

ENGAGEMENT PEDAGOGY TRAINING for TEACHERS

INTRODUCING ENGAGEMENT PEDAGOGY TO TEACHERS TO IMPROVE THE QUALITY OF EDUCATION DELIVERED TO DISADVANTAGED CHILDREN IN THE REGIONS OF DAR ES SALAAM AND PWANI IN TANZANIA 2015

1. Project summary

There are many youths, from very poor families living in slums and remote rural areas in the regions of Dar es Salaam and Pwani who are left idle after finishing a formal primary and secondary education which has not equipped them with basic life-sustaining skills to manage their lives. This system of education does not prepare youth for independence, but leaves many without hope and direction.

This project aims to equip teachers with the necessary skills to enable them to deliver an education that is meaningful to the children's future, and raises awareness of the intrinsic value of all life. It will introduce teachers to Engagement Pedagogy, a teaching method which encourages teachers to involve all educational stakeholders – parents, guardians, sisters and brothers, civil society and community leaders, and helps children internalise what they learn. The project will provide training in this method of teaching to 320 teachers in the regions of Pwani and Dar es Salaam.

We are seeking **£ 18,500** to help us deliver this project.

2. Information about participating organisations:

Reverence for Life UK (RfLUK) was set up in 2002 (reg. charity no. 1102057) as a sister-charity to the older Dr. Schweitzer's Hospital Fund (reg. charity no. 210124) in order to pursue the educational aspects of disseminating Dr. Schweitzer's ethical philosophy of "Reverence for Life", for which the objects of the older charity had made no provision. Life-oriented education with an emphasis on values and ethical awareness is therefore our main focus, although, following Dr. Schweitzer's example, practice through demonstrative action is an essential part of our ethos. We treasure and revere the awesome diversity of all life – be it plant, animal or human, and we believe that all living things deserve respect and space to grow. We have 10 trustees from a wide range of backgrounds, spread over a large geographical area including Scotland and Switzerland. We are a member of the International Albert Schweitzer Association.

The Society for the Advancement of Humanity (SAHU) is a non-governmental organization officially registered in Tanzania in, 2006, (certificate of registration number 02NGO/0742). Founded by three friends who had studied philosophy in Harare, where they came face to face, during their studies, with the pain, hardship and deprivation caused by the HIV/AIDS epidemic. On their return to their native Tanzania, they decided to devote themselves to empowering the poorest young and vulnerable people affected by HIV/AIDS, and others, disadvantaged, abused, forgotten and most at risk in Tanzanian society, to attain psychological, material and intellectual stability. SAHU strongly believes that in order to break the cycle of poverty and hopelessness among vulnerable poor young people in Tanzania there is an urgent need to provide them with an effective education.

For a number of years RfLUK has supported disadvantaged people and communities around the world. In addition to continuing to give support for many years to Dr. Schweitzer's Hospital at Lambaréné in the Gabon, we have supported lepers at the Anandwan Community in India and the HAS Hospital in Haiti. In 2010 we were approached by SAHU with whom we are now working in partnership, helping them in their many faceted outreach works in Tanzania. In particular we are engaged with them in the creation of a new community for widows, grandmothers and orphans left without support as a result of HIV/AIDS.

RfLUK has also initiated an educational project called NEST (the “ Next Evolutionary Step”) focusing on the dissemination of Albert Schweitzer’s ethical philosophy amongst teachers and coming generations, helping to prepare the ground for humanity’s next step into the future. Our partnership with SAHU now enables us to help them to make school more meaningful for disadvantaged children in Tanzania.

SAHU is a credible and professional local NGO firmly bases in their community. The organization makes use of the expertise of local volunteers of varied professions to implement its projects successfully.

The spirit of teamwork amongst their executive committee, assisted by members and volunteers, is what makes the organization an effective agent for transformation out of today’s demanding challenges towards a better and hopeful future for marginalised people in their community.

3. Project details:

a) Name of the project: Engagement Pedagogy Training for Teachers (EPTT)

b) Project Description:

The project aims at improving the quality of education delivered to disadvantaged school children in slum as well as rural areas in the Dar es Salaam and Pwani regions,

Whilst pupils, particularly from deprived backgrounds are faced with numerous learning and comprehension difficulties, the application of Engagement Pedagogy has been shown to be successful in making sure pupils can learn more effectively in school. The Pedagogy is embodied in purposeful action, helping children absorb a high quality of education which remains meaningful in their lives because it is fully concerned with the needs of the whole person – head and heart, intellect and feelings – giving full consideration to the children’s environment and including basic ethical values.

The following are key elements in the application of Engagement Pedagogy:

Context: - knowing the pupils – their environment and background;

Experience: - feedback from pupil’s learning, establishing what pupils know as facts, feelings, values, insights and intuitions, to prepare the ground for new information;

Reflection: - helping children understand in depth, what they have learnt, engaging memory, understanding, imagination and feelings to comprehend the essential meaning and value of what had been studied;

Action: - lead pupils to a situation in which they move beyond knowledge into action – such as conservation of the environment, justice, democracy, peace and love);

Evaluation: - asses pupils’ growth in mind and heart.

c) Structure and Activities:

Five teachers from each of 34 schools in the Dar es Salaam region and 30 schools in the Pwani region will be selected by SAHU to take part in this training program. A total of 320 teachers will benefit from this program and they in turn will benefit 80,000 children and students (aged 7 - 20 years old) in these regions where one teacher reaches out to 250 children.

The Ministry of Education and Vocational Training of Tanzania gives full support (though not financial) to SAHU’s continued engagement with this program. Last year when the same program was delivered in the Morogoro region, SAHU was overwhelmed by calls from teachers wanting to participate. The Regional Education Officers of Pwani and Dar es Salaam, who are aware of our Engagement Pedagogy Training have volunteered to mobilise and encourage teachers to take part.

SAHU training of Engagement Pedagogy in Morogoro enabled teachers develop teaching standards and assessments that enabled youth grow up well rounded human persons who possess the 21st century skills of problem solving, critical thinking and entrepreneurship and creativity.

The project is planned to run for 10 months. Project preparation will commence at the beginning of February 2015; implementation will take place during March to October, and November is allocated for final evaluation. There will be continual monitoring under the supervision of SAHU's management team and each month 40 teachers at chosen schools in respective localities will receive training.

The program for a typical training day will be as follows:

- one hour of the first session on the meaning of Engagement Pedagogy,
- one hour on the essence and importance of Engagement Pedagogy,
- one and half hours of discussion, questions and answers and
- one and half hours on teacher-, family-, community- and student-responsibility and participation in the light of Engagement Pedagogy.

d) Justification of the need for this project:

To demonstrate that the targeted areas are indeed “disadvantaged” we quote a few published statistics:

The 2013 Household Budget Survey in Tanzania indicates that 12.3 million people in Tanzania (26% of the total population) are living in monthly food- and basic-needs poverty, defined as a monthly income per adult of less than 26,085TSH (£9.66/month or \$0.51/day) and 36,482TSH (£13.51/month or \$0.72/day) respectively. (National Bureau of Statistics survey report of Tanzania, 2013)

Tanzania's Human Development Index value for 2013 is 0.488—in the low human development category—ranking the country at no. 159 out of 187. (UNDP, July, 2014).

In the 2010 Multidimensional Poverty Index, Tanzania has a MPI index of 0.332, with 65.6% of the population ranked as “MPI-poor” and 33.4 % in “severe poverty” (compared to 6% MPI-poor in Turkey and 5.5% in Egypt) . (*Poverty and Human Development Initiative, 2013*). Whilst the regions of Dar es Salaam and Pwani are not the poorest in Tanzania (with 26.7% and 58.4% ranked as MPI-poor respectively) Dar es Salaam has extensive slum areas with very high concentrations of ‘MPI-poor’ living in close proximity. This project is designed to operate in schools located in these poor communities.

Our partner SAHU tells us that in Tanzania evidence shows that many children leave school with low levels of reading, writing, arithmetic and self employment skills. The situation is aggravated in schools located in slums and rural areas where many children who finish primary and secondary education cannot read and write at all. In order for education to full-fill the promise of a better future, greater effort must be placed on improving the quality of learning. This project is important because it will help bring about the much needed change in the deliverance of education to these children. The many young people leaving school feeling unprepared for independent life after school, plunged into hopelessness and lack of direction, constitute a time bomb leading to drugs, drink and prostitution.

4. Project Priority

This project addresses your priority number three:

“education projects that will help increase participation in, or improve the quality of, education for disadvantaged and disabled children and young people in developing countries.”

The project meets this priority through the application of Engagement Pedagogy, designed to improve the education provided in Tanzania’s schools by empowering teachers with important skills, enabling them to modify their teaching methods. It is directed toward creating a child-centred education, helping children to internalise what they learn, and engages all stakeholders in meeting their educational responsibilities. This method empowers pupils to make use of their education in their future lives.

5. Project Outcomes:

The implementation of the principles of Engagement Pedagogy stresses the benefits of evaluation and assessment, closely following the progress of every child and creating an easy, effective learning environment. This system demands that, teachers and schools know the problems their children face and encourages teachers to make time and resources available to assist those who need extra help.

The Pedagogy enables pupils to develop a deeper understanding of the things around them and thus to naturally respect and value each thing – each creature – as it plays its part and occupies its allotted place within the environment as a whole. The schools are assisted in offering conducive platforms where children will be led towards a better understanding of reality.

This training program will help teachers modify their teaching methods from techniques that are primarily based on memorisation to a more participatory approach. This method develops increased critical thinking capacities among children, which will in turn allow them to advance to higher levels of education and more effective participation in the workforce of the nation.

6. Monitoring and Evaluation:

During the course of the project, this will be carried out by our partner locally, providing information on the outcomes and dynamics of the project and of those involved. SAHU is aware of the importance of evaluation in making people accountable, enabling the organization to report, reflect, review and adjust responsively, thus helping to develop a full appreciation of the entire context of the project.

We at Reverence for Life UK will be in regular e-mail contact, following the project closely and monitoring SAHU’s periodic interim reports. Our chairman will travel to Tanzania to take part in the final evaluation and help in the preparation of the final report before the end of the year.

Evaluation will be recorded in the form of reports. Each teacher will complete an evaluation report-form and will submit this to the project coordinator who will write the monthly project reports. After six weeks every teacher will submit a feedback report commenting on the effectiveness of what has been learnt.

The final Evaluation Report will be distributed to the Ministry of Education and Vocational Training of Tanzania and to the Regional Education Officers of Pwani and Dar es Salaam. It is also hoped that the Regional Education Offices will be prepared to take part in the actual final evaluation discussions at the end of the project, as part of the dissemination of good practice to others.

7. Project management:

SAHU has access to a team of persons with the required expertise and experience in educational disciplines ready to support the project.

The three lead-professionals holding the teaching seminars are:-

Ngwinula Vitalis - former head-teacher, tutor and District educational Inspector,

Gerard Bunduki - educationalists, teacher and educational researcher and

Dominic Malesa - administrator, teacher and tutor.

Their CVs are attached.

8. Fundraising Strategy

If this project succeeds, we will help SAHU approach charities for further funding to take the project to a national level. SAHU is also working to raise funds from the local business community in Tanzania, and is establishing a fundraising committee to continue raising funds from large charities and companies to support this project into the future. We hope to be able to expand the project to other regions and allow the program to benefit as many people as possible in the Tanzanian community.

9. Conclusion

For both RfLUK and SAHU this project is a response to our conviction that good education is the means of developing the hope and latent dreams which exist in each child and which, once fulfilled will benefit the whole community.

Engagement Pedagogy is an educational method which can ensure that disadvantaged children at the end of their primary and secondary education are able to read, write, spell and numerate and are able to face their future with hope and courage. This project will help many schools to engage parents in the educational development of their children through training teachers to implement this Pedagogy in their respective schools.

It is our hope that SAHU will be able to continue to work with the government to make sure this teaching method, which helps children to properly learn and understand what they are taught, is implemented throughout Tanzania. We shall endeavour to continue to assist them to help poor and vulnerable children to overcome their problems in order to study effectively and learn to lead meaningful lives.

This project constitutes a hope to many children who would otherwise not continue with their studies and lack the wherewithal to go confidently out into the world.