

Secondary Education In Tanzania Key Policy Challenges

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Language, Globalization and the Making of a Tanzanian Beauty Queen - Sabrina Billings 2013-11-15

This book uses a micro-analysis of language in and around Tanzanian beauty pageants to examine what happens at beauty pageants, and the ways in which contestants are evaluated, and how this sheds light on life in urban Tanzania today. By integrating linguistic and non-linguistic data the book illustrates the real-life effects of language policy and structural inequality on people's lives.

Improving Successful Completion and Progression from Secondary Education to Further Study and Into Working Life - Haruni Machumu 2011-11

Research Paper (postgraduate) from the year 2011 in the subject Education - Educational Tests & Measurements, grade: 1-3, Mzumbe University (Social Science), course: Education, language: English, abstract: Education for All (EFA) agenda and Millennium Development Goals (MDG's) has created awareness among community members regarding the role of education in alleviating poverty and a big demand of building partnership for poverty reduction in Tanzania between educational and developmental sectors such as public and private sectors partnerships in achieving developmental goals is open. This paper reports on a study that was conducted in Morogoro Municipality and Kilosa District. Specifically the study objected to find out what happening nationally as a result of Secondary Education Development Programme (SEDP) in relation to completion and progression from secondary education to further study and into working life of the pupils. To identify stakeholders' views on the danger that has been taking place and their views on key benefits and problems of SEDP. The study was pure qualitative and adopted appropriate qualitative research technique for data collection and analysis. The research sample comprised educational stakeholders from variety categories such as students, teachers, ward officials councilors, distinct and regional educational officers, local government officials, ministerial officials and officials from educational related NGOs. The findings indicated that stakeholders acknowledge and outlined many benefits from SEDP that are accompanied with many challenges at different levels. Suggestions were made on areas requiring improvement policy implications and area for further study spearhead.

English as a Language of Teaching and Learning for Community Secondary Schools in Tanzania - Elia Shabani Mligo 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.

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.

Preparing the Next Generation in Tanzania - Arun R. Joshi 2015-06-19

Tanzania aims to reach middle income status by 2025. Since the country's economic growth will increasingly require workforce with postsecondary training and skills, the education system needs to close systemic gaps and inefficiencies at the root

of its current underperformance.

The Impacts of Fee Free Education Policy Implementation in Public Secondary Schools in Tanzania. A Case of Morogoro Municipality - Peter Shang'wet 2021-03-11
Bachelor Thesis from the year 2020 in the subject Pedagogy - School System, Educational and School Politics, grade: A, Sokoine University of Agriculture, course: BSc. Education, language: English, abstract: This study is guided by the following research questions: Do stakeholders understand the essence of fee free education? Are there any challenges facing the implementation of fee free education? This study investigated the impacts of fee free education policy implementation in public secondary schools, a case of Morogoro Municipality, Morogoro region in Tanzania. The study was guided by two specific objectives including: investigation of stakeholders' understanding on the essence of fee free education and evaluation of the challenges encountered during the implementation of fee free education policy in Tanzania. The study involved a sample of 45 participants. Two data collection methods were included i.e. questionnaires and interviews. Statistical Packages for Social Science (SPSS) version 20 employed in data analysis for quantitative analysis. Analyzed data are then presented in different formats such as graphs, charts and tables. Education is one of the most important sectors in any nation. It is the responsibility of a government to set and launch national education policy and participate in setting up international policies on education. Countries have been investing much in education especially primary and secondary education, regarded as a basic education. Since independence in 1961, Tanzania has made various efforts in broadening the education service to her people. This is to ensure that education service is accessible to nearly every Tanzanian. In Tanzania, the first effort of Fee Free Education was instigated in 1963 to ensure that a majority of Tanzanians get education and to remove the enrolment gap between poor and rich households. Therefore, government financed and provided free education from primary to university level. International efforts on ensuring free education for all also guided Tanzania towards implementation of free education. World Conference on Education for All (EFA) held in 1990 at Jomtien in Thailand rearticulated the desire of achieving Universal Primary Education by 2000.

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.

Teachers for Rural Schools - Aidan Mulkeen 2008-01-01

Data for recent years show a turnaround in education: the gross enrollment rate in Sub-Saharan Africa increased from 78 percent in 1998-99 to 84 percent in 2000-01 and to 91 percent in 2002-03, reflecting broad-based growth in access not seen since the 1970s. However, key challenges remain, including (a) enrolling the last 10-15 percent of out-of-school children, including a growing number of HIV/AIDS

orphans (one of every 10 African children by 2010); (b) improving learning outcomes; and (c) reducing dropout. Maintaining progress will require continuing the reforms to (a) implement cost-effectively.

Making Schools Work - Barbara Bruns 2011

"This book is about the threats to education quality in the developing world that cannot be explained by lack of resources. It reviews the observed phenomenon of service delivery failures in public education: cases where programs and policies increase the inputs to education but do not produce effective services where it counts - in schools and classrooms. It documents what we know about the extent and costs of such failures across low and middle-income countries. And it further develops the conceptual model posited in the World Development Report 2004: that a root cause of low-quality and inequitable public services - not only in education - is the weak accountability of providers to both their supervisors and clients. The central focus of the book, however, is a new story. It is that developing countries are increasingly adopting innovative strategies to attack these problems. Drawing on new evidence from 22 rigorous impact evaluations across 11 developing countries, this book examines how three key strategies to strengthen accountability relationships in developing country school systems have affected school enrollment, completion and student learning. The book reviews the motivation and global context for education reforms aimed at strengthening provider accountability. It provides the rationale and synthesizes the evidence on the impacts of three key lines of reform: (1) policies that use the power of information to strengthen the ability of clients of education services (students and their parents) to hold providers accountable for results; (2) policies that promote school-based management that is increase schools' autonomy to make key decisions and control resources, often empowering parents to play a larger role; (3) teacher incentives reforms that specifically aim at making teachers more accountable for results, either by making contract tenure dependent on performance, or offering performance-linked pay. The book summarizes the lessons learned, draws cautious conclusions about possible complementarities across different types of accountability-focused reforms if they are implemented in tandem, considers issues related to scaling up reform efforts and the political economy of reform, and suggests directions for future work."

Women's Entrepreneurship in Global and Local Contexts - Cristina Díaz-García 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.

The Growing Impetus of Community Secondary Schools in Tanzania: Quality concern is debatable - Haruni Machumu 2011-10-28

Document from the year 2011 in the subject Pedagogy - School System, Educational and School Politics, grade: 1-3, Mzumbe University, course: Education Policy, language: English, abstract: This handbook is about the growing impetus of community secondary schools in Tanzania: quality concern is debatable. It falls under three major parts. Part one is an introduction devoted to key ideas pertinent to historical development of community secondary, part two discusses varied themes in relation to community secondary school such as quality, management, indicators concern to quality teaching and learning process,

challenges facing community schools and financing community secondary schools in Tanzania. The last part is suggestive way forward and conclusion, since views and practical observation is made regarding to community school as educational organization. The main focus is granted on how quality management and leadership are employed. The main purpose is to conceptualize the main ideas, issues, benefits varied types and techniques to educational arena. The book commonly employs various pedagogical understanding about the essence, financial and challenges facing quality improvement in community schools. Experiences and observation has been made to community schools in Tanzania and its long stand for provision of education in the country

Community Secondary Schools in Tanzania - Elia Shabani Mligo 2018-01-22

Community Secondary Schools are the majority secondary schools in Tanzania. These are schools built by community initiatives with the aim of helping more children acquire a secondary education. Despite this good intention, these schools face a number of challenges. One such challenge has to do with academic performance. This book investigates this challenge. It examines the factors that contribute to students' poor performance in the community secondary schools in Tanzania to discern the main factors contributing to their poor performance. Many factors contribute to students' poor performance, such as lack of support from parents on educational issues, teachers' and students' attitudes and perceptions on education, inadequate learning and teaching materials and resources, learning and teaching environments, as well as lack of adequate motivation for teachers and students. This book explores these challenges and proposes future prospects to make such schools have efficient performance in Tanzania and other places of the world they are found.

Inclusive Growth - Mr. Olumuyiwa Adedeji 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.

Handbook of Research on Nurturing Industrial Economy for Africa's Development - Nafukho, Frederick Muyia 2021-03-19

A robust manufacturing sector is a necessity and a sufficient condition for any country's human and economic development as it creates employment and alleviates poverty. During this Fourth Industrial Revolution era, there is an urgent need in Africa to optimally utilize the existing resources to support manufacturing or else risk allowing the continent to fall behind in the industrial economy. Innovative strategies are needed that can unlock Africa's manufacturing potential by exploring key areas that may help Africa mature and launch modernized economies that will benefit the developed world's industrial economy. The Handbook of Research on Nurturing Industrial Economy for Africa's Development examines various innovations necessary for Africa's economic development including drivers of the manufacturing economy such as education, agriculture, human capital, science and technological innovations, language, politics, and business environments. The book explores strategies to increase Africa's economic diversity, complexity,

productivity, and ultimately competitiveness, and for the continent to realize its manufacturing/industrial potential. Further, chapters focus on African countries' industrial economies in the African context and facilitating the fulfillment of the Sustainable Development Goals (SDGs) and the African Union's Agenda 2063. This book is a valuable reference tool for government officials, economists, industrialists, practitioners, stakeholders, researchers, academicians, and students interested in the industrial economic development of Africa.

Multilingual Learning and Language Supportive Pedagogies in Sub-Saharan Africa - Elizabeth J. Erling 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>.

The Delusion of Knowledge Transfer - Koch, Susanne 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.

Schooling and Difference in Africa - George Jerry Sefa Dei 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.

Culturally Responsive Education - Elina Lehtomäki 2017-04-21

11 Motives and motivations for mature women's participation in higher education in Ghana -- Introduction -- Conceptualising the study -- Mature women's motives and motivations for HE participation -- Method -- Research context and participants -- Results and discussion -- Motivations for returning to study -- Parents' motivation -- Partners' encouragement, socio-economic status and childcare arrangements -- Geographical relocation and social networks -- Motives for entering HE -- Higher education as a tool for breaking the cycle of poverty -- Personal development -- "Everybody was going, so I wanted to go"--Conclusions -- Concluding remarks -- 12 Epilogue - reflections on cultural responsiveness -- Index

Education Quality and Social Justice in the Global South - Leon Tikly 2013-06-07

How we understand education quality is inextricably linked with perspectives on social justice. Questions of inclusion, relevance and democracy in education are increasingly contested, most especially in the global South, and improving the quality of education, particularly for the most disadvantaged, has become a topic of fundamental concern for education policy makers, practitioners and the international development community. The reality experienced by many learners continues to be of inadequately prepared and poorly motivated teachers, struggling to deliver a rapidly changing curriculum without sufficient support, and often using outmoded teaching methods in over-crowded or dilapidated classrooms.

Education Quality and Social Justice in the South includes contributions from leading scholars in the field of education and development. The text draws upon state of the art evidence from the five year EdQual research programme, which focuses upon raising achievement in low income countries, and demonstrates how systems of high quality universal education can be sustained. By exploring recent research initiatives to improve education quality, the importance of supporting local policy makers, educators and parents as agents of change, and students as active inquirers is highlighted, and the challenge of taking successful initiatives to scale is explained. The book is divided into three main parts: - Framing Education Quality -Planning and Policies for Quality -Implementing Quality in Schools *Education Quality and Social Justice in the South* argues that implementing a high quality of education using theories of social justice can

inform the understanding of inclusion, relevance and democracy in education. The book should be essential reading for both students and researchers within the fields of international and comparative education, along with educational policy, poverty and development studies.

"I Had a Dream to Finish School" - Elin Martínez 2017

"The report, "'I Had a Dream to Finish School': Barriers to Secondary Education in Tanzania," examines obstacles, including some rooted in outmoded government policies, that prevent more than 1.5 million adolescents from attending secondary school and cause many students to drop out because of poor quality education. The problems include a lack of secondary schools in rural areas, an exam that limits access to secondary school, and a discriminatory government policy to expel pregnant or married girls"--Publisher's description.

The Rationale of Studying Comparative Education to Students in Tanzanian Educational Institutions - Godlove Lawrent 2012-03

Seminar paper from the year 2012 in the subject Pedagogy - School System, Educational and School Politics, grade: tertiary level, University of Dodoma, course: Comparative Education, language: English, abstract: This paper gives the critical justifications for studying comparative education to students in educational institutions in Tanzania. It also tries to trace back the short historical perspectives of the field of comparative education, challenges facing the field of comparative education in Tanzania and the implications of the field of comparative education for future improvement of the educational systems. The paper concludes that, the study of comparative education is very important for all Tanzanian students as it enables them become good educational policy makers, educational planners and educational analysts. This paper also insists that the study of comparative education is essential for adoption of policies useful for improving the education quality in the country. However this paper suggests that there is a need to make the study of comparative education as a compulsory discipline to all students from primary to tertiary level.

Resources in Education - 1998

Educational Assessment in Tanzania - Joyce Kahembe 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.

Out-of-School Youth in Sub-Saharan Africa - Keiko Inoue 2015-03-17

The economic and social prospects are daunting for the 89 million out-of-school youth who comprise nearly half of all youth in Sub-Saharan Africa. Within the next decade, when this cohort becomes the core of the labor market, an estimated 40 million more youth will drop out, and will face an uncertain future with limited work and life skills. Furthermore, out-of-school youth often are “policy orphans,” positioned between sectors with little data, low implementation capacity, lack of interest in long-term sustainability of programs, insufficient funds, and little coordination across the different government agencies. This report provides a diagnostic analysis of the state of out-of-school youth in Sub-Saharan Africa, focusing on the 12- to 24-year-old cohort. This report also examines the decision path youth take as they progress through the education system and the factors that explain youth’s school and work choices. It finds that individual and household characteristics, social norms, and characteristics of the school system all matter in understanding why youth drop out and remain out of school. In particular, six key factors characterize out-of-school youth: (i) most out-of-school youth drop out before secondary school; (ii) early marriage for female youth and (iii) rural residence increase the likelihood of being out of school; (iv) parental education level and (v) the number of working adults are important household factors; and (vi) lack of school access and low educational quality are binding supply-side constraints. Policy discussions on out-of-school youth are framed by these six key factors along with three entry points for intervention: retention, remediation, and integration. This report also reviews policies and programs in place for out-of-school youth across the continent. Ultimately, this report aims to inform public discussion, policy formulation, and development practitioners’ actions working with youth in Sub-Saharan Africa.

Education for All Global Monitoring Report 2008 - United Nations Educational, Scientific and Cultural Organization (UNESCO) 2007-11-29

Working towards the 2015 millennium development goals, this global report marks the midterm point and provides a rich evidence-based assessment of the provision of education on a global scale. Based on specialized commissions, extensive consultations and multiple research sources, the report provides an authoritative, comparative reference.

Teaching in Tension - Frances Vavrus 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.

Expansion of Secondary Education in Tanzania - Placidius Ndibalema 2012-04-26
Seminar paper from the year 2012 in the subject Pedagogy - School Pedagogics, grade: none, University of Dodoma, course: Foundations of Education, language: English, abstract: This paper reviews the trends of secondary education expansion in Tanzania. It is argued that various policy stances and approaches to education planning have served as blue prints for expanding this level of education in the country over time. It is further pointed out that; the whole process of expansion goes together with reasonable quality. Each policy stance and approach to planning on expansion of secondary education is observed with its impacts on educational performance in relation to quality. The paper also addresses the issues related to the couple of limitations and challenges of the quality education that calls for more innovations, more strategic planning as well as a strong political will of seeing to it that expansion is both creating more access and effectively empowers those who happen to access this education. The paper suggests the need for an increased number of studies that should shape policies aimed at making education inclusive, responding to the diverse needs and circumstances of learners and giving appropriate weight to the abilities, skills, and knowledge they bring to the teaching learning process. It further, recommends the effective and strategic engagement of various actors of education in decision making whenever new reforms and policies come in education system. Finally, the paper reminds politicians to take into account what the general public may wish to incorporate in the policy and plans so as to attain the intended education goals.

Culture and Customs of Tanzania - Kefa M. Otiso 2013-01-24

This book provides a fascinating, up-to-date overview of the social, cultural, economic, and political landscapes of Tanzania. • Describes historical events from the late 1800s to the present day • Provides several maps depicting Tanzania's location in Africa, major physical features, administrative units, urban areas, ethnic groups, and population distribution • Contains an interdisciplinary bibliography of sources in the areas of geography, history, anthropology, and popular culture • Includes a glossary of key terms, places, cities, ethnic groups, and personalities

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.

Education in Tanzania in the Era of Globalisation - L.P. Lugalla 2019-03-29

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. 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 that 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.

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.

The Link Between Health, Social Issues, and Secondary Education - 2007-01-01

The Link between Health, Social Issues and Secondary Education is based on country studies in six Sub-Saharan African countries - Eritrea, Mali, Namibia, Senegal, South Africa and Tanzania, and a literature review. It looks at the role of secondary education and training in promoting health, civics and life skills among the African youth. Specifically, this study focuses on examining which schooling programs are effective in equipping young people with life skills, which programs reduce drop-out and increase participation and how schools can become agents in tackling health and social issues.

Influence of External Forces on Educational Policy Formulation and Implementation in Tanzania - Godlove Lawrent 2012-03

Essay from the year 2012 in the subject Pedagogy - School System, Educational and School Politics, grade: Tertiary level, University of Dodoma (University of Dodoma, College of Education), language: English, abstract: This paper examines the influence external forces on educational policies formulation and reforms in Tanzania. These forces include the international agendas, globalization, ideology adoption and international community donors. Data were collected through documentary reviews. The study found that most of education policies and reforms in Tanzania are external rather than internal influence. It was further noted that even the implementation of these policies and reforms depend entirely on donors both financially and human resources. However, it is recognized that most of support from these forces are oriented towards the quantitative improvement rather than quality enhancement. This state of affair was found to affect the quality of education delivery negatively. Challenges facing these policies and reforms were also addressed in this paper. The paper concludes that, despite the quantitative policy achievements like the student enrolment expansion, it is important for the responsible to improve the primary and secondary schools quality of education as well as to address the issues of corruption for the education allocated fund in particular.

The growing demand of secondary education in Tanzania - Noel Mwenda 2012-06-01

Essay from the year 2012 in the subject Pedagogy - Job Education, Occupational Training, Further Education, grade: 1-3, University of Dodoma (College of Education), course: Educational planning, language: English, abstract: This paper is about the growing demand of secondary education in Tanzania and it shows a blink of a missing link to quality. It further defines the overlooked terms by many such as education quality and quality itself. It defines education and what a secondary school education mean and it tresses the growths of education in Tanzania. Just as preferred by (Samra and Rajan, 2006) in most cases in the context of this work primary and secondary education are treated together, because they are inextricably linked in so many ways, and because success at the secondary level is fundamentally dependent on getting the basics right at the primary level. In its briefest sense the work is divided into introduction, discussion of different factors influencing education quality in the context of Tanzania and it provides way forward to curb the withering factors to quality education and its conclusion is made forth.

Mathematics Education in East Africa - Anjum Halai 2016-03-08

THIS BOOK WILL SOON BE AVAILABLE AS OPEN ACCESS BOOK This book is a valuable resource for policymakers and practitioners as it brings insights mainly from developing countries where relatively less research activity takes place. It is also a valuable resource for courses in mathematics education in the teacher education colleges, and departments of education in the sub-Saharan Africa region. In the increasingly global and technological world mathematics is seen as a significant gatekeeper of opportunities for social and economic advancement and mobility. Hence, countries and development agencies in the broader sub-Saharan Africa region are looking towards increasing access to relevant and high-quality secondary education as a lever towards economic development. Policy makers and other key decision makers in education look towards improvement in mathematics teaching and learning as a key focus in education reform. In the East Africa region also a number of initiatives have been taken at the national level in the respective countries to improve the quality of mathematics education. This book provides an in-depth comparative analysis of the developments and issues in mathematics education in Kenya, Tanzania, Rwanda and Uganda, and advances our

understanding of the state of secondary mathematics education in East Africa.

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

Realizing the Abidjan Principles on the Right to Education - Frank Adamson
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.

Contemporary Challenges to Human Rights Law - Richard Lang 2020-04-30

This collection of essays highlights the many problems and challenges facing human rights law today. Bringing together academics, practitioners and NGOs, it examines some of the contemporary challenges facing human rights law and practice in England, Northern Ireland, the Republic of Ireland, France and America. It is

clear that we live in a time where human rights are in crisis. A decade of austerity measures at the domestic, regional and international levels evidently has had a detrimental effect on the protection of human rights. Cuts to social spending have resulted a failing social welfare system, a health service buckling under pressure, unprecedented rises in homelessness and child poverty, and the emergence of the 'working poor' and zero hours contracts. Austerity, famine, civil war, oppressive governmental regimes and climate change have seen vast migrations, resulting in a resurrection of far right-wing ideology. In the UK, this is seen in what can only be described as propaganda and scaremongering during the campaign for Brexit and in subsequent political elections evidenced by the increase in racially motivated hate crime within the UK. The landscape of human rights is such that it has resulted in some beginning to question, are human rights rights at all?

Tanzania Human Rights Report - 2007

Commonwealth Education Partnerships, 2007 - 2006

Commonwealth Education Partnership 2007 is an essential overview of the development of education systems in the Commonwealth, focusing on international collaborations and on the partnerships in member countries between government, NGOs and the private sector in education. Focuses in this edition: increasing access and the right to quality education; supporting teachers for quality education; resourcing; and education for the good of all. Published for the Commonwealth Secretariat by Nexus Partnerships.