

Education Programmes and Curriculum Reforms in Tanzania: A Comparative Review of Education for Self Reliance and Poverty Reduction (PR) Programmes

Jamal Jumanne Athuman

Lecturer, Sokoine University of Agriculture

Abstract: A focus on curriculum issues is central in the achievement of quality education and the overall nation's education aim. In Tanzania, curriculum reforms have gone through a series of distinct phases reflecting the dominant philosophy and education policies at that period in question. This work is partly a historical review of major education programmes and how they focused on curriculum improvement as requisite for education quality. Two historical phases of education as identified by Galabawa (2005); the Self Reliance (ESR) (1967 to mid 1980s) and the Poverty Reduction (PR) (MKUKUTA) (Mid 1990s to 2005) were compared. The review found that, while education programmes at PR period devoted much on quantitative expansion and input supply leaving aside curriculum and teaching component, programmes during Self Reliance to some extent focused both on access and quality through a periodical focus on curriculum reforms. Finally, the paper highlights some useful lessons that could be incorporated to improve the ongoing education programmes. The paper suggests that an effective educational intervention should address curriculum reforms, access and quality.

1. Introduction

Education programmes represents political initiatives and plans committed to the education sector. These educational programmes tend to differ in terms of their vision and they are contingent upon decisions made at a policy level (Mosha, 2006). According to Kelly (1989) education programmes and policies are inextricably interwoven with each other, so that one cannot productively discuss education programmes in a policy vacuum. Mosha (2006) classified education programmes basing on their vision and focus into five major categories; (i) education programmes focusing quantitative expansion, (ii) education programmes focusing on qualitative improvement, (iii) education programmes focusing equity issues, (iv) education programmes/policies focusing on manpower development, and (v) education programmes focusing on social changes (social demand education programmes).

In Tanzania, the history of education programmes and curriculum development can be traced back to the independence of Tanganyika in 1961. The independent Tanganyika inherited an education system and a curriculum available only to a minority and distinguished by race, economic position, geographical location, and religious denomination (Galabawa, 2005; Ishumi & Nyirenda, 2002). Curriculum development, teacher education and the subsequent provision of education were controlled by the Advisory Committee on African education established in 1925 after the recommendations of Phelps Stoke commission (Sefu & Siwale, 1977). Curricula, syllabuses, examinations, textbooks, teaching and learning materials were inferior, less equipped, and irrelevant to Africans as it was based on British prototypes (Sefu & Siwale (1977).

Soon after the independence, an elaborated Ministry of National Education was created under Ocsar Kambona and programmes to reform the curriculum started (Ndunguru,

1973). In 1962 education act No 37, was passed to replace the Education Ordinance of 1927 (Sefu & Siwale (1977). The act aimed at abolishing racial segregation in education and streamline education curriculum and examinations (URT, 1995). The inherited colonial Education System of 4-4-2-2 was changed to 7-4-2-3 and half time teaching in STD III and IV was abolished (URT, 1995). This was accompanied by the abolition of the provincial Standard Four Examination, Territorial Standard Eight Examination, Territorial Standard Ten Examination and the Cambridge School Certificate Examination at the end of standard twelve (URT, 1995).

Following these efforts, in 1963 a new curriculum was approved for use in primary and secondary schools. This was accompanied by great changes in the number, nature, content and periods allocated to subjects (Sefu & Siwale 1977). For example Kiswahili, which had fewer periods during colonial era, was given more than English especially in the lower classes. The curriculum development function was placed under the Ministry of National Education and the University College of Dar es Salaam. In 1975 curriculum development function was taken over by the newly established, autonomous institute, the Institute of Curriculum Development (ICD). In 1993, the Institute of Curriculum Development (ICD) was renamed and become the Tanzania Institute of Education (TIE) (Sefu & Siwale, 1977; URT, 1995). During the pos-independence era, adult education curriculum was also developed and given priority through the establishment of the Kivukoni College in 1961, the Institute of Adult Education in 1964, and the National Institute of Production in 1965 (Sefu & Siwale, 1977).

These early educational programmes and policies were mainly directed towards correcting the inherited colonial curriculum defects, integrating education with productive work, and creating manpower to fill positions left by colonial personnel. Education act of 1962 and the First Five

year Development Plan, 1964-1969 were the main forces behind curriculum and teaching reforms during this post-independence era. These policies were reflecting the dominant ideology during that time; the ideology of nationalism (Pan-africanisation).

However despite these programmes described above, according to Ndunguru (1984) and URT (1995) there were no significant change in the goals and objectives of education curriculum until 1967 when the philosophy of Education for Self Reliance (ESR) was proclaimed. Most of the textbooks, subjects, examination system, remain the same as those used during colonial time. This paper explores how plans and policies concerning with the provision of education in Tanzania have been addressing curriculum development and innovation issues. A focus on curriculum issues is core aspects for quality education.

Purpose

The major objective of this literature review is to assess the extent to which education programmes during the Education for self reliance (1968 - 1980s) and Poverty reduction (Mid 1990s-2005) phases focused on curriculum development.

2. Specific Questions

Specifically, this review of literature intended to answer the following questions

- 1) What were the major education plans, programs, policies and acts in each phase?
- 2) How do education programs in each phase focused on the improvement of curriculum goals and objectives, contents, teaching and learning methods, and examinations?
- 3) What are the basic similarities and differences between the education programmes in the two historical phases?
- 4) Is there any lessons or experiences that could be taken and incorporated to improve the current ongoing education programmes in Tanzania?

3. Methodology

A survey of related literatures was done to collect data and information on (i) what were the major education plans, programs, policies and acts in each these phases (ESR and PR)? (ii) how are these plans and policies during these two historic phases focused on the improvement of curriculum goals, curriculum contents, pedagogy and examination?

The Self Reliance Phase and Education Programmes (1967-1980s)

Education for self reliance is the phase in the development of education where Tanzania swung towards more socialist based and egalitarian policies. The guiding philosophy for the provision of education was '*Education for Self Reliance*'. The philosophy was suggested by President Nyerere in his book *Education for Self Reliance* (ESR). According to Ishumi & Nyirenda (2002) education for self reliance was a translation of the national socio-economic philosophy in terms of educational task. Nyerere (1967) strongly criticized colonial education curriculum contents and its mode of delivery. Several writers such as (Nyerere, 1967; Ndunguru, 1973; Ishumi & Nyirenda, 2002) argued

that colonial education encouraged individualistic instincts of mankind, induced attitudes furthering human inequality and domination, upheld alien values, elitist, creates a class ridden society and taught uncritically.

Education Programmes during ESR phase

There were a number of Education programmes, policies and plans during the Education for Self Reliance (ESR) phase to ensure that the philosophy is well implemented. Alongside the Education for Self reliance policy which guided the overall curriculum improvement efforts, a Second Five-Year National Development Plan of (1969-74) was introduced in 1969 (Bogonko, 1992). The plan was reinforced further with the announcement of Universal Primary Education (UPE) in 1974 and the education Act No 13 of 1969 (Bogonko, 1992). The Musoma declaration was a political struggle to implement the 1967 Arusha Declaration which aimed to ensure that basic social services, including education, were available equitably to all members of society (Galabawa, 2001 & Ishumi and Nyirenda, 2002).

These programmes led to the formulation of new streamlined syllabuses of all subjects in all levels which radically changed the overall curriculum objectives to reflect the needs of the country (Sefu & Siwale, 1977). In order to ensure smooth and holistic curriculum reform, subject panels were quickly formed and mobilized. The history panel, for example aimed a restructuring history contents in such a way that a school leaver would get to know that he was a member of a nation and not of an ethnic group. The history of Africans, their civilizations and achievements were emphasized. Geography was also designed to concentrate on the problems of social and economic development and how all people can play their part in solving them (Oketch & Rolleston, 2007). Even English subject for example, its goal changed to reflect the realistic setting of Tanzania as justified in the statement below;

"the overall aim of this course is to give primary school leavers a permanent reading knowledge of English. This will give them access, after they have left school, to ideas and information available in English and useful to this country. The emphasis throughout will be on English in a realistic settings in a Tanzania situation" English syllabus, (1969 p.3).

Other important curriculum efforts in this phase to ensure smooth implementation of self reliance included; Act No 13 of 1975 for establishment of the Institute of Education (TIE) and Act No.21 of 1973 for the establishment of the National Examination Council (NECTA).

Education curriculum goals at this period were formulated to reflect the Arusha declaration, socialism ideology and the self reliance ideas (Komba, 1996). As a crucial component of a socialist development strategy, curriculum was supposed to inculcate and socialize learners self reliance and party's ideology of socialism (Komba, 1996). According to Njabili (1999), the general aim of education during that time was to equip learners with the value of freedom, unity and socialism. Nyerere (1967) on the other hand proposed a comprehensive vision and objective of education system for

a self reliant Tanzania. In his book *Education for Self Reliance*, Nyerere (1967) stated that;

...the educational system must emphasize co-operative endeavour, not individual advancement; it must stress concepts of equality and the responsibility to give service which goes with any special ability, whether it be in carpentry, in animal husbandry, or in academic pursuits. And in particular, our education must counteract the temptation to intellectual arrogance (p. 7).

On the other hand, education policies and programmes during ESR also led to massive changes in curriculum contents which accumulatively intended produce a socialist and self reliant society. Civics subject for example was abandoned in 1968 because it was believed that it inculcated capitalism thinking to students (Komba, 1996). The subject was replaced by *Elimu ya siasa* which emphasized an understanding the Party's ideology, nationalism and constitution (Komba 1996). Agricultural science subject was introduced for the first time in the primary education curriculum with a view of developing schools into economic institutions (Sefu & Siwale, 1977). This followed Agriculture to be proclaimed as a backbone of the nation. Nyerere consistently favored the idea that school children should be prepared for the land (Agriculture) and in his book (1967 p.5) Nyerere wrote...*every school had to have a workshop or a farm*''.

In 1973 education policy makers issued another version of education curricula to replace that of 1969. This followed an observation that agricultural and political education had not been fully integrated into the broader curriculum and they were being taught in a fragmented and isolated manner. The curricula intended to oppose the dominated view that self reliance activities (farm and workshop projects) are something separate from the rest of the school work (Bogonko, 1992).

Biology was made core subject for all secondary schools since 1975 with the removal of General science and Health sciences. It was observed that biology has a great application in rural developments, especially in Agriculture, Nutrition, and Health programmes (Massawe, 1995). Apart from Agricultural and vocational education, education for self reliance also emphasized the teaching of Kiswahili, history, political education and the workings of Tanzania and her government. This aimed at encouraging the sense of cooperative work, national identity, appreciation of African culture and socialist values (Bogonko, 1992). Secondary schools curriculum were also transformed to emphasize vocational and life skills. This transformation made all secondary schools to be categorized into four curricula vocational biases; Agriculture, Technical, Commerce and Home economics (Ishumi & Nyirenda 2004). Hence programmes during ESR focused on curriculum contents with the intention producing self reliant individuals and a nation as a whole.

In 1978, the government amended the Education Act No 13 of 1969 and passed a new Act (act No 25) to guide the provision education for self reliance. The new act and the

1982 Makweta commission report resulted into massive changes in curriculum contents. Unification of related subjects was made to pay the way for addition of contemporary issues such as environmental, family life, health, and gender into the curriculum (Masawe, 1995). According to Masawe (1995) the Makweta commission recommends that, the rational way of introducing these contents without overburdening students was to integrate related subjects to form a single/unified subject. Physics, chemistry and Biology in ordinary secondary schools were integrated to form a single subject called, **Unified science** (Massawe 1995). In primary schools according to Massawe (1995), new subjects of integrated nature such as *Maarifa ya Jamii* 'social studies' and *Stadi za kazi* 'vocational skills' were developed. *Maarifa ya jamii* 'social studies' merged *jiografia, historia* and *siasa*. *Stadi za kazi* was a result of merging, *Kilimo* (Agriculture), *Muziki* (Music), *Sanaa* (Arts and crafts), *Michezo* (Physical education), and *Sayansi kimu* (Domestic science).

Efforts to improve curriculum assessment were also made during education for self reliance phase. The two methods of students' assessment; formative and summative were changed to reduce overemphasis of written examinations (Ndunguru, 1973). This followed the 1974 Musoma directive to the Ministry of Nation Education on the implementation of Education for Self Reliance (Sefu & Siwale, 1977). It was argued that although Tanzania became independent, it was still adopting Cambridge Syllabuses and examinations. Examination questions encouraged rote learning and were very British in all aspects (Sefu & Siwale, 1977). Data and examples in question papers were mainly from Britain. In an attempt to make final examinations consistent with the new curriculum, in 1971 Tanzania decided to pull out of the East African Examinations Council which had a link with Cambridge Syllabuses and examinations syndicate. The government established the National Examination Council of Tanzania (NECTA) by Act No. 21 of 1973 (Sefu & Siwale, 1977). The directive from the Ministry of National Education read as;

"The excessive emphasis now placed on written examinations must be reduced, and that the student's progress in the classroom plus his performance of other functions and the work which he will do as part of his education must all be continually assessed and the combined result is what should constitute his success or failure" (MNE, 1974).

NECTA responded by adopting the new continuous assessment package which consisted of two-assessment components; the academic component (continuous assessment and the final examinations) (50%) and the character assessment and attitude towards work component (50%) (Sefu & Siwale, 1977). Certificate of Secondary Education Examination (CSEE), Advanced Secondary Education (ACSEE), National Technical Examination (NTE) and National Business Examinations (NABE) examinations were also introduced in this phase (URT, 1995).

In the light of these reforms according to Bogonko (1992) examinations in Tanzania stopped to be only academic, unreliable, rigid, irrelevant, and impractical as they used to be before. They start testing the teaching methods and teacher preparation on one hand and the national aims of education on the other hand. For example in the basic education examinations tested primary school which was complete in itself and rural life oriented such as business account, farming, shop keeping problems, and calculating crop yields in a Ujamaa village based school. The secondary school examinations were not any less academic but it took into account creative and imaginative more seriously. According to Bogonko, 1992, a lot of emphasis was on practical work which was also graded. Oral tests were administered and examinations were geared towards testing the total personality of the candidate,

However as observed by Court & Kinyanjui (1980), Education for Self-Reliance had not, at the time of writing, displaced the academic role of education in competing for places higher up the system, and indeed, access to secondary schooling remained determined by examination performance. The policy also presented a number of curriculum dilemmas, including problems of defining acceptable nonacademic selection criteria and the issue of whether to accept English as a medium of instruction (Oketch & Rolleston, 2007).

On pedagogy, education programmes during ESR transformed teaching methods to merge theory and practice in a wider community (Masawe, 1995). According to Ishumi & Nyianda (2004), Education for self-reliance policy and the Second Five-Year National Development Plan of (1969-74) advocated the use participatory methods of teaching Methods linked in an experimental manner as possible theory and practice. Classroom work and extracurricular activities were linked through a transformation in learning and teaching methods that emphasize experimentation and actual learning (Sefu & Siwale, 1977). Pedagogical reforms were meant to focus upon community-school integration, as a way to inculcate in the learners a sense of commitment to the community, integration of education with productive work, politico-ideological mental liberation, and an acceptance for national policies (Ishumi & Nyirenda, 2002).

Poverty Reduction (PR) Phase (Mid 1990s - 2005)

The Poverty reduction phase began with an announcement of Poverty Reduction Strategy Paper and the Tanzania Development Vision 2025 of 2000 which envisages total elimination of poverty by 2025 (Galabawa, 2005 & Jerve, 2006). Galabawa (2001) describe the phase as the era of income and non-income poverty collective national thought. With the National Strategy for Growth and Reduction of Poverty (NSGRP) programme which translate Vision 2025, government efforts during that era tried to address both income and non-income poverty so as to generate capacity for the provision and consumption of better social services such as education. Education interventions during the phase acknowledged the pivotal role education plays in social and economic transformation of the nation. Tanzania Vision 2025 for example states that;

“Education should be treated as a strategic agent for mind set transformation and for the creation of well educated nations sufficiently equipped with the knowledge needed to completely and competitively solve the development challenges which face the nation. In this light, the education system should be restructured and transformed qualitatively with a focus of promoting creativity and problem solving (p. 19).”

At the Poverty reduction phase I (1995-2005), Tanzania intended to be a nation with high quality educated people sufficiently equipped with the requisite knowledge to solve the society's problems, meet the challenges of development and attain competitiveness at regional and global levels (The Tanzania Vision, 2025). However education policies in this phase were less radical than those during Education for self reliance (ESR) 1967 in ideological terms, but the combined effect of the resurgence of a rights-based approached led to a reemphasis of the role of the state in education (Jerve, 2006). It has to be noted that, in this phase, Tanzania was trying to recover from the effects of Structural Adjustment Programmes (SAPs) by the international financial institutions. SAPs resulted into a reduced control and supervisory role of government to the education sector which slowed its expansion.

As a result, Poverty reduction was also a phase with massive government interventional programmes intended to revamp education service provision. There was at least one development program at each education level. Apart from the National Strategy for Growth and Poverty reduction programme and the Vision 2025, other important programmes/policies which focused education during the era included; the 1995 Education and Training Policy, the Education Sector Development Programme (ESDP) of 2000, the Basic Education Master Plan (BEMP) of 1997, Teacher Education Master Plan (TEMP) of 2000, the Primary Education Development Programme (PEDP) of 2002, the Secondary Education Development Plan (SEDP) of 2004 and the Higher Education Development Plan (URT, 2004; Haki Elimu, 2007).

In contrast to programmes during Self Reliance phase, education policies at this phase haven't focused much on addressing curriculum objectives in order to produce people who are ingrained with a developmental mindset and competitive spirit for poverty reduction as envisaged in the Vision 2025 (Sumra, 2006). However in 2005, the government of Tanzania through the Tanzania Institute of Education (TIE) decided to revise the curriculum of primary, secondary, and teacher education levels from that of Content Based to Competence Based paradigm (URT, 2005). Review of curricula for primary, secondary and teacher education was to make them more relevant to the social, economical and technological realities of the nation and better prepare students for the world of work. The new 2005 Competence Based Curriculum was streamlined to address the needs of developing analytical and market-oriented skills to enhance national growth and poverty reduction (URT, 2008). Moreover, the curriculum has been reviewed in the spirit of constructivism to enhance participatory and inquiry approaches of teaching (Tilya & Mafumiko, 2008). The

Competence Based Curriculum (2005), require students to, (i) actively engage in their studies, (ii) work on real world issues or problems, and (iii) assessed in a way that gauge whether they have mastered the intended learning outcomes, skill and competence (Tilya & Mafumiko, 2008). Hence teachers were to re-orient their teaching philosophy to student or learner centred. However, as noted by several authors (Shemwelekwa, 2008; Tilya & Mafumiko, 2008 and Jumanne, 2010), the revised curriculum was never piloted, no training was provided for in-service teachers on using the new curriculum and no teacher-support materials were available to guide the practising teachers on the implementation of the new curriculum.

However there was no an exact national philosophy guiding education policies and programmes during Poverty reduction phase. According to URT (2005) the same philosophy proposed during ESR phase of “Education for Reliance” remain unchanged. Haki Elimu (2003) argues that this philosophy has just remained in the official documents with no tangible and practical efforts to implement it. Sumra and Rajani, (2006) argued that it was difficult to exactly say what was the aim and philosophy of education. Less was also done really to ensure that education at all levels becomes an instrument for poverty reduction and national growth through curriculum reforms. Few education contents however, have been incorporated in the curriculum at various levels as a poverty reduction and human development strategy. These include computer studies, entrepreneur skills, family life, family planning, HIV/AIDS knowledge (URT, 1995). However according to Benson (2005) they have been incorporated in a piecemeal fashion without coordinated planned for the whole curriculum improvement. With the author, what is needed is the total curriculum reform (Haki Elimu, 2007).

On curriculum assessment and evaluation, Education programmes during Poverty Reduction provided no emphasis on improving modes of curriculum evaluation. The character and attitude towards work assessments that was emphasized during ESR have been ignored. As a result, according to Njabili (1999), high stake written examinations have been the only criteria constituting the success or failure of a student and a school. Students’ rewards and school status also have been categorized in terms of their performance in written examinations as best or weak schools. Apart from the above function, examinations have been used as a selection tool to successful candidates to enter the world of work and joining higher learning institutions as justified from the ETP (1995);

“Examinations are intended to monitor, evaluate and reinforce the realization of set aims and objectives of education and curricula. They are also used to monitor the proper implementation of curricula, and to measure students progress and achievement for certification and selection for further education, training and employment”(URT, 1995:58).

Assessment processes also need to change to make them more authentic. Currently, the processes are geared towards passing examinations and not to assess the levels of

competency development attained by the student during Secondary education. Njabili (1999) observed that if the goal for examinations and that of curriculum are not clearly stated the curriculum will be the servant of examinations. Also pointed out that examinations which are being designed by teachers and implemented in Tanzania does not emphasis critical thinking and problem solving in real life situation thus such kind of examination lack reflection of true life. Currently the examination system put more emphasis on memorisation and routine forms of reasoning over complex skills that are actually used in science and real life. Two very serious challenges included large scale of nation examinations and examination leakages were facing the country. CSEE and ACSEE were administered in a very large scale hence difficult to maintain its quality and reliability. Another constraint was examination leakages. As the Examination leakage is still prevailing and no matter the standard of examinations, the results obtained gives a false representation of the examinees’ ability to perform remains the issue.

On improving teachers’ pedagogy, it is clearly that education programmes during Poverty reduction phase acknowledged the importance of improving teachers’ teaching methods and techniques for effective curriculum delivery. The Education and Training Policy of 1995 for example states that,

“Teachers need to be exposed regularly to new methodologies and approaches of teaching consonant with the ever changing environment and that teacher effectiveness of every serving teacher will thus be developed through planned and known schedules of in-service programmes. Therefore: In-service training and re-training shall be compulsory in order to ensure teacher quality and professionalism” (Sec, 5.5.10 p. 50).

The Primary Education Development Plan on the other hand had an objective of improving the quality of primary education by focusing on three main components: (a) improving teachers’ teaching style and methods in the classroom, (b) ensuring the availability of good quality learning and teaching materials, and (c) ensuring the necessary support for maintaining educational standards. However despite the fact that education programmes in this phase acknowledged the importance of teachers and teaching methodologies as indicated in ETP, PEDEP and SEDP, little have been done by the programmes to improve teachers’ pedagogy for a better delivery of curriculum. As a result, teaching are badly conducted, for example, both the 2003 and 2004 PEDP reviews examined classroom teaching and found the quality of teaching to be extremely poor (URT: 2004). Teachers lectured in a didactic fashion, droning and carrying on until the end of the class. There was no attempt to connect the contents to the experiences of the students so that it could become meaningful and interesting and teaching was teacher-centred (URT: 2004). Low adoption of participatory teaching and learning methods amongst most of teachers implies poor delivery of curriculum (URT, 2004).

Teaching of sciences in schools was also poorly and traditionally conducted. It was driven by the pressure of performance on high-stakes testing thus over emphasizing content knowledge than skills (Osaki, 2000). A survey conducted by Chonjo, Osaki, Possi, and Mrutu (1995) for example on the teaching of science in selected schools found that, very few teachers were committed in using inquiry approaches or did experiments. Teaching sessions were boring and teachers did not use a variety of teaching strategies. Chonjo et al., (1995), further found that science teaching in Tanzania had been reduced to copying and memorization of facts for examinations. A weak government support forced the National Examination Council of Tanzania (NECTA) in the mid 1990's to abandon real practical examinations of science subjects. Instead, costless and theoretical alternative to practical examinations were introduced (Osaki, 2007). No budget from these programmes have been allocated to teacher training and orientation of through seminars and workshops (Haki Elimu, 2007). They have heavily been devoting to expansion of infrastructures and pupils enrolments. Other reasons given for poor teacher teaching methods include limited opportunities for regular in-service training (INSET) and other peer related staff development, and lack of proper system of induction/mentoring to ensure new teachers acquire and are able to use effectively professional skills (Tilya & Mafumiko, 2008). Secondly, there was are too many students in some classrooms and that works in favour of lecturing because other teaching methods require more time to attend individual students' needs; thirdly, lack of teaching resources that support other interactive and student-centred teaching methods; and fourthly, teachers not knowing a better way to teach as they have experienced nothing better as students and in their career (e.g. Chonjo, *et. al*, 1996; Mafumiko, 1998).

4. Comparison of the Education Programmes during Education for Self Reliance (ESR) Phase and Education Programmes during the Poverty Reduction Phase

4.1.1 Differences of Education plans During ESR and those at Poverty Reduction Phase

(i) A fundamental different in focus between Education plans during ESR and the recent programmes seem to be that of *quality* versus *access*. Programmes during poverty reduction phase were interested much improving both access to primary schools and inputs. Rajani (2003) argued that programs during ESR pertained to the interior (inside) of the classroom and the school grounds, while much of the current education plans pertained to the outside the class. Sumra (2006), further contends that the major education policy challenge in Tanzania is to have education goals focused on competences, and organize everything else (teacher education, curriculum, textbooks, examinations, inspection, and technologies) around this.

(ii) Programmes during ESR emphasized such curriculum contents like productive work, citizenship, communalism, service and equality, which prepared students adequately save the society and attain self reliance. These contents are no longer emphasized in this phase. For example, the school farm is no longer an integral part of the curriculum. The *Stadi za Kazi* course in primary schools tries to help students with occupational choices but teachers have not been taught how to teach it, nor are they given the supplies to teach it correctly (Rajani, 2004).

(iii) In contrast to ESR phase where plans Education plans and policies were internally driven, the current programmes in education such as PEDP and SEDP are externally pressurized by international agendas such as the World declaration on education conferences (Benson, 1997).

4.1.2 A Summary of Acts, Programmes and Policies Operated during ESR and PR phases

ESR phase (1967-1980s)	► Second Five Year development plans (1964-1969) ► The Musoma Resolution and the Universal Primary Education ► The Education Act of 1969 ► The Institute of Education by Act of No 13 of 1975, ► the National Examinations Council of Tanzania by Act No. 21 of 1973 ► The education Act No 25 of 1978.
Poverty Reduction phase (mid 1990s to date)	► The 1995 Education and Training Policy ► the Poverty Reduction Strategy Paper document of 2002 and the Tanzania development Vision 2025 ► The Education Sector Development Programme (ESDP) of 2000 and the Basic Education Master Plan (BEMP) of 1997, teacher education development plan of 1997 ► Primary Education Development Programme (PEDP) of 2002, Secondary Education Development Plan (SEDP) of 2004 and the current Higher Education Development Plan of 2006

4.2 Similarities between Education Programmes During Education for Self Reliance and Poverty Reduction Phases

At one point, both education plans in two phases focused on the expansion of infrastructures which resulted into more access of children to education. For example, according to Benson (2005), over 1.6 children were enrolled in standard one in 2002, from 1.1 million in the previous years. This represented a gross enrollment rate (GER) of over 100%. In addition, over 16,000 classrooms were built with the help of community labor. During Education for self reliance (ESR)

the Musoma resolution and the second five Year Education development plan also resulted in the remarkable expansion of education (Bogonko, 1992). The enrollment rate of primary school pupils increased from 754,170 in 1968 to 2,912,984 in 1978 an increase of 268% (URT, 2007). Hence educational programmes in these two phase encompassed expansion component. The Musoma resolution and the second five Year Education development plan also triggered a rapid expansion of primary and secondary schools. For example, in 1974, the number of aided schools registered unprecedented growth of 16.5% from 1,106,387 in 1973 to 1,288,886 in 1974 (Bogonko, 1992). This increased even

further by 52.1% in 1977 when enrollment went up to 2,973,487 from 1,288,886 in 1974. By 1977, Tanzania had achieved UPE and enrollment growth continued until 1982, when it declined to 3,512,799 from 3,538,183 pupils in 1981 (Bogonko, 1992). As noted by Galabawa (2001), Tanzania had effectively achieved free UPE ahead of the target date agreed at the Addis Ababa Conference. The Musoma Resolution became the framework for a “miracle” of enrollment growth.

5. Lessons to Learn and Recommendations

- 1) Education programmes and policies should balance attention on both quantitative expansion and quality aspects of curriculum as an important aspect. The paper has explored how well education plans during ESR reformed each aspect of curriculum (objectives, contents, pedagogy and modes of assessment). So the paper recommends the current education plans such as PEDP, SEDP, and ESDP to focus not only on infrastructures and access but also on curriculum improvement as a requisite to education quality. A recent report for example on the evaluating the World Bank's education programmes such as PEDP and SEDP in Tanzania, carried out by its Independent Evaluation Group (IEG), noted that most of the World Bank projects have focused on expanding access and less on improved learning outcomes (World Bank: 2006; xii). The IEG cautioned that both access and improvements in learning outcomes need to be addressed together.

Countries need to resist the temptation access first and improve learning outcomes later; and quality improvement can have mutually reinforcing effects. However, competing pressures may make it difficult to undertake quality retrofitting at a later date (xii).

- 2) The current education programmes and plans should also focus on enabling teachers to competently implement curriculum reforms by acquiring and develop pedagogical skills that are academically sound, child-friendly, and gender-sensitive. A clear budget for teachers' seminars, workshops, pre-and in-service teacher training from these programmes should be allocated.
- 3) The ongoing education plans should also devote to review curriculum contents in at all levels and make it more responsive to the changing labor market and fast changing world. Education curriculum has been criticized as irrelevant to the current demands, abstract and crowded (URT, 2004). At present, for example, the O –level curriculum has 39 subjects with students taking up to 13 subjects and offering a minimum of seven subjects for final examination (URT, 2004).
- 4) The major education policy challenge in Tanzania is to have basic education goals focused on capabilities, and organize everything else (teacher education, curriculum, textbooks, libraries, examinations, inspection, use of mobile phones, internet and other technology) around this. Teachers will need to be at the heart of this transformation, and therefore must be meaningfully involved from the beginning and throughout. This is the right time to do it.

- 5) Teachers orientation on the requirements of the Competence Based Curriculum and hence science process skills should be a matter of urgency. It was observed from this study that, many teachers have not yet received any kind of training on the competency-based approaches. Hence, the Ministry of Education and Vocational Training should organize and coordinate demand driven in-service training for teachers about the requirements of the new curriculum. During data collection in this study, participant teachers seem unaware of what exactly is Competence Based Curriculum, some even are unaware if it exists and hence they treated it in a similar manner to the phrased out one.
- 6) In fact, education policy in Tanzania has been suffering from the inability of the system to translate policy be a critical missing link in Tanzania (Omari 1994:16). statements into effective policy instruments and implementation strategies. “For instance, education for self-reliance policy remained as a political platitude until it was abandoned ... It is that skill in translating otherwise excellent policy statements into feasible educational practices which seems to

6. Conclusion

The current educational system and programmes are perfectly designed to produce a large quantity of students with years of schooling and certificates but few skills. If we want to change the outcomes of student learning, there is a need to refocus on curriculum issues. The social, economic and political transformation in any country depends on the quality of its learners. The rapid expansion of educational opportunity is a vital step in this direction. But education is far more than enrolment, classrooms, desks, books and deployment of teachers. As from the discussion above, education programmes during Education for self reliance (ESR) focused on both access and quality through curriculum reforms. The essence of education is on its qualitative aspect; hinged upon curriculum goals, contents, pedagogy and evaluation to enhance capabilities of its learners and graduates not enrollments and inputs alone.

However as noted by Barrett (2008) who surveyed primary schools in Tanzania found that the teaching was entirely consistent the content based curriculum and with national assessment practices (Barrett, 2008). As a result all secondary schools were re-categorized into four biases namely; Agriculture, Technical, Commerce and Home economics. Bias subjects were then removed from the curricula of secondary schools in 1999 before re-introduced in 2006 following the implementation of new competence based curricula in 2005.

Enabling competence teaching using participatory methods requires a far greater focus on the quality of human resources (primarily teachers). Teacher training, both pre-service and in-service, needs to be focused on the sort of teacher competence attributes describe above. This will require a fairly radical transformation of the content and method of teacher education, including provisions for teacher ‘upgrading’. Similarly, the role of inspectorate needs to be transformed from one of ‘checking or policing’

formalistic requirements to one that is akin to serving as resource people and 'coaches' or 'mentors'.

To enable teachers to do this, both the curriculum and teacher preparation and professional development would need to support active and participatory learning. Because potential teachers have been taught using chalk and talk methods, they would need thorough training prior to commencing teaching service, as well as continuous opportunities for development. In order to achieve this, the content and method of teacher training colleges and teacher resource centres would need to change. The development of desired skills and competencies depends on the effectiveness of the learning material and practical activities teachers undertake. However implementation of participatory teaching methodologies depends on teachers understanding of the concepts including his/ her beliefs, perception and attitude towards the methods. Enabling active learning requires a far greater focus on the quality of human resources (primarily teachers) than at present, where buildings and other physical resources receive the largest share of attention. To enable teachers to do this, both the curriculum and teacher preparation and professional development would need to support active and participatory learning.

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