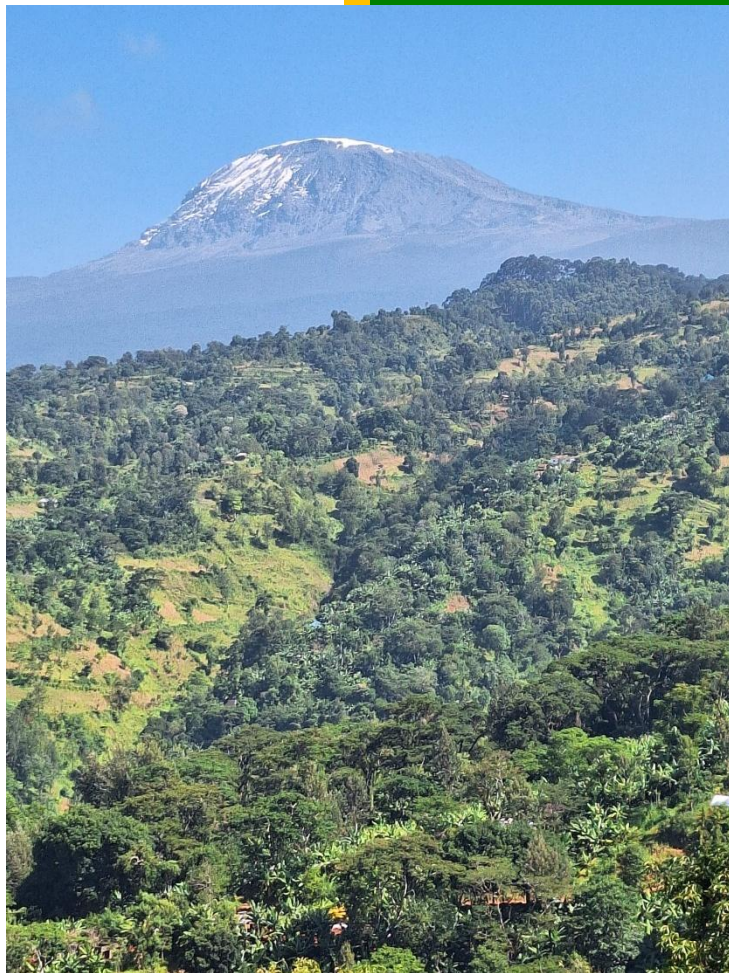


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Curriculum: Recommendations for the implementation plan



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1. Introduction

This document has been developed in the Kilimanjaro VET project funded by European Commission. Luovi Vocational College was responsible for developing a curriculum together with Tanzanian partners as a task of work package five, increasing pedagogical skills to support students with special needs in VET.

The objectives of the work package five are:

- increasing the capacity of VET teachers to recognize the special educational needs and to support different learners e.g. young people with disabilities and thus promote inclusion in education,
- developing tools and material to support the learning process of students with special needs and
- promoting the use of open badges in VET studies in Tanzania and thus promoting digital skills and inclusion, better employability, and improved teachers' skills

The recommendations for a curriculum are based on the work done in collaboration with Tanzanian partners in Kilimanjaro VET project. In the work package five, Special needs, one of the aims was to develop the curriculum that considers the students of special needs in VET. When applying for the project we recognized the need to increase the capacity of the teachers and VET trainers' skills to operate with young people with special needs, for example young people with disabilities. The aim was to develop an adaptive and modified curriculum responsive to the special educational and training needs of students with disabilities.

The VET providing partners of the Kilimanjaro VET project are Vocational Education and Training Authority VETA centres, Mawella VTC and Moshi RVTSC and Evangelical Lutheran Church in Tanzania, ELCT, especially HAI Centre was participating in the project.

2. Current situation of curricula in VET in Tanzania

Vocational Education and Training Authority, VETA as a part of The United Republic of Tanzania, Ministry of Education Science and Technology is the national authority and responsible for developing the curricula in Tanzania. VETA's mission is to ensure availability of Vocational Skills in Tanzania through provision and promotion of Vocational Education and Training (VET) to meet labour market demand for socioeconomic development. Skilled Labour force is seen the key actor in the future of Tanzania.

Tanzanian VET is competence-based. All VET centres follow the national curriculum. Most of the curricula are from 2022 but some of them are older. In general, curricula are renewed

every ten years. The programs usually take three years to complete. A work practice of eight weeks is included in the studies, but finding a suitable place for work practice is not that easy.

VETA has revised several curricula in 2022, but they are not necessarily available in the VET centers. Besides, there is often only one printed copy of curriculum of one field available at the office of the principal of the school.

The curricula are made in the same format, and they highlight the following approaches:

- Curricula mention three aspects that can be linked with students with special needs,
- Promoting access to VET for disadvantaged groups and
- Promoting a flexible training approach and appropriate teaching methodologies.

Persons with disabilities follow the same curriculum and the assessments are the same. All students must take the national exams and persons with disabilities can get 30 minutes extra time. There is no other support for them. The assessment is the same for everyone. That is why persons with disabilities, PwD often fail their exams.

Inclusion is the main approach also in VET and persons with disabilities study in the same classes with others, but there are some special schools for blind and deaf children.

Curricula focus on developing the whole person; therefore, VET curriculum integrates both technical and life skills to enable the learner to understand crosscutting issues. Curricula are in English, and they provide the framework for certificates in VET. However, to put the curricula into practice, the vocational training centers and teachers need to make an action plan.

Curricula as such, recognises different learners and the need for support but lacks concrete measures and methods how the teachers can support students. Curricula are relevant and focus all the necessary aspect of learning for skills. However, teachers would benefit from practical tools and methods to recognise the students with special needs and to support them. Thus, this document focuses on presenting recommendations for implementing the curriculum and practical methods to support students with special needs.

The teachers we have worked with during the project are motivated to learn more about supporting students with special needs. The participating teachers have been selected by the partners. The participating teachers have a lengthy career in teaching in most of the cases. They also have experience in instructing students with special needs. The students with special needs are in general integrated with other students.

2.1. Life skills curriculum as an example

All VET students study life skills as a part of their VET studies. The Life skills curriculum has eleven modules, and it is targeted for first year students, level 1. Most of the activities take

place in classrooms. It includes group work, assignments, lectures, and tests. In VETA Moshi, guest speakers are invited to visit, for example in gender issues and dealing with AIDS. Life Skills curriculum covers important topics, for example how to solve problems achieve career goals and visions, creative and critical thinking, customer care, interpersonal relationships and effective communication and effective decision making. At the end of the studies there is a national exam.

National Life Skills curriculum is revised in 2025.

2.2. Structure of the curriculum

The curricula follow the same format starting from the vision and the mission of VETA.

In public VETAs, teachers are hired by the government, but ELCT can hire teachers itself.

ELCT pointed out, that the discussion on the need for special support has started with the authority, VETA, but there are no results from the negotiations yet. Students with special needs have been noticed, but changes and reforms take time.

The curricula define general competences, like using language skills, but also competences of the subject. The roles of teachers, students and partners are included in the curricula. Teaching and learning methods and resources as well as assessment are described.

However, the VET centres could benefit from a written plan for implementing the curriculum.

3. Practical workshops in Tanzania

We organized a practical workshop in Mawella, Moshi in February 2025 to work on the development of curricula in the framework of students with special needs. Each teacher focused on the curriculum he or she teaches and pointed out the main problems in the curriculum and suggested and proposed solutions in practice.

3.1. Case: Electrical Studies Curriculum

The Special Educational Teachers for students with special needs at MVTC identified some issues in the current curriculum. One significant problem is that the curriculum does not effectively cater to typical and atypical students.

To address these challenges, we suggest that professional curriculum developers ensure every Vocational Education and Training (VET) center employs trained and qualified sign

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language teachers. This approach will help overcome the learning difficulties faced by students, particularly those with hearing, speaking, and visual impairments.

They also found some important missing elements in the life skills curriculum of Tanzania

- **Digital Literacy:** In today's digital world, it is essential for students to be proficient in using technology effectively and responsibly. This includes not only technical skills but also the ability to evaluate information critically.
- **Financial Literacy:** Students must understand basic financial concepts such as budgeting, investing, and managing debt. These skills are crucial for economic empowerment and overall well-being.
- **Social and Civil Rights Responsibility:** Understanding civil rights and responsibilities, promoting social justice, and engaging in community service are vital for building a strong society. More comprehensive coverage of citizenship concepts is needed in the curriculum.
- **Environmental Awareness and Sustainability:** Students must understand environmental issues, climate change, and sustainable practices. This knowledge fosters responsible citizenship and contributes to the planet's future. Environmental topics should be integrated into the curriculum.
- **Entrepreneurship Skills:** Fostering an entrepreneurial mindset and providing basic business skills can empower students to create opportunities for themselves and contribute to economic development.

3.2. Case: Motor Vehicle Mechanics Curriculum

The participating teachers suggested some solutions to better meet the needs of different learners

- **Enhancing Practical Training:** Increase real-world practice opportunities through hands-on workshops that utilize modern diagnostic tools and live vehicle troubleshooting.
- **Integration of Technology:** Introduce relevant tools and machinery in the technical and vocational field with the use of modern technology.
- **Teacher Training Development:** Provide regular training for instructors to keep them updated on modern teaching methods and technologies. Focus on pedagogical skills that enhance student engagement and understanding.
- **Supporting Inclusion and Accessibility:** Ensure training centers are disability-friendly by providing accessible infrastructure and learning materials.
- **Modernizing Course Content:** Include topics on hybrid and electric vehicles, such as modules on electric vehicle maintenance, battery management systems (BMS), and diagnostics.

- Certification and Continuous Learning: Align with international certification standards like ASE (Automotive Service Excellence) or IMI (Institute of the Motor Industry). Regularly update the curriculum to reflect the rapidly changing automotive industry.

Kilimanjaro VET project has strengthened pedagogical skills of the participating teachers, the idea of competence-based learning, entrepreneurial approach, and how to recognise special educational needs. The teachers who have participated in the trainings are expected to deliver training to their colleagues. To do this, it would be advisable to prepare a concept and a plan how and when to do it to avoid trainings to take place random, informal. The trainings and planning days could be included in the official schedule of the teachers.

3.3. Case USA River Rehabilitation Centre, URRC

We had a chance to visit Usa River Rehabilitation Center, which is one of the rehabilitation centres owned by ELCT. There are Secondary school with four classes and a VET centre that offers tailoring, welding, and bakery. The centre was established in 1988. It also has a Health Department, which provides physiotherapy and rehabilitation services for individuals and groups. The health department is particularly familiar with clubfoot treatments for small children.

URRC also has sheltered workshops for physically and mentally disabled people. The VET training takes three years, and the students come from all over Tanzania. The dormitory accommodates 180 students and there is a guesthouse for volunteers in the area. Bakery, cafeteria, and gift shop are open for public. URRC area is incredibly beautiful, green, and garden-like. URRC has its own farm with goats and chickens.

Over the years, six hundred students have graduated from URRC. After finishing the studies, they usually return to their domiciles.

URRC has a special education training unit, SETU, which is developed and launched by a German Lady Mona. It is a three-month training for professionals. Professionals learn how to train people with special needs. Participants also become special needs ambassadors when they return to their villages and professions.

Training includes four modules:

1. Different special needs and the medical background of the disability/special need
2. Teaching of psychology and guidance
3. Communication especially with people with intellectual disabilities. Use of pictures and sign language
4. Development of learning material

and besides, general tools for example first aid, justice and law for all, digital skills.

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The participants are from different professions, where they can use special education methods in the future. Some of them work in daycare centres and some go to their home villages to instruct children who need support. At the same time, they make special education known in the communities where they work. It is also important to train the parents of children with special needs.

When considering the recruitment of teachers, it is important to recruit teachers who are able to use sign language in teaching. Besides, the need for workshops for teachers was raised up during the visit.

4. Findings and recommendations

The written documents, discussions and workshops with teachers show that in principle students with special needs are considered in curriculum and they are mainly integrated in learning. However, it would be beneficial to develop written action plans how to support students with special needs.

This document highlights some of the practical pedagogical methods teachers could use in their teaching and that could be included in the action plan to support students with special needs.

The methods are divided in four categories. Each category presents a method and an example of implementation in practise.

Photo is taken by Mari Kontturi.

5. Annex of practical methods and how to implement them

5.1 Supporting Student Strengths and Learning Readiness

Method	Implementation
Calm interaction in guidance situations	Create a relaxed and safe atmosphere where the student can focus and feel seen and heard.
Diverse learning environments to support motivation and work skills	Use different learning environments (e.g. workshops, digital spaces) to build motivation and practical skills.
Identifying strengths and areas for development in studies	Use the student's strengths in planning studies and Give positive feedback. Use self-assessment tools (like RUORI) to help students recognize their strengths.
Strengthening a positive and realistic self-image	Discuss values, attitudes, body image, and self-awareness in small groups. Use picture cards, example stories, or videos to support the discussion.
Positive feedback and encouragement	Give encouraging and constructive feedback to support learning.
Making success visible	Highlight even small successes and make them visible to the student.
Practicing ways to stay focused	Use short learning sessions, movement breaks, rest moments, and different working methods to support attention.
Clear goals broken into smaller steps	Break goals into smaller parts and make progress visible.
Using different study techniques and learning strategies	Practice notetaking, make concept maps, explain things in your own words, and use memory tricks or rhymes to learn new things.
Making the learning process visible	Use learning diaries, pictures, videos, self-assessment, and guidance discussions to reflect on learning.

Learning math through real-life situations	Practice math using everyday examples and situations.
Using models, examples, and observation tools	Support understanding of measurement and concepts with concrete tools and examples.
Tools and methods to support concentration	For example: drawing, listening to music, reducing distractions, and allowing movement during lessons.
Practicing and using memory techniques	Learn and use memory strategies to support learning.

5.2. Learning and Working Skills

Method	Implementation
Accessibility in physical and digital learning environments	Make sure learning spaces are accessible and usable for everyone.
Enhanced guidance for using tools and machines	Use repetition, learning by example, teacher support, pictures, and videos to support learning.
Considering ergonomics in study and work tasks	Adjust working positions and tools to fit individual needs.
Communication methods that support or replace speech	Use pictures, sign language, or videos to support communication.
Using pictures in learning and working situations	Use visual tools like picture instructions and illustrated environments to support understanding.
Easy-to-read materials	Use simple and clear language in written materials.
Clear and concrete spoken language	Avoid complex expressions and speak in a way that is easy to understand.
Illustrated step-by-step instructions	Show work steps clearly and visually.
Audiobooks, videos, recordings, and other digital learning materials	Offer different ways to learn using digital tools.
Explaining and repeating instructions	Make sure students understand by explaining and repeating instructions.

Time and repetition to practice new skills	Allow students to learn at their own pace with enough time and practice.
Peer learning, such as working in pairs or small groups	Learn together with others. A more experienced student can support a beginner.
Dividing tasks into smaller steps	Break tasks into smaller, manageable parts.
Making sure the student understands the instructions	Check understanding before starting the task.

5.3. Co-operation Skills

Method	Implementation
Practicing expressing opinions and conversation skills	Practice respectful conversation and sharing your own views.
Practicing giving and receiving feedback	Learn how to give and receive feedback in a respectful way.

5.4. Everyday Life Skills

Method	Implementation
Taking responsibility for everyday tasks	For example: cooking, cleaning, and doing laundry.
Encouraging independent self-care	Support students in managing everyday tasks on their own.
Creating routines for daily tasks	Build regular and predictable routines for everyday activities.
Promoting well-being and healthy lifestyles	For example: exercise, healthy eating, rest, outdoor activities, and good eating habits.
Supporting a healthy sleep-wake rhythm	Guide students to keep a regular sleep schedule and understand the importance of rest.