



# **TANZANIA EDUCATION NETWORK MTANDAO WA ELIMU TANZANIA (TEN/MET)**

**2<sup>nd</sup> International Quality Education Conference**

## **Rethinking the Role of Education: at the Key Moment of Global Transformation**

**Julius Nyerere International Convention Centre, Dar es Salaam, Tanzania**

**August 17<sup>th</sup> – 19<sup>th</sup> 2022**

### **Conference Report**

**Final**

**October 2022**



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## ACRONYMS

AIMS	African Institute for Mathematical Science
ANCEFA	African Campaign Network for Education for All
AU	African Union
CAMFED	Campaign for Female Education
CBC	Competency-Based Curriculum
CCBRT	Comprehensive Community Based Rehabilitation in Tanzania
CESA	Continental Education Strategy for Africa
COVID-19	Corona Virus Disease 2019
CPD	Continuous Professional Development
CSOs	Civil Society Organizations
CSR	Corporate Social Responsibility
ECD	Early Childhood Development
ECE	Early Childhood Education
EDPG	Education Development Partners Group
EOT	Education Out Loud
EPforR	Education Program for Results
ESDP	Education Sector Development Plan
ETP	Education and Training Policy
FCDO	The Foreign, Commonwealth & Development Office
FYDPIII	Third Five Years Development Plan
GAWE	Global Action Week for Education
GBV	Gender-Based Violence
GDP	Gross Domestic Product
GPE	Global Partnership for Education
HCD	Human Centred Design
HEET	Higher Education for Economic Transformation
HNWIs	High-Net-Worth Individuals
ICCPR	International Covenant on Civil and Political Rights
ICT	Information and Communication Technology
IDELA	International Development Early Learning Assessment
IMF	International Monetary Fund
IQEC	International Quality Education Conference
LCN	Lesotho Council of Non-Governmental Organizations
LGAs	Local Government Authorities

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LMA	The Law of Marriage Act
MDGs	Millennium Development Goals
MEWAKA	Mafunzo Endelevu kwa Walimu Kazini
MNCs	Multinational Companies
MoEST	Ministry of Education Science and Technology
MoH	Ministry of Health
NGOs	Non-Governmental Organizations
OPM	Oxford Policy Management
PORALG	President's Office, Regional Administration, and Local Government
PPP	Private Public Partnership
PSSP	Primary Safe School Program
REPOA	Policy Research for Development
SDC	Sweden Development Corporation
SDGs	Sustainable Development Goals
SIDA	Swedish International Development Agency
SOPs	Standard operating procedures
STEM	Science, Technology, Engineering and Mathematics
TCRA	The Tanzania Communications Regulatory Authority
TCU	Tanzania Commission for Universities
TEN/MET	Tanzania Education Network / Mtandao wa Elimu Tanzania
TTP	Teachers Training Programme
UDHR	Universal Declaration of Human Rights
UDOM	University of Dodoma
UDSM	University of Dar Es Salaam
UN	United Nations
UNCRC	United Nations Convention on the Rights of the Child
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
VETA	Vocational and Education Training Authority
WASH	Water, Sanitation and Hygiene
WB	World Bank
WEF	World Economic Forum
WHO	World Health Organization





## INTRODUCTION

Education is one of the fundamental human rights and a prerequisite for social and economic development as expressed in the United Nations (UN) 17 Sustainable Development Goals (SDGs) and the African Union (AU) 2030 Agenda.

In Tanzania, the Government and other stakeholders are implementing SDG 4 with a focus on “ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all”. Tanzania Education Network / Mtandao wa Elimu Tanzania (TEN/MET)<sup>1</sup> in collaboration with other stakeholders in Africa and beyond convened for the second International Quality Education Conference (IQEC) on 17<sup>th</sup> - 19<sup>th</sup> August held at Julius Nyerere International Convention Centre in Dar es Salaam, Tanzania. The overall objective of IQEC was to exchange and share experiences, innovations in education, best practices, research findings on education delivery and leadership, and management of education for better policy and practice. The conference was an opportunity and avenue for policymakers, delegates across Africa and beyond, researchers, educationists, academia, stakeholders, and students to interact and share knowledge on the role of education in the key moments of a global transformation.

Also, the conference was an incentive to cause stakeholders to think and generate sustainable solutions that will unlock the generational quest for quality, equitable inclusive education. Further, the conference steered discussions on financing quality education and what can be done including the levels of investment to match the needs of quality inclusive education. It uncovered trends in education and provided an avenue for stakeholders to learn unique perspectives in re-imagining the future of education in the African context, challenges, and opportunities.

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<sup>1</sup> TEN/MET is a national network of 158 education Civil Society Organizations (CSOs) working in Mainland Tanzania since its inception in 1999. Its vision is a national education system through which every Tanzanian child has the opportunity to engage in quality, inclusive education. The main goal of the organization is to achieve 'equitable access to inclusive quality education in Tanzania' by creating national and international platforms for stakeholders' engagement.

## OPENING AND WELCOME REMARKS

The session started with the TEN/MET Coordinator welcoming all the participants to the 2<sup>nd</sup> IQEC and acknowledging the sponsors of the IQEC such as the Swedish International Development Cooperation Agency (SIDA), Education Out Loud (EOT), The Malala Fund, Global Partnership for Education (GPE), OXFAM IBIS, Pestalozzi Children Foundation, TEN/MET members, Save the Children, CCBRT, Children in Crossfire, Also, the coordinator welcomed other education stakeholders and beneficiaries from Igunga Primary School, Girls Ambassadors from Chemba District, Dodoma and other development partners such as the United Nation Agencies.

Also, TEN/MET in its capacity as a conference host, convener and coordinator with the strong support and presence of its board members and Secretariat provided an avenue for other like-minded networks such as African Campaign Network for Education for All (ANCEFA), and policymakers from Government represented by the Ministry of Education Science and Technology (MoEST) from Tanzania Mainland and Ministry of Education and Vocational Training from Zanzibar. Other key delegates came from 11 countries such as Tanzania, South Sudan, Rwanda, Zambia, Malawi, Zimbabwe, Uganda, Kenya, Lesotho, Mozambique, and the United States of America.

### Remarks by Ms. Faraja Nyalandu, TEN/MET Board Chairperson



Ms. Nyalandu started by quoting an African proverb that says, “If you want to go fast, you go alone. If you want to go further, you go together” and pointed out that stakeholders in the conference believe in the power of collective intelligence through dialogues and deliberations that enhance quality education in Tanzania and around the world. She acknowledged the working relationships with development partners, UN Agencies, Government officials, education stakeholders, teachers, and students for the past two decades of supporting and constructively engaging with TEN/MET.

She highlighted that IQEC calls for sharing insight, data, and experiences to attain sustainable solutions that will unlock the generational quest for quality, equitable and inclusive education. As well, called for constructive discussion on financing quality education, teachers’ professional and skills development, girls’ education, leveraging technology for learning especially in the aftermath of COVID-19, and system strengthening in the education sector. Furthermore, she

applauded TEN/MET for broadening the participation of international delegates to share their experiences and good practices, which will help to see possibilities and new directions in advancing quality inclusive education across their countries.



***If you want to go fast, you go alone. If you want to go further, you go together*** ~ Ms. Faraja Nyalandu, TEN/MET Board Chairperson

## Recommendations

TEN/MET and its partners and education stakeholders around the world need to ensure education systems are relevant to every child and allow engaging and learning in quality and inclusive learning environment. She urged TEN/MET to continue coordinating and strengthening civil society organizations to be vibrant through networking, capacity building, research, and advocacy as well as create national and international platforms for stakeholders' engagement such as IQEC. She called for education stakeholders in Tanzania to continue engaging policymakers and key stakeholders from the MoEST, The President's Office, Regional Administration, and Local Government (PORALG), together with development partners, especially through the Development Partners Group for Education (DPGE) to advocate and deliver the promise of quality education for all.

She reiterated that quality education is at the heart of the African promise, and in light of the current financial, economic and social crisis, National Governments need to equip schools with the infrastructure and resources they need to give children the best start in life. Also, urged all participants to continue learning from each other, bringing to light and showcasing bold initiatives that bring about lasting solutions and achieve the goals of quality inclusive education for all.

Commended Tanzania's initiative to improve quality education through the Rapid Credit Facility from the International Monetary Fund (IMF) in the post-COVID-19 response, where 15,000 classrooms have been constructed in secondary schools, 3,000 in primary schools in Mainland Tanzania, 32 regional vocational and education training (VETA) centres constructed, 62,795 school desks procured and 10,812 books published in Braille as well minimum infrastructure requirements to implement a Primary Safe School Program (PSSP) that enable children to resume back to school safely.

Ms. Nyalandu calls for more investment in the sector and recommended civil Society stakeholders to continue building on each other's strengths, capacity, commitments, and participation to ensure that education and learning remain a continuum process, that is not confined to one place, nor limited because of gender or learning differences for any child.

## Remarks by Dr. John Kalage, Board Chairperson for ANCEFA

Dr. Kalage, the former TEN/MET Board Chairperson started by acknowledging the TEN/MET Board and Management for extending the 2nd IQEC to more international participants. He highlighted ANCEFA's role in bringing together all national education coalitions from 38 countries since 2000 to deliberate education matters for the African continent and the value it brings into such conversations.



He reflected on the status of education policies and practices in Tanzania and the Eastern Africa Region, and recognized IQEC as the platform allows experts to exchange, and share knowledge and innovations on pertinent solutions that will enable African countries to inform an agenda for education for sustainable development, and align to the 'Agenda 2063' and the Continental Education Strategy for Africa 2016 -2025 (CESA 16-25). He underlined some key game changers and transformative ideas that can accelerate progress towards fulfilling the nations and continental vision of education towards 2063 such as; i) adequate domestic resources to invest in the education systems (i.e.

learning infrastructure, teachers recruitment, and provision of teaching and learning materials; ii) countries to meet financing benchmark of 4% to 6% of the national GDP; iii) countries to allocate 15% to 20% of the national budgets to education.

Quoting UNESCO report on Global Education Monitoring (2021-2022); National Governments' funding for education as a share of the GDP remained at 4.3% in lower to middle-income countries and has increased with a low margin from 3.2% - 3.5% of the GDP in low-income countries since 2010. Tanzania is providing 3.5% of the GDP and around 13% of the national budget to education. Countries like Namibia, Sierra Leone, Lesotho, South Africa, Swaziland, and Kenya are investing above 5% of their GDP in education.

## Recommendations

Civil Society Organizations (CSOs) in Tanzania can build on the highest level of political will of the current Government to reform the education narrative. TEN/MET with other stakeholders should tap into this opportunity and lead - country conversations by sharing evidence and influencing policymakers and political leaders on education spending.

Tanzania Government can learn from other African countries that are doing well by rising national domestic revenues to finance education. Several transformative actions such as improving revenue administration, increasing tax compliance, expanding the tax base and closing tax havens, and ensuring taxes to GDP ratio is increased to at least 14.4% as per Third Five Years Development Plan projections (FYDPIII 2021/22 – 2025/26). Likewise, Tanzania can explore innovative financing mechanisms such as education levies, Eurobond, Corporate Social Responsibility (CSR), Private Public Partnership (PPP), Diaspora Bonds, and so on.

Tanzania Government is a champion for an inclusive policy that allows teenage mothers to return to school after giving birth Tanzania Government should effectively and efficiently utilize education resources, and ensure equitable spending by focusing on less funded areas such as youth skills development, Early Childhood Development (ECD) gender equality, and girl child education.

There is a need for Governments across Africa to embrace gender-transformative approaches to issues such as gender-based violence and harmful social norms.

Education stakeholders' and Governments need to promote science, technology, and mathematics (STEM) for girls, and address issues related to teacher training, recruitment, and motivation. Teachers should be adequately supported and trained to use ICT and digital solutions to ensure the continuity of learning, both online and offline.

ANCEFA will continue to amplify issues and recommendations from this conference to the Regional and Global advocacy spaces such as the UNESCO Collective Consultation of NGOs, the African Union Education, Science and Technology dialogues, the GPE Board, and the Transforming Education Summit in September 2022.

## Remarks by Shalini Bahuguna, UNICEF Representative in Tanzania

Begun by reflecting on the theme of the conference "Rethinking the Role of Education at this Critical Moment of Global Transformation with much admiration for the efforts by the Tanzania Government of making education its top priority and making it inclusive, equity-based, and fee-free up to secondary education. She commended Government's declaration to accept pregnant and breastfeeding girls back to formal schooling. Ms. Bahuguna noted that it is important for all stakeholders to ensure that these girl children are kept in schools and are getting quality learning.

She positively highlighted the national strategic education documents such as the Inclusive Education Guideline which is a high-level commitment made at the Global Education Summit, where 20% of the national budget will be allocated to education. Mentioned a participatory approach by the MoEST of allowing the participation of all stakeholders in the ongoing education reforms and in addressing the most difficult and pressing issues in society such as education. She added, "This inclusive approach by the current Tanzania Government leadership is worth commending".

Ms. Bahuguna noted key things to deliberate about education in Tanzania;

There are 23 million children under the age of 18 in Tanzania today and, this number will be doubled by 2050. The key question is how is the education system prepared to meet the needs of 1.4 million children coming into primary school every year.

The changes that are happening in the World such as automation, digitization, artificial intelligence, and changes in bioengineering have a huge impact on the world of work. She added, “The jobs today will not exist tomorrow. Our children don’t just need another new policy, they don’t just need another curriculum, they don’t just need another competency framework, they need to know how to learn new things and unlearn”. Contemplating the education system in Tanzania today, will these students have the ability to cope with these major global changes?

She urged the Government to keep pace with the changes, and help children learn new things.

## Recommendations

- Education stakeholders actively participate in the ongoing country policy /regulatory reviews such as Education and Training Policy and education curriculum. The Government is positioning itself for the upcoming global education forum, therefore education stakeholders take the opportunity to contribute to the review of the Tanzania Education Act and National Teacher Workforce Management frameworks which provide practical ways and concrete recommendations to the Government.
- Stakeholders rethink education provision that must encourage an inquisitive mind and give learners the ability to learn from others and be able to reject or adapt the learning to their own needs.
- Rethink education that builds basic confidence and enables one to position as a free and equal member of society, be it a girl, a pregnant girl, a teenage girl, a boy, a poor boy, anyone living in a remote area, a child with a disability, no matter who they are. A free and equal member of society who values others and is valued by them.

## Remarks by Lina Palmer, Deputy Head of Development Cooperation, The Embassy of Sweden in Tanzania.

Ms. Palmer underlined that education is a key human right and a prerequisite for social, economic, and sustainable development. It is the foundation for creativity and empowerment, and children’s ability to reach their full potential. Sweden is a strong believer in civic engagement and civil society movement and has been partnering with TEN/MET for more than a decade. Sweden believes in the important mission of TEN/MET in coordinating education sector civil society organizations across the country as well as supporting the education sector system strengthening. Sweden believes that inclusive and equitable quality education is in so many ways at the heart of social progress.



Sweden is the funding agent of the GPE in Tanzania and Zanzibar and through Sweden Development Corporation (SDC) works together with other development partners through the joint financing frameworks such as Education Programme for Results II (EPforR) that has recently been approved by the Government of Tanzania. SDC will contribute about USD.81 million over the next five years.

She emphasized that IQEC is a very strong manifestation of TEN/MET’s role in coordination and facilitation of civil society dialogues and movements. Mentioned the importance of investing in education, she referred

to the report by the International Commission on Financing Global Education Opportunity (The Education Commission) titled “The Learning Generation: Investing in Education for a Changing World 2016” which states that without a renewed effort to expand opportunities for education for all children, we will not fulfill the unfinished business of the Millennium Development Goals (MDGs), ever meet the 2030 deadline for the SDGs, or create the means by which low-income countries can become high-income countries. The Education Commission envisions a financing compact for the learning generation where one country’s pledge to invest in education will trigger the support of the international community.

Also, there is a recognition that mobilizing new finances will require innovative approaches to financing and new ways to leverage existing resources. Appeals are made by the Commission on how to realize the transformation in the education sector through performance and the systems improvements, innovation and how to do things differently, inclusion and leaving no one behind and financing. Similarly, she commended important progress that has been made by Tanzania Government such as the fee-free education policy resulting in increased primary school level enrollment by up to 95%. The recent Tanzania National Budget of 2022/2023 has approved an expansion of fee-free education up to the secondary school level.

However, she noted the fast-growing younger generation in Tanzania and called for strong and joint efforts to meet the educational needs. The education assessment which was done in 2019 shows that almost half of standard two pupils are not reading with adequate performance according to their age. This shows that a substantial proportion of pupils complete the primary education cycle without the basic literacy and numeracy required for further education.

## Recommendations

- Concerted efforts are needed to address the multitude of challenges that hinder quality teaching and learning. A holistic approach focusing on education systems transformation is critical, as well as engaging actors from all sections of society.
- Through dialogues, education stakeholders explore solutions for improving the quality of education in Tanzania, emphasizing that all the countries should do proper research, produce new knowledge and innovations, and get appropriate tools to deal with this new knowledge and information in systematic ways. The Teachers’ Professional Board that was established by the Tanzania Government in 2018 should be a key player in the continued reforms to improve quality education in the country.

## Remarks by Preeti Arora, World Bank Tanzania, Deputy Country Director

Reiterated that quality education is an investment and a key solution to poverty reduction and a basis for economic development. She added that no country has developed without ensuring the majority of its citizens complete at least a minimum package of quality basic education.

Commended the Government of Tanzania for its commitment to improving access to education for all as demonstrated by the fee-free basic education and the relatively higher level of investment in the sector compared to many other countries, with the allocation of 17% of the national budget and a commitment to meeting the target of 20% of the national budget in the next five years. She noted that primary school enrollment in Tanzania increased by more than 2.5 million since 2013 and now Mainland Tanzania has 12.3 million children attending pre-primary and primary classes. Added that access to secondary, technical, vocational education and training as well as higher/tertiary education has increased over the past few years.

Tanzania Government was commended for amendment of its policies and for removing barriers that prevented young mothers from attending formal public education. She added, “this important decision underscores the country’s commitment to supporting girls and young women and improving their chances of receiving a better education”. Since the uplifting of this ban, thousands of children who had dropped out have returned to formal school. This includes more than 3,300 secondary school-age girls who dropped out due to various reasons including pregnancy and now are continuing education in formal schools or open schools across the

country.

Making education better, safer, and more accessible is critical to advance Tanzania's social and economic development. The World Bank (WB) is committed to supporting the Government of Tanzania with financial resources and technical support. In Tanzania, The WB education portfolio amounts to more than \$1.5 billion, aimed at supporting education systems strengthening at all levels from pre-primary, primarily technical, and higher education.

She maintained that real gains from the rapid rollout of fee-free basic education in the face of an increasing school-age population can only be realized with an increasing number of qualified teachers, adequate and safe learning spaces, teaching and learning materials, and the curriculum that is responsive to the rapidly changing global economy and ensuring that children are ready and free to learn. Critically important is also the need to support children from poor and marginalized communities so they too can have equal access to education opportunities.

The rapidly changing global environment and technological advancement bring opportunities as well as challenges. Like the rest of the world, Tanzania needs to grapple with climate change challenges, the mix of trade wars and real wars, poverty, fast-paced technologies, and the need to cultivate among its younger generation competencies in global problem-solving, innovation, and resilience.

## Recommendations

- There is a need to collectively be more innovative, collaborative, and open-minded on genuine concerns of children, and be able to turn these challenges into opportunities.
- More countries should prioritize investment in early childhood education (ECE), equality, quality basic education and investment in teachers.
- Governments should find ways to partner with the private sector, bringing industrial competencies to the centre of learning and teaching in the curriculum and classrooms.
- Governments need to embark on a comprehensive national curriculum review where needed, with the view to strengthening student competencies at all levels of education. And we pledge our full support to the process of the curriculum review in Tanzania.
- Need to improve the education curriculum to be more practical and relevant.
- The Government needs to take the opportunity to harmonize some features of education systems with other East African neighbours and other African countries.
- Governments should continue prioritizing achieving a minimum quality standard for education for all. This will require additional financial commitment over the coming years.
- Governments should ensure that resources are used effectively by reducing spending inefficiencies in education.

## Presentation by Girls Ambassadors from Chemba District, Dodoma Region

Investing in children's and young people's views is good for building active and informed citizens. The IQEC brought on board school children to participate and give their views on a matter affecting the learning path and progress.

Ten girl children referred to as 'girl ambassadors' highlighted the progress made by the Government in improving education and presented to education stakeholders and policymakers a list of recommendations to make their learning relevant, easy, and enjoyable.

They commended the Tanzania Government for the fee-free education policy as it motivates them to learn

freely without fear of missing class due to demands that usually came with fees. They applauded the ongoing curriculum review and the newly released guidelines for teen mothers' re-entry. They acknowledged the continued efforts by the Government to improve the learning environment and infrastructures such as classroom building and renovations, books, and desks.

However, they presented their appeals to the Government and other stakeholders to act upon several challenges to support and make their learning successful and appropriate. Challenges presented include; i) long distances to and from schools for most rural girls; ii) child marriages continue to affect girls' access to learning – practices indicate that parents continue to give out kids in marriage in exchange for dowry / bride price; iii) they noted complications in enforcing the Law of the Child Act 2009, mentioning that most punishments, especially on rape cases are not practical); v) there lack of education on the importance of girls' education; v) the current education is theoretical and doesn't provide competency/skills; vi) completion of basic secondary education doesn't assure employment opportunity, rather creates more dependency; vii) a serious lack of learning infrastructure at some schools; viii) either few or no Science and Maths teachers in most schools; ix) generally shortage of teachers in remote rural schools, and; x) in some communities, girls' problems are not taken seriously and girls are not valued by the community members.



*Chemba girls' ambassadors presenting their recommendations to the conference*

### Recommendations by girls ambassadors

- Requested education stakeholders to strengthen dialogues, and engage and lobby the Government to increase resources for education (allocate 20% of the national budget).
- Government to prioritize water and energy infrastructure and services at schools.
- Requested stakeholders to engage with communities and raise their awareness on the importance of giving girls a voice on girls' rights to speak
- The importance of motivating teachers by building teachers' houses in villages and remote areas to attract teachers and make shelter conducive and decent.
- Education policy review should be holistic and relevant to learners' needs, fit to the contexts, and skills-based.
- Recommended a realistic penalty for perpetrators of violence against children, noting that most penalties are not enforceable for example 30 years of imprisonment leave room for negotiations at the community level.
- Requested stakeholders to engage local and traditional leaders in discussions on the importance of girls' education,



- Increase resources and investment in learning facilities, build female/girls dormitories, build more classes, and laboratories, incentivize teachers, build/furnish libraries
- Ensure that the new curriculum is skills-based and responds to the needs of the current labor market.

### Remarks by the Guest of Honor, Mr. Francis Michael, Permanent Secretary, Ministry of Education Science and Technology (MoEST) Tanzania

On behalf of the MoEST he shared the Governments' commitment of transforming the education sector and recognized the presence of all stakeholders and the commitment to a common agenda to pursue quality education in African countries. Also, acknowledged the participation in IQEC and support by donors and development partners.

Commenting on the theme of the conference, he stated that quality education is the foundation to improve lives and achieve sustainable development in any country. He reflected on how this conference builds on the momentum of the Global Action Week for Education (GAWE) that calls for focusing on domestic financing for quality education and improving learning outcomes. He prompted stakeholders in Tanzania to play an active role in the ongoing national dialogues on transforming education and curriculum review processes.

He noted that quality and inclusive education means that all children, regardless to physical, intellectual, social, emotional, or linguistic abilities, learn and participate equally and effectively, in safety and free from gender bias. It doesn't end with only access to school but takes into account improvement in teaching and learning processes as well as the competence of learners. There is a need to make its relevance to enable one to navigate his/ her life in the ever-changing environment.



*The Guest of Honor, Mr. Francis Michael, Permanent Secretary, Ministry of Education Science and Technology (MoEST) Tanzania making his inaugural remarks.*

### Recommendations

- To meet the quality education demands, there is a need to rethink the role of education in the resource allocation contexts.
- Stakeholders are reminded to continue supporting Tanzania Government, through MoEST momentum towards increasing access to education at all levels by increasing enrollment rates, particularly for women and girls, and improving basic literacy skills.
- Recognized efforts by the UN and called for more efforts to improve universal education goals. and invited stakeholders and partners from the private sector and civil society to complement Government's efforts by ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all as articulated in the SDG 4.

- There is a need for more such conferences to challenge stakeholders' thinking and give them opportunities to reflect on the education systems we need in the global transformation era.
- Transformation and learning on matters related to sustainable development should be integrated into our learning in line with the Continental Strategy for Africa which is the guiding principle for long-life learning for sustainable development.
- Inspired stakeholders to put more effort into ensuring that SDG 4 targets are achieved in Tanzania in the remaining period towards 2030 and complement Tanzania's significant progress towards achieving SDG 4.
- Reminded stakeholders of the Tanzania Government's political will towards strengthening education systems and improving learning outcomes, as well as the availability of laws, policies, and strategies such as the Education Sector Development Plan (ESDP), Tanzania Vision 2025, the FYDP III 2021/22- 2025/26 and the Education and Training Policy (ETP) 2014 (which is under review) to reflect the current trend and the new standards for the realization of quality education.
- Called for stakeholders' support to complement the Government's efforts in contributing towards improving quality learning environment i.e. school infrastructures, facilities, and active research to inform the ongoing education policy review dialogues.

### **Remarks by the Chief Guest, Hon. Lela Mohamed Musa, Minister of Education, and Vocational Training – Zanzibar**

The Chief Guest started by acknowledging the presence of Government officials from both Zanzibar and Tanzania Mainland, the TEN/MET Board and Management and representatives from UN agencies, development partners, delegates from Governments of other African countries, civil societies, students, and teachers and for devoting time to convene, share experience, lessons and best practices.

She added that Tanzania is one of the countries that endorsed the SDGs including SDG 4, resulting in its high-level commitment to providing free universal and inclusive basic education. To achieve gender equality, Tanzania Government has removed all barriers to education by allowing girls to re-enroll after dropping out of school for several reasons including teenage pregnancy. Also, Tanzania is committed to promoting girls' education by improving the learning environment. This is evidenced by the current efforts by Government in building girls' science secondary schools in the 26 Regions across the country and 1,000 secondary schools in wards that did not have schools before. This is in line with the country's emphasis on promoting Science, Technology, and Innovation.

Tanzania has a comprehensive Inclusive Education Strategy that allows the right to education for every child. The implementation of fee-free basic education resulted in massive enrollment and caused a serious shortage of classrooms among other challenges. To address this the Government in the 2022/23 financial year constructed 15,000 more classrooms in the whole country to bridge this gap. Classroom renovation is ongoing at secondary schools and at the tertiary level to ensure a quality learning environment.

The Government is committed to continuing to address the issues of access by building 1,000 new schools in the country. In June 2022, the Government introduced fee-free basic education for advanced secondary education (form V and VI). Also, committed to implementing the Higher Education for Economic Transformation (HEET) project, continues to finance the fee-free basic education as well as to strengthen vocational training in the country.



*The Chief Guest, Hon. Lela Mohamed Musa, Minister of Education, and Vocational Training – Zanzibar officially opening the 2nd IQEC.*

## Recommendations

- Improve the competence of graduates in response to market demands.
- Make vocational skills relevant and give graduate skills for self-employment and allow learners an opportunity to engage in decent and productive work.
- All stakeholders to implement the Tanzania Multi-Hazard Strategy and education in emergency strategy to prepare for emergencies like COVID-19, and avert the impact of the COVID-19 pandemic by ensuring continuity in learning and teaching.
- Stakeholders need to continue working with the Government on science, technology, and innovation issues. The Governments needs align its policies and laws with the changing global contexts on issues connected to innovation and technological changes
- Stakeholders the urged to make good use of the IQEC dialogue to contribute to the Government reforms dialogues related to the modernization of education systems (starting with the ongoing education policy and curriculum reviews).
- To achieve the targets of SDG 4 in the remaining years to 2030, all stakeholders need to work collectively in financing education projects and programs targeting basic to tertiary level education and adhere to the principles of collective accountability to the donor supported projects and programmes.
- Urged the private sector to increase support to the education sector, especially at this critical time when digitized learning is highly needed and relevant in the current COVID-19 contexts.
- Civil society organizations are best placed to inform policy decisions on quality and inclusive education, promote equity, gender equality, and inclusion, also complement the Government efforts in terms of putting in place school infrastructures and facilities, training teachers, and empowering students. They need to continue investing in service provisions and research to inform education policies and practices.

## Special panel discussion: Rethinking the Role of Education: At the Key moment of Global Transformation.

### Panelists

- Barbara Chilangwa: Executive Adviser CAMFED & Former Zambia Ambassador to Angola
- Rakesh Rajani: Vice President, Programs Co-Impact, USA
- Boaz N. A. Waruku: ANCEFA Program Manager, based in Kenya
- Moderator: Ochola Wayoga: TEN/MET National Coordinator, Tanzania

The panel discussion started by looking at education systems quality, gender equality, inclusivity, technology, digital divide, rural versus urban, and the contexts in which the education transformation is taking place across the globe. The conversation responded to the key questions: What is quality education? What do we need to know about it? What are the issues in the current education system? Is the current education system producing skills and a productive workforce? Discussants explored whether Governments in Africa including Tanzania are truly transforming their education systems in the right direction.

### Remarks by Rakesh Rajani

Started by reflecting on Nyerere's philosophy on education, and talked about the purpose of education and how it is thought to be essential for the liberation of humankind. He highlighted the real progress made and the quality of the ongoing debates on quality education. He urged that Nyerere's philosophy never listed enrollment and classrooms as key to quality education, but much more on what education can or does to the person and the society.

Rakesh drew two lessons from Nyerere's leadership that leadership is not only about making long lists of what one has achieved, but more importantly about acknowledging failures, and inviting public opinions about the status of the progress being made or lack thereof; and that when we truly care about something, we should honestly and critically challenge the conversations by bringing out the real issues that obstruct the achievement or delivery of quality education.

Rakesh shared three anecdotes on the purpose of education from Mwalimu Nyerere that are more relevant today. Education must encourage the development of each citizen in 3 things:

- An inquisitive mind,
- An ability to learn from what others, do and reject or adapt to own needs,
- Basic confidence as a free and equal member of the society who values others and is valued by them, for what s/he does and not what s/he obtains.

Added that the purpose of education is to create a mind that is curious to challenges rather than blindly accept what is given. A mind that is capable of researching, analyzing, and reframing issues. A mind that is ready to learn and adapt. Not a mind that retreat to easy nativism or fundamentalism but is thirsty for knowledge and innovation, learning from others the secrets to success.

The purpose of education is to develop confidence and enable one to see him/herself as a free and equal member of society, whether you're a girl or a boy, a woman or a man, poor or rich, black or white or brown, student or teacher, President or Government minister, what matters is that each one of us develops that confidence and we value each other (human dignity). Added that Nyerere didn't dwell on subject content, certificates or degrees, but education is when a person is confident, inquisitive, and values others to build a free society.

In our current education, he asked, how much progress have we made around these 3 subject matters? True learning is from the behaviour and action of the teachers. The classroom is not only about the content of the curriculum but the pedagogy of the practices. Classrooms should model democracy in action. Nyerere insisted that building a democratic society requires the combination of free discussion followed by the full implementation of jointly made decisions. If the children get used to this in schools, they will at the same time be learning about the responsibilities of citizens in a free society.

How is this practical today? Nyerere saw schooling as a laboratory of how to learn to challenge the authoritarianism of the colonial state and the post-independent states and their leaders. In 1976, Nyerere said: "Education arouses curiosity and provokes questioning, the challenging of all the assumptions and established practices". In an educated society, the population will challenge the actions of the elected representatives including its Presidents.

We should no longer measure quality education by how many classrooms we built, how many students have been enrolled, how many desks and books we have supplied, how many billions of shillings we have spent, how are exam classes rated, how many certificates and degrees we have issued.

### Remarks by Ambassador Barbara Chilangwa

Opened her remarks by sharing her dissatisfaction with the slow pace at which countries are making in improving education. Reflecting on the COVID-19 pandemic, she presented how it has exposed the deep socio-economic inequalities in societies and confirmed how education is far from being an equalizer.

Before COVID-19, UNESCO was reporting 93 million children of primary and secondary school age, and 60% of youth between the ages of 15 and 17 who were not in schools in Sub-Saharan Africa, which makes it unlikely to meet the “living no one behind” target.

Sub-Saharan Africa has the highest rates of out-of-school globally, and according to UNESCO, 2 million girls of secondary school age were not in school even before COVID-19. With COVID-19, they were the first to drop out and become victims of unsafe environments, early marriages, and exploitation. Consequently, education for the marginalized especially girls requires special attention.

Ambassador Chilangwa cited the three biggest threats to humanity today such as climate change, the war in Ukraine, and COVID-19, and called for stakeholders to rethink and forge new ways of dealing with these crises. She recognizes that education has the power to disseminate information and empower citizens to make informed decisions and choices. Education can be the antidote for Africa and the world to deal with these crises and prepare us for transformation.

### Recommendations

- The education sector in its current situation cannot meet the needs of all learners, nor play the role of tackling pressing global challenges. So, for education to transform the world, it will need to tackle the social and cultural inequalities laid by the global crisis.
- Education stakeholders and educationists need to move out of their comfort zones. Need to think and move beyond libraries and classrooms and utilize the opportunity brought about by the pandemic to improve and modernize learning.
- There is a need to correct the inequality perpetuated by the current education system. With 60% of the African population under the age of 25 years, there is an opportunity to equip African youth as the next generation with the knowledge and skills to deal with climate change and other related issues.
- Education stakeholders should adopt models that have been tested and working such as allowing secondary school graduates to return to their local schools, volunteer to mentor marginalized learners, with catch-up learning sessions, deliver self-development, well-being, and life-skills sessions, conduct home visits to identify those at the point of dropping-out and connect them to services. These models can be the vehicles to sustain change and replication.
- Youth can be the triggers that are needed to lead an education revolution, transform the status quo and unlock the multiplier effects. Take examples of youth-led organizations such as the Boy Scouts and Girl Guides and how they have helped to shape youth characters and build self-confidence among youth members.

## Remarks by Boaz N. A. Waruku

Reflected on the status of education which is given at the moment and its meaningfulness. Argued that education has to transform people and societies. From this perspective education which is being offered/delivered by our schools is “something called education”, as it only enables us to be handy-men and women’. The upcoming Education Summit will help to roll out and kick off a real movement to galvanize all actors towards a transformational education system globally.

Talked about the education we need by reminding participants that former African leaders made a commitment to the Universal Declaration of Human Rights (UDHR) and laid the foundation for education across the globe that “everyone has the right to free and quality education”.

The UDHR, the International Covenant on Civil and Political Rights (ICCPR), The United Nations Convention on the Rights of the Child (UNCRC), the African Agenda 2063, and The African Charter on the Rights and Welfare of the Child all have documented issues about the countries’ commitment to delivering education of quality. Key questions from these reflections emerged. Can we rethink how we have moved steps towards actualizing those commitments making sure our children and youth are in schools and learning?

Most of the post-independence African leaders inherited education structures and systems. Therefore, the current education systems lack a proper foundation. Colonial and post-colonial education had completely different aims, the goal was to produce craftsmen/women, and handymen/women who are not necessarily able to think because thinking could lead to revolutionizing the society.

However, looking at the education foundation and the philosophy underpinning the purpose of education, most Governments are still holding on to the colonial legacy of education. Eventually, there is a need for Governments to graduate and understand the purpose of education as an instrument to build human characters and societal values to create critical minds that go beyond offering cheap labor to the marketplace.



*Mr. Ochola Wayoga, TEN/MET National Coordinator moderating the special panel on the conference’s theme. On the left is the first panelist, Ms. Barbara Chilangwa, Executive Adviser CAMFED and on the far right Mr. Boaz Waruku, ANCEFA*

## Recommendations

What is the game changer if we are to start again?

- Design education that is accessible to all ‘inclusive education’
- Skills-based education should focus on creating jobs and enabling self-employment
- Government to design education systems that don’t instill pride in graduates but a sense of service, care less about certificates, and be thirsty for knowledge.
- Should not measure progress in education in terms of school inputs (classroom, buildings, desks,

textbooks, certificates) but adopt the systems that measure the ability of students to think, probe, create, and question and measure every teacher in terms of how they prepare children in these areas.

- Reform teachers' roles from an instructor to a facilitator.
- Find a link between policy and practice (i.e., free entry for girls should not be assumed that all girls will go back to school). Need to deal with realities at schools, at homes, and in communities.
- Need to be clear about the philosophical foundation for education and the value system of society to structure education to be relevant. (i.e., Nyerere first created a sense of unity and oneness "Ndugu Mtanzania" with a sense of dignity across tribal, religious, and ethnic lines).
- Need to reform the environment for teaching and learning to be conducive for sharing knowledge, revisiting the curriculum and teachers' professional development. The curriculum should liberate and enable the teachers and learners to interact and share knowledge.
- Be creative and ready to offer solutions not only criticizing the policymakers.
- Stop politicizing education, translate statements, policies, and promises into practices.
- Tanzania is one of the pioneers of inclusive education strategy but should ensure that no one in the community is left behind when it comes to practices.
- Education policy implementation needs to be supported by community awareness and understanding.

### **Theme: Tanzania's determination towards the provision of quality and relevant education for all**

- Presenter: Venance Manori: Acting Commissioner for Education, MoEST
- Moderator: Mr. Colin Bangay, Senior Education Advisor, The Foreign, Commonwealth & Development Office (FCDO)

The presentation began by highlighting the education systems in Tanzania's Mainland and Zanzibar. Tanzania Mainland education system is guided by the Education Act number 25/1978 which was revised in 2002 and the ETP of 2014. Quality education emphasizes the holistic development of a student, emotional, mental, physical, social and cognitive progress irrespective of the student's age, gender, ethnicity, and social economic status, or geographical location.

It aims at preparing the student not for the test but for life. Quality education is the one offered in a context where learners are healthy, well-managed, ready to participate, and supported by their families and communities. The education systems that offer quality education should ensure that learning environment is healthy, safe, well-protected, gender-sensitive, and has adequate resources and facilities to facilitate learning and sharing. The focus of quality education is on the content, and helps learners to acquire basic skills, especially in the areas of literacy, numeracy, and skills for life. Also, it focuses on knowledge in areas like gender equality, health and nutrition, and other cross-cutting issues like HIV and AIDs and peace education. The process used by teachers is child-centred in well-managed classrooms. Education outcomes include skills and attitudes and are linked to learners' positive participation in society.

Tanzania joined the world leaders in September 2015 to launch the SDG in 2016. Committed to implementing SDG 4 to ensure inclusive and quality education and promote life-long learning opportunities for all.

- This high-level commitment seeks to ensure among others the following;
- All girls and boys complete free equitable primary and secondary education leading to relevant and effective learning outcomes,
- All girls and boys have access to quality early child development and care pre-primary education so that they are ready for primary education.

- All women and men equally access affordable technical vocational and training education including university education.
- Youth and others have relevant skills including technical and vocational skills for employment, decent jobs, and entrepreneurship.
- Gender discrimination is eliminated and vulnerable persons with disabilities and children living in vulnerable situations have access to all levels of education and vocational training.

Tanzania's commitment to implementing SDG 4 is through mainstreaming its national development frameworks such as FYDPIII, ESDP, and National Inclusive Strategy. The integration and implementation of SDG 4 in the national development framework have created strong partnerships among the Government, non-state actors, and development partners in the development of quality education. The Government is committed to increase the budget allocation for quality education, invest in teachers' training, and provide fee-free basic education from pre-primary to form six. As well, the decision by the Government to make pre-primary school mandatory and universal has massively increased enrollment all levels of education.

The Tanzania ETP 2014 is a result of harmonized and subsequent reforms of various policies. In 1967, the Government reformed curriculum that was offered by the colonialists and established a nationalistic curriculum that was inspired by the philosophy of socialism and self-reliance. The focus was to fight the three enemies of the country; ignorance, disease, and poverty. 12 years later in 1979, changes were made again to emphasize the philosophy of socialism and self-reliance focusing on the 'Education for All Declaration'. The emphasis was on theory and practice. Technical agriculture and home economics were established to strengthen skills for better economic life.

Subsequently, curricula have been reviewed to reflect the changing learning contexts, including the ETP of 1995, the Technical ETP of 1996, and the National Higher Education Policy of 1999. Information and computer studies courses for secondary schools were also introduced. In 2005 the amendments introduced a competence-based curriculum. These policy reforms were necessitated by the global changes in science and technology, the economy, politics, and the social aspects.

The aim of the ETP 2014 was to improve service delivery and strengthen education and management systems. Also, it aimed to foster cooperation between Tanzania and other countries - focuses on enhancing harmonization and the integration of skills in the education training with the ultimate goal of developing learners with the skills and the competencies that enable them to meet the demands of the world of work and life in general. The ongoing education policy review aims at having structures and flexible procedures that will enable Tanzanian learners to continue learning, using variety of pathways, academically and professionally.

Quality education and training that is recognized nationally, regionally and internationally requires better-quality human resources, effective management and administration of education training, and a sustainable financing modality for education and training, as well, the system that integrates crosscutting issues.

In 2021 the Government begun the process of reviewing primary and secondary school curricula especially soft skills. Skills such as innovative thinking, collaboration, leadership and technology will help learners to adapt to various changes occurring in the community and beyond.

Government stakeholders' consultations engaged policy makers, graduates, private and public sector, officers from various levels, quality assurance officers and different officers from Zanzibar and Tanzania Mainland. The ongoing curriculum and policy reviews are inevitable as they are expected to provide direction to policy makers and implementers taking into account the economic, social, scientific and the technological changes and the market demands. It is expected that the new curriculum will facilitate a number of opportunities for learners, improve efficiency in the provision of education and training.

From the stakeholders' consultations, it was agreed education system should provide alternative pathways - a curriculum that enables graduates to participate directly in the world of work, students need to be given the skills needed in the real environment where students live. A mix of skills and knowledge including sports,



agriculture and entrepreneurship activities to be adopted in the new curriculum. They emphasized teaching of the values of patriotism from primary education.

Also, students' assessments should include both academic and skills based. Teachers education should start from advanced level of education instead of ordinary level of education. The diploma level for teachers education should be minimum 3 years (2 at college and 1 practical). There is a recommendation to streamline learning outcomes (academic and vocational skills), qualifying students with both hard/technical and soft skills combined and assessed. The new curriculum proposes 1-year pre-school, 6 years compulsory primary school education and 4 years ordinary level secondary education. Subsequently, from standard 1 to form 4 will be 10 years only. There is a suggestion to have 2 streams in secondary education; vocational and academic streams, where assessments will reflect this. On assessment for primary school, 30% of the grades will be allocated to continuous assessment and 70% on final examination. In both cases vocational/skills and academic areas will be assessed. The Tanzania Government aims at making continuous assessment 50% and final examination 50% in future.

The Government has also introduced fee-free education up secondary level and still working to mobilize resources for this. The new learning structure is designed to meet the current social economic changes and allow students to complete their academic cycle in shorter period.

For higher education, the Government is implementing a five-year Higher Education and Economic Transformation project called (HEET 2021 – 2026). Its objectives are to strengthen the learning process in alignment to labor market, to improve the management of higher education systems, improve the learning environment through infrastructure (building seminar rooms, hall lectures, theaters, library buildings, offices. Also, Through HEET a minimum of 290 curriculum relevant to higher learning institutions will be reviewed to address current market for youth in areas of STEM, water, tourism, strengthen teachers' education, build capacity of University academic staff.

Moreover, the Government has established regulatory authorities for Education Quality Assurance, Vocational Education and Tanzania Commission for Universities (TCU) for higher education. These bodies are responsible for reviewing the provision of education in Tanzania. The Government is currently reviewing the ETP 2014 and curriculum these two processes are interlinked. The curriculum will be contextualized and content will be relevant to learners in their own environment. Also, in-service training of teachers will be prioritized through professional teachers' development - Mafunzo Endelevu kwa Walimu Kazini (MEWAKA) and HEET.



*Mr. Venance Manori: Acting Commissioner for Education, MoEST, presenting a paper from the Ministry of Education, Science and Technology.*

## Recommendations

- Review of the curriculum should consider children with disabilities and those with special needs
- The curriculum needs to be informed by other curricula across the region including disseminating it to be well adopted by the users.
- Curriculum should equip youth to remain where they are and identify opportunities instead of migrating to urban areas to search for jobs.
- Stakeholders should be cognizant that we are already in the 4th Industrial Revolution, thus do begin adopting some elements such as integrating coding into computer courses at primary level.

## Theme: Education is too important to be left to chance: education system strengthening

### Panelists

- Principal Secretary Ministry of Education Zanzibar
- Permanent Secretary Ministry of Education South Sudan
- Permanent Secretary Ministry of Education Zimbabwe
- Permanent Secretary Ministry of Education Zambia
- Moderator: Prof. Kitila Mkumbo, MP Ubungo Constituency, Dar Es Salaam

The moderator kicked off the discussion by alluding to Mwalimu Nyerere's belief that the importance of education cannot be understated to the continued independence of a country and of the future and wellbeing of its people.

He quoted "Knowledge is power and those who have it between nations will continue to use it against others who don't have it and the incumbent of the future is going to be education". The moderator posed a question to prompt the discussion on COVID-19 situation many countries in African and in the world had the school system closed due to COVID-19.

How prepared are the countries' education systems to cope up with natural cases like COVID-19 if it happens in future? It may not be COVID-19, but could be any other crisis of similar nature. Have we learned on how our education systems should cope and survive in such eventuality?

### Remarks by the PS Ministry of Education South Sudan

**South Sudan** experience 4 challenges that affected the education system; conflict leading to internal displacement and other refugees hosted in Uganda, Kenya, Somalia and some in Ethiopia; flooding which affected a third of the country; economic crises; natural calamities including COVID-19 leading to 6 months of school closure, reopening took place in phases starting with finalists' years. Before school reopening, the Government introduced education on air where teachers were trained on how to write a script, transmitting the script on TV and radio. Radios were used for learning in remote areas.

### Remarks by the PS Ministry of Education Zambia

**Zambia** reviewed its curriculum in 2014 to incorporate the trend of the changing needs of education and provision of ICT. It included training materials like computer games for primary schools and when they move to secondary level, they start learning compulsory computer studies. The course is an option at senior secondary level. However, this has not been fully implemented due to inadequate infrastructures especially in rural schools, also due to inadequate equipment and specialized teachers to teach the computer practical subject.

When COVID-19 hit, the country was unprepared like any other country. But the Government ensured that learners continue learning.

- School calendars were adjusted to cope with 5-6 months closures.
- The Ministry developed COVID-19 response plan in a participatory manner.
- Partners came on board and supported teachers with capacity in certain pedagogical approaches to be able to manage online learning during the closures and also enhanced provision of lessons using radio stations.
- The Directorate of Open and Distance Education coordinated alternative model of education provision.
- The Ministry has continued to improve infrastructures that support ICT such as developing rural electrification and provision of solar power to the rural schools, opening specific channels for education, using community radio stations and national broadcast. Teachers are using digital tool and already sharing learning materials.
- Provision of ICT learning was made compulsory from primary 1 to grade 9 and provision of computers and materials made key priorities.
- The broadcast services were scaled up to support continued learning and providing alternative ways to access learning materials.
- Community radios were used, and the Government e-learning portal was launched.
- Developed self-learning materials for those who were unable to access online materials and provided gadgets packed with content.
- Government scaled up alternative modes of learning, and focusing on building ICT infrastructures in rural areas and use of solar gadgets.
- The ICT in the curriculum was meant to give learners the skills to benefit from digital learning.

### Remarks by the PS Ministry of Education Zimbabwe

**Zimbabwe:** When COVID-19 hit, the Government had the opportunity of enhancing digital learning mostly television and radio lessons. The Government developed and printed modules and other print media which were distributed to children to study whilst at home. The Government with its partners provided ICT gadgets to use at home to learn. Returning to school after lock-down; Government produced standard operating procedures (SOPs) and applied WHO protocols which were continuously monitored by the central Government and the decentralized structures such as the district inspector of schools, school providers and Ministry of Health (MoH).

Schools were linked to health facilities, a nearby clinic to monitor the situation. Pupils who were affected by COVID-19 were isolated and received instructions whilst in isolation centres/rooms. They were provided with water and all protective equipment. Alternative learning strategies like blended learning approach and the catch-up strategy were adopted. Implemented continuous learning capacity development for teachers to use ICT gadgets and implemented disaster resilient management with schools and communities.

### Remarks by the Ministry of Education Zanzibar

**In Zanzibar,** before COVID-19 there was an educational media centre where video and audio education content were aired. Also, the contents were aired through YouTube channels and used by children. When COVID-19 hit, the content which were already made, were broadcasted on TVs, central TV and national radio. In Tanzania Mainland, school closed only for 3 months, after which schools went on uninterrupted.

## Investment in Early Childhood Development (ECD)

**In Zimbabwe**, the Government allocates 13% of its national budget to education from pre-primary up to form 6. The Government provides incentives for leaders to come to schools and ensures inclusive and quality education i.e., giving sanitary pads to girl children. Each primary school is supposed to have an infant education from ECE up to grade 2. All children of the appropriate age must be brought up in primary schools. It is universal because the Government provides basic education-assisted model funds for the vulnerable, poor families and orphans.

The Department of Ministry of Primary and Secondary Education pays teachers' salary and the Government builds infrastructure. Private-public partnerships are promoted, the donors or development partners support school infrastructures by either building water, sanitation and hygiene (WASH) facilities, laboratory facilities, and computing infrastructure and communities are mobilized and contribute to education. The basic education assistance model was helpful to finance early childhood education in Zimbabwe. From 2023 State will be funding education from ECE up to form 4. The Government funds capital for building new colleges etc. After every 2 years ECE instructors should receive a refresher course.

In **Zanzibar** communities introduced "tutus<sup>2</sup>". Currently, the Government is building formal pre-primary class annexed at each primary school. The Government has already started building primary schools with laboratories so that children can learn Science subject as early as possible. In Zanzibar the percentage of people with radio and TV are higher. However, in some areas solar power gadgets were provided for charging phones and radios during COVID-19 contexts. There are 2 inclusive education facilities in Zanzibar that cater for people with disabilities, for residence and for receiving primary school education. More than 50% of the education budget go to teacher training and capacity building.

**In Zambia:** ECE is one of the priorities of the Ministry. It was initially coordinated by local authorities and private sector but in 2014 the Ministry of Education took over. In order to accelerate the provision of ECE, the Government ensured that the preprimary schools are annexed to primary schools. This is in addition to the centres that are in the private sectors. The Government monitors ECE standards. As an immediate measure, a project known as the ZOO project aims at enhancing ECE provision has a funding amounting USD. 39m to increase access of up to 50% of preschool learners to have ECE experience as they enter grade 1. There are over 2,000 teachers recruited under ECE project. The project also addresses quality, equity and improve the efficiency of the ECE provision.

On financing, effective from January 2022 Zambia implemented fee free education, an extension from free primary to secondary. Schools fees were taken away, the Government provides grants to schools, including paying exam fees for the learners. The fee free education has been extended from primary to secondary education. Through constituency development fund, learners receive bursaries. This has resulted into bringing back a lot of learners who had dropped. Now, the Government is addressing quality issues due to fee free education that has increased enrollment. At tertiary level, there are loans and bursaries too. In 2022, over 30, 000 have been recruited for ECE, Primary, Secondary and Higher education. This the biggest number in one year to bridge the gap of teachers in rural areas.

**In South Sudan:** ECE started to be considered in education system after revision of curriculum. It is now considered as one of the levels in the levels of education following this arrangement; 2 years ECE, 8 years primary and 4 years in secondary school. ECD is owned by the Government and it is free and compulsory. 10% of the national budget should be allocated to education, but with economic crisis, this percentage isn't realized. It is reduced to 6% and 8% and most of this amount go to salaries and operations. 20% of the allocation remain in at the central / headquarters. A policy requires every primary school be annexed with 2 ECE classes, and preschool is mostly funded by development partners. The Government budget allocations is disbursed per activity rather than funding the entire budget plan.

<sup>2</sup> Preschool centres initiated and managed by villages in Zanzibar



*The Secretariat posing with the Permanent Secretaries and the moderator after the session*

## Recommendations

- Technology and ICT can bring about divide, especially those from marginalized communities.
- TV content is commendable but the lower quantile children can still be left behind if they don't have access to electricity or facilities. Also learning content can be pushed through smartphone but some families do not have smartphones. Even in urban areas, there are children coming from marginalized communities who may not have access to radio, TV or smartphones. Government and partners are urged to design education in emergencies and leverage technology for everyone, leaving no one behind
- Advancement in technology has two waves: digitization and digitalization. ICT is a tool for education but with the coming of the 4th industrial revolution it is more than ICT. ICT only sets the platform. In the 4th industrial revolution, there are 25+ technologies, artificial intelligence, internet of things, robotics etc.
- Stakeholders need to look at both ICT and 4IR in order get prepared on the future pandemics and how they could affect implementation and delivery of curriculum
- Since it is not clear how much each country education budget is put on ECD /ECE, stakeholders need to conduct budget analysis and advocate for such allocations.
- Access to ECD should be free and accessible for all and countries should make sure it is affordable.

## Theme: Education Financing: A global conversation towards re-building back inclusively

### Panelists:

- Julie Juma: Regional & Thematic Manager for Education & Youth - ActionAid Malawi -
- Richard Olong: Regional Manager- EOL Horn, East & Southern Africa
- Josefa Da Conceição António Bacar: Inclusive Education Expert, Light for the World Mozambique
- Moderator: David Kobia: Regional Education Advisor: OXFAM IBIS

The moderator begun by prompting the conversation on education financing. He stated that education financing originates right from the conception of SDGs. It is clear that the resources needed to make the SDGs a reality, with specific reference to SDG 4 will be quite a lot. Given the magnitude of the resources that African countries mobilize, they will need to improve their resource mobilization skills in order to adequately finance achievement of SDG 4.

Africa is not likely to achieve the goals of education set out in the SDG 4, and the question is how do we mobilize resources to finance education?

Education stakeholders, development partners and Governments have been trying to look for various ways of improving 'Financing Education' and with specific reference to reach to the marginalized ensuring that no one is left behind.

Two approaches have been explored;

- External aid and loans which constitute just about 3% of education financing in Africa.
- Domestic financing of education which takes up the rest.

How do we enhance domestic resource mobilization to finance education since it constitutes the largest proportion of resources needed to finance education and the most sustainable way to finance education?

### Remarks by Julie Juma

African Governments should consider education spending not as a consumption but an investment. Financing for Education Paper which has been prepared for the Transforming Education Summit talks about education not being a consumption but as an investment. Investing in education is investing in future. All the resources that go into education, the impacts are seen after a long term with both medium- and long-term returns on investment.

From what has been seen on education financing across Africa, there is a benchmark that has been set of 15% -20% of national budgets which is the financing commitment that countries are called to make. But Africa is falling short of this commitment. Currently for example, in Tanzania, tax to GDP ratio is 11.9% which is below the Sub-Saharan average of 17.2%. It is also below the minimum threshold of 15% considered necessary to finance the most basic functions of the state.

COVID-19 had negatively impacted education financing considering that 97% of education funding is supposed to come from domestic revenues. This needs action on budget shares, which is 4% to 6% of GDP and 15% to 20% of public expenditure on education. Tanzania is committing 17%, but more can be done.

Governments need to increase the tax to GDP ratio by 5% percentage points by 2030 through progressive tax reforms, enabling a doubling of spending on education, health and more. This needs to be matched with International Action on Global Tax Rules such as sealing loopholes through which revenue is lost to ensure that Governments are not losing revenue through illicit financial flows, taking action on debt servicing, ensuring that Governments do not spend more on debt servicing than education, remove austerity policies that block spending on education, remove public sector wage constraints where there are teacher shortages.

### Remarks by Richard Olong

Made remarks on financing education as investment and not consumption, and the 4S approach.

Put into perspective the concept of investment in education vis-a-vis the mindset of policy makers regarding education as a consumption. Education is essentially an investment.

Recent research indicates that doubling investment in education, health and social sector would create up to 269 million jobs by 2030. So, doubling investment in education is creating jobs for the future.

Research shows that investing in the early years of education and moving towards universal, high quality, affordable education and childcare systems has the potential to return in society up to \$17 for each dollar invested. This is a groundbreaking research that should inform policymakers and people who are charged with the responsibility of allocating resources to education. It should be emphasized that we should prioritize education because it is a human right, the most powerful driver for development and has a potential to improve gender equality and, improve health of people. Also, it has a strong possibility of reducing poverty among the population. Research reveal that an additional year that is spent in schooling increases a possibility of earning by 10%. Also, education has a lot to do with income equality and has the potential to usher in peace and stability in the country. Also, it is commonly supposed that people who are highly educated, may not engage in wars unnecessarily, they use uneducated people to fight their wars.

However, African leaders do not prioritize education because of lack of adequate resources and or lack of political will to mobilize and allocate resources.

Commenting on the need to consider the share, sensitivity, size and scrutiny of education budgets, he states that the 20% share of the national budget is fine, but there is a need to focus on the size of the budget. For example, 20% of the small national budget is still so small. The allocated education budget by most African Government has not reached 20%. On average it stands at 11% -14%. In terms of GDP, the average is 3.5% as opposed to the commitment of 6% in low-income countries. This size of allocation is insufficient to generate the needed outcome. Also, highlighted that there is a need to ensure that budgets allocations are sensitive and responsive to the needs of the most vulnerable and the most marginalized communities, women, children with disabilities, ethnic minorities. In order to ensure efficiency, we should scrutinize the budget allocations, ensuring that the dollar allocated to a school, reaches the school and is used for the intended purpose.

Experiences across countries across Africa show that there is a lot of leakages related to school funding. Thus, a need to ensure that those leaks are purged and resources are used for the purposes that they are intended.

### Remarks by Josefa Da Conceição

Stated on the extent to which investments in education in Africa need to be sensitive to the needs of the marginalized population. She added that the education system in Mozambique came from discriminative nature, where children with disabilities and other vulnerable groups were left behind or put in different schools / special schools. After a series of sensitization and awareness on inclusive education, regular schools were allocated to include children with disabilities and other kinds of vulnerable groups. Until now the country is trying to take this approach of having the children with disabilities in the same classrooms as the children without disabilities.

However, the investment that is going in the education system is not reasonably a lot. By 2020, 6.6% of GDP and 16% of the national budget were allocated to education. Yet, 16% of the small budget is inadequate. Considering that even the resource basket for regular system is insufficient, it is challenging for the same budget to cater for vulnerable groups. COVID-19 and conflicts in Northern part of the country continue to pose a very big challenge and has affected vulnerable population especially those with disabilities.

### Remarks by Julie

Stated that despite the increases in investment in education over the last 15 years, even more is needed now as we need to build back better after COVID-19 impact on education. She puts it that it is estimated that we will need about \$200 billion each year to get back on track to achieve SDG 4 by 2030. 97% of that funding must come from domestic resources not external aid or external support.

Yet, the challenges are that we have the pandemic and violent conflicts that has disrupted financing of education.

Actions that countries can take include; mobilizing more resources domestically and internationally, increasing the efficiency and equity of allocations and expenditures, and improving education financing data and accountability; taking action on debt servicing, and action on austerity, prioritizing public investments towards achieving equity and equality, in particular early childhood education; increasing equity and efficiency on spending on education and disaggregated data for indexing equity; decentralization of education to raise local resources (the Governments must maintain a central role in allocation of these resources). Also, Governments should take actions to link sectoral planning and budget and put in place realistic education financing strategies which must drive investment decisions over several years. Countries need to increase the availability and harmonization of quality data on public education and household spending. Research conducted by Action Aid showed that households are spending more on education than the Government spends on education.

## Remarks by Richard

Noted that in order to fill the financing gap and build back better after COVID-19, we need to address injustices that are happening in Africa perpetuated by international political economies, and largely controlled by Governments and powers outside African continent. The discussion on how to confront this requires civil society to generate evidence to be used to advocate for improved domestic resource mobilization.

OXFAM research shows that the two years of COVID-19 pandemic, farmers, tech industries and energy industries made billions of dollars. Governments can tax them to improve domestic resources to spend on education. Also, research shows that in the 24 months of COVID-19, there are wealthy individuals who accumulated wealth that they could have made in 23 years if there was no pandemic. Therefore, it is up to Government leaders to tax these individuals who have made wealth out of the pandemic. There is some form of wealth tax for excessive profits that these individuals and companies have made in the two years. It is estimated that tax on just 32 super profitable corporations that they made during the COVID-19 would generate up to \$104 billion. That is good enough money to invest in education and other social sectors.

Solidarity tax has been successful in generating enough revenue that has supported Argentina to recover from COVID-19. Governments can levy onto the super wealth / the wealthy class of countries solidarity tax. Africa has the highest number of High-Net-Worth Individuals (HNWIs) coming up. Governments need to tap into that. However, data is needed to track the wealth of individuals and have the courage to tax them fairly and progressively.

## Remarks by Josepha

Africa can finance education and other social services without debt. In Mozambique studies indicate that if multinational companies pay their taxes fairly it would be possible to employ more teachers, to train them up better and it would be possible to put technology into the classrooms. Government needs to prioritize having sustainable policies on domestic finance, not to depend on donations and on the international community.



*Panelists discussing Education Financing: A global conversation towards re-building back inclusively*

## Recommendations

- Every year, Africa loses up to \$88 billion to illicit financial flows. Governments should commit in sealing leakages in the tax systems. Tanzania for instance, loses over 200 million every year from illicit financial flows Kenya 558 million, Uganda about 370 million.
- Countries should to take action on the size, share, sensitivity and scrutiny of the budgets. The small size of the budget will give a small share. Sensitivity to ensure that the allocations within education are focusing equity and the scrutiny to help ensure that money arrives where it is needed.



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- Take action by increasing the tax to GDP ratio through fair and progressive taxes. The IMF and the World Bank estimate that anything below 15% is insufficient to carry out even the basic state function.
  - Take action on debts. If countries are to borrow, this should be done in a transparent and accountable manner whereby there is scrutiny by Parliaments in the process of acquiring debts.
  - Need to popularize the 4S framework amongst civil society advocates, so that we are able to respond effectively to the needs of the education financing.
  - There is a need for a legal framework to accommodate fair share practices to include all people and the vulnerable groups.
  - We need to develop accountability mechanisms that promote trust among partners. People need to know where Government allocate their money, what is the Government buying etc. Even when Governments decide to spend 40% of the budget on education, it may likely cover salaries.
  - Need data quality systems that can enable Ministries, schools and all stakeholders to have finance information to take better decisions.
  - Government taxes on people's incomes is important, but not adequate. They should look at partnering with private sector, tax multinational companies (MNCs) and non-state actors to co-finance the education. We need to look where the wealth of nations is, for example minerals, productive land, the wildlife and make this wealth available for education.
  - Governments invest in skills that will impact graduates and enable them access decent jobs.
  - The 4S framework should act as the mirror through which we can watch the challenges within education financing framework.
  - Ministries and Government should stop budgeting for "corruption". The problem is not on budgeting but on spending.
  - Partnerships in education is important. The public private partnership is important. There is a need to integrate these actors into a coherent and well-regulated system that complies with state obligations around the right to education.
  - The Abidjan Principles that guide how private sector and the Government interact to provide affordable education should be popularized and understood by education providers. Private providers need to be embraced without necessarily pushing inequality in offering education.
  - The responsibility for respecting, providing and fulfilling, the right to education rest primarily with Governments. We need to support Government to raise at least 90% of domestic resources for education.
  - Need to make education relevant and focused on the needs of the people.
  - Need Governments commitment and affirmative actions to support inclusive education for marginalized and vulnerable communities.
  - CSOs need to campaign on gender equality and awareness to increase education access by girls
  - Governments to tap into MNCs Corporate Social Responsibility (CSR) and get support to build education infrastructure such as schools.
  - Government should cost inclusive education elements and teacher training in their policies and strategies and action plans
  - Civil society should generate data and evidence to support advocacy, raise awareness on the issue of taxes and domestic resource mobilization, and mobilize communities to respond to issues of transparency and accountability in the implementation of education plans and policies.
  - Civil societies and Parliaments, should take interest in scrutinizing the utilization of funds that have been allocated to education.

## Theme: African languages as medium of instruction and learning: Rethinking the future of education

Panelists:

- Wema L. Msigwa - Principal Language Researcher, Baraza la Kiswahili Tanzania (BAKITA)
- Nicodemus Eatlawe - TEN/MET, Education Specialist
- Prof. Aldin Mutembei - Lecturer University of Dar es Salaam
- Moderator: Dr. Herine Otieno, Director of AIMS Teacher Training Program Rwanda

The conversation on if we should use African languages as a medium of instruction begun for the last 50 years. The question is “when will we translate our conversation into action?” Looking at countries, just a few countries from the other parts of the world, the USA uses English, Canada uses English, Britain uses English, Italy uses Italian, perhaps up to first degree, France uses French, Spain uses Spanish, Netherlands - Dutch, Norway – Norwegian.

Tanzania is a good example of using Kiswahili as a medium of instructions in education. In Africa Botswana uses English, Ghana - English, Kenya – English, Nigeria - English, Uganda - English, Cameroon – English/French, Senegal - French, South Africa – English, and Zimbabwe - English.

Why are our African languages not in our classrooms? The cabinets of Uganda decided that Kiswahili should to be compulsory or rather need to be compulsory in primary and secondary schools. African Union also adopted Kiswahili as an official language.

Why should we teach in our African languages? Why should this be a conversation when we are talking about rethinking education and thinking about transformation? What is the purpose of education? Could the language of instruction be part of the problem?

50 years as a continent, we have been talking about using African languages as a medium of instruction and in 2022, we have a very few countries using African languages as medium of instructions. Why is this the case?

### Remarks by Prof. Aldin Mutembei

Started off by asking if we can defend African languages using non-African languages? He added that Africa is the only continent that speaks in Anglophone, Luso-phone, Arabic and Francophone. It is the only continent that go by those labels. The question was why? It is because of the mental incapacitation. “We have a big problem in Africa to think that everything has got to be in English or French or Portuguese” he stated. Called upon stakeholders to change the thinking that we can’t learn without English, you can’t have education without English. So, does it mean that Japanese who don’t use English are not educated? You know you can’t have science without English, does that mean German has no science because they do not use English? That’s an absurd. What about other countries that don’t use English?

### Remarks by Nicodemus

The gradual destruction of African languages in Africa, is not directed by colonialists, it is the African middle and upper classes, this is demonstrated by how these parents speak to their children.

He argued that we need to first of all define what we mean by an African language since it is very confusing and contested. There is no agreement which is an African language. For example, looking at languages that are spoken in Africa, about 237 million people speak English. For some, English is their first language or mother tongue. Then there is Arabic spoken by 140 million people and 141 million people speaking French in Africa. And for some people, especially, the elites, French is their first language. For some elites whose children are born in towns in Tanzania for example, they don’t know their mother tongues. They speak Swahili as their mother tongue. But Swahili is a second language for majority of Tanzanians, since over 120 tribes each has their mother tongues as their first language.

Swahili is a unique example because it has been developed and therefore it has become the lingua franca and language of instruction. In other countries like Nigeria, Yoruba is spoken by 45 million people, Igbo by 30 million people.

### Remarks by Wema

African languages are languages that originate from Africa. Many researchers have been able to group African languages in groups and call them African languages. But some of the big groups that are identified as African languages are categorized into four:

- African-Asia languages (spoken in Northern part of Africa).
- Niger-Congo languages which include bantu languages Swahili being one of them.
- Sudan family languages including languages spoken in Sudan, Mali and Tanzania (the Maasai & Luo languages)
- Khoisan languages spoken in South Africa and Tanzania (Sandawe language).

Therefore, African languages are not the first language that one speaks irrespective of their origin. “If you speak English as your first language it doesn’t become your mother tongue”.

But how can we deal with the complexity that comes with the fact that we have many languages in every country? Kenya for example has 47 tribes and those speak different languages. With this reality how do we then come to terms and build a reality of using mother tongues and African languages as a medium of instruction? Do we want to be patriotic or what are the benefits that this could present to our education system or contribute to the transformation that we are also yearning for?

### Remarks by Prof. Mutembei

There is a project in South Africa where Swahili is taught using IsiZulu. In Zimbabwe Kiswahili is taught using Shona and Ndebele. In Namibia, Swahili is taught using Oshiwambo. There is a difference between a language in Africa and African languages. French, English and Portuguese are languages in Africa. They are not and should not be thought to be African languages. A language carries value and philosophy, it carries culture. It is an expression of being. Your being is embodied in a language and a language introduces you.

“When one says that English, French are African languages, yet they don’t come across those languages outside their family, or don’t find them in their culture and traditions, that is being insincere to self” Professor Mutembei. These foreign languages don’t carry our values, our culture and don’t express the philosophy of our parents and grandparents. They are languages that remind us of slavery, colonialism and neo-colonialism in the pursuit of Pan-Africanism.

Advocates of foreign languages are not doing this because of patriotism. There is no any country in the world that developed by using another country’s language. The most important discussion is that financing education is very expensive if we put education in our languages. We need to look for ways to finance education but not to run/avoid using African languages. If we are not teaching children their mother tongues, we are robbing them off their identity and the sense of values.

What role has the language of instruction played in getting us where we are, and what can we do as we think about transforming education?

“When one says that English, French are African languages, yet they don’t come across those languages outside their family, or don’t find them in their culture and traditions, that is being insincere to self. ~ Professor Mutembei”

### Remarks by Nicodemus

To have another language is to possess a second soul. A saying goes that “change your language and you change your thoughts”, “knowledge in another language is a doorway to wisdom”.

In Tanzania, the Government had already made decision that Swahili will be used in public schools up to standard seven. From secondary schools upwards English will be used. Children of elites are going to private schools which use English as a medium of instruction. In Tanzania language is not a problem; education system is. Education system promises a better life, but unemployed graduates are many. This is not about the language.

“If you can speak any language and you can live anywhere”. Tanzanians are not living in isolation. Nicodemus stated, “there was a position to teach Swahili in South Africa and the condition was one had to have mastered English to become a Swahili teacher”. Knowing a second language is an advantage. It helps people in the diaspora.

For somebody whose area of focus is the science of learning, the question is what should we use for instruction. That is part of what the African Governments are struggling with. What benefit does it present in terms of quality of learning if we use a language that is closer home to the students and not a foreign language?

If we are looking for efficiency of learning and cognitive development, then we must use the mother tongue especially at the foundational stages. English, French can be taught as a subject. There is a cultural capital that comes with knowing an extra language.

For countries like Tanzania that starts learning in Kiswahili and move to English, how do you manage that and ensure that it does not create an impediment to the learning?

### Remarks by Dr. Wema

She commended that a language of instruction is better to be the African language, to enable a teacher to deliver the intended message or to shift knowledge to the student, in a language they are conversant with. Also good for the student to use the language they understand very well to gain knowledge. Therefore, language of instruction for African learners is better to be an African language. She added that during the International Mathematics Olympiad in Norway, the top three countries on the chat were China, South Korea, United States and they are learning in their languages.

It should be understood that a language of instruction should be a language that we understand very well, but learning a language is something else. And that is what we are emphasizing. Let’s learn other languages just as foreign languages. The point is between proficiency and learning other languages. We must learn other languages, but we should be rethinking the use of foreign languages as a medium of instruction.

Something have been created that if you cannot speak English well then, you are not intelligent. That is something we created to respond to the market reality. We have sold ourselves measuring people’s intelligence and capability not just in terms of how well you speak English, but how close you sound like an American or British.

### Remarks by Prof Mutembei

There is a confusion between the language of instruction and mastering a language. These are two different things. The language of instruction is something else, and mastering over a language is another thing. Language is not a genetic gift. It is a social gift. Learning another language is not only learning different words for the same things but learning another way of thinking about things. Is it possible in the education system to teach with Kiswahili but also put a policy to ensure that the children learn English very well? It is learning a language or getting the knowledge, what is the first one?



*African languages suitability in educational instructions*

## Recommendations

- We should prioritize our African languages as the mode of instructions - especially in terms of special needs (people with special needs). The sign languages for Tanzania are in Swahili and then an instructor teaches in English. This is a problem. Therefore, a need to promote local languages and make the conversation about inclusivity relevant.
- English and Kiswahili will be used as languages of instructions and other languages will be taught in the new curriculum of Tanzania. The most important thing is to have learners understand the context of the subjects and mastery of subject content without minding the language.
- To bring development, we need the whole community at all levels to fully participate, there is need to use the language that is understood by the whole community.

## Theme: The role of CSO towards the implementation of policies and practices in the education sector in Africa

Panelists:

- Joseph Wasikhongo, Coordinator: Elimu Yetu Coalition, Kenya
- Clemence Nhiliziyo, Program Manager: Zimbabwe Education Coalition
- Sebatso Ntlamelle, Program Coordinator, Lesotho Council of Non-Governmental Organizations (LCN)
- Moderated by: Jamal Msami - Director Research, Policy Research for Development (REPOA)

The moderator began by giving an overview of the role of CSOs in the education sector, policy and practice in respective countries and exploring how the operating environment look like.

## Remarks by Sebatso Ntlamelle

In Lesotho, civil society has not always been welcomed to knock on doors of the Government. It is recently that there has been slight window opened where there can be a conversation between civil societies and Government and civil society are trying to advocate for change. Now civil society can share research and evidence and make the conversation substantial and tangible.

Civil society played a major role in the review of Inclusive Education Policy 2018, and the Informal Education

Policy 2021 and the Language Policy. Now working with the Ministry of Education on the Open Distance Learning Policy since as a result of COVID-19 pandemic, science students were not able to get the required education.

### Remarks by Clemence Nhiliziyo

What is the operating environment in **Zimbabwe** for civil societies working on education? The relationship between civil society and state is conducive. However, the quality of engagement needs to improve. In Zimbabwe, other civil society organizations are so much worried, but for education sector civil society, they built long lasting relationships, and are allies of Government when it comes to advocating education related issues.

### Remarks by Joseph Wasikhongo

**In Kenya** it will depend on who you are talking to and probably the sector you are talking about. However, generally in terms of education, the environment is conducive.

What mobilization or engagement mean in practice for **Zimbabwe**?

It is about coalition building and networking. To build a coalition within the civil space, working closely with grassroots organization and bringing our advocacy issue from the grassroots and engaging in numbers. It is critical to build coalition among organizations, and approach the Government as a network of organizations than approaching it as an individual entity. Engagement with policymakers should be evidence-based.

**In Zimbabwe**, whenever we talk to the Permanent Secretary in the Ministry of Primary and Secondary Education about an issue, the first thing that she asks is do you have evidence?

Capacity building of the policy makers is critical for them to understand the problem and the causes of the problem and to take correct measures either through policy formulation and implementation. Also, civil society needs to be capacitated and not go to with emotions, and be confrontational. Evidence is needed to substantiates claims to the Government.

With respect to these tangible qualitative attributes of the existing education sectors in Africa, how exactly do CSOs in your respective countries work towards improving education outcomes and addressing some of these commonly shared challenges?

**In Lesotho**, inclusion was an issue. Many pastoralists were excluded from the education system. A top-down advocacy approach didn't work until they were engaged, and advocated along with them. The grassroots' approach worked and their issues became stronger.

The words participation, engagement are more abstract conceptions. What's your take on this from a **Kenyan context**? There is need to understand what CSOs are. They are people's organizations that organize around issues of interest. From this perspective participation is critical. Development is about the people, their prosperity for now and the future. The most important thing is not how much of that particular participation, but what is the quality of participation. Is it about expressing an opinion, or being told that this is the state of affairs, what do you think?

For CSOs to be effective, it goes beyond issues of participation, but who are the stakeholders, what are the evidence? Who are the marginalized, where are they? from every perspective. What is the information, who knows what in the conversation and what are the context? Talking about the breadth and depth of the participation and engagement, the global crisis, and especially the crisis on financing for education, has offered an opportunity for this type of engagement because Governments are failing to deal with these challenges on their own and looking up for support from civil society.

**In Zimbabwe** CSOs should grasp this opportunity. In Zimbabwe, the President announced the rolling out of free education, and the Government was looking at civil society on how to do that. Civil society need to be prepared when they are invited to contribute. They can advocate for policies but at the end of the day, it

is the Government's role to make the policy and enact it into the law. In Zimbabwe, CSOs capacitated the Parliament Portfolio Committee on Primary and Secondary Education which has the mandate to provide the oversight role on what the Ministry does.

**In Kenya**, the education coalition has within its structure the county education networks and between county networks. There are county dialogues whereby issues are addressed within the sector and from there position papers are developed and the issues are taken a bit farther to forums that discuss education priorities for the country. This resulted into launching of the process to develop Partnership Compact, a process facilitated by GPE. This led to an identification of the priorities for the sector for the next 5 years, with other stakeholders including the Government as the leader of the process.

As CSOs there are certain things to be aware of; i) risk of talking and its consequences; ii) risk of expectations by the people/beneficiaries. Sometimes engagement take time, therefore, need to manage expectation with the people we serve; iii) Resource influence versus real issues affecting beneficiarie. Most CSOs engage with donors who want to give resources. Chances are CSOs may leave out the needs of minority, the marginalized, and the people whose voice must be heard in seeking to address what the donor needs; iv) a risk related to what you say; v) the risk of being perceived as being part of or an extension of the Government. People may imagine that because you successfully engage with Government, then you are part of it.

Governments are so sensitive and are run by sensitive institutions, they can find ways to disempower the voice and the organization of the civil society. If the Government is so earnest with CSOs, it simply means that you are really not doing much. A number of Governments across the continent have been known for attacking teachers and destroy Unions. Kenya is a shining example. The critical and independent voices have been destroyed and captured, leadership is being changed and twisted around by the same Government. So, the civil society as a collective entity, needs to be strong.



*The moderator posing thought provoking questions to panelists in the discussion on the role of CSO towards implementation of policies and practices in the education sector in Africa*

## Recommendations

- CSOs have a far greater mandate to play besides being a talk show, and act as a broker of some sort.
- CSOs should occupy space between the States and the people on issues of inadequate budgets, falling pass rates, the issue of not having enough textbooks, enough teachers, having enough laboratories and so on.
- CSOs should have a role of complementing the Government efforts, which is critical and hold the Government to account in the implementation of education policies.

- CSOs should use this space beyond policy implementation, to mobilizing communities to identify issues, to participate in the policy processes where issues and problems are identified, and engage in the planning processes.
- When the Government implements activities, CSOs need to be able to understand what they're implementing and the goals towards that.
- CSOs are there to fill the spaces in addressing the needs of the society, to compliment the provision of fundamental rights including the right to education. They should participate in the monitoring and reviewing the performance of particular policies. The participation of the civil society should be throughout the cycle. Not just during the policy implementation.
- CSOs cannot substitute the role of the state, but to complement.
- CSOs should complement the Government, yet perform the watchdog roles.
- CSOs must carry the larger picture such as education reforms, safeguarding the right to education etc.
- The foundation of the engagement of the civil society and state is not out of benevolence, good faith or good heart of the Government. CSOs must portray themselves as worthy parties in the process of making education a right.
- CSOs need to balance to avoid the risk of being co-opted or just be perceived as an extension of the Government.
- CSOs are links between the family, the market and the state, and are part of the society. But they carry high standards and are required to be transparent, accountable, practice good governance, respect human rights, the same measure expected from the Government.
- Courtesy of the Sustainable Development Goal No. 17 which emphasizes partnerships has resulted in changing the roles of the CSOs from an antagonistic partner whereby the relationship between the CSO and the state was that one of mutual suspicion.
- CSOs should find alternative mechanisms to voice the concerns of the people and make contributions in the spirit of complementing the Government initiatives.
- Teachers unions are members of the civil society, there is a need to look at the difference between unionism and civic participation and how the spaces are being used.

### **Theme: Steering education opportunities towards inclusion and sustainability**

#### Panelists:

- Richard Mabala, Haki Elimu Board Chairperson
- Dr. Azaveli Lwaitama - Academia
- Dr. Dinah Mmbaga - Education Specialist on Inclusive Education
- Moderator: David Kobia - Regional Education Advisor, OXFAM IBIS

The session stated by highlighting that since the past decade, our focus has been in inclusivity and living no one behind. Our programming, our policies and implementation of the programs within the education sector should focus on having everyone on board.

Our idea is to have an education system within the continent that takes care of learning needs and development needs of each and every individual in the community. Therefore, how should we engage or structure our education policy and programming so that we achieve this objective.



### Remarks by Dr. Dinah Mbagi

African societies were inclusive until when we adopted formal learning systems. There are three categories of people who are suffering from being excluded. Children with obvious disabilities, can be identified as a blind, hearing impaired etc. Those who don't have obvious disabilities (difficulties in learning). Gender based - excluded because they are girls.

The problem we have with the first group is teachers are not addressing their needs, not because they don't want to, but because they are not prepared. The second group – they are not identified. They are sitting in classrooms completing a certain level of education say, seven years and but haven't learnt. Unfortunately, the only measure of achievement is reading, writing and arithmetic. Those with unidentified difficulties, teachers are not aware, or are categorized as those who have problems.

The education system is designed for those who can learn, but those who can't, the system is not catering for them. This is the right time that the ongoing education reforms in Tanzania take into account these groups. There are still exclusion issues because of early marriages and early pregnancies. The Law of Marriage Act (LMA) 1971 is outdated. In Tanzania people can vote after attaining 18 years, but the Marriage Act allows girls to marry at 14 - 15 with parents' consent.

### Remarks by Richard Mabala

Where is the inclusion? In Tarime Tanzania, there is an inclusive school, but children with disabilities are taught separately, eat separately, and trained separately. The only place where they are included is on the playground.

There is a huge problem on understanding the meaning of inclusive education. There is a need for more awareness raising about what inclusion is, and why inclusion is important. Teachers are not trained to identify and deal with disabilities of different types (physical, mental, intellectual), school infrastructure are not sensitive and don't cater for their needs.

The concept of inclusive education needs to be expanded. The concept is practically exclusively for children with disabilities. Girls, and many other disadvantaged groups in the society, for example children coming from a very poor family, children of pastoralists who are moving from one place to another, children who were involved in child labor are not addressed. There are a lot of groups which are being left out which need to be looked at. For example, moving beyond schooling - sitting in a classroom without understanding the teacher is not inclusive education.

Going to school where there is no protection from abuse or harassment or bullying leading to many children dropping out of school is not inclusive. There could inclusive schooling, but not inclusive education. Need to look at the barriers to children getting education even if they are in school. The use of the language of instruction that is not understandable to learners is an exclusion.

We should look at other forms of education, which can also contribute to inclusive and inclusivity, such as libraries to communities. A library is a place of community, a place where people can meet, a place where children and adults can access books and get education without being entirely dependent on a teacher.

### Remarks by Dr. Azavel Lwaitama

If the children are in school but they are not learning, that is exclusion. If you come from a community which is raising livestock, or coffee production, but what you are learning at school is not connected with what is happening at home, that is exclusion.

Talked about decentralization of education and argued that if we are going to make education relevant, we need vocational skills that are contextualized. A teacher should work with other people

***If you send someone who knows Kisukuma language at school and they find that Sukuma is not a language for instruction, then, that is also exclusion.***

~ Remarks by Dr. Azavel Lwaitama



who are not teachers in the local community. We need to have different teachers with different skills, whether those with farming skills, livestock skills etc. This will increase the involvement of the student.

Decentralization of education will require a very strong leadership and decision making. You have to have a teacher who knows how to take the students to the workshop or to the farm.

Exclusion for those who are in school but not learning anything will require devolution of school management/ power, to increase a sense of ownership. Private schools are doing well not because they teachers have more salaries, it is because teachers' supervision is close, the owner is close.

Why can't you have the village be the owner of the school? If they own the school even the resources of the school will increase because everyone who is in the village, even if they do not have children can contribute to it. It increases the possibility of having finances, richer and wealthier people at the village level can contribute, because it is easier for someone to relate to a school that they pass by every day.

He talked on the larger questions of language, that it is not just about English, but also local languages. "If you send someone who knows Kisukuma language at school and they find that Sukuma is not a language for instruction, then, that is also exclusion".

**Relevancy of content:** We had competence-based curriculum for the last 15 years or more, but no competence-based exams. Exams are purely knowledge based. Can Tanzania curriculum be relevant to 120 ethnic groups. Imagine of a pastoralist child who can't find an image of a goat or a cow in a book. That is exclusion, because it won't be of interest for him/her.

**Opportunity costs versus education value:** During the colonial period people were traveling a long distance to look for education, going to a school which is located in a far distance. But today we have 100 million children in Africa who are not enrolling in school and one of the reasons they will tell you is distance. Meaning if education was really responding to the needs of children and the people, parents would take their children wherever it is located to get the education..



*The panel on the discussion –steering education opportunities towards inclusion and sustainability taking questions from the audience*

## Recommendations

- In order to implement inclusive education, we need to reform our curriculum, linking the policies and the practices.
- Improve the financing system of the inclusive education - translate budgets to ensure that they deliver inclusive education without leaving any groups behind.
- Financing models taking into considerations not only Government and development partners, but also local resources at the villages where the school are located.

- 
- Capacity development of teachers on inclusive education & inclusive assessment systems and quality assurance to align with the new curriculum.
  - Education outcome should not be on passing and failing exams but should consider issues of inclusion/exclusion, relevance, utilization of community assets (such as retired teachers).
  - Teaching and learning process should go together, engage children.
  - Pilot child to child learning approach from other countries that can impact inclusivity.
  - Find a different way of assessing and testing students - the moment teachers recognition depends on children passing the exams.
  - Civil society and private public partnership are very important, in relation to the production of books, the production of education apps. and another assistance to learning.
  - The use of digital learning doesn't have to have a connection to the Internet. It can be memory card which could be placed in community learning centres.
  - Ministry of education should be coordinators rather than controllers of the whole education system.
  - A paradigm shift will be to roll out teacher training (i.e., 100,000 or 200,000 teachers in competence-based methodology).
  - CSOs can help in-service training to support Government to develop curriculum and to train teachers in a new way of training, producing materials.
  - Need a system to allow many other actors, including the villages to participate in education to validate, review, write books for preschool, standard one or two, rather than and the evaluation committee consists largely of academicians.
  - Remove the examination systems or make them competence based.
  - Parents and everybody should make decisions on their schools.
  - Use project-based training where students go out and do something, organize themselves, interact with the community around, and write a report. This is in order to stimulate their interest, innovativeness etc.
  - Parents teacher- associations should make decisions about increase in school resources and school organization which is genuine, student leaderships which train them to be good leaders.
  - Need school leaderships, school clubs where students can learn how to debate and behave when they are adults, school sports and games, to be give them confidence (confidence begins with a what a child knows and own themselves).
  - Enhance accountability systems to ensure that the policy objectives set and the targets are achieved.
  - CSO should influence evidence-based policies to make informed decisions.
  - The curriculum should teach empathy, soft skills for children at a very early age.
  - Put systems to identify individual learning difficulties and tailored instructions, rather than provide standardized testing (other children learn well by listening, others by reading, others observing, others touching and others by listening).
  - Take advantage of what the Government is giving us, a chance to contribute to the debate on education policy and curriculum review.
  - Teachers should be rewarded for being able to lift up those who come to the class. They should be able to identify the difficulties and capitalize on that to develop potentials.
  - Need to have a system to identify children with learning difficulties early and train teachers to have competences in those areas.
  - Use of pedagogy in learning where learners build confidence in the school clubs, and where students can

be taught to be critical, social and collaborative.

- Address governance issues linked to inclusion because inclusion is related to increasing resources.
- Ensure digital resources and curriculum reforms address inclusion.

### Theme: Investing in Early Learning

- Panelist: Anitha Martin: Acting MEL & Accountability Specialist, Save the Children
- Moderator: Davis Gisuka: ECD and Education Specialist - Children in Crossfire

The session begun by the recognition of the researches that prove that investing in early learning has both economic and social returns. Tanzania is facing challenges in investing in early childhood.

Save the Children implemented the early childhood learning project in Songwe, and presents challenges and recommendation in investing in Early Childhood learning.

The presentation covered some of the lessons learnt from implementing “Tuwekeze Pamoja Project’, a 5-year project (2017-2022) implemented in Mbozi District, Songwe Region. This pilot project was implemented by Save the Children in collaboration with Songwe and Mbozi District Council, Local Government Authorities (LGAs) and Actions for Development Programs Mbozi, Project was implemented in 35 villages of Mbozi District Council and 47 schools (45 public 2 private).

Overall impact was to make children to have the basic foundation needed before they can join pre-primary schools and be ready to learn. The project had 4 outcomes;

- Change in caregiver attitudes, knowledge, practice and parenting
- Improving pre-primary teaching and the learning environment
- Creating an enabling environment for children developing and learning
- Reducing violence against children at home and at schools.

The project took an integrated approach to measure the outcomes for the benefit of the children. Over 26,000 children aged 0-6 years were reached and their parents/caregivers, pre-primary teachers and leaders, community leaders, facilitators, Government officials at district and national levels.

Mixed quasi-experimental design methodology was employed in evaluating the impact of the project looking at 3 dimensions: -

- Comparing the outcomes from the treatment and control groups. First treatment group was provided with a dosage of curriculum and added the inter-partner violence to see if it will have an impact on children learning. This was done in 19 villages (CO+ basic and the inter-partner) and 16 villages received the basic (parenting education for the 0-3 and 4-6 children).
- Cohort tracking: This was for selected children 0 -12 months old at the start of the project. Followed them up at midterm (when children were 3 years, the project focused on pre-primary teachers) and through to the end of the project (children were already 5 years old and in school). Over 1,000 children were tracked.

### Key results

Outcome 1: Change in caregiver attitudes, knowledge, practice and parenting

- Caregiver adapting behaviors (81%) of the parents adapted at least 6 of the targeted behaviors.
- Positive outcome on caregiver stimulation practices.
- Reduction in violence parenting (reduced physical punishment).
- Increased confidence in childcare especially male parents/caregivers.
- Improved health and nutrition practices (at least children are fed 3 meals a day)

- Gender and inclusion (men have understood the importance of male involvement in child care)
- Having a supportive home environment has a direct impact on children early learning outcomes. At the start of the project, few households had play materials for children, at the end households reported to have at least 5 children play materials.
- Little evidence that the project impacted roles and responsibilities for boys and girls. Not much had changed in the perception. Most parents want separate activities for boys and girls and they feared that the project might affect the boy children negatively.
- At the end parents understand more about parenting and are also focusing on providing holistic needs and not only the basic needs of children.

Outcome 2: Improving pre-primary teaching and the learning environment (competence of teaching in schools (9 competencies areas - SAFE teacher assessment)

- The most improvement was on organizing and arranging learning spaces. 75% of the teachers were either on proficient or confident levels
- Most teachers are not comfortable in supporting children with special needs. This remains a challenge.
- 98% of schools managed to have separate classes for pre-primary schools with the support from the ward and district officials. Before, pre-primary children were mixed with either class 1 or 2 pupils.

Outcome 3: Enabling environment at national and local levels

- 71% of villages have committed to support ECD mostly putting up playgrounds and materials.
- Villages referenced ECD support in their plans and budgeting

Outcome 4: Reducing risks of violence at home and schools

- A little change. Parents and teachers still believe in physical punishment as a way of disciplining children.

**Impact:** There is evidence of significant change in children development and learning from baseline across all the 4 domains with overall improvement from 51%-68%. International Development Early Learning Assessment (IDELA): This was used in comparing the treatment and control groups and the evidence is clear that there were high scores for the treatment group especially on the overall META and literacy.

## Recommendations

- Stakeholders to continue working with local ECD facilitators
- Promoting access to play and learning materials at homes and communities
- Engagement of male caregivers/parents in parenting activities of all children, though male prefer being involved in the 4-6 years rather than 0-3 years
- Influence inter-power dynamics in decision making at household levels
- Showcasing parenting skills and achievement at the community level (an ECD day at community level gave parents who did well in the project to showcase and share experiences and success stories).
- Need to incorporate income generation activities components for most vulnerable families/households in order to support their immediate need. However, this was difficult where you can't support their immediate needs.

### At school level

Need to continue capacity building of teachers and other community leaders who have been involved in the project.

- The number of students per class should be reduced to enable teachers to teach appropriately (In rural areas an average ECD class has 75 – 150 pupils. In some places, classes had 200 children)

- Abolish corporal punishment in learning
- Support children with disabilities by providing the necessary tools (or linkage services) and build the capacity of the teachers to be able to teach children with disabilities.
- Develop advocacy plan to engage Government and other stakeholders
- Continue the strategies used in this project to encourage male parents/caregivers to play roles in early learning and caring of children.

### **Theme: Towards a more realistic and sustainable future: What is the role of Tertiary Education in preparing youth for the future of work.**

#### Panelists

- Patricia Viala, Education Advisor, The United States Agency for International Development (USAID) Tanzania
- Dr. Xiaoyan Liang: Senior Education Specialist, World Bank
- Moderator: Dr Charles Sokile - Country Director, Oxford Policy Management (OPM)

The moderator begun with a general statement that there is a huge growth in the higher learning space, which comes with a lot of expansion in colleges and universities in terms of admissions. However, despite the expansion, yet a number of young people are not able to access higher education opportunities. The expectations, especially in post learning, has not been met because workplaces are complaining of the quality of graduates since the skills are not matching with the requirement/need of the job market.



*The moderator leading the discussion on the role of tertiary education in preparing the youth for the future of work*

#### **Remarks by Xiaoyan Liang**

Shared the role of tertiary education to prepare young generations for the world of work and the important functions tertiary education can play such as to prepare teachers and prepare skilled workforce for economic productivity and for research and innovation.

Tertiary schooling can have benefits in terms of enhancing the quality of primary and secondary education through better prepared teachers. Increasingly and globally, more and more teachers, now have bachelor's degree. However, in Tanzania the majority of teachers in primary school have only certificate level of education. But in most countries globally, the norm has now become bachelor's degree for primary school teachers. Tanzania is trying to upgrade so that more teachers can have a diploma education certificate leading to a proper skilled workforce.

Stressing on the importance of tertiary education, she added that tertiary education increase earning for about 17% higher for college graduates as compared to non-college graduates. In China tertiary education

helped to restructure and upgrade the Chinese economy, from being the factory of the world to becoming a hub for high tech exports.

Basic education is important to lay the foundation, where students learn to do problem solving. The most recent global innovation index indicate that all the advanced and most innovative nations prioritize human capital development.

The World Bank has the largest contribution in educational development. The WB is the largest institution financing education globally. As of now, the WB has a portfolio of \$20 billion in education in all member countries. 20% of that is in higher education and workforce development, generating data, and developing knowledge. WB has the largest deposit of data and development practices.

In Tanzania, education portfolio amounts to \$1.5 billion. Through the HEET programme the aim is to ensure quality tertiary education by supporting the transformation of more than 14 public universities. WB has higher education centre for excellence programme across the continent, close to 60 such centres. Each of them supports and conducts research programme, teaching and indigenous learning.

Finally, more and more young people in Tanzania, Africa and globally are demanding for tertiary education, and this can't be ignored, as it is a fundamental requirement for employment in other industries.

### Remarks by Patricia

Although there is a mismatch between the skills and what employers are looking for, we need to figure out what could be done to find the solutions and ultimately help the economies. Education that we provide should prepare youth to be critical thinkers, innovative, proactive/ working hard, improve both language skills, soft skills. There should be a relationship between education stakeholders on how to match curriculum and employment needs. We need a co- creation arrangement where students can tell what they want.

She maintained on the need to keep updating our knowledge to enable us be relevant in the market. Issues such as critical thinking, job creation, innovation must be emphasized at the early stage of learning. The role of employer and learning institutions is vital and need to learn to work together.

Engage other education stakeholders in the implementation of policies and curriculum to achieve the quality education. Efficiency utilization of external support is key – “don't borrow too much, the Government resources are limited and need to be utilized wisely”.

Curriculum needs to be aligned to accommodate competence and academic skills. Curriculum needs regular updating to match the demands of the job market. Markets are changing. COVID-19 changed things dramatically. New markets need new and relevant skills. Learners need to update themselves. To revise university/college curriculum, employers need to be engaged very well and a clear discussion should happen on foundational knowledge, academic courses, a set of professional courses, apprenticeship, internships and lifelong learning discussion. A strategy is needed to help university students to have part time work experience while at the university, to learn job related skills. A full-time class from morning to evening, late evenings, is not helping students. This will decrease employment burden and help students to decide career paths.

The project to assess life skills and values in East Africa is being pioneered. World Economic Forum (WEF) Report 2018 reports that employers retaining and upscaling efforts remain focused on analysis of current highly skilled, highly valued employees. By 2030, employers will require employees who have a multiple skill such as critical thinking, self-awareness, communications. In future, employers will not fund employees to upskill. Therefore, we need youth who are skilled already in the 21<sup>st</sup> century skills.

There should be independent subjects on life skills, to be assessed and nurtured. Government will need to put good mechanisms to prepare teachers and assess these skills as well. They will need to have contextualized assessment tools to measure life skills and values.

The technical colleges have higher chance of providing job opportunities for their graduates, but soft skills are

still needed to help them excel. Being technically good, doesn't guarantee you have managerial ability, or can communicate well, associate well, present ideas succinctly. Most lack these soft skills.

Governance and leadership of education sector is key. They have multiplier effect on implementation of education programmes and strategies. WB tried to reorient the tertiary education to be more responsible for employable skills, looking at both systems level as well as service delivery level interventions and realized both are important.

Using performance-based grants or contracts with universities, she reminded stakeholders to rethink if our education institutions are accountable.

Most of our tertiary education institutions focus on numbers of graduates and not on quality of graduates. Quality assurance institutions for higher learning institutions are process machines rather than machineries to help Universities and College focus on quality of outcomes. These institutions can do more, for example they can think about investing in promoting indigenous research capacity and innovation.

At the service delivery, Government can bring unusual partners when reviewing curriculum. They can engage employers, work with relevant industries and get most up-to-date standards and translate them that into programs. At each college, alumni associations can be utilized as advisory bodies, bringing in more opportunities for graduate students to intern. Teachers need to be trained to understand what is going on to the rest of the world. WB supports such interventions across its portfolio for higher education.

### **Theme: Assessment of knowledge, attitude and practices related to Gender Based Violence (GBV) in higher learning institutions in Tanzania**

- Panelist: Dr. Jumanne Gomera: Lecturer, Institute of Social Work
- Moderator: Lucy Tesha: Program Specialist on Ending Violence Against Women and Girls at UN Women-Tanzania.

The research findings were presented; the main focus of the research was GBV in Higher Learning Institutions. The preliminary findings as regards to what extent are the University students are aware of GBV include:

#### 1. Knowledge

- Limited knowledge on GBV
- Underreporting of GBV cases
- 75% of the university staff have knowledge on GBV as compared to 39% of students
- GBV prevalence is underreported due to cultures.

#### 2. Attitude

- 60% of male students and 46% of female students believe it is justifiable for the wife to be beaten if they deny their husband sex, burn food, neglect children.
- Only one case of GBV had been reported at the University of Dar Es Salaam (UDSM) and 5 cases at the University of Dodoma (UDOM).
- 30% of the female students reported to have experienced a form of GBV. Universities have policies but measures of implementing those policies are not clear.
- Universities have GBV focal persons in all campuses (8 studied)

GBV sensitization seminars were only done for one week and was found not comprehensive enough. GBV reporting mechanisms are in place, Electronic Application (Maoni App) but students don't trust if their IDs will be anonymous and secure.



### 3. Practices

- Types of GBV experienced: 43% have either experienced psychological, physical, social abuses and a few cases of rape from anecdotal evidence.
- There are gaps in delivering sexuality education and lack of experience in dealing with GBV issues.

### Recommendations

- Enhance information and communication and management systems (use radios, billboards in universities)
- More research should be done to provide evidence
- Develop Codes of Conducts and Guidelines
- There should be full considerations of males in addressing GBV
- Recruit trained GBV focal persons
- Integrate GBV services in other University services such as health, police, students' associations and departments.

### Theme: The role of Human-Centred Design (HCD) in promoting teachers – led classroom instructions to improve outcome of their studies

#### Panelists:

- Mapunda Kawanga, Agakhan Development Network, Education Manager
- Shaibu Manova, National Coordinator, School 2030 Project
- Moderator: Thabisani Ncube, Executive Director. The Foundation for Tomorrow

Human-Centred-Design (HCD) looks at empowering teachers as designers and experts where the decisions are decentralised to teachers themselves. There is a toolkit to support teachers to work through the 10 steps learning journey. This tool gives opportunities to teachers to design something to empower learners. It is teacher to student learners guide. Partnership is key to ensure the ownership of the model, where the agency is the teacher. Teachers are central to the interventions. It is clear that teachers are going through different training as in-service trainings, but what do we need to support them, to come up with the vision that can improve their teaching and learning.

HCD assumes that schools are to be centred for social change, to improve outcome of the student, develop tools that support their learning, teachers are the designer. It gives teachers the power to come out with critical thinking both for them and their students, schools are critical thinking clubs, and should create the solutions.

Therefore, the teachers under this programme used different process to come up with different outcomes; they assessed the learning environment challenge; they go down to the community and to other teachers to explore; they stick together to define the specific challenges; they generate different ideas and come up with one idea which particularly address the challenge; work together to make a prototype and taste the environment and get ready for implementation. Once they are done with implementation for the duration of at least five or six months, they collect some examples of those solutions designed by them for learning. The aim is to empower teacher to become designer and not the receivers.

HCD empowers teachers. It means giving teachers an opportunity to think critically, to interact and give the students an opportunity to learn. This approach can be applicable in big classes. If the class is big then this can be done outside the class. This programme engaged the Government through the national advisory committee from PORLAG. The major challenge is that teachers cannot test their designs as they need resources do to so. So as a way forward, they are helped to test their designs.

## Recommendations

- Stakeholders encourage and use teachers effectively, especially those teachers from colleges since they are free. They can be empowered to have a good knowledge of designing teaching aids through this model.
- This model can get students and teachers be motivated about science subjects as it involves systematic ways of developing learning solutions.
- The Rwanda model of free afternoon sessions for teachers once a week can be replicated to get more teachers into HCD.
- Make use of social media and other innovation, WhatsApp groups, where teachers can facilitate each other on such kinds of conversations.

## Theme: Re-imagining a Future Together: A New Social Contract for Education UNESCO report “Futures of education a new social contract”

- Panelist: Faith Shayo – Program Manager, UNESCO Tanzania
- Moderator: Dr. John Kalage – Executive Director of Haki Elimu Tanzania

The Report from the UNESCO International Commission on the Futures of Education was presented discussing what role education can play in shaping our common world and shared future as we look to 2050 and beyond.

Two foundational principles of this social contract presented by UNESCO;

- An expanded vision of the right to education throughout life, and;
- The strengthening of education as a public and a common good.

The aim is to inspire new avenues for policy development and innovative action to renew and transform education so that it truly prepares all learners to invent a better future. It will have meaning in transforming education only as teachers, students, families, Government officials, and other stakeholders of education, in particular communities, engage.

The report shows the urgent need to reimagine our futures together and take action to realize them.

- It recognizes education has long played a foundational role in the transformation of human societies.
- It also recognizes that the digital transformation of societies is impacting our lives in unprecedented ways.
- The starting point for any social contract for education is a shared vision of the public purposes of education.
- A new social contract for education must remain firmly rooted in a commitment to human rights. A commitment to education as a public societal endeavour and a common good means that modes of educational governance at local, national, and global levels must be inclusive and participatory.

Also, it recognizes that past 50 years of progress have been vastly uneven and today's gaps in access, participation and outcomes are based on yesterday's exclusions and oppressions. There are challenges in quality and relevance of educational provision, insufficient quality in instruction a key 'push' factor causing students to leave school before completion.

Teachers are the most significant factor in educational quality provided they have sufficient recognition, preparation, support, resources, autonomy, and opportunities for continued development. As we look to a longer-term future of education, these key areas to look into;

- Incomplete and inequitable expansion of education (out of school children), persistent poverty and rising inequality (poverty remains a key determinant of access to educational opportunity, inequality translates into social exclusion for the poor).

- Address a web of exclusions (gender discrimination, disability educational disruptions resulting from climate change, global pandemics, and insecurity.)

Other effects to be mindful of; the effects of climate change on education, the digital that connects and divides (digital knowledge and its exclusions, hacking human learners), breakdowns in civic discourse and growing infringements on the freedom of expressions, uncertain future of work (education, skills development, and the school-to-work transitions, structural transformation of labour markets).

Education in the future best supports individuals, communities and societies for meaningful work and economic well-being through; i) closing the gender gap and reversing damages wreaked by global inequality and a major setback by COVID-19, ii) education, skills development, and the school-to-work transitions, iii) education should be geared to enable people to create long-term social and economic well-being for themselves, their families, and their communities.

What work will be valued in the future, what new education would people need to live without formal work. Pedagogy should be rooted in cooperation and solidarity, building the capacities of students and teachers to work together in trust to transform the world, form a community of knowledge-seekers and builders, interdisciplinary problem-oriented collaborative learning, treasuring and sustaining diversity and pluralism, learning to unlearn divisiveness, learning to heal the wounds of injustice and strengthening meaningful assessment.

In a new social contract for education, curricula should grow out of the wealth of common knowledge and embrace ecological, intercultural and interdisciplinary learning that helps students access and produce knowledge while building their capacity to critique and apply it.

In a new social contract for education, teachers must be at the centre and their profession revalued and reimagined as a collaborative endeavour which sparks new knowledge to bring about educational and social transformation. Teacher education needs to be rethought to align with educational priorities and adapt better towards future challenges and prospects.

Schools should be protected as educational sites because of the inclusion, equity, individual and collective well-being they support – and also reimagined to better promote the transformation of the world towards more just, equitable and sustainable futures. Schools provide children and youth with unique environments to participate in the knowledge commons, as platforms for cooperation, care and change, build cultures of collaboration. Digital technologies should aim to support – and not replace – schools.

In a new social contract for education, we should enjoy and expand enriching educational opportunities that take place throughout life and in different cultural and social spaces. States have a key responsibility for ensuring educational systems are financed adequately and equitably. The best strategy for bending the digital disruption in the direction of supporting education as a common good is to ensure its democratization within a robust public sphere. Adult education will need to extend far beyond lifelong learning for labour market purposes. Government capacity for the public financing and regulation of education should be strengthened.

### **The UNESCO Futures of Education initiative calls for;**

- A worldwide, collaborative research agenda grounded in the right to education throughout life, and welcoming contributions from grassroots associations, educators, institutions, sectors, and a diversity of cultures.
- A generalized, worldwide, collective research agenda on the futures of education.
- Renewed commitment to global collaboration in support of education as a common good, premised on more just and equitable cooperation among state and non-state.
- To improve our current multilateral channels so that they can raise new resources to fill gaps, while strengthening national resource mobilization and national capacity.

Principles guiding the response to these two calls are:

- A new research agenda for education and
- Renewed international solidarity and cooperation.

The Report has issued two calls to catalyse and harmonize efforts towards a new social contract for education:

- A call for a new research agenda for education, (futures of education must centre on the right to education for all throughout life).
- A call for renewed solidarity and cooperation to support education as a public and a common good (Collective action must especially prioritize learners whose right to education is most threatened by global disruptions and change).

The report has proposed that there are particular participation roles for teachers, universities, Governments, international organizations and youth to further extend this forward-looking dialogue and action. Teachers remain central to the futures of education. In the same way that they have been foundational to the social contract that has been in force since the nineteenth century, they will also be decisive convenors, practitioners and researchers for the construction of a new social contract for education.

The irreplaceable role of Governments has been stressed. International and civil society organizations, the dialogue must involve children and youth. The future must be reframed for them as one full of possibility rather than a burden.



*On the left, the panel moderator, Dr. John Kalage listens thoughtfully as Ms. Faith Shayo, UNESCO Program Manager, responds to a question from the audience*

## Recommendations

- We need to have new knowledge, example robotics, block chain, coding
- Schools are not giving us intelligence, but knowledge
- There is too much work that we need to invest on teachers. The teacher's workload and the investment made on them still need conversations, financing and efforts.
- The social contract suggestions need to align with the growing population
- and build a skill set needed in the rapidly growing population.
- UNESCO ensure the report accessible and understood by the decision makers/policy and act upon the recommendations.

## Theme: Leveraging Technology for Learning: Bridging the Digital Divide in Education - Africa context

- Panelist: Prof. Edison Wazoel Lubua, Lecturer Arusha Institute of Accountancy
- Moderator: Ms. Iku Lazaro, Chief of Operations Shule Direct.

The presenter begun with a background that education was an agenda since early days of independence. Today, illiteracy remain one of the challenges still facing the country. The country is struggling to educate every Tanzanian with knowledge. Education is the important part for ushering the country in achieving SDGs and development objectives in the country.

Reasons as to why we are still here today is that the change in population doesn't match with the pace of education needs. Why is information, communication and technology important (ICT). The increasing pace of subscriptions to internet / WiFi's. This makes us think on how to increase equality in education. There are gaps - that still exists in ICT which prevent the larger community from enjoying the benefits of ICT.

The study was carried out through a qualitative approach that involved data collection from mobile applications that provide education in digital context, and applications whose downloads count to at least 10,000 and the reviews of their clients/users.

Questions used in addressing the study.

- Facilitating conditions to use ICT within our community.
- The issue of quality of these platforms.
- Stakeholders' engagement.

### Findings

- There is a gap in facilitating conditions and access through smart phones or computers. There are 59M phone subscribers out of an estimated population. However, half the population is under 17 years, and most of these do not own gadgets. Even with this, we can't say the subscription is high, because people own multiple SIM-cards and some of the SIM-cards are not being used and those are being accounted for.
- Internet. The data from The Tanzania Communications Regulatory Authority (TCRA) shows that 29M people are using internet. However, it doesn't show the people who are connected using office computers or any other shared means. These are not in villages which also shows the gap in accessibility. Inconsistent internet signals hugely affect access.
- Gap in internet affordability. 1GB of internet bundle is Tshs. 2,500/- yet individual Tanzanian per day income/GDP is Tanzania Shillings (TZS) 2,009.
- Quality in digital platforms. Users on different applications between 2020-2022 provided comments. The quality of what one accesses was commented by 302 users. Very few users provided comments on technical issues that pointed out the usefulness of the system, good user interface (interactive-ness), organization of content. The negative technical comments included failure to download, failure to launch or not working appropriately after downloading, incorrect configuration that led to wrong answers (platform misleading users) and poor feedback support. Others included applications incompatible with some devices and slowness.

Negative comments on contents included inadequate contents (7/7 users commented about the missing contents and content not being supported by the curriculum), unsuitability of contents for students with disability (vision) and contents not being updated frequently.

On the user behaviours in technology learning: Shule Direct experience: There is a tendency of giving general comments and not detailing what they mean. "It is good", "it should be improved". Experience shows that users are slow at learning and they want something very easy and quick for them to be able to start using and

doing. These limit their learning in online platforms. They want easy ways to use applications where they will not struggle to search and use the contents.

In the 21<sup>st</sup> century, we need technology as much as we need teachers. Teachers are behind in terms of using technology. The children are ahead with technology. We need to have strategies for having both the devices and teachers. Community learning centres will be needed where our children will be going to learn.

Demographics: Majority of users were advanced secondary level students and parents of the lower-level students. COVID-19 school closures may have contributed to this as parents were forced to take part in teaching their children at home. The content that was frequently searched were exercises/questions. Quantitative methodology was selected because of the nature of the information - in-depth information that will help making hypothetical statement that can be used in a quantitative study. Due to time limitations, it was not possible to develop the hypothetical statements and go to the field to test them and come up with findings.

## Recommendations

- Rural centres for online learning at ward levels should be launched to champion access with the Government support and NGOs advocacy.
- For teachers - the Government can bring stakeholders together to make it easy for the approved learning materials to be made available online either by subsidizing - copyrights books before uploading online.
- This focused on platforms that had at least 10,000 downloads and many reviews. Because they were drawing users confidence to have such numbers of downloads and reviews. Teachers can access some applications which are free and others require payment, can get them through google search engine.

Considering the level of digital development/technology in Tanzania and proficiencies of our teachers / professors, while other countries are talking of automation, artificial intelligence, robotics, blockchain and cryptocurrency, how are our learners going to strive? For rural areas, there are technologies that are already being used in rural areas in so many countries such as Hierarch box, HERA Tech, Hotspot for education, Smart board, Wekeza Tanzania. These are available and can be accessed offline. The only challenge is the content and a web platform where all content for learning can be found and useful. It is important to equip schools in rural areas with libraries, install content like SOMA Connect website on those computers, and enable students and teacher access. It is also vital to work to prevent online abuse and abuse of technology especially for young learners with access to gadgets.

## Theme: Preventing a lost decade: Urgent action to reverse the devastating impact of COVID-19 on children and young people - UNICEF report

- Panelist: Dr. Daniel Baheta, Chairperson of Education Development Partners Group (EDPG) – & Chief of Education – UNICEF Tanzania
- Moderator: Barbara Chilangwa Executive Adviser CAMFED & Former Zambia Ambassador to Angola

The moderator opened the session referring to UNICEF Executive Director description of the COVID-19 crises and the urgency of our responses. She asked the panelist to reflect on the quote. “The world stands at the crossroad, do we really unite to protect the progress on child rights or do we allow the unequal recovery from COVID-19 to fail the marginalized, the disadvantaged and increase inequality even more?”

It is the role of each and every one of us to get to the bottom of things and work towards fixing the gaps in education systems, in Tanzania and globally.

Education is a human right, a powerful driver of development, and one of the strongest instruments for reducing poverty, improving health, gender equality, peace, and stability. Education delivers large, consistent returns in terms of income, and is the most important factor to ensure equality of opportunities. It derives long-term economic growth, spurs innovation, strengthens institutions, and fosters social cohesion. Equal access to quality education is the strategy needed to tackle the learning crisis, put an end to learning poverty,

and help youth acquire the skills they need to succeed in today's world.

The world calls for inclusive and equitable quality education, promoting life-long learning opportunities for all to leave no one behind. The world has made a lot of progress in recent generations, but millions of children are still not in school. 8% of the world's 787 million children of primary school age do not go to school. As of 2015, only 14% of the world population, remained illiterate. Over the last 65 years, the global literacy rate increased by 4% every 5 years – from 42% in 1960 to 86% in 2015.



*Dr. Baheta elucidating the urgent action to reverse the devastating impact of COVID-19 on children and young people - as unveiled in the UNICEF report*

UNICEF report globally recognizes that we achieved a lot, but there is a lot of issues. The very fast-growing population to almost a billion by 2050 in the Southern and Eastern Africa. Thinking about this in terms of numbers, if we have 16,000 public schools now in Tanzania today, we have to build another 16,000 schools by 2050. This huge number and causes stress to the Government. three in seven children with disability in primary school are out of school. Children at age 10 who are in grade four, 4 out of 10 children are not able to read or write. Before COVID-19 hit, we had a lot of crises. After COVID-19, we have about 60 to 69 million children who left school. They did not come back.

Major sector progress in Tanzania includes

- Sector plan periodically reviewed
- Education and Training Policy 2014 - review ongoing
- National Teacher Workforce Framework in place
- Curriculum review - ongoing and should have caveat for regular review
- National Inclusive Education Strategy 2022- 2026

Children can come to school, but that doesn't mean they are learning. You can put lots of children in school, but that does not mean that they are learning. So, 87% of those who were in school before the pandemic were suffering from learning poverty. Meaning that even those in classes do not have adequate learning materials. This is referred to as "a study poverty". We need to understand that we are not going to make everybody engineer or doctor. What we need to think about is the need to make everyone competent in their own capacity.

We need to invest in children with skills, so when they leave the secondary education, they should have competence in agriculture or in other fields. We need to make education relevant to the environment where children are.

We need to invest and integrate early childhood education, bring in foundational learning. Every child that comes to school must know how to read and write. Every child that comes to school must learn confidence,

need to give them a little bit of plans, how to do their part, they need to look after their environment, talk about climate change, talk about reserving waters, teach them on how to make sure that they wash their hands. This does not require technology. We're not talking about computers; we need to go to the basics.

We need to help teachers. Teachers need to be supported.

- Make them feel teaching is almost a calling. We need to encourage and appreciate the role of teachers. They need to be valued, and be respected. They need to be trained. There is a lot of investment that does not require money, but it requires a lot of effort from community.
- Teachers need to be given tools for them to be able to work.
- They need to be paid. We need to give resources, more money, so they are happy about what they are doing.

We need to find different pathways for youth to succeed. Teach them skills that help them to get jobs, let us be focused, to make education relevant with 21 century skills. We need to support girls and issues of gender. If we don't address these issues, then we have even a larger economic crisis.

Strong partnerships especially with Government is key. Students need to be engaged and be part of the transformation, the communities of parents, church, the mosques, the community level organization, they all need to be involved in partnership with decision makers to reflect and work together and inform and influence Government to do more. We need to sit together, look at our strengths and weaknesses, evaluate, to plan together, design together. Bring the students and teachers in the room to have a meaningful and productive discussion and focus.

Communities needs to be engaged to know what the children are learning because everyone will be accountable on the learning outcome of our children. We need to encourage parents to get involved in our children leaning. We need to value the school and to invest in the school so as to have a better understanding and relationship between community and schools. The community needs to feel that the schools belong to them. The schools also need to open up to the community. I think this will help a lot of protection issues, and will give much more protective environment for the children and the parents.

The major concern during COVID-19 was the closure of the school. For the closer period of three months, we started using paper-based learning, made copies for grade one, two and grade three kids on what they need to learn and we send it home to the parents. We need to find alternative ways, if this happens again. Pandemics are happening more often because of the climate change, so we need to prepare. But we should not close the schools. We need to use the school as a platform to respond to some of these incidences. Other alternative ways, including technology may be needed, but we need to be innovative. We shouldn't depend on just technology.

We need to invest in adult learning, literacy learning for parents, so that they have the basic knowledge of reading, writing and numeracy, so as to be able to help. This might be a time when we might face more serious pandemics where the young ones are not capable of taking care of themselves or taking cautionary health measures in the schools.

On the issue of access of children with disability, our education system never started with that in mind. UNICEF is taking this seriously, by supporting the Government to think about inclusive education. Currently, we are having a strategy on children with disability in Tanzania.

We need mindset change. we need to change the thinking that kids learn in order to earn; we need to make education relevant. We have too much focus on academic and university degrees. It is important, but not everyone can achieve that. However, if everyone has the fundamental foundational learning, they will have a choice.

UNICEF did a lot with COVID-19 awareness, in the public education with simple messages like Wash your hands, make sure you cover your mouth, practice social distance, community videos on television etc. We



all have a role to play. We can only succeed in achieving quality education for desired learning outcomes if we strengthen our partnerships among stakeholders to complement each other in; i) technical capacity, ii) financing, iii) Advocacy, and iv) Governance.

### **Theme: Teacher Continuous Professional Development (CPD) as gateway to the transformation of education across the continent; best practices, innovations and challenges**

- Panelist: Dr. Herine Otieno, Director of African Institute for Mathematical Science (AIMS) Teacher Training Program Rwanda.
- Moderator: Dr. Richard Sambaiga, Lecturer UDSM

AIMS teachers training program works with teachers of Secondary school level. It involves work with over 3000 teachers across 800 schools in Rwanda. There are various activities that include community outreach but during COVID-19, we decided to use radios. Teachers and students would come with radios on a school day to listen in the program and participate in the conversation. The program also has activities to do with ICT, teacher trainings and policy dialogue.

The Continental Education Strategy for Africa (CESA 16-25) espouses the critical objectives in education that the continent must focus to achieve to 'create' the Africa We Want as envisioned by African Union & its 2063 Agenda. CESA outlines the critical role education has to play in 'creating' a new African Citizen, who can be at the forefront of driving the continent's envisioned sustainable development as envisioned by the AU in its 2063 Agenda.

CESA 16-25 strategic objectives as the hallmark of the process towards the envisioned transformation of the continent's education. Continuous Professional Developments as a critical component of CESA's first objective which outlines revitalization of teaching profession as a key area of focus in ensuring quality and relevant education at all levels.

Conversation on CPDs is critical, especially in the current advent of adoption of the competency-based curriculum (CBC) by many African countries has continued to feature as a problematic area not only in recent education research from the continent but also top news channels from a number of Africa's countries.

AIMS teachers Training program has activities to do with ICT, teacher trainings and policy dialogue. The program is divided into 4 main pillars. The goal is to increase the number of girls and boys who take up sciences at secondary education and we achieve that through activities organized into 4 different pillars;

- Teacher training
- Resourcing of schools
- Community outreach and
- Public engagement evident in policy dialogue.

An evaluation to assess whether there is an impact as a result of the project indicate a significant increase in the number of girls and boys taking on Math's and Sciences after O-level.

### **Reflecting on the 'Africa We Want in continental education strategy; the main question is how can we make these CPD work? What are the best practices innovations? And what challenges?**

Many African countries are talking about reform, new curriculum and adopting performance-based ones, but all these countries to a great extent are lacking teachers' CPD. When looking at education transformation, we need to look at some of the individual activities and programmatic approaches that have impacted student's/ teachers' attitude and behaviours. The best practices should be determined by the people involved in the intervention; and to achieve this, the leadership structure should put the teachers at the centre of everything such that they identify and implement issues together with the project teams.

- The program works with the district sector leaders (education) with about 500 teachers who are empowered such that the district leaders had to step back and allow teachers to lead the implementation of the program.
- The program contributes to the Rwandan Government program that has been created – to allocate 1 afternoon where there are no lessons - that teachers can do CPDs. Also, students have the science hour where students do peer teaching and learning. One of the best practices is making this program a Rwanda centred program.
- When the program was started, there were players from every corner. The challenge was on how to ensure the interventions reflects the need on the ground, and how does it respond to the particularity of the context?
- The program was research informed. It was expected to come up with the curriculum, instead it started working with teachers to identify issues and now after 4 years, it can come up with a curriculum.
- The ecological approach. The assumption is that if we train teachers, we improve the quality of teaching. However, through this program, it has realized that beyond the teachers training there are so many other factors that needs to be taken care of, (resourcing of schools, community outreach, policy dialogue). The Rwandan Government is an accessible Government and, it is easy to communicate and the Minister is responsive. The program created an environment with interface with the policy makers.
- Inclusiveness in terms of children with disability, what does it take to teach science to students with visual impairment? Initially the program did not think about this. This came through the teachers who teach students with visual impairment who pointed out that there are things that they could do better. They talked about the processes improvisation both in terms of teaching and assessment for students with vision impairment and how to make sure they are inclusive.
- Issues of language proficiency requires a separate discussion.
- Innovation: social media as a tool for CPD, all 4000 teachers are organized into digital groups- WhatsApp groups with leaders. Social media has a been used to enhance teachers learning and sharing different things including training materials. It has also fostered peer learning and teaching and this came up as a result of COVID-19.
- The program has promoted self-regulated learning for teachers and promoted teacher welfare and wellbeing. They know their voice can be heard.
- The program has initiated a public driven teacher award, and a media campaign promoting the value of teachers. About 3 million people are participating in the conversation, engaging corporates to sponsor Teacher Training Scholarship Award - 43 teachers back to college through this scholarship.

Can part of the teacher training encourage working with para-teachers. Take advantage of people in the community who have knowledge but no degrees, may be a nurse or a retired professional, or a blacksmith, plumber that can inculcate skills that the teacher may not have. Creating a connection between what is going on in the classroom to what is going on into the community and basically tapping into resources that we have beyond the school fences.

STEM is an entry point through community outreach. People from the communities engage with students, the industry visits where students and teachers get to visit the local and big industries. Students get to see the science they learn in classrooms into action. Persons from the same communities and from the cities are mobilized to visit schools and talk to students especially those in rural areas.

Teachers are difficulty learners because they are brought to believe that they know, are the owners of knowledge. The teacher training that has been done, was not about so much content, but more about attitude and knowledge, values, learning from each other and learning from each other consciously considering where one is from.

How to teach people to un-learn: The science of learning encompasses leaning and unlearning. Learning is an interplay of emotions and cognitive development. There should be a recognition that skills keep changing.

Policy dialogue is important. In Rwanda, it led to the increase of teachers' salary. Teachers were all paid the same irrespective of their level of education but that has changed. The bottom-up approach can enhance sustainability of the program even after the funding period.

Before the program, the approach was a top-down. Because the program wanted teachers to be heard, and be at centre, we adopted a bottom – up approach and worked effectively. The best practices should be validated by the community in which the education program is implemented. It is a 'wide range of individual activities, policies and programmatic approaches that positively impacts students, attitude and behaviors.

## Best practices

**Rwandan centred:** Secured Rwanda's sovereignty in shaping direction of STEM education and resisted any attempt by the transnational actors to draw on their varying prospects of power, orientations, identities & networks to undermine Rwanda education practitioners' ideas in shaping the teachers training programme (TTP) interventions.

**Teacher centred:** TTP program being aligned to the evidence from the transformative professional development literature chose a more bottom-up approach: deliberate effort was made to create a nurturing space for fostering teacher agency thus fostering teacher voice in each and every intervention. The program's mantra was working with teachers and not on teachers.

**Progressively developed curriculum with inclusiveness:** An evolving & enhanced focus on inclusiveness that not only focused on issues related to the gender gap in students' achievement & interest in mathematics and sciences but also paying attention in the shaping and implementation of the various interventions including policies, that it provided equal enough opportunity for students/teachers/schools from different socio-economic backgrounds and levels of disability.

**Promoting teacher welfare & wellbeing:** AIMS TTP not only launched a public & private sector supported Annual Teachers Awards and National Teacher Appreciation week, it also launched a first of its kind corporate teacher scholarship fund.

## Challenges

AIMS TTP has faced a number of challenges in its implementation including, i) tension with promoters, within the wider ecosystem, of neoliberal education practices; ii) limited resources including time & financial resources;

## OUTCOME STATEMENT

### The International Quality Education Conference: Rethinking the Role of Education - at the Key Moment of Global Transformation.

Presented by Ochola Wayoga National Coordinator TEN/MET



*Mr. Ochola Wayoga, TEN/MET National Coordinator reading the conference's 16 outcomes to the audience*

The 2<sup>nd</sup> International Quality Education Conference: Rethinking the Role of Education at the Key Moment of Global Transformation was held in Dar es Salaam, Tanzania, from August 17<sup>th</sup> - 19<sup>th</sup> 2022 and attended by participants from education sector and allied sectors, representatives of the Government Ministries, Departments and Agencies, TEN/MET civil society members, Representatives of the Diplomatic missions, the Private Sector, Higher Education Financing Agencies, Development Partners, UN Agencies, International Financial Institutions, Members of African Parliaments responsible for education sector/committees, Students, children, teachers, innovators, Universities, colleges and education regulatory authorities.

The three days conference provided an opportunity and avenue to participants from 11 countries across the globe, who interacted and shared their experience and knowledge on the role of education at the key moments of global transformation.

As one of its mandates, TEN/MET led and facilitated this conference to enable its members and

partners to share knowledge on important and relevant and emerging topics ranging from education system strengthening, education financing, African languages as medium of instruction, the role of CSO in policy and practices, education inclusion and sustainability, investing in early learning, the role of tertiary education in preparing youth for the future of work, gender based violence in higher learning institutions in Tanzania, Human-Centred Design (HCD) in promoting teachers – led classroom instructions, the new social construct for education, leveraging technology for learning, – bridging the digital divide, Impact of COVID-19 on children and young people, teacher's continuous professional development as gateway to the transformation.

The theme of this conference, "Rethinking the Role of Education - at the Key Moment of Global Transformation" reminds us the importance of education as a tool to create impactful solutions that will unlock the generational pursuit for quality, equitable inclusive education.

As one of the fundamental human rights and a prerequisite for social and economic development as expressed in African Union 2030 Agenda and UN 17 Sustainable Development Goals with a focus to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all".

This conference enabled participants to identify and discuss the future of education through collective approaches looking at the current status of education at local and global level.

Participants shared experiences on what works well in the delivery of education, disseminated research findings on the different education studies carried out in 2021 and 2022 and explored on innovative approaches to education financing, with the local and international perspectives. As well, participants and stakeholders showcased their initiatives and interventions in the sector, and shared experience on education policies influence and engaging with policy makers.

NOW, after 3 days of exchanging and sharing ideas, the participants to this conference reaffirm our commitment to the United Nations' 2030 Agenda for Sustainable Development, in particular SDG 4, and its recognition of education as a fundamental human right.

1. Participants have collectively AGREED that rethinking the role of Education - at the Key Moment of Global Transformation will involve sharing insights, data, evidence to inform constructive dialogues between civil society/education stakeholders, development partners, and government across the continent to create enabling environment for collectively dialogues on improving access to free or affordable and inclusive quality education.
2. The conference is cognizant and agrees that the drivers of change that can help our Governments across the continent to accelerate actions to provide quality, inclusive and relevant education include; i) Investing in domestic resources mobilization to finance education, ii) deliver on the commitment to allocate 20% of national annual budgets and 6% of the GDPs to education, iii) efficient utilization and equitable spending of education budgets; iv) innovative financing mechanisms, v) invest in early childhood development, gender equality and girls empowerment, children with disabilities, vi) teachers training and learning materials; ix) youth skills development and; x) exploring and investing in technology for learning and teaching.
3. On Education System strengthening: We RECOGNIZE the importance and exigency of having education policies that align with Continental ,Regional and Global frameworks such as Agenda 2063 and Continental Education Strategy for Africa (CESA 2016-25), and other ongoing global innovations and transformations in information, communications and technological, artificial intelligence and CALL upon our Governments, UN agencies, Development partners, non-state actors ,parents and learners to engage constructively to reform education systems including curriculum, policies and guidelines to reflect these developments.
4. We have agreed that more research and further conversation is needed to reach a consensus on the African languages as medium of instructions in learning and teaching while foreign languages should be taught proficiently to save us a medium of communication and cultural interaction tools.
5. On financing education, WE CALL upon all stakeholders including civil society, development partners, UN agencies, Government, privates sector, to map, cost, commit resources and prioritize the education needs and accommodate learning sensitivities on vulnerable and other marginalized populations such as children with disabilities, teen mothers/ girls, children in child labour settings, children from poor and hard to reach areas.
6. We share a common UNDERSTATING that civil society organizations exist to complement the mandates of the National Governments in providing quality social services. Thus, non-state actors UNANIMOUSLY AGREED to mobilize and engage others, to build coalitions and network to constructively dialogue with Governments to be accountable on policy implementation, delivering commitment on education resources and quality and inclusive education services, efficient utilization of education resources, and steer conversations on education opportunities towards inclusion and sustainability.
7. We have a common agreement that Investing in Early Learning has a huge return on investment in the child's future and the society at large. We recommend all partners to invest in skills, knowledge, research, policies, budgets and strategies, competence of teaching and assessment of early childhood development.
8. In order to achieve a more realistic and sustainable future; WE CALL UPON tertiary education institutions across the continent to focus on giving youth relevant skills that prepare them not only

with skills for work, but develop other soft skills such as learning inquiry, critical thinking, leadership, problem solving, innovativeness, communication and ICT skills.

9. We UNDERSTAND that Gender-Based Violence in higher learning institutions in Tanzania can affect learning outcomes and CALL for a wider stakeholders engagement to raise awareness, develop reporting mechanisms to create conducive learning environment for learning.
10. We have AGREED that in order to improve learning outcomes, teachers and students should be at the Centre of learning, class innovation and modeling behaviors.
11. We UNDERSTAND that Social Contract is a shared vision of the public purpose of education, therefore it must remain as a commitment to Government as part of human rights, inclusive and participatory approaches.
12. We all ACCEPT that investing in technology for learning by our Governments especially to those schools in rural areas and hard to reach communities will be catalyst for bridging the digital divide in education especially in Africa's context.
13. We EMPHASIZE the need to reverse the devastating impact of COVID-19 on learning and CALL UPON all civil society stakeholders, donors, Government to invest, mobilize knowledge, resources and assets to address the negative impact of the pandemic to the learners across the continent.
14. Teachers continuous professional development is an incentive in ensuring quality and relevant education at all levels, and URGING our National governments to allocate resources specifically to adopt the competency-based curriculum.
15. The Conference URGE all stake holders with particular emphasis to Government to provide education that meets learners' expectations by developing curriculum that contextualise the needs of each community and relevant to their environment and challenges.
16. The Conference also AGREES that, education should not be used to exacerbate inequalities, exclusion of others but rather a unifying tool to make the world we live in a much better place.

## CLOSING REMARKS

### By the Guest of honor Hon. Juma O. Kipanga, Deputy Minister, MoEST Tanzania

Started by appreciating participants for their time and commitment and sending greetings from Prof. Adolf Mkenda (Member of Parliament), the Minister of Education, Science and Technology was pleased by the scope of participation – over 300 delegated from over 11 countries across the world to discuss on the quality of education at this moment of global transformation and to deliberate how collectively we can further improve the quality of education in their respective countries, with skilled and productive youth at hearts.



*The Guest of Honor Hon. Juma O. Kipanga, Deputy Minister, MoEST Tanzania, delivering his closing remarks*



*We thank TEN/MET for organizing an international education conference. This should have been done by the Government but you did it. Congratulations.*

**~ Hon Juma O. Kipanga, MP, Deputy Minister – Ministry of Education, Science and Technology.**



Applauded TEN/MET for organizing this conference, and key themes discussed such as education financing, the role of civil society in policy implementation, the use of African languages as a medium of instruction and learning, as well as how we can leverage technology to improve our learning, among others as well as issues of inclusive education. he added that the dream of every child is to access quality education.

Highlighted that Tanzania Government is keenly interested in efforts of all actors in contributing toward the development of the education sector and has opened the doors to ensure that everyone is accommodated in the dialogue to strengthen the sector be it policy curriculum and other ongoing processes and procedures that guide education service provision.

The conference theme “rethinking the role of education at the key moment of global transformation, is in line with the Government effort to advocate quality education for all, to achieve SDGs and SDG 4 as the Government has laws and policies that support the realization of quality education.

Hon. Kipanga added that, we need to work together, collectively, Governments and civil society, development partners ensure that such education initiatives bring positive outcome to the learners.

The Government of Tanzania under the leadership of Her Excellence President Samia Suluhu Hassan, the President of United Republic of Tanzania, has not only committed, but strive to ensure that every Tanzanian child has access to quality education. The Government will continue to build new education infrastructure and maintaining the old one. Also, the Government has continued to improve the quality of teachers through in-service training

to bring a new knowledge and develop new skills while increasing the deployment of teachers across the country.

The Government is determined to continue to increase the teachers to student ratio to ensure we achieve quality education by 2025. On top of that, the Government maintains its commitment to fee free education for basic education by providing capitation grants to all schools. Due to COVID-19 pandemic, the Government is investing heavily in technology and call upon stakeholders to support these efforts that need a huge investment.

Quality education goes hand and hand with inclusive education and child protection issues. The Government is committed to ensure every child receives quality education, including children and youth, likewise, playing its role to protect and secure children and youth with special needs so that they exercise their rights to access quality education.

Appreciated the participation of children in the conference as a motivation for them to do better and pledged to continue working with civil society organizations in their roles to promote the quality education and to complement Government efforts in terms of putting in place school infrastructure and facilities, training teachers and empowering students.

The Deputy Minister challenged civil society organizations to do more to implement innovative programmes and that the Government is open for ideas from civil societies. you come up with. We are always available.

In closing his remarks, the Hon. Kipanga reminded participants that quality education is an investment, and realizing quality education requires continuous deliberations and consultations to find solutions together. He added that, “We thank TEN/MET for organizing an international education conference. This should have been done by the Government but you did it. Congratulations”. Hon Juma O. Kipanga, MP, Deputy Minister – Ministry of Education, Science and Technology.









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