



The Tanzanian Competence Based Curriculum of primary and secondary schools emphasises developing skills, attitudes, and values to equip learners with 21st century competencies, green skills and inclusivity. To ensure learners developing these skills, teacher preparation and continuous professional development must critically focus on equipping teachers with such skills as well as pedagogical skills on how to foster similar competencies and skills to learners.

RESEARCH PROJECT

Strengthening Primary School Teacher Professional Development in Tanzania: Generating Evidence for Policy and Practice, STEP-STUDY Tanzania

IMPLEMENTING PARTNERS

**University of Dodoma;
University of Graz, Institute for
Education Research and
Teacher Education;
Arusha Technical College**

KEY THEMES

**Teacher professional
development
Pedagogical skills**

PROJECT BUDGET

€ 537 645

COUNTRIES OF IMPLEMENTATION

Tanzania

PROJECT DURATION

18 months

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Supporting teachers in implementing the curriculum

This project provides evidence-based insights into the professional development of primary school teachers, with a focus on addressing systemic gaps and improving curriculum implementation in Tanzania. The goal is to inform teacher training, policy review, teacher training programmes and continuous professional development design, review, implementation and practice.

Key objectives

- Assess how teacher education programmes align with the requirements of the Competency Based Curriculum in Tanzania and integrate key skills such as ICT literacy, inclusivity and sustainability.
- Provide actionable recommendations to improve teacher education frameworks, strengthen capacity building and inform policy reforms.

Methods

- Mixed-method approach, combining surveys and qualitative research

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