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**PERMANENT MISSION TO THE UNITED NATIONS**

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The Permanent Mission of the United Republic of Tanzania to the United Nations presents its compliments to the Secretariat of the United Nations and with reference to the Transforming Education Summit scheduled to take place on 19<sup>th</sup> September 2022 in New York, has the honour to submit a report of the National Consultation which present the national vision and commitments to transform education in the country.

The Permanent Mission will appreciate if the national vision and commitment will be included in the SG's report.

The Permanent Mission of the United Republic of Tanzania to the United Nations avails itself of this opportunity, to renew to the Secretariat of the United Nations the assurances of its highest consideration.

**NEW YORK, 16<sup>th</sup> August 2022**

The Secretariat of the United Nations,  
**NEW YORK**



## **1. Introduction**

The United Republic of Tanzania (URT) is an Eastern African country consisting of Tanzania Mainland and Zanzibar. Tanzania is part of the global initiatives in achieving 2030 Agenda for Sustainable Development, including SDG 4, and the AUC Agenda 2063. The country is making steady progress in the implementation of these Agenda; however, like many other countries, the impact of COVID-19 pandemic is significant. Nevertheless, the Government continues to take both short- and long-term measures to mitigate the effects of COVID-19 pandemic in the education sector for ensuring continuity of learning.

The Transforming Education Summit is timely, as it comes after the United Republic of Tanzania had a presidential directive in 2021, on the education reform with a focus on review of Education and Training Policy, Education Act, and the Curricula. In this reform process several consultative meetings have taken place with education stakeholders including Development Partners (DPs), Education Researchers, Non-Governmental Organization (NGO), Civil Society Organisations (CSOs), Faith-Based Organizations (FBO), Members of Parliament, Public and Private Institutions, Students, Teachers, Youth, Elders, and the community at large.

## **2. Commitments for Education Transformation in Tanzania**

### **i. Inclusive, Equitable, Safe, and Healthy Schools**

Tanzania's landmark decision to implement fee-free basic education has resulted into almost full primary school enrolment as well as gender parity has been achieved. Gross enrolment rate in Tanzania Mainland and Zanzibar has reached 110% and 121% in 2020 from 93% and 99.2% in 2015 respectively. Similarly, net enrolment rate for primary education has increased from 85% and 83.4% in 2015 to 95.7% and 94.6% in 2020 respectively. The achievements in enrolment is a result of implementation of multiple interventions in education sector including; safe school programmes, community awareness creation on the importance of education especially for girls and introduction of re-entry programme in Tanzania Mainland. The increase in enrolment affected the capacity of schools to accommodate students' population in terms of infrastructures, learning materials and teachers. Some children are still not accessing education for various reasons. To address these challenges,

*The United Republic of Tanzania Commits to provide equitable, inclusive, and quality education to all children and adolescents of Tanzania including the most vulnerable and marginalized children and adolescents boys and girls. The ongoing review of Education Policy, Education Act and curricula, is determined to set grounds for ensuring inclusive access to education irrespective of disability, poverty and gender; and help to respond to emerging issues and innovations.*

*The United Republic of Tanzania further Commits to continue eliminating barriers on access to education by constructing dormitories/hostels, reduce distance to school by bringing education services closer to community and make them accessible by children with disabilities, addressing issues of violence in schools and improving WASH and sanitation facilities particularly for girls.*

**ii. Learning and Skills for Life, Work, and Sustainable Development**

Tanzania has made remarkable efforts in improving skills for life, work and sustainable development through an increase of investment in Technical and Vocational Education and Training (TVET) and higher education. Enrolment in these subsectors has been increasing annually. However, most of the graduates have limited competitive skills for the current world of labor market leading to high unemployment rate. Furthermore, there are limited vocational and technical training opportunities in the country. Most of the Vocational Training Colleges are centered in urban or suburban areas. skills for the available labor market leading to high unemployment rate.

*To address these challenges, the United Republic of Tanzania commits to strengthening both formal and non-formal skills development opportunities by investing in community initiated technical and vocational training centers, expand, rehabilitate, and construct new vocational and technical training institutions to cater for the skills needs of the community specially focusing on agricultural and the rural settings.*

*In addition, the United Republic of Tanzania commits to review the set of skills that are offered in Technical and Vocational Education Training, as well as higher learning institutions to prepare graduates who are job creators and not job seekers. This will be linked to the 21<sup>st</sup> century skills focusing on technology, communication and innovations. This will go hand in hand with the strengthening of public-private partnership, and effective implementation of the National Qualifications Framework.*

**iii. Teachers, Teaching, and the Teaching Profession**

A number of initiatives have been put in place since 2015 to reduce the Pupil-Teacher Ratio and reduce the teachers shortage gap. While Tanzania has made a good progress in reducing teachers shortage in Zanzibar, where the Pupil-Teacher Ratio is 1:37 in Pre-primary, 1:41 in Primary and 1:19 in Secondary education, a lot still needs to be done on the mainland with Pupil-Teacher Ratio of 1:104 in Pre-primary, 1:56 in Primary and 1:23 in Secondary

education. To improve the quality of teaching, Tanzania is reviewing the teacher's education curriculum and improving teachers training colleges by equipping them with relevant learning materials including ICT. Tanzania has also continued to invest in teachers' continuous professional development to update teachers' technological, pedagogical, and content knowledge. Furthermore, teachers need to be trained, supported and equipped to teach at the right level with adequate resource and time allocated to them.

*Cognizant of the role of teachers for quality education provision, the United Republic of Tanzania commits to improve teachers' workforce management for improved inclusive and quality teaching and learning, through the implementation of effective deployment, training, retention, remuneration and promotion strategy, strengthening the continuous professional development, and improvement of teachers' motivation and accountability.*

*In addition, the United republic of Tanzania commits to reduce Pupil-Teacher Ratios especially for Tanzania mainland, through recruitment of more teachers, introduction of teachers' volunteer scheme, and expand teachers training opportunities.*

#### **iv. Digital Learning and Transformation**

The whole world is up for technology, creativity, and innovation. Tanzania is not left behind! Efforts to integrate technology in education started as far back as 2003, when the first ICT policy was developed. Currently, Tanzania is among the top African countries that embrace technology in education, both as a pedagogical tool and a learning platform. Tanzania has digitized all books and are available in an online library (digital library) in the form of text, video, and audio. An interactive learning management system in the form of self-instruction is being developed. This will reduce the dependency on physical presence of teachers. Other advancements in digitalization in education include the introduction of digital data collection system - School Information System and introduction of school-based electronic assessment system which tracks the progress of a child as she/he transitions across different levels of education. Despite these initiatives, education institutions in Tanzania are faced with the shortage of ICT equipment, limited supportive infrastructure including connection to electricity and internet as well as limited personnel and skills to utilize ICT.

*As an intervention, the United Republic of Tanzania commits to equip schools and other learning institutions with modern ICT facilities and providing them with supportive training, infrastructure including supply of electricity and connection to internet service.*

*Further, the United Republic of Tanzania commits to continue building the capacity of teachers and educational officers on the integration of technology*

*in teaching and learning, and development of digital lessons or teaching platforms.*

**v. Financing of Education**

In Tanzania, the education sector receives the biggest share of the total budget per annum. Since 2015 the education budget has been maintained at an average of 18% of the total government budget share. A large part of the education budget is mainly used in providing capitation grants for schools, construction of schools and other education institutions, rehabilitation of education institutions, Teachers' Continuous Profession Development and equipping education institutions with relevant learning and teaching resources.

*Being aware of the contribution of finance towards quality education, the United Republic of Tanzania commits to expand the education budget to meet the agreed standards of 20% from the current 18% of National Budget share to strengthen the education sector.*

*The United Republic of Tanzania further commits to mobilise and effectively manage financial resources for the education sector to address all factors that affect the quality and access to education.*

**3. Conclusion**

The Tanzania's education sector continues to develop with significant contribution to the national economy hence creating a need to develop up-to-date systems which align with the fast-changing world in this era of Science and Technology while embracing sustainable development pursuits. Ultimately, Tanzania aims to harness and improve skills of its people for accelerated economic development.