



Primary School Teachers Preparedness for Implementing the 2023 Revised Competence Based Curriculum in Tanzania

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Abstract : This study examined primary school teachers' preparedness to implement Tanzania's 2023 revised competence-based curriculum, referred to here as the Improved Competence-Based Curriculum (ICBC). It explored teachers' perceptions of their professional preparedness and the barriers encountered during implementation. A qualitative case study was conducted in two public primary schools in Arusha District Council, involving 20 participants: 17 teachers, two head teachers, and one Ward Education Officer (WEO). Participants were purposively selected for their experience of curriculum implementation and supervision. Data were collected through semi-structured interviews and document reviews and analysed thematically. Participants described a gap between understanding curriculum principles and applying them in lesson planning, learner-centred teaching, and competence-based assessment. Short training programmes and limited sustained professional support constrained practical preparedness. Reported structural barriers included shortages of teaching and learning materials, limited information and communication technology resources, overcrowded classrooms, and insufficient staffing. These accounts suggest that implementation in the participating schools was uneven. The study recommends sustained, practice-based professional development, equitable resource provision, and stronger school-level mentoring and supervisory support. The findings offer context-specific insights into the conditions needed to translate curriculum reform into classroom practice.

Keyword : competence-based curriculum, teacher preparedness, primary education, curriculum implementation, Tanzania

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INTRODUCTION

A curriculum defines the knowledge, skills, values, and learning experiences that an education system seeks to develop (UNESCO, 2015, 2017). Internationally, competence-based education emphasises learners' ability to apply knowledge and skills to meaningful tasks, alongside attitudes that support responsible participation in society. UNESCO's Education for Sustainable Development Goals framework connects learning with cognitive, socio-emotional, and behavioural outcomes (UNESCO, 2017). Its later call for a new social contract for education emphasises cooperation and the professional role of teachers (UNESCO, 2021). These perspectives locate curriculum reform within broader commitments to relevant and inclusive learning. They also make teacher preparation central to translating intended outcomes into classroom experiences. The Global Report on Teachers highlights the importance of recruiting, training, and supporting teachers within adequately resourced education systems (UNESCO & International Task Force on Teachers for Education 2030, 2024).

Within Africa, post-independence curriculum reforms sought to make schooling more responsive to national priorities, cultural values, and learners' needs (Mulenga & Kabombwe, 2019). Subsequent interest in competence-based curricula reflected concern that content mastery alone did not ensure

practical application of knowledge (Cheptoo & Ramadas, 2019). Historical perspectives on educational change and learner behaviour provide context for this transition (Bechuke, 2015). More recent studies in Kenya and Tanzania show that teacher preparedness and school-level support remain important implementation concerns (Isaboke et al., 2021; Keter & Wabuke, 2025; Mlenge et al., 2025). The regional literature therefore directs attention to how curriculum expectations relate to teachers' practical capabilities and working conditions.

Tanzania introduced competence-based curriculum reforms in 2005. Earlier studies documented difficulties in translating these expectations into teaching practices in secondary education, teacher education, and technical institutions (Paulo, 2014; Nzima, 2016; Tambwe, 2017). These studies provide historical context rather than direct evidence about the 2023 primary school reform. Earlier concerns about foundational learning and educational relevance also informed the reform debate (Komba & Kira, 2013; MOEC, 2001). Government initiatives have included teacher development and support for curriculum implementation (URT, 2020). Recent Tanzanian research continues to identify the importance of teacher training, school leadership, and instructional resources (Mokoro, 2020; Mlenge et al., 2025). Evidence from Kenya similarly highlights the relationship between teacher

preparedness and implementation (Keter & Wabuke, 2025), although it cannot establish the effectiveness of Tanzania's reform.

The reform considered in this study is the curriculum revision developed in 2023 by the Ministry of Education, Science and Technology (MOEST), through the Tanzania Institute of Education (TIE), alongside the Education and Training Policy 2014 (2023 edition) (United Republic of Tanzania [URT], 2023). The policy provides the wider context for changes in basic education and greater emphasis on practical skills and educational pathways. The primary education curriculum sets out competence-based learning expectations for Standards I–VI (MOEST, 2023). In this article, ICBC is used as shorthand for this 2023 revised curriculum; it does not denote a separate curriculum model. The term 'improved' refers to the revision of the existing competence-based approach, rather than an improvement in learner outcomes demonstrated by this study.

Teachers' preparedness is central to implementing these changes. Here, preparedness refers to teachers' understanding of curriculum expectations, their ability to plan and facilitate competence-oriented learning and assessment, and access to the resources and professional support needed for those tasks. Although training has accompanied the reform, less is known about how primary school teachers experience their

preparedness for the 2023 revision in everyday practice. This study addresses that context-specific gap through two questions: How do primary school teachers describe their professional preparedness for implementing the ICBC? What barriers do they encounter during implementation? Recommendations are drawn from these accounts rather than treated as a separately evaluated intervention.

Review of Related Literature Theoretical Review

Gross's (1971) framework for implementing organisational innovations provides the theoretical foundation for this study. It directs attention to implementers' understanding of an innovation, their capabilities, the availability of resources, and organisational conditions supporting change (Gross et al., 1971). Applied to curriculum reform, the framework suggests that teachers need both a clear understanding of expectations and support to enact them. Teacher involvement in curriculum development can strengthen this connection (Alsubaie, 2016), while leadership and stakeholder participation help sustain educational change (Fullan, 2016).

The framework was used to interpret the relationship between teachers' preparedness and the conditions under which they implemented the ICBC. Attention was

given to clarity of curriculum expectations, practical pedagogical competence, instructional resources, and support from head teachers and education officers. Contemporary Tanzanian work on curriculum implementation and leadership supports examining these dimensions together (Kafyulilo & Rugambuka, 2021; Mlenge et al., 2025). The framework informed interpretation of the themes; the study did not test causal relationships between its dimensions.

Empirical Review of Literature

Teacher preparedness includes content knowledge, pedagogical skill, and the ability to adapt instruction to learners' needs (Darling-Hammond, 2006). Recent work extends this discussion to the practical requirements of competence-based teaching. Pakombwele (2026), in Zimbabwean early childhood classrooms, reported the importance of pedagogical knowledge, practical skills, instructional resources, and continuing professional support. The study recommended in-service training, appropriate learning materials, professional learning communities, and alignment of teacher education with competence-based approaches. Its early childhood setting offers useful comparative insights, but differs from Tanzania's revised primary school curriculum.

In selected schools in the Archdiocese of Bamenda, Cameroon, Mbeng et al. (2025) examined

preparedness for competence-based education oriented towards employability skills. The study highlighted training, curriculum alignment, and institutional support, and recommended stronger preparation for practical implementation. These findings help identify dimensions of preparedness that may matter across settings. However, their relevance to Tanzania's primary schools requires attention to differences in curriculum expectations, school resources, and professional support.

Mshelia et al. (2025) investigated teachers' readiness to implement the competence-based Basic Education Curriculum in Gombe State, Nigeria. Teachers were generally willing to implement the curriculum but needed continuing professional training and adequate instructional materials. The study also emphasised class size and administrative support. It indicates that willingness alone does not ensure practical readiness. It did not, however, examine the specific requirements of Tanzania's 2023 curriculum revision.

Ondimu (2018) examined teachers' preparedness for implementing the competence-based curriculum in private pre-schools in Dagoretti North Sub-County, Nairobi County, Kenya. The study recommended strengthening in-service teacher training, particularly in information and communication technology (ICT), and promoting positive teacher attitudes toward

implementing the competence-based curriculum. These findings suggest that technological competence and favourable attitudes are important aspects of teacher preparedness. However, the study focused on the broader CBC framework and pre-school education and therefore did not identify the specific preparedness requirements of primary school teachers for implementing the ICBC.

Mokoro (2020) examined secondary school teachers' perceptions of their preparedness for competence-based curriculum implementation in Arumeru District, Tanzania. The study identified limitations in teacher preparation and the support available for implementation. It provides relevant national context, but its secondary school setting and focus on an earlier curriculum limit its direct application to the revised primary school curriculum. The present study consequently examines preparedness through primary school teachers' accounts of planning, teaching, and assessment under the 2023 revision.

Across these studies, preparedness involves professional knowledge, pedagogical and technological skills, attitudes, resources, and sustained institutional support. Recent Kenyan research also addresses preparedness in primary schools (Karua et al., 2025). The remaining gap concerns how teachers in Tanzanian primary schools understand and experience these dimensions when implementing the

2023 revision. This study examines that gap in two schools in Arusha District Council.

Barriers to Curriculum Implementation

Despite the recognised importance of competency-based education, evidence indicates that its implementation continues to encounter substantial challenges. Mirza et al. (2023) reported that, despite the implementation of CBC in Algeria for nearly two decades, effective implementation continued to be constrained by inadequate practical training for teachers, the absence of clearly defined competency performance criteria, an overloaded curriculum, overcrowded classrooms, and limited instructional resources. These challenges undermined the achievement of the intended outcomes of the competency-based curriculum.

Similarly, Opondo et al. (2023), in a study conducted in Kajiado County, Kenya, found that teachers were inadequately trained to teach and assess learners under the CBC framework. The implementation process was further constrained by inadequate staffing, large class sizes, insufficient resources for competency-based assessment, and limited parental support. These findings demonstrate that barriers to CBC implementation extend beyond teachers' individual preparedness and include broader institutional, material, and stakeholder-related factors.

Evidence from Nigeria also suggests that curriculum reforms frequently encounter difficulties during the implementation stage. Empirical studies have attributed these difficulties to inadequate teacher preparation, insufficient instructional resources, and systemic constraints at the school level (Olibie, 2021; Onwuagboke & Osuji, 2020). These findings indicate that successful curriculum reform depends on the interaction between teacher capacity and the institutional environment in which the curriculum is implemented.

Rwigema and Andala (2022) in Rwanda further observed that teachers may encounter substantial barriers when implementing a new curriculum, particularly in relation to unfamiliar curriculum content and subject demarcations, underlying curriculum assumptions and objectives, new pedagogical approaches, and revised assessment methods. These factors may affect teachers' ability to translate curriculum intentions into effective classroom practices, particularly where professional development and implementation guidance are inadequate.

Comparable challenges have been reported in East African contexts. Namubiru et al. (2024) and Kidega et al. (2024) found that inadequate teacher preparation and limited instructional resources affect the implementation of competency-based curricula in Uganda and Kenya. These findings reinforce the argument that teacher preparedness

and the availability of supportive school-level conditions are fundamental to effective competency-based curriculum implementation.

The reviewed literature identifies interacting professional, material, technological, and organisational barriers. Much of it concerns earlier curricula or settings outside Tanzanian primary education. It therefore provides a basis for comparison rather than direct evidence of preparedness for the 2023 revision. This study contributes teachers' and school supervisors' accounts of these barriers in two primary schools, with implications for professional development, resource allocation, and school-level support.

METHODOLOGY

Research Approach and Design

The study used a qualitative approach to explore participants' experiences and interpretations of curriculum implementation (Creswell & Poth, 2018; Patton, 2015). A case study design supported investigation of preparedness within its real-world setting (Yin, 2014, 2018). Two public primary schools in Arusha District Council provided settings for examining shared and differing experiences. Interviews and document reviews enabled attention to both reported experiences and the instructional documents associated with implementation.

Research Site

The study was conducted in two primary schools in the Arusha District Council, Tanzania. This district was selected because it was among the piloted areas where teachers received official training on implementing the ICBC and was recognized for its effective implementation of Teacher Continuous Professional Development (TCPD).

Participants And Sampling Procedure

The study involved 20 participants: 17 class teachers, two head teachers, and one WEO. Purposive sampling was used to select participants with relevant implementation or supervisory experience (Patton, 2015; Creswell & Poth, 2018). Class teachers who had attended TIE training were selected to provide accounts of classroom implementation (Makunja, 2016). Head teachers and the WEO contributed leadership and supervisory perspectives (UNESCO, 2021; Keter & Wabuke, 2025; Denzin, 2017). The researcher reported that sampling continued until data saturation was reached (Hossain et al., 2024).

Data Collection Tools

Data were collected through semi-structured interviews and document reviews. A total of 19 face-to-face interviews were reported. Interviews were conducted in English, lasted approximately 50–60 minutes, and took place in private settings to

reduce interruptions and protect confidentiality. With participants' permission, interviews were recorded. Semi-structured questioning supported detailed accounts of preparedness and implementation challenges (Brinkmann, 2014; Kallio et al., 2016). Interview accounts were cross-checked against official documents to examine consistency (Creswell et al., 2017). Reviewed materials included syllabuses, schemes of work, lesson plans, assessment tools, and records of ICBC activities (O'Leary, 2014). Document review complemented interview data and supported interpretation of curriculum planning and assessment practices (Bowen, 2009).

Data Analysis

Interview and documentary data were analysed thematically using Braun and Clarke's six-phase approach (Braun & Clarke, 2006, 2019). First, the researcher read transcripts and documents repeatedly to become familiar with the data. Initial codes identified features relevant to preparedness and implementation barriers. Related codes were grouped into candidate themes, which were reviewed against coded extracts and the wider dataset. Themes were then refined, defined, and named. The final report connected the themes with the research questions and used participant extracts to support interpretation. Analysis was iterative,

with movement between the original accounts, codes, and emerging themes.

Ethical Considerations

The researcher obtained relevant institutional approvals and research permits before data collection and informed participants about the study's purpose (Tracy, 2024). Participation was voluntary, and informed consent included the right to withdraw without consequences (American Educational Research Association [AERA], 2011). Participants' names and institutional identifiers were replaced with codes, including T1-T17 for teachers, HT1-HT2 for head teachers, and WEO for the Ward Education Officer (Kaiser, 2009). Identifying information was excluded from the findings, and data were stored securely to protect confidentiality (AERA, 2011).

RESULT AND DISCUSSION

Results

The findings are organised around teachers' professional preparedness and the barriers encountered during ICBC implementation. Participant codes identify the source of each account.

1. Teachers' Professional Preparedness for ICBC Implementation

Most interviewed teachers described their practical preparedness as inadequate, despite familiarity with the ICBC's goals and principles. They identified difficulties in instructional

planning, learner-centred teaching, and competence-based assessment. Short training programmes were a recurring explanation for the gap between curriculum knowledge and classroom application. T1 stated:

We have received training on a competence-based curriculum, but I cannot say my preparedness is adequate to implement it fully. The training was short, designed to make us competent to design and implement competence-based instruction for the large class sizes that characterize our schools...

T1's account distinguishes attendance at training from confidence in implementing the curriculum. It suggests that initial orientation needs to be followed by opportunities to practise instructional design in conditions resembling teachers' classrooms. T6 similarly stated:

As its name suggests, the improved competence-based curriculum requires competent teachers to implement it in the classroom practically. My experience shows that most teachers are not adequately prepared in terms of knowledge and skills to implement the improved curriculum. We have received short-term training that could hardly make us fully competent...

T6 links preparedness with the ability to apply knowledge and skills in

practice. This reinforces the distinction between knowing the curriculum and being equipped to enact it. The implication is that professional development should include guided classroom application and continuing feedback.

2. Inadequate Planning Competence for Competence-Based Instruction

Teachers described difficulty planning activities through which learners could acquire and demonstrate competencies in real-life situations. Attendance at capacity-building sessions had not consistently resolved these difficulties. T3 stated:

“To be honest, I feel well prepared for effective implementation of ICBC. Colleagues and I are still struggling in preparing competence-based lesson activities...actually we need some more training on this aspect”.

T3's account combines a statement of preparedness with an admission of continuing difficulty in lesson design. It is therefore interpreted as an expression of uneven confidence rather than uniformly adequate preparedness. The implication is that support should target the construction of competence-oriented activities. Head teachers and the WEO likewise described plans that prioritised syllabus coverage and examination performance over learner engagement and application of knowledge. Their accounts suggest a need for practical

guidance linking competencies, activities, and assessment evidence.

3. Inadequate Preparedness in Pedagogical Practices

Participants described a gap between understanding learner-centred methods and using them in crowded classrooms. Teachers reported that limited practical expertise led them to emphasise the transmission of content rather than collaborative learning, problem-solving, creativity, and application. T10 explained:

We are adequately prepared theoretically to apply learner-centred pedagogical approaches but inadequately prepared for their practical application in overcrowded classrooms. This situation forces many teachers to continue using traditional pedagogical approaches that they perceive as easier to cover the syllabus.

T10's account locates the difficulty in adapting methods to overcrowded classes, rather than in unfamiliarity with learner-centred principles. It suggests that training should model workable group activities, classroom organisation, and feedback strategies for the conditions in which teachers teach. Such support should accompany efforts to address class size.

4. Inadequate Preparedness for Competence-Based Assessment

Teachers also described insufficient preparation for designing and using competence-based assessments. Although they recognised the need to move beyond examination-oriented assessment, many found it difficult to construct tasks that captured application, creativity, problem-solving, and performance in authentic situations.

T14 explained: “Most of us are not adequately prepared to develop assessment instruments capable of measuring learners’ mastery of competencies.” The Ward Education Officer (WEO) similarly observed: “I think our teachers need more training on how to develop and implement competency-based assessments. Current practice shows that many teachers still rely heavily on traditional methods of assessment.”

T14’s account indicates difficulty translating curriculum competencies into assessment instruments. The WEO’s observation suggests that this difficulty also appears in supervisory accounts of routine practice. Together, the extracts point to a need for practical work on authentic tasks, scoring criteria, assessment of higher-order skills, and feedback that supports learners’ progress. These are reported training needs rather than outcomes of an assessment audit.

5. Barriers to the Implementation of The ICBC In Tanzania

Participants identified inadequate professional training, shortages of teaching and learning materials, limited ICT resources, overcrowded classrooms, and insufficient staffing as barriers to implementation.

6. Inadequate Professional Training

Participants described training as too brief or insufficiently practical to support effective classroom implementation. T4 stated, “Inadequate training is a significant barrier we face in the implementation of ICBC. I went through formal training, but it was very short.” This account suggests that access to a formal course did not necessarily provide sufficient preparation. T6 added, “The training we were provided was inadequate in terms of depth, coverage, and practical application for us to effectively implement the curriculum in real classroom situations.” T6’s emphasis on depth and application indicates that extending duration alone may be insufficient unless training includes practical teaching tasks. The WEO highlighted “... lack of a regular and comprehensive training and self-study culture is a critical challenge in the implementation of the curriculum among most teachers.” This supervisory account points to limited continuity beyond initial training and the need for structured opportunities for professional learning.

Taken together, these accounts suggest that teachers need sustained opportunities to plan, practise, receive feedback, and revisit difficult aspects of implementation. Regular school-based support could connect initial training with classroom demands.

7. Inadequate Teaching and Learning Material

Participants described shortages of textbooks, supplementary learning materials, and ICT facilities. They associated these shortages with limited school funds and difficulties providing practical learning experiences. T2 explained, “There are many schools that do not have enough textbooks, supplementary books, and ICT resources making the implementation of ICBC an armchair thinking.” The phrase ‘armchair thinking’ conveys a perceived gap between curriculum aspirations and the resources available to enact them. The implication is that pedagogical training should be accompanied by access to suitable materials. The WEO similarly identified insufficient funds for purchasing appropriate teaching and learning resources as a constraint.

Because competence-based learning requires participation and application, material shortages can limit the activities teachers offer and the opportunities learners have to demonstrate understanding. Participants’ accounts indicate that resource provision is part of the implementation conditions supporting

preparedness, rather than a problem teachers can resolve through knowledge alone.

8. Overcrowded Classrooms

Participants reported classes of approximately 80 to more than 100 pupils. They described difficulty monitoring individual progress, offering timely feedback, and facilitating participatory learning. T3 stated, “It is very difficult to apply participatory methods and practical learning in a class of eighty to more than one hundred students... This is the real situation of our classrooms which compel us to use traditional methods”. This account explains the use of familiar teaching methods as a response to classroom constraints. It implies a need for both manageable class sizes and practical strategies suited to large classes. HT2 stated, “Large class sizes and insufficient teaching staff constrain the achievement of learning objectives, necessitating careful planning and appropriate pedagogical strategies.” HT2’s account links overcrowding with staffing and indicates that pedagogical support must be considered alongside teacher deployment.

Overcrowding therefore emerged as a structural constraint on interaction, feedback, and individualised assessment. These accounts do not establish a causal effect on learner outcomes, but explain why participants found it difficult to enact

the curriculum's participatory expectations.

Discussion

The findings indicate a gap between teachers' understanding of curriculum intentions and their confidence in enacting them. Preparedness was uneven across planning, pedagogy, and assessment. Supervisory accounts reinforced these reported difficulties, but the study did not directly observe classroom teaching. The findings should therefore be understood as perceptions supported by interviews and document review. Earlier literature on leadership and teacher development provides a basis for examining this relationship (Hallinger, 2011; UNESCO, 2021, 2023). Recent international guidance similarly stresses that teachers require sustained preparation and support within functioning education systems (UNESCO & International Task Force on Teachers for Education 2030, 2024).

Earlier studies argue that effective professional development is sustained, connected to classroom practice, and supported by collaboration (Darling-Hammond et al., 2017; Sifuna & Obonyo, 2019). Recent evidence from Cameroon and Nigeria supports examining training together with curriculum alignment, materials, and administrative conditions (Mbeng et al., 2025; Mshelia et al., 2025). The present findings extend this discussion to teachers' experiences of Tanzania's 2023 primary

school curriculum revision. They suggest that orientation to curriculum principles needs to be followed by guided work on lesson activities and assessment tasks.

The findings are also consistent with Tanzanian discussions of the distance between curriculum reform and classroom practice (Mushi, 2020; Sumra & Rajani, 2018). Historical analyses describe the practical limits imposed by large classes, resource shortages, and weak teacher support systems (Westbrook et al., 2013; Moon, 2007). More recent Tanzanian research highlights school leaders' efforts to strengthen training, materials, learning environments, and school-community relationships (Mlenge et al., 2025). These complementary perspectives suggest that professional preparedness develops within organisational conditions that either support or restrict practical application.

Participants' familiarity with the ICBC did not amount to consistent practical readiness. This distinction accords with literature on the importance of practice-based professional learning (Darling-Hammond et al., 2017; Avalos, 2011; UNESCO, 2021). Recent work in Tanzanian secondary schools provides a comparable concern about preparedness, although it addresses a different educational level (Mokoro, 2020). Within the two participating schools, implementation can therefore be described as uneven rather than assumed to be complete. The study

cannot establish the national stage of ICBC implementation.

Continuing professional development offers a means of connecting curriculum expectations with teachers' daily work. Earlier research identifies the limits of episodic training and the value of professional learning communities (Avalos, 2011, 2016; Guskey, 2014; Stoll et al., 2006). Wider teacher education literature also highlights the importance of preparation that connects professional knowledge with practice (Darling-Hammond, 2006, 2017; Darling-Hammond et al., 2020). Recent studies of preparedness reinforce the need for continuing support (Pakombwele, 2026; Karua et al., 2025). For these schools, collaborative planning, modelling of teaching activities, and feedback on assessment design are practical implications of the reported needs.

Historical studies of teacher development and pedagogy in African settings similarly emphasise sustained institutional support (Akyeampong et al., 2013; Komba & Nkumbi, 2008; Moon, 2007). Curriculum reform should consequently be accompanied by professional learning structures that help teachers translate expectations into teachable activities. Although recent policy discussions emphasise educational relevance (UNESCO, 2021), this study did not examine employment outcomes. Its contribution concerns the classroom preparation

needed to support learners' development of competencies.

Resource shortages and overcrowding interacted with teachers' reported pedagogical difficulties. International and regional literature identifies materials and enabling learning environments as implementation concerns (UNESCO, 2019, 2023; Mushi, 2020; Sumra & Rajani, 2018; Westbrook et al., 2013). Recent evidence from Kenya and Rwanda also links curriculum implementation with assessment resources, staffing, and support (Opondo et al., 2023; Rwigema & Andala, 2022). In Tanzania, Mlenge et al. (2025) describe head teachers' efforts to address training and resource conditions. The present accounts suggest that professional development and material provision should be planned together.

Large classes reduced participants' perceived ability to interact with individual learners and assess progress. This accords with earlier analyses of learner-centred pedagogy under resource constraints (Westbrook et al., 2013; Moon, 2007) and with more recent discussions of curriculum overload and assessment challenges (Owino, 2020; Mafumiko & Kira, 2023; Msonde & Msonde, 2021). School support should therefore address feasible approaches to grouping, feedback, and assessment while education authorities consider staffing and classroom capacity. Training alone is unlikely to resolve the

structural constraints described by participants.

Viewed through Gross's framework, the findings suggest that understanding the innovation, developing practical capability, and providing organisational support are interconnected. This interpretation is consistent with broader discussions of curriculum reform and the learning environment (UNESCO, 2020, 2021; World Bank, 2018, 2020). The study is limited to two purposively selected schools and participants with relevant training or supervisory experience. It captures reported preparedness rather than a direct measure of teaching quality or pupil attainment. The findings are therefore context-specific and may inform further comparative research rather than statistical generalisation to all Tanzanian primary schools.

CONCLUSIONS AND RECOMMENDATIONS

Primary school teachers in the participating schools described uneven preparedness for implementing the ICBC, particularly in competence-oriented planning, learner-centred pedagogy, and assessment. Short training programmes were compounded by shortages of materials and ICT resources, overcrowding, and insufficient staffing. TIE and education authorities should provide sustained practical training supported by coaching, mentoring, and collaborative lesson planning. Head teachers and the

WEO should strengthen supportive observation and feedback as a professional development strategy. Resource planning should prioritise equitable access to textbooks, suitable learning materials, and usable ICT facilities, alongside teacher recruitment and deployment responsive to class size. Inter-school networks may help teachers exchange activities and assessment practices. Community engagement is a complementary recommendation, rather than a separately established finding. Further studies using classroom observation and evidence of learners' work could examine how these supports relate to actual curriculum enactment.

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