



Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura



Oficina Internacional de Educación



Organisation des Nations Unies pour l'éducation, la science et la culture

Bureau à Dakar  
Bureau régional pour l'éducation en Afrique



## 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), this Postgraduate Diploma aims to promote training and capacity development on curricular issues in Africa within an international comparative perspective, with the view 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.

This 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

- He/she knows, interprets and uses curriculum principles and international trends adequately in order to analyse, compare and evaluate different educational contexts.
- He/she understands, interprets and promotes the participation of different stakeholders, focusing their participation on curricular change and development processes.
- He/she designs, selects and organises contents, strategies, processes and methodologies to develop them at different levels of the educational system.
- He/she 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 the societal 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
- Available to attend the face-to-face intensive session (17-28 October 2011)

**On-site coordinator:** Angela Katabaro, Dir. Curriculum Development, Tanzania Institute of Education  
(Email: [angela.katabaro@tie.go.tz](mailto:angela.katabaro@tie.go.tz) and [kokukunisa@yahoo.com](mailto:kokukunisa@yahoo.com))

Websites: [www.tie.go.tz](http://www.tie.go.tz) and

[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, aiming to support African countries in expanding, enlarging and democratising basic education. Through BEAP, international stakeholders' support is required in 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 Postgraduate 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's proposal of being the first African country to host the Postgraduate Diploma has been considered, primarily given the country's importance in East Africa, its leading role in curriculum reforms in the region, as well as the country's long-term and in-depth involvement in BEAP.

## Teaching Staff

Professors, lecturers and experts in Education and Curriculum from Tanzania, East African sub-region, UNESCO and other world regions

## Curricular Structure

**Module 1:** Curricular change in national and international contexts

**Module 2:** Policy dialogue and formulation for curriculum development

**Module 3:** Curriculum management and governance

**Module 4:** Curriculum design approaches and models

**Module 5:** School-based curricula

**Module 6:** Learning materials and use of ICT in curriculum development

**Module 7:** Curriculum development and implementation processes in Africa and beyond

**Module 8:** Capacity development for curriculum implementation

**Module 9:** Assessment of teaching and learning

**Module 10:** Curriculum assessment and quality assurance

Participants will have access to the Resource Pack for curriculum development – developed by the IBE – which contains conceptual frameworks with an international comparative perspective, a series of training activities, case studies from different regions around the world on processes of curricular change and development, access to updated documents on curricular trends, issues and approaches, a glossary of terms and annotated concepts.

## Time requirements

The Diploma is offered on a part-time basis, including a two-week intensive session (10 days of 8 hours, 17-28 October 2011) where attendance is required, as well as distance activities within a timeframe of 30 weeks.

A three-week period is allocated to each of the ten modules. During the first two weeks of each module, participants work from distance through forums, article reviews and assignments. The third week is dedicated to preparing the final product for each module. All participants will be supported by tutors.

## Calendar

Academic year 2011-2012.

Face-to-face session: 17-28 October 2011.