Evaluation of Tanzania Curriculum: An analysis Using Ornstein’s View on Educational Philosophy

© Muneja, Mussa S, Ph.D. Director of External Linkages and Extension Services University of Arusha P.O.Box 7 Usa River Tanzania

It is arguably clear that regardless of one's philosophical orientation, sometimes change cannot be avoided. On the same vein, the change of curriculum in educational sector has become irresistible almost everywhere. The aim of the paper has been to critique Tanzania Educational Philosophy using Ornstein’s view (Ornstein, Pajak and Ornstein (2011:1-9); the choice of this work is based on credibility in curriculum studies. The findings indicate that curriculum change can never be avoided. The paper also focused on how traditional curriculum has not only changed, but also co-exists with contemporary curriculum. It has also been made evident that the curriculum in Tanzania has a lot of 'patches', and this may have given room for the recent massive Form Four failures. It is also true that recurrent threats to strike and even the last year strike by teachers are indicators that the curriculum needs thorough review. The paper further recommends the work of curriculum review should be not the sole responsibility of Tanzania Institute of Education (TIE) but all stakeholders. The process of curriculum review should receive almost an equal emphasis as the constitutional review.

Keywords: Curriculum, Perennialism, Essentialism, Progressivism, Reconstructionism

Philosophic Issues always have had and still do have an impact on schools and society. Contemporary society and its schools are changing fundamentally and rapidly, much more than the past. There is a special urgency that dictates continuous appraisal and reappraisal......

(Ornstein, Pajak and Ornstein 2011:2)
Introduction

It is arguably clear that regardless of one’s philosophical orientation, sometimes change cannot be avoided. On the same vein, the change of curriculum in educational sector has become irresistible almost everywhere. Studies done in USA, Japan and Britain indicate that pressure from the society; politics and economics are responsible for change (Phorabatho 2010:17, Kobola 2007:26). This change defies even traditional philosophy that enshrines conservatism at the center. The contemporary philosophy is also challenged to remain changing and maintain sustainable competences (Ornstein 2011:2). The purpose of this essay is to evaluate the Tanzania educational curriculum since the author is socially and philosophically located in this place. The word curriculum is a contested idea; it may mean many things to many people. Usually the meanings range from general to specific or vice versa; from formal to informal; official to unofficial, or from intended to hidden. For example, Ondiek (1986:1) views curriculum as everything that learners and their teachers do in any educational institution; Morshead (1995:4) understands curriculum as a proposal that includes four specific tasks, namely program development, program design, program use and program evaluation; Knight (1980:208) argues that a curriculum is that educational program which has a balance of all human aspects such mental, physical and spiritual. On the same note Marsh (1991:5) argues that curriculum is an interconnected set of plans and experiences which a learner completes under the guidance of the school. This interconnection has the responsibility of fusing the official and unofficial learning experiences. All of these definitions are correct in their own right and, as the discussion advances, they will be reflected in one way or another. However the working definition shall view a curriculum as an official intended program of study for ordinary secondary education in Tanzania (Republic of Tanzania, 1995).

The operating official curriculum in Tanzania is enshrined in the Education and Training Policy (1995). This document may be equated with the National Curriculum Statement (NCS) in the Republic of South Africa (Republic of South Africa, 2013). The Education and Training Policy stipulates 4 levels of curricula, these are: Pre-primary Education; Secondary Education, Teacher Education and Training, and lastly Tertiary Education and Training. This paper will be evaluating the Secondary Education Curriculum by capitalizing the Form 4 syllabus. The rationale for choosing this section of the overall curriculum is based on the backdrop of the recent massive Form Four result failures that reached up to 60% (Daily News Reporter, 2013; Domasa, 2013). These results according
to stakeholders are the worst since Tanzania’s independence (The Eastafrican 2013). However, as far as this evaluation, is concerned, one should not lose the sight of the office of Prime Minister, Hons. Mizengo Kazanza Peter Pinda, who has launched a comprehensive commission to investigate the matter. The commission is comprised of curriculum specialists, experienced teachers, academicians and other important stakeholders. According to Mwachang’a (2013), “the team is mostly comprised of members from education related institutions and the Parliamentary Social Services Committees from both Tanzania Mainland and Zanzibar.” One could wish such a team would have been commissioned this responsibility far earlier before the tragedy. When the motion was brought into the House of Parliament by Hons James Mbatia, shortly before the results were published, it was snubbed out by majority votes as irrelevant! This is how politics are affecting education in Tanzania.

All in all, the scope of this paper shall be limited to the curriculum of Ordinary Level of Secondary School Education. The paper will not deal with individual subjects but with general overview. The following pointers will be used to advance the analysis: Philosophical Considerations and their application as identified by Ornstein, Pajak and Ornstein (2011:1-9); Identification of the most relevant philosophy in Tanzania contemporary Education. Finally the paper will close by pointing out suggestions for improvement and areas for further research. Let’s now turn to the first pointer.

Philosophical Considerations According Ornstein et al. (2011)

There is a striking similarity between philosophical considerations identified by Ornstein et al. (2011:6) and Knight (1980:91-94). Both of them elaborate in details some philosophical considerations namely, Perenialism, Essentialism, Progressivism and Reconstructionism. But the later author adds humanism in relation to progressivism, Behaviorism, Futurism in relation to Reconstructionism. For the purpose of space, this paper focuses on the earlier list suggested by Ornstein et al. (2011). Before a critical analysis of these categories, let’s go through a brief history of Educational sector in Tanzania since its independence from Britain.

Brief of History of Tanzania Educational System

The post-independence era was a crucial moment to break from the colonial education curriculum which discriminated native blacks against foreigners who were mostly ‘white’. This education had aims which would not prepare a Tanzanian citizen to live a fulfilled and sustainable life. Therefore immediately after independence in 1962;
the 1927 Education Ordinance was replaced by the new Education ordinance. According to Education and Training Policy (1995), its aims were to:

Abolish racial discrimination in the provision of education. This objective has been largely achieved. There is practically no racism in Tanzania.

Streamline the curriculum, examinations as well as administration and financing education. The objective has been also largely fulfilled although not like the former. The private Education sector has received no government allocation for almost 4 decades after independence. Things have changed in the last 5 years when private education at Tertiary level began receiving government allocation. This is an indication that the government have more to be done.

Promote Kiswahili as a National Language and also by making Kiswahili and English as a Medium of instruction. The government of Tanzania is to be applauded for this, since the nation is united and there have never been severe tribal conflicts. However, the failure of learners at secondary and post-secondary levels to express themselves in English has been a disadvantage. It is critical even graduate students sometimes request their lecturers to make a point in Kiswahili. This is an acute situation which needs a curriculum change to begin teaching English in all subjects from pre-school to the University. Currently due to the nationalistic spirit Kiswahili is the teaching medium in primary schools. English is being taught as a subject from Standard 3 and it is delayed until secondary school level to become a medium of instruction.

Establish a Unified Teaching Service for all Teachers. This objective has been largely achieved. There are sufficient teachers’ training colleges in the country. And the recent upsurge of Universities has helped to achieve the objective.

Between 1967 and 1978 many laws were enacted to improve the education curricula. This was done in line with the Arusha declaration of 1967 which emphasized education for self-reliance (ESR). The Education and Training Policy (1995) identifies many changes in the educational system, but the notable ones include:

Reforms in the school curricula in order to meet national needs. One can still be skeptical if this has been attained. The then national needs were threefold namely eradication of poverty, disease, and ignorance. Tanzania still have one of the poorest economies in the world (Pauw, K, & Thurlow, J 2011); moreover, the problem of
corruption takes its tolls. In 2008, the former prime Minister, Hon Edward Lowassa, stepped down for corruption related scandals. There are many politicians who are alleged of scooping the ‘cake of national resources’ but none is brought to the court of law. So this is another aspect which needs to be reflected in the curriculum. In addition to that, Tanzania is not doing well in the health sector; it is just in 2012 medical doctors were in riot demanding for better pay and working environment. But it ended up by their leader, Dr. Steven Ulimboka, being abducted, tortured and removed some of his teeth and nails. The government has denied any involvement on the matter (BBC news 2012). All in all the medical doctors were forced to return to their stations or else be expelled from work (AllAfrica 2013). The issue of ignorance is a major factor as witnessed in this years’ Form Four results where more than 60% got division 0 (The Eastafrican 2013). These school curricula reforms seem not to meet the prevailing needs.

Physical work was made an integral part of education. Though seemingly good, it was implemented then as part of a hidden curriculum. But today this objective is in obscurity and nobody seems to be talking about it.

Abolition of Foreign Examination and Introduction of National Examinations. This objective was patriotic and has been achieved. However, the National Examination Council has been plagued by leakages of examination. This has become a common phenomenon in Tanzania; sources indicate that invigilators are part of this ‘game.’(Mjingo, 2012).

It must be noted that all these reforms were done in the context of Education for Self Reliance as promulgated in the Arusha Declaration. However, in the wake of multi-party era, this policy has remained in paper and has been systematically removed (in practice) from the curriculum. So in essence, Tanzania has no clear cut political ideology reflected in its curriculum.

The Education and Training Policy (1995) records that in 1990, the government constituted a National Task Force to prepare the country for the 21st century. The terms of reference included to;

Assess the critical problems which are inherent in the educational sector.

Propose in terms of policy, planning and administration, an appropriate system which would facilitate efficiency and effectiveness.

© SCS Journal
Propose the appropriate implementation strategies.

It was the result of this task force that Tanzania enacted the Education and Training Policy (Education and Training Policy 1995). It is sad to note that until now, there has never been a complete critical review to reflect the changing socioeconomic needs of the country. Instead slight amendments of the policy from time to time are being done. According Ornstein et al. (2011) the change in education sector cannot be avoided; since this change has seemingly been avoided, the current massive failures in Form Four examinations, could be attributed to this avoidance.

History of Tanzania Institute of Education

The brief History of Tanzania Educational sector could not be complete without giving an account of Tanzania Institute of Education (TIE). According to the government website, Tanzania,(2013), it was established in 1964 as part of the University of Dar es Salaam (East African University). However, in 1975 it was established as an independent Institution by the Parliamentary Act No. 13 of 1975, and was later called the Institute of Curriculum Development. In 1993 the name changed to Tanzania Institute of Education because the former name seemed not to reflect the core values of the institute. This organization functions under the Ministry of Education and Vocational Training, it is charged with this core responsibility of ensuring the quality of education in Tanzania at the pre-school, primary, secondary, and teachers’ training levels (Education and Training Policy 1995:51).

Tanzania Institute of Education (2013) summarizes its main functions as:

- To design and develop curricula for Pre-primary, Primary, Secondary, and Teacher Education levels.
- To carry out in-service as well as pre-service training of teachers for efficient and effective implementation of curricula.
- To provide and oversee education quality assurance with regard to teaching methods, subject objectives and standard of teaching-learning materials.
- To provide technical advice to the Government through the Ministry responsible for education and to other stakeholders with the ultimate objective of providing quality education at all levels.
In addition to the core functions, this institute has launched a 5-year strategic plan (2011-2016). The plan is hinged on four objectives:

- Quality of Education of Tanzanian Schools Improved through better Curriculum, and better Training;
- Capacity of TIE to deliver its Core Functions Strengthened;
- Care and Supportive Services Improved and HIV/AIDS Infection Reduced; and
- National Anti-Corruption Strategy effectively Enhanced, Sustained and Implemented.

All in all these plans appear to be overly ambitious; because as matters indicate, they are not promising. As an indication of the lack of seriousness of this vital organization, its website in most times is offline! (Unless something changes after the paper has been submitted, but history will always speak the truth). A survey of their website indicated that they are below the deadline in revising the curriculum; there is neither discussion nor mention in regard to the recent Form Four massive failures. The page further shows lack of sufficient experts in curriculum studies (TIE, 2012). It appears that most workers have studied curriculum as a course not as a program. And most of them have first degrees or diploma, and only a handful with masters and PhDs degrees (TIE, 2013). So in the light of what has been pinpointed here, one can have reservations towards the institute’s achievement of the said functions and objectives.

Let’s now return to the philosophical considerations as identified by Ornstein et al. (2011:6). Below is the analysis of how these philosophical underpinnings are reflected in the curriculum for Tanzania Secondary Schools. The discussion follows this order: Perenialism, Essentialism, Progressivism and Reconstructionism.

**Perenialism**

Perenialism arose in 1930s as a formal position against the progressives. According to perennialists, they thought that the American intellectual fabric was being destroyed through ‘too much emphasis on child-centered education (Knight 1980:102). This educational theory emanates from realism philosophy and can be traced back from ancient Greece, then to Rome and finally to the Christianized Europe (1980:103). The key players in this school of thought include; Robert Maynard and Mortimer Adler (1980: 103). The discussion that follows uses Ornstein et al. (2011:6) considerations (of the same) in the context of Tanzania secondary education curriculum:
To educate the rational person and to cultivate the mind (Instructional objective). The Tanzania curriculum fits this framework perfectly. Usually learners are trained based on performance directed to examinations and not competence applicable in the world of work (UNESCO 2011). The Form Four leavers are usually good in theory but it is sad to note that, they appear to be practically incapable of skilled labor after their studies. So this kind of education mainly concentrates on knowledge and affective domains, leaving out the psychomotor domain.

To focus on the past and permanent studies; mastery of facts and timeless knowledge (Knowledge). Personal experience in this curriculum reminds the author on no occasion where a teacher would encourage a student to think creatively and challenge the so ‘called’ timeless knowledge. As a student, he can remember being pressed to reproduce what is written in the text books and teacher’s notes ready for attempting an examination. If it is a study of history, the learners would be encouraged to memorize, for example, the scramble for Africa in Berlin, at the same time leaving out the explanation on how the scramble for Africa repeats itself in post-independence era.

The teacher helps the students to think rationally based on Socratic Method and oral exposition; explicit teaching of traditional values (role of the teacher). In line with this objective, the 4th aim of secondary school education emphasizes on human rights, cultural values and civic responsibilities (MoEVT1995:iiv). This aspect is not bad in itself because it is important to know where we come from so that we can chart the future strategically.

Curriculum focus includes classical subjects, literary analysis and constant curriculum—The Tanzania Secondary education has language subjects like Kiswahili, English and French. In learning these subjects, usually literary analysis, is employed to enhance interpretation. Also subjects like History, Civics, Bible Knowledge and Islamic studies are included in the curriculum. This type of curriculum is subject-centered (Morshead 1995:163-193).

Great books, (Related Curriculum trends). The secondary school curriculum employs the Bible and Quran as one of the reference books in teaching. It can be affirmed that these resources are found mostly in private schools and almost practically non-existent in government and ward based schools. The education system claims that ‘it has not religion!’ This is such a contradictory statement, because when government officials are sworn in into office, they are normally obliged to lift either the bible or Quran! Usually in national

© SCS Journal
festivals religious leaders are summoned to offer prayers to bless the nation. This state of ambiguity has left our form 4 candidates with almost no values. It is commonly reported that some examination scripts are filled with languages of abuse and drawings indicating sexual lewdness (Bitekeye 2013). This suggests that the available curriculum in Teachers’ training colleges needs to have an official course in religion.

**Essentialism**

This educational theory was also a reaction against progressivism in the same timeframe of 1930s in America. Like Perenialism, it falls on the category of traditional philosophy. Knight (1980:108) differentiates the essentialists from progressives along with perennialists in the sense that it does not have a singular philosophical base. It benefits from both idealism and realism. Its foundational task is that the school’s first task is to teach basic knowledge and that the teacher is the authority of the subject matter (1980:110-111). The author lists the key proponents of this school thought to include; William C. Bagley, Isaac L. Kandel and Fredrick Breed (1980:109). The discussion that follows is based on Ornstein et al. (2011:6) on how he views essentialism. The views are discussed in the context of Tanzania secondary education curriculum.

To promote the intellectual growth of the individual, to (Instructional objective). This has been the goal of Tanzania secondary education in the 1st objective (Education and Training Policy (1995:iv) stresses the consolidation and broadening of baseline ideas ... acquired at primary education level [emphasis supplied]. While this kind of curriculum has worked on emphasizing intellectual growth in all four years of secondary education it has largely left the learners functionally ‘illiterate’ in terms of skilled labor employability (Knight 1980:110). Now that over 300,000 have failed to continue either for advanced secondary education or certificate training; these groups of people have very limited options to advance in life. Few of them will attempt the next Form Four examinations as private candidates, but the rest would be ‘doomed’ to unskilled labor or crime attempts.

Essential skills and academic subjects; mastery of subjects and subject matter (knowledge). This category resonates well with the 5th objective of secondary school education (MoEVT1995:iv). It aims at preparing opportunities for tertiary and higher education, and professional education. As one looks in the list of 7 objectives including the one referred herein, none states explicitly that it
prepares the learner to become self-employed, hence fulfilling the ‘old ideology’ of education for self-reliance (ESR). A student can master natural sciences like physics and chemistry, but this has almost zero application in the learners’ real life apart from preparation for higher education. It is critical that even knowledge on sexual education is reflected ambiguously across the curriculum leaving students without enough ‘applicable content’ to fight HIV and other opportunistic infections (Mkumbo K K, 2010, Mkumbo, K, Schaalma, H, Kaaya, S, Leerlooijer, J, Mbwambo, J, & Kilonzo, G 2009).

The teacher is the authority in his or her field; explicit teaching of values (role of the teacher). This objective is good in itself because it gives the teacher a ‘sense of feeling that he or she is the ultimate authority on subject.’ But it appears a sizable number of secondary school teachers are those who failed to join university education because of poor grades. This reality in essence indicates that these teachers are there by default and not by their choice and the love of the profession. This bitter reality has been putting these teachers at a disadvantage especially when they are asked critical questions by students of high IQ. In order to compensate their weaknesses some of them have always resorted to bullying students either physically or emotionally. One would wish that the curriculum includes aspects that will make teachers ‘feel’ as professional guides in discovery of knowledge and not as ultimate authorities in the subject matter.

Essential skills (three Rs) and essential subjects (English, arithmetic, science, history and foreign language (curriculum focus). It is interesting to note that this category corresponds with the 4th objective in the secondary education (MoEVT1995:iv). The objective enjoins the promotion of linguistic ability and effective use of communication skills, attitudes and understanding in the prescribed fields of study. A fair analysis indicates that this objective is in average fulfillment, though learners still struggle to express themselves in English. The problem has been that learners are being taught Kiswahili in both pre-school and primary education. It appears that the pre-school as well as primary school education do not give enough competencies to learners. Therefore it is proposed here that the curriculum for English as a medium of instruction needs to begin from pre-school to University.

Back to basics; Excellences in Education. The curriculum that emphasizes on the basics cannot be avoided. In the light of massive failures it has been argued that the failed candidates did not get sufficient basics in both primary and secondary school. In a Baragumu Tv (2013) Ms. Nderakindo Kessy who is an experienced mathematics teacher, and a member of Parliament had this to say:
“If I would be chosen to be the Minister of Education the following would be my emphasis; I would ensure that I put much emphasis in improving educational delivery in Std 1-3 because here is the foundation of all things. Our laxity in this section has made many children to reach secondary level without mastery of the 3 Rs. Also I would strengthen inculcating religious values so that we have a moral society. The evidence of pupils writing abusively in NECTA scripts is a byproduct of this failure.”

On the same vein in the next day another TV broadcast by Channel 10, the chair for Mathematics club was heard complaining that the TIE has not listened to the cries on the issue of allowing Standard 7 pupils to attempt mathematics through multiple choice items. This authority argued that the government is preparing a workforce which does not know the basics as well as forms of critical thinking. It is really hard to evaluate this system of education, because there have been reports that some students join secondary school without the ability of 3 Rs’ (Baragumu Tv Broadcast, 2013). So It is thought that if Tanzania would wish to offer a stiff completion to developing economies, more change is expected in the education curricula.

**Progressivism**

This theory of education forms a crucial part in what is contemporary philosophy because it is a late comer (Knight 1980:91). It characterizes most of the 21st century education systems in both theory and practice. It arose as a definite reaction against traditional education which emphasized formal methods of instruction, mental learning and literary classics of Western civilization. The major voices in this school include John Dewey, Sigmund Freud and Jean Jacques Rousseau (1980:91). Its major principles include but limited to: child-centered education, pupils are active rather than passive, a teacher plays an advisory role, a school is a microcosm of a larger society, classroom activity should focus on problem solving, the social atmosphere of the school should be democratic and cooperative. The discussion that follows studies Ornstein et al. (2011:6) progressivism characteristics in the context of Tanzania secondary education curriculum.

To promote democratic, social living (Instructional objective). This characteristic resonates well with the last objective of secondary education which states, “prepare students to responsible members of the society (MoEVT, 1995:iv). While democracy is an ideal form of governance in both the ancient and contemporary society, but it appears that this phenomenon is rarely applied in Tanzanian culture which is mostly patriarchal and authoritarian. The psychological gap
between teachers and students gives no hope that one day secondary school pupils will sit in one table and discuss school development as equal partners (only with varying experiences). Although there are student elections in schools, but the managers always have power to dictate student leaders they want. So this objective basically exists theoretically. Moreover, it would be expected that subjects on humanities would mainstream critical thinking and encourage democratic living, but this is supposedly not the case. The students are simply being prepared for examinations. This renders a personal initiative for students to rethink their purpose of existence as a citizen as they grow up.

Knowledge leads to growth and development; a focus on interesting learning (Knowledge). This characteristic is noble as it stands, but the actual happening in classroom appears to be hindered by many factors. The first factor includes low motivation of teachers. Secondary school teachers are among the lowly paid professionals in Tanzania. It is just last year (2012), when teachers had a strike in demand for better payment and conducive working environment. As usual the government ‘ran’ to the court of law to stop the strike declaring it as illegal. Their claims were not fulfilled. The teachers are complaining about low payment, delayed promotion, delayed salaries, and lack of basic services in areas of work. The chairperson of the Teachers Association, Mr. Ezekiel Oluoch has been quoted as saying, “tumetangaza kutokubali kupitishwa kwa bajeti ya serikali ya mwaka 2013/14 hadi hapa maladi yetu hatakipokuwa yamelipwa.” (We have declared to refuse the forthcoming budget 2013/14 until all of our claims have been paid) (Danson, 2013). Congruent to the above argument, Mao (2013) summarizes four surveys which have been undertaken on teacher motivation and incentives in Tanzania since the early 1990s. In chronological order, they are as follows: The first is World Bank, 1990, Conditions of service among primary and secondary teachers in Tanzania; the second is TADREG, 1991, A survey of living and working conditions of primary and secondary school teachers on mainland Tanzania; the third was done by the Teachers’ Trade Union/Haki Elimu, 2004, Study on the working conditions of teachers in Tanzania, this included interviews with 74 primary school teachers at 21 schools in seven districts and the fourth and the last (so far), was done by Swai, F., A. Mtavangu, and N.N.F. Shami, 2004, Study on job satisfaction and motivation in teaching in relation to quality EFA initiatives. One may want to ask how much has been done by the government in the past 9 years since these empirical findings were obtained. It gets very ironic for the government to launch a commission to investigate massive failures of which teacher motivation is at the center. It is ironic because it seems that little has been worked upon the former
recommendations. It may not be an exaggeration to argue that sometimes commissions are launched for ‘political reasons’ intended to calm the masses. When people have been ‘soothed’ the life will continue as if nothing has happened.

The teacher is a guide for problem solving and scientific inquiry. One can have reservations to concur if this is really happening in Tanzanian secondary school education. If teachers could be ‘guides’ as expected here, we would not expect the current massive failures. It appears that teachers are irresponsible guides who mostly operate on ‘cash basis.’ It is arguably evident that most secondary school teachers operate below standard in official working hours. This is done purposely so that the students would seek them outside working hours for private tuition. Since the government has failed to give reasonable salaries to teachers, they have perhaps resolved to become guides to lead student to ditches of failure. After the massive failures in this year, it was observed through text messages that teachers were celebrating for the failure of students and were sending future warning if the government could not change!

Based on students interests involve application of human problems and affairs; interdisciplinary subject matter. The secondary school curriculum encourages interdisciplinary subject matter. That is the reason there combinations such as Physics, Chemistry and Biology (PCB), Economics, Geography and Mathematics (EGM), History, Kiswahili and French (HKF). However there is lack of ‘felt’ participation in formation of the curriculum by involving students. For a person who does not live in Tanzania, if he/she visits the Tanzania Institute of Education website may be misled by thinking that participation of stakeholders exists! But the public opinion, radio and TV polls indicates that there has not been a visible involvement we witness the review of Tanzania Constitution. If there is ever participation, it is done on lower scale to fulfill government formalities and donor agencies like UNESCO. The table below indicates fully the line of argument demonstrated in this paper. In a nutshell less has been implemented in the educational sector.
### Table 1.0 Education and Training Policy (1995) Implementation

<table>
<thead>
<tr>
<th>Area</th>
<th>Policy Statement</th>
<th>Implementation Status</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Access and Equity in Education</strong></td>
<td>The government shall promote access to education to disadvantaged social and cultural groups</td>
<td>Hunters, islands, street children and mentally challenged are excluded</td>
<td>The lack of flexible inclusive curriculum /appropriate human resource capacity</td>
</tr>
<tr>
<td></td>
<td>The school curricula shall be reviewed ... to encourage participation and achievement of girls in science and mathematics subjects</td>
<td>Not implemented</td>
<td>The lack of human resource capacity in Tanzania Institute of Education</td>
</tr>
<tr>
<td></td>
<td>Government shall evolve a machinery to identify and develop gifted and talented children</td>
<td>Not implemented</td>
<td>Lack of appropriate identification models and teacher capacity</td>
</tr>
<tr>
<td><strong>2. Management and Administration</strong></td>
<td>Education ministries to devolve powers to lower organs and communities</td>
<td>In progress, but with shortfalls</td>
<td>Lack of institutional and human capacity</td>
</tr>
<tr>
<td></td>
<td>Boards and Committees of education ... shall be responsible for effective operation of schools</td>
<td>In progress but with shortfalls</td>
<td>Incompetent human capacity at school Board/Committee levels to plan ....</td>
</tr>
<tr>
<td></td>
<td>The Regional and District Education Officers shall have overall responsibility over implementation of education and training policies in their areas of jurisdiction</td>
<td>In progress but with shortfalls</td>
<td>Lack of human capacity and appropriate models to synchronize administrative functions with LGA</td>
</tr>
<tr>
<td><strong>3. Formal Education and Training</strong></td>
<td>Every secondary school shall have a library ... and well trained and competent library personnel</td>
<td>Not implemented, but exists a school library resource centre regulation 2002</td>
<td>The lack of training programmes for school librarians at TIE and/or university level</td>
</tr>
<tr>
<td></td>
<td>Tanzania Institute of Education (TIE) shall establish facilities and programmes for training and further professional development of teachers and tutors</td>
<td>Not implemented</td>
<td>The lack of institutional structures and human resource capacity</td>
</tr>
</tbody>
</table>
In-service training and retraining shall be compulsory in order to ensure teacher quality and professionalism

Not Implemented

The lack of adequate institutional and human resource capacity

4. School Curricula, Examinations and Certification

The teaching of Kiswahili, English and other foreign languages shall be promoted in the whole system

Partially implemented

The lack of adequate and competent human resource and institutional policy to promote Kiswahili

The government shall establish, maintain and resource a National Documentation and Dissemination Centre for Education

Started implementation but the idea has been left floating

The lack of institutional arrangement and human resource capacity

5. Vocational Education and Training

Traditional expertise, experts and the apprenticeship system shall be recognized and promoted as a component of the vocational education and training system

Not implemented

Lack of institutional arrangements and human resource capacity

Occupational curricula for all educational and vocational training courses shall be designed and developed by VETA in collaboration with Tanzania Institute of Education

Not implemented

Lack of institutional arrangements and human resource capacity

6. Non-Formal Education and Training

National development plans, programmes and projects shall ensure that viable cultural norms and values are maintained, promoted and sustained

Not implemented

Lack of institutional arrangements and human resource capacity

Relevant Curriculum, child-centered education and free schooling. Based on the argument above, which has been graphically illustrated by Table 1.0, the relevant curriculum is still a utopian matter. The curriculum which exists in theory is not child-centered because there are evidences that in certain schools in Tanzania children are still sitting in floors. There are very few vocational secondary schools as compared to ordinary ones. Yet politicians are still dreaming of an industrialized nation. In most cases the schools do not have fully
furnished libraries (see above). It is also clear that most secondary schools do not have fully furnished science laboratories. In order to solve this problem, the Tanzania Institute of Education has introduced 'Alternative Practical' in about 20 years ago, little change (if any) has occurred in improving the situation. Alternative practical means that students perform lab tests in theoretical formats. These bitter realities give a conclusion that the current curriculum does not give a learner an equal competitive advantage to learners in countries which give priority to education. The aspect of free schooling is not a reality in Tanzania because we are still far behind as far as internet connection and use is concerned. In future may this aspect be included in the curriculum.

**Reconstructionism**

Like the progressivism, Reconstructionism falls in the domain of contemporary educational theories. This theory also emerged in 1930s when nations in Europe, America and Asia were experiencing a massive economic disaster (Knight 1980:112). George Knight further argues that it was at this time and context George S. Counts developed this education approach with an emphasis on making educational institutions to become active and leading agency in social reform. The discussion that follows studies Ornstein et al. (2011:6) Reconstructionism characteristics in the context of Tanzania secondary education curriculum.

To improve and reconstruct the society; education for change and social reform (instructional objective). This characteristic echoes the same tunes as those of the objectives of Education in Tanzania. It states, "to enable every citizen to understand and uphold the fundamentals of the national constitution as well as the enshrined human and civic rights (MoEVT1995: iv). This characteristic is not reflected in the secondary school syllabus. No explanations are given as to why it does not exist. One may suppose, that it is assumed that teenagers are not grown up enough to engage in issues related to social change. Since teenagers understand clearly when things are not going up well, this assumption proves to be wrong. There have been incidences of secondary school students burning schools (Arego 2012). This indicates that they may have not been given enough platforms to vent their grievances.

Skills and subjects needed to identify and eradicate problems in the society; learning is active and concerned with the contemporary and future society. It is interesting to note that although Reconstructionism perspective is not present among the secondary school objectives, it is reflected in the History subject as one of the
general competences. In this area, it states, "to show the ability to critically assess the events, conditions, and factors which shaped the past and present conditions of the world [emphasis supplied] (MoEVT1995: iv). But the issue of being reflected as a theory is different from being reflected in practice. It is true that some students can critically study the historical events in preparation for examination, but it is seriously doubtful if they have the ability to evaluate Tanzania’s politics at least to their age level. Only a few students have such competence, because many them are not prolific enough to express themselves in either in Kiswahili or English.

Teacher serves an agent for change (Role of the teacher). In Tanzania it is perilous to serve as agent for change. If you want to become one, you will be branded as a member of the leading opposition party, CHADEMA (The party that leads a movement change). Tanzania has existed as a single party government for the first 3 decades after independence. Since the early 1990s, a multi-party system was adapted in which the opposition parties have been posing challenges to the ruling party, Chama Cha Mapinduzi (the Party for Revolution). These 5 decades since independence have been used to make teachers watchdogs for the ruling system. So any opinion against the ruling system is seen as betrayal! Teachers have been central in all elections since independence. Teachers are the only professionals largely used in the election the process, which also calls for votes counting. It is really ironic because the late Mwl. Julius Kambarage Nyerere was a teacher by profession. He was also a political activist who sought social change. This activism ultimately led us to independence and many years of peace to Tanzania as well as its neighbors. So it is proposed here that Reconstructionism be fully reflected in the secondary education curriculum so as to be an aid in bridging the widening gap between the haves and the have nots; the rich and the poor.

Emphasis on social science and research methods (Curriculum focus). Currently the nation puts more emphasis on science and education subjects. It is as if the preferred categories can solve the national disparities on their own. This is true because high schools with science subjects are better equipped as compared to the schools with social science subjects. This ‘unfair’ preference is seen in terms sponsorship for university education. The students from science subjects combinations get full sponsorship, while the rest get either partial or no funding at all. The students would wish to pursue religious studies receive no scholarship at all, but when they finish their studies and get employed, they will be called to officiate in national festivals! The trend of looking down social science subjects has a long history. In early 2000s, Dr. Joseph Mungai, the former
Minister of Education scrapped subjects like accounting, bookkeeping, agriculture among others in the secondary school curriculum. It is fortunate that these subjects have recently found their way back in the curriculum! So emphatically Reconstructionism is proposed to be reflected fully in the secondary education curriculum.

Equality of Education, cultural pluralism, international education, futurism (related curriculum trends). Of all the aspects mentioned in this paper this appears to be unique. The ratio of boys to girls in secondary schools is almost the same, something that was unfathomable in the earlier days of independence (1961). Tanzania has over 120 ethnic groups, all of which have accepted co-existence regardless of cultural differences. This has been made possible through the wise leadership of the founder of the nation, the late Mwl. Julius Kambarage Nyerere. This person apart from having a keen sense of mind, a strong moral fiber, he used Swahili (as a lingua franca) to glue together a nation with diverse cultures. It is just recently when we have seen Tanzania's peace being eroded by religious charged issues between Christians and moslem brethren. However we still hope things will change and the secondary school education curriculum will continue upholding the ethics which have brought the country this far. The whole issue of international education is reflected in the text books. Because the text books used, some are a local production, while others are imported.

The Most Relevant Philosophy in Tanzania

It is hard to evaluate which is exactly the most relevant philosophy of education in Tanzania. As the discussion has made it clear, all educational philosophies have been theoretically reflected in the secondary school curriculum. Although when it comes to praxis, matters are different. One can therefore argue that all philosophies are relevant; none should be given preference above the other. While Perenialism and essentialism emphasize on preservation of ancient knowledge; progressivism and Reconstructionism seek to advance further in knowledge. While Perenialism and essentialism have emphasis on the subject matter (important in its own right), progressivism and Reconstructionism are learner-centered (also important in its own right). These educational philosophies are like human body members, all working together for the a common good. The head can not boast over the foot, or the brain can not boast over the ear. Similarly the traditional philosophies cannot be seen important over contemporary philosophies and vice versa. Congruent to this viewpoint Ornstein et al (2011:8) assert that, “no
single philosophy, old or new should serve as an exclusive guide for making decisions about schools or about the curriculum."

Conclusions and Areas for further Research

This paper has demonstrated through Ornstein et al. (2011) that curriculum change can never be avoided. It also focused on how traditional curriculum has not only changed, but also co-exists with contemporary curriculum. It has also been made evident that the curriculum in Tanzania has a lot of ‘patches’, and this may have given room for the recent massive Form Four failures. It is also true that recurrent threats to strike and even the last year strike by teachers are indicators that the curriculum needs thorough review. As this paper is being submitted, the review is behind deadline. Towards the end of the paper it is demonstrated that there is no single philosophical framework which can solve all problems to arrive at quality education. It is, therefore, necessary for both traditional and contemporary curricula to co-exist. Additionally, it has been indicated that students, teachers, school quality assurance agents, supervisors, administrators and parents are important in curricula design and development. In spite of the fact that these people are important, the process of curriculum review has remained a sole ‘property of Tanzania Institute of Education,’ Its hereby recommended that this organization widen its umbrella and seek ideas to improve the curricula. In fact, the process of curriculum review should receive almost an equal emphasis as the constitutional review. All in all there will always be areas that need further research to enhance the curriculum development process. These areas are adopted from Mushi (2009:26):

- Issues in curriculum implementation
- Systematic approach to curriculum reform
- Theory and practice in curriculum development
- Curriculum and educational personnel
- Curriculum research and evaluation
- Production and evaluation of curriculum materials

Main streaming cross-cutting issues and/or entrepreneurship in education

Developing competence-based and learner-centered curriculum (Mushi 2009:26)
Bibliography


© SCS Journal
Mao, L, 2013 "An Exploration of the Relationship between Teacher's Motivation and Student's Performance: A Case Study Of Selected Secondary Schools In Meru District, MA Proposal in the Subject of Curriculum and Instruction, University of Arusha.


Morshead, R, Patterns of Educational Practice: Theories of Curriculum, The Pierian Press, Ann Arbor.


Mkumbo, KK 2010, 'What Tanzanian young people want to know about sexual health; implications for school-based sex and relationships education', Sex Education, 10, 4, pp. 405-412, Academic Search Premier, EBSCOhost, viewed 14 April 2013.


© SCS Journal


‘Who is to Blame the Current Form IV Failures’ 2013, Baragumu TV Broadcast, Channel 10,30, March.