

# CHUNYA DISTRICT COUNCIL

## II. SEDP PERFORMANCE REPORT JANUARY - MARCH, 2016

### 1.0 INTRODUCTION

This part of section talks about the District profile in terms of Geographical location, Land Areas, Administrative units, Population Size and Growth, Agro-Economic zones and Education status as it is addressed in the level of Pre-Primary Education, Primary Education and Secondary Education.

### 1.1 COUNCIL OVERVIEW

#### 1.1.1 Geographical Location

Chunya District is located in the North-West part of Mbeya Region, which is in the Southwest part of Tanzania. The District is among eight districts of Mbeya Region, and it lies between 7” and 9” latitudes, South of the Equator, and between 32” and 34” longitudes, East of Greenwich. In Northern part, it borders with Singida and Tabora Regions. Iringa Region and Mbarali District to the East, Mbozi and Mbeya Districts to the South, Rukwa Region and Lake Rukwa to the West.

#### 1.1.2 Land Area

Chunya is the largest District among Nine Districts of Mbeya Region. It covers about 46% of Mbeya Region’s surface area. It has an area of 29.219 sqkms. 79% of its Land area is arable land out of which 2% is under cultivation. 1% is forest reserve, 7% is game reserve, 4% is water bodies and 9% others, as indicated in the table below:

**Table 1: Land use classification**

<b>Classification</b>	<b>Area in km<sup>2</sup></b>	<b>Area in HA</b>	<b>Area shared in %</b>
Arable land	23,005	23,005,000	79%
Game reserve	2,000	2,000,000	7%
Forest reserve	396.4	3,964,000	1%
Water bodies	1,105	1,105,000	4%
Others	2,712.6	27,126,000	9%
<b>TOTAL</b>	<b>29,219</b>	<b>29,219,000</b>	<b>100%</b>

#### 1.1.3 Administrative Units

Administratively, Chunya District is divided into four Divisions namely Kipembawe, Kiwanja, Kwimba and Songwe. The four divisions are further subdivided into 30 wards, 73 villages and 313 hamlets. There are also 2 constituencies namely Lupa and Songwe.

**Table 2: Administrative units with Area Coverage**

S/N	Division	Area in km <sup>2</sup>	Number of Wards	Number of Villages
1	KIWANJA	4,383	7	20
2	KIPEMBAWE	8,766	7	15
3	KWIMBA	10,226	7	17
4	SONGWE	5,844	9	21
<b>TOTAL</b>		<b>29,219</b>	<b>30</b>	<b>73</b>

### **1.1.4 Demographic Characteristics**

Chunya District is inhabited by different ethnic groups including Kimbu, Bungu, Guruka (semi-Safwa), Nyakyusa, Nyamwezi, Sukuma, Barbaig, Hehe, Nyiha, Ndali and Songwe.

### **1.1.5 Population Size and Growth.**

The district has growth rate of 4.6% with a population density of 8.5 this is according to the National Population Census Reports conducted from 1967 to 2012 as shown on the table below:

**Table 3: National Population Census.**

Year	1967	1978	1988	2002	2012
Population	53,620	89,120	164,554	206,615	290,478

### **1.1.6 Agro-Economic Zones**

The district has three Agro-economic Zones namely:

#### **i) Gold Mine Zone**

This zone covers Kiwanja and some parts of Kwimba Division i.e. the central part of Chunya and Msangaji Plateau. The main economic activity carried out include agriculture i.e. growing maize, beans, millet, cassava, potatoes, sorghum, groundnuts, beekeeping, mining(gold) and forest products. Currently there are over 200 mining sites operated by small scale miners.

#### **ii) Miombo Woodland Zone**

This zone covers the Kipembawe Division and part of Kwimba Division. The main activity in the zone is agriculture (growing tobacco, sunflower, maize, beans, millet, cassava and groundnuts as well as live stock keeping).

### iii) Rukwa Basin Zone

This includes the whole area of Songwe Division forming the Rukwa Rift Valley Basin. The main economic activities are fishing, agriculture and live stock keeping. There are about 8 fishing camps namely; Manda, Mbangala, Isanzu, Totowe, Njila, Iyovyvo, Rukwa and Uinde.

**N.B:** There are more than 173,800 indigenous cows, 185 dairycattle, 36,600 indigenous goats, 48 dairy goats and 48,697 local beehives in the district (according to 2007 report).

## 1.2 EDUCATION STATUS

### 1.2.1 Secondary Education

There are **22** registered Secondary Schools in Chunya District, **20** of them are Government Schools while **2** of them are Private schools. Government Secondary Schools have a total of **6,488** students, **3,518** are boys and **2,970** are girls (including a total of **838** students who are in A-level at Kiwanja and Maweni Secondary Schools of which **640** are boys and **198** girls). In Private Secondary Schools, there are **233** students among them **127** are boys and **106** are girls.

Government Secondary Schools have a total of **400** teachers, **275** being males and **125** are females. The required number of teachers in the district is **561**; there is a shortage of **161** Secondary teachers. Private Schools have **18** teachers, **13** are males and 5 are females. There is a shortage of **2** teachers among **20** teachers who are needed to teach in these Private Schools. All Secondary Schools comprise form I-IV (O-Level) except Kiwanja and Maweni Secondary Schools which have both O-Level and A-Level students.

**Table 4: Number of Students for January - March, 2016**

Government			Non Government			Grand total		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3518	2970	6488	127	106	233	3645	3076	6721

**Table 5: Number of Students Boarding and Day Government Schools January – March, 2016**

Boarding Students			Day Students			Grand Total		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
640	198	838	2878	2772	5650	3518	2970	6488

**Table 6: Number of Teachers in Government Secondary Schools**

	REQUIREMENTS			AVAILABLE			DEFICIENT		
	F	M	TOT	F	M	TOT	F	M	TOT
<b>Arts Teachers</b>	190	191	383	106	224	330	53	0	53
<b>Science Teachers</b>	89	89	178	13	57	70	76	32	108
<b>Total</b>	<b>279</b>	<b>280</b>	<b>561</b>	<b>119</b>	<b>281</b>	<b>400</b>	<b>129</b>	<b>32</b>	<b>161</b>

**Table 7: Teachers qualifications**

LICENSED TEACHERS			DIPLOMA TEACHERS			DEGREE TEACHERS			TOTAL		
F	M	TOT	F	M	TOT	F	M	TOT	F	M	TOT
0	2	2	66	88	225	53	150	203	119	281	400

**Table 8: Secondary Schools in Chunya District-2016.**

S/N	WARD	Government Schools	Private Schools	TOTAL
1	Chalangwa	Chalangwa	-	1
2	Chokaa	Chokaa	-	1
3	Galula	Galula	-	1
4	Ifumbo	Ifumbo	-	1
5	Ifwenkenya	Ifwenkenya	-	1
6	Itewe	Itewe	Chunya	2
7	Kanga	Kanga	-	1
8	Kapalala	Kapalala	-	1
9	Lupa	Lupa	-	1
10	Mkola	Makongolosi	-	1
11	Mamba	Mtande	-	1
12	Matwiga	Isangawana	-	1
13	Mbugani	Kiwanja	-	2
		Isenyela		
14	Mbuyuni	Mwagala	-	1
15	Mkwajuni	Maweni	Mkwajuni	3
		Saza		
16	Mtanila	Mtanila	-	1
17	Namkukwe	Namkukwe	-	1
18	Totowe	Totowe	-	1
<b>TOT</b>	<b>18</b>	<b>20</b>	<b>2</b>	<b>22</b>

The Wards which have no Secondary Schools, Students are attached to nearby Secondary Schools. Two newly Secondary Schools are under construction at Makongolosi and Matundasi Wards.

**Table 9: Basic School Facilities**

S/N	Main facilities	Required	Available	Deficit	%Deficit
1	Classrooms	181	240	0	0
2	Teachers Houses	428	72	356	83.2
3	Administration Block	20	20	0	0
4	Toilets	311	298	13	4.2
5	Tables	6488	5467	1021	16
6	Chairs	6488	4785	1703	26
7	Cupboards	196	46	150	76.5
8	Hostels	40	18	22	55
9	Laboratories	60	60	0	0
10	Libraries	20	1	19	95
11	Shelves	176	31	145	82
12	Beds	1066	730	336	36.4

## **2.0 OVERALL SEDP PERFORMANCE**

The major SEDP strategic priorities are;

- i) Improvement of access
- ii) Quality improvement
- iii) Capacity building
- iv) Institutional arrangement
- v) Cross cutting issues

### **2.1 IMPROVEMENT OF ACCESS**

SEDP Performance has accelerated the expansion of access to Secondary Education through the following key factors;

#### **2.1.1 Transition from Primary to Secondary Education**

Due to PEDP implementation in Primary Schools and later on SEDP implementation in Secondary Schools both have resulted to the improvement of infrastructure, teaching and learning materials in Schools that have resulted to the expansion of access in both primary and secondary education. For example, in 2011-2015 the number of students who passed the standard seven examinations and joined the secondary education in Chunya District was as following:-

**Table 10: Candidates did Standard Seven Examinations and joined Secondary Education**

<b>Years</b>	<b>Registered Candidates</b>	<b>Candidates did the examinations</b>	<b>Percentage rate</b>	<b>Candidates passed the examinations and joined Secondary Education</b>	<b>Percentage rate for Candidates passed</b>
2011	7063	6626	94	3151	48
2012	5187	4890	94	2763	57
2013	5212	4952	95	1609	32.49
2014	4651	4437	95.4	1734	39.08
<b>2015</b>				<b>2296</b>	<b>51</b>

### **2.1.2 Construction of School Buildings**

Many buildings are being built in several Secondary Schools in the District. Some Schools are going on with construction of Classrooms, Administration blocks, Laboratories, Teachers houses, Hostels, Libraries, Dinning halls, Stores and Toilets. The activities are done through community participation, District Council, SEDP, donors, agencies, etc.

### **2.1.3 Construction of School Furniture**

Due SEDP performance Schools are going on with construction of Furniture in order to suit with the number of Students enrolled in Schools. Some of the Furniture constructed are desks, tables, chairs, laboratories, benches etc.

### **2.1.4 Teachers Recruitment and Deployment**

Several steps have been made to address the problem of shortage of teachers in schools by recruiting more teachers and redeploying others so as to bring balance among schools.

#### **a) Recruitment**

Efforts have been done to make sure those teachers are recruited as allocated by the government. The year 2015 the government allocated teachers in our District as follows:

**Table 11: Teachers Employment 2015**

DEGREE TEACHERS			DIPLOMA TEACHERS		
ALLOCATED	REPORTED	NOT REPORTED	ALLOCATED	REPORTED	NOT REPORTED
53	46	7	21	19	2

**Table 12: Teachers Reported 2015**

ALLOCATED			REPORTED												TOTAL		
			ARTS TEACHERS						SCIENCE TEACHERS								
M	F	TOT	DIPLOMA			DEGREE			DIPLOMA			DEGREE			M	F	TOT
			M	F	TOT	M	F	TOT	M	F	TOT	M	F	TOT			
50	24	74	10	4	14	21	17	38	4	1	5	6	2	8	41	24	65

### **b) Deployment**

The District/Department has been transferring some teachers from one school to another in order to balance the Teacher - Student Ratio (TSR).

## **2.2 QUALITY IMPROVEMENT**

In order to improve the quality of education, teaching and learning environment, the District have done the following activities by using available resources:

- a) Purchased the teaching and learning materials for the Secondary Schools in the District by the use funds from SEDP and other donors;
- b) Collection of sands, stones, water, construction of foundation to some schools;
- c) Construction of school buildings;
- d) Collecting funds from people, donors and agencies;
- e) Conducted/coordinated workshops to Head (Masters/Mistresses), Science teachers, Arts teachers, Ward Education Coordinators (WEOs), Ward Executive Officers (WEOs) and School Boards;
- f) Supervision, making follow-ups and monitoring have been done to ensure effectiveness to all activities conducted in Secondary Schools.

## **2.3 HUMAN RESOURCES**

Among the key factors in teacher effectiveness is their qualification. In Chunya District there are License teachers, Diploma teachers and Degree holders' teachers. Efforts have been made to improve teachers' effectiveness by providing training/seminar programs in various levels of learning according to available opportunities, some teachers especially licensed teachers are being sent to high Education. Other measures include improving working environment and providing teachers with necessary supports in order to raise their work morale. Also, construction of new schools is undertaken so that learning and teaching become more conducive. Availability of teaching and learning materials are still inadequate despite efforts made by the government and district to combat the problem.

## **2.4 CAPACITY BUILDING**

Efforts are being made to raise the capacity of all key holders in the development of education. Quality of teachers is an important aspect and determinant of quality education in any country. There is no any education quality above the quality of teachers. The best teacher is the one who is trained and qualified well and that who can use the available resources and environment to teach students.

Administratively the District /Department has conducted several seminars to Head (Masters/Mistresses), Second Masters/Mistresses, Subject Teachers, Treasurers and Suppliers on management and administration. Also, sensitization is done on School Boards on their obligations and community day to day operations/participation to their schools.

The Government provides funds to the District and schools so as to facilitate the implementation of SEDP. Funds disbursed to council and at school level include the following:

- i) Capitation Grants;
- ii) Development Grants;
- iii) Capacity Building Funds;

Also, the Head of Schools, WEOs and School Boards Members have been oriented on how to manage the school funds. All schools have opened bank accounts for Capitation and Development Grants, and they are making good bank transactions in accordance with the stipulated directives. They report monthly, quarterly and annually on SEDP implementation and usage of received funds and grants.

## **2.5 EDUCATION MANAGEMENT INFORMATION SYSTEM**

Sharing and flow of information among various education stakeholders have been improved. SEDP information is communicated in well organized procedures from grassroots to district levels; i.e. villages, wards and the district council.



The District is responsible to make sure that every stakeholder in the delivery of secondary education. The District is involved in the creation of awareness to the community to encourage them in participation and interventions of various programs.

There is good relationship among key actors particularly at district level, though some few cases of inadequate implementation of program, measures are taken to resolve such problems.

The District Commissioner has the role of sensitization of the community on the SEDP program. The sensitization is on construction of classrooms, teacher's houses, pit latrines, tables and chairs. Also play role of making peace and tranquility in the community for people to participate in SEDP program. The District Council has the role of receiving funds from the Government and reimbursing to schools bank accounts. Also informs all stakeholders on the issues of money and how to use it.

## **2.6 CROSS CUTTING ISSUES.**

### **a) HIV/AIDS EPIDEMIC**

HIV/AIDS situation in the Education Sector is still worse since teachers, students and parents are being affected and some of them are dying due to HIV/AIDS. The factors which contribute to the prevalence of this epidemic include:

- (i) Prostitution
- (ii) Polygamism
- iii) Alcoholism
- iv) Poverty
- (v) Inheritance of widows/widowers

The problem of orphaned children in the District is growing fast hence deliberate efforts is needed to address the problem. This epidemic affects the efforts made to improve education in the District Council in terms of quality and quantity. There are several initiatives made by the District, NGO's etc.

### **b) EFFORTS AGAINST HIV/AIDS**

The District Council has realized the impact of HIV/AIDS to School development. The following are among measures which are being undertaken by the council:

- i) Creation of awareness to the public on counseling and testing (VCT);
- ii) Identification of orphaned children and some initiatives have been carried out e.g. Support for schooling students by the Central Government, District in collaboration with NGO's
- iii) The package of health education especially on AIDS campaigns is inclusive in Form i-vi) teaching syllabi

- iv) To keep HIV/AIDS agenda in all gathering organized by the council .To intensify and use peer education centers, SPW, students guidance and counseling clubs in schools;
- v) In collaboration with various NGO's in the district to help community to fight against HIV/AIDS and prevent spread of that killer disease and other related diseases;
- vi) Guidance and counseling is being carried out for Headmasters/mistresses Ward Coordinators School Health and Hygiene Coordinators and Students on HIV/AIDS;
- vii) Introduction and orientation of peer education on HIV/AIDS issues and basic life skills.

### **3.0 SEDP PERFORMANCE ACHIEVEMENTS**

The following are some of the achievements resulted by the SEDP Performance in Schools:

- i) Teaching and Learning materials are available in Schools; Schools have bought enough text books, Laboratory Equipments and Stationeries;
- ii) In Schools some buildings are being constructed by the use of funds from SEDP;
- iii) Enrollment in Secondary Schools has been increased due to availability of infrastructure, teaching and learning materials in both primary education and secondary education;
- iv) New Secondary Schools are being constructed due to expansion of enrollment in the present Secondary schools, for example, Matundasi and Kipoke are the new Secondary Schools that will be opened in order to alleviate the problem of expansion in Makongolosi Secondary School.

### **4.0 INNOVATIONS MADE BY THE COUNCIL**

The following are some Innovations made by the Council and Community that have resulted to the success of the implementation of SEDP programs are:

- i) The District is involved in the creation of awareness to the community to encourage them in participation and interventions of various programs especially programs of SEDP performance. The District Commissioner has the role of sensitization of the community on the SEDP program, the sensitization is on construction of classrooms, teachers' houses, pit latrines, tables and chairs;
- ii) With the funds provided by the SEDP programs, the community do collect sands, stones, water and provide man power that support construction of buildings in Schools in order to minimize the cost;
- iii) Administratively the District /Department of education has conducted seminars to Head (Masters/Mistresses), Second Masters/Mistresses, Subject Teachers, Treasurers and Suppliers on the management and administration of SEDP

programs. Also, sensitization is done on School Boards on their obligations and community day to day participation to their schools on the issue of SEDP performance.

## **5.0 CONSTRAINTS FOR PERFORMANCE OF SEDP PROGRAMS**

The following are some of the obstacles that hindered effective implementation of the set goals of SEDP programs:

- i) Insufficient funds that didn't enable the administrator make effective follow-up to SEDP programs in Schools on time.
- ii) District Geographical location is also a big problem that hindered effective implementation, some areas in the district are not reachable during the rainy seasons eg Ngwala, Namkukwe, Kapalala etc.

## **6.0 RECOMMENDATIONS**

In order to alleviate the drawbacks of the SEDP programs, the following are some measures to be taken;

- i) Provision of enough funds so that some of the funds will be used for making follow-up to Schools where the programs are being implemented;
- ii) Improvement of infrastructure in the district that will enable all areas to be reachable even during the rainy season.

## **7.0 CONCLUSION**

SEDP performance with the strategic priorities of Improvement of Access, Quality improvement, Improvement of Governance and Management (capacity building), institutional arrangement, Cross cutting issues has improved the provision of education in our council. Many Students now attend Secondary Education that was for few people in the previous years.

I further convey my congratulations to our Government for putting forward the initiatives of SEDP programs.