

Curriculum Analysis

Feedback Report

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(Revised Version)

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Table of the Contents

Summary of the Report	3
General feedback on national curriculum.....	3
Specific feedback on CA.....	3
Challenges	3
Recommendations:	3
1. Introduction.....	4
2. Feedback.....	4
2.1 Feedback from the Panel of Experts	5
Profile of experts.....	5
Participation	6
Process.....	6
Impact	7
Challenges.....	9
2.2 Feedback from the teachers	9
Profile.....	9
Selection to participate procedure.....	9
General Knowledge of the national curriculum.....	10
Process.....	11
Impact	11
Challenges.....	13
3. Conclusion and Recommendations	13
General Observation.....	13
Recommendations.....	14
Appendix: Interview Schedule.....	16

Summary of the Report

This is an independent report that presents participants feedback from the Curriculum Analysis (CA) process that was facilitated and led by Twaweza in 2016. The analysis in the report is informed by information gathered from interviews carried out to 40 teachers out of 433 and 7 experts out of 8 from mainstream education institutions in the country.

General feedback on national curriculum

The following are general feedback from the teacher interviewees on the national curriculum and their experience in the same.

- Lack of teachers' involvement in preparation of national curriculum.
- Inadequate teaching tools including books to support the implementation of the curriculum and to meet its academic objectives.
- Lack of alignment between the curriculum objectives and assessments.
- Lack of teachers' guidelines for new curriculum.

Specific feedback on CA

This section is divided into two sub-sections: that is feedback from the (1) experts and from the (2) teachers.

Experts:

- Application and positive impact from the experience and insight gained in the CA to the experts' jobs.
- Capacity building in analysing curriculum using systematic framework such as Surveys Enacted Curriculum (SEC)

Teachers:

- Learnt the benefits of using participatory methods in teaching and promise to apply the same as much as they can in their classrooms. Admittedly it could be difficult given the classroom set up and the large number of students in the classroom.
- Exposed to curriculum analysis and curriculum preparation.
- Opportunity to share experience with other teachers and ways to address shared challenges.
- Improved self-esteem out of knowing their rights as teachers and support they have from Twaweza.

Challenges

The challenges that were mentioned by both the teachers and experts were:

- Inadequate time to carry out the process
- Language – unclear translation from English to Swahili
- Delayed allowance payment
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Recommendations:

- Complete Analysis report for advocacy purposes considering the ongoing planned curriculum reform
- Allocate more time for CA next time it is carried out.
- Payment mode to be prompt.
- Use of recognizable Swahili translation institution such as Taasisi ya Taaluma za Kiswahili (TATAKI).
- Twaweza to remain the leader and main facilitator of the process

1. Introduction

This is a feedback report on the Curriculum Analysis. Education stakeholders including experts and teachers under the facilitation and leadership of Twaweza carried out the analysis. The analysis was done in a scientific way through the use of various methods and an analytical framework – Surveys of Enacted Curriculum (SEC). The inclusion of teachers and other education stakeholders from various institutions made the process participatory and enriching. Furthermore, this feedback is also part of the process in order to ensure that participants' experience and recommendations are taken into consideration for the future planning of similar exercise.

The report is mostly drawn from the interviews that were carried out in the first and second weeks of February 2017 with participants of the Curriculum Analysis. These included 40 primary school teachers and education experts from key stakeholder institutions in the country.

The 40 teachers were sampled out of 433 teachers who participated in the analysis from two districts: Mkuranga (144 teachers) and Ilala (289 teachers). The sampling procedure was the number of primary school teachers in each district divided by 20, the result was a determinant count number for selection criteria in the list. 7 out of 8 experts from different education stakeholder institutions were interviewed. These included Tanzania Institute of Education (TIE), University of Dar-es-Salaam College of Education (DUCE), National Examination Council of Tanzania (NECTA), and primary and secondary schools teachers who were part of the panel of experts. Interview schedule with details of each interviewee is attached in appendix 1 of this report.

In addition to interviews, the project concept note, which had outlined the methodology and the rationale for carrying out curriculum analysis, also informs the report. The initial analysis report was also looked at for further insight.

Findings from both the panel of experts and teachers interviewees gave a consistent picture of the Curriculum Analysis process. In that, the issues raised were similar in both groups and also the recommendations for future process were similar due to the shared challenges. This indicates that the process was systematic and thus valid.

2. Feedback

This section presents an analysis of the feedback provided by participants of the curriculum analysis process. The section is divided into two major subsections. The first subsection presents feedback from the panel of experts, while the second one presents feedback from the teachers. The subsections are further divided into themes developed out of the questions and answers from the interviews. Following that, there will be a recommendation with general observation.

2.1 Feedback from the Panel of Experts

Profile of experts

The panel had a rich combination of education experts from different institutions and who possess different levels of academic qualifications and experience. The experts came from schools (secondary and primary school teachers), university (college of education lecturers), officials from key relevant government institutions – the Tanzania Institute of Education (TIE) and the National Examination Council of Tanzania (NECTA). TIE is the government education institute that is solely responsible for developing national curriculum for basic education (primary and secondary) as well as for teachers' education. NECTA is responsible for basic education national examinations preparations, administration, and marking. The selection of officials from these two institutions was compatible to the Curriculum Analysis' framework, of which one of the analytical measures was on how the curriculum objectives align with the assessments (exams). The experts' from the two institutions are in decision making positions- the TIE official reviews and evaluates curriculum while the other official heads the research unit in the examination council, through which he could influence the assessment criteria.

In addition, having a combination of lecturers from teachers' colleges and teachers from primary and secondary schools as experts brought an enriched experience from practical perspective. The subject specialties for the teachers were science, arts and language meaning that they could assist in analyzing curriculum of different subjects from practical instructional perspectives.

Table 1: Profile of the Interviewed Panel of Experts

No.	Name	Position and subject of focus
1.	Interviewee No. 1	Secondary School Teacher – Physics and Mathematics
2.	Interviewee No. 2	Lecturer- School of Education, University of Dar-es-Salaam
3.	Interviewee No. 3	Head of Research Unit- National Examination Council of Tanzania
4.	Interviewee No. 4	Secondary School Teacher – Civics
5.	Interviewee No. 5	Official- Tanzania Institute of Education
6.	Interviewee No. 6	Lecturer – School of Education, University of Dar - es -Salaam
7.	Interviewee No. 7	Primary School teacher – Kiswahili

The combination ensured smooth process, as the experts were the one who did the analysis. As it will be seen in the teachers' feedback, the experts facilitated teachers' group discussions and work as well as in filling the questionnaires. Experience from different institutions and levels ensured thorough analysis with theoretical and practical perspective.

The specificity of SEC on qualification of the experts as well as the technicality aspect of curriculum analysis meant that Twaweza could not include education stakeholders from outside mainstream education institutions such as from Civil Society with specific education focus.

Participation

All experts participated from the initial stage of the curriculum analysis process. They were provided with adequate training on the task and on the framework tool – the Surveys Enacted Curriculum (SEC). They worked with other experts from East African region most of them being from Uganda. And some experts went to Uganda for training. The remaining analysis work is an inside job for Twaweza with minimal involvement from the experts if need be.

Process

All experts interviewed acknowledged the thoroughness of the process from the documentary review, to training, to the preparation of tools, and on to the analysis. From the interviews, it is evident that the experts owned the process. By owning the process, the experts chose the chairperson within themselves to coordinate and lead them in the activities, organize meetings time based on their work schedule and scheduled the activities. The experts were also able to challenge and change some aspects of the assignment to fit into their real context. This means there was trust that allowed flexibility and critical approach to the work. For example, the experts attested that they were the ones who decided to put focus from standard three instead of starting from standard one curriculum. Similarly, after seeing a number of issues in the translated questionnaires, as it will be seen in more details in later discussion on challenges, the experts took their time to work on the document to improve the language. This indicated commitment to the work. Twaweza served as a facilitator, which created not only ownership but also teamwork among the group and ensured sustainability of the work.

“Professor Kitila’s role was mostly to trigger discussion, and then after we took over” – Interviewee No.5

All experts who were interviewed upheld the use of SEC as a tool. Noteworthy, the experts had initially developed their own tool using a Google application, but it was not an easy one in terms of results expected. Thus, when they were introduced to SEC, the assignment became smoother as SEC could easily assess the alignment between the curriculum objectives and assessments. They were able to contextualize SEC to fit into Tanzania’s standards and contents. They appreciated that the process highlighted strengths, weaknesses, and gaps in the country’s curriculum as they did comparisons with other countries in the region and worldwide. This is also evident in the initial report, which has tables illustrating

the comparative analysis between Tanzania and other countries in terms of subject/topic covered and time allocation.

Impact

As noted in the above section, the participants' profile and in particular their institutions underscore the potential impact of the Curriculum Analysis in the national curriculum review processes and over all improvement of curriculum.

It is evident that the process exposed the experts to the shortcomings of the national curriculum and its formulation methods. Two key areas of attention that TIE and other relevant government education agencies representatives in the process noted were: (1) alignment: between the objectives of the curriculum and the assessment given to students; (2) the application and relevance of the curriculum in real life – the need to ensure that the curriculum is contextualized towards enabling students to learn in ways that they can address problems facing them within their context.

The first area of attention was identified out of the use of SEC. The tool had not been used in Tanzania before the Curriculum Analysis. This could explain the missing aspect of allying the objectives of the curriculum to the assessment from continuous classroom/teachers' level to the final national examination level. In addition, SEC facilitates the inclusion of teachers not only in curriculum execution but also in curriculum preparation. This process exposed the systemic low or absence of teacher involvement in the making of curriculum.

The process was thus of practical implication for the experts' work in which they have become aware to the significance of using systematic tools such as SEC. The application of such helps the consideration of all key aspects of curriculum. Noteworthy, the experts get involved in the national curriculum process out of their capacities in the position they hold in various government education agencies/institutions.

Given the awareness and practical insight gained, it is clear that participating in the curriculum analysis had positive impact to all experts. The impact was also specifically applicable to their jobs. The TIE expert explained that she shared every stage of the process and insight gained with her supervisor as well as other colleagues.

“The process helped me to see the need for alignment between objectives and examinations- i.e. how we set the objectives. This is very useful especially since we are going to review the secondary education curriculum. So I will contribute to that by ensuring that there is an alignment.” – Interviewee No.5

For the lecturers, who acknowledged that they also have curriculum analysis as a subject, the process was a milestone towards new methods and emphasis on curriculum analysis.

“The process has added value to our work- as we teach about curriculum analysis in coursework. We can take some of the insight from SEC.” – Interviewees No. 2 & 6

Such impact should not be taken lightly since the college students would later on be working on education sector. Such technical knowledge and awareness on the key aspects of curriculum making in relations to classroom and final assessments will be useful in the future.

The process has potential impact to the National Examination Council (NECTA), which is responsible for exam preparation, administering, and marking. The expert from the Council acknowledged the lack of practicality of the curriculum in ensuring the objectives and assessments (exams) test the applicable knowledge that can be useful in life. There is a need for NECTA to carefully bring curriculum and national exams into one line. The two agencies – TIE and NECTA- have to work more closely to ensure that there is an alignment. The use of SEC underscores the importance of this. The process, according to the expert from NECTA, exposed the missing aspects of life learning in the national curriculum and pedagogy. Knowing the weakness is a good start towards improving the curriculum. This is especially because the Curriculum Analysis process became a reminder that the curriculum needs to reflect the core philosophy of education in Tanzania- education for self-reliance.

The teacher experts are active in various activities that bring teachers together. In these activities such as science teachers’ seminars, they have been sharing the issues highlighted in the process. There is a trickle down effect of the insight gain, which may lead to the incremental change over a period of time. This calls for continuous follow up and regular reviews/analyses of the curriculum.

To have a prompt national impact, however, the process needs to be completed and the analysis report to come out in order to use it as a tool for policy advocacy in particular during the planned curriculum reform in the country. The incomplete analysis will dilute the potential significant impact of the process. One expert interviewee argued that more analysis and research is required to have significant impact. Upon probing further, the expert maintained that the Curriculum Analysis was still theoretical and it did not go into reality on the ground- that is analyzing the content of the curriculum in relations to the real needs of Tanzanian students.

It is thus crucial for Twaweza to ensure that the analysis is completed and the report is produced so that the process results can contribute towards a better national curriculum by taking advantage of the planned curriculum reform. The area where the analysis could put more emphasize is on teachers’ engagement, as it will be discussed in more details later, and also on the assessment by underscoring the importance of referring to the curriculum while preparing examinations and other forms of assessment in order to ensure that the objectives are measured.

Challenges

The process did not go without challenges. Most of the challenges described by the experts were more of administrative than technical. The technical challenge was the language. All experts complained that the translation to Swahili version of the document was not properly done. As a result, the experts had to allocate time to simplify the language to make the document easier to understand by teachers. This seemingly remained to be a challenge even when the documents (questionnaire) reached the teachers. It was expressed as one of the common challenges experienced by most teachers. It is thus advised that Twaweza uses a respectable institution such as *Taasisi ya Taaluma za Kiswahili* (TATAKI) to do any needed Swahili translation. This will ensure fluency, simplicity, and coherence in the translated document.

The administrative challenges included time and mode of payment. The experts stressed that time was inadequate given the amount of work that the process involved and the fact that they were still full time occupied in their jobs. As a result, they had to arrange for meeting outside working hours in the evenings and also over the weekends in order to finish the assignment. Another challenge that was highlighted was the mode of payment by Twaweza, whereas the experts were paid after the production of report. For them, that was difficult since they had to go into their pockets to cover incurred costs during the assignment since payment/refund would come after the completion.

2.2 Feedback from the teachers

Profile

The 40 sampled interviewed teachers composed of a combination of female and male teachers. They teach different subjects ranging from standard 3 to 7. This is a reflection of the experts' decision to focus from standard 3. The teachers taught different subjects in different classes. All teachers came from two districts in Dar es Salaam - Ilala and Mkuranga. The summary profile of each teacher is included in the interview schedule attached in the appendices.

Selection to participate procedure

The selection of teachers was, apparently, done through a sampling procedure that started with the sampling of their schools followed by subject taught. Thus, the criterion for teachers was the subject and the class in which they teach. That is why all subjects were represented to allow analysis of each.

In spite of the fact that Twaweza explained to all teachers the selection procedure - that is, participants were selected through a sampling procedure, not all teachers remembered or knew that the selection was through a sample. Some thought that it was a decision by their head teacher and/or district education officer. Most teachers explained that they did not know how they were selected since they were either given a copy of letter with their name to attend or were informed by their head teacher to attend. A few mentioned that Twaweza used scientific method to get them.

General Knowledge of the national curriculum

The teachers were asked a question with regards to the national curriculum. This question (as seen in the interview schedule) had several components under it. The purpose of the question was to gauge the teachers' involvement and understanding of the national curriculum, which is an integral tool of their job.

Overall, teachers have inadequate knowledge of the process of curriculum preparation and development. The interviewees' responses give strong indication that there is little engagement of teachers in the curriculum development process. The table below illustrates the responses. In that, the numbers in each response (yes or no) represent the teachers who responded that way.

Table 2: Teachers' knowledge and perceptions of the national curriculum development process

	Yes	No	Remarks
Knowing that TIE is the institution responsible for curriculum development	30	10	
Teachers' involvement in curriculum preparation	12	28	Those who answered yes did not mean that they themselves have ever participated; it only means that they said there are a few teachers who get involved. None said that they have ever been involved.
Teachers who were trained following the new curriculum (training on the new curriculum)	4	36	Most lamented that they never get training on the new curriculum. They just get information that they need to use the new curriculum and there is no guideline given yet for the existing one.
Commending/Appreciation of the current curriculum	6	34	
Adequate availability of teaching tools for the curriculum	19	21	
Ongoing/planned curriculum reform	22	18	The question here was whether they know/think curriculum will change soon or not

Teachers thought that the curriculum was good in theory but not practical hence it is not very useful to ensure learning. They were critical to the existing curriculum due to the following reasons that they all share as challenges to the curriculum that they are using:

- Lack of teaching tools,
- Inconsistent books,
- Lack of guideline (*mukhtasari*), and
- Lack of teachers' preparation/training on the new curriculum.

The teachers argued that they only get informed that there is a new curriculum, which they have to use with neither prior training nor proper tools to aid their teaching as per the curriculum.

Process

According to teachers' interviews, the Curriculum Analysis process started with a seminar through which the teachers were given a chance to express their opinions as well as discussing different aspects of teaching and their experience. For most, this was the only opportunity that they have ever had to openly discuss and speak out their views on curriculum and other teaching aspects including challenges and issues they face. They said that they were free to express their honest opinions because Twaweza assured them of confidentiality and protection.

The seminar was also crucial to set the momentum for the exercise. Most teachers mentioned that they had preconceived suspicions and were reluctant in the beginning out of fear of their names being mentioned by Twaweza and also out of Twaweza reputation of being critical to education system in Tanzania. The assurance of confidentiality given by Twaweza and the experts during the seminar enabled an open and free environment for them to open up.

Following the seminar, the teachers were placed in groups based on the subjects they teach. In the groups they shared experience and learnt different ways of teaching (pedagogy). There were questionnaires that were answered by group.

"Meeting and discussing with other teachers gave us a chance to share experience and learn about different teaching methods." – Teacher interviewee, Ilala

Individual teachers then answered questionnaires, which was one of the main activities in their participation of Curriculum Analysis.

Impact

For many teachers, the Curriculum Analysis process was the first ever opportunity for them to work on the curriculum. Teachers said it was an eye opener for them. It reminded them of teachers' training in college and some of the training that they had received yet never put into practice.

"...we were given time to speak our feelings and to also ask questions. The facilitator were very engaging and assisted us in clarifying and in giving us direction and made us free to air/express our feelings and ideas." - Teacher interviewee, Mkuranga

"It opened our eyes and gave us light on how to teach and how to use our curriculum by considering time and also the objectives." – Teacher interviewee, Mkuranga

In terms of impact to practical aspects of their jobs, teachers appreciated that the new process opened them up to new ways of teaching. A significant number of teachers said that the process encouraged them to do participatory teaching through which students are involved in class discussion by working in groups within the class.

"I learnt the behavior of using participatory ways and engagement between myself and students in order to make my job successful." – Teacher interviewee, Ilala

Teachers also said that the Curriculum Analysis process has helped them to prepare better assessments (class exercises, tests, and exams) in accordance to the curriculum.

"The question style was good and we realized many things that we don't do so we got a light on certain things. I have learnt how to prepare exercises for student and homework. I have reminded myself on how to simplify teaching." - Teacher interviewee, Mkuranga

"I learnt many things such as more and different ways of teaching/pedagogy that benefits both teacher and students. For example, participatory teaching through putting students into groups. That has helped me much." – Teacher Interviewee, Mkuranga

"I learnt a lot, especially different ways of teaching and also my self and my position. I also got aware of how I can improve myself so as to move up." – Teacher interviewee, Mkuranga

"In the group work/session, I learnt many things because I was working with teachers from other schools who teach same subjects as mine and I learnt how they deal with different challenges." - Teacher interviewee, Mkuranga

To note is the impact on teachers' esteem and teaching morale. A number of teachers expressed their appreciation on being involved. The process was an assurance to them that there are organizations and people that still do care about them and value their contribution. They were encouraged that Twaweza was willing to listen to them and it's ready to speak for them.

"...to know TWaweza are here to listen and advocate for us was encouraging." – Teacher interviewee, Ilala

"I learnt how to develop myself as a teacher and also am now satisfied with my job. I have put strategies to make my job successful by giving students a chance to contribute..." - Teacher interviewee, Ilala

"I learnt a lot about my work, my rights as a teacher." – Teacher Interviewee, Ilala

"I got light that we have people who advocate for us like Twaweza"- Teacher Interviewee, Mkuranga

Empowering is the most crucial impact. This is because the practical impact such as new ways of teaching might face difficulties in implementing due to teaching context and poor learning environment in schools. It is difficult, for example, to place students in groups when classes are packed with one-structure desk settings. Thus, the significant impact of the Curriculum Analysis process on teachers' side is on the motivation and empowerment.

Challenges

There were many challenges that the Curriculum Analysis process faced. The challenges could be divided into two types – technical and administrative.

The technical challenges were the length of questionnaires, which most teachers found difficult. This difficulty was made worse by the complicated language style. The teachers complained that the language used in the questionnaires was not easy to understand at first instance. This challenge echoes the one that was mentioned by the panel of experts, of which they explained that the translator did not do a proper job in translating the documents from English to Kiswahili. Although the experts had tried to simplify the language, the teachers still found it hard.

In relation to the above, all teachers mentioned that the time allocated for the exercise was not adequate. They, however, acknowledged that there was a lot of assistance and clarification given by Twaweza and experts. There was pressure to finish the entire exercise in two days.

On the administrative side, the teachers were not happy with the delayed payment of allowance. They commented that the payment came two to four days after the exercise was completed. For them, this was not expected given their situation as low paid employees. A number of them complained that the allowance was low. This was not a common complaint, as other teachers said they were happy and satisfied with the amount paid.

3. Conclusion and Recommendations

General Observation

There was a question on Twaweza leadership on the curriculum exercise. All interviewees, from experts to teachers, appreciated Twaweza facilitation and leadership. When asked whether they would prefer another institution or education stakeholder to lead the exercise next time. Twaweza was still the most preferable. There were two members of experts who commented that other institutions such as the University or COSTECH could do the same, however, they insisted that as alternative if need be but not necessarily better than Twaweza.

Teachers, in particular, thought Twaweza leadership was excellent since it was capable of facilitating a good number of teachers to participate with adequate

resources such as individual questionnaires for all of them to fill, good working space for the same, and also allowance payment.

Recommendations

Recommendations from the interviewees were mostly in relations to the challenges faced during the process. These recommendations were given to improve the process if it is to be repeated or carried out again. They include:

- **Time allocation:** it was recommended that Twaweza should allocate more time for this exercise if it is to be carried out again. The panel of experts thought that the organization could put aside specific period of time through which the experts could get permission from their work place so that they could concentrate full time for the task in the specific period of time. That way, they thought, would be more effective and the analysis would be done on time. It would also sustain the working morale on the same. On the side of teachers, recommended that more days, at least three days, would have been adequate. This would allow more discussions, which are useful to their career.
- **Payment:** Twaweza should think of a payment model that is more prompt to avoid complaints. It could also pay a percentage in advance, especially to the experts, and the final payment upon the completion of the task. For the teachers, Twaweza should pay the allowance immediately after the completion of the exercise. This would cease any potential complaints or reluctance to participate in the future.
- **Language translation:** it is recommended that Twaweza contract a professional institution such as TATAKI in translating the documents from English to Kiswahili. There were heavy complaints from experts as well as teachers on the language, which seemed incorrect and hard to understand.

Below are technical recommendations, on which Twaweza could further enrich the Curriculum Analysis process and ensure optimal impact on learning in Tanzania.

- Twaweza needs to ensure that the analysis is completed in order to produce the report that will be instrumental to advocate for better curriculum during the reforms. Without the report, it will be difficult for the organization to influence the new curriculum on the making.

- It is commendable that Twaweza incorporated teachers in the analysis, however more stakeholders of education should have been involved. Although the process is technical and requires certain expertise on curriculum, other stakeholders, in specific, civil society organizations that work on education, could have provided insight to enrich the analysis. Faith based institutions, which are the main private education services providers in the country, should also have been involved in the process. These non-governmental institutions would not have only provided additional critical approach to the process but also own the analysis for advocacy purposes.

In the future, Twaweza could further simplify the analytical tool and provide it to schools in order for teachers to evaluate the goals versus practice at the school level. This would enhance teachers' understanding and ownership of the curriculum and allow for more learning. In other words, the Curriculum Analysis should become a continuous project in Twaweza that is done on a regular basis. This can be possible if it is simplified to the level of schools.

Appendix: Interview Schedule

Questions/tools

Data Collection Tools: Guiding Interview Questions for National Stakeholders and Teachers

The Purpose

The purpose of this exercise is to evaluate and give feedback to the process of the curriculum analysis in Tanzania led by Twaweza. As a participant to this exercise, you are asked to provide feedback on the entire process (methodologies) as well as the application of the analysis to your own work. You are also invited to provide suggestions for future analyses.

Your participation/feedback in this process will enable Twaweza and other education stakeholders to further improve the process. Thus, in your response to the questions, we ask you to provide as much details as you can.

Thank you.

For the Official in Tanzania Institute of Education (TIE)

1. In your role as a curriculum expert in Tanzania, what are your main tasks?
2. In what capacity did you participate in the curriculum analysis led by Twaweza?
3. What was your role in the analysis process?
4. How relevant do you think the process was to your own work (here we modify the question, based on the answer to question one)?
 - a. Can you give a concrete example of how it has been relevant/useful? (Probe on specificities!)
 - b. Why has it not been relevant / useful?
5. How would you characterize the process, in terms of participant selections, meetings, and workshops? Probe:
 - a. What worked well?
 - b. What didn't work so well?
 - c. How could it be improved?
6. What do you think of the use of SEC framework in the analysis? (Here the interviewer could explain SEC- the framework used)? Probe:
 - a. What about the framework worked well?
 - b. What didn't work so well?

7. How else has your participation in this exercise influenced your work as a curriculum expert?

(Probe for specifics, ask for examples)

8. How useful has your participation been to your organization?
 - a. Why do you say so, can you give an example?
9. How would you intend to use the results of this analysis?
 - a. Give a specific examples

For Other National Education Stakeholders

1. Where and what do you do in the education sector in Tanzania?
2. How were you involved in the curriculum analysis process?
3. Thinking of the education sector overall, and curriculum reform context of Tanzania, how relevant or useful do you see this process, and why?
4. Are there any ways that you think the curriculum analysis process can be carried out more effectively and/or efficiently?
5. How will the curriculum review process- in particular its findings and analysis- be used in your own work on education in Tanzania?
 - a. Give specific examples

For Teachers

1. How long have you been a teacher, what subjects & grades do you currently teach?
2. Who/what institution decides what you will be teaching /the topics for the subjects you teach?
 - a. Who prepares the syllabus?
 - b. How often does it change?
 - c. Do you get involved in the changing process?
 - d. Do you think it is going to change in the near future? (Why?)
 - e. What would be the impact on the changes?
3. How did you participate in the curriculum analysis process?
 - a. How were you selected among other teachers to participate in the process?
 - b. What was your role in the process?
 - c. What worked well?
 - d. What didn't work so well?
 - e. How could it be improved?

4. How useful is the curriculum analysis process for your teaching/instructional development?
 - a. Please give specific examples
5. How has the process influenced how you are doing your work as a teacher? Explain your answer.
6. If you were asked to give suggestion for the same process next year, what would you suggest?
 - a. In terms of the teachers selection?
 - b. Time of process- was the time adequate or not
 - c. Preparation for the process?