



TANZANIA TEACHERS' UNION

# DEVELOPING EDUCATORS, IMPROVING EARLY LEARNING IN RURAL TANZANIA: Mpwapwa and Chemba districts

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A Competence Profile validation meeting report

January 9-11, 2018 in Dar es Salaam  
At Regency Park Hotel

Tanzania Teachers' Union in collaboration with Education International held a meeting of ECE stakeholders and project partners to validate the Competence Profile for ECE teachers. The competence profile was developed by ECE experts and classroom teachers in Tanzania and was compiled by Dr. Katherine Fulgence of Dar es salaam University College of Education (DUCE). The validation meeting was attended by project partners, key ECE stakeholders in Tanzania, Education International and Uganda National Teachers, Union

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## 1. INTRODUCTION

Tanzania Teachers' Union in collaboration with Education International and the Tanzanian government is currently implementing a project known as **"Developing educators, improving early learning in rural Tanzania: Mpwapwa and Chemba districts**. The project aims at promoting early learning in rural Tanzania. The following activities are key to project implementation:

- 1.1 Conducting a baseline survey and situation analysis
- 1.2 Developing a consensus-based communication and advocacy strategy
- 1.3 Developing a consensus-based Competence Profile for ECE teachers
- 1.4 Developing training modules for a diploma course for ECE teachers
- 1.5 Training 500 ECE teachers from Chemba and Mpwapwa districts

In the implementation of the project, the first three activities have already been accomplished and validated by national and international project stakeholders.

## 2. DEVELOPMENT OF COMPETENCE PROFILE FOR ECE TEACHERS

Development of a competence profile for ECE teachers is one of the key project activities. The management team led the process of identifying ECE professionals and teachers who could form a task force to develop competence profile for ECE teachers. The following individuals were identified:

No	Name	Institution
1	Vida Ngowi	Tanzania Institute of Education
2	Mahija Waziri	National Council for Technical Education
3	Nicholas Moshi	Ministry of Education Science and Technology
4	Mwandile Kiguhe	Tanzania Teachers' Union
5	Hilda Steven Lyimo	Kiparang'nda Primary Schools
6	Anthony Mtavangu	Retired Tutor of teachers' colleges (Morogoro TTC)
7	Cosmas Mnyanyi	Open University of Tanzania
8	Katherine Fulgence	Dar es salaam University College of Education
9	Simon Edwin Keha	Tanzania Teachers' Union
10	Prosper Lubuva	Tanzania Teachers' Union

The competence profile development working group began their work from 1<sup>st</sup> – 3<sup>rd</sup> November 2017 with a workshop which was convened at TTU head office in Dar es Salaam. During the meeting, committee members had opportunity to discuss and review various important resources including the baseline survey and situation analysis of ECE report for Chemba and Mpwapwa, Education and Training Policy 2014, curriculum and syllabus of ECE in Tanzania, competence profile for primary school teachers in Uganda, and ILO/UNESCO recommendation on the status of teachers. The bases of developing the CP relied on the core responsibilities of the ECE teachers, socio-culture environment and teachers' professional ethics and code of conduct.

In developing the competence profile for ECE teachers, the project team was led by Dr. Katherine Fulgence of Dar es salaam University of Education. Dr Fulgence conducted consultations at national and district levels with key ECE stakeholders including 20 ECE teachers from the two project districts. The ECE teachers pointed out some key qualifications which include: knowledge about child development needs, approaches and techniques of teaching ECE children. The ECE competence profile task force again met on the 3<sup>rd</sup> January 2018 to review the first draft of the competence profile compiled by Dr. Katherine.

The second meeting of the task force consolidated the feedbacks received from range of stakeholders and prepare the competence profile for final review and validation.

### 3. MEETING THE EXPERTS AT THE OPEN UNIVERSITY OF TANZANIA (OUT)

TTU and Education International visited the OUT with the aim to:

- 1) Discuss the cost implication of training 500 ECE teachers
- 2) Finalising the partnership agreement
- 3) Schedule of training

The meeting between TTU, EI on one hand and OUT on the other hand was held at the Vice Chancellor's office at Biafra in Kinondoni Dar es Salaam. The meeting was chaired by the VC Professor Elifas Bisanda. From his office the following staff attended the meeting:

No	Name	Designation
1.	Prof. Elifas Bisanda	Vice Chancellor
2.	Prof. Deus Ngaruko	Deputy Vise Chancellor academic
3.	Dr. Michael Ng'umbi	Dean School of Education
4.	Dr. Cosmas Mnyanyi	Head of Department Special Education and Psychology
5.	Undarma Batsukh	Coordinator Education International
6.	Dr. Dennis Sinyolo	Senior Coordinator
7.	Prosper Lubuva	Head of Education and Training, TTU and ECE Project Coordinator

In the discussion, the VC explained about the importance of quality ECE to the child development. He also mentioned some of the challenges that ECE teachers face, including poor reverence, high teacher-pupil ratio, lack of motivation, and lack of clear policy on the language of instruction in schools. The VC explained the importance of technical education to the development of the society. The VC stated that there is a need for more research on the issue of language of instruction.

Concerning the partnership agreement, the VC agreed to collaborate with TTU and EI in the project by conducting the training and certifying the qualified teachers. However, the VC asked his staff to make a thorough analysis of the cost implication so as to be clear about the direct cost that the project will have to incur despite of waiving tuition fee. Dr Ngu'mbi was given a responsibility to work on the cost analysis.

About development of training modules, OUT already has modules used in training ECE teachers. However, the modules will be updated to reflect the competence profile for ECE teachers. Dr. Sinyolo explained the need for to have a meeting in the coming months which will involve experts from OUT, TTU, EI, and teachers training colleges, the Ministry of Education, Tanzania Institute of Education and National Council for Technical Education to review the modules and other technical issues that are pending to move the process forward.

### 4. PROJECT MANAGEMENT TEAM MEETING

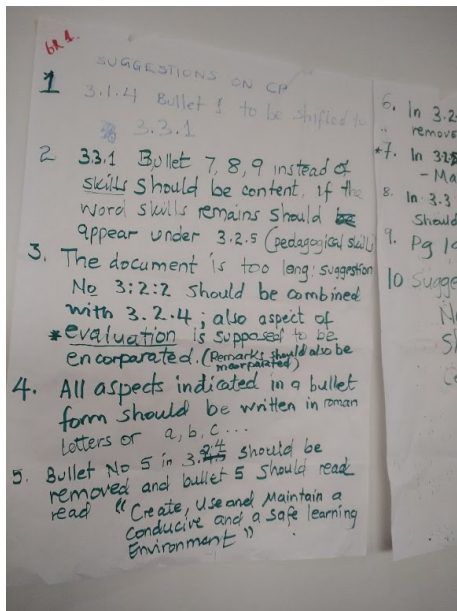
Project management team met on 9-10<sup>th</sup> January 2018 at the Regency Park Hotel. The aim of the project was to plan for the review and validation of the Competence Profile. The meeting was led by Mwandile Kiguhe on behalf of the TTU General Secretary.

## 5. VALIDATION OF THE COMPETENCE PROFILE, REVIEW OF THE SUCCESS AND CHALLENGES OF YEAR I AND STRATEGIES FOR SUCCESSFUL IMPLEMENTATION OF YEAR II

### 5.1 Validation of Competence profile

Validation meeting was convened at Regency Park Hotel in Dar es Salaam in which key project partners and ECE stakeholders attended the meeting. The project coordinator Mr. Prosper Lubuva explained that the main objectives of the meeting were:

- to review and validate the competence profile developed by a task force and ECE classroom teachers.
- to review the implementation of project in the year I
- to review the success and challenges of the year 1 and share lessons learnt
- to prepare the plans for year 2 activities



Dr. Dennis Sinyolo and Mrs. Juliet Wajega from UNATU/Uganda gave a brief presentation on a range of competence profiles from different countries where EI conducted research and implemented similar project including Uganda. Mrs. Wajega pointed out that the it was important that the competence profile that was developed by the working group was comprehensive.

Following which, Dr Katherine Fulgence, the technical expert who led the development of competence profile working group in close coordination with the project coordination presented the draft competence profile to the stakeholders present at the meeting. She explained the rationale behind the development of the competence profile. Given the lack of a specific CP framework for teachers in Tanzania, it was important to map the competencies needed by ECE teachers to enable the effective implementation of the ETP (2014) and align the provision of ECE with global guidelines and regulations.

The overall objective of the CP is to improve professional teaching standards and professionalism among ECE teachers and the teaching and learning process at the national level. Specifically, the CP will improve and provide guidance on:

- The competencies to be demonstrated by ECE teachers
- The competencies to be developed for ECE teachers through pre-service and CPD
- The development of relevant training modules to address CP gaps for ECE teachers including the methods, techniques, strategies and assessment tools to generate the desired learning outcomes for children



- Self-efficacy, reflection and peer-to-peer learning among ECE teachers

It can also be applicable to teachers in the lower primary education, particularly grades 1 and 2 as per the Tanzania National Curriculum of 2009<sup>1</sup>.

After presentation participants were divided into groups to review the presented competence profile which was then collected and incorporated in the revised version of the profile.

## 5.2 Development of training modules

During the last meeting in September 2017, the participants and stakeholders have initiated the discussion on possible training modules. The proposed training modules were revisited and it was suggested that the following training modules to be further explored:

- Module 1: Child development and child-centred teaching and learning methods
- Module 2: Classroom management and Multi-grade teaching
- Module 3: Evaluation and assessment
- Module 4: Action-oriented research



It was also highlighted that the cross cutting issues in all the modules are: gender, inclusion, ICT, child protection/rights, code of ethics and conduct of teachers.

## 5.3 Lessons Learnt in Year 1 of project

Prosper Lubuva presented the lessons learnt during the year 1 of the project implementation. The success stories included:

- Convening a stakeholders' meeting from February 6 - 10, 2017 in which project stakeholders both national and international participated and discussed various key issues regarding the project including: objectives, benefiteres, project duration, sources of fund, project management, monitoring and evaluation and roles of each stakeholder;
- Conducting a baseline survey and situation analysis ;
- Developing a communication and advocacy strategy;
- Developing a consensus-based competence profile for ECE teachers;

<sup>1</sup> Mtaala Elimumsingi - Darasa I & II (2016) Available at:

<http://www.tie.go.tz/docs/Curriculum%20for%20Basic%20Education%20%20Standard%20I%20and%20II%20-%202018.pdf>.

Accessed on 2 June 2017

- Good cooperation with key and strategic partners;

The challenges encountered during the year 1 of the project implementation included:

- Changes in the Union leadership where the Deputy General Secretary Comrade Ezekiah T. Oluoch was suspended by the National Executive Committee in March 2017 and the General Secretary Comrade Yahya B.K Msulwa passed way. This was a great loss to the union and to the project since he was the Chairperson of the Project management and Advisory committee.
- The National Executive Committee appointed Mr. Simon Edwin Keha who was the assistant head of department of Education and Training to act the General Secretary until April 2018.
- Difficulty demands from TAMISEMI regarding the role of TTU in the project.
- Changes of requirements by the Open University of Tanzania regarding admission and examination cost for the 500 ECE teachers.
- The project office was engulfed by flood and some electrical equipment became effected and the office inaccessible for two days.

#### 5.4 Project Activities Year 2

Mr. Lubuva went on to present the project year 2 activities to the participants who were the primary stakeholders in the implementation process. The activities included:

- Developing training module for ECE teachers
- Piloting the modules
- Training of the 500 ECE teachers
- Continuing with advocacy and communication

He stressed the need to continue involving key project partners in the implementation process, strengthening the advocacy through prints, local radios, newsletters and face to face meetings with key people in the government; sharing important information regarding the project and most importantly timely management of activities and resources.



As we the project moves to year 2 there are number of opportunities that presented which are:

- Readiness of the government and other stakeholders to implement and make the project a success;
- Existence of Advocacy network and close cooperation with TENMET;
- Development of the scheme of service for ECE teachers by the government
- Stakeholders commitment to their roles in the project
- Presence of clear mandate of the union
- Readiness of the teachers' colleges and availability of conducive infrastructure
- Presence of similar diploma programme conducted by OUT

## **6. CONCLUSION**

As a conclusion, the project was well on track and have delivered its objectives for year 1.

Comrade Mwandile Kiguhe thanked all participants for their active participation in the discussion and their contribution particularly in the competence profile. She thanked Juliet Wajega from Uganda National Teachers' Union for her solidarity in sharing good experience in developing competence profile. She urged participants to continue cooperating in this very important project for the future of our nation.

As next steps it was agreed that:

- The draft competence profile was to be updated with the feedback from the group;
- TTU to contact TIE to start the process of approval for the CP;
- Schedule a training modules meeting with key stakeholders for March 2018;
- Conduct a thorough analysis about qualification of proposed participants of ECE diploma course;
- Finalise the partnership agreement with Teacher Training Colleges;