NOV
27th - 29th
2023

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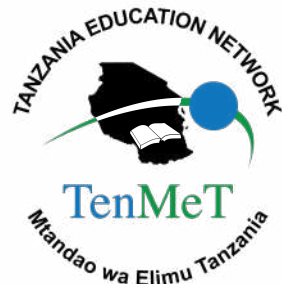
TANZANIA EDUCATION NETWORK

TenMeT

Mtandao wa Elimu Tanzania
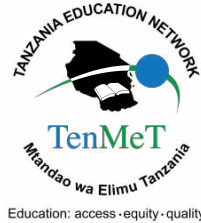
Education: access · equity · quality

3rd International Quality Education Conference

Rethinking Education Systems in the Fourth Industrial Revolution

Conference Report

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Rethinking Education Systems
in the Fourth Industrial Revolution

Conference Report

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LIST OF ABBREVIATIONS AND ACRONYMS

4IR	Fourth Industrial Revolution
AI	Artificial Intelligence
BAKITA	Baraza la Kiswahili Tanzania
CCC	Climate Change Crisis
COVID-19	Corona Virus Disease of 2019
CSOs	Civil Society Organizations
EdDPG	Education Development Partners Group
EOL	Education Out Loud
ESD	Education for Sustainable Development
FBOs	Faith Based Organizations
GBV	Gender-Based Violence
H.E.	Her/His Excellency
ICT	Information and Communication Technology
IQEC	International Quality Education Conference
MoEST	Ministry of Education, Science and Technology
MoEVT	Ministry of Education and Vocational Training (Zanzibar)
NACTVET	National Council for Technical and Vocational Education Training
NECTA	National Examination Council of Tanzania
NGO	Non-Governmental Organization
NVA	National Vocational Award
PO-RALG	President's Office, Regional Administration and Local Government
PSLE	Primary School Leaving Education
PWD	People with Disabilities
RCO	Regional Coordinating Office
SDGs	Sustainable Development Goals
TEN/MET	Tanzania Education Network/Mtandao wa Elimu Tanzania
TES	Transforming Education Summit
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
URT	United Republic of Tanzania
VAC	Violence Against Children
VACiS	Violence Against Children in Schools
VETA	Vocational Education and Training Authority
WB	World Bank

Opening Ceremony

Welcoming Remarks - Mr. Ochola Wayoga, National Coordinator, TEN/MET

Mr. Wayoga welcomed participants to the event and thanked them for their commitment to the provision of quality education in Tanzania. He further introduced the main theme "Rethinking Education Systems in the Fourth Industrial Revolution" and how it seeks to re-assess the education system in our countries in light of the Industrial Revolution. The meeting was expected to come up with a list of what is needed in the 4th Industrial Revolution and how Africa can update itself on these technological advancements. He then introduced representatives from PO-RALG, the Ministry of Education, Science and Technology (MoEST), Global Affairs Canada, the United Nations Children's Fund (UNICEF), the Swedish Embassy, World Bank (WB), Members of Parliament from Zimbabwe, Regional Program Manager from EOL, National Education Coalitions, EOL OC3 grantees, representatives from Lesotho, Zambia, Uganda, Kenya, Zimbabwe, Rwanda, Malawi, Mozambique, and Tanzania. Other participants included representatives from the Teachers Union, East Africa Teachers Federation, students from all levels, the private sector, media representatives, moderators, and panelists. He further introduced the sponsors, the Secretariat and Organizing Committee.

Mr. Ochola Wayoga,
National Coordinator, TEN/MET

Rahma Jumapili,
Representative, Girls Ambassador (Dodoma)

"It is our hope that you will consider the girl child in the area of sanitary pads, a challenge that affects school attendance for most girls"
(Rahma Jumapili)

Ms. Jumapili thanked God for strengthening them to partake in the conference. She expressed her gratitude to the government of the United Republic of Tanzania, under H.E. Dr. Samia Suluhu Hassan, for providing children with education. She thanked the Regional Commissioner Dodoma, for permitting them to travel to Dar es Salaam and the Malala Fund for facilitating their travel. She then explained how education has enabled them to look forward to becoming strong and impactful women, especially as they now can receive free education from pre-primary to form six, and how the curriculum review and guidelines for enabling students to resume studies have significantly helped numerous students in the country.

She further acknowledged the government's investment in infrastructure, especially the construction and renovation of classes, teachers' houses, laboratories, and libraries.
While these initiatives have significantly improved the learning environment, they are still faced with challenges, which include lack of dormitories, shortage of latrines, inadequate gender-based education, and lack of sanitary pads for female students.
Other barriers to their education include child marriages, impoverished societies, gender-based violence (GBV), and insufficient lunch for students and poor working environment for teachers in rural areas. She requested the government to consider raising the national budget on education to reach at least 20%.
Understanding that it takes a village to educate a child, she requested other stakeholders to be encouraged to improve the teaching and learning environment in rural areas, especially concerning access to electricity and clean water. Her speech concluded by expressing the extent to which girls ambassadors look up to, appreciate and love the President of the United Republic of Tanzania, H.E. Dr. Samia Suluhu Hassan.

Zuwena Farah, Director External Affairs, Vodacom Tanzania Foundation

Ms. Farah thanked the organisers for considering the Vodacom Tanzania Foundation to take part in the prestigious event. She started her presentation by highlighting the challenges facing the education sector in Tanzania, including how only 5% of students read with

comprehension, 66% of teachers report inadequate resources, and only one in three girls will complete early secondary education. To combat these, Vodacom has embarked on addressing some of these challenges since 2006 by facilitating improvements in the education sector valuing over TZS 15 billion.

Vodacom hopes that this conference will come up with more innovative strategies to not only improve education in Tanzania and Africa at large but also, as the theme goes, to see how to incorporate technology in the education sector.

Vodacom advocates for education for all and urges other technology companies to work together to eradicate the challenges in the education sector and revolutionize education in Tanzania.

Elke Wisch,
Country Representative, UNICEF

UNICEF expressed its appreciation to TEN/MET for creating a platform for stakeholders in Tanzania and beyond. She further thanked the President of the United Republic of Tanzania (URT) for the commitment to ensuring access to quality education, especially in primary and secondary schools, quality education for girls, people with disabilities (PWD), and boys. Special commendation was made in the latest development of the completion and endorsement of the Educational Policy and curriculum reforms of 2023, which promise a brighter future for the young Tanzanians.

Appreciations were further extended to the former President of URT H.E. Dr. Jakaya Kikwete for his continued engagement in education and nutrition. Addressing the theme, she noted that the fourth industrial revolution (4IR) goes beyond technological change, and needs to address skills development for human-centered teaching and enable youth to see these technological opportunities.

These technologies though affordable, are challenged by connectivity, access to digital gadgets, and limited capacity of teachers, who are expected to use them. It is important to assess the suitability of training for children how they fit with the 4IR, and how their training aligns with the job market.

The presentation concluded with a call to all stakeholders to work together and bridge the gap, enhance blended learning, facilitate school-life balance, and amplify online security.

It recommended the consideration of the best ways of extending electricity and connectivity to the millions who still lack these crucial services in the 4IR. No child should be left behind.

*Ms. Faraja Nyalandu,
Chairperson, TEN/MET Board*

*"Let us ensure that quality
education becomes a universal
right for every learner"
(Ms. Faraja Nyalandu).*

As the Board Chairperson, she first welcomed all participants to the 3rd International Quality Education Conference and gave a brief overview of TEN/MET, its vision, mission, and key activities. She further noted how quality education should become a universal right to all learners and this can be attained through experience, expertise knowledge sharing, and scaling up best practices, which is what the conference hoped to achieve. Additionally, the conference aimed to seek collective solutions and steer discussion on technology, the digital revolution, artificial intelligence (AI), and all other forms that will impact the education sector.

She further noted that beyond Tanzania, there are conflicts in areas such as Israel and Pakistan, Ukraine and Russia, and other internal conflicts, all of which affect the provision of quality education to the children involved in those countries. She called on the global communities to ensure that the conflicts are resolved permanently, as "Education is the most powerful weapon that can be used to change the world" (Nelson Mandela).

She expressed her expectation that the discourse and discussions that will come from the conference will contribute significantly to changing the learning platforms for children and urged participants to play their roles to ensure that education is a reforming force.

An award was also given to the former president of URT, H.E. Dr. Jakaya Mrisho Kikwete as a thank you note for accepting to be TEN/MET's patron and for the continued contribution to improving education in Tanzania, during and after his presidency.

SPECIAL NOTE OF GRATITUDE

H.E. Dr. Jakaya Mrisho Kikwete,
Former President of URT and Board Chair of Global
Partnership for Education

H.E. Jakaya Mrisho Kikwete, the Special Guest of Honour and Awardee, thanked the Board chairperson and organizing committee for the recognition of the contribution that he and the people he worked with, perceived as part of fulfilling their duty. He congratulated organizers for coming up with a timely theme, in a world of wireless services and gadgets, driver less cars, teacher-less classes, and in general technologically savvy world. With these changes, there is a need for different skills and competencies to cope and thrive. He reminded participants that technology does not wait for anyone; efforts should be directed toward catching up with it. He expressed how humbled he was by the recognition of the work that they had done and what they were able to achieve during his tenure. Still, he noted that there is a lot of unfinished business. He dedicated the award to all those who worked with him during his leadership, and that includes several advisory individuals and institutions, inclusive of TEN/MET.

"A public School in Kilindi ward...
a high school with fifty-six students, fifty-four
scored division I and 2 scored division II....
the school is headed by a woman"
(H.E. Dr. Jakaya Mrisho Kikwete)

H.E. Dr. Jakaya Mrisho Kikwete accepts a recognition award from TEN/MET, presented by the Board Chair, Ms. Faraja Nyalandu.

A group of international delegates with the Chief Guest

Recommendations from the opening session

Despite various initiatives undertaken by the government of the United Republic of Tanzania and other key stakeholders to enhance the quality of education, there are still several areas that require attention:

1. The government as an important player should consider increasing the nation's budget to at least 20% to facilitate implementation in the 4th Industrial Revolution, enabling crucial investments in technological infrastructure, educational reforms, research and development, job creation, and enhancing Tanzania's global competitiveness.

2. The government and all stakeholders are to work toward addressing students' challenges, which include, but are not limited to lack of dormitories, shortage of toilets, inadequate gender-based education, lack of sanitary pads for female students, child marriages, GBV, and inadequate lunch for students;

3. Sub-Saharan countries should come up with sustainable ways to provide electricity and internet connectivity, to improve accessibility of these services to millions of students who still lack this service;

4. Technology companies need to work together to eradicate the challenges and revolutionize education in Tanzania;

5. It is important to come up with pedagogical skills that will focus on human-centered learning, skill development, and effective utilization of the various tools that come with the 4th Industrial Revolution; and

6. As a continent, we have to come together to seek collective solutions, and steer discussion on technology, digital revolution, AI, and all forms of advancement to impact our environment

REFLECTION ON THE MAIN CONFERENCE THEME:
RETHINKING EDUCATION SYSTEM FOR THE 4th INDUSTRIAL REVOLUTION

Moderator:
Dr. John Kalage *(Right)*
Executive Director, HakiElimu

Presenters:
Richard Olong *(Left)*
Regional Program Manager EOL Horn,
East and Southern Africa Oxfam Ibis.

Rachel Gondo *(Centre)*
PSAM-Rhodes University

Mr. Richard Olong, informed participants that technology is changing at the pace that cannot be comprehended. The 4th Industrial Revolution is the current environment, hence the need to prepare children in a way that enables them to tackle technological challenges which include competing with robots and machines. A total of 30% of jobs are considered to be at risk.

The 4th industrial revolution is characterized by, information and communication technology.

The question is readiness in terms of; Internet penetration, household computers, access to the internet and price of data. Data shows that worldwide internet penetration is 65.7%. It has to be noted that almost 35% of the world population does not have internet access therefore they are not ready for the 4th industrial revolution. In Sub–Sahara Africa 40% have access to the internet. In Tanzania only 31.6% of the population has access to Internet. In Sudan it is even worse only 7% have access to Internet.

Talking about access to computers 89% of learners do not have access to household computers. An alarming 20 million of them are not covered by mobile communication network. Data is expensive; one gigabyte of mobile Internet in Sub-Saharan Africa amounts to 4.47 U.S. dollars.

Ms. Rachel Gondo added that; there is a need of a radical shift in how decisions are made and implemented in the education system.

It is impossible to move forward without the users of the education system.

Referring to learners and teachers who are critical in the education system, a lot has been done. The question is on the quality and usefulness of what students are learning in the society. Other enabling condition is the availability of energy and sustainable energy sources electrifying all areas in the continent.

There is limited access to power, and there is a need of reliable sustainable energy source.

Discussions focused on the need to invest in STEM skills; skills that robot cannot provide, such as emotional intelligence. Additionally, there is a need to overhaul the curricula to address 4IR challenges and governments should invest heavily in education, as it brings value.

Currently, most of the funds go to administration and infrastructure.

Participants noted that Africa contributes only 1% of all scientific research globally.

This poses the question: who is producing the knowledge that shape innovative steps? Participants further suggested that since Members of Parliament play a significant role in approving the budget, they need to be involved in the data collection process, to see firsthand what is happening in the society. Conclusively, participant noted that there is a need to change the way teachers are trained, as competency is built by actually doing.

The participants enjoying one of the energizers offered during the conference.

Key Recommendations

1. It is the role of stakeholders to partake in preparing children to face and tackle technological challenges of the world.

2. In the area of data champions, multiple stakeholders are involved in the generation of data. There is a need for a harmonized information management system. A leaf can be borrowed from the health management information, so as to be able to make informed decisions. The government should take a driver's seat when it comes to this, coordinating with various actors and stakeholders.

Imagining a More Digital Inclusive Future:
The Reflection on Education Training Policy and Curricula.
Prof. Makenya Maboko, *Chairperson, National Curriculum Development*

Professor Maboko started by giving the background of the new curriculum. There have been complaints from the general public about inadequacies in the education system for a while. This culminated in H.E. Dr. Samia Suluhu Hassan, directing a major review of the education policy and curricula. He further explained that the new curriculum is aligned with the Philosophy of Education for Self-Reliance and aims to strengthen competencies in the key 21st Century Skills, which are communication, collaboration, creativity, critical thinking, problem-solving, digital fluency, ethics, and patriotism.

The main aim of the new curriculum is to ensure that graduates have the competencies required for the world of work. It will equip learners with a basic understanding of their environment and acquire competencies that will enable them to become socially useful citizens through participating fully in economic activities upon graduating from formal education. He then outlined the approved structure as follows: Learners in the vocational pathway will be expected to study four compulsory academic subjects (Basic Mathematics, English, Business Studies, and Tanzania history and ethics)

and Subjects from one vocational occupation of their choice as stipulated in the VETA curriculum. There are over 60 such occupations from 15 key fields currently offered by VETA including Agriculture, Tourism and Hospitality, Sports Studies, Electrical studies, Fisheries, Beauty therapy, Machinery, etc. NACTVET will be responsible for the assessment of the vocational component and NECTA will assess the academic component.

"One of the key roles of Tanzania Institute of Education is to give IT enabled continuous professional development and the World Bank is supporting this initiative enabling the assessment of identification of skill gap, so that they can cope with the new curriculum"
(Prof. Makenya Maboko)

Successful students of the vocational pathway will graduate with an NVA level 3 certificate awarded by NACTVET and a Certificate of Secondary Education awarded by NECTA.

The General Education pathway will largely focus on academic subjects spread into 11 sub-streams. Each sub-stream will include at least one subject that imparts vocational skills.

These streams are Science, ICT, Agriculture, Music, Sports, Business, Social Sciences, Textile and Garment construction, Food and Human Nutrition, Art, and Languages.

The number of subject combinations in the upper level of General Education has been increased from 18 to 60. Among those, 41 combinations include at least one subject that imparts vocational skills. Secondary school teachers will be holders of a university degree or equivalent with appropriate pedagogical training. All prospective teachers will have to serve a compulsory one-year internship program upon graduation. Teachers for the vocational education stream will be recruited from amongst university graduates with the necessary training (eg. Engineering, Agriculture, Tourism) who will undertake a Postgraduate Diploma in an Education program to equip them with the requisite pedagogical skills. Higher education institutions will also be required to introduce degree programs combining vocational skills with education. Workshop Instructors who will support the practical training of the students in the vocational stream will also be recruited and trained. A special certificate program has been developed for skilled artisans to train them as Workshop Instructors.

Prof. Makenya Maboko
Chairperson, National Curriculum Development

Key Recommendations

1. The Ministries of Education in all the countries in Africa, should work on empowering teachers to use information technology, a tool that has to be integrated in teaching in the 4th Industrial Revolution. This will assist teachers to develop in their profession and enhance learning among students.

2. When developing curriculum documents, it's crucial to consider both policies and curricula for individuals with special needs. Additionally, teachers should be equipped with the necessary skills to facilitate learning among students with special needs.

The Role of Education Development Partners Group in Strengthening Basic Education Systems in Tanzania.

Dr. John Lusingu
Senior Education Advisor, FCDO

Dr. Lusingu started his presentation by stating that EdDPG has a total of 17 members. The EdDPG in Tanzania Mainland works with multiple agencies, both resident and non-resident, to support the education sector through various modalities. Modalities of support include; General Budget Support, Sector Budget Support, Results-Based Financing, and Program and Project Support. The main objective of EdDPG is to facilitate coordinated DP interventions and policy dialogue in supporting the Tanzania Education Sector to achieve learning outcomes through efficient, effective, and equitable delivery of quality and inclusive education at all levels in line with Sustainable Development Goals. The EdDPG feeds information to the main DPG when appropriate.

At the Transforming Education Summit held in United Nations New York, from 16 - 19 September 2022. The aim of the Summit was convened in response to a global crisis in education – one of equity and inclusion, quality, and relevance.

The Summit provided a unique opportunity to elevate education to the top of the global political agenda and to mobilize action, ambition, solidarity and solutions to recover pandemic-related learning losses and sow the seeds to transform education in a rapidly changing world. In Tanzania, the RCO coordinated UNESCO and UNICEF in the provision of technical support to the Ministries of Education in Tanzania Mainland and Zanzibar in the preparation of the TES National Commitment Statement for the United Republic of Tanzania.

He outlined the areas of focus as follows;
1. Policy and institutional frameworks: To ensure that ESD is integrated into national education policies and strategies and those institutional mechanisms are in place to support its implementation.
2. Curriculum development and implementation: To integrate ESD into curricula and ensure that ESD learning outcomes and standards are defined and implemented in schools.

3. Teacher education and professional development: To provide pre-service and in-service training for teachers on ESD and promote ESD as a key component of teacher education curricula.

4. Learning materials and resources: To develop and provide ESD learning materials and resources for learners and teachers relevant to the local context and address local sustainability challenges.

5. Monitoring, evaluation, and reporting: To develop and implement a monitoring and evaluation framework for ESD that tracks progress, identifies challenges, and informs policy and programmatic decision-making.

6. Stakeholders engagement and partnerships: To promote collaboration and partnerships between education stakeholders, including government, civil society organizations, community, and the private sector, to support the integration of ESD into education systems.

He concluded by stating that the EdDPG is preparing the celebration of the 2024 International Day of Education, with the following objectives; to increase public awareness about the role of education in poverty reduction, gender equality, and in ensuring a safe and enabling school environment for learning towards achieving sustainable development goals, particularly in the Tanzanian context; to address education challenges and probable solutions in the effort to achieve the SDGs, building on the outcomes of the Transforming Education Summit (TES) and to advocate for increased policy support and funding for education at national and international levels, stressing the importance of sustainable investment in education.

Key Recommendations

1. While working hand in hand with development partners, there is a need to assess the changing dynamics. This includes, but is not limited to increased population call for more classrooms and more schools; 4th industrial revolution requires different skills and knowledge to teachers and learners; education should not just address knowledge acquisition, but also be a means of poverty reduction.

2. Development partners are reminded to reconsider their strategies in light of changing dynamics, particularly regarding the increasing population, which necessitates the creation of more classrooms to accommodate the growing demand.

3. Stakeholders should understand that they do not work in isolation. Their initiatives should align with the education sector development plan which is the road map to the education system in Tanzania.

Rethinking Education Systems for the Fourth Industrial Revolution that is Free from Violence Against Children: A Voice from the Global South.

Stella Ayo-Odango, *Social Policy Expert and Advocate for Social Justice.*

The Coalition for Good Schools is a collection of Global South practitioners committed to preventing violence against children in schools across Sub-Saharan Africa, Asia, and Latin America. The objectives of the coalition are; to share knowledge, insights, and perspectives on the work of preventing violence against children in and through schools; contribute to building a conducive environment for the development and establishment of a community of practice addressing VAC in schools; Consolidate the capacity of leaders and practitioners in the Global South to participate in the development and implementation of global priorities for preventing VAC in schools.

The presentation outlined unique features of the coalitions as being focused on preventing VAC in schools in the Global South; being a coalition of and for the Global South; elevating experience and expertise; and a coalition that combines experience with research-backed, evidence-based expertise. In 2021 the coalition undertook an evidence review on the Prevention of violence against children in and through schools in the Global South.

In the 2022, they convened a seminar series that focused on successful interventions, learning from practitioners, and future action.

Other milestones achieved included engaging continental bodies to prioritize the prevention of VACiS, engaging policymakers and strategic partners on the prevention of VACiS.

"We are from BBC – born before computers – and I am from BBCT – born before computers and technology. Now when you are from BBCT even the simplest technology bullies you... so we need to tilt the balance of power in the global agenda!"
(Stella Ayo-Odango)

The coalition prides itself on increasing sustainability by multi-component interventions.

It focuses on engaging multiple stakeholders with an investment in structural changes, addressing values, policies, and practices targeting the whole school environment is more effective in reducing violence;

group-based interventions can help develop shared values and operational culture; teachers can be trained and empowered to improve learner behavior; targeted interventions are needed to address specific forms of violence and the development of successful interventions is an iterative learning process.

Stella Ayo-Odango
Director Pathfinding

Key Recommendations

1. There is a need of having a balance of power in the global agenda and funding towards VACiS practitioners in the global south – those who know the issues and solutions best. They should further work with policy makers, and advocate for prioritization of prevention of VACiS.

2. There is a need to consolidate the capacity of leaders and practitioners in the Global South to participate in the development and implementation of global priorities for preventing violence against children in schools.

Day 2: November 28th, 2023

Collaboration with the Market: Strengthening Ties between Educational Institutions and employers for Practical and Relevant Skills Development

Dr. Samson Kilaza, responding to a question from the moderator.

Moderator:
Jane Gonsalves,
Skills Development Specialist, IMED Foundation

Panelists:
Kennedy Rwehumbiza, *Representing the Executive Director, Association of Employers, Tanzania*
Makani Austin, *Private Sector Representative*
Dr. Samson Kilaza, *Lecturer, Dar es Salaam Institute of Technology*
Ms. Mukuli, *Student, Zimbabwe*

The discussion began by addressing how can education institutions adopt the changing technology and skills needs of the industry/ employers. Educational institutions were, among other things, urged to deliver curricula that serve the current and future challenges of society. To ensure this, the preparation and review of curricula must involve key education stakeholders, including employers, students, industry, and other stakeholders etc.

"The first component for a higher education institution is to address technological development and demand of the market or of the employer is the curriculum... deliver a curriculum which serves a purpose."
(Dr. Samson Kilaza)

Related to the curriculum, educational institutions must also do tracer studies to establish how the graduates are failing in the market. Inputs obtained in tracer studies will help in reviewing the curriculum. Other key aspects for educational institutions to strengthen ties with employers include local and international collaboration with other like-minded institutions for benchmarking, student & staff exchange programs, and delivery of professional courses relevant to the programs pursued by students. It was emphasized that collaboration between Education Institutions and Employers is key to strengthening ties.

There must be mutually beneficial economic partnership and both must understand what each will benefit from the collaboration (outcomes and objectives). If there is strong collaboration, inclusivity, and the development of future skills can easily be attained. The role of employers in giving a fair learning platform during field practicum/internship was emphasized. Members observed that, in most cases, interns or students on field attachment are dumped at the reception without being engaged in actual business/industrial/professional operations. Employers were urged to spend time knowing what the interns wanted to achieve during the internship period and help them accordingly. There is thus a need to improve work-based learning modules and to adhere to the national guidelines for internships. Technical institutions are duty-bound to develop an understanding to both the students and employers of the current and future importance of Artificial Intelligence and begin to incorporate its use shortly.

"Beyond the technical skills, what can make someone stand out are the soft skills; communication skills, computer literacy, creativity and all that. But also, attitude. These are critical issues."
(Kennedy Rwehumbiza)

The curricula review must take on board the technological innovations including Artificial intelligence. Considering that there are people who work without necessarily possessing the skills required for the job, underscored that soft skills are necessary for one to excel in his or her career. Educational institutions should thus emphasize both technical and soft skills to students.

Students contributing to the intense discussions that ensued in the conference

Recommendations

1. Higher Learning Institutions should deliver curricula that address the current and potential future challenges of society.

Digital Learning and Transformation: Embracing Technology to Transform Education and to Foster a Contextual, Inclusive Digital Teaching and Learning Ecosystem

Mwasi Wilmore
CEO, Ubongo Kids

Moderator:
Mwasi Wilmore
CEO, Ubongo Kids

Panelists:
Dr. Jabhera Matogoro, *Lecturer, UDOM*
Sandra Oswald, *Representative, Vodacom Tanzania Foundation*
Grace Kinyunyu, *Teacher, Ifwagi Secondary School, Iringa*
Iku Lazaro, *Chief of Operations, Shule Direct*

In this digital learning era, the use of technology to transform education and foster a contextual, inclusive digital teaching and learning ecosystem is vital. The discussion addressed, among other things, how can technology be used to teach students with diverse needs of learning or how can learning platforms be integrated with technology to improve education.

Technology may be used to rapidly produce data that can be easily understood by educational institutions/learning stakeholders thereby facilitating lifelong learning.

The use of video content to support teachers in delivering inclusive lessons to pupils with diverse needs is an outcome of embracing technology in the transformation of education. With proper technology awareness, technology can be used as a tool to solve both the visible and invisible challenges for inclusive education. Regarding invisible challenges, Artificial Intelligence can be used to identify them and suggest solutions.

In addressing the skills needs of the 21st century and the 4th Industrial Revolution, it is necessary to ensure children know how to learn, adapt, and cope with the changing environment and technology.

Digital learning can bridge the gap between theoretical knowledge and practical training required by the industry by preparation of both technical and soft skills related materials in digital form.

In addressing societal challenges and embracing digital technology to transform education, there is also a need for public-private partnerships to complement each other. It is imperative to understand the expertise of the public and the available gaps for the private sector to fill. Digitalization and transformation of education in line with the 4th Industrial Revolution need concerted efforts from both the public and private sectors. Thus, partnership is extremely important to embrace technology. Technology is vital to take further to our next steps. Digital learning inclusion in the transformation of education should be incremental, i.e., not to do everything at the same time. It should be done step by step depending on available infrastructure and capacity to support the next step(s). Proper awareness and use of technology are necessary for embracing technology in educational transformation and rural connectivity is a must to embrace technological advancement country-wise.

Key Recommendations

1. Technology companies, FBOs, CSOs, NGOs, teachers, parents, and the entire community need to work together to revolutionize education in Tanzania.

2. In addressing the skills needs of the 21st century and 4th IR, it is necessary to ensure children know how to learn, adapt, and cope with the changing environment and technology. Learning Institutions, community and parents are responsible for ensuring the same.

Education Financing Reducing the Debt Burden to Allocate More Funds to Education

Moderator:

Semkae Kilonzo

Executive Director, Policy Forum

Presenter:

Dr. Elisha Kujeke

Department of Research Ministry of Primary and Secondary Education Zimbabwe.

Most of the countries especially East African and SADC countries have a huge debt burden and find it difficult to get resources for education and other sector like health. The high debt burden results in a shortage of funds for investment in key sectors like education. Zimbabwe has 10 provinces and 72 districts, and all resources made available for education are the most critical resources. Data that affect demographic trends are required to understand the debt burden and use it to come up with effective decisions. In education, there are disparities in the provision of finances example infrastructure, training teachers, salaries for teachers, and so forth. The interest rate is high which creates other challenges like unemployment. Other questions are; does the money cover disabled children? Does it assist in supervision and monitoring educational activity and measure the teaching methodology? Can the government spring up and have education improve through the digitization process?

In most of the countries in Africa, the economic development strategies are not good enough.

Little retention that comes from the country's resources like minerals are exported abroad. Borrowing for industrial and economic growth comes with payback. Debts come with interest which brings economic stagnation. African countries to attain the attribute of access to quality health delivery system is affected which in turn hurts the education system.

"If we were to borrow for industrial growth or agriculture, it would bring some returns. But now, as we borrow for consumptions it becomes a serious burden on the taxpayer, because we pay back with a cost."
(Dr. Elisha Kujeke)

High dropout, child marriages, poor infrastructure, and quality are compromised because of limited resources.

Government budget caters for several salaries in Zimbabwe there are 10,500 primary schools that are supposed to use highly inadequate resources. Governments train teachers but do not employ them. Debt burden is the devil of all economic activities.

Key Recommendations

1. Schools in Africa need to rethink on domestic resource mobilization, like creating income generating activities such as coming up with projects, such as, growing food farms and engaging parents in fundraising activities to facilitate self-sustainable schools.

2. The government needs to come up with strategies that monitor and follow up on schools for accountability and transparency. Service providers report to include inputs and outcomes of magnitude shift in terms of where we are and where we want to go. This will motivate more funding from the government.

3. Education and development partners need to conduct research and share their findings, to enable the government to make informed decisions when it comes to financing schools.

4. In important meetings like these, that aim at advocating for policy changes, it is important to invite government officials such as the Minister of Finance in discussions for input and broadening of understanding of all stakeholders.

Addressing Child Marriage and Teenage Pregnancy: Implementing Measures to Prevent Child Marriage and Teenage Pregnancies to Reduce School Dropout Rates for Girls

Gemma Todd, making her opening remarks during the session

Moderator:
Mwemezi Makumba
Research, Innovation, and Policy Analysis Manager - HakiElimu

Panelists:
Lydia Wilbard, *Executive Director Learning and Engagement, CAMFED*
Gemma Todd, *Education Specialist, World Bank*
Clemence Nhiliziyo, *Program Manager, Zimbabwe Education Coalition*

The experience was shared on the status of teen pregnancy in Africa, whereby statistics show that it has lowered from 27% to 22%, while child marriage is at 10%. In Tanzania, pregnancy is the second reason for school dropouts, whereas in Zimbabwe, 20-25% of the dropouts are a result of child marriage and teenage pregnancy. Some of the reasons for this problem are cited to be poverty, traditional rituals, and a legal framework that does not protect girls. The inability to access quality education hinders the right to education for these girls. It was evident that neither Tanzania nor Zimbabwe has been investing enough to address the problem. In Tanzania, for instance, the country invests a total of TZS 150,000 per child. Additionally, students are motivated to return to school, and the few who do return to school, return to a prejudiced and stigmatized environment against them.

"We conducted a public expenditure review in Zanzibar in the education sector, and when it comes to adequacy, efficiency and equity, we are not doing it justice. I think it's very important, to ask ourselves: is the overall financing enough? It is not."
(Gemma Todd)

It was evident among the panelists that intentional and targeted efforts are needed to follow up on the girls who are still out of the system.

This includes efforts such as clear re-entry guidelines, coaching and mentorship programs, and involving the teachers, fellow students, parents, and community at large to ensure that help comes from the entire ecosystem of the girls. Additionally, there is a need to create a profile of the perpetrators and have a sex offenders' register that is accessible to the Ministry of Health and the Ministry of Education.

On a larger scale, teen pregnancy and child marriages are an inter-ministerial issue, hence the need to consolidate efforts to combat it. This includes increasing finance, to ensure that books, sanitary pads, and food is availed to students in schools, especially those in rural and impoverished areas.

Sexual reproductive health education for teen well-being should also be compulsory in schools, ensuring that both boys and girls are involved. This can be done through various programs and shared with children and adolescents through various face-to-face and virtual platforms.

There is also a need to strengthen the legal framework, by imposing and implementing serious punishment to perpetrators. As for other stakeholders across the continent, it is important to look at best practices and see how to scale them up to address the teen pregnancy and early marriage issue.

Key Recommendations

1. Intentional and targeted efforts need to be made to follow up on girls who are still out of the system and create a conducive, unbiased, and supportive learning environment (sanitary pads, books, and mentorship).

2. Child marriage and teen pregnancy are inter-sectoral and inter-ministerial issues. There is a need for a political will, to come up with mechanisms for the prevention of teen pregnancy. Stakeholders such as NGOs, CSOs, FBOs, teachers, parents, the community, and other well-wishers need to collaborate in dealing with this issue.

3. There are several profiles on teen pregnancy and child marriages. It is important to get a profile of predators and to have a registry of sexual offenders that will be accessible to the Ministry of Education and Ministry of Health.

4. Sub-Saharan countries need to make deliberate efforts of resource mobilization in order to eradicate poverty, implement the law, mentor and coach girls, so they can be confident and self-sustainable.

Radical Inclusion: Is to Teach Children in the Language They Understand

Prof. Humphrey Mushi
Lecturer, University of Dar es Salaam

Moderator:
Prof. Humphrey Mushi
Lecturer, University of Dar es Salaam

Panelists:
Mr. Mussa Kaoneka
For Executive Secretary, BAKITA
Mwl. Richard Mabala
Board Chair, HakiElimu

The discussion centered on whether or not to use Kiswahili as a medium of instruction from the primary level to the tertiary level in Tanzania. From the discussion, it was emphasized that Language is part of culture and to be excellent in any language one must know the culture. Reference was also made to the 2023 Primary School Leaving Examination (PSLE) results in which 87.91% of the candidates passed Swahili compared to 34.39% who passed English language. Panelists underscored that PSLE results revealed that pupils understand Kiswahili better than English Language. It was stressed further that people should learn and know as many languages as possible and that no language in the world is self-sufficient in terms of vocabularies, rather each language borrows some words from other languages.

"The process of providing education in Swahili from grade one to seven, then switching to English as from form one, places an extra burden on the learner who has to first understand the concepts of the subjects and master the English language at the same time.
It's impossible."
(Mwl. Richard Mabala)

Most of the children (other than the minority who study in English medium schools) join secondary schools with poor English language proficiency and most of them are taught by teachers who have poor English language background. If we want people to speak English and competently use the language as a medium of instruction, they should be taught by teachers who know English teaching step by step. While one can learn a language in two years he/she cannot comfortably use the language learned in two years as a medium of instruction in further studies. Inferences were also drawn from other developed countries like Japan and China which used their languages and transformed themselves into economically powerful countries in the world. It was recommended therefore that the language to be used as a medium of instruction in education should be the one best understood by pupils/students in the given community and which is considered part and parcel of the culture from which slang, idioms, and proverbs are developed. In the case of Tanzania, it was recommended to use Swahili as a medium of instruction.

Key Recommendation:

1. Swahili is a widely spoken language in Tanzania. With that in mind, it is important to adapt the language as a medium of instruction in Tanzania at all levels, to ensure that learning takes place.

2. It is important for Tanzanians to learn other languages to be competitive in the global industry.

Engaging Youth in Education System Strengthening

Moderator:
Dr. Miriam Siwela
Chief Executive Officer, Teach Zimbabwe

Panelists:
Hashim Ramadhani, *Student, Tanzania*
Stedy Chitaka, *Student, Zimbabwe*
Flora De Cable Wassia, *Student, Mozambique*
James Chimbiya, *Student, Malawi*

All panelists were from "Kuyenda," which is an NGO that deals with advocacy, and translates as "go together." It is a transnational project, that covers four countries in Africa; Tanzania, Zimbabwe, Mozambique, and Malawi – addressing the learning crisis through system strengthening for access to quality and equitable education. Panelists were asked three main questions: what is your education system? And what do you like about it? What should be done in the education system to ensure they include youth in policy development?

Some of the international delegates posing with representatives from Girls Ambassadors from Dodoma

In Tanzania one of the most intriguing issues in the education system is that from the 5th regime there has been free education from preschool to form six, which has significantly increased enrollment at all levels. In Malawi, the government has made primary education both free and compulsory, enabling children from poor families to access education.

Additionally, there is the presence of an education management information system to monitor education related matters. Both in Tanzania and Malawi, loans are available for tertiary education.

Malawians have also introduced community colleges for vocational skills for those who did not qualify for tertiary education. This goes hand in hand with the innovation hub, where there is a call for innovative ideas, select high potential ideas, mentor and enable them to launch those ideas into viable business.

Zimbabwe on the other hand has an education system that adequately prepares them with job-relevant education. They use UNESCO-funded digital tools, and teachers are equipped with technological training to apply in their classrooms.

Mozambique on the other hand has compulsory education to the 9th grade and they are subsidized with books. The education policy is inclusive, meaning all types of students are in different classes and schools.

Panelists expressed that improvement can be made in involving youth in decision-making, through the improvement of the education system structure, and utilizing village and school board meetings. This would facilitate inclusion and participation from the grassroots level.

In Zimbabwe for instance, as of August 2023, the government has introduced a youth quota, where every nth youth has a seat in the parliament so they can take part in the decision-making process. Initially, there wasn't a single youth in the parliament in a country where 67.7% of the 30 million population comprises of youth.

"Government websites are a great tool of information for youth. Unfortunately, not all websites and social media platforms are up to date. In Zimbabwe for instance, the website of the Ministry of Education has not been updated since 2019. How can we stay informed with outdated information?"
(Stedy Chitaka)

In Mozambique, there was another success story, where the government there has created a position of a state secretary for youth and employment. In addition to addressing youth-related challenges, they are also providing short-term professional training and distributing kits to youth resulting from these trainings.

They are also assisting them with a small capital. Other ways of improving the education sector could be through making use of government websites and social media platforms, as many youths are on such platforms, and most governments don't even update these useful tools.

It is important for the governments to also work with other stakeholders, such as CSOs, FBOs and NGOs. Participants noted with concern that youth are not always taken seriously, exhibiting the session itself, which was scarcely attended.

Key Recommendations

1. Important to have competence-based curriculum documents that enable youth to self-employ and employ others. It is important to borrow a leaf from stakeholders in education, whose initiatives have succeeded and scale up and incorporate these skills in schools. An example can be derived from Tanzania National Service (JKT) for three months or in Nigeria the National Youth Service.

2. Inclusivity should begin at the grassroots level encompassing youth, individuals with disabilities, the broader community, and other stakeholders. While inclusivity is often mentioned in documents, its practical implementation, particularly for individuals with special needs and disabilities in rural areas, remains lacking.

3. There is a need to foster inclusive dialogue with policymakers before starting the policy change process. This can be achieved by leveraging on technology, through websites, social media platforms, and other stakeholders CSOs, FBOs, and NGOs Website of the Ministries.

School 2030 Teachers Showcase:
Innovation to Improve Holistic Learning Outcome in Pre–Primary and Secondary Education

Moderator:
Shaibu Athumani
School 2030 Coordinator – Tanzania

Shaibu Athumani
School 2030 Coordinator – Tanzania

Keynote: School 2030 Coordinator – Tanzania; Mr. Shaibu Athumani

He gave the overview that; the School 2030 project is a ten-year participatory learning project represented by the Aga Khan Foundation. The program engages teachers, learners, and parents.

The main goal is to raise holistic learning outcomes and equip students with the knowledge, skills, and attitudes they need in learning.

It engages teachers to recognize teacher's powers as leaders, innovators, and change-makers. The methodology used is human-centered design and the tool is free for everyone. Teachers focus on selecting holistic learning for three levels numeracy, health care, nutrition, and creativity.

Teachers have to understand the level of the learners and use different tools.

When they understand difficulties affecting learners they come up with innovative methods that can eradicate those challenges. The program has 162 solutions designed by teachers. The fund and innovation; the solution is tested and shared evidence with stakeholders and then the Aga Khan Foundation provide fund to support the innovation. It depends on what the teachers need because some of the support provided are swings, outside learning materials, and tablets, it is believed that they can design what they have.

Pre-School Disabled kids: Mwipagi Lushindikila

At first, kids were separated according to their disability. Then the project came up with a solution of joining them the project was called, Let's Meet". Tools were developed that can enable one disabled child to help another disabled child, like blind and deaf. Then the project developed a book called Let's Meet. The innovation showed achievement as it helped students to cooperate. Challenges faced during the innovation are; shortage of knowledge on the innovation. All in all, the book is simple once improved can be used in other schools.

Secondary school Teacher learning through the local game:
Ally Shamba

The identified challenge was how to address environmental issues that can stand a change in the environment. Two ideas came around. One was the micro forest and environmental club. The innovation started by planting a small forest and teachers used the forest to teach different topics in different subjects such as biology – waste management, Swahili, poems, and article writing commerce focusing on climate change. They also did cleanness at bus stops. The results of the innovation are community increased knowledge on climate change. Children enjoyed learning through practice. School attendance increased. Micro forests become a teaching tool. Changes began with the implementation of ideas. The school developed a magazine that was distributed at bus stops talking about climate change and talent change.

Primary School Teacher – Lindi Rahaleo Primary school:
Winfrida Mathias Komba

Rahaleo Primary School has 74 students; 35 are boys and 36 are girls. The challenge identified is the lack of games. Therefore, the innovation introduced learning through games to create a friendly environment for all students. The method was learning 50% in class and 50% outside through games.

The innovation followed the following steps; first, teach normally and then introduce the game. The result of the innovation is to raise the learner's performance in English and mathematics subjects by 84%. Teaching and learning were simplified and lastly, a book was developed that shows all the games and how to use them while teaching

Key Recommendations:

1. The government, education partners and stakeholders in collaboration with the association of people with disability should work together to upscale the learning tools for people with disabilities. People with disabilities are often left behind, and the innovations shared can have a huge impact on this group nationwide and beyond.

2. Upcoming innovations should address environmental issues. In achieving this, there is a need to involve teachers, students, the communities around the schools and other significant stakeholders.

3. The showcased project show that one of the most effective ways of learning is learning by doing. As teachers go back to their respective schools, they should come up with ways to incorporate practice in their teaching, and see how they can create games as well. Lindi Rahaleo Primary School is a good example on how performance increased by 84% just by having 50/50 ratio between in-class learning and games.

Day 3: November 29th, 2023

The Effectiveness of Competency-Based Curriculum Adoption and Implementation in East Africa

Moderator:
Mwl. Antony Mtavangu
Coordinator, Federation of East African Teachers' Union

Panelists:
Enea Mhando
Education Consultant
Dr. Paschal Wambiya,
Senior Lecturer, Catholic University of Eastern Africa

The presentation started with a basic definition of competency-based curriculum (CBC) as being one that facilitates learning by doing; service learning; relating life to learning and education for self-reliance. It is the type of training that develops character. However, the definitions vary across the continent. It was obvious however, that competency means equipping people with muscles to sustain with the challenges of the 21st century. This includes the ability to contextualize learning according to the geographical and cultural context. It begins with establishing the kind of profile that is needed by human beings and strategizing how to achieve that. The 21st century, for instance, is speedy, chaotic, and complex; hence, how can learners stay organized in the chaos?

"Students should learn what they can use. Learning by doing!"

Dr. Paschal Wambiya

Innovations such as Artificial Intelligence (AI), bring forth machines that think faster than human being causing alienation among human being.

If the education sector cannot create people who can change the world; but rather only produces people who are changed by the world, then the world is in danger.

This calls for the need for pedagogical skills that facilitate learning through experience and evaluation. Learners need to experience no matter what subject it is, and speak up or present.

Key Recommendations:

1. Sub-Saharan countries need to ensure that enough materials are disseminated in schools so as to efficiently implement CBC. Additionally, guidelines for inclusivity should be shared in all schools to facilitate implementation.

2. Thus far, research indicates that though CBC focuses on competency-based training, the assessment models, especially at the National level test knowledge and not competency. There is a need to modify assessment methods to accommodate testing competencies as well.

3. CBC should go hand in hand with training of trainer's sessions to equip teachers with the know-how on how to implement the curriculum. There is a need for the government to also avail resources for implementation, and create an enabling environment, both inside and outside the classroom.

No Violence Against Children is Justifiable: Preventing and Responding to Violence Against Children

Moderator:
Catherine Kasimbazi
Head of Programs, Knowledge, Research and Analysis – TGNP

Panelists:
Aggrey Akim,
Technical Manager, Learning VAC Prevention Raising Voices, Uganda
Hassan Mulusi,
Technical Advisor, Raising Voices, Uganda

Ugandan-based NGO known as 'Raising Voices' shared findings and experiences on and their role in preventing Violence against children in Uganda. Gender-based violence was mentioned as one of the common VAC in schools. The NGO, through its Good School program, identified key attributes of a good school. A good school program intends to bring a quality of education to scale. Quality of education must encompass good relationships with key stakeholders namely learners, community, and school administration. Parents should know that schools in their midst are an asset (commended Tanzania on this). Teachers should be motivated, be proud of their job, and maintain good learning relationships with learners.

"A good school has teachers, good learning environment and a good administration!"

(Raising Voices Uganda)

School administration must ensure the prevention of Violence against Children in schools, as VAC impairs the quality of education. Observed that there was little emphasis given by governments on violence against children and there is no data on how much government money, if any, is directed to preventing VAC. Some schools concentrate on disciplining learners and parents are not interested in knowing what is going on in school. They hardly follow up on what their children are going through in school.

The main question that emerged during the discussion concerning quality education was what kind of a good teacher we need, how is the teacher prepared and who is taking care of the teacher. Attaining quality education involves many education stakeholders including owners and employers of the schools (for both public and private schools), educational institutions that produce teachers, and the community at large. Prevention of violence against children and ensuring quality education must also address the issue of mental health which is becoming one of the challenges which need to be addressed within and outside the school environment.

Key Recommendations

1. There is a need to have a clear strategy for addressing the mental health challenges within and outside the schools to prevent Violence Against Children.

2. There is a need to consolidate the capacity of leaders and practitioners in the Global South to participate in the development and implementation of global priorities for preventing VAC in schools.

The Role of CSOs in Education Emergencies and Climate Change Crisis in Africa

Sebabatso Ntlamelle
Program Coordinator, Lesotho Council of NGOs, Lesotho

Moderator:
Gloria Anderson
Executive Director, TEDI

Panelists:
Sebabatso Ntlamelle, *Program Coordinator, Lesotho Council of NGOs, Lesotho*
Joseph Wasikhongo, *Elimu Yetu Coalition, Kenya*
Clemence Nhiliziyo, *Program Manager, Zimbabwe Education Coalition*

During the discussion, it was evident that Civil Society Organizations (CSOs) play a major role in educational emergencies and climate change crises in Africa though in some emergencies like COVID-19, the CSOs were reactive. In some countries like Zimbabwe, CSOs advocate that no child should be denied education because of world emergencies.

To appreciate the impact of CSOs, it is imperative to know the forms within which they present themselves (from simple, community, national, and international CSO levels). CSOs hold governments to account including agitating governments to legislate/pass laws to overcome the emergencies.

Unlike the government, CSOs have a faster decision-making process and act immediately compared with the government. CSO actions are however sporadic.

It was advised that policies in the education sector should regularly take on board changes in the community including technology, Climate Change Crisis issues, and emergencies.

On the other hand, CSOs are preparing materials/handouts on how to tackle the Climate change crisis and emergencies. The challenge, however, is that some of the materials are prepared in a language /use technical jargon that cannot be easily understood by the community.

To harness the climate change crisis and related emergencies, affirmative action must be taken like greening schools, solarizing, and other smart energy solutions to harness the challenges.

CSOs were urged to engage and empower local communities by actively involving them in responding to Climate Change Crises and emergencies. CSOs are community-based organizations and thus involvement of the community is crucial for the sustainability of the organizations and projects/programs undertaken.

It is crucial to have everyone mobilized and involved by CSOs in CCC and emergencies. Projects being developed should take on board the community to have long term solutions to challenges in their respective projects (building from community knowledge).

Further, CSOs were urged to, in the future, involve and/or take onboard persons with disabilities in enhancing Climate Change crises and emergencies for coming up with inclusive education on curbing the challenges. Since CSOs are in most cases first respondents to victims of climate change crises and emergencies having people with ABCs in giving psycho-social support to the affected is necessary. Participants condemned the practice of occupying school spaces to accommodate people during CCC and pandemics.

Since factors causing emergencies are known, the community is supposed to have disaster preparedness plan(s). CSOs and Governments should work together and have everyone on board for better results.

Key Recommendations

1. There is a need for CSOs to engage and empower local communities by actively involving them while responding to Climate Change Crises and emergencies.

2. There is a need for each community to have disaster preparedness plan(s) in events of climate change crises and other emergencies.

Closing Ceremony

Mr. Ochola Wayoga, National Coordinator, TEN/MET

Presentation of Outcome Statement – Ochola Wayoga

Mr. Wayoga introduced participants, the organizing committee, local and international delegates, and sponsors, and thanked them for their presence and participation. He then read the outcome statement as being:

"We, the delegates of the 3rd International Quality Education Conference met at Serena Hotel on the 27th, 28th, and 29th of November 2023 and collectively present the following shared commitment and deliberations.

A. Our Shared Commitment:

1. To discuss and deliberate on the theme entitled **"Rethinking Education Systems in the Fourth Industrial Revolution"** and provide solutions for African education systems.

2. To **review** and **revisit** our continent's education systems in light of the 4th Industrial Revolution and advise all actors on what needs to be done to improve the quality of education for all learners in Africa.

3. To **reaffirm** our commitment to effectively participate and engage in improving our education systems in light of the fourth industrial revolution and uphold all principles enshrined in SDGs4 and 5.

4. The realization of quality education systems remains our overarching roadmap for achieving sustainable development and overcoming multiple challenges. We will continue to engage with all actors including the governments, UN- Agencies, the Private sector, Teachers, students, and parents to ensure we channel our energy and efforts towards the realization of Agenda 2030.

5. We **emphasize** that reducing inequality in education provision, access and inclusion requires a multifaceted approach and deliberate urgent actions that promote best practices, increased investment in education, and improved teacher development and training.

6. We **reaffirm** that the 2023 International Quality Conference theme is comprehensive and seeks to send decisive action for African states to deliberate if, the continent needs to prosper and engage meaningfully in global economy and technological advancement.

7. We **reiterate** for any education system to transform life and increase the productivity of its citizens it must be people–centered while balancing the three dimensions of sustainable development: economic, social, and environmental, in an integrated manner.

8. We also **reaffirm** the need for all school-age children to be in school and complete their schooling circle without violence and discrimination. We are committed to improving the learning environment by ensuring schools and learning centers are the most secure places to promote peace and justice.

9. We **commit** to continue working with the government and all stakeholders to ensure all learners have the opportunity to access inclusive equitable, and quality education.

B. CALL TO ACTION TOWARDS - *Improved Education Systems in the Fourth Industrial Revolution.*

1. We call upon all African states to strengthen education systems to meet the needs of the 4th Industrial Revolution.

2. We call upon the governments to allocate 20% of the national budget and 6% of GDP to finance the education sector.

3. We emphasize the need for African states to empower all teachers from both public and private schools with pedagogical skills for the effective implementation of reviewed education policies and curricula.

4. We call upon AU, the East African Community, and SADC to coordinate and steer discussions on technology, digital revolution, AI, and all forms of advancement to improve the quality of education in Africa.

5. We urge communities and education stakeholders to address the urgent need to eliminate violence against children in school, at home, and online. This should be achieved through united, targeted advocacy, evidence-based collaborative actions, and the financial support of interventions aimed at reducing violence against children.

6. We call upon all education stakeholders to embrace and improve the teaching and learning environment to meet the demands of the 4th Industrial Revolution.

7. We urge higher learning institutions to invest in research to inform education policies and practices to advance the delivery of quality, equitable, and inclusive education in Africa.

8. We reiterate the need for the government to employ a multi-sectoral approach in addressing education policies, strategies, and plans.

9. We reaffirm the need for all learners to be taught in the language they understand.

10. We recognize the importance of youth participation and engagement in strengthening education systems across the globe.

TEN/MET commits to continuing to work with all actors to strengthen education systems to produce skilled and productive learners capable of competing in the global market."

Welcoming Guest of Honour

Ms. Faraja Nyalandu,
Board Chairperson

Closing of the Conference:

Dr. Franklin Rwezimula
Deputy Permanent Secretary

Dr. Franklin Rwezimula
Deputy Permanent Secretary

The guest of honour expressed his appreciation for being considered to close the conference. He noted that in the three days, over 200 local and international delegates met to discuss how quality education can be achieved in Africa.

He further congratulated TEN/MET, for a conference well prepared and executed and thanked delegates for sharing their experiences from their countries.

Dialogue between stakeholders is crucial to establishing the best ways of facilitating quality education in Africa. He pledged the commitment that the government, through the MoEST to responsive education to produce human resources with competencies and skills. Tanzania is committed to quality education for its citizens, by removing barriers such as preventing young mothers from returning to schools. Tanzania is also committed to 10 years of free education for all, so as not to leave anyone behind. The government through H.E. Samia Suluhu Hassan is committed to ensuring every child accesses education through the construction and renovation of infrastructure, for better learning and reduction of dropout rates.

They further are committed to improving teacher housing and increased learning materials; building capacity through training and reducing the teacher/student ratio.

Policy reforms are another way that Tanzania has worked for the creation of a competent workforce that can contribute to the economy. He further appreciated CSOs contribution on this and they work together at all levels. He urged all stakeholders to continue contributing to education. He wished delegates a safe journey home, hoping they would work on implementing the resolutions. With those remarks, he declared the meeting closed.