Submission Form (Guidelines) For the National Reports on the Application of the 1960 Convention and Recommendation against Discrimination in Education

I. Information on the Legislative, Judicial, Administrative and Other Measures Taken By the State at the National Level

I.1. Ratification of the Convention

I.1.1. If the Convention has not been ratified yet

- Does your country plan to ratify this instrument?

Already ratified

I.1.2. If the 1962 Protocol instituting a Conciliation and Good Offices Commission to be responsible for seeking the settlement of any disputes which may arise between States Parties to the Convention against Discrimination in Education is not ratified yet:

- Does your country plan to ratify this instrument?

Check any that apply

No

Choose one of the following answers

☐ Close to ratification

☐ Underway

☐ Actively under preparation

☑ *Not considering ratification in the short, medium or long term*

Practical obstacle as some stakeholders were not involved

2. Legal framework governing the protection of rights guaranteed in the Convention and the Recommendation in the national legal system

2.1 In case your country is a State Party to the Convention:

 Is the Convention directly applicable in your country's domestic law following its ratification?

Yes

2.**1 In case your country is a State Party to the Convention**:

 Is the Convention directly applicable in your country's domestic law following its ratification?

Yes

Please indicate whether the provisions of the Convention can be invoked before and given effect to by courts, tribunals and administrative authorities.

Courts and such jurisdiction forms like school boards/committees act accordingly

2.2 In case your country is not a State Party to the Convention:

 Have legislative measures been taken pursuant to the Recommendation?

N/A

2.3 For either the provisions of the Convention or the Recommendation, please list the principal national laws and regulations adopted in order to implement them.

New National Education Policy

For each of them indicate:

New National Education Policy (2014) insists on free and compulsory basic education

II. Information on the implementation of the Convention or Recommendation (with reference to their provisions)

1. Non-discrimination in education

1.1 Is discrimination in education based notably on grounds specified in the Convention/Recommendation fully outlawed in your country?

Yes

1.2. Please explain which measures are adopted to:

 Eliminate discrimination within the meaning of the Convention/Recommendation?

Courts are used to punish those men who impregnate school girls.

 Prevent discrimination within the meaning of the Convention/Recommendation?

Each citizen has the right to education as per existing 2014 education policy. Also, International students are contained in international schools as well as country specific schools e.g. Indian school, Cambridge schools etc.

In case of high education, loans are provided to students so that they can utilize their cognitive potential without doubt.

2. Equal Opportunities in Education

2.1 Please explain what are the concrete actions taken by your government to guarantee equal access to all level of education in your country?

New National Education Policy (2014) insists on free and compulsory basic education. Also, Ministry of Education, Science and Technology ensures all University qualified students access their education through students' loans

2.2 Please indicate how strategies and programmes are being implemented with a view to ensuring, in your country, equality of educational opportunities (in terms of access, participation and completion).

Equality of education has been enhanced because the explained regulations are not gender biased. In other words both girls and boys, both have access to basic as well as higher education.

2.3 Please describe the actions planned and taken in your country to ensure inclusion of all learners in learning process.

Measure taken include establishment of girls schools.

Also, parents who are resistant to educate their girl children are taken to courts.

Free basic education caters for poor as well as marginalized

Students with disabilities are mixed with normal students but with improved infrastructure and learning facilities relative to their requirements.

3. **Progress made with respect to implementing the right to education**

3.1 Universal primary education

 Please provide information on the progress made with respect to ensuring universal access to primary education.

 Please provide details on the availability of compulsory and free of charge primary education in your country:

 Is primary education available free of charge to all?

Yes

 If so, please list the laws and policies that ensure this universal free availability of primary education.

This is stipulated in new 2014 Education Policy

 Is primary education compulsory in your country?

Yes

 Indicate whether your country has adopted and reviewed legislation so that minimum ages for the end of compulsory education, for marriage and for entry into employment are coherent and aligned.

The new education Policy reveals out the initiating age for primary education as 6 years.

The law also discloses the marriage age to start at 18 years. No difficulties have been experienced in adopting these limitation-ages.

In this part, details should be provided on the difficulties experimented by your government in the realization of universal access to free and compulsory primary education.

3.2 Secondary education

 Please provide information on the general availability and accessibility to all of secondary education, including technical and vocational secondary education and training in your country.

According to new Education policy, the lower secondary education (O-level) is considered basic. Thus, it is compulsory and basic. In every ward there is at least one secondary school with several primary schools.

Please provide details on the difficulties experienced by your government to guarantee gender parity in terms of accessibility to technical and vocational secondary education and training.

Gender parity in terms of accessibility to technical and vocational secondary education and training is high. It is so because the chance of girls and boys to join technical and vocational secondary education and training is equal.

 Is it available free of charge?

Yes

 If so, please describe the extent to which it is.

The government is providing capitation funds to all schools respective to the number of students in a particular school. It is difficulty to balance all requirements. But, it tries to its ability.

3.3 Higher education

 Please explain to what extent access to higher education, based upon individual capacity, including technical and vocational education and training, is realized in your country.

Higher education is provided as planned. However, loans are provided for those who have qualified the loans criteria relative to the availability of fund.

 Please describe the efforts made by your government to ensure that there is no discrimination on the ground prohibited by the Convention to enter and complete higher education.

Basic education is free and compulsory; this enhances all individuals to access education in the country. Also, those old aged youths who didn't attend formal education system are enrolled in special class to be provided with basic education.

Please provide information on the financial costs to receive education in higher public or private Education institutions. Please include explanations about both public and private institutions. Please also provide quantitative and descriptive information on the difficulties experienced by your government as regards access to higher education and on the progress realized.

There is no such remarkable difficulty in accessing high education in the country. For those qualified students they get education loans. Also tuition fee in the public universities are accessible by majority (around US $ 500). Thus, most qualified students who lack educational loans (due to limited loan fund) access higher education by installment payments.

3.4 Adult education and lifelong learning

 What efforts has your government made to establish a system of continuing education on the basis of individual capacity?

There are several universities in a conventional structure. Also Open University of Tanzania has several centres all over the country. In additional Adult education institution provide ongoing earning for respective learners in the country.

 Please specify efforts made as regards education for persons who have not received or completed the whole period of their primary education.

The provision of Adult, Continuing and Non–Formal Education is an important aspect of the governments' educational policy to combat poverty, ignorance and disease. It aims at ensuring that out of school children, youth and adults especially girls, women and other disadvantaged groups have access to quality basic learning opportunities. Through the Adult and Non- Formal Education

Development Plan, the Ministry developed the Integrated Community Based Adult Education *(ICBAE) and* Complementary Basic Education in Tanzania *(COBET) frameworks.*

 What are the concrete measures implemented to ensure equitable access to continuing education?

The Government and other stakeholders are implementing various programmes in provision of basic and post literacy, non-formal education and continuing education to children, youth and adults in the country

 Please specify measures (including financial assistance) that ensure that the basic learning needs of all young people and adults are met through:

– elimination of illiteracy: T*his has been resolved through basic free education as per existing education policy*

– Equitable access to appropriate learning and life-skills programmes.

The Vocational Education and Training Authority (VETA) of Tanzania have adopted a Competence Based Education and Training (CBET) delivery approach.

3.5 Quality education

 Please provide information on the measures taken by your country to ensure equivalence in all educational institutions in:

– The standards of education: *The education provided in Tanzania is confronted with some implementation challenges common in developing countries. However, it complies with structural global standards as it has a defined system of pre-primary, primary, secondary and higher education.*

– The conditions relating to the quality of the education provided

In terms of school infrastructure is satisfactory. Teacher/learner ratios are relative. Science and Mathematics subjects have shortage of teachers particularly at secondary level. Availability of teaching and learning materials differ from one level to another. In most cases lower levels seem to have much shortage than higher levels.

– Education provisions ensure that children learn in a safe environment free from violence or harassment. *There is less school-related gender-based violence reported in schools.*

3.6 Teaching profession

 Please describe the conditions of teaching staff at all levels in your country.

Teaching staff in all level is satisfactory.

Please include information on teachers' average salaries (for each level of education) as compared to the salaries of (other) civil servants with equivalent qualification, and on how this ratio developed overtime.

Teachers' salary is not deviated from other civil servants

 Please explain briefly the measures your country takes to improve the living and teaching conditions of teaching staff.

In some schools teachers are provided with staff quarters

 Please explain briefly the measures your country takes regarding the training for the teaching profession.

For Tanzania inland INSET programs is ongoing particularly for Science, Mathematics and Language subjects at secondary level. However, strategies are ongoing to widen the implementation. This is contrary to the Tanzania Island (Zanzibar) where teachers seem to lag behind when compared to their counterpart mainland teachers.

 Have there been instances of discrimination as regards the training for the teaching profession in your country?

Yes

 If so, please detail the response your government gave to this situation.

3.7 Respect for human rights and fundamental freedoms

Please briefly report on national efforts made for directing education to:

 the full development of the human personality

This is done by defined country's curriculum. The curriculum has been designed such a way that its implementation will lead to development of the target individual in terms of his/her personality relative to social expectations

 The strengthening of respect for human rights and fundamental freedoms.

The aspect of respect for human rights and fundamental of freedoms have been addressed in the curriculum through such subjects as Civics, General studies and developmental Studies.

3.8 Private education and religious and moral education

 Please provide brief information on the regulatory framework relating to the establishment or maintenance of private educational institutions

Ministry of Education, Science and Technology has School registration unit which is within the school quality assurance department. The unit is responsible to direct private sector on regulations on establishing private educational institutions.

In the context of rapid privatization of education, the information should also indicate how the Government is regulating private education providers and is ensuring compliance with minimum standards of education. The information should also demonstrate how your government guarantees that the development of private education does not generate discriminations and to what extent private schools offer a relevant alternative in your country.

 Please briefly describe the education policy framework for minimum educational standards as regards the rights of the parents/legal guardian for providing religious and moral education for their children.

The education policy guides the provision of religious and moral education should not be beyond of the basic subjects offered in the public educational institutions.

3.9 Rights of national minorities

 What are the rights given to national minorities to carry out their own educational activities protected?

Girls' boarding schools have been established in area dominated with National minorities like pastorals

 As regards the educational standards in educational institutions run by minorities, please describe the legal and policy framework existing in your country.

Please cover the language facilities, notably the use of teaching of languages in education policy.

III. Methods used to draw the attention of the various authorities in the country to the instruments and to remove the obstacles encountered

1. Challenges and obstacles – Please provide information on

1.1 The difficulties and obstacles encountered in the process of implementing the key provisions of the Convention/Recommendation.

Certain communities want to maintain their traditions that advocates gender disparity. For example a schooling girl can be married secretly (but if it reveals out, the parents tend to be punished accordingly and the marriage broke to allow the girl to restore her schooling)

1.2 The main issues that need to be addressed for promoting further the implementation of equality of educational opportunities in your country.

Confrontation of traditional malpractices that have ill-effect to the society especial in education dimension.

School based INSET should be strengthened as this will ensure even dissemination of teaching professional information to teachers.

1.3 Brief assessment of the effectiveness of the methods introduced to remove obstacles encountered.

The Report should provide concrete elements on the difficulties and obstacles (including legal and practical) encountered.

Courts have been used to judge on the appropriate punishment for those who impregnate girls. However, sometimes respective men can hide or run far away so that he can't be jailed or punished.

2. Awareness-raising

2.1 Briefly describe activities carried out to:

 draw the attention of the various authorities of the country to the Convention/Recommendation

Media such as radio and television are used to educate citizens as well as respective authorities.

 raise public awareness of the principles of non-discrimination and equality of educational opportunities enshrined in the Convention and the Recommendation, and their national or local dissemination, in particular to non-governmental organizations.

This should include their translation into national and, where necessary, local languages.

2.2 Please specify activities undertaken or supported by the National Commission with a view of

 promoting the Convention/Recommendation

National Commission is supporting one of NGO that shows an intention of confronting girls' initiation malpractice that leads to gender disparity as well as school drop-outing.

 fostering debate on critical issues, in relation to the rights enshrined in the instruments

The National Commission has planned to prepare documentaries and debates on issues related to discrimination in education for the intention of educating society at large.

UNESCO governing bodies have underlined the need for awareness-raising. Given the importance of normative action at the national level, the Convention must be given wide dissemination, with the support of National Commissions.