

Regional Expert Meeting for the Follow up of CONFINTEA VI in Africa:

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Tanzania Open and Distance Learning
for out-of-school Youth

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Structure of Presentation

- Background
- Conceptual understanding of Open and Distance Learning in Tanzania
- Main Features
- Strengths and Weaknesses
- Results/ Implementation Status

Conceptual Understanding

- Approaches to learning that focus on freeing learners from constraints of time while offering learning opportunities;
- Way of combining work and family responsibilities with educational opportunities;
- Methods of teaching in which knowledge and skills are imparted to learners through oral and distance learning;

Background

- Tanzania, a country located at the East African coast is among few countries in Africa that have been practicing Open and Distance Learning (ODL) since 1970's
- ODL is offered by number of institutions in Tanzania, including the National Correspondence Institute (NCI) established under the University College of Dar es Salaam in 1969

Background Cont.....

- NCI was set up to serve underprivileged literate but isolated youth throughout the country with the aim of expanding access to education to all;
- ODL as a delivery mode and programme with flexibilities in terms of its goals, curriculum and contents, structure, evaluation and control is well set to offer quality education to various category of learners

ODL Institutions at various levels

- ❑ Institute of Adult Education (IAE)- National Correspondence Institute (NCI);
- ❑ Open University of Tanzania (OUT);
- ❑ Tanzania Global Learning Agency (TGLA);
- ❑ Tanzania Institute of Education (TIE);
- ❑ University of Dar Es Salaam (UDSM);
- ❑ Moshi University Cooperative and Business Studies (MUCOBS);

ODL Institutions cont...

- ❑ International and Education Centre (IEC);
- ❑ Southern Africa Extension Unit (SAEU);
- ❑ Karibu Tanzania Association (KTA)

Target Group

- Primary school learners who are not absorbed in formal secondary education system in both public and private schools;
- Primary education drop-outs;
- Secondary education drop-outs;
- Government and private sector employees who have no secondary education;

Target Group cont.....

- Adult learners aspiring to acquire professional skills or stage V of functional literacy;
- COBET leavers;
- Secondary education school learners wishing to re-sit form four national examination and professional skills; and
- Disadvantaged/marginalized groups.

Main Features

GOAL: Preparation of out-of-school youth to live now and to immediately apply knowledge and skills;

☐ CONTENT: diversified curriculum; competence-based; responsive to learners' felt and environmental needs-

Main Features Cont.....

- STRUCTURE: It has flexible points of entry and exit, re-exit and re-entry and so on throughout the life span of the individual;
- The ODL program for out-of-school allows for the flexibility in structure, organization and duration of study (2-5 years depending one's pace, ability and other factors);

Main Features cont.....

- DELIVERY: centres are established near learners, methods used are learner centred and resource serving; Guidelines for regional Resident Tutors, Information Booklets, modules, Guides, and Operational manuals are developed, printed and distributed to facilitate implementation;

Main Features cont.....

- **EVALUATION:** validated by learners experience and success through self-check exercises, tutor-marked assignments, monthly, terminal and annual examinations; monitoring and evaluation are conducted at study centers; counseling services are conducted to distance learners (Quantative Assessment); Qualitative assessment is used to check impact- continuous observation;
- **CONTROL:** Self governing and democratic

Main Features cont ...

- Subjects offered under Ordinary Secondary Level include: Civics, History, Geography, English, Kiswahili, Basic Mathematics and Biology in three stages (I, II and III for Form I and II; II and IV and V and VI, respectively;

Mechanisms

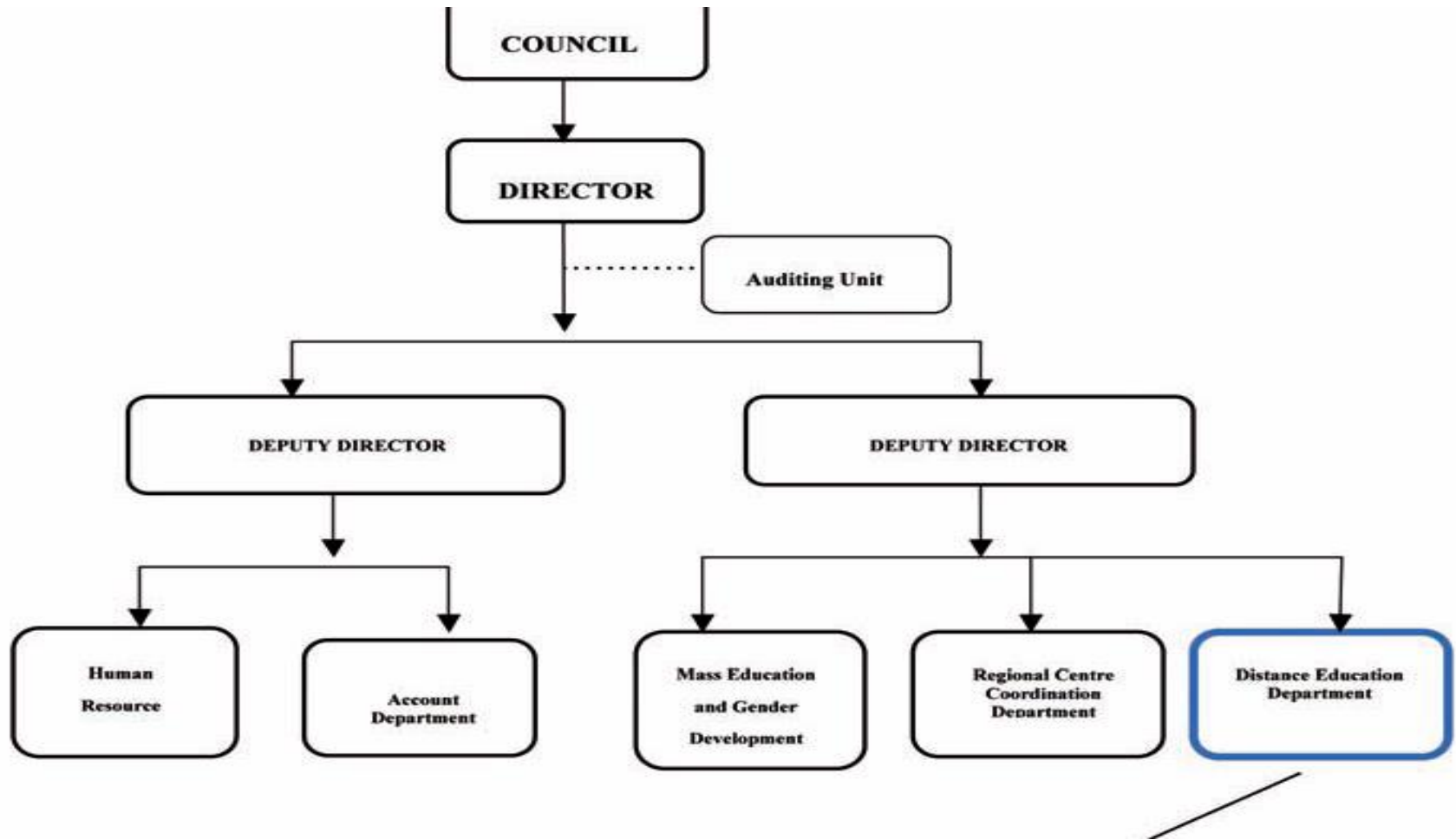
- Full fledged national, regional, structures (National correspondence institute) headed by the Distance Education Department made up of four units:
 - ❑ Course coordination and administration
 - ❑ Monitoring and Quality control.
 - ❑ Learner support and counseling services and material production and distribution.

Mechanisms cont.....

- NCI is decentralized to regions, where there is a Resident Tutor who is assisted at the region and district levels by regional and district coordinators, respectively
- ODL programme is coordinated at the centre level by a coordinator who oversee the work of facilitators;

Figure 2: IAE Structure (2004 to date)

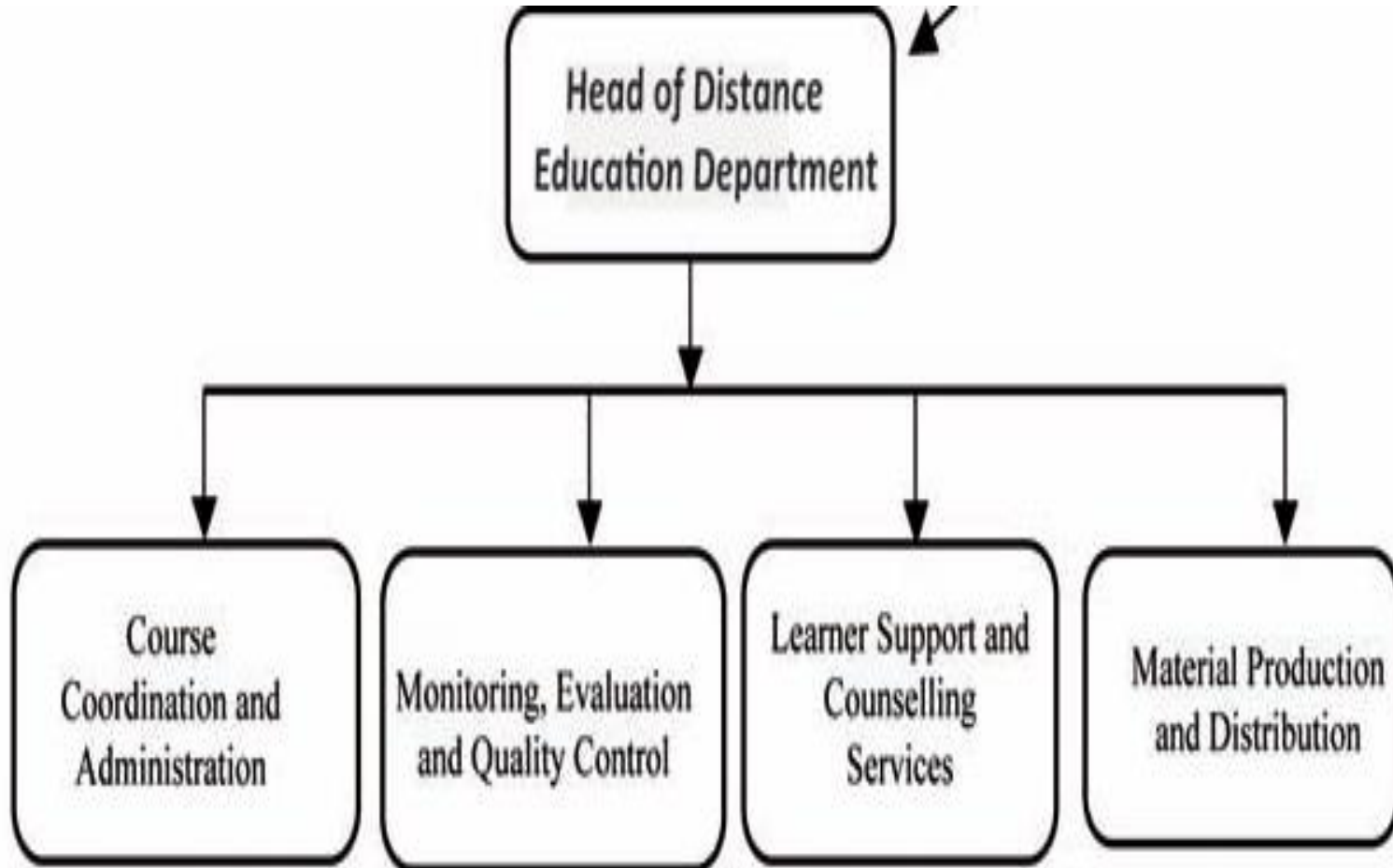
Source: NCI



Mechanisms cont.....

- Quality assurance mechanisms have been put in place- Assessment, mainstreaming and certification- Internally the IAE prepares and administer Tutorial Marked Assignments, Tests an Mock Examinations and issue Performance/ Leaving Certificates; Externally NECTA prepare and administer final examinations and National **Certificates**.
- School Inspectors supervise the study groups;

Figure 3: NCI Structure (2004 to date)



Weaknesses and Challenges

- Public awareness and perception of ODL as a mode of education delivery is still limited.
- Uncoordinated and unregulated provision of secondary education through ODL, bringing attention to the need of National ODL policy and Guidelines.
- Inadequate infrastructure development taking into account of fast growing technology.

Weaknesses and Challenges cont...

- Inadequate expertise in Distance Education (Educator/ researchers, learner support system).
- Integration of ODL with industry (vocationalization issues)
- Inadequate research capacity (including financing) and interest to ODL issues.

Weaknesses and Challenges cont...

- The curriculum is the same as formal schooling although compressed;
- Learners are examined by the same Institution National Examination council of Tanzania (NECTA);
- curriculum and examinations are adapted to suit non-formal education system;

Strengths and Achievements

- ODL programme has been developed within the context of macro and micro policies;
- Establishment of 31 courses since 1972: Mass Education (political education, Elementary Book-Keeping, Beans Farming and home Economics) Secondary Education courses, professional courses (Book-keeping and Elements of Auditing and Labour Law).

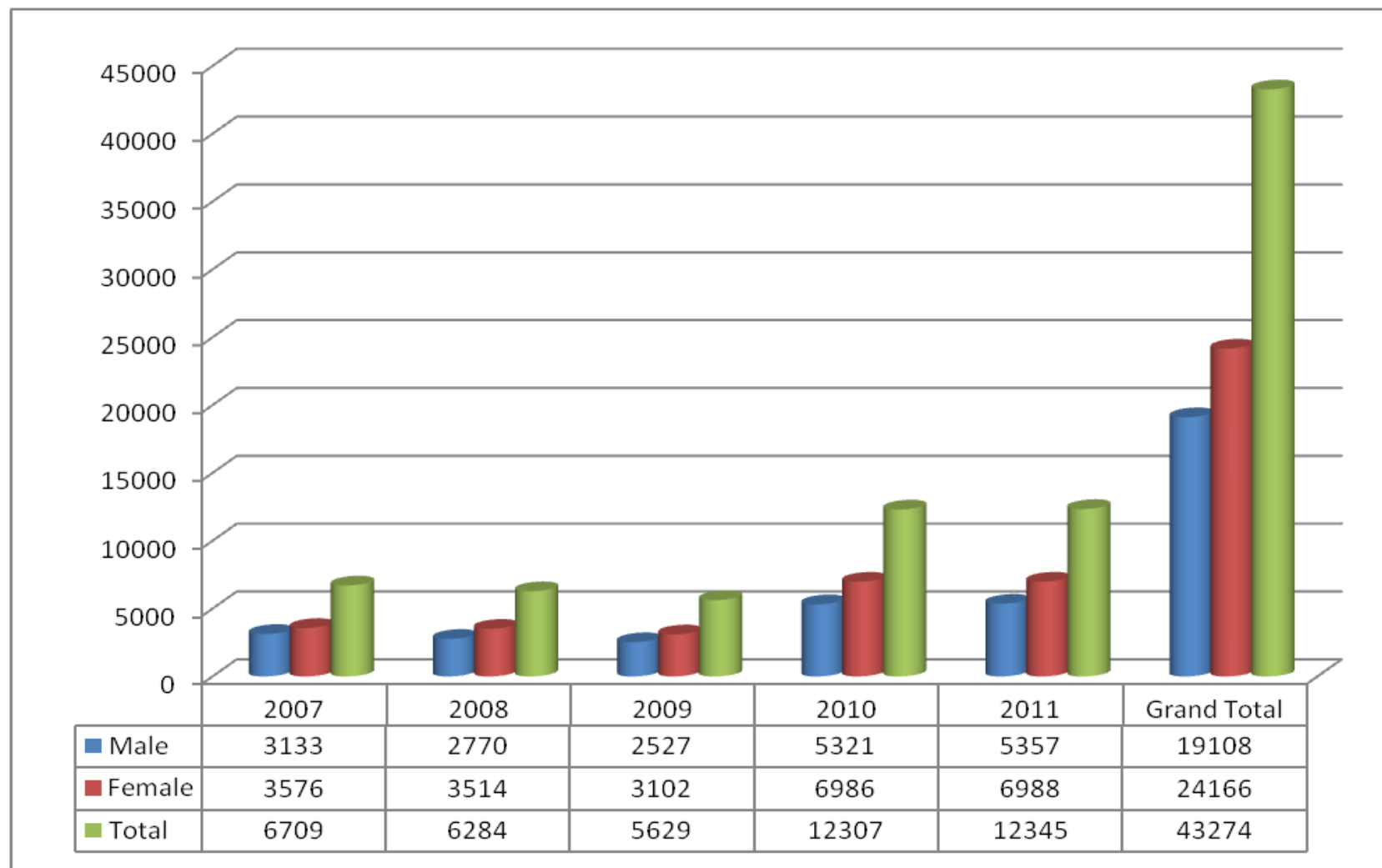
Strengths and Achievements cont.....

- Formulation of ODL Policy and Operational Guidelines through the supports of SADC Project.
- Training of ODL practitioners
- Production of Adult Education Journals.
- Hosting of the 46 DEASA conference and annual general meeting from 30th September to 2nd October 2011.
- Establishment of NIC with an increased enrolment in ODL from 6709 learners in 2007 to 12,345 in 2012.
- Establishment of the open university of Tanzania with an Increased enrolment from 11,356 learners in 2000 to 68,969 in 2012.

**Table: Student Enrolment in Secondary Education through ODL
(Programme I: 2007-2011)**

Year	Male	Female	Total
2007	3133	3576	6709
2008	2770	3514	6284
2009	2527	3102	5629
2010	5321	6986	12307
2011	5357	6988	12345
Grand total	19108	24166	43274

Table: Student Enrolment in Secondary Education through ODL
(Programme I: 2007-2011)



Training to ODL centre coordinators and facilitators, Kibaha-Coast Region (2008)





Facilitation of a face to face session, (Source: NCI, 2011)