

Sida Support to Teacher Education in Tanzania 1997–2002

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and Social Development**

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Sida Evaluation 05/05

**Department for Democracy
and Social Development**

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Table of Contents

Summary	3
1. Background	5
1.1 The assignment	5
1.2 Points of departure for the evaluation of the Sida support to Teacher Education in Tanzania 1997–2002	6
1.3 Pre-conditions	8
2. Evaluation design	15
2.1 Purpose of the evaluation	15
2.2 Evaluation objects	15
2.3 On the ethic dimensions of the evaluation	16
2.4 The evaluation model	17
3. Findings	19
3.1 In-service training of college tutors (Tutors' Education Programme – TEP)	19
3.2 Sponsorship of Teacher/Tutors at the University of Dar es Salaam and the Open University	27
3.3 Distance Teacher Education (DISTED)	31
3.4 In-service Residential and Non-Residential courses through Teachers' Resource Centres (TRC)	39
4. Analysis and discussion	44
4.1 Intentions and implementation of the projects	44
4.2 What has been achieved?	45
4.3 What is still there?	46
4.4 What is the future of the projects?	47
5. Recommendations	50
5.1 Recommendations to Sida/Development partners	50
5.2 Recommendations to MOEC/Development partners	50
5.3 Recommendations to MOEC	51
Annex 1. Terms of Reference	53
Annex 1.1 Programme Documents	60
Annex 2. Programme	61
Annex 3. Reference list	68
Annex 4. Syllabus	73
Annex 5. Handbook	77
Annex 6. Study letters	85
Annex 7. Pictures	103
Annex 8. Tables	108
Annex 9. Description of B/C–A Teacher Upgrading Programme	112
Annex 10. DISTED Accomplishments	137

Summary

In focus for this “end of project evaluation” are four programmes for teacher education in Tanzania. During 1997–2002 the Swedish support to teacher education amounted to MSEK 43,5. The programmes comprised are:

1. In-service training of college tutors (Training of tutors programme – TEP)
2. Sponsorship of Teacher/Tutors at the University of Dar es Salaam and the Open University
3. Distance Teacher Education (DISTED)
4. In-service Residential courses through Teachers’ Resource Centres (TRC).

The evaluation assignment was initiated by the Embassy of Sweden in Tanzania, administrated by Sida, Stockholm and conducted by a team of two evaluators from the Department of Teacher Training, Uppsala University and an evaluator from the Open University, Tanzania.

The focus is on intentions, results, impact and sustainability and the approach is mainly qualitative. The evaluation model used is a combination of approaches, firstly identifying the intentions and objectives for the programmes, secondly trying to get an overall picture of the activities taken place during the period and thirdly gaining information about the impact and sustainability of the performed activities. For the third part a modified case study was carried out. The design of the study is to a large extent set by the frames of the assignment. All the data was gathered during a four weeks stay in Tanzania in April 2004 and most of the data collection was concentrated to two Teacher Colleges. Morogoro TC and Mtwara TC became the centres for these closer studies. Data has been collected by studying relevant documentation, interviews with different stakeholders, school visits and by using a small scale questionnaire to tap some quantitative data.

Since 1995 a number of policies within the educational sector have been developed in Tanzania. It started with the Education and Training Policy (1995), and continued with the Basic Education Master Plan (1997), the Tanzania Education Sector Development Programme (1996), the Teacher Education Master Plan 2000–2005 (2000), and the Primary Education Development Plan for 2002–2006 (2002). In the latter policies the outlines of Universal Primary Education are emphasised and the prime aim is to ensure that all children have access to good quality primary education. Expanding enrolment and improving the quality of teaching and learning processes are two important components. The general aims for the Swedish support to the educational sector are well in line with the objectives found in the policy documents. Capacity and institution building are regarded as main concerns. The objectives for the studied programmes are the improvement of quality of education through professional and academic upgrading of college tutors and primary school teachers.

The TEP project has been successful in many respects. The starting point was the courses delivered by the Department of College Tutor s’ Education and Research at Morogoro Teachers’ College. The objectives of the projects have been fulfilled to a large extent. What has faltered is the number of tutors trained per year. A total of 286 tutors have recieved their 10 credits from Stockholm Institute of Education (SIE). At present, there are 83 waiting for evaluation and accreditation. But this has been ‘dealyed’ because SIE is no longer doing it. The shift to a decentralised semi-distance course in 2003 is

expected to speed up the process. A discussion is going on with the Open University in Dar es Salaam concerning the accreditation of the course.

The PEDP sponsorship of tutors is also quite successfully going on with almost 100 undergraduate exams in 2002.

The DISTED project with the targets group grade B/C teachers, was cancelled after a short time and replaced by a new project with a different aim but for the same target group. The instruction media has shifted from English to Swahili and the content from O-level to primary school level with some methodological content (now called the Module programme). The result is not well accounted for due to difficulties of reporting and follow-up procedures. As a whole it can be said that a lot of investments have been done but the outcome is poor.

The courses through the Teachers' Resource Centres are run by many organisations and agents. The idea is very good but the problem of the TRCs is both financial and administrative. The situation is complex due to the same problems as for the Module programme.

1. Background

1.1 The assignment

The Sida support to the educational sector in Tanzania has been going on since the 1980s. During 1997–2002 the support on which this document is focused, comprised of four components:

- In-service training of college tutors (Training of tutors programme – TEP)
- Sponsorship of teacher/tutors at the University of Dar es Salaam and the Open University
- Distance teacher education (DISTED)
- In-service residential courses through Teachers' Resource Centres (TRC).

In 2004 an “end of project evaluation” assignment was given to two international evaluators at the Department of Teacher Education, Uppsala University and one local evaluator from Tanzania. The assignment was initiated by the Embassy of Sweden in Tanzania and administered by Sida, Stockholm.

1.1.1 Sida support to the educational sector

Swedish support to the educational sector in Tanzania started after independence. It has focused on for example adult education, text book production, and teacher education in-service programme. During the last years it has financed the Educational Sector Development Program (ESDP), Educational Material Project (BMU & ECU), Teacher Education, and Children's Book Project.

The agreement for January 1997 to December 2000 included the four priority programmes for teacher education in focus for this evaluation. The main part of the financial support has gone to the TEP followed by DISTED during 2000 and 2001. TRCs have received only about 15 per cent according to Plan of operation 2001¹.

For the period of 1997–2002 different agreements concerning the four programmes were made between Sweden and Tanzania. The first agreement covered a period of three years from 1997 to 1999. After that the program was extended for another six months until June 2000. A new agreement was set up for the next six months with some minor changes of aims and objectives. The sponsorship of university studies was included in the TEP-program. The support to Residential in service courses was changed to in-service training through Teachers' Resource Centres (TRCs). For 2001 and 2002 another agreement is at hand. In the studied agreements made by Sweden and Tanzania the objectives for the support are formulated very generally. For the program for Teacher Education the following objectives are stated:

- To improve the academic and professional qualification of primary school teachers²
- To improve quality of education through distance education, training of college tutors and in-service teacher training³

¹ It has been difficult or almost impossible to discover the distribution of funds to the different projects since we didn't have access to comprehensive audit reports for the periods of interest. Furthermore we didn't see it as the main task for this evaluation assignment.

² Specific Agreement 1997–1999. Article 1 Scope and objectives of the Agreement.

³ Specific Agreement 2001–2002. Article 1 Scope and objectives of the Agreement.

1.2 Points of departure for the evaluation of the Sida support to Teacher Education in Tanzania 1997–2002

1.2.1 Relevant international policies

In the following part some central ideas in policy documents relevant for this study are being briefly looked upon. The chosen documents may serve as points of departure of this study although some of them, like the updated Education for All from 2000, were not in place when the projects originally were designed.

In the above mentioned document education is described as a human right and a necessary base for social and economic development. Education is an empowering tool that must not be restricted to the power-holding classes. At individual level education opens possibilities that otherwise would be closed: a better chance to lead a healthy and productive life, to participate in political and civic affairs and to defend and protect rights to survival.

Investment in basic education is indispensable for human development and pro-poor growth. The education of girls is one of the most important determinants of development.

The policy for Sida's Development Cooperation in the Education Sector is based on the internationally agreed concepts and goals declared in Human Rights Conventions and Declarations. The overriding goal of poverty reduction is underpinned by a rights-based approach promoting democracy and human rights, equality between women and men and sustainable development.

Two international development targets concerning education are the achievement of Universal Primary Education (UPE) by 2015 and the elimination of gender disparity in primary and secondary education by 2005. The goals stated in "The Framework for Action on Education For All" (World Education Forum, Dakar 2000) serves as a common point of reference for partnerships in all development cooperation in the educational sector⁴.

The Sida policy for support to educational sector is based on a holistic view of education including non-formal education as well as all levels of formal education. In that sense Sida shares the expanded vision of basic education introduced by the World Conference on Education for All in Thailand in 1990. In the policy document the following is stated:

"While primary education is the core, basic education includes all age groups and goes beyond conventional curricula and delivery systems for example pre-school, adult literacy, non formal skill training for youth and compensatory post-primary programmes for school leavers."

(Basic education – what do we mean⁵)

In accordance with the Dakar Framework the role of the international community and the donor agencies is to mobilise resources needed to provide effective support to national efforts to achieve education for all in the poorest countries. The role of Sida is described as threefold: to provide funding, to be a partner in dialogue and to support capacity development. The aim is also to gradually coordinate the activities with those of other donors.

1.2.2 Relevant Swedish policies

A move from project based cooperation to a broader sector programme support has taken place during the period being in focus for this evaluation. The change in strategy is described as a reinforcement set by the Swedish Government to enhance partnership and to improve the effectiveness of the Swedish participation in development cooperation.

⁴ In Education for All: a Human right and Basic Need. Policy for Sida's Development Cooperation in the Educational Sector (2001).

⁵ Ibid.

The aim of the Sector Wide Approach is “to attain sector specific objectives and to ensure national ownership through genuine partnership in development cooperation”⁶.

The intentions for the change in approach are described as a way of reducing aid fragmentation, to improve coordination, strengthen institutional capacity, enhance effectiveness of public sector expenditure and promote institutional reform. The expected benefits are

- 1) strengthening of democratic practices through improved transparency in the national budget,
- 2) enhancement of national coordination mechanisms and
- 3) promotion of participatory practices in decision-making.

This shift of cooperation strategy has both positive and negative aspects. Positive is the co-ordination of projects, the sense of ownership and empowerment but negative is the time consuming procedures before decisions can be taken. It also implies that all stakeholders have sufficient knowledge about different needs and projects.

Capacity development as a strategic issue for development cooperation

Capacity and institution development is regarded as a major concern for projects and program supported by Sida. The following overall objectives are stated:

The ultimate objective is to create conditions for professional sustainability of institutions and organisations, including national systems of education, training and research. To be able to achieve the goals the following actions are proposed:

- Systematically integrate capacity development as an objective in projects and programmes.
- Improve and strengthen Sida’s cooperation with and professional exchange with Swedish partners.
- Give more support financially and professionally to the strengthening of national systems of education, training and research⁷.

The work to be done includes

- 1) developing knowledge and competence of individuals and organisations,
- 2) developing organisations and systems of organisations
- 3) changing and strengthening institutional framework in the form of formal policies and regulations? as well as other informal norms which sets limits to the development of individuals and organisations.

Principles for Sida’s support to education

Four key principles for Sida’s support to education are being described in the policy document from 2001. Partnership, ownership and donor coordination, democracy and respect for human rights and finally linking poverty reduction and basic education strategies. This policy came in the end of the project period but is what is valid today.

Among the priorities set in the policy from 2001 the first one mentioned is a concern of a transformation of conventional top-down approaches into participatory rights-based, learner friendly and gender sensitive approaches to teaching and learning⁸.

⁶ In Sida’s Policy for Sector Programme support (1999).

⁷ Ibid. p 64.

⁸ In Education for All: a Human right and Basic Need. Policy for Sida’s Development Cooperation in the Educational Sector (2001) p 25.

Other aspects mentioned are transparent and accountable systems for management of education at all levels and enhancing formal and non formal and informal lifelong learning opportunities. Teachers are seen as key players for all the priorities mentioned. The importance to take into consideration their life long learning needs, their opportunities to participate in educational matters as well as their working and living conditions is stressed.

Another aspect in relation to the priority of basic education for all that is mentioned is the need for strengthening the resources for the lowest level of the education system. That means that the most qualified teachers need to be allocated to primary education to provide the disadvantaged groups with the best opportunities the system can offer.

About decentralisation

It is known that over-centralised systems have contributed to fostering inefficiency and corruption. A move towards a more decentralized education system may be a way of creating a system of greater transparency and accountability. Educational decentralisation is not in itself enough to enhance democratic governance. There are some obvious risks with decentralizing of decision making power from national to local level. It may result in an unequal education system and the marginalisation of disadvantaged groups. In most countries there is a need for a carefully struck balance between centralisation and decentralisation. The governments must in a conscious and willing way transfer decision making powers and provide the necessary resources, support and training to the local level.

1.3 Pre-conditions

1.3.1 The Tanzania Education System

The education system starts with seven years in primary school (Standard I to Std VII) with national examinations in Std IV and VII (Pre-primary schools are developing but are not very common outside urban areas). About 19 per cent of those that finish Std VII continue in secondary school – Form I to Form IV. Of those that finish Form IV, about 24 per cent continue in Form V and VI⁹. The teaching medium in primary school is Swahili while it is English in secondary school. In 2002/2003 the allocation to the educational sector was 3.1 per cent of the GDP.

The number of pupils enrolled in Primary Education has increased during the last five year in Tanzania. According to the statistics from the Ministry of Education there were 4 million children (age 7–13 years) taking part in Primary Education in 1997. In 2003 6,5 million children were enrolled in primary schooling¹⁰.

All curricula for primary and secondary schools and teacher training colleges are written by the Tanzania Institute of Education (TIE), Ministry of Education and Culture (MOEC).

The purpose of the study of the documents mentioned in the following, was to see what support could be found concerning the objectives of the Sida funded projects.

In 1995 two very important policies were presented: Tanzania Education Training Policy (TETP) and the Education Sector Development Programme (ESDP).

1.3.2 The Education and Training Policy (TETP)

The Strategy of the Economic Recovery Programme which was introduced in 1986, showed changes in the government's view on issues on the macro policy setting, i.e. around issues of rationalisation of

⁹ United Republic of Tanzania (2003) Basic Statistics in Education.

¹⁰ United Republic of Tanzania (1999) Basic Statistics in Education. United Republic of Tanzania (2003) Basic Statistics in Education.

investment, liberalisation, entrepreneurship, self reliance, enhancement and integration of developmental efforts. There was a shift from strong governmental control to decentralisation as well as partnerships within the educational sector (private schools).

Education is still seen as a path to development. The guiding philosophy of all developmental efforts in Tanzania is the achievement of self-reliance, a concept launched by the former president Julius K. Nyerere. The Education and Training Policy (TETP) of 1995 states clearly people must continue to depend mainly on themselves and their own resources and efforts, i.e. their land, energies and hard work.

In the TETP many of the previous objectives were included as well as a number of new ones. The national identity, culture and traditions and human dignity are still important aspects while management and conservation of the environment is new. Among the general aims it is stated “to develop and promote self-confidence and an inquiring mind”. Here are some of the main points in the TETP (all references are to the TETP):

Improvement of Teacher Education

The qualifications of teachers are described as a key issue in the policy document:

“Qualification of teachers and their ability to perform well in the classroom is a key factor in the quality of education”. (5.4.3 p 41)

An urgent need for the training of more teachers and for an expansion and improvement of teacher education programmes is expressed. The establishment and ownership of teacher colleges shall be liberalized to meet the increasing demand for qualified teachers. (5.5.3 p 47)

Tutors at Teacher colleges lack special training to teach at teacher colleges. This needs to be changed.

Minimum qualification for tutors at certificate and diploma level teacher’s courses shall be the possession of a valid university degree, with the necessary relevant professional qualifications and specialization. (5.5.6 p 48)

Medium of instruction

Communication skills among students and teachers at all levels of education need to be emphasised. The media of instruction in the teacher education institutions will relate to the medium of instruction for the education level of students for whom the teacher is preparing to teach.

Medium of instruction for teacher education at certificate level shall be Swahili, and English shall be a compulsory subject, while for diploma and degree level teacher education and training English shall be used. (5.5.8 p 49)

Training and Retraining

Teachers need to be exposed regularly to new methodologies and approaches of teaching consonant with the ever changing environment. The teacher effectiveness of every serving teacher will thus be developed through planned and known schedules of in-service programmes. Therefore:

In-service training and re-training shall be compulsory in order to ensure teacher quality and professionalism. (5.5.10 p 50)

Teacher Resource Centres

TRC:s are thought to be crucial growth poles for teacher’ academic and professional development and improvement. They shall also promote teacher innovation and improvisation in methods of teaching, preparation and of teacher made instructional materials and aids, and facilitate the exchange of professional ideas and experiences (see further 6.2.14 p 57).

1.3.3 Teacher education curriculum

Tanzania Institute of Education (TIE) is responsible for teacher education curriculum design, development, dissemination, monitoring and evaluation.

The following aims and objectives are set up:

- to impart to teacher trainees theories and principles of education, psychology, guidance and counselling;
- to impart to teacher trainees principles and skills of pedagogy, creativity and innovation;
- to promote an understanding of the foundations of the school curriculum
- to sharpen the teacher trainees' teacher's and tutors' knowledge and mastery of selected subjects skills and technologies
- to impart skills and techniques of research, assessment and evaluation in education;
- to enable both teacher trainees, serving teachers and tutors to acquire organizational, leadership and management skills in education and training.

The "new" curriculum of 1996 corresponded to the 1995 Education and Training Policy and promotes learner oriented approaches. The curriculum for teacher education from 1996 consists of two parts. Part A concentrates on the theoretical aspects of curriculum and teaching. Part B focus on subject methods (teaching methodology). The curriculum, when compared with the previous one, was a total shift from academic content to teaching methodology content.

As we understand it, a revised curriculum for teacher education will soon be out of print. The reason is that the switch from pure academic content to pure methodological content is not fulfilling the needs of the schools. The new curriculum will probably be a mixture of the two approaches, i.e. contain both academic as well as methodological content.

1.3.4 The Tanzania Education Sector Development Programme (ESDP)

The Tanzania Education Sector Development Programme from 1996 had in the beginning a strong emphasis on management and organisation. An appraisal from March 1999 gave the overall message, that there was a need for a fundamental change in the whole approach of the education sector development. It was said that it was necessary to give high priority to the perspectives of teaching and learning processes. "This requires a change in the education sector planning process from the current rather top down approach towards a two way approach... Hence the perspective of the learner is not in the current sector plans"¹¹. The appraisal team has other recommendations as well, but we have chosen to point out the participatory flavour.

In 2002 another very important policy was launched – the Primary Education Development Plan for 2002–2006 (PEDP)¹² – which is the base for all activities in the Ministry of Education and Culture. PEDP is part of the Education Sector Development Programme as well as the Education and Training Policy (TETP), the Local Government Reform Programme and the over-arching Poverty Reduction Strategy paper (PRSP)¹³ and Vision 2025¹⁴.

¹¹ Kinunda et al. (1999) p 4.

¹² PEDP was introduced in the last year of the period of our projects. It is, however, of great importance for evaluating the impact and sustainability of the projects.

¹³ PRSP focuses efforts on a) reducing income poverty b) improving human capabilities, survival and social well being and c) containing extreme vulnerability among the poor. A lack of basic education undermines efforts to improve health and nutrition, reduce infant, child and maternal mortality, and to address the causes and impact of HIV/AIDS. A universal primary education is a priority development target.

¹⁴ The creation of a well educated nation with high quality of life for all Tanzanians. The PEDP is a start-up plan for achieving the education targets expressed in the vision.

1.3.5 Primary Education Development Plan (PEDP)

PEDP is a plan that describes the outline of Universal Primary Education with the aim to ensure that all children have equitable access to a good quality primary education. It has four main components:

- expanding enrolment
- improving the quality of teaching and learning processes
- building capacity within the education system and other public and private sectors with a stake in education provision
- strengthening the institutional arrangements that support planning and delivery of education services.

The objective of improving educational quality will be met by

- In-service for *professional development* (quality improvement) of the teacher with complementary efforts focussed on head teachers, school committees and training of college tutors. To improve teaching and learning resources emphasis will be on textbooks and material, the quality and relevance of the curriculum and the school environment.
- *Improvement of governance and management* skills with focus on transparency and accountability throughout the system.
- Pre-service teacher training will be rationalised and improved in order to increase its capacity to produce the large numbers which will be demanded by the *enrolment expansion* as well as to improve the quality and relevance of the training that the new teachers undergo.

PEDP describes the objectives as well as the strategies for achieving the targets in the plan.

Example: Pre-Service Teacher Training:

Objectives:

- To up-grade the qualifications, knowledge and skills of the teacher training college tutors.
- To ensure that new teachers have appropriate pedagogical skills and knowledge.
- To reorganise the content and delivery of pre-service teacher training so as to optimise the use of human, financial and material resources in the teacher training system.
- To train adequate numbers of Grade A teachers.

Strategies:

- Publicity campaigns will target a higher quality of potential teacher trainee, emphasising good career prospects and terms of service. Efforts will be made to reduce or eliminate financial obstacles facing new recruits.
- The training curriculum will be revised in order to emphasise enhanced knowledge of, and competence in, primary level classroom teaching and management.
- The numbers of new teacher trainees will be 9,000 in 2002, 10,000 in 2003–2005, and 9,000 in 2006.
- Existing tutors will undergo a programme of skills and knowledge upgrading and new tutors will be recruited.
- The timing, duration and overall operation of pre-service training will be reviewed and rationalised.

- The management capacity, and material and financial resources of teacher training colleges will be strengthened.
- The training schedules of tutors will be reviewed to ensure that they can be deployed in schools for supervising practice teaching, and for conducting in-service training.

1.3.6 Tanzania teacher education system

Teacher education is being done at teacher training colleges or at universities. There are 34 governmental teacher training colleges (TC) which educate teacher students at certificate and diploma level and with a total number of 14,500 students. The TCs employed in 1998 1004 tutors (227 graduates, 621 with Diploma, 10 with Grade A and 127 with Special Certificates). There are seven administration zones in Tanzania, and each zone has a TC appointed as a “zonal college.”

Administration of the TCs is centralised under the Director of Teacher Education in MOEC. Curriculum development is the task of the Tanzania Institute of Education. There are presently eight private TCs with about 350 students. Certificate teachers will teach in pre-primary and primary schools while diploma teachers will teach in secondary schools. Teacher training is also done at university level. These teachers will be employed at secondary schools and in TCs when they have graduated.

Teacher education is managed by mainly three ministries. The Ministry of Education and Culture (MOEC) is responsible for the 34 governmental TCs and guides the eight private ones. The Ministry of Science, Technology and Higher Education manage the teacher education at university level and the Ministry of Labour and Youth Development manages the Vocational Teacher Education Programme.

There are several educational backgrounds of teachers:

- Grade C: Std VII (and sometimes a short training or a crash course) – teaching in primary schools.
- Grade B: Form II and two years of teacher training – teaching in primary schools.
- Grade A: Form IV and two years of teacher training – teaching in primary schools.
- Diploma: Form VI and two years of teacher training – teaching in secondary schools and teacher training colleges.
- University level (Bed, BSc etc. or MEd, MSc etc.) – teaching in secondary schools and teacher training colleges.

The Grade B programme was stopped by MOEC from 1994. By then less than 40 per cent of the teaching staff in Primary schools were grade A¹⁵. The proportion of grade A teacher has since then slowly been increasing. Still in 1998 a majority of the teaching staff, 56 per cent, didn't have the prescribed teaching qualifications. In 2003 the percentage was 46. It is worth noticing that the teaching staff in primary education has expanded by 7,7 per cent from 1998 to 2003. The increase of grade A teachers is probably mostly attributed to that expansion. No information about the level of those almost 53 000 teachers in Primary school that 2003 are without acquired formal qualification is provided in the documentation available at MOEC¹⁶.

¹⁵ Wort, Michael A.A. (1998).

¹⁶ United Republic of Tanzania (1999) Basic Statistics in Education. United Republic of Tanzania (2003) Basic Statistics in Education.

Box 1: Proportion of teachers' qualifications

	Graduates	Diploma	Grade A	Other	Total
Number 2003 In Public and Private schools	0	2068	59727	52865	114660
Percentage	0	1,8	52	46	
Number 1998	0	395	46642	59399	106436
Percentage	0	0,4	44	56	

1.3.7 Teacher Training Colleges (TC)

The TCs offers both pre-service and in-service teacher education. The pre-service programme include Grade A Teaching Certificate courses and Diploma in Education courses.

Pre-service

The Grade A Certificate course consists currently of one year residential course and one year teaching practice in a primary school. The curriculum includes academic and professional knowledge. The professional component focuses on principles of education, child psychology, research and educational management. The pedagogy component focuses on teaching methods and micro-teaching. The Diploma course consists of a two year residential course. Teaching practice is called Block Teaching Practice and lasts for 6–8 weeks each year¹⁷.

In-service

The in-service courses at the TCs consist of 3–9 month training. There is also an upgrading programme of one year, intended to upgrade C/B teachers (primary school leavers) to first an O-level and then to Grade A teachers by taking another one year.

1.3.8 University level training of teachers

At university level there are several programmes.

- Bachelor of Education programmes in Science or Arts. These students are trained mainly for work as tutors in teacher education institutions.
- Bachelor of Arts with Education, Bachelor of Science with Education (both at University of Dar es Salaam) and Bachelor of Commerce with Education (at Open University). The students are trained mainly for working in secondary schools.
- Bachelor of Education programmes for Adult Education students.
- The Sokoine University of Agriculture also trains a few students with Bachelor of Science in Agricultural Education.

The university faculties are more autonomous than the TCs. A cost sharing programme began in 1996. Before that all costs were paid by the government.

1.3.9 The Teacher Education Master Plan

The Teacher Education Master Plan 2000–2005 (TEMP) is trying to address a number of problems related to quality, access and equity, management and organisation, and financing.

¹⁷ United Republic of Tanzania (2000) Teacher Education Master Plan.

The problems are identified and the Master Plan presents possible solutions in the quality programme which contains:

Steering factors

- Balancing demand and supply of pre-primary, primary and secondary school teachers, of tutors in TCs and of adult education facilitators and teachers.
- Devolving powers from MOEC to district and TCs.
- Improving the financial base for teacher education
- Enhancing budgetary allocation for teacher education.
- Increasing the funding of practice teaching.
- Improving cost effectiveness of teacher training colleges.
- Promoting non-residential courses.
- Co-ordinating donor funding for teacher education.
- Building the capacity in financial management.
- Expanding the financing base for teacher education.

Professional development:

- Improving pre-service Teacher Education Programmes.
- Completion of curriculum review and introduction of subject specialisation in Grade A teacher education programmes. Mainstreaming gained knowledge, skills and disposition from educational projects into teacher education programmes. Developing communication skills programmes in both English and Swahili, Science and Mathematics, work-skills and life-skills. for students teachers in TCs. Developing up-grading curricula for pre-primary, primary and secondary school teachers and tutors (Sida funded).

Supporting systems

- Improving networking among teacher colleges, schools, TRCs, district authorities, communities and higher education institutions.
- Operationalising the zonal Teacher Resource Centre (TRC) system.
- Expanding the TRC system to the whole country.
- Training of TRC personnel and establishing a national TRC.
- Developing and supporting professional development in school clusters at ward level.
- Improving access and equity in teacher education.
- Optimising the use of resources in teachers colleges.

The Teacher Education Master Plan will guide all activities of the Teacher Education Department at MOEC. Until 2004 much emphasis will be on teachers upgrading (B/C to A and A to Diploma).

1.3.10 Summary of important policies

1995 Tanzania Education Training Policy (TETP) Education Sector Development Programme (ESDP)

1997 Basic Education Master Plan (BEMP) New curriculum for Teacher Education of 1996 starts to be implemented

2000 ESDP 2000–2005 Teacher Education Master Plan (TEMP) 2000–2005

2002 Primary Education Development Programme (PEDP)

2005 Revised curriculum for Teacher Education is expected

2. Evaluation design

2.1 Purpose of the evaluation

The Swedish support to teacher education during the period 1997–2002 amounted to MSEK 43.5. Of these funds MSEK 40.0 were channelled directly to a project account in the Ministry of Education and Culture and MSEK 3.5 were used for technical assistance/consultancies.

In the terms of reference the evaluation is described as an “end of project evaluation” with the focus on results, impact and sustainability of the Swedish support. According to the terms of reference and in line with Sidas policy for evaluation from 1999 the study should be looked upon as a practical investigation serving practical ends rather than a scientific study undertaken for the advancement of knowledge.

In the same policy document learning and accountability are pointed out as the two main objectives for evaluations carried out by Sida¹⁸. The purposes for this specific study can be described as multiple but with an emphasis on the learning aspect. The assignment is to conduct a summative evaluation aiming to establish results, impact and sustainability of the Swedish support. Assessments of whether the objectives have been accomplished, the relevance of the project and the technical assistance as well as the strategic impact is asked for. Recommendations should be made for further development of teacher/educator training in Tanzania. The findings are expected to be an input to the further development of methods in educational areas for Sida and its cooperating partners. Learning in this respect is to be understood as a process concerning all stakeholders, Sida, the Ministry of Education and Culture and especially the Teacher Education Department, Teacher Education Colleges and the technical assistance/Swedish institutions and experts that have been involved.

2.2 Evaluation objects

In focus for this evaluation are four programmes for teacher education. The same main areas for evaluation have been chosen for all of them. They are

- The intentions/objectives for the project
- What have been achieved (Results)
- What is still there (Impact)
- What is the future of the project (Sustainability)

The focus on the above mentioned aspects were agreed upon at a meeting with Kerstin Rosencrantz at Sida, Stockholm in March. The Terms of reference were very detailed and extensive. (For further and

¹⁸ Swedish International Development cooperation Agency (1999).

more detailed description, see Terms of reference in Annex 1). The attention is on result and outcome as priority one and on processes as priority two if time allowed. That means that some questions raised in the terms of reference might remain unanswered and it also to some extent a delimitation of the objectives of the evaluation.

The evaluators have been Dr Valdy Lindhe, MEd Kristina Malmberg, Uppsala University, Sweden and Dr Elisei Basil Temu, Open University, Moshi, Tanzania.

2.3 On the ethic dimensions of the evaluation

The deliberative democratic evaluation approach has been one of the points of departures for the design of this study. The approach, built on the principles of inclusion, dialog and deliberation, should be seen as an ideal rather than an activity that easily can be achieved¹⁹. The ideas of inclusion and dialog have been taken into account by trying to comprise all relevant interests, by carefully examine the views and ideas being presented by the stakeholders and by encouraging a dialogue between the stakeholders. The following aspects have been taking into consideration for the design of the study.

2.3.1 Spirit of partnership

In line with the learning aim of the evaluation the principle of partnership becomes important. In this study the stakeholders are given a loud voice. Another argument for involving the partners in this specific study is the importance of introducing them into a “evaluation culture”, meaning a way of thinking that includes being systematic, being transparent and explicit in your assumptions and points of departure, relaying on good basic data and clearly separate factual finding from value based statements²⁰. By letting people take part in the evaluation process as well as sharing the information (which is power itself in this context) is empowering.

Only empowerment can invest people with a sense of self-efficacy, which enables them to act in a productive way²¹.

The informants have also been given the opportunity to participate in seminars where some preliminary findings have been discussed. During these occasions the aim has been to create a dialog in a friendly atmosphere rather than to present results and make assessments. The seminars have also been an opportunity for validating some of the findings. Using respondent validation may serve more than one purpose. Apart from the empowering aspect it was a cost effective way of validating the results.

2.3.2 Concern of objectivity and impartiality

The question of objectivity can always be raised in evaluation studies. Different steps have been taken to reduce the risk of presenting biased findings. The impartiality is taken into account by trying to capture the views and perspectives of different stakeholders. When choosing the informants for interviews the evaluation team explicitly have searched for persons representing different views and opinions. However there are some embedded dilemmas. Being Swedish to some extent puts you off the role of the impartial evaluator. From the partner countries’ perspective it is understandable that you are seen as aligned with the donor. This emphasises the imbalance between the partners and makes the accountability aspect of the evaluation evitable.

In the strategy chosen for this evaluation the strive has been to make an as clear as possible distinction between value judgements and statement of facts.

¹⁹ House, Ernest R. & Howe Kenneth R. (2003).

²⁰ Lundahl, Christian & Öquist, Oscar (2002).

²¹ Guba, E.G. & Lincoln, Y.S. (1989).

2.3.3 Transparency

An aim of the evaluation is to present methods for data-collection and findings in an explicit way so that stakeholders and other users can assess and judge the credibility of the study.

On the other hand the size of the report is restricted to a limited size. As a compromise to those conflicting aims the report has been given an impressive appendix where a lot of documentation collected is accessible to the reader.

2.3.4 Credibility

The degree of credibility of an evaluation depends on all the above mentioned aspects but also on the competence and integrity of the evaluators. Using external evaluators is regarded as a way of reducing the risk of losing credibility by bringing personal stakes into the evaluation. The composition of the evaluation team has promoted a broad and deep analyse of the evaluation objects. One of the strengths of the team has been that the participants among themselves represent different competences and experiences. As evaluators we have been aware of the different perspectives, interests and also values that are found among the stakeholders. We have tried to collect, process and analyze the stakeholders' perspective in a systematic and an unbiased way making those perspectives part of the process of arriving at the conclusions.

Having a local consultant in the team has, as a guarantee that the perspectives of both the donor partner and the local partner are included in the analyses and assessments of the outcome, probably also increased the credibility of the study.

2.4 The evaluation model

The model used can be described as a combination of approaches, firstly identifying the intentions and objectives for the programs, secondly trying to get an overall picture of the activities taken place during the period and thirdly gaining information about the impact and sustainability of the performed activities. For the third part a modified case study was carried out. The design of the study is to a large extent set by the frames of the assignment. All the data had to be collected during a four weeks stay in Tanzania and the Teacher Colleges to most of the data collection had to take two out of seven zonal colleges, Morogoro TC and Mtwara TC became the centres for these closer studies.

2.4.1 Methodology

The main methods used in the evaluation are presented below.

Review of documents

A lot of documentation has been collected (see Annex 3). At the initial stage the collected documentation gave an important pre understanding of the different programmes, their objectives and the planned activities. The reviewing of the documentation also gave an essential base for the preparations of the interviews. In that respect the collected documents served an important purpose. The material has also been used for triangulation. Data collected in the interviews has been possible to confirm by the documentation. However the lack of systematic systems for reporting has hampered the use of the documentation for more systematic analysis of activities, participants, results and follow ups etc. The reported findings and analyses are to a large extent dependent on the information given in the interviews.

Interviews with stakeholders

The evaluation is essentially and largely a qualitative one. Therefore the issue of who should participate is not a question of having a representative group of people but rather those who are knowledgeable and informed about the programme. They should also be aware of the activities implemented

during the project life. Those people playing key roles in the different programs at various levels were selected for interviews.

At college level interviews also were made with a selection of participants of the TEP-program and with groups of student teachers. The length of the interviews varied between 30 minutes and two hours. All interviews were summarized in writing afterwards (all informants are presented in Annex 2). Group discussions were held with teachers who had not started studying through the DISTED modular approach, but had undertaken the professional grade A course after sitting for the O-level exam and earned a few passes, or were taking the (new Swahili) modular approach designed by MOEC.

Classrooms observations

Classroom observations were conducted in Primary schools and at a Teachers college. The number of visits was too low for any reliable conclusions. They must be seen as single case studies.

A questionnaire

A questionnaire was used to tap some quantitative data regarding the Teacher Resource Centres.

2.4.2 Reflections on the evaluation design

In this study the four comprising programmes not are given the same penetration. The access to and supply with information has varied a lot between the different programmes. The evaluation team has, thanks to one of the evaluators' knowledge of and legitimacy at the Ministry level managed to get hold of most of the documentation available on the projects. Except for the reports from the external consultancies no formative evaluations or follow-ups seems to have been conducted at the Ministry level during this period. Annual reports have been produced with different periodicity. The lack of consistency in reporting has made a lot of the material almost impossible to use for more systematic inquiries, at least within the time frames for this assignment. The TEP-program makes an exception. A lot of reports and documentation have been available since there has been a continuity in the running of the program. The access to reliable information is crucial factor for the validity of conclusions being drawn.

There is an awareness of the fact that some important information still remains unknown to the evaluators. The perspectives of the stakeholders are dominating the study. The base for the findings are given us by the stakeholders, directly in interviews but also indirect in the choice of informants (schools to visit, persons to interview etc.). In the spirit of partnership we have taken the role of the humble guest rather than the critical investigator. To some extent we have tried to adjust this risk of biased results by explicitly asking to be presented different and conflicting opinions. In this respect the report to a large extent presents the picture that the local stakeholders want to have presented. A joint agreement on the findings is in line with the learning and developmental purpose of the evaluation but can be questioned.

An important question with the chosen approach is whether all stakeholders' perspectives are included and if all voices are given the same attention. Some remarks on that need to be made. We are aware of the fact that some interests are missing. We have deliberately chosen to focus on the Tanzanian stakeholders' views. Primary and Secondary school pupils have been observed but they were never asked to deliver their views. A more severe deficiency is that the perceptions of a key target group the primary school teachers are given a comparatively very limited space in the study.

3. Findings

The findings will be presented as project descriptions and results from study visits, observations, interviews and study of relevant documents. We are presenting one project at time, in the following order:

- In-service training of college tutors (Training of tutors programme – TEP)
- Sponsorship of Teacher/Tutors at the University of Dar es Salaam and the Open University
- Distance Teacher Education (DISTED)
- In-service Residential courses through Teachers' Resource Centres (TRC)

3.1 In-service training of college tutors (Tutors' Education Programme – TEP)

3.1.1 Project description – intentions and implementation

The objectives of the project have not been very clear in the documents – and we have not been able to find all relevant documents. By studying a number of annual progress reports we have deduced what follows.

The overall objective of the TEP programme was to raise the standard of basic education with technical assistance from Stockholm Institute of Education (SIE). The more specified objective was to upgrade the professional quality of the tutors as stated in the Annual progress report of 1997. The project was to carry out a needs assessment for the (by then) 875 tutors. The focus was on improving the preparation of the primary and secondary school teachers by making the tutors aware of new developments in the teaching profession, based on advances in Science and Technology. In the beginning the idea was to develop a cadre of ten Trainers of Trainers. The 1999 Annual progress reports states that a three month course for 82 college tutors should be conducted, that the programme should be monitored and followed up as well as establishing links to other higher education learning institutions. It also states that a Department for College Tutors' Education and Research should be established at Morogoro Teacher Training College.

In the fourth progress report of 2000, we can see that the objective still is to conduct a three month course for college tutors, but for how many is not mentioned. The programme should also be monitored and followed up. A new objective is formulated: to sensitise and orient stakeholders in the TEP programme as well as establishing a network between TEP and other institutions dealing with teacher education. Another novelty is to rehabilitate zonal college libraries and provide them with books, including Morogoro Teacher Training College. It is also said that a scheme for staff development for capacity building in teacher education should be developed.

In a report on In-service teacher Training, July 2001–September 2002, the general objective of the TEP programme is narrowed to improving teaching and learning approaches (pedagogy) of tutors. The specific objective is to conduct the 9th intake of the TEP programme and to prepare a semi-distance mode of the course. New objectives are to conduct outreach activities for schools and establish pilot schools for each college (a different concept in relation to practising schools). Another novelty is to develop general studies modules for supporting teaching and learning for tutors and diploma teacher students. There should also be zonal meetings and in-college seminars on improvement of teaching. The head quarter offices and colleges should be equipped with computer, printers etc. and vehicles for transport.

The tutors' professional development programme was an effort to start a process in order to make learning in school more learner-centred, and relating learning to the learners' environment and development. This is in line with the national efforts to alleviate poverty for a sustainable development. It was also in line with the Education and Training Policy of 1995, which emphasises the need of professional development of college tutors. A needs assessment was made in 1997²². (In 1995 the Åbo Academy degree programme starts at Morogoro TC with an intake of 16 tutors²³. This programme has been running at the same time as the Sida sponsored programme).

The programme for upgrading tutors professionally started with training of ten course trainers (selected by MOEC) during three months in 1998 (a so called TEP-course) at Morogoro TC. These course trainers were to be responsible for facilitating the tutors' course.

The course for the course trainers was conducted by the Stockholm Institute of Education and corresponded to 10 credit points²⁴ at Master level. The overall aims were that the participants should have:

- Further developed their theoretical framework of education in general and teacher education in particular, including theories on learning and teaching processes.
- Acquired and tested methods for investigative studies on learning effects among students and pupils.
- Gained increased knowledge on subject oriented applications of learning theories.
- Acquired a broad repertoire of teaching methods to be used in teacher education as well as in school.

The course was organised in three modules:

- Teaching – selection and organisation of content, 3 credit point
- The teaching – learning process, 4 credit points
- Subject oriented applications, 3 credit points.

The programme was based on investigative studies, both empirical and text analytical, resulting in written papers to be discussed in seminars²⁵. The accreditation of the trainer of trainers' course was done by Stockholm Institute of Education (SIE). The institute also went on with accrediting the college tutors' course but discussions have started for a transfer to the Open University in Dar es Salaam.

The first intake of college tutors was in late 1998. From September 1998 to December 2000 there were six intakes with 163 participants from different colleges. The total number of tutors in 2000 was estimated to be 960. At our visit in April 2004 a total of 286 tutors had participated in the course.

From 2003 the courses have been run as semi-distance course during 6 months and with four face-to-face seminars. See the course description syllabus for the course in Annex 4.

Morogoro TC is still the national centre but the course is also run on zonal level with the 7 zonal TCs as course conductors with assistance from the Morogoro staff. However, only four of the 7 zonal colleges are presently running the course due to lack of availability of literature. The government has no procurement strategies for buying books abroad. The reason for the change to a distance mode was mainly to speed up the process of training all tutors but also to take care of the capacity at the colleges. A tutor being away for three months on a course will have no substitute.

²² Højlund et al (1997).

²³ Åbo Academy in Finland is still going on with the degree programme. Tutors from the TC are studying in a distance mode with supervisor coming to Morogoro during certain periods.

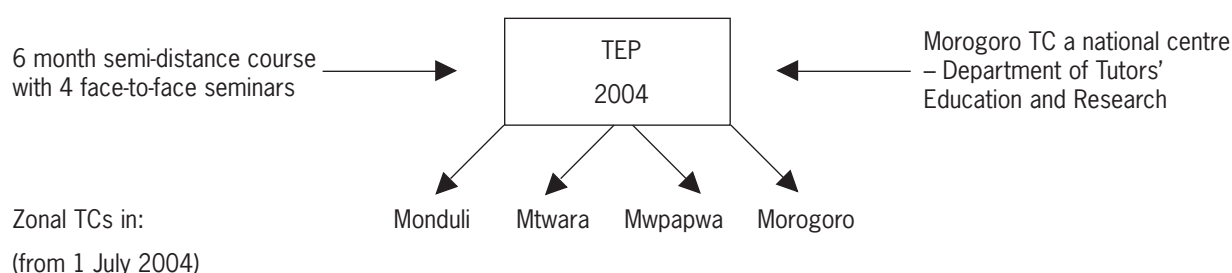
²⁴ 1 credit point corresponds to 1 week of work (40 clock hours).

²⁵ Højlund (1998).

Since 1998 the TEP course has undergone some changes. The basic ideas are the same but the content has been more contextualised to the Tanzanian reality. The basic theoretical frame is the learning according to the constructivist theory. Development of thinking and analytical skills is done through discussions and reflections. The course explains not only how but also why certain methods are used. Through classrooms observation different classroom activities are analysed and related to theory. Participants are taught in a participatory way which changes their own strategies due to the exposure; from imparting knowledge (lecturing) to involvement of learners. Curriculum interpretation is important and linked to social and political changes. Curriculum codes and values are being analysed.

The course participants are, besides the Handbook in Annex 5, assisted by Study letters (see Annex 6).

The present organisation of the tutor education through TEP is as described below:



Waiting for being equipped with necessary text books:

Western zone, Southern Highlands and Lake zone.

A summary of all intakes in the tutors' course is presented in Table 1 below.

Table 1: Tutors' Course: Participants of the tutors' course. Dates and totals for all intakes 1998–2003 at Morogoro TC and others from 2003.

Intake	Female	Male	Intake total	Cumulative total
1 (28/9–18/12/98)	9	11	20	20
2 (4/1–26/3/99)	5	16	21	41
3 (5/4–26/6/99)	17	15	32	73
4 (13/9–8/12/99)	12	17	29	102
5 (25/5–4/8/00)	7	24	31	133
6 (2/10–22/12/00)	6	15	21	154
7 (27/8–16/11/01)	10	16	26	180
8 (2/4–21/6/02)	3	27	30	210
9 (11/11/02–11/2/03)	6	20	26	236
10 (5/5–25/7/03)	10	19	29	265
Total	85	180	265	265
Monduli 1 3/3–15/8/03	8	13	21	286
2004	One intake at Morogoro TC Training of Tutors Programme (TEP), semi-distance One intake at Monduli TC Training of Tutors Programme (TEP), semi-distance One intake at Mtwara TC Training of Tutors Programme (TEP), semi-distance One intake at Mwapawa TC Training of Tutors Programme (TEP), semi-distance			

3.1.2 Opinions and experiences

The findings are based on document studies and 32 interviews with ministry officials, three principals of TCs, course facilitators in Morogoro, ex-participant tutors as well as non-participant tutors and district officers. Besides that we have had group interviews with 40 teacher students, and made visits to six primary schools. We have conducted three feed back seminars in the case study areas of Morogoro, Mtwara and Dar es Salaam.

Morogoro TC has two programmes; Diploma course of two years and Grade A course of one year (and with one year of fieldwork since 2002). They have 872 students and 50 tutors. Of the latter 48 have a degree and 21 have gone through the TEP course. The large amount of degrees depends mainly on an up-grading project in educational subjects through Åbo Academy.

Mtwara TC has the same two programmes with 480 students and 33 staff members. Of the tutors only two are graduates while the rest are diploma holders. Seven tutors are studying at the Open University for a degree. The college lacks seven tutors.

Dar es Salaam TC was briefly visited. The college has a large amount of degree holders among the 37 tutors and two of them are pursuing doctoral studies. Eight staff members has taken the TEP course. The college is supposed to become a university college from 1 July 2004.

Morogoro – Department of Tutors' Education and Research

Morogoro TC has been the national centre for the development and the implementation of the TEP course. Presently the staff at the Department of Tutors' Education and research consists of four tutors of which one is retiring in August 2004. The all belong to the original group of 10 tutors who were trained as course facilitators in 1998. At Morogoro TC 21 out of 50 tutors have participated in the course.

The staff at the department acts as mentors for the zonal TCs which conducts the semi-distance course. Presently that means that they have to participate in 16 (4x4) different face-to-face one week seminars during one year. The number will increase with 12 when the remaining three zonal TCs will be equipped to start conducting courses as well.

Morogoro TC will also conduct the course for the Eastern zone starting from 1 July 2004.

Other activities which have developed during the years are preparing symposiums with national participants from different institutions (in 2000 and 2003). The presentations have been collected, edited and printed. They have also produced text books both in Swahili (about the ideas of constructivism) and English as well as articles and teaching material for use in courses. There is an ongoing discussion and reflection over learning and teaching. The staff is called on as facilitators on seminars and workshops at district and zonal level. The Newsletter and the mentoring programmes are halted due to no funding during 2004. The remaining staff is undergoing Masters and PhD studies at SIE.

The idea of a pilot school has been successful from the start. Three primary schools are used for "pilot teaching" which means that a tutor is following the work of a teacher by participating and discussing lesson plans and teaching strategies. One primary school head teacher claimed that the 100 per cent passing of Std IV in 2003 (compared to 50 per cent passing in 2002) was due to the work of the college tutors with the staff. From 2004 there is no funding for this activity.

Another area of activities is co-operation with NGOs. They are supporting an Oxfam project in Shinyanga in primary schools. The project is aiming to change the teaching-learning strategies in schools too far away from a TC.

The TEP staff seems to feel somehow isolated after the inclusion in the sector-wide approach. They also seem to be uncertain about their role and the support from the MOEC. The decisions are no longer taken by them but by the ministry – they are not in control any longer. The department is separate from other activities in the Morogoro TC. They have not been active agents in changing the teaching practices but relied on the cascade effect from ex-participants.

Mtwara TC

Mtwara TC started to conduct semi-distance courses in 2004 but tutors from the college have participated in the residential course at Morogoro since the third intake in 1999. Altogether 13 of 33 staff members have taken the course.

In 2000 the principals from the five TCs in the zone met and decided about a close co-operation as well as sharing of resources. They came to a consensus about focussing on improvement of the education system in the zone (Mtwara has had a “bad” reputation due to its isolation and underdeveloped infrastructure). The principals have been – like others in the country – oriented about the principles of the TEP course during its early start in 1999. The co-operation also involved the district educational officers (DEO) and thereafter the school inspectors and TRC co-ordinators. They are all participating in all kinds of seminars and other activities, initiated by themselves or by NGOs like Save the Children. FINIDA has been conducting seminars on co-operative learning which has been fruitful for the concept of participatory learning. It is not possible to sort out the effect from each of the inputs but the “five principals” seems to have been the leading agent.

The work in the pilot schools (which has no funding from 2004) has been successful as well as in other schools. The exam results from Std VII in primary school in 2003 are spectacular – Mtwara region was ranked top number two from being number three from the bottom in 1995. The interviewed persons all say it is a result of a joint effort to improve the teaching in schools.

Mtwara TC has produced teaching and learning materials in Swahili. A workshop implemented by FINIDA (FINSET) has been instrumental in the know-how. The pilot schools with pilot teaching (from 2001), production of a zonal Newsletter and radio programmes have no funding from 2004 which is regretted.

The tutors have produced guidelines in the preparation and use of teaching aids for the teaching of science in primary school. These guidelines instruct the teacher/learner step by step on how to construct knowledge by using common things and examples from the local environment. They guide the teachers to be practically oriented and to think and act scientifically in dealing with a particular phenomenon using familiar examples and materials available within the environment. The participatory approach is emphasized throughout the document.

3.1.3 Findings from interviews – Ministry of Education and Culture level

The decision makers at Ministry of Education and Culture share the same opinion about the impact of the TEP programme. They have seen and heard about tutors and (primary school) teachers’ change of teaching style. “They are really involving pupils in the learning now”, says the Director of Teacher Education. Although the teaching methods are not new as such in the Tanzanian curriculum, the new thing is that they are trying to use them. The educational system needed interactive methodology, research and learning theories for implementation of the TETP from 1995 and the new teacher training curriculum from 2001. The latter gives more focus on professionalism than academic content (which was previously the main thing).

The tutors practice the participatory methods at the TCs and are now more concerned about learning. They have become more self-reflective and follow-up the teaching methodology during the students’

teaching practice. They have also understood the concept of co-operative learning when introduced in some colleges. The tutors have become more confident and are also much asked for as facilitators in workshops organised for example by NGOs and others.

New teachers coming from the TCs during the last two years know how to use interactive methods, according to reports to the MOEC. The approach to encourage ideas and thoughts of the pupils and involve their thinking in the teaching/learning process has been accepted. To create meaning and understanding of the content instead of rote learning is important now. The thoughts are not new, one of the respondents at the MOEC said:

“Going back to 1967 when our former president Julius Nyerere introduced the policy of Self-Reliance, the proper interpretation in terms of schooling .../... was trying to translate what is in the curriculum in terms of practise when they leave school. Definitely you can’t do that if you continue with this lecture method. He was advocating participatory methods of teaching, involving pupils in doing things for themselves, emphasising the practical issues. This is what he advocated.”

Nyerere was before his time and the problem was that nobody could understand what he meant.

The TEP programme has made a visible effect and is a single Sida programme which has had a strong impact. Leading representatives for MOEC expresses a strong support for the programme in the future. This support can also be found in the educational policies. It has been mainstreamed into PEDP and made an integral part of it.

The Ministry staff is raising different obstacles for a fast implementation of the TEP-program. The Teacher colleges are full of students, stretched and overloaded and the Ministry gets signals of principals not being willing to send their tutors to in-service courses. Getting hold of the literature for the course participants is another problem as the books have to be brought abroad. Up to now the providing of literature has been made via Stockholm Institute of Education (SIE). There is also a need for a national body to take over examination of the TEP-participants which so far is made via SIE.

The shift from the project based support to the sector wide support has had some negative effects on the scope of action for the Department of Tutor education and Research at Morogoro TC. The planning is decentralised to the Department of Tutor Education and Research but the funding has to be negotiated.

There is an expressed need for a national centre for Teacher Education but the views on the role and independence of such an institution are more unclear. The lack of staff in the department is looked upon a problem possible to solve. There is an awareness of the fact that the academic upgrading has in some cases led to a loss rather than to a growth of competence at the colleges. Tutors with the new competence have been placed in new positions at regional level or have applied for and got employment in non-governmental sectors. No figures are available but only from Morogoro TC the number is four (out of ten).

For a sustainable development in teacher education and in schools the assessment by the National Examination Council has to be in line with the changes. This is not the case at the moment.

3.1.4 Findings from interviews College level – Tutors (including course facilitators and principals)

The training of the ten first course facilitators has been an important part of the success as well as the support from the MOEC and Sida. The course structure has not changed much during the years but the way of conducting it and relating it to the context of Tanzania. It has been important to sensitise the principals and there has been several meetings during the years. The support from the administration is crucial. The principals have said during these meetings that this course is the best thing they

have seen in teacher education. The use of pilot schools has had an effect on both teacher training itself and on the teaching practises of the primary school teachers. The monitoring of the ex-participants when returning to their TCs has helped both them and the course facilitators to understand the problems – and possibilities – of changing the teaching approaches.

The ex-participants point to the importance of the way the course was conducted. It showed a model for how a participatory approach could be realised. The concept of knowledge has been new for most of them and especially related concepts such as pre-understanding, previous learning and reflection. Several respondents mention that the learners have something to contribute – the teacher is not the only source of knowledge. The theoretical perspective of constructivism has been the base. Before they have been taught about “how” to teach – this course has explained “why” and this has had a large impact on the understanding. Another effect has been the change of attitude towards the learners to become more child friendly.

By participating in the course the tutors have had the opportunity to rethink and revise their own practices. Discussions among colleagues have been helpful for the understanding and interpretation of observations. The course has further been of great importance for the understanding of the new teacher training curriculum. The tutors feel that they have improved in their profession.

Some tutors said that they found teaching more easy to do now when they did not have to lecture for several hours but could leave the students with assignments.

The effect of the TEP on the newly trained teachers has been seen in the schools, according to observations during teaching practice.

The tutors and facilitators express the same hindrance that was heard at the Ministry. Examination steers the work of the teachers and a much closer dialog with the National Examination Council is needed. The relation to other stakeholders is crucial. In some zones the co-operation with DEOs described as problematic. From the facilitators’ perspective the shift to basket funding has meant having less control and influence over the activities and actions.

The tutors give a somewhat different picture of the impact and the changes of teaching approaches in Teacher Education. The hidden curriculum²⁶ at the colleges is mentioned as a hindrance for moving from a teacher centred to a more learner centred approach. The awareness of the new curricula is not very high at the colleges. Tutors that are really good performers are the ones that are being highly appreciated. A strong support from the principle and a continuing discussion among tutors is needed to go on with a development of courses at the colleges. The need for supplementary teaching materials and good libraries is another obstacle for changing teaching methods. Very big groups of students are another dilemma.

There is a common understanding that it is very important that all tutors at the college go through the course. Some also raises some doubts about the too ambitious plan for the TEP program. The lack of facilitators with both the right competencies and the legitimacy is a problem for the implementation.

The facilitators also express a fear of the negative effects of bringing in new teaching methods into teaching education and schools. Without thinking and discussion there is a risk for another reproduction. Some tutors seem to give up completely their role as teacher – not even answering the students’ questions. The new methods become equivalent with “let the student work by themselves”. The close down of the follow-up activities, as newsletter production and mentoring increases this risk.

²⁶ A hidden curriculum is what is not explicitly written but existing in practice.

3.1.5 Findings from interviews – Non-participants

Among the non-participants are district educational officers (DEO). We have met two from Mtwara and they share the same positive attitude as the tutors. They have both become strongly involved in the in-service activities of primary school teachers promoting the participatory approach.

Non-participant tutors give different information. Some have not heard anything from ex-participants – “wait until you take the course yourself” – and others seem quite well acquainted with the course content. They have learnt from colleagues that have taken the course and tried to practice some ideas themselves. They have attended seminars that ex-participants have conducted to spread their new knowledge and/or discussed lesson planning together.

3.1.6 Findings from interviews – Teacher students

The teacher students are generally positive towards the participatory way of teaching. They think it is more creative and makes learners more active than the lecture approach. More than one sense is involved and it results in improved memory. It also gives the learner a chance to explore and there is an interaction between different agents.

They have, as a group, experienced different types of methodologies such as group discussion, question-and-answering, debate, jigsaw, story telling, field trip (in theory only), future wheel (an exercise of imaginative type), dramatisation, role play, project work and dialogue. The most common teaching approach has been discussion – it is practiced by almost every tutor. Some students showed confusion about what methods are participatory or not. In the beginning of the shift from lecture to more involvement, they experienced difficulties. Some tutors did not explain well what they were supposed to do and in some cases they have not been present but left the students to work with assignments. There is a need of facilitators, more books and better classroom environment (the classrooms are crowded). Some students gave the impression that they had not well understood the concept and the theoretical perspective behind it.

The students had all been out on block teaching (teaching practice) and were of the opinion that it was difficult to apply the participatory approach in secondary schools. Primarily the pupils expect the teacher to lecture; “a competent teacher lectures”. They needed explanations why any other method was used. They and the teachers think that the syllabus that should be covered is too long and they are very oriented towards the final exam. Participatory methods are time consuming and besides that, there is a lack of material in schools. The student teachers said that the method should have been used from the beginning of primary school.

3.1.7 Findings from visits to Primary schools

The observations from the visits to the primary schools where we spoke with head teachers and teachers also gave a positive impression. (Annex 7 shows some of the activities which we observed or participated in.)

We visited demonstration schools used by TCs, pilot schools and an ordinary school. All head teachers were very positive, both the participatory approach and the assistance from the college tutors (when applicable). The head teachers said that the teachers had no ability to analyse the curriculum before the TEP programme started. The pilot teaching had been very useful and had raised the performance in a very spectacular way. In Mtwara region there has been a general improvement of Std VII exam results and in Morogoro one of the pilot schools had improved from 50 per cent passing in 2002 to 100 per cent in 2003 in Std IV.

We saw examples of learner oriented teaching where the teacher explored the pre-understanding before introducing new concepts, pupil involvement and then also relating it to the surrounding community environment. We also saw traditional teacher-centred teaching with some attempts to

involve the pupils – and using chorus answering. There was a variation from classroom to classroom depending on if the teacher had taken part of in-service training or not. In one case we saw a “spill-over effect”. The school had a pilot school as a neighbour and learnt from discussions and informal visits of the teachers.

The attitude of the school inspectors is important. In the beginning of the project they were negative but now it has changed to mostly positive. In Mtwara there is a collective effort to involve all stakeholders in the change of the teaching practice and the school inspectors take active part of the professional up-grading activities.

3.1.8 Conclusions

The *objectives* of the projects have been fulfilled to a large extent. What has faltered is the number of tutors trained per year. The aim in the very beginning was to train all tutors within a five year period. In April 2004, almost seven years later, less than a third of the target group has gone through the training. A total of 286 tutors have got their 10 credits from SIE. At present (December 2004), there are 83 waiting for evaluation and accreditation. But this has been ‘delayed’ because SIE is no longer doing it. The shift to a decentralised semi-distance course in 2003 is expected to speed up the process.

A second thing that has not been fulfilled is to establish links to other higher education institutions. A discussion is going on with the Open University in Dar es Salaam concerning the accreditation of the course. A third objective that is still not fulfilled is the intention in 2000 to provide books to all zonal colleges. Four out of seven have received the books that are needed for conducting the semi-distance course.

Other donors have also supported the educational sector. During our visit we saw that Åbo Academy has been given a substantial support to Morogoro Teacher Training College for academic up-grading of the staff. In Mtwara region Finnida has had a project with support to development of teaching material and Save the Children has conducted seminars for post-service training of teachers. These initiatives have supported the Sida financed programme

The *preconditions* for the success of the TEP programme between 1997 and 2002 can be divided into three different frames: political, social and economic frames.

The political frames are based on the introduction of the multi-party system and the democratisation and decentralisation that has followed. A number of important policies has been formulated since 1995, among them TETP, PEDP, ESDP etc. The social frames are the observation of children’s and women’s rights, and a more open climate for internal critique and discussions in the society. Teachers’ working conditions and salaries are still a problem. The economic frames consist of the change to a market oriented economy and global trends such as structural adjustment and changes directed by the World Bank and International Monetary Fund (IMF). Tanzania is strongly dependent on donor support which makes them vulnerable to donors’ acceptance of activities.

3.2 Sponsorship of Teacher/Tutors at the University of Dar es Salaam and the Open University

3.2.1 Background and findings

As mentioned earlier, we have not been able to find all relevant documents on the sponsorship of teachers/tutors at Teacher Colleges. By studying a number of annual progress reports we have found what follows.

The general objective of this project was to develop a scheme for capacity building for sustainability of teacher college staff. According to Annual Progress Report 1997 and 1999, the specific objective was to

enable college tutors to up-grade professionally and academically by providing the necessary resources. From 2000 the sponsorship was included in the support to TEP.

A six year long distance program leading to a Bachelor is provided by Open University. According to information from MOEC, Sida and other financing agencies via the PEDP programme, since 2000/01 has been sponsoring 250 college tutor's participation by paying their fees. Through an investigation done in this evaluation 97 tutors undergoing first degree studies were identified.

No reliable data on how many tutors have been sponsored for studies at Dar es Salaam University has been collected due to lack of proper statistics.

Table 2: PEDP funded tutors in the Open University of Tanzania (OUT) 1997–2002

	TC	Course programme	Year of study	Gender		Total
				F	M	
1	DSM	B.Ed	3 rd	4	0	4
		B.Sc	3 rd	1	0	1
2	Bunda	B.Ed	4 th	1	4	5
		B.Ed	3 rd	2	0	2
3	Nachingwea	BA	5 th	0	1	1
		BA	3 rd	0	3	2
4	Kinampanda	B.Ed	6 th	0	1	1
		B.Ed	3 rd	0	1	1
		BA	5 th	0	1	1
		B.Sc	4 th	0	1	1
		BA	3 rd	0	1	1
5	Korogwe	B.Ed	4 th	1	0	1
		BA	4 th	1	0	1
		BA	3 rd	0	4	4
		B.Ed	3 rd	0	3	3
6	Tabora	BA	6 th	0	1	1
		BA	4 th	0	1	1
		BA	3 rd	1	1	2
7	Marangu	BA	3 rd	1	0	1
8	Ifunda	BA	5 th	0	1	1
		BA	4 th	1	1	2
		B.Sc	4 th	1	1	2
		B.Ed	3 rd	0	2	2
		BA	3 rd	1	0	1
9	Mandaka	BA	5 th	1	0	1

		BA	3 rd	1	1	2
10	Tukuyu	BA	4 th	0	2	2
		BA	3 rd	1	1	2
11	Kabanga	B.Ed	3 rd	0	2	2
		BA.Ed	4 th	0	1	1
		BA.Ed	3 rd	0	3	3
12	Songea	BA	5 th	2	2	2
		BA	6 th	0	1	1
		B.Ed	4 th	0	1	1
		BA	3 rd	0	2	2
		B.Ed	3 rd	0	2	2
13	Katoke	BA.Ed	3 rd	0	1	1
14	Mtwara	BA.Ed	5 th	0	1	1
		BA.Ed	6 th	0	1	1
		BSc	5 th	1	0	1
		BA.Ed	3 rd	1	0	1
15	Sumbawanga	BA.Ed	4 th	0	2	2
		BSc.Ed	3 rd	1	0	1
16	Butimba	B.Ed	4 th	1	0	1
		BA.Ed	3 rd	0	2	2
		B.Ed	3 rd	0	1	1
		PGDE	3 rd	1	0	1
17	Mpwapwa	BA.Ed	4 th	0	1	1
18	Muturutungura	BA.Ed	5 th	0	1	1
		BA.Ed	3 rd	0	1	1
19	Bustani	B.Ed	3 rd	0	1	1
20	Vikindu	B.Ed	3 rd	0	1	1
21	Ndala	BA.Ed	4 th	0	1	1
		BA.Ed	3 rd	0	2	2
		B.Sc.Ed	3 rd	0	1	1
		OFC	–	0	1	1
22	Mpuguso	BA.Ed	6 th	1	0	1
		BA.Ed	4 th	0	1	1
		B.Com.Ed	3 rd	0	1	1
		B.Ed	3 rd	0	1	1

TC		Course programme	Year of study	Gender		Total
				F	M	
23	Tarime	B.Sc/Ed	5 th	1	0	1
		B.Ed	4 th	0	1	1
		B.Ed	3 rd	0	1	1
		B.Ed	2 nd	0	2	2
		OFC	–	1	0	1
Total				28	69	97
Percentage				28.9	71.1	100

As the table shows 55.6 per cent of the tutors pursuing university studies are in their third year; 24.7 per cent in their 4th year; 10.3% in their fifth year, 5;2 in their sixth year, 2.1 per cent the 2nd year and 2.1 per cent are doing their foundation course.

Due to Basic statistics in Tanzania the academic level of teaching staff in the colleges has increased between 1998 and 2003. The number of graduates have raised from 26% in 1998 to 36,5% in 2003²⁷.

Box 2: Percentage of Tutors qualifications

	Graduates	Diploma	Grade A	Other	Total
Number 2003					
Public	305	515	79	0	899
Private	49	16	4		69
Percentage	36,5	55	8,5		
Number 1998	243	573		124	940
Percentage	26	61		13	

As the majority of sponsored tutors have not yet finished their degree studies, the adjustment of the percentage of graduated staff, the support can't be seen as the depending factor.

However the incentive to up-grade academically seems strong for the individual tutor. The number of applicants is at the moment bigger than those who are accepted (more than 500 applicants). At MOEC they choose to prioritize the younger tutors. According to the interviewed tutors the possibility of academically up-grading is highly valued, giving both more confident, a better status in staff and a possibility of advancement.

The tutors involved as trainers in the TEP-program have undergone training and academically up-grading by SIE through Sida support. The list below shows the outcome of that provision by 2003.

²⁷ United Republic of Tanzania (1999) Basic Statistics in Education.
United Republic of Tanzania (2003) Basic Statistics in Education.

Box 3: Further education provided through Sida support at SIE

Name	Sex	Course/degree	Current work station
Anthony Mtavangu	M	M Ed	CWT Headquarters DSM
Adam Msimbe	M	M Ed	DEO Monduli, Arusha
Tayamika Kayuza	F	M Ed	MTC
Sarah Chacha	F	M Ed (going on)	DSM TC
Monica Mbuya	F	M Ed	Monduli TC
Daniel Kiwi	M	M Ed	Korogwe TC
Peter Dotto	M	M Ed (going on)	Kleruu TC
Abdalla Ngaunje	M	M Ed (going on)	Kleruu TC
Maxwel Mabruki	M	M Ed (going on)	Mpwapwa TC
Marieth Kavishe	F	M Ed (going on)	MTC
Restituta Kabukoba	F	M Ed (going on)	DSM TC
Fika Mwakabungu	F	M ED & PhD (going on)	DSM TC ²⁸
Noah Mtana	M	PhD (going on)	MTC

Upgrading under the SIE consists of three tutors from MTC, and seven from other colleges (seven have completed on first degree level). There is also one PhD student at MTC. And one PhD student at DSM TC (will be transferred to MTC soon).

3.2.2 Conclusions

The program for sponsoring tutors for academic studies is important and has currently a strong support from MOEC. Through the Open University students can combine studies and some of their duties at their work stations. It is a comparatively inexpensive way of academically upgrading the tutors.

3.3 Distance Teacher Education (DISTED)**3.3.1 Background**

The Government of Tanzania has for a long time cherished plans to improve the quality of primary school teachers in line with policies concerning Universal Primary Education (UPE). But the Government has been forced, as it were, to play down the issue of quality in favour of attaining quantitative Universal Primary Education. Distance methods and strategies for training primary school teachers were adopted in addition to the college based training, the duration of which was reduced from two to one year during the seventies. The concern about the quality of teachers and of education in general continued to deepen as shortages of teaching and learning materials worsened in the eighties.

The introduction of cost-sharing measures requiring beneficiaries of education to contribute to the cost of their education worsened the standards, which were already low. Effective training duration was very much reduced from an average of 72 weeks to 50 weeks²⁹.

The Education and Training Policy (ETP 1995) requires the minimum entry requirements for primary school teacher trainees to be O-level with Division III and after that undergo two years of training leading to grade A teacher qualification.

²⁸ She is supposed to be transferred to MTC.

²⁹ Mtavangu (1998).

In line with the ETP the grade B/C teachers had to up-grade to O-level certificate before attending one year of grade A professional training. Two strategies were adopted to address the issue of the quality of primary school teachers. First, the government stopped preparing grade B/C in 1996. Second, the government planned to up-grade the serving grade B/C teachers to grade A status through two stages. The first was to attain O-level qualifications. The second was to attend one year of grade A professional training in either the Teachers Colleges or in the accredited TRCs. It should be noted that some serving grade B/C teachers were already up-grading themselves by correspondence to O-level and to grade A through Sida support in residential colleges.

According to the Department of Teacher Education (1997 p. 4) an evaluation of the B/C to O-level to A programme by Wort³⁰ found the correspondence strategy to have serious problems such as insufficient planning and control of major components, for example, material production, course material writing, review of materials, tutoring and evaluation activities. The project proved to be expensive and was therefore stopped. A Planning Support Document³¹ recommended a decentralized structure involving Teachers Colleges. Through this recommendation the three-year DISTED pilot project was initiated.

By 1998 the grade B/C teachers constituted 56 per cent of all primary school teachers³².

3.3.2 Description of the DISTED Program

The target group for the DISTED programme was the grade B/C teachers. They should not be taken to be a homogeneous group either academically or professionally. Academically they varied from Standard VII leavers to Form IV failures with professional training ranging from two to four years.

Initially the B/C teacher students used to up-grade themselves through the Tanzania Institute of Correspondence to O-level secondary education after which they joined one of the TCs for one year of professional training. The process was rather slow and the quality of the output was low. Additionally the B/C teacher students tended to opt for the soft subjects. The Distance Education Pilot project was initiated in 1997 to open up more opportunities so that the B/C teachers could make up for their shortfalls academically, professionally and in terms of the limited number of subjects covered during their initial education and training³³.

Pre-requisites

The following were the pre-requisites for a proper functioning of the DISTED project:

- a decentralized organizational structure within which it could operate effectively and efficiently.
- capacity building and developing staff at every level to handle the activities competently from the centre to the teacher students covering: administration and management; writing materials, editing, layout, and printing; tutoring face to face teacher students; correspondence teachers for marking scripts, providing feedback, counselling and evaluating the instructional materials.
- production, revision and distribution of instructional materials including workbooks from the printer to the teacher students and;
- provision of facilitative mechanisms like: vehicles for transportation of materials from printer to the centre, from the centre to the ZTRCs to Districts and finally to the teacher student; computers and their accessories, photocopiers, scanners, offices and stores, telephones and e-mail addresses.

³⁰ Wort et al (1993).

³¹ Wort and Galabawa (1995).

³² Best (1998) p 13.

³³ Flinck, Agnetha et al (1996).

The operational structure of the DISTED

At the MOEC headquarters was established an INSET unit in the Teacher Education Department responsible for the in-service up-grading programme. The Zonal Teachers Colleges were assigned the implementation role of the program. The District Education Officers were responsible for providing up-to-date information about the TRCs and Cluster schools to the Zonal TCs. The TRCs constituted the venues for storing study materials, meeting point for the teacher students with their tutors, distribution of study materials and collection of worked assignments.

The functions of the various players at various levels of the structure are as spelled out in Flinck et al³⁴.

3.3.3 Outcomes and findings

What has been accomplished under DISTED as a process during the last five years could be described as a success in the preparatory work and logistical issues but less so concerning the main objective: the upgrading of B/C teachers first to O-level and subsequently to grade A qualifications. The sudden death of the project coordinator coupled with the fact that there was hardly any analysis reports and sharing of information within the Department created knowledge gaps that could only be filled by collecting information from the colleges on what transpired during the implementation of the pilot project.

The DISTED project involved the preparation of study units, which were distributed to teacher students through the established TRC structure hierarchy. Assignments were routed upwards through the structure's hierarchy to the TC, TRC coordinator, who allocated them to correspondence tutors for marking and feedback comments to the teacher students. The face-to-face sessions provided teacher students with the opportunity to interact directly with tutors, course writers and editors. They discussed topics found to be either difficult or of interest for broader understanding.

A teacher was considered to have completed stage I or stage II if the average marks gained were 40 per cent and above of the total marks. The residential part of the DISTED took place during holidays in the TCs and the duration varied from one to about two months depending on which zone one was upgrading.

The in-college training component was reported to be a very condensed course program. Teacher students studied for long hours from Monday to Saturday. The residential part of the training was meant to be free except for a small amount of money, which was charged for general upkeep of the teacher students in the colleges.

Teacher students attended the B/C – O-level course in two stages; stage I covering reading materials for forms I and II and stage II covering materials for forms III and IV course programs.

The pilot project started in the Eastern Zone in 1997 and then expanded to Lake Zone, Northern and Southern Zones in that order³⁵. The Department of Education at Lund University, Sweden, provided technical assistance to the programme, which enabled it to take off and to keep it functioning.

The initial activities included the acquisition of the needed offices, training of personnel and preparation of course materials including their distribution to teacher students through district offices and TRCs³⁶.

In 2002 MOEC top level leadership reflected on the DISTED program taking account of past experiences particularly the issue of language of instruction, the less than satisfactory results at O-level for those, who sat for the O-level examinations and the shortage of teachers in schools created by the upgrading of the in-service teacher students. No documentation was produced concerning the reflection.

³⁴ Ibid. p 11.

³⁵ TED 2003, p. 4

³⁶ Flinck, Agneta (1999).

The outcome of the reflection was the preparation of a Kiswahili version of study materials based on modules. The Kiswahili study materials put a lot of emphasis on teaching methodologies and pedagogical skills, which constituted the core problem of most teachers at all levels in the education system. The course program was intended to cover all the seven zones in collaboration with districts and was expected to reach a total of about 50,000 grade B/C teachers estimated to be in the system. It was certainly an ambitious target.

The accomplishments of the DISTED are presented in Annex 10. These are what the team perceived to be the main achievements in the way they were reported and no further analysis was done due to lack of clarity and unsystematic reporting, which was, though regular, did not always build upon previous achievements. Moreover, the planned activities and executed ones were not always quantified and were so general that they failed to be meaningful especially when gauged against the expended funds. For example, statements like “course material has been distributed to the teacher students in their respective zones” as executed activities can hardly be meaningful especially when the cost is also indicated. Moreover, no sample could be taken to be truly representative of the TCs, which implemented the project. For example, while all DISTED teacher students, who sat for the O-level examinations in Mtwara failed, that was not the case in Morogoro or those, who were trained in some of the TRCs in Ilala district for that matter. No single sample, or even a few samples would be adequate to provide a comprehensive picture of the implementation, achievements and impact of the pilot project.

Offices and facilities

Through Sida funds the Zonal TCs established TRC offices and stores for learning materials and work books in Eastern, Lake, Southern and Northern Zones. The offices were furnished with facilities like photocopiers, computers, copy printers and their accessories, including scanners to facilitate the enrolment and record keeping of the projects; all contributing to making offices functional.

Deployment and capacity development of human resources

All the personnel deployed for the project from administrators and coordinators to course material writers, editors, type setting and layout staff, store keepers and other supporting staff were trained and capacity developed to enable them to discharge their duties well. The project staff were trained in computer knowledge and skills. Correspondence tutors were trained in marking and providing feedback to teacher students by way of comments, suggestions and advice, curriculum analysis and in evaluating topics for curriculum revision, logistics for running the pilot projects including how to find solutions to problems whenever they got stuck. According to Flinck (2002 p.3) about 60 staff members at each of the four Zonal TCs were trained for different positions.

The preparation, production and distribution of course materials

Course materials were written, edited, printed and distributed along with workbooks for teacher students. Problems encountered included delays in printing the materials due to inadequate experience in type-setting and layout and scanning images in the course materials; the problem was solved through training in typesetting and scanning of images

Table 3 shows the volume of materials printed and distributed and Annex 8 details the activities leading to the accomplishment of implementing the pilot project.

Table 3: Printed materials for the pilot project 1997–1999

Materials	Units	Copies	Remarks
Stage I Self instructional materials in Swahili, English, Geography, History and Maths	65	136,000	16,000 already distributed by the time of reporting July 1999–June 1999
Stage I Workbooks printed for Kiswahili English, Geography, History and Maths	65	143,000	Printed and distributed in Lake and Eastern zone
Stage II Self-Instructional course books in Kiswahili, English, Geography, History and Maths	72	143,000	17,600 already delivered to students by the time of reporting 1998–1999
Stage II Workbooks for Stage II Materials for Swahili, English, Geography, History and Maths	72	86,400	Printed and delivered to the Eastern Zone for distribution to their destinations
Total	274	508,400	

The rest of the study materials were distributed later to Zonal Colleges in the North and then in the South in 2001 when the program was introduced there.

Transportation, communication and networking

Provision was made for the transportation of the course units study materials and workbooks from the printing press to the Zonal offices to DEOs, TRCs and finally to teacher students. For this purpose vehicles were purchased to serve the Zonal offices and the Teacher Education Department at the headquarters. Funds were also provided for the maintenance of the vehicles.

Distribution of materials faced problems of floods and slippery roads during the rainy seasons and banditry in the case of Bukoba/Kagera, region carried out by unregistered refugees. To solve the problem materials were transported by boat to the regional office, where DEOs could pick them up for distribution to teacher students. As for the slippery roads arrangements were made to stop at a convenient places, where DEOs picked up the study materials and workbooks and distributed them to the teacher students. In Eastern and Lake zones study materials had to be re-routed to Southern and Northern zones respectively due to under-enrolment of teacher students in the former zones and their over enrolment in the later zones. Such transfers of materials increased the cost of the project thus undermining its cost effectiveness.

Enrolment of teacher students:

Information on teacher students' enrolment was rather problematic. Flinck (2002) estimated that by 2001 about 250 out of the 1000 stage II teacher students enrolled in 1999 in Eastern Zone were to sit for their O-level examinations in 2001 and that there were 4,000 stage I in all the four Zones and another 2000 stage II students in Eastern and Lake Zones.

According to information from the Department of Teacher Education the DISTED enrolled a total of 2998 (1582 men and 1416 females at stage I and 1,838 (911 men and 927 women) at stage II by the time it was stopped in favour of the modular approach.

3.3.4 Teacher students' background information

The dimensions of background information of the teacher students included in this evaluation were considered important in their own right as well as the project was concerned. Effective communication between the learner and the tutor is very important in distance learning. So, information about learners' postal addresses, telephones and geographical locations were essential if teacher students were to be contacted quickly. The gender dimension was also considered to be very important for purposes of equity considerations between women and men, especially so in Sida funded projects.

The teacher student's level of education was also considered to be important because a Standard VII leaver and Form IV failure have different socialization experiences and so their abilities to cope with secondary school curriculum would be different. The form four failure would be repeating the course while the standard seven leaver would be doing the O-level course for the first time. The two needed different counselling approaches and strategies.

Analysis was made to describe teacher students' background information by gender, educational level reached, and their age. The sample was for stage two 1999 intake from Eastern Zone comprising thirteen districts/municipalities.

Gender-wise the sample had 399 female teacher students against 262 male teacher students. Ten teacher students did not indicate their gender. As far as the sample was concerned women constituted 70 per cent of the total participants in the course programme. This was not surprising in view of the fact that Grade B/C women teachers in the system out-number men.

Concerning the age of the teacher students a lot of cases (49.7 per cent), did not indicate their ages something that undermined planning efforts. Of the teacher students, who indicated their ages very few were less than 25 years of age. The majority were between 36 and 45 years old followed by the group within the age range of between 46 years and 55 years old.

At a retirement age of 60 years most of the teachers have between 5 and 20 years to serve the nation and so investing in their education was a worthwhile decision and commitment.

3.3.5 O-level examinations results

DISTED aimed to ensure that B/C teachers attained O-level qualifications of sufficient quality to allow them to pursue grade A professional training. Analysis of the O-level results for 309 teacher students, who sat for their O-level examinations in 2002 at Butimba showed that only 20 passed while the rest failed.

Since the national Form IV examination results lists included students of both normal and the DISTED course programs only a person, who knew the DISTED candidates' names and numbers could identify their results. The zonal office in Morogoro did this task very well by either underlining or ticking against the names of the DISTED candidates. The results show that 89.8 per cent of the DISTED candidates participated in the examinations. Of these 0.1 per cent attained grade A, 1.3 per cent grade B, 7.0 per cent grade C, 26.7 per cent grade D and 64.9 per cent attain grade F or failed. The data show that Kiswahili is the most popular subject followed by History, Geography, Basic Mathematics English and Civics in that order. There was no candidate, who attempted the examinations on Additional Mathematics, Chemistry, Physics, Commerce, Book Keeping English Literature or French in the 2002 results. It seems that generally teacher students go for the soft subjects.

Table 4: O-level results 2001 and 2002* P 0660 Centre – Morogoro Zonal TRC

S/N	Subjects	Level of Achievement ³⁷					No. of Participants	Absentees	Registered No.
		A	B	C	D	F			
1	Civics		1	7	41	164	213	20	233
2	History		2	16	73	195	286	28	314
3	Geography		3	23	81	193	300	22	322
4	Bible Know.			4	11	14	29	19	48
5	Islamic				1	14	15	4	19
6	Kiswahili	2	12	36	109	95	254	15	269
7	English		2	24	98	178	302	20	322
8	French				1		1		1
9	Lit. English				1		1	12	13
10	Physics			1	2	7	10	3	13
11	Chemistry		1	3	4	4	12		12
12	Biology			1	4	41	46	1	47
13	Basic Maths			1	10	139	150	23	173
14	Add. Maths				3		3		3
15	Commerce		1	2	9	21	33	10	43
16	Bk/Keeping					25	25	10	35
	Total	2	22	118	448	1090	1680	187	1867
	Percentage	0.1	1.3	7.0	26.7	64.9	100.0	26	241
Comparable Figures		0	3	9	28	175	215	26	241
For 2002*		0	1.4	4.2	13.0	81.4		10.8	

In Mtwara region none of those who sat for O-Level examinations passed. In Ilala District TRC the situation was quite encouraging because from 1998 to 2000 a total of 212 sat for the O-level examination out of whom 146 passed (68.9%) and 66 (31.9%) failed (see table 5 below).

³⁷The A grade stands for: “Excellent” (81–100%), B for: “very good” (61–80%), C for: “good” (41–60%), D for: “satisfactory” (21–40) and F for: “failure” (0–20%). (National Examination Council of Tanzania MT/C/7/89/Aug. 2004 of 10th August 2004).

Table 5: Teacher Students Enrolled for Upgrading and their O-level Results in Ilala District.

Year of Enrolment	Number of Enrolled	Year of Reg. For Exams	Registered	Passed	Failed
1998	169	1999	75	50	25
1999	150	2000	72	35	37
2000	89	2001	65	61	4
1998–2000 Total	408	1999–2001	212	146	66
Percentage pass of teacher students who attempted the exams				68.9	31.9%

Source: Computed from data generated from Ilala District DISTED office.

According to MOEC³⁸ national figures the failure rate of NECTA O-level national examinations ranged from 24.3% in 1998 to 22.6% in 2001. Given the fact that the ordinary secondary school students take 4 years to cover the secondary school curriculum the Ilala DISTED teacher students' success story is quite encouraging.

Notable in the figures from tables 4 and 5 above were the marked differences in the quality of passes of the O-level examinations by the DISTED teacher students. Possible reasons for the differences could be many and varied. One of the reasons hinges on the quality of the facilitators and the time spent on task.

3.3.6 Conclusions

The pilot DISTED project was well conceived and appropriately situated in a decentralized context. Despite the six months delay the technical advisors worked very hard to put in place the infrastructure, the course materials, their transportation to the intended destinations and finally to the teacher students. They also developed the required capacity and ability of the management, the coordination, the administrative and support staff, the technical staff in the writing of course materials editing, typesetting and layout. Other stakeholders were involved and sensitised for purposes of familiarity with the project so that they could lend their cooperation and support in implementing it. The provision of vehicles for distribution of the course workbooks, study materials, computers, their accessories and photocopiers for the production of reports was very important since without them things would have been difficult. The positive attitudes which education authorities had concerning the project and the decision to expand to the pilot project to the Lake, Northern and Southern Zones were indicative of the potential opportunities, which the project appeared to have rather than demonstrated success of its intended end objectives. After all, the decision to replace it by the modular approach took place just after the O-level results of the first DISTED teacher students.

The prepared study materials were of high quality in terms of content typesetting and layout with adequate exercises to impart the intended knowledge and skills. The evaluation team was informed on how the materials were coveted by students and teachers of ordinary secondary schools, a view, which was supported by interviews with teacher students, education officers, TRC coordinators and other stakeholders, who were using them to provide tuition to teacher students.

The fact that the course materials were designed such that every month teacher students submitted their scripts and took new materials for reading was meant to keep them on schedule and to monitor their progress as well as identifying fast/slow learners so as to design proper interventions and advice.

³⁸ United Republic of Tanzania (2003) PEDP, A review report. p 30.

The face-to-face instructional process was rather problematic. The training was too intensive as tutors struggled against limited time to cover the required curriculum. This was done at the expense of interactive and participatory learning methodologies. Some of the teacher students did not initially benefit much from the face-to-face sessions, as they had not prepared themselves well. The competence of the facilitators in the learning process differed greatly. Tutors from TCs could be familiar with the subject area but their speciality was in methodology. Form six leavers were not trained teachers. They were not competent in training adult learners and so at times they frustrated them.

However, due to the low level of the academic base of the B/C teachers, lack of proficiency in the English language, which was the medium of instruction and the limited time they had to study the materials most teacher students continued to face serious problems and difficulties and the quality of achievement was inevitably low.

A description of and comments on the new Module programme in Kiswahili can be found in Annex 9.

The conclusion that could be drawn from all these is that the project was appropriate for the up-grading of the B/C teachers, was well developed resourced with adequate capacity development both with regards to infrastructure as well as in terms of human resources with prospects and opportunities for future advance but was pre-maturely judged and stopped.

3.4 In-service Residential and Non-Residential courses through Teachers' Resource Centres (TRC)

3.4.1 Background

The development of the concept of TRCs in Tanzania dates back to about 30 years ago but their establishment does not seem to have had a clear policy upon which they are anchored. The first TRC was established way back(bör tas bort) in 1972 at Kleruu Teachers College with financial support from Denmark³⁹. A second Teachers Centre was established at Mawenzi Primary School in Moshi in Kilimanjaro region in 1980. In 1986 MOEC issued a directive regarding the establishment of and management of TRCs⁴⁰, which did not have much impact as it lacked structural and financial support. Some years later,(komma) in the early nineties,(komma) Zonal Teachers Resource Centres were established in TCs with the support of the World Bank to support science education in secondary schools⁴¹. According to Carl Bro Management TRCs were established within the existing structures of education in the zones, district and wards. As Primary Education Programme (PEP) evolved into District Based Support to Primary Education the phrase TRC rather than Teachers Centre was preferred for purposes of common terminology with the World Bank but the focus shifted to school clusters to make them economical.

The Teacher Education Master Plan recognized and emphasized the role and functions of TRCs in the professional development of teachers. With the support of the development partners seven zonal TRCs were constructed. During the second half of the nineties TRCs as a means of up-grading the grade B/C teachers, who already had a label of being under qualified and under-trained as stated in the ETP (1995), received tremendous impetus under the District Based Support to Primary Education (DBSPE). MOEC formed a committee comprising representatives from the National Examination Council of Tanzania, the Tanzania Institute of Education, the Inspectorate, the Primary Education Department; the Teacher Education Department and DBSPE Management Unit as secretariat to chart the framework for developing the accreditation process⁴² of the TRCs for the professional training and development of B/C teachers to grade A qualifications.

³⁹ Carl Bro Management (1996).

⁴⁰ Ibid.

⁴¹ Ibid.

⁴² United Republic of Tanzania (1997) A brief report on the Meeting of Central level Accreditation Task Force.

It was at this time that the government issued a statement requiring the grade B/C teachers to upgrade themselves academically to O-level and professionally to grade A by 2002. The statement was strongly worded with threatening undertones as indicated below. “*Mwalimu atakayeshindwa kufanya hivyo, atakuwa amejiondoa mwenyewe katika kazi*”. (Any one who will fail to upgrade academically and professionally will be considered to have forfeited one’s job)⁴³. The grade B/C teachers interpreted the government statement as a threat to their job security, a feeling that spread quickly and set in a sense of panic. The grade B/C teachers reacted to the statement by stepping up their efforts to achieve the O-level qualifications before they could undertake the grade A professional training.

Non-governmental and community based organizations set in to assist the B/C teachers through facilitating their tuition and by establishing TRCs. Some individuals established TRCs and recruited teachers/tutors or other educationalists including retired professionals to help the B/C teachers to pass their O-level examinations. The main thrust as far as teacher students were concerned was not so much to cover the full range of secondary school syllabus but rather select topics from each subject, which could enable them to attain the minimum requirements for an O-level Certificate, which entitled the B/C teachers to pursue professional grade A qualification through the TCs or accredited TRCs.

TRCs were accredited institutions to provide in-service professional grade A teacher course programme as per Government Directive⁴⁴ until April 2002 when Government circular number 10 of April, 2002 nullified that mandate. In addition to the one-year in-service professional grade A course programme there were other short-term courses provided in both the TCs and the TRCs.

3.4.2 The TRCs Objectives:

MOEC (2001) clearly and aptly situated the in-service activities to PEDP objectives concerning quality improvement. The document spells out how the PEDP objective of providing sufficient instructional materials to support curriculum requirement addressed by TRC activities regarding the production of teaching and learning materials. It also spells out how the improvement of the quality of teaching and learning; and the creation of an encouraging teaching and learning environment is addressed through TRC linkage with the TCs and districts including the rehabilitation of basic infrastructure to improve the teaching and learning environment. The following objectives were stated

- Quality improvement of teaching and learning in the classroom through training of Grade B/C teachers as a response to the PEDP objective of improving human resources development in acquiring higher qualifications;
- providing distance mode of delivery recommended in PEDP, which does not withdraw teachers from their respective schools;
- developing self-instructional materials for the up-grading of teachers, which enabled them to apply the knowledge and skills attained immediately in their respective classrooms and;
- linking the TRC system with the TCs for coherence with pre-service and in-service professional growth, which is in line with what is suggested in PEDP Human Resource Development strategies through the use of ZTRCs based in the larger TCs.

3.4.3 Findings from visiting TRCs

The evaluation team visited two Zonal TRCs – Morogoro and Mtwara and three districts TRCs – Ilala, Temeke and Kinondoni including cluster TRCs. Generally the premises comprise separate buildings from the institutional ones and have an office, a small library, a store and a seminar/workshop

⁴³ ED/DBSPE/ADM/86 of April, 1998

⁴⁴ No. ED/OIC54 of January 2, 1998

hall. TRCs were generally constructed close to TCs and secondary schools for ease of recruiting tutors for clients. Through Sida funds the Zonal TRCs were well equipped with computers, photocopiers, scanners and printers. District and cluster TRCs were less resourced having typewriters and duplicating machines. The libraries were found to have between 500 and 1000 books with about 200 to 250 titles. The TRC coordinators reported that on the average there were 18 book borrowers per month and the average readers at the centre were 16 per week. The libraries could accommodate 14 readers while the seminar/workshop hall could accommodate up to an average of 37 participants at a time.

The TRCs were found to have coordinators, who discharged the day-to-day activities of the Centres. The TRC coordinators' qualifications of the TRCs visited ranged from professional grade A teachers to Advanced Diploma in social work focusing on adult education.

Donors, NGOs and CBOs, financed the TRCs but since the inception of the basket funding they have not had reliable funding; and their activities have diminished significantly. Interviews with TRC coordinators showed that the TRCs were unpopular with District Councils because they competed for funds. In some cases TRCs were used as "temporary" classrooms for secondary school education and TRC coordinators were asked to take up the teaching of some subjects in the schools.

3.4.4 In-service training through TRCs

The basic objective of the training was to achieve improved quality of teaching and learning in the classroom through in-service training using Teacher Resource Centres as one of the interventions to enhance access to INSET courses for teachers, who could not attend residential courses due to family commitments and/or financial constraints. The teacher students accessed in-service courses without having to leave their schools, classrooms or their families, which was a very strategic and cost-effective modality when done properly. The linkage between TRCs and teacher colleges is important for tutors to know what was happening in the classrooms. The Zonal TRCs coordinated, mentored, and provided other services to district and cluster TRCs.

There were two types of in-service training. The B/C – O-level to professional grade A qualifications. National outputs of TRCs were hard to get because the statistics section of MOEC had not started compiling such data systematically. Available data were Zonal based or were generated at the institutional levels within the TRCs. The B/C to O-level upgrading is conducted in various ways. There were those, which were under the ZTCs, which were well organized, and those, which were conducted in organized groups in selected meeting centres. Both groups did the O-level examinations and upon successful completion of the course programme joined the TCs or TRCs for one year professional training to attain professional grade A status.

Data released by Morogoro Zonal TRC showed that out of 70 candidates who sat for O-level in 2001, 19 teacher students (9 women and 10 men) passed (27.1%) compared to 51 (26 women and 25 men) who failed (72.9%). In the following year, out of 43 candidates who sat for the O-level examinations, 14 (10 women and 4 men) passed (32.6) compared to 29 (22 women and 7 men) who failed (68.4%). See Table 6, 9, 11 and 12 in Annex 8.

Table 6 shows the number of B/C to O-level to grade A teachers, who have graduated from colleges. A total of 1230 grade B/C teachers from O-level to grade A qualifications have graduated between 1998 and 2002. It is unclear as to whether these numbers include DISTED teachers.

The second type of in-service training was the short term, ranging from a couple of days to a few weeks. See Table 7 in Annex 8.

3.4.5 Outcomes

An analysis of 61 TRCs from the Eastern zone built under the auspices of MOEC (1) Local Authorities (17), District Support to Primary Education (39) and Irish aid (4) comprised a total of 1167 schools with a total of 152 teachers, who were trained in short term seminars and workshops on some aspects of education, covering skills on how to teach Vocational skills, the teaching of Mathematics in a participatory manner, the teaching of English and the preparation and use of teaching aids. Of the total 582 man days used for training primary school teachers and TRC coordinators 26.5 per cent were used for preparation of teaching aids, 30.4 per cent for subject specific skills 34.4 per cent for participatory skills and 8.7 per cent for the TRC coordinators and Ward Education Supervisors for providing support services to teachers and schools. They were recruited from Morogoro Rural, Morogoro and Temeke Municipalities (See Table 9 in Annex 8).

From 1997 to 1998 in-service course programs were provided by Sida in agricultural science, the teaching of science, mathematics and English, professional B/C to A, Home Economics, Pre-school Education and special needs Education. A total of 6,606 teachers were expected but only 2,361 teachers participated in the programs. Stated differently 64.3 per cent of the expected teacher students in the three months to one-year in-service programs did not turn up for their training between 1997 and 1998. All those, who turned up for the course programs passed their examinations. See Table 11 in Annex 8.

Table 6: Grade B/C Teachers who have been upgraded to Grade A between 1998–2002

College	Gender		Total	Year
	F	M		
Mpuguso	15	49	64	2000
	13	29	42	2001
Songea	29	22	51	1998
	16	27	43	1999
	40	65	105	2000
	62	52	114	2001
Kitangali	08	25	33	2000
	40	32	72	2001
Bunda	27	60	87	1999
	38	78	116	2000
	11	53	64	2001
	48	82	130	2002
Nachingwea	15	19	34	2001
Mhonda	47	00	47	1998
	20	02	22	1999
	99	00	99	2000
	104	03	107	2001
Total	632	598	1230	1998–2002
Percentage	51.4	48.6	100	1998–2002

Table 7: Summary performance of Various INSET course programmes Examinations (1997–2000)

Subject – Programme		Sat for Exams	Passes		Failures	
			No.	%	No.	%
1	Agricultural Science	264	255	97	09	3
2	Domestic Science (H.Economics)	176	176	100	00	0
3	Pre-School Education	331	318	96	13	4
4	Special needs Education	236	232	98	04	2
5	C/B – A	2253	1988	88	265	12
6	3 Months In-service Course	3823	3456	90	367	10
Summary Performance in All Courses		7083	6425	91	658	9

In this study report in-service courses have been presented in terms of type of courses offered and achievement levels of the participants. The in-service courses were residential in teacher colleges and non-residential for those taken at TRCs through distance learning. Between 1997 and 2000 over 7,000 teachers participated in in-service training in TCs covering different subjects as illustrated in table 7.

The data were not disaggregated by gender and so it was difficult to tell the proportion of any one sex of the total number of candidates, who participated in the in-service courses. The results are certainly impressive as 91 per cent of the registered candidates passed their examinations and returned to their respective schools to improve the teaching and learning process. The progress reports show also that 9 per cent of the candidates failed their examinations and these too returned to their schools to continue with teaching presumably in the same subjects and perhaps without any support system or chance to repeat the examination after a certain specific period.

The teachers acquired the strategies and skills from seminars mounted by Zonal TRCs with support from Sida and NGOs, which involved primary education stakeholders; largely the heads of primary schools, Ward Education Supervisors, TRC Coordinators, School inspectors, District Education Officers and Academic Officers, NGO and CBO representatives and tutors from the TCs. Also the TRC Coordinators arranged seminars and workshops targeting teachers in specific subject skills in addition to the in-service courses of three months duration or more.

3.4.6 Conclusions and comments on the in-service residential courses

The evaluation team did not visit the colleges responsible for the six courses supported by Sida 1997–2000 (See table 7). Data was collected at MOEC headquarters, through phone calls and posted letters from the headquarters to Principals of the concerned colleges because time was too short to visit the colleges due to the long distance between them. Even the Songea TTC which was ear-marked to be visited was not visited due to shortage of time.

Based on the above description and analysis we can make the following conclusions:

1. The TRCs seem to have started and evolved into their present status without a coherent and clearly articulated policy. It has been largely donor driven in terms of its objectives and funding rather than by nationally determined rationale, need or sense of purpose.
2. TRCs growth and development has been sporadic and disjointed; gathering momentum wherever and whenever funds were made available but without being fully integrated into the Local Government Structure or the budgetary system; which explains why they do not have budget lines.
3. Enrolment of teacher students into the TRCs in-service courses has been unsystematic, uncoordinated, inadequately documented and without formal evaluation for their effectiveness and efficiency.

4. Systematic collection of statistics from the TRCs about in-service courses in terms of their frequencies, outputs, outcomes, impact has not been done centrally; a tendency which has deprived MOEC useful information for planning and monitoring purposes.

There were marked differences between teacher students, who were expected to participate in the in-service course programmes (6876) and those, who actually participated in the in-service programmes (2935 or 43%) as reported in the Jan–Dec. 1999 MOEC progress report. The report attributed the low-key attendance to family problems/commitments and failure of Municipalities to provide transport allowances. But much as these reasons seemed to be plausible they were not research based.

Interviewing teacher students, who attended the seminars and those, who for one reasons or another failed to attend might unearth the main reasons for the low key attendance and could provide cues on how the in-service courses could be effectively and meaningfully conducted in a more motivating manner using participatory and interactive strategies.

The fact that less than fifty per cent of the expected participants actually participated in the in-service courses clearly demonstrated that the programmes were not cost effective due to low tutor – teacher students’ ratio, which made it very expensive.

The suggestion to decentralize the in-service course programs to TRCs was plausible and meaningful as it was likely to reduce the problem of transport and accommodation costs; which in turn could stimulate enrolment. But decentralization by itself was insufficient. The TRCs must of necessity be recognized, integrated into the local government structure, financed and manned by competent personnel capable of discharging the in-service responsibilities effectively and efficiently. At present the TRCs are marginalized, lack appropriate personnel and do not have reliable sources of funding.

The reports indicated too that the achievement levels were poor due to what was reported to be teacher students’ poor background in some of the subjects. If the reasons advanced were correct then there is a real and very serious problem because a teacher student, who is poor in a subject area, can hardly improve his/her teaching of that particular subject because of incompetence in the subject matter.

4. Analysis and discussion

4.1 Intentions and implementation of the projects

The aim to increase the quality of formal education through empowering the teacher trainers (tutors) can not yet be evaluated. The TEP programme started in 1998 and only 286 out of about 1000 tutors have hitherto gone through the professional in-service course (TEP). By changing the three months residential course into a six months semi-distance course there is a possibility to speed up the process.

By creating a special unit – Department of Teacher Education and Research – the TEP programme has the necessary preconditions for organisation and development of the tutors professionalism.

The upgrading of academic knowledge seems to be successfully done by the sponsorship for studies at University of Dar es Salaam and the Open University. More than 250 teachers have/are studying since 2000 and the programme has first priority, according to ministry representatives and tutors are very eager to get the grants to continue with further studies.

The DISTED programme prepared well an upgrading of B/C teachers to O-level by training of staff, correspondence teachers and materials. The material is regarded as well prepared but the distribution met with problems. The language (English) was a problem for the teachers. The academic base of the B/C teachers was low. The project was stopped and changed in its direction, both in the instructing media (from English to Swahili) and in its content (from O-level to primary school level and some professional knowledge).

It has also been very difficult, almost impossible, to get an overview of the in-service residential courses through TRCs. The participation in the courses has been very low in relation to what was planned, according to the progress reports we have been able to study. About 60 per cent of the expected participants did not show up. There are different reasons for the low-key attendance for example transport, family reasons, and insufficient academic background. The TRCs are very different from each other with different resources and management. Since the start of the sector-wide approach there has been very little funding for the activities although there are fairly good pre-conditions for professional development of teachers at a local level. Development and use of TRCs is, on the other hand, quite in line with the intentions of PEDP.

4.2 What has been achieved?

All TCs have at least two tutors that have participated in the TEP course. The process of taking all tutors in the country through a three months course have been slow. The (unrealistic?) target of doing this during a period of five years has not been fulfilled.

Those tutors that have been participating in the TEP programme have changed their view on how knowledge is developed and how teaching can be done. The course has been demanding and related practice to a theoretical perspective. The tutors have – most of them – disseminated their knowledge to their colleagues and applied it in their own teaching. We have repeatedly met key words such as previous knowledge, pre-concepts, co-operative learning, interactive methodology, learners' involvement, participatory approach and relation to daily life in the interviews we have done and the discussions we have held. There are expressions indicating consciousness about the importance of a child friendly approach and earlier experiences.

Through links with primary schools nearby TCs, a co-operation between tutors and teachers has developed. In this co-operation DEOs, NGOs and other stakeholders have also been included. The example of Mtwara is conspicuous – through a joint effort from the whole region, the results in the national exam of Std VII in primary school was at the top of the ranking list.

A network between different TCs and stakeholders has been established. During the project period, a Newsletter was produced as well as radio programmes. Two symposiums have been held in Morogoro in 2002 and 2003, discussing research and research findings in the educational context.

TCs have been stimulated to own material production. The Department of Teacher Education and Research has produced a small amount of important texts and books. Mtwara TC has made some interesting material.

On the other hand, the “new” teaching methods (group work, group discussion etc) can be used in a participatory way OR in a teacher dominated way – there is no guarantee. Some concepts have been misinterpreted both by tutors and teacher students. This indicates that the knowledge in many cases is shallow.

There is a risk that the “constructivist movement in Tanzania” will be just a new recipe for teaching, which is done mechanically replacing the dominant teacher lecturing. We can compare with the PBL-method (problem based learning) which conquered most of the health education sector in Sweden in the beginning of the 90s. It was considered as *the* solution and reduced the teaching burden of the teachers. Today there is a re-thinking about this approach.

Before the DISTED project was stopped in April 2002, almost 3 000 teachers were enrolled. It has been very difficult to find out the result from the O-level examination since there has been no registration of participants at central level. The evaluator was forced to contact different TCs to get information about the result. In the cases where it was possible to find out, for example in Morogoro, it showed that of the 384 teachers that undertook the exam, less than 20 per cent passed. Between 1998 and 2000, 1 230 teachers were up-graded from B/C to A. If the upgrading was a result of the DISTED programme or not is not clear. There have been other programmes or possibilities for upgrading.

During 1998 and 2000 more than 7 000 teachers participated in residential courses at TRCs or TCs. The pass rate was high (91 per cent).

4.3 What is still there?

- The ideas from TEP have been mainstreamed into important policies and plans.
- The course is continuing, although in semi-distance mode and the aim is still that all tutors shall take the course.
- The structure of the TEP programme remains although there have been some changes in the content as adaptation to the Tanzanian context.
- The idea of constructivism is rooted at all levels. I.e. the idea of constructivism as the theoretical perspective of learning has been accepted and a change of teaching methodology is occurring.
- There are some text materials produced for in-service training, work shops etc.
- There is still a co-operation between SIE and TEP. According to ministry spokesmen SIE is still on and they will be asked to continue.
- The structure from the DISTED programme is used in the Module programme.
- The radio programme is still sent.
- The TRCs serve as a meeting centres, where teachers can share ideas and exchange classroom experiences;
- TRCs are recognized by the Government in the TETP (1995), in PEDP in relation to continuous professional development of teachers and in MOEC issuing guidelines on their establishment and management.
- Material and skills from the training of staff (capacity building) for different tasks are still there.
- Networks have been established between different stakeholders.

4.4 What is the future of the projects?

The future for *TEP* seems promising although some important question marks must be solved. Support for the programme exists both at policy and ministerial level according to what was said in the interviews. The course is in demand from the tutors. However some questions can be raised:

- The consequences of the sector wide approach and decentralisation – positive and negative?

“When this was a program we had a very big role in deciding with the SIE what need to be done. It was approved and we just implemented. From the PEDP there is a long *bureaucracy*. The level of decision has changed at the Ministry. No we have to fight with other activities. We have tried to work the other way around in the program. Starting with the bottom asking what is needed at college level. It is not an easy task here when used to a top down model. This clash was expected”.

The discussions among the donors and ministry staff might result in only mainstreaming ideas. Mainstreaming good results is not a negative strategy. But how are innovative thoughts and ideas taken care of?

- The Department of Tutors’ Education and Research; their perceived and their actual role.

“There is a need for a national centre for Teacher/Tutor education as a guarantee for the ideas to stay on. They need to concentrate on research and for spreading information (website) And it is important that is owned by the Tutors. The learning participatory approach is still not at University of Dar Es Salaam. There is not the same problem with the Open University”.

The mission for this group of trainers of trainers has been and still is unclear. On what premises are they working? Is it as consultants or as controllers implementing the new curricula? It is easy to imagine that for example when it comes to monitoring in the colleges that it might cause some uncertainty. Who is in charge, who is taking orders/advice from whom?

- The staffing of the ‘ Department of Tutors’ Education and Research

According to the MOEC at least one or two new staff members are foreseen in the near future. If that will not be the case problems can be expected. The situation at the moment, with only four in the staff of which one is retiring in the near future, is not sustainable. But the present staff member must also be prepared to broaden the group of TOTs.

- The future role of the National Examination Council

If the National Examination Council is not involved in the ideas of the course, and does not change the way exam questions are asked (now mostly based on rote learning), the impact will be low. If the exam questions are not changed, the secondary schools will not change their teaching methodology.

The *sponsorship* programme for studies at Dar es Salaam University and Open University appears to be well rooted at ministry level. An interesting aspect is the question of what happens after an obtained degree. Does the tutor stay at her/his college or is there a greener pasture somewhere else? This might be a problem.

The *DISTED* project is stopped and replaced by the Module program.

- There is still the risk of the B/C teachers being dismissed if they do not participate in the module approach and if they will not have attained grade A status by 2007.
- The DISTED self-instructional materials are there and can be used both by teachers for teaching and by the distance learner wishing to make use of them.

- The managerial, administrative knowledge, skills and logistics are there and can be utilised by the Ministry in the preparation of instructional materials suitable for a distance learner and to make them more reader friendly.
- DISTED created hope for B/C teachers to use the materials for self-advancement as all further education and training demand O-level passes and credits and so there are some B/C teachers (the younger ones) who are still studying through the project. Once they have O-level qualifications they will apply for the one-year of Grade A professional training to which MOEC has no objection.
- The problem of lack of time for study is still there and seems to be a critical factor as well as the medium of instruction.

Will the B/C teacher fulfil the program that has been developed? There are a number of B/C teachers who still have many years left to retirement age. The ambition of the PEDP to raise both quality and quantity of teachers can be problematic. Considering the aim of expanding enrolment in secondary schools, the number of diploma- and degree-holders among teachers is not enough. There is a risk for a new “crash programme” coming up. The present solution to meet the demand for primary school teachers hints at that. To attain the objectives of the PEDP means that the most qualified teachers need to be allocated to primary education to provide the disadvantaged groups with the best opportunities the system can offer.

The future for the *TRCs* is not clear. The concept is there, some structures have been established, there is support for in-service training in the policies but there is no earmarked funding, BUT there is 40 USD per teacher per year indicated in the PEDP that has not been allocated to anyone so far.

The staffing of *TRCs* is not quite clear. The qualifications of the *TRC* coordinator and other staff need to be spelled out as *TRCs* are likely to do much of the in-serve training in future given the large number of teachers for in-service knowledge and skills.

If the *TRCs* are continuing with their courses, the reason for the low attendance must be further penetrated. However, the concept as such is good and facilitates NGOs and other stakeholders to assist in the educational sector.

Although Swahili is being used in the training of teacher students in the Modules it is not a guarantee that teachers will perform better because availability of time to concentrate on their studies is limited.

The time factor has been overlooked. The Government needs to advise heads of schools to plan their time tables in such a way that three days in a week teacher students end their formal teaching at 1.00 p.m. to allow them to attend their face to face sessions at the *TRCs*.

Teacher students have to pay for the facilitation at the *TRC* level. In order to reduce the amount they have to pay, teacher students tend to attempt the O-level examinations before they are ready to do so. Their resources are very limited with low salaries, which are not augmented by any allowances. They have children to take care of in terms of costs of their education and health and other competing demands. A parent is more likely to meet the costs of his/her children's, education first rather than for her/his own. The government need to find ways of meeting the full cost of their in-service course programmes.

TRCs are inadequate in terms of speed over the country so as to serve teachers within walking distance.

4.4.1 Reflections from a Tanzanian perspective

It is commonplace that teachers can only give what they have. If they do not understand a subject they can hardly teach it appropriately and effectively however well they might be exposed to and trained in good strategies. In fact that situation justified the need for the B/C teachers to pass their O-level subjects well before they could be allowed to undertake the grade A Professional training.

The first task to do would be to master the subject matter and then learn how to help pupils learn how to learn it. One-way of tackling the problem could be to review the selection mechanism to ensure that candidates for teacher training are sufficiently strong in the intended subjects areas to be trained in. The second thing to do would be to raise the entry qualifications as well as to ensure that qualified tutors in the intended modalities and strategies train trainees. To what extent for example, are the teachers student trainees involved in a participatory way in their learning process at college? We should take note that the way teacher students' trainees are trained has an impact on how they will teach their pupils upon graduation from the TCs. In one of the Zonal TCs visited and held group discussions with both diploma and grade A teacher trainees one of the grade A teacher trainees remarked: *"Our tutors must train us using the participatory strategies and not tell us what we must do"*. This remark was a good signal of what was taking place in the college at a time when the interactive and participatory methods and strategies were being advocated.

The participatory and interactive teaching and learning, which is being advocated in training institutions must be strongly emphasized and actually practised by college tutors themselves. It is only then that the strategy will take root among primary school teachers.

The practice, whereby failure teachers are allowed to continue teaching along with successful ones can amount to accepting double standards, which can have far reaching negative impact on pupils as well as to instil negative attitudes towards in-service courses on the part of teachers that it does not really matter whether one passes the examinations or not. The negative attitudes are reinforced by the fact that teachers, who succeed do not seem to get additional pay as a reward for their hard work and success. This might also be one of the reasons why in-service courses have hitherto not managed to change the teaching and learning strategies despite repeated in-service courses for many years and costing millions of shillings.

The MOEC suggestion of preparing materials for in-service training, which could be learned by distance mode, is underpinned by the assumption that the problem being addressed is nation-wide. But if the idea is to improve teaching and learning in the classrooms there is a need to avoid across the board decisions. In-service courses must address felt needs, which are best dealt with at a local level; either at the school level, cluster level (Ward) or District TRC level if the weaknesses identified was wide spread. The in-service courses must address identified weaknesses in the teaching and learning processes, which might be identified by School Inspectors or Ward Education Supervisors, Heads of Schools or pointed out by the teachers themselves but not issues presumed to be important from the top unless such issues concerns curriculum changes and that all teachers need to be sensitised and trained.

At the level of primary school teachers' quality is conceptualized as teachers' consciousness and practices in relation to learner-centred approaches to teaching. At the classroom interaction level it means active participation in the learning process, demonstrated by pupils' interest and responsibility in the learning process⁴⁵. That being the case one wanders how such knowledge and skills can take root when education supervisors and inspectors are not themselves experientially involved in the in-service courses. School inspectors cannot reinforce or correct what they do not know. Yet the interactive and participatory methods and strategies need to be reinforced in classrooms by school supervisors and school inspectors.

⁴⁵ United Republic of Tanzania (2003) ESDP: Primary Education Development Plan, Designs for the Improvement. p 3.

It was interesting to note particularly in Southern Zone that teachers, who attended workshops on teaching strategies or making teaching aids shared their experiences with their colleagues on coming back to their respective schools. They were given an opportunity to demonstrate to their colleagues, who were left behind what they learned in the workshops and to share the knowledge and experiences gained. This was a completely novel idea as it was not a common thing before. Teachers attended seminars on methods and when they returned to their respective schools they continued with the old ways of doing things as that was what the community including head teachers and school inspectors were imbued with as good practices for they had not been exposed to anything different before.

This fact partly explains why most INSET programmes did not have resounding positive impact in the teaching and learning process in the past. But when all stakeholders are exposed to the participatory and interactive learning teachers' initiatives in that direction are likely to meet sensitised mind sets and therefore are accepted more readily and supported by their supervisors.

5. Recommendations

TEP has been assisted by an institution during the five years. It has been an important part of the project with considerable knowledge development among the Tanzanian staff. After the intensive training during the first year, the group at MTC has been taking over the running of the courses, the material development and the introduction to staff in other teacher training colleges as well as arranging seminars at request. Now four TC;s are running TEP courses. SIE is still assisting with accreditation due to difficulties to find a Tanzanian body capable and willing to do so. It is based on a separate agreement between SIE and MTC. The transformation has been successful to a large extent.

Naturally, the course is not exactly the same as in the beginning but adapted to Tanzanian conditions. The risk with a long time institutional cooperation is the dependency on the technical assistance. Five years seem to have been enough in this particular case. The advantage of technical assistance is facilitating in a initial state of implementation. The spreading of knowledge to others depends a lot on the supporting Tanzanian structure. The project structure and the ideas behind have worked well. The development into a national centre has met urgent needs of the teacher education sector.

The DISTED programme was changed during implementation. Apparently the ideas behind were not well grounded. The reasons behind the change of strategy are not surprising. What is remarkable is that the political ideas took very little consideration of real life condition for the target group in the beginning of the project. The technical assistance was built up in the same way as TEP, i.e. to create a group of knowledgeable staff that could take over and run the programme. The implementation had barely begun when the project was stopped due to low rate of success among the participants. The Tanzanian staff that was trained has not been fully utilized. What can be learnt from this? Large sums have been spent on something that was stopped at an early stage. Right or wrong, could this have been foreseen?

5.1 Recommendations to Sida/Development partners

- The Department of Teacher Education and Research at Morogoro TC should be supported to develop into a national centre of innovation and research. The present staff is well prepared for such a task but the number staff members needs to be increased.

- Support should be given to find or write relevant literature to be used in the TEP courses (what is used in South Africa, for example?).
- Since the knowledge of the tutors (ex-participants) still is shallow, follow-up activities need to be designed. Other perspectives than constructivism should be presented to show that there are alternatives (which varies over time) to choose among.
- The ability to buy books from abroad with governmental money should be solved. For the moment courses are not running in three of the seven zones due to lack of course literature.

5.2 Recommendations to MOEC/Development partners

- The accreditation of the TEP course is not yet clear. It is still done by SIE but it ought to be done by a Tanzanian body. The discussion with Open University should be pushed forward.
- The in-service of teachers is very important and should be supported but the pre-conditions for their participation should be analysed and discussed. The younger teacher students want to advance themselves academically as well as professionally. The DISTED programme, which leads to O-level does open the door for further advancement and quite a number of teacher students, who have graduated as grade A teachers have advanced themselves further, to diploma level while others have registered themselves for Form VI examinations.
- There are some teachers who still want to pursue the B/C to O-level to professional Grade A. If the Government exercises flexibility that a B/C teacher can either attend the B/C – O-level to A or the B/C to A programs then Sida can come in and assist those, whose costs are not met by the basket funds.

5.3 Recommendations to MOEC

- The question of English or Swahili is a remaining problem. A discussion should be stimulated and supported. The problems in the educational sector will remain until the same language at all levels is used.
- During this study it was discovered that the Planning Department had not hitherto started systematic collection of data on the TRC activities. It is recommended that the Statistics Section of the Planning Department in collaboration with Zonal TRCs and District Education Officers develop a strategy for systematic collection of data concerning in-service training especially from the TRCs.
- From the findings of this study it is clear that the B/C – A module program is being implemented full scale without any test phase and without accreditation. The amount of O-level subjects content integrated into the B/C – A module program is minimal. It is recommended that MOEC revises the B/C – A module program, to give it a test phase and follow the accreditation procedures before it is fully implemented.
- The issue of Grade A equivalent of the B/C – A program using the Module Approach needs some discussions and decision whether it is an equivalent or an alternative/(Substitute?) and what can be done about it.

Annex 1

Terms of Reference for the Evaluation of the Sida Support to Teacher Education, Ministry of Education and Culture, Tanzania 1997–2002

1 Background

The Sida support to teacher education during the period 1997–2002 comprised four components: The Distance Teacher Education Program (DISTED), In-service courses for primary school teachers, which gradually were transformed into Teachers' Resource Centers (TRC) activities, the College Tutor's Education Program (TEP), and Sponsoring further studies at the University of Dar es Salaam and later on also at the Open University of Tanzania. Technical assistance has been provided to the DISTED program by Ms. Agneta Flinck, University of Lund, and to the TEP program by the Stockholm Institute of Education, Department of Education and Research, later Department of Social and Cultural Studies in Education.

Other donor supported programs within the sector include the Irish Aid supported Primary Mathematics Project at the Teacher Education Department, the Science Education for Secondary School Project at the Secondary Education Department and District Based Support to Primary Education, DBSPE. In addition, Finnida has funded a long-term advisor to the Teacher Education Department.

Sida has been supporting teacher education in Tanzania for a long time. The Ministry of Education and the Teacher Education Department (TED) has been supported since the 1980ies, particularly by funding in-service teacher training. TED is responsible for training and retraining of teachers mainly for primary and lower secondary school. This is done in 34 Government Teachers Colleges and some private colleges. The teacher training for the advanced level of secondary school is done by the University of Dar es Salaam and the Open University of Tanzania. In 1997 Sida was requested to expand and broaden its support. There was a widespread opinion among stakeholders that the primary education was in crisis. The crisis had many faces, one being poorly trained teachers, low teacher motivation and poor working conditions. The rapid expansion of the education system after independence including the Universal Primary Education, UPE, had created a need for a parallel rapid expansion of teacher education and crush programs were established. It is estimated that more than 35 000 teachers were trained in these crush programs, which consisted of three or four years of teacher training directly after completion of primary schooling and led to a Grade C or B teacher certificate.

The Tanzania Government initiated a new Education and Training Policy in 1995 aiming at raising the quality of education and training at all levels of the education system through strengthening in-service teacher training, supply of teaching and learning materials, rehabilitation of school and college physical facilities and research in education etc. The Policy indicates a minimum qualification for teaching in primary school i.e. a Grade A-certificate, which is composed of two years teacher education and training after the completion of ordinary secondary school. The teaching force in primary school in 1997 comprised of about 60% Grade B/C and 40% Grade A certificate holders. An extensive upgrading program was launched to rectify the situation and the goal was that all Grade B/C teachers should have obtained O-level of secondary schooling within a five-year period.

Distance Education Program (DISTED)

Since the mid 1980ies grade C/B teachers have been upgraded to O-level of secondary school and to teacher grade A through correspondence studies supported by Sida. Its main objective was to raise the academic level of the teachers. The program was administered by the Correspondence Institute and structured in stages. Stage one was equivalent to form I and II of secondary schooling and offered six subjects (Kiswahii, English, Geography, Mathematics, History and Civics). Teachers excelling in stage one were selected to continue with stage two i.e. a completion of ordinary level of secondary schooling. Much of the latter was carried out as residential education at teachers colleges and was dropped in 1993 due to its high costs. The same year an evaluation of the whole program was done revealing some weaknesses for example the administrative structure of the Correspondence Institute in relation to planning, and managing the material etc. The Ministry/Teacher Education Department felt a need for establishing a decentralized system using teachers colleges and teachers' resource centers. It was decided to pilot a new zonal based system before launching a full-scale program. Two teachers colleges were chosen as a basis for the piloting namely Morogoro Teachers College (Eastern zone) as the first college followed by Butimba Teachers College (Lake zone). The pilot project objectives were:

- To develop and renew self-instructional materials
- To establish a decentralized structure of seven zonal coordinators
- To develop institutional capacity of the seven zonal colleges in this respect
- To promote female participation

The colleges, in the two zones established, have during the period been responsible for receiving course material from the head-quarter and distributing the materials to course participants in their respective district/TRCs. They have also collected and marked the course assignments and given feedback to participants. Expansion during the period has taken place into other zones, Northern (Marangu Teachers College) and Southern (Mtwara Teachers College).

Residential In-service courses

Since early 1980-ies the Department of Teacher Education has been conducting in-service training courses for serving teachers in pertinent areas. The in-service course portfolio has contained courses such as: One year professional up-grading from Grade C/B teacher to Grade A upon completion of the academic upgrading mentioned earlier and one-year courses in Agricultural Science and Domestic Science. Agriculture has been one of the subjects included in the primary school curriculum since the self-reliance policy and as about 80% of the pupils will join their families in farming after the completion of schooling this subject area has been emphasized in the in-service course portfolio. In addition three month's courses in Mathematics, Science, English, the 3Rs and Pre-school Education have been offered. The intake of these courses has covered about 1 200 teachers per year.

The main objectives of these residential in-service courses were to raise the professional quality of teaching and learning in primary school, to increase the teachers' capability and thus enhance pupils' motivation and learning. The programs have been vested in some of the teachers colleges, for the three months courses in Butimba, Kitangali, Kabanga, Singachini, Mpwapwa, Songea and Tabora) and one college for agricultural studies (Vikundu) and three for domestic science (Mandaka, Sumbawanga and Nachingwea). During the period (1997–2002) a one-year course in special education has been added, the pre-school teacher education course extended to one year, Science added as a subject area, expansion of the provision to more colleges etc. A discussion on alternative modes of delivery to residential courses did also start. Traditionally the courses had been designed and monitored from the center

(TED) and colleges were left with implementation or the role of operationalization. Gradually the in-service training has been aligned with the establishment of TRCs at both district and regional levels.

In-service Training of College Tutors

The Ministry and the Teacher Education Department in 1997 initiated the College Tutors Program, later referred to as the Tutors Education Program (TEP). The objective was to improve the quality of college tutors in the teachers colleges for better preparation of primary and secondary school teachers and to introduce or make the tutors aware of developments from advances in Science and Technology i.e. aimed at building a strong and competent cadre of teacher educators in the country. The initiative was a response to a low quality of primary school teacher preparation. The entry qualification to become a teacher at a teachers college was, and still is, a degree from the university or a diploma in teacher education. There was no specific professional education geared at work as teacher trainer. Many tutors had been recruited directly after completion of the above mentioned programs and the lack of experience from primary school was wide. Further on, the university and diploma programs were not geared to primary but to secondary schooling.

The project had a trainer of trainers (ToT) approach and the Stockholm Institute of Education (SIE) was contracted for technical assistance. Since its inauguration the program has undergone different phases. These include moving from a project to a program established at Morogoro Teachers College (MTC) and vested in the Department of Tutors Education and Research. This took place in mid 1998 after the facilitators had completed the ToT course. Since then the three months tutors' professional development course has been the core activity of the program.

This course focuses on raising the consciousness of teacher educators on their roles, up-dating their theoretical knowledge in relation to curriculum, teaching and learning and broadening their repertoire on learner-centered teaching methods. Formative evaluation has been going on throughout the program. The program has as a result broadened its activities step-by-step in relation to needs.

In 1999, after a follow-up visit to colleges, a mentoring system was established in which Morogoro Teachers' College is at the center providing professional back-up to seven zonal colleges. In March 2001, a radio-broadcasting program for teachers known as 'Ufundishaji', which means teaching, was started. Its content includes a simplified version of the ideas in the tutors' course. From July 2001, more activities for the zonal colleges were initiated through the mentorship system. These include establishing small-scale pilot teaching projects in primary schools, a newsletter produced in turns by the zonal colleges, library upgrading and production of teaching and learning materials for colleges to mention a few.

Sponsorship

Sida has, since 1996, sponsored further studies on degree and post-degree level for college tutors as part of raising the quality of the teacher formation/preparation at the colleges. The sponsorship has also aimed at creating a pool of qualified teacher educators to replace those who drop-out for one or another reason. The studies have mainly taken place at the University of Dar es Salaam but since the inauguration of the Open University of Tanzania the distance studies have taken a bigger share of the sponsorship.

2 Purpose and scope of the evaluation

Swedish support during the period 1997–2002 to teacher education in Tanzania amounted to MSEK 43.5. Of these funds MSEK 40.0 were channeled directly to a project account in the Ministry of Education and Culture and MSEK 3.5 were used for technical assistance/consultancies. As from January 2002, the programs concerned became fully integrated in the sub-sector program support, Primary Education Development Program 2002–2006 (PEDP). An “end of project evaluation” should therefore be made to establish results, impact, and sustainability of the Swedish support. Based on the findings, recommendations should be made for further development of teacher/educator training in Tanzania.

The evaluation should assess whether the objectives have been accomplished, and assess the relevance of the project and the technical assistance, as well as the strategic impact the project has had. It should also determine whether the results are sustainable.

An important purpose of this evaluation is *learning* as an input to the further development of methods in educational areas for Sida and its cooperating partners. Learning should be understood as a process involving all stakeholders, Sida, the Ministry of Education and Culture and especially the Teacher Education Department, decentralized levels and the technical assistance/Swedish institutions and experts involved. Focus should be on analysis of the following three areas:

- The implementation process
- The institutional arrangement for the implementation.
- The results and impact of the implementation.

The evaluation should apply a *process oriented theoretical and participatory approach*.

3 The assignment (issues to be covered in the evaluation)

The tasks of the evaluators are to:

(i) Describe and analyze the various programs within the Sida support, particularly the DISTED, TEP and In-service training for primary school teachers in relation to:

- External and internal prerequisites
- Content, organization and implementation (the process)
- Result

This includes responding to questions such as:

Who was involved in decision making?

What priorities were made in the planning of the program in relation to resources, for example, was the budget well planned, and did it mirror wished priorities?

How innovative has the program been and how have new ideas/methods been received and implemented?

How was the professional development of the actors (co-ordinators and implementing staff) addressed? What content? What organization?

What kind of institutional policies have been formulated and what changes in organization and application can be noted?

In what way has the organizational set-up supported the content?

How did the projects develop in different phases, what changes took place and what/who triggered the changes?

To what extent did facilities and equipment support the activities?

How did the trainees, tutors, principals and other stakeholders view the program and how do they perceive the program and its implications today?

(ii) In addition to the above task, common for all components, the evaluators are to *specifically* describe and analyze:

- The capacity of local DISTED staff to own and continue the same or similar programs.
- The extent to which the TRC structure has been prepared to take over the role of in-service training for primary school teachers.
- The important developments of the tutors education program regarding attitudes to and practice in teaching.
- Where the graduates from the sponsored studies at the universities are placed in the system. What are their roles, possibilities and problems encountered.
- The opportunities and obstacles encountered by the new teachers, who have been influenced by the projects in applying the knowledge, principles and methods in their teaching practice.

(iii) To specifically study the *sustainability* of the programs. As all the programs of the Sida support should have been carried forward into the Primary Education Development Program (PEDP), the issue of sustainability becomes pertinent. What happens in the transition? To what extent and in what way have the programs been integrated into PEDP? What are the recommendations to the MOEC and especially to the Teachers Education Department and the Teachers Education Colleges regarding the integration of the main ideas of the projects, and regarding the continued development of teacher education in Tanzania based on the findings of the evaluation?

(iv) *The organizational set-up in relation to technical assistance* is another area that should be looked into. In both cases (DISTED and TED) technical assistance has been provided on short-term basis. What are the advantages and disadvantages? Further, technical assistance in relation to the tutors education program, has been provided by an institution. What are the advantages and disadvantages of institutional cooperation? What lessons could be learnt?

4 Methodology, evaluation team and the time schedule

The Sida policy for evaluation emphasizes some general principles to be considered, which relate to all aspects of an evaluation but specifically to methodology. One principle concerns *objectivity and neutrality*. This means to separate facts from value statements and to accommodate variations in perception of the activities. Another principle is *openness* i.e. the evaluation should be transparent and methods used for the data collection should be presented. A third principle stresses that the *competence and integrity of the evaluators* are important and that they should be persons without an interest of their own in relation to the activities. These principles should be adhered to by the evaluation team.

As stated earlier the evaluation should be *participatory*. This means that arrangements for a dialogue with the parties should be made. The evaluation team could have encounters as part of collecting information and arrange seminars for discussing the findings and the interpretation of the findings during the evaluation process as well as after completion of the task. It is important in a participatory approach to avoid putting together conflicting power relations in the dialogue. It is the responsibility of the evaluation team to achieve this and that the evaluation is carried out in a spirit of partnership.

Bodies and Persons to Meet

Bodies to meet include Sida Education Division and the senior program officer for Education at the Swedish Embassy in Dar es Salaam, the Ministry/Teacher Education Department i.e. the Director of Teacher Education, Director of Training and Program officers. At decentralized levels the evaluation team should visit Morogoro Teachers College as it has been a core center of most of the programs and meet with the college principal, the ToTs (Department of Tutors education and Research) as well as the program coordinators of DISTED and TRC. In addition at least one zonal college should be visited and preferably Mtwara Teachers College (the Southern zone) with its outreach activities to districts and small colleges within the zone, for example Songea Teachers College. Time permitting, the team could also meet with former students of the teacher education programs. The team should also meet with representatives of technical assistance i.e. Ms. Agneta Flinck, and the Stockholm Institute of Education

Instrument for Data Collection

Instrument for the data collection includes reading of program and component documents. A list of some relevant documents is provided in Annex 1.1. For some of the components compilation of statistical data and use of existing statistics will be needed. Various forms of interviews should be applied both individual and focus group interviews. Seminars with the parties should, as mentioned earlier form an important part of the methods to be applied.

Evaluation Team

The evaluation team will be composed of three persons; two international experts and one local expert. The experts should be educationalists, familiar with current international discussion on teacher education as well as familiar with qualitative evaluation approaches. The international experts should have extensive experiences from working in developing countries.

Time Schedule

The evaluation should be completed within a total of two months i.e. two weeks of preparation, one month for data collection and two weeks of report writing, etc.

5 Reporting

The evaluation report shall be written in English and should not exceed 60 pages, excluding annexes. Format and outline of the report shall follow the guidelines in Sida Evaluation report- a standardized format (see Annex 1). The draft report shall be submitted to Sida electronically and in 3 hard copies (air-/surface mailed or delivered) no later than June 30, 2004. Within 2 weeks after receiving Sida's comments on the draft report, a final version shall be submitted, again electronically and in 5 hard copies. The evaluation report must be presented in a way that enables publication without further editing. Subject to decision by Sida, the report will be published in the Series Sida Evaluations.

The evaluation assignment includes the completion of Sida Evaluations data Work Sheet (Annex 3), including an Evaluation Abstract (final section G) as defined and required by DAC. The completed data Worksheet shall be submitted to Sida along with the final version of the report. Failing a completed Data Worksheet, the report cannot be processed.

Annex 1.1 Programme Documents

General documents

Action Plans and Progress Reports compiled by the Ministry/Teacher Education Department

DISTED

Half yearly reports by the consultant, Ms. Agneta Flinck

Flinck, A. & Komba, J. & Jonsson, K. (2000) An effective way of designing an in-service upgrading teacher education program in Höjlund, G & Mtana, N. & Mhando. E eds. Practices and possibilities in Teacher Education in Tanzania. Dar es Salaam: Ministry of Education and Culture

Residential courses/TRC

Guidelines for TRCs at the Teacher Education Department

Binde, A. (2000) The role of teachers' resource centres in Höjlund, G & Mtana, N. & Mhando. E eds.: Practices and possibilities in Teacher Education in Tanzania. Dar es Salaam: Ministry of Education and Culture

Wort, M. & Sumra, S. (2000) Dilemmas in in-service teacher education and teacher resource centers in Höjlund, G & Mtana, N. & Mhando. E eds. Practices and possibilities in Teacher Education in Tanzania. Dar es Salaam: Ministry of Education and Culture

College Tutors' Education

Höjlund, G. & Linde, G. (1997) Inception Report

Höjlund, G. & Emsheimer, P. & Nilsson, B. & Obondo, M. (1997) Training needs assessment.

Höjlund, G. & Linde, G. (1998) Trainer of Trainers Course in Education

Höjlund, G. (1999) Pilot follow-up to colleges

Höjlund, G & Mtana, N. & Mhando. E. (2000) Changing practices in teacher education in Tanzania-experiences from the tutors education program in Höjlund, G & Mtana, N. & Mhando. E eds. Practices and possibilities in Teacher Education in Tanzania. Dar es Salaam: Ministry of Education and Culture

Höjlund, G. (2001) State-of-the art

Carlgren, I & Höjlund, G. (2002) A Discussion paper

In addition smaller reports on follow-up visits during the years by SIE staff members are available.

Other references:

Sida's Evaluation Policy 1999

Education for All: a Human Right and Basic Need; Policy for Sida's Cooperation in the Education Sector (Sida 2001)

Teacher Education, Teachers' Conditions and Motivations (Sida's Education Division 2000)

Annex 2 Programme

Day	Place	People interviewed/activity
Thursday 1 April	Dar es Salaam	Hans Persson, Sida
Friday 2 April		Olivier P J Mhaiki, Director Basic Education, MOEC Donati Koba, Professor at Open University
Saturday 3 April		Planning meeting: Elisei Basil Temu, Kristina Malmberg, Valdy Lindhe
Sunday 4 April		
Monday 5 April		Geoff Calder, Regional Director Sub Saharian Africa – Schools on line Theodosia William Rwechungura, Principal Dar es Salaam TC
Tuesday 6 April		Joseph S Mmbando, PEDP coordinator, MOEC Theodosia William Rwechungura, Principal Dar es Salaam TC Restituta Kabukoba, tutor, DSM TC (former tutor at Morogoro TC) Sarrah Chacha, DSM TC (former tutor at Morogoro TC) Cornel Chambulila, Deputy Principal, Mtwara TC
Wednesday 7 April		Rose Massenga, Director Teacher Education MOEC Anthony Mtavango, Tanzania Teachers' Union (former tutor at Morogoro TC)
Thursday 8 April		Bakari Issa, Educational Officer, Training sector, Dept. Of Teacher Education, coordinator, MOEC
Friday 9 April	Morogoro	Easter Friday
Saturday 10 April		Easter Saturday
Sunday 11 April		Travel to Morogoro for VL and KM
Monday 12 April		Wolfram A Ngonyani, Principal Morogoro TC Noah Matana, Tayamika Kayuza, Enea Mhando, at Department of Tutors Education and Research. MTC
Tuesday 13 April		Noah Mtana, MTC Enea Mhando, MTC Tayamika Kayuza, MTC Betty Mganga, tutor Elias Msambila, tutor Salumu Athemani, tutor Jamhuriu Kidumu, tutor Justin Msuya, tutor A. A. Ndess, tutor Honorina Muumba, MEO, Ilala district DSM D. Buay, MEO, Kinondoni district DSM Hassan Kazinga, MEO, Temekie district., DSM

Wednesday 14 April	Visits to primary schools: MTC Practicing Primary School; head teacher and teacher Mrs Magesa Mkundi Primary School: head teacher and teacher Mr Msuya Bungo Primary School: head teacher Mr Luoga and teacher in Geography Mchikichini Primary School,: head teacher and teacher in Maths Theodosia William Rwechungura, Principal Dar es Salaam TC Bernard Makai, Deputy Principal, DSM TC Daniel Matembele, TRC co-ordinator Temeke TRC Symphrose Mgeta, TRC co-ordinator Ilala TRC
Thursday 15 April	Salumu Athemani, DISTED coordinator Sebastian Nessoro, TRC coordinator Teacher students: Antitha Mwageni Lonze Ndelwa Joesphina Mapuga Rabia Ahmed Christian Micahel Jim Reuben Isaach Kandola David Gwama Tuzo Mpwaga Yahya Mbaraka
Friday 16 April	Feed back seminar with 27 participants Travel to Dar es Salaam for VL and KM Makundi, TRC co-ordinator, MOEC Issa Bakari, Co-ordinator DISTED, MOECb
Saturday 17 April	
Sunday 18 April	Travel to Mtwara
Monday 19 April	Msoffe, Principal of Mtwara TC Cornel Chambulila, Vice Principal of Mtwara TC Saidi Mustafa Mkulia, TEP co-ordinator at Mtwara TC Omary Moshi, tutor Devota Maiko Faustin, tutor R.M. Mavunde, zonal co-ordinator Mtwara TC Mathias Mvula, tutor Mwakamboja A. Burton, MTC zonal TPC office
Tuesday 20 April	Ligula Primary School: Snd Head teacher Mr Selemani Findi, Academic dean Mr Kangomba, Teacher in English Mr Dustan P Mkundi, Teacher in English Std I Ms Elizabeth Lingwanda Kambarage Primary School: Head teacher Ms Bonita Athanos, Teacher in Std I Ms Sofia Nakoko, Teacher in Social Studies Std 3 Mr Abraham Bashibu Hamisi Chowo, TRC co-ordinator, Majengo TRC

	Peter Abas, head teacher, Majengo Primary school Rajab Saidi, TRC co-ordinator, Mitengo TRC
Wednesday 21 April	Teacher students: Jeremia John Aziz Meta Luka Lamsi Jackiline Mushi Michael Mpangaza Tabu S Hanonga Violet Shrima Emael Antonio Shilla Dickson Mkapa Rest Mkitunda Daniel Katamba Montan Mathew Umulkhady Yusuph Dionis Msabaha Benedeta Mmole Ally S Jenga Abdul Omari Juma A H Mpate Anzuruni Mussa Karim Suleiman TC lessons: Moshi Omary in General Studies Saidi Mustafa Mkulia in Curriculum of teaching (visit together with a zonal school inspector) Cornel Chambulia in Educational philosophy (visit together with a zonal school inspector)
Thursday 22 April	DEO Ms Winifrida Mbuya, Mtwara rural district DEO Mrs Jonatan Mhina Mtwara urban district Feed back seminar with 10 participants
Friday 23 April	Travel to Dar es Salaam Meeting with Hans Persson
Saturday 24 April	
Sunday 25 April	
Monday 26 April	Andrew Binde, ass director Dept of Teacher Education, MOEC Planning for the seminar
Tuesday 27 April	Concluding feedback seminar in DSM. 11 participants from MOEC, donor community, NGOs and Embassy of Sweden.
Wednesday 28 April	Travel to Sweden for VL and KM
Monday 3 May	R. Mpama, Chief Education Officer, MOEC

List of Interviewees: TTT Evaluation

	Name	Occupational Status	Institution	Date	Remarks
1	Mrs Rose Massenga	Director Teacher Ed..	MOEC Zonal	07/04/04	
2	Mr. L. A. Msoffe	Principal of a College	Mtwara TTC	19/04/04	
3	Mr. Joseph Mbando	Coordinator BEDP	MOEC	06/04/04	
4	Mr. Cornel Chambulila	Deputy Principal MTT	MOEC	06/04/04	
5	Mr. Andrew L. Binde	Assisting the Director	Department of Teacher Education	26/04/04	
6	Mr. Makundi	TRC Coordinator	MOEC	16/04/04	
7	Mr. Issa Bakari	Coordinator DISTED	MOEC	16/04/04	
8	Mr. R. M. Mavunde	Tutor	Mtwara TTC Zonal Coordinator	19/04/04	
9	Mr. Mathias Mvula	Tutor	Mtwara TTC	19/04/04	
10	Mr. Hamisi Chowo	TRC Coordinator	TRC Majengo Mtwara	20/04/04	
11	Mr. Peter Abas	Head Teacher	Majengo Primary School Mtwara	20/04/04	
12	Mr. Rajab Saidi	TRC Coordinator	Mitengo T.R.C Mtwara	20/04/04	
13	Mrs. Wilfrida Mbuya	District Education Officer	Mtwara Rural District	22/04/04	
14	Mr. Mwakamboja A. Burton	Academic Officer Coordinating academic matters of DISTED	\MTTC Zonal TPC Office	19/04/04	
15	Mr. John Mhina	District Education Officer	Mtwara urban	22/04/04	
16	Mr. Daniel Matembele	TRC coordination	TRC Temeke	14/04/04	
17	Mrs. Symphrose Mgeta	TRC Coordination	TRC Ilala	14/04/04	
18	Mrs. Honorina Muumba	MEO – Ilala	District Education office	13/04/04	
19	Mr. D. Buay	MEO – Kinondoni	Municipal Education Office	13/04/04	
20	Mr. Hassani Kazinga	MEO – Temeke	Municipal Education office	13/04/04	
21	Bernard Makai	Deputy Principal	Dar es Salaam TTC	14/04/04	
22	Theodosia Rwechugura	Principal DTTC	Dar es Salaam TTC	14/04/04	
23	R. Mpama	Chief Education Officer	MOEC	3/05/04	

List of Participants in Group Discussions

	Name of Participants	Professional Level	Institution from	Date of participation	Remarks
1	Mrs. Rehema S. Lu	A upgraded	Mwembeni Pr. School	29/04/04	B/C to A upgraded teacher
2	Mrs. Jenianagrace Kitengule	”			
3	Mrs Riziki Ally	”			
4	Mrs. Mary Maleko	”			
5	Mrs. Elizabeth Jobu	”			
6	Mrs. Catherine Komba	”			
7	Mrs. Margareth Nyemba	”			
8	Mrs. Farida M. Jetha	”			
9	Mrs. Asha Ally Monyomonyo	”			
10	Mrs. Julieth Mwanga	”			
11	Mrs. Markolina Mgao	”			
1	Ms. Ismael D. Mkemwana	B/C (Modular Approach)	Mitengo Pr.School.	20/04/04	Started with DISTED but must now do Modular
2	Mrs. Geogina L. Nammogo	”			
3	Mrs. Selemani A. Ngumbani	”			
1	Mrs. Lucra G. Ngonyani	Tutor	Mtwara TTC	22/04/04	Tutors participating in discussions (Mtwara TTC)
2	Mrs. Loviser C. Jellah	”			
3	Ms. Maneira Scott	”			
4	Mr. Omari Moshi	”			
8	Mr. G. Haule	”			
6	Mr. L. A. Msoffe	”			
7	Mr. C. Chambulila	”			
8	Mr. S. M. Mkulila	”			

1	Mrs. Jibu Yusufu	B/C Teacher	Majengo Pr. School	20/04/04	B/C/ teacher awaiting to study the Modular programme
2	Mrs. Amajina Ausi	”	_____		
3	Mrs. M. R. Mwaila	”	_____		
4	Mrs. G. Nyoni	”	_____		
1	Gisela Anselin	Teacher Trainee	Mtwara TTC	20/04/04	Student teacher trainee
2	Ms Tabibu Kiwanga	”	_____		
3	Mr. James Msumba	”	_____		
4	Mr. Josephat Somboa	”	_____		
5	Mr. Asumani Ponera	”	_____		
6	Mr. Salvatory M. Mabada	”	_____		
7	Ms. Salva M. Komba	”	_____		
8	Ms. Lusia A. Msangi	”	_____		
9	Ms. Grace Anael	”	_____		
1	Mrs. Aron Mumbi	A upgraded	Kunduchi Pr. School		
2	Mrs. Doroth ngembanga	”	_____		
3	Mrs. Basila Kundi	”	_____		
4	Mrs. Fausta Kugwata	”	_____		
5	Mrs. Consolata Malira	”	_____		
1	Mrs. Sawe Elizabeth	A upgraded	Temeke TRC		
2	Mrs. Rehema Kuzengwa	”	Wailesi Pr. School		
3	Mrs. Marieta Kulwa	”	_____		
4	Emil Ngalasoni	”	_____		
5	Mrs. Tatu Ali Jingu	”	_____		
6	Mrs. Mwanzia Salehe Kibinja	”	_____		

1	Mrs. Salama Kitogo	Upgrading through Grade A course in TRC	Ilala TRC	15/04/04
2	Mrs. Rukia Ungelle	”_____		
3	Mrs. Ally Mrisho	”_____		
4	Mrs. Habiba Kissaru	”_____		
5	Mrs. Nuru Musa	”_____		
6	Mrs Trisa Macha	”_____		
7	Mrs. Filbert Sofela	”_____		
8	Mrs. Alfonsia Haule	”_____		
9	Mrs Grace D. Mjema	”_____		
10	Mrs. Rose Mattayo	”_____		
11	Mrs. Graldness Mrutu	”_____		
12	Mrs. Enea Mhema	”_____		
13	Mrs. Angela ishengoma	”_____		
14	Mrs. Aikade Danielson	”_____		
15	Mrs Amina Mkuiche	”_____		
16	Mrs. Rehema Seif	”_____		
17	Mrs. Emmy Masubigana	”_____		
1	Mrs. S. Mgeta	Subject Coordinator	Ilala TRC	15/04/04
2	Mrs. E. a. Gombonila	”_____		
3	Mr. Mukaburi John	”_____		
4	Mr. A. Nyalyoto	”_____		
5	Mrs. T. Tuwa	”_____		
6	Mrs. S.J. Kalembo	”_____		
1	Mrs. Sakia Ali	B/C upgraded to A already	Ilala TRC	14/04/04
2	Mrs. Mwalyamba Elisifa	”_____		
3	Mrs Lwambano	”_____		

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- July to September 1997
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- April to June 1998
- July to September 1998
- October to December 1998

Department of Teacher Education (1999) Quarterly Progress Reports

- January to March 1999
- April to June 1999
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- October to December 1999

Department of Teacher Education (2000) Quarterly Progress Reports

- January to March 2000
- April to June 2000
- July to September 2000
- October to December 2000

Tutors Professional Development Course. Compiled texts with a guide to readings for Module one.
Prepared at Morogoro Teachers College 2003.

Tutors Professional Development Course. Compiled texts with a guide to readings for Module two.
Prepared at Morogoro Teachers College 2003.

Tutors Professional Development Course. Compiled texts with a guide to readings for Module three.
Prepared at Morogoro Teachers College 2003.

Annex 4 Syllabus



Stockholm Institute of Education
Department of Social and Cultural
Studies in Education

SYLLABUS
Syllabus Code: PE406U
Version II
Revised 02-06-12

THE COLLEGE TUTORS COURSE, 10 P

Syllabus code: PE406U

1. DECISIONS AND GUIDELINES

The course is a Commission Course and can be studied at both undergraduate level 41-60 credits in Education and postgraduate level 61-80 credits in Education with different course readings and examination demands.

The Department of Social and Cultural Studies in Education is responsible for the course. This revised syllabus has been decided by the Board of the Department on June 12 2002.

2. PREREQUISITES

Target group is college tutors in Tanzania possessing a minimum qualification of Diploma in Teacher Education.

3. OBJECTIVES OF THE COURSE

The course is oriented towards professional development of teacher educators and the overall purpose is to build a strong base for self-development and reflection among teachers. Therefore after completion of the course participants shall have:

- further developed their theoretical framework of education in general and teacher education in particular including curriculum philosophy and theories on teaching and learning
- explored methods for investigative studies on learning
- widened and deepened their knowledge and skills on subject specific approaches to teaching
- developed an understanding of the importance of learning oriented views of education as opposed to teaching oriented views

4. CONTENTS AND ORGANIZATION

The course consists of three modules

Module 1. Curriculum theory and practice, 2 credit points

- the role of teacher education in relation to policies
- theories on selection, organization and realization of curriculum content

Module 2. Teaching and learning theories and models, 4 credit points

- current learning theories and models of teaching
- school and out-of-school learning
- assessment and evaluation

Module 3. Classroom practices, 4 credit points

- teachers planning
- learner centered approaches to teaching
- subject specific discourses and approaches

In the introduction to the course the participants will be exposed to various study skills necessary for a successful completion. These include:

- Process writing
- Portfolio development
- Research skills

The course is based on traditions of tertiary and higher education such as working with investigative study tasks, both analytical and empirical, resulting in written papers to be discussed in seminars. Lectures, seminars, field work, pilot teaching, paper writing, project work, group discussions and individual reading are modes of study included in the course.

The course is conducted with consideration of both local and global socio-cultural issues such as democracy, ethnicity, gender equity and care for the environment. These are integrated into the course.

5. EVALUATION AND ASSESSMENT

The assessment focuses on the ability to understand and make analytic and creative use of scientific notions, theories or methods. All modules contain practical parts (field-work etc.) that help participants to establish links between the Tanzanian educational situation and the subject matter that is discussed.

Means of assessment includes seminar papers, field studies and projects.

The final examination involves writing either a term paper or carry out a mini research on selected topics relating to the course content. It will demand the participants to make a synthesis and reflection on what they have done in the course

The course will be marked with the grades, fail, pass and pass with distinction.

Course participants who have passed the course shall upon demand receive a course certificate"

6. COURSE READINGS

Module I (2 credits)

Bernstein, B. (1991) On Classification and Framing of Educational Knowledge. In Young F. D. (ed) *Knowledge and Control: New Directions for Sociology of Education*, London: Collier Macmillan. (24 pages)

Lundgren, U.: (1983) *Between Hope and Happening. Text and Context in Curriculum*, Victoria: Deakin University Press (47 pages)

Ministry of Education and Culture (1995) *Education and Training Policy*. (93 pages)

Nilson, I and Lundahl, L.(1997) *Teachers, Curriculum and Policy. Critical perspectives in Educational Research*. Umeå: Umeå University. (14 pages)

Nyerere, J. K. (1968) *Ujamaa Essays on Socialism*, Dar-es-Salaam: Oxford University Press. (186 pages)

Selected articles about 100 pages

In addition to the above the following title is required at postgraduate level

Linde, G. (1993) On curriculum transformation. Explaining selection of content in teaching. Uppsala: HLS förlag

Module II (4 credits)

Angelo, T. (1993) *Classroom assessment techniques*. California: Josey-Bass Publishers (448 pages) or Pophan, W. (1999) *Classroom assessment. What teachers need to know*. London: Allyn and Bacon. (370 pages)

Joyce, B. (1998) *Models of teaching (selected pages)*. Boston: Allyn and Bacon (80 pages)

Larochelle, M. (1998) *Constructivism and education*. Cambridge University Press (336 pages)

Wood (1998) *How children think and learn*. New York: Blackwell Publishers. (352 pages)

Selected articles about 100 pages

In addition to the above the following title is required at postgraduate level

Molander, B. O. (1997) *Joint and Disjointed Courses: A study of Learning in Upper Secondary Schools*. Stockholm Institute of Education.

Module III (4 credits)

Cummins, J. (2000) *Language, power and pedagogy*. Clevedon Hill: Multilingual matters Ltd. (309 pages)

Harlen, W. (1997) *The teaching of science in primary schools*. London: David Fulton Publishers. (256 pages)

Höjlund et.al (2001) *Practices and possibilities in teacher education in Tanzania*. Dar es Salaam: Ministry of Education and Culture (356 pages)

Joyce, B. (1998) *Models of teaching (selected pages)*. Boston: Ally and Bacon (60 pages)

Palme, M. & Höjlund, G. (1999) *Textbook usability in Tanzanian Basic Education*. Dar es Salaam: Ministry of Education and Culture. (68 pages)

MOEC Syllabuses for Teacher Education, Secondary and Primary Education
Textbooks and Teachers Guides for Secondary and Primary Schools.

Selected articles about 100 pages

In addition to the above the following title is required at postgraduate level

Carr, W. & Kemmis, S. (1993) *Becoming Critical: Education, Knowledge and Action Research*. London/Philadelphia: Falmer Press.

7. OTHER ARRANGEMENTS

The course is run in two modes of delivery; full-time residential at Morogoro Teachers College and part-time, semi-distance with face-to-face sessions at zonal colleges.

Annex 5 Handbook

The United Republic of Tanzania Ministry of Education and Culture

In-service course for college tutors Handbook for the semi-distance mode



About the Handbook

This handbook introduces participants to the semi-distance mode of the tutors' professional development course. The handbook is organised into five parts. In the first part, participants are introduced to the course, its philosophy, purpose and skills required for a successful study. The second part is about the content and structure of the course. It presents the modular approach to the course and provides hints on the content for each module, accreditation of the course and readings for the course. The third part is about the organisation of studies. Here the mode of study both at participants' colleges and face-to-face at zonal colleges is elaborated. Emphasis is given to studying through group work. Also, this part presents information on the duration of the course and on support services to course participants. The fourth part is on course assessment and evaluation. It gives the focus of evaluation, elaborates on portfolio assessment, presents the types of assignments and emphasises on attendance. The last part provides the course calendar where activities for the semi-distance mode are spread over the 24 course weeks.

1.0 Introduction

1.1 The course

This is a professional development course for college tutors. It is aimed at providing an opportunity for the tutors to reflect upon and improve their own work as well as that of others (e.g. fellow tutors and students). During the course, participants will be exposed to current theories in education so that they relate these theories to practice in the field for the purpose of reflection and improvement. The course involves reading of current literature in education, reflection over own practice, observing others working in classrooms, reflective writing and discussions. Participants for the course are college tutors with a minimum of a diploma in education. The course, which is currently accredited by the Stockholm Institute of Education – Sweden, comprises 10 credit points at both undergraduate and postgraduate levels.

This mode of running the course involves some self-directed study. In self-directed learning participants are expected to set their own learning goals. In order to set clear and realistic goals, every participant is advised to study the course objectives and requirements very closely, and relate them to job requirements, own professional needs, and the context in which the course is taking place.

The semi-distance mode involves studying and working at the same time, which gives the tutor a good opportunity to link theoretical work with his/her own context and practice. Participants can more easily link the theories on curriculum, and on teaching and learning, for example, with actual practice in their colleges or neighbouring schools. This is expected to help them analyse and modify their practice in the light of these theories. It is also an opportunity for them to use what they learn in the course as input in their own teaching in the college (e.g. in the components of educational psychology as well as in curriculum and teaching). Thus, the course is expected to improve both the tutors' analytical skills and their own teaching practice as they continue stage by stage.

Some key ideas to consider while going through the course, which are necessary elements in teacher education, are:

- Teacher educators have to be well informed about developments in the field of education and to actively participate in educational research, debate and reflection, both locally and internationally. This needs analytical tools for questioning, debating and investigating their own education field,
- Teacher education has to take place in an allowing environment where critical discussion with students is promoted,
- Teacher education should be involved in efforts to bring positive change to itself and to schools, by participating for example in small-scale research and in school development projects.

1.2 Course objectives

The overall purpose of the course is to build a strong base for self-development among tutors as reflective practitioners. It is expected that after the course, participants shall have:

- Further developed their theoretical framework of education in general and teacher education in particular including curriculum philosophy and theories on teaching and learning,
- Explored methods of investigative studies on learning,
- Widened and deepened their knowledge and skills on subject specific approaches to teaching,
- Developed an understanding of the importance of learning oriented views of education as opposed to teaching oriented views.

1.3 Study skills for the course

At the beginning of the course, participants will be introduced to some of the study skills necessary for the successful completion of the course. These are:

- Process writing
- Collecting and using portfolio work for self assessment and development
- Ability to carry out small-scale research

2.0 Course content and structure

The syllabus for the course has been revised so that it is in line with current developments in education. This revised version will be the one used in both the residential mode and this newly developed semi-distance mode. Participants are advised to go through the syllabus together with this handbook in order to understand clearly what is required in the course.

2.1 Modular approach

Modular approach is a system in which the course of study is organised in modules. A module is a self-contained unit in a course. Modules comprise some course content in the form of topics or themes; activities such as reading, discussion, and other assignments for studying and for assessment; and instructions on how to go about the learning activities. A module may be studied on its own or in combination with others. Participants have to go through these modules as instructed and full-fill the given criteria for assessment before they can be accredited at the end of the course.

In this tutors' professional development course, there are three modules all together. For each module, participants will be provided with a study letter, which will guide them on the content, activities, and how to go about them. The study letters (or module guides) will have in them

- The objectives and main themes of the module,
- A series of tasks that participants will go through in the module,
- Main assignments that will be used for enhancing and assessing learning in that module.
- A list of readings for that particular module and a guide on how to go about them

Also participants will be provided with the necessary reading texts for the module. Every participant is advised to go through these study letters very carefully and do all course activities and assignments.

2.2 Module contents

The three modules of the course will be divided into themes as shown here

Module one is on curriculum theory and practice (2 credit points)

- In *theme one (The role of teacher education in relation to policies)* participants are expected to go through the policy documents and reflect upon their roles as teacher educators
- In *theme two (Theories on selection, organization, and realisation of curriculum content)* participants are expected to explore different theories and perspective with a focus on the roles of the teacher in making the school curriculum meaningful for learning.

Module two is on theories and models on teaching and learning (4 credit points)

- In *theme one, (Current learning theories and models of teaching)* participants are expected to study the development and meaning of current theories of learning and related models of teaching. The aim is to develop a wider understanding of learning as a phenomenon and how it can be enhanced.
- In *theme two, (School and out-of-school learning)* participants are expected to compare school and out of school learning in order to discuss how to make school learning more meaningful, relevant and

functional to learners and society. They will have to discuss Marton's notions of deep and surface approaches to learning (Marton et al, 1997) and how textbook knowledge can be made more meaningful by relating it to learners' local and global environment.

- In *theme three, (Assessment and evaluation of learning)* participants are expected to discuss different ways of using assessment and evaluation for enhancing more meaningful learning.

Module three is on classroom practices and organization (4 credit points)

- In *theme one (Teachers' planning)* participants are expected to begin by looking at the teacher as a professional planner. They will further discuss how the teacher's planning can be made more professional by using certain theoretical frameworks as guides to designing learning activities.
- In *theme two (Learner-centred approaches to teaching)* participants are expected to begin by looking at the meaning and essence of learner-centred approaches to teaching. They will then discuss a wide variety of ways of teaching that are learner-centred. They will also look at how the traditionally teacher-centred ways of teaching can be modified to become more learner-centred.
- In *theme three (Subject specific discourses and approaches)* participants are expected to develop awareness of subject specific discourses and discuss the importance of developing subject particular language with content in different subjects. Further more, they will have to discuss and design different ways of using learner-centred approaches to teaching in their subject specialisations.
- In *both theme two and three*, participants will have to discuss the concept of pilot teaching and see how pilot teaching is used to introduce new ways of thinking and working in schools and colleges.

2.3 Reading list

Participants will be provided with a list of basic compulsory readings for the course. The total number of pages of compulsory reading for the whole 10-credit points course is about 2400. Those at post-graduate level will be provided with a list of additional more complicated readings. All participants are advised to see the given list as a guide for minimum reading and to extend it by reading as much more relevant texts as possible during and after the course.

2.4 Accreditation

As already explained earlier, the course is currently accredited by the Stockholm Institute of Education. Every course participant will be accredited one of the grades *Fail, Pass, or Pass with distinction*. Those who pass will have obtained a total of 10 credit points. A credit point is an award given to students for the satisfactory completion of a course of study. According to SIE these 10 credit points will be awarded to the participants at both undergraduate and postgraduate levels depending on participants' entry qualifications. Holders of a diploma in education will be accredited at undergraduate level while those who are already graduates will be awarded the credit points at postgraduate level. In this regard, degree holders will have to do relatively higher level assignments during the course. It has to be noted here that although the credit points are distributed over each module of the course (i.e. 2 in module one, 4 in module two, and 4 in module three) they are only offered in wholesome after a successful completion of the course.

3.0 Organisation of Studies

3.1 Study Mode

At its beginning, the course was run through a residential full-time mode in which participants stayed at Morogoro Teachers' College for three months. In that residential mode, participants from different colleges met at MTC and worked closely with the TOTs for three months. This allowed for a broad sharing of experiences and working together in activities such as reading, classroom observations, and intensive discussions. Despite this strength of a rich working environment, the residential mode has taken away participants from their working places thus, to some extent separating theory from practice. It is also thought that the pace of taking 30 participants per intake into the residential course was too slow to 'cover' more than 800 tutors in the colleges. This made it imperative to introduce the semi-distance mode as a parallel alternative of running the course.

In the semi-distance mode participants will study on their own at their colleges for some time and have a few face-to-face sessions at zonal colleges. Self-study and group work will be done in participants' own colleges with availability of consultancy by tutors who have already attended the course. Some of the characteristics of the semi-distance mode are:

- Tutors will study part-time while continuing with their normal work in their colleges. This provides an opportunity for the tutors to link theory with practice and therefore to more directly improve their own work,
- Zonal colleges will jointly facilitate face-to-face sessions with MTC while some tutors in the colleges will provide counselling services to course participants. This will develop greater capacity and ownership in the zones and colleges.

It is important that course participants work both individually and in study groups during the course. While studying in the colleges, every one is expected to read the texts and do all individual assignments as instructed in the module study letters. In addition, participants will have to organise themselves into study groups where they will discuss what they read, reflect together on their work, and do other group assignments. This is elaborated in the next section. Instructions on how to work during face-to-face sessions will be provided by facilitators during the sessions.

3.2 Group work

It is important that participants do some of their study work in groups. But for group work to be meaningful, it has to be organised in such a way that group task and goals are clear and every member has a share to contribute. In reading tasks, for example, each group member can take a different text within a given theme. When everyone has read, members can meet so that each presents ideas from the text he or she has read. Then, a discussion can follow in which the main ideas about the theme are summarised and related to participants' work or context. In this way, course participants can both save time and get the opportunity to share experiences so that at the end each member gains from others. After the sharing of information, participants can exchange the texts to allow every member to get the details of every compulsory text. While doing group assignments, participants can divide the work among themselves and, after some agreed time, meet to discuss and compile their joint work. In this way, participants can combine their strengths to produce more high quality work.

It is advised that from time-to-time, individual members as well as the whole group get time to reflect upon their group work. In this reflection, it is important for example to think about how previous group activities were done, how the individuals contributed and gained from the work, and what quality the outcome has been. It is good also to think about strengths and weaknesses of previous group work and plan how to improve future work. This reflection will contribute to individual growth of participants as well as improve the quality of future group activities.

3.3 Duration of the course

Course participants will be studying part-time instead of working fulltime in the course and will spend some of the time doing their usual work in the colleges. This will reduce their working pace; hence, the course will take 6 instead of the 3 months it takes in the residential mode.

3.4 Counselling

In every college where there are tutors going through the course, there will be one person assigned to provide them with counselling services. Course participants are advised to use this person whenever they need some counselling. In addition, zonal and MTC facilitators can also provide such assistance both during face-to-face sessions and through distance communication. Every participant, however, is free to seek relevant advice from other people in and outside the college.

3.5 Other support services

For management purposes the number of participants will be about 20 for each intake. Participants are expected to take responsibility of their studies. However, in addition to counselling and assistance by facilitators, participants will be supported in several other ways. When studying in their colleges, they will be supported by their principals in areas such as professional advice, and in sending assignments to zonal facilitators. During the face-to-face sessions the participants will be provided with the following:

- Travel costs to and from the zonal college (using public transport),
- Meals and accommodation,
- Study grant of Tshs 25,000/= per week
- Course guides, reading texts and stationary.

4.0 Course Assessment and Evaluation

4.1 Assessment

Assessment of the course focuses on the ability to understand and make analytical and creative use of scientific notions, theories and methods in relation to participants' own practical work and contexts. This means that in the practical parts in every module, participants are expected to creatively use their analytical skills and the scientific notions, theories and methods they have developed in the course and elsewhere to approach the tasks and assignments. Although course facilitators will assess participants'

work through seminar presentations and discussions, written assignments, and through the final paper, emphasis is on participants' self-evaluation. Current thinking in education insists on the importance of learners to assess themselves instead of depending on external assessment by teachers/facilitators. It is advised that learners' own goals act as reference points for their self-assessment. Course participants can self-assess their own progress in the course by using portfolio collections. A possible procedure for this kind of assessment is elaborated in the next section.

4.2 The portfolio

Every course participant is expected to have a portfolio for keeping both individual and group work. A portfolio is a collection of one's selected pieces of work. In the fields of art and architecture, portfolios consist of participants' master-pieces and are used among other things, for showing one's competence and growth. In education, a portfolio is used as a tool for assessing learning. Participants collect their own pieces of work for the purpose of evaluating their growth in a given course of study. These pieces of work can be summaries of readings made, notes on what is learned, written assignments, and reflections over different activities in the course. Through looking at their portfolio collections, participants can evaluate their own growth.

In this professional development course, participants are expected to include the following in their portfolios:

- Summaries of key reading and reflections on them. The space where summaries and reflections are kept can be labelled as a *reading log*. Participants have to frequently go back to their notes and see what they have read and how their understanding has developed from these readings.
- Notes on important group work participants' feelings about the work. Here participants will write about different ways of working in groups, different group activities and how they facilitate learning. This part is labelled as *group work log*. Looking back at these notes can help participants to see how they have grown through group work.
- Notes and reports from activities such as classroom observations and reflection on own teaching. This can be called a *log for reflection on practice*. These notes can help the participant to refer back to any of the activities and relate it to later ones or to theory. Also some of these reports can be used for writing the final paper.
- Key concepts learned during the course. This can be labelled as *concept log*. Here, participants are expected to write how they understand each of the concepts at different times in the course. As their understanding develops, they add new notes until at the end of the course when they can look back and see their own growing conceptions.
- Brief reflection notes written right after a classroom session. This kind of reflection is written in not more than five minutes and can be put in a slot labelled *five minutes reflection log*. Looking back at these reflections, participants can also evaluate their own growth in the course.

4.3 Assignments

Assignments in this course will focus on enabling the learners to relate what they read from texts with their own practical work and what they observe from colleagues. Each module will have its own assignments, whose instructions will be provided in the study letters. Participants are expected to do these assignments and hand them in on time.

In addition to assignments for each module, there will be a final course paper in which participants will have two options. They will be required to choose between writing a report from a mini-research or writing a paper from a range of given topics. Those who will choose to write a report from a mini-research will start early during the course and work with assistance from facilitators and counsellors until when they submit their work during the last face-to-face session of the course. The ones who will choose to write a final paper from given questions will do this between the third and the last face-to-face session of the course. During the third face-to-face session, they will be provided with questions or topics from which each will choose one, write a long essay on it, and submit the work during the last face-to-face session. In both cases, details will be provided during the introductory face-to-face session.

4.4 Attendance

Successful completion of the course depends on full participation in all course activities. This includes doing all course assignments and attending all face-to-face sessions. Participants who fail to meet this condition may not be awarded the 10 credit points.

5.0 Course Calendar

For each intake, there will be four (4) face-to-face sessions for course participants, which will be scheduled as follows

Week	Place	Activities	Assignments/Tasks
1 st	At Zonal college (ZTC)	1 st face-to-face • Introduction to the course & study skills • Provision of course materials • Introducing module I	As provided in the study letter for module 1
2 nd –5 th	At home college	Reading & reflection Doing assignments	Hand in assignments to ZTC by 4 th week
6 th	At ZTC	2 nd face-to-face • Winding up module I • Work on study skills • Introducing module II	As in study letter for module I & II
7 th –14 th	At home college	Reading & reflection Doing assignments	Hand in assignments to ZTC by 12 th week
15 th	At ZTC	3 rd face-to-face • Winding up module II • Work on study skills • Reminder on final paper • Introducing module III	As in study letter for module II & III
16 th –23 rd	At home college	Reading & reflection Doing assignments	Hand in assignments to ZTC by 22 nd week
24 th	At ZTC	4 th face-to-face • Winding up module III • Winding up final paper • Discussing future roles of participants • Closing the course	Completing and handing in final paper; writing future plans; evaluating and closing the course

Annex 6 Study letters

The United Republic of Tanzania Ministry of Education and Culture

Teacher Education Department

College Tutors' Education Programme

In-service course for college tutors

Study Letters for the semi-distance mode

Study Letter for Module One

Dear Tutor,

Welcome to this tutors' course. You are being introduced to Module One, which deals with *Selection and Organization of Teaching Content*. This study letter will orient and direct you to go through the module successfully.

The objectives of this module are to enable you to:

- Reflect on your experiences as a teacher educator.
- Judge whether the classroom practices in our educational institutions are in line with the national philosophy
- View curriculum as an instrument of building and shaping the nation.
- Increase your awareness of factors that can influence curriculum implementation.

You are expected to cover the following themes:

1. The role of Teacher Education in relation to policies

The basic activities for this theme are:

- Reflecting on your experiences on how you prepare teachers in the colleges.
- Analyzing curriculum documents: Education and Training Policy, syllabi, teacher's guides, and pupil's textbooks for Teacher Education, Secondary Schools and Primary Education.

2. Theories on selection, organization and realization of curriculum content.

You will explore:

- (i) Three theoretical perspectives of the curriculum;
 - Curriculum as a process
 - Curriculum and deliberation
 - Curriculum and emancipation
- (ii) Frame factors in the implementation of the curriculum.

You are to read the suggested texts and complete the given assignments. One of the assignments will be in essay form and the other shall be a written report. The essay shall be your individual work and the group work shall be a report to be presented co-operatively.

The successful completion of this module will enable you to be awarded two (2) credit points. Moreover, we hope the module will give you an opportunity to view the curriculum in a much wider perspective and be in a better position to critically examine your own practices and think of how to improve them. More enrichment on your teaching skills will come from later modules.

We wish you the best of luck.

Theme One: The Role of Teacher Education in Relation to Policies

Part One: Teacher Education

Here you are expected to discuss in depth how you understand teacher education from your own involvement in the system that brings teachers into schools. Get ready to be concerned with major questions like:

- Do we produce teachers like they produce other things in the industries?
- If they are produced by process, do they have the same features?
- If not produced, are they then born as teachers?
- Why not call it teacher training? But remember, we train dogs, horses and oxen. Training is set on certain operational procedures only and might not allow the one trained to think and act beyond them.
- Our department is called Teacher Education Department. Why education and not training or production?

You will have to look at teachers as professionals, that is, experts who work with theories and practice. Theory evolves from experience and in turn practices are guided by theory. The discussion should help you in your reading of the texts assigned to you in this module. And the readings are supposed to help you better understand your context.

Readings

Carlgren, I. *Professionalism and Teachers as Designers* (1999), Journal of Curriculum Studies, Vol.31. No.1.

Zeichner, K. (1983). *Alternative Paradigms of Teacher Education*, Journal of Teacher Education, Vol. XXXIV No. 3

Individual Assignment

How much are your current practices as a tutor in your teachers' college related to teacher education or to teacher training? Answer this question by analyzing how you work with both preset and inset student teachers.

Note: This assignment should be handed in to the zonal tutors within the first *four* weeks of this course.

Part Two: Policies and Related Documents

The second part of our theme focuses on the curriculum documents that are used in our teachers' colleges. Here we have the assumption that you know something about the following:

- Education for Self-Reliance (ESR-1967)
- The Education and Training Policy (ETP-1995).
- The Primary Education Development Plan (PEDP-2000).
- Teacher Education syllabuses (Grade A and Diploma)
- The syllabuses for both secondary and primary schools
- Teachers' guides for primary schools and the students' textbooks that are used in the schools.

First try to reflect on how you use these documents in your college. Working with your colleagues could be of great help as they share with you the same obligations at the college or subject department.

Discussion can raise questions like:

- Do syllabuses have to be centralized?
- Is it important to have teachers' guides? Doesn't the system trust its teachers?
- Are the policy intentions relevant to the people's needs at this time?
- What could then be the purpose of schools?

Theme Two: Theories on Selection, Organization and Realization of Curriculum Content

Part One: Theoretical Perspectives

In this part we have readings that expose you to three perspectives of the theoretical debate on curriculum. Remember that there could be many points of view in the entire curriculum debate, only that we have chosen to look at three perspectives, and they are listed as follows: Curriculum as a process; curriculum and deliberation; and curriculum and emancipation.

Curriculum as a process

Lundgren's discussion will help you to see the process of selecting the curriculum content, its organization and then the evaluation of the realized effect. He also discusses how certain features in this process can change from generation to generation (epochs) through influence by social forces.

Compare his European example with the changes that have happened to the curriculum content in Tanzania. You can start with the precolonial time and then proceed to the colonial epoch down to our time of independence. Try to analyze the way they selected what they had to know, how they organized it, how they interacted with it and with each other, and finally how they evaluated their knowledge and skills.

Lundgren also exposes you to how productive forces work towards innovation and reproductive forces towards preservation of knowledge and skills. His theory on how productive and reproductive forces work is very central in explaining the perspective that takes curriculum as a process.

Lundgren discusses the relationship between texts and contexts. Texts have tried to represent real experiences and this has created the problem of people relying on texts as the truth. You could reflect on your own teaching and see how you have been using texts. How do your students regard books? How do you assist your college students to develop knowledge from the environment around them?

Curriculum and Deliberation

This perspective is developed in Basil Bernstein's discussion. He challenges you to see how people with power and authority seek to control knowledge in the society. School subjects are grouped together and it can be difficult to move from one knowledge area to another. For example, it would be rare to allow students to combine philosophy with natural sciences in our schools.

You definitely have to read Linde's discussion on the freedom to integrate the subjects as an asset to development. Linde refers to development in both the Third World and the Industrial World. He sees those who have rigid linear curricular tending to move towards moral solidarity. On the other hand he considers those with the integrated curricula developing towards innovation and individualism. Study this part carefully and then relate it to our path of social and economic development.

Curriculum and Emancipation

Here knowledge is related to the consciousness of the oppressed. Giroux exposes you to the idea that teachers are to be intellectuals to bring about change rather than serve as passive executors of curriculum from above. Here you can reflect on your own teaching and evaluate yourself and your colleagues as agents of change.

Discuss curriculum in relation to change and justice. How much can a curriculum uplift the human personality? How much can it engage the common man in sharing the same destiny with those who pretend to offer equal opportunity?

Part Two: Frame Factors

There could be obstacles that stand on the teacher's way in developing a knowledgeable school and society. Many of these huddles can be discussed with your colleagues. You could classify these challenges into those which are physical and the others that are institutional.

The discussion should empower you to see how you can expand your space of options rather than giving up. Another reading of the texts by Bernstein and then by Linde (referred above) can help you develop the discussion on the frame factor theory.

Group Assignment

Each college is assigned a text to analyze according to the guide that is hereby provided and then write a detailed report that shall be presented to the rest of the groups. Each member has to write a complete report, as s/he will represent his/her college in the smaller mixed groups.

The report has to be written in essay form and should be not less than five hand-written pages. Correctness of language, logical arrangement and reflection on experience are necessary qualities to consider while writing your work.

Mpwapwa TC

Lundgren, U.P. (1983) *Between Hope and Happening: Texts and Context in Curriculum*,
Victoria: Deakin University Press.

Guiding questions:

- What does the author mean by productive and reproductive forces in the making of knowledge?
- What do you think the author means by hope and then by happening?
- What do you understand by curriculum codes according to the text? How would you interpret the history of education in Tanzania and arrange for its curriculum codes (from the pre-colonial times up to the present day)?

- What does the text tell you about the relationship between texts and context?
- What features of the text are similar to those of two other texts you have read in this module?

Kinampanda TC

Giroux H. (1988) *Teachers as Transformative Intellectuals*. In Giroux, H Teachers as Intellectuals. Bergin & Garvey.

Guide guiding questions:

- What does the text say about the status of teachers' work in a society that strives to reform its school system?
- Explain what is meant by the proletarianization of teacher work?
- What kind of teacher education is advocated in the text?
- What does the text tell us about teachers and reflective practice?
- What does it take to make a transformative intellectual?
- What features of the text are similar to those of two other texts you have read in this module?

Bustani TC

Zeichner, K. (1983). *Alternative Paradigms of Teacher Education*, Journal of Teacher Education, May–June, 1983 Vol. XXXIV No. 3

Guiding questions:

- What do you understand by the word paradigm?
- How many paradigms of teacher education does the author suggest and how does he explain them?
- How can each paradigm be discussed in relation to what happens with teacher education in Tanzania?
- What does the text tell us about teachers' reflective action?
- What features of the text are similar to those of two other texts you have read for this module?

Extra Assignment

This assignment is special for those who already hold a bachelor's degree and are now at a post-graduate level. Each one is supposed to read the assigned text thoroughly and be ready to write a discussion that shall be presented to the rest of the class for friendly criticism. The text is by Linde, G. (2000) Knowledge Base for Teacher Education in (ed) Höjlund et al, Practices and Possibilities in Teacher Education in Tanzania.

Each post-graduate candidate needs to do this extra work in order to gain the credits that are relevant to that advanced status. It is not an optional assignment but a *necessary* requirement.

The essay should be not less than seven handwritten pages and the guiding questions are as follows:

- How is the frame factor theory explained?
- What are curriculum codes according to this discussion?
- What is the relationship between authority, education and subjectivity?
- What does the author explain about teacher education in East Africa in relation to positive change?
- What does the text establish to explain knowledge base for teacher education?

- In what ways does this text complement the discussions developed in other texts that you have read for this module?

References:

- Bernstein, B. (1971) *On the Classification and Framing of Educational Knowledge*. In: Young, F.D. (Ed.): *Knowledge and Control: New Directions for Sociology of Education*, London: Collier MacMillan
- Carlgren, I. *Professionalism and Teachers as Designers* (1999), *Journal of Curriculum Studies*, Vol.31. No.1
- Giroux H.(1988) *Teachers as Transformative Intellectuals*. In Giroux, H *Teachers as Intellectuals*. Bergin & Garvey.
- Linde, G. (2001) *Knowledge Base for Teacher Education*. In: Gunilla Höjlund, Noah Mtana and Enea Mhando: *Practices and Possibilities in Teacher Education in Tanzania*, Dar-es-Salaam, Ministry of Education and Culture.
- Lundgren, U.P. (1983) *Between Hope and Happening: Texts and Context in Curriculum*, Victoria: Deakin University Press.
- Zeichner, K. (1983). *Alternative Paradigms of Teacher Education*

Study Letter for Module Two

Theories of Learning and Models of Teaching

Dear Tutor,

Welcome to Module two of the Tutor's course.

This module is about learning and teaching. It introduces you to the learning theories and their implications to teaching. The term learning theory is used here to mean a systematic explanation about what learning is; while a model of teaching refers to the description of different ways of the teaching process. These explanations have been growing over time. How learning was explained during Plato's, Pavlov's, Skinner's, and Piaget's times for example, is not the same as it is explained today. This means that the learning theory and models of teaching are growing or developing as time goes by.

This study letter will orient and direct you to go through the module. This module covers three themes, which are current learning theories and models of teaching, school and out-of-school learning, and assessment and evaluation of learning. The themes will expose you to theoretical and practical aspects of knowledge construction. It is important for you as a professional teacher and teacher educator to learn about the learning theories. First of all, the explanation you have about what learning means, influences how you teach. Entwistle's article on "Contrasting Perspectives on Learning" will expose you to other people's conceptions on learning. Modifying your explanation on this phenomenon will help you to modify your own teaching.

Secondly, as a teacher educator one of your roles is to develop other people to become competent teachers. You have to help student teachers, as well as those teachers in the field, understand current explanations about what learning is and assist them to become more effective in their teaching.

Also, one of the roles of professionals is to research and develop theories in their profession. When you have a clear understanding about the theory of learning and how it grows, you can then reflect upon and contribute to its development. Studying your own and other people's practice, in action research for example, will help you to find better ways of explaining learning or teaching. This can be a contribution to the growth of the learning theory.

The objectives of going through this module therefore are to help you to:

- Improve your understanding of learning and how teaching can enhance it.
- Develop an understanding of the growth of the theory of learning so that you can take your role in contributing to its growth
- Develop your ability to reflect on your own teaching.
- Develop an understanding of the nature of out of school and school learning, and see how it relates and can enhance (or hinder) school learning.
- Develop an understanding of different ways of evaluating and assessing learning.

Duration and awards

You are expected to complete module two in eight part-time study weeks. In successful completion of the module you will be awarded 4 credit points.

Types of assignments

In line with the guiding philosophy of the course, you are provided with a set of individual as well as group assignments. These assignments will help you link the theories of learning with your own context and practice.

In these assignments you are required to: –

- Read, analyse and reflect on suggested reference texts for the module, and argue on their relationship with the actual context and practice in teaching and learning
- Assess and evaluate your learning development through various formative and summative assessment tools such as the portfolio, the assignments, and others
- Write critical and analytical reflective work on what you read and do

We hope that the module will help you develop a deep understanding of the teaching and learning process and your role as a facilitator of learning.

In addition to the assignments for the module, you will be required to write a paper of 5 to eight pages in the following topic:

- From what you have learned in module one and two, how would you characterise high quality learning? How can this be achieved in Tanzania?

You will discuss with your facilitators on how to write a good academic paper. The assignment has to be handed early in before the next face-to-face session so that feed-back can be provided during the session.

We wish you the best of luck in this work.

Theme I: Current Learning Theories and Models of Teaching

This theme introduces you to current theories of learning and models of teaching. Learning has been widely discussed and explained by different people. In this theme, you will have the opportunity to reflect upon the different learning theories in relation to your daily practices. You will also be introduced to the idea of theories being a developing phenomenon. Wood (1998) for example discusses theories of learning and thinking that have been explored over the past 25 years. Also Phillips and Soltis in *Perspectives of Learning* analyse the different theories of learning, their main features and development. The main objective of this theme therefore is to help you to:

- Develop a wide understanding of learning theories and their development.
- Reflect upon your teaching and how it can facilitate better learning
- Think on how you can develop your student teachers and teachers in the field to become better facilitators of learning

At the end of this theme you will have been exposed to and reflected upon perspectives and development of learning theories such as *Behaviorism* (Pavlov, Skinner etc), *Constructivism*, which developed from Piaget's cognitive theory and Vygotsky's notion of social constructivism, and the concept of the *Zone of Proximal Development* (ZPD). *Conceptual change* or concept development as explained by people like Stella Vosniadou and Ola Hallden is yet another perspective of learning to which you will be exposed and have an opportunity to reflect upon. The theories will also expose you to the changing role of the teacher and the learner. Your understanding of the roles of the two parties will enable you to help the learners learn better.

Basic readings include:

1. Wood, D. (1998) *How Children Think and Learn*, New York: Blackwell Publishers
(Especially the Introduction and Chapters 1–2)
2. Phillips & Soltis (1998), *Perspectives on Learning*, New York: Teachers Press College
3. Mtana, N. et al (2003), Eds, *Ufundishaji Unaozingatia Ujenzi wa Maana*.
Wizara ya Elimu na Utamaduni, Dar es Salaam

Selected articles on conceptual change:

4. Hallden, O.
5. Vosniadou, S.

As you read the suggested texts the following questions/ideas can help you reflect on what you read.

- What are the historical developments of the theory of learning?
- Why has the theory of learning been developing over time?
- From the readings and your own experiences discuss how theories can influence one's practice?
- Clarify the meaning of the terms behaviourism and constructivism as used in the theory of learning and what they imply in teaching and learning
- Identify the roles of the teacher with regards to the Behaviourist and Constructivist theories of learning.

- Clarify the concept of Zone of Proximal Development (ZPD) and its practical implications on teaching and learning.

Individual and Group Assignments

All of you read individually and answer the following questions. Then in your college group, discuss your answers and prepare to defend them during the face-to-face session. It might be more time-saving to distribute the work in jig-saw and present to each other. Each college group will hand in only one of these assignments. Mpwapwa – Q. 1, Bustani – Q. 2, and Kinampanda – Q. 3. But everybody has to read and be prepared to discuss all three questions. Also the last general question is for everybody.

1. From Wood (1998) chapter 1 briefly explain how the theory of learning developed from the classical explanation to the current constructivist explanation of learning. How do you think you can contribute to this development?
2. From Phillips and Soltis (1998) how is learning explained in behaviourism, psychological and social constructivism? What do you understand by the term ZPD? How can you teach to enhance learning as explained by constructivists?
3. From the readings on conceptual development, in what ways can concepts develop or change? How can a teacher find out and help to develop learners' conceptions?

What main principles of teaching can you come up with after reading all this?

Theme II: School and Out-of-school Learning

This theme exposes you to the exploration of the concepts and practices of school and out-of-school learning. Going through the theme will help you reflect on and explore the nature of the two. Learning takes place both outside and inside the school. In most cases out of school learning is not valued in teaching mainly because it is not regarded as being of importance to school learning. But research shows that it affects school learning. It is therefore worthwhile to examine the nature of the two contexts of learning; see how they relate to each other and how we can make school learning more meaningful both to the learner and to his/her community.

The objectives of this theme therefore are to make you

- Understand the nature of school and out of school learning.
- Relate out of school learning to school learning in order to make learning meaningful and functional.

It is evident that there is much learning out of school before and during school age. For example, everyone learns to speak, think, love, feel, play and work without the teachers. They sometimes get guidance from older people, and peers. Therefore most of the children learn most of what they know outside formal education. To find out how learning takes place outside the school, arrange for a field study in a community near your college. Your study can involve children and adults who have not gone to school. Ask them and observe what they know about different phenomena and how they learned this (e.g. rain, wind, shape of the earth, and life/living). As you ask and observe try to reflect on the following

- How does learning take place out of school?
- Identify the objectives and attributes of out-of-school learning and relate them to those of school learning.
- Do you think this kind of learning can be resourceful and supportive to school learning?
How can the two be linked?

As teacher educators you have a rich knowledge base on school learning. The text on Textbook Usability (Palme and Höjlund 1998) will also expose you to how learning takes place in schools. As you read the suggested texts, your own experience and from what you gather from the field survey, clarify the meaning of school learning and find out how it relates to or depends on out-of-school learning? Relate this to the idea of learning as construction of knowledge and concept development.

Research has shows that learners possess knowledge of different phenomena before they come to school. It is believed that this prior knowledge, which they possess, forms the basis for understanding or misunderstanding what they are taught in school. Hallen (1997) in his book *The Teaching of Science in Primary schools* introduces you to reflective understanding of the nature of Children's Ideas (Ch.3) and the role of the teacher in developing children's ideas (Ch.9). Reading these chapters and the work of Vosniadou and Hallden will help you realize the importance of learner's pre-knowledge and how teachers and tutors can understand and use this prior knowledge in teaching. Your understanding of the concept of learners' prior-knowledge and how it can be used in classroom teaching will make you become more learner-centred in your teaching. As you read the suggested texts:

- Clarify the meaning of prior knowledge (particularly that from out of school) and it's implications on school learning
- See why we need to explore learner's ideas before teaching anything?
- Explain how out of and school learning can be made to assist each other?

Different people have different attitudes to learning and therefore develop different approaches to learning. Surface and Deep approach to learning can facilitate different ways of understanding. Marton and Saljo (1997) discuss these aspects in their article approaches to learning and the way motivation influences the approaches. The study by Molander (1997) will also provide you with more exposure to the approaches adopted by learners. This understanding on approaches is expected to make you reflect upon influences of assessment on learning in schools and colleges. Consequently, you will see how motivation and your practices can affect the personal development of the learner and that of the community in general. While reading:

- Clarify the meaning of approaches as it is used in describing learning.
- Identify and list down the approaches of learning and find out how these approaches can relate to the quality of learning.
- Assess and evaluate your own teaching and tell how you incorporate learner's ideas and influence the learning approaches of your students. How can you teach better so that you allow high quality learning?

It is hoped that your developed understanding of the concept and use of learners' prior knowledge together with your exposure to approaches to learning can help you improve your daily practices and those of others in the field of teaching. This will result to improved learning among learners.

Basic readings

Palme, M & Höjlund, G. *Textbook Usability Study in Tanzania*

(Suitable for textbook analysis about classroom teaching and Learning in Tanzania)

Hallen, W. (1997) *The Teaching of Science in Primary schools*: David Fulton Publishers, London

Marton, F. et al (1997), Eds, *The Experience of Learning: Implications for Teaching and Studying in High Schools*: Scottish Academic Press, Edinburgh

Molander, B.O. (1997) *Joint and Disjointed Courses: A study of Learning in Upper Secondary Schools*, Stockholm Institute of Education (extracts)

Mtana, N. et al (2003) eds, *Ufundishaji Unaozingatia Ujenzi wa Maana*. Wizara ya Elimu na Utamaduni, Dar es Salaam.

Wallace, M.J. (1991) *Training Foreign Language Teachers: A reflective Approach*, Cambridge University Press (extracts)

Assignment

All of you individually and then in groups, answer the following questions from the readings.

The assignment you hand in will be that of groups and these will be discussed during the face-to-face session

1. From Marton and Saljo (1997) explain what you understand by deep and surface learning and understanding. How can deep learning be evaluated (e.g. by the SOLO taxonomy)? Is it possible for a teacher to facilitate deep learning?
2. How does this work on deep and surface learning relate to the idea of linking prior knowledge from out of school to school learning? What link do you find between this idea and that on concept development in the previous theme?

What principles of teaching can you add after going through this theme?

As additional work for graduates, read Molander (1998) and explain what he found out in his study about approaches to learning. How do his findings relate to the title of his book? Write your answer in not more than five hand written pages and hand it in for marking but also get ready to present it to your colleagues during the face-to-face week.

Theme III: Assessment and Evaluation of Learning

The theme introduces you to the concepts and uses of assessment and evaluation. From your experience reflect on the traditional evaluation and assessment methods. What are the main features of the traditional assessment and evaluation? The theme will familiarise you with the concepts and application of different types of evaluation for different purposes. From the theme, you will be able to reflect upon your practical experiences on assessment and evaluation. Not only that, but you will further be able to make appropriate use of these types of evaluation in your daily practices in enhancing more meaningful learning. It is very important if the knowledge developed will be reflected in your daily practices in the classroom situation.

Basic readings

1. Angelo, T (1993) *Classroom assessment techniques*. Josey-Bass publishers: California
2. Pophan, W. (1999) *Classroom assessment: What teachers need to know*. Allyn and Bacon, London.

From the suggested readings, your earlier experiences, and previous readings:

- Clarify the meaning of assessment and evaluation and explore its practical implication and importance in learning.
- Identify various types of assessments such as summative, formative, diagnostic, self, portfolio, etc. and try them out in your daily practices.
- Discuss with your fellow teachers on ways of making assessing and evaluating more realistic and supportive to good (high quality) learning.
- What is your comment about this theme? Does it seem to have developed/improved your assessment and evaluation skills? Explain.

Individual and Group Assignment

What do you understand by the term self-evaluation? In your college and pilot school, work with colleagues (tutors and teachers) in preparing lessons, teaching and evaluating their effects on learning. Your aim should be improving teaching and learning in the school by using more learner-centred evaluation; evaluation that can create more intrinsic motivation and reshape the approach to learning, hence, improve the quality of learning. With a focus on evaluation, reflect upon the teaching and suggest ways of improvement. Explain:

- How formative and summative assessment is done currently.
- To what extent are the students given opportunity or encouragement to assess their own learning?
- How is assessment used to modify or improve teaching and learning?
- What modifications are necessary in order to improve learning? Which out of these suggestions have you tried in your teaching? What are the possible challenges that might face implementation of your suggestions?

Discuss these observations with your colleagues and send both your individual observation notes and collective decisions after the discussion to your zonal facilitators (your joint report paper should not exceed five A4 pages).

Study Letter for Module Three

Introduction

Dear course participant, we welcome you to Module Three of the Course. This study letter introduces you to the module, which is about *classroom practice and organization*. The module focuses on putting the various theories you have learned in the previous modules (i.e. module one and two) into practice. The content of the module supports the current changes in the education system such as the new teacher education curriculum, which focuses on professional education for teachers and on learner-centred teaching. Therefore, it builds your capacity as a teacher educator in understanding and implementing the changes.

After going through this module you will have:

- Developed a better understanding of your role as a professional planner basing on the current thinking and theories in education.
- Broadened your repertoire of learner centred teaching and learning methods and classroom organization to enhance quality learning.
- Gained increased knowledge and awareness of subject specific discourses and approaches.

You will study this module for 8 weeks during which you will go through three themes namely:

- Teacher's planning,
- Learner centred approaches to teaching and
- Subject specific discourses and approaches.

You will be required to read the suggested texts, relate them to your practice and do assignments individually or in groups. Apart from this, during face-to-face sessions you will have to discuss and share ideas with others. You are advised all the time to reflect on what you have learned and to what extent you have developed. On successful completion of the module you will get 4 credit points.

Before you start this module make sure that you understand the content of the previous modules i.e. module II and I. This is because they are directly linked to this module as it focuses on actual practice of the theories.

General Assignment

In addition to the assignments of module 3. you will be required to write a paper of between 5 and 8 pages on one of the following topics

1. After going through this course, what modifications would you suggest in the grade IIIA or diploma teacher education curriculum so that it develops teachers who are more competent to the current environment and demands in Tanzania
2. if you were to design a short in-service course for primary school teachers (who have been in the field for 3 or more years) what would you include and why? Imagine that you are given one week during the holidays to conduct the short course; how would you do this? In other words, draw a sketch outline of the course from the first to the last day

You will discuss with your facilitators how best to write and present the paper.

We wish you all the best

Theme I: Teacher's Planning

This theme is about teacher's planning before and while teaching. It introduces some analytical knowledge frameworks that can provide some principles for assisting the teacher in his or her planning. In this sense a teacher is expected to have professional qualities.

If you think of a professional as someone whose work is informed by theory and whose practices can enrich the theory, then you could see the need for planning. First, take some time to think of the theory that guides your teaching. This you could do by reflecting on the theories you studied in Module Two. Secondly, look at the categories you set for planning your work – schemes of work, lesson plans, lesson

notes, and the teaching itself. What learning theory do you think governs their structures? How do you think you could improve those structures and your own classroom practices?

That you are now thinking of principles that shape the structures of your work, try also to think of the formats that you are familiar with. No doubt you sometimes use Bloom's taxonomy. You might also be familiar with the three domains in learning: cognitive, affective and psychomotor. These are just a few examples of taxonomies that many teachers use, even in the traditional paradigm or viewpoint.

Taxonomies are theory-oriented structures that have categories for planning your work.

In the new paradigm you will learn how theory can shape a teacher's practices and also how the latter can empower the teacher to develop new taxonomies accordingly. You will be exposed to Cummins' quadrant that sets categories on a scale from cognitive qualities to contextual qualities. Ada's framework could show you how lessons vary in qualities: they could spread from mere description to higher levels of creative application. SOLO taxonomy has categories ranging from learners that see no structure of the content to those that see only one structural aspect, then others who see more than one structure; also those who can relate the many structures. Finally it shows you those who can belong to the higher category of thinking quite creatively, even going beyond the given structures. Mohan's framework will help you see how learners can use language and activities to engage in different levels of classification. What we have discussed here are just a few of the many taxonomies you could be exposed to.

What is of utmost importance in this theme is to know that you can develop your own taxonomies by having a clear understanding of the learning theories that guide your teaching. Theories can direct you towards choosing expected learning outcomes and the teaching methods that can help you reach your objectives.

Read Carlgren's article on *professionalism and teachers as designers*. Note how she takes planning as a vital aspect of teaching. Remember that the teacher has to negotiate his/her plans with the intentions of the curriculum and those of the creative learners. Doesn't that kind of negotiation call for high quality professional competence?

Discuss with your colleagues the theories you consider to inform your planning in Teacher Education. Also find out how you could improve the existing formats for schemes of work and lesson plans.

Theme II: Learner-Centred Approaches to Teaching

Your exposure to this part of the course will help you reflect on your own practices and workable strategies of learner centred approaches to teaching and learning as opposed to teacher-centred. From your experience of Module Two you could easily identify a teacher who simply imparts knowledge.

This discussion brings us to classify teachers by their practices. Teacher-centred ones impart knowledge on their learners. Child-centred teachers consider learners as children, even when they are adults. Learner-focused teachers direct their learners towards solutions that are premeditated by the teacher. When the learner-focused teachers ask questions they usually want to hunt for the right answers that justify what is in their own minds. In that way the learners are simply involved in confirming what the teacher believes in, and yet the teacher falsely assumes that the learners have participated in meaning making. Contrarily, a learner-centred teacher helps the learners to build their own meanings from the pre-knowledge that they have.

Classroom observation has revealed that many teachers, even those who claim to be in the current paradigm, tend to shift positions between the four types of teaching that are mentioned above.

Very few manage to dwell on the learner-centred position. In the current educational thinking emphasis is on empowering the students on learning how to learn. In other words, we have to develop a knowledge society in which everyone has the right to learn and to be heard. This implies the ability to search for information, to process it, and then use it for one's needs as well as for the benefit of the entire society. That way the ideal school has to turn into a community of learners who determine their own meanings and the appropriate ways of achieving that end.

Read a research report by Palme and Hojlund on textbook usability to see how textbooks are used in Tanzanian primary schools. Joyce et al. have a text on *models of teaching* that will be of use in discussing teaching methods.

A few situations and learning outcomes are given below; reflect on them and then discuss the teaching methods that are appropriate for them:

- motivation — (try debate and other methods)
- simplifying learning — (try story and other methods)
- Contextualising — (try futures wheels and other methods)
- Developing learners' various skills — (try the KWL and other methods)
- Co-operative interaction — (try pair-and share, jig-saw, gallery walk, etc.)
- Reflection — (try concept maps and other methods)
- Linking related topics — (try theme-based activities and other methods)
- Working with large numbers of students in overcrowded classrooms — (try multi-level teaching by improvising the multi-grade teaching methods)

Misconception

There is need to clarify the misconception that teachers can work with a recipe book of teaching methods. Some teachers have also misunderstood learner-centred teaching to be any kind of group work. These misconceptions are based on lack of understanding of theories that guide the teacher in classroom activities.

Classroom Organization

You will be needed to reflect on the kind of formations in classroom organisation that can allow free classroom interaction.

- Reflect on the traditional classroom arrangement in which desks are in neat rows.
- Think of an interaction that freely allows dialogue between teacher and learner and then between learner and learner.

Theme III: Subject Specific Discourses and Approaches

You will be required to analyse the different kinds of language used in different subjects and think how to develop them with content while teaching. Also you will have time to reflect on specific methods that you have been using in teaching your subject of specialization.

You will learn that there are two levels of language: playground language and academic language. Competency in academic language has to be developed for every subject. This is not simply a matter of mastering the relevant terminologies, but also to understand the forms of discussion and explanations

that mark the uniqueness of a particular subject. Evidently every subject has a culture that is revealed by the procedures that explain it. History has its own ways that are different from those of biology, even when both subjects are on human life. It is like procedures in religion: one faith (e.g. Christianity) can have many denominations, each with its own unique formalities.

Research

You will be required to develop your studies through observing other tutors and teachers as well as conducting small-scale research on your own classroom practices. Your reading assignments and reflections shall have to benefit from the traditions of research that shall be exposed to you in this theme. The text by Carr and Kemmis, *Becoming Critical*, shall be of great help to you.

Assignments for module 3

After going through module 3 do the following assignments, hand them to your facilitators ready for presentation and discussion during face-to-face session.

1. Individual assignment

What do you understand by learner centred and cooperative teaching/learning approaches? Reflect on the teaching methods that you have used in your teaching. How can you make them more participatory? Use them in teaching and write a report on how you have modified them. What challenges did you face and how did you solve them? Comment on the applicability of the methods in other subjects.

2. Group assignment:

What do you understand by the learner centred approaches to learning? Reflect on the teaching learning methods that you use in your teaching. Basing on the text suggested in theme two of this module, how can you make them more participatory. Each college will be given an area of focus.

Tasks for college Groups.

Group One

Show how stories, poems, drama, and songs can be used in teaching.

Read the text on Using Themes to Enrich language learning by Jackson and develop a theme-based activity for teaching and show how it can be used.

Group Two

What do you understand by subject specific discourses and approaches? In your college group, choose one subject and show how it has a specific language and a unique logic for procedures. Design an activity for teaching that can help learners develop both the subject language and content. When planning how to teach this activity, consider the frameworks you saw in theme I.

Group Three

Read the texts on cooperative learning and multi-grade teaching. Explain what you understand by these concepts and their significance to learning. Apply them to a classroom situation. Comment on their applicability and challenges that a teacher may encounter in using these approaches to learning. Give suggestions on how teachers can overcome these challenges.

Prepare sample learner centred lessons, practice them in your college and pilot classes in the demonstration or pilot schools. After teaching, make a critical reflection on the lesson and write a report about

5 pages relating it to quality learning. The report should also include strengths and weaknesses of the approach and suggest how it can be improved. During face-to-face sessions you will be required to present what you have done and micro teach using these methods.

3. Assignment for the Postgraduate Participants

Read the text by Karr and Kemis about Action research. How can a college tutor work with a school teacher in such research? Suggest an area of research that you can work on with teachers of a neighbouring school.

Essential Readings

Most of the articles listed below can be found in a compiled volume that shall be available to you. We have extracted the most relevant parts of books and journal articles in order to meet the needs of this module. The rest of the titles are provided to colleges as complete books.

Readings for Theme I

Calgren, I. (1998 and 1999). *In Journal of Curriculum studies: Professionalism and Teacher as Designers and where did the blackboard go.*

Cummins, J. (1996): *Negotiating Identities, Education for Empowerment in a Diverse Society*, California Association for Bilingual education U. S. A. Pages 57–60, 158–161.

Carr, W. & Kemmis, S. (2000): *Becoming Critical*. Deakin University Press, London P. 41–44.

Readings for Theme II

Cooperative Learning:

Sahlberg, P (1999) *Creating Conditions for good learning p 17–40.*

Sharan, S (2002) *Differentiating Methods of Cooperative learning in Research and Practice*: in Asia Pacific Journal of Education.

Johnson, W. and Johnson, R. *Learning Together* in Ed. Sharan, S. () *Handbook of Cooperative Learning*.

Palme, M. & Hojlund, G. (1999) *Textbook Usability in Tanzanian Basic Education – Dar-es-Salaam*, Ministry of Education and Culture. (An extract)

Stories, Poems, Drama and Songs:

Mhando, E. (1996) *Sprout in the Sun: Change Through Learning and Teaching* DUP LTD-Dar-es-Salaam. (Read article, “Muna’s Bongoman”)

Gyamfi-Sarkodie, J. et al (1997) *Voices: An Anthology of short stories from Tanzania*. Macmillan Educational LTD, London.

Tanzania Institute of Education (). *Selected Poems*

Secondary School Class readers and Class Library

Methods of teaching:

Mtana, N., Msimbe, A., & Kauky, A. (2003) *Ufundishaji unaozingatia Ujenzi wa Maana*. Wizara ya Elimu na Utamaduni, Dar es Salaam

Multigrading/Multi age and Theme Based Teaching

Mathot G. B. (2001): *A handbook for Teachers of Multigrade Classes*, Vol. I. UNESCO

Jackson, J. (ed) *Using Themes to enrich Language learning* – English Educational Trust, Durban.

Investigative Learning:

ASE Primary Science 1981, No6. The teacher's role in supporting investigations

Readings for Theme III

1. Cummins, J. (1995). *Negotiation Identities: Education for empowerment in a diverse Society*. Ontario, California Association for Bilingual Education.
2. Handout by Hugh Hopper on *Mainstream Science with a majority of ESL Learners: Integrating Language with content*.
3. Handout on *Integrating Language and social studies*
4. Handout on *Integrating Language and science learning*

Annex 7 Pictures



1. Group work in primary school. Pupils sharing one book.



2. Nine pupils sharing one textbook in primary school.



3. Examples of participatory methods, taught in teacher training courses (pre-service).



4. Math lesson in primary school – girl using a homemade calculating tool (others had caps or small stones).



5. Teaching in a participatory style at Mtwara TC.



6. Group discussions in the lesson mentioned above.



7. Two pupils sharing one book in Standard one in primary school in Mtwara region (books have been printed locally to a lower price).



8. Pupils in primary school – chairs and tables are missing.



9. Staff discussion at the feed back seminar at Morogoro TC on 17 April.



10. Concluding seminar in Dar es Salaam on 29 April.

Annex 8 Tables

Table 4 Stage II Teacher Students by Gender, Educational Level and Age in Eastern Zone 1999

District	Gender			Educational Level Attained								Teachers Age					NI
	F	M	NI	VI	VII	VIII	IX	X	XI	XII	NI	≤25	26-35	36-45	46-55	>56	
Ilala	62	8	0	0	51	10	1	3	1	2	2	1	5	40	22		2
Moro Munic	47	13	0	0	0	0	0	0	0	0	60	0	0	0	0	0	60
Kilosa	33	55	3	0	0	0	0	0	0	0	91	0	0	0	0	0	91
Moro Rural	5	19	1	0	0	0	0	0	0	0	25	0	0	0	0	0	25
Kibaha	43	9	0	0	38	0	0	4	0	1		0	4	26	13		
Bagamoyo	22	36	2	0	47	0	0	5	0	0	8	0	3	37	13	0	7
Kisarawe	24	36	2	0	0	0	0	0	0	0	62	0	0	0	0	0	62
Mafia	2	8	-	0	0	0	0	0	0	0	10	0	0	0	0	0	10
Temeke	84	26	-	2	67	0	0	1	0	3	37	1	7	55	9	0	38
Ulanga	32	29	-	-	18	0	0	31		5	7	2	7	39	7	0	6
Kilombero	12	10	-	-	0	0	0	0	0	0	22	0	1	16	5	0	
Mkuranga	23	12	1	-	9	0	0	3	0	0	24	1	3	8		0	24
Kinondoni	10	1	1	-	8	0	0	0		0	4	0	0	6	2	0	4
Total	399	262	10	2	238	10	1	47	1	11	352	5	30	227	71	-	329

F = Female VI = Standard Six IX = Standard Nine
M = Male VII = Standard Seven X = Standard Ten
NI = Not Indicated VIII = Standard eight XI = Form Three
XII = Form Four Failure

Source: Compiled from data supplied by Teacher Education Department

Table 5 Stage II DISTED B/C Teacher Students by District In Eastern Zone From A Geographical, Gender, Contact Addresses Perspectives – 2002 sample.

District	Identification by Gender, name, School, Postal Address, Cluster Telephone								
	F	M	Total	Names Indicated	Postal Address	Tel	TRC/Cluster Names	Box	Tel
Kilosa	61	33	94	75	75	0.0	74	0.0	0.0
Kilombero	28	11	39	39	39	0.0	39	0.0	0.0
Ulanga	20	13	33	25	25	0.0	00	0.0	0.0
Rufiji	7	12	19	13	13	0.0	00	0.0	0.0
Mkuranga	9	7	16	14	14	0.0	00	0.0	0.0
Bagamoyo	11	14	25	23	21	0.0	08	0.0	0.0
Kibaha	5	11	16	14	16	0.0	00	0.0	0.0
Temeke	17	12	29	23	29	0.0	00	0.0	0.0
Ilala	35	5	40	34	34	0.0	00	0.0	0.0
Total	193	118	311	259	266	0.0	121	0.0	0.0
%	62.1	37.9	100.0	83.6	85.5	0.0	38.9	0.0	0.0

Source: Compiled from raw data supplied by Zonal TRC in Morogoro TTC.

Table 6 Grade B/C Teachers Who Have Been Upgraded to Grade A Between 1998–2002

College	Participant		Total	Year of Completion
	F	M		
Mpuguso	15	49	64	2000
	13	29	42	2001
Songea	29	22	51	1998
	16	27	43	1999
	40	65	105	2000
	62	52	114	2001
Kitangali	08	25	33	2000
	40	32	72	2001
Bunda	27	60	87	1999
	38	78	116	2000
	11	53	64	2001
	48	82	130	2002
Nachingwea	15	19	34	2001
Mhonda	47	00	47	1998
	20	02	22	1999
	99	00	99	2000
	104	03	107	2001
<i>Total</i>	632	598	1230	1998-2002
%	51.4	48.6	100	1998-2002

Table 7: Short Term In-service Courses Achievements in TRCs

In-service training TRCs	General objective	Specific objectives implementation	Training	Training	Structure	structure	Follow up
Fourth quarter progress report 2000	To improve overall quality of teaching and learning in the classroom through in-service training through TRCs	To finalize, discuss and disseminate the TRC-guidelines, developed and distribute support materials	To initiate and train personnel in handling short INSET in collaboration with TC	To train district level personnel on planning and implementing INSET programmes	To operationalize Zonal TRCS	To decentralize INSET to district and ward level through the TRC system, utilizing expertise in the TC	To monitor and follow up the progress of INSET through TRCs
Report on In-service teacher training July 2001 – Sep. 2002	To professionally develop teachers in terms of improving their knowledge base and classroom practices which in turn will improve the quality of learning in schools	Liaise with DEOs and school inspectors	To upgrade grade B/C teachers To conduct teaching improvement workshops	To introduce learner-centred methods in Maths (PMUP) To prepare teaching aids with teachers	Renovate TRC buildings	To develop the TRC structure	Plan, run seminars and follow-ups

	General Objective	Specific Objective	Implemented	Constraints	Remarks
INSET/TRC	• Improve teachers' competences	• To develop TRC structure for delivering continuous professional development of primary school teachers (CPD)	• Training of teachers based on the needs and training was conducted in the following subjects: - Science 5,089 teachers - Maths 6,230 teachers - English 5,189 teachers - Kiswahili 197 teachers - Staid/Kazi 197 teachers - M/Jamii 197 teachers - Multigrade teaching 205 teachers - 3Rs – 300 teachers	•lack of permanent and qualified TRC staff affect smooth running INSET programmes •Teachers face the problem of traveling distance from their schools to TRCs •TRC lack T/L material	• Funds were disbursed to the colleges • 34 colleges were involved in the in-service training of primary school teachers based on the needs. • Training were School based, TRC and cluster training
			• T/L material for the blind students were develop		
			• Reviewed books for Primary Mathematics Upgrading (STD I-VII) are at stage of being published		
			• Needs assessment report on improving teaching of science in primary schools was submitted		
			• 71 teachers attended workshop on inclusive education.		
		• To conduct in-service residential courses to primary school teachers.	• 669 teachers attending residential in-service courses (Home Economics, Performing Arts, Special Needs Education and Pre school Education) • Preparations on certificates		• Funds were disbursed to the colleges.

Table 9: In-Service Courses Provided in TRCs in the Eastern Zone (2000–2004)

Date	TRC Activity	Participants (Teachers)	Days	Man days
4-7/12/2000	Workshop to teachers on how to teach vocational skills	33	3	99
3-5/12	Production and use of teaching aids	13	3	39
26-28/11	Capacity building TRC coordinators	17	3	51
29-31/5	How to teach Vocational skills and English	26	3	78
10-14/06	Production and use of teaching aids	23	5	115
18-22/11	Participatory teaching and learning of Maths.	40	5	200
	Total	152	22	582

Table 11 Three Months to One Year In-Service Course Programmes and Examination Results From 1997 to 1998

Course	Expected*1 Participant	Actual*1 Participant	Absentees*1	Passed			
				F	M	Total*1	%
• Maths, Science and English	4,230	1,547	2,683	–	–	1547	100
• 3 Rs	380	215	165	–	–	215	100
Certificate in Agriculture Science	210	121	89	–	–	121	100
Professional B/C – A	1,500	341	1,159	–	–	341*	100
Home Economics Certificate	96	54	42	–	–	54	100
Certificate in Pre-School Education	100	33	67	–	–	33	100
Certificate in Special Needs Education	90	50	40	–	–	50	100
Total	6,606	2,361	4,245	–	–	2361	100

Source: Compiled from July 1998/June 99 Annual Report P.16.

Table 12 Teacher Grade A Examination Results Morogoro Teachers College Centre for 2002

Subjects	Grades						Total
	A	B	C	D	F	X	
Teaching Practice	11	17	0	0	0	0	28
Civics	0	2	8	12	4	2	28
Social Studies	0	6	17	5	0	0	28
Kiswahili	0	3	19	6	0	0	28
English	0	0	0	26	2	0	28
Life skills	0	0	0	26	2	0	28
Psychology	1	5	13	8	1	0	28
Research	4	8	10	5	1	0	28
Education	3	15	8	2	0	0	28
Syllabus analysis	1	4	14	8	1	0	28
Total	20	60	89	98	12	2	280
Percentage	7.1	21.5	31.8	35	3.9	0.7	100.0

Table 13 Kilimanjaro Region Results of the First Batch B/C–A Module (June–Dec. 2003)

District Name	Examination Grades						
	A	B	C	D	F	NI	Total
Mwanga	0	30	36	0	0		66
Rombo	0	1	43	0	0		44
Same	0	8	31	0	0		39
Hai	0	5	44	0	0		49
Moshi Municipality	0	14	7	0	0		21
Moshi Vijijini	0	2	25	0	0	1	28
Total	0	59	186	0	0	1	246
Percentage	0	23.9	75.7	0	0	0.4	100

Annex 9

Description of B/C–A Teacher Upgrading Programme

The Teacher upgrading from B/C to A programme was initiated by the Ministry of Education and Culture through in 2001 under the Department of Teacher Education. Its objectives are two fold. First, it seeks to upgrade grade B/C teachers academically and professionally to grade A without having to achieve an O-level certificate first. Second, it is to enable primary school teachers to use participatory methods during teaching so as to improve the learning process. It involves the studying of modules, which are prepared in Kiswahili except for the English subject.

The curriculum comprises subjects, which cater for the academic and pedagogic components of the programme. The subjects include English, Kiswahili, Social studies, Vocational or life skills, Mathematics, Civics; Curriculum and Teaching, Research Measurements and evaluation; Educational foundation; Science and Psychology and Counselling and Block Teaching practice.

The B/C–A programme in its present form is a three year course delivered through distance method sandwiched with six weeks of face to face tuition during the holidays but spaced throughout the three year period that is to say one week every holidays. The B/C–A programme is an improved version of previous initiatives including the District Based Support to Primary Education modules and the study units developed for the DISTED programme.

The B/C–A teacher upgrading programme operates within a decentralized structure.

At the headquarters is the Department of Teacher Education, which is responsible for:

- Issuing directives
- The zonal TTC

Responsible for receiving instructional materials and distributing them to the DEOs or to students directly during the first face to face sessions.

The B/C to A Curriculum

The B/C–A three year course programme is expected to produce professional teachers to the equivalent of the normal professional grade A teachers. The B/C–A course programme is a combination of both academic and professional component of the O-level curriculum and the professional grade A curriculum. According to the B/C–A course programme a grade B/C teacher student does not need to attain O-level qualifications first before starting the grade A professional training. As an evolving process the module programme can be perceived to take the DISTED Project two steps ahead. First, it addresses the issue of the medium of instruction for the upgrading B/C–A teachers and second, it addresses the problem of having to have O-level qualifications before a teacher student can be a professional grade A teacher. These are crucial decisions, which are likely to affect the lives and aspirations of stakeholders. The module programme aims at producing teachers equivalent to normal professional Grade A ones. This evaluation is interested in the word “equivalence”. The Oxford Advanced Learner’s Dictionary of Current English (Cowie, 1989 p. 486) defines the word equivalent as “equal in value, amount, meaning, importance, etc”. That is, the things being compared are the same in terms of quality, value, amount, importance and meaning. Table E 16(a)–23 is an analysis of both professional curricula aimed to find out the amount (topics) of content from the TIE professional grade A curriculum that have been integrated into the B/C to A curriculum. Both curricula are gauged against the O-level Secondary Education Curriculum.

Due to time constraint only a few subjects (Basic Mathematics, Kiswahili and English) have been analysed. The out of stock units in the case of DISTED materials have rendered it difficult to make conclusive statements about the B/C – A and the O-level to A curricula. The three subjects mentioned above are analysed below:

Kiswahili B/C to A has two units (Unit 1 and 2) [See Table E 16(a) and E 16(b)]

- Module I, which covers forms 1 and 2 has all the 8 topics from primary school Kiswahili syllabus.
- The module emphasizes teaching methods in all the 8 topics. The teaching methods have been done very well.
- A few topics (listening and speaking skills, reading skills dictations, composition, comprehension and Grammar, seem to have been taken from the professional grade A curriculum. In addition literature which is not in the professional grade A curriculum is integrated in the modules but just as an introductory level.

Module II has three main topics: The first four are in the last two in unit II.

(i). Ufahamu (Comprehension), (ii). Sarufi (Grammar) and (iii) Fasihi (Literature). The amount of content of the professional grade A curriculum, which is integrated into the B/C – A module is largely an introductory text equivalent to form one level. The same is true of Grammar and Literature, which actually mirror an introductory knowledge equivalent to form one level of oral and written literature. These topics have a heavy dose of teaching methods in the B/C to A module. The remaining 17 other topics are not integrated into the B/C – A Modules. On the other hand there is a perfect match between the DISTED Kiswahili topics with those of TIE O-level curriculum.

- English [See Table E 17(a) and E 17(b)]

As far as English is concerned of the 18 topics for the TIE professional grade A English syllabus only three of them are integrated into the B/c to a Modules. These fall under subject content teaching. The language skills are listening, speaking, reading and writing, teaching structure and selected topics from primary school English syllabus. These topics are well covered in the Modules with a heavy dose of teaching methods and strategies. Topics, which fall under General Methods of teaching English, are not dealt with in the B/C to A modules.

When the DISTED units topics are compared to the TIE O-level English topics one finds that most of them (75%) are found in both curricula. The ones, which do not appear in the DISTED units are those demanding speaking skills, extensive reading and writing skills at forms I and II levels, extensive reading at form III and aural comprehension at form IV level. It is rather unique in the case of the DISTED unit that extensive reading starts at form II while it should be at form III and IV. It could be assumed that the listening and speaking skills and extensive reading, which involves using simple readers are not easy to be learned through distance mode.

- Mathematics (Histabati) [See Table E 18(a) and E 18(b)]

The current TIE grade A Mathematics curriculum has 22 topics. Out of these 22 topics only 9 are integrated in to the B/C to A modules. The other topics fall under General Methods of teaching Mathematics. Those which appear in the B/C to A modules are based on the primary school academic syllabus. Again the thrust is on methods. Comparing the topics with the O-level Mathematics topics they almost concur except for profit and loss and Algebraic Expressions and Equations in stage I topics and linear programming in stage II. Since unit 5 of stage I and unit 5 of stage II were out of stock at the time of analysis it can be assumed that the two topics could be in the two out of stock units otherwise there would be a perfect match between those of TIE O-level and those of the DISTED units.

Comments on Module programme

The decision of the MOEC to design a Swahili version of the pilot programme after the test period was precisely geared towards finding a solution to the language problem. However, in reviewing the modules and its objectives there are a few concerns which need to be addressed.

- i) The time, which teacher students spend on task is rather limited. Apart from the medium of instruction one of the factors mitigating the success of the pilot project is the time factor. Interviews with teacher students, who have completed the course and those still pursuing the course talk of very limited time. The time for full time students to complete the O-level curriculum is four years with each subject having a full time teacher interacting with students. The time required to cover the O-level curriculum for a full time worker by distance is twice that of a full time student. But when it comes to the B/C teachers society wants them to do miracles in less than two years. What they actually cover in that period of two years is a quarter or at best a third of the curriculum and they should not be expected to perform better than what they have done so far because only about a third of any one group of B/C teachers, who sit for the O-level passes the examination. One should take note of the fact that the B/C teacher students pay for facilitation and would not like to pay very much and so attempt the O-level examinations even before they are ready for them.
- ii) The second critical point is that facilitators matter a lot. TRCs which managed to use secondary school teachers to facilitate the training of the O-level candidates get better results than tutors from TTCs, whose area of expertise is the professional rather than the academic compones or form 6 leavers, who are not yet experienced as facilitators.
- iii) The modules version claim to combine both academic and professional aspects leading to grade A equivalent. The O-level academic content is either inadequate or lacking in almost all subjects. Even in terms of methods the Maths Module is based on primary school Maths syllabus, but not on secondary education and not as methods either.
- iv) The modules are not prepared to serve the needs of a distance learner. The icons are missing in every subject. The text is more or less like that of textbooks. The text does not communicate with the distance learner and the distance learner does not have many exercises as it is demonstrated in the case with DISTED materials.
- v) There is a conflict, which needs to be resolved early. It relates to the minimum level of passing the B/C – A examinations, which are set and marked by MOEC staff. According to the teacher student guidelines (2003, p.4) a teacher student has to attain a minimum of an average of overall performance of 40 per cent to be recognized as grade A teacher. Continuous assessment comprises 50 per cent of the total points and the final examinations account for the remaining 50 per cent. As far as continuous assessment is concerned test and exercises accounts for 20 per cent of the marks while block teaching practice accounts for 30 per cent. The teaching practice takes four weeks every year for three years. On the other hand education circular No. 10 of 2002 require teacher students to pass at the level of 61 per cent (grade B) for each subject examination in order to be recognized as grade A teacher (ED/OK/C.2/4/III/12 of April 10, 2001).

One member of the evaluation Team interviewed a high ranking MOEC official on the issue, who was unaware of it but promised to examine it and review it if need be. It should be noted that circulars are more authentic documents than teacher student guidelines and so the earlier the conflict is resolved the better. Tutors were hardly aware of the circular, which was already three years old. The fact that tutors were unaware of the circular raises concerns about effective horizontal and vertical communication. The circular was addressed to Regional Administrative Supervisors and Principals of Colleges and

copied to Chief Zonal School Inspectors instead of addressing them to the Principals and REOs, and copied to school inspectors and DEOs.

Grade A Versus B/C–A Curriculum [See Table E 19(a) and E 19(b)]

The O-level to professional grade A curriculum was gauged against the B/C to A curriculum in the science subject. The results show that out of the 41 topics of the professional Grade A topics only 18 of them (44 per cent) are found in both curricula. The topics not covered in the B/C to A curriculum include: General methods of teaching, analysis of science curriculum, science subject content, methods and principles of science teaching, preparations for teaching and evaluation. It appears that the exclusion of these topics from the B/C – A Modules undermines the grade A equivalence. In foundations of Education out of 32 topics 21 of them are found in both curricula. The B/C module fall short of the professional Grade A topics by 34.4 per cent. As Foundations of Education is concerned the missing topics are community education, organizational structure of education from ward to national level, adult Education and objectives of teacher education on rights and responsibilities of teachers.

Educational Psychology [See Table E 20]

In Educational Psychology there is almost a perfect match between topics in the TIE psychology and counseling with those of the B/C to A modules. The only topic which is not in the B/C – A modules is the one concerning children with special needs.

Geography and History [See Tables E 21 and E 22]

Geography and History are separate subjects in the case of the DISTED units but in the case of the B/C to A Module they are combined to form what is termed “Maarifa ya Jamii” (social studies); so they cannot be compared with the B/C modules. They can however each be compared to their respective O-level curricula. Taking the History subject, for example, out of the 50 topics of the O-level curriculum only 10 (20%) topics are not found in the DISTED units. But unit 5 and 6 of stage I were out of stock during the analysis. It could be assumed that the missing topics could be in the said out of stock units. As for Geography is concerned only one topic out of the 28 O-level topics is not included in the DISTED Units. It is the topic on settlements, which is an important one in Tanzanian context and should have been included.

Syllabus Analysis B/C–A in four Subjects [See Table 23]

Finally four subjects (Social studies, Kiswahili, English and Mathematics) of the B/C–A modules were evaluated on 9 aspects – (i) Whether the objectives are clearly stated, (ii) sequencing of topics, (iii) suggested teaching and learning strategies, (iv) teaching aids suggested, (v) assessment of skills being imparted, (vi) relevance and familiar examples given (vii) child friendly approaches and (ix) social and practical skills being imparted. In all the modules the above aspects are very well demonstrated; one of the cross-cutting issues the HIV/AIDS has a single unit, which is well illustrated.

The B/C–A to O-level curricula Match [See Table 24]

To gauge the Match between the O-level curriculum with that of the B/C–A Modules the list of O-level topics were juxtaposed with the B/C module topics. Table 24 demonstrates how the module has not incorporated the O-level curriculum topics.

In summary it seems that the B/C–A to equivalence The B/C–A curriculum needs to be reviewed and beefed up if it is to reflect the O-level equivalence.

The B/C–A, three year course programme is expected to produce professional teachers to the equivalent of the normal professional grade A teachers. The B/C–A course programme is a combination of both academic and professional component of the O-level curriculum and the professional grade A curriculum. According to the B/C–A course programme a grade B/C teacher student does not need

to attain O-level qualifications first before starting the grade A professional training. Table 16 is an analysis of both professional curricula aimed to find out the amount of the content that has been integrated into the B/C to A modules from the professional grade A TIE curriculum. Both curricula are gauged against the O-level curriculum.

Due to time constraint only a few subjects (Basic Mathematics, Kiswahili and English) have been analysed. The out of stock units in the case of DISTED materials has rendered it difficult to make conclusive statements about the B/C–A and the O-level to A curricula. The three subjects mentioned above are analysed below:

Kiswahili B/C to A has two units (Unit 1 and 2)

- Module I, which covers forms 1 and 2 has all the 8 topics from primary school Kiswahili syllabus.
- The module emphasizes teaching methods in all the 8 topics and, which has been done very well.
- No topic seems to have been taken from the grade A professional syllabus.

Module II has three main topics:

(i). Ufahamu (Comprehension), (ii). Sarufi (Grammar) and (iii) Fasihi (Literature). The amount of content of the professional grade A curriculum, which is integrated into the module is largely an introductory text equivalent to form one level. The same is true of Grammar and Literature, which actually mirror an introductory knowledge equivalent to form one level of oral and written literature. These topics have a heavy dose of teaching methods.

Table 16: O-Level Results (Csee) 2001 And 2002* P 0660 Centre – Morogoro Zonal Ttc

S/N	Subjects	Level of Achievement					No. of Participants	Absentees	Registered No.
		A	B	C	D	F			
1	Civics		1	7	41	164	213	20	233
2	History		2	16	73	195	286	28	314
3	Geography		3	23	81	193	300	22	322
4	Bible Know.			4	11	14	29	19	48
5	Islamic				1	14	15	4	19
6	Kiswahili	2	12	36	109	95	254	15	269
7	English		2	24	98	178	302	20	322
8	French				1		1		1
9	Lit. English				1		1	12	13
10	Physics			1	2	7	10	3	13
11	Chemistry		1	3	4	4	12		12
12	Biology			1	4	41	46	1	47
13	Basic Maths			1	10	139	150	23	173
14	Add. Maths				3		3		3
15	Commerce		1	2	9	21	33	10	43

16	Bk/Keeping					25	25	10	35
	Total	2	22	118	448	1090	1680	187	1867
	Percentage	0.1	1.3	7.0	26.7	64.9	100.0	26	241
	Comparable Figures for 2002*	0	3	9	28	175	215	26	241
		0	1.4	4.2	13.0	81.4		10.8	

The Strengths of the Kiswahili Version of the DISTED

- The modular strategy is written in Kiswahili thus solving to some extent the problem of understanding text due poor understanding of English;
- using the Kiswahili self-instructional modules developed by the Ministry of Education and Culture grade B/C teachers can be upgraded direct to professional grade A equivalent without having to have O-level qualifications first before attempting professional grade A course programme;
- many B/C teachers, especially the older ones like it very much as they do not have to struggle with English in studying subjects other than English;
- the programme has a definite time frame during which all grade B/C teachers will have acquired the professional grade A equivalent qualifications;
- the materials are well written and easily readable;
- the B/C teachers use the new knowledge, skills and strategies in the classroom as soon as they acquire them;
- the cover design is of good quality; well designed, impressive and attractive;
- the modules are well enriched with methods of teaching specific subjects
- provides guidelines from the teacher students;
- provide guidelines for leadership at all levels.

Opportunities:

- In the final analysis the grade B/C teachers will be designated professional Grade A equivalent for those, who will pass the examinations including the continuous assessments tests and examinations.

Weaknesses of the Kiswahili Module Programme

- There are no mechanism concretely laid down at the school, or Ward level to provide support services to the teachers as some of them may not have read anything outside their teaching subject for over 20 years;
- It has a time frame (3 years) within which every B/C teacher must acquire professional grade A equivalent qualifications while teacher students are hardly given time to study except during the face to face session. This exerts unnecessary pressure on the teacher students because distance learning is of necessity flexible as it is not like residentially based learning. The majority of villages do not have electricity and so teacher students have difficult reading environments which need to be taken into consideration;

- it confines the newly trained professional grade A equivalent teachers to the profession and does not open up avenues for their self-advancement as they do not have O-level qualifications, which constitute the basis for joining forms five and six, to a diploma and first degree. It is a dead end programme;
- failure to adhere to action plans say due to late disbursement of funds is likely to delay implementation like in the case of Mtwara, whereby 536 teachers instead of 1000 started the course due to lack of materials;
- the materials are distributed once to everybody during the first face to face sessions when the enrollees are oriented on how to use the course materials;
- the face to face duration of one week per term is considered to be inadequate especially to teachers in remote areas who have had no rigorous reading for the last 20 years; and that the subject/topics have been prepared by people with high level of technical expertise and so one needs to be assisted through tuition;
- the materials are not prepared to meet the needs of a distance learner especially of the academic level of a standard seven leaver. They are prepared like other texts materials and there is little communication with the learner;
- the possibility of getting the reference materials referred to in the Modules is next to impossible especially by teacher students living in small towns and in the remote villages, where a library is unknown. The references referred to in the modules could be purchased by the Ministry and be sent to the TRCs where teacher students can read them there or borrow them for use, while they are at the school level;
- there is an implicit assumption that all teacher students have aptitudes for all subjects including Mathematics and the Sciences, which is not always the case;
- the high quality of the Kiswahili version especially of the covers of the Pilot programme is unnecessary as it is a programme designed for a short period when it finishes its functions;
- the modules do not have glossary except the teacher student guide for the technical terms or difficult words used;
- the quality of the covers of the modules is unnecessarily high given the fact that the modules are meant to be used for a very short period of time after which the programme is scrapped;
- inadequate testing as there are few exercises. Some topics, for example in English topic 2 unit 2 has only one exercise. It should be noted that distance learners communicate with tutors through feedback on exercise so, when the exercises are too few it implies that communication with tutors is limited;
- some important topics like curriculum and General Methods in the Grade A syllabus are missing in the modules;
- the idea of “Grade A Equivalent” does not seem to feature strongly in the modules especially the O-level content and there is need to review the modules if Grade A Equivalence is to be attained;
- the Modules are unedited;

- English teaching in primary schools will continue to be problematic because the teacher students learn the primary school English and how to teach it; but do not master the O-level English required of them. One learns the methods once one has mastered the content;
- the study duration is governed by the period of availability of PEDP funds rather than by tested time through pilot.

Threats to Module Programme

- The high level of achievement requirement, at grade B or 61 per cent for the B/c teacher students in order to be considered to have passed may throw out over 50 per cent of the teacher students, which is likely to raise problems since it is not part of the contract between the teacher and the employer. Teachers Union may resist teachers being pushed out of their jobs because of failure to attain 61 per cent in their examinations;
- the B/C–A programme is not yet accredited and so B/C teachers do not know whether or not it will be recognized especially when the content falls far short of the O-level requirements;
- the modules are being implemented full fledged even though they have not been pilot tested and amendments effected before being accredited and is being implemented throughout the country. Some deficiencies are already evident from the analysis of the B/C–A; B/C to O-level to A and the O-level curricula, which raise some concerns;
- it is a dead end programme and can hardly compete in a free market as nobody would like to pursue a programme that does not open up new avenues for self-advancement.

Table E 16(a) The Match of Kiswahili Topics in the Current T.I.E. grade A Syllabus Versus B/C–A Modules**Subject: Kiswahili**

Topic	Mbinu za Kufundishia Kiswahili (Kiswahili teaching methods and strategies)		Uchambuzi wa vifaa vya mtaala (Analysis of Curriculum)	Maandalizi ya kufundishia somo la Kiswahili (Preparations for teaching Kiswahili Subject)				Zana za kufundishia na kujifunzia (Teaching and Learning Materials)
Sub-Topic	Misingi ya Kufundishia Kiswahili (Basics of teaching Kiswahili)	Mbinu anuai za kufundisha Kiswahili (Methods and strategies)	Aina za vifaa vya mtaala wa somo la Kiswahili (types of curriculum materials)	Uchambuzi wa muhtasari (Curriculum analysis)	Azimio la kazi somo la Kiswahili (Scheme of work)	Andalio la somo (Lesson preparation)	Shajara ya somo (Subject logbook)	Dhana ya zana za kufundishia Kiswahili (The concept of teaching materials)
Grade B/C-A Modules	☐	☐	☐	☐	☐	☐	☐	☐

Topic	Zana za kufundishia na kujifunzia			Maudhui na ufundishaji wake					
Sub-Topic	Utayarishaji wa zana (Preparation of teaching Aids)	Matumizi ya zana (Utilization of teaching aids)	Utunzaji wa zana (Preseving teaching aids)	Stadi za kusikiliza na kuzungumza (Listening and speaking skills)	Stadi za kusoma (Reading Skills)	Imla (Dictations)	Utungaji (Composition)	Ufahamu (Comprehension)	Sarufi (Grammar)
Grade B/C-A Modules	☐	☐	☐	☒	☒	☒	☒	☒	☒

Topic	Upimaji wa somo la Kiswahili						
Sub-Topic	Maana na dhima ya upimaji wa somo la Kiswahili (Meaning of measurement in Kiswahili)	Aina za Maswali ya Upimaji (Measurements questions)	Jedwali la Kutahinia (Table of specification)	Kutunga maswali ya zoezi, jaribio na mtihani (Designing test/exam question)	Usahihishaji (Marking)	Matumizi ya alama za mazoezi majaribio na mitihani (Use of marking symbols)	
Grade B/C-A Modules	☐	☐	☐	☐	☐	☐	☐

☒ - The topics under "Maudhui Na Ufundishaji Wake" are the only sub-topics which have been integrated in the B/C-A Modules. They are also accompanied with sufficient teaching strategies.

☐ - These Topics falling under General methods of teaching Kiswahili have not been integrated into the modules.

Table E 16(b) The Match Between Kiswahili Topics in the Current T.I.E. O-Level Syllabus and the B/C–O-level Units (DISTED) Project).**Subject: Kiswahili**

S T A G E I	F O R M I	Topic	Lugha (Language)	Fasihi (Literature)	Sarufi (Grammar)	Ufahamu (Comprehension)	Utungaji (Composition)	Utumizi wa lugha (Language Use)	Remarks
		B/C – O-level Units	☐	☐	☐	☐	☐	☐	
	F O R M II	Topics	Lugha (Language)	Fasihi (Literature)	Ufafanuzi wa kila aina ya neni (Word classes)	Ufahamu (Comprehension)	Utungaji (Composition)	Utumizi wa Lugha (Language Use)	Remarks
		B/C – O-level	☐	☐	☐	☐	☐	☐	

S T A G E II	F O R M III	Topic	Fasihi (Literature)	Uhakiki (Analysis)	Fasihi Simulizi (Oral literature)	Fasihi Andishi (Written Literature)	Sarufi (Grammar)	Ufahamu (Comprehension)	Utungaji (Composition)	Utumizi wa Lugha (Language Use)	Historia ya Kiswahili (The History of Kiswahili)	Remarks
		B/C- O-level	☐	☐	☐	☐	☐	☐	☐	☐	☐	

S T A G E II	F O R M IV	Topic	Fasihi (Literature)	Sarufi (Grammar)	Ufahamu (Comprehension)	Utungaji (Composition)	Utumizi wa lugha (Language Use)	Historia ya Kiswahili (The History of Kiswahili)	Remarks
		B/C- O-level	☐	☐	☐	☐	☐	☐	

Kiswahili

All topics from the T.I.E. Kiswahili curriculum have been well integrated in the 23 units of both stages of Kiswahili subject prepared by MOEC for the DISTED Project. That is all the topics in the TIE curriculum have been integrated in the available units.

Table E 17(a) The Match of English Topics in the Current T.I.E grade A syllabus Versus B/C–A Modules**Subject: English**

MAIN TOPIC	METHODS AND PRINCIPLES OF ENGLISH LANGUAGE TEACHING				2. ANALYSIS OF CURRICULUM MATERIALS		3. PREPARATION FOR TEACHING
Sub-Topic	The two general teaching/learning methods	Participatory Teaching/Learning Methods	Non – Preparatory teaching methods	Principles of teaching/learning English as 2 nd language	Curriculum materials	Analysis of curriculum materials	Analysis and use of the syllabus
Grade B/C - A Modules	☐	☐	☐	☐	☐	☐	☐
Main Topic	PREPARATION FOR TEACHING (COUT)		4. TEACHING AIDS		5. SUBJECT CONTENT TEACHING		
Sub-Topic	Scheme of work lesson plan and lesson notes	Subject logbook	Meaning of teaching Aids	Preparation and use of Teaching aids	Four language skills Listening, Speaking Reading, Writings	Teaching a structure lesson	Selected topics from the primary school syllabus
Grade B/C - A Modules	☐	☐	☐	☐	☐	☐	☐
Main Topic	6. MEASUREMENT AND EVALUATION OF LEARNING						
Sub Topic	Designing language Tests	Coverage and Distribution of Test Items	Examination/Test Formats	Marking Consolidation Interpretation of Test Scores			
Grade B/C - A Modules	☐	☐	☐	☐			

☐ - Only 3 topics from C/B-A modules are found in the current English syllabus of grade A. But every topic has well illustrated explanations on teaching strategies/methods.

☐ - These topics, which fall under this “General Methods of Teaching English which are in the Grade A TIE syllabus are not dealt with in the B/C to A Modules.

Table E 17(b) The Match Between Topics in the Current O-level T.I.E English syllabus and the B/C to O-Level Units (DISTED Project)

Subject: English

Topics			Structure								Listening		Speaking			Reading			Writing			
S T A G E I	F O R M I	Sub-Topic	Types of sentences	Classification of words	Present Tense	Simple Past Tense	Future Time	Modal Auxiliaries	Comparatives and superlatives	Pre positions	Sound Discrimination	Aural comprehension	Sounds	Intonation and Tone	Stress	Reading for comprehension	Extensive Reading	Reference skills	Writing			
		B/C-O-level									☐	☐	☐	☐	☐		☐	☐	☐			
Topics			Structure									Listening		Speaking				Reading			Writing	
S T A G E I	F O R M II	S. Topic	Present Perfect	Past Perfect Tense	Passive	Coordinators	Relative Pronouns why who	Result clauses so that	Comparisons	Purpose clauses	Conditionals 1 & 2	Direct and Indirect speech	Listening for specific information	Listening for General Information	Sound Discrimination	Tone	Contracted forms	Stress	Reading for comprehension	Extensive Reading	Class Library	Expanding an outline
									☐				☐	☐	☐	☐	☐	☐		☐	☐	☐
Topics			Structure								Speaking				Reading			Writing				
S T A G E II	F O R M III	S. Topic	Word Building	Concession	Prepositions	Auxiliary verbs	Continuous Tenses	Future Tenses	Sequence Markers	Conditional sentence	Interviews	Apology	Arguments	The telephone	Reading for comprehension	Reading programme	Extensive Reading	Letters and cards	Descriptions	Advertisements menus recipes	Creative writing	
																		☐				
Topics			Structure								Listening	Speaking			Reading			Writing				
S T A G E II	F O R M IV	Sub-Topics	Mass Nouns & modifier	Expressing reasons	Relative clauses	Concessions	Multi words verbs	Transitive & Intransitive verbs	Habitual Past	Inversions	Aural comprehension	Debates	Interview	Instructions	Reading for comprehension	The reading programme	Extensive reading	Business & official letters	Arguments	Reports	Minutes of a meeting	
												☐										

Table E 18(a) The Match Between Topics in the current TIE Basic Mathematics O-Level syllabus and the B/C to O-level Units (DISTED)**Subject: Basic Mathematics**

S T A G E I	F O R M I	Topics	No.	Fractions Decimals and %	Units	Approxim ations	Geometry	Algebra	Statistics	Coordinate Geometry	Ratios: Profit & Loss	Real Numbers	Perimeter & Areas	Vol.
		B/C O- level Units												
	F O R M II	Topics	Algebraic Expressions & Equations	Exponents and Radicals	Quadratic Equations	Logarithms	Congruence and Similarity	Transformations	Pythagoras Theorem	Trigonometrical Ration	Sets	Statistics		
		B/C O- level Units												
S T A G E II	F O R M III	Topic	Relations	Functions	Rate and Variatio ns	Statistics	Kinematics	Sequence s and Series	Circles	Spheres	Remarks			
		B/C O- level Units												
	F O R M IV	Topic	Coordinate Geometry	Areas and Volumes	Probability	Trigonometry	Vectors	Three Dimensional Geometry	Matrices and Transformations	Linear Programming				
		B/C O- level Units												

Basic mathematics; The topics marked X may probably be in Unit 5 Stage I or Unit 5 in stage II or in both. The two units were out of stock at the time of compiling the data.

Table E 18(b) The Match of Mathematics Topics in the current TIE grade A syllabus Versus B/C–A Modules**Subject: Hisabati**

Topic	1 Mbinu za kufundishia Hisabati (Methods of teaching Maths)		1. Uchambuzi Wa Vifaa Vya Mtaala Wa Somo La Hisabati (Analysis of Maths Curriculum Materials)			2. Maandalizi Ya Kufundisha Hisabati (Preparation for Teaching Maths)		3. Zana Za Kufundishia Hisabati (Teaching Aids)		
Sub-Topic	Aina za mbinu (Types of Methods)	Matumizi ya mbinu (Utilization of methods)	Muhtasari wa Hisabati (Maths Syllabus)	Vitabu vya kiada vya Hisabati (Maths Text Books)	Viongozi vya mwalimu vya somo la hisabati. (Maths Teachers guides)	Azimio la Kazi kwa somo la Hisabati (Scheme of work-Maths)	Andalio la somo (Lesson plan)	Vifaa mbadala (Alternative materials)	Ubunifu wa utengenezaji zana (Improving teaching aids)	Vifaa kutokana na mazingira (Materials from the environment)
Grade A Module	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Topic	5. Maudhui Na Ufundishaji Wake (Subject content Teaching)									
Sub-Topic	Namba (Number)	Sehemu (Fraction)	Desimali (Decimals)	Asilimia (Percentages)	Algebra (Algebra)	Vipimo (Measurement s)	Jometri (Geometry)	Takimu (Statistics)	Majira ya nukta (Coordinate of a point)	Hesabu za fedha (Business Maths)
Grade A Module	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Topic	6. Upimaji (Measurements)									
Sub-Topic	Mazoezi ya darasani (Classroom exercises)		Majaribio na Mitihani (Tests and Examinations)							
Grade A Module	☐		☐							

☐ - Academic topics based on Pr. School Syllabus – There are some Methods/Strategies on how to teach the topics but not all the topics.

☐ - These missing topics fall under the “General methods of Teaching Mathematics” in primary schools. They are found in the Grade A syllabus but not in the B/C – A modules.

Table E 19(a) The Match of Science Topics in the Current TIE Grade A Syllabus Versus B/C–A Modules

Subject: Sayansi

Topic	Njia za kufundisha (Teaching Methods)				Uchanmbuzi wa zana za kufundisha (Analysis of teaching aids.		Maudhui ya Somo (Subject content)			Mbinu na taratibu za kisayansi (Methods and principles of science)		
Sub-Topic	Aina za njia za kufunishia (Types of Teaching Strategies)	Sifa za kila njia ya kufundishia (Characteristics of teaching strategies)	Mbinu katika ufundishaji (Methods and strategies in teaching)	Uainishaji wa njia za ufundishaji (Analysis of teaching methods)	Maana ya Mtaala (Meaning of syllabus)	Sifa na zana za Mitaala (Characteristics of Curriculum Materials)	Afya na njia za kujikinga na magonjwa (Health and ways of prevention against diseases)	Mwili wa binadamu (Human Body)	Magonjwa (Deseases)	Udadisi (Enquiry)		
Gr. B/C-A Modules	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐		
Topic	Mbinu na taratibu za Kisayansi (Methods and principles of Science)		Mazingira Yetu (Our Environment)				Nishati, Mashine na Kazi (Energy, Machine and Work)			Viumbe Hai (Living organisms)		
Sub-Topic	Majadiliano (Discussion)	Uchunguzi wa Kisayansi (Scientific observation)	Hewa (Air)	Maji (Water)	Mali Asili (Natural resources)	Mabadiliko katika mazingira (Changes in the environment)	Nishati (Energy)	Mashine (Machine)	Kazi (Work)	Sifa za viumbe hai (Characteristics of living organisms)	Lishe (Nutrition)	Usafirishaji (Transportation)
Gr. B/C-A Modules	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Topic	Uthibiti na Uratibu (Control and coordination)				Urekebishaji Katika Viumbe Hai (Adaptation to environments by living organisms)					Maandalizi ya Kufundisha (Teaching Preparation)		
Sub-Topic	Nyanja za uthibiti na Utaratibu (Dimensions of control and coordination)	Mfumo wa fahamu (Sensory system)	Mfumo wa homoni (Pituitary system)	Mwitikio katika mimea (Plant responsive-ness)	Umuhimu wa urekebishaji (Importance of adaptation)	Utoaji taka mwili katika wanyama (Excretion system in animals)	Urekebishaji hali joto maji katika wanyama	Utoaji taka mwilini kwa mimea (Excretion system in plants)	Uzazi (Reproduction)	Maandalizi ya somo (Lesson preparation)	Andalio somo la sayansi (Lesson plan for science subject)	

Gr. B/C-A Modules												
Topic	Maandalizi ya kufundisha (Preparation to teaching)		Vifaa na Zana za Kufundishia (Teaching Aids and Materials)				Tahmini (Evaluation)					
Sub-Topic	Azimio la kazi la somo la Sayansi (Scheme of work for science subject)		Jina na mada husika (name/title of a given topic)	Jinsi ya kupata zana (Preparation of teaching aids)	Utayarishaji wa zana (Preparations of Teaching Aids)	Utengenezaji wa zana (Marking of Teaching aids)	Tathmini ni nini? (What is evaluation?)	Tathmini ifanyike lini? (When to Evaluate?)	Tathmini ya nini? (Evaluation what for?)	Remarks		
Gr. B/C-A Modules												

Table E 19(b) Topics in the Current T.I.E. Foundations of Education Grade A Syllabus Versus B/C–A Modules

Subject: Misingi ya Elimu (Foundations of Education)

Topic	Elimu (Education)				Falsafa Ya Elimu (Philosophy of Education)			Elimu ya Jamii (Sociology of Education)		
Sub-Topic	Dhana ya Elimu (Concept of Education)	Madhumuni ya Elimu Tanzania (Aims and objectives of Ed. in Tanzania)	Aina za Elimu (Types of Ed.)	Historia ya Elimu Tanzania (The history of Ed. in Tanzania)	Dhana ya Falsafa ya Elimu (The concept of philosophy of Ed.)	Dhima ya Falsafa ya Elimu (The theme of philosophy of Education)	Mitazamo ya wanafalsafa wa Elimu (Philosophical Thoughts & perspectives of Ed)	Dhana ya Elimu na Jamii (The concept sociology of Ed.)	Mtambuliko katika jamii	Uchopekaji wa masuala ya mtambulio latika masomo ya msingi.
Grade IIIA Module										
Topic	Elimu na jamii (Ed. and Com-munity)	Muundo na Uongozi wa Elimu Tanzania (Organizational structure of Educational Administration in Tanzania)								

Sub-Topic	Elimu ya maadili (Code of conduct Education)	Muundo na uongozi wa elimu ngazi ya Taifa (Organizational structure Educational Administration at National level)	Uongozi wa elimu ngazi ya mkoa (Educational Administration Regional Level)	Uongozi wa Elimu: Ngazi ya Wilaya ((Educational Administration at District Level)	Uongozi wa Elimu: ngazi ya Kata (Educational Administration at Ward Level)	Uongozi wa Elimu: Ngazi ya Shule (Educational Administration at School Level)	Uongozi na uendeshaji shule za msingi (Administration & Management of primary schools)	Majukumu ya Kiongozi wa shule za msingi (Heads Primary school Responsibilities)	Shule Fanisi (Effective schools)	
	☐	☐	☐	☐	☐	☒	☒	☒	☐	
Topic	Taaluma ya Ualimu (Teacher Education)				Elimu ya Watu Wazima (Adult Education)			Elimu ya Awali (Pre-school Education)		
Sub-Topic	Dhana ya ualimu (The concept of teaching)	Malengo ya mafunzo ya ualimu haki na wajibu wa mwalimu (Objectives of teacher education on rights and responsibilities of teachers)	Haki na wajibu wa mwalimu (Rights and responsibilities of Teacher)	Vyombo vinavyosimamia haki na wajibu wa mwalimu (Organs responsible for teachers' rights and responsibilities)	Dhana ya elimu ya watu wazima (Concept of Adult Education)	Malengo ya elimu ya watu wazima (Objectives of Adult Education)	Utekelezaji wa elimu ya watu wazima (Implementation of Adult Education)	Dhana ya elimu ya awali (The concept of pre-school education)	Malengo ya elimu ya awali (Objectives of preschool education)	Utekelezaji wa elimu ya awali (Implementation of the pre-school Ed.)
	☒	☐	☒	☒	☒	☐	☒	☒	☒	☒
Topic										
Sub-Topic	Dhama ya Elimu maalum (The concept of special Education)		Malengo ya Elimu maalum (Objectives of special Education)		Utekelezaji wa Elimu maalum (Implementation of special Education)		Maoni (Remarks)			
	☒		☒		☒					

Table E 20 The Matching of Topics in the TIE Psychology and counseling Grade – A Syllabus Versus B/C–A Modules**Subject: Saikolojia ya Elimu na Unasihi Grade A (Educational Psychology, Guidance and Counseling)**

Topic	Saikolojia (Psychology)			Saikolojia ya Elimu (Educational Psychology)		Makuzi na Ukuaji wa Mtoto (Child Growth and Development)						
Sub-Topic	Dhana ya saikolojia (The concept of Psychology)	Matawi ya saikolojia (Branches of Psychology)	Mbinu za kupata maarifa ya saikolojia (Methods of collecting information in Psychology)	Dhana ya saikolojia ya elimu (Concept of educational Psychology)	Matumizi ya saikolojia ya elimu (Functions of educational psychology)	Dhana ya makuzi (The concept of growth)	Aina za makuzi ya mtoto (Types of child upbringing)	Dhana ya ukuaji wa mtoto (The concept of child development)	Hatua za ukuajiji wa mtoto (Stage of child developm ent)	Mtoto kabla ya kuzaliwa (Prenatal child)	Vitoto vichanga (Infants)	
B/C-A	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Topic	Makuzi na Ukuaji wa Mtoto (Cont.)						Urithi na Mazingira ya Mtoto			Kujifunza		
Sub-Topic	Utoto kati ya miaka 2–5 (Childhood 2 –5 years)	Utoto kati ya miaka 6-11 (child hood from 6 – 11 years)	Ujana (Adolesce nce)	Ukuaji wa mtoto kiakili (Children mental growth)	Hisa ya akili (Intelligence quotient)	Kuvia kwa akili (Mental retardation)	Urithi wa kimaumbile (Biological heredity)	Maumbo yanayorithiwa (Features of heredity)	Mazingira (Environ- ment)	Dhana ya kujifunza (Concept of learning)	Nadharia za kujifunza (Theories of learning)	Aina za kujifunza (Types of learning)
B/C-A	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Topic	Kujifunza (Cont.)					Ushauri na Unasihi (Guidance and Counselling)						
Sub-Topic	Kukumbuka na kusahau (remembering & forgetting)	Watoto wenye mahitaji maalum (Special needs children)	Motisha (Motivations)	Vichocheo (Motives)	Unawilisho wa mafunzo (Transfer of learning)	Dhana ya ushauri na unasihi (The concept of guidance and counseling)	Umuhimu wa ushauri na unasihi (Importance of guidance and counseling)	Aina za ushauri (Types of guidance)	Mbinu za kunasihi (Counseling techniques)	Mambo ya kuzingatia katika kikao cha unasihi (Things to consider when counseling)		
B/C-A	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐		

Topic	Ushauri na Unasihi (Guidance and Counseling) [Cont.]				
Sub-Topic	Kunasihi katika mazingira ya Tanzania (Counseling in Tanzania)	Sifa za mnasihi (Characteristics of a good counselor)	Matatizo yanayohitaji ushauri nasaha shuleni (Problems which need guidance and counseling service in schools)	Maelezo (Remarks)	
B/C-A	☐	☐	☐		

All the topics have been well illustrated and are found in the syllabus for grade B/C - A – The Modules.

Saikolojia Na Unasihi

- Objectives are well stated both in the curriculum and in the modules.
- Classroom Interaction: Satisfactorily interactive
- Content: Sufficient with illustrative examples
- suitability to distance learners. Partly suitable: It lacks those communicative symbols for distance learning. Both are written like texts
- Gender Stereotype: Well indicated with specific HIV/AIDS module
- Illustrations are clear
- Examples (Relevance) clearly indicated and cited.

Table E 21 The Match Between History Topics in the Current TIE O-Level Syllabus and the B/C–O-level Units (DISTED).

Subject: History

Stage I	Form I	Topics	THE PEOPLE OF EAST AFRICA AND THEIR ENVIRONMENT				EXTERNAL CONTACTS	
		Sub-topic	Sources of History	Environment, Technology and Evolution of Man	Development of Economical Activities	Development of Political systems	Impact from the East	Impact from Europe
	B/C O-level Units							
Stage I	Form 1	Topics	EAST AFRICAN PEOPLE AND NEIGHBORS BY THE 1850'S			PRELUDE TO COLONIALISM IN EAST AFRICA		
		Sub-topic	Trade with Southern Africa	Trade with Central Africa	Trade with North, North East Africa & the Horn of Africa	Colonialism in East Africa	Remarks	
	B/C O-level Units							
Stage I	Form II	Topics	THE PEOPLE OF AFRICA: THEIR ENVIRONMENT AND TECHNOLOGICAL DEVELOPMENT				AFRICA AND THE EXTERNAL WORD	
		Sub-Topic	Industrial Development	Agriculture	Long distance Trade	Development of Centralized Political Systems.	Trans-Atlantic Triangular Trade	Transition to Industrial Capitalism
	B/C O-level Units							
Stage I	Form II	Topics						
		Sub-Topic	European Intrusion in South Africa		Prelude to Colonialism in Africa	Remarks		

Stage II	Form 1II	Topics	SOCIO ECONOMIC DEVELOPMENTS BEFORE COLONIAL RULE					ESTABLISHMENT OF COLONIAL RULE	
		S. Topic	Modes of production	Level of Economic development	Social and Political Organizations	Penetration of foreign Influence into the Interior	The rise of Imperialism	Scramble for partition of E. Africa	
		B/C O-level Units							
Stage II	Form 1II	Topics				COLONIAL ECONOMY AND SOCIAL SERVICES		NATIONALISM AND DECOLONISATION	
		Sub-Topic	Establishment of Colonial Political Control	Establishment of Political Administrative System	Colonial Economies	Social Services and Culture	Early Anti colonial Movements	Rise of Nationalism	
		B/C O-level Units							
Stage II	Form 1II	Topics							
		Sub-Topic	Economic Development	Social Services	Creation and Development of Military forces	Neo Colonialism: Problems of Development	Economic Cooperation in E. Africa	Remarks	
		B/C O-level Units							
Stage II	Form 1V	Topics	SOCIO ECONOMIC DEVELOPMENTS BEFORE COLONIAL RULE			COLONIAL ECONOMY AND SOCIAL SERVICES			NATIONALISM & DECOLONISATION
		Sub-Topic	Levels of Economic development	Setting Up Administrative Systems	Colonial Economy	Colonial Social Service and Culture	Crises in the capitalist system	Early Protest Movements	
		B/C O-level Units							

Stage II	Form 1V	Topics	INDEPENDENCE AND DEVELOPMENT					
		Sub-Topic	The Rise of nationalism	Conditions under which Independence was granted	Challenges in Political, Ideological Systems	Economic Development: Policy and Strategies	Social Services	Establishment of national Military forces
			🗑	🗑	🗑	🗑	🗑	🗑
Stage II	Form 1V	Topics	AFRICA IN INTERNATIONAL AFFAIRS					
		Sub-Topic	Problems of Development	African Cooperation	Africa International organizations and Movements	Remarks		
			🗑	🗑	🗑			

The following Units are out of stock

Stage One: (Units 5, 6) The topics indicated not included, may probably be in the out of stock units.

Table E 22 The Match Between Geography Topics in the Current T.I.E O-Level syllabus and the B/C–O-Level Units (DISTED)**Subject: Geography**

Stage I	Form I	Topic	Concept of Geography	The structure of Earth	Major features of Earth Surface	Weather and Climate	Map work	Remarks
		B/C – O-level	☐	☐	☐	☐	☐	
Stage I	Form II	Topic	Agriculture: Small scale and Large scale	Agriculture: Live stock Keeping	Water Management for Economic Development	Exploitation of Forest resources	Mining Industry	Manufacturing Industry
		B/C – O-level	☐	☐	☐	☐	☐	☐
Stage I	Form II	Topic	Tourism Industry	Exploitation of power & Energy Resources	Transport & Communications	Trade and commerce	Remarks	
		B/C – O-level	☐	☐	☐	☐		
Stage II	Form III	Topic	Structure of The Earth	Internal forces affecting Earth	External Forces Affecting Earth	Soils	Climate	Map Reading and topographic Map Interpretation
		B/C – O-level	☐	☐	☐	☐	☐	☐
Stage II	Form III	Topic	Photograph Reading and Interpretation	Application of Statistics	Remarks			
		B/C – O-level	☐	☐				
Stage II	Form IV	Topic	Elementary Survey & Map Making	Introduction to Research	Environmental issues and Management	Population	Settlement	Remarks
		B/C – O-level	☐	☐	☐	☐	☐	

Nearly all the topics are included in the B/C – O-level curriculum.

The topic on “settlement”, which is supposed to be in Stage II (Form III and IV) is not included in the DISTED Units

Table E 23 Syllabus/Analysis C/B –A In four Subjects

Subject	Clearly Stated Objectives	Logical Sequence of Topics	Suggested Teaching and Learning Strategies	Suggested Teaching and Learning Aids	Assessment and Evaluation Higher Vs low order skills	Relevant and familiar examples	Integration of cross cutting issues	Suggested child friendly Strategies	Social life and practical skills suggested
1. Maarifa ya Jamii	- General Objectives not shown at the beginning. - specific objectives in every topic are clearly stated/indicated	2. Properly Sequenced	1. Problem Solving 3. Question & Answers 4. Brain Storming 5. Field Trips 6. Discussions 7. Case Study 8. Role Play 9. Project 10. Invitation	1. Charts 2. Maps 3. Diagrams 4. Real Objects 5. Factories 6. TV, Video 7. Photographs 8. Models	Emphasis is on practicals rather than theory	- Courts of "Law" 5.23.2 - Selected past papers - Exam format - (keeping records)	- Aids/ HIV 5.5.1 - Gender segregation 5.2.1	Tutors' guidance and monitoring to various topics	- Fisheries - Farming - Business - Leadership -Entertainment (Artists)
2. Kiswahili	- Five General Objects at the beginning are stated clearly Pg. (vi) - Specific objectives in every topic are clearly shown	1. Proper flow from general strategies of teaching Kiswahili to Assessment and Evaluation as the last topic	1. Group discussion 2. Microteaching 3. Songs 4. Story telling 5. Demonstration (Maelezo)	1. Teachers' & pupils books 2. charts 3. primary school Kiswahili Syllabus 4. Posters 5. made/collected material (aids) 6. Tape recorder 7. News papers 8. Selected poetry	1. Oral/discussion Exercises 2. Project 3. Listing & mention various aspects	Selection of popular/community songs to teach reading skills	Gender issues 5.4.2.1	Tutors guidance and monitoring to various topics	1. Planning before doing 2. correct usage of listening & speaking skills

3. English	• Six general objectives at the beginning are stated clearly • Specific objectives in every topic clearly indicated	Proper sequence from topic no. 1 of methods to the last topic no. 6 of measurement evaluation	1. Mini Project/research 2. Presentations 3. Tutors' guidance to various topics	1. Samples of primary school examination questions 2. T/Books 3. Handouts 4. Models 5. Journals 6. Mimeos	1. Presentations 2. Low level of testing memory recall; comprehension eg. 5.2.8 - 1	Usage of genesis to teach relative pronouns	Gender issues considered 4.0.6	- Tutors guidance & direction to their students - Tutors follow up tutors own presentation to the students eg. 5.2.8 – 2,3	- Polite expressions on asking permissions 5.2.1 can Vs may - Communication through friendly & official letter writing
4. Hisabati	• 3 general objectives shown • Specific objectives in every subtopic are well elaborated, that is, they interpret clearly the general objectives	Proper flow of topics no. 1 being methods of teaching to the last one; Measurements	1. Brain storming drills 2. Role-Play 3. Group Discussions 4. Micro Teaching 5. Songs 6. Stories	1. Real objects (sand, water) 2. Abacus 3. Wall Chart 4. Slide Ruler 5. Charts 6. Cards 7. Ropes	Presentation of various statistics informations	1. Banking activities 2. Post-activities 3. Cash books	Nil	Tutor guidance and direction	"Fund management" Financial control on projects (miradi), Postage activities

Table 17

Period	Objective	Activities Accomplished	Constraints	Remarks
Jan-Dec. 1997	1. Review and develop self-instructional materials for distance education	1.1 20 teacher course writers and 6 editors were recruited 1.2 Course writers and editors were trained to write instructional materials 1.3 86 Units of self-instructional materials were completed awaiting editing.		
			Considerable delays of many activities due to failure to disburse funds. Activities rescheduled to 1998	
		4 project staff both at Morogoro and MOEC trained in computer work. 2 vehicles; for MOEC and one for Morogoro purchased 2 lap tops purchased 20 participants (Education Officers and Principals) oriented to Distance Education at TTC Morogoro Distance Education Secretary was trained.		
July 97-June 98	Improve the academic qualifications of B/C teachers which will help them to improve their professional standards for effective teaching/learning in primary schools		<u>Preamble</u> Why delays to the 3 rd quarter 1997 - Contract between the Donor and recipient not signed till February 1997. - Consultants did not appear until 3rd quarter 3rd & 4th quarters used for preparatory work.	General Objective
	2.1 Run workshops for staff and writers 2.2 Edit and type stage II course materials 2.3 To print stage II course materials 2.4 Advertising stage II 2.5 Write stage I materials 2.6 Edit stage I course materials 2.7 Pilot programme staff for lake zone to be trained 2.8 Register 1000 Teacher students for pilot at Morogoro for Eastern Zone 2.9 Purchase of vehicle	2.1 23 course writers, 4 zonal pilot project staff trained. Course writers to start with stage 2 course materials 2.2 all materials were edited and typed 2.3 not printed. 2.4 advertisement in radio, newspapers and postage effected through DEOs 2.5 stage I course materials written 2.6 Course Materials read and commented upon by consultants and; edited by writers. 2.7 4 staff trained in basic computer knowledge and use.	2.3 Delays in typing and scanning	2.1 Environmental education included 2.5 - English 15 units - Kiswahili 9 units - Maths 17 units - Geography 15 units - History 12 units

	2.10 Purchase of portable computer for Morogoro and Lake Zone 2.11 Purchase PC with printer and UPS for Eastern Zone 2.12 Contingency Workshops 2.13 Staff development	2.8 500 names sent for registration through the District education officers. 2.9 One double cabin for Morogoro TTC for Eastern Zone 2.10 One computer for Eastern Zone purchased 2.11 One PC, one printer, scanner and one UPS bought for Eastern Zone 2.12 4 lake zone undertook computer training sessions 2.13 Workshops for stage II writers and editors and stage I writers organized 2.14 Pilot Project Staff trained in Distance Education		
July 98/ June 99	3.1 Distribute stage course materials for Morogoro and Mwanza (East and Lake zone) 3.2 Payment for marking stage I and II fir Lake & Eastern Zone 3.3 Maintenance of computers 3.4 Servicing vehicles 3.5 Staff Development 3.6 Setting up offices and furniture purchase of 3.7 Books for Distance Education face to face sessions 3.8 Payment of stage II printing course materials 3.9 To print stage I course material 3.10 Advertise stage I course to students 3.11 Purchase a vehicle for lake zone 3.12 Register 2,000 teachers 3.13 Train 100 markers for stage I work book course material 3.14 Purchase of computer and printer and UPS 3.15 Training 20 Tutors for the face to face session for stage I at Morogoro and Mwanza 3.16 Edit and type stage I course material 3.17 Purchase computer 3.18 Computer training	3.1 215,200 workbooks and 34,400 course books distributed to Eastern & Lake Zones. 3.2 Funds sent to lake (Butimba) and Eastern Zones (Morogoro) for markers of stage I and II 3.3 5 computers serviced 3.4 All 3 vehicles at head quarters and Zones serviced and in good working order 3.5 20 course tutors, 100 markers, 28 DEOs, 8 Zonal Staff developed in seminars 3.6 Funds released for office accommodation and furniture 3.7 Funds for books identified by course tutors are released 3.8 Payment for part of stage II of course materials printing 3.9 Some of the materials have been printed and paid for 3.10 Lake and Eastern Zone advertised the course in their zones 3.11 A double cabin was purchased for the lake zone. 3.12 Some of those earmarked joined other training institutions. 3.13 Trained 100 markers for stage I work book course material 3.14 Purchased computer, printer & UPS and sent to Mwanza (lake zone) 3.15 20 Tutors trained to teach during face to face (at Morogoro the consultant was present) 3.16 stage I course materials edited and typed; and lay out continuing. 3.17 Computer purchased and sent to Mwanza (lake Zone) 3.18 Distance Education Staff trained in Computer work.	3.1 Delays in layout activities slowed down distribution pace 3.2 Marking is an ongoing activity in both Eastern and lake Zones.	3.8 Part of the funds re-allocated to other TEP project 3.16 Only for Maths and geography units.

Jan-Dec 1999	- Disburse funds for staff allowance in the Eastern and Lake zones. - distribute course materials to the Eastern and Lake zones - to pay 100 markers stage I and II materials in Mwanza and Morogoro Centres - conduct face to face sessions in Morogoro and Mwanza - Monitor the progress of DISTED project in Lake and Eastern zones - Maintenance of computers, their accessories and vehicles. - develop staff through study tours workshops and seminars - Project Staff to attend conference in Vienna and visit Lund University - Provide office and store stationery and furniture other - Purchase of Text books for distance education face to face sessions - payment for the printing of stage II and stage I materials - to advertise stage I course to teacher students in Eastern and Lake Zones. - Purchase project vehicle for lake zone	- Funds sent to the Eastern and Lake Zones to pay for services of * staff working at the zonal level. - course materials were sent to the Eastern and Lake Zones - funds were disbursed to Mwanza and Morogoro for payment of 100 markers of stage I and II materials. - Funds disbursed to Morogoro for face to face sessions - consultants and DISTED project staff visited Lake and Eastern Zone in August and December 1999. 1 computer and its accessories for each of the Eastern, Lake and TED serviced and paid for 3 Vehicles insured and serviced. 32 DEOs 20 course writers, 20 tutors, 50 course markers were trained in Morogoro and Mwanza through seminars and workshops. - project staff visited Lund University - Funds disbursed to Eastern and lake zones for purchase of: - Stationery at the headquarters, lake and Eastern zones - Furniture for 9 offices and stores - Funds disbursed to lake and eastern zones and used for the purchase of textbooks for face-to-face sessions. (1) Stage II course materials printed and paid for (2) Stage I course materials printed and paid for. - Funds disbursed to Eastern and lake zones for advertisement, which was effected in early 2000. - A double cabin Toyota vehicle was purchased.	Delays in layout slowed down the pace of distribution of the workbooks. 8. Visa to Vienna problematic at Amsterdam	- No face to face sessions in Mwanza. Postponed to 2000 3 Computers and their accessories and 3 vehicles serviced and are in good working conditions - Project Staff did not attend the conference in Vienna.
July 2002 to June 2003	- Completion of C/B upgrading to O-level - To upgrade C/B to A	1.1 Distribution of course materials; Assignments collected, marked and returned to students. 1.2 Workshop on writing Science and Civics course materials. 1.3 1397 teachers had face to face session before sitting for O-level in November 2002 2.1 16 modules split to 41 units. 2 guidelines were developed 2.2 43 national facilitators for the upgrading of B/C teachers to A were trained. 2.3 269 regional facilitators for the upgrading of B/C to A teachers were trained.		

Table 18 Correspondence stage I for 2130 primary school teachers.

	Objectives	Accomplished Activities	Constraints	Remarks
Jan-Dec 1997	3.1 Enable 2130 B/C Primary School teachers complete stage I 3.2 To inform the 2130 registered to continue with their courses 3.3 219,390 workbooks to be printed for 2130 B/C teachers 3.4 Distribute materials for 2130 B/C teachers 3.5 Collect and Mark 219,390 workbooks 3.6 Orient markers for the correspondence scripts	1.1 Back up materials for 5 subjects prepared and edited by an Editorial Board. 1.2 2130 B/C teachers informed by letter to continue their correspondence studies. 1.3 Course materials for 2130 B/C teachers printed 1.4 62,141 materials distributed to B/C teachers 1.5 1150 workbooks collected some already submitted to markers 1.6 15 markers oriented in a seminar		3.2 100 B/C teachers responded. DEO to assist informing those, who changed address. 1.4 materials continue to be distributed marking was on going.
July 97/June 98	1.1 2130 B/C primary school teachers complete stage I 4.1 Distribute course materials for 2130 Teachers 4.2 Collect and Mark Teachers student work	4.1 Materials distributed to 2130 B/C teachers 4.2 Collecting, marking and recording of teacher students workbooks is done	There are problems of communication: 4.1 Takes long time for materials reach students 5 catered all over the country. 4.2 Takes too long for feed back of assignments to reach students.	On going 4.3 An ongoing activity The project ended in June 1998 but the remaining funds (SEK 164.4 – SEK 128.9) were committed to finishing the marking and recording students' progress.

Source: Compiled from Quarterly and Yearly Reports

Table 19 Residential In-Service Course Programmes: Enrolment and Outputs.

Period	Objective	Accomplished Activities	Constraints	Remarks
Jan-Dec. 1997	1.1 Train 2,400 primary school teachers for three months in Mathematics, Science, English, 3 Rs and Pre-School education 1.2 420 teachers to be trained in Agricultural Science 1.3 1600 C/B teachers to be upgraded to A. 1.4 168 Female teachers to be trained in Domestic Science for Primary Schools 1.5 90 Teachers to be trained to teach handicapped children.	1.1) 1313 (693 females and 620 males) teachers sat for final examinations and successfully passed. 1.2) 185 teachers (70 Females and 115 Males) passed the May 1997 final examinations - 149 teachers (60 females and 89 males) started the course in August 1997 and sat for the examinations in May '98. 1.3) 300 B/C teachers became grade A in May '97 - 850 B/C started the course and sat for examinations in May 1998 1.4) 50 female teachers successfully passed the examinations - 85 females teachers were enrolled for May, 1998 examinations 1.5) 81 teachers (35 females and 46 males) successfully passed the November 1997 examinations for teaching handicapped Children		
July 1997 to June 1998	1.1 Professional upgrading of B/C to A teachers 1.2 96 females teachers to be trained to teach Domestic Science in Primary Schools. 1.3 180 teachers to be trained on how to teach handicapped children	1.1 1,200 B/C teachers upgraded to A 1.2 67 female teachers trained to teach Domestic Science in Primary Schools and successfully passed their examinations. 1.3 35 female teachers and 46 male teachers successfully passed the November 1997 examinations		Involved - purchasing of educational materials - Setting professional upgrading exams - Marking the examination scripts
July 98/ Dec 99	The Objectives of the period focused on: Disbursement of funds to colleges for: (1) Purchasing educational materials for: (2) Assessment and Evaluation Workshops - Setting Examinations - Marking examination - Monitoring and evaluation (3) Annual Seminars for Principals (4) Purchase of laptop computer (5) Provide support funds to colleges conducting Agriculture Science for purchasing materials (6) Setting Agricultural Science final Examinations and marking them.	In all the aspects funds were disbursed to the respective colleges' accounts on the basis of number of participants and educational materials needed. 3. TTC Principals attended Seminar 4. One laptop computer was bought. 5. funds disbursed to the TTCs' Account 6. (i) Held workshops for setting final examinations (ii) Workshop for marking the examination scripts of May/June 1999		1. The 1 month Maths course was assessed by continuous assessment and tests only. No examinations. The Course was suspended for 99/2000 pending review for a more effective modality of conducting it.

	(7) Disburse funds to colleges conducting the B/C courses for purchase of education materials (8) Disburse funds to TTCs conducting Home Economics courses for stationery and materials (9) Setting Home Economics final examinations (10) Hold a seminar for marking Home Economics examinations (11) Disburse funds to colleges conducting pre-school education for stationery and materials (12) (i) Set pre-school education final examinations (ii) Hold workshop for marking exams scripts (13) Disburse funds to colleges conducting Special Needs Education (SNE) to purchase educational materials	7. (i) Funds disbursed to College A/Cs (ii) Instructions/guides sent to DEOs to design programmes for upgrading B/C teachers. 8. Funds disbursed to TTCs through their respective A/C. Examination result slips were prepared 9. A workshop was conducted for setting final examinations. 10. Workshop was conducted for marking May/June Home Economics examinations. 11. (i) Funds disbursed via TTCs' respective A/Cs. (ii) Exams results slips were prepared. 12. (i) Workshops for setting final examinations and (ii) Workshop for marking scripts were held. 13. Funds disbursed to TTCs A/C, where special Needs Education is provided.		
July 2002 to June 2003	1 To improve Teachers' competence 2 To conduct in-service residential courses to primary school teachers	1.1 5,089 Science teachers 6230 Maths, 5189 English, 197 Kiswahili, 1975 vocational skills; 197 Social studies 205 multigrade and 300 3R's were trained in teaching methods. 1.2 Teaching and Learning materials for the blind were developed. 1.3 Reviewed books for Primary Mathematics for publication 1.4 Needs assessment on the teaching of science submitted. 1.5 71 teachers trained on inclusive education. 2.1 669 teachers trained in Home Economics, Performing Arts, Special Needs Education and Pre-School Education	Lack of permanent and qualified T.R. C. staff affected the running of INSERT programme. Inadequate supply of Teaching/Learning materials among TRCs.	

Source: Compiled from Quarterly and Yearly reports

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