

# Documenting Success: Evidence from Existing Literature on Competency-Based Curriculum Achievements in Tanzania's Education Reform

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## Abstract

**Research Question (RQ):** Globally, the Competency-Based Curriculum (CBC) enhances skills and employability by aligning education with job market needs, which is vital for development. However, studies on Tanzania's CBC implementation since 2005 have primarily addressed challenges while neglecting its achievements. This oversight creates a knowledge gap that obscures progress in educational transformation and limits a balanced understanding of reform outcomes. The research question is: What are the documented successes of CBC in Tanzania?

**Purpose:** This narrative literature review examines and documents CBC's achievements in Tanzania, employing systematic searches across ERIC and AJOAL databases. It synthesizes evidence from government documents and 33 academic studies spanning from 2005 to 2025.

**Method:** A narrative review design was utilized, focusing on narrative synthesis and thematic analysis.

**Results:** Through the lenses of Fullan's Educational Change Theory (2016) and Systems Theory (1968), five interconnected achievement themes emerged: policy framework development, teacher professional development, curriculum innovation, assessment transformation, and resource mobilization. Theoretical analysis indicates that achievements align with both theories, highlighting success from initiation to implementation phases. Evidence shows that Tanzania's CBC has overcome initial obstacles, leading to significant educational changes, preparing the country for sustainable development and global competitiveness.

**Organization:** This study encourages a comprehensive understanding of CBC's positive impacts on Tanzania's education system.

**Society:** Documenting the key achievements of CBC contributes to a more refined perspective on educational reform.

**Originality:** Among the few studies focusing on the achievements of CBC in Tanzania, this review highlights critical successes often overlooked in existing literature.

**Limitations / further research:** This study relied on published literature, which may overlook undocumented grassroots innovations. Focusing solely on successes, may fail to capture the complexities of CBC's implementation and its challenges effectively. Future research should aim to include qualitative studies that explore grassroots initiatives and gather firsthand accounts from educators and stakeholders, providing a more comprehensive view of the CBC landscape.

**Keywords:** assessment transformation, competency-based curriculum, educational achievements, Tanzania, teacher development.

## 1 Introduction

Competency-Based Curriculum (CBC) principally represents a major shift in educational philosophy, underscoring the development of practical skills, critical thinking, and problem-solving abilities over traditional rote learning methods (Chantanathas et al., 2023; Godfrey, 2018; Mohamed, 2023; Mugambi & Chepkonga, 2022; Ruth & Ramadas, 2019). From the early 2000s, several African nations adopted CBC as a part of broader educational reform agendas to align their educational systems with the 21st-century skills and labor market demands (Cheruiyot, 2024; Wawire et al., 2025). Tanzania launched its CBC in 2005, representing a pivotal shift in the country's educational landscape aimed at enhancing student learning outcomes and equipping learners with relevant skills for the 21st century (Andrew, 2015; Komba & Mwandanji, 2015; Makunja, 2016; Mlenge, 2024). Conversely, the Tanzania Education and Training Policy (ETP) of 2014, (2023 Edition), stresses developing competencies through skill acquisition and knowledge enhancement, aligning with the National Awards Framework (NAF). On the other hand, it supports Tanzania's aspirations for Sustainable Development Goals (SDGs) and the Tanzania Development Vision (TDV) 2025. International evidence suggests that, successful CBC implementation enhances problem-solving capabilities, lifelong learning, self-efficacy and fosters learner autonomy (Muchira et al., 2023; Nombo, 2019).

Despite the two decades of CBC implementation in Tanzania, the existing scholarly discourse has been focusing on challenges rather than achievements, thus creating a significant imbalance in literature. Critics consistently underscore barriers including inadequately qualified teachers along with teaching and learning resources (Chacha et al., 2022; Komba & Mwandanji, 2015; Makunja, 2016; Mpate, 2025). Additionally, Nemes and Nderego (2025) focused on implementation obstacles whereas Shukia and Komba (2023) examined teacher professional development reforms. Conversely, broader regional studies by Christopher and Jones (2024) on CBC in Southern and Eastern Africa, lack specific focus on Tanzania. Therefore, this critical gap in documentation, limits understanding of the reform's progress made across various dimensions. Since CBC aligns with both national and international development frameworks, systematic documentation on its achievements is limited evidence-based standpoints on how the education system prepares students for the current technological demands.

This study addresses a recognized gap in the literature by systematically examining and synthesizing the achievements of CBC implementation in Tanzania. It seeks to answer the pivotal question: What are the documented successes of CBC in Tanzania? Through a broad literature review, this research stands out as one of the first comprehensive accounts that highlights the successes of CBC documentation, rather than merely focusing on the challenges. By doing so, it offers a balanced understanding of the reform's progress and identifies areas that require ongoing attention. Furthermore, this study fills a critical void in existing literature by providing evidence-based insights that are valuable to policymakers, educational practitioners, and

researchers worldwide. It not only advances the discourse on CBC in Tanzania but also serves as a crucial resource for informed decision-making and future research.

## **2 Theoretical Framework**

This study employs an integrated theoretical framework that combines Fullan's Educational Change Theory (Fullan, 2016) with Systems Theory (Bertalanffy, 1968). This approach systematically examines and interprets the documented achievements of the CBC in Tanzania. By utilizing this dual-lens framework, the analysis offers tools to critically assess the educational transformation occurring in the region, while directly addressing the identified gaps in the literature.

### **2.1 Fullan's Educational Change Theory (FECT)**

Fullan's (2016) Educational Change Theory conceptualizes successful educational reforms as progressing through three interconnected phases: initiation (adopting change), implementation (putting change into practice), and institutionalization (embedding change as a sustainable transformation). This framework is particularly relevant for documenting the successes of the CBC as it emphasizes specific indicators of successful educational transformation, rather than merely cataloging obstacles.

The theory is especially applicable to the implementation phase, which is the primary focus of this study, as it examines the achievements of the CBC amid resource constraints. The application of this theory highlights how Tanzania has transformed its policy framework into practical actions, specifically regarding Teacher Professional Development, Capacity Building, Curriculum Content Innovation, and the integration of skills. Furthermore, it underscores the paradigm shift from traditional assessment methods to more progressive approaches in education.

### **2.2 Systems Theory (ST)**

Ludwig von Bertalanffy's System Theory (1968), as applied in education by Senge (1990) and Fullan (2016), conceptualizes educational institutions as complex, interconnected systems where changes in one component can create ripple effects throughout the entire system. This perspective is essential for understanding the achievements of the CBC as interconnected rather than isolated successes

### **2.3 Integrated Framework Application**

Collectively, these theories create a robust analytical foundation for systematically documenting successes in educational reform. FECT by Fullan (2016) offers developmental criteria for

identifying what constitutes meaningful achievement specifically within the implementation phase. Meanwhile, ST (1968) provides holistic insights into how these achievements interconnect within Tanzania's educational ecosystem.

### **3 Methodology**

This study employs a narrative literature review to address the identified gap in documenting CBC achievement in Tanzania. The narrative review methodology was selected for its capacity to synthesize diverse types of evidence, offering a comprehensive understanding of complex educational phenomena. By utilizing a narrative approach, the review aims to capture and elucidate the multifaceted outcomes of reform efforts across Tanzania's educational system. This approach facilitates a rich exploration of the topic, emphasizing the narrative elements inherent in the documentation of CBC achievement.

#### **3.1 Search Strategy and Selection Criteria**

A broad literature search was conducted across multiple academic databases, including ERIC and AJOAL from June to September 2025. Search terms included "Tanzania competency curriculum," "CBC achievements," "education reform Tanzania," "competency-based education outcomes," and "curriculum implementation Tanzania." The scope covered literature from 2005 to 2025, capturing the complete trajectory of CBC implementation from initiation through institutionalization phases.

Initial searches yielded potential sources that were then screened using specific inclusion criteria, focusing on studies directly addressing Tanzania's CBC implementation, empirical evidence of achievements, and publications in English or Kiswahili. To prevent selective extraction of positive findings, we intentionally included studies with varied outcomes—both favorable and unfavorable—ensuring a balanced interpretation of the data. This comprehensive approach allowed for the inclusion of diverse perspectives and insights, contributing to a more holistic understanding of the challenges and successes related to CBC.

Ultimately, 33 peer-reviewed studies were identified, alongside key policy documents: the Tanzania Education and Training Policy (ETP) 2014, the 2023 edition, and the Tanzania Development Vision 2025. These policy documents were integral to the analysis, as they provide the foundational framework and directives guiding CBC implementation. By integrating insights from both empirical studies and policy documents, we achieved a nuanced understanding of the CBC's impact and the challenges faced, allowing for a critical assessment of how policy informs practice and vice versa.

### 3.2 Analytical Framework

The analysis was guided by an integrated theoretical framework, employing thematic analysis to uncover patterns of CBC achievements in Tanzania across the reviewed literature. This approach was rooted in Braun and Clarke's (2006) six-phase methodology, which provides a structured means to process qualitative data systematically. In the initial phase, all selected articles were thoroughly read by two researchers to gain a deep understanding of their content and context. This collaborative coding process allowed for consistent interpretation, and intercoder discussions were held to reconcile any differences in interpretation. Additionally, a reliability check was conducted to ensure the credibility of the analysis. This foundational work ensured that the subsequent analysis was well-informed and reflective of the nuances within the data

Following familiarization, the next phase involved generating initial codes from the data, exemplified by codes such as "innovative teaching strategies" and "community engagement in curriculum." This systematic coding extracted documented successes, capturing specific achievements, the strategies employed, and contextual factors influencing the implementation of the CBC. For instance, the initial code "teacher training workshops" was developed into the theme of "Teacher Professional Development and Capacity Building" by identifying recurring patterns in the data that highlighted the impact of these workshops on teaching efficacy and student engagement.

Once the codes were established, the analysis progressed to searching for themes, during which the codes were grouped into broader patterns that represented significant aspects of CBC achievements. In the reviewing phase, these themes were evaluated for coherence and accuracy, ensuring they accurately reflected the coded data and were representative of the findings. A summary table detailing the coding structure, including initial codes, themes, and supporting excerpts from the literature, further illustrates the analytical rigor.

**Table 1**

Summary table that reflects the coding structure with initial codes, themes, and supporting evidence

Initial Code	Theme	Supporting evidence
Teacher Understanding of CBC Principles	Policy Framework Development and Institutional Alignment	"Basically, I realize that the lessons which students are taught should be realistic in their life situations." (Ndomondo et al., 2022, p. 4)
Establishment of Teacher Support Networks	Teacher Professional Development and Capacity Building	"The establishment of indoor training sessions... is a useful way to addressing the concerns regarding curriculum implementation in schools." (Assey, 2022, p. 21)
Integration of Digital Literacy/ICT Skills	Curriculum Content Innovation and Skills Integration	"I sometimes use my smartphone to watch YouTube videos on how volcanoes are formed..." (Kalinga, 2024, p. 140)
Shift in Assessment Practices	Paradigm Shift from Traditional Assessment	"Regular quizzes enhance student engagement, improve attendance, and boost mathematics performance." (Francis, 2024)
Modernization of Teaching and Learning Practices	Infrastructure and Resources	"In our school, all teachers have tablets... to enhance educational provision through technology." (Mkude et al., 2023, p. 245)
Resource Allocation Challenges	Infrastructure and Resources	"However, we conduct biology practical lessons in double shifts due to a high number of students in a class..." (Chao et al., 2022, p. 12)

Source: Studies Reviewed

The final phase of this analytical process involved defining and naming the themes to ensure that each theme distinctly captured the essence of the data within it. The five themes identified were: (1) Policy Framework Development and Institutional Alignment, (2) Teacher Professional Development and Capacity Building, (3) Curriculum Content Innovation and Skills Integration, (4) Paradigm Shift from Traditional Assessment, and (5) Infrastructure and Resources. By organizing the final themes according to Fullan's (2016) tri-level engagement structure and Systems Theory (1968), this systematic approach established a robust link between the evidence and the themes, facilitating a comprehensive understanding of the achievements associated with CBC implementation in Tanzania.

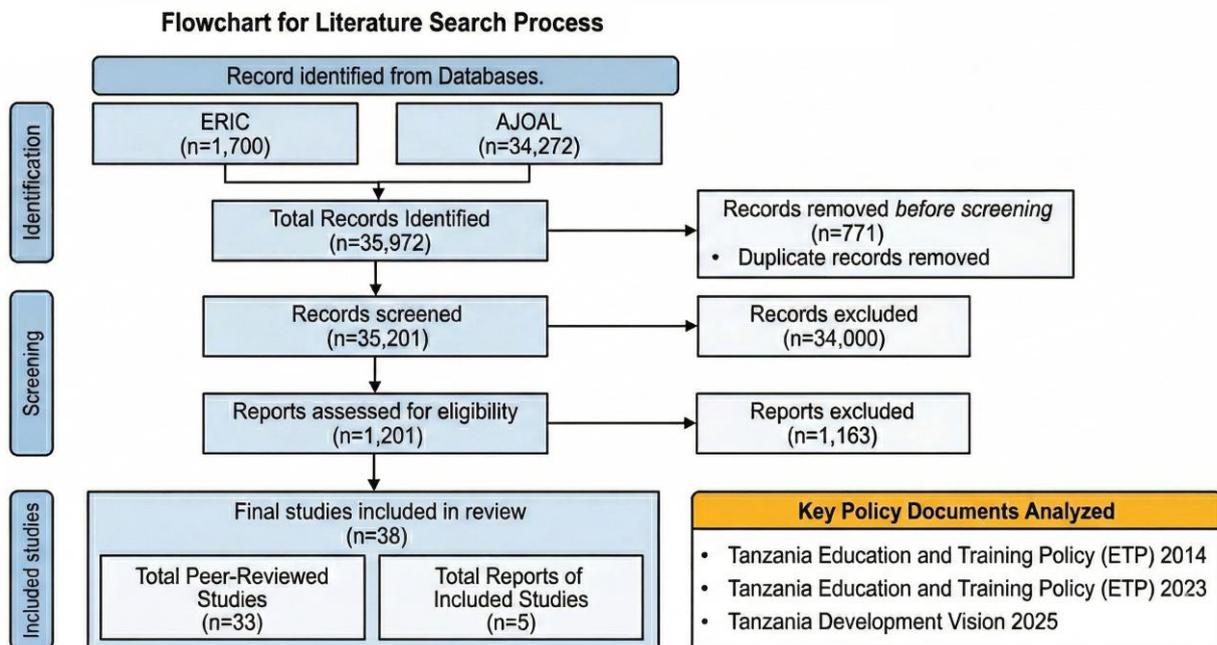
### 3.3 Trustworthiness and Limitations of the Data Used

To ensure the trustworthiness of the findings, we critically assessed the selected studies against specific inclusion criteria, focusing on methodological clarity and empirical grounding while maintaining a clear and consistent narrative throughout the analysis. However, limitations exist; reliance on available literature may introduce bias and limit the comprehensiveness of the review. The absence of a formal quality appraisal in this narrative review may further affect the robustness of the conclusions drawn. While we considered basic quality assessment criteria, such as the presence of empirical evidence, we acknowledge that methodological rigor was not systematically evaluated, potentially impacting the reliability of some findings. Additionally, the included policy documents were assessed for their alignment with the research findings and the

overall context of CBC implementation. Future studies should consider employing systematic review methodologies to enhance analytical rigor and address any gaps in the current body of knowledge.

**Figure 1**

Flowchart for Literature Search Process



## 4 Results

### 4.1 Theme 1: Policy Framework Development and Institutional Alignment

Tanzania has made efforts to align CBC implementation with national development aspirations and international educational standards. The successful revision and operationalization of the Tanzania ETP of 2014, (2023 Edition), serves as the robust foundation for CBC alignment between educational objectives and national development goals through integration with the Tanzania Development Vision 2025 and UN SDGs 4 on quality education.

Evidence from classroom practices indicates a growing understanding of CBC principles among teachers. For instance, Ndomondo et al. (2022, p. 4) documented a teacher articulating, “Basically, I realize that the lessons which students are taught should be realistic in their life situations.”. A cohesive policy framework not only enhances CBC implementation but also ensures that educational practices align with curriculum objectives, thereby significantly improving the overall quality of education and outcomes for students in Tanzania.

## 4.2 Theme 2: Teacher Professional Development and Capacity Building

Significantly, the implementation of the CBC has significantly enhanced Tanzania's initiatives for teacher professional development. This has resulted in pedagogical shifts and enhanced teaching competencies through multiple interconnected mechanisms. Essentially, the establishment of the School Clustering Model (SCM), Teacher Resource Centres (TRC) and improved Teachers' Colleges, have created the needed support networks. This is evidenced by Hardman et al. (2015) who evaluated school-based professional development programs initiated in 2011 as well as Msuya (2015) in Mbulu District of Tanzania. The findings depict the teachers' positive attitudes towards interactive teaching methods. These initiatives not only enhance teachers' skills but also align closely with CBC principles emphasizing collaboration and continuous improvement.

The literature indicates, in Arusha region, Nkya et al. (2021) reported teachers as capable of preparing CBC-aligned lesson plans whereas Assey (2022) documented innovative school-level initiatives in Tabora, since teachers established weekly indoor training sessions, where one of them asserted that: *"The establishment of indoor training sessions, where teachers meet weekly for an hour to discuss issues relating to the teaching and learning process, is a useful way to addressing the concerns regarding curriculum implementation in schools"* (p. 21).

The systematic establishment of CPD programs like MEWAKA in Tanzania, ensures ongoing teacher growth and adaptation to meet the educational demands (Chachage & Thakrar, 2023; Chachage et al., 2025; Komba & Mtenzi, 2025). Besides, there has been mentorship and peer support systems which cultivated dynamic Professional Learning Communities (PLCs) which sustain CBC at grassroots levels. Studies conducted in Biharamulo (Logation & Mbepera, 2021), Temeke Municipal (Kanuya, 2023) and Dodoma (Grace, 2021; Mwishame, 2018), provide compelling evidence of collaborative approach efficacy. Similarly, Alsaleh (2024) highlights that, in Kuwait, educators actively engage in PLCs while embracing shared values, collective responsibility and reflective inquiry, thus, fostering critical practice in continuous, inclusive and growth-oriented manner (Hudson, 2024). These PLCs cultivate a culture of collaboration and reflection among educators, contributing to the implementation of the CBC and ensuring alignment with its objectives. Enhancing teacher professional development supports the implementation of the CBC, contributing to alignment with its objectives.

## 4.3 Theme 3: Curriculum Content Innovation and Skills Integration

In Tanzania, multiple studies indicate the growing integration of digital literacy and ICT skills across subjects. Kalinga (2024) documents teachers' active technology utilization for professional development and instructional enhancement as it was asserted in this study that: *"Sincerely speaking, as a geography teacher, I sometimes use my smartphone to watch YouTube videos on how volcanoes are formed and their features. This helps me prepare my lessons"*

*comprehensively* " (Interview with teachers in school E, 2022, cited in Kalinga, 2024, p. 140). Moreover, during Focus Group Discussions, another teacher noted: *"I normally use my smartphone to study different materials online including watching videos and learning new teaching methods"* (FGD in school A, July 2022, cited in Kalinga, 2024, p. 141). This integration strengthens the overall goals of the CBC, enhancing student competencies and preparing learners for real-world challenges.

Studies across teacher colleges in Tanzania, specifically in Lindi, Kilimanjaro, Singida and Morogoro, revealed pronounced teacher interest in integrating ICT into practices, highlighting the growing awareness of technological integration despite the existing skill gaps (Kambona, 2024). These findings indicate a shift in educational mindsets across all educational levels (Ajani, 2024; Ulmane-Ozolina et al., 2019). This evidence illustrates the operationalization of curriculum innovations effectively within the education system, contributing to the achievement of CBC objectives and improving educational outcomes.

#### **4.4 Theme 4: Paradigm Shift from Traditional Assessment**

The studies reviewed indicate significant progress in assessment practices within Tanzania's educational system, although traditional assessment methods remain in some contexts (Mrema et al., 2024; Kadau & Mallya, 2023; Rubeba & Ali, 2024; Senjiro & Lupeja, 2023). The development of continuous assessment marks a departure from traditional terminal examination processes aimed at enhancing learning outcomes. For instance, Francis (2024) confirmed that regular quizzes increase student engagement and attendance and boost mathematics performance, effectively aligning with competency-based curriculum principles.

Various assessment strategies are now being adopted, with Abdala and Vuzo (2024) reporting that teachers in Tanga City employ both oral and written techniques. Lupeja and Komba (2021) highlight assessments' role in evaluating student knowledge and competencies critical to achieving academic outcomes. Similarly, Kahembe (2017) conducted studies across six lower secondary schools in Manyara, Morogoro, and Dar es Salaam, highlighting the adoption of holistic assessment strategies to improve learning outcomes while acknowledging the diverse needs and circumstances of learners. This evidence illustrates the positive alignment of assessment practices with CBC goals, contributing to the overall enhancement of educational quality in Tanzania.

#### **4.5 Theme 5: Infrastructure and Resources**

Tanzania's commitment to aligning resources with CBC requirements has led to the development and distribution of CBC-aligned textbooks and learning materials, promoting equitable educational access. The Tanzania Institute of Education (TET) launched the "One Student, One Book" program, raising significant funds to ensure every student has access to necessary

textbooks (Zacharia, 2025). Well-equipped laboratories and practical learning facilities facilitate hands-on learning experiences and support a learner-centered teaching approach (Lawrence, 2020; Mtitu, 2014).

The literature indicates that in Tanzania, investments in information and communication technology (ICT) and tools like iPads have modernized teaching and learning practices (Kidami, 2024). Similarly, Mkude et al. (2023, p. 245) report, *“In our school, all teachers have tablets (vishikwambi) because, since last year, the government has been trying to implement the use of technology in teaching and learning, which is why teachers in public secondary schools were given tablets to enhance educational provision through technology.”* Additionally, Chao et al. (2022, p. 12) noted the critical need for adequate funding for practical work. One school administrator remarked: *“Patently, the school has funds to support students' practical work. However, we conduct biology practical lessons in double shifts due to a high number of students in a class, while physics and chemistry have adequate facilities for the registered students.”* This underscores the importance of resource allocation in enhancing educational practices.

Reviewed studies, including those by John (2024), Mtebe et al. (2016), Ndomondo (2024b), and Tandika (2022), illustrate that innovative instructional resource use by teachers enhances student engagement in the teaching and learning process. For instance, Ndomondo (2024a) documented Teacher D in School 2 using flip papers for group discussions while teaching about 'colonial trade,' fostering collaboration and deeper student engagement. "Overall, the alignment of resources with CBC requirements in Tanzania demonstrates a commitment to enhancing educational access and supporting effective teaching and learning practices

## 5 Discussion

The existing literature surrounding the ETP of 2014 and the 2023 edition (URT, 2023) highlights commitments to implementing the CBC at all educational levels. Ndomondo et al. (2022) provide evidence indicating that teachers are beginning to comprehend CBC principles by relating lessons to real-world scenarios. The articulation of CBC philosophy by some teachers suggests a degree of internalization beyond mere compliance, which may indicate effective capacity building (Fullan, 2016). However, it is essential to critically assess whether this internalization translates consistently across diverse educational contexts, recognizing that understanding may vary among educators.

The policy revisions reflect an alignment with the theoretical framework of "moral purpose," linking educational change to broader societal goals. Nevertheless, the applicability of this framework necessitates consideration of the diverse socio-cultural contexts across which it functions, which may affect its overall effectiveness. Findings from this study resonate with research from other countries, such as Rwanda (Nsengimana et al., 2023) and Kenya (Maiyuria,

2024; Sitienei, 2020; Owuor, 2022), that observe favorable teacher attitudes toward the CBC while also revealing disparate implementation strategies. In Nigeria (Adeoye et al., 2025), compliance with CBC strategies appears to be superficial, highlighting variations in educational reform across the region.

Tanzania's TPD and capacity-building programs illustrate a government commitment to equipping teachers with the skills necessary to implement the CBC. Research by Koskei and Chepchumba (2020) establishes links between teacher training on the CBC and their implementation capabilities. However, critiques by Momanyi and Rop (2019), Mwita (2023), and Waweru (2018) indicate that many educators in Kenya reported inadequate preparation, lacking clarity on CBC principles. Similarly, in Bangladesh, although teachers received five days of training, the duration was insufficient for meaningful skill development, necessitating stronger ongoing support (Islam et al., 2025).

Tanzania's comprehensive strategy integrates extensive training initiatives, including CPD and PLCs. While this approach shows potential, it is important to evaluate its effectiveness in different contexts and identify barriers to implementation, such as resistance to change or resource constraints. The strategies observed in Tanzania parallel those seen in China (Zhang et al., 2024), India (Singh, 2023), and Malaysia (Omar et al., 2017), where improvements in pedagogical practices and teacher confidence have been noted. Viewed through Fullan's (2016) Framework for FECT, these developments suggest the significance of contextualized learning.

In Tanzania, teachers demonstrate resourcefulness by creating instructional materials, such as flip papers, which highlight pedagogical innovation despite limited resources. Unlike richer contexts where technological innovations prevail, these locally developed solutions reflect how constraints can inspire creativity. This approach aligns with Fullan's Framework for Effective Change Theory (FECT, 2016), emphasizing that sustainable educational reform requires both structural and cultural transformation to enhance learning outcomes.

The emergence of teacher-led innovations indicates shifts in professional norms and collaborative practices. Employing Systems Theory (Bertalanffy, 1968), the interconnectedness of mentorship, CPD, and TRCs fosters a culture of inquiry aimed at enhancing the educational system's effectiveness. While this framework presents a critical leverage point for systemic change, external factors, such as political and economic influences, warrant consideration regarding sustainability.

Furthermore, the literature indicates that Tanzania has made advancements in fostering teacher interest and facilitating adoption of technology, despite notable infrastructure limitations. The integration of smartphones for professional development illustrates teachers' adaptive capacity and motivation. This adoption reflects a commitment to enhancing skills, but significant skill

gaps remain, highlighting ongoing challenges in achieving comprehensive digital integration compared to developed nations.

Tanzania's shift from traditional terminal examinations to continuous assessment emphasizes the need for reform to increase student learning and competency development, even amid challenges such as high teacher-to-student ratios. International insights, as noted by Ristiliana et al. (2025), suggest that alternative assessment methods can enhance skill retention and engagement. Although Tanzania exhibits a mixed implementation of both traditional and progressive assessment practices, this underscores the complexities inherent in educational transformation.

Regional studies, including those of Adiyono et al. (2024) and Kurniawan et al. (2025) in Indonesia, and Teng and Wang (2021) in China, show similar trends in educational outcomes. Specifically, Teng and Wang (2021) found that interactive learning methods increase student engagement by 40%. Moreover, interactive media, such as learning videos, can enhance students' motivation to actively engage in their studies (Barut Tugtekin & Dursun, 2022; Dahlan et al., 2023; Gan et al., 2015). These findings underscore the necessity of technology integration strategies for richer learning experiences and improved academic performance.

International comparisons provide context for Tanzania's achievements; for example, Kennedy (2023) in Liberia emphasizes the necessity for teacher trainers to equip new educators with skills for effective ICT integration. Similarly, Pasaribu et al. (2023) in Indonesia observe that teachers leverage technology to enhance student motivation and assist with teaching tasks. Analyzing these developments through Fullan's Framework for Effective Change Theory suggests that the current phase represents a significant implementation stage driven by intrinsic motivation for change. Aligning with FECT's "moral purpose" concept, technology is viewed not as an end but rather as a means to improve student outcomes. The systematic integration of 21st-century skills underscores the educational system's capacity to adapt, demonstrating that Tanzania's curriculum innovations, despite existing constraints, are evolving.

Finally, Ludwig von Bertalanffy's Systems Theory (1968) emphasizes the interdependence of various resources, such as textbooks and teacher training, in creating cohesive educational ecosystems. This interconnectedness facilitates both individual learning experiences and broader educational reforms. However, the applicability of this theory is contingent upon contextual factors that may limit its effectiveness in practice. The concept of "leverage points" within Systems Theory highlights the importance of strategic investments such as the "One Student, One Book" program necessitating careful evaluation to assess their impact on educational quality and effective CBC implementation.

## 6 Conclusion

This review addresses a critical gap in educational literature by documenting the successes of the CBC in Tanzania. The central research question focused on: What are the documented successes of CBC in Tanzania? Through an analysis of literature from 2005 to 2025, employing integrated frameworks such as Fullan's Educational Change Theory and Ludwig von Bertalanffy's Systems Theory (1968), five key themes emerged: (1) policy framework development and institutional alignment; (2) teacher professional development and capacity building; (3) curriculum content innovation and skills integration; (4) assessment and evaluation system transformation; and (5) resource mobilization. These findings document the developments of Tanzania's CBC from its initiation to implementation, contributing to its gradual institutionalization.

This study significantly contributes to international scholarship on curriculum reform by illustrating the applicability of educational change theories in developing contexts. It demonstrates how multi-dimensional interventions can contribute to meaningful educational progress and advances understanding of educational change in low-resource settings. Methodologically, it establishes a framework for documenting educational achievements that can be relevant for other educational initiatives worldwide. This research also contributes to broader debates beyond Tanzania, as the insights gained could inform similar reform efforts in other developing countries facing resource constraints.

### 6.1 Implications for Managers, Policymakers, and Organizations

The insights from this study hold substantial implications for educational managers and school leaders, offering strategies for effectively implementing and monitoring the CBC within their institutions. For curriculum policymakers, the documented achievements can inform future policy development and promote alignment between educational objectives and teacher training. This emphasis on alignment is critical for securing funding and resources for professional development. At the organizational level, the research underscores the significance of capacity building and system coordination, highlighting how collaborative frameworks can enhance the effectiveness of educational reforms. Broader societal implications include fostering equity in educational access and preparing a skilled workforce, which reflects the governance structures needed to sustain such initiatives.

### 6.2 Limitations and Future Research

While this study provides valuable insights, several limitations should be acknowledged. It relied exclusively on published literature, which may overlook undocumented grassroots innovations that could enrich the understanding of CBC implementation. This focus on reported achievements may create a potentially one-sided view, necessitating a more balanced analysis.

Additionally, the lack of rigorous evaluations linking CBC to student learning outcomes hinders the depth of the insights gathered.

Future research should prioritize longitudinal impact studies that assess actual learning outcomes associated with CBC implementation across various regions in Tanzania. Comparative cross-country research could yield valuable insights into effective practices and methodologies. Furthermore, mixed-method evaluations that incorporate perspectives from students, parents, and community members can provide a more comprehensive understanding of the CBC's impact. Finally, exploring regional variations in the implementation and outcomes of the CBC can contribute to more nuanced discussions around educational reform, addressing unique challenges and successes across different contexts.

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## Povzetek

### Dokumentiranje uspehov: dokazi iz obstoječe literature o dosežkih kompetenčno zasnovanega kurikuluma pri reformi izobraževanja v Tanzaniji

**Raziskovalno vprašanje (RV):** Na globalni ravni kompetenčno zasnovan kurikulum (CBC) izboljšuje spretnosti in zaposljivost, saj izobraževanje usklajuje s potrebami trga dela, kar je ključno za razvoj. Vendar so se študije o uvajanju CBC v Tanzaniji od leta 2005 večinoma osredotočale na izzive, medtem ko so dosežke pogosto zanemarjale. Ta spregled ustvarja vrzel v znanju, ki zakriva napredek pri preoblikovanju izobraževanja in omejuje uravnoteženo razumevanje rezultatov reform. Raziskovalno vprašanje je: Kateri so dokumentirani uspehi CBC v Tanzaniji?

**Namen:** Ta narativni pregled literature preučuje in dokumentira dosežke CBC v Tanzaniji z uporabo sistematičnega iskanja v podatkovnih bazah ERIC in AJOAL. Združuje dokaze iz vladnih dokumentov in 33 akademskih študij, objavljenih med letoma 2005 in 2025.

**Metoda:** Uporabljen je bil pristop narativnega pregleda, s poudarkom na narativni sintezi in tematski analizi.

**Rezultati:** Skozi prizmo Fullanove teorije izobraževalnih sprememb (2016) in systemske teorije (1968) se je izoblikovalo pet medsebojno povezanih tem dosežkov; razvoj političnega oziroma strateškega okvira, strokovni razvoj učiteljev, kurikularne inovacije, preobrazba ocenjevanja, mobilizacija virov. Teoretična analiza kaže, da so dosežki skladni z obema teorijama in poudarjajo uspeh od faze začetka do faze implementacije. Dokazi kažejo, da je CBC v Tanzaniji premagal začetne ovire in prinesel pomembne spremembe v izobraževanju ter državo pripravil na trajnostni razvoj in globalno konkurenčnost.

**Organizacija:** Študija spodbuja celovitejše razumevanje pozitivnih vplivov CBC na izobraževalni sistem Tanzanije.

**Družba:** Dokumentiranje ključnih dosežkov CBC prispeva k bolj izčiščenemu in uravnoteženemu pogledu na izobraževalne reforme.

**Originalnost:** Med redkimi študijami, ki se osredotočajo na dosežke CBC v Tanzaniji, ta pregled izpostavlja pomembne uspehe, ki so v obstoječi literaturi pogosto spregledani.

**Omejitve/nadaljnje raziskovanje:** Študija temelji na objavljeni literaturi, zato lahko spregleda nedokumentirane inovacije na lokalni ravni. Osredotočenost izključno na uspehe morda ne zajame v celoti kompleksnosti uvajanja CBC in njegovih izzivov. Prihodnje raziskave naj vključujejo tudi kvalitativne študije, ki bodo preučevale pobude na lokalni ravni ter zbrale neposredna pričevanja učiteljev in drugih deležnikov, da bi zagotovile celovitejši vpogled v stanje CBC.

**Ključne besede:** preobrazba ocenjevanja, kompetenčno zasnovan kurikulum, izobraževalni dosežki, Tanzanija, razvoj učiteljev.



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