ASSESSMENT OF LEARNER-CENTRED EDUCATION IN TANZANIA

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M. P. KAFUMU
SCHOOL INSPECTOR

Ministry of Education and Vocational Training
SCOPE OF PRESENTATION

- What is Learner-centred Education (LCE)
- Learner-centred Curriculum
- Curriculum Reforms in Tanzania
- Learner-centred Curriculum in Tanzania
- Implementation of the LCE Curriculum in Tanzania
- Assessment of the Implementation of LCE in Tanzania
- Recommendations
WHAT IS LEARNER-CENTRED EDUCATION (LCE)

Learner-centred Education approach has the following features:

- The learner participates in the learning (performs activities);

- The learner observes and constructs her/his knowledge;

- The learner acquires competences (skills, knowledge and attitudes); and

- The school, the curriculum, community (parents), and the teachers must all assist the learner to learn.
The teacher must be a facilitator of learning (not teacher-centred);

- Focuses on the needs, abilities, interests, and learning styles of the learner;

- The Teacher must be aware of the diverse backgrounds of the learners.
LEARNER-CENTRED EDUCATION – cont.....

Learner-centred Schematic Representation

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TEACHER-CENTRED EDUCATION

SYLLABUS (CURRICULUM)

TEACHER
(Decides subject matter, structure and presentation, teaching methods and pace)

STUDENT OR PUPIL

ASSESSMENT

School decides time and place and chooses teachers

Teacher-centred Schematic Representation

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LEARNER-CENTRED CURRICULUM

- Curriculum integrates the home and school learning environments;

- The learners relate learning and acquisition of skills and competences; and

- Learner-centred approach ensures the following:
  - strengthens student motivation;
  - promotes peer communication;
  - reduces disruptive behavior;
  - builds student-teacher relationships; and
  - promotes discovery, problem solving and active learning
The syllabus in a Learner-centred Education system must be:

- competence based;
- the unit of progression is mastery of specific knowledge (competencies) and skills;
- Learning must be participatory (activity oriented); and
- Continuous and summative assessment techniques are employed
A Learner-centred curriculum needs to have a synergy between all the key educational elements that include:

- sufficient numbers of well qualified teachers;
- supported and supervised teachers;
- adequate classrooms;
- appropriate teaching and learning materials (quality and quantity); and
- aligned assessment regime.
Improved syllabi for primary, secondary and teacher education subjects, ensures:

- activity oriented learning;

- students or pupils participate in a variety activities; and

- acquisition of specific skill or competency.
Primary education is the basic education that:

- gives the child the fundamental abilities to read and write;
- enables every child to acquire basic learning tools of literacy, communication, and numeracy;
- prepares the child for the second level of education (i.e. secondary, vocational, tertiary and continuing education).
Learner-centred primary education syllabus puts emphasis on:

- the development of basic knowledge competences and skills
- the learner to acquire all the basic foundations of the primary education.
EXAMPLES

- Primary Education English Language syllabus subject objectives includes the development of pupils’ basic skills in:

  - writing in English (Braille for the blind);
  - listening, (lip reading, for the deaf)
  - speaking, and
  - reading; (Braille for the blind);

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Primary Education Mathematics Syllabus subject objectives includes the development of pupils’ basic skills in:

- problem solving;
- conceptual understanding; and
- procedural knowledge.
Secondary Education refers to post primary formal education

Offered to learners who successfully completed seven years of primary education; and

Learners who have met the requisite entry qualification requirements.
Secondary education subject syllabus aims at imparting specific skills and competences in students by:

- reviewing and reflecting the learning processes together;
- making inquiries; and
- experimenting; and
- performing learning tasks and activities.
EXAMPLE

- In the physics syllabus students will acquire the required skills and competencies if an environment of discovery, experimentation, and exploration is created.
The Teacher Education syllabi emphasizes the acquisition of appropriate teaching and learning strategies for teaching the subjects in primary and secondary schools in Tanzania; and

All teacher education syllabi put more emphasis on the application of learner-centred approaches and techniques.
The Teacher Education syllabus subject objectives includes the development of student teachers basic skills in:

- Understanding of the subject matter of the subject to taught; and
- Inculcating pedagogical skills and competences to be able to teach in a learner-centred approach.
EXAMPLE

- Curriculum and Teaching Syllabus subject goals include: to develop student teachers who are knowledgeable, skilled and competent in planning, developing and implementing the curriculum for Ordinary level secondary school; and

- Biology Pedagogy Syllabus for Diploma in Secondary Education subject goal includes: to develop student teachers that will be able to apply various learner-centred approaches and techniques in teaching and learning biology in secondary school;
IMPLEMENTATION OF THE LEARNER-CENTRED EDUCATION IN TANZANIA

Planning and Implementation

- 2005 – 2009: expansion of teacher education:

- 3 public universities specialized in education to generate enough secondary school teachers, established:
  - Mkwawa Collage of Education (UDSM)
  - DSM College of Education (UDSM),
  - Dodoma College of Education (UDOM).
A number of private universities established for teacher training:

- Mtwara College of Education (SAUT)
- Ruaha College of Education (SAUT)
- Tabora College of Education (SAUT)
- Tumaini University
- Morogoro Muslim University.
IMPLEMENTATION OF THE LEARNER-CENTRED EDUCATION IN TANZANIA

- Diploma and Certificate Colleges developed and improved to support the newly introduced learner-centres:
  - The number of colleges increased from 52 in 2005 to 91 in 2010,
  - The number of secondary school teachers increased from 23,905 in 2006 to 40,517 in 2010
  - The number of primary school teachers increased from 151,882 in 2006 to 165,856 in 2010, (Ministry of Education and Vocational Training, 2010).

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IMPLEMENTATION OF THE LEARNER-CENTRED EDUCATION IN TANZANIA

Expansion of primary and secondary school education:

- Under the Primary Education Development Program (PEDP) and Secondary education Development Program (SEDP), classrooms and laboratories were built;

- Teaching and learning materials improved (text books and reference books)
Assessment and Monitoring is done by a quadripartite institutional arrangement:

- The **Tanzania Institute of Education (TIE)**, that revises and monitors the curriculum content;
- The **National Examination Council of Tanzania (NECTA)** that sets and implements the assessment of the training;
- The **School Inspectorate** that monitors the quality of the training; and
- **Teacher Training** that develops teachers.
Teacher-centred Teaching and Learning

- No change in classroom teaching practices:
  - Teachers still unable to employ learner-centred classroom pedagogical practices;
  - Teachers still employ theoretical teaching where the teacher is still the centre of learning
Students only want to pass examinations;

- Study by memorizing possible questions and answers;
- The emergency TUITION classes (extra lessons in school subjects outside the official school day), encourage learning by memorization;
- The tuition classes are examination oriented, that is question and answer.
Assessment Methods and Criteria

- The National Examination Council of Tanzania assessment criteria are still centred on written examinations both for the continuous and summative assessment.

- In this type of assessment the assessment is used to determine grades, and indicate children's’ academic performance.
Written examinations do not promote a participatory or constructivist learning process that is effective in instilling skills and competencies to the learners;

It encourages cramming and memorization of questions and answers in order to pass the National Examinations.

**EXAMPLE** in English language learning, oral examinations that could ensure the students gain speaking skills and competencies are ignored.
Incentives for Teachers:

- Insufficient number of teachers;
- Teachers not conversant with learner-centred pedagogy;
- Low-paid teachers (low salaries and terminal benefits);
- Upward mobility of labour for science and mathematics teachers to seek new industrial jobs.
Teaching and Learning Resources

- Inadequate and insufficient teaching and learning resources (e.g. text books).

- In primary schools 1 text book is used by about 20 pupils,

- In secondary schools 1 book is shared by about 15 students.
Inadequate number of science laboratories is another challenge facing secondary school science teaching and learning;

SEDP secondary expansion program was able to increase the number of secondary schools. Approximately a total number of 1,977 new schools were built by 2010 but about 50% of these schools have no science laboratories
Education Quality Assurance

- Education quality control that is mandated to School Inspectors;

- To monitor the classroom learning activities; and

- Inspection Reports not used by teachers, and school administration to institute the required remedies and adaptations.
General Recommendations

- Teacher educators and policy makers in Tanzania need once again to examine relevant ways and possible adaptations that can ensure primary, secondary and teacher education teaching truly becomes learner-centred.
Some of the possible actions and adaptations may include:

- Retrain Teachers and School Inspectors (in-service training) to understand better the concepts and principles of learner-centered curriculum; and be able to implement the system.
RECOMMENDATIONS – cont.....

- Review the assessment criteria and procedures of the national examinations to ensure that the final written examinations carry less weight and practical and participatory assessments to carry more weight.

- Oral and practical examinations in particular must take larger share of the marking scheme;
Encourage and reward teachers that employ or use learner-centred pedagogical methods in the teaching and learning process such as, but not limited to:

- Pupils or students take part in the learning in the class or outside it;
- Children attend in groups and not as a class; and
- Increased practical or practice hours
Suggestions to the Ministry of Education and Vocational training include:-

- Take the lead into bringing the appropriate policy innovations to ensure that the learner-centred education system is implemented in Tanzania;

- Ensure there is effective coordination between the NECTA, the Inspectorate, Teacher Education, and TIE to have effective implementation of the LCE
RECOMMENDATIONS TO THE MINISTRY OF EDUCATION

- Ensure Inspection Reports are used by Administrators and Teachers to improve the classroom teaching and learning processes; and

- Ask the Government to increase the education budget to allow implementation of a learner-centred curriculum.
THANK YOU VERY MUCH