

Tanzania

Joseph J. Mungai

Minister of Education and Culture



Born in 1943, the Hon. Joseph Mungai is a graduate of the Economics Institute of the University of Colorado and of the John F. Kennedy School of Government of Harvard University, with a Master of Public Administration (MPA 1980). He has on different occasions served on the Councils of the University of Dar Es Salaam, Sokoine University of Agriculture, and the Open University of Tanzania. He served as Minister of Agriculture from 1972-1975 and 1980-82 under the former President Julius Nyerere. From 1983-2001 he was Founder Chairman of the Mufindi Education Trust (MET), a district level

NGO promoting and managing eight non-state, self-help, community-owned, village-based, co-education secondary schools. These schools, presently with an enrolment of nearly 3000 pupils, have boosted primary secondary progression from 1.6 percent to 25 percent in Mufindi District. The Hon. Mr. Mungai has been elected Member of Parliament for this district from 1970 to the present. In 1995, he co-founded with his wife, Mary Mungai, an English-medium, co-education, primary-level boarding school, presently with 200 pupils, at their home in Mufindi District. In November 2000, he was appointed Minister for Education and Culture, and considers his appointment as recognition of the role of civil society in the provision of Education for All.

Provision of quality education for all in Tanzania

Education is a basic human right for all. The Government of the United Republic of Tanzania recognizing its obligation to provide this basic human right to its citizens has for many years made concerted efforts towards achieving this goal.

Towards the end of the twentieth century the sector recorded the following achievements:

In Primary Education the number of primary schools increased from 11100 in 1995 to 11654 in 2000 and GER increased from 67.7 in 1995 to 77.6 in 2000. This situation calls for increased efforts in order to achieve EFA goals. In recognition of Primary Education as a human right that should not be sold and as a necessary tool for poverty alleviation for every household the Government has abolished Primary School fees effective this financial year.

In Secondary Education the number of secondary schools increased from 595 in 1995 to 927 in 2000. This significant growth is a result of liberalization of education and participation of communities in the construction of government day secondary schools in their localities. The GER for lower secondary education increase from 5.0 in 1995 to 7.0 in 2000. These levels remain low in terms of social demand for secondary education and the situation in comparable countries.

In Teacher Education Teacher Training recorded decreased performance for pre-service sub-sector with concentration on in-service training especially for primary school teachers in order to improve quality. The priorities for the Tanzania Development Vision 2025 are: Expansion of access at all levels; Improving the quality of education and Improving and expanding the financing base.

In order to achieve these priorities the government has initiated a sector-wide approach to education development by designing an Education Sector Development Programme [ESDP] with participatory involvement of stakeholders and potential donors to education.

The programme concerns the pooling together of human, financial and materials resources by involving all key stakeholders in education planning, financing, implementation, monitoring and evaluation.

The objectives of ESDP include: to improve the quality of education; to increase and improve access and equity, to decentralize education management and to broaden the financial base.

In order to improve basic education a Basic Education Master Plan with emphasis on pre-school, primary and adult education has been developed. The Master Plan puts emphasis on a enhancing school performance through improving head teachers, teachers and school committees management skills; increase school capacity by building teachers houses and classrooms; improving the professional and academic status

of teachers; provision of health and family life education; improving education for girls and other disadvantaged social group; provision of non-formal education.

As regards to Secondary Education, the Ministry of Education and Culture will soon complete the Secondary Education Master Plan with the objective of expanding access and promoting quality and equity in the provision of secondary education.

In the case of Teacher training emphasis is on equitable distribution of teachers and in-service training.

Curriculum content and Relevance.

During the period the Ministry revised primary, secondary and teacher education in order to improve quality and relevance to the environment of the learners. The number of subjects at primary school was reduced from 13 to 6 and cross cutting subjects like Family Life Education, Gender, Guidance and Counseling and HIV/AIDS prevention were integrated into the curriculum at all levels.

Acquisition of life and technical skills was emphasized in order to enable graduates of the cycles adapt to their environment.

Problems:

The government experienced a number of problems in its endeavor to provide quality education:

- HIV/AIDS is a major problem to provision of education in many countries as well as Tanzania. Its effects been felt all over the country and across the whole education system.
- Inadequate funding has been a major setback to the provision of education in Tanzania
- Community participation has always supplemented government provision.
- Donor assistance has been consistent especially for basic education.

The priorities, objectives and goals set for achieving quality education call for continued partnership between the government, the donor community, civil society and community members. I am confident that this kind of collaboration will enable us achieve our goals. *ℳ*