Planning, Designing, and implementing Competence Based Curriculum Reform (CBC) for Basic Education in Tanzania

Dr Aneth Anselmo Komba
Senior Lecturer & Director General Tanzania Institute of Education
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Curriculum Reforms in Tanzania

1. The 1967 Education for Self Reliance reform aimed to equip graduates with skills for self-reliance.
2. The 1979 reform.
3. The 1997 reform.
4. The CBC in 2005 aimed to orient the output of the education system away from content to competence based skills.
5. The 2014 reforms in primary schools- focus in 3Rs
CBC in Tanzania

Phases of implementation

- 2005- Primary and secondary schools form I-IV
- 2009 -Advanced level secondary schools Form V-VI
- 2008- Teacher Education Grade A
- 2009 Teacher Education Diploma
CBC in Tanzania

National policies

- Education and Training Policy (ETP) of 1995;
- the Education Sector Development Plan 1999-2009;
- The Tanzania Development Vision 2025;
- The Primary Education Development Programme (PEDP) 2000-2006; and
- The National Strategy for Growth and Poverty Reduction.
Goals for CBC in Tanzania

Goals

- Streamline teaching and learning activities in classrooms to focus on the development of students’ competences;
- Change of pedagogy from teacher-centred to learner-centred;
- Use of formative assessment and regular provision of continuous, timely and constructive feedback.

Dr. Aneth A. Komba
Initiatives by the government to implement CBC

- Training of teachers, tutors, quality assurance officers and ward Education officers.
- Provision of teaching and learning materials including textbooks, teacher guides and manuals.
The Ministry of Education through TIE established school-based in-service training with the aim of providing all teachers with training.

Introduction of technology in provision of In-service teacher training whereby teachers use resources from the Learning management System for teacher (LMS)

The ministry revives the teacher resource centers which support the provision of school based training.
Achievements in CBC ...

- Changes in teaching methodologies from teacher centered to learner centered.
- Changes of the curriculum implementers’ perceptions, attitudes, and classroom teaching and learning approaches.
- CBC Improves parents engagement in teaching and learning process.
Achievements in CBC ...

- Changes in examination questions from questions that measure student ability to remember to those that requires students to apply knowledge.
The goals of CBC are clearly stated in the curriculum documents. However, these were not very clearly communicated to the implementers. As a result, the majority of implementers of the curriculum are unaware of the goals and objectives of CBC.
The key implementers of CBC did not understand the reasons for changing from a content- to a competency-based curriculum. As a result, they perceive CBC negatively and see it as a burden on them in terms of implementing the teaching and learning process.

This is attributable to poor implementation or resistance to implementing the curriculum, a tendency whereby teachers opted to continue using the content-based curriculum.
Challenges related to implementation of CBC ...

“We have undertaken several reforms in our curriculum but still very little impact on learning can be attributed to. And this is because reforms have largely remained at rhetoric level than what is actually implemented. The goals of competence based are clear, however, their hard to achieve for several reasons. As a result, I would say content-based curriculum still prevail a great deal…” (Education officer)
Challenges related to implementation of CBC ...

- Sources of financing were insufficient for the effective implementation of the goals of CBC
- Lack of sufficient training to allow teachers to effectively implement CBC
- Teachers are rarely supervised and monitored
- While the curriculum is CBC yet most of teaching in actual classroom is done using Content based approach. The reasons for this, include the large class size, lack of training on how to use the CBC teaching strategies and a shortage of teaching and learning resources
Teacher training at the levels of universities inadequately exposes student teachers to the CBC approaches to teaching due to various reasons, including the lack of training among lecturers, the shortage of facilities, the large class sizes and the shortage of lecturers at universities.
Conclusion …

- Though we have been using CBC since 2005, the majority of educational stakeholders maintain that the existing school curriculum from early grades to universities do not produce qualified graduates who can either employ or being employed in public or private sectors.

- It is further argued that education provided in Tanzania does not enable graduates to successfully cope with day-to-day life challenges.
Conclusion

- The Ministry of education through the TIE is currently working to review the pre primary, primary, secondary and teacher education curriculum.

- The aim is to ensure that curriculum used build graduates’ skills to enables them to become self-employed, employed, survive and cope with real life situations and challenges.
THANKS FOR LISTENING