UNESCO CHAIR ON TEACHER EDUCATION AND CURRICULUM AT THE OPEN UNIVERSITY OF TANZANIA

By

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INTRODUCTION

• The Open University of Tanzania, was established in 1992, as the first public ODL tertiary institution in the east and central Africa region.

• Its main mode of delivery, was through print media, till 2007 when the university introduced digital media delivery and e-learning.
Introduction – OUT Establishment and Main Units

• OUT is Open & Distance Learning (ODL) based Public University established in 1992 with functions of Teaching & Learning, Research and Publication, and Consultancy
• It provides affordable quality education for all

**Faculties**
- Law (FoL)
- Education (FoE)
- Arts & Social Sciences (FASS)
- Business Management (FBM)
- Science, Technology & Environmental Studies (FSTES)

**Directorates**
- Research and Publication
- Undergraduate Studies/Postgraduate Studies
- Examinations Syndicate
- Quality Assurance & Control
- Library Services/Communication & Marketing
- Human Resource Management & Admin
- Finance and Accounts

**Centres**
- Centre for Economics & Community Economic Development (CECED)
- SADC Centre of Specialization (SADC CoS)
- Mwl. Julius Nyerere Centre for Media & Good Governance
- African Council for Distance Education – Technical Committee on Collaboration (ACDE-TCC)
- Centre for Language Studies (CLS)

**Institutes**
- Institute of Continuing Education (ICE)
- Institute of education & Management Technologies (IEMT)
Introduction – Access/Entrance, Enrollment and Graduation

- Programs – provides access from certificates to PhDs and Over 25,000 students are active
- Yearly enrollment (up to about 10,000) and yearly graduation (up to about 5,000)
The Open University of Tanzania conducts its operations through Regional Centres, Study Centres and Coordination Centres. Currently there are 30 operational centres in Tanzania.

The university also has coordination centres in Kenya (2), Namibia (1), Rwanda (1), Zambia (1), Uganda (1) and Ghana (1).

Tests and Examinations are held at all 30 regional and 7 international centres, plus another 30 district centres.
Introduction – OUT Coordination, Regional & Study Centres

- 30 coordination & Regional Centres (RCs) - in & outside Tanzania (examples below)
- 62 Exams/Study Centres
Generally Teaching and Learning at OUT (ODL Institution) is based on Blended Learning (Online and Face to Face)

Face to face - computer related classes at an OUT centre

Welcome to the OUT Learning Management System

The OUT Learning Management System (OUTLeMS) platform enables access to the various courses offered by The Open University of Tanzania (OUT). Registered students will gain access to the study materials and other relevant course content. OUTLeMS also facilitates communications between students and their respective teachers.

Competency Based e-Portfolio

Face to face – Exams at an OUT Centre

Face to face - Orientation/students progress evaluation at an OUT centre
OUT’s Experiences

• The Open University of Tanzania hosts the African Council of Distance Education (ACDE) on Technical Committee on Collaboration (ACDE – TCC)

• OUT also hosts the SADC Centre of Specialisation in Teacher Education.

• OUT has been hosting the Curriculum Design and Development at Postgraduate Diploma and Masters level (PGDCDD & MEDCDD)
SDG 4 Target 4.7

“By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.”
Development Objective

To promote research through teaching; capacity building; sharing of knowledge, skills and experiences; dialogue and practical application of knowledge and skills on teacher education and curriculum nationally, regionally and globally.
Specific Objectives

- Develop and share research on teacher education and curriculum;
- Strengthen capacity building programmes for lecturers, teacher educators and ICT support staff;
- Develop infrastructure and training materials for Teacher Education and Curriculum for implementing SDG4.7 themes;
- Promote partnership and collaboration through sharing knowledge, innovations, skills, research, and experiences across Africa and beyond.
The Chair responds directly to the Sustainable Development Goal #44, that calls “Ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all”.

For our education system to respond to the UNESCO on achieving SDG 4 we need research, flexible teacher education, knowledge of curriculum development and design, and skills to develop, monitor and review curriculum.

With a view of Not One Size Fits All a need to have research in teacher education that focus on what to teach, how to teach and who to teach and to what extent, in a flexible manner through partnership and collaboration in teacher education and curriculum design and development.
Chair Activities

- Postgraduate Programmes, especially PGCDD and MEDCDD
- Doctoral and Postdoctoral Research
- Visiting professorships
- Scholarships for PGCDD, MEDCDD and PhD
- Short Term Training, Seminars and Conferences
- Capacity Building at OUT
- Publication of educational materials, Journals and research reports
- Presentations and exhibitions at national, regional and international conferences
Short Courses

1. E-Learning and ICT in Education
2. Monitoring & Evaluation in Education
3. Strategic Planning and Management of Education
4. Quality Assurance and Control in Education
5. Curriculum and Materials Development
Expected Outputs

- Scholarships to 80 students from at least 20 African countries for 2018-2021
- Postdoctoral attachment to 20 lecturers from at least 5 African countries
- Develop and Conduct at least 4 capacity building short courses relevant for educationalists
- Publish at least 20 academic research papers in peer reviewed journals
- Establish an international Journal on Teacher Education and Curriculum
- At least 10 researchers supported to attend international conferences and workshops on curriculum and teacher education issues.
- Develop infrastructure including a website, Audio-video recording studio, interpretation services, online learning management system, and Video Conference facilities.
PARTNERSHIPS/NETWORKING

- Hamdan Bin Mohammed Smart University
- Uruguay Catholic University
- Inter-University Council of East Africa (IUCEA)
- African Council for Distance Education (ACDE)
- University of Kenya and Egerton University in Kenya
- Uganda Management Institute (UMI) in Uganda
- Triumphant College in Namibia
- St. Mary’s University in Ethiopia
- Zambia College of Open Learning (ZAMCOL)
- Marian Ngwabi University in Congo Brazzaville
- Catholic University of Mozambique
THE END

Thank You For Your Attention