

DRAFT

Terms of Reference for Presentations Basic Education in African Programmes (BEAP) -Tanzania Conference 20-23 April 2009

1. Background Information

(i) The Kigali Call for Action

For generations, education in African countries, including Tanzania was essentially designed to provide educated elite. In colonial times, these elite were required to fill the demand of colonial governments for a workforce that would support and sustain their administrations. In the post-colonial era, primary and secondary education has remained fundamentally unchanged, and secondary education has generally been geared towards preparations for University studies, and for the relatively few, academically performing students. Even then only about 10% students have access to University education and the majority enter the world of work with the little education and skills received at primary or secondary school levels, and vocational training.

A Regional Conference organized by UNESCO on ‘*What Basic Education for Africa?*’ (Kigali, September 2007) that brought together high level education officials from 16 Countries discussed the concerted and commendable efforts that African countries have made to achieve UPE and Education for All targets as well as the Millennium Development Goals and underlined the urgent need to democratize education based on the principles of social justice, equity and social inclusion, and expand the vision of basic education to include early childhood, which provides an ample range of learning opportunities and outcomes for a broader range of students, and one which is inclusive, that enhances the capacities of all students to contribute to stable, peaceful, equitable, adaptable and prosperous societies. “*The MDG Goals have focused much of the world’s attention on the completion of a five- or six-year cycle of primary education. The commitments in Dakar referred to basic education of eight or nine years of schooling. Different countries define “primary,” “basic,” and “secondary” in terms of different numbers of years. However defined, the task force believes that a focus on completion of just five or six grades is too narrow, for several reasons.*” (Task Force on Education, Millennium Project, 2005)

(ii) What is BEAP?

Fundamentally the basic education for Africa (BEAP) is country-led initiative that provides support to efforts made to respond to country needs in a flexible and focused way. BEAP is implemented with education partners who share fundamental goals of broadening and enhancing the learning conditions, opportunities, processes and outcomes for young people through expanding and democratising the concept of basic education in Africa, and in Tanzania in particular.

The outcome of BEAP is improved quality, efficiency, relevance and inclusive education. Inclusive relevant curriculum that is equitably delivered, consistent with government policies and priorities (milestones), the sequence and continuity of

learning (curriculum and schooling), that put emphasis on personal, social and economic dimensions and learning outcomes (*learning to know, learning to be and learning to do*).

2. The Objectives of BEAP in Tanzania are to:

(2.1) Strengthen and support efforts in quality and efficiency of the education system by improving existing curriculum for Basic Education by;

- Effectively implementing expanded basic education that include 2 years of pre-school or kindergarten, thus providing a minimum of 9 years of continuous schooling for all children.
- Ensuring appropriate balance of learning outcomes that includes knowledge, skills, competencies, values and attitudes in the basic education curricula.

(2.2) Incorporate within the basic education curriculum design the latest curriculum-related initiatives and research, for example, entrepreneurship education, enhancing learning, life skills, mathematics, science and technology education, ethics and citizen education as well as counselling and career guidance

(2.3) Strengthen in-country capacity in curriculum design, development and implementation, inspection, curriculum review, assessment and assessment tools, teacher/facilitators training and certification systems, text books and supplementary materials

(2.3) Strengthen national policy dialogue among education partners and stake holders to ensure sustainable implementation of programmes to improve quality Basic Education provision

(2.4) Strengthen sector-wide ESDP national implementation, M&E and capacity to ensure alignment of Milestones, programme activities to ensure maximum use of existing resources and to increase impact

(2.5) Enhance peer learning among education policy makers, planners, curriculum developers and teaching/learning material developers, including through sharing of experiences, knowledge, expertise and networking, including sub-Regional and South-South cooperation

(2.6) Curriculum, teacher education and training, textbooks and supplementary readers, learning-teaching environment, teaching-learning language (medium of instruction), capacity development and evidence-based education programme development

3. Conference Objectives and Themes

The objectives of BEAP Conference will be to bring together all key stakeholders of Education to critically examine the current curriculum and curricular issues in Tanzania (in the African context) basic education provision and relevance within the

framework of the Vision 2025 and MKUKUTA plan. Specifically the conference will be mandated to;

- (3.1) Launch BEAP in Tanzania
- (3.2) Discuss the Tanzania education policies and current reforms.
- (3.3) Identify problems/ challenges, facing the education system in Tanzania.
- (3.4) Share experiences on education and curriculum-related issues from selected Countries in the Region,
- (3.5) Conceptualize/clarification of some terminologies like, assessment tool, curriculum framework, and competence based education, education for sustainable development etc.
- (3.6) Align BEAP objectives with the current MOEVT milestone and MKUKUTA.
- (3.7) Discuss on going initiatives in education to avoid duplication of interventions/ activities.

The Conference themes are as follows:

Theme 1: The Education System in Tanzania

Areas of focus:

The Tanzanian Education System, highlighting

- the Policy
- the Sub-sectors
- the Programme
- the Implementation arrangement
- the Partners in Education Financing
- the achievements, current reform, key emerging issues and challenges

Theme 2: Curriculum Design and Implementation in Tanzania

Areas of focus:

- Conceptual clarifications and terminologies-To what extent is it necessary to reach a common understanding on fundamental concepts, such as basic education, competency-based curriculum, curriculum framework, inclusive education and inclusive curriculum, qualification framework among others,
- Curriculum relevance in terms of knowledge, skills, values and attitudes.
- Lifelong learning-Valuable learning that should occur beyond the years of basic education, and even schooling, to ensure that curriculum is a tool for engagement in learning as a continuous (lifelong) activity
- National qualification framework, certification system and holistic approaches to education-Reform of the sector to include technical and vocational education and training and higher education and creation of pathways, and linkages between Basic education, Secondary education, TVET and Higher Education, thus making the system more coherent in order to best respond to the economic and social development needs of the country
- Curriculum and Curriculum framework (how are the curricula of the sub-sectors linked?)
- Issues and challenges in curriculum review and curriculum implementations

Theme 3: Teachers and Facilitators Development Strategies in Tanzania

Areas of focus:

- Professionalization of teaching by standardizing national qualification, certification and classification system, to international accepted norms and practices.
- Teacher education and training (especially for pre-school/kindergarten, early childhood development, inclusive education)
- Equitable distribution of teachers in the Country in order to eliminate disparities in teachers deployment throughout the country by promoting equitable construction of classrooms, teacher deployment plan and introducing incentive measures for teachers in disadvantaged areas.
- Teacher retention, strategies to ensure that qualified teachers remain in the teaching profession by making teaching attractive through improved conditions of service, continuous career development and in-service training packages.
- Issues and challenges in teachers/facilitators development

Theme 4: Environment of Teaching and Learning

Areas of focus:

- ***The physical environment:*** -the compound, the classroom, the facilities- water, latrines, laboratories, textbooks, supplementary readers.
- ***The learners :*** -health status of the learners (screening mechanism for barriers to learning) nutritional status of the learner (feeding programme)
- ***Teaching and learning materials:*** Text book & supplementary books (how learner friendly are the T/L materials? Do they lead to knowledge and skills development in the learners)
- ***Assessments*** of the learners (examinations, continuous assessment and inspection mechanisms)
- ***Teaching/learning language-*** as a subject and as medium of instruction when the transition takes place aids to transition period.
- ***Evaluation and monitoring of the environment-*** what are the criteria for evaluation and monitoring, when and how often do M&E conducted, renovations and maintenance of the physical environment.
- Issues and challenges in teaching and learning environment

Theme 5: Capacity building (to be discussed in all above 4themes)

Areas of focus:

- Capacity to plan, manage and administer the sector both in terms of Institutional and Personnel requirements (Institutional, and Human resources) to be reflected in all thematic areas.(Policy, Curriculum, Teachers and training, Environment of learning and teaching.

4. Instructions for paper presentation.

Each department/ institution is required to submit a full paper by 23rd March 2009 to the BEAP Committee (secretariat). Likewise you are required to prepare a power point of maximum of ten slides which you will present to the BEAP Committee

meeting on 27th March 2009. The final error free copy will be submitted to BEAP secretariat by 6th April 2009.

The paper should be 10 to 15 pages of A 4 sheet, single spacing and should contain:

- Name(s) of author(s)
- Name and address of institution/department
- Contact telephone, and E-mail address,
- Title of presentation,

NB. Submission will be in the form of soft and hard copy of full paper and power point.

Conference Programme

The tentative programme for BEAP conference is as follows:

Time	Day 1	Day 2	Day 3	Day 4
Morning	Opening session Key note address, Introduction to conference	Presentations and experiences sharing session's cont... Curriculum Design and Implementation	Group discussions on each theme	Reflection
Tea break				
	Introducing the Conference-themes, programme and dynamics Presentation on BEAP in Tanzania and in Africa	Presentations and experiences sharing session's cont... • Teachers and Facilitators Development Strategies in Tanzania	Group discussions on each theme	Road map and the way forward
Lunch				
Afternoon	Presentations & experiences sharing sessions Education system in Tanzania	Paper cont... Learning-Teaching Environment in Tanzania	Feedback from Group discussions	Closing and departure