PREFACE

Quality education and training is a strategic priority towards reaching set development goals. National Development Vision – 2025, National Strategy for Poverty Reduction and Economic Growth (MKUKUTA), and Millennium Development Goals, all stipulate clearly the significance of education and training towards realisation of their goals and plans.

Provision of quality education and training depends on existing policies and their implementation. Policies which were used in the provision of education and training are Education and Training Policy (1995), Vocational Education and Training Policy (1996) and Higher Education Policy (1999). Despite successes in implementation of these policies, the 2008 evaluation showed that there are many policy items which were not implemented properly due to various factors such as inadequate funding and lack of proper implementation structure. Besides, the evaluation identified gaps that emanate from the current situation in education and training, such as improvement of the curriculum, role of non-formal sector in education and training, and the significance of vocational education and entrepreneurship skills.

In order to improve the quality of education and training, the government has reviewed its Education and Training Policy so as to satisfy the needs of education and training in the country.

Objectives of this policy are:

- To improve the quality of education and training at all levels;
- To enhance the capacity of organisations and institutes of education and training in order to satisfy current needs;
- To provide quality education and training in various areas of expertise of education and training in order to satisfy the labour market;
- To expand the scope of financing education and training;
- To provide education equally to various groups and areas;
- To conduct educational research so that decisions and plans are based on scientific evidence; and
- To monitor and evaluate implementation in order to follow up consistently the effectiveness and take corrective measures whenever relevant.

In order to reach objectives of this policy, there is a need of cooperation from all education and training stakeholders from all levels including the private sector, civil society organisations and development partners.

Lastly, I would like to thank all those who participated in one way or the other in the whole process and successful completion of this policy.

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CHAPTER 1

INTRODUCTION

Education is a process that enables individuals to obtain knowledge and skills for self recognition and equips them to face existing challenges within the environment and regular changes that happen in the political, socio-economic, scientific and technological arenas. Also, education is a tool to enable individuals to recognise one’s ability and responsibility to the society.

The Education and Training Policy aims at directing provision of education and training taking into consideration overall national policies, and regional and international treaties and protocols. Also, this policy considers guidelines of sector policies, various strategies and programs and cross-cutting issues.

The Education and Training Policy (1995); Vocational Education and Training Policy (1996) and Higher Education Policy (1999) have been reviewed after being used for over one decade. These policies were based on increasing access to schools and colleges and improving the quality of education and training provided in the schools and colleges. Besides, these policies insisted on participation of the private sector and local and international development partners in administration of schools and colleges, and in educational financing and cost sharing.

Also, these policies insisted on the significance of building nationalism; national principles and ethics; domestic and international relations; rule of law and adherence to the constitution and other principle international declarations. However, these policies were implemented without coherence, thus weakened the effectiveness of the education and training system.

The Education Sector Development Programme was designed for the implementation of the Education and Training Policy. From that programme, the Primary Education Development Plan (PEDP) and Development Secondary Education Development Plan (SEDP) were initiated and implemented. In addition, Technical and Higher Education Development Plans are in preparation. As these Plans (PEDP & SEDP) were implemented, there were various national and international directives that called for accelerated implementation of the Education and Training Policy. These include the Tanzania National Vision – 2025, National Strategy for Poverty Reduction and Economic Growth, Education for All (Dakar Framework of Action – 2000) and Millennium Development Goals.

Moreover, during implementation of Education and Training Policy (1995), there were shortcomings in areas of institutional arrangement, administrative capacity and financing. Also, there are other issues which were not included in the policy, and others emerged later as a result of national and international changes.

In order to address the challenges that resulted from emerging changes, the Education and Training Policy has been reviewed so as to be more comprehensive and consistent with the changes that continue to take place in the country and globally.
CHAPTER 2

THE STATE OF IMPLEMENTATION OF EDUCATION AND TRAINING POLICY

2.1 Background

Education development in the country is guided mainly by interactions between laws, philosophies and policies at different periods of pre and post independence eras. Generally, policies for social and economic development have been declared after independence in 1961. After independence the government enacted Law No. 83 of 1962 which repealed the Education Act of 1927 that allowed the provision of education on the basis of race, religion and ethnicity. In the Law No. 83, the government directed that, syllabi, management and cost of education and training should be based on equality. Also, Kiswahili and English were declared as official teaching languages in schools. Law No. 50 of 1969 put into place procedures for nationalising private and missionary schools. In 1972 some of the responsibilities of administering and management of education were strengthened under decentralisation program.

Various important laws were enacted to strengthen the delivery of education including Law No. 21 of 1973 of National Examination Council of Tanzania, the Law No. 12 of 1975 on the Institute of Adult Education, Law No. 13 of 1975 on Institute of Education, and Education Law No. 25 of 1978. The Arusha Declaration of 1967 declared the philosophy of socialism and Self Reliance which resulted in considerable changes in general socio-economic policies. After Arusha Declaration, the Musoma Resolution (1974) put more emphasis on primary education for all (Universal Primary Education: UPE), contribution for higher learning and working before joining the University for men and women were allowed to join direct from secondary schools. The philosophy of education for self-reliance was formulated to implement general policies while emphasizing the following:

- Eradication of class differentiation in the provision of education and to enable students to appreciate practical work so that they could relate theory and practice.
- Elimination of alienation and elitism in the school system so that educated people could effectively participate in the development of the whole society.
- Linking theory and practice, so that education is not considered to be theoretical only, but to be able to appreciate experience from practice or application that increases productivity.
- Making schools and colleges production centres that contribute 25% of the running costs.
- Education given at all levels should provide skills that will enable graduates to live and work meaningfully in the society.

Despite the importance of the philosophy of Education for Self-Reliance, the present system of education provision is more based on theory than in practical skills.

The system of education and training provision in the country is guided by the Education and Training Policy of 1995, Vocational Education Policy of 1996 and Higher Education Policy of
1999. The implementation of Education and Training Policy of 1995 gained strength due to Law No. 25 of 1978 as amended by Law No. 10 of 1995. The government continue to insist in providing education to all and quality training as basis of the concept and commitment to better life to all Tanzanians. Despite all efforts by the government to fulfil its commitment, the current education system does not satisfy the needs of the society.

2.2 The system and structure of Education

Education and training in Tanzania is provided through different stages of education and training. This system has two main components, the formal and non-formal systems. Also, in this system there are institutes and different organs which serve it. The system has an internal institutional arrangement that allows programme planning, provision of services, financing and duration to accomplish set targets. The non-formal system is based on two subsidiary systems; coordinated and uncoordinated systems.

Education and training in Tanzania is provided by all ministries. However, specialised ministries for provision of formal and non-formal education are the Ministry of Education and Vocational Training; the Ministry of Communications; the Ministry of Science and Technology; the Prime Minister’s Office - Regional Administration and Local Governments and the Ministry of Social Development, Gender and Children. Also non-formal education is provided by the government, agencies, non-governmental organizations and individuals under the Ministry responsible for education coordination.

2.2.1 Formal system of Education and Training

The official system of education is purely academic from primary level to university. The current structure of education and training is 2-7-2-3+; where 2 years are for pre-primary education, 7 years for primary education; 4 years for ordinary secondary schools’ and 2 years for advanced level secondary education and 3 or more for higher education.

a) Pre-primary Education

The government recognizes that pre-primary education is important for a child’s development - physically, mentally and psychologically. Research conducted in the 1980s found out that children who attend pre-primary schools did well when they joined standard one.

After recognizing this significance, the government decided to provide pre-primary education to children with ages 5 to 6 in the formal system of education. Some of the children under 6 years are cared for and provided with nursery and pre-primary education in child-care centres. By 2008, 20.6 percent of children enrolled for standard one had attended pre-primary schools.
b) Primary education

Primary education is provided for seven (7) years and it is compulsory for enrolment and attendance according to the law. Also, the enrolment of all targeted age group of ages 7-13 (NER) after implementation of Development Program for Primary Education has increased from 58.1% in 2001 to 97.2% in 2008. The ratio of girls to boys was on the average of 1:1, while the ratio of teachers to students decreased from 1:57 in 2000 to 1:54 in 2008. After completion of primary education some pupils continue into secondary schools; vocational training and those who miss the opportunity, joined the work-force.

c) Secondary education

Secondary education is provided for 6 years. This education is divided into ordinary level of 4 years Form 1 to 4; and advanced level of 2 years Form 5 and 6. Those completing ordinary secondary education continue to advanced level, professional training and national work-force. Those completing advanced level join institutes of higher education and training; colleges, universities and the national work-force.

The number of primary school leavers who join ordinary secondary education level and the desired age group has increased from 8.4% in 2004 to 24.4% in 2008. The ratio of girls to boys in ordinary secondary schools was on the average of 1:1 in 2008. Also, the ratio of teachers to students at secondary level increased from 1:23 in 2004 to 1:37 in 2009.

d) Teachers education

Teachers’ education is provided in governmental and no-governmental teachers colleges and universities. Teachers colleges provide training for Certificate Grade A for primary school teachers and Diploma for ordinary-level secondary schools. Teachers’ education at certificate level is provided to ordinary level secondary school leavers and Diploma to leavers of A-level. University colleges produce teachers for Advanced level secondary schools and instructors for teachers colleges. After the beginning of implementation of Development Program for Primary Education and Development Program for Secondary Education the demand for teachers has increased. To satisfy this demand for teachers, the Ministry of Education and Vocational Training has expanded teachers training and therefore reducing the student-teacher ratio in primary schools from 1:57 in 2001 to 1:54 in 2008. Due to a great increase in the number of secondary school students the students-teacher ratio has increased from 1:20 in 2001 to 1:37 in 2008. Despite these successes the required ratio in primary schools is 1:40 and 1:28 for secondary schools.

e) Technical education and training

Technical education and training is associated with gaining skills for employment or gaining more expertise technically and professionally. This type of education has programmes for business, technical and professional training administered by different ministries, non-
governmental organizations and private institutions. Education and technical training is given at low, middle and higher levels. The lowest level is usually given by colleges administered or under the Vocational Education and Training Authority-VETA. Technical education at middle and higher levels is provided by institutes under the relevant sector ministries and different governmental and non-governmental institutes.

This training and education is important in preparing the human resources used in industries, in rural areas and other production and service sectors. The lowest level absorbs primary and secondary school leavers. The middle level takes those who have completed secondary education and some of the graduates from technical education and training at lower grades. Education at this level is monitored by the National Accreditation Council for Technical Education - NACTE. The higher level absorbs graduates of Advanced level secondary education and some of the graduates of technical school graduates at middle grades.

f) Higher education

Higher education is provided after advanced secondary education and is provided within government and non-government colleges also in formal system and non-formal system. Institutes of education and training after advanced secondary education provide professional training and they award certificates, diplomas, degrees and post-graduate diplomas. They also provide professionals and conduct research and provide consultancy. In order to increase the quality and expand higher education various bodies have been established such as Tanzania Commission of Universities; National Accreditation Council for Technical Education, Higher Education Loan Board and Tanzania Education Authority.

Despite all these efforts, university programs are do not take into consideration society needs for experts, as a result there is a shortage of experts in some disciplines. Besides, student admission is lower compared with other East African countries.

2.2.2 Adult and Non-formal Education System

Non-formal education and training system is provided to individuals who missed opportunities in the formal education and training system. Education and training under this system include reading, writing, arithmetic and continuing education after receiving reading, writing, and arithmetic skills. Such education and training is provided through face to face interaction. Balanced program between adult education and society provides education and training to adults enabling them to perform their duties efficiently and productively. Besides, children of 11 to 18 years who missed formal primary education can get the same education through the Complementary Basic Education in Tanzania (COBET) programme.
CHAPTER 3
SIGNIFICANCE OF EDUCATION AND TRAINING POLICY

3.1 Background
A policy is comprehensive package of declaration resulting from topical issues with aim at directing ways of facing challenges for social development. Also, it stipulates vision, role and direction on implementation of responsibilities of Ministry, Department, institute, private sector and public at large. Citizens are the source, main targets, stakeholders and implementer of a policy.

Education and training policy is a government declaration aiming at directing provision of education according to the national vision, and domestic and international development strategies.

The Education and Training Policy (1995), Vocational Education Policy (1996) and Higher Education Policy (1999) have been used for the period of over ten years. Those policies have been translated into a number of implementation strategies targeting improvement of quality of life of Tanzanians through their effective participation. Some of those strategies are Education Sector Development Program (ESDP) and the Primary Education Development Plan and Secondary Education Development Plan. Those strategies have been developed taking into consideration policy directives and general national and international development strategies, such as National Vision 2025, National Strategy for Poverty Reduction and Economic Growth, Education for All, and Millennium Development Goals.

3.2 Challenges of Education and Training Policy
(a) Since the beginning of implementation of Education and Training policy, there have been various changes - politically, socially, economically, scientifically and technologically that brings challenges into the implementation plan for the Education and Training Policy. Besides, there are issues that come up due to domestic and international transformations prompting policy and strategy review. Issues such a globalization, information and computer technology, gender, good governance, life skills, consultancy, care and support for those living with HIV and AIDS and environment education.

(b) National, regional and international declarations which were considered in the development of Education and Training Policy are as follows:
   (i) Education for all
   (ii) Millennium Development Goals (MDGs) which not only insist on having quality primary education for all but also direct on availability of education geared towards protection against HIV and AIDS and Environmental Education.
   (iii) UNESCO – PERTH Declaration, 2007 on education for science and technology that should:
• Be according to the needs of individuals and society;
• Be provided earlier and equally;
• Be examined to test student competence by incorporating in schools and out of school testing methods;
• Be given to competent teachers of science and technology; and
• Teachers of science and technology should be developed.

• To increase provision and availability of quality education and training, rich in advantages and equality;

• To have coordination in provision of various education and training resources among governments, stakeholders and employees;
• To build partnership in running and production of teaching and learning instruments;
• To have similar joining qualifications for colleges of education and training as well as recognition of awards; and
• To bring about equality in systems of education and qualifications of graduates regionally thus competent graduates will be free to use their education and skill for national and regional advantages.

(v) East African Community Treaty on Education and Training. This treaty declares that every member country will take firm action to strengthen cooperation in education and training in following areas:
• Human resource policy and programs;
• Preparation of education and training programs for groups with special needs;
• Curriculum, certificates and formal recognition of institutes of education and training;
• Strengthen activities of Inter-University Council of East Africa; and
• Provision of training in areas of science and technology through the use of existing and established institutions.

In order to cope with existing challenges and being able to implement various regional and international treaties and stakeholders opinions education and training policies has been reviewed and form comprehensive education and training policy which perform according to the current and upcoming changes.
CHAPTER 4

PHILOSOPHY, VISION, ROLE AND AIM OF EDUCATION AND TRAINING POLICY

4.1 Philosophy of Education and Training
The principles of education and training are based on enabling self-reliance. The education provided in Tanzania follows the philosophy of Education for Self-reliance (1967).

Education for self-reliance means meaningful learning in all three major aspects: perception, execution and tendency. This kind of learning can be recognized through the following indicators: participation, linking theory and practice, integrity, confidence, progressiveness, possession of life skills, competitiveness, valuing equality, entrepreneurship, inventiveness, inquisitiveness, creativity, ability to assess and analyze.

Education for self-reliance will continue to be a national education and training philosophy taking into consideration changes happening in the society - politically and technologically.

4.2 Vision
To have a well educated Tanzanian, with knowledge, skills and direction; competent and ready to face social, political and economical challenges and to participate effectively in efforts to reach development goals set nationally and internationally by 2025.

4.3 Role
To provide education opportunity and quality training to all and to assure availability of conducive working environment to all education and training stakeholders to enable their participation in the delivery of education at all levels.

4.4 General Objective of education and training policy
To guide the delivery of education and training according to political, economical, social, science and technological changes as well as labour market, in order to increase the quality of life in Tanzania.

4.5 Specific Objectives
Education and training policy will lay procedures that would enable;

a) To have education training system that provides equal opportunity to all.
b) To provide opportunity of education and training to various groups including those with special needs such as disabled, with special talents and gender equality.
c) To prepare and develop human resource at various standards in order to satisfy society needs.
d) To use available resources in the delivery of education and training.
e) To incorporate institutes and non-governmental organizations (NGOs) in the delivery of education and training.

f) To prepare curriculum that considers theory and practice in social education, science, vocational, technology and the proper use of information and computer technology to satisfy needs.

g) Delivery of quality education appreciated nationally and internationally.

h) To expand the scope of education financing at all education and training levels by incorporating all stakeholders.

i) To increase the quality of environmental conservation through environmental education at all education levels.

j) To have legal structure that leads the delivery of education and training.

k) To strengthen education and training cooperation and relations between regional members and internationally.

l) To have a society of students and staff of education and training sector with protective skills against HIV and AIDS, narcotics and drug abuse and to serve and comfort the affected.

m) To build and strengthen reading, writing and arithmetic skills in order to build reading culture.
CHAPTER 5

POLICY PROPOSALS AND DECLARATIONS

5.1 Structure and system of Education and Training

Education and training in Tanzania is provided through two systems; formal and non-formal. Non-formal system is divided into two parts; firstly, that which is under the coordination of the Ministry of Education and Vocational Training and the secondly, which is not coordinated by the Ministry. The formal system has three levels of provision of education and training: primary, secondary and higher learning (tertiary). The non-formal system is provided to those who missed out the formal education. Also, there are institutes and government agencies and non-governmental organisation that provide education services; hence enabling the system to be more effective.

The responsibility of provision of education and training is of the Ministry of Education and Vocational Training (MoEVT). The Prime Ministers’ Office - Regional Administration and Local Government administers primary and secondary schools. Other ministries administer sector training in colleges under respective ministries. Also, non-governmental organizations and individuals privately provide education through formal and non-formal system under the coordination of the Ministry.

Issue

Coherence among different levels of provision of education and training

Explanation

The procedure used to run education and training does not effectively link education activities among ministries, MoEVT and various institutes and among institutes. MoEVT, institutes and existing authorities have complete authority to execute duties as explained in the respective law, particularly, curriculum, examination and certificate awards without having comprehensive coordination. This very fact cause variances between the quality of education provided by different bodies and certificates provided. Besides, absence of proper procedure and linkage from one level to the next reduces efficiency in the education system. As a result, there is a need of strengthening coordination between ministries, institutes and organization in order to establish coherence in the standard of education delivered and to increase ways of provision of education and skills thus graduates could get skills to face the environment.

Objective

To have efficiency and productivity in the provision of education and training

Declaration
The government will strengthen system and structure of education and training through linking different levels of education and training according to the needs of the society.

5.2 Formal education and training system
This is professional system starting from primary education level to university. As year went on there have been changes as a result of reality of the age.

Issue
Structure of education and training

Explanation
Research have shown some countries use structure of 6-3-2-3+ and 8-4-4+. These structures have the advantage of enabling student to graduate earlier and contribute to society for a long period of time, cost of educating the students to parents and government are minimal compared to structure that take longer for a student to finish education cycle. In some of SADC countries primary education is provided for 6 years a situation that minimizes costs of educating a student at primary level and increase efficiency in education system. The current education structure in Tanzania is 2-7-4-2-34 has the total length of eighteen years. Through this system the student spend longer time in school, delaying ones contribution to the nation and costs of educating a student are highly. This period can be reduced once Pre-primary Education will be provided effectively for a year and reducing time in primary education to 6 years instead of 7 years, and therefore to have a structure of 1-6-4-2-3+. This structure will increase efficiency in the provision of education and training. Nevertheless, the current point of view is to have seven years of primary education therefore to have a structure of 1-7-4-2-3+

Objective
To have efficient system of education and training provision

Declaration
The structure of education and training will be 1-7-4-2-3+ which means one year for pre-primary education, seven years for primary education, four years for ordinary secondary level, two years for advanced secondary level and period not lower than three for higher education.

5.3 Nursery education
Nursery education is provided to children under four years. These children have lots of needs. They need friendly environment enabling proper development of their bodies (physically), brains, perspectives and to continue to be fast learners. Children needs include proper nutrition, upbringing, good health and sports. Therefore, the responsibility of provision of this education is of all stakeholders of education and training.

Issue
The state of provision of Nursery education

Explanation
Children under five years are served through Ministry of Health and Social Development. Education provided to these children is un-coordinated. Many centres that provide this kind of education do not merit to be foundations of education culture. Besides, such education is provided without respective centres being accredited and coordinated formally, therefore short of control over provision of such education. The infrastructures for provision of nursery education are few and unfriendly children. This situation affects better upbringing of children. Therefore, there is a need of making sure nursery education is recognized and coordinated.

**Objective**
To have strong foundation of education and training to children in order to discover talents and abilities and to develop their abilities physical, mentally and mannerly

**Declaration**
1. *The government in collaboration with stakeholders will make sure that education provided by nursery schools is recognized and coordinated.*
2. *The government in collaboration with stakeholders will make sure that children in nursery schools are provided with good services enabling them to have better education.*
3. *The government will make sure Nursery Education Syllabi is developed to serve the needs of children and society.*
4. *The government will put in place procedures of recognizing students with special talents in nursery schools that they could be developed to the high levels.*

**5.4 Pre-primary Education**
Currently, Pre-primary Education is provided for two years for children of 5 to 6 years. Experience informs that such education can possibly be delivered effectively for a year provided programs for this education are developed and delivered efficiently. Also, difference between children who underwent two years of this education and those of one year is not vivid. Due to this fact we can possibly reduce time of Pre-primary Education from two years to one year without affecting the quality of education provided.

**Issue**
Administration of Pre-primary Education

**Explanation**
Pre-primary Education has been provided for period of two years. The period of two years delays a child to join primary education because a child of 5 years is capable of joining primary education provided is prepared properly. Besides, the age of five years will reduce avoidable costs taking into consideration teachers needs, costs to parents and administrative costs.
In order to increase efficiency in provision of education at this level there is a need of reducing time spent at Pre-primary Education from two years to one year.

Objective
To have efficient system in the provision of Pre-primary Education

Declaration
1. The government will make sure all children of four years receive better Pre-primary Education for the period of one year.
2. The government, in collaboration with other stakeholders will make sure that children in Pre-primary Education classes receive relevant services including health and balanced diet.
3. The government will set procedures to identify talented children in Pre-primary Education classes in order to develop them in the higher levels.

5.4.1 Medium of Instruction in Pre-primary Education

Issue
Medium of Instruction

Explanation
Pre-primary Education prepares children to efficiently continue with primary education. It also improves the rate of development of children's communication skills and cooperation between them. These tasks and others need a solid foundation in the development and use of the language that the children will need in the next school levels. In order to strengthen different knowledge and skills of children it is necessary for them to be taught using the language which is spoken by the majority in the country. In Pre-primary Education level the children need to be equipped with communicational ability by being instructed using the languages that are widely spoken in Tanzania, in Africa and in the world at large.

Objective
To improve the use of Kiswahili and English languages, in order to enable the children to learn effectively and fulfil the needs of the society.

Declaration
Kiswahili and English shall be the medium of instruction in Pre-primary Education. Also, both languages shall be taught as subjects.

5.5 Primary Education

Primary Education is delivered for seven years, and, according to the law, the children are obliged to be enrolled and attend school. The main objective of primary education is to lay
educational, social and cultural foundations. The primary education intends to provide children with knowledge, direction, experience and basic reading, writing and arithmetic skills. It also intends to make children identify and be aware of challenges in their environment and the techniques to overcome them.

2008 primary school enrolment shows that 97.2 percent of school going–age children were enrolled in the primary education. These statistics indicate the success of achieving Universal Primary Education in recent years, if the efforts to encourage the enrolment of school age children will continue.

**Issue**

Efficiency in providing quality universal primary education

**Explanation**

The main objective of primary education is to provide a child with early quality education and skills that will be a foundation for his education and training in the higher level education and prepare one for the labour market. At the moment the age to begin primary education is seven years. At this age the child is late for primary education whereas could have been obtained even earlier than that. This delay makes a child to begin primary education at age of many temptations that could eventually lead to child not to be enrolled or drop out because of child labour and pregnancy. Besides, experience shows that a 5 year old child can manage primary education. Therefore, there is a need to reduce the age for a child to begin primary education to improve the efficiency in the whole system of education.

**Objective**

To provide quality Universal Primary Education

**Declaration**

1. Primary education shall be the right of every one and shall be necessary to all children aged 5.
2. The government in collaboration with other stake holders shall make sure that all enrolled children attend and complete primary education.
3. The primary school cycle shall remain seven years.
4. The government shall continue to encourage the establishment, ownership and administration of government and private primary schools.
5. The government shall establish the means that will enable primary school learners to join secondary education and vocational trainings.
6. The government shall set procedures to identify and develop gifted and talented children.
7. The government shall set procedures to identify and develop children with special needs in their learning

Issue

Identification and development of gifted and talented children

Explanation

The current system of education gives a child to get a general early, primary and secondary education. There is no procedure to identify and develop gifted and talented children in all the three levels of education. The children with good performance in exams are the only one thought to be gifted. Students are selected to joining different training through their pass marks without considering their talents. This tendency does not provide an opportunity to identify and develop talented children in the early ages, and consequently loose the important human resource for the national development. There is a need to identify and develop children according to their respective talents.

Objective

To recognize and develop gifted and talented children

Declaration

1. The government shall set procedures to identify different talents of children and develop them in this level of education and training
2. The government shall recognize talented children and give them the opportunity to complete different levels of education according to their talents as early as possible.

5.5.1: Curriculum

Issue

Primary school curriculum
Explanation

Advanced and rapid development in science and technology, Information and Communication Technology in particular, has lead to a great change in the administration of economic and social activities. The situation has brought challenges in different social aspects, including education and training. The implementation of curriculum does not use Information and Communication Technology (ICT) as an alternative teaching and learning method. In addition, student development assessment is mainly based on knowledge instead of skills. Therefore, the primary school curriculum does not meet the needs of the graduates in dealing with social challenges and preparation for higher levels of educational and training. Due to that shortcoming, there is a need to review the curriculum in order to satisfy needs.

Objective

To have quality primary education that will satisfy technological, economic and social needs.

Declaration

1. Primary education curriculum shall be revived to cope with technological, economic and social changes.
2. Subjects about life skills, work skills, communication skills and entrepreneurship shall be taught theoretically and practically in primary school.

5.5.2 Medium of Instruction in Primary Education

Explanation

The official medium of instruction in primary education is Kiswahili. English is taught as a core subject. The ministry of education and vocational training has allowed the use of English as the language of instruction to some primary schools, particularly private schools. The decision was based on request from some people that their children to be taught in English instead of Kiswahili. There has been a wide use of English as a result of globalization, and also the use of Kiswahili increased within the country and in other continents. As a result, there are contending opinions about medium of instruction in primary education. All opinions are based on the use of Kiswahili and English. Therefore, there is a need to improve the use of Kiswahili and widen the use of English as the mediums of instruction in primary education.
Objective

To improve the use of Kiswahili and English in order to enable children to learn effectively and satisfy society needs.

Declaration

1. The mediums of instruction in primary education will be Kiswahili and English.
2. The government will improve teachers training in Kiswahili and English

5.6 Secondary education

Secondary education is provided to the students who completed primary education. The formal secondary education has two levels: four years of Ordinary level Secondary Education, and two years of Advanced level Secondary Education. Ordinary level Secondary Education starts in Form 1 – 4, and Advanced level Secondary Education starts in Form 5 – 6. The main objective of secondary education is to give an opportunity to the graduate to get experience that is knowledge, skills and direction in order to enable them to join institutions of professional training and higher education.

Issue

Opportunities for academic development and to improve work and life skills for children completing primary education

Explanation

The increase of primary education graduate has lead to a great demand of opportunities for the secondary schools. Also, the expansion of formal and non-formal sectors has increased the economic activities which need well trained and qualified human resources.

Despite the government efforts in building secondary schools, the available schools are not sufficient to accommodate all graduates of primary education. In 2007, the percentage of primary education graduates joined secondary education was 51.2. There is the need to resolve this situation in order to increase academic opportunities and availability of human resources needed in the labour market.

Objectives

1. To have academic opportunities that will satisfy the needs of primary education graduates.
2. To have secondary education system that will enable secondary education graduates to gain knowledge and different work and life skills and to continue with higher education.

Declaration

1. The government will expand and strengthen secondary education’s academic streams such as agriculture, commerce, vocational training and science.
2. The government will introduce vocational streams for secondary education which will provide knowledge and skills that could satisfy social needs and labour market.
3. The government will strengthen vocational education and training by introducing a third stream of secondary school which will enable primary school graduates to learn some secondary education subjects and vocational trainings. The subjects and trainings will enable them to continue with higher education and cope with labour market. This stream will also provide in-service training to technical workers.
4. The government shall make sure that the students enrolled in the formal system of secondary education complete their studies.

5.6.1 Form 1 selection

Issue

Form 1 Entry Qualifications

Explanation

Students registered in form 1 are required to have completed primary education and pass according to the level established by the government. Some private schools register form 1 students by using their internal examination without considering continuous assessment of the student in their primary education cycle. This fact reduces the quality of primary education leavers in the secondary education. There is a need of using firm standards in the selection of form 1 students. This criterion will help to select form 1 students who can cope with secondary education.

Objective

To have appropriate form 1 entry qualification for maintenance of quality education
Declaration

Selection for form 1 students in government and private secondary schools will be done according continuous assessment of a student in primary education cycle and the pass mark in primary education final examination.

5.6.2 Form 5 selection

Issue

Form 5 Entry Qualifications

Explanation

For the student to be selected for Advanced Secondary Education, shall have a pass mark of at least grade “C” in three subjects in the final ordinary level secondary education examination. Some private secondary schools select form 5 students using criteria other than the ones accorded by the government. Moreover, minimum entry qualification in the higher educational institutions, such as university, is to get grade ‘C’ from three examined subjects in ordinary secondary education. In order to obtain students with abilities to pursue higher education, there is a need of strengthening procedures for selection of students joining form five.

Objective

To have firm procedures and entry qualifications for advanced level secondary education

Declaration

Selection of students joining advanced education level will be based at minimum of student pass mark “C” on three examined subjects at completion of ordinary secondary education, at least one “C” from subject of intended advanced level combination. Also the student must have passed all combination subjects.

5.6.3 Medium of Instruction

Issue

Medium of Instruction for secondary education
Explanation

Medium of instruction for secondary education is English. Various research informs that human being understand subject matter if taught in ones language, and it is necessary to be ones first language. Experience around the world informs that societies have been using their languages to acquire knowledge and foreign language is taught for communication. Students at secondary education are conversant with Kiswahili and English than other languages. In order for them to understand concepts, languages which are widely used are going to be tasked for knowledge delivery.

Objective

To strengthen the use of Kiswahili and English in order to enable students to learn efficiently and satisfy public needs

Declaration

1. The medium of instruction in secondary schools is English

2. The government will strengthen training for Kiswahili and English teachers

3. Kiswahili and English will be taught as communication languages at secondary levels

5.7 Teachers Education

Teachers education is within the third level of education system. It is provided at higher education colleges and colleges of vocational education and training administered by government and private sector respectively. These colleges runs independent education programs for different awards, they provide Certificates, Diplomas and Degrees. Some universities run specialized programs of teachers education and issue certificates for instructors of teachers colleges. Higher learning institutions provide Certificate, Diplomas and Postgraduate Diplomas. Colleges of Vocational Education and Training provide Diplomas of Vocational Education and Training for teachers of Vocational Secondary Schools. Teachers for Vocational Education and Training Authority (VETA) Centres are prepared by the Authority’s Morogoro College. Teachers colleges for secondary school teachers provide diplomas according to secondary schools subjects. Some colleges prepare certificates teachers for primary schools and Diplomas for primary and secondary schools teachers. Universities provide Degrees and Post-graduate Diplomas for secondary schools and colleges teachers and instructors respectively. Teachers for special education are taught at Patandi College of Education which provides Certificate and Diploma, and Bishop Sebastian Kolowa University, Open University and University of Dodoma provide Degrees.
Issue

Teachers Training

Explanation

Training offered from many colleges lacks content linkage from the certificate level to diploma and degree levels. Also, programs in teachers training from certificate, diploma and degree level lack link to that could enable a teacher to continue from one level to the other. It is better to have similar basic education for teachers of all grades.

The demand for teachers at all levels is very high and continue to rise. Expansion in teachers’ education has got to go hand in hand with teachers development programs. Due to social, technical and economical changes there is a need to reset training programs to enable teachers to work more effectively.

Objective

To have enough well qualified and connected at all levels of teachers training

Declaration

1. Teachers Training Colleges will continue to be under the Ministry entrusted with education.

2. Governmental and non-governmental owned colleges will continue to train teachers basing on policy, law, principles and directives given by the Ministry entrusted with education.

3. The government will put into place programs for basic teachers training to all teachers and make programs for subjects of education to have a technical linkage for all levels.

4. Government in collaboration with partners will continue to expand and upgrade structural teachers training to satisfy national demand.

5. Preparation of teachers will be based on national demand earmarking science, languages, math and technology.

6. Government will direct private sector to engage in vocational teachers training.

7. The government will strengthen the delivery of teachers in adult education and non-formal education system.
5.7.1 Qualification of Instructors

Issue
Qualification of instructors for teachers colleges

Explanation
Some of the instructors in teachers colleges do not have qualification to train teachers. Instructors in such colleges have diplomas and first degree in science and social science. Also, some lacks teaching experience. This causes education for teachers to be given in the style of teaching students in schools resulting in failing to get teachers who are qualified in teaching.

Objective
To have qualified instructors to instruct teachers training colleges

Declaration

1. The government will lay out procedures in getting instructors who will be well qualified and experienced.

2. The minimum qualification for instructors in teachers training colleges will be university graduates.

3. Teachers training colleges will have equipments and programs in teaching to enable instructors upgrade.

5.7.2 Medium of Instruction

Issue
Medium of instruction for teachers training
Explanation

Medium of instruction for teachers training at Certificate level is Kiswahili and English at Diploma and Degree levels. Although English and Kiswahili are used for teaching in colleges, they have yet to satisfy methodologies in communication for teachers graduating from those colleges. In order to facilitate better understanding, languages commonly used in the country will be used to enable trainees to better understand different concepts in colleges.

Objective

To have a teacher capable of using language to teach concepts and contents from the curriculum

Declaration

1. Medium of instruction for teachers’ education will be Kiswahili and English.
2. Communication skills program will be compulsory for teachers education

5.7.3 In-service Training for Teachers

Issue

In-service training for teachers

Explanation

The ability of a teacher to teach effectively and to cope with changes in curriculum depends on in-service training. These trainings include presentation, feedback and other in-service training. They enable the teacher to compare skills learnt at teachers college and the teaching needs on the ground in order to cope with changes in the profession and ones professionalism.

For a long time there were no sustainable programme for offering such trainings. Also, research shows that there is no equal opportunity for such training geographically, and the training does not target the actual needs of teachers. This affects efficiency of some teachers.
Objective

To have sustainable in-service training for teachers

Declaration

1. The government will put sustainable in-service teachers training program

2. There shall be compulsory presentation and feedback training to ensure quality teachers education.

5.7.4 Long Term Teaching Practices

Issue

Long term teaching practices for students of teachers colleges

Explanation

Long term teaching practice enables students to use the skills taught in real situation. These practices enable trainees to gain experience to encounter real situation in their future work environment.

Prolonged teaching practice and important aspects in practical training have not been implemented effectively due to transport problems and lacks of funds. This situation result in ill-trained teachers.

Objective

To have practical training in order to strengthen expertise of teachers graduating from colleges

Declaration

1. Practical training in laboratories and workshops and prolonged teaching practice will be strengthened at teachers colleges.

2. The government will ensure that owners of public and private owned teachers colleges meet practical training costs for trainee teachers.
5.8 Technical Education and Training

Technical education and training combines all types of technical training after secondary education in different colleges under the Ministry entrusted with education and training, private sector and other ministries in the country. Technical and vocational training are among different types of education given by different training institutes in primary level, especially after completion of ordinary secondary education. The lowest level is given by institutes under VETA and in some secondary schools. The higher levels are given by the Ministry and different institutes, public owned and privately owned.

Issue

Delivery of Technical Education and Training

Explanation

Technical Education and Training at levels of skills (Trade Test Grade I, II, III) Full technician and at level of technician are issues that have brought confusion in better coordination of delivery of technical education and training in the country. Vocational Education and Training Authority, VETA oversees the Trade test training and the National Accreditation Council for Technical Education (NACTE) oversees technical education and training at levels of full technician and other profession disciplines. These bodies work without any linkage. Also, some colleges certificates and education quality rendered varies; and some are yet to be accredited by the authorities entrusted with Technical Education and Training.

Lack of coordination in supervision of training programs in different specializations deprive a graduate of technical training opportunities to continue with trade test and technicians courses. Also, there is no linking body for technicians grades and trade test and general education which could enable a graduate to pursue higher professional levels. To get better proficiency in technical education and training there is a need to put into place a linkage which will enable students to obtain education which can enable them to pursue higher levels of training. From this weakness there is a need to strengthen the mode and set-up of technical education and training to bring about efficiency in the delivery of technical education from low, middle to higher levels.

Objective

To have coordination and gradual monitoring in provision of technical education in the set-up of education and training in the country
Declaration

1. The government will strengthen the procedures for official recognition and coordination of governmental and non-governmental colleges which provide technical education and training.

2. The government will put in place procedures that will enable stakeholders of technical education and training to strengthen their relations and cooperation.

3. The syllabus for technical education and training will be modified to enable linkage between one grade and the other.

4. The government will ensure that technical education and training given satisfy national and other sectors needs.

Issue

Instructors of Technical Education and Training

Explanation

Changes in the education set-up from primary, secondary and vocational level have increased demand for instructors to teach different specializations. Also, the number of schools and technical colleges has been increasing steadily resulting in the high demand of instructors year after year. Currently, there is only one college which produces graduates of technical education which does not meet national demand. Also, there is no formal preparation for instructors of technical colleges.

Besides, the increase in demand is also made worse by graduates who drop-out seeking greener pastures away from the education system. Therefore, there is a need to increase availability of instructors and retaining the existing ones.

Objective

To have enough well trained instructors to satisfy technical education and training

Declaration

1. The government will expand the delivery of instructors in education and training

2. The government will strengthen the procedures and incorporation of private sector in producing instructors for technical education and training.
3. The government in collaboration with partners will provide attractive environment to attract and retain instructors.

4. Qualifications for instructors in technical education will be university degree in the relevant field of teaching.

Issue

Traditional Technology in the Syllabi of Education and Training

Explanation

Traditional technology in the society is a treasure that needs to be retained and developed. This technology uses traditional raw materials which if developed will contribute in poverty alleviation in the society enhancing national economic growth.

Despite the importance, the syllabi of technical education and training has not incorporated traditional technology

Objective

To have efficient use of traditional technology for development of the society

Declaration

Traditional technology will be described and attached in the curriculum of vocational education and training.

Issue

Expertise in mid-level vocational training and education

Explanation

The middle level of vocational education and training does not produce enough graduates with required skills for the labour market. This is due to closure of some colleges some of them starts to give out degrees and reduce the total number of graduates in the middle level while there has been an increase in the need of those experts. However, the available colleges do not yield enough experts to fulfil the needs. The experts in this field are required
not only in service and production sectors but also in providing practical education and training. Therefore, there is a need of increasing capacity of producing experts for different fields of vocational education and training.

**Objective**

To have mid-cadre experts who have vocational education with various skills to satisfy the needs

**Declaration**

1. Regional Vocational Educational and Training Colleges will be strengthened and uplifted their status to Polytechnic Colleges.
2. Colleges of vocational education and training will provide training in different fields at once so as to widen the capacity of graduates and prepare them for the mid-level training programs.
3. The government in cooperation with stakeholders will strengthen colleges for citizens’ development in order to increase provision of vocational education and training.
4. The government in cooperation with stakeholders will broaden and strengthen vocational education and training.

**5.9 Higher education**

Higher education is usually given after secondary education of advanced level in order to get human resources with expertise and knowledge on different fields. This kind of education is provided in public and private colleges in both formal and non-formal systems.

**Issue**

Experts with higher education

**Explanation**

Enrolment of students from the target age-groups in colleges of higher education countrywide is small because of low capability of those colleges although they are many. Also, their running costs are high and their infrastructures are not enough to satisfy needs of different groups and disciplines. This condition causes some of graduates not to have the required skills to meet the needs of the labour market. Therefore, there is a need to increase space in higher education together with improving infrastructures.
Objective

To have experts who meet the needs of the society.

Declaration

1. The government will rationalize needs and expenditure of colleges of higher education in order to increase efficiency in provision of higher education.
2. The government in collaboration with stakeholders will give more opportunities in higher education to different groups including those living in difficult conditions, the disabled and women.

Issue

Experts with Masters and PhD Education

Explanation

Higher education colleges and universities need lecturers of Masters and Doctorial levels. Experts with this knowledge are needed in different sectors of production and service. Besides, enrolment in Masters and Doctorial training is not sufficient to satisfy the needs. In addition, these programs take long time for one to graduate and therefore discouraging most of students with qualifications to join them. This condition makes higher education colleges and universities to suffer shortage of lecturers and experts in various sectors.

Objectives

To have experts with Masters and Doctorate education who satisfy needs.

Declaration

1. The government will put in place procedures of sponsorship for Masters and Doctoral training in rare professions.
2. The government in collaboration with different stakeholders will add more opportunities for Masters and Doctoral training.
3. The government will make sure that administration of higher degrees is efficient.
4. The government in collaboration with stakeholders will create an environment which will enable colleges of higher education to have distinct operations and be recognized as centres of excellence.
Issue

Maintenance of instructors and lecturers in their respective employment posts

Explanation

Colleges of higher education and universities are losing instructors and lecturers who move to other places with better working conditions and better pay causing massive shortage of lecturers, especially in fields of mathematics, science and language. Despite the availability of infrastructures including ICT, low salaries of instructors and lectures do not attract them to remain in their jobs. Therefore, it is important to create better working environment in order to obtain and maintain experts with required qualifications.

Objective

To have instructors and lecturers for various fields to meet needs.

Declaration

1. The government in collaboration with stakeholders will put in place good working environment to attract instructors and lecturers to remain in their employment.
2. The government will ensure that higher education meets the requirements of labour market and uses modern infrastructures including ICT.

Issue

Training Programmes for Science and Technology in various colleges.

Explanation

The demand for experts of science and technology is massive and it continues to grow along side its usage. In this century, science and technology experts are the foundation for big development and transformation in all areas. Despite this direction, there is no projection on national human resource needs. This condition leads colleges of higher education and universities to admit students without guidelines about national expert needs. Therefore, it leads towards having some learning programmes which do not target the needs of experts.

There is a need to have projections on national human resource needs in order to accomplish scientific and technological transformations for national development.
Objective

To have training programs and research that targets the national needs.

Declaration

1. *The government in collaboration with stakeholders will place the actual projections on national experts need on science, technology and social science.*

2. *The government in collaboration with stakeholders will widen and strengthen training programs and research of science and technology in higher learning institutions.*

Issue

Academic and organisational cooperation between national and foreign colleges and institutes

Explanation

Colleges and higher learning institutions are supposed to have communication and relations in order to enable comparative training programs, reduce operation cost through joint use of resources and exchanging students and experts. This will increase efficiency and morale in providing higher education. Therefore, it is important for colleges and higher learning institutes to strengthen the relations among themselves.

Objective

To have educational communication and relations between colleges and institutes of higher learning in order to bring about productivity and efficiency

Declaration

1. *The government will put in place regulations which will enable colleges and institutes of higher learning to strengthen relations among themselves for the benefit of the nation.*

2. *The government will encourage and extend academic and institutional relations, nationally and internationally basing on national interests.*
Issue

National education standards

Description

Colleges and institutes of education and training of all levels plans and administer training, and then they provide certificates and awards according to the level of education and training. In order to make sure that those awards and certificates are recognized inside and outside the country, it is important to have a nation standardized system for awards and certificates which coincide to international systems. The system will correct current defects on existing qualifications of education and training provided in the country and in foreign countries.

Objective

To have a national education standards on awards and certificates which coincide to international systems

Declaration

The government will place and administer national education standards on awards and certificates in all levels of education and training.

5.10 Adult and Non-formal Education System

Adult education involves provision of knowledge and skills of reading, writing and arithmetic and progress after obtaining it. It also includes studies and skills in certificate, diploma and degree levels. Adult education provides opportunity of life-long learning.

Non-formal education system is the one provided to those who have missed formal education in all educational levels. Provision of this form of education depends on needs of the target group. Besides, these programs have a planned structure and use interactive method in learning.

Non-formal education can be obtained from everyday living, where gains something meaningful, knowledge and skills from the daily experiences and through means that makes one learn from the environment.

The Ministry responsible for education and training administers the preparation of adult and non-formal education system policies. It analyses and establishes standards for the policy implementation, and it coordinates and evaluates adult and non-formal education programs. Institute of Adult Education provides education through distance learning and face-to-face
interaction and it provides academic and professional training at certificate and diploma levels.

Continuing education in various vocational skills is provided by Vocational Education and Training Authority, Ministry of Community Development, Gender and Children and the private sector. The authority also administers some of vocational education and training centres and other centres are administered and run by private sector. Also, this form of education is provided by private sector institutions in a form of part time.

Non-formal education and training system require strong coordination to keep focused and linking it with the formal education system.

5.10.1 Adult education

Issue

Basic education for adults.

Explanation

Delivery of adult education is affected by unattractive infrastructure for adults to participate. Besides, methods used do not satisfy adults’ requirements. Also, there are not enough specialised experts and infrastructure to satisfy the adult education needs. Due to those conditions, there is a need to improve the infrastructure and education delivery methods adult education and specialised teaching experts.

Continuing education provided through Inclusive Community-Based Adult Education (ICBAE) has not reached the whole target group in the society. This is caused by inadequate infrastructures, human resources, finances and tools. There is a need of strengthening provision of this education to all those in need because newly acquired skills support the existing skills of reading, writing and arithmetic for society’s development.

Objective

To have adults with basic education and continuing education

Declaration

1. The Ministry entrusted with education and training in cooperation with local council and other stakeholders will prepare a program of continuing adult education.
2. The government will prepare training programmes for adult education teaching to teacher trainees, those in-service and retired teachers who are able to teach adult education.

3. The government in cooperation with stakeholders will make all education and training institutes countrywide to be centres for adult education.

5.10.2 Non-formal Education System

Issue

Providing non-formal education

Explanation

Non-formal education is provided by the Ministry, Government agencies and Non-Government organisations and individuals. This kind of education is provided without strong national coordination. This condition causes variation in quality educational standards compared to formal education.

Objective

To have strong coordination in provision of non-formal education system

Declaration

1. The government will establish procedure of recognizing and coordinating all centres that provide non-formal education.
2. The government will change the structure and responsibilities of Institute of Adult Education and make it Institute of Adult and Non-formal Education.
3. Institute of Adult and Non-formal Education will coordinate all centres for distance learning and continuing education except those under the coordination of other ministry’s organs.
4. Vocational Education and Training Authority will coordinate all centres that provide vocational education and training.

5.11 Administration and Management of Education and Training

Provision and management of education and training in the country are handled by the Ministry of Education and Vocational Training in collaboration with other ministries, organizations and governmental organisations and non-government organisations.
Administration of private sector teachers colleges, vocational colleges, colleges of higher education and universities is under the Ministry of Education and Vocational Training. Moreover, public/government teaching colleges are being administered and run by the Ministry of Education and Vocational Training. However, the administration and management of public primary and secondary schools has been moved to the local council level.

Institutes and organizations that are under the Ministry of Education and Vocational Training have legal authority to manage their activities. In that case, they are not coordinated strongly. Non-governmental organizations and institutes run and provide education without strong coordination. Due to the existing relations and the broad education sector, there is a need of strengthening coordination by linking relations in all education levels and various sectors.

**Issue**

Curriculum, formal recognition of colleges, awarding and control of quality of education provided in different education and training levels.

**Explanation**

Tanzania Institute of Education, National Examination Council of Tanzania, Library Services Board and College for Management Training of Educational Personnel, which has been transformed into Agency for Development of Educational Management, were established legally in different times and before enactment of Law of Education No.25 of 1978 and Education and Training Policy of 1995.


The laws that established those institutes and authorities weren’t in conformity with Law of Education No.25 of 1978. Every institute has a board of directors that gives last decision on issues of managing education and training in areas of their authority. The works of those institutes do not have proper coordination and therefore brings about curriculum that is being used by those institutes in different levels to be short of equity. The results are that some awards given by those institutes are not recognized and to bring about difficulties in acceptance of graduates to continue with education in higher levels.

**Objectives**

To have equivalence in preparation of curriculum and awards giving at different levels of education and training
Declaration

1. The government will establish a national body that will manage/administer formal recognition of schools and colleges; awards giving; preparation of curriculum; examination and certification at different levels so as to bring about productivity and efficiency in the education sector.

2. The government will put in place national education standards.

5.11.1 Advice on Administration and Management of Education and Training

Issue

Education Advisory Council

Explanation

The government needs to be advised widely in issues concerning education and training. The advice can be obtained through having a body which will liaise all stakeholders who have knowledge and ability in issues of education and training from the government and private sectors. The current education advisory council doesn’t have a strong secretariat.

Objectives

To have a continuing procedure of advising the Ministry.

Declaration

1. The government will strengthen the Education and Training Advisory Council so as to enable it to bring up issues and advise the government on management of education and training in the country.

2. The government will establish education and training advisory councils in regions and districts which have the ability to bring up issues and advise accordingly.

3. The government will develop a strong secretariat for the Education and Training Advisory Council which will coordinate views and discussions from different stakeholders.

5.11.2 Educational organisations’ boards

Issue
Engagement of society in the management and administration of schools and colleges/universities.

Explanation

Administration and management of educational and training organizations to a larger extent has been under the relevant organizations. Society’s engagement in administration of schools and colleges is minimal and most of the times depend on the will of schools’ or colleges’ administration than proper procedure of engagement. It is important to transform this system by strengthening organizations’ boards/committees so that leaders of the organizations become responsible to their Boards/Committees. Additionally, parents are major partners of teachers in providing education, training and wellbeing of students. Where there is a good relationship between parents and teachers, student’s progress is good. The success of such organizations concerns parents and the society as much as it concerns the teachers.

Objective

Effective participation of the society in management and administration of schools and colleges/universities.

Declaration

1. Primary schools will continue having School’s Committee; while secondary schools and teaching colleges will continue having Boards which will oversee the management of schools and colleges.

2. Committees/Boards of schools and colleges will establish good relationships between parents and teachers (Parent-Teacher Associations) which will unite parents and teachers in schools

5.11.3 Land for Educational Use

Issue

Land titles/ownership of land for education and training organizations.

Explanation

Education and training organizations needs enough land, peaceful environment, calmness and security to make sure good quality education is provided. However, they need enough land for the current needs and extension for later developments. There has been a practice of land grabbing of reserved areas for public and private education and training institutions.
Moreover, unnecessary bureaucracy has always delayed availability of land titles to private organizations. This situation drawbacks the government efforts to include the private sector in providing education and training. There is need to have land titles to all education and training institutions in order to protect land owned by such institutions from being grabbed.

**Objective**

To have education and training institutions with land titles.

**Declaration**

The government in cooperation with stakeholders will make sure that all education and training institutions have land titles.

**5.12 Governance and Administration**

**Issue**

Qualification of leaders in education and training.

**Explanation**

Quality governance and administration is important for efficiency of education and training system. However, there are some leaders who do not have the educational and expertise qualities. Leaders and administrators of education in the levels of national, regional, district and organisations do need to have experience, high educational and expertise qualities and skills in administration and governance of education.

**Objective**

To have efficiency in implementation of the Education and Training policy.

**Declaration**

1. *All leaders of education in national, regional, district and institutional levels will be responsible for coordination of plans, provision, management, administration and control of quality of education and training in formal and non-formal systems in areas under their authority.*
2. *Leaders at national, regional, district, ward levels and in all levels of formal education and training institutions will have degrees, professional training in education and administration, plus having the required experience.*
3. **Positions for educational officer for region, district and ward levels will be given full authority of managing formal and non-formal education and training and oversee the implementation of policies in areas under their control.**

4. **Positions for head teachers and schools leaders and colleges will be recognised in the formal system of the ministry and will be having the powers to ensure proper implementation of Education and Training Policy at that level.**

**Issue**

Responsibility of education leaders in local councils and regions.

**Explanation**

Education leaders at regional and local councils levels are appointed and given policy instructions by the ministry responsible for education administration. According to the education law, these officers are responsible for managing implementation of education and training policy in their areas. According to the Laws of Regional Administration, the Regional Education Officer is the advisor on educational matters in the regional secretariat and he/she reports to the Regional Administrative Secretary. According to the rules and regulations of local government, the District Education Officer is the head of department of education. Therefore they are affected in performing their roles in managing the implementation of the Education and Training Policy since they are responsible to more than one authority at the same time.

**Objective**

To have efficiency in implementation of education and training policy.

**Declaration**

The government will put in place procedure which will enable education leaders of regional and district levels to implement effectively the education and training policy and laws as guided by the ministry responsible for education.

**Issue**

Top qualities for appointment (superlative posts) to leaders in various levels of education and training.

**Explanation**
Implementation of education and training policy is administered in levels of regions of education, regional, district, ward, teaching college, secondary and primary schools. Leaders in such levels are not given the top quality for appointment (superlative post). This condition decreases the standards in management and reduces their job performance. There is a need to motivate them and improve the standards of their posts to improve management and job performance.

Objective
To have managers of implementation of education and training policy who have top qualities for appointment.

Declaration
The government will put in place procedure of recognizing positions of management of implementation of education and training policy in the ranks/levels of regional, district, ward and colleges and schools to make them possess special status in service (superlative posts).

Issue
Service to teachers

Description
Teachers are always given pre-training, on job training and assigned jobs by the Ministry of Education and Vocational Training. After being employed, teachers of public teaching colleges are paid by the Ministry of education and vocational Training while those teachers in primary and secondary schools are paid by salary by council. All teachers promoted and public service commission and department of service for teachers (TSD). These two authorities have lack of communication about services that they provide to teachers. This condition makes teachers to get their rights late or not to get at all.

Objective
Efficiency in provision of services to teachers

Declaration
1. The government will establish procedures that would enable employers of teachers to be responsible with all employment dealings of teachers.
2. The government will establish a professional body for teachers which will be responsible with registration, teachers development and administration of teachers ethics and professionalism.
3. The government will make sure all teachers with recognised certificates from private and public schools and colleges are provided with teaching license.

Issue

Teachers Development Centres

Explanation

Teachers Development Centres are integral part of development and strengthening teachers professionally and their professionalism. These Centres are places for provision of knowledge and existing skills close to their working stations. Their objectives include to stimulate invention and discoveries of new teaching methods and preparation of teaching and learning instruments. Besides, these centres provide opportunity for exchange of new ideas and professional experience among teachers.

Objective

To have enough and quality Teachers Development Centres

Declaration

The government in collaboration with stakeholders will establish and strengthen Teachers Development Centres at ward level for teachers of all levels.

Issue

Management of Data from Institutes of Education and Training

Explanation

Efficiency in leadership depends upon, to the large extent, the presence of reliable system of serving networked data. Data is essential in decision making and planning for education and training programs. It is significant for information pertaining to education and training to be served safely and in order thus they could be accessed easily and used by stakeholders for development activities.

Objective

To have a reliable system of management of networked data of education and training
Declaration

*Ministry of Education and Vocational Training will establish a reliable system for management of networked data from institutes of education and training.*

Issue

Cooperation between the Government of United Republic of Tanzania and Revolution Government of Zanzibar

Explanation

Higher education is a union matter, while other levels of education are not. Nevertheless, the educational sectors in Mainland Tanzania and Zanzibar have a relationship and cooperation in matters concerning the curricular and examination, at secondary school level and teacher training colleges. There is also frequent institutional communication and discussions on the development of curricular and syllabi on both sides of the Union Government, in order to have equilibrium in educational issues. There is a great importance in sustaining such a relationship.

Objective

To strengthen the educational cooperation / collaboration and relationship between Mainland Tanzania and Zanzibar.

Declaration

*The Government of the United Republic of Tanzania and the Zanzibar Revolutionary Government will strengthen their collaboration in Education and Training issues.*

5.13: The Capacity in Education

The executive capability in educational and training issues includes human resources, finances, infrastructure and working tools / equipment. Some of the high level educational leaders / guides at different levels lack adequate experience / knowledge and qualification / reputation which is needed in order to implement supervisory and operational roles in education and training.

The number of executers at all educational and training levels does not satisfy the needs and there is lack of enough working tools / equipment. There is also gross deficit of teaching and learning equipment, and the infrastructure is inadequate and old. This includes classrooms and lecture rooms in primary and secondary schools, teachers colleges, technical colleges, higher learning institutions and universities; laboratory and workshop equipment. This situation affects the delivery of good quality education.

Issue

Human Resources.
Explanation

Due to formalization of Pre-primary Education, an increase in the demand for this education in the society and general increase in human population, the needs for qualified Pre-primary Education teachers have increased.

The increase in numbers of pupils / students in primary and secondary schools has caused a large need for teachers. Also, the current qualifications, certificate level for primary school teachers and diploma level for secondary school teachers, are not congruent with the changes in science and technology. Also, there are some teachers’ and technical college tutors who fall short of appropriate qualifications of bachelor’s degree level.

In higher education institutions, there is a significant deficit of lecturers in different professional and expertise fields. This causes a deficit and weakness in preparing / developing a competent professional workforce to satisfy the employment market. Also, the servants / workers get inadequate in – service training, which denies them the opportunity to learn / know new techniques in the implementation of their roles and enhance the quality of their work execution.

The expansion of both formal and non-formal sectors has increased the spectrum of the economic activities, which need a workforce which has received a good quality education and training on technical issues and entrepreneurship skills. Nevertheless, in production and service provision sectors, there is a significant deficit in professional specialists.

Objective

To have a qualified and professional workforce which is need / satisfaction oriented.

Declaration

1. The Government will lay down a system of obtaining a workforce (human resource) with appropriate qualifications in order to satisfy the required needs at all levels of education and the employment market.

2. The Government will lay down a comprehensive confrontatory training system and in – service training for all workers / servants of all levels of Education and Training sectors.

3. The Educational Leadership Development Agency will be strengthened and there will be the institution of the establishment of the College of Management for Education Servants for provision of education management training and general training for all levels of Education and Training sectors.

4. The Government in collaboration with the stakeholders will lay down a conducive environment for outsourcing and developing librarians, laboratory assistants, laboratory technicians and workshop tutors.

5. The Government in collaboration with the stakeholders will lay down a system for graduates of the Technical / Vocational Training Education to be attached /
under apprenticeship in the private and public sectors so that they can build up experience.

Issue

Availability of Teachers at all levels of Education and Training.

Explanation

There is a significant deficit of appropriately qualified teachers at the different levels of Education and Training sectors. This is due to the diminished ability of the colleges to prepare teachers both through the need satisfaction and professional – wise. Also, some of the teachers leave the teaching profession due to the non-conducive employment environment. There is an importance for increasing opportunities and enhancing the quality of work and employment.

Objective

To have teachers that satisfy the needs.

Declaration

1. The Government in collaboration with the stakeholders will increase the opportunities for Teachers’ Training Education in order to satisfy teachers’ needs at all levels of Education and Training sectors.

2. The Government will continue to involve the stakeholders in enhancing the quality of working and employment for teachers and their fringe benefits.

Issue

The Infrastructure; and Teaching and Learning Equipment.

Explanation

The existence of adequate and appropriate infrastructure is important in enhancing the quality of Education and Training sectors at all levels. Appropriate and friendly infrastructure existing in schools, colleges and many Educational Institutions including buildings, equipment and machinery, water and electricity systems have worn out and are still inadequate. In spite of the presence of development plans for Education and Training issues, there isn’t a sustainable system which makes sure that the infrastructure tallies with the increase in the consumers ( of the service).

Objective

To have appropriate infrastructure; satisfy all the needs, for all concerned at all levels of Education and Training sectors.
Declaration

The Government in collaboration with the stakeholders will make sure of the existence of adequate, appropriate and friendly infrastructure at all levels of Education and Training sectors.

Issue

Teaching and Learning Equipment

Explanation

There is a significant deficiency of teaching and learning tools, including laboratory and workshop equipment at all levels of Education and Training. Also, a majority of the existing equipment is worn out and thus affecting the prosperity of educational services delivery.

Objective

To have of good quality teaching and learning equipment, which also satisfy the needs.

Declaration

1. The Government in collaboration with the stakeholders will make sure of the existence of adequate and appropriate teaching and learning equipment at all educational levels.

2. The Government will lay down a system of boosting up the morale of the ordinary citizens who will create, produce and distribute educational tools / equipment.

3. The Government will boost up the morale of book developers / composers, book publishers and manufacturers of educational equipment / tools for teachers and pupils / students with special needs.

4. The Government will encourage and boost the morale of manufacturers of scientific and workshop equipment / tools for Educational and Training use.

5. The Government will lay down a system of making sure that there are adequate teaching and learning books to all Educational and Training levels.

6. Text, supplementary and reference books for primary and secondary levels will be approved by the concerned authority which has been delegated such authority.

5.14 Education and Training Delivery

The Education and Training provided is supposed to consider equal opportunity to all peer groups and all social groups. Also, emphasis is put on the quality of the education and the training provided, so as to satisfy the societal needs and enhance patriotism thus building the nationality spirit. In order to enable the existence of opportunity and equality in education and training service delivery, it is important to have colleges and schools
having appropriate environment and infrastructure / enabling factors to satisfy the registration and admission of all groups.

**Issue**

**Opportunity and Equality**

**Explanation**

Provision of Education and Training service considers the availability of education and training opportunities without gender, race (color), tribal, religious, social status or income level discrimination in order to reach the goal of primary education for all and offer a wider range of opportunities to different social groups. Also, primary level education is a basic right of every citizen. In spite of the Governments’ efforts to provide educational opportunities to all social groups, some of the groups are not appropriately / adequately reached yet due to social, economic and geographical reasons. This situation causes deficiencies in reaching the national and international development goals.

**Objective**

Having equality in Education and Training services provision.

**Declaration**

1. The Government in collaboration with the stakeholders will make sure of equality in the availability of education and training.

2. The Government will make sure that all its citizens have opportunities and access to primary education.

3. The Government will continue to expand the availability of opportunities for secondary and higher level education.

4. The Government will continue to encourage and ensure balance in the distribution of educational and training institutions.

**Issue**

Nationalism in education and training service provision

**Explanation**

Secondary education is provided in boarding and day schools, both in government and private schools. Government owned day schools which were built by the citizens’ efforts educate more students who come from their local areas rather that from other areas of the country. This reduces the mixture of the students thus bringing out and encouraging more ethnicity instead of strengthening and developing a nationalistic culture and patriotism. Mixing of students provides a wider range opportunities in sharing experiences and knowledge thus raising / increasing their prosperity in the use of their talents. Boarding schools used to select students from different areas of the country basing on the criterion of special regional quota, for ordinary level secondary education. This system was aiming at
developmental equality and strengthening nationalism among the students and the society as a whole.

In the advanced level secondary education, the students are selected by considering their passing grades and the subject combinations which they excelled at and chose in their National Form Four Examinations, to day schools with hostels and boarding schools all over the country. The mixture of students in the advanced level secondary education does not consider their local areas where they originate from as is the case in ordinary level secondary education, where the mixture of students is for the whole country. Thus, there is a need for strengthening ordinary level secondary boarding schools in order to have equality in educational development, and to develop and strengthen nationalism among students and the citizens.

Objective

Equality in Educational development and development of nationalism.

Declaration

1. The Government in collaboration with the stakeholders will continue to construct and expand secondary boarding schools.

2. The Government in collaboration with the stakeholders will continue to encourage construction of adequate hostels in secondary day schools.

3. The Government will have to lay down a system to enable boarding schools and day schools with hostels to receive students from different parts of our country.

Issue

Groups with special needs

Explanation

In spite of efforts done to enable all the people to receive education, some of the groups in the society have not been receiving the education as intended. Some groups have been denied of this right as a result of the lifestyle led, for example, people living as nomads, street children and vulnerable children. Other groups include the disabled of different kinds. There is a need of reducing such hurdles by increasing the resources for providing education and training for these groups.

Objective

Institution of a comprehensive system of education and training service delivery which will consider groups with special needs.

Declaration

The Government in collaboration with the stakeholders will encourage and consider equality in education and training provision for groups with special needs.
Issue

Gender Equality

Explanation

The registration levels for girls / females in the year 2008 was 49.3 percent at the primary level, 44.6 percent at the ordinary secondary level and 39.6 percent at the advanced secondary level. Girls / females admissions at the Bachelors degree level for the year 2007 was 31.7 percent, at Masters degree level was 28.4 percent and at the Doctorate degree level was 19.7 percent. On top of the above, there is dropping out of girls from the educational system due to many reasons including school pregnancies. In the year 2007, 0.3% of primary school girls and 0.6% of ordinary level secondary school girls got pregnant. It is obvious that girls / female participation in educational aspects from ordinary secondary school level onwards, to higher educational levels is lower as compared to that of boys / males. This situation needs rectification in order to reach gender equality at all levels of education and training.

Objective

Promotion of gender equality in the educational and training system.

Declaration

1. The Government will continue to encourage the construction of girls’ secondary boarding schools and expand the existing ones.

2. The Government in collaboration with the stakeholders will continue to encourage the establishment of advanced level girls’ schools.

3. The Government in collaboration with the stakeholders will strengthen the encouragement system for girls to participate in mathematics and science subjects at all levels.

4. The Government will encourage the construction of hostels specifically for girls in day secondary schools.

5. The Government will continue to make sure that gender stereotyping is minimized / removed in whole education and training system.

6. The Government will lay down procedures to enable female students who get pregnant to continue with their studies after delivery.

7. The Government in collaboration with the stakeholders will make sure that adult education programs continue to emphasize the participation of both sexes.

8. The Government will lay down a system of revealing and taking action against the people who will cause female students to drop out of the educational system.
Issue
Important School and College Services

Explanation
Many schools and colleges in the country have big / significant service deficits such as lunch / midday meals for day schools, health, electricity and clean and safe water. Research studies have shown that good nutrition / dietary management and good health to children increase participation levels in education and training issues, reduce truancy and increase learning ability. In spite of such importance, still such services are in inadequate levels. There is a great need to have a comprehensive system of provision of important school and college services in order to enhance the quality of education and training.

Objective
Provision of important and sustainable school and college services.

Declaration
The Government will encourage parents, the society, the Local Government and other stakeholders to make sure that good nutrition / balanced diet/ dietary management, communication, electricity, clean and safe water, and health services are available in both private and government schools and colleges.

The Curricular
An educational and training curriculum is an arrangement of goals, themes / contents and the process of reaching social and national expectations at different levels of education and training. Also, it is a total of all actions which have been put in an order and are done in schools and colleges. Therefore, every education and training system should have a curriculum.

Issue
Schools and Colleges Curricula

Explanation
The themes / contents of the current curricula are adequate in educating a pupil / student so as to enable him / her to acquire knowledge, skills and direction according to societal and employment world needs. Challenges emerging in the implementation of the curricula include the scarcity / inadequacy of teachers who are able to teach using participatory and appropriate methods, different enabling materials and infrastructure in schools and colleges. This weakness affects the quality of Education and Training provided. Therefore, there is a great importance in strengthening the implementation of the curricula at all levels of education and training levels.

Objective
Constancy in the implementation of the curricula at all levels of Education and Training.
Declaration

1. The Government will lay down a comprehensive system of monitoring the implementation of the curriculum which considers competencies and life and work skills.

2. The Government will establish a sustainable system for in–service training for curriculum implementers.

3. The Government in collaboration with the stakeholders will make sure of the existence of adequate infrastructure in curriculum implementation.

4. The Government will make sure that the roles of preparing, developing, delivering, monitoring and evaluating educational curricula in schools and colleges levels continue to be done by the institution charged with that role by the ministry responsible for education and training.

Issue

The Quality of teaching and learning materials in schools and teacher training colleges.

Explanation

The institution for the developing the curricula prepares the curricula as well as the different subject syllabuses. Writers prepare book manuscripts by using the syllabus which applies to the subjects at hand. Some of the manuscripts and other educational equipment / tools are presented to the Education Materials Approval Committee (EMAC) which approves them for use in schools and other educational institutions. The system for approval does not have limits or quality ranks thus leading to many textbooks which have been approved competing in the textbook market. Schools choose the textbooks by considering the criterion of the approval of the book by EMAC, thus every school having different books for the same subjects at the same class level. This situation leads to a lack of uniformity in the quality of teaching and learning.

Objective

Institution uniformity in the quality of books, as well as teaching and learning equipment / tools in schools and teachers’ training colleges.

Declaration

1. The Government will establish a national system to have special books for every subject and for every class.

2. The Government will lay down a system of controlling the quality of teaching and learning equipment / tools which will be supervised by an authority which deals with school and college inspection.

Issue

Curriculum for Technical Education and Training
Explanation

The Curriculum for Technical Education and Training does not enable the graduate of one level of training to continue with education and training at a higher level. Every course has its own duration and the themes / contents differ according to the needs of the specific concerned course. Also, the themes / contents of the curriculum do not have enough knowledge to enable the graduate to join any other educational system in the formal sector. This deficit causes the graduate to lack qualifications for further academic development and / or participate in other forms of employment which need higher levels of experience or knowledge. Due to this situation, the themes / contents of the curriculum for Technical Education and Training is not adequate in bringing out a good joint flow with other different levels of the technical education and training and other educational systems in the formal sector.

Objective

To institute a linkage in curriculum content at different levels of technical education with other educational systems in the formal sector.

Declaration

1. Training in entrepreneurship skills will be a part of all programs dealing with Technical Education and Training.

2. The Government will establish a system of making sure that the curricula for all technical Education and Training courses are rightly put together and strengthened by an authority concerned with curriculum development in order to bring about a good linkage at different levels in the formal education system.

3. The Government improve the primary education curricula so as to introduce the contents of technical education at the primary education level.

Issue

Curriculum for Higher Education Institutions.

Explanation

Higher learning institutions and universities have the authority of preparing and developing their own programs. The curricula of some of the colleges do not have uniformity in the themes / contents and the duration of the training for similar programs. The Tanzanian Commission for Universities (TCU) deals with the formal recognition and the quality control of the programs offered by universities.

Other higher learning institutions such as the different technical education colleges, for example, nursing and agricultural training colleges have curricula which have been prepared and developed by the concerned colleges. The National Council for Technical Education deals with formal recognition of programs in technical colleges.
Due to the lack of uniformity, there is a big possibility of the programs not targeting the society needs, thus affecting the quality of higher education in different expertise fields and the employment market. In order to make sure that the supervisory system of higher education works well and with prosperity, there is a need to strengthen the orderliness and control of quality both intra- and inter- institutionally.

**Objective**

Institution of curricula uniformity in different higher learning institutions and university programs.

**Declaration**

1. *The Government will strengthen the system which coordinates and controls the higher learning institutions curricula in order to bring uniformity among the programs offered.*

2. *The Government will strengthen the system which monitors, evaluates and controls the quality of different programs in higher learning institutions.*

**Issue**

Curriculum for Adult Education Program.

**Explanation**

Adult education is provided under both the formal system and outside the formal system. This education system is divided into two; Basic Education for Adults and Continuing Education. Adult Basic Education includes reading, writing and counting skills (KKK). The curricula for education and the training is developed and supervised by the ministry with surety for education. In spite of the existence of the curriculum and the implementation strategy, still this educational service has not many of the targeted people yet.

The programme for continuing education is coordinated by the Institute for Adult Education (IAE). There is a significant number of adults who cannot write, read and count or participate in functional literacy. This is contributed to by those children who were not enrolled in primary education and those who dropped out of primary schools due to different reasons in the formal education and training system. The curriculum for Basic Education for Adults (KKK) and that for Continuing Education need to be strengthened and supervised well by the ministry responsible for education.

**Objective**

To establish a well managed supervision and coordination structure and curricula for Basic Education for Adults.

**Declaration**

1. *The Government will prepare, develop and put forth the curriculum for Basic Education for Adults and for Continuing Education.*
2. **The Government will establish a system to monitor and evaluate the implementation of the curriculum for Basic Education for Adults and Continuing Education.**

**Issue**

Library Services.

**Explanation**

Library services are among the teaching and learning equipment / tools which enable a person to get knowledge, skills and direction/ attitude. These services develop the reading and learning habit and attitude, strengthening teaching and add general knowledge. Good quality library services are recognized by the presence of appropriate infrastructure, enough books, appropriate servants / workers; and adequate finances for operational use.

The Tanzanian Board for Library Services which was established in 1975 is responsible for provision of library services nationally. This board is responsible for planning, establishing and care for public libraries; to raise the standards of schools and colleges library books and to conduct librarianship training. This board is also responsible for preserving all published works done in Tanzania and give out expertise consultation on library services.

The expansion in educational avenues together with a fast pace of science and technology growth have enabled the use of Information and Communication Technology (ICT) in different publishing activities. This has led to a huge unravelling of new knowledge which is present in books and other different published works. Therefore, library service use has risen / increased and it has taken a new operational face. Nevertheless, the board has not succeeded in satisfying the public needs provision in regional, district, village, college and school levels thus causing a weakness in library service provision in the country.

**Objective**

Instituting modern library services in schools, colleges and other areas in the society.

**Declaration**

1. **The Government will lay down a system to establish and sustain modern public libraries, which will satisfy the needs of all social groups at schools, colleges and National, Regional, District and Village levels.**

2. **The Government in collaboration with the stakeholders will make sure that schools and colleges, both governmental and nongovernmental, acquire modern libraries which are operated by librarians with appropriate skills / qualifications.**

3. **The Government will strengthen and increase the ability of availability of librarians for all levels of Education and Training.**

4. **The Government will build capacity for the Tanzanian Board of Library Services; to be able to coordinate and provide modern library services in the country.**
Issue

Research in Education and Training.

Explanation

In order to strengthen skills / knowledge and educational and training development, it is important to consider research. Foundations of reparation, policy decisions and directives need to consider research results. There are many research studies done by different institutions, including educational, cooperations and experts in different areas. The results of some of the research studies are discovery, unravelling issues and creativity which need to be recognized, patented, developed and sustained for national development. Also, these research studies lac coordination which could have prevented unnecessary repetitions and enable the results of these research studies to reach the targeted populations at opportune times and be used for social development.

The number of servants in many research study sections existing is inadequate and the levels of research studies done do not satisfy the needs. Also, there is an underutilized human resource in schools and colleges which could do fruitful research work for social development in the areas where the institutions are. Universities on the other hand do research work for increasing and expanding the potential for knowledge. Also the research studies and the evaluations done are not orderly, and the results are not disseminated to the different stakeholders due to lack of coordination. Therefore, there is a need of setting a conducive environment for research studies, together with the dissemination of the research study results to the targeted population so as to use effectively the research study results for the country’s development.

Objective

To have constancy in coordination of research studies done in the educational sector and enable the research results to be used for national development.

Declaration

1. The ministry responsible for education will lay down a system of coordinating research studies done in the educational sector.

2. The Government will establish a National Centre for collecting, preserving and disseminating published works, statistics and different information on educational research studies.

3. The Government in collaboration with the stakeholders will strengthen and build capacity for sections, schools, colleges and higher learning institutions to do research work whose results will give solutions to different problems / challenges in the society concerned.

4. Educational research will be an important part in the schools, colleges and all educational and training institutions curricula.
5. **The Government will strengthen the coordination of recognizing, patenting and sustaining discoveries, unravelling issues and creativity in education and training issues. (Intellectual Property Rights).**

**Issue**

Teaching of Languages.

**Explanation**

Language is a means of communication and an important tool; in order to get recognition tactics, knowledge, technology, attitudes and morals. Currently, English and Kiswahili are the languages used as teaching and learning media in different levels of education and training. These languages, including other foreign languages, are taught as lessons / subjects. In spite of the efforts to teach these languages, still there is a weakness in mastering them in teaching and learning. A significant brunt of the weakness results from poor / inferior teaching techniques and low levels using the languages in normal situations.

The use of Kiswahili language, which is spoken by many people / citizens, will enable the acquisition of knowledge in different areas of expertise, including science and technology. Also, English language and other foreign languages will enable Tanzanians to have communication with foreign nations and contribute in acquiring knowledge using the said languages. Therefore, there is an importance in strengthening the use of Kiswahili, English and other foreign languages.

**Objective**

Institution of language knowledge, skills and important directional attitude for teaching and learning and strengthening of communication.

**Declaration**

*The teaching of Kiswahili, English and other foreign languages will be strengthened in the whole educational and training system.*

**Issue**

Science and Technology.

**Explanation**

The use of science and technology is an important tool in enabling the human being to adopt and endure the environment and further enable development. Schools and colleges have important roles of developing and nurturing knowledge, skills, directional attitudes and zeal in science and technology. School curricula put emphasis in teaching of mathematics, science subjects including Physics, Chemistry, Biology and Information and Communication Technology (ICT). Also, basic technological skills are provided. Different college curricula emphasize in teaching of Mathematics, ICT and different technical subjects.

At universities, teaching of scientific and technological programs depends on the type and ability of the concerned college. Teaching of subjects in schools and programs in colleges is
confronted/ faced with inadequacy of human resources, equipment and appropriate infrastructure. There is no equilibrium between the programs offered and the actual needs of the employment market due to lack of a national system in identification and planning of expectations of the human resource force including within the science and technology field.

Objective

Institution of a sustainable system of educational delivery for mathematics, science and technology subjects in schools and colleges.

Declaration

1. *The Government in collaboration with the stakeholders will strengthen the teaching of mathematics, sciences and technology in all levels of education and training*

2. *The Government will lay down a system of providing lessons or readings in order to strengthen the understanding of mathematics, science and technological subjects.*

3. *The Government will lay down a system of boosting up the morale of teachers, tutors, technical tutors and lecturers of mathematical, scientific and technological subjects.*

4. *The Government will boost up the morale of pupils / students and college students who do mathematical, scientific and technological subjects and continue to develop those who are gifted and talented in such subjects.*

5. *The Government will make sure of the existence of appropriate ratios in studying scientific and social science subjects in schools and colleges.*

6. *The Government will lay down a system of encouraging female pupils / students to study mathematical, scientific and technological subjects.*

Issue

Social Science Subjects.

Explanation

Social science subjects help a person to be a good citizen and to be self – aware, to know and understand the society in which that person is, and to know one’s culture. Also, the person is enabled to understand and know the rights and responsibilities as a citizen, to understand the Government and international peace and the environment. Social science subjects taught in schools and colleges include Civics, Geography, History, Economics, Commerce, Accountancy, Music, Arts and games / sports. Some of the above mentioned subjects / lessons are not given adequate emphasis in teaching and learning.

The organization of these subjects / lessons and their themes / contents do not tally with the political, social, economic and technological changes. There is a deficit of human resources, working equipment / tools and appropriate infrastructure in the teaching of social science
subjects at all levels. There is a great need for a system of provision of social science education which will satisfy the skill / experience and expertise needs in the employment market force.

**Objective**

Existence of a good quality system for provision of social science education which will satisfy the skills / experience and expertise needs in the labour market.

**Declaration**

1. *The Government in collaboration with the stakeholders will strengthen the provision social science education in the education and training system in order to satisfy the different needs in the society.*

2. *Teaching of social science education will have to be a must at all levels of education.*

**5.16 Testing / Measuring, Evaluation and Certificate Issuance**

Examinations are tools of testing / measuring and evaluation of the execution of the pupil / student’s, teacher’s, school’s or college’s activities in the implementation of the curricula. In implementing a curriculum, exercises and experiments are used to test / measure the prosperity of the curricula implementation and the students’ development. The results of the exercises and the experiments contribute in the end examination marks. The examination results are used in deciding the levels of passing / succeeding which includes the selection in joining higher educational levels and further training, issuing of awards / prizes and certificates and entry into the employment market force.

In order to make sure of the authenticity of the examinations and the certificates / awards issued in the country, there is a need for control of the examination provision and certificate issuing so as to minimize or prevent deceit. Also there is a need to rectify and bring about uniformity in the certificates awarded by other school and college systems.

**5.16.1 Testing / Measuring and Evaluation**

**Issue**

Testing and Evaluation for Primary, Secondary and Teachers’ Training College Education.

**Explanation**

At the primary education level, there are two formal examinations which are given to all at the end of Standard / Class IV and at the end of Standard VII. The Standard IV examination is operated at the Regional level in order to find out the ability of the pupils in the reading, writing and numerical skills (KKK), and the results are used to decide on provision of remedial lessons. Nevertheless, there is no plan of using the same results in preparing remedial training plans. The Standard VII examination is for completion of primary education and it is used for selecting pupils for secondary education entry.
At the Ordinary Level Secondary education, there are two examinations. The Form 2 examination is used to indicate the readiness of the students in continuing with their secondary education. It also gives out the opportunity to reveal and help students with low academic ability so that they complete their secondary education. The Form 4 examination leads to completion of Ordinary Level Secondary Education. The results of this examination are used for the selection of students to continue with their Advanced Level Secondary education; technical education and training; and entry into the employment market force. Advanced level secondary school has the Form 6 examination which leads to the completion of education at that level, and the examination results are used to select students for further Higher Education, technical Education and Training and also entry into the employment market force.

The Standard VII, Form 4 and Form 6 examinations lead to the completion of education delivery at the respective levels. Also, in order that the end examination is a right measure of a pupil’s / student’s ability, it is obvious that the results of the continuous exercises, tests and experiments done throughout the schooling duration should be incorporated as part of the end examination.

In Teaching Education, there are examinations which lead to completion of training at certificate and diploma levels. The results of the end written examination are incorporated / integrated with the exercises and experiments and tests done during every term, both theoretically and in long term practical training (Block Teaching Practice – BTP) so as to get the final marks for the completion of teachers’ Training Education at Certificate or Diploma levels.

Due to the importance of the exercises, experiments, tests and examinations, there is a need for control of the preparation, invigilation / supervision, actual operation and the use of the results for different decisions to be done.

Objective

Institution of a comprehensive and reliable system and framework / organization for testing and evaluation in Education and Training.

Declaration

1. **The Government will strengthen the system and framework for the National Standard VII, Form 4, Form 6 and Teachers’ training Certificate and Diploma courses examination provision.**

2. **The examination results for Standard VII, Form 4 and Form 6 will be used for the selection of pupils / students who have to continue with higher educational levels and for training; to issues Certificates of completion of the educational at the concerned level and for entry into the employment market force.**

3. **The authority / organ responsible for testing and issuing certificates will coordinate the National Standard VII, Form 4, Form 6 and Teachers’ Training education at Certificate and Diploma examinations.**
4. **There will be a system of exercises, experiments, tests, examinations and remedial programs aiming at revealing the ability, readiness and helping pupils / students to continue with their education at the corresponding levels.**

5. **The National Standard IV and Form 2 examinations will continue to be remedial examinations for primary and secondary education.**

**Issue**

The examinations for the Technical Education and Training.

**Explanation**

There are many and different examinations at the Technical Education and Training level, which differ according to the field of expertise and the subjects examined at all levels of technical education and training. The composition, actual operation and the supervision of these examinations is dealt with by several institutions, legally, such as the National Examination Council of Tanzania, The National Council for Technical Education, The Technical Education and Training Authority and the very institutions concerned with technical training. The existence of many institutions dealing with the examinations for Technical Education and Training without constancy in coordination brings about weakness in the control of the quality of the examinations. Therefore, there is a need for reviewing the system of examining the graduates and to coordinate all activities concerned with Technical Education and Training examinations.

**Objective**

Institution a system, framework and constancy in the coordination of the examining techniques / examination delivery for Technical Education and Training.

**Declaration**

*The National Examinations for Technical Education and Training will be coordinated by an authority / organ with surety for testing and certificate issuance.*

**Issue**

Testing and Evaluation for Higher Learning and University level.

**Explanation**

Higher Learning Institutions and Universities compose and moderate their examinations according to the concerned institution systems. In addition, colleges use other methods of testing and evaluation of the students’ development and issue awards outside the written examination system. Due to this fact, there is no uniformity in testing and evaluation standards among colleges in similar programs. Therefore, there is an importance for the existence of a national system for comparison of examinations, testing and evaluation in different colleges in similar programs.
Objective

Existence of coordination in testing and evaluation in higher learning institutions and universities.

Declaration

1. Higher Learning Institutions and Universities will operate and supervise the testing and evaluation as authorized by the authorities and laws / acts concerned.

2. The Government will strengthen the quality of coordination for evaluation and testing in higher learning institutions and universities in order to bring about uniformity in the awards / prizes issued.

5.16.2 External Examinations

Issue

Coordination and Control of External Examinations.

Explanation

The National Examination Council of Tanzania coordinates and supervises the actual examination operation for different boards of external examinations in academic knowledge and professional expertise levels. Also, some non-government owned colleges examine some of their students through external examinations. Due to expansion in technology, some people have been doing external examinations via the Internet. Moreover, there are schools, colleges and centres which operate external examinations without being recognized formally. This makes the control of operating external examinations; and control of the standards of education and training reached upon by the respective students difficult. Therefore, there is a great importance in controlling external examinations which are operated locally (in our country) but not formalized while involving a substantial number of candidates.

Objective

Institution of coordination as well as a reliable and comprehensive control of External Examinations.

Declaration

The Government will strengthen the coordination and control of external examinations at schools and professional colleges through an authority / organ responsible for testing and issuing certificates.
5.16.3 Certificate Issuance

Issue

Issuing of Primary, Secondary and Teachers’ Training Education Certificates.

Explanation

A primary school graduate is issued a Certificate of Completion of education at that particular level without getting a prize / award certificate as is the case in the other levels of education and training. At both ordinary and advanced secondary levels, two types of Certificate are issued; a school leaving certificate signifying the completion of the education level and an examination results certificate showing the levels of marks a candidate achieved in the examinations. At the Teachers’ Training Education level, there is a completion of the course certificate and a certificate for completion of final examinations which verify the passing levels without showing the marks. In the present competitive situation it is important for the certificates issued at all levels of education and training to show the levels of passing (marks).

Objective

To institute a reliable certificate issuing system to the graduates of primary, secondary and college levels.

Declaration

1. The examination and certificate issuing system at primary, secondary and Teachers’ Training Educational levels will be controlled by an authority with the corresponding authority.

2. The basis for receiving a certificate for completing Standard VII, Form 4 and Form 6 will be a daily continuous class-work assessment and the results of the final written examinations.

3. The basis for receiving a certificate for college students will be continuous class-assessment, school teaching exercises (Block Teaching Practice – BTP) and the final written examinations.

4. The continuous assessment will hold 60 percent and the final examinations will hold 40 percent in determining the results of completing primary and secondary education. Private candidates will be issued certificates on the basis of the results of only the final examination.

Issue

Certificate issuing to Technical Education and Training levels

Explanation

Technical Education and Training colleges issue different types of certificates depending on the different technical programs available. Certificate matters in these colleges differ according to the different types of concerned expertise and the colleges issuing the
certificates / awards / prizes. Some of the colleges issue their own certificates and other certificates are issued by different authorities. This situation can be conducive for unscrupulous people to forge certificates issued by the technical education and training colleges. In order for all certificates issued by the different colleges to be legitimate and authentic it is important to have constancy in the control of the issuance of the certificates.

**Objective**

Institution of a firm system with constancy for controlling the issuing of Certificates in the Technical Education and Training level.

**Declaration**

*The issuing of certificates for completion of Technical Education and Training will be controlled by an authority responsible for examination and issuing certificates / awards / prizes.*

**Issue**

Issuing of Certificates for Higher Learning Institutions and Universities

**Explanation**

Higher learning institutions and universities deliver different types of education and training depending on the programs concerned. The certificates issued at higher learning institutions and universities differ according to the fields of expertise and the colleges issuing the certificates / awards / prizes. Every college issues its own certificates. This situation is conducive for there being lack of uniformity in the certificated issued for similar programs. In order to have the deserved certificates for the qualifications and uniformity among colleges, it is important to have constancy and firmness in the control of issuing the certificates.

**Objective**

Institution a reliable system of issuing certificates at higher learning institutions and universities.

**Declaration**

*The Issuing of certificates upon completion of a course for higher learning institutions and universities will be controlled by the National Education Authority (TEA).*

**Issue**

Issuing of certificates for Education and Training in the Non-formal System.

**Explanation**

A significant part of non-formal education and training is not recognized by certificates / awards / prizes. As this training may match with that in the formal system at the same level, it is better for the graduates in the non-formal system to be recognized and issued with certificates in the same way as those who have graduated in the formal system in order to
enable them to continue and progress further academically, easily, in the formal system of education and training and to be accepted in the employment market.

**Objective**

Institution a reliable system for issuing certificates for education and training in the non-formal system.

**Declaration**

*A graduate of the non-formal educational and training system will be issued with a certificate of results showing the marks with the same standards as those for completing the same level in the formal system.*

**Issue**

Examination results and the Issuing of Certificates.

**Explanation**

Releasing the examination results to the candidates and the public as a whole is the implementation of transparency and responsibility demanded from the examining institutions. Examination results are also a way of getting feedback on the prosperity / competence of curricular implementers. Moreover, the examination results are used by the different institutions for the selection of students for continuation with further education and training, to the following level and the employers to select applicants for the employment opportunities. Some of the institutions delay to issue certificates after the examination results are out. This situation may cause the graduates to miss or delay the availability of different opportunities for further development in education and training and employment. Also, this delay is a loophole for unscrupulous people to tamper with the examination results and forge the certificates.

**Objective**

Institution a reliable and comprehensive system for putting forth formal information on examination results and issuing of certificates.

**Declaration**

1. *Examination results at all levels of education and training will be approved and publicized effectively.*

2. *The Government will lay down a reliable and comprehensive system of issuing certificates at all levels of education and training immediately after publicizing the examination results.*

**5.17 Schools and Colleges Inspection**

School and college inspection is the surest way of assessing the standards of the quality and attitudinal direction of provision of education and training services, by considering the
existing curricula and operational disciplines. The control of the quality of the delivered education at early, primary, secondary and teachers’ training levels is done by the Department of Inspection which is in the Ministry of Education and Vocational Training. The Technical Education colleges are inspected by the Technical education and Training Authority. Also, the higher learning institutions and universities are inspected by the Tanzania Commission for Universities and the National Council of Technical / Vocational Education.

**Issue**

Quality control of education and training

**Explanation**

The control of the quality of education and training in schools and teachers’ colleges is done by the Ministry through the Department of School Inspection. This control does not have appropriate constancy and prosperity due to the department being part of the Ministry whose execution is now inspected. Also, the Commission for Universities and the National council for Technical Education have been given the roles of setting and assessing the quality standards for education and training delivered in the technical colleges, higher learning institutions and universities. This system of one organ to set standards and then assess the quality of implementation reduces the prosperity in the quality control of education and training.

**Objective**

Institution of constancy and firm control of quality of education and training offered.

**Declaration**

1. *The Government will establish an independent organ with complete authority of inspecting schools and colleges at all Education and Training levels.*

2. *The Government will make sure that the selection of school and college inspectors takes into consideration the appropriate academic and professional qualifications and experience.*

### 5.18 Cost Bearing in Education and Training

The Government carries the costs of education and training service delivered by collaborating with both internal and external development stakeholders. Due to the large increase in the education and training needs, the society has the responsibility to share the cost in education service delivery as the Government cannot bear this cost alone. These costs are met through governmental subsidization; aids and loans granted by developmental partners; the construction and operation of schools done by the society and the private sector and nongovernmental organizations; fees and other contributions both in and in cash by the parents and pupils / students.
Issue

Cost bearing in education and training.

Explanation

One of the Government’s roles is to provide / deliver and bear costs for education and its delivery by the way of subsidization, which results from taxes. The Government revenue is not adequate for complete subsidization service. Therefore, the society has to bear in mind that the role of delivering good quality education is of all the citizens and they are responsible for different contributions so that education and training services would be delivered at the expected prosperity.

Objective

Instituting sustainable and efficient cost bearing in education and training services.

Declaration

1. **The Government will continue to put the educational sector as one of the major priorities.**

2. **The Government will rectify the organization and authority of the Higher Education Students’ Loans Board so that it becomes an independent organ for supervising the offering and returning of students’ loans for different levels of Education and Training.**

3. **The Government will continue to encourage the private sector, the society, parents and the education and training service consumers to contribute to the education and training costs.**

4. **The Government will lay down a system of using actual education and training costs at every level as a foundation for setting up fees and costs in both governmental and nongovernmental educational and training institutions.**

5. **The fees and costs in non-governmental education and training institutions will be suggested the owners and leaders of the institutions concerned, given the permission by the Government.**

6. **Money obtained from fees and other payments will be collected and this will remain at the said institutions so that it would be used by the concerned institution in education and training issues.**

7. **Educational funds / trusts will be united / joined and the money will be used according to the education and training priorities.**

8. **The Government will impose a special education levy / tax from industries, natural resources, minerals and petroleum produced and the revenue realized will be incorporated in the Tanzania Education Trust.**
9. The District, Town / City and Municipality Councils will establish special taxes / levies for meeting the education and training costs in their localities.
CHAPTER 6

CROSS CUTTING ISSUES

6.1 Introduction

Cross cutting issues in education include gender, the environment, HIV / AIDS, Inclusive Education, Information and Communication Technology (ICT), Sports and Games, Guidance and Counselling and Good Governance. As these issues are important for the national development, it is important to consider them at all educational and training levels.

6.2 Gender Issues in Education and Training

Issue

Gender Equality at all educational and training levels.

Explanation

Gender is concerned with the responsibilities of males and females in the society. Gender in education and training is concerned with equality in gender in delivering and the availability of education and training. In spite of the Government’s efforts in enabling gender equality in the registration of Standard I entrants and those who join secondary schools, the percentage of girls completing those levels of education have been dwindling more as compared to boys. The reasons for females / girls not finishing primary and secondary schools include truancy, childhood marriages and school pregnancies. Also, the number of females / girls selected to join for 4, higher learning institutions and universities, is smaller as compared to that of males / boys. This situation results from low levels of pass marks in the final examinations at the concerned levels. This in turn leads to failure in reaching the Goals of Education for All, Millennium Goals and the Strategy for Economic Growth and Poverty Reduction in Tanzania (MKUKUTA). There is a special importance in rectifying the above deficit.

Objective

Instituting gender equality in education and training service delivery.

Declaration

1. The Government will lay down a system which will make sure that pupils / students of both sexes are recognized, registered in schools and that they equally complete the education at the concerned level.

2. The Government will lay down a system which will ensure the delivery of training to both sexes equally.
3. The Government in collaboration with the stakeholders will lay down a system of raising the levels of pass marks for females / girls at all educational and training levels.

6.3 Environmental and Public Health Education

Issue

Environmental conservation.

Explanation

The Environmental and Public Health Education is the type of education which enables a citizen to understand, value and conserve the environment. Also the environmental education enables the citizen to acquire knowledge / understanding, skills / experience and attitudinal direction which will help the person to be creative in solving environmental problems and issues, and improve the quality of public health. The increase in human population coupled with different social and economic services and activities, which do not consider or take into account proper procedures, have caused environmental degradation. This includes haphazard forest clearing, air pollution, and water sources degradation, improper and poor disposal of undegradable hard, fluid and toxic wastes; and improper land use in many areas. If this situation continues, it will endanger the life of human beings and other living organisms and affect the national development. The education provided in schools and colleges must consider the importance of educating a pupil / student in order to cultivate and develop appropriate behavior and culture on environmental conservation and public health.

Objective

Cultivation of a society with an environmental conservation and good quality public health culture.

Declaration

1. The environmental and public health education will continue to be a part of educational and training curricula at all levels.

2. The Government will continue to collaborate with the stakeholders in delivering the environmental and public health education at all levels of education and training.

6.4 HIV / AIDS Education and Substance / Drug Abuse

Issue

HIV /AIDS and work performance.
Explanation

HIV / AIDS education aims at delivering knowledge / experience, skills and attitudes of protecting oneself against HIV / AIDS infections. Also this education teaches the ways of providing care and comforting those who have been infected and affected. The Government’s efforts in controlling the spread of HIV / AIDS have not succeeded enough due to many people failing to change their behaviours, thus continuing to perpetuate HIV infection leading to new infections. The human resources group which is affected more, therein including students, teachers and other workers / servants, lies in the age range which is much depended upon to give out a substantial contribution to the national development. On top of the HIV / AIDS infected people, there are other affected groups including orphans, widows, widowers and support / counselling service providers. This situation reduces the workforce which is productive to the nation and affects the delivery of education and training services. Over this problem, the use of substances / drugs contributes to the spread of HIV / AIDS and paralyzes the workforce / human resource which is needed for economic growth and service provision.

The education delivered at schools and colleges has to consider the importance of educating and cultivating an appropriate behavioural and attitudinal pattern for the pupil / student on the effects, and especially the negative / drastic effects of substance / drug use and protect oneself against HIV / AIDS infections; and to provide services and comfort to those infected and affected.

Objective

To check / reduce the pace of HIV / AIDS infection spread and to control substance / drug abuse.

Declaration

1. **HIV / AIDS education on protection against infections will continue to be a part of educational and training curricula at all levels.**

2. **The Government in collaboration with the stakeholders will continue to deliver the education on protection against HIV / AIDS infections at all educational and training levels including services and comfort to both the infected and the affected.**

3. **The Government in collaboration with the stakeholders will continue to deliver education on avoiding substance / drug abuse to students / pupils at all educational and training levels.**

6.5 Inclusive Education

Issue

Inclusive Education in the delivery of Education and Training.
Explanation

Inclusive education is a system of educational and training delivery which integrates pupils / students together by considering their needs, as for example, the disabled and the non disabled, those gifted and talented, and make them to be a single school society (with diversity). Therefore, inclusive education strengthens the relationships among pupils / students and that between the teachers and the pupils / students, and other workers. This system makes students / pupils of all types and kinds to know that they are accepted by everybody and that their physical differences do not have any relationship with their learning abilities and capabilities.

In order to enable the existence of inclusive education, some schools and colleges have been provided with appropriate infrastructure, equipment and human resources. Nevertheless, due to the high costs of equipment, infrastructure and human resources, delivery of inclusive education has not reached appropriate standards yet. In spite of the importance of inclusive education, there is still a need for special schools for pupils / students with special needs and it is not possible for them to learn with others, as for example, those with emotional disturbances.

Objective

To strengthen the delivery of inclusive education

Declaration

1. The Government in collaboration with the stakeholders will strengthen the system of inclusive education services at all levels of education and training.

2. The Government in collaboration with the stakeholders will make sure that appropriate human resources, infrastructure and equipment are available for the delivery of inclusive educational services at all educational and training levels.

3. The Government will recognize and provide appropriate services to pupils / students with special needs.

4. The Government will develop curricula to satisfy the needs of people with special needs.

6.6 Information and Communication Technology (ICT)

Issue

ICT in the delivery of education and training.
Explanation

ICT is a communication technology used for preserving, exchanging information, as a teaching and learning tool, and to transmit advertisements through the Internet by using modern technological equipment and machinery such as radios, television, video sets, phones and computers.

ICT use helps in acquiring knowledge and experience quickly and raising up the teaching and learning quality and standards. ICT needs have risen at all educational levels due to scientific and technological development coupled with globalization. Nevertheless the infrastructure and resource existing and those in educational and training institutions do not satisfy the increase in users and the fast technological changes.

Objective

Acquisition of appropriate and adequate infrastructure and encouraging the increase of ICT use at all educational and training levels.

Declaration

1. The Government in collaboration with the stakeholders will strengthen the infrastructure and increase the use of ICT at all educational and training levels.

2. The Government will make sure ICT continues to be a part of the education and training curricula at all levels.

6.7 Guidance and Counselling Services

Issue

Guidance and Counselling services in schools and colleges.

Explanation

Guidance and counselling services aim at enabling pupils / students and the school community as a whole to face life challenges in order to cultivate / develop attitudinal behavior directions and to develop and propagate good / desirable customs, norms values and morals in the society. Due to the especially negative effects of globalization, there has been an intermingling of cultures thus causing moral disintegration. Guidance and counselling services are needed for the pupils / students at all educational levels, in order for them to acquire life skills so that they become self – aware and are able to make right decisions in fulfilling their responsibilities perfectly and to protect themselves against / avoid problems so as to cope well with their studies.

The Government has set a system of delivering guidance and counselling services in schools and colleges. Nevertheless, the delivery of the services is inadequate and it does not satisfy the needs as a result of a deficit in experts.
Objective

Institution of adequate guidance and counselling services at all educational and training levels.

Declaration

1. The Government will strengthen the guidance and counselling services at all educational and training levels.

2. Guidance and counselling will continue to be an important part of Education and Teachers’ training curricula.

6.8 Games / Sports in Schools and Colleges

Issue

Games / sports at all levels of education / training.

Explanation

Games / sports are important in strengthening physical health, mind and discipline. Also, games / sports entertain; build friendships, relationships and the zeal for competition; and also help in developing talents. The education and training system in this country lacks a reliable and comprehensive system of sports at all educational and training levels. Also games / sports infrastructure in schools and colleges does not satisfy the needs and thus forbidding enough participation among pupils / students in games / sports.

Objective

Institution of a reliable and comprehensive system of enabling participation, supervision and operation in games / sports at all educational and training levels.

Declaration

1. The Government in collaboration with the stakeholders will lay down a reliable and comprehensive system of enabling participation, supervision and operation in games / sports at all levels of education and training.

2. The Government in collaboration with the stakeholders will lay down a system of having / establishing special schools for nurturing and developing talents in games / sports at all educational and training levels.

6.9 Good Governance

Issue

Good governance in delivery of education and training services.
Explanation

Good governance is a system of leadership, supervision and operation which considers the rule of law, integrity, responsibility, transparency, encouraging participation and equality in order to reach the goals set. Good governance needs to be considered in the operation and delivery of education and training at all levels. Leaders and other servants in the educational sector are expected to be role model in implementing their assigned roles by considering rule of law, transparency, equality, responsibility and encouraging participation in order to improve the quality and prosperity of a Tanzanian. Also, good governance is important in enabling / empowering executors and pupils / students to use effectively the existing resources in order to reach the goals of education and training. The lack of righteousness and integrity, irresponsibility in the executors and pupils / students cause failure in reaching the intended goals. By not considering the foundations of good governance, has caused lack of enabling participation in pupils / students and workers in executive decisions in schools and colleges; and the violation of human rights. The existence of corruption cases and unsatisfactory language used to clients has reduced the prosperity in the execution, increasing complaints towards educational stakeholders.

Objective

Strengthening good governance in the delivery of education and training services.

Declaration

The Government will establish a reliable and comprehensive system of responsibility, transparency, equality, rule of law, encouraging participation and righteousness / integrity in the delivery of education and training services in order to strengthen good governance.
CHAPTER 7

INSTITUTIONAL ORGANIZATION

7.1 Introduction

The Policy on Education and Training will be implemented at early, primary, secondary, teachers' training, technical training and higher learning institution levels. In order to reach that aim, the ministry with surety for Education and Training will collaborate with the Prime Minister's Office, Regional Administration and Local Governments (OWM – TAMISEMI), other ministries, corporations and both governmental and non-governmental institutions, both internal and external development partners, the society and other education and training stakeholders. Also, the Policy on Education and Training will be implemented administratively and executively at National, Regional, Local Governments Authority, Ward, Schools and Colleges levels.

7.2 The National Level

In implementing the Policy on Education and Training, the ministry responsible for Education and Training will associate / enable participation of other ministries and institutions which concern themselves with the delivery of education and training services. The association will concern the policy analysis; setting standards and preparing laws / acts, regulations, directives and procedures for policy implementation; preparations for major educational and training plans, and to monitor, test and evaluate its implementation.

7.3 The Regional Level

The role of supervisors of the implementation of the Policy on Education and Training at the regional level will be for the Regional Educational Officer (REO). The REO will receive and supervise the implementation of regulations, directives and different implementation procedures for the Policy on Education and Training from the Educational Commissioner. The REO will supervise the implementation of the Policy on Education and Training in his / her supervisory catchment area.

7.4 The Local Government Authority Level

The Local Government Authorities will be concerned / dealing with the supervision and operation of primary and secondary schools and put forth implementation report to the Regional and National levels. At this level there will be an Educational Officer dealing with Primary Schools and another one dealing with Secondary Schools. Also, Council Educational Officers will supervise and coordinate the implementation of the Non-formal Educational System in their supervisory catchment areas. All will supervise the implementation of the Policy for Education and Training by following the laws, regulations, directives and supervisory procedures and the operation of both governmental and nongovernmental schools. In the implementation of the said role, the Educational Officer will
be supposed to collaborate with the Council leaders, Ward Educational Officers, Heads of, both governmental and nongovernmental, Secondary and Primary Schools, corporations, as well as Governmental and nongovernmental Institutions at Councils levels.

7.5 The Ward Level

At the Ward level, the implementation of the Policy on Education and Training will be supervised by the Ward Educational Officer who will be the coordinator of the implementation of The Policy on Education and Training for both governmental and nongovernmental schools at early, primary, secondary and non-formal educational system levels. The Ward Educational Officer will be responsible to the Council Educational Officers.

7.6 The Schools and Colleges Level

The heads of the primary and secondary schools will supervise the implementation of the Policy on Education and Training at the school level and they will be responsible to put forth implementation reports to the Ward Educational Officer. The heads of teachers’ training colleges, technical colleges, higher learning intuitions and universities will supervise the implementation of the Policy on Education and Training at the school and college levels and put forth implementation reports to the Regional Education Officer and the authorities at higher levels.
CHAPTER 8
THE LEGAL ORGANIZATION / FRAMEWORK

8.1 Introduction

The implementation of the Policy on Education and Training needs a legal organization / framework which will enable the concerned parties to implement their roles. Therefore, different laws / acts, dealing with education and training will be reviewed and rectified. The review of the laws will consider the framework of the newly established institutions in this Policy and the existing agreements in different International Pacts / Contracts on the right to receive educational services. Also, the Education Act, number 25 of 1978, as amended, as well as different laws / acts will give authority to the Local Governments to supervise and operate primary and secondary schools.

The nongovernmental sectors which concern themselves with the delivery of the educational and training services will also be supposed to follow the laws, regulations, procedures and directives put forth in enabling the implementation of the Policy on Education and Training.

8.2 The Legal Organs / Authorities

There will be legal organs / authorities at all levels of supervision and implementation of education and training in order to supervise the implementation of the Policy on Education and Training.

8.3 The National Education and Training Advisory Council

There will be a Professional Council for advising the Minister on Education and Training. The Chairperson of the Council will be nominated by the President and the Secretary will be the Educational Commissioner. Council sittings will be prepared by the Council’s Secretariat.

8.4 The Organ / Authority for Schools and Colleges Inspection

There will be an independent organ / authority for schools and colleges inspection, having full authority. The organ / authority will conduct inspection at all levels of Education and Training and it will be responsible to the Minister with surety for Education. The Head of the said Organ / Authority will be nominated by the President.

8.5 The Organ / Authority for Teachers’ Quality Control

There will be an organ / authority for controlling the ethics, academic experience and professional expertise of the teachers. This organ / authority will register and deregister teachers at all levels, both governmental and nongovernmental. The head of the organ / authority will be nominated by, and responsible to, the Principal of the ministry responsible for education.
8.6 The National Education Authority (NEA)

There will be a National Education Authority which will supervise and operate the Curricular activities; the registration of schools and teachers’ training colleges; the recognition of Universities, Higher Learning Institutions and Technical Training Colleges; Examinations and certificates / awards / prizes issuing. The head of the Authority will be nominated by the President and he / she will be responsible to the Principal Secretary of the ministry responsible for education and training.

8.7 The Tanzania Library Services Board (TLSB)

There will be a board for library services which will supervise and operate the library services at national, regional, district, ward and village levels. Also the board will offer professional advice to libraries of both governmental and nongovernmental institutions; it will operate librarianship training as recognized by the National Education Board. The head of the board will be nominated by the President and he / she will be responsible to the Principal Secretary of the ministry responsible for education and training.

8.8 The University Council

There will be a University Council in every University which will deal with the control and administration of the university. The chairperson of the Council will be nominated by the President.

8.9 The Senate

There will be a Senate in every University which deals with academic issues and it will be responsible to the University Council. The chairperson of the senate will be the Chancellor as per his / her position title.

8.10 The Higher Learning Institution and the Technical Education and Training College Boards

There will be College Boards in every Higher Learning College and Technical Education Training College. These Boards will supervise college plans and development issues, financial management; students' discipline and academic development. The Boards Chairpersons will be nominated by the President.

8.11 The Regional Referral Board

There will be a Referral Board in every region which will listen to the referral of anybody who is not satisfied by the decisions made by the District Referral Board.

8.12 The Council Referral Board

There will be a Referral Board in every Council which will listen to the referral of anybody who is not satisfied by the decisions made by the School Committee or Board.
8.13 The School and Teachers' Training College Boards

There will be a School Board in every secondary school and each Teachers' Training College which will supervise developmental plans, financial management, students' discipline and academic development.

8.14 The School Committee

There will be a School Committee in every Primary School which will supervise the developmental plans, financial management, students’ discipline and academic development.
CHAPTER 9

CONCLUSION

The Policy on Education and Training is a collaborative policy in its preparation as well as its implementation. The stakeholders have specified the problems, deficits and challenges facing the society in the policy implementation in the 21st century and the fast pace of change in Science and Technology.

The stakeholders have pointed out several issues which were either not resent at all, or not implemented at all, or not given appropriate weight in the Policies for Education and Training. Therefore there is a need for rectifying the deficits / blemishes in the implementation of this policy. The Evaluation of the Policy on Education and Training revealed weaknesses in the system as well as the legal and institutional frameworks; human resources ability; the infrastructure and educational and training cost bearing in the implementation of the Policy on Education and Training. Therefore, there is an importance in reviewing some of the laws / acts and institutional frameworks in order to develop and propagate communication within the ministry with surety for education and training; between the ministry and its institutions and between the ministry with surety for education and training and other ministries. The Government will build the capacity of the human resource; strengthen the legal and institutional frameworks and the ability to take care of education and training costs in order to allow for prosperity in the implementation of the Policy on Education and Training.

The education and training system is supposed to be collaborative / participatory and it should care about pupils / students, executors and other stakeholders in different areas and levels of education and training. Also, the education and training system needs to have an appropriate union which will bring about prosperity in the implementation of the Policy on Education and Training. The system is needed and is supposed to enable a pupil / student to receive education without hurdles and the executors to implement their responsibilities, being granted their appropriate rights, at opportune times. This will encourage and bring prosperity in the delivery of education and training services.

The implementation of the Policy on Education and Training needs constancy with a firmness in the reparation. Different strategies and plans will be prepared by considering the policy demands. The implementers of the Policy on Education and Training at all levels will be given directives in order to have understanding and adequate elaboration of the aims / purposes, themes / contents and the expectations of the Policy. This systematic procedure will enable prosperity in the implementation of the Policy on Education and Training at all levels.

An effective implementation of the Policy on Education and Training will need a strong system in monitoring and evaluation. Monitoring and Evaluation will be done by every stakeholder at every level by considering appropriate indicators of Education and Training at the level concerned. Also, there will be a schedule for monitoring and evaluation, at short,
medium and long term frameworks and the corresponding reports will be used in measuring the prosperity as well as in making remedial decisions. Moreover, the monitoring and evaluation system is an important tool for measuring where the country is, where it came from and where it is going in the delivery of education and training services.