

Secondary Education in Tanzania: Notes on Key Policy Challenges

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Secondary Education In Tanzania Key Policy Challenges

Tobias Bleicker



Secondary Education In Tanzania Key Policy Challenges:

Schooling as Uncertainty Frances Vavrus, 2021-01-28 In today's uncertain world few beliefs remain as firmly entrenched as the optimistic view that more schooling will lead to a better life. Though this may be true in the aggregate how do we explain the circumstances when schooling fails to produce certainty or even does us harm? Schooling as Uncertainty addresses this question by combining ethnography and memoir as it guides readers on a 30 year journey through fieldwork and familyhood in Tanzania and academic life in the USA. Using reflexive longitudinal ethnographic research the book examines how African youth particularly young women employ schooling in an attempt to counter the uncertainties of marriage child rearing employment and HIV AIDS. Adopting a narrative approach Vavrus tells the story of how her life became entangled with a community on Mount Kilimanjaro and how she and they sought greater security through schooling and to varying degrees succeeded. *Educational Assessment in Tanzania* Joyce Kahembe, Liz Jackson, 2020-11-04 This book examines teachers' conceptions and practices of assessment in Tanzania. Adopting a sociocultural perspective it reveals how Tanzanian teachers understand the role of assessment in relation to their classroom practices community and other factors. The book determines that although teachers in Tanzania generally consider assessment to be useful for evaluating and monitoring learning improving student performance and for accountability their assessment practices are rarely seen as directly supporting student learning it is not that teachers do not know how to implement the mandated assessment reforms. Instead they are reluctant to adopt and embrace the reforms because they consider them to be contradictory to their teaching roles and overly burdensome if not implausible given the physical economic and cultural contexts of teaching and learning. This book argues that improving traditional assessments rather than radically transforming them can be more effective for cultivating practices that suit the physical political economic and cultural contexts of Tanzanian schools. Highlighting the significance of sociocultural factors in educators' professional practices while also illustrating the major challenges in implementing global reform agendas in diverse contexts it is a valuable resource for educators and scholars interested in development and educational reform in African contexts. Secondary Education Issues and Challenges Hans V. Knudsen, 2008 Secondary education is the final stage of compulsory education preceded by primary education and followed by higher education. It is characterised by transition from the typically compulsory comprehensive primary education for minors to the optional selective tertiary post secondary or higher education e.g. university vocational school for adults. Depending on the system schools for this period or a part of it may be called secondary schools high schools gymnasiums lyceums middle schools colleges vocational schools and preparatory schools and the exact meaning of any of these varies between the systems. The exact boundary between primary and secondary education varies from country to country and even within them but is generally around the fifth to the tenth year of education. Secondary education occurs mainly during the teenage years. In the United States and Canada primary and secondary education together are sometimes

referred to as K 12 education The purpose of secondary education can be to give common knowledge to prepare for either higher education or vocational education or to train directly for a profession This new book presents the latest research in the field

English as a Language of Teaching and Learning for Community Secondary Schools in Tanzania Elia Shabani Mlilo, Mikael Mwashilindi, 2017-08-07 This book examines the challenges posed by English a foreign language as a language of teaching and learning for community secondary schools in Tanzania in terms of academic performance The book probes the necessity for having two languages of instruction in the Tanzanian educational system While Kiswahili the native language is predominantly understood by the majority of people the discussion in this book indicates that most students in community secondary schools in Tanzania are incompetent in understanding writing listening reading and speaking English a language they use in learning and doing their examinations especially in the early stages of their secondary studies The incompetence in the above mentioned skills is mostly caused by their inability to cope with the abrupt transition in the languages of instruction from their pre primary and primary school study Kiswahili to secondary school study English Moreover most teachers are unable to use the English language as a means to impart knowledge or facilitate learning to their students leading them to code switching and code mixing This book poses a challenge to countries whose students pass through a transition from one language of instruction to another in their educational systems helping them to make appropriate decisions in regard to the appropriate language of teaching and learning

Language, Globalization and the Making of a Tanzanian Beauty Queen Sabrina Billings, 2013-11-29 Through micro analysis of language use this book chronicles young women s pathways to becoming a Tanzanian beauty queen offering an original perspective on the intersection of language with globalization nationalism and inequality in urban East Africa This compelling linguistic ethnography considers the real life effects both on and off stage of language policy education and gender dynamics for the women competing in the pageants While highlighting many contestants struggles for escape from poverty and patriarchy the book also emphasizes their creative strategies linguistic and otherwise for bettering their lives and shows how people living in a global economic periphery take part in and sometimes feel left out of the wider world

Multilingual Learning and Language Supportive Pedagogies in Sub-Saharan Africa Elizabeth J. Erling, John Clegg, Casmir M. Rubagumya, Colin Reilly, 2021-07-01 This edited collection provides unprecedented insight into the emerging field of multilingual education in Sub Saharan Africa SSA Multilingual education is claimed to have many benefits amongst which are that it can improve both content and language learning especially for learners who may have low ability in the medium of instruction and are consequently struggling to learn The book represents a range of Sub Saharan school contexts and describes how multilingual strategies have been developed and implemented within them to support the learning of content and language It looks at multilingual learning from several points of view including translanguaging or the use of multiple languages and especially African languages for learning and language supportive pedagogy or the implementation of a distinct pedagogy to support

learners working through the medium of a second language The book puts forward strategies for creating materials classroom environments and teacher education programmes which support the use of all of a student s languages to improve language and content learning The contexts which the book describes are challenging including low school resourcing poverty and low literacy in the home and school policy which militates against the use of African languages in school The volume also draws on multilingual education approaches which have been successfully carried out in higher resource countries and lend themselves to being adapted for use in SSA It shows how multilingual learning can bring about transformation in education and provides inspiration for how these strategies might spread and be further developed to improve learning in schools in SSA and beyond Chapter 3 of this book is freely available as a downloadable Open Access PDF under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license available at <http://www.taylorfrancis.com>

Teaching in Tension Frances Vavrus, Lesley Bartlett, 2013-06-13 In recent years international efforts to improve educational quality in sub Saharan Africa have focused on promoting learner centered pedagogy However it has not flourished for cultural economic and political reasons that often go unrecognized by development organizations and policymakers This edited volume draws on a long term collaboration between African and American educational researchers in addressing critical questions regarding how teachers in one African country Tanzania conceptualize learner centered pedagogy and struggle to implement it under challenging material conditions One chapter considers how international support for learner centered pedagogy has influenced national policies Subsequent chapters utilize qualitative data from classroom observations interviews and focus group discussions across six Tanzanian secondary schools to examine how such policies shape local practices of professional development inclusion gender and classroom discourse In addition the volume presents an analysis of the benefits and challenges of international research between Tanzanian and U.S. scholars illuminating the complexity of collaboration as it simultaneously presents the outcome of joint research on teachers beliefs and practices The chapters conclude with questions for discussion that can be used in courses on international development social policy and teacher education This volume written by a multi national team of scholar practitioners makes an important contribution to our understanding of learner centered teaching and collaborative educational research Based on an intensive investigation in Tanzania of a professional development program and teachers efforts to conceptualize and implement a globally promoted pedagogical approach the authors illustrate and critically analyze how these practices are enabled and constrained by cultural lenses power relations and material conditions Importantly they also examine reflexively how cultural power and resource issues shaped their struggle to engage in a collective praxis of qualitative inquiry The tensions referenced in the title sparked valuable insights which will be useful to educators researchers and policy makers Mark Ginsburg FHI 360 and Teachers College Columbia University

Strategies for Sustainable Financing of Secondary Education in Sub-Saharan Africa Keith M. Lewin, 2008-02-27 Investment in secondary schooling in Sub Saharan Africa has

been neglected since the World Conference on Education for All at Jomtien The World Education Forum at Dakar began to recognize the growing importance of post primary schooling for development Only 25 percent of school age children attend secondary school in the region and fewer complete successfully having consequences for gender equity poverty reduction and economic growth As universal primary schooling becomes a reality demand for secondary schools is increasing rapidly Gaps between the educational levels of the labor force in Sub Saharan Africa and other regions remain large Girls are more often excluded from secondary schools than boys Secondary schooling costs are high to both governments and households This study explores how access to secondary education can be increased Radical reforms are needed in low enrollment countries to make secondary schooling more affordable and to provide more access to the majority currently excluded The report identifies the rationale for increasing access reviews the status of secondary education in Sub Saharan Africa charts the growth needed in different countries to reach different levels of participation identifies the financial constraints on growth and discusses the reforms needed to make access affordable It concludes with a road map of ways to increase the probability that more of Africa s children will experience secondary schooling

The Delusion of Knowledge Transfer

Susanne Koch,Peter Weingart,2016-12-13 With the rise of the knowledge for development paradigm expert advice has become a prime instrument of foreign aid At the same time it has been object of repeated criticism the chronic failure of technical assistance a notion under which advice is commonly subsumed has been documented in a host of studies Nonetheless international organisations continue to send advisors promising to increase the effectiveness of expert support if their technocratic recommendations are taken up This book reveals fundamental problems of expert advice in the context of aid that concern issues of power and legitimacy rather than merely flaws of implementation Based on empirical evidence from South Africa and Tanzania the authors show that aid related advisory processes are inevitably obstructed by colliding interests political pressures and hierarchical relations that impede knowledge transfer and mutual learning As a result recipient governments find themselves caught in a perpetual cycle of dependency continuously advised by experts who convey the shifting paradigms and agendas of their respective donor governments For young democracies the persistent presence of external actors is hazardous ultimately it poses a threat to the legitimacy of their governments if their policy making becomes more responsive to foreign demands than to the preferences and needs of their citizens

Realizing the Abidjan Principles on the Right to Education Frank Adamson,Sylvain Aubry,Mireille de Koning,Delphine Dorsi,2021-05-28 This insightful book analyses the process of the first adoption of guiding human rights principles for education the Abidjan Principles It explains the development of the Abidjan Principles including their articulation of the right to education the state obligation to provide quality public education and the role of private actors in education

The Delusion of Knowledge Transfer Susanne Koch,Peter Weingart,2016-12-13 With the rise of the knowledge for development paradigm expert advice has become a prime instrument of foreign aid At the same time it has been object of repeated criticism the chronic failure of

technical assistance a notion under which advice is commonly subsumed has been documented in a host of studies. Nonetheless international organisations continue to send advisors promising to increase the effectiveness of expert support if their technocratic recommendations are taken up. This book reveals fundamental problems of expert advice in the context of aid that concern issues of power and legitimacy rather than merely flaws of implementation. Based on empirical evidence from South Africa and Tanzania the authors show that aid related advisory processes are inevitably obstructed by colliding interests political pressures and hierarchical relations that impede knowledge transfer and mutual learning. As a result recipient governments find themselves caught in a perpetual cycle of dependency continuously advised by experts who convey the shifting paradigms and agendas of their respective donor governments. For young democracies the persistent presence of external actors is hazardous ultimately it poses a threat to the legitimacy of their governments if their policy making becomes more responsive to foreign demands than to the preferences and needs of their citizens. **Women's**

Entrepreneurship in Global and Local Contexts Cristina Díaz-García, Candida G. Brush, Elizabeth J. Gatewood, Friederike Welter, 2016-11-25. Written by leading scholars from a wide range of countries this book advances the understanding of women's entrepreneurship by drawing attention to the contexts in which they operate. With its impact on gendered institutions and gendered social forces it will be of interest for researchers faculty and students as well as policy makers and practitioners. It is the fifth in the series of books produced in partnership with the Diana International Research Network.

Inclusive Growth Mr. Olumuyiwa Adedeji, Huancheng Du, Mr. Maxwell Opoku-Afari, 2013-06-03. The inclusiveness of growth depends on the extent of access to economic and social opportunities. This paper applies the concept of social opportunity function to ascertain the inclusiveness of growth episodes in selected African countries. Premised on the concept of social welfare function inclusive growth is associated with increased average opportunities available to the population and improvement in their distribution. The paper establishes that the high growth episodes in the last decade in the selected countries came with increased average opportunities in education and health but distribution of such opportunities varied across countries depending on the country specific policies underpinning the growth episodes. Where are the Gaps? Iffat

Farah, 2009. Examines how the curriculum and practices in teacher training programs address issues of HIV and gender equality in three East African countries Kenya Tanzania and Uganda. **Youth and Skills**, 2012-01-01. Many young people

around the world especially the disadvantaged are leaving school without the skills they need to thrive in society and find decent jobs. As well as thwarting young people's hopes these education failures are jeopardizing equitable economic growth and social cohesion and preventing many countries from reaping the potential benefits of their growing youth populations. The 2012 Education for All Global Monitoring Report examines how skills development programmes can be improved to boost young people's opportunities for decent jobs and better lives. Publisher's description. **Education in Tanzania in**

the Era of Globalisation Lugalla, Joe L.P., Ngwaru, Jacob Marriote, 2019-03-31. Education in Tanzania in the Era of

Globalisation Challenges and Opportunities is a product of papers presented at a National Education Conference held in Dodoma Tanzania in November 2016 and organised by the Aga Khan University Institute for Educational Development East Africa AKU IED EA At present Tanzania's development direction is guided by Vision 2025 which aims to achieve a high quality livelihood for its people the attainment of Vision 2025 will depend largely on rapid socio economic development based on several social and economic pillars including most importantly education Clearly for Tanzania the scope and quality of education remains the single most important prerequisite to the attainment of Vision 2025 and the 17 Sustainable Development Goals SDGs The individual chapters in this publication and their collective thrust discuss the challenges in the education system in good faith and in the spirit of cooperation and collaboration guided by the belief that it is not the responsibility of the Government alone to see how these can be addressed AKU IED EA has identified this as the responsibility of all well meaning corporate bodies and citizens and initiated this conference of its type as its contribution to this conference as well as the publication has to be seen as a model of good practice for universities in terms of sharing knowledge experience and practice with other stakeholders who are not in the academy and more so with politicians as well as government policy planners The various authors of Education in Tanzania in the Era of Globalisation Challenges and Opportunities discuss issues within the context of the Tanzanian political economy against the effects of globalization and seek to initiate a new kind of debate that is long overdue a debate aimed at charting out appropriate strategies whose objective is to improve the quality of education in Tanzania so that it becomes a useful vehicle in enhancing processes of social change transformation and development

Transitions in Secondary Education in Sub-Saharan Africa World Bank, 2008-02-20 This World Bank Working Paper discusses equity and efficiency issues in secondary education transitions in Sub Saharan Africa Its main purpose is to identify and analyze national regional and local measures that may lead to the development of more efficient and seamless transitions between post primary education pathways In most African countries student transition from primary to junior secondary is still accompanied by significant repetition and dropout Transitions within the secondary cycle also cause significant losses and should use more effective assessment and selection methodologies According to global trends Africa needs to revisit its post primary structures to provide more diversified academic and non academic pathways of learning which respond better to the continent's present economic and social realities In the end the main goal should be to produce young people who can become productive citizens and lead healthy lives as demonstrated by middle and higher income economies

Tanzania Human Rights Report, 2007 *Schooling and Difference in Africa* George Jerry Sefa Dei, Riyad Ahmed Shahjahan, Sharon Eblaghie Bahador, Alireza Asgharzadeh, 2006-01-01 Since the 1950s when most African countries gained political independence schooling has presented very difficult challenges In the discussion of these challenges however the issue of diversity has received relatively little attention Schooling and Difference in Africa aims to understand how differences such as ethnicity class gender

language religion and disability play out in African schools systems and more specifically in Ghana Together George J Sefa Dei Alireza Asgharzadeh Sharon Eblaghie Bahador and Riyad Ahmed Shahjahan promote educational inclusion in the context of African schooling The aspects of diversity explored in this study include minority majority relations race ethnicity gender language class religion and physical dis ability The authors build their analyses of these issues around a series of interviews which project a perspective that policy makers and administrators rarely seek out By studying the challenges of inclusive education in Ghana and further by making comparisons with the Canadian context this volume seeks to shed light on the ongoing struggle for an empowering school system in Africa and elsewhere

Challenges for the Democratisation

Process in Tanzania Jonas Ewald, 2013 Tanzania has been independent in 2011 for 50 years While most neighbouring states have gone through violent conflicts Tanzania has managed to implement extensive reforms without armed political conflicts Hence Tanzania is an interesting case for Peace and Development research This dissertation analyses the political development in Tanzania since the introduction of the multiparty system in 1992 with a focus on the challenges for the democratisation process in connection with the 2000 and 2005 elections The question of to what extent Tanzania had moved towards a consolidation of democracy is analysed by looking at nine different institutions of importance for democratisation grouped in four spheres the state the political civil and economic society Focus is on the development of the political society and the role of the opposition in particular The analysis is based on secondary and primary material collected between September 2000 to April 2010 The main conclusion is that even if the institutions of liberal democracy have gradually developed in practice single party rule has continued manifested in the 2005 election when the CCM won 92% of seats Despite impressive economic growth poverty remains deep and has not been substantially reduced On a theoretical level this brings the old debate between liberal and substantive democracy back to the fore Neither the economic nor the political reforms have brought about a transformation of the political and economic system resulting in the poor majority gaining substantially more political influence and improved economic conditions Hence it is argued that the interface between the economic political and administrative reforms has not been sufficiently considered in the liberal democratic tradition Liberal democracy is necessary for a democratic development but not sufficient for democracy to be consolidated For that a substantive democratic development is necessary

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