



EDUCATION AND TRAINING POLICY

2014

*Education and Training Policy*

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ABBREVIATIONS

AZAKI

CA

IGC-POPC

MKUKUTA

MMEM

MMES

MMEJU

MMEU

MEMKWA

MUKEJA

OWM-

TAMISEMI

SADC

TEHAMA

UNESCO

UKIMWI

URT

WyEMU

VVU

Asasi za Kiraia- Civil Societies

Continuous Assessment

International Growth Centre - Presidents’Office Planning Commission

Mkakati wa Kukuza Uchumi na Kupunguza Umaskini Tanzania- National Strategy For Economic Grouth and Poverty Reduction in Tanzania

Mpango wa Maendeleo ya Elimu ya Msingi- Primary Education Development Plan

Mpango wa Maendeleo ya Elimu ya Sekondari – Secondary Education Development Plan

Mpango wa Maendeleo ya Elimu ya Elimu ya   
Juu- Higher Education Development Plan

Mpango wa Maendeleo ya Elimu ya Ufundi- Technical Education Development Plan

Mpango wa Elimu ya Msingi kwa Watoto Walioikosa- Primary School Programme for those who missed it

Mpango wa Uwiano kati ya Elimu ya Watu Wazima na Jamii-Propotionality plan Between Adult Education and Society (PPBAES)

Ofisi ya Waziri Mkuu-Tawala za Mikoa na Serikali za Mitaa- Primeminister’s Office, Regional Adminstration and Local Governments

Southern Africa Development Community Teknolojia ya Habari na Mawasiliano- Information and Communication Technology

United Nations Educational, Scientific and Cultural Organisation

Upungufu wa Kinga Mwilini   
United Republic of Tanzania

Wizara ya Elimu na Mafunzo ya Ufundi Virusi vya Ukimwi

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FORWARD

The Government is determined to bring about revolutionary economic changes so as to transform Tanzania into a medium income economy country by 2025. According to the National Development Vision of 2025 and the National Long Term Development Plan 2011/12 uptill 2024/25 the education and training sector is expected to bring about a rapid development of human resources by preparing adequate number of educated Tanzanians and eager to educated themselves more to enable the Nation become a competitive medium income economy country by 2025. In order to attain this goal the education and training strucuture in use in the country in the meantime must provide enough opportunities for the people to educate themselves. Likewise, this structure must provide quality education and training acceptable and recognized nationally, regionally and internationally. In realizing this,the government has been implemanting different policies, and in particular, the Education and Training Policy (1995), the Vocational Education and Training Policy (1996), National Higher Education Policy (1999) and National ICT Policy for Basic Education (2007)   
with various successes. However, during the period in question various challenges have emerged including weakness in the education and training structure, shortage of teachers, shortage of equipment, resources, poor teaching and learning infrastructure including chalages in the approval and control of the quality of schools and colleges. In general, these have contributed in the deterioration of the quality of education and training in the country.

This policy has identified issues which the Government in collaboration with education and trainig stake holders, will put more emphasis with a view to providing favourable environment for attaining the

goals of the development plans. The issues include the improvement of the quality of education and training structure so that it bocomes productive and successful

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, so as to continue wth the provision education and training opportunities eqally and continue to improve the quality of education and training curriculums so that they meet the needs for National development. The Government will also promote the use of Kiswahili and English languages, sign language and other foreign languages in education and training. It will also continue to improve the quality of assessment structure, evaluation and issuing of certificates at all levels. The Government will strengthen the management and administrative capacity in the education and training sector and will broden the scope for financing education and training.

This new policy sets the Vision for education and training in the country as being “*An educated and knowledgeable Tanzanian,skilled, proficient, with ability and positive outlook so as to be able to contribute in bringing about National development”*and our mission as being “*to enhance the quality of education and training and provide for structures and procedures that will produce many educated Tanzanians and those willing to educate theselves farther so that they could contribute in the attainment of the development goals of our Nation”.*To be able to fully and successfully implement this policy, participation of all education and training stake holders is required at all levels, including private sector, Civil Societies and other development partners.

Finally, I would like to thank all those who have participated in one way or another in the entire process of completing this Policy.

Dr. Shukuru Jumanne Kawambwa (Mp)

Minister for Education and Vocational Training

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CHAPTER ONE

1.0. Introduction

This Education and Training Policy of 2014 is the outcome of the review and finally repeal of the Education and Training Policy (1995), Vocational Education and Training Policy of (1996), National Higher Education Policy (1999) and ICT Policy for Basic Education of (2007). The implementation of the Vocational Education and Training Policy (1996) and the National Higher Education Policy was halted by the then Ministry of Science and Technology and Higher Education and the implementation of the Education and Training Policy (1995) and the ICT Policy for Basic Education (2007) was halted by the then Minstry of Education and Culture. In 2006, the Government had changed the structure of the then Ministry of Education and Culture to become Ministry of Education and Vocational Training by including higher education and later, in 2008 to include vocational education in that ministry. Those education policies, in general had provided a guidance for increased involvement of the private sector; to increase education and training opportunities equally, to broaden the scope for financing education and training; to review the education leadership structure by entrusting powers and responsibilities at school, community, district and regional levels; to improve the quality of education; to strengthen relationship between formal education and education outside the formal education sector and to facilitate the development of a culture for self-employment training and employment creation.

Within 19 years of the implementation of the first Education and Training Policy of 1995 and other specific education and training policies, Tanzania has attained tremendous success in the education sector. These successes include broadening the scope of education at all levels, from pre-primary to higher education,

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for example, according to available reports for different years, the number of children enrolling in pre-primary education has increased from 24 . 7 percent in 2004 to 37. 3 percent in 2013 and the number of children enrolled in primary education has increased from 77.6 percent in 1995 to   
96.2 percent in 2013. The number of children enrolling in secondary education has also increased from 14.6   
percent in 1995 to 59.5 in 2013.

Likewise, the number of students enrolling for technical and vocational training education has increased from 4,641 in 2000/01 to 145,511 in 2012/13. Also, higher education has expanded whereby the number of universities and university colleges has increased from 1 university in 1995 to 50 in 2013 thus making the number of students enrolling for a degree level to increase from 16,727 in 2000/01 to 162,510 in 2012/13.

The implementation of the Education and Training Policy was carried out through legislations, regulations, guidelines and Education Sector Development Programme prepared in 1997. Through this programme, the Primary Education Development Plan (PEDEP), the Secondary Education Development Plan (SEDEP), Higher Education Development Plan (HEDEP) and the Technical and Vocational Training Education Development Plan (TVTEDP) were concieved. There were also various plans and programmes for the development of adult education and education outside the formal education system. Through these legislations, regulations and programmes, education and training facilities have increased at all levels; decentralization of responsibilities in the education and training sector has been carried out from the Central Government to the Local Government Authorities; approval and quality control organs for education and vocational training, university education, university fund, Education Loans Board for Higher Education Students have also been established and are doing well in the promotion of education and training in the country

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However, there have been many challenges that emerged during the implementation of these policies, which have affected the quality and equity of the education that is being offered at different levels. These challenges include shortage of infrastructure and teaching and learning materials such as books, laboratories, libraries and class rooms; shortage of teachers, particularly science, mathematics, skills, arthmentic and writing;   
teachers, deterioration of teaching moral among teachers because of unsatisfactory benefits and difficult working environment; poor recognition of students with special needs and poor learning environment; lack of any procedure for recognizing and promoting students with talents;   
little use of Information and Communication Technology (ICT) in the provision of education and training; and teachers and students incompetence of teaching and learning language at different educational levels. Also, the number of adults who can read, write and count has declined from 85 percent in 1992 to 77.9 according to the National Census for 2012.

Also, the education and training sector is confronted with the challenge of a structure which does not meet the needs of education and training in the country. The education and training structure is dominated by an academic structure with a mentality of filtering the finalists so as to select some few with a big academic capability to continue studying up to the university level. This situation is prompted by the existence of few education and training opportunities at higher level

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as students continue to graduate from the primary school level on wards, and therefore adopting a filtering structure instead of that of providing opportunities according to ability and talents. Likewise, the 2+7+4+2+3+ structure takes 18 years to produce human resources. This means a pupil who begins schooling at the age of 7 years will complete higher education while they are approximately 23 years of age.   
This is an advance age compared with other countries like those of Southern Africa, Mauritius, Malaysia and Philipine where a youth who completes high education is epproximately between 20 and 22 years of age.   
There is also no proper integration between the structure of technical education and that of general education thus making it impossible for graduates of technical education to continue with higher education. In addition to that, there is no sustainable structure to recognaise altenative qualifications that will enable those who have acquired skills in different education and training structures to develop themselves educationally and join the labour market.

There are also challenges in improving the quality of education and training as curriculums at different education and training levels could not meet the requirements of economic, social, scientific and technological changes thus producing incompetent graduates who could not compete at the labour market. Also, education providers under the Ministries responsible for education and training have complete freedom in managing education activities without any legal relationship between them and the Ministries and thus effecting the education provided. Other challenges are lack of sustainable financing

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as education budgets could not meet education requirements at all levels and thus the need to look for other sources of sustainable financing for education and training.

The implementation of Article 146(1) of the Constitution of the United Republic of Tanzania (1977) on decentralization had different challenges. In Chapter Eight, the Constitution states (on responsibility to the people), that the purpose establishing local government is to handover responsibility to the people and thus enabling local governments to be accountable in the execution of its responsibilities in the relevant area. Local Government Laws entrust education responsibility to the Councils in Section 55 of the Local Government Act (Urban Authority) of 1982. It is in this context, that the President of the United Republic of Tanzania through Government Notices No. 494 and 494A of 2010 has decentralised pre-primary age, primary and secondary education and placed them under the supervision of the PMO-RALG and left the Ministry of Education and Vocational Training to deal with policies on all matters related to education and training. Even then, there are still challages related to the interaction of some responsibilities in the implementation of the decetralisation exercise in the area of the management and admibnstrastion of education between the Ministry of Education and Vocational Training and PMO-RALG.

In recent years the standards of the quality of education have been declining. This situation is reflected by passes in primary and secondary school final examinations ordinary level, by a decline of from 54 percent in 2007 to 31 percent in 2012,   
for primary schools; and 90 percent in 2007   
to 43 percent in 2012 for secondarys; while the number of those sitting for examinations increases every year.   
The knowledge and skills of the graduates at those levels is

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small compared to the level of education they have reached. Likewise, the knowledge and skills of vocational training and high education graduates cannot meet various requirements in the labour market.   
Evaluations indicate that, in order to improve the quality and efficiency of education and training in the country, there is a need to improve various areas related to the quality of education and training.

During the development endeavours, there are changes of the general policies and national plans that have surfaced during the implementation period of these policies. Following the National Development Vision 2025 and the National Long Term Development Plan 2011/12 to 2024/25, the Government aims at building an educated society which is eager to learn. Along with that intention, Tanzania has retified the   
 SADC Protocol (1997) on education and training urging member countries to have a compulsory basic education for a period of not less than nine years; Dakar   
(2000) Protocol on Education for all; The UNESCO Perth agreement (2007) on Science and Technology education and vocational training and the unity of the East African Commun- ity. There have also emerged some cross cutting issues including environment, gender, HIV and AIDS and Partnership between Public sector and Private Sector that need to be included in the Education and Training Policy.

The education and training sector has the responsibility to prepare and produce human Resousces for the nation. Various reports indicate that there is a big shortage of experts educated at higher education level who are needed so that Tanzania could become a medium income economy country by 2025. The IGC-  
POPC (2011) report indicate that Tanzania’s human resource to a great extent comprise workers with low skill

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who form 84 percent, followed by medium skilled workers who form 13 percent and high skilled workers who form 3 percent. Even then for the medium income economy countries at lowest level, comperisons indicate that such countries have an average of 55 percent of low skilled workers, 33 percent of medium skilled workers and 12 percent of high skilled workers. The education and training sector therefore, is confronted with the challenge of raising the number of a mixture of skilled workers with different skills to meet the human resource requirements of a medium income economy coutry by 2025.

The present education and training structure is confronted with the challenge of enabling the nation meet the increased demand of human resource requirements according to the National priorities as education statistics for the year 2000 to 2012, indicate that the average of only 5 percent of standard seven finalists pass the examination and continue to high school; and the average of only 4 percent of those standard seven finalists pass and continue up to the higher education level. If this trend continues, it is apparent that the Nation will ciontinue to have a shortage of experts if proper measures to increase opportunities and improve the quality of education are not taken.

The Education and Training Policy of 2014 has been prepared so as to provide education and training direction in the country taking into account economic, social, scientific and technological changes and education and training challenges nationally, regionally and internationally so as to increase opportunities, efficiency and the quality of education and training in the country and attain the human resource standards of a medium income economy country by 2025.

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1.1. The Actual Situation

The analysis of the Evaluation of the implementation of the Education and Training Policy 1995, has indicated that 59 out of 149 Policy statements have not been implemented. Among them, 25 statements were related to primary and secondary school education, 18 were related to technical education and 16 were related to high education.The evaluation also foud out that the strategic plan directing the implementation of those policies was not prepared until 1997when the Education Sector Development Plan was started and 2001 when the Primary Education Development Plan (PEDEP) was prepared. The evaluation also found out that the management and administration of education and training at regional and district levels is undertaken by different authorities guided by different rules and procedures together with PMO-RALG.Teacher are prepared and employed by the Ministry of Education and Vocational Training while their service rights and discipline are dealt with by the Teachers Service Department.This system of teachers supervision under three different authorities makes accountability and good governance a difficult thing.   
Based on the evaluation report it is recommended that the Government forms an Academic Board to manage the academic development of teachers. Also, teachers should be under one employee who will deal with isuues of employment, discipline and their development.

Vocational training schools and teachers colleges have no institutional structure connecting them with district and regional education officers as directed by the Education Act No. 25 of 1978 and in the Education and Training Policy of 1995. Institutions under Ministries providing education services have no executive relationship

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between one institution and the other in the implementation of their responsibilities and direct relationship with the Ministry of Education and Vocational Training and PMO - RALG. In that evaluation it was recommended that there should be formed an organ with the responsibility to coordinate and review the quality of the curriculums, assessment, issuing of certificates and awards, approval and control of the quality of primary and secondary education.

Analysis of that evaluation has found out that there is need to reduce the number of years for attaining pre-primary education from two to one year and reduce the age for entering standard one to five years instead of seven. The present education structure of 2+7+4+2+3+ despite being seen as being helpful to the Nation up to where we are, it takes a long time from the time a student begins primary education until they graduate at the university. The evaluation has also found out that education provided at the primary and secondary education levels is based more on that stream of education reducing the ability to identify talents of the students and develop them in other skills outside the academic disciplin. The evaluation has recommended the structure of 1+6+4+2+3+ whereby the graduate will complete the circuit of studies in a short time; and technical streams should be included in primary and secondary education. Identification of children with special talents should be conducted early during pre-primary and primary education so that they could be developed during the lavels that follow.

The evaluation has also indicated that there is no harmonization between the contents and the period of study for similar programmes in the curriculums of some colleges. Likewise, the contents of the curriculums for diferant levels of education and training do not meet the requirements of the society and the labour market. With regard to education

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and training opportunities, the Government, private sector and other development partners, have been contributing towards equally increasing such opportunities for all the groups.

Likewise, the evaluation has indicated that the efforts of the government have broght about the success of increasing opportunities at various levels of education and training. However, there has been a challenge of students leaving school due to different reasons and many missing the opportunity to continue as a result of poor performance.

Also, institutions like the Tanzania Institute of Education , the National Examination Council of Tanzania, the National Council for Technical Education, Education and Vocational Training Authority and Tanzania Commission for Universities, coordinate the approval and control the quality standards of education and training at different levels. Every institution has an executive board that makes decisions on issues related to the provision and administration of education and training within the areas of their jurisdiction. The evaluation found out that these institutions need an efficient working legal arrangement to increase efficiency in the supervision of the quality of education and training in the country.

1.1.1 Implementation of Education and Training Policy of

1995

The implementation of the Education and Training Policy of 1995 was carried out through the Primary Education   
Development Plan (PEDEP) and Secondary Education Development Plan (SEDEP). Some of the policy goals that have been implemented in those plans are:

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(i) To enable the private sector participate in the provision of education and training by encouraging the establishment and running of schools and education and training institutions,

(ii) To emphasize the provision of quality education by reviewing the curriculums, to enhance the quality of teachers supervision and undertake a continuous assessment of the performance of a student,

(iii) To expand the availability of education opportunities by observing equity for all groups in the country, and

(iv) To expand the scope for financing education and training by controlling Government spending and encouraging cost sharing.

In the implementation of those plans, there has been success that includes increased participation of the private sector in the provision of education and training, strengthening of teachers supervision by forming an organ that looks into the affairs of teachers such as registration, confirmation at work place, promotion and discipline. There has also been success in the preparation, promotion, provision and monitoring and evaluation of curriculums for pre-primary, primary and secondary schools and teachers colleges. Likewise, there has been an increase of different opportunities at the primary and secondary school level and teacher training. The number of pupils rergistered for primary education has increased from 3,942,888 (boys  
1,992,739 and 1,950,149 girls) in 1996 to 8,247,172   
(boys 4,086,280 and girls 4,160,892) in 2012   
which is an increase of more than double. For secondary school education, ordinary level there has been an increase of registered students from 185,119 (boys 98,435

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and girls 86,684) in 1996 to 1,802,810 students   
(boys 954,961 and 847,849 girls) in 2012 which is an increase of more than nine times. Also, the number of students for high school education has increased from 13,974   
(9,597 boys and 4,377 girls) in 1996 to   
81,462 students (55,512 boys and 25,950 girls) in   
2012 which is an increase of more than five times. This success and many others are due to the Government policy of offering grants to public primary and secondary schools.   
Parents and students have also continued to contribute fee and other contributions in secondary schools and colleges whenever they are required to do so in accordance with the education and training procedures.

These successes have also had their challenges in different areas including that of curriculums not meeting the needs following economic, social, scientific and technological changes.   
Also, following the expansion of education opportunities at all levels there has been an increasing demand of resources, equipment, teaching and learning materials at all levels.

1.1.2 Implementation of Education and Training Policy of 1996

The Education and Training Policy of 1996 was implemented through legislation, rules and different guidelines for the provision of education in technical sector. However, through the Education Sector Development Plan, the Technical Education and Vocational Training Development Plan was formulated.   
Among other issues the Technical Education and Training Policy

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had the following goals:

(i) To produce a sufficient number of technicians and skilled technologists to meet the needs of the public and private sector;

(ii) To establish and strengthen technical training institutions and provide them with working tools and experts so as to attain their goals;

(iii) To increase private sector participation in the administration and financing of technical education;

(iv) To have an efficient and better technical education and training structure to bring about equity of education and training opportunities;

(v) The use of science and technology for social and economic development ; and

(vi) To hasten and coordinate the quality of examination results of the finalists through the formation the National Council for Technical Education.

The implementation of Technical Education and Training Policy of 1996 brough about various successes including: the completion of corresponding qualifications for technical training and vocational training from an artisan to an engineer;   
implemetation of the curriculum that observes the competence of the skill particularly for the Education and Vocational Training Authority and the National Council for Technical Education; the inclusion of vocational education subjects in primary school curriculums; the formation of the National Council for Technical Education by an act of Parliament Cap. 129; and an increase in the number of technical schools from 695   
in 2005 to 750 in 2012 thus increasing the number of students from 78,586 (43,022 males and

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35,564 females) in 2005 to 104,440 students (54,350   
males and 50,190 females) in 2012. The number of vocational education and training schools has increased from 195 in 2005   
to 260 in 2011 thus increasing the enrolment of students from 39,759 (30,123 males and 9,636 females)   
in 2005 to 85,040 (46,342 males and 38,698 females)   
in 2011.

Despite the success, the implementation of the Vocational Education and Training Policy had the following challenges:

(i) A limited increase of technical education and vocational training opportunities compared with the national demand and the labour market;

(ii) A negative attitude on technical training;

(iii) Static gender orientation on the whole concept of technical training;

(iv) Shortage of qualified trainers and lack of suitable environment to retain them at work place;

(v) Unavailability of proper integration between the structure of technical education and the structure of general education; and

(vi) The training does not meet the requirements of the labour market.

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1.1.3 Implementation of The National Policy on Higher Education of 1999

The National Policy on Higher Education of 1999, had as its goals the increase of high education opportunities and introduce legislations, regulations and guidelines for the establishment of organs that will strengthen the procedure for approval and quality control for higher education.

In implementing those goals, the Universities Act Cap 346, Higher Education Students Loans Board Act, Cap 178 and the Education Fund Act Cap 412,   
were enacted. Following the enactment of these Acts, the Universities Commission was formed for the pupose of supervising the approval and quality control of high education. Likewise, the Tanzania Education Authority and Higher Education Students Loans Boad were established to facilitate the availability of funds and loans for high education students in the country. The performance of those organs together has contributed towards the increase of high education opportunities as the number of universities and university colleges has increased from 20 in 2005 to 50 universities and university colleges in 2013 thus increasing the enrolment of students from 37,667 ( 25,061 males and 12,606 females) in 2005 to 162,510 (105,381 males and 57,129 females) in 2013 an increase of more than four times.

Despite those successes there were gaps in the following areas:

(i) Lack of sufficient and sustainable integrated education system that enables graduates of secondary education and technical education enroll for higher education and therefore having a small number of high education students;

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(ii) Lack of sustainable and productive financing thus continuing to be a burden to the Government, parents and students;

(iii) Lack of clear cooperation between the education sector and industries in the provision of high education;

(iv) Lack of sustainable and broad structure for recognition of alternative qualifications that will allow graduates at different levels of education to join higher education;

(v) Continued existence of various obstacles including negative thinking that hampers the development of higher education, limited resource and under utilization of ICT in the development of higher education; and

(vi) Some higher education curriculums not meeting the requirements of National development and the labour market.

1.2 General challenges of the Education and Training Sector in the Country

The implementation of education and training policies is confronted with various general challenges that include:

(i) Lack of an extended structure that allows education and training to be available and be recognised through different alternative methods;

(ii) The existence of education and training with standards and quality not recognized nationally, regionally and internationally;

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(iii) Lack of employment structure to enable the availability of experts of different cadre required by the education and training sector in the coutry;

(iv) Lack of opportunities to be availed to every Tanzanian acoording to their needs and the environment surrounding them;

(v) Lack of education financing structure that is sustainable and with a broad scope; and

(vi) Not paying attention fully to cross cutting issues in education and training.

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CHAPTER TWO

2.0. IMPORTANCE OF THE POLICY

Since the commencement of the implementation of the Education and Training Policy (1995),   
Vocational Education and Training Policy (1996) and the National Policy for Higher Education (1999) there has been various political, social, economic, scientific and technological changes that caused the emergence of challenges thus making those policies out of date.   
The golobal economic changes have propted developing and developed countries either to change or strengthen their policies, programmes and strategies to be able to cope with economic competition and bring about sustainable social, scientific and technological development. Tanzania is one of the counties whose economy has continued to grow to 7 percent in 2012. This growth is as a result of an increase in investments in various economic sectors. Tanzania intends to become a medium income economy country by 2025 whereas the education and training sector has been entrusted with the responsibility to mobilize enough human resource to meet the requirements of those changes.

The Education and Training Policy 1995 focused on 7 year primary and compulsory education but acoording to the National Development Vision 2025 the country needs to have people with medium and high level education so as to have a working force capable to fully address the development challenges. Likewise, the Employment and Public Service Policy of 1999 stipulates that qualifications for permanent employment in public service is a minimum of secondary form four education.

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Tanzania’s cooperation with other countries regionaly and inter- nationaly has necessitated the adjustment of policies taking into account issues related to cooperation and understanding. The issues include harmonization of curriculums; harmonization of standards of education and training ; assessment and issuing of awards; elimination of illiteracy together with the harmonization of qualifications for joining education and training colleges; and harmonization of education structures and qualifications of graduates regionally. Also, as Tanzania is not an island, this Policy focus on strengthening understanding in education and training to provide a Tanzanian with skill, competence and ability to confront the requirements arising from the labour market and life in general.

2.1. Vision, mission and goals of the policy

The basis for education and training will concentrate on providing a Tanzanian with better child care foundation, ethics, skills, competence and enable them to become self relient. Education for self reliance will continue to guide the provision of education and training taking into account changes that take place in the society, politically, economically, scientifically and technologically.

2.1.1. Vision

To have an educated and knowledgeable Tanzanian, skilled, proficient with ability and positive outlook so as to be able to contribute in bringing about National development.

2.1.2. Mission

To enhance the quality of education and training and provide for structures and procedures that will produce many educated Tanzanians and those willing to educate themselves farther so that they could contribute in the attainment of the development goals of our Nation.

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2.2. Goals of this Policy

2.2.1. Fundamental Goal:

To have knowledgeable Tanzanians, skilled and proficient to be able to contribute quickly to the National development and withstand competition.

2.2.2. Specific Goals

The specific goals of the policy are:

(i) Structure, systems and extended procedures for enabling a Tanzanian to develop themselves in various ways in academic and educational aspect;

(ii) Quality education and training recognized nationally, regionally and internationally;

(iii) Accessibility of different education and training opportunities in the country;

(iv) An increase of human resources according to national priorities;

(v) Proper management and administration of education and training in the country;

(vi) A sustainable structure for financing education and training in the country; and

(vii) An education and training structure that takes into account cross cutting issues.

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CHAPTER THREE

3.0. JUSTIFICATION AND POLICY STATEMENTS

3.1. Stucture, systems and extended procedures for enabling a Tanzanian to develop theselves in Various Ways in academic and educational aspects.

Issue

Education and training structure

Explanation

The Government has done its best in its endeavours to provide the right for education to children of all genders by increasing enrolment to 105.5 percent of the pupils in primary education. However, post primary education continued to face various challenges as the present structure relies more on filtering the pupils for the continuation of their education rather than providing them with opportunities to develop acoording to their competence and talents.This structure has also concerned itself in academic excellence and was introduced when there were few schools and colleges and focused more on the concept of studying to university lavel thus making those who fail to continue academically to be selected for joining technical and vocational training education. This is an indication that the structure has failed to provide several education and training opportunities that could enable the graduate to attain knowledge and skills for the labour market.

Likewise, for our 2+7+4+2+3+   
education structure, one who begins schooling at the age of 7 years shall complete high education at an advance age of about 23 years compared to countries like South Africa, Mauritius,

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Malaysia and Finland where the age of a youth completing high education is between 20 to 22 years. In this context, an extended structure is required so as to increase the number of students completing various levels of education and training to enable them to continue studying at other levels.

Goal

To have an extended structure of education and training, productive and efficient, thus increasing the number of educated people knowledgeable in various disciplines.

Statement

*3.1.1 The government shall put in place an extended education and training structure to enable more civilians to get educated and be free to seek for knowledge in the dicsiplin of their choice to any lavel acoording to their ability and marit*

Issue

Age for basic education and the period for education and training

Explanation

The existing education and training structure provides an opportunity for a five year old child to join pre-primary education for a period of two years. The curriculum for pre-primary education has been prepared in a way that it should be taught for 2 years but the Evaluation of the Education and Training Policy of 2008   
indicates that the curriculum could be covered in one year if taught efficiently. Also, the Dakar Protocol of 2000 which Tanzania has retified and was to be implemented up till 2015 and in accordance with UNESCO   
(ISCED, 1997), pre-primary education is to be provided to children of

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between three and six years.

At present, Primary Education is provided for seven years (7) and according to the Education Act Cap 353 of the law of the country it is compulsory in registration and attendance. Primary education graduates under the present structure are 13 years of age. Some of them continue with secondary education and vocational training; those missing such opportunities join the labour market. These graduates are too young with no sufficient knoweledge and skills to join the labour market or face development challenges if they miss the chance to continue with ordinary level secondary education or technical education. The International Labour Organisation has set 15 years as the minimum age for employment for some jobs. Likewise, the SADC (1997) protocol on education and training inssits on the elimination of illiteracy by making efforts for having compulsory basic education for all for a period of at least nine years (9). Following these understandings, there is a need to adjust the structure of the present pre-primary and primary education so that pre-primary education becomes compulsory and to be provide for a period of not less than one year according the requirements of the pupil in question. Every child of between 4 and 6 years who has attained pre-primary education in accordance with the law, must be provided with basic education for a period of ten years to enable the child to read, write and count, to be knowledgeable on general information and acquire knowledge and skills in education, technical education and vocational training.

Goal

To adjust the period for education and training at different levels for productivity, efficiency and better use of resources.

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Statement

*3.1.2. The Government shall set up procedures for pre-primary education to become compulsory and to be provided to children of the age between three and five years for a period of not less than one year.*

*3.1.3. The Government shall set up procedure for basic education to become compulsory from standard one to form four; and to be provided for ten years and the age for joining standard one will be between four and six years depending on the progress and ability of a child to manage the studies at the given level.*

*3.1.4. Thegovernment shall set up procedure to ensure that the period for the completion of education and training at different lavels of education after the basic education aims at a student attaing the required skill in accordance with the National Award Structure.*

*3.1.5. The Government shall ensure a free basic education in public system.*

3.2. Quality Education and Training recognized Regionally and Internationally that Meet the Requirements of National Development

Issue

Quality control of education and training

Explanation

The quality of education and training is derived out of the quality of the existing curriculums, skill of the implemantors of the curriculums, leadership,

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supervision, environment surrounding the provision of education and training, evaluation and available resources. In the mean time, the Nation is confronted with different challenges on the question of the quality of education and training at all lavels.

Examination results for standard seven and form four examinations have declined from 54 percent in 2007 to 31 percent in 2012 for primary education; and 90 percent in 2007 to 43 percent in 2012 for secondary education, while the number of those sitting for examinations is increasing every year. The knowledge and skill of the graduates at that level is low compared to the level of education they have reached. Likewise, the knowledge and skill of the graduates of technical training and high education cannot meet differant requirements of the labour market. Evaluations indicate that in order to strengthen the quality and efficiency of education and training in the country, there is a need to improve the quality of the curriculums, school inspection, evaluation, approval and institutions dealing with those issues. The department of school inspectorate has the duty to follow up the quality of primary and secondary education taking into account the curriculums and standards set. The performance of this department has been confronted with different challenges thus failing to undertake its responsibilities efficiently. The challenges include the continued use of the inspection philosophy of productive inspection when there were few schools unlike now when there are many schools and thus the need for more stakeholder involvement and altenative techniques; weakness in the management and administration of the school inspection structure which has placed inspectors far from the schools together with the failure to make school committees and boards, Head Teachers,Heads of Schools

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and the parents to be accountable enough on the question of supervision and control of the quality of education provided by our schools. Poor inspectorate is also caused by lack of enough competent experts and lack of working tools.

On the other hand, National Council for Technical Education has the responsibility to coordinate approval and control of the quality of education in technical schools; and the Education and Vocational Training Authority has the responsibility for coordinating approval and control of the quality of vocational training in differant vocational training schools. The Tanzania University Commission has been entrusted with the responsibilities to set approval criteria and control of the quality of education of the universities in the country. The performance of these organs of approval together with other organs like the Tanzania Institute of Education, Tanzania Library Services Board, Institute of Adult Education and the Tanzania Education Authority has been having challages in raising the standards of the quality of education for primary, secondary, teacher training colleges, technical education and training schools, vocational training schools and universities. The relationship between these institutions and the Ministry of Education and Vocational Training and PMO-RALG is weak as there is no stringent procedure for coordination among them. Legislations for establishing these organs need to be reevaluated so as to bring about cohesion of the entire structure of management and administration of education in the country.

Goal

To have efficiency in coordination, supervision, approval and control of quality in the provision of education and training.

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Statement

*3.2.1. The government, in collaboration with steakholders shall strengthern supervision, approval and control of the quality of education and training at all levels.*

*3.2.2. The Government shall ensure that supervisory and administrative organs of education and training have a working relationship at all levels of education and training.*

*3.2.3. The Government shall strengthen the structure, techniques, concept and the philosophy of school inspectorate to bring about more efficiency in the control of the quality of basic education in the country.*

Issue

Education and training curriculums

Explanation

A curriculum is a guideline for education at different levels of education and training which if not properly prepared, properly implemented or carefully evaluated, the education structure shall fail to function and shall not bring about results anticipated by the society. Until 2005 curriculums for pre-primary, primary and secondary education concentrated more on the concept of understanding and put little emphasis on building skills. Begining 2005 the curriculums changed and focused on building skills. Evaluation indicates that this change was made without involving different stake holders including teachers, parents, employers, students, tutors, lecturers, professional societies, religious institutions, governmental and non-governmental organizations, education coordinators and inspectors. Either, there was no enough preparation for the implemantors of the curriculums.

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Therefore, teachers in general are not teaching the way it was anticipated in the existing curriculums.

Some of the curriculums at the technical, vocational and high education levels are out dated and could not meet the requirements of the labour market thus graduates of those curriculums became unemployable or fail to work efficiently where they are enployed. There has also been challenges for graduates who have completed studies based on the technical curriculum to be refused recognition while joining for training based on academic curriculum for some disciplines; or a graduate who has completed studies based on academic curriculum to be refused recognition in training based on technical curriculum. Evaluations also indicate that in the curriculum of some colleges contents do not correspond with the duration of training for similar training programmes. In view of that, there is a need to evaluate the existing curriculums so as to produce curriculums that meet the requirements of the present and future education and training in compliance with the development, scientific and technological changes nationally, regionally and internationally.

Goal

To have productive and efficient curriculums that meet the requirements of the labour market in bringing about national development and to resist competition.

Statement

*3.2.4. the Government in collaboration with stakeholders, shall review the existing curriculums at all levels of education and training so that they move with time and meet the the present and future education and training needs taking into account the requirements of the nation, target population and the labour market.*

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*3.2.5. The government, in collaboration with stakeholders, shall ensure that curriculums are in line with the basic communication skills, reading, writing and arithmetic, researching, analyse information; interpret; evaluate and use knowledge, discovery, creativity and entrepreneurship at all levels of education and training.*

*3.2.6. The Government shall strengthen the supervision and assessment of the implementation of curriculums in education and training institutions at all levels, so as to bring about efficiency in the education and training provided.*

Issue

Scientific and Technological Education

Explanation

Scientific and Technological Education is important in enabling a person to cope with their environment and to enable them to contribute towards national development. Pupils are taught science subject from standard III and in ordinary level secondary education all students study Physics, Chemistry. Biology and Mathematics up to form two (2). Also, all students continue studying Biology and Mathematics up to form four (4).   
Some studentds opt to continue with Physics and Chemistry subjects from form three (3) up to form four (4). Statistics indicate that out 100 students only between 30-35 students study science in form three (3) and four (4) who if pass are expected to study different science and technology disciplins in higher education institutions and technical education and training colleges.

Primary and secondary school curriculums are required to put

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emphasis on Science and Technology education. Understanding on Science and Technology Education (UNESCO-PERTH 2007) insist on reviewing curriculums for Science and Technology education so as to motivate students to understand the importance Science and Technology in the society. Also, there is a need to put emphasis on the use of Science and Technology in teaching and learning.

Goal

To have enough number of people educated in science and technology and meet the requirements of National development.

Statement

*3.2.7. The Government shall strengthen the structure and teaching procedure for Mathematics, Science and Technology subjects at all levels of education and training.*

*3.2.8. The Government shall ensure more use of Science and Technology in the provision of education and training at all levels.*

Issue

Resources, equipment, tools and techniques of teaching and learning

Explanation

Efficient implementation of curriculums depends on the availability of resources, equipment and relevant tools of teaching and learning according to the requirements of the training and programmes at different levels of education and training. The resources, equipment and tools include sylabus, set and supplementary books, laboratory chemichals, machines and worshops. There has been a shortage of resources, equipment and better tools of teaching and learning

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at all levels of education and training whereby, for example, the ratio of a book per pupils in primary education is approximately one book to three pupils (3) and to between four (4) to nine (9) pupils for secondary schools according to the subject. Also, some of the available resources, tools and equipment are either outdated or not compliant to the requirements of modern science and technology. This situation has been contributing in weakening the production of better graduates.

Also, a free market structure of book publishing and production of other education and training materials has affected the availability of books, equipment, better and sufficient tools in schools and colleges in the country. Also, the cost of books, tools and relevant equipment has increased beyond the actual coast. In a situation like this, it is important to introduce a special system of obtaining books, better and enough tools and equipment that will satisfy the demand.

Goal

To have better teaching and learning environment.

Statement

*3.2.9. the Government shall ensure that relevant teaching and learning tools, resources and equipment in education and training are sufficient according to the demand and the development of science, technology and teaching and learning techniques at all levels.*

*3.2.10. The Government shall ensure the availability of one better set book for every subject per every child in basic education and they will be prepared following a specific procedure.*

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*3.2.11. The Government shall provide and supervice the use of one set book for every subject in basic education so as to better assess the results of corresponding teaching and learning at different education levels.*

Issue

Infrastructure in education and training institutions.

Explation

The existing infrastructure in schools, colleges and other education and training institutions includes buildings, water supply systems, electricity and roads. These infrastructures are old and cannot meet the need for all the groups where in primary education there is a shortage of 49 percent for class rooms, 79 percent for teachers houses, 49.1 percent for desks and 60   
for toilets. For secondary education, there exists a shortage of 25   
percent for class rooms and 77 percent for teachers houses. The availabity of enough infrastructure with the required quality standards is important in the promotion of the quality of education and training at all levels. The existing education and training development plans can not meet the requirements for infrastructure following the increasing number of users. Also, there is a need to build the culture of care and preservation, renovation and maintenance of the infrastructure of education and training institutions.

Goal

To have better teaching and learning environment

Statement

*3.2.12. The Government shall ensure the existence of better and relevant infrastructure to satisfy the requirements of*

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*education and training for all the groups at all levels of education and training.*

Issue

Safe environment and essential services in schools and colleges.

Explanation

The environment in some schools and colleges is poor and is not safe enough. Statistics for secondary schools indicate that there are only 3,415 shools out of 4,528   
schools with electricity. There are many challenges in the availability of better and essential services such as food, clean and safe water, health, electricity, communication and transport. These services contribute in the increase of teachers and students participation in the education and training process. Quite, safe and attractive environment to teachers and students increase productivity in teaching and learning. There is a need for an environment that meets the requirements, with essential services in schools and colleges so as to increase the quality of education and training.

Goal

To have safe environment and essential and sustainable services in schools and colleges.

Statement

*3.2.13. The Government shall ensure that essential services including better food, communication, electricity, clean and safe water, and health are available in schools and colleges.*

*3.2.14. The Government shall ensure the existence of better and safe environment in the provision of education and training in the country.*

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Issue

Consultation and counseling in education and training.

Explanation

In primary and secondary schools and in colleges consultation and counseling service is not provided as a basic service to students.This service is provided by care and discipline teachers who are not experts in consultation and counseling and who are also required to teach various other subjects a situation that makes the provision of this service inefficient. Lak of efficiency in the provision of this service in schools and colleges has contributed towards moral erosion in the society.

Consultation and counseling service aims at enabling a student, and the school community and the college in general to confront the challenges of life, so as to form a direction, bahaviour and to promote culture, custom and good ethics in the society.   
This service is also needed for helping a student to know the future of the subjects they will choose or they had chosen and their importance in their development and the development of the Nation.

Also, consultation and counseling is required by employees   
at all levels of education so as to obtain life skills of recognizing themselves and make correct decisions in fully fulfilling their responsibilities as guardians of the students and the society.

Goal

To have consultation and counseling service that meets the requirements in education and training.

Statement

*3.2.15. The Government shall strengthen the provision of consultation and counseling at all levels of education and training.*

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Issue

Education that preserves peace.

Explanation

Globalisation, economic differences and interaction of people with different cultures has contributed in bringing about a change of ethics and behavior and therefore posing challenges to peace in the society. In a nation, education is the pillar for sustaining peace in a society as it provides skills for resolving conflicts, foster unity in the society and solidarity. There is a need of having education for peace that will focus on helping students to have the capacity to stop and resolve conflicts peacefully when such conflicts occur among the people, between the people or among groups, nationally or internationally. Education and training curriculums should be prepared while observing justice and building a peaceful and stable nation.

Goal

To have a graduate with skills to sustain peace, to endure and resolve conflicts in a society.

Statement

*3.2.16. The Government in collaboration with steak holders shall ensure that skills for sustaining peace, to endure and resolve conflicts, patriotism and ethics are included in the education and training curriculums for all levels.*

Issue

The use of Kiswahili, English, other foreign languages and sign language in communication.

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Explanation

Kiswahili, English, other foreign languages and sign language are taught as subjects at different levels of education and training. Despite the efforts in teaching those languages, there is still a weakness in mastering standard language in communication. To a big extent the weakness is as a result of the infrastructure, poor teaching methods and minimum use of standard language in an ordinary environment.

Kiswahili is the national language and is used as the first or second language among many people. Kiswahili language has grown to an international level whereas it can be used by many people to obtain knowledge and skills in different areas, including Science and Technology.   
English language is used as the second and third language to some people. Kiswahili and English are the official office languages. A good understanding of English and other foreign languages can also enable a Tanzanian to communicate with people of other nationalities and to acquire education, skill and knowledge. Also, sign language is used for communication between deafs and other people. These students are unable to receive proper education and training as there is no specific arrangement for teaching by using sign language.

Goal

To build the capacity of using different languages in communication.

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Statement

*3.2.17. The Government shall ensure that Kiswahili, English and other foreign languages are taught correctly and efficiently at all levels of education and training in the country so as to provide understanding and proficiency following the importance of those languages in national, regional and international issues.*

*3.2.18. The Government shall make it possible for sign language and brail to be used at all education and training levels.*

Issue

Teaching and learning language

Explanation

In the meantime, teaching and learning languages in education and training are Kiswahili and English. The teaching language for pre-primary and primary education is Kiswahili. Also, English language is used as a teaching language in some schools.

English language is used as a teaching language in secondary schools, teachers colleges diploma level, technical colleges and colleges. Kiswahili language is also used as a teaching language in teachers colleges certificate level and vocational training schools. The use of English language continue to expand globally following globalisation. Likewise, the use of Kiswahili in the country and in other continents has increased. Also, Tanzania has retified the East Africa Community Protocol in relation to the promotion and use of Kiswahili and Tanzania was elected to become the headquarters of the Institute for the Promotion of Kiswahili in the Community.

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Therefore, there is a need to strengthen the use of Kiswahili and English languages by making them teaching and learning languages at different levels.

Goal

To use Kiswahili as a teaching language

Statement

*3.2.19. The National language, Kiswahili shall be used for teaching and learning at all levels of education and training and the Government shall set up a procedure to enable the use of this language become sustainable and with efficiency in providing the target population with education and training that is productive nationally and internationally.*

*3.2.20. The Government shall continue with the system of strengthening the use of English language in teaching and learning, at all levels of education and training.*

Issue

Assessment, evaluation and students progress in education and training.

Explanation

Assessment and evaluation of the education level at the primary, secondary, teachers colleges, vocational training schools, technical colleges and institutions of higher is done by schools, institutions or colleges and some times is coordinanted by institutions entrusted with that responsibility. The structure and procedures of assessment at these levels had many challenges. One of the challenges in this area is the type of assessment that does not observe the goals of the curriculums, to develop skills, and the structure that does not fully involve curriculum developers, implementors, assessors and supervisors.

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Also, failure to observe the exact structure of assessment by including progress marks of a student while at school and marks of the final examination set by the Examination Council  
contributes towards the failure to attain the goals of the relevant curriculum. Also, the structure of awarding marks A, B, C, D, E, S and F awarded by the Examination Council differ every year, and in different subjects and also differ in providing interpretation between schools and the Examination Council. This situation makes it impossible to some students to continue with education and training at higher levels without any basic reasons. There is a need of having a strong structure so as to bring about efficiency in the structure of the assessment and evaluation of the progress of a student academically.

As for assessment and evaluation on the side of technical education and training, different differing methods are used depending upon the discipline and the type of the course. The assessment is carried out by colleges under the coordination of the National Council for Technica Education and Vocational Education and Training Authority. Assessment and evaluation in colleges of higher learning is carried out by the colleges themselves together with the institutions that coordinate the management of those colleges. Also, universities have the authority to assess, evaluate and offer awards after their programmes are approved by the Tanzania Commission for Universities which has issued guidelines for assessing and marking for different subjects.

Following the importance of assessment and evaluation, there must be a national procedure to control assessment and evaluation for programmes and at different levels of education and training.

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Goal

To strengthen assessment and evaluation of the progress of a student academically.

Statement

*3.2.21. The Government shall set up a structure for assessment and evaluation in education and training that shall adhere to the recognized critera for daily assessment of the progress of a student and final examination to complete the relevant level of education and training in accordance with the existing curriculums at all levels of education and training.*

*3.2.22. The Government shall establish and supervise a national structure of competitive qualifications for awards for all levels of education and training so as to make it simple for graduates to develop themselves in education and training.*

3.3. Availability of differant Education and Training Opportunities in the Country

Issue

Equality in the availabity of education and training opportunities

Explanation

Education and training opportunities are available to every Tanzanian without discrimination as regards gender, colour, race, religion, disability and social status or income. Although such opportunities have increased to 92 percent of the students of targeted age in pimary education in 2012, still the registration of students of targeted age in ordinary secondary schools is 36.6   
percent and only 2.7 percent of the students of the targeted age for high school . The 2012 statistics indicate an equal ratio

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of registration of girls to boys in primary education, while for ordinary secondary education the ratio is   
0.9 which means the registration of girls is lower compared to that of the boys. The registration of girls continue to decrease compared with that of the boys in high school education where the ration of girls to boys is 0.5. This indicates a decrease of girls participation at higher levels of education. In addition to that there has beed a decline of students at primary and secondary school levels. Many students leave school for different reasons. Some of the reasons are long walk to and from school, pregnancy, child marriages, child labour, truancy, poverty, unavailability of special requirements at schools for some students and some customs and traditions that are in conflict with the provision of education to girls. Statistics for 2012 indicate that in primary schools a total of 69,015 students (37,578 boys and 31,437 girls) out of 8,247,172 equal to 0.8 percent left school for various reasons while for secondary schools students who left school are 76,050 (42,559 boys and 33,491 girls) out of 1,884,272 students equal to four (4) percent. Despite the government efforts, efforts of the private sector and other development partners to provide education opportunities for all the groups, some groups have not been sufficiently accessed because of social, economic and geographical reasons. To reach the target of education and training for all there is a need to remove the obstacles causing the failure of some students to complete the circle of education at the relevant level, including the challenges derived from special needs for some students.

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Goal

To ensure that all students complete the circle of education and training at the relevant level.

Statement

*3.3.1. The Government shall continue to increase various education and training opportunities on equal basis for all social groups at all levels including children with special needs.*

*3.3.2. The Government shall remove all the obstacles that hinder the opportunity for students to continue with studies and complete the circle of education at the relevant level.*

Issue

Gender equality in education and training

Explanation

The ratio for the registaration of students for primary education for boys and girls is eproxmately 1:1; secondary education 1:0.9 while for higher education is 1:2. These statistics indicate that the continuation of a student from one level to the level that follows has been decreasing for girls. Although the rate of drop out effects boys and girls, evaluation indicates that there is a big possibility for girls to discontinue with studies especially when they reach high grades beginning with standard five. Likewise, women participation at different levels of supervision and leadership is small because of the belief that women do not have the same capacity as men. There is a need for equal participation when it comes to education and training opportunities and positions of management and supervision in the education and training sector.

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Goal

To have gender equality in education and training

Statement

*3.3.3. The Government in collaboration with steakholders shall ensure that gender equality in education and training is observed.*

Issue

Education and training by different means including open and distant.

Explanation

The government has established an education and training procedure for children, youths and adults who missed the opporutinity in the formal structure, so as to develop themselves educationally and face the challenges of life or graduate at different levels of education and training.The procedure include the existence of the Propotionality Plan Between Education and Society (PPBES) and Primary School Programme for Those Who Missed It (PSPTWMI). Such opportunities could be provided efficiently by establishing the necessary structures at different education and training levels in the country.

Education could be provided well if Information and Communication Technology (ICT) and qualified human resources are utilised. This is also in recognition of the success of self education through different methods including correspondence education, radio education, television, national libraries and adult education. There is a shortage of manpower for providing distant education and few ICT equipment to meet the requirements of globalization and competition   
and the development of science and technology, and therefore

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some times causing challenges regarding efficiency and low standards of the quality of education provided.

Goal

To strengthen education and training by using different methods including open and distant learning.

Statement

*3.3.4. The Government shall set up procedure and enabling environment to ensure that education and training including adult education is provided efficiently at all levels through different methods including open and distant learning.*

*3.3.5. The Government shall set up procedure and ephasize on the use of ICT in the provision of education and training at all levels.*

Issue

To recognize and develop talents

Explanation

The exixting curriculums do not provide an opportunity to recognize and develop talents by observing the requirements and learning speed of the students at all levels of education and training. The existing procedure considers only those with high pass examination marks as the only ones with talents. This does not provide an opportunity to recognize, develop and promote different talents such as music, dance, craftsmanship, painting and sports for students at different education and training levels. Following this weakness of the existing curriculums, there is a need to revise them so that they consider students with talents and learning speed and develop them.

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Goal

To have an education and training structure that observes talents and learning speed and provide an opportunity to develop them.

Statement

*3.3.6. The Government shall set up a procedure to develop students with different talents, learning speed and special needs in learning at all levels of education and training.*

Issue

To recognize people who have acquired skill without going through the formal education and training structure.

Explanation

The existing education structure does not have any procedure to recognize people who have acquired education and training without going to the class room or areas set for that purpose; and thus denying them the chance to develop themselves educationally at different education and training levels. In order for one to develop themselves the existing structure requires recognized certificates from a recognized school ar college and therefore fail to provide a place for those who failed to obtain such opportunities. To develop ones’self is the right of every Tanzanian. Education and sustainable training which means education and training with no end is some thing that the Nation must take into account so as to have an educated society which is eager to learn more. In view of that, it is important to recognize and provide opportunity to people who have acquired education, knowledge, or different skills to develop themselves educationally.

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Goal

To recognize and formalize knowledge and skills acquired by some one outside the school structure so as to eduacate themselves in different ways.

Statement

*3.3.7. The Government shall set up procedures and strengthen the recognition of knowledge and skills acquired outside the school structure so as to expand opportinties for people to develop themselves educationally.*

3.4. Human Resource Requirements According to National Priorities

Issue

Availability of teachers and other skilled human resources for the education sector.

Explanation

The demand for teachers at differan levels of education and training in the education sector, has been increasing every year. This situation is attributed to the expansion of the education sector and lack of incentives that could attract different scholars to join the teaching profession and retain them there. Also, following the expansion of many sectors in the country, some teachers have been leaving the teaching profession and join other sectors which are more lucrative in benefits and environment. As a result of this, there has been a big demand of teachers in different disciplines especially for teaching reading skills, writing and counting,   
mathematics, science and language. For example by December   
2013, the demand for teachers in different areas of science and mathematics were as shown in the table.

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Subject

Demand

Available

Shortage

Number Percent

|  |  |  |  |
| --- | --- | --- | --- |
| Agriculture | 905 | 300 | 605 66.9 |

Physics 10,203 3,748 6,455 63.3

|  |  |  |  |
| --- | --- | --- | --- |
| Computer Studies | 1,108 | 433 | 675 60.9 |

Electrical Engineering 69 29 40 58.0

|  |  |  |  |
| --- | --- | --- | --- |
| Basic Mathematics | 13,478 | 5,896 | 7,582 56.3 |

Chemistry 10,541 4,887 5,654 53.6

|  |  |  |  |
| --- | --- | --- | --- |
| Biology | 11,144 | 5,561 | 5,583 50.1 |

Engineering Science 47 24 23 48.9

|  |  |  |  |
| --- | --- | --- | --- |
| Mechanical  Engineering | 80 | 41 | 39 48.8 |

Food and Nutrition 220 120 100 45.5

|  |  |  |  |
| --- | --- | --- | --- |
| Civil Engineering | 100 | 60 | 40 40.0 |

Additional   
Mathematics

512 310 202 39.5

|  |  |  |  |
| --- | --- | --- | --- |
| Total | 48,407 | 21,409 | 26,998 55.8 |

Source: *Basic Education Statistics in Tanzania - BEST, 2013*

As regards high education, 2012/13 statistics indicate that high education institutions need 7,556 scholars proficient in various disciplines. At present these institutions have a total of 5,441 scholars thus a shortage of 2,115 scholars. The shortage of lecturers/scholars contributes in effecting the quality of high education in the country. In a situation like this, there is a need to build a condusive environment that will ensure that many youths with high level competence join and remain in the teaching profession so as to meet the country’s requirements at different levels of education and training.

Goal

To have enough and skilled manpower to meet the requirements of education and training sector.

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Statement

*3.4.1. The Government shall improve the quality of employment structure in education and training sector to become specific and meet the requirements , availability and supervision of human resources for the development of education and training sector.*

Issue

Availability of skilled and enough manpower in other sectors.

Explanation

The country has set itself priorities that will enable Tanzania become a medium income economy country by   
2025. The priorities include infrastructure, agriculture, industry, human resources and social services, tourism, commerce and financial services. According to those priorities, the education and training sector is required to mobilize enough human resource to meet the requirement of the priority sectors and other requirements nationally, regionally and internationally. There is a big deficit of highly educated experts required so that Tanzania could become a medium income economy country. Various reports indicate that Tanzani’s human resource, to a big extant are employeeys with low skills who form 84 percent, followed by medium skills 13 percent and high skills 3 percent. However, for countries with medium income economy, at the low level, comparisons indicate that those countries have an average of 55 percent of employees with low skills,   
33 percent medium skills and 12 percent high skills. Tanzania therefore,   
is faced with a challenge of raising the number of a mixture of employees with skills in various disciplines to reach the human resource requirements of a medium income economy country by 2025.

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The existing education and training structure shall not lead to the Nation meeting the increasing requirements for human resourece in accordance with the priorities of the Nation as statistics for the year 2000   
to 2012 indicate that an average of only 5 percent of standard seven graduates pass and continue up to high school education; 4.3 percent join vocation training education 1.2 percent join technical education; and an average of 4 percent succeed to higher education. If this is the trend it is apparent that the Nation shall continue to have a deficit of experts, if strong measures are not taken to increase opportunities and to raise the quality of education.

Goal

To have enough and skilled manpower to meet the requirements of various sectors for the development of the Nation.

Statement

*3.4.2. The Government shall set up an extended procedure for the development of students in education and training and carry out frequent evaluations so as to know the exact demand of human resource and skills required so that the education and training provided meet the demand.*

*3.4.3. The Government shall provide a condusive environment and ensure that education and training sector produces skilled and enough manpower to meet the requirements of different sectors for the development of the Nation.*

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3.5. Efficient Management and Administration of Education and Training in the Country

Issue

Leadership, supervision and administration in education and training sector

Explanation

There have been challenges in observing responsibilities and accountability in the education sector as a result of the leadership structure, supervision and administration from the level of the ministries concerned with education and training to the level of schools, colleges and various institutions, which have effected the efficiency of the education sector. The education and training sector was being guided by the Education and Training Policy (1995), Vocational Education and Training Policy (1996) and the National High Education Policy (1999) according to the ministries in existence at that time and its institutions. The Vocational Education and Training Policy (1996) and the National High Education Policy (1999) were being administerd by the then Ministry of Science, Technology and High Education and the Education and Training Policy (1995) was being administered by the then Minstry of Education and Culture. Vocational training was being administered by the then Ministry of Labour. Following different changes, and the formation of the Ministry of Education and Vocational Training in 2006, there has been a need of having a policy for education according to the new responsibilities of the Ministry. The decentralization of responsibilities in the education and training sector from the Central Government to the Local Government Authoritiesin the areas of supervision and administration of primary and secondary schools has caused an iteraction of responsibilities and non-accoutability.

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Despite those changes, legislations, rules and guidelines for leadership, supervision and administration have not been changed to meet the requirements. For example, the Ministry for Education and Vocational Training, PMO-RALG and Civil Service Commission, Department of Techers Servise, together have been dealing with issues related to teachers employment without any clear demarcations and therefore effecting effenciency and accountability.   
Also, the limits of responsibilities of leadership and supervision in PMO-RALG and the Ministry of Education and Vocational Training are not clear.

Following this interaction, there is a need to review the legislation, rules, guidelines and the responsibilities of the MEVT and PMO-RALG so that issues related to policy are handled by the Minstry of Education and Vocational Training and administrative issues are handled by PMO-RALG and therefore bring about efficiency and accountability.

Goal

To have productive and accountable leadership, supervision and administration in the education and training sector.

Statement

*3.5.1. The Government shall review the system and structure of leadership, supervision and administration in the education sector so that it becomes productive and accountable.*

*3.5.2. The Government shall set up a procedure for the appointment and recognition of supevisors for the implementation of the education and training policy at regional, district, ward, college and school levels so that they acquire special status in the service.*

*3.5.3. The Government shall ensure that ethics and the behaviour of teachers and other staff are observed at all levels of education and training.*

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Issue

Cooperation in education and training between Tanzania Mainland and Zanzibar.

Explanation

High education is a union matter, while other levels of education are not a union matter. However, Zanzibar and Tanzania Mainland education sectors do have relation and cooperate in the ares of curriculums and assessment of technical education and vocational training. Likewise, at secondary school education level and teachers colleges there are relations in the areas of curriculum, assessment and issuing of certificates. Taking that into account, there is a need to strengthen relationship and cooperation in education between Tanzania Mainland and Zanzibar.

Goal

To strengthen cooperation and relationship in education between Tanzania Mainland and Zanzibar.

Statement

*3.5.4. The Government shall strengthen cooperation in education and training between Tanzania Mainland and Zanzibar.*

Issue

Regional and international cooperation in education and training.

Explanation

The importance of international cooperation in education and training keeps on increasing following economic development that depends on knowledge and skill. Therefore, cooperation is necessary as knowledge and skill have no boundaries or limits. Tanzania has retified conventions, protocols

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and different regional and international resolutios that have contributed towards the success achieved in the country in the education and training sector. There are different challenges especially in adjusting policies, legistations, structures and systems of implemantation so as to include regional and international issues.

Goal

To set up procedures for the implementation of regional and international relations and cooperation in education and training.

Statement

*3.5.5. The Government shall set up a structure for the implementation of regional and international relations and cooperation in education and training between Tanzania and other countries.*

Issue

Demand for land for the development of education and training.

Explanation

The demand for land for expansion, establishment and development of education and training institutions keep on increasing following the Government intention to expand educational facilities at all levels to meet the requirements of the National development plans . Also, some of the education and training institutions are located on plots they don’t legally own. There has also been an invasion of plots set for governmental and non-government education and training institutions. In view of that, education and training institutions need to own enough land for the present demand and future development. In order to protect land owned by education and training institution in the country from being invaded, there is a need for all education and training institution to own land legally. Also, land plans of the Manucipalities have not set enough

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priority in allocating land for schools, colleges and education institutions at all levels.

Goal

To set aside land for the use of education and training.

Statement

*3.5.6. The Government shall ensure that the demand for land for the purpose of education and training is considered in the land development plans in the country.*

Issue

Structure of statistics and education and training reports.

Explanation

The education and training sector has the structure of receiving and releasing education and training statistics in all its institutions. This structure needs to be strengthened so that the system of collecting and maintaining statistics and reports remains correct and reliable and statistics are available in time. There are important records that are kept in different arrangements and therefore making their availability and use difficult.   
All measures for education plans need quality information. Therefore, structures of information need to be simple for use by ensuring efficient collection, analysis, mainatance and distribution of statistics and reports. The existence of an efficient date management structure contributes siginificantly to bring about efficiency in the management of education and training.

Goal

To have an interconnected data bank structure in education and training.

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Statement

*3.5.7. The Government shall strengthen the management structure of interconnected data bank of education and training for all levels.*

3.6. Sustainable Stucture for Financing Education and Training in the Country.

Issue

Financing of education and training.

Explanation

The Government is financing education and training in collaboration with internal and foreign education development partners. Following an increase in the demand for education and training, the community has also been contributing in financing education and training in different ways including construction and management of schools and colleges undertaken through public and private sectors. Fees and other contributions provided by parents and students in private and public schools and colleges are also part of the contributions for running those schools and colleges.   
The Government allocates between 17 to 23 percent of the National budget for education and training including loans and grants for students. Also, money allocated for the education budget is not enough for the actual requirements of enhancing the quality education and training following the challenges posed by the system and structure of financial resources for education. The challenges include unavailability of funds in time when the funds are required  
or disbursing less amount than that approved, therefore failure to implement planned responsibilities during the financial year in question. Also, the procedure of

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sending money to schools or education institutions need to be improved so as to ensure that money sent is received and used for the intended purpose rather than the way it is now when there are moments money available is used for differant purposes. This has contributed to the failure by the education sector to fully implement its responsibilities and therefore effect the attainment of the goals set. Likewise, there have been complaints from the people regarding the amount of fees and contributions to schools and colleges. The fees and contributions in some schools are higher than the expectations and ability of many people therefore becoming part of the annoyances in the education and training structure.   
In a situation like this, there is a need to set up a procedure and explore different sources of funds so as to have a sustainable structure of financing education and training. Also, there should be prepared an efficient procedure to ensure that money is received at schools and colleges and used for the intended goals.

Goal

To have a sustainable structure for financing education and training.

Statement

*3.6.1. The Government, in collaboration with steakholders shall continue to strengthen the structure for financing education and training, including loans and grants, so that it becomes sustainable with various sources.*

*3.6.2. The Government shall set up a procedure for different fees and contributions in private schools and colleges so as to efficiently supervise issues related to fees and contribution in schools and colleges.*

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3.7. Education and Training Stucture that Takes into Account Cross Cutting Issues.

Issue

Environment education.

Explanation

Population increase and different social services and economic activities that do not follow the required procedures have caused the destruction of the environment in the country. This includes the indiscrimate cutting of trees, air pollution, destruction of water sources, careless disposition of soft, hard and poisonous garbage and excessive improper use of land in many areas. Environment education should be given more emphasis in education and training curriculums at all levels in order to have Tanzanians skilled in preserving the environment. Education provided in schools and colleges must enable the students and the society to adopt the habit and culture of preserving environment.

Goal

To have graduates at all levels of education and training with knowledge, skill and culture of preserving environment.

Statement

*3.7.1. The Government shall set up a procedure that will ensure that the content on preserving the environment is observed in education and training curriculums at all levels.*

Issue

HIV infection and AIDS (HIV and AIDS).

Explanation

The education and training sector is one of the sectors effected by HIV and AIDS. HIV infection and

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AIDS have contributed in the deterioration of the quality of education as the infection has effected teachers and students. An increase in poor attendance and deaths of teachers and students is a big threat to the development of education. HIV and AIDS effect a big group of human resource including students, teachers and employees of an age relied upon for making a bigger contribution in the National development. One of the harms is the lose of experienced teachers and failure by students to complete the circle of education and training.   
However, the availability of enough education to protect and prevent HIV and AIDS infection is a big challenge for students and the community around schools and colleges.   
Also, following an increase in the registration of students at different levels of education and training there has been a shortage of councelors knowledgeable on issues related to HIV and AIDS and life skills.

It is the responsibility of the Ministry of Education and Vocational Training to cooperate with its institutions and other institutions related to HIV and AIDS to ensure the availability of information on HIV and AIDS in schools and colleges. The information shoud include topics not used in examinations on HIV and AIDS in schools and colleges. Education provided in schools and colleges should take into account the importance of educating a student at an early age so as to guide them towards proper habit and behavior on the prevention of HIV and AIDS infection together with providing service and relief to those effected.

Goal

To provide education to students, teachers and the society in order to reduce the speed of HIV and AIDS infection prevalence.

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Statement

*3.7.2. The Government shall include skills on the prevention of HIV and AIDS in the education and training curriculums at all levels.*

Issue

Public and private sector partnership in education and training.

Explanation

Education and training sector is one of the important areas of investment in the form of partnership between public and private sector. The education sector has many demands include those of science laboratories, workshops, class rooms, dormitories and teachers houses together with other important infrastructures for the welfare of students and teachers in schools and colleges.

While realizing the limitations of government resources and the contribution of the private sector, there is a need to establish an enabling environment in the education sector so as to utilize resoueces and opportunities of the private sector to bring about success in partnership investment.

Goal

To increase the capacity of the education and training sector by expanding and strengthening the infrastructure and various services at all levels of education and training

Statement

*3.7.3. The Government shall strengthen partnership between public and private sectors in the availability of modern infrastructures and different services at all levels of education and training.*

*3.7.4. The Government shall expand the scope and strengthen successful participation of different stake holders in education and training sector at all levels.*

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CHAPTER FOUR

4.0. LEGAL STRUCTURE

4.1 Introduction

The implementation of the Education and Training Policy shall take into account the legal structure that will enable those concerned to fulfil their responsibilities. According to this policy, the responsibility of every section of the sector must be clear so as to avoid confusion and conflicts that have been surfacing in the management and implementation of different issues on education. Also, institutions that are under the Ministry and those to be formed shall implemant education issues and shall be accountable to the Ministry responsible for education and training. Likewise, public and private sectors concerned with the provision of education and training shall be required to observe laws, regulations, procedures and guidel;ines issued to eable the implementation the Education and Training Policy.

4.2 Legislations for the management of education and training

The implementation of the Education and Training Policy shall follow different legislations. The existing legislations shall be amended to match with the requirements of the statements of this Policy. Some of the legislations to be amended include the Local Government Act   
(Cap 287 and Cap 288 of the Laws of Tanzania) so that they meet the requirements of the decentralization of pre-primary educationi, primary education and secondary education. Changes in these legislations shall aim at   
ensuring that there is efficient management and administration of basic education and secondary education at different levels of PMO-RALG. Also, other legislations that are not meeting the implementation requirements of this policy shall be repealed or amended.   
Some of those legislations are the Education Act Cap 353, the Tanzania Examination Council Act Cap 107, The Tanzania

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Institute of Education Act Cap 142, Higher Education Students Loans Board’s Act Cap 178, Universities Act Cap 346, the National Council for Technical Education Act Cap 129, the Education and Vocational Training Authority Act Cap 82 , the Tanzania Libraries Services Board Act Cap 102, the Education Fund Act Cap 412,   
and the Institute of Adult Education Act Cap 39.   
Also, new legislations may be enacted according to the requirements so as to comply with the directives and new policy statements which can not be implemanted under the existing laws. Some of the legislations that shall be enacted include the basic education and secondary school act. This legislation shall direct different issues on basic education and secondary education including curriculums and national assessment at these levels.

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CHAPTER FIVE

5.0 INSTITUTIONAL STRUCTURE AND MINITORING AND EVALUATION

5.1. Introduction

Responsibilities of the Ministry responsible for Education and Training are:

(i) To formulate the Policy for Education and Training at all levels;

(ii) To set and supervise standards of the quality of education and training at all levels;

(iii) To set and follow up the implementation of plans and the budget for the development of vocational training education, technical education (including teacher training) and high education;

(iv) To monitor and evaluate education and vocational training, technical education and high education;

(v) To build the capacity of the Ministry, institution and organs under the Ministry for the pupose of implementing its responsibilities;

(vi) To use the evaluation results, research and different information on the actual situation of education and training so that the Ministry could make decisions that will increase efficiency in the implemantaion of policy strategy;

(vii) To devise and implement different projects for the development of education and vocational training , technical education and high education; and

(viii) To safeguard the independence and build the capacity of approval and control organizations of the quality of education in the country.

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On the side of **PMO-RALG** it will be responsible for formulating plans, budgets, management and administration of basic education and secondary schools and ensure that education provided meets the requirements of the quality sdtandards of education recognized regionally and internationally. Likewise, the **Ministry** with other institutions related to the provision of education and training shall ensure the existence of plans, budgets, better management and administration of education in their areas. Also, the implementation of this policy requires a specific institutional structure at different levels from national lavel to the lower levels of providing education and training.

5.2. National Level

In the implementation of the education and training policy, the Ministry for Education and Vocational Training shall have an institutional structure that will include research departments to advise the Minister on the progress of the policy in pre-primary education, basic education, secondary education, teachers education, technical and vocational training education, high education and National structure for Awards and international relation on education and training in the country.   
There shall be other offices in accordance with the rules and procedures of public offices.

Institutions and colleges under the ministry shall be accountable for responsibilities assigned to them by the ministry according to the law and shall produce implementation reports according to procedures.   
Ministry, institutions, public and private corporations that own schools, colleges or education and training institutions at different levels   
shall be required to submit reports and plans approved by the schools, colleges or institutions according to procedures so as to enable the Ministry for Education and Vocational Trauining to produce reports on plans and progress of education and training

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in general. All development partners are cordially welcomed to participate in various education and training issues in the country. To accomplish this, the Ministry for Education and Vocational Training shall set up a procedure that will provide an opportunity to development partners to contribute significantly in the development of education and training in the country.

Also, authorities to manage education and training at differant levels shall be free in the implementation of their responsibility so as to bring about benefitial development in education in the coutry. These authorities include Approval and Control of the Quality of Basic and Secondary Education Authority, Education and Vocational training Authority, National Council for Technical Education, Tanzania Universities Commission, Tanzania Library Services Board, Institute of Adult Education, Education Leadership Development Agency, Institute of Network Education Dakawa and others which may be formed according to requirements. Also, the Ministry for Education and Vocational Training and PMO-RALG shall cooperate with ministries, institutions and other steakholders dealing with the provision of education and training in the country. The cooperation shall be in analyzing the Education and Training Policy, to set standards and formulate laws, regulations, guidelines and procedures for the implementation of the Policy,   
to formulate master plans of education and training, to monitor, assess and evaluate its implemantation.

On the side of PMO-RALG, there shall be an Office of the Head of Education PMO-RALG which shall be assisted by the departments for pre-primary, basic and secondary education, adult education and education outside the formal structure. These departments must have experts knowledgeable in the field of pre-primary education, basic and secondary education planning, and also in the field of adult education and education outside the formal structure so as to plan, to supervise and implement properly the responsibilities of PMO-RALG in education and training.

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Other departments of PMO-RALG shall continue to exist or to be formed depending upon other responsibilities of PMO-RALG.

5.3. Regional Level

The responsibility to manage the implementation of the Education and Training Policy at the regional level shall lie upon the Regional Education Officer. The Regional Education Officer shall provide advise on different issues related to the implementation of the Education and Training Policy in the region and shall provide feed back and advise to the PMO-RALG on the progress of education and training in general.

5.4. At the Local Government Authority Level

Local Government Authorities shall be responsible for the establishment, management and administration of pre-primary education schools, basic education and secondary schools and shall issue implementation report to the District Administrative Secretary of the relevant District. At this level, there shall be an Education Officer who will deal with pre-primary education and basic education schools and an Education Officer who will deal with Secondary Schools. Also, Municipal Education Officers shall manage and coordinate the implementation of adult education and education outside the formal structure in the areas under their jurisdiction.

All of them shall manage the implementation of the Education and Training Policy in accordance with the laws, regulations, guidelines and procedures for the management and administration of public and private schools. In the implementation of this responsibility, the Education Officer shall be required to cooperate with other leaders of the Manucipality, Ward Education Officers, Head Masters of public and private Primary and Secondary Schools, corporations and governmental and non-governmental institutions at the Manucipal level. Manucipal Education Officers shall also be responsible for conducting regular inspections of the schools in their Manucipalities in accordance with the guidelines that will be issued by the approval and control organ

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for basic and secondary school education. Also, every Municipality shall have an organ responsible for providing advice on matters related to pre-primary education, basic, secondary and adult education and education outside the formal structure including other things related to education in the Manucipality concerned. The organ shall have competent and relevant qualifications in providing advice on matters of education and training at that level.

There shall also be Officers for the Control of Quality and Standars of Education and Training at the Manucipality level. The responsibility of the Officers at this level shall be to ensure that schools are managed in accordance with management standards and inspect them according to set procedures so as to ensure that discrepancies that may arise are addressed promptly so that the standard of education and training grows.

5.5. Ward Level

At the Ward level, the implementation of the Education and Training Policy shall be managed by the Ward Education Officer who shall be the coordinator for the implementation of the Education and Training Policy for Government and private schools at the level of pre-primary and basic aducation schools, secondary school education, adult education and education outside the formal structure. Ward Education Officer shall also be an inspector for the nearby schools in their ward and shall be accountable to the Manucipal Education Officer. Also, every ward shall have an education advisory organ that will be responsible for providing advise on issues related to pre-primary, basic and secondary school education and other issues related to education in the ward concerned. Members of the organ shall ba competent people with relevant qualifications in providing advice on issues related to education and training. There shall also be an Officer for the Control of Quality and Standards of Education and Training at the Ward level. The number of these officers

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shall depend upon the number of schools in the ward concerned. The responsibility of these officers shall be to conduct regular inspection of schools and to ensure that schools are managed in accordance with the guidelines on management standars and also ensure that discrepancies that may arise are addressed promptly so that the standard of education and training grows.

5.6. School and College Level

Headmasters of primary and secondary schools shall manage the implementation of the Education and Training Policy at the school level and shall be required to submit implemantation reports to an organ responsible for overseeing the leadership, school development plans, discipline and finance in the schools/colleges concerned and ultimately to the Ward Education Officer.

Headmasters of vocational training schools, technical education   
(including teachers colleges and education leadership), and colleges of high education shall manage the implementation of the Education and Training Policy in their respective colleges and shall submit implementation reports to their higher authorities in accordance with the laws governing education at the relevant level. These leaders shall also be obliged to ensure that schools and colleges they are heading have the required internal structures for approval and control of the quality of education and training in those schools or colleges. The structures of approval and control of the quality of education and training in the Ministry of Education and Vocational Training must approve the quality of these internal structures in the implementation of its responsibilities in accordance with the law.

*5.7.* Monitoring and Evaluation

Monitoring and Evaluation of the implementation of the Education and Training Policy is the responsibility of the Ministry of Education and VocationalTraining PMO-RALG, and authorities which are in every area of education and training sector. However, monitoring and evaluation

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shall rely on collective efforts and close participation of different ministries, corporations and governmental and non-governmental institutions, local and foreign development partners, society and other steakholders of education and training.

Implementation of statements pronounced in the Policy shall go together with the implementation strategy of the Policy. The Minstry of Education and Vocational Training shall collect, compile and analyse implementation reports of different ares of the Policy. All steakholder must submit relevant reports to the Ministry of Education and Vocational Training to enable the accomplishment of its responsibility to monitor and evaluate the development of education and training in the country.

The Ministry of Education and Vocational Training, in collaboration with other steakholders shall have the responsibilities to monitor, and evaluate including setting up indicators, criterion and time frame for evaluation. To accomplish this intention, the Ministry of Education and Vocational Training in collaboration with steakholders shall set up a special Monitoring and Evaluation plan for the Education and Training Policy.

5.8. Conclusion

The objective of this policy is to provide a general guideline for the management of education and training in accordance with the National Development Vision 2025, plans and strategies for National development, and global changes especially econimiclly, scientificall and technologically so that the Nation may attain the goal of having an economy that is directed by education and skill and make it one of the nations with a middle income economy by 2025.   
This policy has also taken into account cross cutting issues to attain the goals of National development.

Better and productive education for National development it can be done, all of us must play our part.

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