



The Elements of Competence-Based Education and Training in the Tanzania Education and Training Policy 2014 (2023) Edition

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Abstract. *The Education and Training Policy (ETP) that accommodates the historical events and current discourses in education enhances more positive changes in the country's education and training sector. In this article, review is made on the Elements of Competence-Based Education and Training (CBET) in the Tanzania ETP of 2014 (2023) Edition. The aim of this review focuses on the question: Does the current ETP 2014 (2023) Edition feature elements of CBET, since the approach to education and training is that of competence-based? The purpose is to enhance positive implementation of the policy. Extensive literature review assisted in understanding common CBET elements inquired by authors. Dillon's theory on the Questions of Curriculum informed the review. The information was generated by adopting the Wellington's data enquiry framework. The analysis was done in content-wise. The elements of CBET found in the policy were: the philosophy of education and training, the system and structure of education and training, the student, the teacher, the activity, the content, the milieu, and the assessment. A conclusion was made that in practice the elements featured in the policy are inseparable. Each element depends on the others. The coordination among one element should not dominate the others. Emerged challenges are to be enacted. This will make the implementation of the policy more successful and productive. Recommendations are given that the policy could be used as a guide to scrutinise the policy content, as well as a lens to identify the focus of the content and related discourses such as CBET.*

Keywords: *Competence-based education and training, Curriculum elements, Horizontality and verticality approach, Tanzania Education and Training Policy of 2014 (2023) Edition, Theory on questions of curriculum*

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1. Introduction

Education scholars have affirmed that Competence-Based Education and Training is an approach to the discipline of education which has no single definition of its own. Authors define CBET according to its varying contexts and the use (Bushway, Dodge & Long, 2018; Dismas,

Nzima & Kimaro, 2023; Tambwe, 2019; Wong, 2020). The term competency is referred to as “the ability to apply or use a set of related knowledge, skills, abilities, and intellectual behaviours required to successfully performing tasks in a defined setting” (Bushway et al., 2018, p.1). In the same vein Wong, (2020) differentiates competency and competence in the context of human

resource field that the latter is more task-oriented functional approach explains the results expected. As for this article, ideas have been borrowed from Pinar (2007) on the intertwined theory of verticality and horizontality approach in understanding the meaning of Competence-Based Education and Training. The verticality approach to CBET could refer to the “intellectual history of [education]” (Pinar, 2007 p. xiii). The intellectual history of the discipline of education relates to eras in educational developments which informs Competence-Based Education and Training. Whereas the horizontality approach to CBET deals with the “present circumstances” (Pinar, 2007 p. xiv) which are analyzed in conjunction with the social, political and economic milieu that influence regional, national, and international discourses in education such as competence-based education and training. Thus, in the context of this article, CBET could be understood as:

an approach to education and training that acknowledges individual’s engagement with education and training historical contexts and current societal discourses in learning. This engagement calls for full involvement of individuals and together with educational institutions in the use of knowledge, skills, and positive attitudes towards expected outcomes in different settings of levels of education and training.

Competence-based education [and training] is characterized by having specific skills and abilities required for the selected job carefully, learning the knowledge required to perform a particular tasks, designing teaching materials which are helpful for teaching specific skills, selecting a friendly teaching methods which rely with the content of study, assessing the students prior knowledge, maintaining the conducive environment for learning and teaching must be flexible with the use of different methodologies (Kizi & Kizi, n.d.).

In China, the government develops a lot of efforts to ensure provision of quality and world leading education system from pre-schools to higher education. In response to that, the Ministry of Education guides curriculum implementers to equip learners with capacities related to moral and political education, developing educational materials, fostering digital education and artificial intelligence capacity, raising teaching standards in all levels of education, increasing the enrolment trend as well as integration of vocational and general education pathways in order to produce graduates who are competitive at the job market for individual and national economic development (China’s National Education Plan, 2025).

In German, the educational policy had undergone several reforms to comply with the societal changes. The guiding principles in provision of education include; equal opportunities for learners, personalization and individualization in learning, lifelong learning, vertical transition from lower level to higher level of education and horizontal transition on educational levels. The stakeholders in educational processes are committees, unions, parents, learners and governing bodies. Both theoretical and practical methods are emphasized in teaching and learning to ensure that learners capture the intended skills effectively which are proposed by industries. This helps to reduce unemployment rate as graduates fits in the job market (Beutner & Pechuel, 2017).

In Vietnam, teaching and learning methods which encourage learners’ participation in the educational processes are seen as a starting point towards the implementation of the competence-based education. Those methods include project work, problem solving techniques, individual learning, group discussion and experiential learning. Teachers are required to expose students more in extra-curricula activities, to be role models and mentors. Students are expected to be active in learning processes by revealing their knowledge and understanding towards the phenomena which are taught (Duong & DeJaeghere, 2022).

Currently, the educational reforms in Kenya have adopted the inclusion of competence-based education in the educational training policy for the purpose of ensuring the knowledge and skills which are equipped to learners align with the societal needs. In order to fulfil the needs of competence-based education the government officials are obliged to allocate sufficient resources (textbooks, teaching aids and technological resources) in educational institutions, funding teacher training programs related to competence-based education and teachers to develop conducive environment which are suitable for adoption of competence-based education (Jepchumba & Kirimi, 2024; MOE, 2018).

In Tanzania, the education and training policy of 2014 (2023) Edition has adopted competence-based education and training approach to ensure that learners are equipped with skills which are helpful in identifying the job opportunities and solving the real-life challenges. Some issues have been pointed out in various sub-sections of the policy including environmental education, science and technology, language of instruction, inclusive education, 21st century skills, as well as diseases and disasters which are in line with CBET aimed at promoting understanding and appreciation of Tanzanian culture, traditions, and customs, respect cultural differences and have positive perspectives (historical perspective), strengthening

collective responsibility in improving the health and well-being of people and communities, gender equality and sustainable management and conservation of the environment (current issues perspective), and enabling Tanzanians to understand, protect and uphold the principles of national ethics and integrity including humanity, patriotism, unity, transparency, honesty, accountability and to appreciate civil rights, responsibilities and corresponding duties (historical & current issues perspectives). All these objectives unfold the approach to education and training that is competence-based (MoEST, 2023a).

This article reviews Elements of Competence-Based Education and Training in the Tanzania Education and Training Policy 2014 (2023) Edition. Competence-Based Education and Training is one of the historical discourses in education and training that needs to be interpreted into practice in line with the policy (MoEST, 2023a). Literature reviews have evident the call to own and use the ETP 2014 (2023) Edition in the field of education and training in the country. Also, literature encourages practitioners and researchers in the field to widen the awareness of discourses such as CBET in executing teaching-learning and assessment, research, social services as well as economic growth (Hoadley, Jansen, Reed, Gultig, & Adendorff, 2012; McLaren & Crawford, 2010; MoEST, 2023a). The Tanzania Education and Training Policy 2014 (2023) Edition is an official reviewed curriculum-document owned by the Government of Tanzania and authored by the Ministry of Education, Science and Technology (MoEST) of the United Republic of Tanzania (URT). In 85 pages, the policy which is in English Language version provides information about the nature, the elements and the expected practices of the ETP in the context of Tanzania. The Kiswahili version of 80 pages is also published for the same purpose. The ETP 2014 (2023) Edition could be understood in this article as a curriculum-document, a “narrow interpretation” of the term curriculum (Graham-Jolly, 2012 p. 231). In the context of this review the term curriculum is used to mean a national official document, and a broad policy document for education and training (Hoadley, et al., 2012).

The context of existence of the Education and Training Policy 2014 (2023) Edition is the result of three main aspects echoed from the Preface section of the policy as follow: First, the Ministry of Education, Science and Technology in collaboration with the Expert Policy Review Committee members collected views from different stakeholders. These stakeholders included teachers, students and pupils, religion leaders, non-state organisations, school and college owners, different professionals, different special needs groups, and the honourable Members of the Parliament. Stakeholders’

views were analysed and used in preparation of the new version of the policy. Second, the Committee benchmarked practices from different countries to learn from their experiences. The Committee also had an opportunity to visit some of the countries for the purpose of having in-depth experiences as a contribution to preparation of the current policy version. Third and last, the Committee conducted professional analyses of the stakeholders’ views and information obtained from other countries. Through these analyses, a policy draft was prepared and discussed with stakeholders to obtain more views for improvement purposes. The final draft based on the experts’ analyses, stakeholders’ views, and the experiences from other countries, was presented to the Council of Ministers and finally received approval of the President of the United Republic of Tanzania- Her Excellency Dr Samia Suluhu Hassan on 20th October 2023.

In line with the policy review process done by the MoEST, the basic education curricula were also being reviewed by the Tanzania Institute of Education (TIE). There was a strong need to match the policy review process with curricula reforms. Thus, the Ministry also constituted a National Committee to oversee collection of stakeholders’ views and conducted curricula analyses. This Committee also presented curricula drafts in conferences organised to discuss the same and ensure that the policy direction serves as a guide to the curricula direction. On the basis of that, the curricula reforms that have been made alongside policy improvement largely took care of the stakeholders’ views together with the professional, legal and principles of curricula changes followed to completion of the current policy. The Education and Training Policy 2014 (2023) Edition has brought about major reforms in the education sector aiming at preparing citizens who are critical thinkers and a human resource that is educated, knowledgeable, and skilled with positive attitude towards contributing to the development of the nation through Competence-Based Education. The policy was initially written to all stakeholders involved in leadership and implementation of education matters in Tanzania. In the last paragraph of the policy’s Preface, Professor Adolf Faustine Mkenda the Minister of Education, Science and Technology made a call that Tanzanians to read, understand, and adhere to the policy. As for education practitioners and researchers ought to use the policy for enquiring and inquiring purposes. Therefore, it is of paramount importance that educational practices and studies such as CBET are aligned with the ETP of 2014 (2023) Edition.

Regarding the term element(s) this review article concurred with Dillon (2009 p. 345) that elements are “fundamentals...things that make up a curriculum”. These things can be used to think and act upon processing and

practicing curriculum (Dillon, 2009). Other terms which are commonly used as elements are factors, basis, components, and aspects (Ally, 2024; Kafanabo, 2024; Kafumu, Mwamakula & Ndomba, 2025; Majani, 2023; Meney, 2024; Mwanahanja, 2024; Raulent, Mwamakula, & Ndomba, 2025; Shiundu & Omolando, 1992). In this review the elements which are discussed are the philosophy of education, the system and structure of education and training, the student, the teacher, the activity, the content, the milieu, and the assessment. The rationale for this article is based on the fact that the Education and Training Policy 2014 (2023) Edition has to be realised by practitioners and researchers as a guide and a lens in inquiring educational research problems as well as related discourses. The realisation will influence on understanding the current and future practices from the policy. As a result, discussions could be made regionally, nationally and internationally for better implementation of the policy. Thus, the aim of this review focuses on the guiding main question that: - If the approach to education and training in Tanzania is that of competence-based, in so far does the current ETP 2014 (2023) Edition feature the elements of CBET? The elements are to be known and practiced in the whole process of delivering education and training in the country. Thus, it is necessary to review these elements in order to enhance better implementation process. This assists education practitioners, researchers and policy makers to keep owning, analysing, and discussing the policy as well as making trustworthy interpretations, conclusions, and recommendations on how better the ETP 2014 (2023) Edition communicates the CBET approach to education and training. As a result, Tanzania will make progress in reaching its educational and training expected outcomes in different levels of education and training.

2. Literature Review

2.1 Theoretical Framework of the Review

This review article is guided by Dillon's (2009) theory on the questions of curriculum, Dillon's (2009) questions of curriculum are categorised into three parts: (i) the nature of the curriculum, (ii) the elements of the curriculum, and (iii) the practice of the curriculum. According to Dillon (2009, p. 344), the answers from the three questions enabled education practitioners and researchers to understand broadly "the basic things involved in curriculum and the basic things to ask about these things". As for this article, the introduction part and the first part of the literature review focus on the nature of ETP 2014 (2023) Edition. Further, questions on the elements of CBET in the ETP 2014 (2023) Edition are asked in the process of developing this review. Hence, for the purpose

of this review article the first two categories of questions on curriculum were more referred to than the third category in order to make the review more focused.

2.2 The Structure and Content of the Policy

The ETP 2014 (2023) Edition is preceded by preliminary pages which are; table of contents, abbreviations, and definitions of terms used in the policy. Preliminary pages end with a preface that traced the genesis of the review of the ETP processes to its completion as explained in the introduction section of this review. The scope of the policy is built up by seven key themes originating from the challenges in the provision of education and training as addressed from the previous ETP of 2014. These challenges were:

- (i) The education system focusing more on general education and lacking diverse opportunities for education and training tailored to different learning needs and methods according to the environment.
- (ii) Curricula at various levels of education and training not meeting the requirements of economic, social, scientific and technological changes.
- (iii) An inefficient system for controlling and certifying education and training at all levels.
- (iv) Shortage of a sufficiently skilled workforce with the knowledge and skills required for various sectors.
- (v) Weak management and operation system of education and training.
- (vi) An uncertain and sustainable system of education and training with various and sustainable sources, and
- (vii) Failure to address emerging issues affecting the provision of education and training.

The addressed challenges in section 1.11 of the ETP 2014 (2023) Edition form the guiding scope of contents of the reviewed policy. The content of the policy is synthesised into five chapters namely: Chapter One "Introduction and the Current State". This chapter introduces the landscape of education reforms in Tanzania since 1961 to the present. The chapter states challenges encountered in the process of implementation of the 2014 ETP and the way forward in responding to the need of a new direction in the Education and Training Policy. Regarding the current state of education and training, the chapter detailed

description of the system, structures and procedures behind education and training in the country.

Chapter Two is about “Importance, Vision, Mission and Objectives of the Policy”. This chapter carries the whole nature of the ETP 2014 (2023) Edition and its strategic features which are rooted under the philosophy of Education for Self Reliance. Chapter Three deals with “Arguments, Issues and Policy Statements”. The chapter describes arguments, states goals and policy statements behind the system, structure and flexible procedures on education and training. Chapter Four concerns “Legal Framework”. The chapter starts with issues which will be amended due to the review of the Education ACT, Chapter 353 which is an ACT to provide for better development of education system. The chapter ends by providing a list of the laws governing institutions that are to be reviewed. The last chapter is Chapter Five on “Institutional Structure, Monitoring and Evaluation”. The chapter outlines issues on the institutional structure which starts from community level to the national level, monitoring and evaluation of the policy implementation. This chapter ends with a conclusion which reiterates the seven key challenges of the ETP (2014). These challenges were used as a road map to address the key content of the reviewed ETP 2014 (2023) Edition in order to guide education and training in Tanzania.

2.2 Previous Related Studies

Some scholars have contributed to studies on the implementation practices of the Tanzania Education and Training Policy 2014 (2023) Edition and related issues. For example, Raulent et al., (2025) conducted a study to assess the realization of students’ talents in secondary education curriculum for industrialization purpose in Buchosa District-Mwanza, Tanzania. The study aimed to determine how secondary education curriculum influence students’ talents realization for industrialization purposes. Dewey’s theory of Learning by Doing was employed. The study adopted mixed method under embedded research design. Sample sizes of 140 out of 145 participants were obtained through both probability and non-probability sampling. These include 88 students, 44 teachers, 4 heads of school, 2 Ward Education Officers, 1 Secondary school Quality Assurer, and 1 District Secondary Education Officer out of a total population of 3,444 people. Data was collected through questionnaires and interview guides. Quantitative data collected were coded using descriptive statistics with the help of Statistical Package for Social Science version 16, then presented in tables, frequencies and percentages. Qualitative data were analysed thematically and presented in narratives. The study findings revealed that effective methods for identifying and nurturing students’ unique abilities and interest should be integrated in secondary education

curriculum. Also, examining the benefits obtained from realizing students’ talents for industrialization purposes, thus, enhancing educational quality, boost students’ self-esteem and motivation, help to build students’ decision-making abilities, also it offers students healthy for stress and frustration management, contributing to better overall mental health. The study recommends that the government should decentralize the curriculum, invest in technical and vocational training, changing community mind sets, improving assessment and evaluation methods, and introducing talent realization programmes within academic studies. Thus, similar to the present review article, the study by Raulent et al., (2025) dealt with CBET element of the students.

Further, Karogi and Haule (2025) investigated on the availability of school infrastructure for the effective implementation of the Tanzania Education and Training Policy 2014 (2023) Edition in public secondary schools within the Mpimbwe District Council in Katavi Region. The study approach was qualitative with a case study design. The data were collected through questionnaires for teachers, and interviews with heads of school. The findings highlighted the current inadequate school infrastructures include: classrooms, science laboratories and unreliable electricity. The study concluded that the critical shortage of science laboratories, libraries, Information Communication Technology (ICT) facilities, and electricity hinder the effective implementation of the ETP of 2014 (2023) Edition. The study recommends that the quality of education should be enhanced by the district under the study to collaborate with stakeholders and implement the programme on maintenance and repair of infrastructures needed to enhance the process of implementing the studied policy. In relation to the existing study, the CBET element under the study by Karogi and Haule (2025) was teaching and learning resources including infrastructures.

Furthermore, Kafanabo (2024) conducted a study on curriculum changes and professional development in Tanzania schools. According to Kafanabo (2024), changes in curricula are important phenomena in any education system. For these to be effective, there is a need to involve teachers in professional development programmes regardless of their educational background. Thus, this study provides insights into the effectiveness of professional development programmes concerning several curriculum changes made in Tanzania’s secondary schools. The study was quantitative informed by a survey design. The data were collected in Dar es Salaam and Mtwara Regions through a survey involving 272 secondary school teachers. The findings revealed that few teachers have been able to attend proper coordinated professional development programmes, such as short courses, seminars and workshops. Also, most teachers

have experienced at least 2 to 3 national changes of the school curricula in their teaching career, which makes it imperative to have continuous training and retraining. Nevertheless, Kafanabo (2024) was of the view that these teachers have encountered problems in coping with the changes made in curricula, while the authorities have failed to provide the necessary assistance to enable them cope with these changes. The study recommends that the ministry responsible for education, in collaboration with other education stakeholders including the TIE should have a comprehensive plan that should reach out to as many teachers as possible on the ground to effectively cover crucial issues that are needed to bring positive change to student performance. The CBET elements from this study focus on the students and the content of a subject.

In the similar vein Meney (2024) had conducted a study to assess the preparedness of public primary schools in Mbulu Town Council, Manyara Region in Tanzania for the implementation of educational reforms. The study employed a convergent design within a mixed-methods approach. Questionnaires were administered to teachers. Interviews were conducted with head teachers, and Ward education officers. The study findings indicated that teachers are somewhat prepared for reform implementation, with engagement in self-directed learning and awareness of educational reforms. Also, Ward education officers who were trained on the reforms have been instrumental in disseminating knowledge to teachers. However, according to Meney (2024), challenges such as inadequate teaching and learning resources were highlighted, including shortage of classrooms and books. In general, while there is moderate preparedness, addressing resource inadequacies and providing comprehensive training is essential for successful reform implementation in public primary schools. The study recommends that there should be consistent provision of resources and comprehensive training programmes to enhance readiness and ensure uniform implementation of reforms. Thus, the study implies that Meney (2024) dealt with CBET elements of teachers, together with teaching and learning resources.

Nevertheless, Ally (2024) studied about a national e-assessment implementation framework: assessing readiness in secondary schools and teachers' education in Tanzania. The background of the study shows that nearly every aspect of teaching and learning in the education sector in Tanzania had undergone a technological and pedagogical shift globally. This is due to the outburst of the COVID-19 pandemic and the digital advancements as two major factors that have geared and transformed the sector practically. Due to the rapid population growth and the fee-free education policy, candidate enrolment is constantly expanding, so it is crucial to devise an

efficient, cost-effective, and secured approach for conducting educational assessments. Ally (2024) explores the possibilities of implementing a national e-assessment system for teacher education and secondary schools in Tanzania. Considering that the e-assessment philosophy is diverse, interdisciplinary, and multidimensional, a holistic research approach focused on library search, document review, and international benchmarking was applied. The assessment adoption framework and its design are based on expert opinion. The data used for theoretical and qualitative analysis was retrieved from the candidate and school registration portals. The study suggests that e-assessment in Tanzania is an inevitable part, especially in the educational system of the 21st century. More importantly, the findings show that e-assessment for teacher education appears to be more pressing as it can be deployed quickly given the computing status and educator readiness in teacher training colleges. For secondary education, e-assessment seems possible in about 6.4% of all schools that currently offer computer science as a subject. To facilitate a seamless adoption process and secure registration of examination centres, a national e-assessment framework is proposed. The framework is tailored to the local context as it applies adaptive staging, on-demand, and ready-to-go approaches to ensure the adopted solution is feasible and sustainable. Through this framework, one can tell whether certain schools are prepared to switch from conventional pen-and-paper exams to e-assessments. As for this study, the element of CBET that is e-assessment was discussed by Ally (2024).

2.3 Literature Contribution to this Review

The reviewed literature broadened ones' knowledge of studies focusing on the implementation practices of the Tanzania Education and Training Policy 2014 (2023) Edition and related discourses. The studies reviewed were conducted in Tanzania but in different schools contexts within different regions namely: Mwanza, Katavi, Dar es Salaam and Mtwara, as well as Manyara. The research approaches employed were mixed research (Kafanabo, 2024; Meney, 2024; Raulent, et al., 2025) and qualitative research (Ally, 2025; Karogi & Haule, 2025). In addition, Ally (2025) conducted an extensive literature review. In general, most of the findings showed the extent to which ETP 2014 (2023) statements are currently practiced in schools and/or in educational institutions. Recommendations were made to encourage the MoEST to collaborate with stakeholders in education and training in order to enhance the process and practices of implementation of the current ETP.

2.4 Lacunae in the Reviewed Literature

From the perspective of the existing article on the review of elements of CBET in the ETP 2014 (2023) Edition, Raulent, et al., (2025) study focused on the element of students in secondary education, and Ally, (2025) looked at the e-assessment element in secondary schools and teacher education. Kafanabo (2024) addressed two elements which inform CBET. The first element is the secondary school teachers. The second element is the curricula or content. Similar to Kafanabo (2024), Meney (2024) also studied on the element of the teachers, but from the context of primary school teachers while Kafanabo (2024) dealt with secondary school teachers-a similar context with Karogi and Haule (2025). In contrast, while Kafanabo studied on the element of curricula related issues, Meney (2024), together with Karogi and Haule (2025) studied on the element of teaching and learning resources including infrastructures. Thus, based on Dillon's (2009) questions on elements of curriculum, the reviewed literature shed light on some of the elements of CBET in the ETP of 2014 (2023) Edition. This review article analyses and discusses more elements of CBET informed in the studied policy. These elements are to be studied and presented in order to sensitize education researchers and practitioners to look at different angles of CBET elements in the process and practices of implementation of the current ETP in Tanzania. If the key question is not responded to, then the intended processes and practices of CBET elements may not be realised.

3. Methodology

3.1 Research Approach and Design

A qualitative approach and case study design were employed by the researcher for deeply understanding the ETP of 2014 (2023) Edition. The purpose was to gaining knowledge on the elements of CBET featured in the studied policy. Under case study design, the researcher focused the review on the ETP 2014 (2023) Edition as the main document for research and other related literature which were reviewed extensively (see ref 2.0 of the article). This approach and design enabled the researcher to gain comprehensive insights on the structure and content of the policy under the study, together with its elements of CBET (Bowen, 2009; Creswell & Creswell, 2023; Dillon, 2009).

3.2 Samples and Sampling

In this study, the researcher employed purposive sampling in selecting one main curriculum document- the ETP 2014 (2023) Edition. The policy provided information on structure and content as well as elements of CBET featured in the policy. The purposive sampling technique used was instrumental in finding answers to the question asked on the aim of this review (see ref 1.0 of the article). This is also supported by Chiligati and Laiser, (2025) that reliable samples and sampling procedures enhance positive accomplishment of the opted study.

3.3 Data Collection Tools

In this review article, the researcher adopted document research as a tool for data collection. The acknowledgement is made that document research keeps records that trace their history and shed light on current issues (Bowen, 2009; Creswell & Creswell, 2023; MacCulloch, 2012; Mertens, 2015; Nieuwenhuis 2007). The ETP 2014 (2023) Edition serves as the main or primary source of data for this study (MoEST, 2023a). In addition, related scholarly articles, national policies, international policies, and professional publications were also used as secondary sources of information to inform the study (Bowen, 2009; Creswell & Creswell, 2023; MacCulloch, 2012; Mertens, 2015; Nieuwenhuis 2007).

3.4 Data Collection Procedures and Analysis

The review process adopted the Wellington's (2000) enquiry framework for generating information from documents. The framework involves asking detailed questions on the authorship, context, audience, product, intention, presentation, appearance and image as well as style, function and genre (Wellington, 2000). As for the purpose of this article only key questions based on authorship, context, audience, intention and presentation were asked. The answers obtained from these questions assisted in understanding the literal meaning and interpretive meaning of the ETP 2014 (2023) Edition. In similar context, questions on curriculum elements proposed by Dillon (2009) were used to find data on elements of CBET in the studied policy. These questions are detailed asked at the beginning of each element involved in the analysis of data (see section 4.0 of this article).

Regarding data analysis, content analysis method was used to synthesise the required information (Bowen, 2009). The content of ETP 2014 (2023) Edition was categorised according to the available chapters in the policy. Themes were coded based on related curriculum

elements by Dillon (2009) and contextualised as CBET elements. Questions on each element guided the flow of the analysis, presentation, and discussion (Bowen, 2009; Creswell & Creswell, 2023; Dillon, 2009).

3.5 Research Trustworthiness

The trustworthiness of the information from the document was centred on the credibility of the available information on the article due to in-depth review of various related literature. Also, the methodology which was based on enquiry information framework and asking questions on CBET elements added evidence into the dependability of information from the document(s). In addition, the confirmability of the information drawn from the ETP 2014 (2023) Edition was discussed with due consideration of questions on the elements and the main guiding question of the study (Bowen, 2009; Creswell & Creswell, 2023; Guba & Lincoln, 1989). Furthermore, the researcher followed research ethics including; identifying beneficial research problem which fit with the current issues on education and training in Tanzania as the government insisted CBET since 2023, avoiding academic plagiarism through paraphrasing and citing other scholarly works, and avoiding deceptive practices such as data cooking as the researcher presented the data which found in the ETP 2014 (2023) Edition (Creswell & Creswell, 2023; Guba & Lincoln, 1989).

4. Results and Discussion

This article aimed to find out if the current ETP 2014 (2023) Edition features the elements of CBET since the policy advocates for competence-based approach to education and training. The findings reveal that elements of CBET inform the content of the ETP 2014 (2023) Edition. These elements are: The philosophy of education and training, the system and structure of education and training, the student, the teacher, the activity, the content, the milieu, and the assessment. The elements are analysed and discussed as follows:

4.1 The Philosophy of Education and Training

The first element is the guiding philosophy of education and [training] in Tanzania. Questions related to the philosophy that guide education and training could ask: What are the goals, objectives, philosophy, aspiration and assumptions on education and training (Dillon, 2009). According to sub-section 2.1.1 of the ETP 2014 (2023) Edition, the philosophy of Education for Self-Reliance (ESR) guides the provision of education and training in the country. This philosophy was firstly advocated by the first President of the United Republic of Tanzania-Julius

Kambarage Nyerere in 1967. Initially the philosophy had more positive implications to political and economic plans of the country (Mhando, 2012; MoEST, 2023a). In the present era of science and technology the notion of the philosophy of ESR could be learned and interpreted in line with elements of CBET. Thus, the main theme of the philosophy is grounded in the emancipatory approach to education which entails a reciprocal relationship between self-reflection and action in informing competence-based education (Freire, 1997; Grundy, 1987; Komba & Shukia, 2023; McLaren & Crawford, 2010; Nyerere, 1967).

In line with the guiding philosophy of education, section 2.2 of the ETP 2014 (2023) Edition, states three main strategies of the policy aiming at instilling in Tanzanians the principles of patriotism, ethics, skills, and enabling self-reliance as explained in sub-sections 2.2.1, 2.2.2 and 2.2.3 as follows: (i) the vision of the policy is to have an educated Tanzanian equipped with knowledge, skills, and a positive attitude enabling them to contribute to the sustainable development of the nation, (ii) the policy mission is to enhance the quality of education and training by establishing systems and procedures that enable a large number of educated Tanzanians with skills and a passion for lifelong learning to contribute to the achievement of the nation's development goals, (iii) the policy specific objectives. The policy aims to have:

- (i) A flexible system, structure and procedures enabling every Tanzanian to develop themselves in various academic and professional paths.
- (ii) Various opportunities for education and training in the country.
- (iii) Education and training of recognized quality standards regionally, nationally and internationally.
- (iv) A sufficient and competent workforce to align with national and international priorities.
- (v) Effective management and operation of education and training in the country.
- (vi) A sustainable financing system for education and training in the country; and
- (vii) An education and training system that considers cross-cutting issues including environmental health, diseases and disasters, research and development of the education sector; and public-private partnership in the provision of education and training.

The above philosophy of education and [training], vision, mission and objectives of the ETP 2014 (2023) Edition,

are informed by the emancipatory approach to education which necessitates critical thinking, critical participation between students and their facilitators to develop consciousness in education and live as educated individuals. The attributes of the emancipatory approach to education reflects the strategies which the policy engages with in order to embrace the principles of CBET. These attributes are: participation, cooperation, relating theory and practice, human value, confidence, self-development, productive life skills, discovery, creativity, competitiveness, respect for quality, entrepreneurship, discovery, investigation, and ability to evaluate (Becker & du Preez, 2014; Freire, 1997; Grundy, 1987; Komba & Shukia 2023; McLaren & Crawford, 2010; Mhando, 2012; Nyerere, 1967). For this reason, the principles of the philosophy of Education and [Training] for Self-reliance, vision, mission and objectives of the ETP 2014 (2023) Edition are highly valued to lay the foundation of understanding CBET in various levels of education and training in Tanzania.

4.2 The System and Structure of Education and Training

The second element is the system and structure of education and training in Tanzania. The current system and structure of education and training enhance the process and the practice of CBET. Key questions could be asked: What role does the education and training system, as well as the structure contribute to the nation? In chapter three of the ETP 2014 (2023) Edition, section 3.1.1 a description is given that the Government aimed to establish a flexible and efficient education and training system that increases the number of educated and skilled citizens in various fields to meet the needs of the nation and the global job market. For this reason, the policy made a number of statements (ref. From sub-section 3.1.1.1 to 3.1.1.11 of the ETP 2014 (2023) Edition which form the basis for the process and the practices of CBET. The key content of the statements include: establishment of an inclusive system of education and training, education system to develop competence, formal system of education be divided into levels, education and training system be 1+6+4+2/3+3+, provision of compulsory education for 10 years, provision of general and vocational education at respective levels, as well as the government to establish and oversee a national system for the comparability and awards at all levels of education and training. The system and its structure of education and training in the country provide a framework for delivery knowledge, skills, values, influencing everything from individual's development to national economic growth. These give room for processing and practising CBET (Dismas et al., 2023; Komba & Shukia, 2023; MoEST, 2023a; Rodriguez-Segura & Mbiti, 2022).

4.3 The Students

The third element is the student. The possibilities of questions regarding the student include: Who should be taught? What are the characteristics of a student? Should students be considered as unique, with different needs or/and cultural backgrounds? Should they be considered passive, or active in constructing knowledge (Dillon, 2009). The ETP 2014 (2023) Edition has addressed a student by different terms depending on the context of the explanation made. For example, in section 2.1.3.1 the term a “child” is used when addressing the focal clients of pre-primary education, in other levels of education the term “students” has been used. In addition, other terms which conotate similar meanings to students are “professionals”, “experts”, “girls and boys”, “adults”, “Tanzanians” and “Tanzanian community” (ref. section 2.1.2ff; 3.2.1.2; 3.5.1;3.5.2) of the ETP 2014 (2023) Edition. This student is expected to develop levels of competence in all the domains of learning. The three main competence levels also known as learning descriptors are depicted in the ETP 2014 (2023) Edition, as they inform the specific objectives of education and training at each level of education and training in the country.

These descriptors are knowledge, skills and positive attitudes. For example, in sub-section 2.1.3.1 of the objectives for the pre-primary education is on “preparing the child holistically, including physically, intellectually, morally, socially and emotionally”, sub-section 2.1.3.2 for the primary education objectives is “to promote knowledge, skills and a commitment to ...”. Also, “to expand, strength and develop the knowledge, skills and positive attitude acquired ...” see sub-section 2.1.3.3 on secondary education, and for higher education is in sub-section 2.1.3.4. Furthermore, in the 21st century era students are perceived as clientele (Mahatmya, Brown & Johnson 2014). Students-as-clients perspective calls for students’ engagement and be responsible for education and training. According to Stanley (1977), John Dewey argues that education is not an affair of telling and being told, but an active and constructive process in which the student is required to be the vital argent. Thus, students must be valued as crucial partners in education and training (Mahatmya et al., 2014; Stanley, 1977). Therefore, the client in education context becomes the centre of teaching and learning. This client as referred to in the policy is a child, a pupil, a girl, a boy, a student, a Tanzanian who must be a valued partner in the education and training system and its practices. This calls for a student-centred approach in academic career that characterised competence-based education and training.

Nevertheless, in line with CBET approach to education and training requires that the student is the focal point of teaching and learning. The student-centred approach aims

to make the following to the students: (i) become comfortable and interested in their work, (ii) experience a sense of accomplishment in their daily life, (iii) be active in the learning process, (iv) provide opportunities for creativity and self-expression, (v) foster a sense of responsibility and cooperation among students themselves, and (vi) teach students how to appreciate and value aesthetics and nature (Bushway, Dodge, & Long 2019; Mahatmya et al., 2014; Munisi, 2017; Raulent et al., 2025; Stanley, 1977). The student is given the first priority in teaching and learning so as to act and reflect on what one's has learned. As a result, a student must be cared in the meaning that a student partnership in career making or lifelong learning becomes essential through CBET (Bushway et al., 2019; Mahatmya et al., 2014; Raulent et al., 2025).

In general, the policy plans for the provision of education and training is that of opportunities to students without discrimination based on gender, race, ethnicity, religion, disability, social status or income as stipulated in sub-section 3.2.1. and 3.2.2 of the ETP 2014 (2023) Edition. The policy is aligned with the Sustainable Development Goal 4 that is to "...ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" at all levels of education and training (MoEST, 2022). In addition, the policy acknowledges the need to identify and develop students' talents and abilities-sub-section 3.2.3. Further, adult and lifelong education opens doors for education to all without discrimination based on age or gender-section 3.5 of the ETP 2014 (2023) Edition. For this reason, the policy un-park and broadened the understanding of the concept of inclusive education to include the diverse needs of all learners as identified in different ways of identifying a learner in the context of the policy (Dismas et al., 2023; MoEST, 2023a; MoEST, 2022; UNESCO, 1994). However, the policy is accredited for acknowledging that it needs to improve the system of education and training in delivery of inclusive environment to provide equitable opportunities for all students to learn as stated in sub-sections 3.2.2.1 and 3.2.2.2 of the policy, as well as establishing a system that identifies talents and abilities more broadly, rather than solely relying on academic performance in examinations as stipulated in sub-section 3.2.3 of the ETP 2014 (2023) Edition. Nevertheless, the opportunity for adult and lifelong education is essential due to social, scientific, and technological changes to all who are considered as students. Therefore, in the policy, different opportunities for education and training could address both the equal and equitable opportunities.

4.4 The Teacher

The fourth element concerns the teacher. Possible questions about the teacher include: Who is expected to

teach students? What are characteristics of his or her role as an instructor, a transmitter, or a facilitator (Dillon, 2009). According to the ETP 2014 (2023) Edition section 3.12, there is a great need for competent and adequate "human resources" that is teaching staff at all levels of education and training. Competent teachers become facilitators and not instructors in the whole process of teaching and learning for CBET. As facilitators teachers are to be active, empowered scholars who demonstrate creative thinking and willing to share experiences with co-teachers and students As a result, these facilitators are regarded as role models for students and peers in teaching, research, service, and economic growth (Dismas et al., 2023; Hoadley, et al., 2012; Kafanabo, 2024; Majani, 2023; McLaren & Crawford, 2010; Meney, 2024). However, the policy in its sub-section 1.2.5.2 highlighted the need to enhance the management of academic staff and teaching profession under a common board of regulators. This plan could be considered beneficial to speed the process of following-up matters on competence-based education and training in the country as also recommended in the literature review by (Dismas et al., 2023; Kafanabo, 2024; Majani 2023; Meney, 2024).

4.5 The Activity

The fifth element is the praxis-oriented approaches to teaching and learning. The activity main question is how to teach? Which means, methods, actions to facilitate teaching and learning (Dillon, 2009). The praxis-oriented approaches to teaching and learning ensure that the students are central to the teaching and learning process as earlier explained in the second element. Teaching and learning methods and strategies such as problem-based learning, project-based learning, and service learning, critical dialogue, stories, texts, and study tours could be considered to enhance competence-based education (Bushway et al., 2019; Dismas et al., 2023; Kafumu et al., 2025; Mashingia, 2023; Munisi, 2017; Mwanahanja, 2024; Shiundu & Omulando, 1992). Section 3.3, 3.6.3, and 3.6.4 of the ETP 2014, 2023 Edition directs that teaching and learning methods are to be employed with sophisticated technologies including ICT so as to make teaching and learning process more relevant in the 21st century (MoEST, 2023a). The policy goal here is to establish a conducive- environment and use of technology to increase efficiency in the delivery of education and training (MoEST, 2023a). Also, the policy calls for the need for effective teaching of the ICT as the result in different levels of education and training Computer Science is currently be taught despite the shortage of equipment and human resources in teaching ICT (Kafumu et al., 2025; Karogi & Haule 2025; Majani 2023; Meney, 2024; MoEST, 2023a; Mwanahanja, 2024). Nevertheless, since the MoEST collaborates with the Ministry of Information, Communication and Technology (MoICT)

strategies for delivering of education and training via digital services needs to be included in the policy and being monitored to avoid the misuse of these services. Thus, the role of ICT in enhancing competence-based education is very vital. The policy could elaborate it more on various ICT issues like the use of Artificial Intelligence (AI), podcasts and social media (MoICT, 2023).

4.6 The Content

The sixth element is the content of the subjects or courses offered to students. Questions which could be asked are: What should be taught? Who determines what should be taught (Dillon). The content results into a more competent and prepared graduates, citizens and workers. Thus, the content is engaged with the teaching of disciplinary, transdisciplinary, interdisciplinary and aesthetic content of the subjects or courses. This kind of content covers the historical and current issues which empower students in their profession and specialisation (Bushway et al., 2019; Kafanabo, 2024; MoEST, 2023b; Munisi, 2017; Pinar, 2007; Pinar, 2010). By developing such subjects or courses-content it will enhance a more powerful and profound understanding of subjects or courses disciplines and discourses (MoEST, 2023a; MoEST, 2023b; Munisi, 2017). Also, the content includes disciplinary content and the cross-cutting themes as explained from section 1.7 to section 1.9 together with section 3.6.3 and 3.17 of the ETP 2014, 2023 Edition. These themes are Environmental Education, Health Education on reduction of the spread of Human Immune deficiency Virus (HIV) and Acquired Immunodeficiency Syndrome (AIDS), diseases and disasters preparedness, languages such as Kiswahili, English, Sign Language, tactile sign Language and Braille Language, as well as science and technology. Hence, the wide varieties of content will enable students to have wide areas of choosing subjects for competence-based learning (Kafanabo, 2024; MoEST, 2023b, MoICT, 2023; Munisi, 2017).

4.7 The Milieu

The seventh element is the milieu. This is about teaching and learning environment and resources. Possible questions about milieu are related to where and when education and training take place (Dillon, 2009). Section 3.6.4 of the ETP 2014 (2023) Edition is on teaching learning resources and tools, as well as section 3.7 and 3.8 of the same policy is on infrastructure, and safety and friendly environment in the provision of education and training (MoEST, 2023a). Thus, the policy emphasises the availability of resources which include high-quality textbooks, laboratory chemicals, machinery and workshops materials, equipment and tools to meet students' needs in the 21st century. Furthermore, the

availability of essential social services such as food and nutrition, clean and safe water, health facilities, electricity, communication and transport are very good examples of satisfactory service environment for the delivery of competence-based education (Karogi & Haule, 2025; Meney 2024; MoEST, 2023a).

In addition, the policy stresses to have an efficient system for preparation, printing and distribution of all teaching and learning materials as well as allocation of sufficient financial resources to meet the needs of students. Students in different levels of education and training are to promote culture of reading and strengthen library services and alternative knowledge acquisition methods (MoEST, 2023a). Thus, for the CBET approach to be efficiently practiced to our student teachers should consider a multicultural teaching and learning environment that can enable a space for inter-cultural learning environment to enhance knowledge, skills and positive attitudes (Karogi & Haule, 2025; Meney, 2024).

4.8 The Assessment

The eighth and the last element is assessment. According to Dillon (2009), it is very important to make decisions on the purposes of assessment in teaching and learning. Questions include: How will the accomplished person be seen to act, feel, think? What comes of it (Dillon, 2009). In section 3.11 of the ETP of 2014 (2023) Edition, the policy describes the purposes of assessment that is to identify the progress of a student together with encountered challenges, and to give opportunities to teachers to evaluate the effectiveness of teaching and make appropriate improvements. In relation to the discourse of CBET the policy admits that the assessment practices in the policy are yet to be aligned with the principles of competence-based education and fostering the 21st century skills (MoEST, 2023a; Raulent et al., 2025). Therefore, the government has made commitment to improve the assessment system by using recognised criteria for daily student progress assessment, and final assessment to complete a respective level of education and training (MoEST, 2023a). This commitment calls for the Government to consider the essence behind assessment notions and their functions in competence-based education. Thus, the purpose and manners of assessment could be viewed from different aspects such as: assessment as learning, assessment for learning, assessment of learning, assessment and/with learning, as well as e-assessment (Bali, 2012; Beets, 2014; Raulent et al., 2025; Shiundu & Omulando, 1992).

5. Conclusion and Recommendations

5.1 Conclusion

This review article evident that the ETP 2014 (2023) Edition, features a number of elements of competence-based education and training. In practice these elements are inseparable. Coordination among the elements is very necessary, and one element should not dominate the others. Emerged challenges on the elements are to be enacted. All elements have a great contribution to the successful implementation of the policy.

5.2 Recommendations

The review recommends the following to education and training stakeholders:

1. To use the policy as a guide in order to be more familiar with the policy information, explanations and make resourceful interpretations. Likewise, use the policy as a lens to focus on the specific discourses for different purposes such as inquiries.
2. To critically think on manners of interpreting and implementing the policy to reach its education and training goals.

Thus, the ETP 2014 (2023) Edition is a useful curriculum document for guiding the nation on its education and training operations, as well as practices.

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