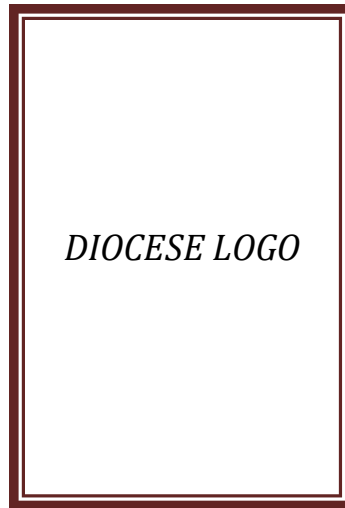


TANZANIA EPISCOPAL CONFERENCE



**DIOCESE OF MUSOMA
EDUCATION POLICY**

April 2014

Musoma

Table of Content

Table of content	
Abbreviations	
Forward	
Acknowledgement	
Introduction	
Chapter One: The Background	
Chapter Two: Establishment, Ownership and management of education institutions	
Chapter Three: Academic Matters	
Chapter Four: Recruitment, deployment, retention and training / professional development	
Chapter Five: Ethics and Religious studies	
Chapter Six: Finance and financial regulations	
Chapter Seven: Policy implementation, monitoring and evaluation	

Abbreviations

FOREWORD

Let us bring “the *Light of Christ to the World*” around us! It is with joy that I introduce to you the Education Policy that has been developed for our diocese through consultation and commitment by those dedicated to enriching our diocesan educational system. It is not an easy task to bring diverse opinions and challenges that we face daily in our ministry into a document, but I am happy to say that this document reflects the good will and energy to do so. Working together we go forward into a brighter future based on our Christian values.

Christ is the light of our world. He has challenged us to reach out to people of all diversities: races and culture and to teach them (Mt. 28:19ff). The church works to bring people to the *Light* and gives them the *Light*. As a Diocese, we do this through our response in our parishes, through our health systems and we teach most effectively through our educational system. The first missionaries in the diocese strived to bring education, health and social services to the remote areas of the diocese and we continue to meet this challenge 100 years after we have been established.

Liberation comes to a people through education. It gives them tools to discern what is right, sharpens their will to be seekers of truth. Education exposes and transforms them to the truth that in turn sets them free (Ref Jn. 8:31-32). We have wonderful opportunities to share our own learning’s, our own truths with those we teach. It is good when we have a policy in place to guide our staff and our leadership to carry out these tasks in a just and honest way. Guidelines help us to make sure that what we offer to our children, parents, communities and staff are those which we have established based on our values as Christians. It is important that we infuse this “*Light of Christ*” into our daily activities.

Education is both a right and a responsibility. As a Diocese we have made a commitment to begin to build this policy from the pre primary level throughout the growth stages of an individual. We want to offer opportunities to those who might not be able to access education in other ways. We strive to work with the human family and instill values that will help build a better world. We believe deeply that we have special gifts to offer students and their families so that they work to be better citizens of Tanzania and the world as a whole. We expect that our institutions and their staff will be beacons that will help train our future leaders.

I am most grateful for all who participated in this process and helped develop this policy. It is another step in working towards the building of a solid foundation for the diocese. It has taken time but it is time well spent by those who continue to strive to strengthen our educational system. We are the authors and the owners of this education policy. We are all together in this and we are committed to bettering the future of our young people through our diocesan educational programs. This policy comes as we finish our 2 year process of the first Diocesan Synod and together these are solid tools for us to build on our response to bring “*Christ’s Light to the World*”.

May the Lord bless each one as we work together to be educators of truth.

+Michael Msonganzila

Bishop of the Diocese of Musoma

Acknowledgement Education Secretary

Acknowledgement

The education department of Diocese of Musoma wishes to give lots of thanks to all people who took part in the process of making this policy of education. We understand how long and costly it has been to bring it into completion. Thanks to our bishop Michael Msonganzila for his initiatives and support. We wish also to thank our facilitator for his professional advice and technical writing of it. We appreciate the help of the Planning and Development Directorate, the team that worked with the facilitator to visit our education institutions for data collection and consultation. Also, may each institution accept our thanks for their collaboration in feeding us with relevant information needed and their financial support to carry out this vital project for the well being and quality performance of our education institutions in the Diocese of Musoma. The office also, extends its gratitude to various sources/ authorities here in referred to. Not all are mentioned, but each one' contribution is hereby appreciated.

May the Lord bless you. Amen

**Fr. Julius Magere
Education Secretary, Diocese of Musoma**

Introduction

Education Policy of the Diocese of Musoma is a vital instrument that gives directives and procedures in guiding and governing all of the education institutions owned and/ run by the Diocese of Musoma or by any other religious entity in the diocese. It should be clearly known that this policy concerns all schools, training centres (VTC) and colleges run by the Diocese as well as those owned or run by religious communities within the premises of the Diocese of Musoma. In order that all these institutions perform at the highest possible standard, it has been our desire to have an instrument that will facilitate and lead them to the desired goal. This policy is to work for that goal.

Basing on the strategic plans of the Catholic Diocese of Musoma; as it was echoed in the several education meetings and the first Synod of Musoma 2012-2014, the church in Musoma reviews its mission and objectives: giving a better education to all people regardless their beliefs and diversities of their cultures, origin, gender or economic status. Throughout its history, the church in Musoma had labored to bring people of all kinds to fountains of knowledge and skills; schools and colleges. So, it is still today with even more established institutions for the same goals. As such, this policy ensures that the institutions by the church give a quality service and that which is accessible by all children from all families with a special consideration of the average and poor families.

The policy emphasizes that the church-education institutions besides giving education, should closely deal with the students entrusted unto their care by parents. They should give an integral formation with values for the humanity, morality, justice and peace, respect and love for one another. Again, the education given in our institutions should be the one which arouses a sense of creativity among learners and so, stimulates development for both an individual graduate and the society. When this is achieved, they will truly be the light to other people.

The Diocese of Musoma has felt it necessary to pull together a variety of stakeholders presently involved in providing educational services and entrust to them the formation of an education policy. So, this policy should be easily accessed and clearly known to these groups, so that they effectively play their role as per one's duties and rights may be stated in this policy. This policy was written through consultation and recommendations from a variety of sources which include the following: Policy of Education and Vocation Training in Tanzania, TEC's Education policy, the Catholic Church social teachings and the Labor Laws in Tanzania. So, the groups concerned should be helped to know this policy in its details.

This policy, calls upon the co operation of all groups concerned for education in the diocese to take their due responsibilities. This includes parents to support their children and schools as well as all staff to commit their heart and professions at work for teaching- learning process and the nurturing of the learners entrusted unto their care. It is hoped that all management will work for the entire well being and progress of our institutions.

Fr. Julius Magere
Education Secretary, Diocese of Musoma

Chapter One

1.0 The Background

The Catholic Diocese of Musoma was established in 1957. It has, to date, thirty two parishes and four quasi-parishes all of which are grouped into five deaneries corresponding to six administrative districts of Mara region, namely, Musoma Deanery, Butiama Deanery, Serengeti Deanery, Rorya Deanery and Tarime Deanery. In addition to its mission of evangelization, the Diocese of Musoma has been actively involved in human development activities since its inception in 1957. The first missionaries attached at least one or two human development activities to places where they established their mission centres. The traditional development activities being Education and Health at various levels of engagement, the diocese has now widened its scope to include new programs to suite the new demands of the society.

The diocese has registered great success in education through its long established schools and technical education centres. This has been not without challenges and at some point some of the planned activities were brought to halt due to a number of factors. One area that has suffered is the consolidation of the gains attained in the provision of education and the increasing demand of the same. The diocese had established a directorate/unit that dealt with education matters but it was later disbanded and its activities had to be pushed to the directorate of planning and development. This development left the education section without very close follow up due to heavy load of the current directorate.

1.1 Rationale for the policy

In 2011, it became apparent that lack of a clear policy on education was a hindrance on the provision of quality education in the diocese. Elaborating on the need of an education policy, the Bishop pointed out a number of things that need to be done in order to streamline the diocese education activities (See Minutes for 11/03/2011). In addition to the clear education policy, the Bishop felt the need to have a regulatory body that would bring together people in the education sector to manage and monitor education institutions. This body was envisaged to take charge of advising, planning, making decisions and link the diocese and its education institutions.

1.2 Objectives of the education policy

The overall objective of the education policy is to guide the provision of quality education in the diocese within the church established institutions and beyond. The diocese attaches great importance on education as a conduit for peoples' spiritual, moral and socio-economic development.

1.3 The Vision, Mission and core Values

Vision

The Catholic Church in the Diocese of Musoma stands to enable people to live responsibly the full potential as intended by GOD

The Mission

To empower all God's people to love and serve God with all their hearts, strength, mind, possessions and love others as we love ourselves.

Along-side with this mission statement, the diocese has a clear Development Statement that aim *'to empower and work with the community and its people to achieve integral and sustainable development so that each and every person's life is improved.'*

The Values

The diocese cherishes the following core values:-

- *Hope and Love*
- *Peace and Justice*
- *Proper stewardship of human and Environment*
- *United and upholding diversity*

In realizing the vision, the mission and its core values, the diocese has put it-self at a place where it operates within the national, regional and diocese context in terms of the governing policies and strategies. As such the diocese is aware of the National Poverty Eradication Strategy (NPES), the National Strategy for Growth and Reduction of Poverty (NSGRP) and it addresses itself to the Millennium Development Goals (MDG). The diocese has specific development issues that are envisaged to be realized through the provision of quality education to its people.

As a Roman Catholic Diocese, the Diocese of Musoma locates itself in the larger picture of the Tanzania Episcopal Conference's vision, mission as well as core values that provides the direction of Roman Catholicism in the context of Tanzania in particular and the world at large. These include the following:-

1. To evangelize for the liberation of the people of God
2. To implement the country's educational policy by encouraging the church to actively participate in the provision of education as a means to evangelization
3. To enhance the Catholic identity, values and norms in the educational institutions.
4. To foster responsible child care, youth development and adulthood.
5. To create a conducive environment for quality delivery of education at all levels
6. To actively participate in the national development efforts by establishing and responsibly operating educational institutions.

It is anticipated that this policy will not only serve the desire to offer quality education within its church mandate but also will act as a response to both broader TEC strategies for development as well as the government efforts to educate its human kind.

Chapter Two

2.0 Establishment, Ownership and management of education institutions

2.1 *Establishment of institutions*

The diocese shall establish education institutions as per government guidelines upon realization of the societal needs of a particular community in accordance to the Roman Catholic Church mandates. Other parties within the diocese who wish to establish educational institutions may do at the discretion of the Bishop and having shown full compliance with the guiding principles of the diocese. Such matters shall include registration procedures, curriculum to be offered, mode of assessment and examinations as well as certification.

Policy statement

<p>The Diocese shall establish educational institutions at various levels as need arises to lay a good foundation for evangelization as well as teaching the people of God knowledge and skills development.</p>

Strategies

2.1.1 The diocese of Musoma shall as need arise continue to establish new education institutions at various levels through its agencies and religious bodies.

2.1.2 The diocese shall adhere to all government and church procedures requisite for establishing education institutions.

2.1.3 The Diocese shall guide ALL other bodies within the diocese wishing to establish education institutions under the auspices of the Catholic Church, unless stated otherwise by the Bishop.

2.2 *Ownership of education institutions*

The diocese shall own all education institutions so established by the church or any other organization acting on its behalf as shall be agreed between the diocese and that organization. Special dispensation may be granted by the Bishop upon application to do otherwise and upon

satisfaction that the party wishing to own an institution shall comply with diocesan policy and have no ill-motives that go against the church mandates of serving the people of God.

Policy statement

The Diocese shall be the sole owner of ALL Roman Catholic established education institutions, regardless of the level and nature of specialization, unless otherwise determined by the Bishop. Under very special circumstances, the Bishop may designate ownership to another party deemed fit to represent the Diocese.

Strategies

2.2.1 The Diocese shall register all education institutions established within the diocese under the umbrella of the church, regardless of the level and / or nature of that institution in accordance to guidelines of the country.

2.2.2 The diocese shall hand over the ownership to TEC any higher education institution established within the diocese as per TEC guidelines.

2.3 Management and administration of institutions

The church aims at offering quality education through its established institutions. For this goal to be realized, quality leadership and administration are of paramount importance. The church shall ensure that managerial and administrative positions are held by visionary people who are quality - result oriented and are driven by the principles of the Catholic Church. Quality management and administration has been attributed to effective and efficient management and administration. Institutional committees and boards play a key role in ensuring that the institutions are properly run and provide a checks and balance between the leadership and other stakeholders. Such committees and boards shall be instituted by the Bishop to act for and on his behalf. It is anticipated that compositions of such committees and boards shall enhance active participation of key stakeholders of these institutions in managing their institutions. As such, key actors in these institutions shall be represented in these committees and boards.

Policy statement

The diocese will manage all educational institutions established within the diocese and ensure good leadership and administration

Strategies

2.3.1 The diocese shall appoint managers of institutions as it may deem necessary and appropriate in accordance to the Church regulations and the structure provided by the relevant government authority.

2.3.2 The diocese shall adhere to the government laid down procedures in the establishment of the school Boards and Committees through close consultations with the relevant authorities. The Bishop and/or his designate officer shall appoint and recommend to the right authority the names for boards/committees.

2.3.3 The diocese, through the office of the secretary of education, shall ensure that all education institutions are managed in the right manner in accordance to the Church and the government guidelines.

2.3.4 The diocese shall provide guidelines on matters of principles that guide the institutional practices.

2.3.5 The diocese shall set in place a directorate for education to handle all matters pertaining to education provisions. Such directorate shall oversee all matters related to quality control, institutional development and any other business as may arise. This directorate shall advise the Bishop on all education matters.

Chapter Three

3.0 Academic Matters

3.1 Curriculum development

The diocese aims at offering quality education at all levels of learning and training. The diocese acknowledges the diversity in terms of knowledge demand and job - driven education. Whereas the diocese shall continue to implement the national curriculum, it will give limited room to

other knowledge source that will complement the national curriculum. ONLY seminary institutions shall have additional content as may be prescribed by the authority.

Policy statement

The diocese will strive to offer the best education in terms of quality and curriculum relevance requisite for spiritual, moral and socio-economic development for the Tanzanian people.

Strategies

3.1.1 The diocese shall ensure that all education institutions, unless stated otherwise by the authority, shall follow the national curriculum.

3.1.2 The diocese shall strive to engage teachers/tutors with basic requisite qualifications according to their subject of specializations and levels of engagement.

3.1.3 The diocese shall require institutions to offer other specialized subjects such as Sports and games, Music, Fine Art and Theatre to stimulate and develop children's full potentials and abilities given by God.

3.1.4 The diocese education institutions shall offer education to all children without any form of discrimination on the basis of ethnicity, disabilities, race, gender, religious affiliations and geographical locations. ONLY seminaries and other centres established for a specific purpose shall have limited admissions as may be prescribed by the authority.

3.2 Teaching and learning environment

Quality teaching and learning takes place in a very conducive environment for both teachers and pupils. A good school environment presupposes a number of things that include classrooms, library facilities, adequate supply of text books and supplementary reading materials, storage facilities, equipped laboratories (chemicals and equipment), play grounds, adequate staff housing units, ample space with trees and lawns. The diocese is aware of the varied environment in which some of the schools are found but believes that with proper planning the teaching and learning environment can be improved to offer friendly teaching and learning environment to achieve educational goals.

Policy statement

The diocese shall provide guidelines on matters related to quality institutional learning environment and adhere to the basic requirements provided by the government

Strategies

3.2.1 The diocese will ensure that all institutions not only meet the minimum set standards by the government but that they have a better quality environment in terms of the physical infrastructure set by the church.

3.2.2 The diocese shall work closely with institutions to ensure that there are basic government standards (or even more favourable) of the physical facilities.

3.2.3 The diocese shall ensure that institutions have enough physical space to allow play grounds in order to stimulate and develop sports and games

3.2.4 The diocese shall encourage institutions to properly acquire a clearly demarcated ample land/ space for future expansion of the institution.

3.2.5 The diocese shall encourage institutions to timely resolve land/social conflicts/disputes of any form with the neighboring communities to ensure a friendly environment for teaching and learning.

3.3 Assessment and Examination

The diocese appreciates the role of quality assessment and examinations procedures in enhancing quality of education. The establishment of sound directorate of education shall institute a system where issues of assessment, examination and quality assurance will receive utmost attention. The directorate, on behalf of the diocese, shall adhere to the guidelines and principles of assessment of the country.

Policy statement

The diocese will promote the best standards of assessment and examinations with strict adherence to the government procedures

Strategies

3.3.1 The diocese shall ensure that all education institutions shall follow the assessment and examination regulations as prescribed and amended by the National Examination Council of Tanzania.

3.2.2 The diocese shall introduce a diocesan uniform pass mark of 50 per cent to stimulate quality performance among students in the diocesan education institutions. The pass mark for Seminaries shall be 55 per cent.

3.2.3 The diocese shall ensure that all schools provide COMPULSORY remedial classes for students who fail to attain the diocesan pass mark.

3.4 Language of instructions in schools

The diocese is aware of the requirements regarding the language of instructions in schools at different levels. Moreover, it is also aware of the increasing demand for English as a language of instructions in pre- and primary schools in the community. Cognizant of the fact that pupils learn better in the language they understand well and the public outcry for the use of English at lower levels of schooling, the diocese will institute the language of instructions in line with this policy statement.

Policy statement

The diocese will ensure that English is used as a language of instructions ONLY when the licensing authority has approved.

Strategies

3.4.1 The diocese shall ensure that schools engage teachers with right knowledge to use English as a language of instructions.

3.4.2 The diocese shall ensure that Kiswahili is used as the language of instruction where and when the licensing authority has denied permission to use any other language.

3.4.3 The diocese shall ensure that all secondary schools use English as a language of instruction in all subjects except Kiswahili and Religious Studies.

Chapter Four

4.0 Recruitment, deployment, retention and training / professional development

4.1 Recruitment and deployment

The diocese has witnessed a decentralized and varied recruitment and deployment procedures. This has partly been necessitated by the absence of a central management and administrative structures of these institutions at the centre. Whereas the diocese does not intend to bring all aspects of recruitment and deployment at the centre, it has been necessary to consider the advantages of having uniform recruitment criteria based on qualification, character and experience of the would be employees of the diocesan education institutions.

Policy statement

The diocese will promote the deployment of staff with the right qualification for each level of engagement and observe strict adherence to labour laws of the land.

Strategies

4.1.1 The diocese or its designated authority shall recruit staff according to respective institutional needs at the time of deployment and in line with diocesan approved recruitment criteria.

4.1.2 The diocese shall ensure that binding contracts are standardized and adhere to terms and conditions acceptable to both parties.

4.1.3 The diocese shall set a standard minimum qualification for each level of engagement for all its institutions.

4.2 Retention

The diocese wishes to retain all qualified staff engaged in the institutions through a favourable scheme of service. A competitive pay package shall be instituted to ensure that workers are motivated to work with the church based education institutions. The diocese is aware of the challenges ahead of these noble goals, but it expects that all actors within the diocesan institutions will understand that improved working conditions can only come true out of collaborative efforts and may not happen in one day. It is well known that where running

education institutions within a private setting depends very much on the criteria from these institutions, quality education remains number ONE criteria that will make it possible for the diocese to develop better scheme of service. Number TWO factor is active participation of all key actors in decision making to realize the intended objectives.

Policy statement

<p>The diocese will provide a reasonable competitive scheme of service for its staff to enhance retention and professional development</p>

Strategies

4.2.1 The diocese shall retain, through renewal of contracts, staff members who complete their contracts and wish to continue with church services provided they do so with clean records in terms of performance of their duties and character.

4.2.2 The diocese shall oversee to it that institutions facilitate gratuity payment on time for workers completing their contracts successfully.

4.2.3 The diocese shall encourage institutions to put in place housing units for staff where renting facilities are wanting or not easily affordable by staff.

4.2.4 The diocese shall establish and maintain a special fund that will oversee benefits of workers within the diocesan education institutions. The fund will enjoy generous contributions from the respective institutions as well as workers.

4.2.4 The diocese shall ensure that all staff members join the Social Security Funds/ schemes as may be deemed fit in collaborations with the institution and workers.

4.3 Training and professional development

Training and professional development of workers is one key ingredient of quality education delivery. The diocese education institutions are staffed by qualified and unqualified workers in their different working positions. The recognition of their service may not last if they remain untrained and their services to the church can only be improved if they receive relevant training in their areas of operations. Equally important, the majority of the staff has either minimum

qualification to match the job they are doing and/or may wish to retrain further to improve their delivery performance. Furthermore, and like in many similar conditions of workers in such institutions, almost all workers have had no opportunity for professional development. Professional development has been attributed to improved performance and mastery of knowledge and skills in one's own specializations.

Policy statement

The diocese will promote training and professional development for its staff to enhance quality delivery of education

Strategies

4.3.1 The diocese in collaboration with the respective institution shall provide room for training and professional development according to the contractual obligations.

4.3.2 The diocese shall establish subject panels to allow academic meetings and exchanges of good practices.

Chapter Five

5.0 Ethics and Religious studies

5.1 Ethical conduct

The church recognizes the role of ethics in the provision of education as a way of fostering good character and responsible behavior among students for their future adulthood. It is known that for any society to develop both spiritually and socially, principles of sound character and responsible behavior ought to be observed.

Policy statement

The diocese shall establish a set of ethical principles, a code of conduct and professional values

Strategies

5.1.1 The diocese shall ensure that staff be of good character, people of high integrity and have moral standing commensurate to the values of the Catholic Church.

5.1.2 The diocese shall require that both workers and students observe proper conduct and their life is guided by a proven set of ethics and code of conduct to ensure proper formation of character, in the light of the Christian ethics.

5.1.3 The diocese shall institute a position for a counselor or chaplain, in each institution, who will be responsible for the proper conduct of the community within the institution.

5.2 Religious studies

Religious studies are a key component in the human development terrain. Young people who join schools and other education institutions need proper guidance and direction that the Roman Catholic Church stands for. The teachings of religion in the Roman Catholic Church are centered on the spiritual, holistic and integrated development of the people of God. The Church stands for truth, equal opportunities for all; promotes justice and peace and welcomes all.

Policy statement

The diocese will promote religious programmes that are in line with the word of God.

Strategies

5.2.1 The diocese shall ensure that all its education institutions offer religious studies for the spiritual and moral formation of learners.

5.2.2 The diocese shall ensure that all religious studies are examinable by the institution and counted in the determination of pass mark grade at the end of each academic cycle.

5.2.3 The diocese shall offer catechism knowledge to pupils/students who seek to be baptized in the Catholic Church.

Chapter Six

6.0 Finance and financial regulations

6.1 Finance and financial regulations

Financial management is a key component in the sustainable development of any institution. The education institutions in the diocese shall need to observe strict financial management principles to ensure that all available funds are spent as per plans and all persons are accountable to the rightful authorities. The means to ensure sustainable development in the area of education and the running of the office of education and its programmes, the diocese requires adequate funding to achieve the set objectives. The only reliable source of funding is a small contribution from education institutions in the diocese. These institutions shall have a mandatory responsibility to contribute for the development of education in the diocese.

Policy statement

<p>The diocese will promote financial accountability and the best practice in all financial matters.</p>

Strategies

6.1.1. The diocese shall set in place a set of financial regulations and standard procedures for all institutions.

6.1.2. The diocese shall ensure that ONLY qualified staffs are engaged to handle financial matters as enshrined in the diocese financial principles.

6.1.3 The diocese shall institute a mechanism of regular audit of all institutions and require such audit reports to be vetted by financial experts.

6.1.4 The diocese shall demand for annual budgets and audited financial reports.

6.1.5 The diocese shall require each institution to make an annual mandatory contribution of 1.5 per cent of its total fee collection which may be revised as deemed necessary.

6.1.6 The diocese shall receive contributions from other externally solicited funds to support education activities and development.

Chapter Seven

7.0 Policy implementation, monitoring and evaluation

7.1 The policy shall commence to operate after its launch by the Diocese of Musoma and or as it will be determined by the Bishop.

7.2 The monitoring of the policy shall be made by the directorate of education in collaboration with key education stakeholders. It is anticipated that the functioning of this policy will depend very much on the willingness of all stakeholders of education in the Diocese of Musoma and the feedback procedures put in place by the directorate of education.

7.3 The evaluation of the policy shall be done after a three year cycle has been completed.

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