



## Review on Education System in Tanzania towards Achieving Holistic Education

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### ABSTRACT

There are observable weaknesses in Tanzania's education system, these weaknesses can be solved by adopting a new form of education. Changes are inevitable in the society, as these changes occur, different social systems have to change too. Education system is included among these social systems. The society of Tanzania has undergone numerous changes which calls for changes in its educational system to cope with the current society. There are different forms of education depending on what a nation needs to achieve. Problems like unemployment, poverty, over importation and immoral acts reveals failure of the current education system.

The study shows different philosophers understanding on education and how their understanding contradicts to the form of education that exists in Tanzania. The study suggests having a new form of education that promotes holistic education. The study shows that holistic education can be achieved in Tanzania through a new form education that allows interaction between schools and professional workers, in that students learn practically. Practical learning connects reality in society with schools and so students meets reality when they are still in studies.

**Keywords:** *Holistic Education and Education System in Tanzania.*

**Citation:** Emau Saturday (2022). Review on Education System in Tanzania towards Achieving Holistic Education. *Int J Arts Huma Social Studies*, 4(4), 90-98.

### INTRODUCTION

Currently Tanzania is faced with a number of challenges which are linked to education, challenges like unemployment, poverty, unproper management of resources, lack of creativity to graduates and many others. All these challenges put education in question, and they reveal that education system in Tanzania does not promote holistic growth. There is a need to make analysis of education system in Tanzania and how it is contradicted to the nature of education so as to point out the bottlenecks of education system in Tanzania.

Tanzania has passed through a numerous change on educational policies aiming at perfecting education system. All these policies seem not to be successful in achieving a best education for Tanzanians. There was at once education for self-reliance, it was supported by many as one of the best forms of education to have existed in Tanzania. After the collapse of education for self-reliance, education system in Tanzania seems to have lost clear direction. Currently there is no outstanding national philosophy on education, the national curriculum framework shows that education system in Tanzania still follows the philosophy of education for self-reliance. As an objection to this, the philosophy of education for self-reliance had its corresponding teaching methodologies and content to facilitate its achievements, on contrary, currently there are new teaching and learning methodologies and contents which do not conform to the philosophy (education for self-reliance). Currently teaching and learning methodologies does not conform to education for self-reliance philosophy, further available circumstances of 1967 and the current world 2020's are not the same, this calls for a new philosophy of education and new form of education that conform to current circumstance and needs of the Tanzanian society.

### Understanding of education according to different philosophers

It is important to consider some philosophers' understanding on education to catch up with their understanding of the nature of education, purpose of education and better methodologies of education. some philosophers to be considered will be Plato, Jean Jacques Rousseau, John Dewey, Pestalozzi and Paulo Freire.

Plato's epistemology has influence on most of his other theories, there is a close link between his epistemology, ethics and education. The goal of education for him is to cultivate certain characters, these characters must be virtuous. In his philosophy, the highly knowledgeable person is the most virtuous, and from that he wants to develop an educational system that produces the most virtuous person who he calls Philosopher King. Following the understanding of justice in Plato, a philosopher king who is the most wise and virtuous should be the ruler of the state.

The apparent purpose of Republic devoted to education is to prescribe a pedagogic programme for producing the Guardians or Philosopher-Kings who are to be the rulers of the imaginary state that Plato outlines in the dialogue[1]. Since a whole community is comparable, in certain respects, with an individual, reflection on the former may cast light both on what it is for a person to be just or moral and on why it is that only such a person can genuinely prosper and be happy.

In Republic, Plato presents allegory of the cave, it is an analogy that presents his epistemology and what he thinks is a purpose of education. Under allegory of the cave, Plato imagines a cave in which there are three prisoners tied to the same rock, their arms, and legs, they are in position to only see a wall in front of them. These prisoners have been there all their life, they have never been outside the cave, behind these prisoners there is a fire, and behind them is a raised walkway. People outside the cave walk along this walkway carrying things on their head. So, when they work prisoners do see shadows in front of them and so these prisoners believe shadows are real objects. One of the prisoners escapes from the cave, he is shocked at the world outside the cave. As he becomes more familiar to new surroundings, he realizes that the former view of reality was wrong. The escaped prisoner returns to the cave and inform other prisoners the findings, they do not believe him and threaten to kill him.

From allegory of the cave, the major purpose of education is liberation, liberation from ignorance (false beliefs). This liberation follows a process, this process provides us with thinking on educational pedagogy. Education requires an appropriate pedagogy to the philosophy of education.

Rousseau took a consistently naturalistic approach to education in the Emile, maintaining that the child is naturally good and made wicked only by its environment. He held that knowledge comes from the senses, and that children should engage actively with a well-ordered environment, and learn by interacting with it[2]. Since movement is crucial to this learning process, it should be encouraged from birth. Thus, Rousseau was hostile to swaddling infants and to controlling toddlers with leading reins. The growing boy was to be introduced to the natural sciences by practical lessons, “learning by doing” preferably in the open air, far from the dry pedantry of textbooks and laboratories[3]. Pupils should be introduced to different topics in a particular order, corresponding to the development of their capacities. But he went far beyond his predecessors in valuing the experience of the child and in theorizing its qualitative difference from the adult’s

Pestalozzi understands changes in the society to have foundation in education, changes in politics cannot be enough to change the society. We first need to make people aware why x is an evil and y is not, the effect of x as an evil and why we should not do x, we should understand why we should promote y, all of that can only be attained through good educational system. If a person is trained to hate evils, he will hate evils but if he is not trained to hate evils, he will embrace evils, and for that reason we need education that promotes morality.

Therefore, the whole social and political destiny of a nation depended on true education, and the realization of this education depended on wise leaders. The central thought behind this method was that all men are subject to basic forces, restructured by eternal laws of nature. Hence, the aim of education is to develop those forces naturally or psychologically. All three major dimensions of human nature the head, the body and the heart are to be understood as germs awaiting this educational development[4].

Dewey’s philosophy of education is built upon his political thought, he thinks of democratizing society through education. Dewey viewed a school as a democratic community and so students had to be educated in a way that they are democratized. Dewey puts emphasis on valuing students’ experiences in the process of educating them.

Dewey viewed change and growth as in right of the nature of things. Thus, social experimentation, rather than absolute principles, was needed to assess the worth of an idea or practice. This experimentation was to be guided not by random trial and error, but rather by scientific habits of mind[5].

Frere believed that knowledge and culture are always changing, and he calls this historicity. As human beings, we are always caught up in the process of becoming. Reality too is historical and therefore always becoming. This means reality is not something static to be understood by dynamic and what is true today may not be true tomorrow[6]. Frere wanted learners to be able to read the world hence, students should be able to analyse social and political situations that

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<sup>1</sup>Joy A. Palmer et al, *Fifty Major Thinkers on Education: From Confucius to Dewey*, (London: Routledge, 2001), 11.

<sup>2</sup>Palmer et al, *Fifty Major Thinkers on Education*, 63.

<sup>3</sup>Palmer et al, *Fifty Major Thinkers on Education*, 63.

<sup>4</sup>Palmer et al, *Fifty Major Thinkers on Education*, 73.

<sup>5</sup>Palmer et al, *Fifty Major Thinkers on Education*, 194.

<sup>6</sup>Paulo Frere, *Pedagogy of the Oppressed*, (New York: Continuum, 1970), 78.

influenced and especially limited people's life chances. Frere education is understood as the combination of action and serious reflection.

### **Understanding of holistic education**

Sirous Mahmoud shows that holistic education encompasses a wide range of philosophical orientations and pedagogical practices, it focuses on wholeness and it avoids excluding any significant aspect of human experience[7]. Andrew Johnson shows that, holistic learning sees human entity as a system of interacting dimensions and not as simply a body with brain and therefore, holistic educators seek to educate the whole student, they strive to develop students towards their full potential in all dimensions[8]. He also acknowledges the fact that, humans are not empty vessels to be filled with a predetermined body of knowledge, this is a concern of many philosophers of knowledge especially rationalists. For educationalists, Paulo Freire has a criticism to banking system which has its basis on the understanding of students as empty vessels which has to be fed.

Andrew Johnson shows that modern schools tend to limit educational experience to those dimensions accessed by knowledge and reason, but there are very traits that traditional education ignores such as creativity, risk-taking, nonconformity, originality, imagination, entrepreneurship and intuition[9].

John Miller is one of the contemporary educationalists who advocates on holistic education, according to him in his work of "The Holistic Curriculum", holistic education attempts to bring education into alignment with the fundamental realities of nature and nature at its core is interacted and dynamic[10]. He thinks that, this dynamism and interconnectedness can be viewed in atoms, organic systems, the biosphere and the universe itself. In Miller's thoughts, industrialization has brought and stressed on compartmentalization and standardization which in turn has resulted to fragmentation.

He shows how evident is fragmentation, he sees fragmentation in economic life which has resulted to ecological devastation, fragmentation in social life where people feel cut off from others and as a result crimes and violence increase in urbans, fragmentation in ourselves where we are disconnected to our bodies and hearts and fragmentation in culture where there is lack of shared sense of meaning, currently there is lack of consensus on issues concerning gun control, abortion, euthanasia and gay rights[11]. According to Miller education has done a lot to severe these fragmentations. In Miller's thoughts holistic education attempts to bring into alignment with the fundamental realities of nature, a nature which at its core is interrelated and dynamic.

### **Tanzania's Education System Bottlenecks**

The current education policy reflects 2025 national vision which aims at reaching the middle economy and it is thought that industrialization is the best way to attain this. Some basic questions are; how have Tanzanian society prepared for industrialization? How does education take part in industrialization? These questions give room for examination of education system in Tanzania.

### **On the Notion of Education**

The notion of education is broad, it is not bound within a particular environment, whether in a school, vocational college or university. Education needs to be carried out at any environment. With this, the study speaks of the necessity of employing both forms of education; formal education, informal education and non-formal education. So far in Tanzania, only formal education is emphasized, it means education within a particular institution.

Tanzania have not thought of education separately from educational institutions. Following the educational curriculum as presented above and educational policies, there is a minimal emphasis and thought on education out of educational institutions. The Tanzania Educational curriculum shows education at primary school, secondary school, vocational colleges and universities. This is all formal education, there is no place for informal education.

Everett Reimer is one of many scholars who thought of alternative to formal school system. In his work "School is Dead: Alternative in Education" provides a rejection to school system. For him schools (formal education) combine four distinct social functions; custodial care, social-role selection, indoctrination and education is usually defined in terms of development of skills and knowledge. As a result, Reimer shows that it is the conflict among these functions which

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<sup>7</sup>SirousMahmoudi, "Holistic Education: An Approach for 21<sup>st</sup> Century", in *International Education Studies*, 5 no. 2, (2012), 178.

<sup>8</sup>Andrew Johnson, *Holistic Learning Theory*, (Mankato: Minnesota State University Press, 2012), 2.

<sup>9</sup>Johnson, *Holistic Learning Theory*, 2.

<sup>10</sup>John Miller, *The Holistic Curriculum*, 3<sup>rd</sup> ed, (Toronto: University of Toronto Press, 2019), 23.

<sup>11</sup> Miller, *The Holistic Curriculum*, 22.

makes education expensive and makes schools educationally insufficient. He further argues that, “so long as children remain full-time students, they remain children economically, politically, and even legally”[12].

Tanzania’s system of education needs to think of education separately from formal institutions. Different philosophers’ contributions on the nature of learning reveals that, learning is the process of inquiry, it begins with curiosity. It is from curiosity, and engagement in studies of a particular phenomenon that people understand well. Schools are insufficient in providing all study fields that students are interested in, few are provided depending on school priority and national curriculum.

Different environment that children are raised through results to different carrier interests, unfortunately schools do not care about that, schools group students together and subject them to study the same contents which blows away different children’s interests to different careers. John Dewey’s philosophy of education calls for valuing of students experience in provision of education. A student, for example from a rural setting will have different imagination from a student from an urban setting, their experience and interests will differ, and the question is, how schools handle interests of both students?

Schools are incapable of developing all students’ interests, schools provide priority to some aspects that are presented in the curriculum to be important and they are reflected within subjects or courses provided. For example, in Tanzania, if a student is interested in fishing, his or her desire is put into suspense until when he or she finishes twelve years of compulsory education where he or she will opt for a certificate or diploma in fishing. During the twelve years of study, it is very rare to find a student having the same interest.

Ivan Illich, on the other hand, has a unique contribution on education, the contribution is deschooling society. He proposes elimination of formal school system because he thinks it is not feasible for education. In his work *Deschooling society* and many other essays, he criticises formal school system and suggests what he thinks must be done as replacement to formal schooling. Illich is against institutionalization of education, by institutionalization of education he means assuming responsibility of education to school. For him, education cannot be achieved through formal schooling because schools lead to what he calls packaging. He thinks that, education is not necessarily achieved through teaching, whereas learning is undergone by individuals themselves (it is a process of inquiry).

The society provides with multiple interests and experiences to students, these interests are all essential and necessary for the development of the society and development of our society as reflected from development plan 2025 which aims at taking Tanzania to the middle economy. If the country desires to attain the middle economy with education as one of the contributors, the country needs to think beyond school system to provide better education for development.

### **The Problem of Written Examinations**

The mode of assessment and evaluation in Tanzania is through written examinations. The National curriculum shows existence of internal and external modes of assessments, unfortunately they are all in form of written examinations. There are continuous assessments and final examinations respectively which grade, discriminate and separate students.

The national curriculum shows that, “the general policy goal as stipulated in the 2014 Education and Training Policy is to have educated citizens who are knowledgeable and who possess skills for accelerating the country’s development in a competitive global economy”[13]. The ministry of education has chosen a use of competence-based approach curriculum to achieve the anticipated goal.

In Tanzania, written examinations have been the only criteria constituting the success or failure of a student and school. Students’ reward and school status have been categorized in terms of their performance in written examination. Examination have been used as a selection tool to successful candidates to enter the world of work and joining higher level of education.

Currently, the processes are towards passing examinations and not the assessment of the levels of competency developed by a student. One of the educationalists in Tanzania, Njabil, observed that, if the goal for examinations and that of curriculum are not clearly stated, the curriculum will be servant of examinations[14].

The problem with written examinations is that, the tested knowledge is often irrelevant to the professional work which candidates may by their virtue of success, be qualified to perform. Referring to Pestalozzi, people should be

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<sup>12</sup>Everett Reimer, *School is Dead: An Essay on Alternatives in Education*, (New York: Penguin Education Specials, 1971), 4.

<sup>13</sup>The United Republic of Tanzania, *National Curriculum Framework for Basic and Teacher Education*, 47.

<sup>14</sup>Agnes Njabil, *Public Examinations: A Tool for Curriculum Evaluation*, (Dar es Salaam: Mture Educational Publishers, 1999) 39.

educated in heads, hearts and hands. Educating head means developing intellectual capabilities of students, educating the heart means developing student's attitudes and the last means developing working skills in students. Written examinations are insufficient in meeting this goal due to the fact that, only skills of the head can be measured but skills of the hands cannot be measured. Measurement of hand skills can only be measured through examining outputs produced by learners not in written examinations. If students are taught to make tables, they would be well measured by looking at a quality of a table that students have made, if students learn agriculture, let them be evaluated by their agricultural products, not what they write in exams.

Written examinations encourage rote learning because students focus their attention on collecting good scores for higher level of education rather than focusing the attention in developing skills for real life. Holistic education cannot be attained through written examination since written examinations encourage rote learning.

### **Pedagogical critics**

T.W Moore makes a distinction between teaching and educating. He thinks that, teaching necessarily involves the intention that someone should learn as a result of what one does and secondary that, teaching requires a recognition by both teacher and pupil of a special relationship existing between them. He puts intention first in the process of teaching a teacher must intend someone to learn something on the other hand teaching involves relationship between a teacher and a student. A teacher is a one who intends to make himself or herself responsible for someone's learning.

Education involves tending what is worth knowing and altitudes which are morally acceptable, education involves the transmission of knowledge and skills for more, it is difficult to see how this could happen in practice unless someone makes himself or herself responsible for this transmission. This resembles Rousseau's notion on education where a child is encouraged to find out for himself or herself.

Moore puts it that, teaching may be a necessary condition of education but it is not a sufficient condition, education usually involves teaching but not all teaching is educative. Training is used where some skills or competence ranges, involved training prower learners with enable them to operate successfully within a given field of activity [15].

"A trained fireman is one who knows what to do at the scene of fire, and a trained lawyer is one who is able to act expertly when presented with a legal problem" [16]. Trainees are taught competences through which it requires and given opportunities to exercise their newly acquired skills which makes training and educating remarkable connected.

Again, let us consider two assumptions based on the nature of man, the mechanistic and organic approaches, these approaches will be looked in the areas of education. The mechanistic approach sees education as a transaction between teacher and pupil in which the teacher is an authority of knowledge and expert. It is a one-way flow of knowledge from the teacher to students.

The organic approach admonishes transaction and emphasize on pupils need to develop their own methods of working, acquiring knowledge and skills.

A student will require more activities for learning he or she will need to engage in different activities which exercise his or her capacities and stimulate his or her interests, Moore also shows that "the individual's education is proceeding from within, as a growing realization of his or her place and predicament comes to him or her from his or her attempts to discover the nature of this world through his or her own efforts" [17].

In Tanzania the National educational curriculum shows that, there is an adaptation to learner centered approach, with the aim of having educated citizens who are knowledgeable and who possess skills for accelerating the country's development in a competitive global economy. Number of seminars have been held to teachers on how learner –centered approach can be affected.

Acquisition can be developed towards effective use to learner centered approach, are schools in Tanzania supportive for learner centered approach learner approach? Learner centered approach methods requires student's participation, exercise and a lot of trial-and-error activities, in so first schools need sufficient and conducive environment to facilitate learning, it also requires a curriculum that give chance to students to have freedom of choice and expression of their interests. High teacher-student ratio limits learner centered approach in most of schools in Tanzania.

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<sup>15</sup>Thomas Moore, *Philosophy of Education: An Introduction*, Vol 14, (New York: Routledge, 2010), 31.

<sup>16</sup>Moore, *Philosophy of Education*, 32.

<sup>17</sup>Moore, *Philosophy of Education*, 36.

So far in Tanzania, the situation in schools contradicts learner centered approach, on the ground that from 2016 the enrolment rate has been so high in a way that schools cannot accommodate students.

MoET reveals that “there is a serious shortage of both pre–primary and primary teachers as well as of mathematics and science teachers in secondary schools”[18]. This shortage is associated with the increased enrollment ration following free-fee education policy “with concentrated classes, there is no way a teacher can manage students under learner centered approach, this will eventually lead to indoctrination.

On the other hand, the curriculum does not provide students with freedom to express their interests and learn with accordance to their interests rather it provides to them compulsory contents to be learned by students at both public schools mostly have not invested enough to help students discover their interests and learn with accordance to their interests, chapter four will have resolutions for this.

### **The Problem of Certification**

The Tanzania’s system of education provides certificates at completion of each level of education; there is certificate for primary schools, certificates for secondary school, certificates for tertiary education and certificates for other vocational colleges. These certificates carry results and recognize a person that he or she has succeeded in a certain programme. Certificate based is not only in Tanzania rather, it is a worldwide phenomenon.

A certificate recognizes one as educated in a certain programme; most certificates show also one’s achievements in a programme; by showing results in form of grades. The process of employability depends on a quality of a certificate presented (a quality is determined by grades). With regard to that, value put on a certificate, a chance of education is taken by a certificate, certificate becomes more valuable than education.

As presented above people are currently in favor of a certificate rather than skills and knowledge required for a programme. According to Kivinge, the society is now suffering from what he calls certificate syndrome, there is a misconception of learning, it is now an event, an exam, a certificate, a graduation and not a process which aims at the transformation of students themselves and the society at large[19]. As away anything can be done for the best certificate including cheating and corruption. As a result, there might come a time when there would be a good number of certificated citizens but few who are educated. Attainment of a holistic education cannot be possible with the emphasis on certification. The role of certification must be reviewed.

### **Critics on the Structure of Education and Carrier Selection**

In previous sections, the study has shown an educational structure in Tanzania. It starts with two years of pre-primary education, seven year of compulsory primary education, four years of compulsory ordinary level secondary education, two years of advanced level secondary education and three or more years of tertiary education. However, after four years of compulsory ordinary level secondary education people may opt for vocational colleges to start their professional journey while others start after completion of advanced level secondary education.

The system does not favour professionalism at lower stages of education, it is tied in compulsory education, and students are not given chances to exercise their interests and capabilities that are not within school subjects. This critic is proposed also by Ivan Illich, where he thinks that, students are considered to be children.

Let us consider Greek traditions on the use of two distinct kinds of education that was provided; liberal education and technical education. Liberal education aims at pursuit of true knowledge through the study of seven liberal arts subjects comprising of Logic, Rhetoric, Geometry, Arithmetic, music, poetry and astronomy, it is said that, this kind of education was mostly encouraged in academic institution[20].

The term *techne* was used for technical and practical education, this therefore represented technical education, it was a kind of education provided to ordinary men and slaves aiming at giving them skills for a Greek society. At the time liberal education was considered superior than technical education. Currently, according to Kivinge, most of African societies still consider liberal education superior to technical education and as a result both parents and children opt for liberal education neglecting technical education[21].

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<sup>18</sup>Ministry of Education, Science and Technology, *Education Sector Development Plan (2016/2017-2020/2021)*, (Dar es Salaam: ESDC, 2018) 17.

<sup>19</sup>Ivan Kivinge, “Revisiting the Educational System of Tanzania: Towards Improving Students’ Performance in Secondary Schools”, in *Chiedza, Journal of Arrupe Jesuit University*, Harare: Arrupe Jesuit University, 19 no. 2 (2017) 56.

<sup>20</sup>Kivinge, “Revisiting the Educational System of Tanzania”, 46.

<sup>21</sup>Kivinge, “Revisiting the Educational System of Tanzania”, 46.

So, the existing notion and desire to everyone is attending university, for Mafiri, there is a need for rethinking on the notion that it is necessary for everyone to go to secondary school or university, students should be given opportunity to examine their strength and weakness to see where their vulnerability lies in order to pursue careers that conforms with their talents[22].

### **Achieving Holistic Education in Tanzania**

Achieving holistic education requires adaptation of a new form of education that conforms to the nature of learning, putting on papers learner centred approach is not enough, it requires preparation of conducive environment that allows learner centred approach. Such conducive environment includes ensuring of sufficient teaching and learning resources like books and resources for practical learning. Achieving holistic education requires changes in the system of education and the nature of human learning. In the following section the study will reveal number of reviews on Tanzania's education system.

### **Reviews on the Notion of Education**

Ivan Illich shows that, education and school are not synonymous, meaning that education is broad and it should not only be associated with school, it goes beyond formal educational institutions. Also, the contemporary of Ivan Illich, Everett Reimer, thinks that, there is a need for alternative to school system. Holistic education cannot be achieved only through formal institutions, because it requires that students are connected to the community and world outside school. Experiencing reality provide students with ability to feel, to understand and to be creative on the study. Experiencing reality may provide with better results on educating the head, the head and hands than indoctrination in schools.

In Tanzania, education system is at great extent thought in formal educational institutions. There is vocational education which is provided within vocational colleges, and mostly this is for standard seven leavers and form four failures, it is regarded as a second chance for them. Again, as discussed in chapter three, there is a formal educational system which goes with two years of pre-primary school, seven years of primary school, four years of ordinary level secondary school, two years of advanced level secondary school and three or above years of tertiary education (2-7-4-2-3+).

From two forms of education existing in Tanzania, education is only thought within formal institutions. It is clear that, education only within formal institutions limits holistic education as it limits students' expression of talents, interests and experiences by disconnecting students from the world they have to live and work in.

There is a need for Tanzania to have an alternative way on education than formal schooling. Illich proposes web learning, under web learning, people with similar talents and study interests are connected to each other and the role of the government is to provide circumstances necessary for learning. Under web learning people learn at the field not in school[23]. Illich thinks web learning is the best form of education. It might have its strength and weakness. It is the best form of learning as it provides freedom of learning and opportunity to learn in the field with a professional person, but this kind of education might not provide with clear statistics of education in the country. For a better national planning and national assessment, a country needs statistics, education being essential for any nation's development, with such kind of education, a nation might miss educational statistics and hence limiting national development.

The study sets a line between formal schooling and web learning, by acknowledging the fact that it is important for any educational system to consider individual talents and interests of learners. Previously, an idea of education diversification has been presented, it looks on how education can survey on developing multiple students' interests whether in schools or outside schools.

Developing diversification within schools will require higher investment in education, because many studies (it should be distinguished from subjects) will be incorporated within a school and they will have to be done practically. For instance, dance studies, music studies, traditional studies, fashion, information, technology, sciences, geography, business, sports and many others (this is, I think, is what Dewey had thought of a school being an embryonic community, experience being lived within a school), there is no study interest that should be neglected, because they all end up in professionals, and each professional contributes a wholeness of a society.

Incorporating in education all those aspects mentioned above, will require a high investment, for the third world countries, Tanzania being included, it is hard to achieve this. There is an alternative for that, with respect to diversification of education, schools may exist but with affiliation to professional people. Illich shows that the role of the government is to

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<sup>22</sup>G Msafiri, "A Critical Post-Mortem on the Decline in Educational Performance and Quality in Tanzania" In *Africa Tomorrow*, (2011) 18 no. 4, 24.

<sup>23</sup>Ivan Illich, *Deschooling Society*, (New York: Harper & Row, 1971) 48

create circumstances that facilitate learning[24]. here the role of a school will be creating circumstances for learning and connecting students to professionals. For example, students of business will have to be connected to business people around the school, this will help in learning practically and experiencing reality of business. Similar activity must be done in all other fields. This kind of education will be connecting community with school and as a result it is a kind of education that teaches heads, hearts and hands.

### **Pedagogical Reviews**

Pedagogy implies the method of learning; it is a means to education. There are different pedagogical methods depending on the goals that a user needs to achieve. It is one of the essential elements of education. Any kind of education or educational goals will require a pedagogy suitable for it. In chapter three the study has evaluated educational pedagogy in Tanzania, its strength and weakness. In an attempt to adopt a holistic education in Tanzania, there is a need of a pedagogy that reflects holistic education.

For Descartes, knowledge starts with self-evident innate ideas or principles[25]. This provides us with the basis of understanding that students are not *tabula rasa*, they have something in them which education has a role of developing. Being a mathematician, Descartes thought, the process of knowing starts with axioms (self-evident truth) then follows a deduction to clear and distinct knowledge.

For Aristotle, knowledge follows three levels, scientific knowledge which is a knowledge coming from the observation on operation of nature, to mathematical knowledge which is the combination of concepts to form a complex idea and finally to the metaphysical knowledge which is a level of ideas or forms. It is understood as a journey of detachment from concrete to the abstract[26], this process is known as abstraction. Aristotle being a realist, knowing is closely connected to experience. This shows how getting knowledge is a process, and it is sometimes a self-centred process, it requires individual's experience. Education requires an individual's experience and practice in a field for a better understanding. This is similarly reflected in Lonergan who thinks that, knowing begins with knowing oneself as experiencing being, understanding being and judging being and he calls this process self-appropriation. Experience takes a part in understanding in a whole process of learning, if experience is neglected and an attention is put on imparting knowledge to students that are disconnected to life experience, the aftermaths will be rote learning.

Ivan Illich's critics on school system are based on the nature of learning and how school contradicts this. According to Illich,

Obligatory curriculum denies freedom of learning and contradicts the nature of human. Illich shows that, neither learning nor justice is promoted by schooling because educators insist on packaging, instruction, and certification. Learning and the assignment of social roles are melted into schooling. Yet, to learn means to acquire a new skill or insight, while promotion depends on an opinion which others have formed[27].

Illich introduces a new concept "packaging" which is synonymous to what Paulo Frere names had as Banking System in education, it is a process of learning which limit students' creativity by packing them with irrelevant information. Under this method a teacher is an authoritative source of knowledge and students are receivers.

In Tanzania, there have been changes in educational pedagogies as shown in chapter three. There is a shift from teacher-centred methods to competence-based methods. The change is due to the fact that, the older emphasized on indoctrination, and the later seeks to achieve creativity and other requirements of the twenty first century.

In secondary education, learner-centred approach is stressed, it places a learner at the focus of all discussions that are made about the curriculum and how it is implemented. Thus, learners will be encouraged to become actively involved and responsible for their own learning, hence the need for participatory teaching and learning methods in the classroom. Teachers will be discouraged from transmitting direct knowledge to learners. Teachers will be required to play the roles of motivators, facilitators, regulators and class managers[28].

Adaptation of competence-based approach is an important step towards achieving holistic education since it corresponds to the very nature of human learning. Competence based approach requires some conditions which Tanzania education has not yet set forward for it to be achieved. Among other conditions, teacher-student ratio is important in competence-based approaches. Competence-based approach requires that, a teacher should set circumstances of learning

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<sup>24</sup>Illich, *Deschooling Society*, 59

<sup>25</sup> Ian Maclean (Trans), *Rene Descartes: A Discourse on The Method*, (New York: Oxford University Press, 2001), 17

<sup>26</sup> Luca Gili, "Aristotle's Theory of Abstraction", In *British Journal of History of Philosophy*, 24 no. 1 (2016), 173

<sup>27</sup> Illich, *Deschooling Society*, 48

<sup>28</sup>The United Republic of Tanzania, *National Curriculum Framework for Basic and Teacher Education*, 49

to students and observe their activities. It is difficult for a teacher to facilitate this in a class with a great number of students. The teacher-student ratio is high in a way that learner-centred approach cannot be achieved, instead teachers are forced to use teacher-centred approach. So, this will always lead to indoctrination.

Moreover, Tanzania has not yet thought on a pedagogy that links school with the society. In previous section the study has proposed that, it is important to link educational institutions with the society through affiliation with professionals. Educational methods are only thought within a school system, as a result students are disconnected to the world outside school.

Adaptation of a learner-centered pedagogical system must go hand in hand with extensive investments in education by creating facilities for learning. Further, there is a need of educational pedagogies that links society with educational institutions.

### **Review on Education Fragmentation in Tanzania**

There are different organs responsible for education in Tanzania, in different ways these organs may be considered not well connected to each other. Disconnection makes destruction of education as a whole since they are all the parts making the contributing to the wholeness. This challenge is presented by the ministry of education, science and technology,

“there are uncoordinated interventions in curriculum development with various education partner agencies such as the Tanzanian Institute of Education (TIE), the National Council for Technical Education (NACTE), NECTA, MoEST (including the School Quality Assurance Division) and the Agency for Development of Education Management (ADEM), and several partner-supported programmes (EQUIP-T, LANES, Tusome Pamoja and UNICEF) working in areas including curriculum design, teacher education and textbook production. These separate initiatives have weak linkages to each other, which has contributed to a general lack of a holistic vision and single framework”[29].

There is a need to have one organ for education in Tanzania, directives from different organs disturbs organization responsible with education. Formation and facilitation of educational policies with multiple organs might bring difficulty.

This goes hand in hand with making connection between education and society. In Nyerere’s thoughts education has to relate to the needs of the society aiming at solving social problems and transforming the society[30]. This calls for reconsideration of state of education to the society. Formation of educational policies needs to reflect needs of a Tanzanian society and direction of a country.

### **CONCLUSION**

Education system in Tanzania still emphasizing on rote learning of which creativity, critical thinking, skills learning is all limited. The system is still disconnected to the society much time is consumed in learning institutions which in turn does not facilitate effective learning. As observed by Illich and as Holistic education discourages separation between education and reality, the system of education in Tanzania still facing this challenge of separation between these two realities and as result rote learning is emphasized and there might be probably a failure in achieving national goals.

With such analysis, a study has proposed a form of education that offers interconnectedness between school and the world outside school. This form of education gives opportunity to a student to experience the world outside school and to learn practically. Since the best form of learning as Dewey points out is by experiencing reality, this form of education offers students with multiple experiences and multiple choices on career selection.

The study suggests that, on making affiliation between schools and professional experts, meaning that, if possible, whatever is studied in classes must be practiced in the real world. For instance, a department of engineering has to be connected to neighbouring engineering companies where students will have to participate in companies’ daily activities. It is through participation that a student will be able to have an effective learning and have a creative mind in a particular field. Further, affiliating schools with different professional experts will give opportunity to students to have multiple choices on career selection. Again, it is through this participation that students will be able to develop their interests and good attitudes towards work. With this form of education career selection begins at a tender age and people become experts at a young age.

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<sup>29</sup>Ministry of Education Science and Technology, *Education Sector Development Plan (2016/17-2020/21): Tanzania Mainland*, (Dar es Salaam: (No publisher), 2018), 17.

<sup>30</sup>Julius K. Nyerere, *Ujamaa: Essays on Socialism*, (Dar es Salaam: Oxford University Press), 1968, 48