



Curating Competency-Based Curriculum for Tanzanian 21st Century Learners: An African Perspective

Simeon Simiyu^{1,2}, Geraldine Gomes³, Mwihaki Mwangi^{1,4}, Wilfred Wambugu^{1,5}

¹ Ardhi University, Dar es Salaam

² Department of Advanced Studies, Tanzania Wildlife Research Institute (TAWIRI)

³ State University of Zanzibar (SUZA)

⁴ Tanzania Wildlife Research Institute (TAWIRI)

⁵ Department of Interdisciplinary Studies, Catholic University of Health and Allied Sciences (CUHAS)

Published: 15 April 2006 | **Received:** 10 November 2005 | **Accepted:** 14 February 2006

Correspondence: ssimiyu@hotmail.com

DOI: [10.5281/zenodo.18830188](https://doi.org/10.5281/zenodo.18830188)

Author notes

Simeon Simiyu is affiliated with Ardhi University, Dar es Salaam and focuses on Education research in Africa. Geraldine Gomes is affiliated with State University of Zanzibar (SUZA) and focuses on Education research in Africa. Mwihaki Mwangi is affiliated with Tanzania Wildlife Research Institute (TAWIRI) and focuses on Education research in Africa.

Wilfred Wambugu is affiliated with Department of Interdisciplinary Studies, Catholic University of Health and Allied Sciences (CUHAS) and focuses on Education research in Africa.

Abstract

The Tanzanian education system aims to equip learners for the demands of the 21st century through various TVET and skills development programmes. A collaborative approach involving education experts, industry partners, and Tanzanian educators will be employed to design and implement the curriculum. A competency-based approach is essential for preparing Tanzanian learners for future employment and personal development, particularly in the context of rapidly evolving technological demands. Implement a phased rollout strategy with initial pilot programmes followed by wider adoption across all educational levels to ensure sustainability and efficacy.

Keywords: *Africanization, Contextualized Curriculum, Experiential Learning, Geographical Education, Indigenous Knowledge Systems, Needs Assessment, Pedagogical Innovation*

ABSTRACT-ONLY PUBLICATION

This is an abstract-only publication. The complete research paper with full methodology, results, discussion, and references is available upon request.

✉ **REQUEST FULL PAPER**

Email: info@parj.africa

Request your copy of the full paper today!

SUBMIT YOUR RESEARCH

Are you a researcher in Africa? We welcome your submissions!

Join our community of African scholars and share your groundbreaking work.

Submit at: app.parj.africa



Scan to visit app.parj.africa

Open Access Scholarship from PARJ

Empowering African Research | Advancing Global Knowledge