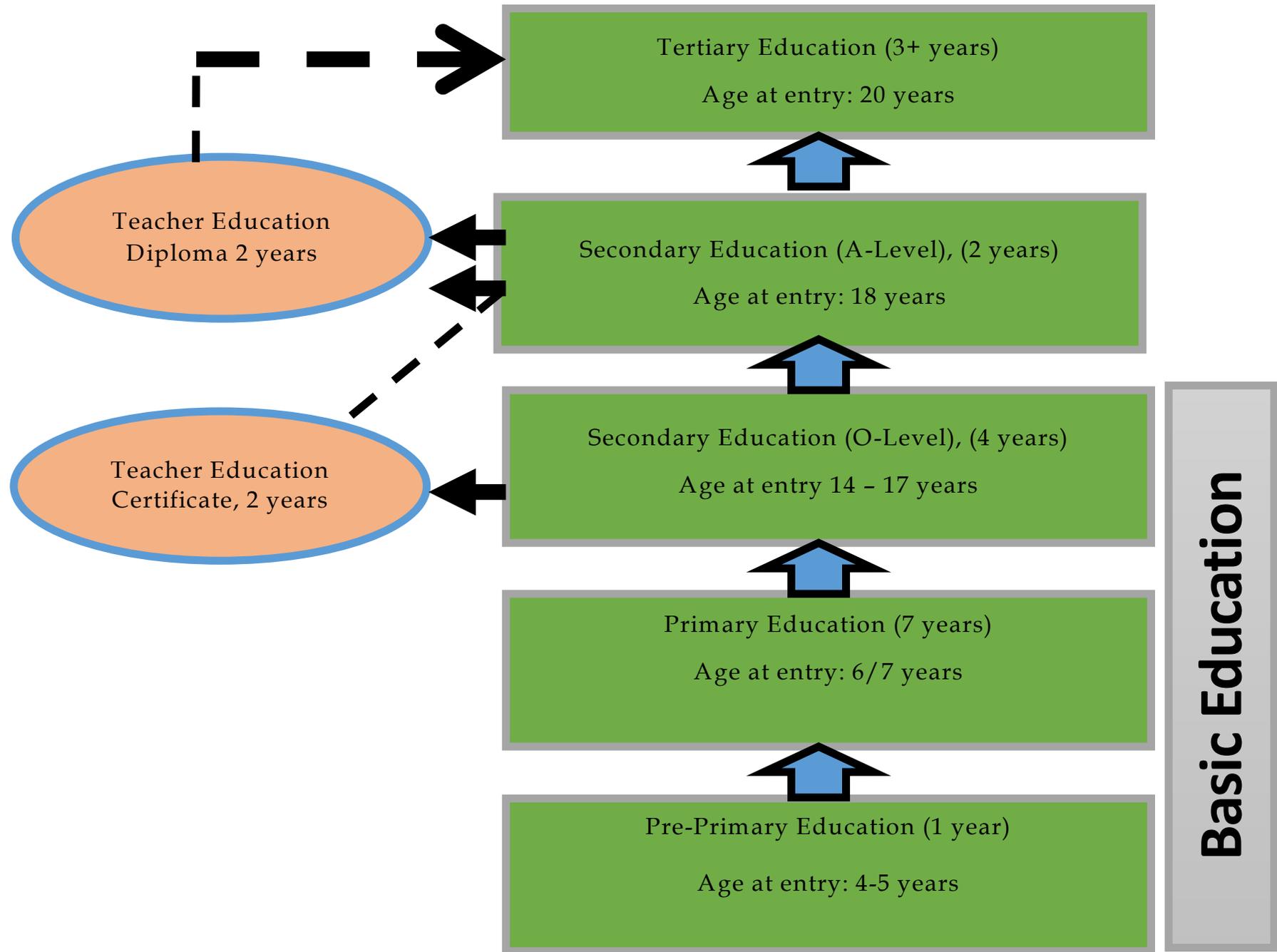


Is the System Tuned to Deliver? Evidence  
from the Competence  
Based Curriculum Reform for Basic  
Education in Tanzania





# Curriculum Reforms

- 1) The post-independence reforms (1961-64) aimed to eliminate racial segregation.
- 2) The 1967 Education for Self Reliance reforms aimed to equip graduates with skills for self-reliance.
- 3) The 1979 reforms which introduced subject biases including technical, vocational skills, home economics, commerce and agriculture at secondary education. .
- 4) The 1997 reforms as a result of recommendations from the 1982 Makweta Commission and the National Task Force report in 1992 and 1997– these reforms resulted into compressing the curriculum from 13 subjects to 7.
- 5) The **Competence-Based Curriculum in 2005** aimed to orient the output of the education system away from content to competence based skills.

# Our Case: Competence Based Curriculum (CBC)

## Goals

- Streamlining 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 to inform student regarding their performance.

# Key Question

- The study was designed to answer the fundamental research questions on whether the CBC is tuned to deliver from Pritchett (2015) accountability framework and policy attribute theory by Porter et al., (1988).

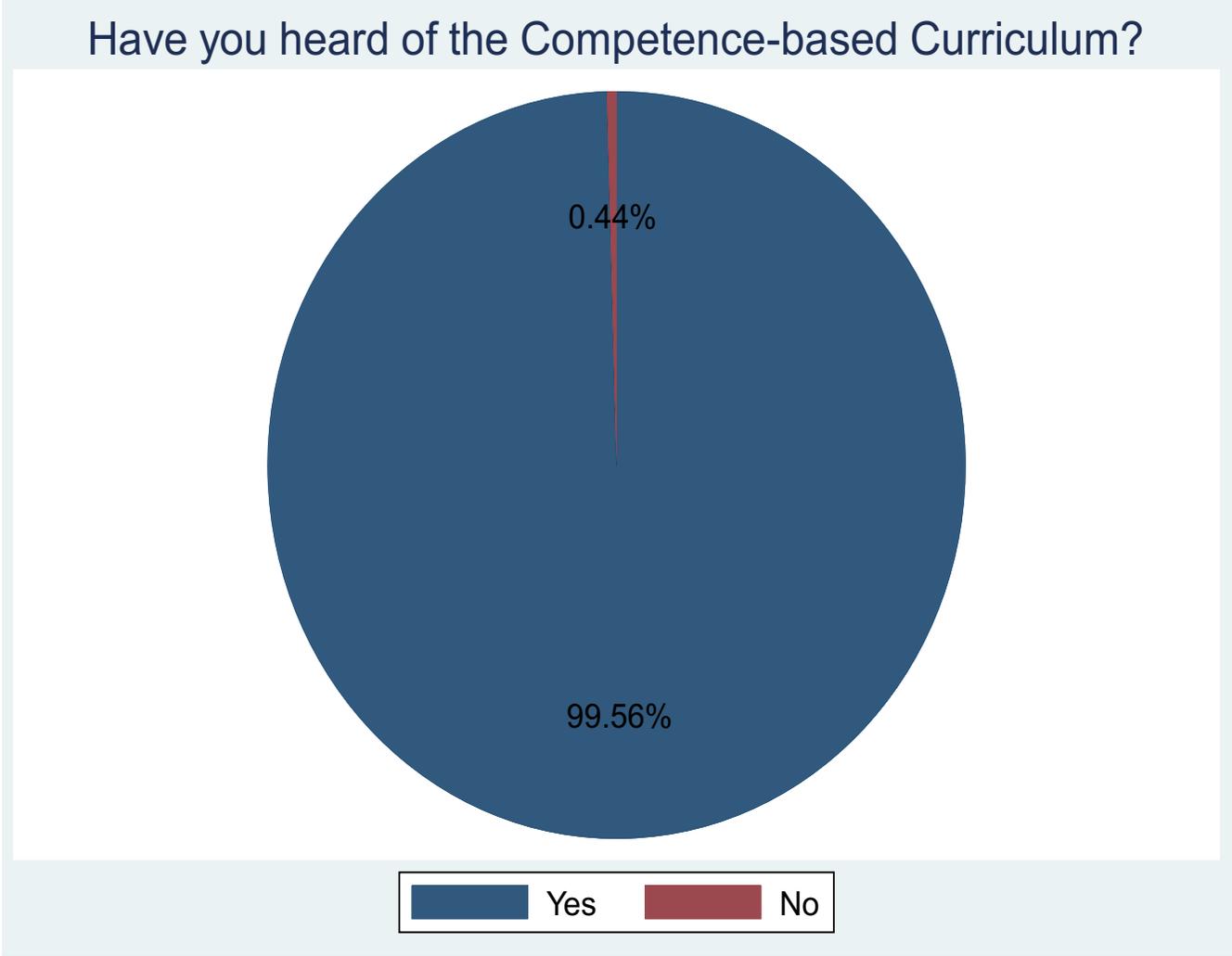
# Our assumptions

- The quality of implementation of **CBC** is largely explained by the accountability structures (delegation, finance, motivation, specificity, consistency, authority, power)
- To achieve success in implementing any reform initiatives require collective actions of various actors from different levels and coherence in working of the various subsystems responsible for reform implementation.

# Methodological Approach

- Concurrent mixed methodology in which both qualitative and quantitative data will be collected at the same time.
- Data were collected from officials at the ministry level and other levels which are key to the curriculum implementation, such as Teacher Training Colleges, and primary and secondary schools.
- The data were collected through reviewing documents, face-to-face and telephone interviews, and survey questionnaires in Dodoma, Morogoro, Coastal and Dar es Salaam

# Clarity of Objectives



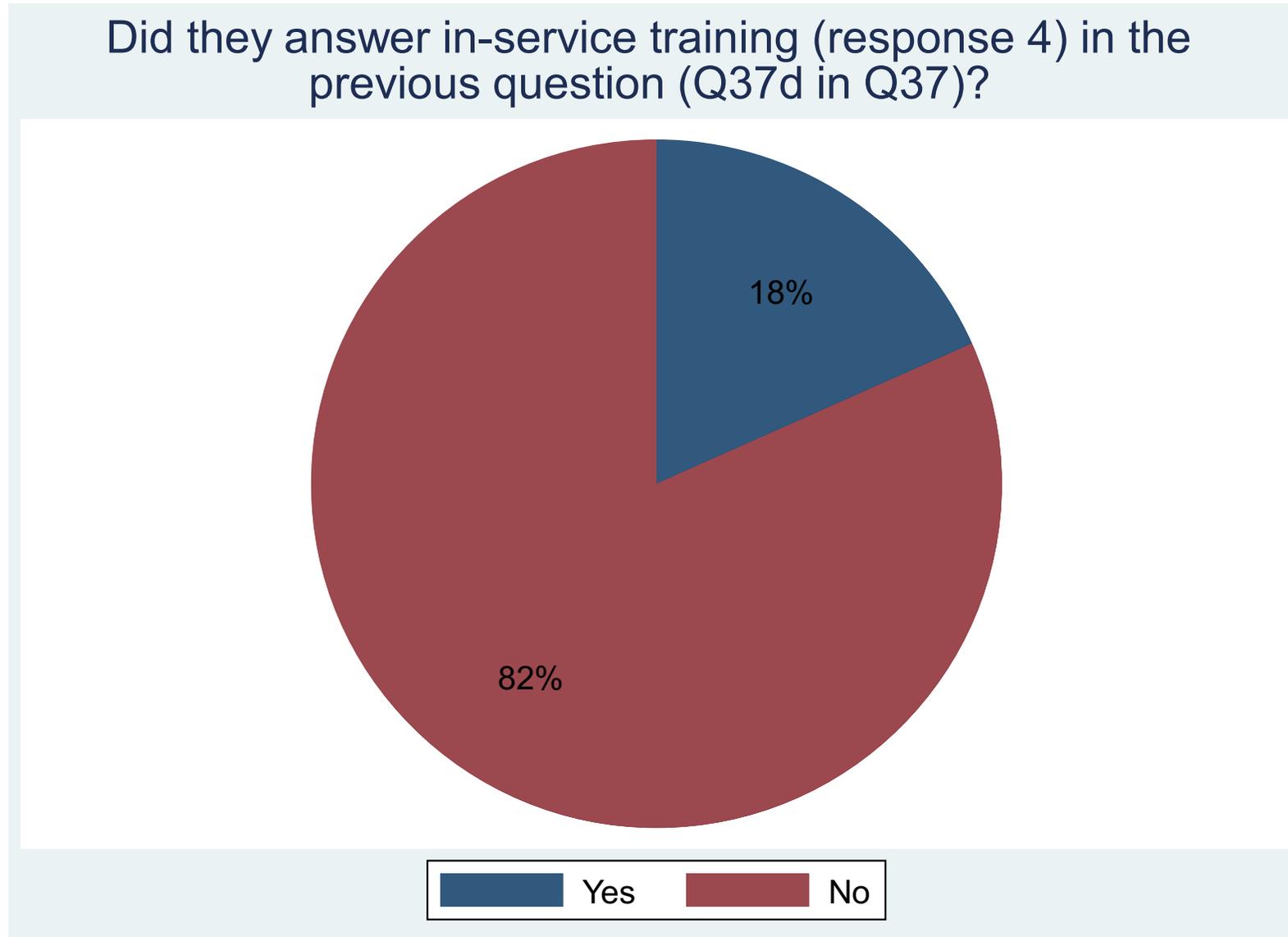
Q35. What do you understand as the goals of Competency-Based Curriculum?

<b>Goals of competence based curriculum (Q35)</b>	<b>No: n (%)</b>	<b>Yes: n (%)</b>
Q35a: Competence based curriculum emphasize on what learners are expected to do rather than on what they are expected to know	126 (57.8)	92 (42.2)
Q35b: Competence based curriculum emphasize teacher-centered pedagogy rather than learner -centered pedagogy	143 (65.6)	75 (34.4)
Q35c: Competence based curriculum emphasize formative assessments such as observations, self-assessment, peer-assessment, interviews, oral presentation, projects	178 (81.65)	40 (18.35)
Q35d: Don't know the goals of competence based curriculum	200 (91.74)	18 ( 8.26)
Q35e: Other goals of competence based curriculum	189 (86.7)	29 (13.3)

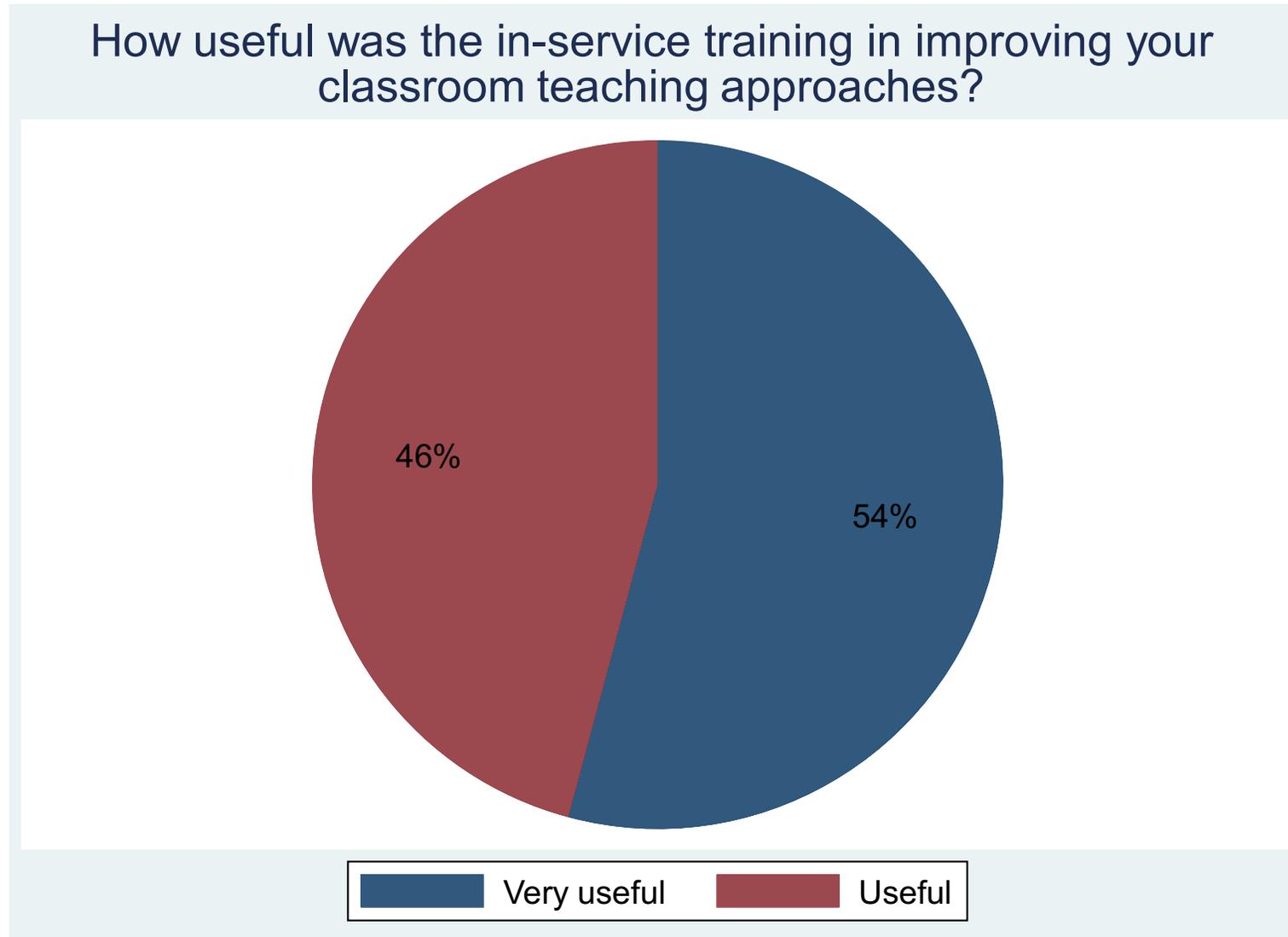
Q37. Where did you learn how to teach using competency-based curriculum?

<b>Where did you learn how to teach using competency-based curriculum? (Q37)</b>	<b>No: n (%)</b>	<b>Yes: n (%)</b>
Q37a: In teacher training college	121 (92.37)	10 (7.63)
Q37b: in seminars	53 (40.46)	78 (59.54)
Q37c: In short courses	126 (96.18)	5 (3.82)
Q37d: In-service training	116 (88.55)	15 (11.45)
Q37e: From my colleagues	101 (77.1)	30 (22.9)

Q37b1. Did they answer in-service training (response 4) in the previous question (Q37d in Q37)?



Q38. How useful was the training in improving your classroom teaching approaches?



# Findings

- Due to lack of training, several teachers noted that they were unable to engage students in active teaching and learning. This was revealed when the participants in the *sauti* survey were asked to mention the main constraint that they faced in implementing the CBC.

# Findings

**Information** - What information do the principals collect in order to monitor implementation of the reform?

1. Internal monitoring– Information is collected by academic deans and class teachers through the students' evaluation forms, class log books (signed daily by the class leader), the daily attendance register, and class journals. The information collected is largely about lesson plans availability, overall student satisfaction with their teachers' ability to teach and the tutors' attendance at school and class.

# Findings

**External monitoring.** Done by quality assurers and WEOs. The quality assurers visited the schools rarely and are the ones responsible for entering into the class to supervise and monitor the actual teaching and learning process.

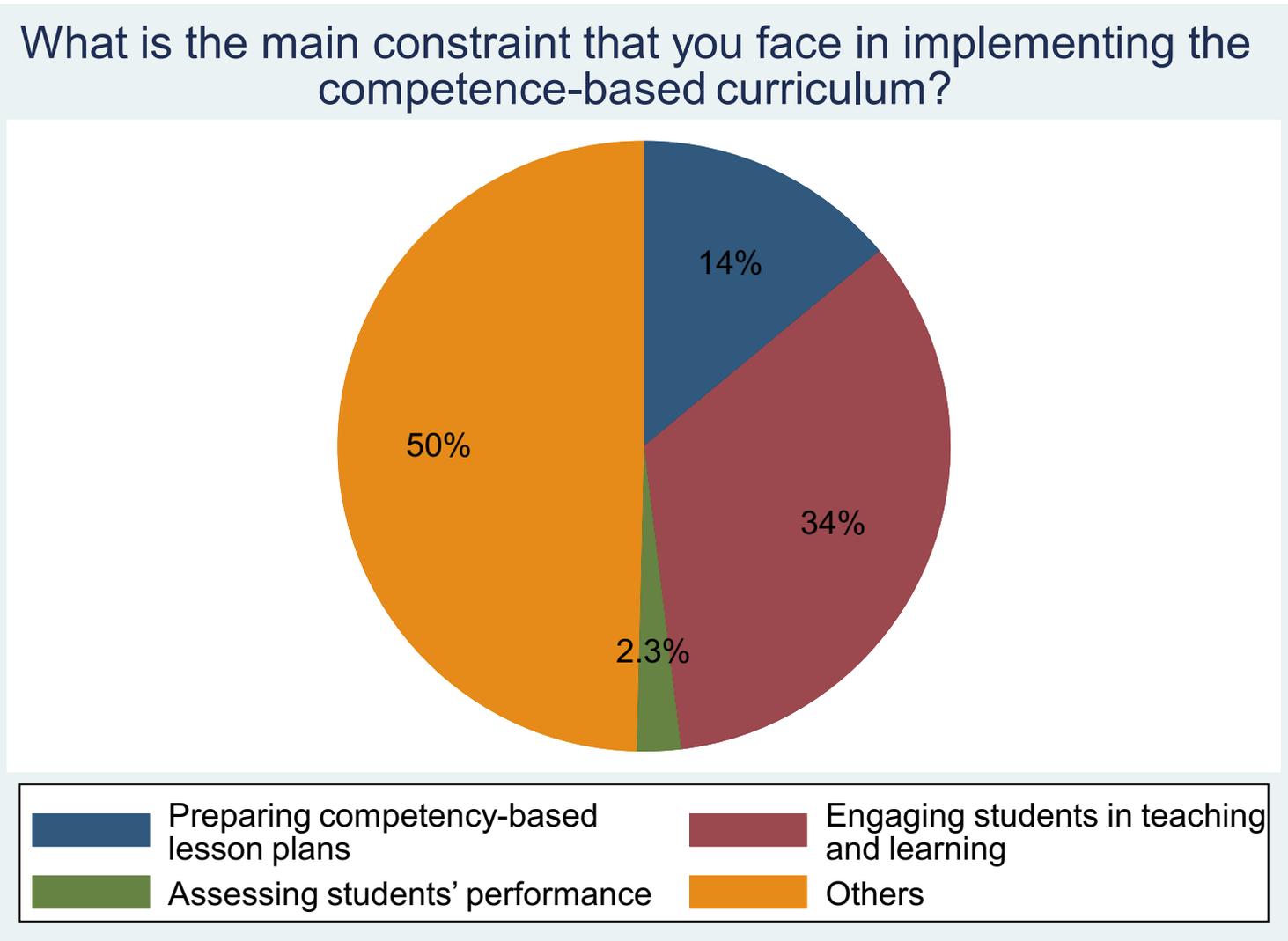
- The WEOs visited the schools regularly yet, however, their function is limited, they are not expected to enter and monitor the teaching and learning processes in class.

# Findings

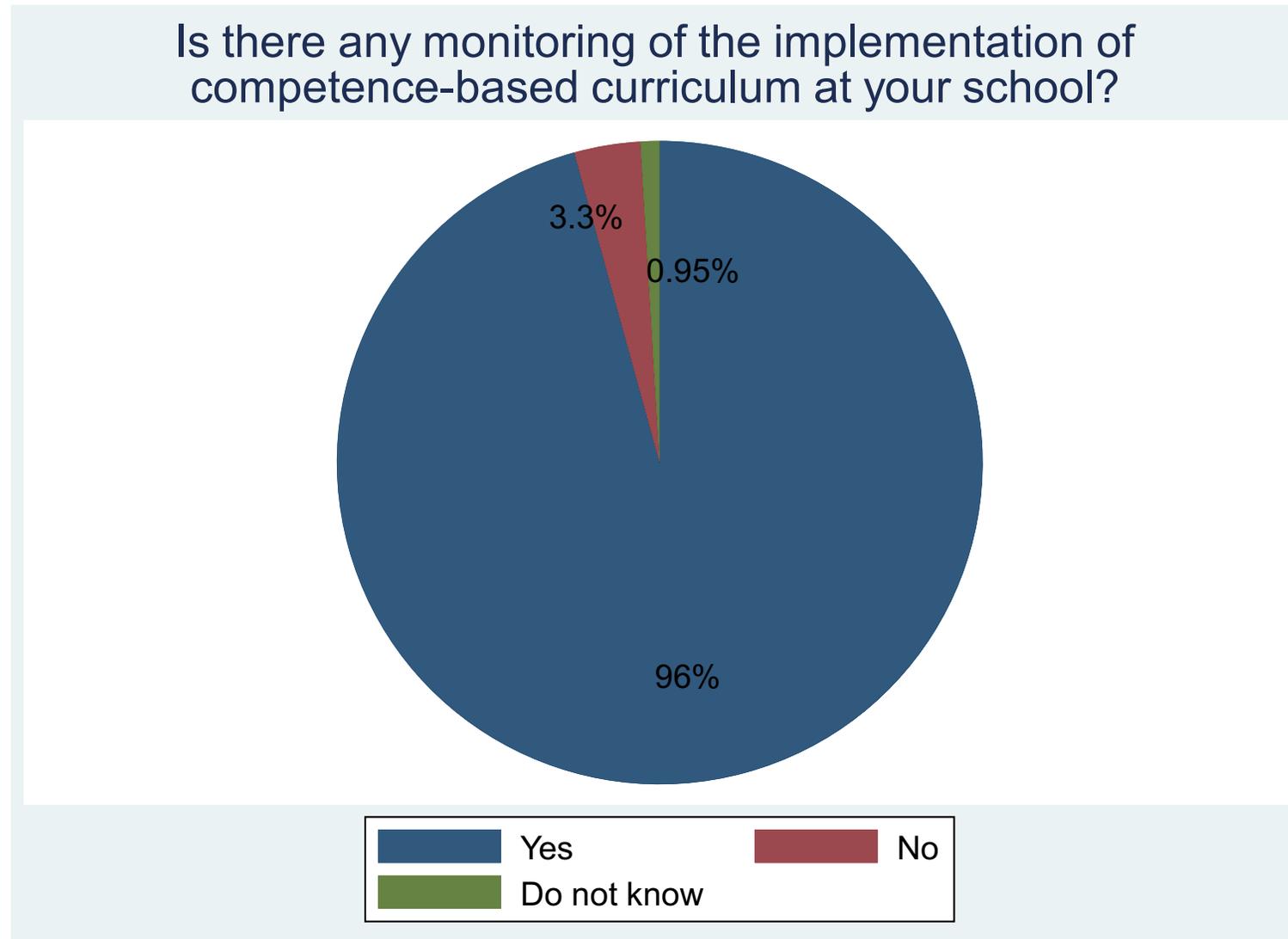
- **Motivation**

- Teachers who perform well are rewarded verbally and in writing/via letter. Similarly, some teachers receive bonuses, small gifts, cash and certificates.

36. What is the main constraint that you face in implementing the competence-based curriculum?



Q40. Is there any monitoring of the implementation of competence-based curriculum at your school?



Q43. What constraints do you face in implementing the competence-based curriculum?

<b>What constraints do you face in implementing the competence-based curriculum? (Q43)</b>	<b>No: n (%)</b>	<b>Yes: n (%)</b>
Q43a: Lack of textbooks and other teaching aids	34 (27.64)	89 (72.36)
Q43b: Lack of coherent syllabus	103 (83.74)	20 (16.26)
Q43c: Lack of assessment framework	100 (81.3)	23 (18.7)
Q43d: Lack of training on pedagogy and content	117 (95.12)	6 (4.88)
Q43e: Lack of concrete and timely feedback	120 (97.56)	3 (2.44)
Q43f: Large class size	25 (20.33)	98 (79.67)
Q43g: Lack of cooperation from students	70 (56.91)	53 (43.09)
Q43h: Shortage of time	114 (92.68)	9 (7.32)
Q43j: Other constraints	111 (90.24)	12 (9.76)

# Findings

- **Power.** what are the available mechanisms for holding teachers accountable for the proper implementation of the CBC curriculum?
- There are internal and external mechanisms to hold the teachers accountable. The **internal mechanisms require teachers to submit their teaching plans to the academic dean or academic teachers' office weekly.** There were also **class journals** which should be signed by the teacher and a class leader for each period attended and taught. Sometimes, the head teachers, college principals, academic masters/mistresses or dean **drop into the classroom** to see whether the teachers are fulfilling their role to the expected standard.

# Findings

- The external mechanisms involve the use of Ward Educational Officers and quality assurer
- There is no system of rewards or sanctions established for the effective or ineffective implementation of CBC. Hence, the use or failure to use the CBC teaching approach is neither rewarded nor punished.

# Conclusions

- The government did not put in place the necessary provisions and foundations for implementing the CBC reform successfully. The teachers were not well prepared to implement the curriculum and curriculum materials like the teachers' guides and textbooks are largely missing.
- Implementation of CBC reform is ill-resourced – both financially and other physical resources to support effective implementation

The goals of CBC were clearly stated in the curriculum documents. However, these goals were not clearly shared with the key actors. Thus, **the goals and objectives of CBC were not very clearly communicated to the agent.**

- Key implementers of CBC did not understand the reasons for changing from a content- to a competency-based curriculum
  - CBC is perceived **as a burden by teachers**
  - **Resistance** to implementing the curriculum, a tendency whereby teachers opted to continue using the content-based curriculum

- There is **incoherence in the accountability relationships** between the key actors regarding the delivery of the CBC reforms, as indicated by the low levels specificity, consistency, authority and power in implementation.
- There is inconsistency between the curriculum provisions and assessment practices. **Examinations are still knowledge-based, assessing mostly lower order cognitive skills such as remembering.**

“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)

# Recommendations

- Strengthen the accountability relationships between and among the actors by improving the level of coherence across the four elements of accountability namely delegation, financing, information and motivation
- Restructure assessment practices to align them with CBC goals
- There is a need to establish school-based in-service training implementation guidelines with the aim of providing all teachers with this training to avoid the tendency to train a few teachers per school on the assumption that these will help to train the others
- Revive/establish teacher resource centers. This can facilitate education reforms communication