

## **The relationship between the education sector reforms and other national policies**

The education reforms in Tanzania have been taking place in a rich ambiance of related policies. Ever since the liberalization and privatization processes of the late 1980s, the Government has taken bold measures to align social policies with the new circumstances, ideology and global developments. The measures range from a search of a national vision to sectoral social policies.

### **Tanzania Vision 2025**

Vision 2025 targets at a high quality livelihood for all Tanzanians through the realization of universal primary education, the eradication of illiteracy and the attainment of a level of tertiary education and training commensurate with a critical mass of high quality human resources required to effectively respond to the developmental challenges at all levels.

Education is treated as a strategic agent for mindset transformation and for the creation of a well educated nation, sufficiently equipped with the knowledge needed to competently and competitively solve the development challenges facing the nation. In this light, the education system is restructured and transformed qualitatively, with a focus on promoting a science and technological culture from its lowest levels, giving a high standard education to all children between age of 6 - 15. Basic sciences and mathematics are accorded great importance in keeping with the demands of the modern technological age without losing sight of the humanities. The vision emphasize the need to ensure that science and technology education and their application for promoting and enhancing productivity permeate the whole society through continuous learning and publicity campaigns.

In addition, the poor communities are targeted to ensure their access to basic education. The resource base is being broadened to ensure adequate funding for primary education up to the university. More resources are being allocated to tertiary and higher education while management capacity to cope with the requirements of the education sector is enhanced. The vision also points out the need for enhancement and encouragement of pre-school education.

All these challenges will be met through the following strategies:

- *reduction to manageable levels, of the high unit costs in higher education and training institutions,*
- *promotion of partnership between industry,*
- *the private sector and communities in the provision of education,*
- *revision of the curriculum to give it a greater science and technology orientation,*
- *encouragement of a balance between personnel and other inputs,*
- *encouragement of private investment at the local level in order to tap their creative capacity,*
- *promotion of special programmes targeting poor households to ensure their access to basic education,*
- *putting in place mechanisms for developing and utilizing science and technology at all levels of education and training.*

In short, Tanzania aspires to be a nation with high quality education at all levels, a nation which produces the quantity and quality of educated people sufficiently equipped with the requisite knowledge and skills to solve the society's problems, meet the challenges of development and attain competitiveness at regional and global levels.

## **The Macro Economic Policy Framework**

The education reforms in Tanzania are taking place when the economy is at crossroads. From 1980, it has been going through a quite stressful transformation, from a centralized command economy where the state did not only own some major means of production, but also was the main provider of social services such as education and health. Thus momentous strides have been made in the rationalization of investments, liberalization of the economy, and privatization of publicly owned enterprises. The broad macro economic policy context is characterized by a deliberate government policy to:

- *improve the visibility and increase the role of the private sector, which widens the range of participants in the national economic and social activities;*
- *redefine the government's role so as to position itself in a more strategic position, concentrating on policy matters, quality assurance interventions, poverty reduction, good governance, regulatory services, and guaranteeing equity and fair-play, while guiding the economy more indirectly through fiscal policies;*
- *concentrate its investment in infrastructure and essential social development services such as health and education;*
- *develop dynamic priority areas for allocation of its resources;*
- *continue with liberalization of the economy and privatization of many more state owned firms or state-provided goods and services;*
- *reduce non-essential subsidies and introduce cost sharing, fees, and cost recovery measures; and*
- *create an enabling environment for greater participation of a diverse array of participants in the provision of services and other investment inputs.*

## **Poverty Eradication Agenda**

The three publicly pronounced permanent struggles in Tanzania since independence in 1961 included the eradication of ignorance, disease and poverty. The three are intrinsically related since ignorance is likely to lead to illness and poverty and vice versa. To date, Tanzania has not gone very far in these struggles, and therefore there has been an upsurge of interest in combating poverty in the country. The 1998 document on poverty eradication entitled " Mkakati wa Taifa wa Kusimamia Utekelezaji wa Sera za Kuondoa Umaskini" estimates that 50 percent of Tanzanians fall under the poor category, defined as having a disposable income not sufficient to buy the basic necessities of daily life. Today about 36 percent of all Tanzanians are categorized as being in the hard core poor, hardly able to sustain a decent life. Poverty is more pronounced in the rural areas where 60 percent of the people are classified as poor, compared to only 39 percent of the urban people. Education is clearly identified as one of the strategies for combating poverty due to the personal benefits and other externalities articulated elsewhere in this document. Specifically, the poverty eradication agenda in education include:

- *equity by gender, and special programmes to enroll more girls in training colleges;*
- *improvement of the quality of education and an emphasis on science and technology;*
- *public subsidies or loans for the poor children who cannot afford school fees;*
- *encouraging the private sector to be more active in the education sector;*
- *the government to allocate more resources to the education sector;*
- *giving family life education to students of all levels;*
- *enhancement of greater community participation in education;*
- *mounting of programmes for adult literacy, innumeracy, and writing skills.*

## The Education and Training Policy

The National Education and Training Policy formulation exercise started in 1989 when the Ministry of Education and Culture established a task force to map out an education strategy for the 21st century. The task force presented its report in November 1992 upon which the Ministry embarked on the formulation of a national education policy that culminated in the February 1995 promulgation of The Education and Training Policy. Consistent with the broad macro economic policy environment, the thrust of the policy initiative is liberalization, privatization, and facilitation as opposed to state ownership and provision of facilities and services. Specifically, the policy emphasizes:

- *the creation of true partnership between the state and the other providers, including private persons, encouraging them to establish and manage schools and other institutions;*
- *co-operation with the private sector in the provision of education, including such proactive initiatives as the training of more and better qualified teachers, tax rebate, priority land allocation, and duty free import of school materials;*
- *widening of the financial support for education, to include efficient utilisation of resources, cost sharing and liberalization of the system;*
- *decentralization and streamlining of the management of education to schools, districts, regions and in communities;*
- *quality control and assurance measures, including curriculum review, examination reforms, teacher management and inspection;*
- *holistic and integrative approach to facilitate mobility between formal and non-formal education;*
- *broadening access and ensuring equity by gender, disability, geographical location, and class;*  
*and*
- *improving the relevance of education for it to be effective in self employment and vocational training.*

This pages policy document has 125 policy statements touching on systems, access and equity, management of the sector, the formal education and training system by levels, curriculum and examinations, vocational training, tertiary education, non-formal education and financing.

While there are specific aims for each level - pre-primary, primary, secondary, tertiary and higher education, the policy has some generic aims of education, which include:

- *development of integrative personalities;*
- *promotion of the acquisition and appreciation of national culture and of the constitution;*
- *promotion of society-centred learning and the use of acquired skills and knowledge for the improvement of the quality of life;*
- *development of self-confidence, inquiring mind, and development oriented mindset;*
- *giving adaptive and flexible education that meets the challenges of an ever changing world;*
- *encouraging love and respect for work of whatever type and improved productivity;*
- *inculcation of ethical behaviour, national unity, international co-operation, peace and justice;*  
*and*
- *fostering a rational management and use of the environment.*

## **The Higher Education Policy**

Up until 1992, there had been no coherent national higher education policy. The newly created Ministry of Science, Technology, and Higher Education in 1992, observed the following problems pertaining the to higher education sector:

- *mushrooming of small training centres and institutions belonging to separate ministries and parastatals;*
- *poor co-ordination in the development of higher education, resulting in duplication of programmes and awards;*
- *lack of legal and regulatory framework for the establishment of new institutions and certification;*
- *low enrolments amidst the uncoordinated proliferation of institutions;*
- *imbalance between the sciences and liberal arts in favour of the later;*
- *gender imbalance in favour of boys;*
- *under-funding and poor provision of key inputs; and*
- *poor match between higher education and the economic, political, social, cultural and demographic changes taking place.*

It was in the context of these problems and the paucity of a coherent philosophy for the development and management of higher education that the Ministry Science, Technology and Higher Education (MOSTHE) initiated a concerted policy-making exercise that resulted into the Higher Education Policy (1998) whose major thrusts include:

- *the creation of a higher education council for accreditation purposes;*
- *dramatic expansion of enrolments;*
- *institutionalization of cost sharing;*
- *correcting the gender imbalances in enrolments;*
- *improving female participation rates in science, mathematics and technology;*
- *encouragement of the establishment of private institutions;*
- *improving the funding of higher education, and R&D in particular;*
- *being responsive to market demands in the training enterprise;*
- *increase autonomy of institutions of higher learning;*
- *improved co-ordination and rationalization of programmes and sizes, and*
- *promotion of co-operation among institutions of higher learning.*

## **Technical Education Policy**

Technical education in Tanzania has evolved from the traditional trade schools of Ifunda, Moshi and Dar es Salaam Technical College to the current set up where there are eight regular technical secondary schools under the Ministry of Education and Culture, four technical colleges (Mbeya, Dar es Salaam, Arusha, and Karume-Zanzibar) as well as enlarging the Engineering Faculty at the University of Dar es Salaam. In addition, vocational education is given under the auspices of the Ministry of Labour and Youth Development and Folk Development Colleges under the Ministry of Community Development, Gender and Children. A multiplicity of NGOs and few parastal organizations are also active in the provision of technical education. Characteristically, the traditional spectrum of skills subsumed under technical education includes bricklaying and masonry, carpentry and joinery, plumbing and pipe fitting, painting and sign writing, electrician and wiremanship, and engineering mechanics. Currently, more

trades such as those in domestic science and rural development social skills, are incorporated in technical education.

It was a mark of recognition of the importance of technical education, both in the formal and informal sectors, that in 1996 the government under MOSTHE issued the first formal policy called " The Technical Education and Training Policy in Tanzania". The impetus to develop a formal policy came from:

- *lack of a clear national technical education and training policy;*
- *mushrooming of a diverse array of providers with ranging experience and capability to produce quality technicians;*
- *shortage of technical personnel at all levels of technical employment ladder;*
- *poor co-ordination of technical education, given the diversity of providers;*
- *apparent falling standards of technical education and training;*
- *imbalances between types of skills and levels such as between engineers/ technologists, technicians and craftsmen. The present ratio is 1:2:14 instead of the target 1: 5:25 ; and*
- *lack of formal employment and , hence, the need to impart technical skills for self employment.*

The policy objectives include:

- *enhancement of the application of science and technology in economic development;*
- *establishment of an appropriate legal framework and regulations for rationalization and development of technical education;*
- *facilitation of the development of both public and private technical institutions;*
- *fulfillment of manpower requirements for technical personnel;*
- *promotion and encouragement of women participation in technical education; and*
- *attainment of a health balance among the technical cadre of 1:5:25 engineers - technicians - craftsmen ;*

The policy statement gives a strategy for achieving these general objectives that include prescriptions for what is to be offered in primary and pre-primary education facilities, post primary technical centres, vocational training programmes, apprenticeship, technical secondary schools, colleges and universities, teacher education and in adult education programmes.

### **The National Science and Technology Policy**

Science, both as substantive areas or bodies of knowledge and a way of thinking, and technology, as the application of the bodies of knowledge and skills, tools for the conquest of the environment and the improvement of productivity, are both central to the development and well being of any nation state. In Tanzania , the need for a science and technology policy was recognized as early as 1985 when the first National Science and Technology Policy was promulgated. It was recognized that a national science and technology policy was needed in order to consciously tilt and direct the use of science and technology towards the economic, social and political objectives of the country. The current policy, which was issued in April of 1996, under the title " The National Science and Technology Policy for Tanzania" has sixteen objectives which, inter alia, include:

- *promotion of science and technology as tools for economic development;*
- *promotion of scientific and technological self-reliance;*
- *stimulation of the generation of scientific and technological knowledge;*

- *inculcation of scientific and technological culture in the Tanzanian society.*
- *strengthening of relevant institutions and the provision of conducive environment for scientific and technological development;*
- *establishment of appropriate legal framework for technology transfer and adoption;*
- *Institutionalizations of mechanisms for identification, promotion, and development of special talents and aptitudes for science and technology;*
- *achievement of a critical mass in human resources in the year 2000, capable of developing, absorbing, adopting, adapting, and assimilating the essential scientific and technological discoveries for national development;*
- *promotion of rational utilisation of natural resources and the environment;*
- *promotion of women participation in science and technology and creating appropriate technologies for lessening the burden of house chores and drudgery of life; and*
- *promotion, of and the encouragement of the public and private sectors to be engaged in science and technology enterprises .*

The policy statement recognizes that the formal education system can constitute the most efficiently organized way of imparting the skills and inculcating the appropriate scientific and technology attitudes and orientations. The production of the appropriate and quality human resources gravitates around the national education system. The scientific and technological human resource includes artisans, engineers, technicians, scientists and managerial personnel. Thus, the familiarization of all people with the scientific ways of thinking and knowing and the exposure to relevant scientific and technological products had to start quite early in the school system as follows:

- *at pre-primary level – expose them to appropriate products of a scientific and technological culture.*
- *at primary school level - provide basic knowledge in science and mathematics and an exposure to relevant scientific and technological products.*
- *at secondary school level - study of the basic sciences, mathematics, and practical experiences in scientific enquiry and the production of technological products.*
- *at technical colleges - concentrate on intermediate level experts in science and technology through an optimum mix of theory and practice.*
- *at University level - the focus should be the production of scientists, engineers, science teachers, technologists, and the production of appropriate technologies and prototypes.*

## **Other Related Public Policies**

### **Public Sector Service Reform Programme**

The Civil Service Reform Programme (CSRP), which is the precursor of the Public Service Reform Programme (PSRP) was initiated in 1993/94, involved six general reforms: retrenchment and re-deployment, personnel control and management reform, capacity building, pay reform, Local Government reform; and Ministry organization and efficiency reviews.

These reform activities have had some effects across all government ministries. In the MOEC, organization restructuring and efficiency enhancement has been attempted and is part of the ongoing reform process.

The main achievements of the CSRP are:

- *re-defined role of the state in provision of service, from main provider to enabler and conducive environment creator;*
- *employment reduced to optimal levels of efficiency;*
- *real pay levels increased;*
- *the tiers of government rationalized;*
- *controls over expenditure and employment restored; and*
- *decentralization programme developed.*

The issues that were not addressed sufficiently by the CSRP Phase I included:

- *progressive weakening of political support for changes;*
- *an unaffordable service and expenditure system; and*
- *decline in public service capacity to deliver services.*

The CSRP is not complete but the results so far are encouraging. A new phase called Public Service Reform Programme (PSRP) was initiated. The new initiative started in 1998. It will focus on performance improvement in the delivery of public goods and services. The reforms, once completed are expected to introduce capacity building and strategies for improving services. The emphasis will be:

- *Macro-economic Reform Programme which will focus on fiscal and monetary stability, economic growth, and poverty reduction.*
- *Public Finance Management Reform focusing on efficient allocation of resources, provision of incentives for good performance, and maximization of resource mobilization.*
- *Sectoral Reforms focusing on defined priorities and affordable levels of service, including strategies for enhanced private sector participation.*
- *Local Government Reform focusing on the improvement of efficiency and effectiveness in the delivery of services, enhancing transparency, accountability, and local community participation.*
- *Public Service Reform focusing on secure and sustainable leadership and public support for reforms, promoting performance based management culture, enhanced quality of public servants and restoring the image of good public service to the people. The envisaged Public Service Reform Programme has been designed in the context of a shared vision, mission, collective purpose, and a core of shared values. In the spirit of the new policy, the management of Tanzania 's public service will direct itself to.*
- *F achieve efficiency and effectiveness in the operations of public organizations.*
- *gear itself to coping with the challenges of economic liberation, political and social pluralism, globalization and a rapidly changing technological world.*

Tanzania Public Service organizations will adopt results oriented management practices as a guide. Education and training will need to adjust to these new orientations and challenges.

### **Local Government Reform Programme**

The vision of a future local government system is summarized and elaborated in the Local Government Reform Agenda 1996-2000. The central features of the Local Government Reform Programme are in the decentralization and devolution of functions and financing within the framework of a unitary state. Decentralization of state functions to local levels entails the devolution of powers, integration of previously centralized service sectors, and creation of real multi-functional governments at the local levels. Therefore:

- *local governments are expected to function as multi-sectoral corporate government units, with full autonomy within the national legal framework;*
- *local governments will have financial discretionary powers and freedom to levy local taxes;*
- *the councils will be the appointing authorities and employers for all local government personnel, (including teachers, health staff, agricultural staff etc) and thus make such staff accountable to them;*
- *the role of the line ministries will be to set policy, monitoring and quality assurance; and*
- *local governments will also be responsible for the provision of social services such as basic education, health, water, roads and agriculture and public service in areas of their jurisdiction.*

## **The National Training Policy**

While there is a significant overlap between education and training, often a distinction is made between these two highly related processes. While education should remain highly organized, with great emphasis on thinking and broad analytical skills, training has to emphasize the acquisition and perfection of skills for performing a particular job; the changing of a job or attitudes commensurate with the ever changing environment and job ecologies. Tanzania, right from independence in 1961, strongly placed training at the centre of its development ideology. She believed that the Africanization and localization programmes heavily depended on quick and thorough training of the indigenous people. This belief in the centrality of training in the national development processes resulted in the mushrooming of numerous training institutions in the country and an unbridled utilitarian attitude towards education. In due course, manpower plans were developed and education was supposed to be closely linked to the manpower requirements of the country.

With the coming of liberalisation of the economy, the country had to come to terms with the fallacy of manpower regimes and centralised human resources development planning. The 1994 National Training Policy takes cognizance of the new circumstances and recapitulates the significance and importance of training as follows: Training:

- enhances professionalism and consolidates ethics;
- develops entrepreneurial skills essential for wealth creation;
- develops job skills essential for promoting efficiency, productivity, and effectiveness;
- facilitates and speeds up technological advancement; and
- facilitates the identification and development of special talents.

The National Training Policy evolved the following relevant training objectives:

- *assist all sectors in the economy to plan and develop their human resources programmes;*
- *enhance co-ordination of planning, implementation, and evaluation of training in the country;*
- *increase the relevance of training programmes so as to keep abreast with research and new developments in science and technology;*
- *broaden the base for the sources of funds for training by promoting collaboration with individuals, the private sector, and other non-governmental organizations; and*
- *promote equity in training by giving special considerations to special groups of people such as women, disabled, gifted and marginalized people.*

The policy statements emphasize the responsibility of employers to train their workforce. Taking into account needs of special groups, priority is to be given to the indigenous people, involvement of all institutions such as NGOs and private firms, concentration on in-country training, cost sharing with



beneficiaries, significance of research and practice, autonomy of training institutions, and co-ordination by the Civil Service Department.

Training categories and approaches identified in the Policy include:

- *orientation programmes for people entering new work places;*
- *on the job training involving coaching, directing and supervision;*
- *job skills carefully analyzed and systematically inculcated;*
- *technical training programmes for primary school leavers;*
- *vocational training programmes for secondary school leavers;*
- *management and professional training for executives and managers;*
- *post retirement training for adjustment to new circumstances; and*
- *adult education and training as a continuous interactive process.*

### **The National Employment Policy**

The relationship between education and employment was underscored in the 1967 seminar policy on Education for Self-reliance where educators were urged to make education relevant for rural employment and participation in the informal sector. Since then the problem of unemployment among school leavers from primary level to the university has become quite serious. Consequences of unemployment and underemployment are quite predictable and include the lack of harmony and peace in the society, and exacerbate a state of insecurity, major and petty crimes. It was in this context that the Government issued the 1983 Human Resources Deployment Act No.6 as one of the strategies to address the problem of employment opportunities and unemployment. A formal policy statement contained in the 1997 version of the National Employment Policy followed this. The centrepiece of this policy is to address the question of both wage employment and self employment. The long-term perspective is to improve the per capita incomes of the majority of the people, which in turn will reduce the level of poverty and hence unemployment abated. The policy statement identifies 13 aims and objectives, which inter alia, include:

- *creation of a conducive environment for self-employment;*
- *identification of greater potential for employment creation and designing strategies for exploiting them;*
- *identification and elaboration of the collaboration modalities between the state, NGO sector, the private sector, donors and the public in general in the employment creation efforts;*
- *testing and adaptation of appropriate technologies so as to improve labour productivity;*
- *provision of employment information and opportunities for both employers and job seekers;*
- *strengthening the relationship between the formal and self employment sectors by removing any bottlenecks hitherto;*
- *institutionalization of the culture of self-reliance; and*
- *encouragement of the labour force to move to less attractive sectors such as agriculture livestock production and rural development.*

While the policy statement does not directly address the linkage between education and employment, under a section on Employment Promotion for Special Groups, a strategy for youths employment is quite relevant. It stipulates, among other things, the following actions:

- *strengthening and expansion of vocational training in private and public training centres;*
- *strengthening and expansion of services geared towards commercial and entrepreneurial training;*
- *giving advisory services on financial aid for starting self-employment activities;*
- *encouraging the youths to start or join youths economic activities; and*
- *encouraging emphasis on practical and appropriate education in schools, including vocational guidance and counselling.*

## **The Government Pay Reform Policy**

Public service pay reform is vital for the effectiveness and efficiency of government service, and critical for improving capacity for the delivery of public goods and services. For Tanzania, most employees receive wages below subsistence level. The government pay reform becomes even more critical to keep pace with the changes in the open economy where there is free mobility of labour, especially the technical and professional groups. Without a planned and deliberate policy to reform the salary structure of the civil service, the government will run the quality risk of failing to retain the professional and technical personnel.

However, considering the prevailing budgetary constraints there are no simple options, especially in the short-run. However, the Government has issued the policy goals for public service pay reform from the long and medium term perspectives.

The Long-term Policy goals are to:

- *raise the minimum salary to a living wage;*
- *raise the salaries and other compensation benefits of the top public servants to levels consistent with the feasibility to recruit and retain the best qualified and skilled Tanzanians in its service;*
- *the super scale civil servants continue enjoying free housing as an incentive but the rest will have to pay each according to their incomes. The government will assist its employees to join medical and health insurance, and post-employment security facilities to be launched later in the year;*
- *develop performance related pay system by the civil service department, in consultation with the Ministry of Finance, as the future basis for rewarding employees.*

The medium term policy goals are:

(a) For technical and professional staff. There will be a deliberate move or policy to significantly enhance pay levels so as to ensure that the government has a critical mass of appropriately skilled and experienced officers for its efficient and effective management of the economy and improve quality of public services.

b) The Government will develop a special core professional and managerial cadre, comprising of highly qualified, highly capable and well-compensated officers to take over the expensive services provided by expatriate personnel as that route is not sustainable.

c) Sustainable civil service staff rationalization and efficiency measures. The size of the civil service will further be reduced by 17% in the next three fiscal years and remain with a maximum of about 225,000 employees. Rationalization of donor's compensation for civil servants is expected to start in the

FY 1999/2000. Those whose salaries are to be topped up by donors will be recruited transparently and the laid down procedures to be adhered to.

Other reform measures to be undertaken include:

- *improving the personnel management system and practices by the introduction of comprehensive job evaluation, review and staff appraisal system;*
- *introduction of performance based compensation system to do away with automatic promotions, and to introduce annual performance contracts for managers;*
- *appointment of an independent standing presidential committee on public service pay to steer public service pay changes; negotiate the annual wage bill with the MOF, and to recommend changes in the public service salary, incentives and structures; and*
- *compensation system for executive agencies and other publicly funded institutions which will be granted autonomy to run their business and compensate their employees accordingly.*

### **Private Sector Reform Policy**

Before liberalization of the economy in the late 1980s' the Tanzania Government discouraged private sector development and free market economy. Under the socialist economy, most of the means of production were in the hands of the state. The state was the producer and supplier of many goods and services. Pursuant to redefinition of the role of the state to be that in mindset of a guide, facilitator, and enabler, the civil service automatically needs a drastic change among other things to facilitate and provide conducive and enabling environment for private sector development.

In order for the private sector to be able to take its place in the economy the government shall take a deliberate move to ensure that the civil service has the capacity to facilitate the private sector. To make this happen the following actions will be undertaken.

Change the behaviour and attitude of civil servants towards the private sector . This change entails a capacity building programme which includes skills training, the management of change, customers service programmes, exposure to client friendly behaviours.

Improve the public image of the public service . Strategically this entails capacity building in the form of:

- *Customer service workshops . The purpose is to promote civil servants understanding of the private sector, including their role to make the sector contribute effectively to the country's development. Customer service oriented workshops will be conducted to create a clear understanding within government and between the government and the private sector on their respective and mutually supportive roles.*
- *Structural/organizational change . To carry out initiatives focused on improving efficiency and effectiveness of government institutions in the delivery of public service. This will include new ways of interfacing with the business community, new means of communication, and new linkages with other processes and institutions.*
- *Improvement of working tools and technologies . The changes may necessitate an improvement of tools required to support the operations of government institutions, such as the communication technologies available in the private sector.*

- Creation of societal consensus. *There is a need to create social consensus around the role of a market economy in Tanzania .*
- Legal Reforms. *Changes must be effected to ensure that the existing laws, regulations, policies and the whole of the legal framework supports the interface between the public and the private sector development in Tanzania.*

### **Community Development Policy**

The major objective of the Community Development Policy (1996) is to enable Tanzanians as individuals and as families, groups, and associations to contribute more to the objectives of self-reliance and national development. The policy aims at providing direction in ensuring that:

- *close and sustainable co-operation between all institutions concerned with community development is established;*
- *communities are educated about their ability to identify and use the available resources for their own development instead of solely depending on government or external aid;*
- *the family or household is recognized as the basis of community development;*
- *people participate fully in formulating, planning, implementing and evaluating development plans;*
- *all community development plans are gender sensitive;*
- *a favourable legal and economic environment for investing in community development activities (education, water, health and industry) is established;*
- *an environment that promotes discovery, development and use of technology to boost community development is established;*
- *communities are educated on the importance of environmental conservation in developing and consolidating community development;*
- *the responsibilities of communities, Government, NGOs and donors in funding, supervision and managing community development are clearly defined;*
- *communities are educated on the importance of bringing up their children properly to become effective actors in bringing about community development; and*
- *clear indicators for measuring community development are produced and used.*

The policy will place special emphasis on poverty eradication by advising and training individual families and households as well as encouraging group or co-operative production activities. The informal sector will be consolidated through savings and credit societies while the needs of special groups of women children and youth will be addressed. Emphasis will also be put on furthering Governments' efforts to respond to and meet the basic needs of the community, including food and nutrition, health and sanitation, basic education, water and environment, low cost housing and appropriate technology for domestic energy. People will be mobilized to expand and improve the rural infrastructure as well as rural and urban environment. Local Governments will be strengthened to guide and promote development in different communities. Education, and especially basic education, needs to be consistent and complementary to these community development thrusts and objectives.

### **Women Development Policy**

The Women Development Policy (1992) was formulated with the aim of providing a correct interpretation of the concept of women in development so as to assist in overcoming customs and traditional practices which militate against women, ensuring that the society recognizes and appreciates the various activities performed by women, establishing concrete gender sensitive plans for equitable

distribution of resources, establishing a machinery for co-ordination, the implementation of women's development issues, and ensuring full participation and involvement of women in national development programmes.

The policy emphasizes the need for women to have the freedom, knowledge, skills and resources needed for their active recognizable and valued participation and contribution. One of the strategies for achieving women's participation in all sectoral development plans as well as to involve them in administrative responsibilities and in decision-making processes is to eradicate all obstacles hindering women from having access to education and training opportunities to the level they desire. Consistent with this strategy is for the education and training institutions to incorporate gender specific elements in their curricula.

The policy calls upon relevant ministries and institutions to avail more educational and training opportunities to women in order to increase their abilities, including training in management, planning, business and administration at district, ward and village levels. Training should emphasize the importance of planning, supervision of implementation, and monitoring the results with the aim of hastening women's development. Also, the laws and procedures, which govern the system of education, should be amended, with the aim of enabling women to attend courses, especially in the fields of science and technology.

### **Child Development Policy**

The Child Development Policy (1996) has been formulated by the Ministry of Community Development, Gender and Children to safeguard the rights of the child. One of the rights of the child is the right to education. In Tanzania, basic education is a right to all children who are below 18 years old. The objectives of the policy are stated as to:

- *define the concept of "child" in the context of Tanzania ;*
- *educate the society on the rights of the child;*
- *issue guidelines on the survival, protection and the development of the child;*
- *issue guidelines on the care of the child in difficult circumstances;*
- *educate the society on the causes of the problems facing the child;*
- *guide children on how to become good citizens;*
- *define the role of the children, parents, guardians, society, institutions and Government in planning, co-ordination and implementation of plans related to the child;*
- *emphasize responsible parenthood for both men and women in child upbringing;*
- *educate society on the need to inculcate in children the desired behaviours, values and customs;*  
*and*
- *ensure that there is a legal framework to protect children against any form of abuse.*

The policy emphasizes the need for co-ordination and collaboration between MCDWAC and MoEC to ensure that all school-going age children are enrolled in primary schools and that alternative programmes are set up for the older children. It also emphasizes the need to introduce programmes which will enable children from the poor families to have access to education; that those who have dropped out of school re-enter schooling, and to ensure conducive teaching/learning environment for children. The policy calls upon the Ministry of Education and Culture to introduce guidance and counselling services in schools, to take legal action against those who curtail children education, and to provide adequate human, and material resources and relevant curricula which is meaningful and readily applicable to children's real life situations.

## The Social Sector Strategy

The year 1992 was hectic in policy formulation in Tanzania . The Government, in collaboration with the World Bank, got into a process of a critical review of the social sector that was conceived to include education, health, water and sanitation, nutrition and family planning. Through an intensive process of reviews, research, consultations, and conferences, guided by a national steering committee of senior government officials, two products were realized. One was the Social Sector Review document of 1995 (Report No.14039-TA). The second product was the Social Sector Strategy which was a direct product of the Review.

The sectoral review was triggered off by the discovery that while significant strides had been made in the 1980s, including high immunization coverage and universal primary education, some worrying signals were apparent. These included failure to significantly reduce infant mortality, dismal expansion of post primary education and training opportunities, declining access to safe water, and regression in the enrolment of primary school kids. There was also a questioning of the systems of social service delivery that may have worked well in the 1970s and 1980s but needed to be adjusted to the new and changing conditions of the 1990s, that included liberalization and privatization.

The review highlighted three supply side constraints that included:

Heavy recurrent cost burden , following the heavy UPE capitalization such that now most resources went to personnel emoluments and not other charges for education.

Weak managerial capability to co-ordinate the vast network of schools, compounded by apparently ambiguous or changing lines of responsibility, accountability, and authority between local and central government.

Inadequate co-ordination of donor efforts , with vertical programmes and projects distracting attention of managers from their core supervisory functions.

On the demand side, the review highlighted two problems:

- *high population growth that outstrips growth in public educational resources, and hence clear under funding, and heightened demand for social services; and*
- *poverty severity among the bottom 50 percent such that they cannot afford to pay much for educational services.*

As a result, the Government proposed several principles to guide investments and other actions. These included:

- *social sectors to receive priority attention in public investments;*
- *stimulation of the private sector to become an active partner;*
- *the state has to remain active as has a special role that cannot be substituted by private investments in human capital;*
- *donors to be asked to invest in priority areas identified by the government;*
- *progress to be judged by measurable outcomes - quantitative and qualitative;*
- *the Government to ensure accountability to communities and households; and*
- *taking into account linkages across sectors (multiplier effects) in the consideration for investments in the social sectors;*

The social sector reform strategies proposed were as follows:

- *concentrate public sector resources on the core activities of the state;*
- *balance personnel and other inputs to the education sector;*
- *decentralise authority to the local levels, communities and schools;*
- *relax constraints to private sector participation in education;*
- *promote high quality standards; and*
- *move resources closer to households, which should also be encouraged to invest in education.*

### **The Financial Management Reform Programme**

In recent years a number of studies have been undertaken along the lines of the public financial management reforms. More emphasis, however, has been placed in the field of financial and economic management. During the period 1993 and 1995 these studies identified a wide range of budget formulation, execution and accounting problems which serve to undermine good governance and stability of government in ensuring:

- *coherent policy formulation;*
- *efficient and effective budget execution;*
- *transparency in the use of public money; and*
- *the accountability of those who are responsible for the management and use of public money.*

Currently the government has developed initiatives to overcome these problems by implementing with the support of the donor community, a number of initiatives at both macro and micro (institutional) levels designed to improve the management of public finance. These initiatives include:

- *improved overall economic management;*
- *reform of the tax administration;*
- *strengthening of the Controller and Auditor General's Department; and*
- *strengthening of the budget process; and*
- *strengthening of the government accounting framework*

The most elaborate of these initiatives is in the field of accounting and payment system. One conditionality is the establishment of an effective financial tracking and audit system within the central government and its subsidiaries. In that direction, the government (MOF) has established a system that will deal with the analysis of the effectiveness of budget control at central, sectoral, and district level, and the identification of factors behind leakages in the expenditure system. The system has two components:

a) PLATINUM. The Treasury has installed a heavily computerized accounting system, initially dealing with ten ministries, MOEC, being one of them. The system has two servers attached to a modern radio system, with a wide network attached to each of the ten ministries. The system is equipped with a full range of finance modules covering all aspects of accounting, management, monitoring, and tracking of funds through an Internet system. By July 1999 all the departments of the central government will have been covered by this system. It is expected that through the Internet system centered at central payment office the government will be able to monitor the expenditure for projects and recurrent payment.

b) Commitment Expenditure System. This is a measure deliberately taken by the government (MOF) whereby all funds must be committed before expenditure is effected. Once commitment is done one cannot spend the funds for other uses.

Parallel to this system, the government is developing a modern computerized audit system. The aim of this initiative is to modernize the present audit system to be able to match with the computerized accounting and payment system in place. When these initiatives are fully operational, donors will hopefully develop confidence in the accounting and payment system of the government. It is expected that once confidence is restored, donors will avoid the present parallel system of funding, and pass through the government exchequer payment, accounting and auditing system.

### **National Environmental Policy**

The lives of all Tanzanians are intimately and ultimately intertwined with the environment. Our survival and that of our future generations depends on maintaining a sustainable and harmonious relationship with nature. The Government has clearly recognized that the environment is a major terrain for inter-sectoral conflict and that the current state of the Tanzania environment was a matter of grave concern. The six major environmental problems identified are:

- *lack of accessible good quality water;*
- *Air, water, and land pollution,*
- *loss of wildlife habitats;*
- *deterioration of marine and fresh water system*
- *deforestation of the national forests and woodlands; and*
- *soil erosion*

It is the recognition of these negative trends that has led the Government to give environmental conservation and management a high priority in its development operations. A National Environmental Policy has thus been developed with a central objective of arresting the above problems, through ensuring sustainable and equitable use of natural resources, preventing degradation of land, improving productivity of natural resources, recreating degraded areas, making new facilities that expand our natural heritage, raising public awareness of the vital significance of environmental management, and promoting international cooperation on the environment agenda.

To this end, the Government Policy is to involve all segments of the society in responding to environment problems. In that regard, education has been clearly identified as the key cross-sectoral strategy that can effectively be used to promote and encourage environmental education and awareness, both through the formal education system from primary school to university level, and through the non-formal education for the youth, adults, and people in the professions and working places. The implications of this thrust to education are enormous, especially in curriculum design and teaching methodologies