



THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

EDUCATION AND TRAINING POLICY 2014

2023 Edition





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MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**

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ABBREVIATIONS

TAFTRA	Africa Forum of Teaching Regulatory Authority
TLS	Tanzania Library Services
CBET	Competence-Based Education and Training
CESA	Continental Education Strategy for Africa
CoET	College of Engineering and Technology
CoICT	College of Information and Communication Technology
COL	Commonwealth of Learning
EAC	East African Community
EACHEA	East Africa Common Higher Education Area
GER	Gross Enrolment Ratio
HEET	Higher Education for Economic Transformation
HESLB	Higher Education Students' Loans Board
ISCED	International Standard Classification of Education
TSL	Tanzania Sign Language
MEM	Master Degree in Engineering Management
NACTVET	National Council for Technical and Vocational Education and Training
NECTA	National Examinations Council of Tanzania
NSDS	National Skills Development Strategy
OR – TAMISEMI	Ofisi ya Rais – Tawala za Mikoa na Serikali za Mitaa
PGDE	Postgraduate Diploma in Education
PGDEM	Postgraduate Diploma in Engineering Management
PGD-EIT	Postgraduate Diploma in Electronics Engineering and Information Technology
REO	Regional Education Officer
SADC	Southern Africa Development Community
SDG	Sustainable Development Goals
SoED	School of Education
TIE	Tanzania Institute of Education

IAE

Institute of Adult Education

TSC

Teachers' Service Commission

TVET

Technical and Vocational Education and Training

AIDs

Acquired immunodeficiency syndrome

UNESCO

United Nations Educational, Scientific and Cultural Organization

VETA

Vocational Education and Training Authority

HIV

Human Immunodeficiency Virus

TCU

Tanzania Commission for Universities

ITT

Information and Communications Technology

DEFINITION OF TERMS

Practical Education	Education focusing on practical skills and hands on experiences
Flexible System education system	A system of education that provides diverse opportunities, freedom to choose career paths, and freedom to utilize various methods of acquiring education and training
Duo Education System	Education system that offers theoretical and practical education simultaneously
Safe and Favourable Environment	An environment that enables a student to access education and training, and empowers them to complete the education and training cycle at the particular education level
The 2014 Education and Training Policy	The first edition of the 2014 Education and Training Policy.

PREFACE

On 22 April, 2021, the President of the United Republic of Tanzania, Her Excellency Dr. Samia Suluhu Hassan addressed the Parliament of the United Republic of Tanzania. In her speech laden with important issues, Her Excellency articulated the following:

"...we will concentrate on review of the Education and Training Policy of 2014 and making amendments to the existing curricula to make them skills-based consistent with the country's environment and the global labour market."

Apparently, the task of reviewing the Education and Training Policy of 2014 was concluded by the end of 2023. The overall results were hinged on a recommendation to review the existing policy for improvement purposes instead of developing a new one. After effecting the necessary changes and improvements, we have come up with new version of the same termed as **The Education and Training Policy of 2014, 2023 Edition**. The 2023 Edition of the Education and Training Policy of 2014 was officially approved by the President of the United Republic of Tanzania through the Cabinet meeting held on 20th October 2023.

This document is now the Education and Training Policy of Tanzania. For those wishing to go into detail, this policy should be referred to as the Education and Training Policy of 2014, 2023 Edition. However, for ease of reference, it can be referred to as the Education and Training Policy.

The Education and Training Policy review process lasted approximately for two years and involved three main aspects. **First**, the Ministry in collaboration with the Expert Policy Review Committee collected views from different education stakeholders. These stakeholders included teachers, students and pupils, religious leaders, non-state organizations, school and college owners, different professionals, different special needs groups, and so on. The efforts to collect views from stakeholders deployed different methods including conferences, media use of emails and so on. On different occasions, we also had an opportunity to take through Honorable Members of Parliament whose views have been worked upon. Their views were analyzed and used in preparation of the new version of the policy.

Secondly, the Committee benchmarked practices from different countries to learn from their experiences. The Committee also had an opportunity to visit some of the countries for the purpose of having in-depth experiences. The experiences from other countries have significantly contributed to preparation of the current policy version.

Finally, the Committee conducted professional analyses of the stakeholders' views and information obtained from other countries. Through these analyses, a policy draft was prepared and discussed with stakeholders to obtain more views for improvement purposes. The final draft based on expert analysis, stakeholders' views, and the experiences from other countries, was presented to the Council of Ministers and finally got approval of the President of the United Republic of Tanzania.

It is also important to note that the Education and Training Policy of 2014 which we have reviewed to come up with the 2023 Edition, adopted a participatory approach involving a wide range of stakeholders as well as visiting other countries to learn from them. Therefore, the 2023 policy version is a result of a long participatory process involving different stakeholders.

While efforts to review the policy continued under the Ministry and its special Committee, the basic education curricula were also being reviewed by the Tanzania Institute of Education (TIE). To match the policy review exercise with curricula reforms, the Ministry also constituted a National Committee to oversee collection of stakeholders' views and conduct curricula analyses. This Committee also presented curricula drafts in conferences organized to discuss the same and ensure that the policy direction serves as guide to the curricula direction. On that basis, the curricula reforms that have been made alongside policy improvement largely took care of the stakeholders' views together with the professional, legal and principles of curricula change followed to complete this work.

The Education and Training Policy has brought about major reforms in the education sector with the aim of preparing citizens who are critical thinkers and a human resource that is educated, knowledgeable, skilled, and has a positive attitude towards contributing to the development of the nation. It is good for all of us to read and it. For all those involved in leadership and implementation of education matters here in Tanzania having an obligation to read this policy, understand it well and always ensure adherence to it.

Having a good policy is one and important thing. Full implementation of the policy through concerted efforts and knowledge is another equally important aspect. We are now at the implementation stage, and I wish to urge all stakeholders to fully adhere to it. In the implementation process, stakeholders include the PO-RALG, private school owners, faith-based organizations, departments dealing with public service, parents, students, leaders of educational institutions and all Tanzanians in general.



Prof. Adolf F. Mkenda

Minister of Education, Science and Technology

November, 2023

CHAPTER ONE

INTRODUCTION AND THE CURRENT STATE

1.1. Introduction

Education is a crucial instrument in ensuring that a nation has educated citizens capable of contributing to its development agenda. Since gaining independence in 1961, the Tanzanian government has taken various steps at different times to reform its education system to achieve development goals and produce the desired outcomes. As a result, education guiding policies have been continually improved to meet the objectives of the education system for the respective periods. For instance, the Ministry of Education introduced the Education Act in 1962, marking the beginning of reforms in the education sector. These reforms emphasized the preparation of Tanzanians academically to fill positions in the government that had initially been occupied by foreigners and later left vacant. Consequently, the Education Act mandated all primary schools to extend the duration of their academic programmes to eight years and stressed the importance of increasing access to secondary education.

In 1967, changes in education policy were implemented through the establishment of the Education for Self-Reliance Policy, which originated from the Arusha Declaration. The Education for Self-Reliance Policy aimed to reform the education sector by addressing and eliminating various challenges posed by the colonial education system that was still in use in independent Tanzania. Challenges of the colonial system included producing elites for office jobs, education alienating students from their communities, and the curriculum not reflecting the life and economy of the society. Thus, the Education for Self-Reliance Policy was intended to address these challenges by improving the education system, changing the curriculum content, and adjusting the age at which children start school.

During the implementation period of the Education for Self-Reliance Policy, various issues emerged, including: the unacceptability of the concept of education and work by parents/guardians, teachers, and students; the persistence of the colonial

education system's influence in society; and the inadequacy of primary and secondary education as expected. As a result, in 1974, the Musoma Resolution was initiated. This resolution aimed to address the shortcomings of the Education for Self-Reliance Policy through strategic reforms such as integrating work into education, making primary education compulsory and free for all school-age children, and adjusting university admission criteria. However, the global economic downturn in the 1980s resulted in significant social changes and a new push for free-market economic policies following the failure of socialist economic policies. Due to these factors, Tanzania needed a new policy direction in education and training, especially in response to broader policy changes.

The changes in overall policies led the government to take decisive steps to improve the education sector between 1981 and 1990. The first step was the establishment of the Presidential Commission on Education in 1981. The commission prepared recommendations for the future direction of the education system and appointed the National Task Force on Education. The task force assessed and reviewed the education system, facilitating the formulation of the Education and Training Policy of 1995. Additionally, to ensure the effective implementation of the goals of the 1995 Education and Training Policy, the government established the Education Sector Development Programme in 1997. Since then, the Ministry of Education has been formulating various five-year programmes aligned with the country's development plans and the implementation of the National Vision. Development programmes in the education sector included the Primary Education Development Plan (2002 - 2006), Secondary Education Development Plan (2004 - 2009), and Higher Education Development Plan (2005 - 2010), all guided by the objectives of the Education Policies.

In 2014, the government conducted a review of the 1995 Education and Training Policy, the 1996 Technical Education and Training Policy, and the National Higher Education Policy, leading to the formulation of a new Education and Training Policy. The primary objective of this policy was to address various challenges in education and training, including issues identified in the education and training system, shortages of teachers and teaching tools, materials, and infrastructure, as

well as challenges in accreditation and quality control of schools and colleges. Due to these reasons, the 2014 Education and Training Policy emphasised the enhancement of the quality of the education and training system for productivity and efficiency. It aimed to increase opportunities for education and training with a focus on equality while continuously improving the quality of education and training curricula to meet the development needs of the nation.

However, since the implementation of the 2014 Education and Training Policy began, education stakeholders have been expressing various opinions and concerns regarding the adequacy and relevance of the policy's content and the curricula at different levels of education and training. A significant argument from education stakeholders is that the content of this policy does not meet the requirements of economic, social, scientific and technological changes. Additionally, there have been opinions that there have been numerous changes in the political, economic, technological and social realms both within and outside the country that have not yet been incorporated into the education and training system.

In this context, the opinions of education stakeholders along with the changes that have occurred have prompted the need for a new direction in the Education and Training Policy. Therefore, the 2014 Education and Training Policy; 2023 Edition, has incorporated various issues that have emerged since 2015, aiming to address the identified educational challenges and align them with the national plans as well as regional and international needs. Therefore, the policy provides guidance to enhance the education and training system with the goals of providing diverse opportunities for education and training, delivering education of nationally, regionally, and internationally recognized quality standards, preparing a competent and skilled human resource in line with national priorities, and strengthening the effective management and operation of education and training in the country.

On the other hand, this Education and Training Policy aligns with the directives of national general policies, regional agreements and international conventions emphasising the promotion of relevant knowledge and skills to enhance productivity and service delivery. Thus, education systems need to be improved to achieve a balance between education and the needs of the job market by fostering

innovation and technology transfer. Moreover, this policy is in line with the manifesto of the ruling party that formed the government. The manifesto directs the government to adhere to the philosophy of Education for Self-Reliance, particularly practical training, in fulfilling its duty to enhance the quality of education at all levels.

Furthermore, the government has signed and ratified various regional and international protocols and agreements related to education and training. For instance, the Sustainable Development Goals on inclusive and quality education to be delivered equitably; the Universal Declaration of Human Rights regarding the right to education for all; *Agenda 2063 - The Africa We Want* concerning inclusive education for sustainable development; and the Establishment Treaty of the East African Community - Article 11 (EAC Protocol on Common Market) and the Protocol on Education and Training of the Southern African Development Community (SADC Protocol on Education and Training), which emphasizes the alignment of education systems and curricula among member countries.

1.2 The Current State

1.2.1 The System, Structures and Streamlined Procedures

The streamlined system, structures, and procedures in the delivery of education provide opportunities for many citizens to access education and pursue knowledge in their preferred fields. The 2014 Education and Training Policy aimed to have an efficient and effective education and training system that increases the number of educated citizens with expertise in various fields. This includes adjusting the duration of education and training at different levels to bring about efficiency, effectiveness and optimal resource utilisation. To achieve these goals, an assessment of the implementation of the 2014 Education and Training Policy related to the system and structure of education was conducted, revealing the following aspects:

1.2.1.1 Primary Education and Teacher Education

The Education and Training System during the implementation period of the 2014 Education and Training Policy aimed to provide one year of pre-primary education for children aged 3-5, and basic education for a duration of 10 years. The starting age for grade one was intended to be between 4-6 years, based on the child's development and ability to cope with the curriculum at the relevant level.

The evaluation of the implementation of the 2014 Education and Training Policy, along with the feedback from education stakeholders, indicates that the government implemented the Early Childhood Education system for one year through guidelines that required government primary schools to have a pre-primary class. Private sector initiatives were also encouraged to establish pre-primary schools. Additionally, the government initiated and managed the operation of satellite centres to reduce the distance that children had to walk from their homes to the main schools. As a result of these efforts, the enrolment rate for pre-primary education increased from 1,069,823 in 2015 to 1,543,843 in 2022. This increase also led to a rise in the percentage of pre-primary graduates joining Grade I, from 76.8% in 2018 to 81.9% in 2022.

Furthermore, after making Grade I to Form IV education compulsory, the government eliminated school fees for primary and secondary schools through Circular No. 3 of 2016; and for Form V and VI in the public system through Circular No. 5 of 2022. The implementation of these measures facilitated a 37.8% increase in enrolment in primary education, rising from 8,298,282 (4,079,827 boys; 4,218,455 girls) in 2015 to 11,420,973 (5,636,996 boys; 5,783,977 girls) in 2022. Additionally, students transitioning from Grade VII to Form I increased from 70.6% in 2015 to 76.6% in 2022.

However, despite the government's efforts to strengthen education system at the primary and secondary levels, primary education has continued to be a seven-year programme instead of the intended six years as stipulated in the policy. Another challenge is the calculation of enrolment for targeted age group students since the policy provides age ranges of 3-5 and 4-6 to start pre-primary and grade I,

respectively. Additionally, post-primary education continues to be dominated by the process of screening students for continuation to secondary education. Moreover, the existing system primarily focuses on preparing students for general education rather than providing diverse opportunities for education and training that would enable graduates to acquire skills and knowledge for the workforce.

The system also denies an opportunity for many graduates of primary and secondary education the opportunity to continue to the next level of education, even though the education they received has not adequately prepared them for meaningful participation in the workforce or self-employment. For example, the 2022 statistics show that approximately 76.6% of Grade VII graduates joined secondary education, while only 19.8% of Form IV graduates enrolled in Form V. Therefore, the education system needs to be enhanced by diversifying it further to provide various opportunities for education and training, considering individual needs and various learning approaches based on the environment.

1.2.1.2 Technical Skills and Vocational Training

In order to ensure that the time for completing education and training at various levels after primary education is sufficient for students to acquire appropriate skills according to the national award system, the government introduced the Comprehensive Tanzania Awards System in 2015, which was updated in 2022. This system includes the awarding of honours at the level of vocational and technical skills training (National Vocational Awards-NVA), technical education (National Technical Awards-NTA) and university education (National University Awards). These systems have enabled graduates at the NVA and NTA levels to acquire skills that have helped them access various employment opportunities, and others have been able to further their education at higher academic levels.

1.2.1.3 Higher Education

During the implementation period of the 2014 Education and Training Policy, the government carried out various intervention measures, including promoting open and distance learning through the Open University of Tanzania by establishing training centres in various regions of the country. Additionally, some other universities have initiated distance learning programmes, such as the University of Dar es Salaam through the College of Engineering and Technology (CoET), the College of Information and Communication Technologies (CoICT) and the School of Education (SoED) for certain programmes.

Furthermore, the University of Dar es Salaam offers four postgraduate diploma programmes in a blended learning format, namely: Postgraduate Diploma in Education (PGDE), Postgraduate Diploma in Engineering Management (PGDEM), Master's degree in Engineering Management (MEM) and Postgraduate Diploma in Electronics Engineering and Information Technology (PGD-EIT) through centres in the regions of Mbeya, Mwanza, Dar es Salaam and Arusha since 2007.

1.2.2 Education and Training with Quality Standards

To ensure that education and training meet recognised regional and international quality standards and meet the needs of national development, the 2014 Education and Training Policy aimed to achieve the following objectives:

- i. To be effective in coordinating, managing, accrediting and ensuring quality control in the provision of education and training;
- ii. To have a curriculum that is productive, efficient, and one that meets the demands of the job market in fostering national development and competitiveness;
- iii. To have a sufficient number of citizens educated in science and technology to meet the needs of national development;
- iv. To have conducive, safe and sustainable environments in schools and universities, including essential services and counselling that meet the needs of education and training;
- v. To produce graduates with the skills to maintain peace, withstand challenges and resolve conflicts in society;
- vi. To build the capacity to use various languages in communication and use the Kiswahili language in teaching; and
- vii. To strengthen the assessment and evaluation of students' academic progress.

In order to achieve these objectives, the implementation of the 2014 Education and Training Policy focused on various measures that facilitated the strengthening of management, accreditation and quality control of education and training at all levels. Thus, the government established the Quality Assurance Framework for Schools (2017) to provide guidance on quality control, regulations and educational standards. This framework also outlined various procedures for practitioners at the levels of early childhood education, primary education, secondary education,

special education, adult education, non-formal education and teacher education regarding quality control. The guidelines clarified the concept and philosophy of education quality control, aiming to enhance the quality control of schools by increasing the number of School Quality Assurers from 1,179 in 2014 to 1,706 by the year 2023. These quality assurers were deployed at district, zonal, and ministry levels.

Furthermore, the government developed the Guidelines for the Establishment and Registration of Schools (2020) with the aim of setting standards and coordinating the efforts of various stakeholders to ensure that the education provided in the country meets the required quality. Additionally, the government formulated the Strategy for the Construction and Rehabilitation of Primary and Secondary School Infrastructure (2020-2024). This strategy was intended to provide guidance on the principles, procedures and standards required in the construction and rehabilitation of schools.

On the other hand, technical education and vocational training institutions, as well as universities, have strengthened the quality control of education at their respective levels by enhancing quality assurance units and providing guidelines for the establishment of these units within their institutions. For example, the National Council for Technical Education and Vocational Training (NACTVET) utilises admission guidelines, institutional registration and degree establishment regulations according to the Government Notice No. 155 of 2005.

Furthermore, through the amendment of various laws, the government, through Act No. 4 of 2021, transferred the accreditation authority for Technical Education and Vocational Training from the Vocational Education and Training Authority (VETA) to the National Council for Technical Education (NACTE). The aim was to regulate the quality of technical and vocational education and training. These changes altered the structure of the Council, now called the National Council for Technical Education and Vocational Training (NACTVET) under Act No. 4 of 2021. Moreover, the Tanzania Commission for Universities (TCU) also issued the Handbook for Standards and Guidelines for University Education in 2019, providing guidelines and criteria for the quality of higher education.

In ensuring that curricula at various levels are up-to-date and meet the current and future needs of education and training in accordance with national requirements, the government has taken various measures to improve education and training curricula at all levels, considering the required skills. Thus, the curriculum for early childhood education was updated in 2016, primary education for classes I - VI in 2015, primary education for classes I - VII in 2019, secondary education for Form 1 - 4 in 2010, secondary education for Form 5 - 6 in 2009, teacher education at the diploma level in 2009 and special education in 2019. Similarly, Technical Education and Vocational Training began in 2005 and is updated every five years to meet the demands of the job market and enhance competitiveness. The government has continued to improve the teaching and learning environment by reviewing existing curricula and developing new ones in line with the priorities of the programmes to align with the requirements of the job market.

In this context, education in the nation serves as a pillar for maintaining peace, fostering conflict resolution skills, building social unity, promoting good governance and enhancing solidarity. To facilitate peace education, the government has incorporated skills in the curricula that build the capacity to maintain peace, withstand and resolve conflicts, foster social unity and solidarity and instil patriotism and ethical values.

Due to the advancements in technology and communications, education in science and technology is a crucial tool in empowering citizens to understand their environment and contribute to the development of the nation. During the implementation period of the 2014 Education and Training Policy, the teaching of science subjects was prioritised at all levels to produce proficient science and technology professionals. For instance, science-related subjects in primary schools began to be taught from Grade III to Grade VII. These subjects are also taught from Form One to Form Four, with some specialised subjects included in Forms 5 and 6. During this period, the government emphasised the construction of science and ICT laboratories to enhance the teaching and learning of science and technology subjects.

On the other hand, the teaching and learning environment for science and technology has been enhanced at various levels of education and training. For example, in the year 2020, 1,696 schools were provided with laboratory equipment for science subjects, out of which 1,625 were public schools and 71 were national schools. The government also strengthened teaching through ICT in primary education by providing training to all prospective teachers in government teacher training colleges nationwide. In furtherance of enhancing teaching through ICT, the government procured and distributed 1,550 computers to 35 government teacher training colleges.

Regarding Technical Education and Vocational Training, the government has integrated 27 out of 32 VETA colleges into the National fiber optic network to facilitate training through ICT. Moreover, the percentage of students graduating from science and technology programmes averaged 16% of all graduates for the years 2020, 2021, and 2022. Specifically, in 2020, it was 16.46%, in 2021, it was 17.62% and in 2022, it was 15.71% of the graduands.

In the realm of higher education, the government has improved the teaching and learning environment for science and technology subjects by implementing the following: Construction and renovation of teaching infrastructure for the Institute of Marine Sciences at the University of Dar es Salaam's Zanzibar Campus; building a multipurpose laboratory capable of accommodating 2,400 students at once and renovating the Engineering - Agriculture workshop; and constructing chemistry and biology laboratories at the Mkwawa University College of Education. The results indicate that an average of 24% of all graduates from universities are completing science and technology programmes, with 24% in 2020, 27% in 2021, and 24.4% in 2022.

During the implementation period of the 2014 Education and Training Policy, the government took various steps to ensure that curricula were effectively implemented. Additionally, the government prepared Education Circular No. 4 of 2014 on the preparation and availability of teaching and learning materials. This circular was updated to Circular No. 3 of 2023 for pre-primary, primary, secondary schools, and teacher training colleges. This circular aims to establish a robust

system for verifying the content of books and materials introduced and used in schools to ensure they build graduates' competence and proper ethics. Furthermore, the government procured and distributed braille writing materials, speech trainer machines, audiometers and white canes.

The achievements of these interventions include the government funding printing and distribution of books, which has increased the textbook ratio for primary school students from an average of 1:3 to 1:1 for Grade VII and an average of 1:3 for secondary schools by the year 2022. For higher education institutions, the government has constructed and improved teaching and learning infrastructure. This infrastructure is adequate, safe, friendly and essential for providing education and training with appropriate standards. Overall, school, college, and other institution infrastructure includes buildings, water systems and electricity. Furthermore, during the policy implementation period, the government implemented various measures to strengthen infrastructure for education and training at all levels. These measures include improving teaching and learning environments by renovating 89 national secondary schools, including seven technical secondary schools: Ifunda, Iyunga, Tanga, Mtwara, Moshi, Musoma and Bwiru Boys, and renovating various primary and secondary schools nationwide. The government has rebuilt five colleges and rehabilitated teaching and learning infrastructure in 30 public teacher training colleges. Additionally, the government has refurbished 50 colleges and rebuilt four Community Development Colleges (FDCs), providing them with modern teaching and learning equipment. Moreover, the government has constructed and rehabilitated teaching and learning infrastructure (classrooms, lecture halls, lecturer offices, libraries, dormitories, and laboratories) at Higher Education Institutions including the University of Dar es Salaam, Mzumbe University, Sokoine University of Agriculture, University of Dodoma, Dar es Salaam University College of Education, Mkwawa University College of Education, Open University of Tanzania, Mbeya University of Science and Technology, Ardhi University, Muhimbili University of Health and Allied Sciences, State University of Zanzibar and Moshi Cooperative University.

Regarding essential services, by the year 2022, 10,793 government and non-government primary schools, representing 56% of 19,261 schools, and 4,276 secondary schools, representing 77.2% of 5,540 schools, were connected to the National grid electricity. To ensure safe environments and good services in schools and colleges, the government has developed several guidelines, including the Guidance for Child Rearing, Counselling, and Child Protection for Schools and Teacher Training Colleges in Tanzania (2020); the National Guidelines for Provision of Food and Nutrition Services to Basic Education Students (2020), and the National Guidelines for Water and Environmental Sanitation in Schools (2016).

Language issues have also been considered in the 2014 Education and Training Policy, as it emphasizes the teaching of Kiswahili, English and other foreign languages at various levels of education and training. Additionally, the policy emphasises the use of Kiswahili and English in teaching and learning, especially in primary schools, secondary schools and teacher training colleges nationwide. During the implementation period of the 2014 Education and Training Policy, Kiswahili, English, Chinese, Arabic and French languages have continued to be taught at various levels of education and training, such as the Confucius Institute at the University of Dar es Salaam to build proficiency in these languages for communication purposes. Additionally, English and Kiswahili have continued to be used in teaching and learning, with Kiswahili being used for teaching and learning in early childhood and primary education, while English is used as a subject except in some schools permitted to use English as the medium of instruction. English is used as language of instruction in secondary schools, diploma-level teacher training colleges, technical colleges and universities. Moreover, Kiswahili is used as language of instruction in certificate-level teacher training colleges and vocational training colleges. Furthermore, the government, in implementing inclusive education, has prepared a Tanzanian Sign Language Dictionary and Guide.

Since assessment and evaluation are essential in identifying students' progress and challenges in teaching, learning and curriculum implementation, the 2014 Education and Training Policy identified the need for a national assessment and

evaluation system at all levels and programmes of education and training, incorporating student progress scores and final examination scores at all levels of education. During the implementation period of this policy, assessment and evaluation have continued to be carried out, incorporating student progress scores and final examination scores.

Moreover, the implementation of various measures to enhance the quality of education and training as stipulated in the 2014 Education and Training Policy has led to an increase in pass rates in national examinations. For instance, the pass rate in the Standard Seven National Examination increased from 57% in 2015 to 82% in 2021, the Form Four pass rate increased from 68% in 2015 to 87.3% in 2021, and the Form Six pass rate increased from 98.1% to 99.6% in 2021. Additionally, the number of technical and vocational education and training (TVET) and higher education graduates increased from 93,247 in 2020 to 123,919 in 2021 and from 48,621 in 2020 to 54,810 in 2021, respectively.

Despite the achievements resulting from the implementation of various measures, there are still challenges related to quality of education and training. For example, stakeholder feedback analysis indicates that the concept of school inspection is still being used instead of quality control of education, which requires stakeholder involvement. Moreover, professionals in this field face challenges in knowledge and creativity in implementing the concept of quality control. Therefore, the government sees the need to continue strengthening the concept of quality control in schools. Regarding TVET colleges and higher education institutions, quality control faces challenges of operational overlap between NACTVET and TCU. Furthermore, there are still challenges in teaching and learning environments, such as a lack of necessary equipment like laboratories, libraries, classrooms, lecture halls and furniture. Statistics for the year 2022 show that the average student-to-classroom ratio in primary education was 1:70 compared to the appropriate ratio of 1:45; and in secondary education, the ratio was 1:36 compared to the appropriate ratio of 1:35. At the same time, the assessment of infrastructure conditions and needs shows that in 2023, there is a need for 39,058 pre-primary infrastructure classrooms, with only 5,049 available and a shortage of 34,009; for primary

schools, there is a need for 216,487 classrooms, with only 114,810 available and a shortage of 71,677. For lower secondary education (Forms I - IV), the actual need is 65,481 classrooms, while there are only 62,937 available and a shortage of 2,544. At the university level, there is a need to build and rehabilitate seminar and lecture halls (130), dormitories (34), laboratories (108), science lecturer offices (55), scientific conference rooms (23) and farm infrastructure (10) to reach the required ratio. This means that investment in classroom infrastructure, especially for primary and lower secondary schools (Forms I - IV), technical and vocational training colleges and universities is essential.

Despite the good pass rates at various levels of examinations and an increase in the number of TVET and higher education graduates, the level of knowledge and skills of these graduates remains low compared to their level of education attained. Additionally, the knowledge and skills of these graduates do not meet various job market demands. For such reasons, the government emphasises teaching and learning through use of science and technology at various levels of education and training. However, there is still a challenge in accessing skilled and adequate human resources, enabling environments as well as appropriate services and equipment for teaching and learning.

Regarding language issues, there is still a challenge in how Kiswahili, English and other foreign languages are taught due to the nation's needs. This challenge arises from a shortage of skilled and adequate human resources, equipment and appropriate language teaching methods.

1.2.3 Access to Various Education and training Opportunities

Every Tanzanian has the right to access education and training opportunities without discrimination based on gender, colour, ethnicity, religion, disability, or social or income status. The 2014 Education and Training Policy aimed to ensure that all students complete the education cycle at their respective levels; to promote gender equality in education and training, strengthen education and training through various methods including open and distance learning, have an education and training system that considers talents, abilities, and learning pace, and provide

opportunities for further development; and to recognise and formalise knowledge, skills and abilities acquired by individuals outside the school system so they can educate themselves through various means.

The evaluation of the implementation of the 2014 Education and Training Policy has shown that the government, in collaboration with stakeholders, implemented various interventions to enhance the provision of education and training opportunities equitably. These interventions include provision of fee-free education for pre-primary, primary and secondary schools through Education Circular No. 3 of 2016; the National Inclusive Education Strategy 2021/22 - 2025/26; the Guidelines for Reintegrating Students Who Dropped from Studies in Primary and Secondary Education for Various Reasons of 2022; improving infrastructure in primary schools, secondary schools, teacher training colleges, vocational training centres and universities; distance and open learning programmes; Guidelines for Recognising Knowledge and Skills Acquired Outside the Formal Education System; construction of district and regional VETA colleges, construction of classrooms in VETA colleges and technical colleges; and increasing student loan amounts for higher education.

The implementation of these interventions has brought about successes in access to and participation in education and training. For example, the number of pre-primary school classrooms increased by 14.2% from 16,889 in 2015 to 19,284 in 2022, and enrolment increased by 44.3% from 1,069,823 (535,035 boys; 534,348 girls) in 2015 to 1,543,843 (784,838 boys; 759,005 girls) in 2022, with enrolment in private pre-primary schools increasing from 8.4% to 9.2% during the same period. Enrolment of students with special needs increased from 4,171 (2,502 boys; 1,669 girls) in 2016 to 6,120 (3,575 boys; 2,545 girls) in 2022.

Similarly, the number of primary schools increased by 14% from 16,899 in 2015 to 19,261 in 2022, with enrolment increasing by 37.8% from 8,298,282 students (4,079,827 boys; 4,218,455 girls) in 2015 to 11,420,973 students (5,636,996 boys; 5,783,977 girls) in 2022. The enrolment of students with special needs increased from 37,034 (21,151 boys; 15,883 girls) in 2016 to 66,372 (37,830 boys; 28,542 girls) in 2022.

In secondary education, enrolment in lower secondary (Form I-IV) increased from 1,675,593 students (824,767 boys; 850,826 girls) in 2016 to 2,645,115 students (1,248,118 boys; 1,396,997 girls) in 2022, while enrolment in upper secondary (Form V-VI) increased from 131,362 students (81,129 boys; 50,233 girls) in 2016 to 178,473 students (99,101 boys; 79,372 girls) in 2022. Furthermore, efforts to reintegrate students who dropped out of school have enabled the return of 8,652 students to school, with 6,685 students (girls) returning through non-formal education channels and 1,967 students (861 boys; 1,046 girls) returning through the formal education system in 2022/23. Enrolment of students with special needs in secondary schools increased from 7,512 (3,920 boys; 3,592 girls) in 2016 to 13,142 (6,422 boys; 6,720 girls) in 2022. Additionally, a total of 23,263 students (8,257 boys; 15,006 girls) were enrolled in alternative secondary education for the year 2022/23.

Regarding Technical and Vocational Education and Training (TVET), the number of colleges increased from 716 in 2019/20 to 830 in 2020/21, leading to an increase in the number of students enrolling in TVET from 119,184 (80,050 boys; 39,134 girls) in 2017/18 to 380,748 (225,621 boys; 155,127 girls) in 2020/21. Similarly, enrolment in technical education colleges increased from 429 in 2021 to 465 in 2022, with enrolment increasing from 128,940 students (68,973 boys; 59,967 girls) in 2017/18 to 179,518 students (91,995 boys; 87,523 girls) in 2021/22. Enrolment of students with special needs in technical colleges increased from 108 (56 boys; 52 girls) in 2016 to 13,142 (6,422 boys; 6,720 girls) in 2022.

In higher education, the number of universities and university constituent colleges registered increased from 53 (12 public and 41 private) in 2015/16 to 54 (21 public and 33 private) in 2022 which is an increase of 9 public universities, resulting in an increase in enrolment from 225,330 students (146,322 boys; 79,008 girls) in 2015/16 to 240,523 students (133,152 boys; 107,371 girls) in 2022/23. Of those enrolled in 2022/23, a total of 1,498 students (797 boys; 701 girls) were students with special needs.

However, despite efforts to increase access to education and training at various levels, census data for 2022 shows that the number of children of pre-primary

school-age was 1.73 million, equivalent to 2.9% of the total population, with only 1.54 million, equivalent to 89%, of these children were enrolled. This means that, despite government and stakeholder efforts, 11% of children eligible for pre-primary education were not enrolled in the relevant level. On the other hand, the number of children of primary school-age (7-13 years) was 11.8 million, equivalent to 19% of the total population, with 11.4 million, equivalent to 97% were enrolled. However, enrolment without considering the target age for 2022 was 108.5%. This means that despite the overall enrolment of children, 3% of school-age children were still not enrolled. Similarly, the number of children of secondary school-age (14-17 years) was 5.3 million, equivalent to 8.8% of the total population, with 2.6 million, or 51%, enrolled in 2022. Overall enrolment for Form 1-4 was 48.2% in 2022. This indicates that there is a large number of young people of lower secondary school-age (Form I-IV) who have not yet had this opportunity.

Regarding practical education provision, the government has been focusing on providing general education for graduates at various levels from Standard VII, Form IV, and Form VI. However, due to the need for skills among graduates in the job market, opportunities for practical education need to be increased at all levels of education and training.

In higher education, low participation of women in some science, technology, engineering, and mathematics (STEM) programmes continues to be evident despite a significant increase in enrolment. For example, in engineering programmes, the female-to-male ratio is 1 to 5. Therefore, it is important to create enabling environments for women to participate in STEM programmes at higher education institutions. Additionally, increased student mobility in the age of globalisation has enabled Tanzania to benefit from the entry of international students into higher education institutions. Recognising the importance of foreign students in higher education institutions, one of the strategic areas of focus for the government is to make higher education international.

Additionally, assessments and opinions from various stakeholders have shown that higher education institutions recorded a decrease of 19.4% in enrolment of foreign students from 1,170 (747 EAC citizens; 423 other citizens) in the academic year

2021/22 to 943 (560 EAC citizens; 383 other citizens) in the academic year 2022/23. Citizens of the East African Community (EAC) accounted for 59.4% of all foreign students, while 40.6% came from other countries. Reports indicate that Tanzania has been enrolling a small number of foreign students in higher education compared to other countries. For example, in 2022, the enrolment of foreign students was 0.4% of the total enrolment. This percentage is low compared to the Southern African Development Community (SADC) target of 5% of enrolment slots for students from SADC countries. This means that joint efforts to enhance international integration of higher education in Tanzania are greatly needed.

1.2.4 The Need for Human Resources

Human resources are crucial assets in driving sustainable development across various sectors both nationally and globally. In pursuing this, the Education and Training Policy of 2014 aimed to have skilled and adequate human resources to meet the needs of the education and training sector as well as other sectors for the nation's development.

Therefore, during the implementation period of the 2014 Education and Training Policy, the Government implemented various interventions to facilitate the availability of human resources for the education sector and other sectors. These interventions include: The Pre-Primary and Primary Teacher Deployment Strategy 2019 – 2021, the Guidelines for Volunteer Teachers in Pre-Primary, Primary, Secondary, and Community Development Colleges in Mainland Tanzania 2023, employment and training for teachers, trainers, and professionals, as well as the National Skills Development Strategy (NSDS) 2016/17 - 2025/26.

The implementation of these interventions has resulted in several achievements: first, graduates from various fields in universities increased from 46,294 in 2016/17 to 57,742 in 2021/22. Second, graduates from various technical education fields increased from 114,656 in 2016/17 to 123,919 in 2021/22. Third, graduates from vocational training increased from 111,025 in 2016/17 to 47,767 in 2021/22. Certificate and diploma graduates from teacher training colleges increased from 10,427 in 2016/17 to 19,193 in 2021/22. Although the number of graduates in

various fields has increased, stakeholders including employers have complained about the lack of the required skills to meet the demands of the job market. Moreover, some graduates produced in various fields and levels have failed to secure employment or self-employment.

Regarding the sufficiency of the existing human resources, in 2022, there were 201,672 teachers for primary schools while the demand was 253,799, resulting in a shortage of 52,127 teachers according to the required standards. For secondary schools, in 2022, there were 113,205 teachers overall, although there was a shortage of teachers in science, mathematics, and practical subjects. For Technical Education, in 2022, there were 10,948 teachers, indicating a shortage of 10,052 teachers. For public universities, there were 3,839 academic staff in 2021, with a shortage of 5,748, including Professors (741), Associate Professors (671), Senior Lecturers (1,350), Lecturers (1,140), and Assistant Lecturers (1,846) for public universities.

1.2.5 Management and Operation of Education and Training

1.2.5.1 Primary Education

Effective management and operation of the education and training sector in the country require strong leadership, efficient accountability and productivity. The Education and Training Policy of 2014 aimed to have productive leadership, management and operation to enhance accountability in the education and training sector; strengthen cooperation and educational relations between Mainland Tanzania and Zanzibar; establish procedures for implementing regional and international educational partnerships and collaborations; and allocate land for education and training.

During the implementation period of the 2014 Education and Training Policy, the Government continued with the education management and operation system as it was before the policy's enactment. At the national level, the ministry responsible for education continued to prepare education policies and development of training, along with their implementation nationwide, while the President's Office - Regional Administration and Local Government (PO-RALG) was responsible for overseeing

the devolution of powers to the lower levels, where education policy implementation takes place, supervising the Teachers' Service Commission and running primary and secondary education.

Due to continuity of the previous system, there has been an overlap in the execution of some responsibilities between the ministry responsible for education and the PO-RALG. This situation has led to ongoing operational challenges. Therefore, there is a need to improve the performance of the institutions under the ministry responsible for education and the responsibilities of the PO - RALG in the management and operation of education matters.

1.2.5.2 Teacher Education and Teachers

The management of teacher training offered at the diploma and certificate levels in teacher training colleges is overseen by the Ministry of Education. At the degree level, training is provided by universities under the supervision of TCU. Under this arrangement, the criteria for teacher education are established by two different authorities, namely TCU and colleges, without coordination in accreditation and quality control.

On the other hand, teachers and the teaching profession are also regulated by two bodies. There is the Teachers Service Commission (TSC) established by the Teachers Service Commission Act, Chapter 448 and the Professional Teachers Board of Tanzania established by the Professional Teachers Board of Tanzania Act, Chapter 314. The TSC oversees the employment of teachers, including recruitment, deployment, maintaining a register of teachers and promotions. The Professional Teachers Board of Tanzania regulates the teaching profession in the country for all teachers. The existence of these two bodies has led to overlapping responsibilities, thus highlighting the need to enhance the management of teachers and the teaching profession under a single authority responsible for all aspects.

1.3 Collaboration in the Development of Education and Training

1.3.1 Collaboration with Zanzibar Education Authorities

The 2nd Chapter of the Constitution of the United Republic of Tanzania, recognises matters related to higher education and the National Examinations Council of Tanzania (NECTA) as union matters. Furthermore, other levels of education, including primary education, secondary education, technical education, and vocational training are not part of union matters. However, both governments of the union participate in the implementation of various education matters, especially in curriculum and assessment issues at the secondary and technical education levels.

This collaboration is facilitated through some institutions and universities that have branches in Zanzibar. Some of these institutions include the Higher Education Students' Loans Board (HESLB), the Mwalimu Nyerere Memorial Academy, the University of Dar es Salaam, and the Open University of Tanzania. The government sees the importance of continuing to strengthen collaboration at all levels of education and training.

1.3.2 Collaboration with Regional and International Organisations

To improve the management and operation of education in the country, the Government has continued to collaborate with regional and international organisations on education and training development issues. These partnerships are guided by various agreements such as the Commonwealth of Learning (COL), SDGs, Agenda 2063 - Africa We Want, UNESCO - Perth Declaration (2007), SADC and EAC. Additionally, there has been collaboration between Tanzania and various countries, including the establishment of the Africa Forum of Teaching Regulatory Authority (AFTRA).

Despite successes in implementing regional and international relations and collaborations, there are still challenges in implementing some agreements, such as the Protocol on the Harmonization of Education Systems and Training Curricula, Mutual Recognition of Academic and Professional Qualifications for the East African Community, the 2017 East African Higher Education Area Declaration and some agreements between Tanzania and different countries. Furthermore, there is no comprehensive plan for implementing these regional and international agreements.

1.3.3 Public-Private Partnership

The education sector is a critical area for collaboration between the public and private sectors, where these sectors participate in providing education and training at all levels. In the implementation of the 2014 Education and Training Policy, the Government has been involving various stakeholders including parents, communities, development partners, organisations and private institutions in the provision of education and training. This collaboration has included the construction and renovation of school and college infrastructure, provision of teaching and learning materials, training for teachers, provision of health services, food and nutrition, water, communication, school and college operations, and Government budget contributions.

Despite the significant contribution of various stakeholders in the provision of education and training, the education sector still needs to increase stakeholder

participation through various means, including public-private partnership arrangements in the provision of education and training at all levels.

1.4 Availability of Land for Education and Training Development Projects

The demand of land for the construction, expansion and development of educational institutions continues to increase due to the Government's commitment to expand opportunities for education and training at all levels. Therefore, during the implementation period of the 2014 Education and Training Policy, the Government, through land use plans in local government authorities, has been allocating areas for the establishment and development of education and training programmes. However, some of the allocated areas have been encroached upon by citizens for personal activities, and others have had their land use changed. This situation arises because some of the educational institutions and organisations do not have land ownership titles for the respective areas. Therefore, there is a need to strengthen the protection of designated areas for the provision of education and training services by ensuring that educational institutions obtain land titles for their areas and that the Government protects these areas from encroachment.

1.5 Access to Accurate Information and Statistics on Education and Training

The education and training sector needs to have a system for accessing and providing performance reports to its stakeholders. This system needs to be robust to ensure that the collection, processing, storage and dissemination of information is accurate, reliable, and timely. Currently, many educational systems are integrated with other Government information systems. For example, the university enrolment system, technical college system, teacher training colleges, and the National Examinations Council of Tanzania results system are integrated. However, some important information is stored in different formats, leading to delays in accessing sector-specific information for use according to needs.

1.6 Sustainable Financing System for Education and Training

The education sector is one of the critical and priority sectors. During the implementation period of the Education and Training Policy of 2014, the Government aimed to have a sustainable financing system for education and training. Consequently, the Government has continued to finance education and training in collaboration with parents, communities and other development stakeholders both domestically and internationally. This financing involves infrastructure development, procurement of teaching and learning materials, as well as the operation of schools and colleges at various levels. Thus, the Government budget for the education sector has been increasing from 4.77 trillion in the fiscal year 2016/17 to 5.26 trillion in the fiscal year 2021/22.

Despite the annual budget increase, there are still challenges in financing education and training in the country. These challenges include the allocated funds in the Government budget not meeting the education and training needs at all levels. This situation has affected the quality of education and training provided in the country as it leads to a shortage of infrastructure and a lack of teaching and learning materials such as books, laboratories, libraries, classrooms and lecture halls. For example, in 2022, the book-to-student ratio in primary education was 1:2 and in secondary education was 1:3, compared to the required ratio of 1:1. Also, the average class size for students in primary education was 1:70 compared to the appropriate ratio of 1:45, while secondary education had a ratio of 1:36 compared to the appropriate ratio of 1:35. The ratio for secondary education has at least reached the required ratio.

This situation is the result of the Government investment efforts at various levels of education and training. For instance, there has been a significant increase in primary education graduates. This has increased the importance of increasing investment at all levels, including higher education, to accommodate the increased number of graduates at lower levels. Therefore, there is a need to strengthen a financing system with diverse and sustainable sources for education and training at all levels.

1.7 Education and Training System Focusing on Cross-Cutting Issues

The education and training system focusing on cross-cutting issues aims to produce graduates at all levels of education and training with knowledge, skills and a culture of environmental conservation; provide education to students, teachers, and the community at large to reduce the spread of Human Immune deficiency Virus (HIV) and Acquired Immunodeficiency Syndrome (AIDS); and enhance the capacity of the education and training sector to expand and strengthen infrastructure and services provided at all levels of education and training.

1.8 Environmental Education

Environmental education is one of the key tools in ensuring the presence of good health and safe environments conducive to economic development and societal well-being. During the implementation period of the 2014 Education and Training Policy, the Government prioritised environmental issues in the education and training curricula at all levels. Environmental education has been integrated into the goals and learning areas in curricula from early childhood education to Form 5 and 6. In higher education, there are specialised programmes in science and environmental education being taught. To a large extent, the implementation of teaching of environmental education has yielded positive results in protecting and conserving the environment. However, the increasing population has led to a greater demand for various social and economic services or activities that significantly violate conservation procedures and contribute to environmental degradation in the country. Therefore, there is a need to strengthen and expand the scope of environmental education provision at all levels of education and training.

1.9 HIV and AIDS Infections

The education sector is one of the sectors affected by various diseases, including HIV/AIDS. These diseases have contributed to poor attendance due to prolonged illness and weakness among some teachers and students in educational institutions, thus affecting academic progress. During the policy implementation

period, issues related to HIV/AIDS were considered in curricula at all levels of education and training. For example, in subjects such as Civic and Moral Education, and Science and Technology, the topic of HIV/AIDS has been taught at the primary education level.

At the secondary education level, this topic is taught in subjects such as Civics and Biology. Furthermore, education and training institutions continue to provide services to employees living with HIV/AIDS in accordance with the guidelines for controlling HIV, AIDS, and non-communicable diseases in the Public Service of 2014, with the aim of improving health, prevention, correct understanding of food and nutrition, close monitoring, enabling environments, treatment, and services for those living with HIV/AIDS.

However, despite the curricula emphasis on provision of HIV/AIDS education at all levels, the challenge of curricula not emphasising education about other infectious and non-infectious diseases that affect the delivery of education and training has continued to persist. Therefore, there is a need to consider the provision of education on other diseases that were not prioritised or emphasised in the implementation of the 2014 Education and Training Policy.

1.10 Weaknesses in Policy Implementation

The implementation of the 2014 Education and Training Policy faced challenges such as:

(i) Some areas of the policy lacking sufficient clarification

This situation led to different interpretations in some fundamental areas such as the education structure, intended skills, language of instruction, lack of a specific age for starting pre-primary education and primary education, recognizing that children deserve the opportunity for early nurturing and development.

(ii) *Some areas of the policy not being implemented*

These areas include: the ten-year compulsory education system not being implemented; the absence of a framework for implementing regional and international cooperation in education and training; the absence of a basic education law; the lack of a mechanism to facilitate the development of students with talents, gifts, different pace and special needs; and the absence of a system for recognising knowledge, skills and competencies acquired outside the formal school system.

(iii) *Some areas of importance not being emphasised in the policy*

These areas include teacher education, higher education, research in education, and community involvement in the provision of education and training. Additionally, other areas concerned general education goals and objectives for each level of education and training without specific objectives.

1.11 Challenges in the Provision of Education and Training

The primary role of the education sector is to produce a competent and skilled workforce at various levels and in appropriate proportions for the development of the nation. In the efforts to fulfil this role, the education sector faces various challenges, such as:

- (a) The education system focusing more on general education and lacking diverse opportunities for education and training tailored to different learning needs and methods according to the environment;
- (b) Curricula at various levels of education and training not meeting the requirements of economic, social, scientific and technological changes;
- (c) An inefficient system for controlling and certifying education and training at all levels;

- (d) Shortage of a sufficiently skilled workforce with the knowledge and skills required for various sectors;
- (e) Weak management and operation system of education and training;
- (f) An uncertain and unsustainable system of financing education and training with various and sustainable sources; and
- (g) Failure to address emerging issues affecting the provision of education and training.

IMPORTANCE, VISION, MISSION, AND OBJECTIVES OF THE POLICY

2.1 Importance of the Policy

The analysis of the 2014 Education and Training Policy has identified that the policy aimed to achieve seven objectives: a flexible education system, structure, and procedures to enable every Tanzanian to develop academically and professionally; education and training with nationally, regionally, and internationally recognised standards of quality; increased availability of diverse education and training opportunities in the country; an increase in human resources according to national priorities; effective management and operation of education and training in the country; a sustainable system of financing education and training with various and sustainable sources; and an education and training system focusing on cross-cutting issues.

Despite the achievements made in policy implementation, these objectives remain crucial in the current context given the identified challenges, such as the education system focusing more on general education and lacking diverse opportunities for education and training tailored to needs and various learning methods according to the environment; curricula not meeting the requirements of economic, social, scientific, and technological changes; an inefficient system of controlling and certifying education and training at all levels; a shortage of sufficiently skilled workforce required for various sectors; a weak management and operation system of education and training; an uncertain and unsustainable system of financing education and training with various and sustainable sources; and failure to address emerging issues affecting the provision of education and training.

In light of this situation, some areas of the policy need to be maintained and improved for better understanding and alignment with the current environment, and new areas need to be added to make the policy comprehensive.

Areas of the policy that lacked sufficient clarification include the education structure; intended skills, language of instruction, and the specific age for starting pre-primary and primary education. Another area of the policy that was not

implemented is the ten-year compulsory education system. There was also a lack of a framework for implementing regional and international cooperation in education and training; the absence of a basic education law; no mechanism to develop students with talents, gifts, different pace, and special needs; and the absence of a system for recognising knowledge, skills and competencies acquired outside the formal school system. Other important areas that were not considered include teacher education, higher education, research in education and community involvement in the provision of education and training, as well as general education goals for each level of education and training.

In consideration of this context, the existing policy has been revised and released as the Education and Training Policy 2014, 2023 Edition.

2.1.1 The Guiding Philosophy of Education

The philosophy of Education for Self-Reliance will continue to guide the provision of education and training, considering the changes occurring nationally and internationally in the fields of politics, society, economy, science and technology.

2.1.2 General Objectives of Education and Training

The following are the general objectives of education and training in the country:

- (a) To foster and build the character of Tanzanians so that they can transform their lives and contribute to the development of society, the nation and the world;
- (b) To promote understanding and appreciation of Tanzanian culture, traditions, and customs, respect cultural differences and have positive perspectives;
- (c) To enable Tanzanians to develop and appropriately utilise technology skills, innovation, critical thinking, creativity, collaboration, and communication for personal and national development;
- (d) To develop and enhance professionalism, self-confidence, inquiry and respect for human dignity and rights as well as to be prepared to work towards personal development and the development of the nation as a whole;

- (e) To expand the scope of acquiring knowledge, positive attitude, skills, entrepreneurship, professionalism and promote a culture that values human development to meet the real needs of society;
- (f) To enable Tanzanians to understand, protect and uphold the principles of national ethics and integrity, including humanity, patriotism, unity, transparency, honesty, accountability and to appreciate civil rights, responsibilities and corresponding duties;
- (g) To promote a willingness to love and respect work to improve performance in various sectors, including the use of technology and innovation;
- (h) To promote national, regional and international cooperation, peace, and justice in accordance with the country's constitution and regional and international agreements ratified by Tanzania;
- (i) To strengthen collective responsibility in improving the health and well-being of people and communities, gender equality and sustainable management and conservation of the environment;
- (j) To promote unlimited educational opportunities for all people based on inclusive practices, rights, self-determination, care and providing appropriate interventions to the community; and
- (k) To facilitate skills development to stimulate success in the world of work and professional training.

2.1.3 Objectives of Education and Training at Each Education Level

The objectives of education and training in Tanzania at each level are as follows:

2.1.3.1 Pre-primary Education

The goals of Pre-primary Education are to:

- (a) Prepare the child holistically, including physically, intellectually, morally, socially and emotionally;

- (b) Enable the child to recognise and appreciate their surrounding environment;
- (c) Identify children with special needs and provide them with appropriate interventions;
- (d) Enable the child to master various languages; and
- (e) Prepare the child for entry into primary education.

2.1.3.2 Primary Education

The goals of Primary Education are as follows:

- (a) To prepare the student with skills in reading, writing and arithmetic;
- (b) To develop the student's ability to communicate in a proficient manner, including proficiency in the national language of Kiswahili, foreign languages, Tanzanian Sign Language (TSL), Tactile Sign Language, and Braille;
- (c) To instil in the student the principles of integrity and respect for the rule of law;
- (d) To enable the student to recognise, respect and preserve Tanzanian culture and national unity as well as to recognise other cultures;
- (e) To foster creativity, critical thinking skills, logical reasoning, and problem-solving abilities in the student;
- (f) To nurture talents, skills, vocational skills, sports, and arts;
- (g) To enable the student to recognise and utilise science and information and communication technology in learning and everyday life;
- (h) To promote knowledge, skills and a commitment to environmental conservation, by enhancing and respecting gender equality as well as other cross-cutting issues; and
- (i) To prepare the student for further education at the secondary level.

2.1.3.3 Secondary Education

The goals of secondary education are as follows:

- (a) To expand, strengthen and develop the knowledge, skills and positive attitude acquired at the primary education level;
- (b) To enable the student to understand and uphold the foundations of culture (traditions and customs), national unity, national values; and to appreciate human rights and the responsibilities that accompany them;
- (c) To build the student's understanding of democracy, its importance and its limitations within the country;
- (d) To cultivate a culture and competence in a student for self-study, self-confidence, self-development in the fields of science and technology, theoretical knowledge, technical skills, entrepreneurship, and a passion for work;
- (e) To enable the student to use language skills, including the National Language of Kiswahili (Swahili), Tactile Sign Language and Braille, English, and other foreign languages;
- (f) To empower the student to recognise collective responsibility for health care, promote gender equality, and manage sustainable environmental conservation;
- (g) To reinforce the foundations of integrity and respect for the rule of law; and
- (h) To develop various skills and competencies that will enable the graduate to join higher education and vocational training after secondary education, become self-employed, find employment and to manage life using one's environment.

2.1.3.4 Higher Education

The objectives of higher education are as follows:

- (a) To expand, strengthen and develop the knowledge, skills and positive attitude acquired before joining higher education;
- (b) To enable students to acquire advanced academic and professional knowledge and skills;
- (c) To prepare professionals and experts for various sectors;
- (d) To reinforce the foundations of integrity and respect for the rule of law; and
- (e) To enhance the capacity of professionals and higher education institutions to generate and develop new knowledge through research, quality publications and addressing societal challenges.

2.2 Vision, Mission and Objectives of the Policy

The foundation of education and training will continue to focus on instilling in Tanzanians the principles of patriotism, ethics, skills, competence, and enabling self-reliance, considering the following:

2.2.1 Vision

To have an educated Tanzanian equipped with knowledge, skills and a positive attitude enabling them to contribute to the sustainable development of the nation.

2.2.2 Mission

To enhance the quality of education and training by establishing systems and procedures that enable a large number of educated Tanzanians with skills and a passion for lifelong learning to contribute to the achievement of the nation's development goals.

2.2.3 Objectives of the Policy

This Education and Training Policy of 2014, 2023 Edition, will have general and specific objectives as follows:

2.2.3.1 General Objective

To have an education and training system that can prepare Tanzanians with knowledge, skills, and a positive attitude enabling them to contribute to the sustainable development of the nation.

2.2.3.2 Specific Objectives

The specific objectives of the Policy are to have:

- (a) A flexible system, structure and procedures enabling every Tanzanian to develop themselves in various academic and professional paths;
- (b) Various opportunities for education and training in the country;
- (c) Education and training of recognised quality standards nationally, regionally and internationally;
- (d) A sufficient and competent workforce to align with national and international priorities;
- (e) Effective management and operation of education and training in the country;
- (f) A sustainable financing system for education and training in the country; and
- (g) An education and training system that considers cross-cutting issues including environmental health, diseases and disasters, research and development of the education sector; and public-private partnership in the provision of education and training.

ARGUMENTS, ISSUES AND POLICY STATEMENTS

3.1 System, Structures, and Flexible Procedures

This chapter provides various explanations and directives regarding the system, structures, and flexible procedures aimed at enabling every Tanzanian to develop in various academic and professional paths as elucidated in the following sections:

3.1.1 Education and Training System and Structure

Description

The Government has facilitated access to education for children of both genders. For example, the enrolment report for primary schools shows that 108.5 percent of students were registered to start first grade in 2022. However, the process of continuing education after primary school has continued to be challenging because the current system filters students instead of providing opportunities to develop them according to their abilities, talents, and gifts. This system largely focuses on academics, making those who fail to continue academically and are selected to join vocational education and training appear to have failed. This is an indication of the system's lack of flexibility and thus its failure to provide diverse opportunities for education and training that can enable each student to acquire skills and knowledge for the world of work according to their abilities, desires, and goals. In this context, a flexible education system is needed.

In our education structure of 2+7+4+2+3+, a student starting school at the age of seven (7) will graduate from higher education at an older age, approximately 25 years old, compared to countries like South Africa, Mauritius, Malaysia and Finland, where the age of a young person completing higher education is between 20 and 22 years. Because of this, the age of starting first grade has been reduced from seven (7) to six (6), as is the case in many countries worldwide. This structure will enable the student to complete her/his educational cycle in a shorter period.

Goal

To establish a flexible and efficient education and training system that increases the number of educated and skilled citizens in various fields to meet the needs of the nation and the global job market.

Policy Statements

3.1.1.1 *The Government will establish an inclusive system of education and training to enable more citizens to educate themselves and pursue education in fields of their choice, using various methods of acquiring education and training, including open and distance learning, based on their merit and ability.*

3.1.1.2 *The education system will focus on developing competence. Emphasis will be placed on acquiring skills, knowledge, competence, direction, positive attitudes, good ethics and acceptable behaviour according to the needs of the nation and the labour market, while adhering to the National Awards Framework.*

3.1.1.3 *Education in the formal system will be divided into levels, including pre-primary education, primary education, secondary education and higher education.*

3.1.1.4 *The structure in the formal education and training system will be 1+6+4+2/3+3+, meaning one year of pre-primary education, six years of primary education, four years of ordinary secondary education (Form One to Form Four), two years of advanced secondary education (Form Five and Six) or three years of technical education and a minimum of three years of higher education.*

- 3.1.1.5 *Compulsory education will include primary education and lower secondary education (Form One to Form Four) and will be provided for 10 years.*
- 3.1.1.6 *Primary education will be general education as defined by the respective curricula.*
- 3.1.1.7 *Lower secondary education, from Form One to Form Four, will be divided into two streams: the general education stream and the vocational education stream.*
- 3.1.1.8 *Vocational education will be an integral part of the education system and will be provided according to the curricula of the respective levels.*
- 3.1.1.9 *Advanced secondary education (Form Five and Six) or technical education will be a prerequisite for admission to higher education.*
- 3.1.1.10 *Higher education will be education beyond secondary education and will be divided into the general education stream and the vocational education stream.*
- 3.1.1.11 *The Government will establish and oversee a national system for the comparability of qualifications and awards at all levels.*

3.1.2 Compulsory Education and The Duration for Education and Training

Description

The current education system allows a child to enrol in pre-primary education for a period of two years. However, analysis shows that the curriculum used can be effectively taught within one year if implemented efficiently. Additionally, children go through Early Childhood Development and Education Centres which prepare them for formal education. However, according to the 2000 Dakar Framework for Action, which

Tanzania has ratified, and the 2011 UNESCO International Standard Classification of Education (ISCED), early childhood education should be provided to children aged between three to six years. Despite recognising the importance of education at this level, the UNESCO protocol requires countries to ensure that children of the targeted age group receive education at the appropriate level based on each country's context.

On the other hand, the conditions of pre-primary education in the country are unsatisfactory due to a shortage of qualified teachers and adequate infrastructure. For example, the average teacher-student ratio was 1:94 in 2022, instead of the required 1:25. Currently, a pre-primary education class has an average of 80 students, three times more than the required ratio.

Furthermore, according to the Education Act Chapter 353, primary education currently provided for seven years is compulsory for enrolment and attendance. Therefore, many primary education graduates in the current system are aged 13. Some graduates proceed to secondary education and vocational training, while those who miss these opportunities enter the workforce. These graduates are young and lack sufficient knowledge and skills to join the workforce or cope with life challenges when they miss the opportunity to continue with secondary or vocational education.

However, the International Convention by the International Labour Organization has set the minimum age for employment in some jobs at 15 years. Similarly, the SADC (1997) protocol on education and training emphasises the elimination of illiteracy by ensuring compulsory education for all for a period of not less than nine years.

Therefore, due to the challenges of the current 2+7+4+2+3+ education structure and these agreements, the Government, in collaboration with education stakeholders, sees the importance of revising the structure of pre-primary education so that this education is provided for one-year, primary education for six years, and secondary education for four years. This education will be compulsory and will enable students to master reading, writing, and arithmetic skills, have a general understanding as well as acquire proficiency, including knowledge and skills according to the requirements of that level.

Goal

To have an education and training duration that is productive, efficient, and one that optimally utilises resources.

Policy Statements

3.1.2.1 The Government will continue to recognise pre-primary education as part of the formal education system and establish a mechanism to make it compulsory, provided for children aged five for a period of one year.

3.1.2.2 Early childhood education will encompass the nurturing and development of the child physically, mentally, emotionally and socially, with the aim of preparing them to live in society and join primary education.

3.1.2.3 The Government will establish a compulsory system for primary and lower secondary education (Form One to Form Four) to be provided for ten years. Additionally, the age to start Grade One will be six years.

3.1.2.4 The Government will ensure that pre-primary, primary and lower secondary education are fee-free in the public system.

3.2 Different Opportunities for Education and Training

3.2.1 Equal Opportunities in the Provision of Education and Training

Description

It is important for every Tanzanian to have equal opportunities for education and training without discrimination based on gender, race, ethnicity, religion, disability, social status or income. The participation of both genders in education and training is crucial to ensure that every Tanzanian fully contributes to the development of the nation. In line with this importance, the Government continues to provide education and training while ensuring equity for all groups without leaving anyone behind. Additionally, the Government, in collaboration with education stakeholders, has

been expanding and improving the environment for inclusive education delivery, enabling every Tanzanian to access education and training according to her/his needs, circumstances and the real availability of resources in the country.

Despite these efforts by the Government and other stakeholders, some groups have not been fully reached due to social, health, economic and geographical reasons, such as long distances to travel to and from school, child labour, dropout rates, poverty, early pregnancies and child marriages. Although the gender balance in primary and secondary education levels is satisfactory, the participation of girls in higher education, especially in science, mathematics, and technology fields, remains unsatisfactory, with only 37.5% of girls enrolling in these fields in 2022.

Due to these reasons, there is a need to remove all barriers preventing some students from joining and completing the education and training cycle to achieve the goal of providing education for all. Additionally, the Government intends to create enabling environments to enhance gender balance in vocational education and higher education, particularly in science, mathematics and technology fields.

Goal

To ensure that all children, regardless of their gender and targeted age groups enrol in and complete the education and training cycle at their respective levels.

Policy statements

3.2.1.1 The government, in collaboration with stakeholders, will continue to increase and enhance various opportunities for education and training for all social groups.

3.2.1.2 The Government, in collaboration with stakeholders, will create enabling environments to increase the participation of girls and boys in vocational education and higher education, particularly in science, mathematics and technology fields.

3.2.1.3 The Government, in collaboration with stakeholders, will remove barriers

preventing all students from starting, continuing, and completing the education and training cycle at all levels.

3.2.1.4 The Government, in collaboration with stakeholders, will continue to strengthen and oversee various interventions aimed at providing education and training opportunities for those who have missed it.

3.2.2 Inclusive Education and Training at All Levels

Description

The fourth goal of the Sustainable Development Goals emphasises on the presence of an inclusive system that grants every child the right to education. In this system, all students, including those with special needs, learn together according to their age in schools within their communities. Recognising this importance, the Government, in collaboration with stakeholders, has continued to improve the environment for integrating students with special needs to fully participate in the formal education system.

However, there are several challenges affecting the delivery of inclusive education, including lack of an effective system for identifying children with special needs, a severe shortage of competent special education teachers, lack of assistive devices and negative societal attitudes towards children with special needs. Therefore, it is essential to continue improving the system of education and training delivery in inclusive environments to provide opportunities for all children to learn together.

To enhance the delivery of inclusive education and training at all levels.

3.2.2.1 The Government will strengthen the system for identifying the special needs of each student at all levels of education.

3.2.2.2 The Government, in collaboration with stakeholders, will ensure the existence of conducive environments for the provision of inclusive education and training at all levels.

3.2.3 Identification and Development of Talents and Abilities

Description

To achieve the national development goals, it is important to identify and nurture talents and abilities in various fields such as science and technology, music, dance, arts, crafts and sports. However, the current system primarily focuses on academic achievement as the sole criterion for recognising talents and abilities, leading to the neglect of many students with talents and abilities in other areas. Therefore, the Government recognises the importance of establishing a system that identifies talents and abilities more broadly, rather than solely relying on academic performance in examinations.

This step is crucial because the development of talents and abilities contributes to nation-building in various ways. For example, talents in sports contribute to fostering discipline and relationships, promoting understanding and solidarity, building resilience, confidence and self-esteem, representing the nation internationally as well as enhancing physical, mental and spiritual well-being. In this context, it is important for the Government to continue to promote and strengthen the system for identifying and developing talents and abilities in various fields nationwide.

Goal:

To strengthen the system for identifying and nurturing various talents and abilities at all levels of education and training.

Policy Statements

3.2.3.1 The Government will establish a system to identify and develop students with various talents and abilities at all levels of education.

3.2.3.2 The Government, in collaboration with stakeholders, will enhance sports education and activities in the curriculum of education and training at all levels.

3.3 Use of Information and Communication Technology (ICT)

Description

Information and Communication Technology (ICT) is a crucial tool in the contemporary world of work. Technological advancements, especially in Information and Communication Technology, have provided opportunities for delivering education and training using various methods, including distance and open learning. This enables one teacher to reach multiple groups of students simultaneously. The National Policy on Information and Communication Technology of 2016 encouraged use of ICT in the delivery of education and training both within and outside the formal education system. In environments with shortage of teachers, instructors, and lecturers in certain subjects such as languages, mathematics, and sciences, this approach can effectively provide quality education to a larger number of students using a small number of skilled teachers. However, this can only be successful if ICT infrastructure and resources for students are available and increased.

Nevertheless, Tanzania still faces challenges in the use of ICT in teaching and learning. This is due to shortage of equipment and human resources in teaching ICT. This shortage results in graduates lacking the necessary skills to drive advancements in science and technology and enable the country to build a competitive economy in the globalised world. The truth is, if ICT is effectively taught, it will produce human resources with the necessary skills for national development. Additionally, enhancing the teaching of ICT is a crucial tool for fostering innovation and problem-solving abilities. Therefore, there is a great need to strengthen the use of ICT at all levels of education and training.

Goal

To enhance the use of technology to increase efficiency in the delivery of education and training.

Policy Statements

3.3.1 The Government, in collaboration with stakeholders, will ensure that Information and Communication Technology (ICT) is used in the delivery of education and training at all levels according to the needs.

3.3.2 The Government, in collaboration with stakeholders, will establish conducive environments for the delivery of education and training using Information and Communication Technology (ICT) at all levels.

3.4 Recognition of People with Skills and Knowledge Acquired Outside the Formal Education and Training System

Description

Education and training outside the formal system is one of the ways to build expertise in various fields and skills worldwide. The Government has already established a mechanism for recognising and formalising skills acquired outside the formal system in different vocational fields with the aim of enabling beneficiaries to fully participate in the labour market. Despite these efforts, the current recognition mechanism focuses more on a few engineering fields and neglects other disciplines. Therefore, there is every reason to expand the scope of this mechanism to include all relevant vocational fields.

Goal:

To have a system for recognising and formalising skills and knowledge acquired outside the formal education and training system.

Policy Statements

3.4.1 The Government will strengthen the mechanism for recognising and formalising knowledge, skills and competencies acquired outside the formal education and training system.

3.4.2 Informal education will be recognised, and those who undergo this system will have the opportunity to join the formal education system based on set criteria.

3.5 Adult and Lifelong Education

Description

It is important for every Tanzanian to have the opportunity to advance in education according to her/his individual, social, economic and technological needs without discrimination based on age or gender.

The Government, in collaboration with stakeholders, has continued to increase opportunities and improve the environment for the provision of Adult and Lifelong Education to ensure that every Tanzanian has the right to self-development based on her/his needs. Despite Government and stakeholders' efforts, the rate of reduction in the number of adults who are illiterate in reading, writing and arithmetic remains slow.

Therefore, there is a great need for lifelong education due to social, scientific and technological changes. Thus, it is essential to enhance opportunities for access to adult and lifelong education.

Goal:

To strengthen the system of adult and lifelong education.

Policy Statements

3.5.1 The Government, in collaboration with stakeholders, will establish procedures and conducive environments to ensure that adult and lifelong education is effectively provided at all levels through various means including open

and distance learning.

3.5.2 The Government, in collaboration with stakeholders, will continue to encourage the Tanzanian community to have the zeal for educational self-improvement through various means including open and distance learning.

3.6 The Quality of Education and Training

This new education system aims to provide education and training that is regionally and globally recognised and one that meets the development needs of the nation. This argument is based on the following issues:

3.6.1 Curricula for Education and Training

Description

The curriculum is a guideline for education at various levels of education and training. If the curriculum is not well developed, implemented appropriately, or assessed carefully, the education system will lack effectiveness and fail to meet the intended expectations in society. Until 2005, the curricula for pre-primary, primary, secondary and teacher education mainly focused on knowledge content with little emphasis on skill-building. Starting from 2005, these curricula were improved to focus on building competencies by incorporating employability skills through a blend of theoretical and practical training. This curriculum was implemented in collaboration with industries, farms, and service institutions to integrate training delivery with theory and practice. However, there was insufficient preparation for the implementation of this curriculum, including inadequate teacher training and insufficiency of teaching and learning materials. Now, there is a need to strengthen curricula at all levels and ensure that teachers are well prepared to implement competency-based curricula.

On the other hand, experiences show that some vocational and higher education curricula do not adequately prepare graduates for the workforce. Therefore, there is a need to review vocational and higher education curricula to meet the needs of the labour market. Additionally, assessments reveal significant differences in the

content of some higher education programmes that essentially should be similar. Therefore, it is important to establish criteria for comparing similar programmes across different institutions. Furthermore, curricula at all levels should focus on the 21st-century skills such as communication, collaboration, creativity, critical thinking, problem-solving, digital literacy, entrepreneurship, ethics, and patriotism.

Moreover, globalisation, economic disparities and interactions among people with diverse cultures have contributed to changes in ethics and behaviour, thus bringing various challenges in society. Education is the pillar for a nation to maintain peace and uphold ethical values accepted by society by building conflict resolution skills, fostering social unity, and solidarity. Therefore, it is important to have education aimed at helping students develop the ability to prevent and resolve conflicts peacefully among individuals and groups, nationally or internationally. Thus, the curricula for education and training should enable Tanzanians to understand, protect and promote the principles of peace, national ethics and integrity, including humanity, patriotism, unity, transparency, honesty, accountability as well as respecting civil rights, duties and responsibilities.

Goal:

To improve curricula of education and training to meet the needs of the workforce and withstand competition.

Policy Statements

3.6.1.1 The Government will ensure the availability of high-quality curricula at all levels of education and training that are up-to-date and responsive to the needs of the nation and the workforce.

3.6.1.2 The Government will ensure that teachers, tutors and lecturers are prepared to effectively implement competency-based curricula and promote the 21st-century skills for students.

3.6.1.3 The Government will ensure that teacher training has continuity both academically and professionally between different levels, with time for supervision

during training.

3.6.1.4 The Government, in collaboration with stakeholders, will enhance the provision of education to enable graduates at all levels to acquire knowledge, skills, competencies and entrepreneurial skills to contribute fully to the nation's development.

3.6.1.5 The Government, in collaboration with stakeholders, will strengthen the delivery of education and training in theory and practice at all levels through partnerships with industries, farms and other production and service sectors.

3.6.1.6 The Government, in collaboration with stakeholders, will ensure that curricula implementation reflects skill needs according to environments and available resources in respective areas.

3.6.1.7 The Government will enhance the management and assessment of curricula implementation in education and training institutions at all levels to ensure effectiveness of education and training provided.

3.6.1.8 The Government, in collaboration with stakeholders, will ensure that skills for maintaining peace, patriotism, ethics and good governance are integrated into curricula at all levels of education and training.

3.6.1.9 The Government will establish a mechanism to ensure that Tanzanian History and Ethics are taught at all levels of education and training.

3.6.2 Quality Assurance in Education and Training

Description

The quality of education and training is determined by the quality of the curricula, proficiency of curricula implementers, leadership, management, learning

environments, assessments and available resources. Despite various improvements, there are still challenges regarding quality of education and training at all levels.

For example, despite an increase in the pass rates for primary and secondary education from 57% in 2014 to 79.7% in 2022 for primary education and from 69.8% in 2014 to 87.8% in 2022 for lower secondary education (Forms I-IV), the level of knowledge and skills of graduates at these levels is still low compared to the level of education they have attained. Similarly, graduates from vocational training and higher education do not meet various needs on the labour market.

Furthermore, evaluations have shown that high-quality curricula and effective education control, strengthened assessment and evaluation, certification and relevant authorities are crucial for improving quality of education and training in the country.

The Ministry responsible for education and training has been monitoring the quality of education at all levels based on established curricula and standards. However, quality control of pre-primary, primary, secondary and teacher education coordinated by the School Quality Assurance Department has been facing different challenges and failed to meet expectations. Additionally, the concept of school inspection, which requires stakeholders' participation and use of alternative approaches, the challenge of school inspection which emphasises checking lists of required teaching and learning issues, has dominated. Thus, there is a need to enhance the implementation of quality control concepts that involve joint participation and responsibility of school committees, boards, college principals, head teachers, headmasters/mistresses, teachers, tutors and parents in managing and ensuring quality of education provided in the country.

Moreover, the ministry has delegated the responsibility of coordinating accreditation and quality assurance of technical and vocational education and training to NACTVET. Also, the ministry has delegated the responsibility of coordinating accreditation and quality assurance of general higher education to TCU. These accreditation bodies collaborate with other facilitating institutions, including the

Tanzania Institute of Education (TIE), the National Examinations Council of Tanzania (NECTA), Tanzania Library Services Board (TLSB), the Institute of Adult Education (IAE) and the Tanzania Education Authority (TEA), to enhance the quality of education. However, there have been operational and regulatory challenges affecting the standards of education at various levels.

Therefore, the relationship between institutions responsible for facilitating and overseeing education and training in the country and the Ministry responsible for Education and Training require regular assessments consistent with time-specific needs to enhance effectiveness. Additionally, the laws governing these institutions need to be reviewed to create harmony in the education and training certification, control, management and operation system in the country.

Goal

To strengthen coordination, supervision, accreditation and control in the provision of education and training.

Policy Statements

3.6.2.1 The Government, in collaboration with stakeholders, will strengthen the system, structure, and procedures for the supervision, accreditation, and quality assurance of child rearing, education and training at all levels.

3.6.2.2 The Government will strengthen the accreditation and quality assurance of teacher education by establishing a mechanism that integrates various levels of the teaching profession.

3.6.2.3 The Government will ensure that supervisory, operational, and facilitating bodies in the provision of education and training are interconnected and collaborate at all levels.

3.6.2.4 The Government will strengthen the system, methods, concepts and philosophy of quality assurance in education and training to improve the effectiveness of education and training delivery at all levels.

3.6.3 Education on Science and Technology

Description

Education in science and technology is essential in enabling citizens to understand their environment and contribute to national development. For that reason, primary school pupils begin to be taught science subjects in Standard III. In secondary education, from Form I to Form IV, all students study science subjects, including Physics, Chemistry, Biology and Mathematics until Form II. Additionally, all students continue to study Biology and Mathematics until Form IV as compulsory subjects, while Physics and Chemistry become optional subjects from Form III and IV, where students may choose to continue with these subjects. Statistics show that only about 30 to 35 percent of student's study science subjects in Form III and IV. These students, upon passing their examinations in these subjects in Form IV, are expected to pursue science and technology-related disciplines in Form V and VI, higher education institutions, technical colleges and vocational training centres.

This small number of students indicates that the primary and secondary education curricula should emphasise science and technology education. This aligns with the Agreement on Science and Technology Education (UNESCO - PERTH 2007), which emphasises the need to review science and technology education curricula to increase students' interest in understanding the importance of science and technology in society. For this reason the Government sees the importance of continuing to emphasise and promote the use of science and technology in teaching and learning.

Goal:

To increase the number of citizens educated in science and technology and capable of using it to improve their daily lives.

Policy Statements

3.6.3.1 The Government will strengthen the structure and methodology of teaching Mathematics, Science, and Technology at all levels of education and training.

3.6.3.2 The Government, in collaboration with stakeholders, will continue to

promote and enhance the teaching and learning of Mathematics, Science and Technology at all levels of education and training and within the community.

3.6.4 Teaching and Learning Resources and Tools

Description

Efficient implementation of curricula depends on availability of appropriate teaching and learning resources and tools according to the needs of subjects and programmes at different levels of education. These resources include textbooks, laboratory chemicals, machinery and workshops. The implementation of fee-free education has yielded positive results, leading to an increase in the number of students in educational institutions across the country, resulting in a general shortage of teaching and learning materials, tools and resources at all levels of education.

For example, in 2022, the number of primary school students was 11,420,937 and 2,823,588 for secondary school. Additionally, there were 10,165 desktop and laptop computers, equivalent to a ratio of 1:1,123 for primary schools and 42,377, which is a ratio of 1:67, meaning one computer for 67 students for secondary schools. Furthermore, there are challenges in the preparation, printing and distribution system of books and the preparation of other tools and materials as it does not meet the requirements. Additionally, some existing equipment, tools and materials are either outdated or do not meet current needs. This situation has been contributing to weakening the provision of quality education and training.

In this context, there is every reason to establish and continue to improve the system for the provision of sufficient high-quality books, materials, equipment and tools to meet the needs. It is also important to have an efficient system for the preparation, printing and distribution of all teaching and learning materials. Moreover, there is a basic need to allocate sufficient financial resources to meet the needs of students according to established standards. There is also a need to promote a culture of reading and strengthen library services and alternative knowledge acquisition methods.

Goal

To strengthen teaching and learning materials, tools and resources.

Policy Statements

3.6.4.1 The Government will ensure the availability of appropriate teaching and learning materials, tools and resources at all levels of education and training.

3.6.4.2 The Government will provide and oversee the use of one core textbook for each subject per student in primary and secondary education.

3.6.4.3 The Government will ensure the presence of an efficient system for the preparation and distribution of teaching and learning materials at all levels of education.

3.6.4.4 The Government will oversee the availability and use of supplementary and reference books for each subject in primary and secondary education, which will be approved through a special procedure.

3.6.4.5 The Government, in collaboration with stakeholders, will ensure the availability of sufficient financial resources to meet the needs of teaching and learning materials according to the established standards at all levels of education.

3.6.4.6 The Government, in collaboration with stakeholders, will ensure the availability and enhancement of library services and alternative knowledge acquisition methods in schools, colleges, and communities to promote a culture of reading.

3.7 Infrastructure in Educational Institutions and Training

Description

To a large extent, the effectiveness in delivering education depends on the presence of quality infrastructure. In recent years, the Government has increased infrastructure and furniture in all educational institutions. Despite these efforts, there are still several infrastructure challenges, prompting the Government to

continue investing in the construction of friendly infrastructure and procurement of furniture in education and training institutions to meet appropriate quality standards. For example, statistics from 2022 show that the average class ratio for primary education students was 1:70 compared to the appropriate ratio of 1:45; and for secondary education, the ratio was 1:36 compared to the appropriate ratio of 1:35, and the Government still intends to establish a vocational education stream in secondary education from form one to form four. An assessment shows that there are 9 secondary schools that will need major renovations and capacity expansion to admit more students to enable them to start offering vocational education. These schools are few compared to the goal of having 30% of all secondary schools in forms I-IV expected to provide vocational training nationwide. This means that investment in infrastructure for classrooms and workshops at this level of education for vocational training is very important.

Furthermore, the Government, community and stakeholders need to cultivate a culture of preserving and maintaining, repairing and refurbishing the infrastructure of education and training institutions.

Goal

To have adequate infrastructure and furniture in all education and training institutions.

Policy Statements

3.7.1 The Government, in collaboration with stakeholders, will ensure the presence of high-quality, adequate, and friendly infrastructure, equipment, and furniture in education and training institutions.

3.7.2 The Government, in collaboration with stakeholders, will ensure the establishment of a proper system for the maintenance and repair of infrastructure, equipment and furniture in education and training institutions.

3.8 Safe and Friendly Environments in the Provision of Education and Training

Description

Safe and friendly environments, along with quality services, are fundamental requirements for successful teaching and learning. Recognising this importance, the Government has continued to ensure the presence of safe and friendly environments in educational institutions. For example, the Government has ensured the availability of essential social services such as food and nutrition, clean and safe water, health facilities, electricity, communication and transportation in educational institutions. However, some institutions still face unsatisfactory service environments for the delivery of proper education.

On the other hand, in recent years, there has been an increase in acts of gender-based violence and abuse against children. These acts include rape, sodomy, beatings, severe punishments and child labour in schools. These actions have had serious consequences for children physically, mentally, psychologically and have even resulted in teenage pregnancies and students dropping out of school. Therefore, there is a need to continue improving the environment and ensuring the availability of services that meet the essential needs for delivery of quality education and training in all educational institutions nationwide.

To enhance effectiveness in teaching and learning, mental health and a positive mindset are fundamental requirements. Recognising this importance, the Government of the United Republic of Tanzania has continued to facilitate access to counselling and advisory services to strengthen mental health and positive attitudes for teachers and students with the aim of shaping direction, behaviour, as well as preserving good traditions, customs and ethics in society. Despite the Government's efforts, there is still a challenge of a shortage of professionals, thus reducing the effectiveness in providing these services in education and training institutions, especially in primary and secondary schools. This situation contributes to moral decay, resulting in various consequences such as teenage pregnancies, truancy and indiscipline. It also leads to stress and depression, as well as incorrect subject choices for students. Therefore, it is essential to strengthen the provision of

counselling and advisory services for students and staff in all education and training institutions.

Goal

To create safe and friendly environments and ensure the availability of essential services in education and training institutions.

Policy Statements

3.8.1 The Government, in collaboration with stakeholders, will ensure the creation of safe and friendly environments in education and training institutions.

3.8.2 The government, in collaboration with stakeholders, will ensure the availability of essential services including food and nutrition, communication, electricity, clean and safe water and healthcare in education and training institutions.

3.8.3 The Government, in collaboration with stakeholders, will enhance the provision of appropriate counselling and advisory services at all levels of education and training.

3.9 Language Use in Communication

Description

The quality of education and training largely depends on the proficiency of teachers and students in understanding and using the language used in teaching, learning and communication. Currently, languages such as Kiswahili and English, as well as other foreign languages, are taught as subjects at various levels of education and training. Additionally, the Tanzania Sign Language, tactile sign language and Braille are subjects taught in teacher training colleges.

On the other hand, Kiswahili is the national language and is used as the first or second language among many citizens. Kiswahili has also grown to an international level to the extent that it is used by many to acquire knowledge and

skills in various fields and at different levels of education. Furthermore, Tanzania has ratified protocols of the East African Community and the Southern African Development Community on the development and use of Kiswahili, where Tanzania has been chosen as the headquarters of the Kiswahili Development Institute in the East African Community.

At the same time, English is used as a second or third language for some citizens. In this context, Kiswahili and English are the official languages. Therefore, a good understanding of English and other foreign languages enables Tanzanians to communicate with people from other countries and acquire education, skills and knowledge. Additionally, sign language, tactile sign language, and Braille are used for communication among the deaf, blind, deafblind, visually impaired and other individuals.

Recognising the importance of language, the Government continues to oversee and improve the teaching of language subjects at various levels of education and training. However, there are communication challenges stemming from limited understanding of language, inadequate teaching methods, poor infrastructure and learning resources, a shortage of proficient language teachers and minimal use of foreign languages in everyday communication. Given the magnitude of these challenges, there is a need to continue enhancing the teaching and learning of Kiswahili, English, other foreign languages, sign language, tactile sign language and Braille.

Goal

To strengthen the use of various languages in communication.

Policy Statements

3.9.1 The Government will ensure that Kiswahili, English and other foreign languages are taught proficiently and effectively at all levels of education and training.

3.9.2 The Government, in collaboration with stakeholders, will facilitate and promote the use of Tanzanian Sign Language, tactile sign language, and Braille in

all levels of education and training.

3.10 Language of Instruction

Description

Since skills and knowledge are preserved and disseminated through a particular language, appropriate use of a teaching language can have a positive impact on learning outcomes. Currently, the teaching languages in Tanzania are Kiswahili and English. Kiswahili is used for teaching in pre-primary and primary schools and is taught as a subject, while English is used as a language of instruction in some pre-primary and primary schools under special arrangements. Additionally, English is used to teach in secondary schools, teacher training colleges at the diploma level, vocational training centres, and institutions of higher learning, while Kiswahili is taught as a subject. Kiswahili is also used as a language of instruction in teacher training colleges at the certificate level, vocational training centres and some secondary schools as needed.

Meanwhile, experience from other countries demonstrates the importance of using a language spoken by the majority in building identity and culture of a respective country – common communication. Therefore, there is a need to emphasise the use of Kiswahili in teaching subjects that build an understanding of Tanzanian culture and history in order to preserve and promote it. Moreover, English is a valuable tool for accessing knowledge. Thus, it is important to use both languages: Kiswahili because it is understood by many and English as a source of knowledge in teaching – as it is a rich language.

Goal

To use Kiswahili and English Language in teaching and learning.

Policy Statements

3.10.1 The National Language of Kiswahili will be used for teaching in pre-primary education and primary education, except for foreign language subjects and in

schools that will request and be allowed to use English as the medium of instruction.

3.10.2 English will be used as the medium of instruction from lower secondary level (Form I – IV), except for the subject of Swahili, foreign language subjects, and in secondary schools and colleges that will be allowed to use Kiswahili as the medium of instruction.

3.10.3 The National Language of Kiswahili will be used to teach subjects aimed at building and developing the ethics, traditions, customs, and culture of Tanzanians at all levels of education and training.

3.11 Assessment and Evaluation in Education and Training

Description

Assessment and evaluation help in identifying the progress of a student and the challenges she/he faces in learning. Additionally, assessment provides the teacher with an opportunity to evaluate the effectiveness of teaching and make appropriate improvements. The current assessment procedure emphasises continuous assessment and final assessment at all levels of education. However, after introducing competency-based curricula, the assessment procedure was not adjusted to align with these changes. Moreover, the emphasis on building 21st-century skills such as creativity, critical thinking and problem-solving is not clearly articulated.

For these reasons, the Government has recognised the importance of improving the assessment system by using recognized criteria for daily student progress assessment and final assessment to complete a respective level of education, to align with a curriculum that focuses on building competency and fostering 21st-century skills.

Goal

Strengthening student progress assessment and evaluation.

Policy Statements

3.11.1 The Government will continue to strengthen the capacity of educational assessment institutions.

3.11.2 The Government will update the assessment and evaluation system to align with a curriculum that emphasises development of competencies required at each level of education.

3.12 Human Resources Issues

3.12.1 Availability of Human Resources in the Education Sector

Description

The presence of competent and adequate human resources, including teachers, tutors and lecturers is fundamental to the provision of quality education at all levels. This is why the Government has been working to increase the quantity and quality of human resources in the education sector. Despite this, the demand for these resources in primary to secondary schools has been increasing year by year, especially in subjects such as science, language, mathematics and vocational fields. Additionally, there is a significant shortage of tutors and lecturers in vocational and higher education institutions.

To address such challenges, it is important to have a system for identifying the needs of human resources at each level of education and training and to prepare them according to the nation's priorities. There is also a need to strengthen employment procedures and resource allocation to meet the actual needs in each institution and at all levels of education.

Furthermore, the Government recognises the importance of creating conducive environments to ensure that many skilled youths join and remain in the teaching

profession, especially in subjects such as science, mathematics, language and vocational education. There is also a need to attract and retain skilled teachers, tutors and lecturers to enhance the quality of education, research, and community services in higher education institutions.

Goal

Having competent and adequate human resources at all levels of education.

Policy Students

3.12.1.1 The Government will establish a system for preparing teachers and tutors according to the nation's priorities and needs at relevant levels.

3.12.1.2 The Government will implement an effective system for the distribution of teachers, tutors and lecturers that considers the demand in each area and at each level.

3.12.1.3 The Government, in collaboration with stakeholders, will establish an effective system to attract and retain skilled teachers, tutors, and lecturers, including those working in challenging environments.

3.12.1.4 The Government will establish a system for the identification and registration of teachers and tutors to promote ethics, status and expand employment opportunities.

3.12.1.5 The Government will strengthen the teacher, tutor, and lecturer employment system to ensure that qualified individuals are hired after passing examinations and interviews.

3.12.1.6 The Government, in collaboration with stakeholders, will enhance on-the-job training for teachers, tutors and lecturers.

3.12.1.7 The Government will establish a system for preparing and developing lecturers professionally to reach internationally recognised standards according to the nation's priorities and needs.

3.12.1.8 The Government will establish a system to enhance the competitiveness of higher education institutions by attracting and retaining internationally reputable lecturers based on their capabilities in research, publications and professional services.

3.12.2 Availability of Competent Human Resources for Other Sectors

Description

The presence of a balanced ratio of competent human resources in all sectors of the economy is crucial for the country's development. Therefore, the Government has continued to increase both the quantity and quality of human resources in all sectors to a satisfactory level. For example, in recent years, the Government of the United Republic of Tanzania has placed emphasis on expanding opportunities for primary, secondary and higher education. This initiative has led to a shortage of competent human resources, particularly in technical fields, to meet the increased demand. This challenge was exacerbated by the process of converting some technical education institutions into higher education colleges. In this context, there is a need to establish an appropriate balance of competent human resources in various fields, especially those that reflect the priorities of the nation, regionally and internationally.

Goal

Having competent and adequate human resources to meet the needs of other sectors.

Policy Statements

3.12.2.1 The Government will establish a mechanism for conducting regular assessments to determine the actual human resource needs in various sectors.

3.12.2.2 The Government will create enabling environments for the education and training sector to prepare competent and adequate human resources according to the nation's needs.

3.13 Management and Operation of Education and Training

3.13.1 Successful Leadership, Supervision, and Operation in the Education Sector

Description

Effective leadership and robust management of the education sector are crucial for productivity and efficiency in the delivery of education and training. Therefore, the Government has continued to strengthen leadership and management in the education sector, including the establishment and development of the Agency for the Development of Educational Management (ADEM). Additionally, the Government has been making leadership changes when necessary to strengthen leadership, management and enhance productivity in the education sector.

However, there are still challenges in the supervision and operation of the education sector, including changes that do not fully consider the needs and involvement of the community. There are also conflicts among some laws, regulations and guidelines governing the operation and delivery of education and training. For example, in operations, some stakeholders have expressed concerns about the performance of some leaders in the education sector, indicating weaknesses in their qualities and capabilities as leaders. Due to these challenges, there is a need to update laws, regulations, guidelines and frameworks related to the management and operation of education and training. Additionally, it is essential to ensure that all major changes in the education sector are based on scientific research and community involvement. Furthermore, there is a need to strengthen the process of selecting leaders in the education sector and ensure that the process is adhered to.

Goal

To enhance leadership, supervision and operation in the education sector.

Policy Statements

3.13.1.1 The Government, in collaboration with stakeholders, will ensure that strategic changes in the education sector adhere to laws, research outcomes, needs and involvement of key stakeholders.

3.13.1.2 The Government will update laws, procedures, regulations and guidelines as well as the leadership and supervision structure, to establish an efficient operational system in the education sector.

3.13.1.3 The Government will strengthen the process of selecting and developing supervisors and leaders in education and training at all levels.

3.13.1.4 The Government will ensure that the laws governing higher education institutions are fully implemented, considering their core responsibilities.

3.13.2 Collaboration in Education and Training between Mainland Tanzania and Zanzibar

Description

Strong collaboration between Mainland Tanzania and Zanzibar is crucial for productivity and efficiency in the delivery of education and training in the country. Constitutionally, primary, secondary, technical and vocational training are not matters of union. However, higher education is a union matter. Nonetheless, there is also close collaboration in the implementation of various education issues, including curricula and assessment at secondary and vocational education levels. Given these considerations, there is a need to continue strengthening the relationship and cooperation between Mainland Tanzania and Zanzibar in the provision of education and training at all levels to enhance efficiency in higher education delivery.

Goal

To strengthen cooperation and relations between Mainland Tanzania and Zanzibar in education and training issues.

Policy Statement

3.13.2.1 The Government will continue to strengthen relations and cooperation in education and training between Mainland Tanzania and Zanzibar.

3.13.3 Regional and International Cooperation in Education and Training

Description

Economic, political and social interactions between Tanzania, friendly countries, and regional and international communities require us as a nation to ensure that we provide education and training that are of high quality and competitive. However, although Tanzania has ratified various regional and international agreements, protocols and treaties that have contributed to improving the quality of education and training, there are still policy, legal, systemic, structural and social challenges that need to be addressed with the aim of enhancing quality of education and training. These challenges have led to the suspension or non-implementation of some protocols, agreements and treaties as intended. Therefore, there is a need to assess and remove obstacles affecting regional and international relations in education and training.

Goal

To strengthen regional and international relations and cooperation in education and training.

Policy Statement

3.13.3.1 The Government, in collaboration with stakeholders, will continue to strengthen regional and international relations and cooperation in education and training.

3.14 Availability of Land for the Development of Education and Training

Description

To establish, expand and develop or renovate education and training institutions, it is essential to allocate sufficient land resources to meet the needs. On the other hand, the demand for land for education and training institutions continues to increase due to the Government's commitment to expand educational opportunities at all levels. Another challenge is that some of the educational institutions and organisations have been built on land without legal ownership. Additionally, citizens have been encroaching on land designated for some education and training institutions. Given this situation, education and training institutions need to be granted sufficient land ownership for current needs and future development. Therefore, it is essential for land planning to prioritise allocation of sufficient land for these needs at all levels, including educational institutions preparing effective and sustainable land use plans for the allocated land.

Goal

Facilitating land availability to meet the needs for education and training purposes.

Policy Statements

3.14.1 The Government will ensure that the land requirements for education and training are considered in national land development plans.

3.2.3.3 The Government will ensure that it oversees and promotes the efficient and sustainable use of land in education and training institutions at all levels.

3.15 Access to Accurate Education and Training Information and Statistics

Description

All stages of education planning rely on the presence of accurate and high-quality

information and statistics, analysed considering all relevant criteria. To facilitate easy access to information and statistics, it is crucial to have efficient, secure, user-friendly and integrated systems. However, despite the Government establishing different systems containing information and statistics related to education and training, these systems are not always integrated. Additionally, the accuracy of some information and statistics faces challenges due to differences in collection, verification, analysis and storage methods. In this context, there is a need for a robust system for collecting, verifying, analysing, storing and disseminating all relevant data and information concerning the education sector. Furthermore, it is important to ease and strengthen access to information related to education and training through scientific research, especially using integrated technological approaches.

Goal

To have an integrated system of information and statistics in the education and training sector.

Policy Statements

3.15.1 The Government will ensure existence of an integrated system of information and statistics regarding education and training at all levels.

3.15.2 The Government, in collaboration with stakeholders, will strengthen research conduct and implementation of research findings to improve quality of education and training in the country.

3.16 Funding of Education and Training

3.2.4 Sustainable Funding of Education and Training

Descriptions

In achieving the Government's goal of having an educated populace, it is essential to have an efficient and sustainable system for funding education and training. The Government, in collaboration with stakeholders, has been financing education and training at all levels. However, despite the annual budget increases, there are still challenges in funding education and training in the country due to growing demands. Other challenges include inadequate funding allocated in the Government budget, leading to insufficient resources and thereby affecting access to and quality of education. Therefore, there is a need to establish a system with diverse and sustainable sources of funding for education and training.

Goal

To establish a sustainable funding system for education and training.

Policy Statements

3.16.1 The Government, in collaboration with stakeholders, will continue to strengthen the system of funding education and training with diverse and sustainable sources at all levels.

3.16.2 The Government will ensure that fees and contributions at various levels of education consider the economic reality, services provided by institutions and principles of quality education and sustainable investment in different sectors.

3.17 Cross-Cutting Issues in Education and Training

3.17.1 Environmental Health Education

Description

Education is one of the essential tools in providing quality health services and

ensuring the presence of a safe environment to address climate change for economic development and societal well-being. On the contrary, the increase in population and various social and economic activities has contributed to environmental degradation in the country. Therefore, it is crucial to continue strengthening the provision of environmental health education at all levels of education with the aim of fostering a culture of environmental conservation.

Goal

Having graduates at all levels of education and training who understand and appreciate the importance of preserving the environment and health.

Policy Statement

3.17.1.1 The Government, in collaboration with stakeholders, will ensure that content on environmental health education, especially climate change, is integrated into the curricula of education and training at all levels.

3.17.2 Diseases and Disasters

Description

The education sector is one of the many sectors affected by different diseases and disasters. The impacts caused by these diseases and disasters result in a decline in the quality of education due to deaths and poor attendance of students, teachers, trainers, and lecturers. Despite curricula at all levels emphasising the provision of health education and disaster preparedness, students, teachers, trainers and lecturers still lack sufficient understanding to deal with diseases and disasters. Therefore, the Government has recognised the importance of strengthening education on disease prevention and disaster management.

Goal

Strengthening the provision of education on various infectious and non-infectious diseases and disasters at all levels of education and training.

Policy Statements

3.17.2.1 The Government will incorporate skills for disaster preparedness and disease prevention into the curricula of education and training at all levels, considering the relevant current needs.

3.17.2.2 The Government, in collaboration with stakeholders, will ensure the establishment of a mechanism for continuous provision of education and training during disasters and disease outbreaks.

3.18 Research and Development in the Education Sector

Description

The foundation of providing and developing education and training, as well as addressing societal challenges, relies on the outcomes of different research efforts and the involvement of communities and stakeholders in the education sector. Research indicates that African countries, including Tanzania, have been making changes in the education sector without conducting research or adhering to guidelines governing best practices for advancing education and training.

However, since gaining independence, the education sector in Tanzania has undergone various changes aimed at developing education and training and making a significant contribution to the development of society and the nation as a whole. Despite the importance of research in guiding these changes, the limited allocation of funds for research in the education sector in Tanzania has resulted in few research projects being conducted, often dependent on the availability of resources from both domestic and international development partners.

Goal

Facilitating the conduct of research and the utilisation of its outcomes in advancing education and training in the country.

Policy Statements

3.18.1 The Government, in collaboration with stakeholders, will facilitate and strengthen academic research and the utilisation of its outcomes at all levels of education and training in the country.

3.18.2 The Government, in collaboration with stakeholders, will enhance and encourage institutions of higher education to conduct research and oversee the utilisation of its outcomes in improving the quality of social services in the country.

3.19 Public-Private Partnership in the Provision of Education and Training

Description

Education is one of the key areas of collaboration between the public and private sectors, where the private sector, like the public sector, participates in providing education and training at all levels. However, despite the significant contribution of the Government in the provision of education, the importance of strengthening the involvement of the private sector in this role is significant due to the increasing demand. Additionally, it is crucial to enhance the engagement of all relevant stakeholders, including parents and communities, in the provision of education. Therefore, it is important for the Government to create enabling environments to attract the private sector and other stakeholders to increase their involvement in the delivery of education and training.

Goal

To strengthen the involvement of the private sector and other stakeholders in the provision of education and training.

Policy Statements

3.19.1 The Government will enhance partnerships between the public sector, private sector, and other stakeholders in the provision of education and training at all levels.

3.19.2 The Government will strengthen the involvement of different stakeholders in the provision of education and training at all levels.

LEGAL FRAMEWORK

4.1 Introduction

The implementation of the Education and Training Policy of 2014, 2023 Edition, will consider a legal framework that enables stakeholders to fulfil their responsibilities effectively. The role of the law is to give legal force to declarations whose implementation requires the existence of laws, whereby the procedures for their implementation are elaborated through regulations.

4.2 Laws Governing Education and Training

In implementing this policy, some of the existing laws will remain unchanged while others will be amended. Laws that may be amended to align with the new policy requirements include the following:

4.2.1 Review of the Education Act, Chapter 353.

This law, along with other issues, will be amended in the following areas:

- a. Specifying the age and duration of pre-primary education;
- b. Specifying the age and duration of primary education;
- c. Recognising compulsory education within the education system;
- d. Identifying the general education and vocational education streams within the education and training system;
- e. Specifying the language of instruction at various levels of education and training;
- f. Specifying the procedure for the appointment, responsibilities, and authority of School Quality Assurers and Education Officers at different levels; and

- g. Recognising the concept of quality assurance in the education and training system.

4.2.2 Review of Different Laws Governing Institutions Under the Ministry Responsible for Education

The various laws governing institutions under the Ministry responsible for education will be reviewed in order to:

- a. Clarify responsibilities and other requirements to align with the current needs of the Policy;
- b. Remove conflicts/similarities of responsibilities between one institution and another; and
- c. Establish operational relationships between institutions, especially for those whose responsibilities are interdependent.

The laws of the institutions to be reviewed include:

- i. The Examinations Council of Tanzania Act, Chapter 107;
- ii. The Tanzania Institute of Education Act, Chapter 142;
- iii. The Higher Education Students' Loans Board Act, Chapter 178;
- iv. The Universities Act, Chapter 346;
- v. The Vocational Education and Training Authority Act, Chapter 129;
- vi. The Vocational Education and Training Authority Act, Chapter 82;
- vii. The Tanzania Library Services Board Act, Chapter 102;
- viii. The Education Fund Act, Chapter 412; and
- ix. The Adult Education Act, Chapter 139.

4.2.3 Review of the Local Government (District Authorities) Act, Chapter 287, and the Local Government (Urban Authorities) Act, Chapter 288.

The laws governing local government authorities will be reviewed in order to:

- a. Specify responsibilities related to the management and administration of education in local government authorities to align with current policy implementation needs;
- b. Resolve conflicts/duplications of roles regarding the management and administration of education between local government authorities and other government entities; and
- c. Establish procedures for functional relationships between local government authorities and other government bodies regarding the management and administration of education in their respective areas.

INSTITUTIONAL STRUCTURE, MONITORING AND EVALUATION

5.1 Institutional Structure

The Implementation of the Education and Training Policy of 2014, Edition 2023 will adhere to a specific institutional structure at various levels ranging from the national level to lower levels by following the division of responsibilities as outlined in the following sections:

5.1.1 National level

5.1.1.1 Ministry Responsible for Education and Training

The responsibilities of the ministry responsible for education and training are as follows:

- (i) Formulating Education and Training Policy at all levels;
- (ii) Developing plans and implementation programmes for policy implementation;
- (iii) Designing, implementing and evaluating different projects to achieve policy objectives;
- (iv) Establishing standards for the quality of education and training and ensuring their adherence to achieve policy objectives;
- (v) Establishing an effective institutional structure for policy implementation and enabling the minister responsible for education to oversee the development of education and training in the country;
- (vi) Building the capacity of the ministry, institutions and agencies under the ministry for policy implementation;
- (vii) Providing different guidelines for policy implementation based on assessment results, research and various reports related to the provision of education and training; and
- (viii) Coordinating the implementation, monitoring and evaluation of different policies, plans, and programmes for their development.

In implementing policies, laws, regulations, guidelines and procedures for the provision of education and training, the ministry responsible for education and training will involve other ministries, institutions, and stakeholders in education and

training in the country.

5.1.1.2 Ministry Responsible for Education and Other Sectors

The Ministry responsible for education will collaborate with other ministries and different institutions responsible for facilitating the provision of education and training in the country. These ministries, according to their mandates, will assist in ensuring the availability of appropriate education and training services. Additionally, the ministry responsible for education will establish communication channels to ensure that the implementation of policies adheres to different procedures and guidelines.

5.1.1.3 Institutions and Authorities Overseeing the Provision of Education and Training

Institutions and authorities responsible for overseeing education and training will be tasked with accreditation, regulation and supervision of different education and training issues in the country in accordance with their legal mandates. These authorities will be independent and have the final say, except when directed otherwise by the Minister responsible for education and training. At the same time, these authorities will closely collaborate with the ministry, departments, institutions and all relevant stakeholders in fulfilling their responsibilities.

5.1.1.4 Institutions and Professional Boards

Institutions and various professional boards responsible for different professional issues will be tasked with overseeing matters of expertise after students complete their studies at the respective education and training institutions. Additionally, these institutions and boards will be responsible for advising various authorities overseeing the provision of education and training in the country on matters of educational standards and training provided. However, professional institutions and boards will not have direct authority to give directives to education and training institutions except through their supervisory or directive authorities.

5.1.2 Regional Level

The responsibility for overseeing the implementation of the policy at the regional level will lie with the respective Regional Education Officer (REO). The REO will be tasked with the responsibility of providing reports and advice to the relevant authorities regarding the implementation of the policy and the progress of education and training at that level.

5.1.3 Level of Local Government Authorities

The responsibility for the supervision and implementation of policies at the local government level will lie with the Local Government Authorities under the supervision of the respective Education Officer. The Education Officer will be responsible for preparing plans and budgets and overseeing the operation of pre-primary, primary and secondary schools in accordance with policy directives. The relevant Education Officer will also be responsible for providing information and advice to the authorities involved in policy implementation and the development of education and training at that level.

Additionally, local government authorities will be involved in the establishment, supervision, and operation of pre-primary, primary, secondary, adult education centres and non-formal education within the areas they oversee in accordance with policy directives. Moreover, they will be responsible for reporting on policy implementation to the relevant authorities.

Furthermore, local government authorities will oversee the implementation of education policies by following the laws, regulations, guidelines and procedures for the supervision and operation of both government and non-government schools. In fulfilling this role, they will be required to collaborate with the heads of government and non-government pre-primary, primary and secondary schools, as well as government and non-government organisations and institutions at those levels. Additionally, local government authorities will be responsible for reporting to the relevant oversight authority on their supervision activities related to education and training policy implementation.

5.1.4 Schools and Colleges

School heads and college principals will oversee and implement the education and training policy in accordance with the directives of the policy itself. Additionally, they will be responsible for providing reports on policy implementation within their respective institutions they supervise and to the relevant authorities.

5.1.5 Community and Parents/Guardians

Parents and guardians are important stakeholders in enhancing the educational development of a student. To achieve this, cooperation between the parent/guardian and teachers or school management is essential. The roles of parents and guardians include ensuring access to appropriate services for the student, such as clothing, food and nutrition, accommodation, learning materials, security and safety. Additionally, it is the responsibility of the parent/guardian to monitor the discipline, ethics and behavioural conduct of their children.

5.2 Monitoring and Evaluation

Monitoring and evaluation of policy implementation is the responsibility of the ministry responsible for education and training in collaboration with stakeholders. The Ministry will receive reports on the implementation of the Policy as outlined in the Policy Implementation Strategy from the implementers. Additionally, the Ministry is tasked with the responsibility of collecting, analysing, and synthesising information on the implementation of the Policy from different stakeholders in the public and private sectors. These stakeholders will be responsible for providing relevant information to the respective ministry to facilitate monitoring and evaluation of the progress of policy implementation. On the other hand, the Ministry will develop a monitoring and evaluation plan for the Policy that will outline indicators, criteria and timing for evaluation based on the policy implementation strategy.

5.3 Conclusion

The purpose of the Education and Training Policy of 2014, Edition 2023, is to provide general guidance for the implementation of various interventions in priority areas involving both the public sector and other stakeholders. In the implementation of the objectives of the Education and Training Policy of 2014, the Government has implemented different strategies that have facilitated significant achievements in the provision of education and training in the country. These achievements are the result of collaboration among different stakeholders including parents, communities, public and private sectors and other development partners. Despite these achievements, the state of education delivery has not reached the intended level.

In this context, the Education and Training Policy of 2014, Edition 2023 aims to address seven key challenges in the provision of education and training, which are: the education system being more focused on general education and lacking diverse opportunities for education and training according to needs, different learning methods according to environments; curricula at different levels of education and training not meeting the requirements of economic, social, scientific,

and technological changes; having an ineffective system for control and accreditation of education and training at all levels; insufficient workforce with the necessary knowledge, skills and expertise required for different sectors; weak supervision and operation system of education and training; an uncertain and unsustainable funding system for education and training with different and sustainable sources; and failure to address emerging issues affecting the provision of education and training.



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