

A Study of Secondary Educational Practices Ethiopia, Uganda, Tanzania, Mainland Zanzibar (East Africa)

B.O. Lawal

Department of Teacher Education, Faculty of Education
University of Ibadan, Ibadan, Nigeria

Abstract: This comparative analysis study is carried out in order to compare and contrast the educational systems of Ethiopia, Uganda and the United Republic of Tanzania with particular focus on their secondary education. For the purpose of this study, the two states making up the Republic of Tanzania-Tanzania Mainland and Zanzibar were treated separately because they provide basic education separately as stated by the Tanzania Republic Minister for Education and Culture, Prof. Juma Kapuya (MP). The study looked into all the facets of the secondary education of the countries studied during the years for which data were available. Different literatures were reviewed on the topic from where relevant data were drawn and analyzed. Thereafter, useful logical conclusions were made. The study revealed that the secondary education of the countries studied and their education systems in general were greatly affected by the civil wars that ravaged these countries for so many years. The governments, however, are not sleeping on their oars. Rather, they are seriously taking measures to improve the standard of education generally and most especially at the basic levels. However, more still needs to be done especially in the area of educational finance and teacher education.

Key words: Education, EDA, UPE, culture, educational finance

INTRODUCTION

Africans had suffered discrimination economically, politically, socially and academically during the colonial rule. The situation was further worsened due to series of civil wars engineered by the "Colonial Master" after independence. Education was one area where a lot of changes had to be made since colonial education was along racial lines with Africans getting the least advantages of the system. The aggravation of the situation after independence due majorly to political instability resulted in the downward plunge of the educational standard of the African countries. Hence the dire need for an all-round renovation of the African education systems.

The education reform in Africa still focuses on the basic education. The struggle to achieve Universal Primary Education (UPE) and Education For All (EDA) still remain a major concern in many countries in the Sub-Saharan region. Secondary Education reform is overshadowed by other pressing and urgent educational needs. Most African countries are battling with illiteracy, inequity, lack of educational quality and irrelevance of the western education to their needs and aspirations as African people. Nevertheless, in some African countries today, the demand for the access to higher quality and more efficient upper secondary education is fast growing.

It is in the light of this that secondary education in the East African sub region is being studied.

Statement of the problem: The standard of education in Africa has degenerated over the years as a result of many factors, the most important of which is political instability due to bad governance. The situation cuts across all the African countries, among which is Nigeria. The basic education (primary and secondary), which is the foundation of the education system, is the worst hit. Hence, the need to take a critical look at the secondary education in some of the African countries especially in the East African region.

SIGNIFICANCE OF THE STUDY

This comparative analysis would bring out the important features of the education systems of East African countries under study with special emphasis on their secondary education. This would in turn allow for a careful appraisal of the different facets of the secondary education systems, which would facilitate the making of important educational deductions.

As a result, the study would be of immense benefits to other African countries in terms of taking a cue or two towards the effective administration of their own education systems in general and secondary education in

particular. It would also serve as a stock of valuable information to any education comparativist who wishes to carry out or is presently carrying out a study of the education systems in African especially in the East African countries.

SCOPE AND LIMITATIONS

The comparative study of the secondary education in the East African region is broad one in terms of the number of countries involved, the time and resources required and the difficulty as well as the cumbersomeness of carrying out this kind of study on such a large scale. Consequently, the scope of the study is restricted to four selected East African countries-Ethiopia, Uganda, United Republic of Tanzania further divided into Tanzania is so treated because the two nations constituting it run their education system separately except at the level of tertiary education (University).

The study is supposed to cover a period of 10 years. However, the limitation here is that the data gathered did not cover a ten-year period in most cases. Also, the period covered differ from one country of study to the other. The data gathered on Ethiopia covered 1985/86. even though references were made to 10 year earlier 1975/76 in some cases, there was no data covering the years in between. The data gathered on both Tanzania mainland and Zanzibar only covered 1995/1996. references were also made to 5 to 6 years earlier 1990/91 in a few cases even though there was no data on the years in-between. The data on Uganda covered 1989 with reference made to 1980 in a very few cases without clear-cut data on the years in-between. As a result, the data gathered on the secondary education in these countries were limited to the latest year for which data was available.

RESEARCH QUESTIONS

The following research questions would lead to the emergence of possible answers, which are testable.

- Are there similarities in the secondary education of Ethiopia, Uganda, Tanzanian Mainland and Zanzibar?
- Are there differences in the secondary education of Ethiopia, Uganda, Tanzania Mainland and Zanzibar?
- Do the secondary education systems in Ethiopia, Uganda, Tanzania Mainland and Zanzibar have any bearing (Positive or Negative) on the effective administration of the secondary education in any other African country especially Nigeria.

Tanzania mainland: Tanzania has an estimated population of 27.3 million as of mid 1995 with a density of 29 per square kilometer. The areas of high population densities are concentrated in the peripheral areas of the country where agro ecological conditions are most favourable. These areas are separated by vast stretches of sparsely populated land. Rain-fed low Technology Agriculture is the predominant economic activity employing about 80% of the population. About 10% of the country's arable land is under cultivation and a number of cash crops and food crops, which earn more than 70% of the country's foreign exchange, are grown. In addition to agricultural land, Tanzania Mainland has an abundance of national opportunities for exports, the development of local industry and energy resources. However, these resources have not been fully mobilized due to a number of factors. This made the country to depend on agricultural products for foreign exchange earnings, which ranked among the lowest in the world. The Tanzanian government's efforts at economic reforms supported by international donors (IMF and World Bank) has not been significant despite the substantial gains recorded in economic recovery with an economic growth rate of 3.8% in the face of continuously high inflation rate and higher budget deficit. The economic position of Tanzania Mainland has great effect on her educational administration and management as well as the standard of education within the country (Kapuya, 1996) .

Zanzibar: The state of Zanzibar comprises of the Islands of Unguja and Pemba as well as the Islets within its territorial waters. It is situated in the Indian ocean, off the coast of East Africa between latitudes four and six degrees south of the equator. Administratively, Zanzibar has five regions and each has two districts. According to 1988 population census, the state had a population of about 640,685 people of whom 329,269 were women with a growing rate of 3.0 percent per annum from 1978. Economically, Zanzibar is essentially an agricultural country. Its main export is cloves, which used to account for about 90% of the country's foreign exchange earnings. Other export products are coconut, spices and sea products. The country has been facing serious economic difficulties in the last 15 years as a result of the drastic drop in clove prices in the world market and it its domestic production as well as other global factors. The Gross Domestic Product (GDP) dropped from Tshs 978.8 million in 1976 to Tshs 854.5 million in 1991. To address the situation, the government has recently embarked on economy diversification programme aimed at reducing dependency on clove export and improving the focus on tourism and trade. These efforts have yielded some

economic recovery with a steady growth in the GDP of about 3.7% in 1990 and Tshs 976.9 Million in 1995. The 1964 revolution in Zanzibar led to drastic changes in the field of social development. Many innovative programmes were initiated among which is the access to free education. Infrastructures such as free health services, water and housing that aimed at ensuring equitable distribution of vital resources to the people were put in place. However, the serious economic setbacks in the country led to government's inability to adequately finance these programmes. Hence, the deterioration of services in the areas of health, water supply and most importantly education was widely experienced.

These economic and social realities have posed formidable challenges to the government's financial capacity to support education against the expanding needs and dwindling resources. This call for the need to examine the present mode of deliverance and the prevailing policies of educational services, which is made more urgent by the recent political and economic reforms that advocate political pluralism, free market economic policies and the private sector participation in educational services delivery (Kapuya, 1996).

Ethiopia: After the overthrow of the imperial government, the provisional military government in dismantling the existing feudal structures carried out a series of socio-economic reforms, which had great effect on the country's educational development.

Uganda: According to Sam Onek, the Ugandan acting Commissioner for Education, the educational system in Uganda had virtually collapsed along with the other socio-economic and political systems under the former president Idi Amin. The situation was further worsened by the country's war with Tanzania in 1979. As a result, emphasis was placed on the rehabilitation and expansion of schools without proper planning in the early 1980s.

Between 1980 and 1985, under the reign of Mr. Milton Obote, education accounted for an average of only 15.6 percent of government's recurrent expenditure reflecting its continued low priority. However, the situation began to change when president Yoweri Museveni took over power in 1986. Education's share of government's recurrent spending rose somewhat to 17.8% between 1986 and 1990. It increased much more significantly to 30% over the subsequent decade (Onek, 2000).

Yusuf Nsubuga, the Ugandan commissioner for secondary education stated that in 1989, the government appointed a commission to review the entire education system. It recommended among other proposals that primary education should be made free and compulsory. The

proposal was accepted in 1992. In 1997, the Universal Primary Education (UPE) was declared which led to the tripling in the number of primary school students. This has in turn led to a new set of problems being battled by the Museveni government in the form of the provision of qualitative education for the primary school leavers.

EDUCATIONAL POLICIES AND REFORMS

In Mainland Tanzania, the Tanzanian Education and Training Policy endorsed by the Tanzania parliament in March 1995 largely directed the development of education during the period of 1995 to 1996. The basic legal document governing the provision of education in the state is the Education Act No 25 of 1978 (amended in 1995). It stipulates the roles and powers of different education actors like the ministers, commissioner, local authorities, private owners and managers of private institutions. The education reforms in the state are to cover the improvement of the education management and training, physical facilities and equitable access to education; provision of instructional materials; strengthening research, the teaching of Kiswahili and English, vocational education; streamlining the curriculum, examination and certification; relating class activities to the environment; establishing teachers resource centers; Science and Technology promotion; expansion of financial resource base through cost sharing and cost recovery; encouraging community participation; and rationalization of unit costs for education and training (Kapuya, 1996).

Zanzibar's current education efforts are outlined in the Zanzibar educational policy, which underwent major revision in 1995 to accommodate new demands such as the reduction of government's role as the sole provider of education services, decentralization and community participation and ownership. It also allowed for the inclusion of international issues such as gender emphasis, education for peace and international understanding, population issues and the promotion of science and technology education. The policy revision has also engendered fresh ideas/efforts and needs to make an appraisal of the current educational programmes. A critical review of Zanzibar's state of education was made in 1995 and it led to the preparation of the state's Education Master Plan (Kapuya, 1996).

In Ethiopia, educational reforms were initiated based on the ESR recommendations and the new military regime's socialist ideology. In 1975, a new education policy emphasizing improved learning opportunities in the rural areas as a means of increasing economic productivity was institutionalized. The first education

reform came in the form of government's closure of the Haile Selassie I University and all senior secondary schools by early 1975. As a result, 60,000 students and teachers were deployed to the rural areas to participate in the "Development through Co-operation Campaign" of the government. The new regime also nationalized all private schools in 1975 except the church affiliated ones. Thereafter, government reopened the Haile Selassie I University, which was renamed Addis Ababa University. Changes were also made in the distribution and number of schools, the size and composition of students' bodies. The military regime worked towards an even distribution of schools in the country by concentrating on the small towns and villages neglected during the imperial rule. However, no meaningful education occurred in the country from 1975 to 1978 except at the primary level due to the social turmoil engineered by the clashes of the opposition forces (including the students) with the regime.

In order to reestablish the national priority on education, the Museveni government in Uganda adopted a two-phase policy to rehabilitate buildings and establish minimal conditions for instruction and to improve efficiency and the quality of education through teacher training and curriculum upgrading. This way the government is prepared to face the challenges posed by expected increase in the enrolment into secondary school by 2003 through the Ministry of Education and Sports' "strategic plan" for secondary education. This will be done through building more schools, rehabilitating and expanding existing schools and utilizing the available schools more efficiently. Investment in private secondary school is being encouraged through provision of technical support, guidance and financial incentives such as loans, grants and tax holidays (Nsubuga, 2000).

The Ugandan government is also seeking to address geographical and social imbalance in the access to secondary education through the establishment of at least one government-aided secondary school in each sub-country. A new fee structure that would impose a ceiling on private school charges with the government contributing between one-third and half of student cost is proposed. Any school wanting to charge more than the recommended maximum would first have to get the backing of parents and the permission of the ministry. Government's pay to teachers would also be improved. Girls' access to education, not only at the secondary school level but also throughout the education system is receiving government's attention (Nsubuga, 2000).

EDUCTIONAL PROCESS

The curriculum: The Tanzania Mainland secondary education curriculum is centralized and developed by the

Tanzania Institute of Education. It was diversified in the early 1970 to include subjects like Commerce, Home Economics, Technical and Agriculture. The 1992 curriculum reform introduced Social Studies, Computer Science and Unified Science. A subject is taught for a period of 40 min at this level. At the Secondary level, Zanzibar schools generally follow the Tanzania School curriculum developed by the Institute of Education but some modifications are made to suit the Zanzibar situation. Private Institutions may have their own curriculum, which must be approved by the Ministry of Education. However, most private schools follow the national curriculum. The major criticism of the current curriculum is that there are too many subjects. It is examination driven, inadequate and irrelevant to the realities of life. Government has, however, set up a task force to review it (Kapuya, 1996).

In Ethiopia, prior to the implementation of the new education programme, education officials tested a new curriculum in seventy pilot schools. The curriculum emphasized expanded opportunities for non-academic training (vocational training) and it addressed the local needs of the people in the sub regions. In Uganda most subjects were taught according to the British syllabus until 1974. In 1975, the government implemented a local curriculum in the country.

Research design: The research design is the plan of the study, which is concerned with the layout of the structure and the strategy adopted in the course of carrying out this study in order to collect the required data. This would make the problems associated with the variables of study and the relationship between them unidentifiable. It would further make useful deductions possible towards the development of secondary education in Africa. Therefore, the exploratory design was used for this study, as it is the most appropriate. The design specially was aimed at gathering information already in existence among the study population and sample.

Population: The study population is the specific group or as in this case, countries being studied. This study, therefore, focused on the East African region. It is concerned with how the East African countries run their secondary education system over a period of ten years and how their experiences could be useful towards the effective administration of the secondary education of other African nations especially Nigeria.

Sample and sampling techniques: The sample of this study is restricted to four East African countries-Ethiopia, Uganda and the United Republic of Tanzania. The United Republic of Tanzania consists of two individual nations-Tanzania mainland and Zanzibar.

These nations were thus treated separately for the purpose of this study because their education systems are run separately except at the level of tertiary (university) education. It is hoped that the sample would be sufficient representation of the study population.

Instrumentation: Questions were formulated in line with the data gathered through the internet on facets of the secondary education in the four countries being studied. They were arranged in the form of a questionnaire for the purpose of this study. The data so gathered were analysed and deductions were made thereafter.

Data analysis: Data gathered in this study were arranged in tables for essay analysis. The figures presented in the tables were simply analysed as they are stated for each country while comparisons were made among the four countries based on these figures.

RESULTS

Analysis of data: Question 1: How many secondary schools are there in your country?

Education: In the above Table 1, all the figures given were as stated in the documents generated from the Internet except for Ethiopia. The Ethiopian primary schools figure given as at 1985/86 (the latest years for which figures were available in mid 1991) was 7,900. In the same year even though the exact figure for the existing secondary schools was not given, it was stated that there was only one junior secondary school for every (8) primary schools and only one senior secondary school for every (4) junior secondary schools. This put the number of junior secondary schools in the country at 988 and the number of senior secondary schools at 247. The figures were generated by dividing 7,900 by 8 and further dividing the

Table 1: Number of secondary schools

Country	Number	Year
Ethiopia	1235	1985/1986
Uganda	621	2000
Tanzania Mainland	105	1996
Zanzibar	118	1996
Total	1829	

Sources: The National Report of the United Republic of Tanzania (1996), Africa Recovery (2000) Vol. 14, No. 2, pp 20-28, Nationmaster.com – Ethiopia and Uganda Profile:

Table 2: Duration of compulsory education

Country	Level	Duration	Year
Ethiopia	Primary	6	2000/01
Uganda	“	7	“
Tanzania Mainland	“	7	“
Zanzibar	Basic education	10	“
Total		30	

Sources: The National Report of the United Republic of Tanzania (1996), Africa Recovery (2000) Vol. 14, No. 2, pp 20-28, Nationmaster.com – Ethiopia and Uganda Profile

answer by 4. The cumulated figure for both the junior secondary and senior secondary accounted for the 1,235 number of secondary schools stated for Ethiopia. Therefore, from the above table, it could be seen that Ethiopia has the largest number of secondary schools followed by Uganda with 621 schools as at year 2000. Zanzibar has 118 secondary schools as at 1996 while Tanzania Mainland has the least number of 105 schools in the same year.

Question 2: What is the duration of the compulsory education in your country?

Education: From the above Table 2, it could be seen that Zanzibar has the highest number of compulsory education for its citizens, which is at the level of the basic education comprising of 7 years of primary education and 3 years of the 1st cycle of the secondary education. The basic education is provided for in the same school in most cases and the 1st cycle of secondary education is usually taken as preparatory years for post basic secondary education. Tanzania Mainland and Uganda, who both have 7 years of compulsory schooling, at the primary education level, follow her. Ethiopia has the least year of compulsory schooling, which is 6 years of primary education.

Question 3: What is the duration of your secondary education?

Education: In this Table 3, it could be deduced that Ethiopia has eight years of secondary schooling duration, which is the highest, followed by Zanzibar with 7 years. Uganda and Tanzania Mainland took up the rear with 6 years each. It could also be seen from the table that Uganda and Tanzania Mainland operate the same secondary education systems having the same levels – ordinary and advanced with exactly the same number of years for each level.

Question 4: What is the rate of transition into secondary school in your country?

Education: From the above Table 4, it could be seen that for the period of 5 years ranging from 1998 to 2002, Ethiopia had 84.5% as its transition rate. This means that on the average, the transition rate in Ethiopia was 17% per year. Working by this average and considering the differences in years, it can be assumedly deduced that Uganda has the highest rate of transition with 41.3% followed by Zanzibar with 36%. Ethiopia followed with the average of 17% and Tanzania came up the rear with 15%.

Table 3: Secondary school duration

Country	Levels	Duration	Total
Ethiopia	Junior	4	8
	Senior	4	
Uganda	Ordinary	4	6
	Advanced	2	
Tanzania Mainland	Ordinary	4	6
	Advanced	2	
Zanzibar	1st Cycle		7
	2nd Cycle		
	Advanced	3	
		2	
Total		2	27

Sources: The National Report of the United Republic of Tanzania (1996), Africa Recovery (2000) Vol. 14, No. 2, pp 20-28, Nationmaster.com - Ethiopia and Uganda Profile

Table 4: Transition rate

Country	Ratio	Year
Ethiopia	84.5	1998/2002
Uganda	41.3	1997
Tanzania Mainland	15.0	1996
Zanzibar	36.0	1996
Total	176.8	

Sources: The National Report of the United Republic of Tanzania (1996), Africa Recovery (2000) Vol. 14, No. 2, pp 20-28, Nationmaster.com - Ethiopia and Uganda Profile

The low transition rate in Ethiopia could be attributed to the effects of the long years of civil wars on her education system as a result of which they were forced to concentrate more on the most basic level (primary) at the neglect of the other levels of education. Thereby, most of the primary school graduates could not go on for the secondary education due to acute shortage of schools, facilities and equipment and lack of space altogether. The Tanzania Mainland low transition rate could be linked with her privatization exercise in her education system, which made 51% of her people who live in poverty with income less than US \$1 unable to afford beyond the most basic level of education (primary). The privatization of education and the redirection of its finance towards parents and end users were carried out because government was not in a position to allocate enough funds towards education as a result of the country's poor economic situation.

Question 5: What is the net secondary school enrolment ratio of your country?

From Table 5, it could be deduced that the ratio of students enrolled in the secondary schools is lower compared to the transition ratio in Table 4 above. The ratios are 13 in Ethiopia, 12 in Uganda and 5 in both Tanzania Mainland and Zanzibar. This could be attributed to the fact that not all primary school graduates eventually get enrolled into the secondary schools. For instance, the school system in Uganda is structured such that the primary school students have the options of

Table 5: Net enrolment ratio (Secondary)

Country	Ratio	Year
Ethiopia	13	2000/01
Uganda	12	"
Tanzania Mainland	5	"
Zanzibar	5	"
Total	35	

Source: UNESCO Institute of Statistics (2003a and 2003d)

entering for any one of a four-year secondary education, a three-year technical training or a four-year teacher training at the end of their seventh grade. In Ethiopia, there is an acute shortage of secondary schools to cater for the number of primary school turnouts yearly resulting in the low enrolment rate in the country.

Question 6: What is the literacy rate in your country?

The definition of literacy as it applies to the above Table 6 is that people for age 15 and above can read and write. From the table, it could be seen that the literacy rate among the youths was more than that of the adults in 1990 and 2001 in all the countries of study meaning that the youths are more literate than the adults. Also, there was an increase in the literacy rate among both the adults and the youths from 1990 to 2001 in all the countries of study. Using the average literacy rate in the year 2001, the literacy rate in the United Republic of Tanzania was 83.6. However, since the republic consists of two states- Tanzania Mainland and Zanzibar, it could be assumed that the literacy rate in each state is the average of 83.6, which is 41.8. Therefore, going by this average, it could be assumedly deduced that Uganda has the highest literacy rate of 73.7 followed by Ethiopia with 48.3. Tanzania Mainland and Zanzibar came up the rear with 41.8 each, having the least literacy rate. The high rate of literacy in Uganda could be accounted for by the structure of her school system which allowed for those who could not really go for secondary education which is strictly academic to be absorbed for technical training as early as after the primary education.

Question 7: What is the annual budgetary allocation to education in your country?

Education: The above Table 7 shows the government spending on education of each country. Tanzania Mainland makes the analysis of what is stated in the table a bit difficult as it expresses her spending on education in terms of the recurrent expenditure, which is part of a country's GDP. This indicates that Tanzania Mainland spends the least on education because if her 15.3% of recurrent expenditure is to be expressed in terms of GDP, it may reveal a figure that is less than 1 digit. However, comparing Zanzibar, Uganda and Ethiopia, it could be

Table 6: Literacy rate

Country	Adult		Youth		Total 2001	Average 2001
	1990	2001	1990	2001		
Ethiopia	28.6	40.3	43.0	56.2	96.5	48.3
Uganda	56.1	68.0	70.1	79.4	147.4	73.7
United Republic of Tanzania	62.9	76.0	83.1	91.1	167.1	83.6
Total	147.6	184.3	196.2	226.7	411.0	205.6

Source: UNESCO Institute of Statistics (2003a and 2003d)

Table 7: Education spending

Country	Ratio (% GDP)
Ethiopia	2.7
Uganda	2.4
Tanzania Mainland	15.3 (Recurrent Expenditure)
Zanzibar	3.0

Sources: The National Report of the United Republic of Tanzania (1996), Africa Recovery (2000) Vol. 14, No. 2, pp 20-28, Nationmaster.com – Ethiopia and Uganda Profile

seen that Zanzibar spends most on education using 3% of her GDP. She is followed by Ethiopia with 2.7% and Uganda with 2.4%. This ratio could mean that Uganda is implementing her educational budget effectively which also accounts for her high literacy rate in Table 6.

Question 8: What is the average pupils-teacher ratio in your secondary schools?

Education: The Table 8 shows that Uganda with 18.6% pupils-teacher ratio had enough teachers to cater for the existing number of students in her secondary schools within the five year period unlike the situation in Ethiopia and United Republic of Tanzania having 46.6% and 30.3% respectively, where the available number of teachers was not adequate to cater for the number of students in their secondary schools.

Question 9: What is the number of teachers at the level of your secondary education?

Education: The figures stated for Tanzania Mainland and Zanzibar were as presented in the documents obtained from the net. However, dividing their secondary schools' enrolment figures with their students-teacher ratio the figures for Ethiopia and Uganda were generated. In Ethiopia, the total secondary school enrolment given for the year 1985/86 was 655,385 at both the junior secondary and senior secondary levels while the student-teacher ratio was 44:1 in the same year. Dividing 655,385 with 44 will give 14,895 as presented in the table above. The total secondary school enrolment for Uganda in 1989 was 238,500 while her students-teacher ratio was put around 25:1. Dividing 238,500 with 25 will give 9,540 as presented above. Going by these figures, it could be assumedly deduced from the table above that Ethiopia with 14,895 had the highest number of teachers followed by Tanzania

Table 8: Pupils-teacher ratio (Secondary)

Country	Ratio	Year
Ethiopia	46.6	1998-2002
Uganda	18.6	"
United Republic of Tanzania	30.3	"
Total	95.5	

Sources: a) The National Report of the United Republic of Tanzania (1996), Africa Recovery (2000) Vol. 14, No. 2, pp 20-28, Nationmaster.com – Ethiopia and Uganda Profile

Table 9: Number of teachers (Secondary)

Country	Number	Year
Ethiopia	14,895	1985/86
Uganda	9,540	1989
Tanzania mainland	12,751	1996
Zanzibar	5,000	1996
Total	42,186	

Sources: The National Report of the United Republic of Tanzania (1996), Africa Recovery (2000) Vol. 14, No. 2, pp 20-28, Nationmaster.com – Ethiopia and Uganda Profile

Mainland with 12,751 in 1996. Uganda followed with 9,540 teachers in 1989. Zanzibar came up the rear with just 5,000 teachers teaching in her secondary schools as at 1996. It could be stated that despite the high number of teachers in Ethiopia and Tanzania Mainland, the existing number of students were far more than what they could handle effectively. In Uganda, the number of teachers available was enough to adequately handle the available number of students in the schools.

DISCUSSION

This study is concerned with the discussion of the problems being faced by the countries of study in running their education systems in general and their secondary education in particular, the prospects or the solutions proffered and in view (Immediate and futuristic) as well as the logical conclusions on the topic of study.

Over the last ten years, the Zanzibar education system has been faced with several problems quantitatively and qualitatively. The enrolment rate at the basic education level was about 69.0% and that is still a long way to achieving Universal Basic Education (UBE). The country's education system was characterized generally by acute shortage of classrooms, poor school buildings, lack of furniture and reluctance of some parents to send their children to school due to cultural factors such as early marriages and pregnancies. With regards to

quality, the major factors include presence of a large number of unqualified and under-qualified teachers (28%), shortage of instructional materials, inadequate professional support to teachers, poor working conditions of teachers and poor home background of pupils. The under funding of the education sector was to some extent responsible for this undesirable situation (Kapuya, 1996). Several measures were taken by the Zanzibar government to address the situation but the situation is still far from being satisfactory. However, the problem is being addressed through the active participation of communities in the construction and rehabilitation of classrooms. Efforts were made to address the problems of acute shortage of school furniture under a soft loan from OPEC Fund. 16,000 desks were supplied to schools at the end of 1996, which was about 65% of the total requirement. The problems of under qualified and unqualified teachers were addressed through distance teachers training programs developed in addition to training teachers at the existing teachers training colleges. Its implementation on pilot basis started during the 1996/97 financial years. A management course at diploma level was also started in January 1996 to address the problems of leadership and management in schools. In addition, the Ministry of Education carried out a sector review followed by the drawing up of a Zanzibar Education Master Plan for the period of 1996/97 – 2000/2001. The plan emphasized universalization of basic education, quality improvement, decentralization, community participation, costing sharing strategies development for education finance and motivation of teachers through training and improved working condition. However, the resources required to implement the plan were limited and external assistance and support were sought (Kapuya, 1996).

In Tanzania mainland the teaching/learning process was affected by several factors including poor school environment (dilapidated buildings and shortage of furniture), shortage of school text books and other instructional materials, over-crowded classrooms, presence of large number of unqualified teachers, teacher-oriented learning process based on chalk and talk method. The use of double shifts in many schools worsened the situation as enough space and time was not available for remedial teaching and extra curricular activities. The internal efficiency of the country's education system was generally poor due to high dropout rate. The major contributing factor has been lack of financial resources on the part of the Tanzania Mainland Government. Donor assistance has been invaluable in the area of production of textbooks and other instructional materials. It was hoped that the introduction of cost sharing to include parents and communities in general will alleviate some of these problems (Kapuya, 1996).

In Ethiopia, there were not many primary school students for whom space would not be available in the secondary schools due to acute shortage of schools and classrooms. They therefore ended up in the job market where work already was scarce for people with limited education. School shortages also resulted in classrooms overcrowding, a situation aggravated by the rural-urban influx of the late 1980s. Most schools to cushion the effects operate morning and Afternoon shifts system. There is also an acute shortage of teachers. Education facilities were destroyed and looted in the fighting in the Northern regions. By 1990/91, the destruction was especially severe in Eritrea, Tigray and Gonder.

In Uganda, the quality of education declined during 1970s and 1980s. School maintenance standard suffered, teachers fled the country, morale and productivity deteriorated along with real incomes and many facilities were damaged by warfare and vandalism. There is also limited number of secondary schools and limited access to secondary education by various sections of the society. The countryside people are more disadvantaged in this regard. Only 6% of the children of the poorest 25% families complete secondary education compared to 22% from the richest 25%. Out of 900 sub countries, 428 currently are without government-aided schools. Of Uganda's 45 districts, 15 are identified as mostly educationally disadvantaged accounting for less than a fifth of gross national enrolment. The government is aiming at tackling these problems by establishing the government aided secondary schools in each sub country and pumping a greater share of educational resources to them. Private financiers are being given more incentives to invest. Secondary school fees were found to be escalating in Uganda due to growing cost of education and most parents are too poor to afford them. The government aims to impose a ceiling on school charges and contributes one third and one half of student cost to check this (Onyek, 2000).

CONCLUSION

The education sector in the East African countries studied has suffered grossly over the years due to their socio-political situations. The civil wars as a result of the bad governance in Ethiopia and Uganda and the resultant effects on the standard of the basic education (primary and junior secondary) in these countries buttressed the above view. The situation is not limited to these East African countries, but cut across all other African countries among which is Nigeria. However, it is worth noting that various governments in Africa are making serious efforts to address the situation squarely. Their

efforts cut across all facets of their education system with particular focus on the basic levels (primary and junior secondary).

However, more still needs to be done especially in the area of finance as this serves as the pivot on which all the other aspects of administering education rest. The governments should ensure the allocation of a very substantial part of their budgets to education because the all-round progress of any nation depends a great deal on the standard of her education system.

Furthermore, the issue of teacher education in the form of pre-service and in-service training is an important area in the whole education process, which must be critically looked into. Government should endeavor to pump money into this area as no nation would rise above the quality of its teachers.

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