



Dakar Office  
Regional Bureau  
for Education in Africa



# POSTGRADUATE DIPLOMA IN CURRICULUM DESIGN AND DEVELOPMENT

UNESCO (IBE, BRED, PDE/TED)  
Open University of Tanzania (OUT)  
Tanzania Institute of Education (TIE)

Jointly supported by UNESCO (IBE, BRED, Teacher Education Section), the Tanzania Institute of Education (TIE) and Open University of Tanzania (OUT), the Postgraduate Diploma **promotes training and capacity development on curricular issues in Africa within an international comparative perspective**, to contribute to the achievement of an equitable quality education.

**The Postgraduate Diploma is primarily targeted at policymakers, curriculum developers and specialists, quality assurance specialists, teacher trainers, supervisors, head teachers, teachers, university professors and researchers.**

The diploma is a conceptual and methodological tool for strengthening capacities for curricular analysis, review, evaluation, design and development at macro, meso and micro levels of the education system, with an emphasis on the school level.

## Graduate profile

- Knows, interprets and uses curriculum principles and international trends adequately to analyse, compare and evaluate different educational contexts.
- Understands, interprets and promotes the participation of different stakeholders, focusing on curricular change and development processes.
- Designs, selects and organises contents, strategies, processes and methodologies to be developed at different levels of the educational system.
- Values the relevance of curricular change and regularly monitors its implementation and outcomes.

## The concept of curriculum

*Curriculum reflects  
the kind of society to which we aspire*

We begin by recognising that there are no effective educational reform processes without a strong vision of curriculum. To further improve the quality of education, it is necessary to develop a curricular vision that justifies the relevance and pertinence of *what, why* and *how* to teach students at different educational levels, according to a society's expectations and demands.

Curriculum can be viewed as a product (the "what") and a process (the "how"). Both aspects are equally important and complementary.

A comprehensive vision of curriculum should include: learning outcomes to be achieved, pedagogical strategies related to teaching and learning processes, teaching materials for teachers and students, disciplinary contents, assessment of learning outcomes and achievements, and the management of the curriculum.

## Prerequisites for participation

- A university degree or qualification in teacher training
- Experience in teaching, school management, providing pedagogical advice related to educational policies and curriculum development
- Access to Internet
- Available to participate in the online sessions during 30 weeks
- Available to attend the face-to-face intensive session (November 12-23, 2012)

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[www.ibe.unesco.org/en/areas-of-action/what-we-do/capacity-development/training-courses.html](http://www.ibe.unesco.org/en/areas-of-action/what-we-do/capacity-development/training-courses.html)

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## Institutional Frameworks

The diploma initiative is part of the ongoing joint efforts towards the UNESCO-backed Basic Education in Africa Programme (BEAP), a multi-stakeholder initiative launched in April 2007 to support African countries in expanding, enlarging and democratising basic education. Through BEAP, international stakeholders' support is required for capacity development in curriculum and teacher education and professional development.

As UNESCO's Institute specialised in curriculum issues, the International Bureau of Education (IBE) has started the implementation of long-term, sustainable, tailored and accredited capacity development programmes on curriculum design and development. The first Diploma in Curriculum Design and Development was successfully delivered in August 2010 and 2011 in the Latin American region, as a joint initiative between the IBE, the Catholic University of Uruguay (UCU) and the UNESCO Bureau for Education in Latin America and the Caribbean (OREALC).

Tanzania is the first African country to host the Postgraduate Diploma, given the country's importance in East Africa, its leading role in curriculum reforms in the region, as well as its long-term and in-depth involvement in BEAP.

## Topics in the study plan

1. Curriculum development process
2. Curriculum development trends in the national and international contexts
3. Policy dialogue and formulation for curriculum development
4. Curriculum design approaches and models
5. Curriculum management and governance
6. Development and use of teaching and learning materials
7. Curriculum implementation process
8. Curriculum quality control and assurance
9. Assessment of teaching and learning
10. Curriculum research

### Teaching Staff:

Professors, lecturers and experts in education and curriculum from Tanzania, the East African sub-region, UNESCO, and other world regions.

**Calendar:** Academic year 2012-2013. Face-to-face session: November 12-23, 2012.

Participants will receive the IBE Curriculum Resource Pack for curriculum development, which contains conceptual frameworks with regional and international comparative perspective, a series of training activities, case studies from different regions around the world on processes of curricular change and development, a glossary of terms, and additional updated resources on curricular trends, issues and approaches.

## Summary of the first face-to-face session, Dar es Salaam, October 2011

The 2011-2012 Diploma was attended by 49 students from 18 African countries, mainly teacher trainers (32%), curriculum developers (29%), scholars, decision makers, teachers, and UNESCO staff.

More than 90% of the participants indicated that they gained awareness and competencies in curriculum development and learned new working strategies. Participants also highly appreciated the school visits organized during the session.

## Time requirements

The Postgraduate Diploma is offered on a part-time basis, including a compulsory two-week intensive session (10 days of 8 hours), followed by distance activities over 30 weeks.

A five-week period is allocated to each of the six modules of the study plan. During each module, participants work from distance through papers, case study reviews and forums. The completion of each module requires submission of a final product. All participants will be supported by tutors.