



Dakar Office
Regional Bureau
for Education in Africa



POSTGRADUATE DIPLOMA IN CURRICULUM DESIGN AND DEVELOPMENT

Programme Outline

Overview

The Postgraduate Diploma in Curriculum Design and Development is a new programme to be offered by UNESCO (mainly represented by the International Bureau of Education, Regional Bureau for Education in Africa and the Teacher Education Section), Tanzania Institute of Education (TIE), in affiliation with The Open University of Tanzania, and accredited by the Tanzania Commission for Universities (TCU, in compliance with quality assurance regulation for universities in East Africa.

The Programme is aimed at strengthening capacities among curriculum developers, teacher educators, servicing teachers as well as educational planners and policy makers at local and regional level; for the purpose of enhancing their competencies in planning, designing, implementing, monitoring and evaluating the curriculum.

The Programme includes a face-to-face training activity followed by 10 modules of distance learning activities, leading to the presentation of a final assignment that will give participants a Diploma Degree.

Background

Capacity building in curriculum and teacher training is an area where all African countries need support especially at a time when the region is harmonizing curriculum under African Union (AU), Southern African Development Community (SADC) and East African Community (EAC).

One opportunity to coordinate capacity building activities in the region is the Basic Education in Africa Programme (BEAP), a UNESCO-backed multi-stakeholder initiative aiming to support countries in expanding, enlarging and democratizing basic education in Africa. Since its launch in April 2007 in Kigali and in Maputo in 2008 at the ADEA biennale, BEAP is being implemented in 8 Sub-Saharan African countries: The Gambia, Ethiopia, Côte d'Ivoire, Tanzania, The Seychelles, Djibouti, Burkina Faso and Mauritius. Other launches are being planned to include the remaining regional African countries.



Dakar Office
Regional Bureau
for Education in Africa



BEAP has been fundamentally coordinated by UNESCO’s Regional Bureau for Education in Africa (BREDA) and led under a comprehensive implementation strategy,¹ aiming:

- to articulate the extension of the basic education cycle to cover the segment of the child’s life beginning from age 0 to 8 years;
- to ensure the exit profile of youngsters at the end of the lower secondary school cycle (at age 15 years) is such that they will continue to succeed at the subsequent levels of education or in the world of work, should they choose to enter it at this stage; and
- to provide guidance on the implications of the extension of basic education for curriculum development, curriculum transaction and assessment, learning outcomes, teacher professional development and training, financing and partnership building.

Since BEAP’s inception, curriculum change has always been at the centre of its attention. BEAP’s emphasis on curriculum, among others, is solidly founded on the in-depth and updated knowledge of education systems and ongoing reforms in Africa that UNESCO has gained through sustained collaboration and exchanges with African countries. Through this process, the trends and challenges of education, jointly assessed with BEAP countries, have continuously provided evidence that curriculum reform remains one of the most challenging and urgent agendas of countries’ education reform.

Therefore, in all the “roadmaps” that have been jointly developed with BEAP countries, it is recommended that BEAP support African countries to develop sub-regional centres for curriculum matters and capacity development, with a special view to bridging the gap between basic education curriculum and teacher education reforms.²

THE DIPLOMA

The organization of this Diploma in Africa (to be launched in 17-28 October 2011), is a joint venture between the Tanzania Institute of Education, The Open University of Tanzania, relevant UNESCO entities, as well as other key stakeholders. This cooperative effort is considered an adequate tool to develop countries curricular capacities and create a solid building block for improving the quality of curricular proposals under a long-term vision.

The Diploma aims at providing a group of curriculum specialists and policymakers with the conceptual and practical tools to conduct curriculum processes aimed at achieving Basic Education for Africa and to strengthen capacities for analysis, review, evaluation, curricular design and development at a macro and micro levels of the education system, with an emphasis on the school level.

¹ UNESCO. (2010). *The BEAP Strategic Framework for Implementation: From Policy to Action. An Articulation between ECD and Minimum 9-year Uninterrupted Inclusive Basic Education*. Dakar: BREDA. To be published.

² Cf. *Assise sur les réformes curriculaires* [International Conference on Curriculum Reforms]. (2010). Final Report. Dakar: CONFEMEN.



Dakar Office
Regional Bureau
for Education in Africa



By the end of the programme, the graduate should be able to:

Knowledge and Understanding

- a) Demonstrate an understanding of curriculum concepts, theories and issues
- b) Acquired professional skills as trainers matters

Intellectual skills

- a) Design programmes of instruction based on modern approaches to curriculum development and cross-cutting issues

Transferable skills

- a) Explore and use pedagogical knowledge and skills, didactics and reflective practices in the teaching of subjects within inclusive education settings
- b) Apply ICT facilities as resources, working tools, and as media of communicating information to enhance effective communication in the teaching and learning process
- c) Design and carry out action research to support curriculum design and development
- d) Conduct monitoring and evaluation for improvement of teaching and learning process
- e) Initiate, design and implement quality educational innovation programs

Mode of Delivery

The course will be offered on a part-time basis, including a 2-week face-to-face intensive session (10 days of 8 hours each) over 2 weeks where participants' attendance is required. During the session participants will be oriented to the general program and how to use the moodle platform. After the face-to-face session, courses will be delivered through distance learning mode within a timeframe of 30 weeks. The programme would be more of hands-on activities where students will be required to take a lead in the learning process to enable them acquired the intended competencies. Course materials will be made available online in terms of modules as well as during face-to-face sessions. Specific course assessment and evaluation arrangements will be provided in respective courses. All activities will be supported and supervised by tutors.

Our partners

The Tanzania institute of Education (TIE) is officially charged with the responsibility of interpreting Government policies into curriculum and instructional materials to ensure quality education is provided at the pre-primary, primary, secondary and teacher training level. The Institute has been granted support by the Tanzanian Ministry of Education and Vocational Training (MOETV) to implement the Postgraduate Diploma on Curriculum Design and Development.



Dakar Office
Regional Bureau
for Education in Africa



THE OPEN UNIVERSITY OF TANZANIA

In 1992, the Open University of Tanzania (OUT) became a corporate body by an Act of Parliament passed and was assented by the President of the United Republic of Tanzania. The Act became operational in 1993 with the Publication in the Government Notice No. 55. The OUT is a fully fledged and accredited public Institution of Higher learning, mandated to conduct academic programmes leading to Certificates, Diplomas, Undergraduate and Postgraduate qualifications. It is a distance and open learning institution, operating through a network of twenty-two Regional Centres and four coordinating centres spread throughout the United Republic of Tanzania and beyond the borders.

In its 15 years of existence, the OUT has enrolled students from United Republic of Tanzania, Malawi, Uganda, Kenya, Namibia, Hungary, Burundi, Libya, Ethiopia, Rwanda, Saudi Arabia, Lesotho, and Botswana. The total cumulative student enrolment by June, 2008 was 44,099 where the majority of students are Tanzanians. The OUT remains to be one of the largest Higher learning institutions in Tanzania. The year 2005 saw the passing by parliament of the Universities Act No. 7 of 2005 that envisaged all Tanzanian Universities to prepare and submit for approval by the Government, the respective Charters and rules. In 2007, the OUT draft Charter was approved by the University Council and signed by the President of the United Republic of Tanzania, who formally presented the Charter to the University Chancellor in 2008.

UNESCO IBE

As UNESCO's Institute specialized in curriculum issues, the International Bureau of Education (IBE) has developed a global curriculum Resource Pack, containing a set of modules for use in capacity building activities. The modules include conceptual frameworks on key concepts, a vast array of training activities and tasks, and a balanced number of case studies from all UNESCO regions, to help participants apply methods of comparative education. The modules cover the different phases of curriculum process – design, management, evaluation, etc. Within the framework of the Resource Pack, the IBE has also produced a series of thematic modules on curriculum issues customized to needs and requests from global (e.g. on Inclusive Education) and regional (e.g. on Competency-Based Approaches and BEAP for Africa, on Environmental Education for the Asia-Pacific region) levels.

Mainly grounded on the curriculum Resource Pack and various thematic modules, the IBE has started the implementation of long-term, sustainable, tailored and accredited capacity development programmes on curriculum design and development at the regional, national and local levels.

UNESCO BREDA

As UNESCO's Regional Bureau for Education in Africa, BREDA covers all Sub-Saharan Africa (SSA), on the whole 46 countries. Among other objectives, BREDA aims to contribute to



Dakar Office
Regional Bureau
for Education in Africa



peace and human development in the era of globalization while ensuring that education, science, social and human sciences, culture, communication and information are placed on the top of Member States' development agenda. More specifically, in supporting the implementation of education priorities in SSA, BREDA provides policy advice and evidence-based advocacy, technical backstopping, monitoring and evaluation and knowledge management. It ensures that the needs expressed by Member States in the region are met, and that international stakeholders unite their efforts towards the construction of a peaceful and prosperous Africa. In response to Member States' concerns regarding the quality, equity and relevance of their education, BREDA in cooperation with the IBE, other relevant UNESCO entities and international partners, launched the Basic Education in Africa Programme (BEAP) in 2008. Since then, BEAP has been used as a framework to support countries in SSA. These countries are The Gambia, Ethiopia, Côte d'Ivoire, Tanzania, The Seychelles, Djibouti, Burkina Faso and Mauritius that have adopted the extended vision of basic education, namely, that of 9 to 10 years of uninterrupted basic education of quality.

UNESCO PARIS – TEACHER POLICY AND DEVELOPMENT SECTION

The UNESCO Teacher Policy and Development Section (TED) in the Policy and Development of Education Systems Division (PDE) works with UNESCO entities and external partners to support Member States in the design and implementation of viable national teacher policies, quality training, professional development, recruitment, retention, status and working conditions. The Section has adopted research, networking, and dissemination of information as key strategies. Hence, it backstops UNESCO's regional bureaus and field offices in implementing initiatives at regional and national levels aimed at building the capacity of teacher educators through innovative approaches. The purpose is to ensure:

- teachers' effective participation in national policy and decision-making processes affecting teaching and learning;
- that teacher's quality performance is enhanced through continuous professional development linked to curriculum reforms and reflected in national and regional priorities and strategies;
- better alignment of teacher training with curriculum change, implementation approaches and evaluation; and
- that teachers are better equipped with knowledge, skills and relevant modern pedagogical and assessment tools for enhanced, inclusive, equitable learning and quality outcomes.

PREVIOUS EXPERIENCE

In line with this framework, the first Postgraduate Diploma in Curriculum Design and Development has been jointly launched by the IBE, the Catholic University of Uruguay (UCU), and the UNESCO Bureau for Education in Latin America and the Caribbean (OREALC) in August 2010 (up to May 2011). The Diploma accredited by the UCU combines face-to-face and online activities. At present, the first group of 33 participants (15 national, 18



Dakar Office
Regional Bureau
for Education in Africa



international) has graduated after completing the face-to-face session in August 2010 and a 30-week period of distance learning activities, including the presentation of a field work assignment.

Participants included policymakers, curriculum developers and specialists, educators, supervisors, teachers at primary, secondary and teacher education levels, university professors, and researchers from Africa (Tanzania and Uganda), Latin America (Bolivia, Chile, Colombia, Guatemala, Mexico, Peru and Uruguay) and the Caribbean (Dominican Republic), the World Bank, as well as UNESCO staff from the Bangkok Office, the Teacher Education Section (HQ, Paris), and the IBE.

100% of participants evaluated positively the face-to-face session, 83% of them giving the highest mark. Likewise, different performance indicators showed widespread satisfaction with the facilitators and the content. Finally, the impact upon participants' capacity development process was highly positive (e.g. "regarding a clearer understanding of the next steps in curriculum design and development that I might foster" and "feel more aware of diverse curriculum issues").

An online platform for distance learning was effectively implemented, to support the process of documentation, production and sharing among the participants

Learning materials including the IBE Resource Pack, annotated concepts, glossary of terms, additional thematic modules, handouts and articles, individual reading tasks and group/individual outputs collected during the face-to-face and online sessions have been uploaded to the platform for the use of participants.

Assessment activities required to complete the Diploma were designed and applied, including one activity per module, as well as a case study and a policy paper with the help of tutors specialized in distance learning.



Dakar Office
Regional Bureau
for Education in Africa



Topics comprised 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

Target Audience

The Postgraduate Diploma in Curriculum Design and Development is primarily targeted to the following groups:

- Graduate servicing teachers
- Curriculum developers
- Tutors and Lecturers
- School inspectors
- Teacher educators
- Examination officers and
- Other partners dealing with education innovations

Admission Requirements

To be admitted, candidates should have at least a first degree in education (B.Ed, B.A.Ed, BSc.Ed and B.BA Ed) or a Postgraduate Diploma in Education (PGDE) and a teaching experience of at least 3 years. The minimum pass level should be lower second class with GPA of not less than 3.0. Fresh graduates will only be considered if they have at least 3 years in previous teaching experience. Candidates should have access to the Internet to participate in the online sessions and be available to attend the face-to-face intensive sessions.

Assessment

The assessment will be done in a way as to assess mastery of competencies as well as ability to integrate and communicate them, both practically and in written form. In this regard, the following assessment procedures will apply. There shall be no final written examination. This is because the students will spend a lot of time on practical assignments and presentations. The assessment techniques suggested in this programme include written report, project work, student portfolios, quizzes, tests and assignments.



Dakar Office
Regional Bureau
for Education in Africa



Final Award

Successful candidates will be awarded the UNESCO-TIE-OUT Postgraduate Diploma in Curriculum Design and Development.

Fee structure for the postgraduate diploma programme

Fees (payable to Tanzania Institute for Education)

Item	Amount in US \$	Amount in T shillings
Tuition	1600 USD per individual	2,592,000/=
Travel Cost	Variable depending on one's country of origin	
Accommodation and board during face-to-face sessions	Different options available (consult sponsor and the on-site Coordinator)	
Total		

For more information:

Angela Katabaro, Tanzania Institute of Education
Lili Ji, UNESCO International Bureau of Education



Dakar Office
Regional Bureau
for Education in Africa



Practical information on face-to-face session

DATES:

- The face-to-face session will take place during 10 working days from 17 to 28 October 2011, 8 hours a day (4 in the morning and 4 in the afternoon).
- The distance phase will be held for 30 weeks through lectures, activities and tasks through online platform.

REQUIREMENTS:

- Participation in the face-to-face session
- Laptop with wireless connectivity

FACILITIES AND RESOURCES:

The Tanzania Institute of Education (TIE) as the host institution will provide work place, training materials, necessary ICT facilities.

ACCOMMODATION DURING FACE-TO-FACE SESSION:

Each participant will be responsible for booking his or her own accommodation. However, participants may consult TIE on information available for accommodation.

COSTS:

Tuition fee: 1 600 USD payable to TIE

REGISTRATION:

For registration or inquiry, please contact Ms. Angela Katabaro, Dir. Curriculum Development, Tanzania Institute of Education (Email: angela.katabaro@tie.go.tz and kokukunisa@yahoo.com).

Deadline for applications: before September 31
--

Working language of the Diploma programme: English