

Education in Tanzania:
Strategies for the Asante Africa Foundation
to Promote Teaching Quality

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Acronyms and Abbreviations

AAF	Asante Africa Foundation (Asante)
ALE	Advanced Level Examination
CSEE	Certificate of Secondary Education Examination
DEO	District Education Officer
ESR	Education for Self-Reliance
GSPP	Goldman School of Public Policy
MDG	Millennium Development Goals
MOE	Ministry of Education
PEDP	Primary Education Development Program
PSLE	Primary Standard Leaving Exam
SEDP	Secondary Education Development Program
TANU	Tanganyika African National Union
TRC	Teacher Resource Center
TTC	Teacher Training College
UPE	Universal Primary Education

Project Partners

GSPP Student Policy Consultants

This report has been prepared by a graduate student team from the Goldman School of Public Policy at the University of California at Berkeley. The team members, Anisa Dougherty, Sara Fewer, and Latoya McDonald, are Master of Public Policy students focusing on varied aspects of international development. As a critical component of the course, "Introduction to Policy Analysis," these students conducted research as policy consultants for the Asante Africa Foundation from January to May 2012.

The Asante Africa Foundation

Asante Africa Foundation was founded in 2005 to improve educational opportunities for children in Africa. Asante operates primarily in rural, resource poor communities in Northern Tanzania and Southwestern Kenya, where students have limited access to high quality education. Asante enhances teaching and learning by providing teaching resources, training, and educational materials; builds safe and healthy learning environments by contributing to school-related infrastructure projects; and offers financial support and leadership development opportunities to high-achieving students from disadvantaged families. Founded and led by Erna Grasz, Asante is composed of dedicated staff and Board of Directors members in the U.S., Canada, Tanzania, and Kenya. Over the past 7 years, Asante has quickly built a successful portfolio and has worked with roughly 40 partner schools and 165 student scholarship recipients in Tanzania and Kenya. This report focuses specifically on strategies that can be implemented in Northern Tanzania.

I. EXECUTIVE SUMMARY

The Tanzanian educational system is currently facing a plethora of challenges. While primary school enrollment rates have soared, students continue to exhibit low academic performance at all levels, access to secondary school remains limited, and the quality of education received is inadequate. Teachers are unable to meet the demands of their students, as they are overwhelmed with a debilitating lack of resources, scant training, and little professional support. Compounding these challenges, national education policy mandates that when students advance from primary to secondary school, the official medium of instruction shift from Swahili to English. This language transition creates critical challenges for teachers, students, and administrators that further exacerbate secondary school education completion. ***In short, too many schools are not effectively helping students learn.***

This project identifies strategies that the Asante Africa Foundation can implement to improve teaching quality and effectiveness in primary and secondary schools in Northern Tanzania. Leveraging their expertise from working with communities throughout the region, the ***Asante Africa Foundation can address this problem by revising and targeting their allocation of need-based aid to promote teaching quality.*** This report proposes a community-driven approach to 1) create a pipeline between high potential primary and secondary schools, 2) strategically phase-in aid to target critical teachers' needs, 3) create teacher professional development opportunities, and 4) measure and evaluate Asante's impact on educational outcomes. By implementing this strategy, Asante will provide comprehensive support to teachers, impacting the instruction of countless students in partner communities.

II. INTRODUCTION

The Asante Africa Foundation is dedicated to improving educational outcomes for children in low-resourced schools in Northern Tanzania. Since 2005, the organization has partnered with communities across the region to support education related to infrastructure projects, provide teaching resources and educational materials, and grant financial support and leadership development opportunities to students. In working with these communities, it has become clear to Asante staff that to meaningfully improve educational quality, other aspects of the education system, such as teaching quality, should be supported. Teachers have a tremendous responsibility but are granted little training and resources. As a result, too many students struggle to learn basic skills and too many students fail to pass national exams and complete secondary school. Asante hopes to help alleviate this need and support teachers to provide a quality education to students.

This report investigates the challenges that Tanzanian schools and teachers face in providing a quality education to students and identifies a set of recommended strategies for Asante to implement. Research was led by a team of graduate students from the Goldman School of Public Policy to advance the education goals and the mission of Asante. The research team conducted field research in Northern Tanzania, a literature review, and expert interviews to identify strategies to promote teacher quality and student learning in rural, resource-poor communities in Tanzania. The needs reported by teachers and other key stakeholders in Tanzania inform the recommendations in this report for Asante to promote teacher effectiveness

and quality.

A. Problem Definition

Asante faces the problem that *too many schools are not effectively helping students to learn*. The focus of this project is to understand why teachers are not able to effectively teach and to identify strategies to promote teaching quality and effectiveness.

A primary source of this problem is Tanzania's unique bilingual education policies. At the primary school level, Swahili is the language of instruction and English is taught as a subject course. At the secondary school level, all courses are taught in English. Research shows that students have difficulty transitioning to an English medium education in secondary school, contributing to low performance and early leavers, also known as secondary school dropouts (Qorro, 2006). Teachers also have difficulty meeting national curriculum demands using English as the language of instruction. As a result, English language acquisition is poor among students, greatly hampering comprehension in all subjects and resulting in poor performance on national exams.

It's important to note that this problem definition has changed slightly throughout the progression of the project. Asante initially asked the GSPP team to investigate the Swahili-to-English language transition because of an ongoing debate in the Tanzanian education field about the language transition's association with high dropout rates and curtailed education among students. However, as the research for this project developed, it became clear that multiple factors are working in conjunction with the language transition to create widespread low performance and high dropout rates. The GSPP team adapted the project's focus to determine what factors lead to low performance and focused on the needs and challenges teachers face in providing a quality education. While the language transition remains a significant part of this project, we have expanded the scope to analyze all factors that impact teacher effectiveness.

For example, in addition to the language policies, schools are plagued with an array of challenges that typically face low-resourced schools. This includes a crippling shortage of resources and materials, high student-to-teacher ratios, and a debilitating lack of infrastructure. In addition, policy constraints, such as poor teacher preparedness and training, hamper effective teaching. Altogether, these factors create a complex set of challenges for teachers in educating their students

Asante's partner schools need support to ensure that their students master the material across all subject areas. For Asante to effectively provide *enhanced teaching and learning* for children in Tanzania, it is critical to address why schools are not able to teach effectively in the context of the current educational policy framework and resource constraints facing schools.

B. Project Goals

To address the problem that *too many schools are not effectively teaching their students*, this project's goal is to identify strategies that the Asante Africa Foundation can implement to promote student and teacher success.

In order to meet this goal, our project objectives are to:

- Understand the policies, resource constraints, and standard practices that impact educational quality.

- Understand how the Swahili-to-English language transition relates to student performance.
- Assess teacher needs to be effective instructors.
- Recommend strategies for Asante Africa to improve educational quality in Northern Tanzania.

III. METHODOLOGY

While the Tanzanian educational system faces a broad range of challenges, our team focused on identifying those that impact teaching effectiveness and quality. Our research tactics included:

- **Review of current literature:** To understand the landscape of education in Tanzania, we conducted a review of the current literature on the history and status of education in Tanzania. We sought information from scholarly journals, reports from multilateral organizations and community based organizations, and news sources. We also researched statistics and reports from Tanzania government resources, such as the Ministry of Education website.
- **Expert interviews:** We conducted a series of informational interviews with experts across the US, UK, and East Africa working in the fields of international development, education, linguistics, and teacher training. We sought out individuals and organizations with experience in Tanzania and East Africa to gain their insight on key challenges, trends, research, and best practices in the field of education. This included several faculty members and PhD candidates at the University of California, Berkeley. We interviewed researchers at other institutions and staff from other non-governmental organizations. To deepen our understanding of the Asante's varied work, we also conducted informational interviews with staff, Board members, and consultants working with Asante. (See *Appendices for list of expert interviews.*)
- **In-country field research:** (*See Appendices for a list of site visits.*)
 - *School site visits and observations:* We conducted 14 site-visits in Northern Tanzania, focusing on private and government schools at the primary and secondary school levels. Over five days, we visited five secondary schools (three government, two private) and four primary schools (three government, one private). At each site visit, we briefly toured the campus, observing the faculty and administrative offices, classrooms, the general grounds, and any special features such as kitchens, libraries, computer labs, and science labs. When possible, we also made note of whether a school had dormitories, bathroom facilities, electricity, and recreational spaces.
 - *Interviews and focus groups with teachers and administrators:* We conducted interviews and focus groups with teachers and administrators at primary and secondary schools. We conducted nine interviews, each with one to two participants. We also led four focus group discussions, ranging in size from five to ten participants. Questions in both settings began with understanding the schedule and structure of the school. We then discussed what teaching methods were used, particularly in

English language subject classes and for English language instruction. Next, we asked participants to describe their needs and what was working well in their schools. We followed up with specific questions about what they would like to see in teacher professional development opportunities, such as trainings. Every meeting invited the participants to also ask questions and add further comments beyond the specific interview questions.

- *Interviews with other education representatives:* To better understand the entire Tanzanian education system, we met with representatives at a District Education Office, a Teacher Resource Center, a Teacher Training College, and a local University. During these interviews, we aimed to better understand how teachers are trained, assigned, and supported in their profession.
- *Observations of students:* During our site visits we interacted with students casually, observed them in their classroom setting, and had the opportunity to hold a brief focus group discussion with students at a secondary school. Due to time constraints, however, we were not able to set up more extensive interviews. This would be an interesting audience to work with in future research.

IV. BACKGROUND & CONTEXT

A. Country Profile

Although ethnically and linguistically diverse, Tanzania is one of the most stable nations of sub-Saharan Africa. The ruling party, the Chama cha Mapinduzi (CCM), has dominated Tanzanian politics since country unification in 1964. This stability has helped the country develop into one of the highest performing economies in the sub-Saharan region. Gross domestic product (GDP) growth has averaged between 5-7 percent since 2000. This growth was driven by structural reforms, increasing export levels, and growth in mining, construction, communications, and the financial sector (World Bank, 2010).

Unfortunately, the government has been unable to translate economic success into greater employment opportunities for the general population. In 2007, about 33.6 percent of the Tanzanian population was below the poverty line. Given the 2.8 percent population growth rate, the number of poor people is estimated to have increased by 1.3 million, with a higher concentration of poverty in rural areas (World Bank, 2010). A contributing factor to rural poverty is that agricultural productivity is below its potential. Although agriculture makes up just 28 percent of the economy it supports about 80 percent of the population as their primary source of income. Low adoption of improved technologies, high transport costs, and lack of adequate market competition reduce profitability. In addition, lack of basic infrastructure, such as roads and electricity, pose a large barrier to economic development and private sector growth.

The high incidence of poverty contributes to a number of development factors. Chronic malnutrition is a major challenge as almost four out of every ten children under the age of five is undernourished and too short for their age. The infant mortality rate is 85 per 1000 live births and there is a high incidence of HIV/AIDs, malaria, and malnutrition. These health risks are compounded by low quality health care. All of these constraints prevent the economy from growing at a rate needed to accommodate Tanzania's expanding population. The country has approximately 44.8 million people, nearly half of which are aged 15 or younger. The age

distribution is as follows: children aged 0-14 years account for 44.3 percent of the population, the 15-64 age group account for 53.1 percent, and those 65 and over account for 2.6 percent. The median age for both genders is 17.5 years. The high percentage of youths in the population creates a dependency burden as well as unmet demand for youth employment.

In short, over the last decade Tanzania has made huge strides in strengthening its economy. However, poverty and its concomitant development challenges persist throughout the country.

B. Development of Education Policy

Since achieving independence in 1961, Tanzania has passed through three distinct ideological phases. From 1961 to 1966, Tanzania was still strongly tied to its colonial past; from 1967 to the mid-1980s, the country began to move away from its colonial heritage to adopt socialism; and from the 1980s to present, Tanzania has shifted to capitalism. Each period has had serious impacts on the educational policy.

1961-1967: Post-Colonialism. In the years immediately following independence, Tanzania used the capitalist system established during British rule. *The country maintained the colonial curriculum and used Swahili as the language of instruction during the first five years of primary education with English used thereafter.* In an effort to expand secondary school access, the government made a major policy shift in 1963 to abolish secondary school fees (Swilla, 2009).

1967-1980s: Socialism. The second ideological phase was marked by a socialist movement led by the first president of independent Tanzania, Julius Nyerere. Nyerere prized self-reliance in every aspect of Tanzanian life and highlighted the agricultural sector and rural communities as the epicenter of economic development. Nyerere believed that colonial education perpetuated socioeconomic inequalities and he implemented a series of policy reforms to foster a more egalitarian society. Among these was the *Education for Self Reliance* initiative, which nationalized schools, abolished racially or religiously segregated schools, and increased funding for primary schools to expand access. Nyerere believed that with only a primary school education, rural communities could vastly improve the national GDP and economic well-being of the country.¹ Another critical component of the *Education for Self-Reliance* initiative was that it required the adoption of Swahili as both the national language and as the language of instruction for all of primary school, as opposed to the first five years of primary school.

Adopting Swahili as the language of instruction yielded several political benefits. Firstly, with over 120 Bantu tribes, Tanzania has always struggled to cultivate and maintain a strong national identity. Requiring all students to learn Swahili encouraged linguistic and ideological unity. Secondly, at the time Swahili was the most widely spoken language and Nyerere believed using Swahili would make primary education accessible to all children and prepare them for productive lives in rural communities, an essential part of his broader goal of rural development. Furthermore, as Swahili was already used in the lower classes of primary school, it was not difficult to extend this to the upper classes.

Increased expenditure combined with the new language policy helped Tanzania achieve its goal of universal primary education. Over a ten year period, the population of primary school students rose from 827,944 in 1970 to 3.4 million in 1980. This earned Tanzania the lead position in Africa for educational attainment in the 1970s (Swilla, 2009).

¹Wedgwood (2005).

However, the *Education for Self Reliance* initiative came with several limitations. Education was designed to terminate at the primary level. While the national policy made great strides in broadening access to primary education, the opportunity to pursue secondary education remained stagnant due to an absence of investment at this level. In addition, the government could not sustain the level of expenditure needed to maintain universal access. In the late 1970s, the Tanzanian economy was hurt by rising oil prices, falling prices of raw materials, drought, famine, and the war against Idi Amin of Uganda. The government was forced to cut back on educational subsidies and introduced user fees, which prevented many poor students from attending school. By the 1980s, these challenges had caused a serious decline in school attendance and education quality (Swilla, 2009).

1980s - Present: Capitalism. Beginning in the late 1980s, Tanzania began to move from a socialist to a more capitalist system. The state engaged in the free market economy and privatized the major means of production and state owned enterprises. This trend of privatization was carried out in the educational sector as well. In 1995, private primary schools were legalized. Furthermore, private schools were allowed to use English as language of instruction rather than Swahili. The result has been a linguistic division between government and private schools, with 99.7 percent of private primary schools operating as English medium school and 99.59 percent of government schools operating as Swahili medium schools (Swilla, 2009).

In 2002, the government again abolished primary school tuition fees by enacting the *Primary Education Development Plan*. This led to a sharp increase in enrollment at the primary level and, unfortunately, the supply of teachers and resources continue to fall short of what is needed. While the Tanzanian government has partnered with the World Bank and other multilateral institutions to address the shortcomings of the system, the lack of funding, infrastructure, and supply of sufficiently trained professionals stagnate progress. Private schools with access to more robust funding and donors and therefore benefit from smaller class sizes, the best teachers, a wider array of teaching aides, and access to technology. It is clear that the current system in place creates considerable obstacles for those outside of middle- and upper-income families. While Swahili is the national language, English defines transnational communication and provides the opportunity to gain employment in other East African countries and globally. The fractured educational system must be addressed in order to achieve effective and sustainable development.

	Government Expenditure	Education	Percent
1998/99	973,800	164,900	16.9
1999/00	1,191,900	218,000	18.3
2000/01	1,257,600	245,900	19.6
2001/02	1,625,600	344,900	21.2
2002/03*	2,091,100	436,200	20.9
2003/04*	2,694,500	517,500	19.2
2004/05	3,364,000	689,100	20.5
2005/06			
2006/07			
2007/08*	6,068,015	1,172,484	19.3
2008/09*	7,215,613	1,349,012	18.7
2009/10*	9,513,685	1,710,399	18.0

Source: World Bank, Public Expenditure Review, 2010 (in mill. shs).

1/ *Estimate.

C. Educational System in Tanzania

Structure. Despite widespread policy changes, the overall structure of the education system has remained relatively unchanged over the years. The basic educational structure follows a 7-4-2-3 system; that is, 7 years of primary school (called Standards 1-7), 4 years of lower secondary school, followed by 2 years of upper secondary, and 3 years of University.

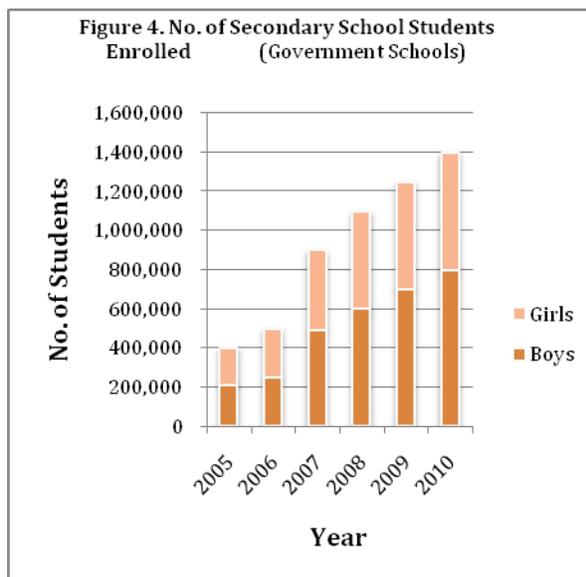
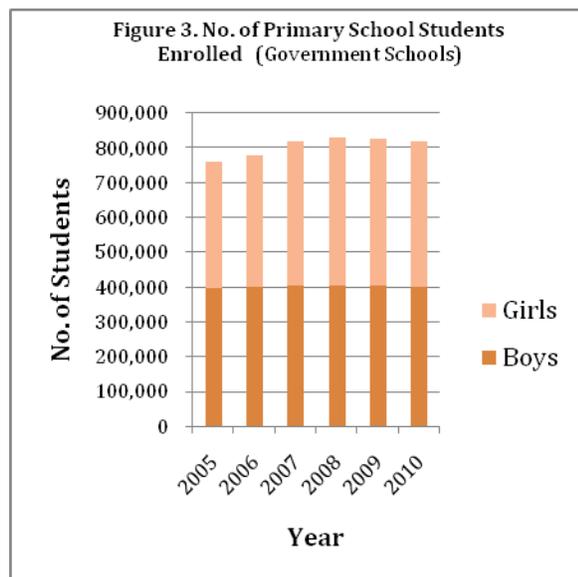
Education	School Level	Age From	Age To	Years	Notes
Primary	Standards 1-7	7	13	7	Certificate/diploma awarded: Primary School Leaving Examination
Lower Secondary	Forms 1-4	13	17	4	Certificate/diploma awarded: Certificate of Secondary Education.
Upper Secondary	Forms 5-6	18	19	2	Certificate/diploma awarded: Advanced Certificate of Secondary Education (ACSE)
University/ Vocational				3	

Within this system, the primary level consists of seven years, Standards 1 to 7, with the official ages being 7 years old to 13 years old. Primary school is completed when students pass the Primary School Leaving Examination (PSLE), which is used to place students in government-funded secondary schools based on their performance. This is followed by lower secondary with Forms 1 to 4 and upper secondary with Forms 5 and 6. Top performing students are selected to advance from lower to upper secondary, based on their Certificate of Secondary Education Examinations (CSE) results. And finally, to graduate from Form 6, students must complete their Advanced Level Examinations. Successful students are able to apply to enroll in University degree programs, which have a duration of three years for most specializations, while some may take longer (UNESCO, 2010).

Curriculum. The curriculum is dense at both the primary and secondary levels. The primary school curriculum consists of 8 core subjects: mathematics, science, social studies, health, religion, practical arts, Swahili (called *Kiswahili* in Swahili), and English language. Students who advance to lower secondary school follow a curriculum that consists of both core/compulsory and optional subjects. Core subjects for Form 1 and 2 include: mathematics, English, physics with chemistry, Swahili, biology, history, geography, civics and religion. Core subjects in Form 3 and 4 include: mathematics, English, Swahili, biology, civics, religion, history, geography, physics and chemistry. Optional subjects include: home economics, information and computer studies, additional mathematics, music, fine arts, French, Arabic and other foreign languages, Bible knowledge, and physical education. However, many government schools do not have the capacity to teach these additional subjects (UNESCO, 2010). The key difference between primary and secondary school is that **while the primary school curriculum is taught in Swahili, the secondary curriculum is taught in English with both Swahili and English taught as a subject.**

Access. Educational access has improved considerably over the last decade, going from 58.6 percent in 2000 to 96.1 percent in 2006 (World Bank Development Indicators). Net primary school enrollment reached 98 percent in 2008. The government is also working to increase

access to secondary schools by expanding school infrastructure through the Secondary Education Development Plan (SEDP). From 2005 to 2007, the number of government secondary schools more than doubled while the number of private secondary schools remained fairly low (Ministry of Education and Vocational Training, 2010). In 2006, the Ministry of Education reported a total of 14,700 primary schools and 2,289 secondary schools (infoDEV, 2007).



Source: World Bank, Public Expenditure Report, 2010.

Access is also shaped by a variety of social factors that impact female enrollment. At the primary school level, Tanzania has an even female-to-male ratio. However, female enrollment drops consistently and dramatically throughout secondary school. In fact, only 18 percent of girls complete their secondary school education (BEST, 2010). Girls often do not finish secondary school due to early marriage, adolescent pregnancy, and social norms that prioritize boys' education over girls. In fact, in a recent national poll reported that almost a quarter (22 percent) of Tanzanians thinks that educating boys is more important than educating girls (UNICEF, 2009). This also impacts access to higher education. For every 100 male students enrolled in higher education, there are only 73 female students enrolled (BEST, 2010).

Student Performance. Students can repeat any of Standard 1-4 classes but beyond Standard 4, are not allowed to repeat any class except under special circumstances. It is important to note that many students struggle to pass their subjects and thus fail to advance to secondary school.

Figure 1. Primary Cycle: Less Graduates and Lower Pass Rates since 2007.

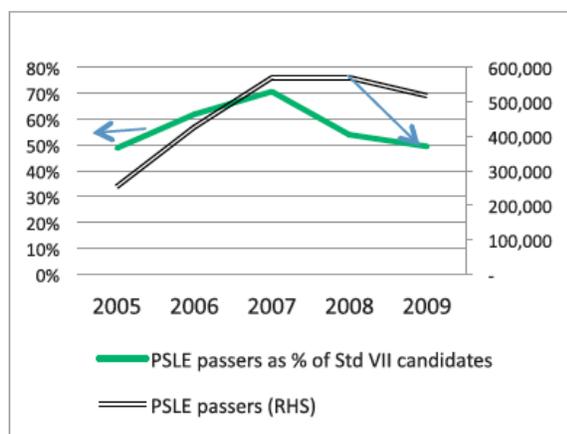
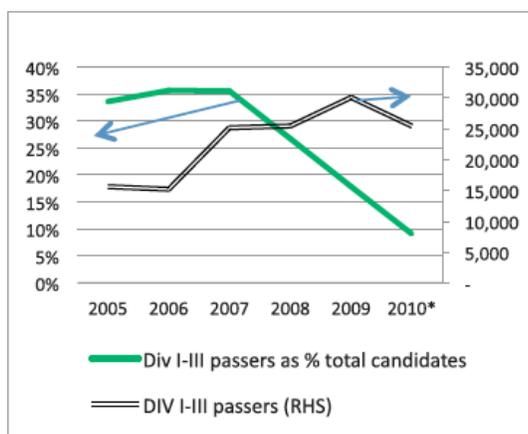


Figure 2. Secondary Cycle: More Graduates but Steep Deterioration in Pass Rates.



Source: World Bank, Public Expenditure Report (PER), 2010.

In the figures above, we observe that in 2009, only 50 percent of students enrolled at the Standard 7 level actually passed the Primary Standard Leaving Exam (PSLE). Additionally, from the second figure we see that only 10 percent of students sitting GCEs obtained division I to III result. That is, the vast majority of secondary school students completing O' Levels are receiving division IV results or failing; the two lowest scores possible. We also see a sharp decline in the percentage of Division I-III passers as a percentage of total candidates. This is a reflection of the boost in enrollment rates triggered by the Secondary Education Development Plan (SEDP) but the continued poor performance of students within the system. That is, while enrollment rates increased, the graduation rate remained the same as the students were still ill-prepared to succeed at the secondary level. The significantly low performance on the national exams signals immense challenges to learning and perhaps deeper systemic issues within the Tanzanian educational system.

Teacher Training. Currently, primary school teachers can pursue their teacher qualifications once they complete Form 4 (lower secondary) whereas aspiring secondary school teachers must complete Form 6 (upper secondary). Once they have completed their necessary level of schooling, they must then complete a two-year program at teachers college or attend University and specialize in education.

Teachers' college functions as a three tiered system: providing "degrees" to teach at University, "diplomas" to teach at secondary school, and "Grades" (A, B, C) to teach primary school. The "Grade" system indicates the caliber of pre-service qualifications and training (World Bank, 1999). Teacher training colleges provide classes in educational psychology, curriculum and educational evaluation, as well as methods of teaching various subjects. **Future primary school teachers are taught in Swahili** while future secondary teachers are taught in English, with "diploma" requirements being more stringent than "Grade" requirements (UNESCO, 2010).

Administration. National educational policy is formulated by the Ministry of Education, which also houses several independent agencies responsible for core functions. These include the National Education Council of Tanzania, the Tanzania Education Authority, and the Tanzania

Institute of Education, which is the responsible for developing the curriculum, the official syllabi, and the pedagogical materials such as handbooks. It also specifies standards for educational materials and class sizes, trains teachers on new teachings methods and on curriculum innovations, monitors implementation and evaluates manuscripts for school use. Although centralized institutions set policy, local government authorities (districts, town, city and municipal councils) are responsible for managing and delivering education services. These activities fall under the supervision of the Office of Regional Administration and Local Governance. This dynamic creates a **decentralized structure with central ministries overseeing policy and local governments delivering actual education services** (UNESCO, 2010).

Investment in Education. In 2006/07, the budgetary allocation for the education sector was TZS958 billion (USD\$740million) with 64.5 percent going into primary education, 12.5 percent to secondary, and the rest to teacher training (1.1 percent) and tertiary and higher education (21.9 percent) (infoDev, 2007). However, the government is engaging in efforts to expand its secondary sector so we expect higher public spending on secondary education in the future.

V. KEY FINDINGS

Rapid upheavals in education policy combined with dramatic boosts in primary school enrollment and efforts to expand access to secondary school pose significant challenges to Tanzania's education sector. Through a literature review, expert interviews, and site visits, our team aimed to better understand these challenges, the Swahili-to-English transition, and how these factors impact teaching effectiveness and quality. It is important to note that there is considerable variation among Asante partner schools in terms of basic school characteristics, such as type of school, number of students, proximity to urban areas, etc. Yet despite this variation, many of the schools face a common set of constraints, which we separate into two categories: policy and resources.

POLICY CONSTRAINTS

A. The Swahili-English Divide

As discussed, Swahili is the medium of instruction in primary school and English is the medium of instruction in secondary school. Previous studies and our own site visits strongly suggest that students are adversely affected by this system (Swilla, 2009). The need for improved English instruction at a young age was confirmed during our visits to secondary schools, where **many teachers observed a marked difference in performance between students who attended an English-medium primary school and those who were taught in Swahili at that level.** In fact, teachers anecdotally reported that students with prior exposure to English language immersion perform at higher levels across all subjects. There are several issues that shape this

Half the children who complete primary school cannot read English.

"Many children reach Standard 7 without any English skills at all. By the time they complete primary school, half of all children (49.1 percent) still cannot read a Standard 2 level English story. This means the vast majority of children who enter secondary school are unable to read in English, the medium of instruction in secondary education."

- Uwezo, 2010 Annual Learning Assessment Report

Swahili-English divide:

Language Immersion. One possible reason for this divide is that research has shown that foreign languages are best acquired by the age of six (Pinker, 1994). Therefore, if the goal is to learn English, students should be immersed in English at the primary level and, if possible, at the pre-primary level. Currently, English is taught only as a subject in primary schools, where students take six 40-minute English classes per week. Although this may seem like an appropriate allotment of time, these periods are not being used effectively. For the most part, students enter secondary school with inadequate English language acquisition.

English as a Third Language. Another shortcoming is that the bilingual policy is poorly tailored to local needs. While English is taught as a second language in Tanzanian schools, it is often the *third* language learned by many students, after their native Bantu language and Swahili. The national language policy debate frequently frames English as a second language, therefore failing to recognize that Tanzania, in fact, has a multilingual populace and the educational system should be designed accordingly. UNESCO's evidence and practice-based study identifies sub-Saharan Africa as the only continent where the vast majority of students start schooling in a foreign language (UNESCO, 2010). Incorporating mother-tongue-based multilingual education is viewed as an effective strategy in combating poor student performance in multilingual societies.

Political Context. Although the bilingual policy is widely criticized for impeding student learning, it persists due to a political context that is unique to Tanzania. In a country of over 120 Bantu tribes speaking numerous languages, ***Swahili is seen as essential to maintaining a unified national identity. As a result, the government places a priority on teaching Swahili at the primary level.*** At the same time, having a population that is proficient in English is important if Tanzania hopes to compete in the global and regional East African economy. Tanzania's main regional competitors, Uganda and Kenya, both place a high premium on English fluency and rely on English-based instruction at the primary and secondary levels. Thus, ***the government prioritizes English in secondary school in order to increase competitiveness in both the global and regional economy.*** Finally, the ***bilingual policy is popular among Tanzanians who see it as a tool to close a wide income gap.*** The richest 20 percent have a 44.8 percent share of national income while the poorest 20 percent have a 6.8 percent share (Trading Economics, 2010). Privileged families who can afford private school fees often send their children to high performing private English-medium schools. As many high paying white collar jobs require English, fluency is directly linked to professional success and income. Teaching Swahili in government schools may risk depriving poor Tanzanians of the chance to compete in the marketplace, thus reinforcing the socio-economic divide.

B. Curriculum Weaknesses

The decentralized nature of Tanzania's education system seems to have created a disconnect where educational policy is poorly adapted to local constraints and needs. This is particularly evident in curriculum design, which poses the following challenges:

Length/Density. Throughout our field research, teachers and headmasters reported that the official curriculum is overloaded with required subjects. Strict curriculum requirements leave little room for local flexibility or adaptability. As a result, many teachers indicated that it was difficult to impossible for them to cover the entire curriculum in the allotted time. This leaves students ill prepared for the final examination which could cover any topic in the official curriculum. In

addition, strict curriculum requirements leave little room in the school schedule for remedial classes. This is problematic because with the exception of national examinations where students must pass to proceed to the next level, students are often automatically promoted to the next grade regardless of performance. Students then find themselves advancing to higher grades without having had a chance to build the knowledge foundation needed to succeed in those higher grades.

Exam-Focused. Both our literature review and our interviews indicate that the curriculum is far too examination oriented. Students are subject to near continuous assessments in preparation for the final examinations. However, based on on-site observations, private educational institutions that focused less on examination content, and more on critical thinking and independent thought, attained higher results. As there were less financial constraints in these schools, it is important to consider how resource-poor government schools could effectively adopt this approach (UNESCO, 2010; Swilla, 2009).

Disconnected with Market Needs. The current curriculum does not help students learn practical skills that can be used in either formal or informal labor markets (UNESCO, 2010). While several private schools we visited provide vocational classes to prepare students for the workforce, government schools which must adhere to the official curriculum are unable to provide additional classes. When students leave school they are not academically prepared for white collar jobs nor are they practically prepared for more vocational pursuits, such as being a tailor or electrician. The curriculum should be better aligned with labor market needs.

C. Underinvestment in Teachers

Studies indicate that poor student performance is linked to low teacher quality (Komba and Nkumbi, 2008). Government schools have difficulty attracting and retaining qualified teachers due to policies related to salary, qualifications, and training.

Teacher Salary. While private school teachers receive generous compensation, the official salary for government school teachers is below the living wage: 105,000 Tsh per month for primary school teachers and 165,00 Tsh per month for secondary school teachers (UNESCO, 2010). In addition, teacher salaries are frequently delayed for months at a time. Low and delayed pay has turned teaching into an unattractive profession making it difficult for government schools to attract, retain, and motivate teachers. As a result, schools are pulling from a smaller pool of applicants, many of whom have little education beyond secondary school.

Qualification Requirements. Because teaching is considered an unattractive profession, schools are pulling from a smaller pool of applicants, many of whom have little education beyond secondary school. In addition, rapid expansion at the primary and now secondary levels has led to shortages in instructors. As a short-term solution, the government lowered the required certification to enter the teaching profession in order to quickly increase the pool of instructors available in the system. This has created a vicious cycle of poor students being tasked with the responsibility of educating future generations. In 2011, more than 80 percent of students received a grade IV or zero on the CSEE (World Bank, 2010). These are the lowest scores possible for the O' Level examinations, and yet, these are the students who become teachers. In 2008, out of 154,895 government and private primary school teachers, 566 (<1%) had a degree and 4,597 (3%) had a diploma. Out of these primary school teachers, 127,397 were Grade A teachers and 22,335 were Grade B/C teachers. Out of 32,835 secondary school teachers, 4,775 (15%) had a degree, 19,326 (60%) had a diploma, 489 were Grade A teachers

and 8,245 were grade B/C teachers (UNESCO, 2010).

It is important to note that many government school teachers struggle with low English language ability. While the teacher training curriculum teaches how to teach English as a subject or how to teach in English, it does not provide specific English language classes. The teacher training curriculum is unable to raise future teachers' language proficiency to a level needed to teach effectively. As a result students are often taught in English by teachers who themselves don't understand English. **Many primary school teachers have low English proficiency making it difficult for students to become proficient themselves at a young age.**

Minimal Opportunities for Training. Currently, opportunities for teachers to attend seminars and trainings are extremely limited. District Education Offices host brief seminars annually based on subject areas. Teachers reported that these address helpful content but are too brief and infrequent. Furthermore, due to the demands at school sites, teachers are not always able to attend off-site seminars. During our interviews, teachers repeatedly expressed a need for seminars or trainings to stay informed on new content, learn new teaching strategies, and enhance their teaching capacity. Headmasters also said they want their teachers to improve their techniques and learn new skills but that they don't have the time or resources to provide this training themselves.

RESOURCE CONSTRAINTS

Limited financial resources combined with a rapidly expanding educational sector have created pronounced resource constraints. While the type and severity of these constraints vary across Asante partner schools, the majority fall into the following categories.

A. School Infrastructure

There was high variation in school infrastructure quality among the sites we visited. The primary and secondary private schools all had sufficient classroom space and some of them had specialized facilities, such as computer labs and science laboratories. In contrast, many of the government schools struggled with basic infrastructure constraints. Many government primary and secondary schools we visited were unable to accommodate all students due lack of classrooms and desks. In several cases, multiple streams would be taught in the same classroom, at the same time, due to lack of space. These basic infrastructure constraints create serious overcrowding, making it difficult for teachers to create a classroom environment that is conducive to student learning.

At Mlimani Secondary School in Karatu, a teacher described how desks and chairs were squeezed into a classroom wherever possible, leaving him just a small space near the doorway to instruct from. Due to overcrowding, he is only able to use a fraction of the blackboard to support his instruction.

B. Local Infrastructure

The majority of Asante's partner schools are faced with local infrastructure constraints that are common to poor, rural areas. Many government day schools are far removed from local government transportation, meaning students and teachers

"One of the biggest challenges teachers face is the ability to communicate."

- Principal, Arusha Teachers College

often have to walk far distances to attend school. During an interview with the principal of a primary school in Monduli, we learned that many students come from up to 9km away, meaning they have to walk 2 hours to and from school each day. While teachers are supposed to have local housing, this often is not available and they end up living over an hour from school. Distance and accessibility are linked to educational quality because both students and teachers must leave promptly at the end of school to get home before dark. This leaves no opportunity to stay behind after school to work with struggling students. Furthermore, students who have to walk long distances, then do chores once they are home, do not have time to study outside of school.

C. Insufficient Teaching Resources

There was high variation among the schools regarding access to critical teaching materials, such as textbooks, paper, and teaching aids. Although private schools also cited lack of teaching resources as a challenge, this problem was particularly apparent in government schools. Many schools averaged one textbook for five students and supplemental English language materials, such as novels and audio-visual aids, were rare to nonexistent. Although official policy is that all schools should be provided with funds for teaching aids, in practice many schools do not receive the full amount of funding they are meant to receive. Several of the schools noted that they had not received government funding for teaching aids for several months. This delay in dispensing funds places a serious constraint on many schools.

In April 2012, the headmaster at Makayuni Primary School reported that he had not received government funds for stationary, textbooks, and similar resources since September 2011.

VI. CRITERIA

From our research findings, we determined that to help schools effectively teach students, Asante's strategy moving forward must:

1. **Be aligned with Asante's mission:** Asante has made a commitment to promote educational outcomes in low-resource and often rural schools. Any work moving forward must serve the organization's educational goals and reach the vulnerable populations they aim to serve.
2. **Be feasible in terms of Asante's financial and operational resources:** Any proposed strategy must be financially feasible. As a result, pilot projects must be financially modest and able to integrate into existing structures and partnerships. Furthermore, these strategies should be manageable for Asante staff, with respect to their time, geographic limitations, and additional commitments.
3. **Be politically feasible:** District and national politics play a strong role in shaping what change is possible in Tanzanian schools. Any strategy Asante implements must have the support of the school leadership, surrounding community and officials within the District Education Office. Any strategy must also be possible considering mandatory national education policies and goals. When considering adapting or influencing district or national policy, it will be critical to create partnerships with key stakeholders and understand the political process.

4. Improve the capacity of both *primary and secondary* school teachers to teach:

Teachers at all levels need support and training in order to effectively teach students English. Primary school teachers need support in teaching English subject courses. Many of these teachers have low confidence and comprehension in English and would greatly benefit from long-term consistent efforts to improve their English speaking ability. Furthermore, these teachers need support in creating more effective lesson plans and activities. Secondary school teachers need support in using English to teach all subjects. Coming from primary school, their students are accustomed to learning math and science in Swahili. Secondary school teachers need assistance in teaching new subject area content as well as the English language. Secondary school teachers could use support and practice in improving their own English language skills, as well.

5. Address resource challenges that impact classroom instruction: The success of English language instruction is inextricably linked to the classroom infrastructure, textbooks, teaching aids, and additional resources that have the potential to restrict or expand a teacher's effectiveness.

VII. ALTERNATIVE STRATEGIES

A. Option 1: Continue Current Allocation of Need-Based Aid

The Asante Africa Foundation currently allocates aid to 1) create safe and healthy learning environments, 2) provide education through merit-based scholarships, and 3) strengthen teaching and enhance learning. The organization has grown rapidly since its start in 2005 and has evolved its process and allocation of aid to meet the needs of the communities they serve. Asante awards grants to schools and scholarship recipients after careful assessment to determine if the partnership meets a collection of criteria. With help from in-country staff, volunteers, and Board members, Asante ensures that partner schools and students are supported and accountable to agreed upon commitments.

Asante uses the following criteria as a guide in assessing schools and students:

School Project Criteria:	Scholarship Recipient Criteria:
<ul style="list-style-type: none"> • Degree of need • Leadership • Impact of Asante's dollars • Viable partners • AAF ability to fundraise for project • Growth strategy • Accessibility 	<ul style="list-style-type: none"> • Student motivation • Financial need • School quality • Geographic location • Student interviews • Interview panel recommendations

In addition to these efforts, Asante has also begun supporting and hosting professional development trainings for teachers. In fall 2011, Asante held its first English language debate training and also sponsored 3 teachers to attend a *Teaching In Action* training. These trainings were pilot efforts and initial feedback from teachers has been positive.

Overall, Asante's existing strategy has been successful in creating trust between the agency

and local communities. Through short-term, community-driven projects, Asante has promoted local sustainability and self-reliance. Asante has also been skilled in identifying leadership qualities in headmasters and among students.

Although the current strategy has made a real difference in the communities Asante serves, moving forward we do not feel this path will best leverage the efforts and investments of the organization. The current strategy has developed in part to meet immediate needs and opportunities. Although this flexibility has its benefits, it also risks creating separate projects that progress independently, rather than cohesively. There are potentially missed opportunities in the 3-pronged strategy to 1) support education infrastructure projects, 2) provide scholarships and leadership training to students, and 3) strengthen teacher quality and effectiveness. For instance, scholarship students are not necessarily in schools receiving support for a new classroom or books. Instead, we recommend that Asante bring its 3-pronged approach under a single umbrella strategy.

B. Option 2: Reform National Education Policy

An alternative approach is for Asante to take on a policy advocacy role. As has been outlined in Key Findings, poor student performance is linked to several policy barriers. Below are strategies that would be required to tackle each of these main policy barriers:

- ***Bilingual Policy.*** The most divisive policy debate surrounds the Swahili-English divide. Research shows that English language acquisition is a significant problem facing Tanzania (Uwezo, 2011; Vavrus, 2002; Quorro, 2006). Despite national policy efforts to have every child speak both Swahili and English by completion of secondary school, students struggle to learn in either language and most students, and unfortunately many teachers, do not have a strong command of the English language. As outlined in the Key Findings section, the political benefits of teaching both languages are considerable making a switch to mono-lingual policy unlikely. However, education advocates have suggested an array of alternatives, such as (i) having a 50-50 split in both primary and secondary school so that students learn both languages simultaneously or (ii) teaching English as a subject course in secondary school rather than it being the language of instruction. This second policy option would involve decreasing the focus on English, and undoubtedly boost the international accessibility of Swahili. This step would signal tremendous progress in promoting native sub-Saharan Africa languages.
- ***Curriculum Constraints.*** At present, the curriculum is exam oriented. Teachers teach to the exams by encouraging rote memorization instead of critical thinking. Education advocates argue that changing the exam to favor critical thought will invariably reform instruction methods, as memorization would no longer suffice. There has also been a push to attune the curriculum to match the skills needed by the current and projected labor market. The Ministry of Education must consider what kind of skills the population needs to be successful and further reduce poverty.

To advocate for curriculum redesign, Asante would need to collaborate with teachers, experts, and government officials to redesign the curriculum to meet the needs of the exam. They must also ensure that the new curriculum is attainable and practical, given the constraints of the school calendar. Working groups comprised of experts might be the most effective in brainstorming new ideas and implementation strategies.

- **Underinvestment in Teachers.** As discussed in Key Findings, low teacher quality is linked to low pay, low requirements, and insufficient training. Given economic constraints, raising teacher pay has not been a critical part of the education policy debate in Tanzania. However, there has recently been a strong push to change the policy on teaching requirements and to develop trainings on (i) teaching subject areas in a foreign language; and (ii) effectively applying the participatory method and any newly introduced government mandated instructional methods.

Addressing the policy barriers outlined above will be fundamental to improving educational quality in Tanzania. However, policy advocacy currently lies far outside the scope of Asante Africa's work. In order to consider engaging in policy advocacy, Asante would first need to (i) stay abreast of current policy initiatives, (ii) develop expertise in educational policy, (iii) build partnerships with organizations and key stakeholders within that arena, such as relevant DEOs or educational coalitions like the Tanzania Education Network/MtandaowaElimu Tanzania (TEN/MET).

Asante Africa would need to invest a large portion of its time and capital in developing the capacity necessary to engage in policy advocacy. Given Asante's staff and resource constraints, we expect this would require a shift away from other initiatives that are more aligned with Asante mission of helping poor rural schools. Furthermore, there is little guarantee of success, meaning Asante efforts may not yield tangible results. **At this time, we do not recommend that Asante pursue national policy reform.**

VIII. RECOMMENDED STRATEGY: REVISE & TARGET NEED-BASED AID

Our recommended strategy for the Asante Africa Foundation is to revise and target need-based aid to promote teaching quality. The four key components of this strategy are to 1) create a pipeline between primary and secondary schools, 2) strategically phase aid, 3) create teacher professional development opportunities, and 4) measure and evaluate Asante's impact. These four recommendations are designed to achieve the biggest impact when executed as one cohesive action plan. Through our research and observations, should any of these recommendations be implemented individually without the support and reinforcement of the complementary steps outlined, the synergy needed to create a sustainable and effective impact will be impeded.

A. Create a Pipeline Between Primary and Secondary Schools

Goal: It is imperative that students are properly prepared at both the primary and secondary levels to ensure continuity and quality of educational access. We suggest that Asante target their funding among low-resource and high potential educational institutions, at both the primary and secondary level. Graduating primary students can be routed to the secondary schools within this pipeline. By creating a network of schools primed for success, Asante can ensure the continuity of quality education at both levels and build a robust community of schools within a defined geographic area. This will also allow Asante to leverage their investments and have a greater degree of oversight throughout the duration of a student's education.

Step 1: Limit geographic focus. Asante serves schools in Northern Tanzania within the Arusha region, which spans approximately 86,999 square kilometers. Within this area, Asante partner schools comprise four secondary schools and nine primary schools. The wide

geographic dispersion of partner schools not only creates logistical challenges for in-country staff but also poses obstacles in ensuring that the quality of education acquired is adequate and maintained at each level. For instance, currently a student may enter an Asante partner secondary school unprepared for the curriculum because s/he attended a poor quality primary school that did not have adequate infrastructure or teacher support. Or, neighboring students may have vastly different educational experiences because one attends an Asante supported school and the other does not.

With a more limited geographic focus, Asante would gain a clearer view of the needs of their schools, based on the community-specific demographics, and be able to target aid to fill critical gaps. Geographically focused investment also allows for a deeper impact among the community served. Instead of having a smaller impact across a wide range of communities, Asante can select a few to focus on, helping to ensure a strong education foundation at all levels. Given Asante's experience in building relationships and cultivating leadership, a more geographically focused strategy would leverage the agency's strengths.

One risk is that a geographic focus may create a sense of dependency or entitlement in a community. To discourage this and promote local ownership, we recommend Asante establish clear terms and timelines and require the community to drive the project scope and work. Helping schools grow through the different stages of aid may also ease this concern. Our recommendation of strategically phasing aid is described later in this paper.

Step 2: Design a set of criteria to identify primary and secondary schools primed for success. We recommend Asante incorporate factors that stand out as key for success into its current set of criteria used to select partner schools. This will aid Asante in clearly defining their partner school selection process and making highly strategic investments. While we defer to Asante to develop a concrete set of criteria, our research has unveiled pointed suggestions that could inform the selection process.

- ***Investing in boarding schools will add more value*** due to the rural setting of Asante's focus. A recurring issue during our interviews was the lengthy commute to school. Time previously lost in commute and perhaps on distractions at home, would now be used to boost educational attainment. Teachers will have more access to their students and will therefore be able to gauge their progress more effectively.
- ***Strong leadership*** is essential to drive high performance and instill a sense of commitment within the school. As teachers are often transferred at a moment's notice, evaluating the level of commitment of the principals and heads of administration will be a better measure of how the institution will perform in the long-term.
- ***A well-rounded faculty composition*** that not only includes teachers who are proficient in the relevant subject area, but who are also up-to-date on emerging instructional methods, such as student-centered learning. Ideally, there should be adequate variation in teachers with robust experience, those recently exiting the teachers college, and mid-career professionals. This allows a constant influx of learning from the teachers' college and an opportunity for knowledge sharing across groups.
- ***Upward trend in academic prowess*** will signal that the school has been successful, despite the low resources available. Should they receive funding to offset administrative and infrastructure challenges, the institution could focus additional attention on refining teacher delivery and strengthening student performance.

Step 3: Based on the criteria selected, create a pipeline of primary “feeder” schools and secondary schools.

- ***Create a strong foundation in primary schools.*** The findings and expert opinions reviewed in this report all recommend that educational quality at the primary level should be prioritized. This resonates strongly with language acquisition as well as subject area proficiency. For those students, who are unable to proceed to the secondary level, it is even more imperative that the skills gained during primary school are useful and serve practical purposes in their personal and professional. Additionally, adequate preparation at this level will ensure that students are better prepared for secondary school and boost the probability of sustained and improved performance. **We recommend identifying key primary schools that serve as feeder schools in local districts and working to build a strong academic foundation for students during these critical formative years.**
- ***Sustain student performance in secondary schools.*** There is a marked variation in school quality both within and between primary and secondary school groups. In other words, it is possible to go to a high performing primary school that prepares students well, but if those students go on to attend underprivileged secondary schools, they may still be unsuccessful, both in the transition to English and the various subject areas. The reverse situation can be equally, if not more debilitating. Building a network of high potential and/or high performing schools will address this issue, as it will create a pipeline of strong primary and secondary schools within the community.

Step 4: Route scholarship recipients through pipeline of targeted high performing schools. Asante currently invests extensive time and resources in identifying scholarship recipients and supporting them throughout their academic career. In the past, there have been instances where scholarship students are enrolled in very low-performing schools, posing a real risk to the student’s academic achievement. Although it can be a difficult decision to make, Asante and its donors want to ensure their investment in students isn’t derailed. In the past, Asante has worked with district officials and lawyers to transfer the student to a stronger school. However, this process is complicated and disruptive. Instead, we recommend integrating scholarship students into the school pipeline strategy. Asante can select scholars within a specific geographic region it chooses to focus on and route these students through Asante supported schools. This will help ensure that the student’s academic progress is sustained throughout the primary and secondary level. Limiting the geographic span of students and schools will also help alleviate the logistical issues facing in-country staff as they work to maintain effective relationships with partner schools and scholars.

B. Strategically Phase Aid to Target Teacher Needs

Goal: To help teachers be more effective instructors, Asante should pursue a long-term, phased approach to distributing funds among partner schools. Although all teachers need help and additional training, the type of needs and constraints they have vary greatly depending on the types of schools they serve. By identifying the type of needs facing low-resourced schools, Asante can ensure that investment in teacher quality and teaching effectiveness is being appropriately allocated.

Below are the main types of needs identified:

1. basic infrastructure and resource needs
2. teacher development
3. getting beyond the basics

Asante can use this scale of need to ensure that, with time, all partner schools reach the same level of function and teaching. This standardization will help create quality education in all partner schools.

Step 1: Invest in basic infrastructure and resources. Many schools struggle with pervasive infrastructure constraints that impede teaching. For instance, a lack of classroom space results in extremely overcrowded classes that limit a teacher's ability to physically use teaching aids, coordinate discussion, or work with students at different levels of learning. To improve teaching effectiveness, teachers must have the basic infrastructure and resources that allow them to actually teach. Furthermore, infrastructure needs are the first and most commonly reported need among teachers and schools. Although infrastructure projects can often be time consuming and more costly than other endeavors, it will help build trust within communities and it provides immediate, long-lasting practical support. Asante is experienced in supporting infrastructure projects and we recommend this be the first step in Asante's investments in schools.

Step 2: Invest in teacher development. Once basic needs have been met, Asante can then target aid to improve teaching skills, knowledge, and delivery. Resource and infrastructure needs will likely require continual maintenance, but teachers in these schools will be more prepared to focus on becoming more effective teachers. In these cases, teachers may need specialized teaching aids, such as audio equipment for English language tapes. These teachers will also need professional development opportunities, such as opportunities to learn new teaching techniques, practice English language acquisition, or to share insight with other teachers. Strategies for teacher development are discussed in further detail in the next section.

Step 3: Help schools get beyond the basics. On the opposite end of the needs spectrum are model schools, mostly private schools, that are effectively teaching English and other subjects to their students. Teachers in these schools need help to get beyond the basics and deliver innovative, high quality education. We recommend continuing to invest in these model schools through relationship building and financial support for specialized projects, such as science labs. These teachers and their teaching techniques can be a valuable resource for other schools. Furthermore, these model school sites can be a destination for scholarship students who may not have quality government school options.

C. Create Teacher Professional Development Opportunities

GOAL: To address the low investment in teachers, Asante can create professional development opportunities to boost teacher morale, skill, and capacity to be effective instructors. Our research findings show that teachers at all levels are eager, and in great need, of training and professional development to support their instruction. There are also teachers who are successfully teaching their students despite resource and policy constraints. By tapping into these individuals, Asante can support effective strategies that are already being used, strengthen techniques, and share effective teaching strategies. Asante can promote teacher professional development through the following strategies:

Step 1: Create an advisory council of top teachers. Similar to the organization's scholarship model for students, Asante can identify teachers that are change makers in their communities, recognize and support their contributions, and leverage their talent to create best practices for others.

- **Identify changemakers:** Asante can identify a small group of six to eight teachers to participate in an advisory council. These changemakers are teachers who bring dedication, innovation, and talent to their profession, despite challenging teaching environments. They should also be teachers who are relatively skilled in lesson plan development, classroom management, and English language instruction. Asante can develop some additional criteria, such as having a diversity of ages and schools represented.

Age may be a particularly important factor to consider, as it came up a few times in our field research. Older teachers bring valuable experience from their years of teaching. Older individuals may also have been educated and trained during years of greater national investment in education, which can be reflected in their English fluency. On the other hand, younger teachers are critical to invest in for long-term change. Fresh from the teaching accreditation process, younger teachers may also be better able to teach to new curriculum standards and use the participatory method.

This strategy would be particularly effective because Asante has a strong track record of identifying talented individuals and building long-term relationships.

- **Recognize and support their work:** Currently, teachers do not receive much recognition or support in their roles. Asante can help change the perception and status of the teaching profession by recognizing and rewarding leaders that are excelling. Along with public recognition, selected teachers could be rewarded with professional development materials, classroom resources, financial support to attend off-site trainings, and modest monetary prizes. For instance, Asante can host a request for proposals among teachers for a mini-classroom grant. Selected teachers can use this grant as they best see fit to promote student learning. This would be an effective way to promote leadership and innovation in teachers. Each teacher will have unique needs or ideas they'd like to explore and a small grant will help give them the opportunity and flexibility to make improvements in their own classroom settings. It will also allow teachers to experiment with new lesson plan ideas and their classrooms can serve as labs to determine which teaching strategies are the most effective.
- **Convene a kick-off advisory council meeting:** Once changemakers are identified, we recommend that Asante host a 2-3 day convening to determine the scope and responsibilities of the advisory council. The meeting should be used as a venue for Asante and teachers to discuss and decide together what the goals and objectives of the advisory council should be. This community-based participatory approach will create ownership among the teachers. In addition, by having teachers drive the process and identify needs and strategies, Asante can ensure that they are supporting relevant projects.

Some examples of potential tasks for the advisory council include:

- Create lesson plans and classroom activities to increase the quality of English courses at the primary school level.
- Create lesson plans and classroom activities to increase the quality of English

instruction in various subjects.

- Implement strategies to support primary and secondary school teachers with their own English, such as hosting “English table” informal discussions during lunch or identifying resources for at-home training.

In the kick-off meeting, it will be important to balance having enough structure to allow for fruitful results and flexibility to allow for the teachers to drive the content of the work. It may also be necessary to respect hierarchical or political structures within schools and include key leaders to participate in this process along with a variety of teachers. Getting support from decision makers will help strengthen the potential of the advisory council.

- **Create and disseminate best practices:** As part of their role on the advisory council, teachers will be responsible for developing effective lesson plans, sharing classroom strategies, and training other teachers. The support they receive for their individual work should eventually translate into replicable resources and strategies for other teachers. Asante can serve as the organizing body for this material.

Step 2: Sponsor trainings and create networking opportunities: During our interviews, teachers repeatedly expressed interest in opportunities to enhance their capacity, learn new instructional methods, attend seminars, and build relationships with other teachers. Teachers are interested in a range of topics, including covering specific subject areas, such as physics. They are also interested in skill-based trainings, such as ways to use participatory teaching methods. If designed effectively, both types of trainings could be conducive to promoting teacher capacity to teach English.

- **Partner with Training Experts:** Designing an effective training model is challenging. Although teachers may enjoy the valuable social benefits of attending seminars, it's critical that trainings result in immediately actionable and replicable improvements in the classroom. Furthermore, trainings can be difficult, time consuming, and expensive to host. In addition, a training aimed at promoting teacher English language ability cannot be a one-time event. Confidence and competence in English needs to be consistently built over time. It is important to follow-up with training attendees and integrate resources for teachers to take home and continue to practice. Due to these challenges, it would be strategic for Asante to continue establishing partnerships with other organizations and training experts to create training opportunities for teachers.

Teaching In Action (TIA) trains teachers on how to use the participatory method across subjects to create more effective teaching. In the fall of 2011, Asante sponsored a few teachers to attend a TIA training to build capacity in teaching physics. TIA is planning to expand its model to conduct trainings at school sites, which will help increase the number of people they are able to reach. Also, by ensuring that all teachers in a school are being trained, TIA will help change the culture and practices to create more effective instruction across the board (Rugambwa, A., personal communication, March 26, 2012). We recommend that Asante remain partners with TIA and explore opportunities to have a TIA training at an Asante partner school.

- **English Language Debate Training:** Asante's English Language Debate Training model holds promise as an effective and actionable way to increase teaching effectiveness and quality. In fall 2011, Asante worked with Ms. Takako Mino to host a series of unique English language debate trainings in partnership with DEOs (Mino, T., personal communication, February 27, 2012). Currently, Asante is working to collect feedback

from teachers who attended these debate trainings. Once this information is gathered, it will be interesting to pursue this model further as it has the potential to build English language and participatory pedagogy skills among teachers. Furthermore, many secondary schools already have student debate clubs and Asante could investigate using this existing structure to bring strategies from the training into the school.

Moving forward, we recommend bringing the debate training on-site to Asante partner schools, rather than hosting a district wide seminar. During the last series of debate trainings, teachers from across districts were invited to attend. Some attendees were from Asante partner schools, but the majority were new to the organization (Mino, T., 2011). While this is helpful in reaching new communities, we recommend that Asante focus on the existing communities it serves. During our interviews, we heard that it's difficult for teachers to attend off-site trainings, due to transportation costs and time away from school. By hosting on-site trainings for teachers at partner schools, more Asante teachers will be able to participate. Also, by engaging all the teachers and leadership within an institution, the debate training will likely have more sustainable impact in changing the teaching philosophy and tactics within an entire school community.

Step 3: Recruit talent into partner schools. By helping improve school resources, student learning, and professional development opportunities, Asante plays a critical role in getting both current and prospective teachers excited about working in Asante supported environments. Currently, District Education Offices have decision making power in determining each teacher's school assignment. Although teachers can state their preferences and make requests, there is little guarantee that teachers will be sent to a school of their choice. New teachers frequently struggle with logistics such as securing affordable housing, isolation in remote, low-resourced settings, and with adapting to new communities. This contributes to low morale, high absenteeism among teachers, and unmotivated instruction. By providing supportive, well-resourced work environments, Asante will help retain good teachers and promote quality teaching.

Furthermore, Asante can encourage and support school leadership to recruit top talent into their schools. Although Asante has strong relationships with DEOS, it may be most effective and appropriate to have local schools advocate directly for top teachers themselves. DEOS may be able to identify top talent from Universities and Teacher Colleges, particularly those with English fluency and dedication to teaching. DEOs can help inform prospective teachers of the benefits of working at Asante partner schools and facilitate school assignments that are a good fit for those involved. By making partner schools great destination for teachers, Asante can promote competition and motivation work at these sites.

D. Measure and Evaluate Asante's Impact

GOAL: Measurement and evaluation is a critical component of determining and ensuring programmatic success. Tracking impact and changes can provide a critical perspective on how programs are working and what improvements can be made. More and more, development programs are being held to rigorous evaluation and analysis by funders and researchers. As Asante evolves its work to promote educational quality and effectiveness, it will be critical to develop affordable measurement and evaluation criteria. Program partners, donors, and national education officials will want to know, *does Asante's strategy work?* To help answer that question, we recommend the follow strategies.

Step 1: Gather and track performance data. Asante needs to gather baseline data and identify a set of factors to track over time. The advantage to working in school communities is that performance data is already being tracked. Asante can use existing national exam scores, retention and attendance rates, and student grades. Although this data is difficult to secure independently, we recommend working directly with District Education Offices to request access to detailed performance data sets. It will also be critical to get assistance from someone well-versed in this data to effectively apply it and understand what it may, or may not, be capturing.

Step 2: Collect qualitative data: Asante can also set up qualitative measures of success, such as teacher performance reviews, teacher self-assessment surveys, or student surveys. Asante will need to decide what factors are the most interesting and strategic to track for their goals. Survey design and data collection may take a modest time and financial investment in the upfront, but it has the potential to provide valuable insight to complement the quantitative numbers. Also, given the nature of Asante's work, qualitative data may prove to be more valuable and powerful than quantitative measures.

IX. CONCLUSION

Too many Tanzanian schools are not effectively teaching their students. As a result, students have low-performance rates, fail to pass national exams, and are not getting a quality education. This is important for the Asante Africa Foundation to respond to because teachers within their partner schools are struggling to be effective instructors. By helping teachers be more effective, Asante can improve the quality of education and ensure their investments in local communities are having a positive impact.

Teachers face a complex assortment of challenges. The bilingual education policy acts as a primary barrier as students struggle to transition from Swahili-medium primary schools to English-medium secondary schools. Teachers at the primary school level are not well equipped to provide students with a strong foundation in English. At the secondary school level, teachers struggle to help students learn English and all other school subjects. Without English fluency, secondary school students will have difficulty learning across subjects, including mathematics, impacting their performance overall. However, tackling the language issue alone will not result in higher student performance. Schools also face severe resource, infrastructure, curriculum, and teacher quality constraints. These constraints are interconnected and cannot be addressed in isolation. For example, teaching quality will be lowered by insufficient textbooks but enough textbooks will not necessarily lead to improved teaching quality.

We recommend that Asante integrate and coordinate a focus on teacher quality throughout all its efforts. This requires 1) selecting partner schools to build a pipeline between primary schools and the secondary schools within a geographically focused area. Asante can then 2) provide aid to schools in phases over time, helping bring all partner schools to a standardized level of quality. Asante should also 3) create professional development opportunities for teachers by helping them experiment with new teaching methods and share best practices. Finally, all these steps should be 4) strategically measured and evaluated to track the impact of Asante's unique approach.

Asante has the capacity, credibility, and respect to implement these strategies to promote teacher quality and effectiveness. This strategy builds on the strengths of Asante's past work,

leverages existing investments, and continues the organization's commitment to responding to what Tanzanian communities identify as their greatest needs. By implementing this strategy, the Asante Africa Foundation will provide a much needed boost to teachers and the schools and students they serve.

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World Bank Development Indicators.

Appendix A. List of Expert Interviews

Barkley, Alan. Executive Director, International Operations, *Opportunity Education*. Personal communication on April 11, 2012.

Boner, Elizabeth. Associate African Language and Outreach Program Coordinator, *Center for African Studies, University of California, Berkeley*. Ph.D. Candidate, Graduate School of Education - Language, Literacy, Society and Culture Program, *University of California, Berkeley*. Personal communication includes March 15, 2012.

Glustrom, Eric. Co-Founder and President, *Educate!* (Kampala, Uganda). Personal communication includes April 12, 2012.

Malinkowski, David. Ph.D. Candidate, Graduate School of Education - Language, Literacy, Society and Culture Program, *University of California, Berkeley*. Personal communication includes March 15, 2012.

Mcha, Yohana. Founder and Headmaster, *Orkolili Secondary School* (Moshi, Tanzania). Personal communication includes February 22, 2012 & March 26, 2012.

Mino, Takako. Consultant and Debate Trainer with specialization in East Africa. Personal communication includes February 27, 2012.

Murphy-Graham, Erin. Assistant Adjunct Professor, Graduate School of Education, *University of California, Berkeley*. Personal communication on March 15, 2012.

Ngware, Moses. Research Scientist, *African Population and Health Research Center* (Kenya). Personal communication includes March 14, 2012.

Page, Julian. Trustee, *Livingstone Tanzania Trust* (UK). Personal communication on March 17, 2012.

Saavedra, Martha, Director, Center for African Studies, University of California at Berkeley. Personal communication on March 15, 2012.

Vavrus, Frances. Faculty, Associate Professor, Coordinator of Comparative and International Development Education Program, *University of Minnesota*. Personal communication on March 12, 2012.

Appendix B. List of Site Visits and Interviews in Tanzania

MONDAY, MARCH 26, 2012

Mwenge University, Moshi 10am

- Interview with Professor Allen Rugambwa

Nkwamakuu Primary School, Moshi 1pm

- Interview with school headmaster
- Focus group with 8 teachers from various subjects
- Tour of facilities

Orkolili Secondary School, Moshi 5pm

- Interview with Headmistress, Madame YohanaMcha
- Focus group with 3 students
- Classroom observation of students
- Tour of facilities

TUESDAY, MARCH 27, 2012

Migungani Nursery School, MtoWaMbu 10am

- Classroom observation

Teacher Resource Center, MtoWaMbu 12pm

- Interview with Teacher Makula
- Focus group with adult students of English

Tloma Primary School, Karatu 2pm

- Focus group with 10 teachers from various subjects, including the Headmaster and Assistant Headmaster
- Tour of facilities

Mlimani Secondary School, Karatu 4pm

- Focus group with 6 teachers of various subjects
- Tour of facilities

WEDNESDAY, MARCH 28, 2012

Lowasa Secondary School, Makayuni 9am

- Interview with Second Master, Mr. Alfred J. Kisenga
- Tour of facilities

Makayuni Primary School, Makayuni 11am

- Interview with Head Master, Mr. SamwellSarakikya

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- Tour of facilities

Nanja Secondary School, Monduli 2pm

- Interview with teacher, Mr. Theobald Malley

Monduli District Education Office, Monduli 4pm

- Interview with District Academic Officer Secondary, Fadhili S. Mungi

THURSDAY, MARCH 29, 2012

Bendel Memorial Secondary School, Moshi 10am

- Interview with Sister Florence Babirye and Mr. Joachim Kandia (teachers/administrators)
- Tour of facilities

St. Anne's Primary School, Moshi 12pm

- Focus group with Head Mistress Hedwig P. Bennett and Madame Msafiri
- Tour of facilities

Asante Africa Meeting 2pm

- Interview with Prosper Msafiri, former Program Manager

FRIDAY, MARCH 30, 2012

Arusha Teacher College 9am

- Interview with Principal, Mr. Msele

Asante Africa Meeting 11am

- Interview with Albert Gideon, Intern

SUMMARY

Number of site visits:	14
Number of one-on-one interviews:	12
Number of focus groups:	5 (3 with teachers, 2 with students)
Number classroom observations:	3
Number of teachers & students interviewed:	50

Appendix C. Discussion Guide Questionnaires

Discussion Guide for Government Schools

Overview of School

1. How many students do you have at this school?
2. How many teachers?
3. What does an average day look like? (What is the timetable?)
4. How many subjects are taught at this school?
5. How much time per subject?
6. How do you handle students who need extra help?
 - a. (Are there remedial classes? Tutorial? Extra assignments?)
7. Last year, how many students passed the Standard 7 (primary) / Form 4 (secondary) exam? On average, how many students pass?

Teaching Techniques

8. How has teaching changed? Do you see a difference between how teachers are trained now and older teachers?
9. What techniques/methods do you use?
 - a. Lecture, Q&A, debates, role play, skits, songs, games, pictures, group work, small groups, writing, reading
10. How is English taught?
11. How much time is spent speaking in English?
12. How are students assessed? How often?
13. How do you help students who need extra help in their courses? In English?

Needs

14. What's working well at this school? What are the strengths?
15. What are needs? Weaknesses?
16. What type of support do teachers receive? (Seminars, workshops)
17. What is the focus of these seminars? How often do they occur? Are they useful?
18. If there was opportunity for future trainings, what topics would you like to see covered?

Discussion Guide for District Education Office

1. What are the responsibilities of the DEO?
2. How many schools are in this district?
3. How are teachers assigned to schools?
4. What types of challenges do your schools face?
5. How does the DEO support teacher development? What types of trainings or seminars does the DEO provide?
6. How has or would the DEO work with NGOs?

Discussion Guide for Private Secondary Schools

1. What is a typical day at your school? (What is the timetable? What subjects are taught? How many students do you have?)
2. How many students pass the Form 4 exam?
3. How do you prepare students for exams?
4. What techniques or methods are used in classes?
5. How is English taught?
6. What is working well at this school?
7. What are some needs?
8. How are teachers trained?
 - a. (Do they attend seminars?)
9. What techniques would you recommend for government schools?

Discussion Guide for Teacher's College

1. What is the structure of the Teacher's College program?
2. What teaching methods are used to prepare students to be teachers?
3. How are students prepared to teach English?
4. What are the requirements to complete the Teacher's College program? Have these requirements changed over the years?
5. What types of challenges will students face when they begin teaching in the classroom? How are students prepared for these challenges?
6. What are the challenges or needs facing the Teacher's College? Of the larger educational system?
7. What is going well?