Chapter 1

AIMS AND OBJECTIVES OF EDUCATION AND TRAINING

1.1 General Aims

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

- to guide and promote the development and improvement of the personalities of the citizens of Tanzania, their human resources and effective utilization of those resources in bringing about individual and national development;

- to promote the acquisition and appreciation of culture, customs and   traditions of the peoples of Tanzania;

- to promote the acquisition and appropriate use of literary, social, scientific, vocational, technological, professional and other forms of knowledge, skills and understanding for the development and improvement of the condition of man and society;

- to develop and promote self-confidence and an inquiring mind, an understanding and respect for human dignity and human rights and a readiness to work hard for personal self-advancement and national improvement;

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

1.2   Specific Aims and Objectives

1.2.1 Pre-Primary Education

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

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

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

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

The aims and objectives of pre-primary education are:

- to encourage and promote the overall personality development of the child, that is, his or her physical, mental, moral and social characteristics and capabilities;

- to identify children with abnormal patterns of development or educational potentials and devise special programmes for them;

- to mould the character of the child and enable him/her to acquire acceptable norms of social conduct and behaviour;

- to help the child acquire, appreciate, respect and develop pride in the family, his or her cultural backgrounds, moral values, customs and traditions as well as national ethic, identity and pride;

- to provide the child with opportunities to acquire and develop communication, numerical and manipulative skills;

- to prepare the child for primary school education.

1.2.2 Primary Education

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

The following are the aims and objectives of primary education:

- to enable every child to understand and appreciate his or her human person, to acquire, value, respect and enrich our common cultural background and moral values, social customs and traditions as well as national unity, identity, ethic and pride;

- to provide opportunity and enable every child to acquire, appreciate and effectively use Kiswahili and to respect the language as a symbol of national unity, identity and pride;

- to enable every child to understand the fundamentals of the National Constitution as well as the enshrined human and civic rights, obligations and responsibilities of every citizen;

- to enable every child to acquire basic learning tools of literacy, communication, numeracy and problem solving as well as basic learning content of integrated relevant knowledge, skills and attitudes needed for survival and development to full capacity;

- to provide the child with the foundations of self-initiative, self-advancement and self-confidence;

- to prepare the child for second level education (i.e secondary, vocational, technical and continuing education);

- to prepare the child to enter the world of work.

1.2.3 Secondary Education

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

The aims and objectives of secondary education are:

- to consolidate and broaden the scope of baseline ideas, knowledge, skills and principles acquired and developed at the primary education level;

- to enhance further development and appreciation of national unity, identity and ethic, personal integrity, respect for and readiness to work, human rights, cultural and moral values, customs, traditions and civic responsibilities and obligations;

- to promote the development of competency in linguistic ability and effective use of communication skills in Kiswahili and in at least one foreign language;

- to provide opportunities for the acquisition of knowledge, skills, attitudes and understanding in prescribed or selected fields of study;

- to prepare students for tertiary and higher education, vocational, technical and professional training;

- to inculcate a sense and ability for self-study, self-confidence and self-advancement in new frontiers of science and technology, academic and occupational knowledge, and skills;

- to prepare the student to join the world of work.

1.2.4 Teacher Education and Training

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

The aims and objectives of teacher education and training are:

- to impart to teacher trainees theories and principles of education, psychology, guidance and counselling;

- to impart to teacher trainees principles and skills of pedagogy, creativity and innovation;

- to promote an understanding of the foundations of the school curriculum;

- to sharpen the teacher trainees,' teachers' and tutors' knowledge and mastery of selected subjects, skills and technologies;

- to impart skills and techniques of research, assessment and evaluation in education;

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

1.2.5 Tertiary Education and Training

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

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

- to enable people with the requisite baseline qualifications to access and benefit from opportunities of higher levels of intellectual, professional and managerial skills;

- to prepare middle and high level professional human resource for service in the different sectors of the economy;

- to provide opportunities for intellectual, scientific and technological excellence and high level performance;

- to prepare the students to join the world of work.

1.2.6 Vocational and Technical Education and Training

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

The aims and objectives of vocational educational and training are:

- to produce trained and skilled youth and adults who will provide the needed labour for improved performance in industry and other economic and social service sectors;

- to provide young and adult persons with opportunities to acquire skills in production, service, entrepreneureship and business management;

- to enable the productive and service sectors to train and develop their human resources.

1.2.7 Non-Formal Education and Training

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

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

- to enable adults and young people to acquire

  sustainable writing, reading, communication, numeracy and other desirable and immediate useful learning tools;

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- to promote the acquisition and application of learning content such as knowledge, skills, values and attitudes relevant for the enhancement and improvement of life;

- to promote the appreciation and understanding of national unity and identity, ethic, customs, traditions and values of the nation;

- to enable those outside the formal school system to improve the quality of their life through a variety of relevant educational and training programmes;

- to enable people to acquire higher levels of education through part-time studies.

Chapter 2

SYSTEM AND STRUCTURE OF EDUCATION AND TRAINING

2.1 Introduction

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

2.2 The System

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

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

2.3   Formal Education and Training System

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

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

Pre-Primary Education

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

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

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

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

Primary Education

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

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

Secondary Education

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

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

Vocational Education and Training

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

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

Trade Schools

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

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

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

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

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

Non-Formal Education and Training

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

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

Chapter 3

ACCESS AND EQUITY IN EDUCATION AND TRAINING

3.1 Introduction

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

3.2 Access to Education

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

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

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

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

Disadvantaged Groups

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

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

Girls' Education

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

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

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

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

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

3.2.8 Government shall establish special educational financial support schemes for girls and women in education and training institutions.

3.2.9 Adult education programmes shall be designed to encourage and promote the enrollment and attendance of women.

3.2.10. The school curriculum shall be reviewed in order to strengthen and encourage participation and achievement of girls in mathematics and science subjects.

3.2.11. Education and school systems shall eliminate gender stereotyping through the curricula, textbooks and classroom practices.

3.2.12 Special in-service training programmes shall be designed and implemented for women teachers.

3.2.13 Government shall encourage the construction of hostel/boardingaccomodation for girls in day secondary schools.

The Quota System

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

3.2.14   The Quota System shall be phased out.

Screening for Talented Children

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

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3.2.15 Government shall evolve a machinery to iden-
tify and develop gifted and talented children.

Provision of Resources

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

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

School Feeding and Health Programmes

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

3.2.17 Government shall promote school and col
lege feeding and health programmes.