Secondary Education In Tanzania Key Policy Challenges

Master's Thesis from the year 2011 in the subject Politics - International Politics - Region: Africa, East China University of Science and Technology (East China Normal University - International Center of Teacher Education), course: International Master of Education in Educational Leadership and Policy, language: English, abstract: Meeting basic learning needs of all children, youths and adults is the ultimate target of most of the international and national communities as well as governments across the world. Tanzania, like all other UNESCO member states, has committed to EFA goals defined in the Dakar Declaration on Education for All and the Framework for Action. This study focused on reviewing the achievements made and shortfalls encountered by Tanzania (Mainland) towards attaining the six EFA goals since the on-set of the new millennium. The study made use of documentary sources in which the researcher systematically and objectively researched evidences relevant to the study question. The analysis of the six EFA goals were categorized into three major themes namely early childhood care and education, universal primary education and gender and learning programmes for life skills and literacy. The categorization of these themes was based on the fact that quality (EFA goal 6) cuts across all EFA goals. The results indicated that the country has attained momentous progress in universalizing primary education, closing the gender gap and meeting the learning needs of youth and adults through non-formal delivery modes. On the other hand, it has made little progress in providing comprehensive early childhood care and education. The study further identified critical shortfalls facing the implementation of the EFA goals in the country. Among the major shortfalls are ensuring comprehensive early childhood care and education, quality education, education equity, learning programmes for disadvantaged population

This insightful book analyses the process of the first adoption of guiding human rights principles for education, the Abidjan Principles. It explains the development of the Abidjan Principles, including their articulation of the right to education, the state obligation to provide quality public education, and the role of private actors in education.

The inclusiveness of growth depends on the extent of access to economic and social opportunities. This paper applies the concept of social opportunity function to ascertain the inclusiveness of growth episodes in selected African countries. Premised on the concept of social welfare function, inclusive growth is associated with increased average opportunities available to the population and improvement in their distribution. The paper establishes that the high growth episodes in the last decade in the selected countries came with increased average opportunities in education and health; but distribution of such opportunities varied across countries, depending on the country-specific policies underpining the growth episodes.

"Many young people around the world --- especially the disadvantaged --- are leaving school without the skills they need to thrive in society and find decent jobs. As well as thwarting young people's hopes, these education failures are jeopardizing equitable economic growth and social cohesion, and preventing many countries from reaping the potential benefits of their growing youth populations. The 2012 Education for All Global Monitoring Report examines how skills development programmes can be improved to boost young people's opportunities for decent jobs and better lives."--Publisher's description

Essay from the year 2012 in the subject Pedagogy - Job Education, Occupational Training, Further Education, grade: 1-3, University of Dodoma (College of Education), course: Educational planning, language: English, abstract: This paper is about the growing demand of secondary education in Tanzania and it shows a blink of a missing link to quality. It further defines the overlooked terms by many such as education quality and quality it self. It defines education and what a secondary school education mean and it tresses the growths of education in Tanzania. Just as preferred by (Samra and Rajan, 2006) in most cases in the context of this work primary and secondary education are treated together, because they are inextricably linked in so many ways, and because success at the secondary level is fundamentally dependent on getting the basics right at the primary level. In its briefest sense the work is divided into introduction, discussion of different factors influencing education quality in the context of Tanzania and it provides way forward to curb the withering factors to quality education and its conclusion is made forth.

"The report, "'I Had a Dream to Finish School': Barriers to Secondary Education in Tanzania," examines obstacles, including some rooted in outmoded government policies, that prevent more than 1.5 million adolescents from attending secondary school and cause many students to drop out because of poor quality education. The problems include a lack of secondary schools in rural areas, an exam that limits access to secondary school, and a discriminatory government policy to expel pregnant or married girls"--Publisher's description.

The Link between Health, Social Issues and Secondary Education is based on country studies in six Sub-Saharan African countries - Eritrea, Mali, Namibia, Senegal, South Africa and Tanzania, and a literature review. It looks at the role of secondary education and training in promoting health, civics and life skills among the African youth. Specifically, this study focuses on examining which schooling programs are effective in equipping young people with life skills, which programs reduce drop-out and increase participation and how schools can become agents in tackling health and social issues.

This book brings together results of studies on progresses and challenges in the implementation of the Millennium Development Goals (MDGs) in Lesotho, Kenya, Botswana, Madagascar, Tanzania, Ghana, Uganda and Nigeria. The authors focus on selected goals as cases; and the book presents resulting lessons that can inform the post-2015 development agenda. The studies are against the background that in September 2000, world leaders from 189 countries, including 147 Heads of State, gathered at the United

Nations General Assembly to consider the challenges of the new millennium. They adopted the Millennium Declaration, which set out a vision for inclusive and sustainable globalization: UN 2000 (A/RES/55/2). The leaders pledged to work towards ensuring that conditions of extreme poverty are eradicated wherever they existed. To realise this declaration, the UN established eight MDGs to be achieved by 2015. The goals were broken down into 18 concrete targets and 48 indicators to track progresses in implementation. For the years lost 2000, countries in sub-Saharan Africa have been striving to achieve the goals. So far, some have achieved some of the goals, and the results toward the rest of the goals are also by and large positive, though off-target.

While Tanzania has been at the forefront of creating a positive legal framework and political context for gender equality, certain legal, regulatory, and administrative barriers still hinder women's full participation in private sector development. This report analyzes these barriers and makes recommendations for needed change, to ensure women's full contribution to private sector development and economic growth in Tanzania. Building on intensive stakeholder consultations and the findings of numerous studies, notably the MKURABITA diagnostic and the 2003/4 Investment Climate Assessments for Tanzania and Zanzibar, this report examines these gender-related barriers to growth and investment. It highlights legal and administrative constraints that have a disproportionately negative effect on female-headed businesses, and makes recommendations for needed reforms. Addressing these issues would not only help unlock the full economic potential of women, but would help improve the environment for all businesses in Tanzania. While Tanzania's economic growth has been strong, this report finds that if the country were to bring female secondary schooling and female total years of schooling to the same level as now enjoyed by males, this could produce up to an additional annual percentage point of growth - a valuable contribution to achieving the 6-8 percent annual growth targets of the National Strategy for Growth and Reduction of Poverty (NSGRP or MKUKUTA).

THIS BOOK WILL SOON BE AVAILABLE AS OPEN ACCESS BOOK This book is a valuable resource for policymakers and practitioners as it brings insights mainly from developing countries where relatively less research activity takes place. It is also a valuable resource for courses in mathematics education in the teacher education colleges, and departments of education in the sub-Saharan Africa region. In the increasingly global and technological world mathematics is seen as a significant gatekeeper of opportunities for social and economic advancement and mobility. Hence, countries and development agencies in the broader sub-Saharan Africa region are looking towards increasing access to relevant and high-quality secondary education as a lever towards economic development. Policy makers and other key decision makers in education look towards improvement in mathematics teaching and learning as a key focus in education reform. In the East Africa region also a number of initiatives have been taken at the national level in the respective countries to improve the quality of mathematics education. This book provides an in-depth comparative analysis of the developments and issues in mathematics education in Kenya, Tanzania, Rwanda and Uganda, and advances our understanding of the state of secondary mathematics education in East Africa.

In today's uncertain world, few beliefs remain as firmly entrenched as the optimistic view that more schooling will lead to a better life. Though this may be true in the aggregate, how do we explain the circumstances when schooling fails to produce certainty or even does us harm? Schooling as Uncertainty addresses this question by combining ethnography and memoir as it guides readers on a 30-year journey through fieldwork and familyhood in Tanzania and academic life in the USA. Using reflexive, longitudinal ethnographic research, the book examines how African youth, particularly young women, employ schooling in an attempt to counter the uncertainties of marriage, child rearing, employment, and HIV/AIDS. Adopting a narrative approach, Vavrus tells the story of how her life became entangled with a community on Mount Kilimanjaro and how she and they sought greater security through schooling and, to varying degrees, succeeded.

In recent years, international efforts to improve educational quality in sub-Saharan Africa have focused on promoting learner-centered pedagogy. However, it has not fl ourished for cultural, economic, and political reasons that often go unrecognized by development organizations and policymakers. This edited volume draws on a long-term collaboration between African and American educational researchers in addressing critical questions regarding how teachers in one African country—Tanzania—conceptualize learner-centered pedagogy and struggle to implement it under challenging material conditions. One chapter considers how international support for learner-centered pedagogy has infl uenced national policies. Subsequent chapters utilize qualitative data from classroom observations, interviews, and focus group discussions across six Tanzanian secondary schools to examine how such policies shape local practices of professional development, inclusion, gender, and classroom discourse. In addition, the volume presents an analysis of the benefi ts and challenges of international research between Tanzanian and U.S. scholars, illuminating the complexity of collaboration as it simultaneously presents the outcome of joint research on teachers' beliefs and practices. The chapters conclude with questions for discussion that can be used in courses on international development, social policy, and teacher education. "This volume, written by a multi-national team of scholar-practitioners, makes an important contribution to our understanding of learner-centered teaching and collaborative educational research. Based on an intensive investigation in Tanzania of a professional development program and teachers' efforts to conceptualize and implement a globally-promoted pedagogical approach, the authors illustrate – and critically analyze – how these practices are enabled and constrained by cultural lenses, power relations, and material conditions. Importantly, they also examine refl exively how cultural, power, and resource issues shaped their struggle to engage in a collective praxis of qualitative inquiry. The tensions referenced in the title sparked valuable insights, which will be useful to educators, researchers, and policy makers." — Mark Ginsburg, FHI 360 and Teachers College, Columbia University.

This book presents a story of school improvement activity in East Africa from 1985 to 2000, which focused on sustained teacher development. The core of the book consists of six evaluations of school-and district-wide school improvement projects (SIPs) supported by the Aga Khan Foundation in Tanzania, Kenya, and Uganda. The case studies present an evolving body of knowledge about the successes and challenges of a comprehensive approach to school improvement grounded in a common set of strategic principles. The strategic principles embody the belief that the chances for quality improvement in teaching and learning are greater when change efforts *are school-based, *involve whole schools as the unit of change, *emphasize the ongoing professional development of teachers, *attend to school management and organizational conditions affecting the capacity of teachers to implement change, * prepare for the institutionalization of organizational structures and processes that enable continuous school development, and *evolve through partnerships among relevant education stakeholders. The book concludes with commentaries by international experts in school improvement and teacher development on the SIP project designs, implementation and outcomes, and on lessons that can be drawn from the projects and their evaluations for school improvement policy, practice and theory in developing and developed countries around the world.

Examines how the curriculum and practices in teacher training programs address issues of HIV and gender equality in three East African countries: Kenya, Tanzania and Uganda.

With a growing economy, favourable geographic location and rapidly developing innovation ecosystem, Tanzania is well-positioned to integrate into the global digital economy. Economic growth over the last decade has averaged 6 to 7 per cent per year and the medium-term outlook is positive, with growth projected at 6.6 per cent in 2019 and 2020. Large public investment projects and continued foreign direct investment bode well for the future, and there is growing awareness of the benefits of new technologies (as seen by the widespread use of mobile money). Tanzania's economy has also become more

diversified over the last decade. While agriculture continues to be the mainstay for the vast majority of the population, emerging sectors such as finance and communications are propelling the economy forward. Export of manufactured goods to regional markets is also growing. Micro, small and medium-sized enterprises (MSMEs) contribute to 27 per cent of the GDP and employ more than 5.2 million people . More than half of the MSMES are owned by women. As a coastal economy bordering eight countries, six of which are nearly or completely land-locked, Tanzania is well-situated to expand as a regional trade hub. E-commerce has the potential to boost the country's economy by creating new employment opportunities, diversifying sources of income and creating new value chains. For MSMEs in particular, digital technologies provide the potential to improve access to new and existing markets and customers. There is also immense development potential in tourism.

Education is the foundation to almost all successful lives, and it is important that a high level of schooling be available on a global scale. Studying the trends in accessibility in education will allow educators to improve their own teaching techniques, as well as expand their influence to more remote areas in the world. The Future of Accessibility in International Higher Education is a comprehensive reference source for the latest scholarly material on emerging methods and trends in disseminating knowledge in university settings. Featuring extensive coverage on relevant topics such as e-learning, economic perspectives, and educational technology, this publication is ideally designed for educators, academics, students, and researchers interested in expanding their knowledge of global education.

Limits to Privatization is the first thorough audit of privatizations from around the world. It outlines the historical emergence of globalization and liberalization, and from analyses of over 50 case studies of best- and worst-case experiences of privatization, it provides guidance for policy and action that will restore and maintain the right balance between the powers and responsibilities of the state, the private sector and the increasingly important role of civil society.The result is a book of major importance that challenges one of the orthodoxies of our day and provides a benchmark for future debate.

This book examines the challenges posed by English, a foreign language, as a language of teaching and learning for community secondary schools in Tanzania in terms of academic performance. The book probes the necessity for having two languages of instruction in the Tanzanian educational system. While Kiswahili, the native language, is predominantly understood by the majority of people, the discussion in this book indicates that most students in community secondary schools in Tanzania are incompetent in understanding, writing, listening, reading, and speaking English, a language they use in learning and doing their examinations, especially in the early stages of their secondary studies. The incompetence in the above-mentioned skills is mostly caused by their inability to cope with the abrupt transition in the languages of instruction from their pre-primary and primary school study [Kiswahili] to secondary school study [English]. Moreover, most teachers are unable to use the English language as a means to impart knowledge or facilitate learning to their students, leading them to code-switching and code-mixing. This book poses a challenge to countries whose students pass through a transition from one language of instruction to another in their educational systems, helping them to make appropriate decisions in regard to the appropriate language of teaching and learning.

This study is based on research on secondary textbook and school library provision in Botswana, Cameroon, Cote d'Ivoire, Ghana, Kenya, Malawi, Rwanda, Tanzania, and Togo, as well as existing recent country reports on textbook provision and an extensive desk research. Considerable variations exist in Sub-Saharan African textbook requirements needed to meet secondary curriculum specifications just as significant differences exist between and within countries in regard to the average price of recommended textbooks. Some countries have no approved textbooks list. This World Bank Working Paper aims to discuss the textbook situation in Sub-Saharan Africa with a special focus on secondary textbook availability, cost and financing, distribution and publishing, and the status of school libraries. Its objective is to analyze the issues in secondary textbook and school library provision and to provide some options and strategies for improvement.

Through micro-analysis of language use, this book chronicles young women's pathways to becoming a Tanzanian beauty queen, offering an original perspective on the intersection of language with globalization, nationalism, and inequality in urban East Africa. This compelling linguistic ethnography considers the real-life effects, both on- and off-stage, of language policy, education, and gender dynamics for the women competing in the pageants. While highlighting many contestants' struggles for escape from poverty and patriarchy, the book also emphasizes their creative strategies – linguistic and otherwise – for bettering their lives and shows how people living in a global economic periphery take part in, and sometimes feel left out of, the wider world.

In History and Development of Education in Tanzania, Prof. Philemon A.K. Mushi, examines the historical development of education in Tanzania, from the pre-colonial to post-independence periods, delineating the economic and social context which shaped and helped to define the origins of various education reforms in formal and non-formal education and their developments in Tanzania beyond 1990. The book has attempted to uncover the underlying context with which the various education reforms were conceived and originated. At the same time, analysis of the current provision of education has been made to determine the challenges facing education provision in the country.

The book is a cutting-edge contribution to the debate which has occurred for some time on the pros and cons of secondary education becoming more closely and explicitly related to preparing young people for the world of work. The book provides concrete examples of the vocationalisation of secondary education, with particular reference to the situation in Africa. The target audience for the book includes policy-makers, practitioners, administrators, education planners, researchers, teachers and teacher educators with a concern about the relationship between secondary education and education for the world of work (with particular reference to technical and vocational education and training - TVET.) The book appears in the Springer book series on 'Technical and Vocational Education and Training: Issues, Concerns and Prospects' and compliments the 'International Handbook of Technical and Vocational Education and Training' and other publications in the' International Library of TVET' all of which are publications of the 'UNESCO-UNEVOC International Centre for TVET' in Bonn, Germany

The study builds on lessons from Tanzania's development experience of the past four decades, with emphasis on the period following the 1996 Country Economic Memorandum, which focused on the challenge of reforms, in particular the impact of reforms on growth, incomes, and welfare in the country. The study assesses Tanzania's current development status against the country's ambition, since independence, to rid the nation of three archenemies: poverty, ignorance, and disease. Structural transformation has been extremely limited, with agriculture still dominating the economy, a non-diversified economy that hampers flexibility to withstand shock occurrences. Nonetheless, the country intensified macroeconomic policy reforms, significantly stabilizing the economy, with falling inflation levels, climbing foreign exchange reserves, and an overall fiscal balance. But the main factors identified behind the slow development progress, are primarily inadequate capital accumulation, and productivity growth; poor support for the transformation of agriculture; disrupted progress in building human capital; and, delayed demographic transition. However, the steady progress in reorienting its economy to a market-based operation, is creating space for exploiting the large potential of private sector initiative. It is emphasized that growth will only be sustainable, if firmly rooted in exploiting the domestic resource base, international competitiveness, and an aggressive pursuit of new export opportunities. -- Publisher description.

Prevalent poverty and related problems in the East African region call for substantial action from various stakeholders, including social workers. This book, based on comprehensive empirical research, portrays an emerging yet powerful profession that has a significant role to play in the endeavour towards social development, social justice, human rights and gender equality. The book is the first of its kind to provide first-hand theoretical and empirical evidence about social work in East Africa

Written by leading scholars from a wide range of countries, this book advances the understanding of women's entrepreneurship by drawing attention to the contexts in which they operate. With its impact on

gendered institutions and gendered social forces, it will be of interest for researchers, faculty and students as well as policy-makers and practitioners. It is the fifth in the series of books produced in partnership with the Diana International Research Network.

The Quality Issue in Tanzanian Secondary EducationA Study on Key Factors Influencing the Quality of Secondary Education in TanzaniaEnglish as a Language of Teaching and Learning for Community Secondary Schools in TanzaniaA Critical AnalysisWipf and Stock Publishers

The past several decades have witnessed a surge in critiques of justice theory by gender, race, disability, post-colonial, non-Western, and other anti-oppression theorists. These theorists tend to reject ideal theory and instead engage in 'theorizing' that takes the details of people's lives to be central to understanding and alleviating injustices. These theorists reveal injustices emerging from norms assumed in mainstream justice theory and uncover them to challenge liberal accounts of moral reasoning and responsibility rooted in individualist conceptions of the self. Instead, they defend a relational conception of selves as born into relationships and shaped by norms, institutions, and structures that determine needs, opportunities, and life prospects differently for different people and groups. Attention to real world circumstances of injustice reveals inequalities in power between developed and developing countries; former colonizers and those colonized within and across nations; and the powerful and marginalized/oppressed where racism, classism, sexism, heterosexism, and so on still prevail. This volume sets out to examine a range of injustices emerging from, and shaped by, histories and contexts of patriarchy, racism, colonialism, capitalism, and so on. These are the kinds of injustices that affect the lives and well-being of people at the global, national, and local levels. The chapters in this book were originally published in the Ethics and Social Welfare journal.

With the rise of the 'knowledge for development' paradigm, expert advice has become a prime instrument of foreign aid. At the same time, it has been object of repeated criticism: the chronic failure of 'technical assistance' – a notion under which advice is commonly subsumed – has been documented in a host of studies. Nonetheless, international organisations continue to send advisors, promising to increase the 'effectiveness' of expert support if their technocratic recommendations are taken up. This book reveals fundamental problems of expert advice in the context of aid that concern issues of power and legitimacy rather than merely flaws of implementation. Based on empirical evidence from South Africa and Tanzania, the authors show that aid-related advisory processes are inevitably obstructed by colliding interests, political pressures and hierarchical relations that impede knowledge transfer and mutual learning. As a result, recipient governments find themselves caught in a perpetual cycle of dependency, continuously advised by experts who convey the shifting paradigms and agendas of their respective donor governments. For young democracies, the persistent presence of external actors is hazardous: ultimately, it poses a threat to the legitimacy of their governments if their policy-making becomes more responsive to foreign demands than to the preferences and needs of their citizens.

Violent television programs are highly preferred by children. They stimulate their emotions and increase curiosity about violence-related issues. This means that watching violent television programs has an impact upon their way of perceiving the world around them and acting in response to it. This study investigated the impacts of watching violent television programs on secondary school children in Tanzania. The specific objectives were: to examine children's accessibility to the TV, ascertain the types of violent TV programs and the time children spend watching them, determine the ways in which watching violent TV programs affects their academic performance, find out the impact of watching violent TV programs on their discipline, and examine the role of parents in addressing the impacts of watching violent TV programs upon their children. Results indicate that most secondary school children watch violent TV programs at home in the sitting rooms. They spend an average of three hours per day on weekdays, and seven-and-half hours on weekends, watching movies, music, drama, and informational programs that were identified as the most violent ones. Obviously, spending lots of time watching violent TV programs decreases children's academic performance and discipline. This book is important because it discusses the parents' role in discouraging and limiting children from watching violent TV programs, and choosing appropriate TV programs for them.

Community Secondary Schools are the majority secondary schools in Tanzania. These are schools built by community initiatives with the aim of helping more children acquire a secondary education. Despite this good intention, these schools face a number of challenges. One such challenge has to do with academic performance. This book investigates this challenge. It examines the factors that contribute to students' poor performance in the community secondary schools in Tanzania to discern the main factors contributing to their poor performance. Many factors contribute to students' poor performance, such as lack of support from parents on educational issues, teachers' and students' attitudes and perceptions on education, inadequate learning and teaching materials and resources, learning and teaching environments, as well as lack of adequate motivation for teachers and students. This book explores these challenges and proposes future prospects to make such schools have efficient performance in Tanzania and other places of the world they are found.

Investment in secondary schooling in Sub-Saharan Africa has been neglected since the World Conference on Education for All at Jomtien. The World Education Forum at Dakar began to recognize the growing importance of post-primary schooling for development. Only 25 percent of school-age children attend secondary school in the region--and fewer complete successfully, having consequences for gender equity, poverty reduction, and economic growth. As universal primary schooling becomes a reality, demand for secondary schools is increasing rapidly. Gaps between the educational levels of the labor force in Sub-Saharan Africa and other regions remain large. Girls are more often excluded from secondary schools than boys. Secondary schooling costs are high to both governments and households. This study explores how access to secondary education can be increased. Radical reforms are needed in low-enrollment countries to make secondary schooling more affordable and to provide more access to the majority currently excluded. The report identifies the rationale for increasing access, reviews the status of secondary education in Sub-Saharan Africa, charts the growth needed in different countries to reach different levels of participation, identifies the financial constraints on growth, and discusses the reforms needed to make access affordable. It concludes with a road map of ways to increase the probability that more of Africa's children will experience secondary schooling.

Document from the year 2011 in the subject Pedagogy - School System, Educational and School Politics, grade: 1-3, Mzumbe University, course: Education Policy, language: English, abstract: This hand book is about the growing impetus of community secondary schools in Tanzania: quality concern is debatable. It falls under three major parts. Part one is an introduction devoted to key ideas pertinent to historical development of community secondary, part two discusses varied themes in relation to community secondary school such as quality, management, indicators concern to quality teaching and learning process, challenges facing community schools and financing community secondary schools in Tanzania. The last part is suggestive way forward and conclusion, since views and practical observation is e made regarding to community school as educational organization. The main focus is granted on how quality management and leadership are employed. The main purpose is to conceptualize the main ideas, issues, benefits varied types and techniques to educational arena. The book commonly employs various pedagogical understanding about the essence, financial and challenges facing quality improvement in community schools. Experiences and observation has been made to community schools in Tanzania and its long stand for provision of education in the country

"The World Bank is in the initial stages of developing a new annual series of World Bank Country Briefs. Tanzania- the second report in the series - will be published in the winter of 2009. These short, country-specific reports examine the economic, social, environmental, and business landscape of developing countries, focusing on issues critical to development. [Overview [People and Poverty [Environment [

Economy [Governance and Business Environment [Global Links [Statistical Appendix"

Expanded access to and improved quality of secondary education in Sub-Saharan Africa are key ingredients for economic growth in the region This Secondary Education in Africa (SEIA) synthesis report makes this point by bringing together a significant volume of analytical work sponsored by the World Bank and by many African and international partners. 'At the Crossroads: Choices for Secondary Education in Sub-Saharan Africa' argues the case for broad and equitable access for a basic education cycle of 8 to 10 years, as well as for expanded education and training opportunities. This book provides a timely resource on good practices and potential solutions for developing and sustaining high quality secondary education systems in Africa. It includes the main elements of a roadmap to improve Africa's secondary education systems' response to the demands of growing economies and rapidly changing societies.

Tanzania aims to reach middle income status by 2025. Since the country's economic growth will increasingly require workforce with postsecondary training and skills, the education system needs to close systemic gaps and inefficiencies at the root of its current undeperformance.

Due to a lack of government sources for funding education, self-help initiatives have been practiced by schools and are being promoted internationally and within the policies of national governments as a viable means for funding schools. They are also regarded as valuable for enabling school-led quality improvements. Currently, there is rapid secondary education expansion in Tanzania, achieved through building community schools. These are constructed through cooperation between the government and local communities. Self-help activities have also been practiced in schools in order to supplement government resources. Although scholarship dealing with community financing exists, there is little research in Tanzania on school self-help activities. This study analyses the process of school level fundraising in Tanzania within the context of the rapid expansion of secondary education and considers the implications for social equity and school governance. The study draws upon critical theory to analyse social-power relations, social inequality and their effects on school governance and communities. Robertson, Bonal and Dale's governance framework and Bourdieu's social-capital theory are employed to explore the relationship between education governance and social and cultural reproduction. This is an exploratory study using mixed-methods with the qualitative component being more dominant. Although schools in Tanzania are supposed to report on the self-help activities they conduct, there is no clear overview and no records available from education offices. This necessitated a mapping exercise to find out what activities are being implemented on the ground through a questionnaire, to which 42 schools responded. This was followed by in-depth case studies conducted at two government- funded schools in Kilimanjaro region, a community school and a long-established school, on the role of different stakeholders and how they actually work. Informants included teachers, educational officials, members of the community and school board, who are key actors in the mobilisation of resources at school level. Although the public expansion of secondary education is aimed at reducing inequality, the findings suggest that there is class-based social reproduction as the flow of private finance increases the resource gap between schools and students. Community schools, which receive lower capitation grants from government, tend to serve a greater number of socio-economically disadvantaged students and hence are less likely to be able to raise funds. The findings also raise concerns about the possible low impact of self-help initiatives on improving quality. Uncertain social-power relations among stakeholders at different levels participating in the activities, lack of accountability and lack of effective support for schools at all levels, all have effects on school governance. The findings have implications for a policy of rapid secondary education expansion that expects significant community support for new schools. Despite the drawbacks, secondary expansion is still a step forward for equity as it has given access to secondary education, albeit of a lower quality, to many young people who otherwise would have had none. This study suggests policy priorities that are necessary to go along with the approach in order to ensure a positive impact. These consist of making sure that schools have certain essential resources; building capacities for education governance in communities and establishing a functioning education governance system which supports schools with more emphasis on improving quality and reducing inequalities.

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