

A PROJECT PROPOSAL FROM THE GOVERNMENT OF
THE UNITED REPUBLIC OF TANZANIA FOR THE CONSTRUCTION,
EQUIPMENT AND FURNISHING OF A TECHNICAL COLLEGE

- 1.00 BACKGROUND
- 1.01 This document constitutes a proposal for constructing, equipping and furnishing a Technical College which will prepare and produce Full Technician Certificate (FTC) graduates.
- 1.02 It is in the interest of the Government to give technical education top priority at all levels, be it primary, secondary or higher education.
- 1.03 This is demonstrated by the fact that in each District at least four Post-Primary Technical Centres are either established already or are in the process of being established. In the subsector of Secondary education to-date, there are four operating technical secondary schools at Ifunda, Moshi, Mtwara and Tanga. These four are quite insufficient for our national requirements. Hence plans are now underway to convert 10 existing secondary schools to offer technical subjects.
- 1.04 With regard to higher education, there are only two (at Arusha and Dar es Salaam) Technical Colleges, which among other things, turn out F.T.C. (Full Technician Certificate) graduates, who are mainly employed in the industrial service and education sectors of the economy.
- 1.05 The two institutions together have a total capacity of 1300 students with an annual output of about 300 FTC graduates.
- 1.06 At the National University in Dar es Salaam, a faculty of Engineering Science was established in the academic year 1973/74 and its student enrolment is at present 500. The faculty will eventually have a capacity of about 650 students.
- 1.07 Thus shortage of high and middle level technical personnel in particular has substantially contributed towards inhibiting the government's industrialization policy. At the middle-level category (technicians), the present two technical colleges have failed to meet basic national demands for this kind of personnel.
- 1.08 In order to alleviate this manpower imbalance, a move to place hitherto unprecedented emphasis on technical education is being launched and this concurs with what is spelt out in the current Third Five-Year Development Plan (1976/77 - 1980/81).

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- 1.09 So, as a prerequisite, the provision and the availability of an adequate number of technical training institutions is a move to the right direction.
- 2.00 JUSTIFICATION
- 2.01 Tanzania believes that, among other things, investment in Education, and in particular investment in technical education, is the key to industrial development.
- 2.02 Yet the development of technical education has been lagging behind as illustrated by the fact that the ratio of pupils in Technical secondary schools to those in other schools is about 1:12.
- 2.03 This obviously holds back the country's development efforts. It also makes it difficult to attain the target of being self-sufficient in middle and high level manpower with technical skills by 1980.
- 2.04 The total requirements of technicians of different skills up to 1980 is 28,700, while the expected national output is only 19,000 qualifying in and outside the country.
- 2.05 Therefore in 1980 the country will have a shortage of at least 9,700 technicians, and this shortage will multiply with time.
- 2.06 In order to curb this situation, expansion of technical secondary education is being tackled as cited above. Hence upon completion of converting the 10 existing secondary schools into technical secondary schools, they will altogether have a capacity of 6,000 students. If we add the number of those now studying in the four existing technical secondary schools, the total student number will be 8,400.
- 2.07 Yet the capacity of both of the existing Technical Colleges for FTC students is (850+450) 1300 only.
- 2.08 In this case, there is a strong justification for building other technical colleges so that most of the students in the technical secondary schools on successfully completing their studies could get a place in a Technical college to take FTC and other related courses.
- 2.09 Therefore for the country to be self-sufficient in this kind of technical personnel, a request for funds to establish another Technical College is a move towards the right direction, and the need for the College is indeed
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justifiable.

3.00 CAPACITY

3.01 It is proposed that the Technical College will have a total enrolment of 600 male and female students. The ratio of the two categories will be determined in due course, but this does not, in any way, interfere with the planned enrolment. Each class should not exceed 25 students.

TABLE I: ENROLMENT AT THE PROPOSED TECHNICAL COLLEGE

DEPARTMENT	ENROLMENT PER YEAR	TOTAL CAPACITY
Civil Engineering	80	240
Mechanical Engineering	60	180
Automobile Engineering	20	60
Electrical Engineering/Electronics/ Telecommunications	40	120
Total Capacity	200	600

3.03 Pattern of student intake for the first three years is shown in Table II below:-

TABLE II

YEAR	1983	1984	1985
1st	200	200	200
2nd	-	200	200
3rd	-	-	200
Total	200	400	600

4.00 ENTRY REQUIREMENTS

4.01 There will be four categories of entry requirements.

4.02 The first one is that the aspiring student should have successfully pursued 'O' level course in a Technical Secondary school, and passed in the relevant subjects

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in the National Form IV Examination. Here the deserving students will be selected on merit basis.

4.03 The second category is that other holders of the National Form IV certificate may be considered for admission to the FTC course provided that the aspiring student passed with at least credit in mathematics, physics and/or engineering science.

4.04 The third category is that aspiring student with less than Form IV qualification but who has had relevant trade training (for example, holder of National Vocational Training Trade test Grade I Certificate with appropriate practical experience) may get an opportunity for further studies at the College after passing a qualifying test. Courses to prepare students for such a test may be offered by the college or the Ministry of National Education as required.

4.05 Finally direct applications may also be considered.

4.06 As a rule, the students will be selected on merit basis by the Ministry of National Education.

4.07 These requirements may be modified from time to time as need arises.

5.00 CURRICULUM

5.01 The duration of the Full Technician Certificate course will be three academic years in a residential setting. Each of the three years will have four academic terms. The first two terms will each be of 10 weeks duration, while the other two will be of 12 weeks duration.

5.02 Also one of the four terms in each year will be for industrial attachment, during which students will do practical work in an industrial setting. The subject disciplines to be offered are Civil, Mechanical, and Electrical Engineering in the student intake ratio of 2:2:1 respectively.

5.03 After the three years training period, the successful students will be awarded a Full Technician Certificate (FTC) of the National Examinations Council. His starting salary scale will be MS.3.

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- 5.04 The technician is expected to occupy an intermediate position between management and engineers on one side and the executing labour force on the other side.
- 5.05 His range of activities may comprise of design, planning, control supervision, coordination and organisation.
- 5.06 A technician must also be able to execute himself all practical work typical of his trade, if called upon to do so.
- 5.07 The FTC course, therefore, will devote equal time to practical training and theoretical instruction. A practical class lasts for one hour while a theoretical one lasts for 45 minutes.
- 5.08 This is vital because the technician's own sound practical skills supplemented by theoretical knowledge will enable him to fulfil such duties as assessing the abilities of subordinates; allocating jobs accordingly; setting time and quality target and controlling the execution of work.
- 5.09 BREAKDOWN OF THE CURRICULUM

NO.	SUBJECT	NO. OF PERIODS/ WEEK		
		1ST YEAR	2ND YEAR	3RD YEAR
I.	CIVIL ENGINEERING			
<u>a) GENERAL SUBJECTS</u>				
	Communication	2	2	-
	Development studies	2	2	-
	Mathematics	2	2	-
	Physics (Laboratory)	3	3	-
	Economics & Management	-	-	2
<u>b) TECHNICAL SUBJECTS</u>				
	Materials	4	2	-
	Structures	4	4	4
	Surveying	2	3	2
	Architectural Drawing and Building construction	5	5	6
	Reinforced concrete	-	2	4
	Roadway Design & Construction	-	-	4
	Quantity surveying	-	1	2
	Plumbing & Finishes: Building Services	-	-	2
	Site Management	-	-	4
	Town Planning	-	-	2
	Water Supply	-	-	4
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c)	<u>Workshop and laboratories</u>	12	10	-
		Total	36	36
d)	<u>Options</u>			
	Additional Maths and Physics	4	4	4
2. MECHNAICAL ENGINEERING				
a)	<u>General subjects</u>			
	Communication	2	2	-
	Development studies	2	2	-
	Mathematics	2	2	-
	Economics & Management and Industrial Engineering	-	-	4
b)	<u>Technical subjects</u>			
	Mechanical Engineering Science	2	4	4
	Workshop Technology	4	6	6
	Electrical Engineering	-	-	4
	Engineering Drawing, construction, Machine Element	4	4	6
d)	<u>Laboratory Work</u>			
	Physics and Chemistry Laboratory	2	4	-
	Electrical Laboratory	-	-	3
	Fluid power Laboratory	-	-	3
e)	Workshop Practice	18	12	6
		Total	36	36
f)	<u>Option</u>			
	Additional Mathematics and Physics	4	4	4

ELECTRICAL ENGINEERING/ELECTRONICS

a)	<u>General Subjects</u>			
	Communication	2	2	-
	Development studies	2	2	-
	Maths (Applied)	2	2	-
	Physics(see under lab.)	-	-	-
	Management and Industrial Engineering and Economics	-	-	4
b)	<u>Technical Subjects</u>			
	Basic Electrical Engineering	4	2	-
	Mechanical Engineering	2	4	-
	Engineering Drawing	2	-	-

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	Electrical controls and control Engineering	-	2	4
	Measurements	-	2	-
	Electrical Power Utilization	-	-	4
	Electrical Machines	-	2	4
	Industrial Electronics	-	-	3
	Preventive Maintenance	-	-	2
c)	<u>Laboratories</u>			
	Physics & Chemistry Laboratory	3	3	-
	Electric Gravits and Measurement	3	3	3
	Machine Lab.	-	3	3
	Control Engineering Laboratory	-	-	3
d)	Workshop Practice	18	18	6
	Total	36	36	36
e)	<u>Option</u>			
	Additional Mathematics and Physics	4	4	4
	4. AUTOMOBILE ENGINEERING			
a)	<u>General subjects</u>			
	Communication	2	2	-
	Development studies	2	2	-
	Mathematics	2	2	-
	Economics & Management and Engineering	-	-	4
b)	<u>Technical Subjects</u>			
	Automotive Engineering Science	2	2	2
	Electrical Engineering Science	2	2	-
	Control Technology	-	2	-
	Automotive Technology (Theory)	4	4	4
	Automotive Technology (Practicals)	4	8	8
	Production Technology (Theory)	2	-	-
	Production Technology (Practicals)	4	-	-
	Productive work (Practical work)	8	8	10
	Machine Elements	-	2	4
	Engineering Drawing	4	2	2
	Workshop Management	-	2	4
	Materials	2	-	-
	Total	38	38	38

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c) Option

Additional Mathematics and Physics 4 4 4

6.00 TEACHING STAFF REQUIREMENTS.

- 6.01 When the proposed college is fully operational, the total number of teaching staff will be 84
- 6.02 Besides the teaching staff, a number of ancillary staff will be required too. These will be wholly local staff.
- 6.03 Of the 84 teaching staff members, 54 will be expatriates to teach the subject areas in which competent local staff are not available.
- 6.04 In this respect, the government is also requesting for funds in a form of bursaries/scholarships for training local counterparts here and abroad early enough to replace the expatriates in the way shown in Table III below.

TABLE III:

YEAR	1983	1984	1985	1986	1987	1988	1989	1990
Expatriates	30	40	54	40	30	20	10	-
Local Staff	20	25	30	44	54	64	74	84
Total	50	65	84	84	84	84	84	84

- 6.05 It is proposed that both the Principal (Project Manager) and the Administration Assistant of the Technical College will be expatriates to start with. The Deputy Principal and the Deputy Administration Assistant will be Tanzanians, who, among other things, will be understudying the duties of their respective expatriate counterparts in order to respectively take over the posts of Principalship and that of Administration Assistantship smoothly.
- 6.06 As far as possible, the same treatment will apply to Heads and Deputy Heads of the four (Civil, Mechanical, Automobile and Electrical Engineering) departments in the College.

7.00 PHYSICAL FACILITIES NEEDED.

- 7.01 The proposed Technical College will be located in a completely virgin piece of land, where among other things, construction of completely new buildings will be required.

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8.00 SCHEDULE OF ACCOMODATION

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8.01 ADMINISTRATION	NO. REQUIRED	NET AREA IN M2	TOTAL AREA IN M2	COST IN T'SH	IN US\$
- Principals Office	1	27.0	27.0		
- Deputy Principal's Office	1	27.0	27.0		
- Secretaries Office	1	27.0	27.0		
- Administration Assistant's Office	1	27.0	27.0		
- Bursar's Office	1	27.0	27.0		
- Registrar of Students' Office	1	27.0	27.0		
- Typing and Printing room	2	27.0	54.0		
- Staff room	1	100.0	100.0		
- Male wash/toilet room	1	10.0	10.0		
- Female wash/toilet room	1	8.0	8.0		
- Store	1	6.5	6.5		
- Corridor	1	100.5	100.5		
- Circulation/Walls	30%		132.0		
SUB-TOTAL NET AREA			573.0	1260,600	253,732
8.02 TEACHING ACCOMMODATION AND COMMUNAL					
<u>GENERAL</u>					
- Library	1	216	216		
- Lecture halls	2	90	180		
- General Science Labs	2	48	96		
- General classrooms	12	64	768		
- Audio Visual room	1	64	64		
- Audio visual store	1	20	20		
- Survey room	1	64	64		
- Drawing room	2	96	192		
- Sick bay/Dispensary	1	120	120		
- Circulation/Walls	30%		516		
SUB-TOTAL NET AREA			2,236	4,919,200	599,902
8.03 WORKSHOPS:					
<u>CIVIL ENGINEERING WORKSHOPS</u>					
- Woodworking machines	1	216	216		
- Woodworking (bench work)	1	216	216		
- Plumbing workshop	1	144	144		
- Civil Engineering	1	144	144		
- Carpentry Frameworks	1	216	216		
- Masonry concret (shed)	1	270	270		
- Circulation/Walls	30%		362		
SUB-TOTAL NET AREA			1,568	4,449,600	420,683

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<u>MECHANICAL ENGINEERING</u>					
<u>MECHANICAL WORKSHOP I</u>					
- Foundry and Blacksmith	1	216	216		
- Sheetmetal (Basic Training)	1	246	246		
- Gas cylinder store	1	9	9		
- Welding	1	144	144		
<u>MECHANICAL WORKSHOP II</u>					
- Hydraulic Lab. (Maintenance)	1	96	96		
- Metallurgy-Materials testing	1	48	48		
- Machine Tools	1	384	384		
- Staff Office	2	24	48		
- Showers/Toilet room	1	50	50		
- Store	2	80	176		
- Circulation/Walls	30%		425		
SUB-TOTAL NET AREA			1,842	4,052,400	494,195
<u>AUTOMOTIVE WORKSHOPS</u>					
- Diesel injection room	1	60	60		
- Engine Testing room	1	50	50		
- Laboratory	1	80	80		
- Bodywork & Spraying	1	50	50		
- Ramp	1	60	60		
- Staff Offices	3	16	48		
- Trade Training Room	1	150	150		
- Maintenance & Repair	2	65	130		
- Showers/Toilets	2	20	40		
- Electrics	1	70	70		
- Washing Vehicle room	1	50	50		
- Store	2	40	80		
- Circulation/Walls	30%		260		
SUB-TOTAL NET AREA			1,128	2,181,600	302,634
<u>ELECTRICAL WORKSHOP</u>					
- Basic Training (Electricity & Automobile)	1	216	216		
- Staff Offices	2	28	56		
- Trade Training Motor winding	1	144	144		
- Electrical Machine Lab.	1	72	72		
- Electrical Lab.	1	144	144		
- Store	2	88	176		
- Circulation/Walls	30%		242		
SUB-TOTAL NET AREA			1,050	2,310,000	281,707

8.04 COMMUNAL					
- Assembly hall/Dining Hall	1	900	900		
- Kitchen (with was/toilets, cold room, office plus store)(2)		225	225		
- Circulation/Walls	30%		338		
SUB- TOTAL NET AREA			1,463	3,218,600	392,512
8.05 SANITATION					
- Female was/toilets	1	26	26		
- Male was/toilets	1	90	90		
- Circulation/Walls	30%		35		
SUB-TOTAL NET AREA			151	332,200	40,512
8. CENTRAL STORE					
	1	300	300	€60,000	80,488
9.00 ACCOMMODATION					
BOARDING					
- 3 Blocks of four Floors each (Capacity of one block is 200 students)	3	6.3	3,780		
- Wash/toilet room	12	50	600		
- Common laundry and Store	12	70	840		
- Nurse/matron flat	2	80	160		
- Circulation/Walls	30%		1,614		
SUB-TOTAL NET AREA			6,994	17,485,000	2,132,317
HOUSING					
- 2 Bedroom house	20	80	1,600		
- 3 Bedroom house	64	92	5,888		
- Walls	15%		1,123		
SUB-TOTAL NET AREA			8,661	21,527,500	2,625,305

10.00 SUMMARY OF AREA REQUIRED

AREA REQUIRED IN

SQ METRES

10.01 Administration and Teaching

Accommodation

8,397

10.02 Communal Accommodation

1,914

10.03 Boarding and Housing Accommodation

15,605

Total Net Area

25,916

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11.00 COSTING

The cost for building construction of the proposed Technical College at the rate of T.Shs.2,200 per square metre for workshops and classrooms and T.Shs.2,500 per square metre for dormitories and Staff houses and the provision of furniture and equipment is estimated to T.Shs.123,393,400 or US \$ 15,047,976. This amount is arrived at as follows:

	T.SHS.	US \$
11.02 Building Costs	61,696,700	7,523,988
11.021 Site development (20% of building cost)	12,339,340	1,504,798
11.022 Furniture (20% of building cost)	12,339,340	1,504,798
11.023 Equipment (30% of building cost)	18,509,010	2,257,196
11.024 Price escalation (30% of building cost)	18,509,010	2,257,196
11.025 <u>SUB-TOTAL: (i) Construction costs</u>	<u>123,393,400</u>	<u>15,047,976</u>
11.03 <u>Transport facilities</u>		
11.031 A sixty-seater bus	450,000	54,878
11.032 Two twelve-seater 4 wheel drive vehicles	240,000	29,268
11.033 A seven-tonner Lorry	170,000	20,732
11.034 <u>SUB-TOTAL (ii) TRANSPORT FACILITIES</u>	<u>860,000</u>	<u>104,878</u>
11.05 <u>GRAND TOTAL</u> <u>(SUB-TOTAL (i) +(ii))</u>	<u>124,253,400</u>	<u>15,152,854</u>

12.00 CONCLUSION

12.01 The grand total cost for constructing, equipment and completely furnishing the proposed Technical College including provision of transport facilities is T.Shs. 124,253,400
US \$ 15,152,854
(exchange rate: 1 US \$ = T.Shs.8.2)

12.02 Once funds are obtained, construction work (see Appendix 1.) will start immediately under joint supervision of the Government and that of the donor country.

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- 12.03 It is proposed that the Technical College will be operational (See Table II) in 1983. Also see Appendix 1.
- 12.04 The recurrent expenditure will be met by the Tanzania Government.

PROPOSED SCHEDULE OF IMPLEMENTATION APPENDIX 1

YEAR I:	J:)
	F:) Initial discussions and negotiations with donor country.
	M:)
	A:) Signing of Agreement
	M:)
	J:)
	J:) Preparation of drawings and tender documents
	A:)
	S:) Floating and awarding of tender to contractor
	O:)
	N:) Contractor moves materials to site
	D:)
YEAR II:	J:)
	P:) Site clearing started and completed
	M:)
	A:) Digging up foundations of administration and teaching blocks started and completed (phase I)
	M:)
	J:)
	J:) Building up the foundations and digging up foundation for other communal and students' dormitories (Phase II).
	A:)
	O:)
	N:) Construction continues in both phases I and II and
	D:) digging up foundations for staff houses (phase III).
YEAR III:	J:) Phase I construction completed and installation of
	F:) electricity/gas and water started.
	M:)
	A:)
	M:)
	J:) Construction of Phase II completed and installations in Phase I. Starting installing furniture and
	J:) equipment in Phase I, and installation of
	A:) electricity/gas and water in Phase II started.

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S:)
O:) Construction of Phase III completed plus installations
N:) in phase II. Installation of furniture and equipment
D:) in phase II completed.

YEAR IV J:) Completion of installations in phase III
F:) and equipping and furnishing.
M:) Final touches done in phases I, II and III.

A:) Contractor hands over college to Government

M:) College administration gets ready to receive first
J:) year students

J:) First year students (200) start FTC course.

RECENT DEVELOPMENTS OF EDUCATION IN THE
UNITED REPUBLIC OF TANZANIA

1978 - 1980

C O U N T R Y R E P O R T
SUBMITTED TO

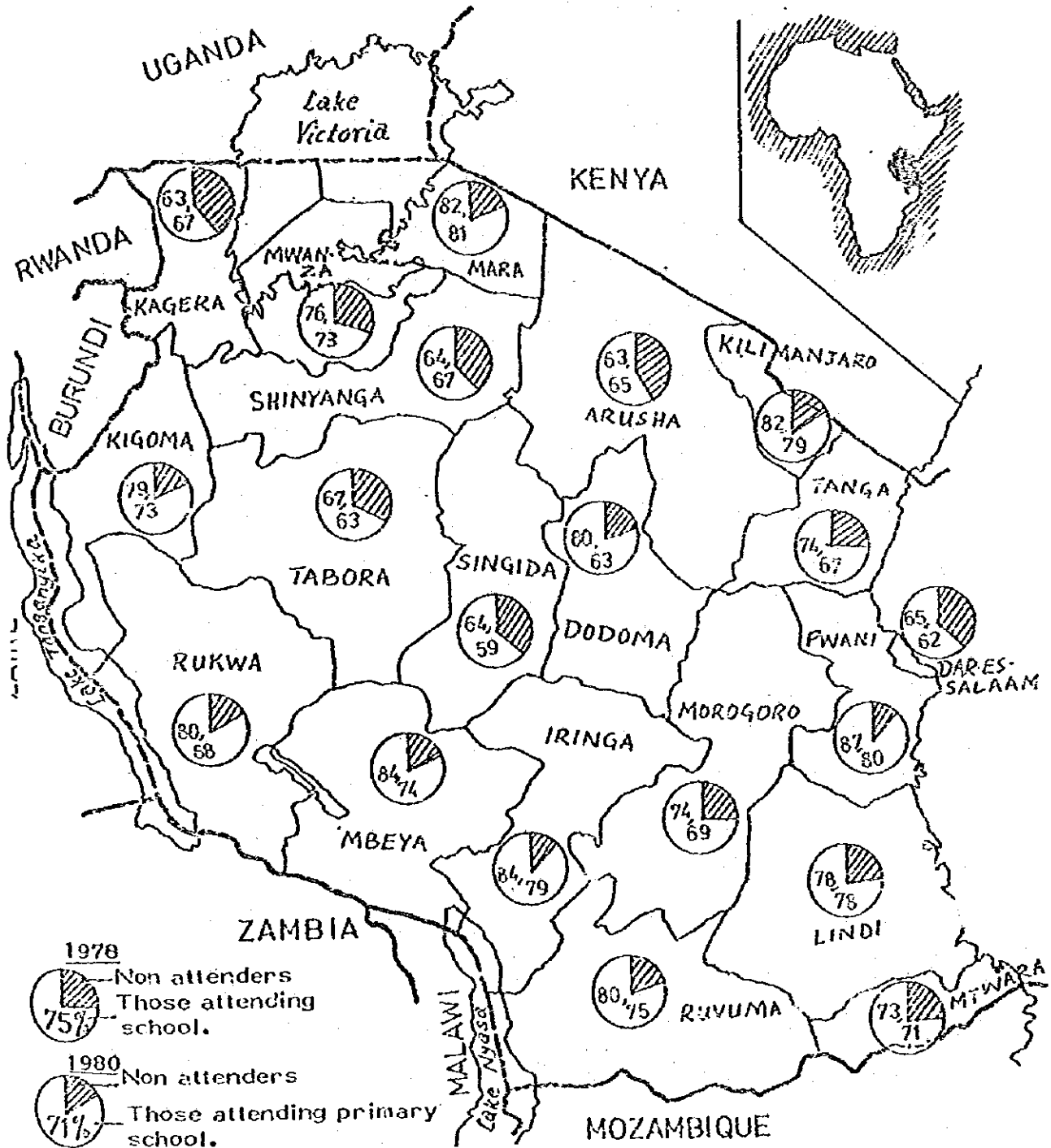
38th S E S S I O N
OF THE

I N T E R N A T I O N A L
C O N F E R E N C E
O N E D U C A T I O N
GENEVA, 10th - 18th NOVEMBER, 1981

THE MINISTRY OF NATIONAL EDUCATION
UNITED REPUBLIC OF TANZANIA
DAR ES SALAAM

SEPTEMBER, 1981

DEVELOPMENT OF EDUCATION IN TANZANIA 1978-80



KEY.

- Circle shows total number 7-13 year olds in each region.
- Black spot shows the percentage of 7-13 year olds who were not attending school.
- White shows the percentage of 7-13 year olds attending school.

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Preface

This report was prepared for submission to the 38th Session of the International Conference on Education, Geneva, in November, 1981. As requested for by the International Bureau of Education, the report covers the major developments in Education for the period from 1978 to 1980. Efforts were made to adhere as much as possible to the format sent by I.B.E. However, adherence to the format has necessitated some amount of repetition. It has also served as a limiting factor for comprehensive explanations.

It is hoped that this report will be useful not only to the members of I.B.E. but to those interested in the development of education in the country. All our institutions should benefit from this.

I would like to thank Mr. J.B. Mushi and Mr. E.B. Temu of the Research and Evaluation Unit for their constructive criticisms and suggestions.

M. Kisanga (Mrs)
Professional Assistant to the
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RECENT DEVELOPMENTS OF EDUCATION
IN THE UNITED REPUBLIC OF TANZANIA
1978 - 1980

1.0.0 Introduction

The paper starts with a few facts about Tanzania, followed by an explanation of the principles, aims, objectives and priorities of education. Then follows the new legislation in education, details of the system of administration, organization and financing of education. The paper deals more specifically with innovations which have taken place in the years under review and concludes with actions which have been taken by the country towards implementation of recommendations 68 through 71. A list of the major writings and documents on education published from 1979 to 1981 appears at the end of the text.

2.0.0 Overview

The United Republic of Tanzania came into being in 1964 as a union of Tanganyika and the Islands of Zanzibar and Pemba lying in the Indian Ocean on the East Coast of Africa. The text deals mainly with Tanganyika, that is, with Mainland Tanzania. This part covering an estimated area of 939,704 sq. km. has the highest mountain in Africa - Mount Kilimanjaro with a permanent ice cap at 6,341 metres above sea level.

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- (ii) Education is provided to enhance the quality of life of the people through the upgrading of skills and knowledge as a means of furthering the economic and social transformation.
- (iii) The specific steps being taken include:
 - (a) education for the masses rather than for the elite,
 - (b) making education both at primary and secondary levels, terminal and appropriate to the needs of the country,
 - (c) stimulating creativity within a content which emphasises Science and technology,
 - (d) integrating education and work, and
 - (e) establishing procedures which assess work.

3.3.0 The Priorities of Education

The six years 1978/79 to 1983/84 are planned for consolidating education at all levels: Great attention is being paid to the quality of education in order to consolidate the gains already achieved and to ensure that the education offered responds to national goals and environmental realities. A review of all the aspects of education was completed in 1979 setting out priority areas now under implementation.

3.3.1 The programme priorities are as follows:-

- (i) Emphasise science and technology in response to the country's call on the provision of physical and human resources for the development of basic industries.

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It has also got the second deepest and second largest lakes in the world - Lake Tanganyika in the Western border and Lake Victoria in the North West respectively. Situated on the East Coast of Africa South of the Equator, Tanzania Mainland joins Kenya and Uganda in the North, Zaire, Rwanda and Burundi in the West, and Zambia, Malawi and Mozambique in the South. To the East it stretches 800 km of palm-fringed beaches off the huge Indian Ocean. The last population census held in 1978 showed a total population of 17.5 million (17.01 million for the Mainland), of which 90 percent live in the rural areas. An outstanding feature of the population is its extreme youthfulness; over half the population is estimated to be 13 or under and the rate of population growth is put at 3.2 percent per annum. It is for such a population dependent mainly on agriculture, for which basic education must be provided.

3.0.0 Aims, Objectives and Priorities of Education

3.1.0 The Education system is based on policy statements from Education for Self Reliance of 1967 and the Musoma Resolutions of 1974.

3.1.1 (i) Education aims at achieving national unity.

- (a) It is therefore secular;
- (b) There is a common medium of instruction - Kiswahili at primary level and English at Secondary and Higher levels.

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- (ii) Review curricula at all levels and make efforts to equip schools with teachers, equipment and teaching -- learning materials.
- (iii) Encourage research into areas that will help minimize bottlenecks to the implementation of educational policy.
- (iv) Diversify skills at all levels to cover every learner's needs.
- (v) Increase efforts in order to reduce illiteracy to 5 percent by the year 1990 and upgrade adult skills.
- (vi) Improve and expand facilities for higher education in order to meet the great demand for professional and technical personnel.
- (vii) Improve educational administration and supervision.
- (viii) Raise the standard of curriculum development and of educational evaluation.
- (ix) Increase efforts in special education in order to serve many of the handicapped children.
- (x) Improve teacher training and re-enforce inservice courses in order to upgrade the knowledge and skills of a large number of teachers.

4.0.0 New Legislation in Education

4.1.0 In October, 1978 a new educational legislation which repealed the education Act Number 50 of 1969 was passed by the National Assembly. This law provided legal mandate for the formulation, promotion and execution

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of national policy on national education which are in more accord with the present political, economic and cultural realities.

4.2.0 Among other things, the new law provides for the central and local administration of national education, the establishment, registration, management and control of schools; and for the registration of teachers.

4.3.0 The Education Act Number 25 of 1978, together with the rules and regulations promulgated, are a legal enforcement of all the steps being taken to develop truly national education. The Act legalizes compulsory primary education brought forward from 1989 to 1977 by the Party's Musoma Resolutions of 1974.

4.4.0 The Ministry of National Education has several parastatals which operate under separate individual parliamentary acts. All these parastatals have Directors working under management boards which are advisory to the Ministry of National Education as shown on the Administrative Structure of Ministry of Education, Appendix I.

5.0.0 Education Administration: (See Appendix I).

5.1.0 Under the review period, education remained partly decentralized and partly centralized.

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General administration of primary and adult education is the responsibility of local authorities under the Prime Minister's Office. The Ministry of National Education is responsible for formulating, promoting and supervising implementation of educational policy. It administers directly folk development colleges, secondary, teacher training and technical college education.

5.2.0 The functions of the ministry are carried out by departments headed by directors. In 1978 the following changes were made administratively:

- (1) Three departments were started. They were: Higher Education, The Inspectorate and Technical Education Co-ordination.
- (2) The Directorate of Finance and Office Supervision was amalgamated with that of Manpower Development to form the Department of Manpower Development and Administration.
- (3) The Advisory Board to the Ministry was started under regulations made under the 1978 Education Act.

6.0.0 Financing Education

Education in Tanzania continued to be free at all levels of Education.

6.1.0 However, private school fees were increased in 1978 by 25 percent.

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- 6.1.1 From January 1982, the fees will be increased to 1,900/= for day schools and to 3,200/= for boarding schools. This is an increase of 19 percent.
- 6.2.0 To help finance U.P.R., from 1978 parents started to contribute Tanzanian Shs.20/= per child per year. This amount is meant to help secure equipment and teaching materials. In addition, parents build classrooms and teachers' houses on a self help basis.
- 6.3.0 At the secondary school level, some parents have been asked to contribute towards stationery.
- 6.4.0 During the period under discussion, parents have been persuaded to contribute towards pupils lunches.
- 6.5.0 The Ministry of National Education's expenditure for the years under discussion is as follows:-

YEAR	DEVELOPMENT EXPENDITURE (T,Shs.)	RECURRENT EXPENDITURE (T,Shs.)	TOTAL EDUCATION BUDGET (T,Shs.)	TOTAL EDUCATION BUDGET AS % OF GOVT. BUDGET	TOTAL EDUCATION BUDGET AS % OF G.D.P
1978/79	197,802,000	532,434,600	730,236,600	18.40%	4.6%
1979/80	292,029,000	490,357,000	782,386,000	19.2%	4.8%
1980/81	245,319,000	563,431,000	883,750,100	20%	5%
1981/82	300,743,000	764,500,000	1,065,053,000	20%	5%

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6.5.1 Financing of education has been done according to the plans of expansion of each subsector.

7.0.0 Education Organization

7.1.0 As the Chart in Appendix II shows, children start primary school at the age of seven. Primary education is compulsory and lasts for seven years. Repetition is allowed in the first three years only. This is done to ensure that each pupil acquires the skills of Reading, Writing and Arithmetic to the mastery level before being promoted to the next grade. There is a Primary School Leaving Examination at the end of standard seven.

7.2.0 There are four years of ordinary level secondary education (form one to four) and two years of advanced level secondary education (form five - six).

7.2.1 In form four pupils sit for a Certificate of Secondary Education Examinations. Good passes lead to enrollment at form five and at professional institutes. The rest go to direct employment in the public and private sector.

7.2.2 Except for girls who can go for higher training directly after one year National Service in the Army, after form six most of the pupils are expected to work for two years before they can be accepted for higher education at university level and at other institutions of higher learning.

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7.3.0 The duration of first degree university education ranges from three to five years depending on discipline.

7.4.0 There are other professional and vocational post secondary institutions in and outside the Ministry of National Education.

8.0.0 Primary Education

- 8.1.0 (i) The Department, headed by a director, is subdivided into three sections - Design and Co-ordination, Special Education and Vocational Education.
- (ii) The Department deals with primary education policy and advises on its implementation.
- (iii) Supervises national projects relating to primary education.
- (iv) Co-ordinates statistics relating to primary education.
- (v) Advises on equipment, teaching and learning materials. It runs a braille press, and supervises the production of primary school books.
- (vi) Plans for the training of teachers for handicapped children.
- (vii) Formulates policy for technical and craft education in primary schools and sees to its implementation.

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- 8.1.2 Compulsory enrollment of official school age children started in November 1977. This called for a rapid increase in the number of schools and of teachers. The teaching force increased from 63,740 in 1978 to 81,266 in 1980 and the number of schools increased from 9,549 to 9,923.
- 8.1.3 In 1981 an educational innovation of turning present primary schools into community schools was implemented in Dodoma and Singida regions. Hitherto the innovation had been tried in 35 primary schools attached to teacher training colleges since 1976.
- (i) The idea of community schools is meant to integrate school activities with those of the community in which it is situated. In this way the community will benefit from the school facilities while the pupils will learn from the community the knowledge and skills. The schools will also benefit from community services.
 - (ii) It is expected that in 1982 community schools will be extended to cover primary schools in the eighteen remaining regions.
- 8.1.4 As shown in Appendix III, the subjects for primary education were reviewed in 1980. There were minor changes.
- (i) English which used to be taught from standard I was shifted to standard III. History started to be taught at standard V instead of at standard III.

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- (ii) The number of teaching days were reduced from six to five a week. This was possible by reducing the number of contact hours. Periods were shortened from 45 minutes to 40 minutes in standard V to VII, to 35 minutes in standard III to IV. For standard I to II time was reduced from 40 minutes to 30 minutes.
- (iii) Primary school children do not go to school on Saturdays.

8.2.0 Special Education

Education for the disabled was started by Missionaries about thirty years ago.

- (i) To date, Tanzania has not been able to offer education adequately to many of the more than 572,000 disabled people in the country. So far there are 17 primary schools for the blind, two for the deaf, and five for the crippled. Altogether they enrol a total of 1156 pupils annually.
- (ii) Only a few of these, especially the blind, who go on to secondary and higher education. In 1980 there were 85 blind children in secondary schools; 20 of these were girls.
- (iii) In 1978 the University of Dar es Salaam enrolled blind students for the first time. By 1981 there were seven blind students. The first two blind students got their first Bachelor of Arts Degree with Education in March this year.

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- (iv) Disabled children, especially the blind, and to a lesser extent the crippled, get enrolled in Teacher Training Colleges. In 1980, there were ten blind and two crippled teacher trainees.
- (v) Teachers for the disabled were trained overseas until 1976 when inservice courses were started in the country. By 1979 a full wing had been established in one of the teachers' colleges for purposes of training teachers for the disabled.
- (vi) Other teachers for special education continue to be trained overseas. In 1980 four went to Ghana to train as teachers of the deaf, and one went to the United States of America to specialize in the teaching of the mentally retarded child.
- (vii) Special education is facing problems of shortage of staff, equipment and schools. Only 1,000 i.e. 0.5 percent of eligible primary school disabled children were enrolled in schools by December, 1980.
- (viii) The Ministry plans to build wings for special education in present schools rather than build separate schools for disabled children. Such integration will enable the disabled to mix freely with the other children.

8.3.0 Problems facing Primary Education

- 8.3.1 The main constraints of primary education are shortage equipment, teaching and learning materials.

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8.3.2 Although classrooms and teachers' houses were built through self help schemes, with government providing most of the teaching materials, procurement of equipment and instructional materials proved more difficult.

9.0.0 Secondary Education

9.1.0 Enrollment into secondary schools

- (i) The allocation of form one places in public secondary schools is done nationally. Each region is given its own quota based on the number of pupils completing standard seven and on the availability of day places in secondary schools in the region. In this way, the ministry tries to minimize regional disparities.
- (ii) Primary school leavers who obtain places in public secondary schools from about 4.2 percent of total leavers and the percentage is on the downward trend due to the rapid expansion of primary education. About 3 percent of the primary school leavers get into private secondary schools.
- (iii) The proportion of girls entering form one in public secondary schools is gradually being increased. The percentage of girls in form one was as follows:

1978 - 30.30%
1979 - 32.60%
1980 - 33.50%
1981 - 33.70%

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(iv) Selection to form five places in public schools is done nationally, and entrance depends on the performance in the certificate of secondary education examinations from both public and private secondary schools.

9.2.0 Subjects at the secondary school level.

9.2.1 Secondary education at the form one to four levels is diversified and vocationalised into four skilled biases: agriculture, commerce, technical skills and home economics. Every pupil must take at least one of the biases. At this level education is not specialized. Subjects taught in all biases were given in the Ministry's Circular Number 4 of 1979. These subjects are shown in Appendix IV.

9.2.2 At the form five and six level, pupils are allocated into subject combinations designed to cater for the various planned for higher training courses and professions. The subject combinations are:- Languages, Arts and Social Sciences, Pure Sciences, Sciences and Mathematics, Mathematics and Commercial Subjects and Military Science and Technology. Each pupil takes three principal subjects and Political Education, which is compulsory.

9.3.0 The main Constraints of Secondary Education

(i) Shortage of teachers especially in the technical science and mathematics fields.

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- (ii) Shortage of science and technical equipment, workshop and laboratory facilities.

10.0.0 Teacher Education

Primary school teachers are of two grades.

- (i) Primary school leavers, selected on a regional quota basis, are given a three year course in residential colleges. They get a Grade 'C' Teachers' Certificate and they qualify to teach in the lower primary school classes.
- (ii) Three cohorts of 15,000 students each were started in 1975. Combined methods of internship and distant learning were used to train about 45,000 teachers needed for the implementation of UPE. This three year course involving mass media, correspondence, radio cassetts and face to face lessons was introduced to produce Grade 'C' teachers enmass. The nonnal residential colleges has capacity for 10,000 trainees.
- (iii) Ordinary level secondary leavers with good passes take a two year teaching course and get a Grade Teachers' Certificate. They qualify to teach all subjects in all grades at the primary schools level.

10.2.0 Secondary and College teachers are of two levels.

- (i) Advanced level school leavers get a two year training course at a college where they get a diploma in the teaching of two main subjects. They qualify to teach in the lower forms of secondary education.

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To meet the needs of biasing and vocationalisation of education, professionals are given a two year diploma course in teacher training colleges.

- (ii) The University trains graduate teachers mainly for secondary and colleges. Graduate teachers specialize in two teaching subjects.

10.3.0 Inservice Courses

- (i) The Tanzania Unicef Unesco Primary School Reform (MFUU) started inservice courses for primary school teachers ten years ago. In 1980 these courses were reinforced and 15 colleges out of 36 have been designed for inservice courses only. In this way every teacher should be able to receive a three month inservice residential course. These residential courses are in addition to nine month correspondence courses.
- (ii) The University is expected to organize inservice courses for secondary and colleges teachers.
- (iii) In 1979, an institute was established to offer inservice management and administrative courses to different teachers.

11.0.0 Higher Education

- 11.1.0 (i) The Higher Education Department has a co-ordinating role of all training activities in the country and outside the country.
- (ii) It administers two technical college i.e. Dar - es Salaam and Arusha which was started in 1978.
- (iii) It advises on policy and plans for higher education.

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- 12.0.0 Technical and Vocational Education.
- 12.1.0 The Department of Technical Education Co-ordination was started in 1979.
- 12.1.1 It acts as a secretariat to the National Technical Training Advisory Council (NATTAC).
- 12.1.2 It co-ordinates all technical and vocational training in the country.
- 12.1.3 It carries out research on industrial and technical training.
- 12.2.0 At every level of education there is some technical training.
- 12.2.1 There are 292 post primary technical centres throughout the country. These offer trades in carpentry, masonry, metal work and home economics. These crafts are offered to pupils to enable them to be self-employed as well as to render service to their villages. Plans to diversify these crafts are being contemplated.
- 12.2.2 The Ministry of Labour and Social Welfare, Religious Organizations and other parastatals run vocational courses in various trades, the duration of which ranges from one to four years.

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- 12.2.3 Four leavers go to a technical college for a three year full technician course at the two technical colleges run by the Ministry and at other institutions outside the ministry's jurisdiction.
- 12.2.4 Diploma in Engineering Courses are presently offered at the Dar es Salaam Technical College.
- 12.2.5 The Faculty of Engineering at the University of Dar - es Salaam produces an average of 120 graduate engineers a year.
- 12.2.6 Adults get some craft training in Folk Development Colleges.
- 12.3.0 The Department of technical education co-ordination established in 1979, has still a long way to go in its job of co-ordinating all technical training in the country.
- 13.0.0 Adult Education
- 13.1.0 Adult Education is considered crucial to present development. It comprises functional literacy, maintenance of permanent literacy, correspondence courses, vocational and workers' education.
- 13.2.0 The literacy rate was 73 percent according to the 1977 evaluation.

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- 13.2.1 The results of the evaluation of 3,477,072 functional literacy adults taken in August 1981 are not yet out. Illiteracy is expected to be reduced to 15 percent.
- 13.3.0 The success of adult education is a result of concerted efforts by the government and the Party. The Party structure which goes to the grassroots level facilitated mobilization of the people for participation in adult education.

14.0.0 Inspection of Schools

In 1978, the Inspectorate Department was established legally to centralize inspectorate powers, and duties hitherto placed under different departments.

- 14.1.0 Inspection of schools is done by a team of inspectors headed by a Chief Inspector.
- Administration is organized in three levels - the headquarters, the zone and the district. In this way inspectors get access to schools easily.

15.0.0 Curriculum

- 15.1.0 The development of curriculum depends on national policy changes. There has been three major curriculum reforms so far. The post independent period saw integration of curricula to accommodate the policy of desegregation and unification.

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The policy of socialism and self reliance promulgated in 1967, lead to the development of curricula for education for self reliance. In 1974, the Party issued the Masoma Resolutions, which called for emphasis on science, technology and vocational skills.

15.2.0 The years under review, saw an emphasis on curriculum development as an implementation of the Masoma Resolutions.

- (i) Primary school curricula have been geared towards community school education.
- (ii) From 1979 secondary school curricula aims at consolidating biasing and vocationalization, with emphasis on science and technology.
- (iii) Teacher education curricula have been reviewed to match the requirements of the teacher at the primary and secondary school. The teacher is meant to be more self reliant in improvising equipment and teaching materials.
- (iv) The role of Kiswahili as a medium of instruction at secondary and higher levels is being looked at. The vocabulary for each subject is nearing completion.
- (v) A new Kiswahili dictionary is completed.
- (vi) Teachers collectively and individually are being encouraged to write books which can be used as texts for actual classroom teaching and for reference.

16.0.0 Educational Research

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16.1.0 The ministry established a research and evaluation unit under the Inspectorate Department in 1979. This unit manned by welltrained educational researchers and evaluators has been charged with the task of conducting and co-ordinating educational research within and outside the ministry.

16.2.0 Some of the research projects recently undertaken include:--

16.2.1 The Primary School Sub-sector Review Study which examined the implementation of UPE. The results of the survey showed that positive steps have been taken to achieve UPE.

- (i) The net enrollment ratio of the eligible school age (7 - 13 year) children is 71 percent while the gross enrollment ratio (age 5 - 17) is put at 97 percent.
- (ii) The building of classrooms and teachers' houses has not kept pace with the rapid expansion of primary education. So it has not been possible to provide adequate classrooms, classroom equipment, teaching-learning materials and enough quality teachers.
- (iii) It was also observed that the educational components mentioned above have not been equitably distributed across districts/regions and across school grade levels.

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In all cases the upper primary grades (standard V - VII) are more favoured than the lower four grades.

16.2.0 Completed and on-going research studies in education:

- (i) Effects on education as a result of pupil participation in national celebrations, receiving state, party and government leaders.
- (ii) The quality of Primary School Education Study (1980 - 1982) by the Department of Education.
- (iii) Diversified Secondary Curriculum Study (1981 - 1983).
- (iv) Universal Primary Education in Tanzania: A continuation of the Educational Revolution (1981).

17.0.0 Educational Review

17.1.0 Education in Tanzania has developed rapidly since independence in 1961.

- (i) There were 9,923 primary schools in 1980 i.e. 6,500 more than in 1962. The total enrollment of with 3.2 million children in schools, is 5 times that of 1962.
- (ii) The country has 91 more secondary schools than in 1962/63 and the enrollment of 68,000 pupils is more than four times.
- (iii) (a) Teacher education has expanded rapidly and the enrollment of 10,000 teacher trainees in colleges is almost six times more than in 1962/63.

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- (b) The UPE teacher training programme has produced 40,000 extra teachers outside the regular colleges.
- (iv) The total enrollment at the University of Dar es Salaam amounts to 2,678 undergraduates as compared to only 12 students at the University College of Dar es Salaam in 1961/62.
- (v) The adult education involves at the moment more than 3.4 million participants and the illiteracy rate has been reduced to 27% (1977 evaluation) and is expected to have been reduced to 15% by 1981.

17.2.0 The rapid growth in education has created problems which appear to have affected the education system. A Presidential Commission was appointed in 1980 to review the education system. The Commission is expected to come up with recommendations which will augment the Ministry's efforts of consolidating and raising the quality of education in the country. Its recommendations are also expected to be part of the country's twenty year (1991 - 2000) Economic and Social Development Plan.

18.0.0 Followup to the recommendations of the International Conference on Education

Action taken on the following:

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18.1.0 Recommendation No. 68 - the relationship between education, training and employment, with particular reference to secondary education, its aims, structure and content.

- (i) Secondary education is offered to a few. About seven percent of primary school leavers were enrolled into secondary schools this year.
- (ii) Secondary education is aimed at offering general education and vocational specialization geared towards skills and to post secondary training and higher education. Some of the secondary graduates enter the labour market directly as middle-level manpower personnel.
- (iii) Career guidance is being contemplated.

18.2.0 Recommendation No. 69 - the changing role of the teacher and its influence on preparation for the profession and on inservice training.

- (i) Teacher training is to enable the future teacher to acquire the necessary professional skills for new roles in a developing socialist and self-reliant economy. It is aimed at making the teacher thirst for more knowledge.
- (ii) Facilities for inservice training by residential and correspondence courses have been made available to the majority of the teachers.
- (iii) Efforts are being made to make teachers' terms and conditions of service more attractive in order to improve the status of the teacher in the country.

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- (iv) The establishment of teachers' centres is still in its infancy but it is intended to be developed rather fast.
- (v) Library services are to be improved.

18.3.0 Recommendation No. 70 - the adoption and implementation of information of International standard classification of Education (ISCED).

- (i) The Ministry of National Education has been following closely the ISCED in its classification system.
- (ii) A number of UNESCO questionnaires have been answered using this classification.

18.4.0 Recommendation No. 71 - the problem of information at the national and international levels which is posed by the improvement of educational systems.

- (i) Library science is taught to teachers.
- (ii) Libraries follow international classification procedure.
- (iii) The Tanzania Library Service maintains a Central Library at the capital; it also runs regional libraries and trains Library Assistants for School Libraries.
- (iv) The University has a well stocked library.
- (v) The other parastatals under the Ministry of National Education maintain some documentation and information centres organized internationally.

- (vi) The Ministry has desk officers monitoring international affairs. For example, there is the UNESCO and Commonwealth desks in the office of the Commissioner for National Education.
- (vii) The UNESCO National Commission is also in the Ministry of National Education.
- (viii) There is also a section co-ordinating bilateral and multilateral activities between countries and non-governmental organizations.
- (ix) Internal communication is still underdeveloped. However the literacy campaign has succeeded greatly. There are rural libraries and zonal adult education papers. The Institute of Adult Education has a Correspondence section; radio programmes are well developed. The news agent is well politicized and so caters reasonably well for educational purposes.

19.0.0 LIST OF SOME OF THE MAIN WRITINGS AND DOCUMENTS ON
EDUCATION PUBLISHED IN 1979 - 1981

1979

Ministry of National Education:

Anglo - Tanzania Media Study Team Report.

Eliwa kwa Watoto Wote i.e. Education to All Children,

Printpak/MNUU, Dar es Salaam.

Uchambuzi wa Muhtasari, i.e. Primary School Curriculum

Analysis, Printpak/MNUU, Dar es Salaam.

Mtoto, Michezo na Nyimbo, i.e. The Child, Games and Songs,

Printpak/MNUU, Dar es Salaam.

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Secondary Mathematics Book 1 Part I,

Printpak/MTUU, Dar es Salaam.

Secondary Mathematics Book I Part II,

Printpak/MTUU, Dar es Salaam.

Geography Course Book for Secondary Schools Book I.

A Geography Teachers Handbook for Secondary Schools Book I.

Mkulima wa Kisasa i.e. The Present Farmer.

Applied Sciences - Secondary School Syllabus.

Kiongozi cha Mkau wa Shule ya Sekondari i.e. A Handbook for
the Secondary School Head.

Simplified Patterns for Schools, A Home Economics Manual.

1980

Ministry of National Education:

Some Basic Facts about Education in Tanzania,

Printpak/MTUU, Dar es Salaam.

Maisha ya Mwalimu, i.e. The Life of the Teacher,

Printpak/MTUU, Dar es Salaam.

Secondary Mathematics Book II Part I, Book II Part II, Book III

Book III and Book IV, Reprinted, Printpak/MTUU.

1981

Ministry of National Education:

Government Manual Accounting and its Procedures, (Mineographed).

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Tanzania Library Service Publications 1979 - 1981:

1978 (c) (B.S.W. Ramani ya Ukutani ya Africa (Wall Map of Africa) Tanzania Library Service.

KAUNGAMNO, E.E. and ILOMO, C.S. Books Build Nation Volume II. Tanzania Library Service.

MEENA, E. Misono Book II - IV.

NCHIMBI, B.R. Jiandae Vema Kumaliza Elimu ya Msingi.

Occasional Papers

KAUNGAMNO, E.E., A review of development of Library and Documentation services in Anglophone countries since the Kampala meeting 1970.

KAUNGAMNO, E.E., Mass media in Tanzania.

ILOMO, C.S., Library development in mainland Tanzania.

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MUNG'ONG'O, C.S., An investigation into the nature, trend and implications of 1973 - 1976 Library Issue Decline.

ILOMO, C.S., Tanzania problems involved in developing a National Information System for development.

KAUNGAMNO, E.E., Possibilities of an integrated National Library Policy for African Countries.

ILOMO, C.S., Library education for development.

KAUNGAMNO, E.E., The public Library in a changing society viewed in the light of the UNESCO Manifesto; The African experience.

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- KAUNGAMNO, E.E., Use of international documentation; some of the of the major problems facing developping countries.
- KAUNGAMNO, E.E., The book industry in Tanzania.
- ILOMO, C.S., The Tanzania copyright Act 1966: An interpretative essay in relation to Authorship, Publishing and the use of copyrighted works.
- KAUNGAMNO, E.E., The functions and activities of Tanzania Library Service within the National concept*.
- ILOMO, C.S., Paraprofessional Library training in Tanzania.
- ILOMO, C.S., Towards more effective school library programmes in Tanzania.
- KAUNGAMNO, E.E., The Tanganyika Library Service and its role in Adult Education.
- KAUNGAMNO, E.E., School Libraries as a basic tool for teaching.
- ILOMO, C.S., Recruitment of Library School Teachers in developing countries.
- FROST, Emma (UNESCO Expert), School Libraries in Tanzania.
- MWINYIMVUA, E.A., Information Needs of Educators in Tanzania. M. Phil. Thesis. City University London, 1980.
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Ltd., Dar es Salaam 1980.

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Mathematics, Tanzania Publishing House, Dar es Salaam 1980.

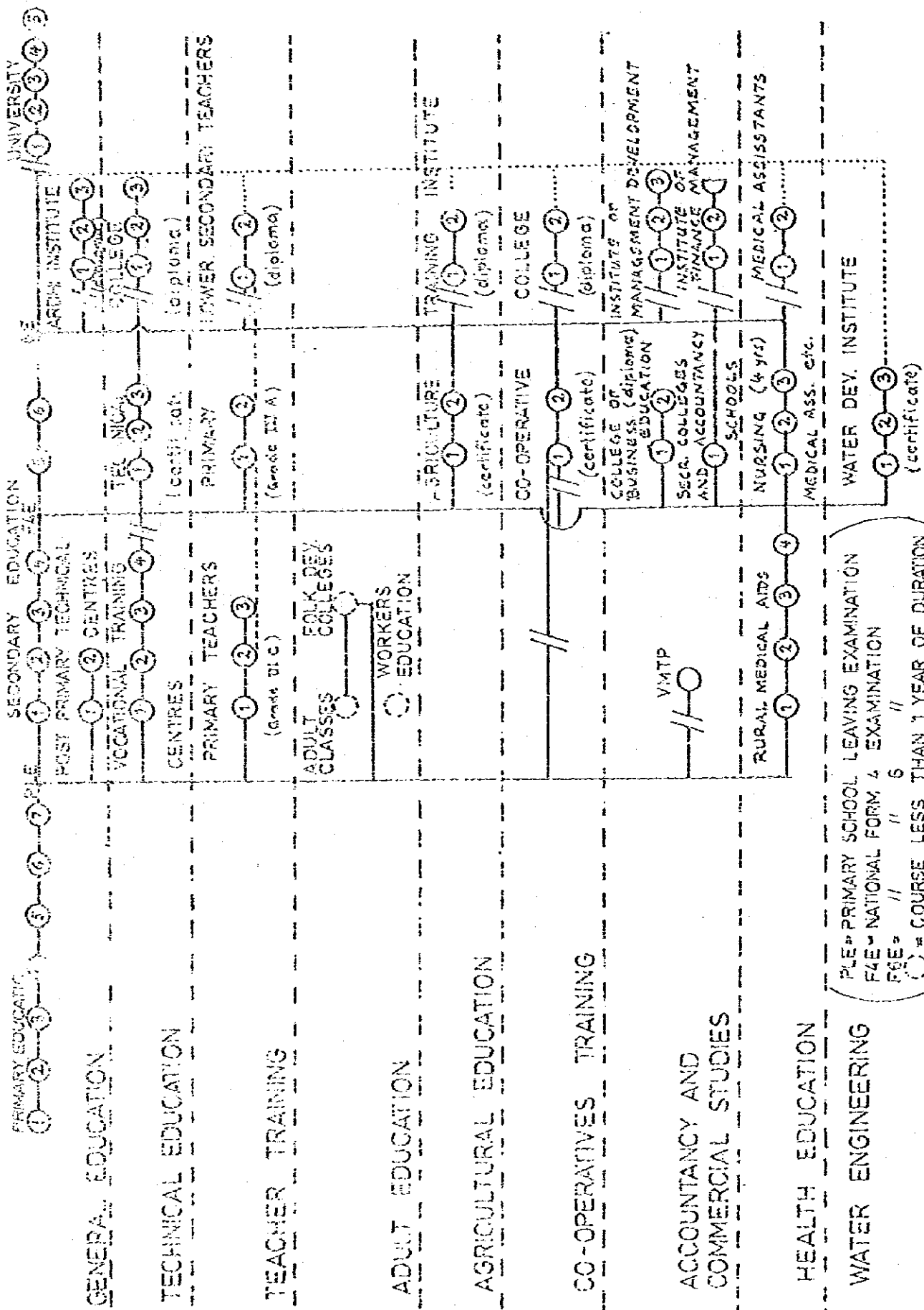
MPOGOLO, Z.J., Functional Literacy in Tanzania,
Swala Publications, Dar es Salaam 1980.

MGONJA, E.I., Maneno ya Heshima, African Publications,
Dar es Salaam, 1981.

MGONJA, E.I., and MWAIKUSYE, S., Jinsi ya Kufundisha Kusoma
na Kuandika, i.e. How to Teach Reading and Writing,
Black Star Publications, Dar es Salaam, 1981.

TUNTUFYE, H.D., Sikukuu ya Wakulima i.e. The Farmers' Day,
East African Publishers Ltd., Dar es Salaam, 1981.

UNICEF: COMMUNITY SCHOOLS, Report Recommendations and
Papers, UNICEF, Nairobi, 1981.



MINISTRY OF NATIONAL EDUCATION
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APPENDIX III

Primary School Subjects and Allocation of Periods 1980

PERIODS	CLASSES AND ALLOCATION OF PERIODS			
	I-II	III-V	V-VI	VII
1. Kiswahili	12	9	7	6
2. Mathematics	8	7	7	8
3. Art	4	3	3	3
4. Home Economics/Health Science	1	2	2	2
5. Physical Education	2	2	2	2
6. Handcrafts	1	1	2	2
7. Religion	2	2	2	2
8. Science/Agricultural Science	-	2	4	4
9. English	-	4	5	5
10. Political Education	-	1	2	2
11. Geography	-	2	2	2
12. History	-	-	2	2
Total	30	35	40	40
Total number of periods per week	6	7	8	8

APPENDIX IV (a)

Subjects and Periods for forms I - 4.

GROUP	SUBJECTS	SUBJECTS, PERIODS AND BIASES			
		AGRICUL- TURE	HOME ECONO- MICS	COMMERCE	TECH- NICAL
COMPUL- SORY SUBJECTS	Political Education	2	2	2	2
	Kiswahili	3	3	3	3
	English	5	5	5	5
	Mathematics	6	6	6	6
	Biology/Health Science	3	3	3	3
	Geography	3	3	3	3
	History	2	2	2	2
	Chemistry	3	3	3	3
	Physics	3	3	3	3
	Religion	2	2	2	2
	Home Economics*	-	8	-	-
	Agricultural Science	8	-	-	-
	Commerce	-	-	8	-
	Technical Subjects	-	-	-	12
Total number of Periods per week		40	40	40	47
OPTIONAL SUBJECTS	Physical Education	3	3	3	3
	Foreign Languages	3	3	3	3
	Music	3	3	3	3
	Art/Woodwork/Metal work etc.	3	3	3	3
	Home Economics*	3	3	3	3
SELF RELIANCE PROJECTS		10 Hours	10 Hrs.	10 hrs.	10 hrs.
GAMES & SPORTS		2 Hours	2 Hrs.	2 hrs.	2 hrs.

*Home Economics is compulsory to girls in forms I and 2 but optional to boys.

APPENDIX IV (b)

Agriculture Bias for forms 3 and 4

GROUP	SUBJECTS	PERIODS
COMPULSORY SUBJECTS	Agricultural Science	10
	Political Education	2
	Kiswahili	3
	English	
	Mathematics	6
	Chemistry	4
	Biology	4
	Religion	2
Total number of periods per week		36
OPTIONAL SUBJECTS	Additional Mathematics	4
	Physics	4
	Geography	3
	History	3
	Home Economics	4
	Foreign Languages	3
	Art	3
	Music	3
	Physical Education	3
SELF RELIANCE PROJECTS		10 hrs.
GAMES AND SPORTS		2 hrs.

The number of pupils taking Physics should not be below

70 percent of the total number of pupils in a form.

APPENDIX IV (c)

Commercial Bias for forms 3 and 4

GROUP	SUBJECTS	PERIODS
COMPUISORY SUBJECTS	Commercial Subjects	14
	Political Education	2
	Kiswahili	3
	English	5
	Mathematics	6
	Geography	3
	Biology	4
	Religion	-
Total number of Periods per week		39
OPTIONAL SUBJECTS	Additional Maths	4
	Physics	4
	Chemistry	4
	History	3
	Home Economics	3
	Foreign Languages	3
	Music	3
	Art	3
	Physical Education	3
SELF RELIANCE ACTIVITIES		10 hrs.
GAMES AND SPORTS		2 hrs.

70 percent of the pupils should take Physics and Chemistry.

APPENDIX IV (a)

Home Economics Bias for forms 3 and 4

GROUP	SUBJECTS	PERIODS
COMPUISORY SUBJECTS	Home Economics	10
	Political Education	2
	Kiswahili	3
	English	5
	Mathematics	6
	Chemistry	4
	Biology	4
	Religion	2
Total number of periods per week		36
OPTIONAL SUBJECTS	Additional Mathematics	
	Physics	
	Geography	
	History	
	Foreign Languages	
	Art Music	
SELF RELANCE PROJECTS		10 hrs.
GAMES AND SPORTS		2 hrs.

APPENDIX IV (e)

Technical Bias for forms 3 and 4

GROUP	SUBJECTS	PERIODS
COMPULSORY SUBJECTS	Technical Subjects	19
	Political Education	2
	Kiswahili	3
	English	5
	Mathematics	6
	Physics/Engineering Science	4
	Chemistry	4
	Religion	2
Total number of periods per week		45
OPTIONAL SUBJECTS	Biology	4
	Art	3
	Teaching Methods	2
	Music	3
	Physical Education	3
SELF RELIANCE PROJECTS		8 hrs.
PHYSICAL EDUCATION		2 hrs.

APPENDIX V (a)

PUPIL POPULATION 1978 - 1980

YEAR	PRIMARY		SECONDARY (PUBLIC)		SECONDARY (PRIVATE)	
	Male	Female	Male	Female	Male	Female
<u>1978</u>						
	1,582,873	1,330,111	29,128	12,664	14,441	7,959
Total	2,912,984		41,792		22,400	
<u>1979</u>						
	1,713,103	1,484,292	27,664	12,634	18,100	9,903
Total	3,197,395		40,298		28,003	
<u>1980</u>						
	1,779,115	1,582,113	26,758	12,072	18,171	10,295
Total	3,361,228		38,830		2,586	

APPENDIX V (b)

PUPIL POPULATION 1978 - 1980

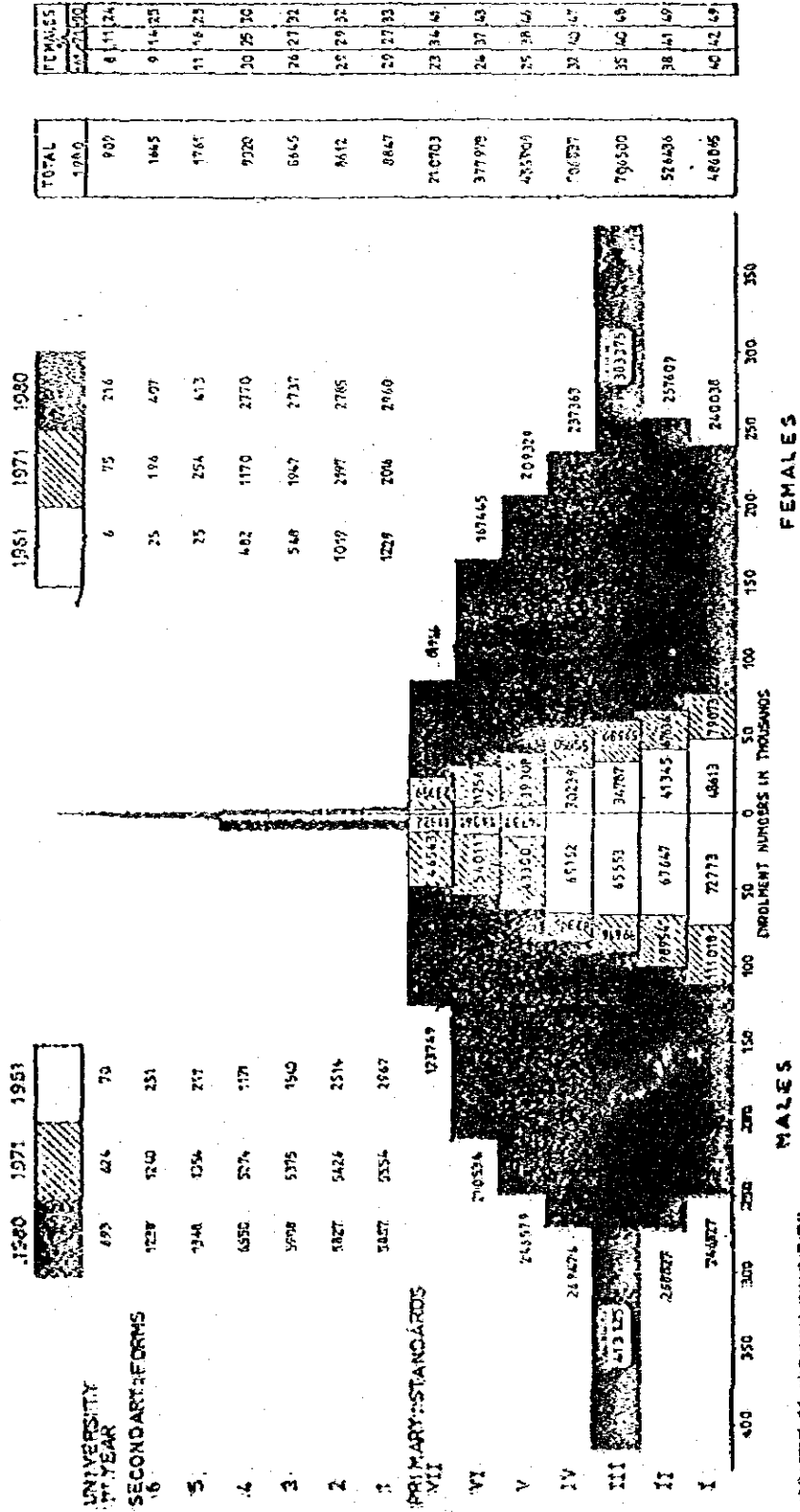
YEAR	TEACHERS COLLEGES		TECHNICAL COLLEGES		UNIVERSITY UNDER-GRADUATE				UNIVERSITY ALL COURSES		UNIVERSITIES ABROAD	
	Male	Female	Male	Female	CITIZENS	NON-CITIZEN	M.	F.	M.	F.	M.	F.
1978	n.a.	n.a.	n.a.	n.a.	1907	394	109	21	n.a.	n.a.	n.a.	n.a.
Total	9,934		1,112		2,281		130		2,774		1,069	
1979	n.a.	n.a.	1202	88	1971	553	91	12	n.a.	n.a.	n.a.	n.a.
Total	9,567		1,290		3,524		103		3,158		1,159	
1980	5,931	5,492	1,236	84	2034	552	76	16	2,785	670	n.a.	n.a.
	11,423		1,320		2,586		92		3,455		1,449	

APPENDIX VI

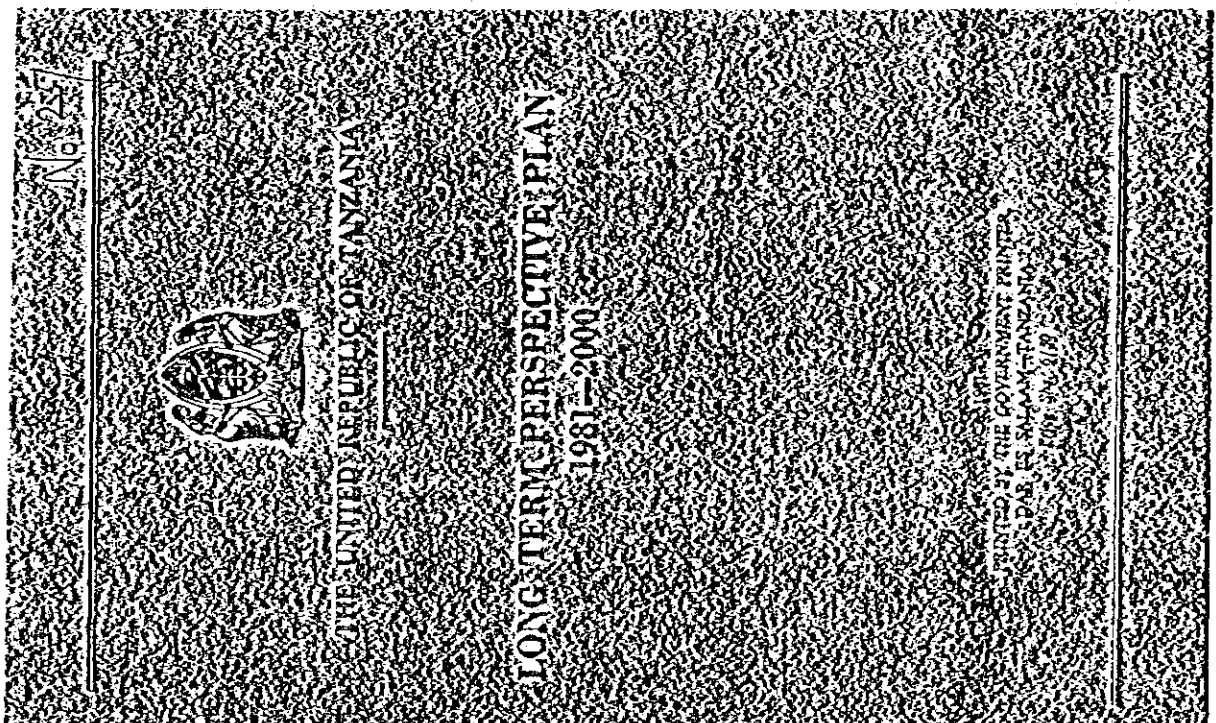
TEACHER POPULATION

LEVEL YEAR	PRIMARY	SECONDARY	TEACHER'S COLLEGES	TECH- NICAL COLLEGES	UNIVER- SITY
1978	63740	2392	728	152	708
1979	77329	2230	685	152	844
1980	81229	2121	679	150	851

TANZANIA EDUCATIONAL PYRAMID
COMPARATIVE ENROLMENT DATA FOR PUBLIC SCHOOLS
BY GRADE AND SEX
1961, 1971 & 1980



MINISTRY OF NATIONAL EDUCATION
 SECTIONAL PLANNING DEPARTMENT



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1. The fiscal year 1980/81 is the final year of Tanzania Mainland's Long Term Perspective Plan (1964/65—1980/81) launched on 1st July, 1964. The Plan will come to an end on 30th June, 1981. The important difference between the 1964/65—1980/81 perspective plan and the second perspective plan (1981—2000) is that, for the first time since the formation of the United Republic of Tanzania, both parts of the Republic will implement one Plan.

2. The 1981—2000 perspective plan has been prepared jointly by officers from the Permanent Planning Commission (Zanzibar) and the Ministry of Planning and Economic Affairs (Tanzania Mainland). Both the Zanzibar and Mainland governments as well as the National Executive Council of Chama cha Mapinduzi have analysed and adopted the Plan. It is imperative that the Party and government explain this plan to the people and ensure its proper implementation.

3. I wish to express my sincere thanks to everyone who has participated in the preparation of this Plan. I would also like to give thanks to the various sittings which analysed the original drafts of the Plan. The remaining task is the preparation and implementation of medium (five year) and annual plans—in line with the goals and objectives outlined in this perspective plan. It is the Party's hope that the re-institution of the Ministry of Planning and Economic Affairs on Tanzania Mainland as well as the creation of the Ministry of Economic Planning in Zanzibar will facilitate the preparation and implementation of our Development plans.

4. The second Perspective Plan is divided into four parts:—

- (i) Review of the first 1964/65—1980/81 perspective plan.
- (ii) Broad perspectives for the 1981—2000 period.
- (iii) Development goals and objectives for the 1981—2000 period.
- (iv) Major Areas of Focus during the 1981—2000 period.

5. The overriding concern of the 1964/65—1980/81 perspective plan—whose focus was on Tanzania Mainland only—was the consolidation of people's independence, after many years of colonial rule. It is for this reason that stress was given to the improvement of people's lives. As a result of the relentless efforts made by the party and the government in pursuance of this objective, life expectancy now stands at 47—48 years) a remarkable achievement compared to 1964, when it stood at 35—40 years. In addition to the structural changes that have been effected in the economy in the period, it has been possible to attain an annual average growth rate of 5 per cent. We have also made appreciable progress in training local manpower as well as in availing many people with basic social services—education, health, water, housing, etc.

6. The 1964—80 period witnessed profound changes in the country's socio economic setting. The 1981—2000 period will see progressive consolidation of these changes so as to avail to all Tanzanians (35 million of them by the year 2000, an increase of about 100 per cent on the 1976 population) sufficient goods and services.

7. The broad as well as sectoral development goals and objectives over the 1981-2000 period have been outlined in parts two and three of this booklet. The main thrust is on improving people's lives in line with the policy of socialism and self reliance as well as bringing about further structural changes in the economy.

8. Lastly, I would like to remind all Tanzanians that it is our individual and collective efforts that will bring about improvements in our lives, on the basis of the development objectives we have set for ourselves.

(ABUDB JUMBE, MP.)

Vice-President

United Republic of Tanzania

PART ONE—REVIEW OF THE 1964/65—1980/81 PERIOD

Introduction:

1. The first development plan ever involving both parts of the United Republic of Tanzania (Mainland and Zanzibar) will be launched on 1st July, 1981. Throughout the 1964/65—1980/81 period, Tanzania mainland and Zanzibar have had separate plans. The mainland implemented three five year development plans; the first one from 1964/65 to 1968/69, the second one from 1969/70 to 1973/74 and the third one from 1976/77 to 1980/81. The three plans were part of the first long term perspective plan (1964/65—1980/81) launched in 1964. The annual plans implemented during the period were a means to achieve the objectives and targets set for the medium (five year) plans and thereby the perspective plan.

2. Not only has each part of the United Republic prepared and implemented plans separately, but the planning organizational procedures adapted in the two cases have been different as well. Zanzibar did not have a long term perspective plan nor medium term plans during this period. However, in July, 1978, the Zanzibar government inaugurated a three year plan which is to run up to June, 1981. This is Zanzibar's first medium term plan.

3. Although each part of the United Republic prepared and implemented its own plans, the overall planning objective has in both cases been the improvement of the people's lives. The pursuance of that objective has been guided by the principles of socialism and self reliance, adapted in Zanzibar right from the January, 1964 revolution and on the mainland three years later in February, 1967, following the promulgation of the Arusha Declaration. The 1964/65—1968/69 Five Year Plan sought to improve people's welfare, but on a significantly different perspective from that of the Arusha Declaration.

4. The policy of socialism and self reliance stresses the following:—

- (a) Participatory decision-making—to give people effective voice in matters affecting their socio-economic development.
- (b) Public control over major means of production and exchange (land, financial institutions, industries, big estates, import-export trade, etc.)
- (c) Broad-based rural development, as most Tanzanians live in rural areas. The first step towards this objective has been villagisation, that is, grouping traditionally scattered peasant households into organized settlements. This strategy offered the only quick approach to the provision of basic economic and social services to the majority of our population.
- (d) Self-reliance in national and local development efforts—to the greatest extent possible. We have nonetheless obtained external assistance (finance, expertise, etc.) in the implementation of projects we deemed necessary for self reliant growth in later years.
- (e) Economic growth as essential for improving people's lives.
- (f) Equitable income distribution between workers and peasants as well as between other socio-economic groups.

Economic Development:

5. It was realized right from the early days of independence that the improvement of people's lives would depend on the growth of the economy. To this end, the various measures taken to provide essential services to the population—drinking water, health facilities, primary and adult education, etc.—were carried on simultaneously with efforts directed at building the economy in such areas as agriculture, manufacturing industry, economic infrastructure, etc.

6. One of the important policy measures pursued in respect of economic development has been the restructuring of the economy to ensure balanced sectoral development. There have been significant changes in the structure of the economy. The following table shows, for Tanzania Mainland, the structure of Gross Domestic Product (GDP) in 1960—62, the target set for 1980 and the situation in 1978.

Table 1
COMPARATIVE STRUCTURES OF THE GROSS DOMESTIC PRODUCT
TANZANIA MAINLAND

	Percentages		
	Actual 1960—62	Target 1980	Actual 1978
A. Primary Production:			
Crop husbandry, natural resources Mining and quarrying	58.0 2.0	37.3 1.7	39.5 0.4
Sub-total	60.0	39.0	39.0
B. Industrial Activities:			
Manufacturing and processing	4.0	13.3	9.3
Economic Infrastructure*	5.6	7.1	11.5
Construction... ..	3.4	6.3	2.6
Sub-total	13.0	26.7	23.4
C. Tertiary Activities:			
(Services, Health, Education, Commerce, Finance, etc.)... ..	27.0	34.3	36.7
Total GDP	100.0	100.0	100.0

*Transport, storage, communication, water and power.

The present GDP structure under the three big categories is very nearly the same as that envisaged for 1980. However some of the sectors in these categories, in particular mining and construction, did not make any progress during the 1960—1978 period.

7. There have been changes in the economic structure of Zanzibar as well. Although primary activities still account for a large proportion of Zanzibar's Gross Domestic Product, the proportions of other activities have increased as can be seen from the table below:—

Table 2

COMPARATIVE STRUCTURES OF THE GROSS DOMESTIC PRODUCT
ZANZIBAR

	Percentages 1970	Percentages 1978
A. Primary Production		
...	65.3	54.0
B.—Manufacturing		
...	3.5	4.9
—Economic Infrastructure*	2.2	2.1
—Construction... ..	0.6	4.9
Sub-Total	6.3	11.9
C.—Finance, Insurance, Shipping and Business Services		
...	7.8	15.3
—Commerce, Health, Education, Administration, etc.	20.6	18.8
Sub-Total	28.4	34.1
Total GDP	100.0	100.0

*Transport, storage, communications, water and power.

As was the case with the mainland, there was a decline in the share of Zanzibar's gross domestic product accruing from primary activities. Although primary activities still account for a large percentage of total GDP, the share of other activities has increased.

8. The changes in the structure of the economy were carried on concurrently with diversification measures. For Zanzibar, this meant carrying out a concerted programme to promote and increase the cultivation of crops other than cloves which dominated (and still do) the agricultural sector and the economy in general. As for the mainland, efforts were directed at increasing the cultivation of cashewnuts, pyrethrum, tobacco and tea and thereby reduce excessive dependence on sisal, cotton and coffee which together provided over 50 per cent of foreign exchange earnings at the time of independence—sisal alone provided 30 per cent. Considerable efforts were also made to set up industries in both Zanzibar and the mainland.

9. In spite of the efforts made at economic diversification, agriculture has remained the mainstay of the mainland and the islands' economies. Apart from food, agricultural products continued to be an important source of industrial raw materials and foreign exchange. Between 85 and 90 per cent of total exports earnings was obtained from agricultural products.

10. The performance of agriculture has been rather unsatisfactory. This has caused several problems, including food shortages as well as reductions in export sales. Poor agricultural performance was the result of, among other things, the inadequate application of suitable methods of production and husbandry such as irrigation, insecticides/pesticides and modern implements. Severe droughts were also experienced at times during the period. These problems considerably thwarted peasants' efforts to increase agricultural output.

17. In addition to the use of our harbours, co-operation with neighbouring countries has involved the construction of transport infrastructure as well. The infrastructure set up during the period include the Tanzania—Zambia Railway, the all-weather road from Dar es Salaam to Ndola (Zambia) as well as the oil pipeline. All these have facilitated closer co-operation with Zambia. The construction of the road between Isaka and Rusumo (on the Tanzania—Rwanda border) is still in progress. Its completion will ease transport between the two countries. Preliminary work on the construction of a bridge across the Ruvuma river, joining Masuguru (on the Tanzania side) and Nggomano (on the Mozambique side) has started.

18. There were 106 sub-post offices in the country in 1964. By 1979, the number had increased by more than four times to 461. Departmental post offices increased from 88 to 143 during the same period. Considerable emphasis was laid on the spread of postal services to as many parts as possible. One post office serves, on average, between 25,000 and 30,000 people. Private rental boxes increased from 16,024 in 1964 to 56,144 in 1979.

19. There have been improvements in transportation services in some parts of the country. On the whole, however, the transport sector still faces problems. This is especially true for road and railway transport, both of which account for over 90 per cent of all transportation services in the country. Many areas have no adequate road networks, a fact which makes inter-rural or rural-urban communication difficult. The unsatisfactory performance of the transport sector has from time to time been responsible for the late delivery of agricultural inputs (seeds, fertilizers, etc.), harvest pile-ups and consequent losses, etc.—this latter problem was exacerbated by the lack of sufficient storage facilities.

20. Railway transportation faced a number of problems some of which were the unavailability or scarcity of rolling stock, travellers' coaches and vessels on lakes Victoria, Tanganyika and Nyasa. The biggest problem affecting the harbours of Dar es Salaam, Tanga and Mtwara was the inability to offer prompt services to users who include neighbouring countries as well. However, the government, in collaboration with those countries, took steps to reduce the problem.

21. Following the demise of the East African Airways in early 1977, the government established Air Tanzania Corporation (ATC) to provide efficient air transport both within the country and between Tanzania and other countries. To this end, the corporation purchased several aircraft, is setting up an aircraft workshop and has stepped up the training of required manpower. The Ministry of Works is currently carrying out an airports' improvement programme in various parts of the country.

22. In the wake of the promulgation of the Arusha Declaration in February 1967, the state nationalized several important means of production and commerce (banks, insurance, industries big agricultural estates, import and export companies, etc.). The government has been able to direct the activities of such enterprises to the country's development needs. In addition, a number of parastatal enterprises have been created to increase the economy's productive capacity and to render more efficient services.

23. Parastatal contribution to the economy is still meagre. In 1970, parastatal organizations contributed 8.2 per cent to the gross domestic product. The percentage rose to 11.5 in 1974 and further to 14 in 1979. Organizational and managerial problems continued to affect a number of parastatal organizations,

11. Although some attempt was made at diversification, much progress was not recorded in respect of agricultural production. Closes are still the mainstay of the Zanzibar economy, but production and export have gone down over the past few years. The mainland increased the production of tobacco, pyrethrum, tea and cashewnuts; but coffee sisal and cotton still have nearly the same weight in the economy as at the time of independence. One of the reasons for failure to achieve agricultural diversification has been the concentration of important agricultural services such as feeder roads, expertise, consultancy, etc., in areas already provided with such services. There has however, been measures aimed at making agricultural services more widespread than was the case at independence.

12. The present stage of industrial development should be seen against the situation in 1964, when manufacturing made very minimal contribution to the economies of both the mainland and Zanzibar. The contribution of manufacturing industry to the gross domestic product has increased more than twofold in the case of the mainland (Table 1). Zanzibar's 1978 stage of industrial development is a considerable improvement on the 1970 position (Table 2). In both the mainland and Zanzibar, emphasis has been given to the establishment of industries which meet people's basic needs such as clothes, sugar, soap, shoes, construction materials, etc. There has also been an appreciable increase in industrial employment from 28,179 employees in 1965 to 85,493 employees in 1978, in the case of Tanzania mainland.

13. Many manufacturing establishments operated below capacity at one time or other. This was caused by a number of reasons, the important ones being difficulties in procuring raw materials and spares. A good number of industries depend on imported raw materials and spare parts. Moreover, we have not yet succeeded in creating an environment conducive to industrial development in terms of skills, work discipline, incentives, etc.

14. Transport, storage and communications together contributed 6.9 per cent to the mainland's gross domestic product in 1964 (in 1966 prices).

15. There has been an increase in distance covered by trunk roads from 1,972 kilometres in 1964 (of which 1,303 kilometres was bitumen and 669 km was gravel) to 7,480 kilometres in 1976/77 (bitumen 2,005 km and gravel 5,475 km). There are also 32,231 kilometres of regional roads. Feeder roads have been built in a number of districts—Mara, Musoma, Lushoto, Njombe, Rungwe, Geita, Tabora and Bukoba—as part of the programme to promote the cultivation of some commercial crops—tea, cotton, tobacco, etc. Under various national building programmes, people have been mobilized to build inter-village roads as well as roads connecting villages to regional or trunk roads.

16. Improvements were made on the Dar es Salaam and Tanga harbours to facilitate quick cargo handling. The harbours serve Tanzania and some neighbouring countries as well—Zambia, Zaire, Rwanda and Burundi. Dar es Salaam harbour improvements have included the increase in the number of wharfs from 3 to 11, construction of a large storage shed as well as a crude oil handling and storage facility. A jetty was constructed at Tanga harbour to handle inputs for fertilizer manufacture as well as other cargo. Shipping services along the coastline are run by the Tanzania Coastal Shipping Lines (TACOSHILLI) and the Zanzibar Government Shipping Agency.

resulting—along with other reasons—in unsatisfactory performance of the parastatal sector. On the whole, parastatal investible surplus is still a small proportion of total investment outlays, accounting for not more than 20 per cent of the total national investment outlays.

24. A number of measures were deliberately taken to ensure that economic growth did not lead to great disparities in income. The measures—which included the introduction of a progressive tax system and putting ceilings on high salaries in the Civil Service as well as in parastatal organizations—have, by and large, been effective. For salaried workers on Tanzania mainland, the ratio between the highest and the lowest salaries is about nine to one (9:1) at the present time, while it stood at fifty to one (50:1) at the time of independence in 1961.

25. There have been modest increases in the mainland's and Zanzibar's gross domestic products. In the case of Tanzania mainland, the gross domestic product increased by Shs. 3,109 million in 1970 prices, from Shs. 8,215 million in 1970 to Shs. 11,324 million in 1979. In consequence, the average income per capita increased from Shs. 617/- to Shs. 686/- over the period. Zanzibar's gross domestic product rose from Shs. 319 million in 1970 to Shs. 1,463 million in 1977 (in current prices). There were, however, wide variations from one year to another due to fluctuations in clove harvests and sales. The combined gross domestic product increase for both the mainland and Zanzibar over the 1970-77 period was Shs. 3,247 million, from Shs. 8,534 million in 1970 to Shs. 11,821 million in 1977. Correspondingly, the average income per capita increased by Shs. 77/-, from Shs. 623/- in 1970 to Shs. 700/- in 1977.

26. There is now a more even distribution of income among the population than was the case ten years back. This has been the result of a deliberate wages and incomes policy, price control for both agricultural and industrial products as well as the progressive taxation. On the whole, however, most people's incomes are still meagre. In addition, the prices for most consumer goods have increased fast over the period. The slow increase in most people's incomes has been due to the low growth of the economy, in particular the agricultural sector on which over 80 per cent of the population depend for their livelihood.

27. In spite of our effort to reduce economic dependence and increase self-reliance, we still have considerable economic ties with Western Europe, North America and Japan. In 1962, 83.9 per cent of our exports went to those countries and we imported 77.2 per cent of our requirements from there. In 1979, the export and import position with respect to those countries were 59.8 and 70.5 per cent, respectively. Our foreign trade performance is highly susceptible to the economic vicissitudes in these countries, and we have not fared well over the past few years.

28. The unstable economic situation in most western countries was a major cause of increase in their manufactured goods prices. Their economic as well as technological policies is one of the reasons for the decline in prices of agricultural exports of less developed countries to those countries. The increases in the prices of agricultural products experienced during some years were outweighed by the higher increases in the prices of imported industrial goods. We were forced each year to export a larger quantity of agricultural products than previously in order to import the same goods. In 1965, for example, a tractor from Western Europe could be exchanged for 5.3 tons of cotton or 17.3 tons of sisal. In 1972, it was necessary to export 8 tons of cotton or 42 tons of sisal to get the same tractor. The decreases in the volume

of our exports made the situation worse. Our export sales which was equivalent to 25 per cent of the gross domestic product in 1967 declined to a mere 11.5 per cent in 1979. We have had an unfavourable balance of trade for quite a number of years.

29. We established commercial and economic links with a number of socialist as well as developing countries. In 1967, around 25.4 per cent of our imports came from those countries. The amount had increased to 29.5 per cent in 1977. But our exports to those countries declined within the period, from 26.3 per cent of total export trade in 1967 to 26.2 per cent in 1977. We have established technical and economic agreements with Yugoslavia, Romania, Sweden, Hungary, Cuba, Mozambique, India, Bulgaria, Iraq, China etc. It is our aim to have technical, commercial and economic relations with as many countries as possible.

30. The East African Community comprising Tanzania, Uganda and Kenya was formed in December, 1967, following the co-operation treaty signed by the three countries to that effect. A number of Developments made smooth co-operation difficult from the early days of the community's existence, and these led to its collapse in early 1977. The Community's collapse was a big blow to the three countries' co-operation. Each country was forced to run its own services—railways, harbours, air transportation and postal services previously run jointly under the community. However, Tanzania will continue to work for meaningful co-operation with Kenya and Uganda.

31. Tanzania participated in a number of meetings aimed at bringing about a new international economic order. It is at present hard to say whether or not concrete progress has been made through these meetings. However there is a likelihood that the less developed countries will make some gains if they continue to speak with one voice. A number of developed countries have cancelled or rescheduled some debts in respect of the less developed countries (including Tanzania). This is a step, albeit a modest one, in bringing about a new international economic order.

Social and Political Development:

32. There was considerable progress in providing people with essential services such as drinking water, education and health facilities as well as reasonably decent houses.

33. In 1964, only 640,000 rural inhabitants on the mainland had easy access to clean water. In 1978, the number had increased tenfold to 6,483,834 people or 38 per cent of the rural population. The increase was the result of the emphasis given to the provision of this vital service during the first and second five year development plans. Urban areas are on the whole, better supplied than rural areas. Of the 1,973,300 urban inhabitants in 1978 about 1,874,000 or 95 per cent had easy access to clean water.

34. Great emphasis was given to the provision of education—primary secondary, technical, university as well as adult education. The Zanzibar government provided free education right from the early days of the 1964 revolution. The mainland stressed secondary and higher education more, compared to primary education for a number of years after independence. The objective was to get as many local experts—teachers, doctors, engineers, technicians, administrators, accountants, economists, etc.—as possible. Although there was more stress on

secondary and higher education, primary school enrolment (standard one) increased from 125,525 in 1962 to 247,627 and 597,987 in 1974 and 1979 respectively. The total number of pupils receiving primary education rose from 518,663 in 1961 to 3,414,210 in 1978/79. Primary school fees were abolished in 1973. In 1974, the original time period set for the achievement of universal primary education was reduced by twelve years, from 1989 to 1977. As a result of the efforts made over the past few years, over 90 per cent of the children of school going age are receiving primary education.

35. Increasing primary education enrolment has not been an end in itself, attention has also been given to the type of education provided. In addition to literacy, pupils are taught several crafts such as crop husbandry, carpentry, masonry and tailoring—in line with the policy of Education for Self Reliance in uniated in March, 1967. The objective is to enable recipients lead productive, self reliant lives after completing their primary education.

36. Expansion of secondary and higher education was dictated by the nations needs for middle and high level manpower in agriculture, administration, teaching, accountancy, medicine, etc. Since 1964, secondary education has been provided free of charge on the mainland for those who get places in government-run schools. Secondary school enrolment has increased rapidly over the period. In 1962, some 14,175 students were pursuing secondary education in various government-run schools. The figure stood at 41,792 in 1978. The increase in enrolment for post-secondary technical education has been rather modest. From 478 students in 1962, the enrolment reached 1,115 in 1977.

37. In 1962, 915 students pursued university education inside and outside the country. The number rose to 3,107 in 1978.

38. As a result of the expansion of secondary and higher education, the country made significant progress in the localization of high and middle manpower posts in the civil service. In 1961, 32.7 per cent of all high and middle posts which were filled in the Civil Service were held by nationals. This was about 26.4 per cent of all declared posts—filled and vacant. The respective percentages in 1975 were 94.0 and 59.6. This progress is all the more remarkable if it is remembered that in view of the expansion and increase of government ministries and departments, the number of declared posts increased more than fourfold during the period, from 6,034 in 1961 to 26,430 in 1975. Moreover, following the promulgation of the Arusha Declaration in 1967, the public sector was enlarged compared to 1961. It includes not only government ministries and departments, but also parastatal organizations established to administer the activities nationalized in the wake of the Arusha Declaration. It is governments' responsibility to see to such parastatals' manpower needs.

39. Although the localization of filled senior and middle level posts in the Civil Service stood at 94 per cent in 1975, many senior posts in the parastatal sector were either vacant or held by foreigners.

40. In 1970, Tanzania mainland launched a comprehensive adult education programme to wipe out illiteracy by 1975. Complete literacy was not attained at the end of the period, but the illiteracy rate was reduced by 36 percent, from 75 per cent in 1970 to 39 per cent in 1975. The programme is still in progress. Apart from literacy, it gives emphasis to other important areas in people's day-to-day lives—agriculture, food and nutrition, health, environmental cleanliness, etc. Zanzibar's adult literacy programme was started in 1976/77.

41. As a result of the expansion and spread of health services, the life expectancy now stands at 47—48 years whereas it stood at 35—40 years in 1964. The period from 1964 has seen an increase in rural health centres and dispensaries as well as middle level personnel such as medical assistants, nurses, health auxiliaries, etc. Hospitals were built in some district towns, and the number of local doctors has increased steadily year by year. From 1972, health policy has paid considerable attention to rural needs as well as disease preventive services, without neglecting curative ones.

42. Through self help, people made considerable contribution to the provision of essential services such as construction of classrooms, teachers houses, dispensaries as well as by digging trenches for laying water pipes. At other times, they also made financial contributions.

43. Considerable endeavours were made to provide decent housing on both the mainland and the islands. Earliest efforts were directed to the urban areas. The National Housing Corporation (NHC) was established on the mainland in 1962. Until 1975, the government provided Shs. 120 million to the corporation. The corporation raised another Shs. 87.6 million through loans. Houses have been constructed in various urban areas—Dar es Salaam, Arusha, Mwanza, Moshi, etc. In 1971, the government nationalized many large privately owned rental houses and entrusted their upkeep to the Registrar of Buildings. The Registrar of Buildings has, in addition, been undertaking house construction. The Zanzibar government nationalized all private rental houses since the early days of the revolution and has paid attention to decent housing in both rural and urban areas.

44. In 1974, the mainland launched a ten year "Operation Decent Housing" to enable everyone to have a permanent and decent house by 1984. The operations main focus is in the rural areas, where most of the people live. The major pre-occupation has been on extending knowledge of construction of low cost permanent houses. The Tanzania Housing Bank, through its Farmers and Workers Housing Fund, offers small scale loans of 5,000/- to enable low income people to purchase construction materials. Housing co-operatives in various parts of the country offer small scale housing loans as well.

45. The operation has met the following problems.

(a) The massive re-organization of rural settlements in 1975 caused a suspension of many housing endeavours.

(b) The frequent increases in prices of building materials as well as their shortages have slowed down many housing programmes as well. These problems must be seen against the fact that most people in the rural areas have small incomes. However, some of the commercial crops growing areas have made considerable progress in the construction of good and permanent houses.

46. The Tanzania Housing Bank (THB) was formed in 1973 to promote housing development through, among other means, the mobilization of local savings and external resources and providing loans or equity finance to persons, institutions, etc. An increasing number of people have availed themselves of THB loan every year.

In 1976 and 1977, the Bank approved loans totalling Shs. 117.6 million for the construction of 2,373 individual houses in the urban areas. Another Shs. 137.2 million was approved for the construction of 4,393 individual houses in the rural areas. Arrangements are underway to enable Zanzibar residents to get housing loans from the Tanzania Housing Bank.

47. The problems experienced in respect of housing construction are part and parcel of the problems that faced the construction sector in general. The prices of most construction materials continued to rise. The spiralling prices, coupled with a poor distribution system, were responsible for most of the construction material shortages in many parts of the country. The shortages as well as the small construction capacity caused long delays in the completion of houses, offices, classrooms, storage facilities, etc. The problem of adequate urban housing units continued during the period. In spite of efforts to tackle the urban housing problem (made by the National Housing Corporation, the Registrar of Buildings and the Building Research Unit), the urban housing situation is still far from satisfactory.

48. The change in peoples' mentality and attitude was one of the important events during the period. This was the result of enlightenment obtained through political education - to which considerable stress was given in villages, factories, offices, training institutions, etc. The objective was to enable people understand national development goals and thus be in position to decide on matters with a bearing in their lives—in the light of those goals. Various organizational changes were instituted to expedite the attainment of that objective whose realization is not easy but essential for the building of socialism.

49. This important task was spearheaded by the two political parties in the country—AFRO-SHIRAZI Party in the islands and TANU on the mainland. On 5th February, 1977, the two parties merged into one political party—CHAMA CHA MAPINDUZI. The merger was prompted by a critical look at the political situation in the United Republic and a realization that "the continued presence of two political parties dissipates our joint efforts in the struggle for socialism and self-reliance". The birth of CHAMA CHA MAPINDUZI has further consolidated the United Republic. Matters pertaining to the socio-economic development on the mainland and in the islands are now looked at collectively.

Lessons of experience: 1964/65—1980/81:

50. One of the important lessons during the period under consideration is that our objective conditions or circumstances as well as our requirements should be the guiding principles when seeking answers to our development endeavours. It is essential to be both inventive and be prepared to do things which might differ from current practise elsewhere. Thus, for example, on the realization that the countrywide unity, forged in the struggle for political independence, was an important asset in the post-independence nation building efforts, a decision was taken in 1965 to have the Tanganyika African National Union (TANU) the sole political party on Tanzania Mainland. This caused a lot of criticism outside Tanzania, coupled with charges that we are "abandoning democracy". The one party system however, has enabled us to tackle nation building questions with greater unity of purpose than would have been the case had there been several political parties, with different predilections. The nationalization of key areas of the economy in 1967 (following the promulgation of the Arusha Declaration) also brought charges of lack of economic foresight, but such a move was a necessary precondition for the management of the economy in the best interest of the nation.

51. The overriding objective in all the development endeavours undertaken during this period has been the advancement of all the people in the country. In pursuing this objective, emphasis has been given to good leadership—in villages, offices, centres of production, etc. Poor leadership was one of the causes of the hitches that occurred at different times. Some of the leaders did not encourage collective decision making. As a result, a number of decisions were taken unilaterally, regardless of their practicability. There was another side to this as well. Many workers through wrong interpretation of the Party Guidelines (issued in February, 1971) on worker-management relationships, caused some of the hitches too—such as strikes, lock-outs etc. Considerable efforts were made to develop lasting solutions to worker-management relationships, and also effective leadership in general. However, it will still be necessary to emphasize the quality of leadership—both political and technical—in our future development endeavours.

52. We have acquired considerable knowledge in the preparation and implementation of development plans, as the management of the economy. For Tanzania Mainland, all the government recurrent expenditure incurred during the period (which has increased more than sevenfold, from Shs.771.1 million in 1964/65 to Shs.5,633.5 million in 1977/78) has been met from domestic sources. We have also made concerted efforts to raise development finance from within. In 1964/65, local development expenditure stood at Shs.125.32 million. The figure rose to Shs.1,044 million in 1977/78. Until the end of the Second Five-Year Development Plan (June 1974), over 50 per cent of all government development expenditure was raised from within the country. Since 1974/75, however, external financial resources have formed an increasingly important part of the government development budget. This has been necessitated by a number of factors some of which were the initiation of large scale projects whose successful execution needed foreign expertise and finance; economic difficulties as a result of both internal and external causes such as drought; and continuously rising prices of oil and other imports. In spite of all these problems, our sincere determination to develop the country has attracted a number of developed countries, who have in consequence extended to us increased financial help in terms of loans and grants.

53. Sound economic management calls for, among other things, maintaining a balanced relationship between investment in directly productive activities and social services. This has been difficult to achieve, not through lack of understanding of its necessity since it is obvious that only through increased output can it be possible in the long run to provide more people with adequate social services. It was due to the abysmal scale of the necessity of building the base for such development. It became obvious that increased availability of clean drinking water, health facilities, etc, would enhance effective participation in the economic process for a large number of people who did not have such access before. It was with this in mind that during the First Five-Year Plan, Tanzania Mainland allocated 22.7 per cent of the budget to directly productive activities and 44.1 per cent to social services. During the Second Five-Year Plan, the percentages were 38.7 and 60.0 respectively. For Zanzibar, between 1967 and 1976 almost 70 per cent of the entire government budget was allocated to social services, whereas only 23 per cent went to directly productive activities. In future development plans emphasis will be given to building a strong and vibrant economy which will ensure better social services to more people in later days. It will however be necessary to strike a balance between the two sectors.

54. We forged trade and economic links with a number of countries with which we did not have such links at independence. At the same time, we increased our pre-independence economic relations with the Western countries. There is need to increase our economic relations with more countries. The guiding principle in such economic relations should be on mutual benefit. This applies to other developing countries, socialist countries or western countries.

PART TWO—PROSPECTS FOR THE 1981—2000 PERIOD

A.—Internal Prospects:

55. During the 1964/65—1980/81 period, the main focus of our activities was the consolidation of our independence as well as the determination and elaboration of our development goals and objectives. Although we did not make great strides in increasing the output of goods and services, we have laid a good base for providing at a larger scale essential socio-economic services than was the case at independence. We do not intend to introduce major socio-economic changes in the 1981-2000 period since those changes were made in the 1964/65—1980/81 period. Beginning from 1981, the major emphasis will be on expansion and consolidation of the nation's economic base as a means of providing increases quantum of goods and better services to all the people. We shall take concerted steps to ensure that the institutions and organizations created in the previous period—villages, parastatal organizations, urban councils, government ministries and departments—fulfil their responsibilities to the nation adequately.

56. Apart from strengthening various planning and implementation organs it will be necessary to ensure that projects completed in the previous period attain planned performance targets. This will also mean, improvement of existing transport facilities such as roads, railways and air fields; increased investments in the production of oilseeds, tobacco, cashewnuts, etc., so that our processing industries can utilize their full capacity; ensuring the availability of adequate facilities in hospitals, dispensaries and schools; increased training of various health personnel; production of water pumps. More attention during the first five years of the Long Term Plan will be on structural adjustment and ensuring that the nation derives maximum benefit from priv.ou. investments. A sizeable amount of foreign aid will be channelled to that end, as well as to the revitalization of some sectors which did not receive enough investment.

57. While choosing the development goals for the Long Term Perspective Plan, several objectives regarding the structure and rate of growth of the economy were considered. The chosen rate of growth of the Gross Domestic Product (GDP) has been influenced by our experiences during the 1964—1980 period. As can be seen in the appendix, two GDP growth rates—a 6 per cent growth rate and a 7 per cent growth rate were considered. A 6 per cent growth rate was seen to be preferable. The Gross Domestic Product grew at an average rate of 5 per cent per annum throughout the 1964—1980 period instead of the projected rate of 6.7 per cent. The choice of the GDP growth rate has also taken into account the growth of individual sectors during the previous period. A 6 per cent growth rate is a reasonable projection if cognizance is given to prevailing and likely conditions—financial, manpower, socio-economic infrastructure, implementation capacity, etc. By the year 2000, we envisage a Gross Domestic Product structure (for both Tanzania Mainland and Zanzibar) outlined in the table below.

(Other structures that have been given consideration, as well as supporting arguments, are outlined in the Appendix).

Table 3

TANZANIA'S PROJECTED GROSS DOMESTIC PRODUCT (GDP) 1980—2000

(1980 Prices)

Sector	1980		2000		% growth P.Y. (5)
	Million Shs. (1)	% of GDP (2)	Million Shs. (3)	% of GDP (4)	
1. Agriculture and Natural Resources	21,294	50.2	56,588	41.5	5.0
2. Mining	212	0.5	3,264	2.4	14.6
3. Manufacturing	4,002	9.3	21,765	16.0	8.8
4. Electricity and Water	339	0.8	2,312	1.7	10.1
5. Transport, Storage and Communications	2,709	6.3	11,426	8.4	7.3
6. Construction	1,270	3.1	8,161	6.0	9.7
7. Commerce	4,995	12.0	12,242	9.0	4.6
8. Finance	2,921	6.8	6,871	9.0	4.6
9. Administration and Other Services	4,572	10.9	13,603	10.0	5.6
Total	42,334	100.0	136,032	100.0	6.0

The basis for the above forecasts is the likely Gross Domestic Product structure in 1980—column (2), as could be projected from the 1977 data (Tanzania Mainland) and the 1978 data (Zanzibar), as well as the Third Five Year Development Plan for Tanzania Mainland (1976/77—1980/81) and Zanzibar's Third Five-Year Development Plan (1978/79—1980/81).

58. While aiming at the GDP structure shown in the previous paragraph we also took into account the necessity for further structural change in the economy, so as to bring about greater integration among various sectors:—

(a) We envisage a continued decline of the share of agriculture and natural resources in the GDP. While the share of other sectors will be expected to increase faster, this will go hand in hand with measures to increase productivity in the agriculture sector, in order to get sufficient food and raw materials. More emphasis will be given to agro-industries than previously. In this way, it will be possible to reduce the contribution of agriculture and natural resources as a primary activity to the Gross Domestic Product by 8.7% by the year 2000.

(b) Mining activities declined very drastically. The decline was not due to the exhaustion of the mining potential, but was a result of our inability to tap the potential sufficiently. The target for the year 2000 is to have mining's contribution to the economy increased to 2.4 per cent of the GDP from the present 0.5. The government will also look into the prospects for minerals such as oil, gas, coal and nickel to facilitate their exploitation.

Table 4

POPULATION PROJECTIONS: 1981—2001

	Population (Million)			
	Age Groups			
	Years 0—14	Years 15—64	Years 65 Years and above	Total
1981	8 562	9 193	0 761	18 516
1986	10 025	10 766	0 890	21 681
1991	11 814	12 660	1 047	25 521
1996	13 950	14 975	1 236	30 161
2001	16 260	17 657	1 460	35 377

A number of things are evident:—

- (a) There will be an increase in the number of people (in the 15—64 years age group) who can be expected to provide for themselves as well as make a contribution to the growth of the economy. But the number of dependants (those in the 0—14 age group and also those from 65 years and above) will increase as well.
- (b) It will be necessary to open up new areas for settlement and agricultural activities as well as increase the provision of social and economic services.
- (c) Our future development plans must give due weight to those facts. The planned growth of the economy must have a bearing to the growth of the population.

61. Many of the projects initiated during the Mainland's Five Year Development Plan (1976/77—1980/81) will become operational during the next few years. During the first half of the 1981—2000 period, however, there might arise a problem of getting enough local financial resources to run some organizations created in the past few years.

R.—External Prospects:

62. It now looks that the efforts of establishing a New International Economic Order (NIEO) will score some successes. It will be necessary, however, for the less developed countries to stand firmly together all the time in their negotiations with the developed countries so as to achieve meaningful and lasting successes. Tanzania will continue to participate in negotiations aimed at bringing about NIEO.

63. We shall step up efforts to increase the processing of agricultural products for internal consumption. At the same time, we shall increase our export sales. Matters relating to agricultural export prices and markets will remain, as at present, important in our development programmes. For this reason, close and accurate monitoring of export market trends will be necessary in order to derive maximum benefit from external trade. Exports of manufactured products will be determined by the development of manufacturing industry in terms of both quantity and quality of the products produced.

(c) Manufacturing industry is targetted to make a higher contribution to the GDP than at present. In the 1964—1980 period, industry increased its share of the GDP from 4 to 9·3 per cent. It should be possible to raise this further to about 16 per cent by the year 2000. We have a larger industrial base now than was the case in 1964. Moreover, we have a clearly defined long term industrialization strategy which specifies among other things, the type of industries we want to establish.

(d) Our requirements for water and energy will increase as a result of the expansion of industry, mining activities, irrigated farming as well as population increase. By the year 2000, the two sectors together will make a contribution of around 1·7 per cent to the Gross Domestic Product.

(e) Transport, communications and storage services are currently making a contribution of 6·3 per cent to the GDP. It is still necessary to expand this sector so that it can effectively service other sectors of the economy. It is therefore proposed that the share of this sector to GDP be increased by 2·1 per cent to reach 8·4 per cent by the year 2000.

(f) The construction sector stagnated throughout most of the 1964—1980 period. We need to maintain a sustained growth of the sector and double its share to GDP from 3·1 to 6·0 per cent, so that it can facilitate the growth of other sectors.

(g) Commerce and finance sectors are making satisfactory contributions to the growth of the economy. Their activities are, to a large measure, in accord with national objectives. The problems experienced in trade had been mainly due to distribution arrangements rather than with the policies of the trade and finance sectors as such. Each sector is envisaged to make a contribution of 9 per cent to the GDP by the year 2000.

(h) It will be necessary to increase administrative, education, health and other services. The country's population is expected to double in the next twenty years. Moreover, even at the present moment it is only a small proportion of the total population that has easy access to these services. By the year 2000, it is envisaged that the contribution of services will make up 10 per cent of GDP.

59. The 6 per cent annual GDP increase, made up of the various sectoral increases as shown in paragraph 57, should result in the GDP structure envisaged for the year 2000 (paragraph 57). The annual average GDP increase was 5·0 per cent in 1964—1980, against the planned 6·7 per cent increase. The likelihood of attaining a 6 per cent annual GDP increase in the course of 1981—2000 is greater than was the case during 1964—81. We have considerable experience in plan preparation and implementation as well as an enlarged economic base.

60. From the 1978 population census, it is projected that the population will increase from 18·52 million people in 1981 to 35·38 million people in 2001. The increase will be as follows:—

(c) Socialist progress will also depend on increased efficiency in the public sector, as well as the consolidation of the villagisation programme. It is envisaged that by the year 2000, at least 50 per cent of all villages will be fully fledged ujamaa (socialist) villages. We have at the moment to determine the number of villages which can be said to be fully socialist. The criterion for this will be the degree to which a village compares to the standards set by the Party.

(d) The major thrust for socialist transformation in Zanzibar's rural areas will begin in the First Five Year Plan of the Long Term Perspective Plan.

68. There are at present no reliable statistics on income differentials between rural and urban inhabitants. It will be necessary to collect such statistics regularly so that we can ascertain, on a year by year basis, the extent to which rural-income differentials are diminishing.

69. According to the 1978 population census, the number of salaried employees in the country was around 800,000 people. This figure is about 8.2 per cent of all people in the working age group (15-64 years) or 46 per cent of all Tanzanians. By the year 2000, salaried employees should not be less than 30 per cent of all people in the working age group or 15 per cent of the country's population (35,377,000) envisaged then. This will depend on the preparation of the National Employment Policy.

SECTORAL OBJECTIVES

A. Agriculture, Livestock, Forestry and Fishing:

70. Agriculture and livestock development programmes will aim at:—
- attaining self-sufficiency in the production of basic foodstuff requirements;
 - increasing agricultural diversification;
 - providing raw material requirements for our industries as much as possible;
 - production for export;
 - deriving increased gains from livestock resources. This will call for more attention to the development of livestock than has been the case previously.

Strategies for the achievement of the above objectives will include:—

- undertaking action-oriented research on crop cultivation in respect of currently grown and prospective crops. In this connection, due consideration will be given to the cultivation of cardamom and rubber, among other crops, whose cultivation has until now been unsatisfactory despite their obvious potential. A well co-ordinated programme will be worked out whereby research findings will always be transmitted and applied in the villages;
- preparation and implementation of large and small scale irrigation projects. This will be done by national and local bodies or organizations. Up to the end of 1979, the total area under small scale irrigation projects was 112,505 hectares, while that under large scale projects was 20,740 hectares. Increased irrigation cultivation should go some way towards making up for frequent shortfalls in food and cash crop production. To this end, it will be necessary to increase the area under irrigation by at least 10,000 hectares per year (about 25,000 acres) so that, at the end of the first five years of the 1981-2000 Perspective Plan, some 50,000 hectares (125,000 acres) should

64. There are good prospects for the achievement of complete political freedom in Southern Africa over the next few years. Tanzania, in co-operation with other independent countries in that part of Africa will continue backing the struggles being waged by the Southern African liberation movements. We shall also seek to extend the scope of co-operation with Southern African states in economic, commerce, transport and other areas.

PART THREE—GOALS AND OBJECTIVES IN THE 1981-2000 PERIOD

65. The development goals and objectives as already explained in various paragraphs in the previous two parts of this booklet, during the 1981-2000 period, will be the expansion and consolidation of the nation's economic base. The specific goals and objectives have been outlined in the paragraphs which follow.

General Objectives:

- By the year 2000, the nation intends to achieve the following goals:—
 - Increasing the Gross Domestic Product from Shs. 42,334 million (1980 prices) in 1980/81 to Shs. 136,032 million;
 - Transformation of the Gross Domestic Product to achieve the structure shown in Part Two (of this booklet);
 - Increasing the per capital income from 2,423/- in 1981 to 3,845/- (1980 prices);
 - Increasing the life expectancy from the present 47 years to 55 years;
 - Attaining greater self-sufficiency in high level manpower requirements in various fields.

67. The 1981-2000 period will be the consolidation period of the policy of socialism and self reliance with a view to attaining a higher level social equality than is presently the case. The following targets have been set to achieve that end:—

- We shall have made significant progress towards the realization of the objective if, by the year 2000, public sector activities (Ujamaa villages, co-operatives, government institutions and parastatal organizations) will be accounting for over 60 per cent of the Gross Domestic Product. Beginning from the first year of the Long Term Perspective Plan, we shall give adequate emphasis to the compilation of accurate statistics in respect of public and private sector activities. This will enable us have a clear picture of private *vis-a-vis* public sector activities and thus develop ways of increasing the latter's contribution to the nation's economy.
- Another indicator of our progress towards socialism and self reliance will be the extent to which the public sector engages in direct production. We shall have made commendable progress towards the socialisation of the economy if the public sector will account for at least 70 per cent of direct production by the year 2000. The attainment of this goal will call for a thorough look at the current state of direct production by the public sector and the evolution of enhancement strategies. Consequently, before the start of the First Five-Year Plan of the Long Term—Perspective Plan, the Party will give a policy on the role of the Private Sector in a socialist-oriented economy.

be under irrigation cultivation. We shall set up an irrigation authority for the development of irrigation projects. By the year 2000, irrigation cultivation should account for between 50—60 per cent of all cultivation in the country;

(c) increased control measures against plant diseases and harvest loss. Control measures over plant destruction will include constant vigilance against vermin and prevention of various plant diseases while measures against harvest loss will include the provision of adequate storage facilities;

(d) strengthening farmers' education programmes as outlined in the National Income, Prices and Productivity Policy:—

Agricultural education programmes will be conducted at various levels—village, ward, division and district. We shall progressively aim at making farm labour less arduous by increased use of such implements as animal-drawn ploughs, carts and tractors. The latter will call for training villagers in maintenance and repair work. It is also planned that at the end of the first half of the Long Term Perspective Plan, over 50 per cent of all tractor spares will be made locally. Every district will have at least one tractor-servicing centre. Tractor cultivation is one of the means to spearhead and consolidate communal (ujamaa) cultivation in the villages. In the course of the next twenty years, as many villages as possible will be encouraged to have their own tractors.

71. In exploiting our forest resources (both natural and man-made forests), attention will be given to the satisfaction of our requirements in respect of construction, furniture, firewood and at the same time without neglecting the prevention of soil erosion. As previously, the planting of trees will be done by villages, schools, parastatal organizations and other government agencies. Forest mapping and inventory will be undertaken in areas where they have not been made so far. This will facilitate proper management and use of forest resources. Exploitation of forest resources will include increased utilization of honey and beeswax found in many forest areas. Planning for the increased use of forest resources will be accompanied by educating people on the necessity of avoiding reckless tree-felling.

72. Beginning from the first year of the Long Term Perspective Plan, every village will be required to set yearly targets of the number of trees to be planted for various uses—construction, firewood, etc. Regional annual plans will show the planned tree planting targets by various bodies or organizations in the regions, and implementation progress reports will be required from time to time, even in cases where tree planting is done without government help or initiative.

73. The main objective as far as fishing development is concerned will be to increase the sector's contribution to the economy. To this end, the nation will undertake big fishing programmes, set up fish processing plants and promote small and medium scale fishing ventures, preferably on a co-operative basis. We shall also undertake some researches to ascertain the quantity of fish in the ocean, lakes and rivers. These findings will help the fishing development promotion effort.

74. During the first five years of the Perspective Plan, considerable efforts will be directed towards increasing ocean fishing by public corporations, with an aim of having at least 50 per cent of domestic fish requirements for consumption ocean-based in subsequent years. Some fish will be dried or processed.

However, depending on the availability of efficient means of internal transport and distribution, consumption of fresh fish will be given priority over processed or dried fish.

75. The Union (Tanzania Mainland and Zanzibar) government will together promote modern fishing. To this end, a jointly owned and run fishing corporation will be formed.

B. Mining:

76. The geological surveys and mineral prospecting started in the previous years will be continued. Mining will take into account the requirements for implementation of the basic industrialization strategy as well as export.

C. Manufacturing Industry:

77. Implementation of the Long Term Industrialization Strategy (1975/1995) will be carried on almost through the entire period of the perspective plan. The strategy was adopted in 1975 and implementation began during the Third Five Year Development Plan. The objective is to orientate Tanzania's manufacturing industry so that the country's natural resources such as minerals, agricultural products and others may form the basis of industrial development. Emphasis will be given to the following industries:—

- (a) Iron and steel;
- (b) Textile, leather and sisal;
- (c) Chemical industries;
- (d) Food and beverages;
- (e) Paper and wood;
- (f) Non-metallic products, including construction materials.

In the next ten years, priority will be given to produce good industries, iron and steel industry as well as chemical industries.

78. The focus of our industrial activity will continue to be on the development of industries which cater for people's basic needs such as clothing, footwear, construction materials, pharmaceuticals, farm implements, etc. Although new industries will be set up, due attention will also be given to efficient operation of already established industries. Efforts at industrial development will be directed at the expansion of various organizations dealing with industrial issues such as training, services, research, technology, as well as spreading small scale industries in many areas as possible. Such industrial spread should induce the growth of an industrial environment in both urban and rural areas. The coming years will also witness the promotion of industrial co-operation between the mainland and Zanzibar after the completion of preliminary investigation.

79. Success of the industrialization programme will depend on the performance of other sectors of the economy such as agriculture and mining as well as the availability of essential services—water, power, transportation, etc.

80. Industrial investments and ownership will continue to be guided by the principles laid down in the Arusha Declaration on public ownership of the major means of production. However, efforts will be made to attract private participation in some industrial ventures.

D. Trade and Tourism:

81. In promoting internal and external trade, adequate attention will be given to the consolidation of the various trade organizations established in previous years in order to achieve greater efficiency in trade operations, and ensure that basic consumer necessities are more easily made available to the people than is the case at present. Price monitoring will be undertaken continuously to check unjustified price rises. Tourism will be enhanced as one of the means to earn foreign exchange, enable Tanzanians to see the riches of their country and further friendly relations with other countries. The tourist programme will include expansion of tourist activities on Pemba and Zanzibar islands, the mainland's coastline and islets in Tanzania's part of the Indian Ocean.

82. Attention will be focused on:—

(a) Expansion of internal trade, in order to meet people's needs as adequately as possible. This will be possible through conducting market surveys, consolidation of distribution organizations and provision of vehicles and storage facilities in order to ensure speedy transportation of goods as well as their proper storage. There will be need to collect trade statistics and arrange for their dissemination to producers, consumers and trade organizations. Such a programme will greatly boost internal and external trade.

(b) Linking trade policy to policies of other sectors such as agriculture, industry and natural resources since the satisfactory performance of these sectors in increasing the availability of basic consumption items will necessarily reduce their importation.

(c) Increasing rural incomes and purchasing power. This is one of the necessary conditions for the promotion of internal trade, since about 90 per cent of all Tanzanians live in rural areas. Increasing rural incomes will call for, among other things, the construction and improvement of village feeder roads to enable easy transportation of industrial goods and production inputs to the villages, as well as agricultural output from the villages to the marketing centres.

(d) Increasing efficiency in trade operations through streamlining of the provision of supporting services, consolidation of trade organizations as well as appropriate training.

(e) Expansion and diversification of external trade in terms of traded goods and markets. Steps will be taken to increase the type of tradable goods—both industrial and agricultural—instead of relying on a few commodities only (mainly agricultural) as is the case now. We shall also engage in an aggressive market search drive to secure as many new markets as possible, without at the same time forgetting already established markets.

(f) Ensuring that the promotion of tourism does not endanger the advancement of other national interests—such as education, environmental quality and culture. Tourist policy will also be geared to enabling Tanzanians to see their country's natural riches.

(g) Tarmac-surfacing in respect of tourist areas, roads, particularly those leading to national parks and game reserves.

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E. Construction and Housing:

83. The overall objective in the construction sector will be the expansion of construction capacity in order to facilitate prompt implementation of construction projects. Many construction activities in the country are at present undertaken by foreign companies. In addition to frequent shortages of construction materials, the inadequacy of our construction capacity is a big bottleneck in the implementation of many construction projects. Expansion of construction capacity will be directed towards satisfying the requirements for factories, transport infrastructure, living quarters, etc. Such expansion will include the re-equipping and consolidation of the various building brigades in the regions and villages, as well as those belonging to parastatal organizations.

84. Research on construction materials will focus on the production of a wide variety of cheap and durable materials. Prices of construction materials will be closely monitored to check unjustified increases.

85. Appropriate assistance in the form of loans, consultancy, construction materials, site servicing, etc. will be extended to people so that they can build good and permanent houses. Public and private institutions will continue their various housing schemes for employees. The employees' house renting arrangement will be modified to enable employees own the houses, after living in them for a specified period. Rent charges will accordingly be adjusted to take into account eventual tenant ownership.

86. To stem the present disorderly development of many urban areas, an urban development programme will be initiated and implemented in the course of the period. This will include a plan for the progressive reduction of Dar es Salaam's rate of growth. The setting up of industries in regional and district towns will take into account the guidelines of the long term industrialization strategy in this regard.

87. To facilitate production, transport and other essential services, the construction of railways and roads will be given more emphasis than previously to enable them handle a greater amount of transportation than at presents. Enhancement of road transportation will also include making improvement on existing roads to make them passable throughout the year as well as strengthening vehicle-servicing arrangements.

F. Transport and Communications:

88. Transport and communications service will be improved and strengthened to facilitate trade, link various production centres as well as urban and rural areas and thus bring about rapid socio-economic progress. An expansion of transport technical services will be undertaken to facilitate the repair or assembly of vehicles, the manufacture of some spare parts as well as the provision of technical education and training.

89. Land transport companies such as the Tanzania Railway Corporation, Usafiri Dar es Salaam Limited, National Bus Company, the Tanzania—Zambia Railway, etc., will continue to be required to evolve elaborate plans and programme to meet increasing transport demands. Assistance will be extended to villages and co-operative organizations to improve transport services in various parts of the country.

90. By the year 2000, all regional centres will be connected by tarmac roads. This will necessitate the establishment of road construction materials' industries.

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91. By the year 2000, we shall have selected the types of vehicles suitable to our needs—the production of which will be undertaken in the country.

92. Commercial shipping companies such as the Tanzania Coastal Shipping Line (TACOSHIL), the Zanzibar Government Shipping Corporation and the Joint Chinese—Tanzania Shipping Line will increase the scale of their operations to enable them to carry on more trade than at present. This will be accompanied by increasing cargo handling facilities for the Dar es Salaam, Tanga, Mtwara, Zanzibar and Pemba Ports to increase efficiency.

93. Transport services on lakes Victoria, Tanganyika and Nyasa will be expanded as well as improve marine transport between the mainland and Zanzibar.

94. A shipping company that will be owned jointly by Zanzibar and Tanzania mainland will be formed to facilitate goods and passenger transportation between the mainland's ports as well as between them and Zanzibar. Air transportation services within the country, as well as between Tanzania and other countries will be increased. Air transport services will go hand in hand with the training of relevant expertise in matters related to air travel, such as meteorology and air traffic control. Meteorological services will be increased to cater for both air travel programmes as well as the timing for agricultural activities.

95. The Tanzania Posts and Telecommunications Corporation will continue with endeavours to introduce and consolidate postal services in towns as well as villages, giving priority to areas where there are no such services yet. Telephone services will also be introduced in as many areas as possible. This will include the installation of Subscriber Trunk Dialling (STD) systems in some of the towns now served by a different dialling system.

C. Water and Energy:

96. The development of water supply services will be aimed at providing clean water to everyone as well as meeting important economic and social requirements. Efforts which were started in the previous period to ascertain permanent water sources will be continued. Implementation of the various rural water supply programmes will, as previously, call for broad based popular participation.

97. The water technicians training programme—started during the Third Five Year Plan—will be continued in the 1981/82—1985/86 plan. The objective is to get as many technicians as possible, some of whom will work in villages.

98. Efforts will be made to speed up implementation of the rural water supply programme. These will include domestic production of water pumps and spare parts.

99. The National Scientific Research Council, in collaboration with other research and learning institutions, will conduct researches on the use of cheap sources of energy. Research will be focused on the use of wind, solar energy, coal, gas, water falls, crop remains, etc. The going search for petroleum and other minerals will be continued on both the mainland and in Zanzibar. A Petroleum Storage Programme which ensures the availability of petroleum in the country lasting for a minimum of two months will be implemented.

100. In view of the importance of power supply to the development of industry, the implementation of the long term industrialization strategy will go hand in hand with the development of reliable means of power supply. During the first ten years of the long term perspective plan, every district will be supplied with enough power to satisfy both domestic and industrial needs. Priority will be given to the development of hydro as well as other locally available power sources.

101. The responsibility for rural electrification will be carried out by an organization to be created for the purpose. TANESCO will continue to implement the urban electrification of Tanzania Mainland.

II. Education, Manpower and Culture:

102. The provision of education will continue to be geared towards enabling people master their environment and thereby attain socio-economic development.

103. In addition to providing primary education to all children of school-going age, we shall endeavour to make education as complete as possible, as indicated in the policy directives such as Education for Self Reliance and Education is Work. The provision of secondary education on the mainland will, as previously, be linked to projections on middle and high level manpower requirements. There is a programme to have universal secondary education in Zanzibar. In both Zanzibar and the mainland, emphasis will be given to the provision of complete secondary education that will enable its recipients to make valuable contributions to the country's development. Directives on educational development issued in the past years will be given more practical interpretation than hitherto. The adult education programme will be geared toward wiping out illiteracy, as well as imparting functional education to elicit people's participation in programmes aimed at improving their socio-economic conditions.

104. Development of mining and industry depends on the development of science and technology. There is at present a great scarcity of skilled manpower in a number of technical and engineering fields a scarcity which can be expected to increase as more industries are established. The problem will be tackled by setting up technical colleges and vocational training schools. The target is to have a technical college in every region and a vocational training school in every District by the year 2000. In the next few years, efforts will be directed at training middle level/Trade technicians both within and outside the country some of whom will fill vacant places in industries while others will work in technical institutes. The ongoing efforts to get appropriate manpower in other fields such as agriculture, health and administration will be continued.

105. It has become increasingly clear over the past years that science and technology are very important factors in our quest for self-reliant economic development. It is also apparent that much as we are (in collaboration with other Third World countries) fighting for the establishment of a new international economic order—including the transfer of technology—we cannot gain substantially from such efforts if we do not prepare ourselves sufficiently for the development of science and technology. A Higher and Technical Education ministry will, on this account, be established for speedy development of science and technology. The present Ministry of Education will continue to be responsible for general education.

111. A special campaign will be launched to enlighten parents that the aim of providing primary education to children is to enable them to participate effectively in village and communal development life and not necessarily to take up some paid employment, as is still assumed to many places. At the same time, we shall work out programmes to translate and integrate the "Education is work" policy directive (issued by the Party in 1974) into the entire education system.

112. A comprehensive educational review covering the entire country will be undertaken and its findings presented to the Party within the first two years of the Fourth Five Year Development Plan (1981/82—1985/86).

113. The preparation of manpower programmes will take into account employment requirements in the civil service, parastatal organizations, private sector and other requirements, such as self employment and employment in international organizations.

114. The achievement of various socio-economic objectives will depend upon everyone's participation in the implementation of development programmes. To this end, every able-bodied Tanzanian will be required to attend to daily duties diligently and intelligently. At the same time, the importance of self discipline and love for one's work will be stressed, as these hold the key to any lasting improvements in labour performance and productivity. It will be necessary to impress upon the people of Tanzania—peasants and workers—the basic truth that without diligent work by everyone, the nation will face situations of food shortages, unavailability of consumer items as well as insufficient and inadequate services—and that the end result will be economic stagnation and abject poverty for the country as a whole.

115. By the year 2000, it is envisaged that 60 per cent of all salaried workers will be in directly productive and transport sectors. This will be an increase of 5 per cent over the present 55 per cent.

116. Culture is an important aspect of a nation's development. The 1981—2000 period will see the implementation of purposeful measures aimed at revitalizing our national culture. We shall also give emphasis to games and sports in both villages and towns—with a view to projecting the nation's image in international game and sport forums. In addition to inculcating the love for sports among people, sport activities in the urban areas will go some way towards reducing aimless loitering, a problem to which many youth in towns are increasingly being exposed to.

117. The measures to promote national culture will include research on customs, the national language, arts, music, etc., as well as strengthening the various organizations engaged in the activation and advancement of culture in its various aspects.

I. Health and Social Welfare:

118. The thrust for health programmes will continue to be on health services, without forgetting curative ones. Emphasis will be on checking communicable diseases, spreading knowledge on the necessity for clean surroundings, balanced diet, clean water, decent accommodation, etc. Health centres will be set up in areas where they at present non-existent. Hospitals for such diseases as tuberculosis, leprosy, etc., will be built depending on the need for them.

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106. By the year 2000, Tanzania intends to have at least four universities:—

- (a) The present University of Dar es Salaam.
- (b) The University of Technology.
- (c) The University of Agriculture.
- (d) The University of Mineralogy.

In order to provide adequate students for these universities, it will be necessary to increase secondary school enrolment, especially in scientific and technical subjects.

107. In view of the importance of pre-school education in the country's overall development, preparation and implementation of a special programme involving both teachers and pre-school age children will be given attention. We shall seek the co-operation of various organizations in the preparation of suitable equipment for such education. This programme will be linked to the kindergarten programme in both rural and urban areas.

108. So far these has not been serious scrutiny on the problems of education for women. A comprehensive Women Education Review will be undertaken to look for ways ensuring greater women participation in the modern sectors of the economy. If necessary a special campaign for parents and women will be launched for educating them on the importance of equal participation of men and women in the economic life of the country.

109. In view of the importance of worker's education in the country's socio-economic development, the following learning and training programmes will be initiated and consolidated:—

- (a) On-the-job training programmes.
- (b) Higher education outside the University or its organs. In social science subjects where learning is more dependent on books than on equipment, prospective candidates will be aided to pursue their chosen lines of study while continuing with day-to-day activities. The University of Dar es Salaam will arrange for teachers or instructors, while regional libraries will be equipped with the required literature.
- (c) Technical institutes situated in some towns will give training to workers in the relevant fields after official working hours.

In addition to these programmes, there will be an expansion in the current arrangements whereby workers are given opportunities to pursue full time advanced studies, both locally and abroad.

110. There is need to launch a special post-primary education programme in respect of youths who will be completing their primary education. The current policy in Zanzibar is to provide education to all children for three more years after completing primary education. As for the mainland, however, a post primary programme will be extended for two more years, during which time the youth will be taught various skills necessary for the economic advancement of their villages—such as agriculture, animal husbandry, carpentry etc. A special policy outlining the roles and responsibilities of various organizations in the upbringing of children and youth will be issued.

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119. The nation will step up efforts to get sufficient local health personnel—doctors, medical assistants, nurses, health auxiliaries, etc.—so well as increase the manufacture of pharmaceuticals.

120. Social welfare services will be focused at ensuring adequate welfare in residential and work places. The national will look after the infirm and the disabled, in the absence of anyone (relative, etc.) to take care of such people. Villages will be given necessary help to look after the disabled. Training programmes to help disabled become self-reliant will be stepped up. Rehabilitation programmes involving delinquent children will be continued.

J. Administration, Information and Broadcasting:

121. Administrative measures will be aimed at ensuring peaceful atmosphere as well as efficient execution of development oriented activities such as the preparation and implementation of projects and programmes, speedy collection of statistics, etc. Administrative efficiency will be achieved through training, proper manpower allocation as well as elimination of service regulations which are not in tune with the present political orientation. Efforts will be made to enhance service by putting emphasis on responsibility, justice and dignity.

122. The police and immigration departments of the Ministry of Home Affairs will continue to ensure everyone's security, but people's conscientiousness and willingness to co-operate in this task will be essential.

123. The information and communications media will constantly educate people on their responsibility in bringing about their own, as well as the nation's socio-economic progress. This will go hand in hand with efforts to make the media accessible to more people.

124. We shall investigate the possibility of having television services for the entire country during the Fourth Five-Year Development Plan (1981/82—1985/86). Improvements will be made on the main broadcasting station to enable clear reception of broadcasts throughout the country without using booster stations.

Statistics:

125. Reliable statistics are an invaluable tool for the preparation of economic development plans, especially plans with a socialist orientation. For the time being, existing methods of collecting and storing statistics are unsatisfactory. The Central Statistical Bureau and the statistical units in public corporations will be streamlined and strengthened to facilitate speedy collection of adequate statistics for the preparation of the 1981/82—1985/86 Development Plan.

The Party's responsibility:

126. The Party will continue to issue development guidelines and directives and ensure their implementation in collaboration with the Government. It will also from time to time analyse the various policy packages in the long term perspective plan, with a view to speeding up their implementation if need be.

PART FOUR: PLAN IMPLEMENTATION—IMPORTANT AREAS

127. During the 1981—2000 Perspective Plan, development policies and guidance will be focused on consolidating the base for socialism and self-reliance laid down during the 1964/65—1980/81 period. We shall scrupulously continue looking for ways to speed up economic and social development of all Tanzanians.

128. Development policies and directives will be centred on:—

- (a) Consolidation of the social and economic achievements made in the course of 1964/65—1980/81.
- (b) The role of private investment in the economy.
- (c) Energy development.
- (d) Technological development.

129. Consolidation of social and economic achievements will emphasize:—

- (a) Expansion and consolidation of the resource base:—

This will include the enhancement of production and measures of provision of socio-economic services which make optimal use of available (local) resources, as well as ways to mobilize more development finance from within the country:

- (b) Increasing productivity and efficiency in the economy:—

Attaining high levels of production and efficiency on farms in factories and in offices will be possible through well-laid out arrangements for the procurement and distribution of raw materials, energy, spares, farm inputs as well as through appropriate expert advice and good leadership.

- (c) Continued provision of essential services (water, education, health, transport, etc.) to more people, increased efforts at reducing differences in income and ensuring everyone's participation in national development;

- (d) Co-ordination of various sectoral plans and programmes:—

This should make it possible to forget linkages within the economy and thereby minimize the likelihood of mismanagement resulting from lack of economic co-ordination:

- (e) Periodic activation of the population through seminars, exhibitions, the mass media, discussions on past and future campaigns such as Education is Work, Politics is Agriculture, Man is Health, Food is Life, Trees are Wealth, etc. Such activation should remind people the themes of the campaigns in question and arouse their enthusiasm in continually implementing them.

- (f) Increasing and strengthening our relations in the international community by giving particular emphasis on the attainment of independence by countries still under colonial rule (especially in Southern Africa), working for a new international economic order and preservation of peace and security in the world.

130. It is essential that there is a clear policy on the role of the private sector in the economy by taking into account the following:—

- (a) At present, the general understanding of the definition and scope of the private sector is markedly different from that of 1964 and 1967. Although there are still a number of foreign-owned investments in the country, the private sector is now largely understood to be single person enterprise(s) family concerns, joint-ventures in areas such as transport, trade, farming, small industries, etc.

- (b) Beginning with the First Five Year Plan of the Long Term Perspective Plan, our development plans will incorporate private sector programmes and projects. This will serve two purposes:—

- (i) It will dispel groundless fears and apathy on the part of individuals that the Party and Government do not recognize the contribution of the private sector in the national economy.
- (ii) It will enable the Government to have a clear picture of the activities of the private sector and so be in position to offer appropriate help when possible. This will include, for example, providing linkages between private sector and public sector projects.

The inclusion of private sector projects in the nation's development plans will contribute positively to the spread of industries as well as infrastructural and thus a more coherent economy. The measure should also enable the government to know with certainty the contribution of the private sector to the economy in terms of goods and services. It should also help in ascertaining the economy's actual capacity in given lines of activities and thus look for ways to augment it, where possible. For example in the next five years, no edible oil processing factories will be started by either private or public bodies until the existing capacity is fully utilized.

Energy Development:

131. Petroleum is presently the major source of energy in many parts of the country. Its price has been increased rapidly by the Organization of Petroleum Exporting Countries (OPEC) since 1973 and there is no indication that these countries will stop raising the price of the commodity. The country continues to spend more money on importing petroleum than in previous years. However, careful exploitation of the existing potential can be an important source of energy for use both in our industries and in other sectors of the economy and so reduce our reliance on imported oil. One thing is certain: our energy requirements will increase with the growth of the economy.

132. In the next twenty years, attention will be directed at:—

- (a) Research with a view to obtaining and utilizing energy from coal, wind, the sun, etc.
 - (b) Using coal and gas in some of the industries where research shows such a possibility.
 - (c) Spreading the use of sun, wind and geo-thermal energy in the villages.
 - (d) Generation of more hydro-power from presently harnessed sources as well as starting hydro-power generation programmes from as yet unharnessed sources.
133. Measures of obtaining alternative and cheap sources of energy will go hand in hand with stepped efforts at oil exploration.

Technological Development:

134. The restructuring of the economy will be possible through a thorough analysis of our needs, and the implementation of appropriate plans and programmes on the basis of that analysis. In addition to clear socio-economic development objectives, technology is an important pre-requisite in restructuring the economy as well as in propelling its growth. To make a beneficial contribution to socio-economic development, however, technology must be well integrated in a country's socio-economic programmes. Tanzania has had, until now, no clear technology policy. In the next twenty years, the guidelines for the development of technology will centre on:—

- (a) The development of technologies that will increase the nation's capacity in engineering designs, supervision of the various activities as well as in the development of other sectors of the economy;
- (b) Disaggregation of imported technology packages, with a view to inventing simple means to use such technologies;
- (c) Acquiring appropriate and efficient technologies for the delivery of services with cost minimization objectives;
- (d) Training, with a view to increasing the nation's capacity for adaptive innovations and inventions;
- (e) Fostering indigenous technologies, such as indigenous metalworks;
- (f) International co-operation, both bilateral and multilateral, in advancing technological development for mutual benefit;

135. The Tanzania National Scientific Research Council (UTAFITI) will be responsible for the development and expansion of scientific and technological research, and will be empowered to initiate and oversee the implementation of a science and technology policy for the country. This will include the co-ordination of all relevant research activities conducted by government departments, institutions and organizations.

136. Successful implementation of the Long Term Perspective Plan will depend on the evolution of well-defined long term sectoral development policies. Government ministries which do not have long term development plans for their sectors will be required to do so without delay.

APPENDIX

The Gross Domestic Product (GDP) structure envisaged for the year 2000, as well as the underlying assumptions have been given in paragraphs 57 and 58. It is possible, however, to make other projections:—

- (a) We can aim at a 7 per cent annual growth rate (an increase of 1 per cent over the 6 per cent shown in paragraph 57). On the basis of the 1980 prices and sectoral composition, we can expect the following GDP structure by the year 2000:

Table 5A:

ALTERNATIVE GROSS DOMESTIC PRODUCT (GDP)
(At 7% per annum)
1980—2000
(1980 Prices)

Sector	1980		2000	
	Million Shs.	% of GDP	Million Shs.	% of GDP
1. Agriculture and Natural Resources ...	21,294	50.3	49,425	30.0
2. Mining ...	212	0.5	4,898	3.0
3. Manufacturing ...	4,022	9.5	27,554	17.0
4. Electricity and Water ...	339	0.8	3,270	2.0
5. Transport, Storage and Communications ...	2,709	6.4	16,336	10.0
6. Construction ...	1,270	3.0	9,876	6.0
7. Commerce ...	4,995	11.8	19,694	12.0
8. Finance ...	2,921	6.9	11,517	7.0
9. Administration and Other Services ...	4,572	10.8	20,919	13.0
Total ...	42,334	100.0	163,489	100.0

The assumptions for this structural set up are the same as those outlined in paragraph 58, except that instead of a 6 per cent growth rate shown in paragraph 58, we aim at a 7 per cent growth rate. This can be a rather ambitious growth target, if it is kept in mind that in the course of 1964/65—1980/81, the average GDP annual growth rate was 5 per cent.

(b) We can also aim at a GDP structure in which the percentage contributions of some sectors are different from those shown in (a) above, for the purpose of increasing the percentage contribution of the industrial sector in the GDP.

The percentage contributions of industry, transport and communications, administration and services can be altered from those shown in (a) above, to give more prominence to manufacturing industry and less to the other two sectors, on the basis of these arguments:—

(i) In the 1964/65—1980/81 period, the percentage contribution of manufacturing industry to the GDP increased from 4.0 to 9.5 per cent. We can aim at doubling the percentage in the 1981—2000 period to 19.0 per cent. We now have a larger industrial base than was the case in 1964, in addition to a clear long term (20 years) industrialization strategy, whose implementation was begun in 1975. Moreover, we shall endeavour to link our industrialization efforts with those of the international community in implementing the 1975 Lima Declaration and Plan of Action which calls for concerted efforts to increase the percentage of the developing countries manufacturing in world industrial output to 25 per cent.

(ii) Instead of a 10 per cent transport and communications contribution to GDP, we could plan for a 9 per cent contribution. Similarly, we could plan for a 12 per cent contribution from the administration

and services sectors, instead of a 13 per cent contribution. On the basis of past experience it will be necessary to take concerted steps to attain the postulated growth rates for these sectors, remembering that even at this time, they do not adequately meet our demands.

The resulting GDP structure, at 7 per cent growth rate per annum can be as follows:—

Table 5B:

ALTERNATIVE GROSS DOMESTIC PRODUCT (GDP): 1980—2000
(At 7 per cent GDP growth per annum) 1980 PRICES

Sector	1980		2000	
	Million Shs.	% of GDP	Million Shs.	% of GDP
1. Agriculture and Natural Resources ...	21,294	50.3	49,425	30.0
2. Mining ...	212	0.5	4,898	3.0
3. Manufacturing ...	4,022	9.5	30,824	19.0
4. Electricity and Water ...	339	0.8	3,270	2.0
5. Transport, Storage and Communications ...	2,709	6.4	14,701	9.0
6. Construction ...	1,270	3.0	9,876	6.0
7. Commerce ...	4,995	11.8	19,694	12.0
8. Finance ...	2,921	6.9	11,517	7.0
9. Administration and Other Services ...	4,572	10.8	19,284	12.0
Total ...	42,334	100.0	163,489	100.0