
RIGHT TO EDUCATION COUNTRY FACTSHEET

UNITED REPUBLIC OF TANZANIA

This brief intends to assist practitioners to identify the key national laws and policies relevant to the right to education, analyse their strengths and weaknesses, and detect the gaps between law and policies and practice, in order to help define an effective advocacy strategy informed by human rights. The information collected here reflects what is publicly available; it is neither intended to be exhaustive nor give an authoritative analysis of the situation in the country, but rather, to be a useful tool for reflection on the right to education.

*Note: the United Republic of Tanzania also includes the semi-autonomous islands of Zanzibar. Zanzibar has its own parliament and president and is free to determine non-union matters such as education for itself. This factsheet includes information on laws and policies for both mainland Tanzania and Zanzibar (information on Zanzibar is highlighted in **mint** throughout the factsheet).*

THE RIGHT TO EDUCATION IN TANZANIA: A BRIEF ANALYSIS

Tanzania has ratified the most important regional and international treaties protecting the right to education but has yet to ratify the Optional Protocol to the International Covenant on Economic, Social and Cultural Rights and the Optional Protocol to the Convention on the Rights of the Child on a communication procedure, both of which allow individuals to make formal complaints to the relevant UN treaty body.

The current Tanzanian Constitution only recognises the right to education as a fundamental objective and directive principle of State policy rather than as a human right, which means that it is not enforceable by any court. However, Tanzania is currently reviewing its Constitution and the proposed draft Constitution enshrines the right to education as a human right. If adopted, the new Constitution will substantially improve the legal protection of the right to education of Tanzanian citizens.

Tanzania has adopted a number of laws and policies to implement the right to education. However, there are still numbers of issues:

- In primary education, despite the abolition of school fees in 2011, indirect costs still remain, such as for textbooks, uniforms, and school lunches.
- The prevalence of child marriage and pregnancy prevents many girls from attending school. The current minimum age for marriage is 15 for girls and 18 for boys. In 2011, during its Universal Periodic Review, Tanzania refused to equalise the minimum age for both sexes at 18. Regarding adolescent pregnancy, many schools have instituted a practice of mandatory pregnancy testing in view of expelling girls who test positive.
- Corporal punishment is lawful in mainland Tanzania, the National Corporal Punishment Regulations allow head teachers to cane students. In Zanzibar, the Government has adopted a policy against corporal punishment in schools.
- There is no reference to quality education in the law and poor quality education is a major issue. Many schools are unsafe and not child-centred, with a lack of materials and inadequate infrastructure. Tanzania has adopted policies to reinforce teacher training and address teacher motivation, but the status of teachers needs to be improved.
- Some marginalised groups suffer discrimination, particularly children with disabilities, children with albinism, and indigenous children.

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I. INTERNATIONAL OBLIGATIONS

The major UN and regional treaties (listed below) have provisions relevant to education, non-discrimination and/or access to justice. UN treaties can be ratified by all States, thereby obliging them to respect, protect, and fulfil human rights. When States ratify international treaties, they legally commit to guarantee its provisions, and the concrete situation in the country can therefore be measured against the standards set in the Treaty. It is sometimes possible to bring complaints before national courts if these treaties are not respected by States. Some conventions, either in their core text or in optional protocols, also specify routes of individual complaints to the different committees of independent experts.

	Instrument	Ratified
UN	<u>International Covenant on Economic, Social and Cultural Rights (ICESCR)</u>	11 June 1976
	<u>Optional Protocol to the ICESCR</u>	-
	<u>Convention on the Rights of the Child (CRC)</u>	10 June 1991
	<u>Optional Protocol to the CRC on a communications procedure</u>	-
	<u>Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)</u>	20 August 1985
	<u>Optional Protocol to the CEDAW</u>	12 January 2006
	<u>International Covenant on Civil and Political Rights (ICCPR)</u>	11 June 1976
	<u>Optional Protocol to the ICCPR</u>	-
	<u>International Convention on the Elimination of All Forms of Racial Discrimination (CERD)</u>	27 October 1972
	<u>Convention on the Rights of Persons with Disabilities (CRPD)</u>	10 November 2009
	<u>Optional Protocol to the CRPD</u>	10 November 2009
	<u>Convention relating to the Status of Refugees</u>	12 May 1964
UNESCO	<u>UNESCO Convention Against Discrimination in Education</u>	03 January 1979
ILO	<u>ILO 169 Convention concerning Indigenous and Tribal Peoples</u>	-
	<u>ILO 138 Minimum Age Convention</u>	16 December 1998
	<u>ILO 182 Worst Forms of Child Labour Convention</u>	12 September 2001
AFRICAN	<u>African Charter on Human and Peoples' Rights</u>	18 February 1984
	<u>Protocol to the African Charter on Human and Peoples' Rights on the Establishment of an African Court on Human and Peoples' Rights</u>	07 February 2006
	<u>Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa</u>	03 March 2007
	<u>African Charter on the Rights and Welfare of the Child</u>	16 March 2003
	<u>African Youth Charter</u>	20 December 2012

Ratification status of UN instruments available here: <http://treaties.un.org/pages/Treaties.aspx?id=4&subid=A&lang=en>.

ILO instruments: <http://www.ilo.org/ilolex/english/newratframeE.htm>. For information about each treaty, see the Right to Education Project Website: <http://www.right-to-education.org/page/international-law>

II. NATIONAL LAWS & POLICIES

National laws and policies are important because they concretely define the framework of rights and obligations for actors in the country. The constitution is the highest legislative norm; it sets out general principles to which all other national laws and policies have to adhere. It is usually the text where human rights, including the right to education, are or should be defined.

Laws and policies that are related to the right to education form a complex nexus that is useful to review in order to: 1) identify to what extent they are in line with international standards, and 2) to measure concurrence with the reality of education in a country.

The list of laws and policies presented below is not exhaustive; it gives an indication of relevant existing laws and policies and their relation to the right to education. It constitutes a basis for further research, and should be considered critically, together with the observations made by NGOs and international organisations.

1. CONSTITUTION

The [Constitution of the United Republic of Tanzania](#), adopted in 1977, recognises the right to education in **Article 11** as a fundamental objective and directive principle of State policy (under Part II), not as a basic right (Part III). This means that the provisions of Article 11 are not enforceable by any court (Article 7.2). According to Article 11, every person has the right to access education and every citizen shall be free to pursue education in a field of his choice up to his merit and ability.

Article 9 reaffirms the principles by which all law and policies should conform, including the rule of law, human rights, equality, and the eradication of injustice, discrimination, and corruption.

Article 13 guarantees the right to equality and non-discrimination.

Article 130 establishes the Commission for Human Rights and Good Governance. Amongst its functions, the Commission can receive complaints in relation to violation of human rights and conduct inquiry on matters relating to the infringement of human rights and violation of principles of good governance.

A new Constitution is currently being considered. On 2 October 2014 the National Assembly adopted a [draft Constitution](#) and a referendum should be held in Spring 2015.¹ The right to education is recognised as a human right under part 1. According to Article 41, every person has the right to education, including free quality primary education. The Commission for Human Rights is maintained in the new Constitution (Article 194-199).

Article 41 of the draft Constitution

41. (1) Every person has the right to:

- (a) education without facing any sanctions;
- (b) free quality primary education which prepares a pupil for further education or for being self-reliant;
- (c) less expensive education in private institutions; and

¹ Reuters, Tanzania Assembly approves draft Constitution, opposition cries foul, 2 October 2014: <http://af.reuters.com/article/worldNews/idAFKCN0HR28L20141002>

(d) have equal access to higher education provided that he has the relevant qualifications for that level of education without in any way being discriminated against.

(2) For the purposes of sub article (1), every person has the right to choose a profession or job he wants in accordance with his level of education or skills.

Zanzibar Constitution

Zanzibar has a separate [Constitution](#), which does not expressly protect the right to education. However, Chapter 2 on fundamental objectives and directive principles includes the provision: “Shall direct its policy toward ensuring that every person has (...) equal opportunity to adequate education for all” (**Article 10 (6)**).

2. LEGISLATION²³

a. National Education Act ([1978](#) amended [1995](#) and [2002](#))

The [National Education Act](#) is Tanzania’s primary law on education and is currently under review.

Article 35 guarantees **compulsory primary education** for every child who has reached the age of seven years. No child shall be refused enrolment in school and parents shall ensure that the child regularly attends the primary school. The Minister shall make rules to ensure compulsory primary education and may prescribe acts or things which shall be done by any person and penalties for the contravention of those rules.

Article 35 A provides that every child of not less than five years of age shall be eligible for enrolment for **pre-primary education** for a period of two years.

Article 56.2 includes a **non-discrimination clause**. It states: “No person may ... be denied opportunity to obtain any category, nature or level of national education for the reason only of his race, religion or political or ideological beliefs. Provided that any school may, in its admission procedures, afford preference to citizens of the United Republic.”

Regarding **private education**: “no person shall establish a non-government school unless it is intended to provide education in accordance with the national education policy” (Article 23) and “no fees, subscriptions or contributions shall be charged, levied or collected as a condition of admission into or attendance at any private school except with the approval of the Commissioner” (Article 57).

Educational freedom is guaranteed by Article 56.3 which provides that no pupil shall be compelled to attend any particular religious class or worship against his will, or against the will of his parents.

b. Education Fund Act (2001)

This [Act](#) establishes an Education Fund, the purpose of which is to fund the improvement of the quality, access to and equality of education at all educational levels in Tanzania and Zanzibar.

² In Tanzania and Zanzibar religious and customary law also constitutes a source of law. See: <http://www1.umn.edu/humanrts/research/TanzaniaB.html>

³ Please be aware that according to ActionAid Tanzania, who monitors the implementation of the right to education using Right to Education Project’s [Promoting Rights in Schools](#) Framework, some laws and policies are unenforced.

This Act also establishes the Tanzania Educational Authority, which has the functions, amongst others, to: secure adequate and stable financing of education; advise the Government on new sources of revenue; raise the quality of education and increase access and equality; and promote education and training according to needs within the framework of overall national socio-economic development plans and policies.

c. Law of the Child Act (2009)

The [Law of the Child Act](#) brings together child specific provisions from a range of national laws into one document.

Article 9 guarantees the **child's right to education**. Article 8 stipulates that parents, legal guardians and those having custody of children have the duty to provide the child with the right to education and guidance. Furthermore, access to education shall not be denied to children by any person. Article 8 also ensures the equal opportunities of education to persons with disability

Article 5 prohibits **discrimination** against children.

Articles 77 – 86 clarify **child employment** laws, setting the minimum age of employment at fourteen (for 'light work'). There is also a prohibition of exploitative child labour, sexual exploitation, night work, forced labour, and hazardous work.

Articles 87 – 93 guarantee children's **right to acquire vocational skills and training**, and apprenticeships, if over the age of fourteen, or having completed primary education.

d. Other laws

The [Institute of Adult Education Act](#) (1975) establishes the Institute of Adult Education, with the functions, amongst others, to: formulate and execute programmes for the training of teachers and administrators of adult education; to assume responsibility for adult education within the United Republic; and to make provision for places and centres of learning, training and research in matters pertaining to adult education.

The [Local Government Finances Act](#) (1982, amended in 1986) regulates the provision of finances to local authorities for educational services.

The [National Examinations Council of Tanzania Act](#) (1973) establishes the National Examinations Council of Tanzania.

The [Vocational Education and Training Act](#) (1994, revised in 2006) regulates the training of apprentices and other persons in industry. Central to the Act is the establishment of the Vocational Educational and Training Authority (VETA), financed through a training payroll levy and supervised by the Vocational Education and Training Board.

The [University Act](#) (2005) makes provisions for the establishment, composition, and functions of the Commission for universities; the coordination and rationalisation of the types and categories of universities; the promotion and financing of higher education, establishment and governance of universities; and for other related matters.

Zanzibar Legislation

In Zanzibar, the Education Act (1982, amended in 1993) regulates the education system. Also the [Children's Act](#) (2011) guarantees children the right to education under Article 10(1)(e).

A useful link to search for Tanzanian and Zanzibar laws:

http://www.africanchildforum.org/clr/Pages_EN/Tanzania.html

3. POLICIES

In Tanzania, there are two national macro-level policies relating to education: [Tanzania National Development Vision 2025](#) and the [National Strategy for Growth and Reduction of Poverty](#). These are supplemented by various policies and programmes.

a. Tanzania National Development Vision 2025

[Vision 2025](#), established in 1999, is Tanzania's long term development vision. It envisages Tanzania's transformation from its status as a least developed country to a middle income country. Aims pertinent to education include: the creation of a 'well-educated and learning society' and enjoyment of 'high quality livelihood'. This requires, *inter alia*, universal primary education, the eradication of illiteracy, quality education, gender equality and the empowerment of women, the improvement of infrastructure with an emphasis on promoting science and technology education, and the overhaul of the education system including a new curriculum.

b. National Strategy for Economic Growth and Reduction of Poverty

The [National Strategy for Economic Growth and Reduction of Poverty](#) (MKUKUTA) is Tanzania's macro-level policy committed to development and the reduction of poverty, and runs in tandem with Vision 2025.

In the first phase, [MKUKUTA I](#) (2005 – 2010), education goals and operational targets were addressed in the improvement of quality of life and social well-being cluster. The broad goals of which were: ensuring equitable access to primary and secondary education for boys and girls, universal literacy among women and men, and expansion of higher, technical and vocational education (for operational targets, see Box 5.8).

The second phase, [MKUKUTA II](#) (2010 – 2015), builds on the successes of MKUKUTA I (especially in expanding access to secondary education) whilst addressing the remaining challenges in achieving the education related goals as set out in MKUKUTA I (see pages 11 - 12 for details on the remaining challenges and pages 63 – 82 for information on the revised operational targets).

For more information on MKUKUTA, see: <http://www.povertymonitoring.go.tz/>

c. Big Results Now

In order to fulfil Vision 2025, Big Results Now focuses on six priority areas, including education, with nine key initiatives to improve the quality of basic education and thereby increasing the pass rates in primary and secondary Schools. These initiatives include trainings of teachers and schools heads, improvement of infrastructures and learning outcomes and increase of resources.

For more information, see:

http://www.moe.go.tz/index.php?option=com_docman&task=cat_view&gid=424&Itemid=622 and http://www.moe.go.tz/index.php?option=com_content&view=article&id=1717&Itemid=635

d. Medium Term Strategic Plan 2012-13 to 2015-16 (2012)

The implementation of Vision 2025 requires three five-year strategic plans. The Tanzanian Government produced a [Five Year Development Plan](#), requiring ministries to produce their own five year strategic plans. [The Medium Term Strategic Plan](#) is the Ministry of Education and Vocation Training's plan to realise Vision 2025, concentrating on:

- improvement of quality of education and training by expanding institutional frameworks and structures;
- expansion of access to education and training at all levels;
- enhancement of equity in the provision of education and training at all levels; and
- capacity-building and development of the management of education and training services.

e. Education and Training Policy (1995)

The [Education and Training Policy](#) (1995) is the foundation of all education programmes in Tanzania. The major objectives are: improving the quality of the education process; increasing and improving access and equity for all children; devolving authority to local levels; and broadening the financial base for supporting education (thereby reducing Government expenditure in education and encouraging cost sharing by involving the private sector in the provision of education).

f. Education Sector Development Programme (2008 – 2017)

The Education Sector Programme (ESDP) introduced in 1997 implements the Education and Training Policy and has undergone several revisions. ESDP envisages the creation of a well-educated nation with a high quality of life for all. It is a comprehensive programme aimed at a total transformation of the education sector into an efficient and effective outcome/output based system. It is also an evolving national plan for achieving the educational goals expressed in Vision 2025.

The present [ESDP](#), running from 2008 – 2017, is built upon the recognition that a well-functioning educational system is a necessary condition and prerequisite for achieving improvements in educational outcomes and for achieving growth through enhancing human capabilities. Within the overall aim of poverty reduction through educational provision improvements, the intention is to:

- link activities in order to strengthen and improve the education sector;
- ensure that the education sector undergoes purposive reform;
- address poor levels of performance across the sector, thus improving resource utilisation and bringing about better targeting of resources towards sub-sectors;
- achieve a properly managed, better performing and more motivated teaching force as the key catalyst to attaining quality outcomes;
- ensure out of school children, illiterate youth and adults access quality basic learning opportunities; and
- ensure youths, adults, out of school, and vulnerable groups both men and women access knowledge and vocational skills.

g. Primary Education Development Programme (First phase: 2002 – 2006; second phase: 2007 – 2011; third phase: 2012 – 2017)

The [Primary Education Development Plan](#) (PEDP) launched in 2001 has strategic priorities in the areas of enrolment expansion; quality improvement of teaching and learning; capacity building; and optimum utilisation of human and material resources. **The PEDP abolished school fees in order to achieve universal free and compulsory primary education.**

The second phase of PEDP II began in 2007 and ended in 2011. It was launched in order to address the key challenges that remained after PEDP in realising universal free and compulsory education. Its targets included: expand and improve early childhood care and education; to ensure that everyone, including marginalised groups such as girls, persons with disabilities, and ethnic minorities, have access to free and compulsory education by 2015; improve adult literacy; and ensure that the school environment is free from violence and gender discrimination.

In 2012, the third phase of PEDP began ([PEDP III](#)) with six objectives:

- increase equitable access to pre-primary and primary education;
- raise the quality of education to ensure better learning outcomes for children including improved literacy;
- strengthen the capacity for governance and management for effective delivery of pre-primary and primary education services;
- ensure that cross-cutting issues are addressed so that children receive a well-rounded education;
- strengthen research and monitoring and evaluation to support evidence based decision making; and
- streamline institutional arrangements and co-ordination mechanisms.

For further information see: <http://www.worldbank.org/projects/P071012/primary-education-development-program?lang=en>

h. Secondary Education Development Programme (First phase: 2004 - 2009; second phase: 2010 - 2015)

The [Secondary Education Development Programme](#) launched in 2004 was intended to be implemented in three phases of five years each. The Programme which was developed within the context of the broad Education Sector Development Programme (1997) and the Secondary Education Master Plan (2000) had five key objectives, namely: improvement of access; improvement of equity; improvement of quality; management reforms; and improvement of education management systems (monitoring and evaluation including improvement of data collection system).

The [Secondary Education Development Programme II](#) (SEPD II) will focus on the following areas:

(a) **Improvement of quality and relevance:** This will focus on the development and promotion of independent learning, critical thinking and analytical skills, through: the restoration of textbook culture and wide reading of different materials; improving the learning and teaching environment; and time-on-task management for effective learning; improving science teaching at all levels; and, introducing Information Communication Technology (ICT) as a tool for teaching and learning.

(b) **Enhancement of access and equity:** In addition to consolidating the expansion achieved through SEDP I, SEDP II will focus on: increasing A-Level participation rates, especially in the sciences; improving girls participation and performance at all levels; improving access to secondary education for nomads, marginalised groups and disabled learners; completing tasks such as expansion of Form 5 and Open and Distance Learning; and completing construction, including sanitation facilities, started during SEDP I, as well as construction of new structures, where required.

(c) **Improvement of the teaching force and teaching process:** This key area will focus on attracting, training, and retaining adequate numbers of high quality teachers through incentive systems and rationalisation of ratios between natural science and social sciences/arts subjects, diploma, and degree holders. The focus on the teaching process will be on improving pupil/teacher interaction in classrooms, improving the continuous

assessment process of students so that the learning is not solely based on one final examination result, and ensuring that student-centred methodologies/pedagogy are reinforced in the classroom.

(d) **Improving management efficiency and good governance:** This area will focus on: improved accountability of all actors in accordance with the public service framework; implementation of Open Performance Review and Appraisal System (OPRAS) at all levels; and, the institutionalisation and use of EMIS. Concomitantly, key human resources within the sector will be regularly reviewed for improvement.

(e) **Institutionalisation of cross-cutting issues:** This will focus on further deepening and integration of topics such as gender, improved sanitation and greening of the environment, patriotism, and human rights in mainstream curriculum and school management. In addition, sensitisation and awareness campaigns on HIV/AIDS, child abuse and gender-based violence will be intensified, and guidance and counselling will be provided.

For more information, see: <http://www.worldbank.org/projects/P083080/secondary-education-development-program?lang=en>

i. Other policies

- [Inclusive Education Strategy](#) (2009 – 2017)
- Basic Education Master Plan (2000 - 2005) and Secondary Education Master Plan (2001 - 2005) - documents can be found [here](#).
- [The Technical Education and Training Policy](#) (1996)
- [SWASH Strategic Plan for School Water, Sanitation and Hygiene](#) (2012 - 2017)
- [ICT Policy for Basic Education](#) (2011)
- [Higher Education Development Programme and the National Higher Education Policy](#) (1999)
- [National Action Plan for the Elimination of Child Labour](#) (2009)

Zanzibar Policies

● Vision Zanzibar 2020

[Vision 2020](#) is Zanzibar's long term development plan, the main objectives being to eradicate absolute poverty and attain sustainable human development. Education is a key part of Vision 2020, the main targets being to eradicate illiteracy, attain universal basic education by 2005, increase the transition rate to the second cycle of secondary education to 100%, and establish vocational training in all districts. Policy objectives include: increasing access to education for marginalised groups, including girls, persons with disabilities and poor household members; promoting higher education; and establishing viable alternative education, including adult education.

● Vision Strategy for Growth and Reduction of Poverty

The Zanzibar Strategy for Growth and Reduction of Poverty implements Vision 2020.

The first phase, [MKUZA I](#) (2007 – 2010), like its Tanzania equivalent, was based on three clusters: growth and reduction of income poverty; social services and well-being; and good governance and national unity. Education was part of the social services and well-being cluster, the main goal being to ensure equitable access to demand driven quality education, which is gender and environmentally responsive. (For more information, see pages 41 – 45.)

The second phase, [MKUZA II](#) (2010 – 2015) reaffirms the goal to ensure the equitable access of quality education. (See pages 36 – 40 for information on education performance and remaining challenges under MKUZA I, and pages 89 – 90 on the key education strategies of MKUZA II.)

● **Zanzibar Education Policy 2006**

The [Zanzibar Education Policy](#) translates the goals and strategies of Vision 2020 and MKUZA into a concrete comprehensive education policy. It replaces the Zanzibar Education Policy of 1991 (amended 1995) which itself concretised the Zanzibar Education Master Plan (1996 – 2006).

The Zanzibar Education Policy’s mission is: to strive for equitable access, quality education for all and promotion of life-long learning.

The key education objectives are: expand access and equity; improve the quality and effectiveness of education system; ensure access to ICT for teachers, students and education staff; develop scientific and technological competence; expand tertiary education; promote good governance of education, **including the expansion of private and public partnership**; provide a safe and healthy environment for teaching and learning; and make the best and efficient use of resources.

The Zanzibar Education Policy is further implemented by the Zanzibar Education Development Programme (2008 – 2015): http://planipolis.iiep.unesco.org/upload/Tanzania%20UR/Zanzibar/Zanzibar_ZEDP_2007.pdf

4. SELECTED THEMATIC LAWS AND POLICIES

The table below highlights legal and policy measures that guarantee key aspects of the right to education. The laws and policies applying to Zanzibar appear in *mint*.

MEASURES TAKEN BY TANZANIA & ZANZIBAR TO GUARANTEE THE RIGHT TO EDUCATION		
Area	Legal Guarantees	Implementation Policies
Free and compulsory education	The National Education Act guarantees compulsory primary education for every child who has reached the age of seven years. No child shall be refused enrolment in school and parents shall ensure that the child regularly attends the primary school. The Minister shall make rules to ensure compulsory primary education and may prescribe acts or things which shall be done by any person and penalties for the contravention of those rules (Article 35).	The Primary Education Development Programme expands universal primary education to 15. In addition to this the government of Tanzania enhanced the PEDP programme and pledged to provide free and quality primary education. Through the programme, school fees were abolished and hence there was an increase in the gross enrolment ratio: Primary Education Development Plan
		Zanzibar Education Policy (2006) provides that basic education shall be free for those aged 7-13.

Non-discrimination	<p>The Constitution includes a comprehensive non-discrimination clause (Article 13).</p> <p>The Law of the Child Act prohibits discrimination against children (Article 5).</p> <p>National Education Act states that no one may be denied education for the reason only of his race, religion or political or ideological beliefs (Article 56(2)).</p>	<p>The National Strategy on Inclusive Education (2007-2017) is an action planned by the Ministry of Tanzania which states that all children, youths and adults in Tanzania have equitable and accessible quality education in inclusive settings.</p>
	<p>Zanzibar Children’s Act (Article 6).</p>	<p>“Create a conducive, safe and child friendly school environment that is free from discrimination” is an education objective of the Zanzibar Education Policy (2006)</p>
<i>Gender Equality</i>		<p>The Education and Training Policy (1995) gives women priority or preference in education over men. It sets different but favourable criteria for women enrolment in school and in science subjects as opposed to their male counterparts.</p>
	<p>Zanzibar Spinster and Single Parent Child Protection Act No.4 (2005) protects pregnant students.</p>	
<i>Persons with disabilities</i>	<p>The Law of the Child Act ensures that children with disabilities are given equal opportunities to education.</p> <p>The Persons with Disability Act (2010) calls for, among other things, improvement of infrastructure in schools and buildings and provision of interpreters in hospitals to create a disability friendly environment.</p>	<p>The National Disability Policy (2004) led to the Strategic Plan of Inclusive Education (2012) which was developed to ensure that there is inclusive education and that persons with disabilities have access to education using regular teachers. Many persons with disability study in regular schools and those with profound disabilities are registered in special schools which offer more specialised services. The Strategy has its own interventions, for instance, the blind do not reach secondary school but study in accordance with their established levels. Their training constitutes vocational training to prepare them for the future. The Strategic Plan aims at putting in place relevant infrastructure such as access to classrooms and latrines.</p>

	<p>Zanzibar Children’s Act (Article 11).</p> <p>Zanzibar Persons with Disabilities Act Rights and Privileges (2006)</p>	<p>Zanzibar Vision 2020 seeks to increase access to education for persons with disabilities. It aims to adopt sound social and economic sectorial policies focused toward the eradication of absolute poverty and the bridging of income gaps between social groups and geographical zones and enhance individual capacity to attain essential needs of life.</p>
Quality Education		
<i>Safe and non-violent environment</i>	<p>The Law of the Child Act allows for justifiable correction (Article 13) and does not exclude all forms of corporal punishment.</p> <p>National Educational Act (Article 60) permits some forms of corporal punishment.</p> <p>For more information, see: http://www.endcorporalpunishment.org/pages/progress/reports/un-report-tanzania.html</p>	<p>In rejecting the recommendations to prohibit corporal punishment made during the Universal Periodic Review in 2011, the Government asserted, “corporal punishment does not apply in the education system” but that caning is administered in schools and is “a legitimate and acceptable form of punishment [not intended to] be violent, abusive or degrading”.</p>
	<p>Zanzibar Children’s Act (Article 14) and Education Act do not prohibit corporal punishment.</p> <p>Zanzibar The Children’s Act (Article 12(2)(c) and 15).</p>	<p>In Zanzibar, the Ministry of Education has adopted a policy against corporal punishment in schools.</p> <p>Zanzibar Education Policy has, one of its main goals: provide a safe and healthy environment for teaching and learning.</p>
<i>Infrastructure</i>	<p>According to Article 37 of the National Education Act, the Ministry may make regulation with respect to any school prescribing the minimum structural standards of school buildings.</p>	<p>Care and Support Strategy (2010) provides guidance in creating a friendly school environment. The strategy calls for Schools to provide water and sanitation facilities, provision of food and refreshments, and physical and health services. The Strategy calls for the ratio of pit latrines for boys to be 1:25 while for girls to be 1:20. The Strategy also calls for schools to provide clean water for drinking and cooking. The Government faces the challenge of maintaining the strategy ratio as in 2011 the ratio was 1:69</p>

		latrines for boys and 1:41 latrines for girls. Under SEDP, every ward is required to build at least one secondary school which has running water to promote a sanitary and hygienic environment.
		In Zanzibar, the Government has established the Zanzibar Institute of Education (ZIE) and its major tasks include ensuring that there are water and sanitation services in schools.
<i>Status and training of teachers</i>	Part IV of the National Education Act (Articles 44 - 50) regulates the status of teachers.	Big Results Now provides for teacher training and teacher motivation.
		One of Zanzibar Vision 2020's main objectives is to "upgrade teachers' competence and productivity". MKUZA I and II highlight the need to ensure that qualified teachers are retained and equitably distributed, and the capacity of teacher training institutions are strengthened.
<i>Respect for the views of the child</i>	The Law of the Child Act ensures that the child shall have the right to an opinion (Article 11).	In Tanzania, children's councils, comprising children under the age of 18, have been formed to raise policy-makers' awareness about key issues of concern to children in the local community. Children are elected to the council for a two-year period. The election is an important element in the functioning of these councils as inculcates democratic values among the children. An inclusive approach to membership is adopted, with fair representation being accorded to children with disabilities, as well as other vulnerable children (Source: Gerison Lansdown (2011) Every Child's Right to be heard , UNICEF/Save the Children.)
<i>HIV/AIDS</i>	The HIV and AIDS (Prevention and Control) Act (2007).	A goal of MKUKUTA I, is to provide HIV/AIDS life skills education in all primary and secondary schools. Policy No.3 of 2002 has introduced HIV/AIDS awareness into the national curriculum.
	Zanzibar Children's Act (Article 10(4) and 112- 114).	Zanzibar MKUZA. MKUZA II states one of its core strategies is to: ensure the right of students and

		<p>teachers to receive comprehensive HIV & AIDS and reproductive health education and freedom from stigma and discrimination towards people living with HIV.</p> <p>In Zanzibar, HIV/AIDS education is part of the curriculum.</p>
<i>Gender violence</i>	<p>The Law of the Child Act prohibits female genital mutilation.</p> <p>Act No.4 Sexual Offence (Special Provision) Act (1998) criminalises female genital mutilation.</p>	<p>National Plan of Action to Combat Female Genital Mutilation (2001-2015).</p>
	<p>Zanzibar The Children’s Act (Article 14).</p>	
<i>Child Labour⁴⁵</i>	<p>The Law of the Child Act (2009) sets the minimum age of employment at 14, as specified to the ILO on ratification of the Minimum Age Convention. The implementing text is: the Law of The Child (Child Employment) Regulations (G.N. No. 196 of 2012).</p> <p>The Employment and Labour Relations Act No. 6 (2004) (Part Two, Sub Part A Section 5) defines a child to mean a person under the age of 14 years; provided that for the employment in hazardous sectors, child means a person under the age 18 years. The Act expressly prohibits employment of a child under the age of 14 years but allows a child of 14 years to be employed to do light work.</p>	<p>The National Plan on the Elimination of Child Labour (2009) is a comprehensive plan to reduce the incidence of child labour and worst forms of child labour at the household and community level and in all sectors of the national economy both in rural and urban areas in the short-run, and putting in place the requisite economic, social, policy and institutional foundations for elimination of all forms of child labour in the longer-term.</p> <p>The Child Development Policy (2008) provides for the implementation of the ILO Convention on the Elimination of the Worst Forms of Child Labour.</p> <p>The National Employment Policy (2007) requires the Government and partners to provide child labour guidelines and programmes.</p> <p>MKUKUTA targets elimination of worst of child labour as one of the important measures to tackle poverty.</p>
	<p>The Children’s Act sets the minimum age of employment at 15.</p> <p>The Zanzibar Employment Act No 11 (2005) also sets the minimum age of</p>	

⁴ See US Department of Labour factsheet on the Worst forms of Child Labour: <http://www.dol.gov/ilab/reports/child-labor/tanzania.htm>

⁵ Please note: these laws are not properly enforced and child labour remains a significant problem.

	employment at 15.	<p>minimum by 2015”.</p> <p>MKUZA II includes a number of specific activities to reduce child labour. Provides support for the rehabilitation and reintegration of children withdrawn from labour into the education system. Encourages district officials to incorporate simple versions of child labour into educational materials, establishes district-level child labour regulations, and strengthens the system for inspection and enforcement of child labour laws.</p>
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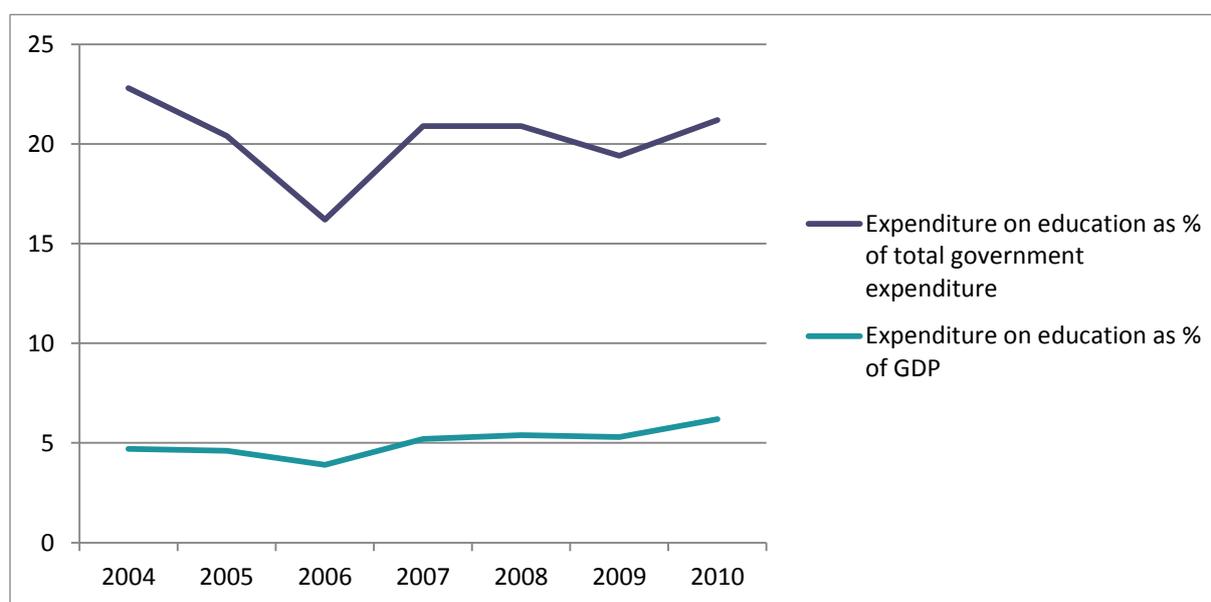
The table below provides the minimum ages, according to law, of the end of compulsory education, admission to employment, marriage, and criminal responsibility.

<p style="text-align: center;">SUMMARY OF TANZANIA MINIMUM AGE LEGISLATION AS OF 2013</p> <p style="text-align: center;">See the Right to Education Project website for information on the methodology used</p>					
	End of compulsory education	Admission to employment	Minimum age for marriage		Criminal responsibility
			General girl/boy	Exception girl/boy	
Age (Tanzania)	Unclear	14	15/18	no min/14	7
Source (Tanzania)		The Law of the Child Act	<p>The Law of Marriage Act (as amended by the Law of the Child Act)</p> <p>The Penal Code allows for girls under the age of 12 of African or Asiatic descent to marry</p>		Penal Code Chapter 16 Of the Laws (Revised) (This may have been superseded)
Age (Zanzibar)	Unclear	15	Unclear		12 (increased to 14 if lack of capacity can be proved)
Source (Zanzibar)		The Children’s Act			The Children’s Act

5. RESOURCES FOR EDUCATION

The 2011 [Jomtien Statement](#) set international benchmarks on education expenditure: States should spend at least 6% of their GDP and/or at least 20% of their national budgets on education in order to achieve quality education for all. Only in the years 2006 and 2009 were international benchmarks not met in the period 2004 - 2010. In 2010 both benchmarks were met.

% Education expenditure



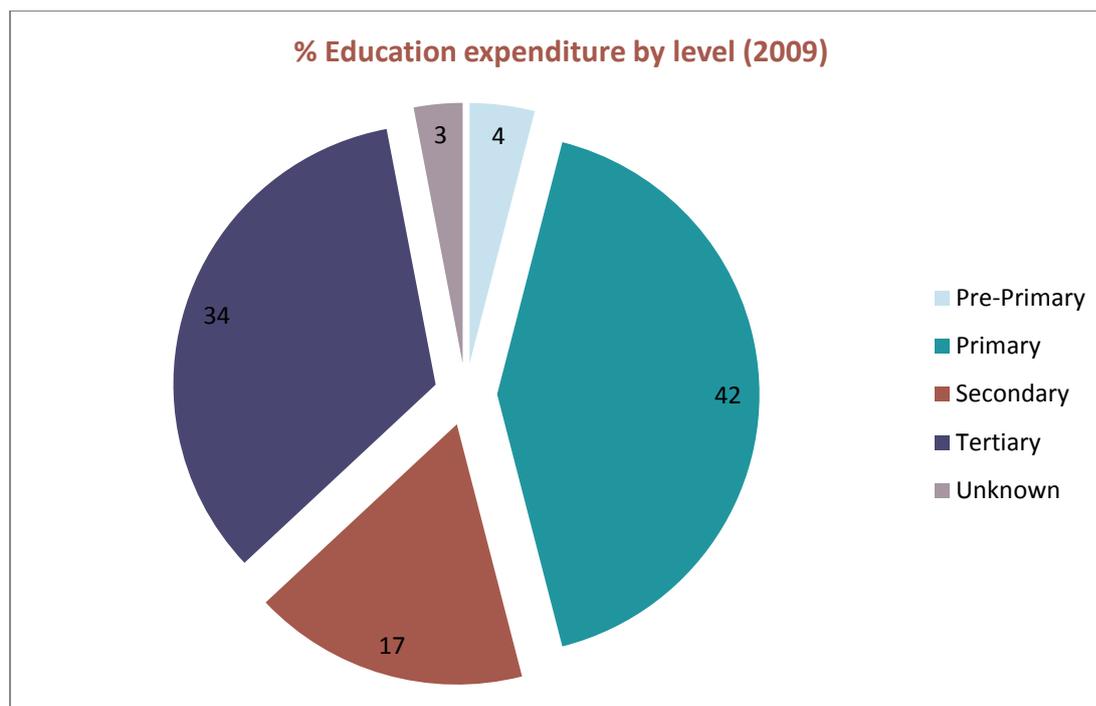
Source: [World Bank](#)

Education expenditure as a percentage of GDP has generally increased from 4.7% in 2004 to 6.2% in 2010.

Education expenditure as a percentage of the national budget has remained fairly stable although there has been a slight overall decrease from 22.8% in 2004 to 21.2% in 2010, reaching a low of 16% in 2006.

Year	2004	2005	2006	2007	2008	2009	2010
% GDP	4.65018	4.61078	3.91599	5.24879	5.4343	5.34629	6.1812
% government expenditure	22.80203	20.40506	16.20795	20.9028	20.87184	19.3814	21.15692

Source: [World Bank](#)



Source: [World Bank](#)

Since 2004 the proportion of expenditure spent on pre-primary education has fallen from 6.4% to 4.4% (2009). This pattern is repeated for primary education, in 2004, 61.8% was spent on primary education; this has fallen to 41.9% - a reduction of nearly a third. For secondary education the pattern is reversed, in 2004, 8.9% was spent on secondary education, this has risen to 16.7% (2009), however 2010 figures show that spending has declined to 11.3%. Tertiary education spending has risen from 18.7% to 33.8% (2009) however in 2010 this reduced to 28.3%. *See Right to Education Project's page on Education Financing for more information on the importance of education financing: <http://www.right-to-education.org/issue-page/education-financing>.*

6. AVAILABLE REMEDIES FOR VIOLATION OF THE RIGHT TO EDUCATION

DOMESTIC

- In the current Constitution, the right to education (article 11) is only recognised as a fundamental objective and directive principle of State policy, which means it is unenforceable in any court (Article 7.2). If the draft for a new constitution is adopted, the right to education will be recognised as a human right and rendered legally enforceable. However, the current Constitution allows persons claiming a violation of the right to equality and non-discrimination to bring a case to the High Court (Article 30.3).⁶

⁶ See also [the Basics Rights and Duties Enforcement Act](#) (1994), which concerns the enforcement of the basic rights and duties as elucidated in the Constitution. This Act is also applicable in Zanzibar. It does not cover the right to education provision but other rights related to the right to education may be enforceable, such as the right to equality and non-discrimination.

- The [Commission for Human Rights and Good Governance](#) can receive complaints and conduct inquiries in relation to violations of human rights and the infringement of principles of good governance, as guaranteed by the Constitution.

REGIONAL

- The [African Committee of Experts on the Rights and Welfare of the Child](#).
- The [African Commission on Human and Peoples' Rights](#).
- The [African Court of Human and Peoples' Rights](#).

INTERNATIONAL

- UN Treaty Bodies: [Committee on the Elimination of Discrimination against Women](#) and the [Committee on the Rights of Persons with Disabilities](#).
- [UNESCO procedure](#) for human rights violations within UNESCO's field of competence, including education.
- [ILO procedure](#) in the cases of those conventions which Tanzania has ratified.
- Tanzania has accepted the jurisdiction of the [International Criminal Court](#).

For more information, see: http://www.claiminghumanrights.org/country_list.html?&L=0 which is a useful source of information about international remedies for human rights violations, available in African countries.

See also: [Litigating the Right to Education in Tanzania \(2010\)](#).

III. RELEVANT OBSERVATIONS AND RECOMMENDATIONS FROM CSO, NHRI AND INTERNATIONAL HUMAN RIGHTS BODIES

The observations and recommendations made by civil society organisations (CSOs), national human rights institutions (NHRIs), and international human rights bodies provide a critical view of the laws and policies in a country, and can constitute a useful tool for identifying the gaps related to the right to education. This information can inform the focus, opportunities and strategies to be used for national advocacy, and can be used to mobilise people and drive change on the right to education.

CSOs monitor the implementation of the right to education at national level and provide useful information on the real state of education on the ground, including details of violations that may have occurred. In the context of reporting to UN human rights bodies, CSOs often provide recommendations and offer the points of view of affected people.

At the national level, independent monitoring bodies, such as national human rights institutions, can also make recommendations on human rights, normally giving a neutral domestic perspective on the state of human rights in a country.

The performances of States in respect to their human rights obligations is also reviewed by other States through the Universal Periodic Review (UPR), the Human Rights Council's peer review mechanism. The recommendations made in this context are often rather general, but carry a significant political weight.

The analysis made by UN human rights bodies related to treaties which States have ratified provide more specific recommendations, and constitute one of the most authoritative sources of critical analysis on human

rights in a country.

Other international mechanisms, such as UN Special Rapporteurs, and UN Agencies (including UNESCO, UNICEF and the ILO) can also be a useful source of information.

1. RELEVANT INFORMATION FROM CIVIL SOCIETY ORGANISATIONS

Information can be found on the website of civil society organisations directly, from the Summary of Stakeholders' information compiled by the UN for the UPR available [here](#), from the shadow reports submitted to the Committee on the Rights of the Child, available on [Child Rights Connect website](#) as well as from shadow reports submitted to other UN treaties bodies.

- In 2011, in their **reports to the Committee on Economic, Social and Cultural Rights**, civil society organisations highlighted how **adolescent pregnancy** has a detrimental impact on girls' right to education indicating that nearly 8,000 girls drop out of school as a result of pregnancy every year. They informed the Committee that Tanzania has no national policy or law in place to ensure a pregnant schoolgirl's right to education and to facilitate and guarantee girls' return to school and their education following childbirth.⁷
- In 2011, in their report submitted as part of the **Universal Periodic Review**, civil society organisations highlighted the serious issue of **corporal punishment** in school in Tanzania, although in Zanzibar the Ministry of Education and Vocational Training has adopted a policy against corporal punishment in schools. They also reported about the **poor quality** education, highlighting that reference to quality education is not made in the Constitution or in any law. They raised concern about **schools being unsafe and not child-centred**, and about **child marriage** which often deters girls from attending school. CSOs also emphasised the need to improve the **status of teachers**.⁸ Some organisations also highlighted that **children with disabilities** have inadequate facilities to access education despite the provisions in law⁹ and that most **indigenous** communities have no access to schools,¹⁰ particularly the Maasai.¹¹
- In 2014, in their **reports to the Committee on the Right of the Child**, civil society organisations reiterated the issue of **adolescent pregnancy**,¹² exposing the fact that many schools in Tanzania have instituted a practice of mandatory pregnancy testing. A positive result almost always ending in expulsion of the girl from school. CSOs also called attention to the fact that **corporal punishment** remains lawful in mainland Tanzania - the National Corporal Punishment Regulations allowing head

⁷ See *Briefing from Global Initiative to end all corporal punishment for children* and the report submitted by the Centre for Reproductive Rights:

http://tbinternet.ohchr.org/_layouts/TreatyBodyExternal/countries.aspx?CountryCode=TZA&Lang=EN

⁸ See the joint report submitted by several organisations:

http://www.upr-info.org/sites/default/files/document/tanzania_united_republic_of/session_12_-_october_2011/js2-jointsubmission2-eng.pdf

⁹ See: http://www.upr-info.org/sites/default/files/document/tanzania_united_republic_of/session_12_-_october_2011/js3-jointsubmission3-eng.pdf

¹⁰ See: http://www.upr-info.org/sites/default/files/document/tanzania_united_republic_of/session_12_-_october_2011/js4-jointsubmission4-eng.pdf

¹¹ See the report submitted by the Unrepresented Nations Peoples Organization: http://www.upr-info.org/sites/default/files/document/tanzania_united_republic_of/session_12_-_october_2011/unpo-unrepresentednationspeoplesorganization-eng.pdf

¹² See the report submitted by the Centre for Reproductive Rights:

http://tbinternet.ohchr.org/Treaties/CRC/Shared%20Documents/TZA/INT_CRC_NGO_TZA_18028_E.pdf

teachers to cane students.¹³ Regarding **free education**, they emphasised that although primary education is free, parents are expected to buy school uniform, exercise books, pens, and pay for occasional contributions such as for sports, school graduation, or mock examinations. This encourages absenteeism and drop outs.¹⁴ They also mentioned the issue of **child labour** indicating that often these children do not attend school.¹⁵ The Tanzania Child Rights Forum also reported **inadequate and poor physical infrastructure** (latrines, laboratories, libraries, teachers' house, and dormitories) as well as **poor quality education** (overcrowding schools, acute shortage of textbooks, low teachers' salaries, and no human rights education).¹⁶

2. RELEVANT OBSERVATIONS AND RECOMMENDATIONS FROM INTERNATIONAL HUMAN RIGHTS BODIES

The relevant observations and recommendations made by United Nations (UN) treaty bodies on the human rights situation in Tanzania can be found in the [Compilation of UN information prepared for the Universal Periodic Review \(UPR\)](#). In addition, the Office of the High Commissioner on Human Rights (OHCHR) provides an advanced search option for all UN human rights recommendations made on Tanzania, [here](#).

a. UN Universal Periodic Review Recommendations

Below is a selection of the most relevant recommendations made to Tanzania at the Universal Periodic Review (UPR).

To search UPR recommendations, see [NGO UPR Info](#).

For further information on the UPR, see [Right to Education Project's website](#).

Last review	03 October 2011 - A/HRC/19/4 – all documentation can be found here .
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Next report	April-May 2016 – past and future sessions can be checked here .
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Recommendations accepted by Tanzania include:

1. Fully apply the [Law on the Rights of the Child](#) (2009) (85.5 and 85.6).
2. Complete and implement the National Human Rights Action Plan (85.12 – 85.16).
3. Strengthen human rights education (85.19 – 85.21).
4. Implement laws and policies to end discrimination against women and violence against women, including: rape, witchcraft killings, domestic violence, female genital mutilation and the eradication of stereotypes (85.7, 85.22 – 85.32, 85.48 – 85.57).
5. Protect the human rights of those with Albinism including equal access to education, and launch a nationwide education and awareness campaign to prevent stigmatisation (85.33 – 85.35 and 85.39 – 85.42).
6. Protect the rights of people with disabilities, including the right to education. Train all teachers in inclusive education (85.36 - 85.37, 85.90 – 85.91 and 85.93).

¹³ See the report submitted by Childreach International:

http://tbinternet.ohchr.org/Treaties/CRC/Shared%20Documents/TZA/INT_CRC_NGO_TZA_18030_E.pdf

¹⁴ See the report submitted by Childreach International, *ibid*.

¹⁵ See the report submitted by Childreach International, *ibid*. and the one submitted by Human Right Watch:

http://tbinternet.ohchr.org/Treaties/CRC/Shared%20Documents/TZA/INT_CRC_ICO_TZA_17270_E.pdf

¹⁶ See the report submitted by the Tanzania Child Rights Forum:

http://tbinternet.ohchr.org/Treaties/CRC/Shared%20Documents/TZA/INT_CRC_NGO_TZA_18029_E.pdf

7. Address child labour and implement the National Plan of Action on Child Labour (85.59 – 85.61, 85.65 and 85.74).

8. Take steps to eliminate trafficking of women and children, including adopting a national plan, increasing public awareness and education programmes, working with other countries and punishing perpetrators (85.62 – 85.64).

9. Ensure equal access to education, quality education, inclusive education and education for all. Allocate more resources to education and high quality training for teachers (85.83 – 85.94).

Recommendations rejected or enjoying only part support include:

2. Tanzania denies that corporal punishment exists in schools. However Tanzania does acknowledge that canning (which Tanzania does not consider corporal punishment) is administered in accordance with The Education Act (86.37, 86.38 and 86.47).

3. Tanzania refuses to equalise the minimum age of marriage for both sexes at eighteen (86.39).

4. Tanzania does not accept the term 'indigenous peoples' but does accept that certain groups are marginalised and require special measures including for the preservation of culture traditional ways of life (86.47, 86.48 and 86.49).

b. UN Human Rights Treaty Bodies

COMMITTEE ON THE RIGHTS OF THE CHILD (CRC)

Below is a selection of the most relevant recommendations made to Tanzania by the Committee on the Rights of the Child (CRC).

To search CRC recommendations, see [OHCHR tool](#).

For further information on the CRC, see [Right to Education Project's website](#).

Last review	21 June 2006 - CRC/C/TZA/CO/2
Next review	2015 - past and future sessions can be checked here .

The CRC urges action on the following educational issues:

- Improve overall quality of education; increase secondary enrolment rates; prohibit the expulsion of pregnant teenagers from school; develop programmes that link learning with livelihood skills; ensure teachers are adequately trained and paid; increase efforts with regard to facilities for informal education of vulnerable groups and include human rights education as part of the curriculum.

In addition, the CRC urges action on the following issues related to the right to education:

- The prohibition of the practice of corporal punishment as a matter of priority and the education of relevant people about the harmful impact of corporal punishment.
- The introduction of inclusive education for children with disabilities, ensuring special training for teachers and accessible facilities.
- The inclusion of reproductive health education in the school curriculum, including on HIV/AIDS, and support for pregnant teenagers to ensure they continue their education.

- The elimination of female genital mutilation.
- Ensure street children have access to education.
- Eliminate child labour.
- Establish the minimum age of criminal responsibility at no lower than twelve; prohibit corporal punishment; children under eighteen in conflict with the law are to be provided with educational opportunities

COMMITTEE ON ECONOMIC, SOCIAL AND CULTURAL RIGHTS (CESCR)

Below is a selection of the most relevant recommendations made to Tanzania by the Committee on Economic, Social and Cultural Rights (CESCR).

To search CESCR recommendations, see [OHCHR tool](#).

For further information on the CESCR, see [Right to Education Project's website](#).

Last review 13 December 2012 - [E/C.12/TZA/CO/1-3](#)

Next review Report to be submitted by 30 November 2017 - past and future sessions can be checked [here](#).

The CESCR makes the following observations and recommendations:

- Despite progress achieved in primary education enrolment following the abolition of school fees in 2011, the Committee is concerned about indirect costs in primary education, such as for textbooks, uniforms and school lunches. It is also concerned about inadequacies in the educational infrastructure, with schools often lacking water and sanitation, and shortages of text books and the limited number of qualified teachers (Article 13).
- Take steps to raise the overall quality of education, further increase the number of teachers and improve the availability of textbooks and other educational materials. The Committee recommends that the State party take steps to improve the physical environment of schools, including ensuring appropriate water and sanitation facilities, in particular in rural areas.
- The Committee is concerned that approximately one third of all children at primary level do not complete school. The Committee is furthermore concerned about the high dropout rate from secondary education, in particular owing to child labour, expulsions following positive mandatory pregnancy test results and early marriage (Article 13).
- Take steps to ensure free primary education and urgently address the high dropout rate from both primary and secondary education, including by abolishing mandatory pregnancy testing and prohibiting expulsions due to pregnancy.
- The Committee is concerned about the lack of access to education of children with disabilities, children of pastoralist communities and refugee children living in the Mtabila camp (Article 13).
- Take steps to guarantee an inclusive education for all children with disabilities, in line with its 2012 Strategic Plan of Inclusive Education, and to ensure that all children of pastoralist communities and refugee children have access to primary education, including through the establishment of mobile and boarding schools.

COMMITTEE ON THE ELIMINATION OF DISCRIMINATION AGAINST WOMEN (CEDAW)

Below is a selection of the most relevant recommendations made to Tanzania by the Committee on the Elimination of Discrimination against Women (CEDAW).

To search CEDAW recommendations, see [OHCHR tool](#).

For further information on the CEDAW, see [Right to Education Project's website](#).

Last review 16 July 2008 - [CEDAW/C/TZA/CO/6](#)

Next review State Party Report due 2014 - past and future sessions can be checked [here](#).

The CEDAW urges Tanzania to:

- Enhance its compliance with Article 10 of the Convention and to raise awareness in society of the importance of education as a human right and basis for the empowerment of women. It encourages the State party to take steps to overcome traditional attitudes that in some areas constitute obstacles to girls' and women's education. The Committee recommends that the State party implement measures to ensure equal access of girls and women to all levels of education, retain girls in school and strengthen the implementation of re-entry policies so that girls return to Tanzanian schools after giving birth. The State party should take the necessary steps to increase the number of qualified teachers, including through providing appropriate and continuous training, and to ensure the provision of an adequate educational infrastructure, especially in rural areas, and teaching materials. The Committee urges the State party to allocate the necessary budgetary allocation for the implementation of various projects and programmes and it requests the State party to provide information on the measures taken and on their impact in its next report.
- Fully develop and implement anti-discrimination laws.
- End violence against women and the practice of female genital mutilation.
- Equalise the minimum age of marriage for both sexes at eighteen.

c. Other relevant UN bodies

In May 2014, Navi Pillay, the former UN High Commissioner for Human Rights, raised concern about discrimination against people with albinism. Most children with albinism live in shelters where teaching and learning materials are almost non-existent due to very limited human and financial resources.¹⁷

IV. KEY ACTORS ON THE RIGHT TO EDUCATION

Relevant Civil Society Organisations working on the right to education and issues pertaining to the right to education in Tanzania:

- **HakiElimu** works to promote the right to education, through community engagement, advocacy, and research and policy analysis. They have also mobilised a grassroots network of over 35,000 *Friends of*

¹⁷ *People with albinism: Pillay urges more protection after barbaric killing in Tanzania*, 15 May 2014: <http://www.ohchr.org/EN/NewsEvents/Pages/DisplayNews.aspx?NewsID=14601&LangID=E>

Education, whose members include community based organisations and individuals who want to make a difference in their local schools and communities: <http://hakielimu.org/>

- **Caucus for Children’s Rights** provides a forum to promote the accountability of duty bearers towards children, to replicate good practice, to share learning and to advance adherence to the Convention on the Rights of the Child: <http://www.ccr-tz.org/>
- **Tanzania Child Rights Forum** takes the lead in coordinating CSO initiatives to support the Government in its efforts to implement the Law of the Child Act, international child rights instruments and the recommendations of international child rights treaty bodies to Tanzania: <http://www.childrightsforum.org/index.php>
- The **Legal and Human Rights Centre** strives to empower the public, promote, reinforce and safeguard human rights and good governance in Tanzania through legal and civic education and information; sound legal research and advise; monitoring and follow up of human rights violations; and advocacy for reforms of policies, laws and practices to conform to international human rights standards: <http://www.humanrights.or.tz/>
- **Tanzanian Women Lawyers Association** works on issues related to women and children for example: gender based violence, child labour, and juvenile justice. They provide direct legal assistance as well as advocacy and campaign efforts: <http://www.tawla.or.tz/>
- **ActionAid Tanzania** monitor the implementation of the right to education using Right to Education Project’s [Promoting Rights in Schools](#) Framework : <http://www.actionaid.org/tanzania>

See: <http://www.csodirectory.or.tz/> for a searchable database of CSOs working on education.

V. ADDITIONAL RESOURCES

Additional information on education law and policies in Tanzania can be found on government websites:

- Ministry of Education and Vocational Training: <http://www.moe.go.tz/>
- Ministry of Finance, Poverty Monitoring: <http://www.povertymonitoring.go.tz/>
- Ministry of Education and Vocational Training Zanzibar: <http://www.moez.go.tz/>
- Search Tanzanian law: <http://www.parliament.go.tz/index.php/documents/acts/year/2009/10>
- Parliamentary online tracking system: <http://bunge.parliament.go.tz/>
- Education Development Partners Group: http://ed-dpg.or.tz/Education_Sector_in_Tanzania

Information can also be found on UN agencies websites:

- UNESCO Global Database on the Right to Education: <http://www.unesco.org/education/edurights/index.php?action=countries&lng=en>
- UNESCO-International Bureau of Education provides an education profile which includes laws and policies: http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/United_Republic_of_Tanzania.pdf
- UNESCO- IIEP / Planipolis provides downloadable education laws and policies: http://planipolis.iiep.unesco.org/format_liste1_en.php?Chp2=Tanzania+UR
- UNFPA provides country profile including information on education and child marriage: <http://www.devinfo.info/mdg5b/profiles/#>

- ILO's country profile on Tanzania:
http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:11110:0::NO::P11110_COUNTRY_ID:103476
- The Office of the High Commissioner on Human Rights also provides relevant information on human rights in Tanzania: <http://www.ohchr.org/EN/countries/AfricaRegion/Pages/TZIndex.aspx>

See also:

- Right to Education Project website, which provides resources on the right to education in Tanzania: <http://www.right-to-education.org/resources/country/68>
- Education Policy and Data Center, which provides data on education: <http://www.epdc.org/country/tanzania>
- Social Watch page on Tanzania: <http://www.socialwatch.org/node/537>
- Wikipedia page on education in Tanzania: http://en.wikipedia.org/wiki/Education_in_Tanzania
- The African Child Information Hub, which provides data, articles, reports and legal resources as well as a searchable database of NGOs :
http://www.africanchildinfo.net/index.php?option=com_k2&view=itemlist&layout=category&task=category&id=68&Itemid=117&lang=en

Analysis on the right to education in Tanzania can be found in:

- *Report on Research and Public Enquiry on the Implementation of Children's Rights in Zanzibar*, The Commission for Human Rights and Good Governance, 2008:
<http://www.chragg.go.tz/documents/zanzibar%20child%20rights%20report%20final%205%20may.pdf>
- *Harmonisation of Laws on Children in Tanzania. Country Brief*: <http://www.acerwc.org/wp-content/uploads/2012/05/English-ACERWC-Tanzania-Harmonisation-of-Laws-on-Children.pdf>
- *EFA Country Case Study on Tanzania*:
http://tanzania.go.tz/eqov_uploads/documents/155592e_sw.pdf
- *EFA Country Report Tanzania (Zanzibar), 2000*:
http://www.unesco.org/education/wef/countryreports/zanzibar/rapport_1.html
- *HakiElimu Litigating the Right to Education in Tanzania*:
<http://hakielimu.org/files/publications/Litigating%20the%20Right%20to%20Education%20in%20Tanzania.pdf>
- *Human Rights Watch Report on Child Marriage in Tanzania*: <http://www.right-to-education.org/news/human-rights-watch-releases-report-child-marriage-tanzania>

For statistics see:

- UNESCO Institute for Statistics (UIS):
http://stats.uis.unesco.org/unesco/TableViewer/document.aspx?ReportId=121&IF_Language=eng&BR_Country=7620&BR_Region=40540
- EFA GMR World Inequality Database on Education (WIDE):
- <http://www.education-inequalities.org/countries/tanzania#?dimension=all&group=all&year=latest>

Useful information about human rights and children rights in Tanzania can be found on the website of these human rights organisations:

- Amnesty International: <http://www.amnesty.org/en/region/tanzania/report-2013>
- Human Rights Watch: <http://www.hrw.org/africa/tanzania-and-zanzibar>
- CRIN: <http://www.crin.org/en/library/countries/tanzania-united-republic> and
http://wiki.crin.org/mediawiki/index.php?title=Tanzania,_United_Republic_of