

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

Researchers: Aneth Komba and Richard Shukia

# Presentation outline

- \* Introduction
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# Introduction

- \* Five key curriculum reforms have been implemented in Tanzania since independence:
- \* 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.

# Introduction

- \* Reasons for the reforms:
  - \* 1. Improve the quality of teaching and learning and the overall learning outcomes
  - \* 2. Creating an education system that is relevant for Tanzanians

# Introduction

- \* Research evidence from researches on previous curriculum reforms that were implemented in Tanzania suggest that the reforms were well formulated yet, there have been many failings at the level of implementation

# Our Focus

## **Competence Based Curriculum**

- \* Emphasizes on students' competence development than acquisition of content knowledge
- \* This reform seems to be a great shift, which among other things it suggest changes in terms of curriculum implementers' perceptions, attitudes and classroom teaching, learning approaches and assessment procedures

# Our Focus (Cont.)

## Goals of CBC

- \* Streamlining teaching and learning activities in classrooms to focus on the development of prescribed students' competences;
- \* Change of pedagogy from teacher-centred to learner-centred; and
- \* Use of formative assessment and regular provision of continuous, timely and constructive feedback to inform student regarding their performance.

# Our Focus (Cont.)

## **Research evidences on implementation of CBC in Tanzanian Schools**

- \* Teacher lack of knowledge and skills for effective implementation of CBC in the actual teaching and learning process.
- \* Teacher lack of proper understanding of the objectives of CBC.
- \* Teacher failure to implement CBC in classroom teaching in terms of preparing competency based lesson plans, engaging students in teaching and learning and assessing students performance.
- \* In TTCs studies show that though tutors seem to understand CBC yet the actual instructional practices in classroom contradicts their knowledge.



# Our Focus (Cont.)

- \* General conclusion- CBC policy intentions as expressed in the formal curriculum documents differ with actual instructional practices in school and teacher training colleges i.e., CBC reform has not been translated into intended substantive changes to both the form and content of instruction delivered inside Tanzania's teacher colleges, primary and secondary school classrooms

# Researchers' assumptions

- \* 1. To achieve positive learning outcomes the CBC goals need to be aligned with among other things the curricular materials, teacher training strategies, teacher professional development strategies, teaching and learning resources and a clear incentivize strategy as away to encourage teachers to implement the new curriculum.

# Researchers' assumptions

- \* (2) The quality of implementation of any curriculum reform is largely explained by the existing accountability structures;
- \* (3) 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.

# Researchers' assumptions

- \* On the basis of these assumptions we are proposing to study:
- \* The systems and accountability structures in place to support implementation of CBC for secondary schools in Tanzania.

# Researchers' assumptions

- \* We are using systems-approach to identify:
- \* i) The relevant actors;
- \* ii) the accountability relationships between actors,
- \* iii) the coherence of the system, or lack thereof, to produce successful curriculum reform.

# Defining accountability

- \* Accountability means obligation by every member in the education system to accept responsibility assigned to them and work toward achieving objectives and expected results in accordance with set standards.
- \* It is a “two-way” relationship whereby the system can’t hold schools or other reform implementers accountable if it doesn’t provide them with the necessary requirements for the implementation of the reforms.

# Research Objectives

- \* (1) To determine accountability relationships between and among the actors and how these hinder or facilitates implementation of CBC
- \* (2) To explore the coherence of the accountability relationships between key actors in the delivery of the competence-based curriculum reforms

# Research Objectives

## **Actors relevant to the delivery of a successful curriculum reform:**

- \* The Ministry of Education Science and Technology
- \* The Ministry of Regional and Local Government
- \* The Tanzania Institute of Education
- \* The Quality Assurance Department
- \* Teacher Training Colleges
- \* Schools - Head Teachers and teachers
- \* Parents and students



# Research Questions

Objective 1: To determine accountability relationships between and among the actors and how these hinder or facilitates implementation of CBC

- \* a) Delegation - What are the specific objectives laid out by the principal to the agent(s) in the relationship?
- \* b) Finance - What are the resources provided to the agents to accomplish the objectives?
- \* c) Information - What information do the principals collect in order to monitor implementation of the reform?

# Research Questions (cont.)

- \* d) Motivation - How does the principal motivate the agents to successfully implement the reform?

# Research Questions ( Cont.)

- \* Objective 2: To explore the coherence of the accountability relationships between key actors in the delivery of the competence-based curriculum reforms
- \* a) How clear are the goals/objectives of the competence-based curriculum reforms?
  - Do actors understand the goal/ objectives and required actions?
- \* b) How adequately funded are the organizations and individuals tasked with successful implementation?
  - Focus on the production of instructional materials, pre- and in-service training of teachers

# Research Questions

- \* C) How relevant is the information collected on actors tasked with delivery of the new curriculum?
- \* ● Focus on the monitoring of teaching standards and formal and informal expectations of teachers

# Research Questions

- \* d) Are the actors delivering the curriculum well motivated?
- \* ● What is the role of the classroom environment?

# Research Questions

- \* e) What is the level of specificity, consistency, authority, power, and stability in the implementation of CBC?
- \* **Specificity**-Refers to how extensive and detailed a reform is. It requires that curriculum be provided with curriculum frameworks, guidelines and other teaching and learning facilities
- \* 1. Availability of materials like curriculum frameworks, guidelines, text books and other teaching and learning facilities

# Research Questions (cont.)

- \* **2. Consistency**-Means coherence among policies/reforms/changes that is, the extent to which policies/reforms/changes contradict or reinforce each other
- \* Examining the level of consistency between CBC and other reform efforts/ changes at the school, district, region and national levels
- \* Question- Is CBC consistent with other school, district, region and national levels reforms that have been implemented since its inception?

# Research Questions (cont.)

- \* 3. **Authority**- Explains the level of ownership of the curriculum reform by teachers
- \* Questions-1. Are the teachers corroborating in implementing CBC?
- \* 2. What support is provided by parents and the community?



# Research Questions (cont.)

- \* **4. Power-** Mechanisms for holding key actors accountable

- What are the available mechanisms to hold teachers accountable for the proper implementation of CBC curriculum?

# Research Questions (cont.)

- \* **5. Stability**- represents the extent to which people, circumstances, and policies remain constant over time
- \* Examining the stability of the policy environment since introduction of CBC
  - Is the educational policy environment in Tanzania since the implementation of CBC stable?

# Research Methodology

- \* Concurrent mixed methodology in which both qualitative and quantitative data will be collected at the same time.
- \* Data will be collected from seven districts that will be randomly selected from seven educational zones in Tanzania. Hence, each zone will be represented by one district. Attempt will be made to ensure that schools are selected to represent rural and urban areas
- \* In each zone one TTC will be purposefully selected

# Significance of the Study

- \* It is expected that the findings from this study will inform policy makers on accountability structure required to be in place to enhance curriculum reforms implementation process in Tanzania and other developing countries.

# THANKS FOR THE ATTENTION!!!!

