

THE UNITED REPUBLIC OF TANZANIA



**EDUCATION
AND
TRAINING POLICY**

The Ministry of Education and Culture Dar es Salaam

**MINISTRY OF EDUCATION
AND CULTURE**

**EDUCATION
AND
TRAINING POLICY**

CONTENTS

Foreword

Preamble	i
Chapter 1: Aims and Objectives of Education and Training	1
Chapter 2: System and Structure of Education and Training	11
Chapter 3: Access and Equity in Education and Training	17
Chapter 4: Management and Administration of Education and Training	23
Chapter 5: Formal Education and Training	33
Chapter 6: School Curricula, Examination and Certification	51
Chapter 7: Vocational Education and Training	66
Chapter 8: Tertiary Education and Training	75
Chapter 9: Non-Formal Education and Training	81
Chapter 10: Financing Education and Training	90
Chapter 11: Summary of Policy Statements	94

FOREWORD

A good system of education in any country must be effective on two fronts: on the **quantitative level**, to ensure access to education and equity in the distribution and allocation of resources to various segments of the society, and on the **qualitative level**, to ensure that the country produces the skills needed for rapid social and economic development. Evidence exists to show a very high correlation between investment in education and the creation of national wealth. Despite the rapid expansion of the education system over the last three decades in Tanzania, human resources remain seriously underdeveloped. Too few of the working population have adequate knowledge and skills needed to meet the demand of rapid economic development. The potential impact of new technologies in agriculture cannot be realized without skilled farmers. The shortage of scientists, engineers, teachers, doctors, nurses and other high level skilled personnel in agriculture and industry deprives the country the ability of adapting and developing new technologies and skills, based on in-country research and applying the results to the local production of goods and services.

The new Government macro policy which emphasizes, inter alia, increased role of the private sector; continued liberalization of the economy; provision of essential resources to priority areas; increased investment in infrastructure and social sectors and the introduction of cost sharing measures, necessitated a review and restructuring of the education system. This Education and Training Policy takes into account various reviews, reports and recommendations regarding our education system, both internal and external, and is a guide to the future development and provision of education and training in this country as we move towards the 21st Century. The Policy intends to:

- decentralize education and training by empowering regions, districts, communities and educational institutions to manage and administer education and training;
- improve the quality of education and training through strengthening in-service teacher training programmes; the supply of teaching and learning materials; rehabilitation of

school/college physical facilities; teacher trainers' programmes; research in education and training, and streamlining the curriculum, examinations and certification;

- expand the provision of education and training through liberalization of the provision of education and training, and the promotion and strengthening of formal and non-formal, distance and out-of-school education programmes;
- promote science and technology through intensification of vocational education and training; rationalization of tertiary institutions, including the establishment of polytechnics; strengthening science and technical education, and development of formal and non-formal programmes for the training of technologist;
- promote access and equity through making access to basic education available to all citizens as a basic right; encouraging equitable distribution of educational institutions and resources; expanding and improving girls' education; screening for talented, gifted and disabled children so that they are given appropriate education and training, and developing programmes to ensure access to education to disadvantaged groups;
- broaden the base for the financing of education and training through cost sharing measures involving individuals, communities, NGOs, parents and end - users, and through the inclusion of education as an area of investment in the Investment Promotion Act.

I would like to take this opportunity to call upon communities, parents, local government authorities, individuals, NGOs and donor agencies to collaborate with the Government in realizing the objectives of this Policy.



Prof. Philemon M. Sarungi (MP) .
MINISTER OF EDUCATION AND CULTURE
February, 1995
Dar es Salaam.

PREAMBLE

Historical Background

Education is a process by which the individual acquires knowledge and skills necessary for appreciating and adapting to the environment and the ever-changing social, political and economic conditions of society and as a means by which one can realize one's full potential. In Tanzania, traditional education emphasized principles of good citizenship, acquisition of life skills and the perpetuation of valued customs and traditions. During the German and English colonial periods, education provided was restricted to a few individuals earmarked to service colonial interests. Immediately after independence in 1961, the government passed the Education Act of 1962 to regulate the provision of education. This Act repealed and replaced the 1927 Education Ordinance and was intended to:

- abolish racial discrimination in the provision of education;
- streamline the curriculum, examinations as well as the administration and financing of education to provide for uniformity;
- promote Kiswahili as a national language by making Kiswahili and English media of instruction in schools;
- make local authorities and communities responsible for the construction of primary schools and provision of primary education;

- establish a Unified Teaching Service for all teachers.

Despite these new policy measures, there were no significant changes in the goals and objectives of education until in 1967 when the philosophy of Education for Self Reliance (ESR) was introduced to guide the planning and practice of education.

The philosophy of ESR was a sequel of the Arusha Declaration and it underscored the weaknesses of the education system then. This philosophy emphasized the need for curriculum reform in order to integrate theory with the acquisition of practical life skills. It also urged linkage of education plans and practices with national socio-economic development and the world of work.

Between 1967 and 1978, the government took several steps and enacted several laws in order to legalize actions taken as a result of the Arusha Declaration and ESR. These laws and steps included the Education Acts of 1969 and 1978; the Decentralization Programme of 1972; the National Examinations Council Act No. 21 of 1973; Universal Primary Education (UPE) and the Musoma Resolution in 1974; the Institute of Adult Education Act No. 12 of 1975 and the Institute of Education Act No. 13 of 1975.

Specifically, the following changes were effected in the education and school system:

- Reforms in the school curricula in order to meet national needs.

- More emphasis was given to the provision of primary education by introducing UPE.
- Post-Primary Technical Centers (PPTCs) were introduced.
- Teacher training programmes were expanded.
- Multi-purpose Folk Development Colleges (FDCs) were introduced as part of post-primary training programmes.
- Abolition of Foreign Examinations and the introduction of National Examinations in the Formal school system.
- Formalisation of Continuous Assessment at secondary and teacher education levels in the examination system.
- Work was made an integral part of education.
- Primary and secondary education were made terminal and relevant to the needs of the country.
- Diversification of secondary schools (Forms 1-4).
- Adult literacy and education were given more prominence and financial support.
- Voluntary Agency schools were nationalized.

- Local Education Authorities were formed to run and manage primary schools.
- A National Advisory Council on Education was established.
- School Boards and Committees were established for secondary schools/teachers colleges and primary schools respectively.
- Both public and private schools were required to be registered.
- All certificated, licenced and non-licenced teachers were required to be registered.
- Tanzania nationals were appointed to head all secondary schools, except for a few girls' secondary schools.
- Direct entry for Form 6 leavers to tertiary and higher education and training institutions was abolished.

The Education Act No. 25 of 1978 was passed to legalize education changes that were introduced between 1967 and 1978 following the implementation of ESR. Changes legalized by the Act included:

- The establishment of a centralized administration of schools gave powers to the Minister of Education to promote National Education; an Educational

Advisory Council was created; the post of the Commissioner of National Education established and every Local Authority was made a Local Education Authority.

- Instituting restrictions on the establishment of schools by requiring owners of schools to get approval of the Commissioner of National Education and to have all public and private school registered.
- The establishment of school categories into: **National Schools** (i.e. all public schools, other than primary schools or adult education centres, managed by a Local Authority; all Folk Development Colleges and all Colleges of National Education), and **Regional Schools** (i.e. all primary schools and all adult education centres with the former falling under the direct control of the Commissioner of National Education).
- Making primary school enrollment and attendance compulsory for children of ages 7 to 13 years.
- The centralisation of school curricula and syllabi.
- The establishment of School Boards and Committees.
- The establishment of the Inspectorate Department in the Ministry of National Education.

- Making mandatory the registration and licencing of teachers.
- The establishment of Regional and District Appeals Boards.
- Empowering the Commissioner of National Education to approve fees for public and private schools.
- Empowering the Minister for Education to prohibit the use of certain books in schools.
- Empowering the Minister for National Education to make regulations for the better carrying out of the provisions and objectives of the Act.

In 1981, a Presidential Commission on Education was appointed to review the existing system of education and propose necessary changes to be realised by the country towards the year 2000. The Commission submitted its Report in March, 1982 and most of its Recommendations have been implemented by the Government. The most significant ones were:

- The establishment of the Teachers' Service Commission (TSC).
- The establishment of the Tanzania Professional Teachers' Association.
- The introduction of new curriculum packages at primary, secondary and teacher education levels.

- The establishment of the Sokoine University of Agriculture (SUA); the Muhimbili University College of Health Sciences (MUCHS) and the Open University of Tanzania (OUT).
- The establishment of the Faculty of Education (FOE) at the University of Dar es Salaam.
- The formulation of a National Policy for Science and Technology.
- The introduction of pre-primary teacher education programme.
- The expansion of secondary education.

In 1990, the Government constituted a National Task Force on Education to review the existing education system and recommend a suitable Education System for the 21st Century. The Terms of Reference (TOR) for the Task Force were to:

- assess the critical problems which are inherent in the education sector;
- propose, in terms of policy, planning and administration, an appropriate system which will facilitate increased efficiency and effectiveness;
- propose appropriate implementation strategies.

The Report of this Task Force, **The Tanzania Education System for the 21st Century**, was submitted to the Govern-

ment in November, 1992. Recommendations of this Report have been taken into consideration in the formulation of the **Tanzania Education and Training Policy (TETP)**. All the changes in education between 1961 to-date were aimed at improving the quality of education and strengthening the link between education provided at all levels and social and economic development of Tanzania.

Education and Training

Education is the process of initiating and preparing man through training, in his environment, to play active roles in society. It provides desirable and worthwhile broad and in depth modes of thought, skills, attitudes and understanding needed for the full development of the human thinking and actions. Education makes man aware of his own potentials and responsibility to change and improve his own condition and that of his society; it embodies within it science and technology.

Science and technology as an aspect of education, is one of man's many experiences, ways of life and of doing things, in the relentless effort to understand, manage and harness the environment. Science and technology is valued in society for its practical achievements, material benefits and logical and systematic methods of explaining and doing things. The application of scientific and technological knowledge helps to raise the level of human welfare, development and happiness.

Education and Development

The relationship between education and development depends on the extent to which the kind of education provided and its methods can meet the expectations of the individual and the needs of society. The guiding philosophy of all development efforts in Tanzania is the achievement of **self-reliance**. Concurrently, the overall purpose of the social, economic and political activity will continue to be man, that is, all the citizens of Tanzania, irrespective of their colour, sex or other backgrounds. This means that for Tanzania's development, the people will continue to depend mainly on themselves and their own resources and efforts, that is, their land, energies and readiness to work hard. Therefore, Tanzania aspires and is committed to continue following the people-centered development and improvement strategy and in doing so, to concentrate on equitable and sustainable development. The people's future higher standard of living, in peace, unity, mutual understanding and cooperation, lies in the satisfaction of the basic needs of food, shelter, clean and safe water, environment as well as better performance in agriculture and industry.

The people hope to benefit from improved livestock production, judicious exploitation of natural resources, expansion of industries and raised quality of industrial products. Significant moves will be expected in the expansion and further improvement of commerce and trade, increased use of alternative and sustainable energy sources, efficient transport and communication systems, and better management and conservation of the environment. Expanded self and wage employment opportunities will be the main hope for young people. Similarly,

improved and more efficient social services, such as provision of clean and safe water, health and education, will be the aspiration of every citizen. But in a society, in need of development, set goals of education might not be easily achieved without a concomitant macro policy to give direction to all development plans and actions.

Macro Policy Setting

Tanzania has persistently stressed that socio-economic development is only meaningful if it encompasses the needs, expectations and roles of all the individual beneficiaries of the results of development efforts in the whole society. On account of this, the country's development policy has always aimed at combating poverty, ignorance and disease. Right from independence, it was realised that the elimination of these bottlenecks of development would lead to improved living conditions and standards and hence to social and economic development of the whole nation. In its urgent desire to prepare the people for their effective roles in bringing about this development, the government met all the costs of providing essential social services, including education. However, since the 1970s, the country has experienced serious economic problems which led to the deterioration of the economy at the turn of the 1980s.

In addressing these economic problems, the government re-examined its development plans and policies of the 1960s. The current socio-economic development policy and its Strategy of Economic Recovery Programmes first introduced in 1986 are a result of the institutional changes that have been introduced

in order to resuscitate the national economy. Given its limited domestic resource base, the government now advocates:

- **increased role of the private sector, thereby broadening the participation base in the economy;**
- **continued liberalization of trade and other systems;**
- **provision of essential resources to priority areas;**
- **increased investment in infrastructure and social development sectors, especially health and education;**
- **the reduction of subsidies, and the introduction of cost recovery and cost sharing measures where applicable.**

The Context of the Education Sector Policy

The macro policies already stated revolve around issues of rationalization of investment, liberalization, entrepreneurship, self reliance, enhancement and integration of development efforts. Most of these policies reflect a shift from the policy emphases of the 1960s to the early 1980s, which placed strong reliance on government control of the economy and the public sector. It is this shift of emphasis which has also influenced the form and direction of most of the education and training policies contained in this document. An equally important aspect of the context in which this policy document has been prepared is its wide coverage. The educational policies for

ministries which deal with formal and non-formal education and training have been accommodated. From the foregoing shift of emphasis, the broad policies of education and training as detailed in this document are as follows:

- **Enhancement of partnership in the provision of education and training, through the deliberate efforts of encouraging private agencies to participate in the provision of education, to establish and manage schools and other educational institutions at all levels.**
- **Identification of critical priority areas to concentrate on, for the purpose of creating an enabling environment for private agencies to participate in the provision of education, such as, the training of more and better teachers.**
- **Broadening of the financial base for education and training, through more effective control of government spending, cost sharing and liberalization strategies.**
- **Streamlining of the management structure of education, by placing more authority and responsibility on schools, local communities, districts and regions.**

- **Emphasizing the provision of quality education, through curriculum review, improved teacher management and introduction and use of appropriate performance and assessment strategies.**
- **Strengthening the integration of formal and non-formal education relationship, by instituting points knowledge comparability and inter-mobility within the two sub-sectors of education.**
- **Increasing access to education, by focusing on the equity issue with respect to women, disadvantaged groups and areas in the country.**
- **Facilitating the growth of the culture of education-for-job-creation and self employment through increased availability of opportunities for vocational education and training.**

The Need for an Education and Training Policy

Tanzania has not had a comprehensive education and training policy. The programmes and practices of education and training in the past have been based on and guided by short and long term development plans. Existing educational plans and programmes have emphasized the needs and demands of formal education and vocational training, with little or no regard to the need of integrating these plans and between these plans and those of non-formal education and training.

Government now sees the importance of an education and training policy to guide, synchronize and harmonize all

structures, plans and practices; to ensure access, equity and quality at all levels; as well as proper and efficient mechanisms for management, administration and financing of education and training

In the light of this aspiration, the following basic policies focusing on issues of establishment of schools and expansion of education and training opportunities; access and equity; curriculum, examinations and certification; teacher education; tertiary and higher education and training; educational financing, and management and administration are proposed with the aim of guiding Formal, Non-Formal, Vocational, Tertiary and Higher Education and Training, as well as, the promotion of Science and Technology in the country.

Chapter 1

AIMS AND OBJECTIVES OF EDUCATION AND TRAINING

1.1 General Aims

The general aims and objectives of education and training in Tanzania are:

- to guide and promote the development and improvement of the personalities of the citizens of Tanzania, their human resources and effective utilization of those resources in bringing about individual and national development;
- to promote the acquisition and appreciation of culture, customs and traditions of the peoples of Tanzania;
- to promote the acquisition and appropriate use of literary, social, scientific, vocational, technological, professional and other forms of knowledge, skills and understanding for the development and improvement of the condition of man and society;
- to develop and promote self-confidence and an inquiring mind, an understanding and respect for human dignity and human rights and a readiness to work hard for personal self-advancement and national improvement;

- **to enable and to expand the scope of acquisition, improvement and upgrading of mental, practical, productive and other life skills needed to meet the changing needs of industry and the economy;**
- **to enable every citizen to understand the fundamentals of the National Constitution as well as the enshrined human and civic rights, obligations and responsibilities;**
- **to promote the love and respect for work, self and wage employment and improved performance in the production and service sectors;**
- **to inculcate principles of the national ethic and integrity, national and international cooperation, peace and justice through the study, understanding and adherence to the provisions of the National Constitution and other international basic charters;**
- **to enable a rational use, management and conservation of the environment.**

1.2 Specific Aims and Objectives

1.2.1 Pre-Primary Education

Infants and young children (0 - 6 years old) are cared for and receive initial education both at home and in the few existing day-care centres, kindergartens, nursery and other pre-schools located mostly in urban areas. While taking cognizance of the fact that pre-school education is very important,

it does not appear economically feasible to formalize and systematize the entire pre-school education for this age group.

Government, however, recognizes that the early years of life are critical for the development of a child's mental and other potentials and, in particular, its personality development and formation. Infants and children are normally very active, learn by imitation, emulation and are ever eager to try out things and in so doing constantly discover their environment.

Government, therefore, considers that with the involvement and cooperation of parents, local communities and non-governmental agencies, possibilities abound for the systematization and formalization of pre-primary education for the 5 - 6 year old children. However, both pre-school centres and pre-primary schools will be used, among other functions, to identify children with special learning abilities or difficulties and take appropriate corrective measures.

The aims and objectives of pre-primary education are:

- **to encourage and promote the overall personality development of the child, that is, his or her physical, mental, moral and social characteristics and capabilities;**
- **to identify children with abnormal patterns of development or educational potentials and devise special programmes for them;**

- **to mould the character of the child and enable him/her to acquire acceptable norms of social conduct and behaviour;**
- **to help the child acquire, appreciate, respect and develop pride in the family, his or her cultural backgrounds, moral values, customs and traditions as well as national ethic, identity and pride;**
- **to provide the child with opportunities to acquire and develop communication, numerical and manipulative skills;**
- **to prepare the child for primary school education.**

1.2.2 Primary Education

The main delivery system for the basic education of children, outside the family, is primary schooling. The major objective of pre-school and primary education is to lay the socio-cultural foundations which ethically and morally characterize the Tanzanian citizen and nation. It prepares every citizen to continue on the unending journey of lifelong education, training and learning processes. Primary school education is fundamental to the strengthening of higher levels of education, laying strong foundations in scientific and technological literacy and capacity and thus a means to self-reliant personal and national development.

The following are the aims and objectives of primary education:

- **to enable every child to understand and appreciate his or her human person, to acquire, value, respect and enrich our common cultural background and moral values, social customs and traditions as well as national unity, identity, ethic and pride;**
- **to provide opportunity and enable every child to acquire, appreciate and effectively use Kiswahili and to respect the language as a symbol of national unity, identity and pride;**
- **to enable every child to understand the fundamentals of the National Constitution as well as the enshrined human and civic rights, obligations and responsibilities of every citizen;**
- **to enable every child to acquire basic learning tools of literacy, communication, numeracy and problem solving as well as basic learning content of integrated relevant knowledge, skills and attitudes needed for survival and development to full capacity;**
- **to provide the child with the foundations of self-initiative, self-advancement and self-confidence;**
- **to prepare the child for second level education (i.e secondary, vocational, technical and continuing education);**
- **to prepare the child to enter the world of work.**

1.2.3 Secondary Education

Secondary education refers to post-primary formal education offered to persons who will have successfully completed seven years of primary education and have met the requisite entry requirements.

The aims and objectives of secondary education are:

- **to consolidate and broaden the scope of baseline ideas, knowledge, skills and principles acquired and developed at the primary education level;**
- **to enhance further development and appreciation of national unity, identity and ethic, personal integrity, respect for and readiness to work, human rights, cultural and moral values, customs, traditions and civic responsibilities and obligations;**
- **to promote the development of competency in linguistic ability and effective use of communication skills in Kiswahili and in at least one foreign language;**
- **to provide opportunities for the acquisition of knowledge, skills, attitudes and understanding in prescribed or selected fields of study;**
- **to prepare students for tertiary and higher education, vocational, technical and professional training;**

- to inculcate a sense and ability for self-study, self-confidence and self-advancement in new frontiers of science and technology, academic and occupational knowledge, and skills;
- to prepare the student to join the world of work.

1.2.4 Teacher Education and Training

The teacher is the most important actor in education and training. The teacher organizes and guides students in their learning experiences and interaction with the content of the curriculum and promotes, at all times, student initiatives and readiness for their own learning.

The aims and objectives of teacher education and training are:

- to impart to teacher trainees theories and principles of education, psychology, guidance and counselling;
- to impart to teacher trainees principles and skills of pedagogy, creativity and innovation;
- to promote an understanding of the foundations of the school curriculum;
- to sharpen the teacher trainees, 'teachers' and tutors' knowledge and mastery of selected subjects, skills and technologies;
- to impart skills and techniques of research, assessment and evaluation in education;

- **to enable both teacher trainees and serving teachers and tutors to acquire organizational, leadership and management skills in education and training.**

1.2.5 Tertiary Education and Training

Tertiary and higher education and training encompasses all post-Ordinary Level secondary education leading to awards of certificates, diplomas and degrees.

The aims and objectives of tertiary and higher education and training are:

- **to enable people with the requisite baseline qualifications to access and benefit from opportunities of higher levels of intellectual, professional and managerial skills;**
- **to prepare middle and high level professional human resource for service in the different sectors of the economy;**
- **to provide opportunities for intellectual, scientific and technological excellence and high level performance;**
- **to prepare the students to join the world of work.**

1.2.6 Vocational and Technical Education and Training

Currently, there are limited places for vocational, technical, secondary and higher education available to young people and adults. There is need to prepare more young people to access to available job opportunities and to create work and employ themselves on a self-reliance basis. On the other hand, there is need for adults to have access to vocational education and training.

The aims and objectives of vocational educational and training are:

- **to produce trained and skilled youth and adults who will provide the needed labour for improved performance in industry and other economic and social service sectors;**
- **to provide young and adult persons with opportunities to acquire skills in production, service, entrepreneurship and business management;**
- **to enable the productive and service sectors to train and develop their human resources.**

1.2.7 Non-Formal Education and Training

Non-formal education and training serves a variety of learning needs of different groups of youth and adults in the population. The basic learning needs of young and adult persons are diverse and may be met through various delivery systems, such as informal education, the different stages of adult literacy, evening schools, libraries, correspondence, radio, television and other forms of media and distance education.

The aims and objectives of non-formal education and training are:

- **to enable adults and young people to acquire sustainable writing, reading, communication, numeracy and other desirable and immediate useful learning tools;**

- **to promote the acquisition and application of learning content such as knowledge, skills, values and attitudes relevant for the enhancement and improvement of life;**
- **to promote the appreciation and understanding of national unity and identity, ethic, customs, traditions and values of the nation;**
- **to enable those outside the formal school system to improve the quality of their life through a variety of relevant educational and training programmes;**
- **to enable people to acquire higher levels of education through part-time studies.**

Chapter 2

SYSTEM AND STRUCTURE OF EDUCATION AND TRAINING

2.1 Introduction

The term 'system' refers to organized components that constitute a whole. In this regard, the Tanzania Education and Training System comprises a structure and sequence of education and training levels through both the formal and non-formal sub-systems. It also consists of institutions and organizations that support or render useful services to the System. The system has internal rationalization and organization of programmes and resources, especially, human, financial and time, in order to realize the set goals.

2.2 The System

Education and Training in Tanzania is undertaken by all the ministries but the main ones for formal and non-formal education are the Ministry of Education and Culture; the Ministry of Science, Technology and Higher Education and the Prime Minister's Office (Department of Regional Administration and Local Government). The other ministries are involved in sector-specific professional education and training. In addition, formal and non-formal education is provided by communities, Non-Governmental Organizations (NGOs) and individuals with the coordination of central government ministries. Invariably, these ministries and agencies carry out the delivery of education and training at institutions and centres established for the purpose. There are three channels constituting the education and training

system, that is, Formal, Vocational and Professional, and the Non-Formal.

2.3 Formal Education and Training System

This system is predominantly academic, ranging from primary to university level. Over the years, there have been changes in the formal education system dictated by exigencies operating at the time. A number of studies, coupled with previous experiences, have shown that a change from the existing structure of 7-4-2-3+ to 6-3-2-3 or 8-4-4 would not necessarily strengthen education, and would require substantial additional financial resources. The 7-4-2-3+ system will remain unchanged, but in addition two years of pre-primary education will be introduced. Therefore:

2.3.1 The Structure of the Formal Education and Training System shall be 2-7-4-2-3+ (that is, 2 years of pre-primary education, 7 years of primary education, 4 years of secondary Ordinary Level, 2 years of secondary Advanced Level and a minimum of 3 years of university education.

Pre-Primary Education

While taking cognizance of the importance of pre-school education (0-6 years), it would not be economically feasible to formalize and systematise the entire education spectrum of this age group. The nursery, day care centres, kindergarten, etc. for ages 0-4 years will continue to be not part of the formal education and training system. However, possibilities abound for the systematization and formalization of pre-primary education for children of ages 5-6 years. The pre-primary school cycle will last for two years with no examinations for promotion purposes. Therefore, in order

to broaden the provision of education and to systematize pre-primary education:

2.3.2 Government shall promote pre-school education for children aged 0 - 6 years. This education shall ensure maintenance of our cultural values.

2.3.3 Pre-Primary school education for children aged between 5 and 6 years shall be formalized and integrated in the Formal School System.

Primary Education

This is a seven year education cycle. It will continue to be compulsory in enrollment and attendance. At the end of this cycle, pupils can go on with secondary education, vocational training or enter the world of work. Therefore:

2.3.4 Primary education shall continue to be of seven years duration and compulsory in enrollment and attendance.

Secondary Education

Secondary education is sub-divided into Ordinary Level (Forms 1 to 4) and Advanced Level (Forms 5 and 6). The Ordinary Level will last for four years while Advanced Level will last for two years. Students who complete Ordinary Level secondary education can go on to the next stage of Advanced Level secondary education, vocational training, professional training or the world of work, while those who complete Advanced Level secondary education join either tertiary and higher education and training institutions or join the world of work. Therefore:

2.3.5 Secondary education shall continue to be four years for Ordinary Level and two years for Advanced Level.

Vocational Education and Training

This type of education and training is associated with acquisition of skills for wage employment, self-employment or further vocational and professional advancement. It covers the commercial, technical, work-study programmes and apprentice training programmes undertaken by ministries, NGOs and private organizations. Currently, there are limited places for this type of education. The most prominent vocational education and training institutions include National Vocational Training Centres, Folk Development Colleges, Technical Secondary Schools and Private Vocational Schools and Centres. Admission requirements to formal and non-formal vocational education and training courses ranges from primary school leavers to anybody with a subsequent level of education wishing to acquire requisite skills for his/her employment or self-advancement.

2.3.6 Government shall liberalise and give incentives for the promotion of Vocational Education and Training.

Trade Schools

Due to the great need for craft level skills to cater for the expanding production and service industry and as a means of creating job opportunities for employment and self-employment, trade schools need to be re-introduced in the education system. These post-primary schools will offer crafts courses such as tailoring, masonry, painting, carpentry etc., which will last for four continuous years ending

with an award of Trade Test Certificate Grade I. Successful students can join the world of work or continue with further professional training. Therefore:

2.3.7 Government shall re-introduce Trade Schools in the education system and promote their establishment.

Polytechnics

In order to have enough manpower required for industrial and economic growth, training for technicians and professional cadre is needed. Most of the existing vocational and professional training institutions, which among others, include Rwegarulila Water Resources Institute , Bank of Tanzania Training Institute, National Bank of Commerce College, Institute of Tax Administration, High Precision Technology Centre, College of Business Education, Institute of Rural Development, Post Office Staff College, Bandari Training Institute, Mbegani Fisheries Institute, National Institute of Transport, and the Ministry of Agriculture Training Institutes (MATIs), have excess capacities both in physical and human resources, which are underutilized. A shift from the single skills focus to a multi-skill (polytechnic) approach will be cost-effective and more responsive to national needs. These polytechnics will provide further training for secondary school leavers and others with requisite entry qualifications. Therefore:

2.3.8 Government shall introduce and formalize the establishment of Polytechnics in the education system.

Non-Formal Education and Training

Non-Formal Education can be generalised as Out-of-School Education as distinguished from Formal Education which is In-School Education. However, either type may include at certain stages some aspects of the other. The non-formal education and training caters for the informal and adult education . The latter includes Literacy, Post-literacy, Continuing Education, and Open University. Essentially, in non-formal education, it is the student who sets the pace for his/her studies and there is no stipulation of the duration for promotion or completion. The results of examinations taken at various stages would be used for promotion from one stage to another. The Informal aspect of the non-formal education and training is as old as man himself. It is this aspect of training that has contributed to the mainstay and existence of man and has contributed greatly to formal education. Therefore:

2.3.9 Non-formal education and training shall be recognised, promoted, strengthened, coordinated and integrated with formal education and training system.

Chapter 3

ACCESS AND EQUITY IN EDUCATION AND TRAINING

3.1 Introduction

Access to education refers to the opportunities available to the target population to participate in that education, whereas equity refers to the fairness in the distribution and allocation of educational resources to various segments of the society. In examining access and equity in education, issues of establishment and ownership of schools/colleges; enrollment and selection; provision of educational resources and the environment in which education is delivered are paramount. Analysis of government efforts to improve education from 1961 to-date, suggests that the focus of educational policies has been on the distribution and equalization of education opportunities through the expansion of the system at all levels. In the 1990s and beyond, there is need to re-examine issues of access and equity in education within the context of a changed socio-economic and political environment. In education, the emphasis now is on the improvement of the quality of education and training provided domestically, the expansion of education and training opportunities to meet the ever increasing demand for these services, and the control of the increase of the average per capita education cost and increased resource flows to the sector.

3.2 Access to Education

For the last three decades, central government planning has guided the provision of public social services, including education. This also meant that policies that guaranteed

access to education without regard to sex, colour, ethnicity, creed or economic status were enforced fairly and effectively. The current trend is for central planning to accommodate the liberalisation and privatisation of the provision of public services, including education. This in turn may result in the denial of the right to basic education to some citizens. Therefore, in order to control this possibility:

3.2.1 Government shall guarantee access to pre-primary and primary education, and adult literacy to all citizens as a basic right.

3.2.2 Government shall promote and ensure equitable distribution of educational institutions.

Disadvantaged Groups

Despite all efforts to make education accessible, certain groups of individuals and communities in society have not had equitable access to education. Some have not had access to this right due to their style of living, for example, hunters, gatherers, fishermen and pastoralists; others on account of marginalisation, e.g. orphans and street children, still others on account of their physical and mental disabilities, such as, the blind, the deaf, the crippled and the mentally retarded. Therefore:

3.2.3 Government shall promote and facilitate access to education to disadvantaged social and cultural groups.

Girls' Education

The participation rates of women have risen from 47.1% in 1981 to 49.1% in 1992 at the primary school Level, at the 'O' level from 31.6% in 1981 to 44.7% in 1992, and at the 'A' level, the rise was from 22.3% in 1991 to 24.3% in 1992. The slow growth of the participation rates of women at these various levels may be attributed to cultural preferences for educating male children, high drop-out rates due to early marriages and pregnancies and relatively low performance levels by girls in class and during final examinations when compared to boys. Therefore, in order to raise the participation rates of women, the following policies will be implemented:

3.2.4 Primary education shall be universal and compulsory to all children at the age of 7 years until they complete this cycle of education.

3.2.5 The establishment of co-educational and girls' secondary schools shall be promoted and encouraged.

3.2.6 Government shall not deboard existing girls' government boarding secondary schools.

3.2.7 Government shall establish girls' day streams in existing government secondary schools in communities where girls' secondary education is severely adversely affected.

- 3.2.8** Government shall establish special educational financial support schemes for girls and women in education and training institutions.
- 3.2.9** Adult education programmes shall be designed to encourage and promote the enrollment and attendance of women.
- 3.2.10.** The school curriculum shall be reviewed in order to strengthen and encourage participation and achievement of girls in mathematics and science subjects.
- 3.2.11.** Education and school systems shall eliminate gender stereotyping through the curricula, textbooks and classroom practices.
- 3.2.12** Special in-service training programmes shall be designed and implemented for women teachers.
- 3.2.13** Government shall encourage the construction of hostel/boardingaccomodation for girls in day secondary schools.

The Quota System

In societies where merit alone does not ensure equity, other methods must be used in order to redress the imbalance caused by the resort to merit alone in selection. Over the years, efforts have been made to increase the number of schools and institutions of learning to ensure fair access to education. These efforts have resulted in greater numbers of children from all sectors of society enrolling and attending schools. Along with these efforts, the quota system for selecting students into public secondary schools was introduced and is used to ensure district and gender parities. However, inherent in the quota system has been its tendency to push up children with low achievement levels while at the same time denying access to the more deserving ones. Since the quota system was intended to solve temporary problems of inequity in education created by historical developments, and with the liberalisation of the establishment of secondary schools, the quota system has outlived its original purpose. Therefore:

3.2.14 The Quota System shall be phased out.

Screening for Talented Children

There is evidence that some children have special talents. There is evidence also that some children are exceptionally gifted and that this is manifested at different ages: quite early for some, late for others and very late for a few more. It is known that Tanzanian schools and most school systems in the world are not designed to accommodate and assist such children. Yet, it is a desirable educational practice to tap and nurture such talents for the benefit of the children themselves and the society. Therefore:

- 3.2.15 Government shall evolve a machinery to identify and develop gifted and talented children.**

Provision of Resources

It is not possible to ensure access and equity in education without at the same time ensuring the availability and equitable distribution of resources. Critical resources, in this regard, include teachers, teaching and learning materials, school equipment and other facilities as well as adequate financial resources. Therefore:

- 3.2.16 Government shall ensure that adequate resources are made available and provided to enhance access and equity in education.**

School Feeding and Health Programmes

Students can concentrate on their studies only if they are both healthy and well fed. Studies have shown a strong correlation between performance and achievement on the one hand and good health and feeding systems on the other. The maxim, "A sound mind in a sound body", is true to-day as it has always been in the past. Therefore:

- 3.2.17 Government shall promote school and college feeding and health programmes.**

Chapter 4

MANAGEMENT AND ADMINISTRATION OF EDUCATION AND TRAINING

4.1 Introduction

The provision of quality education and training is the ultimate goal of any education system. This goal, however, cannot be achieved without a well established and effective management and administrative machinery. Currently, the management of education and training is undertaken by several ministries, parastatal organizations and NGOs. The various legislations empowering ministries and institutions to shoulder the responsibilities of education and training, have little relationship with the National Education Act No. 25 of 1978. This Act needs to be reviewed in order for it to integrate other categories of education and training,, including management, administration and finance.

4.2 Education and Training Coordination

At present, there exists no national institutional mechanism to promote coordination and allocation of resources, utilization of existing education and training facilities or harmonisation of training programmes and awards. In this policy document, Vocational Education and Training Authority (VETA) is recognized as a coordinating organ of vocational education and training and other organs have been created to coordinate tertiary and higher education and training. However, the existence and creation of these bodies does not deny individual ministries the right to coordinate their respective sectoral education and training programmes. In spite

of these organs, the government still needs to be advised at the broader national level on matters pertaining to education and training. In order to promote and coordinate integration of education and training:

4.2.1 Government shall establish an Advisory Council, to coordinate and harmonise the provision of education and training in the country.

Vocational Education and Training

In Tanzania, vocational education and training has for a long time been understood by many people in a very narrow sense to only mean provision and acquisition of technical skills and disregard other forms of skills acquisition. Yet, the main objective of vocational education and training is the provision and acquisition of a wider range of employable skills, which lead to enhanced productivity in the economy, and improved life earnings and welfare of people in all walks of life. Currently, vocational education and training is offered by various ministries, parastatal organizations, NGOs and individuals. There is need to guide, harmonize and coordinate this type of education. Therefore:

4.2.2 Government shall establish a Vocational Education and Training Authority (VETA), to coordinate and harmonise vocational and technical education and training.

Tertiary and Higher Education and Training

Tertiary levels of education and training are managed and administered by different ministries and organisations. The provision of tertiary education and training is loosely coordinated. In order to minimize duplication and maximize the use of existing scarce resources in this sector, it is necessary to have national coordination of tertiary and higher education and training. Therefore:

4.2.3 Government shall establish organs to coordinate tertiary and higher education and training .

Formal and Non-Formal Education

The provision and management of formal school education and adult education, has hitherto been the monopoly of the government. The envisaged liberalisation, expansion and the qualitative improvements at the pre-primary, primary, secondary and teacher education levels and adult education, requires greater coordination now than ever before. Therefore:

4.2.4 Provision of basic, secondary and teacher education shall be coordinated by the ministries responsible for these types of education.

4.3 Decentralization of Management

Powers and decision-making in the management and administration of education and training have remained heavily concentrated at the ministerial level. Attempts to involve

regions, districts and communities in the management and administration of educational institutions in their areas of jurisdiction are wanting, yet effective management of education and training necessitates community involvement. Even in sub-sectors where management in education and training has been decentralized, the existing system does not empower education managers at lower levels to exercise autonomy in decision making. Therefore:

- 4.3.1 Ministries responsible for education and training shall devolve their responsibilities of management and administration of education and training to lower organs and communities.**

Register of Educational Institutions

In a decentralized education management system, it is imperative to have a register of educational institutions. Registration of these institutions is intended to ensure that educational institutions are established according to laid down regulations and adherence to stipulated standards. In addition, a register of educational institutions would facilitate rational planning and allocation of resources. Therefore:

- 4.3.2 Ministries responsible for education and training shall maintain and up-date a register of government and non-government education and training institutions under their jurisdiction.**

Land for educational purposes

Education and training institutions need adequate land, an atmosphere of peace and tranquillity and safe neighbourhoods in order to ensure and enhance the provision of quality education. Furthermore, they need adequate land for current needs and for future expansion and development. Individuals, public and private organisations and the community in general, have tended to encroach on land earmarked, allocated and demarcated for education and training institutions and purposes. This problem is further compounded in government education and training institutions because the present land laws do not allow the issuance of land titles to government institutions. In order to safeguard land belonging to education and training institutions from encroachment:

- 4.3.3 Government shall issue rights of occupancy and land title deeds to both government and non-government owned education and training institutions.**

Education and Training Boards

Recently, there has been a rapid expansion of secondary schools and other education and training institutions in the country. It is important to establish a comprehensive management and administrative system at the region, district, community and institutional levels. Therefore:

- 4.3.4 Education and Training Boards shall be established for every region, district, town, municipal and city council and shall be responsible for the management of all levels of education and training in their areas of jurisdiction.**

Boards of Education Institutions

Management and administration of education and training institutions, including primary schools, has to a large extent rested in the hands of the heads of those institutions. This system has excluded community participation and involvement in the management of schools. It is necessary to rectify this system by strengthening institutional Boards/Committees so that institutional heads become directly answerable to their Boards/Committees. In addition, parents are invaluable allies to the teachers. Where there is a good teacher-parent relationship, the development of the pupils is enhanced. The success of such education and training institutions is as much the concern of parents and communities as the teachers. Therefore:

- 4.3.5 All education and training institutions shall have school or college committees/boards.**
- 4.3.6 Boards and Committees of education and training institutions shall be responsible for management, development planning, discipline and finance of institutions under their jurisdiction.**

expected that at the end of seven years of primary education, pupils will have acquired and developed adequate mastery of this language, both spoken and written, to cope with the English language proficiency demands at secondary, post-secondary levels and the world of work. Therefore:

5.4.9 The medium of instruction for secondary education shall continue to be English except for the teaching of other approved languages and Kiswahili shall be a compulsory subject up to Ordinary Level.

5.5 Ministerial Placement of Teacher Education

Teacher education and training programmes aim at producing and supplying qualified teachers to the total school system. In principle, pre-primary and primary schools deploy teachers with Certificates in Teacher Education while secondary schools are usually staffed by teachers with either a Diploma in Education or a University Degree in or with a bias in Education. In most school systems, teacher education programmes are placed under tertiary and higher education. In Tanzania, this has not been the case due to historical and experiential reasons. In order to ensure and plan for the adequate preparation and supply of teachers for pre-primary, primary and secondary schools:

5.5.1 Government teachers colleges offering courses leading to Certificate in Teacher Education or Diploma in Teacher Education shall continue to fall under the ministry responsible for primary and secondary education. Teacher education courses leading to a degree in education shall be designed and offered by institutions of higher education and training.

Teachers for Special Needs in Education

Children with special needs in education, apart from other disadvantages, also suffer from inadequate access to education. For those who are in school, they experience a serious lack of qualified and competent teachers. Most courses offered to teacher trainees rarely take into account the needs of the ever increasing population of such children. Greater attention on both the trainees and the trainers has been limited to the interest and requirements of normal children. In order to redress this situation, efforts need to be taken to tune admission criteria to a diversity of students. Therefore:

5.5.2 Admission into courses offered in teacher education institutions shall take into account the necessity for teachers of children with special needs in education.

Establishment of Teachers Colleges and Teacher Supply

The quality of teachers, an improvement of the teaching and learning environments, the availability or supply of requisite good quality resources and materials, as well as the introduction of more attractive terms of service, remuneration and incentive packages for teachers will, to a large extent, determine the extent to which education can attract and retain good quality teachers in the future. The desire to formalize pre-primary education, to universalize primary education and to meet the social demand for expanded provision of a good quality secondary education, has brought with it the urgent need for training more teachers. It is imperative, therefore, that this demand for more qualified and competent teachers be matched with a parallel expansion of teacher education and teacher improvement programmes. The shortage of teachers

with qualifications in various grades runs across the entire school system. At primary level, acute shortages are experienced mainly in rural areas. At secondary level, similar shortages exist for the sciences, mathematics, technical subjects and in rural secondary schools. Unfortunately, with the expansion in enrollments at both primary and secondary levels, the Government is not able to establish and provide new colleges with requisite resources.

5.5.3 The establishment and ownership of teachers colleges shall be liberalized to meet the increasing demand for qualified teachers for pre-primary, primary, secondary, vocational and technical education levels.

College Infrastructure and Facilities

Although the Government intends to liberalize the establishment, ownership, management and administration of teachers colleges, the monitoring of the adequacy of standards in the design of buildings and other infrastructure requirements of these colleges will remain her prerogative. Therefore:

5.5.4 Owners and managers of teachers colleges shall ensure the availability and access of standard infrastructure, facilities, equipment, libraries, instructional materials and well trained tutors needed for optimum and effective pedagogical and professional development and improvement of teachers.

Tutor Qualifications

For a long time, most of the teachers colleges are staffed by

no special training to teach at teachers colleges. This situation has to change in order to create a competent cadre of tutors to prepare teachers for primary schools, secondary schools and teachers colleges. Therefore:

5.5.5 Minimum qualification for tutors at certificate and diploma level teachers' courses shall be the possession of a valid university degree, with the necessary relevant professional qualifications and specialization.

5.5.6 Tanzania Institute of Education (TIE) shall establish facilities and programmes for training and further professional development of tutors of teachers colleges.

Entry Qualifications to Teachers Colleges

At both primary and secondary levels, teachers' quality and professional competence is vital for the efficiency of primary and secondary education. In order to improve the quality and competence of primary and secondary school teachers, it is necessary for the Government to raise the entry qualifications of prospective teacher trainees. These trainees should also be required to specialize in specified subjects for their own professional development and future self-advancement. Therefore:

5.5.7 Minimum admission requirement for the teacher education certificate course shall be Division III of the Certificate of Secondary Education Examination while for the diploma teacher certificate course, minimum entry qualification shall be Division III in the Advanced Certificate of Secondary Education Examination.

Medium of Instruction

Communication skills among students and teachers at all levels of education need to be emphasized. Teacher preparation programmes should also take cognizance of this important requirement. Thus, the media of instruction in the teachers education institutions will relate to the medium of instruction for the education level of students for whom the teacher is preparing to teach. Therefore:

5.5.8 Medium of instruction for teacher education at certificate level shall be Kiswahili, and English shall be a compulsory subject while for diploma and degree level teacher education and training, English shall be used, except for foreign language teaching, which will be in the relevant language itself and Kiswahili shall be a compulsory subject.

Training in Counselling and Career Guidance

Teacher education in general will have to be expanded so that it produces teachers to match demand at all levels of education, i.e. pre-primary, primary, secondary, tertiary and higher education. In order to ensure academic quality, improvements, will also need to be made in the training programmes offering subject specialization. In order to achieve this counselling and career guidance will constitute an essential component of student welfare and motivation at all levels of the education system, and will characterize overall school management and administration. Therefore:

5.5.9 Counselling and career guidance shall be compulsory subjects for all teacher trainees.

Training and Retraining

Teacher professional development constitutes an important element for quality and efficiency in education. Teachers need to be exposed regularly to new methodologies and approaches of teaching consonant with the ever changing environment. The teaching effectiveness of every serving teacher will thus need to be developed through planned and known schedules of in-service training programmes. Therefore:

5.5.10 In-service training and re-training shall be compulsory in order to ensure teacher quality and professionalism.

Chapter 6

SCHOOL CURRICULA, EXAMINATIONS AND CERTIFICATION

6.1 Introduction

Any school system must have a curriculum. A curriculum encompasses four major dimensions: the aims and objectives dimension, in which the purpose of the curriculum is specified; the subject matter dimension, in which the content is spelt out; the activities dimension, in which the various types of teaching and learning processes are given, and the assessment dimension, in which the techniques by which attainment is measured are provided. School curricula are developed and implemented in order to realize the stated general and specific aims and objectives of education and training at various levels. Currently formal and centralized school curricula exist at the various levels of education except the pre-primary level.

6.2 School Curriculum

The formal school curriculum will focus on the teaching of languages, science and technology, humanities and life skills. The emphasis in these broad fields will permeate throughout the pre-primary, primary, secondary and teacher education levels. Therefore:

6.2.1 Tanzania Institute of Education (TIE) shall be responsible for pre-primary, primary, secondary school and teacher education curriculum design, development, dissemination, monitoring and evaluation.

The Teaching of Languages

Language is the most important communication tool for accessing cognitive skills, knowledge, technologies, attitudes and values. Language teaching will continue to be an essential aspect of education. The focus will be on Kiswahili and English. Mastery of Kiswahili consolidates Tanzanian culture while the English language will access Tanzanians to knowledge, understanding, science and technology, and communication with other countries. Kiswahili and English will be compulsory subjects at the primary and secondary school levels. It will also be necessary for all teachers to have mastery and ability to effectively communicate in the two languages. Other languages may be offered as optional subjects. Therefore:

6.2.2 The teaching of Kiswahili, English and other foreign languages shall be promoted in the whole education and training system.

6.2.3 Kiswahili and English shall be compulsory subjects for all students from pre-primary to Ordinary Level secondary education. Training in communication skills through English and Kiswahili shall permeate the whole education and training system.

Science and Technology

In order to survive, man has to interact with the environment through the application of science and technology. The school has an important role to play in imparting knowledge and skills of science and technology. In the school curriculum, emphasis will be on the teaching of mathematics, science and technical subjects, including computer studies in order to promote tech-

nological and scientific development. The teaching of these subjects will permeate and cut across all other subjects in the formal school curriculum. Science and technology is crucial in socio-economic development and even more so in under-developed countries like Tanzania. The development and promotion of science and technology will require intra, inter and extra- ministerial cooperation. Realizing this fact, the National Commission of Science and Technology (COSTECH) has been established for the purpose of promoting and coordinating science and technology in the country. In order to direct efforts towards this aspiration, therefore:

6.2.4 Science and technology shall be essential components of education and training in the whole education and training system.

Humanities

Humanities help to form the citizen and promote understanding of the self, society and its culture, civic rights and obligations, government, international peace and understanding, and the environment. Specific subjects falling in this group of studies include history, geography, general, social and environmental studies, civics, economics, commerce, accountancy, music, plastic and performing arts, games and sports. These subjects will characterize the school curriculum at all levels. Therefore:

6.2.5 The teaching of humanities shall be promoted in the whole education and training system.

6.2.6 The teaching of civics and social studies shall be compulsory from pre-primary school to Ordinary

Level secondary education and their components shall permeate the whole education and training system.

Life Skills

Every human being needs some basic life skills in order to survive. Such skills fall into five broad categories of environmental skills, personal health skills, job creation skills, social or community skills and family skills. Some of these skills are obtained through the informal and non-formal education and training systems. Therefore, the school curriculum will include such skills as carpentry, crop and livestock husbandry, pottery making, smithing, masonry, painting, home economics, and technical skills among others. Hence:

6.2.7 The curriculum at all levels of education and training shall emphasize and promote the merger of theory and practice and the general application of knowledge.

Pre-Primary Education Curriculum

At pre-primary education level, there has been a number of agencies developing curriculum for their own schools without central coordination. If this practice is allowed to continue, it will be difficult to ascertain curriculum balance, continuity, maintenance of national standards and achievement of the objectives of pre-primary education. It is, therefore, necessary to have central coordination and control in content selection, organization, implementation and monitoring of the pre-primary education curriculum. In order to realize this objective:

6.2.8 Tanzania Institute of Education shall design and develop national curriculum guidelines for pre-primary education.

Primary Education Curriculum

The primary school curriculum has been revised since 1992 leading to the reduction of compulsory subjects from thirteen to seven. These are Kiswahili, English, mathematics, social studies, science, life skills and religious instructions. In addition, the curriculum is expected to balance the requirements of the majority of children, who do not proceed to secondary education, with the requirements of those few who proceed to secondary education. In order to ensure the realisation of the objectives of primary education:

6.2.9 Tanzania Institute of Education shall design, develop, monitor, review, and update the primary school curriculum.

The Teaching of English and Kiswahili

In Tanzania, English language and Kiswahili are used for official and commercial business, with English dominating in international commerce and business. In recognition of this fact, English and Kiswahili are taught as compulsory subjects from Std.III to Form 4. However, it has become increasingly apparent that the levels of student and teacher knowledge and proficiency in English and Kiswahili in the education system need to be improved. It is therefore felt that children be introduced to these languages as early as possible in their school life. Hence:

6.2.10 English and Kiswahili languages shall be taught as compulsory subjects from pre-primary school

to Ordinary Level secondary education.

Secondary Education Curriculum

At the secondary education level, the curriculum is mostly subject-centred and does not respond easily to the ever-changing socio-economic development. Frequent additions of new content to the curriculum overloads its content. In addition, secondary education does not adequately meet the learning needs of students and their career choices. Students are placed prematurely into vocational programmes which might not meet their future career preferences. Besides, the instructional process does not enable students to master both vocational and cognitive skills at the end of the cycle, thus rendering them incapable of undertaking self and direct employment in the formal and informal sector. In order to promote the realisation of secondary education objectives:

6.2.11 Tanzania Institute of Education shall:

- a) continue to design, develop, review update and monitor the implementation of secondary school curriculum;**
- b) merge theory and practice in the Ordinary Level secondary school curriculum.**

Teacher Education Curriculum

The training of certificate and diploma level teachers has primarily been the responsibility of the Government. The initiative to liberalize the establishment, ownership, administration and financing of teachers colleges will continue to require a centralised curriculum, its coordination and monitor-

of this programme include three broad choices of Mechanical Engineering, Civil Engineering and Electrical Engineering. These schools were expected to achieve two complementary objectives - firstly, equipping pupils with a broad range of academic and technical knowledge in order for them to be able to go for further education, and secondly equipping them with practical skills which would enable them to take up direct employment as technicians in industry. Experience has shown that at the end of Form 4, about 75% of graduates from these technical secondary schools proceed to further education and training. Further evidence from the performance of those who proceed to technical colleges shows that the previous training which the students had received in technical secondary schools was adequate. However, the second objective of turning out students who can take up direct employment as technician in industry has not been realised. Since the provision of technical competencies is one of the major national priorities, it is imperative that this objective be realised differently. There is need to re-introduce a 4 year post primary - technical education programme in the school system. Therefore:

7.4.1 Trade schools shall be re-introduced in the school system.

7.5 Polytechnics

Most of the existing tertiary institutions are underutilized. A shift from the single skill focus to a polytechnic approach will be more cost-effective and responsive to national needs. With the rapid expansion of secondary education, the increasing numbers of Form 4 and Form 6 graduates can pursue profitably vocational education and training through polytechnics. Therefore:

7.5.1 Polytechnic institutions shall be introduced in the school system.

Chapter 8

TERTIARY AND HIGHER EDUCATION AND TRAINING

8.1 Introduction

Tertiary and higher education is the third level of education after secondary education. Tertiary and higher education institutions offer professional training and award certificates, diplomas, advanced diplomas and degrees. Tertiary and higher education institutions have differing legal status, administrative and management structures. Most of the tertiary and higher institutions in Tanzania are owned by Government Ministries though others like Nyegezi Social Institute are privately owned. Some institutions have statutory and autonomous powers, e.g. universities, the Institute of Finance Management (IFM), the Ardhi Institute and the National Institute of Transport (NIT). Others are managed as part of central ministries like the Dar es Salaam Technical College, the Rwegarulila Water Resources Institute and the Institute of Management and Training of Education Personnel (MANTEP). On the other hand, the Kidatu Technical Institute, the Posts and Telecommunications Staff College and Bandari College run as units of parent companies, with relevant companies making the major decisions. In their present forms, these institutions are poorly coordinated at the national and inter-ministerial levels though some co-ordination and control exist in such areas as staff development and recruitment, resourcing, curriculum and certification at the ministerial levels.

The primary objective of tertiary and higher education and training is to impart and promote higher levels of learning, scientific and technological knowledge, and development of capacities for research. In addition, these institutions are also responsible for professional training. Tertiary institutions train, prepare and produce middle level professional cadres while higher education institutions produce high level human resource. In addition to teaching, tertiary and higher education and training institutions undertake research and consultancies.

8.2 Establishment of Institutions

Currently, tertiary education and training institutions in Tanzania are mainly owned and managed by government ministries and public institutions/corporations. Some institutions are privately owned, though the majority in this category of institutions are for business and general management. To-date, Tanzania does not have private universities or a clear policy on the establishment and management of institutions of higher learning. In the wake of liberalization, increased demand for middle and high level manpower and the social demand for higher education, there is a need for Tanzania to have a definite policy on the expansion of this type of education and training. Therefore:

8.2.1 The establishment and ownership of tertiary and higher education and training institutions shall be liberalized.

Curriculum and Certification

Curriculum and certification in institutions of tertiary and higher education and training has not been uniform. Statutory institutions, such as universities, design and develop their own programmes and course outlines. Furthermore, such

institutions issue diplomas advanced diplomas and degrees to their graduates. The other tertiary institutions, such as teachers' colleges, nursing schools, and Ministry of Agriculture training institutions have centrally designed and developed curricula. Certification in these courses is done by the relevant parent ministries except for teacher education where certification is done by an authorised agency, the National Examinations Council of Tanzania, on behalf of the ministry responsible for teacher education. Although this system is functioning satisfactorily, there is a need to establish quality control measures, particularly in view of the liberalization of the establishment, ownership and management of such institutions. Hence:

8.2.2 Tertiary and higher education and training institutions shall design and develop their own curricula which shall be validated by VETA and other appropriate organs.

8.2.3 Tertiary and higher education and training institutions shall conduct and administer examinations and award appropriate certificates, diplomas and degrees as provided for in their respective Acts.

Research and Development

The crucial role of research and development in institutions of tertiary and higher education and training is recognised by all nations both developed and developing. Furthermore, it is becoming increasingly clear that research and development is not only an important indicator of a country's level of development but also it enhances its competitiveness and position in the world economy. Institutions of tertiary and higher education and training in Tanzania must, therefore, spearhead

and assume a major role in promoting national socio-economic well being through Research and Development.

Most tertiary institutions are located in the rural areas and are sector-specific. Research at these centres aims at improving the social well being of the people by undertaking research relevant to areas and communities where these institutions are located. Ideally, researches undertaken in such localities aim at producing results which are ploughed back and disseminated to the communities for improvement of their socio-economic activities. Universities, on the other hand, undertake research in an effort to enrich and expand frontiers of knowledge. But while pursuing this objective, the results of their researches will also need to be ploughed back into industry and the community at large. Therefore:

8.2.4 Research and Development shall constitute essential components and activities of all institutions of tertiary and higher education and training.

Students Welfare

Currently, the funding of tertiary education and training in public institutions is mainly undertaken by the state with insignificant contributions from parents, students and institutions themselves. This has resulted in, among others, inadequate resources, low enrollments, high unit costs, institutional inefficiency, student unrest, non-accountability and laxity. In this situation, tertiary and higher education and training has not been implemented as programmed; students have been expelled and readmitted intermittently; students backlogs in admission have been the norm, and in general, the welfare of students of tertiary and higher education institu-

ons has been in jeopardy, both at the universities and at institutions of tertiary education and training, and in the anticipated world of work. Therefore:

- 2.5 Special financial facilities shall be established to enable students in tertiary and higher education and training institutions to contribute towards their own education and training.**

Expansion and Strengthening

Existing enrollments at institutions of tertiary and higher education and training currently stand at approximately 1,500 for universities and 21,535 for tertiary institutions. The university figures are among the lowest in the Eastern and Southern African sub-region. Therefore:

- 2.6 Enrollment at universities and other institutions of higher education and training shall be increased.**
- 2.7 Programmes and courses offered at tertiary and higher education and training institutions shall be reviewed, streamlined and rationalised for cost-effectiveness.**

International Cooperation

The policies that have been advocated for tertiary and higher education and training cannot be implemented in isolation and in disregard of the presence and availability of a corpus of knowledge, skills and expertise in other countries. There exists an inevitable knowledge gap between one country and another, and between countries of the North and those of the

South and between the South - South countries. Tanzania is committed to bridging this gap through international cooperation by information sharing, exchange of professionals, students and publications. For these reasons:

8.2.8 International cooperation in matters of education and training shall be encouraged and promoted.

Chapter 9

NON - FORMAL EDUCATION AND TRAINING

9.1 Introduction

Non-formal education refers to an organised educational activity outside the established formal education system, whether operating separately or as an important feature of some broader activity that is intended to serve identifiable clienteles and learning objectives. In Tanzania, non-formal education is viewed in two broad categories: Informal Education and Adult Education. The two forms are not mutually exclusive, in fact, they complement each other. In the context of non-formal education, **training** refers to any transfer of knowledge, skills or attitudes which are organised to prepare people for productive activities, or to change their working behaviour. Perceived this way, **training** is part and parcel of informal education.

9.2 Informal Education

Informal education is the lifelong cultural process whereby every individual acquires values, skills and knowledge from daily experience and the educative influence and resources in his or her social, cultural and physical environment. In Tanzania, this type of education includes, among other things, initiation rites, craft and skills apprenticeship, such as fishing, pottery-making, smithing, basketry, and sculpturing; crop and animal - husbandry, and the creation and performance of folk music and dance. The products that this education generates become, in turn, part of the culture of the society.

9.3 Adult Education

Adult Education in Tanzania concerns itself primarily with the provision of literacy in the 3Rs and efforts to sustain it. Existing adult education programmes are confined to Basic and Post-Literacy, Functional Literacy (acquisition of life skills) and Continuing Education. Continuing Education is supported by a variety of programmes including Correspondence Education, Self-Study and Extra-mural programmes. Non-Formal Education can be generalised as Out-of-School Education as distinguished from Formal Education which is In-School Education. However, either type may include, at certain stages, some aspects of the other.

9.4 Objectives of Non-Formal Education

Due to its very nature, the objectives of **informal education** are diffuse, because it is a lifelong cultural education process. *The general aims of informal education are:*

- **to sustain and further develop cultural identity through the transmission of cultural values, attitudes, and customs of a society including activities which express, enrich and transform them. These activities range from grass-roots endeavours and undertakings to specialized cultural forms;**
- **to sustain and develop indigenous technologies;**
- **to provide on-the-job skills training;**
- **to reinforce the cultural base of society and harmonise transition to modernisation.**

The importance of **adult education** lies in its positive relationship between the learning process, enhanced productivity and socio-economic development. In addition, it reinforces both informal and formal education. The objectives of adult education are:

- **to eradicate illiteracy, sustain post-literacy and numeracy;**
- **to promote the acquisition and development of basic knowledge and functional skills relevant to personal development and life in the community;**
- **to lay foundations for life-long education;**
- **to ensure the realisation of the basic human right of "Education-for-All" and to complement formal education.**

Compared to informal education, adult education is structured and formalised because it is normally given within specific environments and media.

9.5 Cultural Heritage

Cultural values are learned and transmitted largely through informal education. Lack of commitment to culture and concern with cultural values in socio-economic development produces social reactions, varying from apathy to hostility. People must be involved as active participants in planning for their social and economic development, and development strategies have to be consistent with their fundamental socio-cultural traits. Only then can the enthusiasm and creative potential of the people be mobilised and harnessed. There-

fore, since informational education is an essential part of education:

9.5.1 The Culture Sector shall be an integral part of the Government system and structure.

Culture and Development

The purpose of development is to enhance the socio-economic status of man. Development, therefore, must be culture sensitive for it to be sustainable and able to draw on the large reserve of creativity and traditional knowledge and skills that exist in society. Consequently, it is important that adequate resources be devoted to promoting cultural activities at the grass roots level and encourage the growth of professionalism in the cultural field. Therefore:

9.5.2 National development plans, programmes and projects shall ensure that viable cultural norms and values are maintained, promoted and sustained.

9.6 Basic Literacy and Post-Literacy

Basic literacy and post-literacy programmes were started in Tanzania well before independence. These programmes were institutionalized in the education system in early 1970s and successfully implemented up to the mid 1980s. Thereafter, public enthusiasm and official support towards adult literacy started to wane off. This lack of official support, resulted in the allocation of inadequate financial, material and human resources, leading to low enrollments and attendance in these programmes. In order to sustain permanent literacy achieved through formal education and adult education programmes and to ensure the achievement of universal adult literacy, renewed efforts must be directed at revamping adult education programmes. Therefore:

9.6.1 Basic literacy, post literacy and functional literacy programmes shall constitute essential components of the education system.

9.6.2 Universal adult literacy shall be accessible to all adults.

Functional Literacy

Functional literacy aims at establishing systematic links between adult education and everyday activities of participants by providing functional skills relevant to the personal development and life in the community of the neo-literates. The main thrust is to enable adult learners apply the new knowledge and skills acquired to solve their basic economic, social and cultural problems; prepare adult learners for a more effective participation in the development of their villages, districts, regions and the nation as a whole. However, existing functional literacy programmes have not been very successful and effective, for they have not addressed adequately the socio-economic problems of the target populations. Therefore:

9.6.3 Functional literacy programmes shall be designed and developed in response to the socio-economic needs of the neo-literates.

Continuing Education

Continuing education is pursued by people who for various reasons, have had no opportunity, to continue with formal school education. In Tanzania, the Institute of Adult Education has been one of the main planners and providers of continuing education through evening classes, self study, correspondence courses and other various distance education programmes. However, although these programmes

have met with problems, such as poor radio reception and poor transport and communication system, they have greatly helped to promote self advancement and complement formal education. Therefore:

9.6.4 Continuing education shall be an integral part of the education system.

Curriculum for Literacy Programmes

Informal education, by its very nature, does not have and is not expected to have a curriculum. Apprentices learn by observing and doing until such time the master craftsman/craftswoman is satisfied that the apprentice is competent and can be on his/her own. Such craftsmen/craftswomen usually have not only the anticipated skills, but also a sense of responsibility for their work and a more pronounced feeling for quality. Functional literacy and post-literacy curricula are currently being developed by the institution responsible for adult education. The functional literacy programme has two curricula, the Old and the New, which are used concurrently. The New curriculum covers agriculture, animal husbandry, home economics, health and crafts. The implementation of the new, more relevant curriculum, has been found to be expensive, therefore it has not been extensively used. The majority of adult learning centres use the Old curriculum, which covers agriculture, health, mathematics, animal husbandry, home economics and crafts (tin-smithing, carpentry and masonry). The old curriculum was developed in the early 1970's and has not been reviewed to date to reflect the current socio-economic needs of the learners.

Bearing in mind the importance of adult literacy for the socio-economic development of individuals, communities and the nation as a whole, there is need for the design, development and monitoring of a centralised community based functional literacy and post-literacy curricula. Therefore:

9.6.5 The Institute of Adult Education (IAE) shall design, develop, make available and monitor curricula for literacy, post-literacy, and functional literacy.

Curriculum for Continuing Education

Continuing education is almost wholly restricted to the preparation of individuals for examinations and certification in the formal education system and other professional courses. These courses and examinations are based on curricula which already exist and have been developed by relevant institutions. Since these programmes are tailored to specific individual and professional needs:

9.6.6 Continuing education programmes shall use curricula designed and developed by relevant institutions.

Instructional Materials

Adult education is not adequately supplied with instructional and learning materials and equipment. A similar situation also exists in continuing education programmes. Furthermore, the existing radio studio and printing machines at the IAE need rehabilitation. There is need to improve the quality, efficiency and the delivery of adult and continuing education. Therefore:

9.6.7 Government shall provide an enabling environment for the production, distribution and availability of instructional and learning materials, equipment and libraries for adult and continuing education.

Assessment and Certification

Between 1975 and 1992, the Ministry of Education and Culture undertook assessments on achievement levels in basic and post-literacy adult education through national tests. However, these national tests have been exclusively for the purpose of establishing the level of literacy achieved, with a view to measuring progress towards the eradication of illiteracy at national level. The results of these tests were neither used to help improve literacy levels of individual neo-literates nor to improve the national literacy levels themselves. In order to ensure and monitor Universal Adult Literacy:

9.6.8 National literacy tests shall be conducted every three years by the institution responsible for adult education, and the results thereof shall be used to improve national literacy levels.

Centres of Adult Learning

Since the 1970s, primary schools have continued to be centres of adult learning. In other places, religious centres, secondary schools, teachers' colleges and other educational institutions have been used for similar purposes. But, most of the institutions have had no proper facilities necessary for conducting adult education programmes. This situation has greatly affected the quality of adult education offered. In order to allow for greater participation in and access to adult

education programmes:

9.6.9 All education institutions in the country shall be designated Centres of Adult Learning.

Adult Education Teachers

Existing teacher education programmes have no provision for the training of teachers specifically for adult education . The Institute of Adult Education offers certificate, diploma and advanced diploma courses in adult education. Successful trainees become adult education co-ordinators at the regional, district and ward levels. The existing stock of functional literacy teachers, most of whom are primary school teachers, are not adequately trained to handle adult classes. Therefore:-

9.6.10 The ministry responsible for teacher education shall provide for the training of a specific cadre of adult education teachers and tutors.

FINANCING EDUCATION AND TRAINING

10.1 Introduction

Before Independence, the colonial government, in collaboration with NGOs provided some social services including education. After independence the government committed itself to providing free education at all levels as a social service. However, it increasingly became apparent that the government did not have enough resources to continue financing free education, hence the re-introduction of school fees and direct costs in primary and secondary schools and subsequent liberalization of the establishment and management of schools.

10.2 Cost Sharing

In spite of the above measures, the education sector is still underfinanced and it relies heavily on Government financing and donor support. The share of the national budget excluding debt servicing allocated to education since the mid 1980s averages 12 percent, which is lower than that of the 1960s and 1970s. Thus, real per capital expenditure on education has been declining as evidenced by deterioration in school quality and performance. This situation calls for a more effective financing plan in which emphasis is re-directed more at cost sharing and cost recovery measures with NGOs, private organizations, individuals and communities. Priorities in planning, programming and provision of education and training services will have to be linked with the utilization, rationalization and maximization of the country's available resources in order to ensure sustainability. Internal and external support will continue to be solicited and used mainly to complement

government efforts in those areas which are of critical importance to the sector: Therefore:

- 10.2.1** Financing education and training shall be shared between Government, communities, parents and end-users.
- 10.2.2** Government shall provide incentives to individuals, communities and NGOs to establish and develop pre-primary, primary, secondary, vocational, teacher education, and tertiary and higher education institutions.
- 10.2.3** The provision of education and training shall be included as an area of investment in the Investment Promotion Act.
- 10.2.4** Government shall give incentives to local design, production, procurement and distribution of education equipment and materials.
- 10.2.5** School and tuition fees, in both Government and non-government education and training institutions, shall be based on the actual unit cost of providing education and training at each level.
- 10.2.6** School and tuition fees for non-government education and training institutions shall be proposed by the respective owners and managers of these institutions and approved by Government.
- 10.2.7** School and tuition fees shall be collected and

retained for use by the relevant education and training institutions themselves.

Funds Generated by Education and Training Institutions

Currently, some education and training institutions in the country have established income generating activities in order to raise additional institutional funds. These incomes greatly help to finance operational and running costs of such institutions. Therefore:

10.2.8 Education and training institutions shall be encouraged to engage in income generating activities including consultancies.

10.2.9 Goods and services procured by education and training institutions shall be commercially sold.

Unit Cost of Education and Training

The unit cost for primary education in Tanzania is low. It is about half that of other countries in Sub-Saharan Africa. While the unit cost is low for primary education, the expenditures in secondary, tertiary and higher education are about four to five times higher per student when compared with similar figures in neighbouring countries. The main reasons for such high unit costs include:

- (a) Small sizes of the different post-primary education systems;
- (b) Low student-teacher ratio at secondary, tertiary and university education levels for example, at the University of Dar es Salaam the average is three students per instructor;

- (c) Over employment of support staff in tertiary and higher education institutions where the average is about one member of staff per student.

Therefore:

- 10.2.10 The Unit cost of education and training shall be rationalized.**

Budgetary Allocation

The share of the budget to education over the period 1984 to 1993 has been very low in real terms due to inflation, devaluation and rising enrollments. This under financing of education and training has resulted in poor delivery of education and training services as exemplified by the deterioration of school infrastructure, lack of teaching and learning materials, low motivation of teachers and undue dependency on foreign assistance. Therefore:

- 10.2.11 Government budgetary allocation to education and training shall be enhanced**
- 10.2.12 District, Urban, Municipal and City councils shall institute a tax rate to finance basic education and training.**

CHAPTER 11

SUMMARY OF POLICY STATEMENTS

2.0 SYSTEM AND STRUCTURE OF EDUCATION AND TRAINING

- 2.1 The Structure of the Formal Education and Training System shall be 2-7-4-2-3+ (that is, 2 years of pre-primary education, 7 years of primary education, 4 years of secondary Ordinary Level, 2 years of secondary Advanced Level and a minimum of 3 years of university education.)
- 2.2 Government shall promote pre-school education for children aged 0-6 years. This education shall ensure maintenance of our cultural values.
- 2.3 Pre-primary school education for children aged between 5 and 6 years shall be formalized and integrated in the Formal School System.
- 2.4 Primary education shall continue to be of seven years duration and compulsory in enrollment and attendance.
- 2.5 Secondary education shall continue to be four years for Ordinary Level and two years for Advanced Level.
- 2.6 Government shall liberalize and give incentives for the promotion of Vocational Education and Training.

- 2.7 Government shall re-introduce Trade Schools in the education system and promote their establishment.
- 2.8 Government shall introduce and formalize the establishment of Polytechnics in the education system.
- 2.9 Non-Formal Education and Training shall be recognized, promoted, strengthened, co-ordinated and integrated with Formal Education and Training System.

3.0 ACCESS AND EQUITY IN EDUCATION AND TRAINING

- 3.1 Government shall guarantee access to pre-primary and primary education, and adult literacy to all citizens as a basic right.
- 3.2 Government shall promote and ensure equitable distribution of education institutions.
- 3.3 Government shall promote and facilitate access to education to disadvantaged social and cultural groups.
- 3.4 Primary education shall be universal and compulsory to all children at the age of 7 years until they complete this cycle of education.
- 3.5 The establishment of co-educational and girls secondary schools shall be promoted and encouraged.
- 3.6 Government shall not deboard existing girls' government boarding secondary schools.
- 3.7 Government shall establish girls' day streams in existing government secondary schools in communities where girls' secondary education is severely adversely affected.
- 3.8 Government shall establish special educational financial support schemes for girls and women in education and training institutions.

- 3.9 Adult education programmes shall be designed to encourage and promote the enrollment and attendance of women.
- 3.10 The school curriculum shall be reviewed in order to strengthen and encourage participation and achievement of girls in mathematics and science subjects.
- 3.11 Education and school systems shall eliminate gender stereotyping through the curricula, textbooks and classroom practices.
- 3.12 Special in-service training programmes shall be designed and implemented for women teachers.
- 3.13 Government shall encourage the construction of hostel/boarding accommodation for girls in day secondary schools.
- 3.14 The Quota System shall be phased out.
- 3.15 Government shall evolve a machinery to identify and develop gifted and talented children.
- 3.16 Government shall ensure that adequate resources are made available and provided to enhance access and equity in education.
- 3.17 Government shall promote school and college feeding and health programmes.

4.0 MANAGEMENT AND ADMINISTRATION OF EDUCATION AND TRAINING

- 4.1 Government shall establish an Advisory Council, to coordinate and harmonise the provision of education and training in the country.**
- 4.2 Government shall establish a Vocational Education and Training Authority (VETA), to coordinate and harmonise vocational and technical education and training.**
- 4.3 Government shall establish organs, to coordinate and harmonise tertiary and higher education and training.**
- 4.4 Provision of basic, secondary and teacher education shall be coordinated by the ministries responsible for these types of education.**
- 4.5 Ministries responsible for education and training shall devolve their responsibilities of management and administration of education and training to lower organs and communities.**
- 4.6 Ministries responsible for education and training shall maintain and up-date a register of government and non-government educational institutions under their jurisdiction.**

- 4.7 Government shall issue rights of occupancy and land titles to both government and non-government education and training institutions.
- 4.8 Education and Training Boards (ETBs) shall be established for every region, district, town, municipal and city council and shall be responsible for the management of all levels of formal education and training in their areas of jurisdiction.
- 4.9 All education and training institutions shall have school or college committees/boards.
- 4.10 Boards and Committees of education and training institutions shall be responsible for management, development, planning, discipline and finance of institutions under their jurisdiction.
- 4.11 All education managers at national, regional, district and post-primary formal education and training institutions shall have a university degree, professional training in education and management, as well as appropriate experience. Education managers at Ward and primary school levels shall have a Certificate or Diploma in education, as well as professional training in educational management and administration from a recognised institution.
- 4.12 All education managers at national, regional, district and institutional levels shall be responsible for the coordination of the planning, provision, management, administration and quality control of formal, informal

and non-formal education and training in their areas of jurisdiction.

- 4.13 The posts of Regional and District Education Officers shall be elevated. These officers shall have over all responsibility over the implementation of formal, informal and non-formal education and training policies in their respective areas of jurisdiction.
- 4.14 The Inspectorate shall be strengthened and adequately resourced to monitor the provision of education.
- 4.15 The Teachers' Service Commission (TSC), shall be responsible for maintaining and controlling the Unified Service of all teachers to which they shall all belong.
- 4.16 Government shall ensure better terms of service and working conditions for all teachers.
- 4.17 All school teachers shall ensure that they are registered and licenced to teach in Tanzania schools.
- 4.18 All owners and managers of schools and colleges of education shall ensure that their teachers have professional qualifications and are registered and licensed to teach.

5.0 FORMAL EDUCATION AND TRAINING

- 5.1 Pre-primary school education for children of ages 5 to 6 shall be formalized and promoted in the Formal Education System.
- 5.2 Government shall promote, give incentives and liberalize the establishment and management of pre-primary schools.
- 5.3 The Medium of Instruction in pre-primary schools shall be Kiswahili, and English shall be a compulsory subject.
- 5.4 Government shall facilitate proper training, availability and development of a competent cadre of teachers for pre-primary schools.
- 5.5 Primary education shall be universal and compulsory to all children from the age of 7 years until they complete this cycle of education.
- 5.6 The establishment, ownership and management of primary schools shall be liberalized.
- 5.7 Government shall ensure that all primary school age children are enrolled in school and in full attendance.
- 5.8 Government shall set and establish standard infrastructure and facilities for primary schools, such as desks, educational equipment, libraries and instructional

materials necessary for effective delivery and acquisition of good quality education.

- 5.9 Owners of pre-primary and primary schools shall be responsible for the provision of adequate instructional and school materials approved for use in schools.
- 5.10 Minimum qualifications for a primary school teacher shall be possession of a valid Grade A Teacher Education Certificate.
- 5.11 The medium of instruction in primary schools shall be Kiswahili, and English shall be a compulsory subject from std.1
- 5.12 Government shall ensure that the expansion of existing secondary schools and the establishment of new secondary schools adheres to set government plans for the expansion of secondary education.
- 5.13 Urban, district, town, municipal and city councils and authorities, communities, NGOs, individuals and public institutions shall be encouraged and given incentives to establish, own, manage and administer at least one secondary school in each Ward (Kata) in their areas of jurisdiction.
- 5.14 Owners and managers of all secondary schools shall ensure that standard infrastructure, facilities, equipment and instructional materials necessary for effective and optimum teaching and learning are of good quality, available in adequate quantities and are regularly

- 5.15 The minimum qualification for a secondary school teacher in both government and non-government schools shall be possession of a valid diploma in education obtained from a recognized institution.
- 5.16 Owners and managers of secondary schools shall train, have access to and ensure the availability of well trained teachers, conducive and attractive working conditions, and further professional development and improvement of teachers in their schools.
- 5.17 Every secondary school shall have a library, adequate stock of books and well trained and competent library personnel.
- 5.18 Selection and enrollment in O-Level government and non-government secondary schools shall be made on the basis of a pre-set national standard cut-off point of performance in the National Primary School Leaving Examination.
- 5.19 Selection and enrollment in Advanced Level secondary education shall be based on prescribed performance levels in the relevant A-Level subject combinations after attainment of appropriate credits in the Certificate of Secondary Education Examination.
- 5.20 The medium of instruction of secondary education shall continue to be English except for the teaching of other approved languages, and Kiswahili shall be a compulsory subject up to Ordinary Level.

- 5.21 Government teachers' colleges offering courses leading to Certificate in Teacher Education or Diploma in Teacher Education shall continue to fall under the ministry responsible for primary and secondary education. Teacher education courses leading to a degree in education shall be designed and offered by institutions of higher education and training.
- 5.22 Admission into courses offered in teacher education institutions shall take into account the necessity for teachers of children with special needs in education.
- 5.23 The establishment and ownership of teachers' colleges shall be liberalized to meet the increasing demand for qualified teachers for pre-primary, primary, secondary, vocational and technical education levels.
- 5.24 Owners and managers of teachers' colleges shall ensure the availability and access of standard infrastructure, facilities, equipment, libraries, instructional materials and well trained tutors needed for optimum and effective pedagogical and professional development and improvement of teachers.
- 5.25 Minimum qualification for tutors at certificate and diploma level teachers' courses shall be the possession of a valid University degree, with the necessary relevant professional qualification and specialization.
- 5.26 Tanzania Institute of Education (TIE) shall establish facilities and programmes for training and further professional development of tutors of teachers' colleges.

- 5.27 Minimum admission requirements for the teacher education certificate course shall be Division III of the Certificate of Secondary Education Examination, while for the diploma teacher certificate course, minimum entry qualification shall be Division III in the Advanced Certificate of Secondary Education Examination.
- 5.28 The medium of instruction for teacher education at certificate level shall be Kiswahili, and English shall be a compulsory subject while for diploma and degree level teacher education and training, English shall be used, except for foreign language teaching, which will be in the relevant language itself, and Kiswahili shall be a compulsory subject.
- 5.29 Counselling and career guidance shall be compulsory subjects for all teacher trainees.
- 5.30 In-service training and re-training shall be compulsory in order to ensure teacher quality and professionalism.

6.0 SCHOOL CURRICULA, EXAMINATIONS AND CERTIFICATION

- 6.1 Tanzania Institute of Education (TIE), shall be responsible for pre-primary, primary, secondary and teacher education curriculum design, development, dissemination, monitoring and evaluation.
- 6.2 The teaching of Kiswahili, English and other foreign languages shall be promoted in the whole education and training system.
- 6.3 Kiswahili and English shall be compulsory subjects for all students from pre-primary to Ordinary Level secondary education. Training in communication skills through English and Kiswahili shall permeate the whole education and training system.
- 6.4 Science and Technology shall be essential components of education and training in the whole education and training system.
- 6.5 The teaching of humanities shall be promoted in the whole education and training system.
- 6.6 The teaching of civics and social studies shall be compulsory from pre-primary school to Ordinary Level secondary education and their components shall permeate the whole education and training system.

- 6.7 The curriculum at all levels of education and training shall emphasize and promote the merger of theory and practice and the general applications of knowledge.
- 6.8 Tanzania Institute of Education shall design, and develop national curriculum guidelines for pre-primary education.
- 6.9 Tanzania Institute of Education shall design, develop, monitor, review, and update the primary school curriculum.
- 6.10 English and Kiswahili languages shall be taught as compulsory subjects from pre-primary school to Ordinary Level secondary education.
- 6.11 Tanzania Institute of Education shall:
- a) continue to design, develop, review, update and monitor the implementation of secondary school curriculum.
 - b) merge theory and practice in the Ordinary Level secondary school curriculum.
- 6.12 Teacher education curricula for all certificate and diploma level courses shall be designed, developed, monitored and evaluated by the Tanzania Institute of Education.
- 6.13 Block Teaching Practice shall be mandatory to every teacher trainee and adequate financial provision shall be made by owners and managers of teachers colleges for

the full duration of the prescribed practice teaching period.

- 6.14 The establishment, development and use of Teachers' Resource Centres shall be promoted.
- 6.15 There shall be centralized examinations at the end of Standard VII, Form 4, Form 6, and Teacher Education Certificate and Diploma courses.
- 6.16 Standard VII, Form 4 and Form 6 examinations shall mark completion of primary and secondary education cycles and the results of these examinations shall be used for selection of students for further formal education and training, and also for certification.
- 6.17 The National Examinations Council of Tanzania shall be responsible for the design, regulation, conduct and administration of National Standard VII, Form 4, Form 6, and Teacher Education Certificate and Diploma Examinations.
- 6.18 The basis for certification of Form 4 and Form 6 graduates shall be continuous assessment and the results of final written examinations. Private candidates shall be certified on the basis of results of final written examinations only.
- 6.19 The basis for certification of teacher trainees shall be continuous assessment, Block Teaching Practice and final written examinations.

- 6.20 Results of Primary School Leaving, Form 4, Form 6, and Teacher Education National Examinations shall be certified and made public in an appropriate form.
- 6.21 All National examinations within the formal school system shall be conducted at specified regular cycles.
- 6.22 The National Examinations Council of Tanzania shall be the sole body which shall permit, administer and supervised foreign examinations in Tanzania.
- 6.23 Certification for Formal School Education Examinations and the establishment of Equivalences shall be done by the National Examinations Council of Tanzania.
- 6.24 Statutory institutions, such as universities, tertiary and other institutions of higher learning, shall be responsible the certifications of candidates under their jurisdiction.
- 6.25 Educational Research and Evaluation Units shall be strengthened and adequately resourced.
- 6.26 Government shall establish, maintain and resource a National Documentation and Dissemination Centre for Education.
- 6.27 Tanzania Library Service Board (TLS) shall plan, promote, establish, equip, manage, maintain, and develop public, school and other institutional libraries.

7.0 VOCATIONAL EDUCATION AND TRAINING

- 7.1 Traditional expertise, experts and the apprenticeship system shall be recognised and promoted as a component of the vocational education and training system.**
- 7.2 Employers shall adopt a wider apprenticeship modular training scheme as a means of providing training opportunities for a much larger proportion of the labour force.**
- 7.3 VETA shall prepare and make available career guidance information on vocational education and training.**
- 7.4 Pupils in the formal school system shall be counselled on the importance and viability of vocational education and training.**
- 7.5 Entrepreneurial skills training shall be an integral part of all vocational education and training programmes.**
- 7.6 Occupational curricula for all vocational education and training courses shall be designed and developed by VETA in collaboration with Tanzania Institute of Education.**
- 7.7 All vocational examinations and certification shall be coordinated, harmonised and synchronised by VETA, and certificates shall show performance levels in respective subjects.**

- 7.8 Government shall build and establish more vocational teacher education institutions.
- 7.9 Government shall liberalize the establishment and ownership of vocational teacher education institutions.
- 7.10 The entry qualification for vocational teacher trainees shall be the possession of appropriate qualifications in the relevant trade and profession.
- 7.11 FDCs shall be encouraged to increasingly offer vocational education and training.
- 7.12 Post-primary technical centres shall be transformed into vocational education and training centres.
- 7.13 All vocational education and training centres shall be registered and approved by VETA.
- 7.14 All vocational education and training centres shall be upgraded and improved to meet national standards as set by VETA.
- 7.15 Trade schools shall be re-introduced in the school system.
- 7.16 Polytechnic institutions shall be introduced in the school system.

8.0 TERTIARY EDUCATION AND TRAINING

- 8.1 The establishment and ownership of tertiary education and training institutions shall be liberalized.
- 8.2 Tertiary and higher education and training institutions shall design and develop their own curricula which shall be validated by VETA and other appropriate organs.
- 8.3 Tertiary and higher education and training institutions shall conduct and administer examinations and award appropriate certificates, diplomas and degrees as provided for in their respective Acts.
- 8.4 Research and Development shall constitute essential components and activities of all institutions of tertiary and higher education and training.
- 8.5 Special financial facilities shall be established to enable students in tertiary and higher education and training institutions to contribute towards their own education and training.
- 8.6 Enrollment at universities and other institutions of higher education and training shall be increased.
- 8.7 Programmes and courses offered at tertiary education and training institutions shall be reviewed, streamlined and rationalised for cost-effectiveness.

8.8 International cooperation in matters of education and training shall be encouraged and promoted.

9 .0 NON-FORMAL EDUCATION AND TRAINING

- 9.1 The Culture Sector shall be an integral part of the Government system and structure.
- 9.2 National development plans, programmes and projects shall ensure that viable cultural norms and values are maintained, promoted and sustained.
- 9.3 Basic literacy, post-literacy and functional literacy programmes shall constitute essential components of the education system.
- 9.4 Universal adult literacy shall be accessible to all adults.
- 9.5 Functional literacy programmes shall be designed and developed in response to the socio-economic needs of the neo-literates.
- 9.6 Continuing education shall be an integral part of the education system.
- 9.7 The Institute of Adult Education (IAE), shall design, develop, make available and monitor curricula for literacy, post-literacy, and functional literacy.
- 9.8 Continuing education programmes shall use curricula designed and developed by relevant institutions.

- 9.9 Government shall provide an enabling environment for the production, distribution and availability of instructional and learning materials, equipment and libraries for adult and continuing education.
- 9.10 National literacy tests shall be conducted every three years by the institution responsible for adult education, and the results thereof shall be used to improve national literacy levels.
- 9.11 All education institutions in the country shall be designated Centres of Adult Learning.
- 9.12 The Ministry responsible for teacher education shall provide for the training of a specific cadre of adult education teachers and tutors.

10.0 FINANCING EDUCATION AND TRAINING

- 10.1 Financing education and training shall be shared between Government, communities, parents and end-users.
- 10.2 Government shall provide incentives to individuals, communities and NGOs to establish and develop pre-primary, primary, secondary, vocational, teacher education, and tertiary and higher education and training institutions.
- 10.3 The provision of education and training shall be included as a area of investment in the Investment Promotion Act.
- 10.4 Government shall give incentives to local design, production, procurement and distribution of education equipment and materials.
- 10.5 School and tuition fees, in both Government and non-government education and training institutions; shall be based on the actual unit cost of providing education and training at each level.
- 10.6 School and tuition fees for non-government education and training institutions shall be proposed by the respective owners and managers of these institutions and approved by Government.

- 10.7 School and tuition fees shall be collected and retained for use by the relevant education and training institutions themselves.
- 10.8 Education and training institutions shall be encouraged to engage in income-generating activities, including consultancies.
- 10.9 Goods and services produced by education and training institutions shall be commercially sold.
- 10.10 The unit cost of education and training shall be rationalized.
- 10.11 Government budgetary allocation to education and training shall be enhanced.
- 10.12 District, Urban, Municipal and City Councils shall institute a tax rate to finance basic education and training.