

THE UNITED REPUBLIC OF TANZANIA



**EDUCATION
AND
TRAINING POLICY**

Ministry of Education and Culture Dar es Salaam

**MINISTRY OF EDUCATION
AND CULTURE**

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FOREWORD

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

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

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

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

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

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



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

PREAMBLE

Historical Background

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

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

- establish a Unified Teaching Service for all teachers.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Education and Training

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

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

Education and Development

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

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

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

Macro Policy Setting

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

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

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

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

The Context of the Education Sector Policy

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

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

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

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

The Need for an Education and Training Policy

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

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

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

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