cooperate in solving some of the problems related to the community and parents.

A number of reasons contributing to the poor performance of the school include lack of qualified, experienced and competent teaching staff, lack of proper library services to meet the needs of teachers and students, and inadequate infrastructure such as hostels to accommodate students at the school compound. Others are poor preparation of students especially at primary level especially in maths, English language and science subjects. Pregnancies are highly observed soon after students have come back to school from their holidays.<sup>6</sup> Some families are poor to be able to meet the high cost of educating their children at secondary level. Draught, population pressure and lack of capital to start up profitable economic activities are few of the reasons contributing to the poor economic status.

## 4. Improving Education in Nyegina

### 4.1 Primary education

A holistic transformation is required to improve delivery of quality education in primary schools as a way to prepare students for secondary education. Active engagement of all stakeholders in education is a key to successful management. Currently there is a gap between teachers and the community in following up the entire learning process of children both at primary and secondary schools. The following are some of the recommended strategic interventions,

- a. Improve Early Childhood Development (ECD) and Pre-primary Education Programs by encouraging local communities (parents and village/vitongoji authorities), primary schools and Civil Society Organisations (CSOs) such as Umoja wa Maendeleo Bukwaya (UMABU), women and youth groups to continue supporting mobilizing communities to implement the Early Childhood Development (ECD) and Pre-School programs as a way to promote the overall development of the child (physically, mentally, morally and socially) and to prepare children to appreciate the learning process.<sup>7</sup>
- b. Operationalize the formation of the **Teacher Resource Centres (TRC)** at wards level to provide space and opportunities for teachers and other community members to pursue further training and in improving their academic and professional standards<sup>8</sup>.
- c. Initiate linkage/cooperation programs among teachers from secondary school and primary schools within the neighbourhood. For example, conducting joint debate clubs or sports, exhibition of new innovations in subjects' (both in content and methodology), or conducting regular meetings to exchange ideas, experience on to debate on the challenges of how to improve education at different levels

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<sup>6</sup> This may be linked with the irresponsibility of parents in counseling children when they are at home. It was said that parents in Bukwaya give their children unlimited freedom to engage in socialization ceremonies and in petty business to complement to the family income and thus exposing them to the risks

<sup>7</sup> UMABU in partnership with CARE International has been mobilizing the establishment of ECD programs in primary schools in Bukwaya area

<sup>8</sup> The Teacher Resource Centre program has not been implemented as stipulated on the PEDP document in Musoma Rural. Teachers who were nominated to run TRC are now being recruited to teach in the new secondary schools in their respective wards

- d. Initiate attractive school programs that engage a wider range of stakeholders such as parents, business community, and local leaders in school affairs. For example, conducting parent's days creatively by including activities related to education programs such as exhibition and demonstration of innovative work done by teachers and pupils and other talents during special days (Wiki ya Elimu ya Watu wa Wazima, Global Week of Action, Siku ya Mtoto wa Africa etc).
- e. Provide motivational and attractive awards to pupils and teachers who have excelled in their work. Encourage creative award such as site visits to nearby historical sites to complement the traditional awards like exercise books and pencils. Committed business communities such as mining companies, Breweries, Coca-Cola, mobile telephone companies, fish processors etc could be approached to sponsor such awards and therefore bring them closer to the school and the community.
- f. Others are improving learning environment at school (infrastructure, learning materials, games/sports etc) and improving the teacher's welfare. It is also recommended to continue with efforts to improve community participation through effective functioning of school committees and village/ ward authorities.

#### 4.2 Secondary education

There are feelings that some parents in Bukwaya (parents, youth and local leaders) have not yet fully realised the value of education for their children. This is evidenced by the way some parents prioritise the use of their meagre resources where the need to invest in other social luxury obligations surpass the quest for education. Some children prefer to engage in petty business and fishing as a mean to sustain their income or to supplement the family livelihood. Few parents/ leaders are irresponsible and lack of commitment to deal with the many challenges facing their children at school.

Some people argue that, students have lost confidence in the current education to be able to change their lives. Girls get married and remain with the same housewife status, and the boys go back to fishing or doing the same competitive petty business or become fishmongers. However, it is clear that there are people from Bukwaya who can demonstrate how secondary education has helped them to transform their lives, and especially for social status and economic gains. But the majority of the youth have managed to acquire basic skills through education; do rarely come back to their homes to be seen as role models by those who have not been able to continue with further education after their secondary education either at Nyegina Secondary School or somewhere.

In order to reverse this trend, a holistic approach for secondary education delivery system is urgently needed in Bukwaya area. The following are some of the strategic interventions:

- a. To conduct awareness and sensitisation of influence people's attitude and mindset towards education, second, to reverse the current poor the performance of Nyegina Secondary School to a desirable level as stipulated in its mission. Some of the parents who were interviewed boldly put their wishes that..... *"Nyegina should strive to remove division four in its examination records"*
- b. Gender equality in secondary education is still a major concern in Bukwaya area and other parts of Musoma and must be seriously addressed in its total perspectives. It is therefore necessary to develop gender-friendly education environment to attract more girl female teachers to join to Nyegina, but more importantly to take up the challenges of enrolling in science subjects

One of the stakeholders interviewed puts a focused remark.....*"We must go beyond quantity (enrolment ratio between girls and boys) to ensure that girls remain and complete all level of education, qualitatively and competitively just like boys"*.

- c. Third, it is important to maintain the reputation of Nyegina as a champion and starter agent

of education and development initiatives in Bukwaya area since 1928<sup>9</sup>. It has been strongly recommended by various stakeholders to upgrade the school to a High School Status. The rationales for the establishment of **Nyegina High School** are clearly outlined below.

- Since the inception of the Secondary Education Development Plan (SEDP), more secondary schools have been established at ward level and within the catchments area of Nyegina<sup>10</sup>. These schools will have more ordinary level secondary graduates who may want to aspire for high school opportunities in the near future.
- It is economically affordable for some parents from the neighbourhood to have their children enrolled for high school at Nyegina.
- The government calls for all education stakeholders to contribute in the provision of quality secondary education as stipulated in Vision 2025, MKUKUTA and the SEDP objectives
- Having a high school at Nyegina will inspire students and parents to see the value of education and thereby encourage competitiveness
- There are opportunities to be utilized effectively. These include having a sound and supportive management from the Diocese, having adequate space (land) for further expansion, and the possibility of attracting potential development partners to contribute financial and technical requirements.

## 5. Strategic Plan for Nyegina High School

The overall goal is to contribute towards ensuring that every child –without discrimination, is able to enjoy her/his right to quality education. The emphasis is not on education of any sort, but one that promotes critical thinking, innovation, culture and practice of human rights, and democracy.

*This strategic plan is guided by our motto of seeing Nyegina as a good school-student centered gender sensitive and human rights cognitive and respecting. It should be a place where students thrive and enjoy to be, a place where they learn to think creatively and innovatively, where they acquire life skills and develop self-esteem for being human, and where they learn to respect each and to be proud in practicing their civic obligations and rights*

### 1. Strategic Aims (Objectives)

This strategy will be guided by the following main objectives:

1. To establish adequate and quality infrastructure for a conducive learning environment.

Key Outputs:

- 8 standard classrooms and 1 big lecture hall, including rehabilitation of existing classrooms

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<sup>9</sup> Nyegina was the first spiritual and formal educational centre in the pre and post-colonial era, the first secondary school in the four wards of Etaro, Nyakanga, Nyakatende and Bisumwa. Nyegina must therefore strive to become the first high school in the area.

<sup>10</sup> 6 new secondary schools will be operating within Bukwaya area towards the end of 2006

- 2 new hostels/dormitories for girls and boys, including a sick bay, rehabilitation of existing hostels and laundry facilities for boys girls
- 13 staff houses for accommodating teachers and other staff
- 3 modern and well equipped science laboratories,
- Library (well stocked with necessary utilities including Information Technology (IT) and computer accessories
- Administrative block, multipurpose hall for kitchen and dining
- Sports and games facilities (play grounds, recreational halls) constructed and operational

2. To establish a sustainable Institutional Management and Administration of the School

Key Outputs:

- A functional institutional management framework outlining levels of management and accountability in place
- Adequate and qualified human resource-teachers and administrative staff recruited (see logical framework for detailed requirement)
- Administrative Policies and Financial Regulations to guide the management of the school in place and operational
- Staff Capacity Development Program for regular training and upgrading of teachers and other supporting staff in place and operational

3. To ensure availability of appropriate and adequate learning and teaching materials and facilities

- An updated, well stocked, and user-friendly library (using current computer technology). To accommodate the needs of both students and teachers for arts, science and general studies.
- A set of operational guidelines and regulations to safeguard the use of the library, laboratories and its facilities
- A modern computer training room with access to internet service providers
- Well stocked laboratories(reagents, equipment and other utilities) catering for the needs of both science and arts/music subjects

4. To promote Girl's interest in Education and in particular to assist them to pursue their talents in science/technology.

Key Outputs:

- Increased number of girls enrolling and finishing both "Ordinary and Advanced levels" of secondary education at Nyegina school.
- Increased number of girls enrolling for science subjects
- Increased awareness of communities (parents, local leaders and teachers) on the need of promoting girl's education

5. To strengthen the *Moral* upbringing and guidance for students, teachers and other school community members

Key Outputs:

- Student and teacher associations and clubs to promote dialogue on social and moral aspects established. (These includes, debate clubs, scouts, fellowship clubs, girl guides, sport clubs, theatre and cultural groups, etc)
- A Chaplin recruited to coordinate religion and counseling programs of the school
- Series of public debates to discuss moral issues with different groups of stakeholders

(parents, local government leaders, traditional leaders, judiciary-*police and primary courts*, religious leaders), held at various levels

- Sports and other social activity competitions organized between Nyegina school and other neighboring communities.

6. To establish a “*Learning Resource Centre*” (*Kituo cha Maarifa*) to act as resource opportunity for stimulating the culture of learning among the general public, students and teachers at all levels

#### Key Outputs

- *Kituo cha Maarifa* (a Multipurpose Community Learning Center) constructed and operational.
- A functional library to cater for diversified needs of the communities and schools around Nyegina,
- IT and internet services connected to reliable service provider
- Basic recreational facilities for indoor games
- A team of competent staff recruited to run “*Kituo cha Maarifa*”

#### 6. Governance and Management Structure

Nyegina Secondary School is owned by the Diocese of the Roman Catholic Church in Musoma, but its management has been delegated to the Parish of Nyegina. The head of the Parish is the manager of the school, but the daily running of the school is under the School Headmaster, who has been competitively recruited by the school board. The School Board provides the overall policy guidance and to ensure quality compliance. See annex.... criteria for selection board members)

The school management team under the headmaster is responsible for the organizational management, program planning, implementation for the day of the school. The management team is comprised of the headmaster, the accounts/administrator, matron, patron, deputy head of the school, Chaplin, and heads of departments.

##### a. Administration unit:

- *Headmaster,*
- *deputy headmaster,*
- *Accountant/ administrator,*
- *Storekeeper,*
- *Secretary,*
- *Security guards,*
- *Attendants*
- *Kitchen staff*

##### b. Academic team:

- *Academic master,*
- *Subject masters,*
- *Librarian,*
- *Lab technician,*

##### c. Sports, debate clubs and entertainment:

- *Sports adviser*
- *Debate club adviser*
- *Socialization and entertainment adviser*

##### d. Counseling and moral guidance:

- *Patron/matron*
- *Chaplin*

##### e. Environment and Sanitation

- *adviser*

At lower levels there will be a school baraza, comprising a democratically elected team of student representatives from all levels (O-level and A-level) and gender consideration. Clear terms of reference will be drawn to guide the responsibilities, functions, mandate and accountability of the school baraza. The school baraza is an autonomous body and respected management unit within the school community, and should therefore be supported and guided in its function to ensure a smooth relationship with teachers and the administration. The chairperson of the school baraza may be invited to participate in the management meetings to represent the interest of students.

### **Gender Consideration:**

Nyegina High School is committed to follow a non-discrimination staffing policy, and will in particular seek to encourage the inclusion of qualified female teachers and staff, young persons. The development of staff capacity and resourcefulness will be actively promoted through self-learning, training and encouraging women's participation in challenging positions and processes.

**The School Culture:** The Nyegina High School affirms the basic moral values of respect, democracy, human rights, gender equity and allowing meaningful public participation of all key stakeholders in decision-making. Consistent with our beliefs and ethics, Nyegina is also committed to cultivating an explicit culture of openness, mutual respect, critical reflection and learning within the organization (Fr Leo, can u put something here related to moral upbringing but still retaining individual respect and freedom?)

### **Monitoring and Evaluation for Quality Assurance**

The motto of Nyegina High School is grounded on *Quality and Meaningful Education to all* It is therefore necessary to put in place rigorous quality assurance (planning, monitoring and evaluation) tools and processes within the school system. The driving purpose for these is to enable an effective self propelling and functioning of the school. In addition, to the required government standards of quality assurance, the school will establish other competitive self monitoring approaches to nurture learning and exchange of experiences. These approaches will be reviewed during the annual retreats for evaluating the annual performance.

### **Financial accounting and sustainability**

Nyegina High School will develop and adhere to financial systems and practices that conform to the highest ethical standards. Principles of transparent accountability will be stressed, and steps will be taken to develop a shared staff ethics regarding the use of school resources. At the outset considerable attention will be given to establishing clear policies and procedures, including the development of user-friendly manuals (translated into simple language and shared with all key stakeholders) A software accounting package with capacity to generate analytical reports will be installed and responsible staff trained on its effective utilization.

The finance and administration unit will produce standard and regular reports to enable the management to track incomes and expenditures in relation to budgets and activities. Both internal and external audits are key component of sound financial management for Nyegina. These serves two main purposes: One is to assess the integrity of the management of funds and assets, and second it to outline ways in which financial management systems can be improved. The headmaster and finance/administration officer will be responsible for coordinating a rigorous internal auditing process. A reputable independent audit company will be recruited and approved by School Board each year to carry out checks and balances of the school properties and resources.

6.2 The budget (see attached annex 3)

6.3 The Logical Framework (see annex 2)



6.4 Organisational Structure (Plse Moses can you help to EDIT this organogram chart? I did not take the details)

THE DIOCESE OF MUSOMA

THE SCHOOL BOARD

HEADMASTER

MANAGEMENT TEAM  
*-head of units*

SPORTS, CLUBS & ENTERTAINMENT  
ADMINISTRATION &  
ACCOUNTS

COUNSELLING  
& GUIDANCE

ACADEMIC UNIT

STUDENT BARAZA  
*-comprised of student leaders at all levels*

SCHOOL BARAZA  
*-comprised of all students, teachers and staff*

# What is a Good School?

We believe that every child in Tanzania – without discrimination, whether rich or poor, rural or urban, male or female – has a right to a good education.

A good school is child-centered, with active learning where children participate meaningfully inside and outside the classroom.

It is a place where every child enjoys being, is welcome, celebrated, encouraged to be open, ask questions, think critically and allowed to demonstrate his/her creative mind. It is a place where the education provides life skills and fosters imagination.

A good school has caring, competent and committed family of staff, who are considerate, reflective, and are continually learning, who enjoy decent working conditions and ongoing support, and who are accountable for their work.

It is a place where teacher student relations are marked by trust and mutual respect. A good school has decent infrastructure and adequate supplies. It has adequate, appropriate and relevant facilities in terms utilities, sports, and learning.

A good school is a place of safety and a source of dignity for all children. It is a place where children are counseled and NOT merely beaten or disciplined in humiliating manners.

It is a place where all children – especially girls and children with disabilities – enjoy being with their colleagues, they do not face discrimination of any kind from either teachers or fellow students, are not bullied or sexually harassed.

A good school is well governed and democratic, where management is participatory and involves effective community engagement. It is a place where children have a space for contributing to a meaningful say in school governance.

It is a place where resources are used well, transparent and accounted for. We believe that good schools are crucial to vital citizenship – to ensuring young people have the skills, creativity, drive and aspirations that are essential to their own and the nation's democratic development.

It is a place where students miss and are longing coming back to, whenever they go away