

**MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**

**INSTITUTE OF ADULT EDUCATION**



**THE ENHANCEMENT OF ACCESS AND QUALITY TO SECONDARY EDUCATION THROUGH  
ALTERNATIVE EDUCATION PATHWAY (AEP)**

**HISTORY SYLLABUS  
FOR ALTERNATIVE SECONDARY EDUCATION PATHWAY**

**STAGE I&II**

**2026**

Designed and prepared by;  
Institute of Adult Education,  
Dar es Salaam,  
Tanzania.

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## **1.0 Introduction**

History syllabus for Alternative Secondary Education Pathway (ASEP) comprises of both stage I (Equivalent to form one and two) and Stage II (Equivalent to form three and four) written in a modular format. It has integrated components that originate from formal education syllabus. The integrated syllabus has been prepared to allow learners to complete the course within two years' time. It is designed for learners outside the formal education system to enable them sit for ordinary certificate of secondary education examination using acquired competences, both competently and professionally in their daily undertakings. The syllabus uses Competence Based Education and Training (CBET) approach which is result based indicating what a learner is expected to do after completing the course.

## **2.0 Objectives of Education in Tanzania**

The objectives of education in Tanzania are to:

- a) Guide the development and improvement of the personalities of the citizens of Tanzania, their human resources and effective utilization of their resources in bringing about individual and national development;
- b) Promote the acquisition and appreciation of culture, customs and traditions of the people of Tanzania;
- c) Promote the acquisition and appropriate use of literary, social, scientific, vocational, technological, professional and other forms of knowledge, skills and understanding for the development and improvement of man and society;
- d) Develop and promote self-confidence and an inquiring mind; an understanding and respect for human dignity and human rights and readiness to work hard for self-advancement and national improvement;
- e) Promote and expand the scope of acquisition, improvement and upgrading of mental, practical, productive and other skills needed to meet the changing needs of industry and the economy;
- f) Enable every citizen to understand and uphold the fundamentals of the national constitution as well as the enshrined human and civil rights, obligations and responsibilities;
- g) Promote love and respect for work, self and wage employment and improved performance in the production and service sectors;
- h) Inculcate principles of national ethics and integrity, national and international cooperation, peace and justice through the study, understanding and adherence to provisions of the national constitution and other international basic charters; and
- i) Enable a rational use, management and conservation of the environment.

### **3.0 Objectives of Secondary Education in Tanzania**

The objectives of secondary education in Tanzania are to:

- a) Consolidate and broaden the scope of baseline ideas, knowledge, skills and principles acquired and developed at primary education level;
- b) Enhance further development and appreciation of national unity, identity and ethical personal integrity, respect for and readiness to work, human rights, cultural and moral values, customs, traditions and civic responsibilities and obligations;
- c) Promote the development of competency in linguistic ability and effective use of communication skills in Kiswahili and at least one foreign language;
- d) Provide opportunities for the acquisition of knowledge, skills, attitudes and understanding in prescribed or selected fields of study;
- e) Prepare students for tertiary and higher education; vocational, technical and professional training;
- f) Inculcate a sense and ability for self-study, self-reliance and self-advancement in new frontiers of science and technology, academic and occupational knowledge and skills; and
- g) Prepare the student to join the world of work.

### **4.0 Objectives of Secondary Education through Alternative Secondary Education Pathway in Tanzania**

The objectives of secondary education through Alternative Secondary Education Pathway are to;

- a) Provide equivalent education to children, youth and adults who could not get the opportunity in the formal education system;
- b) Complement government efforts of achieving education for All (EFA) objectives;
- c) Cater for youth and adults who dropped out of school due to various reasons; and
- d) Provide education to disadvantaged and marginalized groups including girls.

## **5.0 General Competences for the Subject**

By the end of this course the learner will demonstrate ability to:

1. Demonstrate an understanding of the concept of history and sources of historical information.
2. Demonstrate an understanding of theories of the origin of human beings.
3. Demonstrate an understanding of the economic, political, social and technological development in pre-colonial Africa.
4. Demonstrate an understanding of interactions among African societies during the pre-colonial era.
5. Demonstrate an understanding of the development of capitalism and its impact on Africa.
6. Demonstrate an understanding of colonial systems in Africa.
7. Demonstrate an understanding of the history of nationalist movements in Africa.
8. Demonstrate mastery of the history of nation-building in post-colonial Africa.
9. Demonstrate an understanding of the successes and challenges of nation-building in post-colonial Africa.
10. Demonstrate an understanding of the formation of African regional integration.
11. Demonstrate an understanding of the history of Africa's participation in the United Nations Organisation.

## **6.0 Structure of the Syllabus**

The syllabus for history subject comprises the following:

### **i) Name of the Module**

This implies set of separate units that can be joined together to form a part of a subject course of study.

### **ii) Main Competences**

These imply areas of interest of subject that is learned about.

### **iii) Specific Competences**

These are sub-areas of interest of the subject which are combined to form a topic.

### **iv) Learning Activities**

These are the observable tasks to be done by teachers and learners in realizing the specific learning outcome.

### **v) Suggested facilitation and learning strategies**

This part indicates what a facilitator and learners are expected to do in the process of facilitation and learning. This includes self-learning and face to face session.

vi) **Assessment Criteria**

This part is divided into formative and summative assessments. Formative assessment informs both the facilitators and learners on the progress of facilitating and learning, summative assessment will focus on determining learner's achievement of learning.

vi) **Facilitation/learning resources**

These are learning and facilitation materials which are used to support the process of facilitation and learning.

vii) **Time (Hours)**

These are proposed hours of learning which can be used for self-study and face to face facilitation

**7.0 Number of modules**

This syllabus has two stages which makes a total of nine modules as shown below

**Stage one modules**

Module 1: Describing the concepts of history and the origin of Man

Module 2: Assessing the development of Social, political and economic system in Pre-colonial Africa

Module 3: Assessing the interactions and migration among the people in pre-colonial Africa

Module 4: Assessing the interactions between Africa and external World

**Stage two modules**

Module 1: Assessing the development of capitalism in Europe and its impacts on Africa

Module 2: Analysing colonial system in Africa

Module 3: Assessing the history of nationalistic movements in Africa.

Module 4: Demonstrating the history of national building in post-colonial Africa.

Module 5: Assessing Africa's participation in regional and international affairs.

**8.0 Further readings**

A number of books have been suggested for further reading in each module.

## **HISTORY SYLLABUS STAGE I**

### **COMPETENCES FOR HISTORY STAGE I**

Upon completion of stage I modules of history, a learner should be able to:

1. Demonstrate an understanding of the concept of history and sources of historical information;
2. Demonstrate an understanding of theories of the origin of human beings;
3. Demonstrate an understanding of the economic, political, social and technological development in pre-colonial Africa;
4. Demonstrate an understanding of interactions among African societies during the pre-colonial era; and
5. Demonstrate an understanding of the early contacts among the people of Africa, the Middle East, the Far East and Europe from the 1<sup>st</sup> Century to the 19<sup>th</sup> Century.

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING STRATEGIES		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
<b>1.0. DESCRIBING THE CONCEPTS OF HISTORY AND THE ORIGIN OF MAN</b>	1.1 Demonstrate mastery of African history before colonialism	1.1.1 Demonstrate an understanding of the concept of history and sources of historical information	a) Describe the concept of history and the sources of historical information	i) <b>Library search;</b> learner to search on library the concept of history and the sources of historical information ii) <b>Internet search;</b> learner use internet to search the concept of history and the sources of historical information iii) <b>Home assignment;</b> learner to find the concept of history and the sources of historical	i) <b>Brainstorming;</b> Guide learner through oral questions to give concept of History and the sources of historical information ii) <b>Group discussion;</b> Guide learner to form groups and discuss the concept of history and the sources of historical information iii) <b>Question and answers;</b> Using different questions to ask on concept of	- The concept of history and sources of historical information is clearly described	- IAE learner's module. - TIE history text books - On-line materials and journal articles	4 hours	2 hours

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING STRATEGIES		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
				information	history and the sources of historical information				
		1.2.1 Demonstrate an understanding of theories of the origin of human being	a) Describe theories of the origin of human beings	i) <b>Library search;</b> learner to use library to search information on the theories of origin of human beings ii) <b>Internet search;</b> learner to use internet to search the theories of the origin of human being	i) <b>Guest speaker:</b> Invite religious leaders and historian/ archaeologist to present on the origin of human beings. ii) <b>Report writing;</b> Guide learner to write a report on the theories and present for discussions iii) <b>Group discussion:</b> guide learner in groups to describe the theories of the origin of human being	- Theories of the origin of human beings are correctly described	- On-line materials and journal articles - IAE learner's module - TIE history text books	4 hours	2 hours

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING STRATEGIES		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
					iv) <b>Questions and answers:</b> Guide learner to answer questions on the theories of the origin of human being				
			b) Describe the stages of human evolution and their technological Ages	i) <b>Library search;</b> learner to use library to search materials on stages of evolution and their technological ages ii) <b>Internet search;</b> learner to use internet to search the stages of human evolution and technological ages	i) <b>Role play;</b> Guide learner in groups to role-play the physical development of a child from sitting, crawling to walking in relation to stages of human evolution; from primates, homo erectus to homo sapiens ii) <b>Group discussion:</b> Guide learner in groups to	- The stages of human evolution and their technological ages are clearly described	- Photographs , charts - IAE's learners' module - On-line sources - TIE history text books	6 hours	3 hours

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING STRATEGIES		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
					describe the stages of human evolution and their technological ages i.e. stone ages and iron age iii) <b>Lecturette:</b> direct the learners on identifying stages of human evolution and their technological ages				
<b>2.0</b> ASSESSING THE DEVELOPMENT OF SOCIAL, POLITICAL AND	2.1 Demonstrate mastery of African history before colonialism	2.1.1 Demonstrate an understanding of the economic, political, social and technological development of pre-colonial Africa	a) Describe different modes of production in pre-colonial Africa	i) <b>Library search;</b> learner to use library to search materials on the modes of production in pre-colonial Africa ii) <b>Internet</b>	i) <b>Group discussion;</b> Guide learner in groups to analyse different modes of production in pre-colonial Africa ii) <b>Gallery walks:</b> Let	- Different modes of production in pre-colonial Africa are evidently described	- IAE's learners' module - On-line sources - Pictures and journal articles on different modes of production in pre-	6 hours	3 hours

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING STRATEGIES		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
ECONOMIC SYSTEM IN PRE-COLONIAL AFRICA				<b>search;</b> learner to use internet to search modes of production iii) <b>Project based learning;</b> iv) Let learner visit a nearby society to study ownership and characteristics of various production activities,	learner relate the findings with various modes of production one after another in pre-colonial Africa, and paste each group's findings on class walls, for each group to study.		colonial Africa - TIE history text books		
			b) Explain different economic activities and their impact on pre-colonial African societies	i) <b>Library search;</b> learner to use library to search information on different economic activities and their impacts on	i) <b>Lecturette:</b> direct learner on different economic activities in pre-colonial Africa ii) <b>Think, pair, share:</b> organise learner in	- Different economic activities and their impact on pre-colonial African societies are clearly explained	- On-line sources. - Books - Journal articles and on different economic activities and their impact on pre-	5 hours	3 hours

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING STRATEGIES		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
				pre-colonial African societies ii) <b>Internet search;</b> learner to use internet to search the different economics activities and their impacts.	pairs to share different economic activities available in the nearby society and their impacts on society and relate the findings with economic activities and their impact on pre-colonial African societies		colonial African societies - TIE history text books		
			c) Describe social-political organisations and education in pre-colonial African societies	i) <b>Library search;</b> learner to use library to search information on different socio-political organization and education in pre-colonial	i) <b>Group discussion:</b> guide learner in groups to describe different socio-political organization and education in pre-colonial African societies	Social-political organisations and education in pre-colonial African societies are evidently described	- On-line sources and journal articles. - IAE's learners' module - TIE history text books	5 hours	3 hours

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING STRATEGIES		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
				societies ii) <b>Internet search;</b> learner to use internet to search the different socio-political organization and education in pre-colonial societies iii) <b>Home assignment:</b> on different socio-political organization and education in pre-colonial societies	ii) <b>Lecturette:</b> direct learners on different socio-political organization and education in pre-colonial African societies				
<b>3.0 ASSESSING THE INTERACTIONS AND</b>	3.1 Demonstrate mastery of African history before colonialism	3.3.1 Demonstrate an understanding of interactions among African societies	Describe the pre-colonial interactions among the societies of Indian Ocean Islands,	i) <b>Library search;</b> learner to use library to search information on	i) <b>Brainstorming:</b> guide learner to explain the concept of interaction and societies	- The pre-colonial interactions among the societies of Indian Ocean Islands,	- IAE learner's module. - TIE history text books - On-line materials	6 hours	3 hours

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING STRATEGIES		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
MIGRATION AMONG THE PEOPLE IN PRE-COLONIAL AFRICA		during the pre-colonial period	Eastern, Western, Northern and Southern Africa ( <i>conditions and consequences</i> )	<p>interaction among the African societies of Indian ocean Island, Eastern, Western, Northern and Southern Africa</p> <p>ii) <b>Internet search;</b> learner to use internet to search interaction among the African societies of Indian Ocean Island, Eastern, Western, Northern and Southern Africa</p> <p>iii) <b>Home</b></p>	<p>involved</p> <p>ii) <b>Group discussion:</b> Guide learner in groups to imagine the types, factors that facilitated interactions and effects of pre-colonial interactions with societies of Indian Ocean Islands, Eastern, Western, Northern and Southern Africa</p> <p>iii) <b>Lecturette:</b> direct learner on interaction among the societies of Indian Ocean Island, Eastern, Northern and</p>	Eastern, Western, Northern and Southern Africa are clearly described	and journal articles on pre-colonial interactions among the people of Africa		

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING STRATEGIES		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
				assignment; on interaction among the African societies of Indian Ocean Island, Eastern, Western, Northern and Southern Africa	Southern African				
<b>4.0 ASSESSING THE INTERACTIONS BETWEEN AFRICA AND EXTERNAL WORLD</b>	4.0 Demonstrate mastery of African history before colonialism	4.1.1 Demonstrate an understanding of the Early contacts among the people of Africa, the Middle East, the Far East and Europe from the 1st Century up to the 19th Century	a) Describe the early contacts between African societies and the Middle East, Far East and Europe from the 1st Century up to the 15th Century ( <i>conditions</i> )	i) <b>Library search:</b> learner to use library to search information on the early contact between African societies and Middle East, Far East and Europe from 1 <sup>st</sup> century	i) <b>Brainstorming;</b> guide learner to brainstorm the concept of the early contact between African societies and Middle East, Far East and Europe from 1 <sup>st</sup> century to 15 <sup>th</sup> century ii) <b>Jigsaw:</b> let learners'	- The early contacts between African societies and the Middle East, Far East and Europe from the 1st Century to the 15th Century are clearly described	- IAE learner's module. - TIE history text books - On-line sources and journal articles on early contacts between African societies and the Middle	6 hours	3 hours

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING STRATEGIES		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
			<i>and consequences)</i>	to 15 <sup>th</sup> century ii) <b>Internet search;</b> learner to use internet to search the early contact between African societies and Middle East, Far East and Europe from 1 <sup>st</sup> century to 15 <sup>th</sup> iii) <b>Home assignment;</b> on the early contact between African societies and Middle East, Far East and Europe from 1 <sup>st</sup> century to 15 <sup>th</sup>	study African contact with either the Middle East, Far East or Europe by focusing on factors that facilitated the contact and the effects from the 1st Century to the 15th Century		East, Far East and Europe		

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING STRATEGIES		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
			b) Explain the contacts between African societies and the Portuguese, French, Dutch and British from the 15th Century up to the 18th Century	i) <b>Library search;</b> learner to use library to search information on African societies' contacts with either the Portuguese or French or Dutch or the British with an emphasis on factors that facilitated the contact and the effects from the 15th Century to the 18th Century	i) <b>Jigsaw;</b> divide learner into groups and assign each group to study African societies' contacts with either the Portuguese or French or Dutch or the British with an emphasis on factors that facilitated the contact and the effects from the 15th Century to the 18th Century	- The contacts between African societies and the Portuguese, French, Dutch and the British from the 15th Century up to the 18th Century are clearly explained	- IAE learner's module. - TIE history text books - Journal articles and on-line sources	9 hours	3 hours
			c) Describe the origin, development and	i) <b>Internet search;</b> learner to use internet	i) <b>Brainstorming;</b> Guide learner through oral	- The origin, development and effects of the slave	- Photographs, charts and on-line sources	6 hours	3 hours

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING STRATEGIES		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
			effects of the slave trade from the 15th Century to the 19th Century	to search the origin and development of the slave trade from the 15th Century to the 19th Century. <b>ii) Home assignment;</b> on the origin and development of the slave trade from the 15th Century to the 19th Century.	questions to give the concept of Slave and Slave trade <b>ii) Group discussion;</b> guide learner in groups to discuss the origin and development of the slave trade from the 15th Century to the 19th Century. <b>iii) Scenarios;</b> guide learner in scenario to show social, economic and political effects of the slave trade	trade from the 15th Century to the 19th Century are clearly described	- IAE learner's module. - TIE history text books		

## **HISTORY STAGE TWO**

By the end of History Stage Two syllabus, the learner should be able to:

1. Demonstrate an understanding of the development of capitalism and its impact on Africa;
2. Demonstrate an understanding of colonial systems in Africa;
3. Demonstrate an understanding of the history of nationalist movements in Africa;
4. Demonstrate mastery of the history of nation-building in post-colonial Africa;
5. Demonstrate an understanding of the successes and challenges of nation-building in post-colonial Africa;
6. Demonstrate an understanding of the formation of African regional integration; and
7. Demonstrate an understanding of the history of Africa's participation in the United Nations Organisation.

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING STRATEGIES		ASSESSMENT CRITERIA	FACILITATION /LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
5.0 ASSESSING THE DEVELOPMENT OF CAPITALISM IN EUROPE AND ITS IMPACTS ON AFRICA.	1.1 Demonstrate mastery of the relationship between capitalism and its impact on Africa	1.1.1 Demonstrate an understanding of the development of capitalism and its impact on Africa	a) Describe the development of capitalism in Europe and its impact on Africa	i) <b>Library search:</b> learner to use library to search information on the development of capitalism in Europe and its impact on Africa. ii) <b>Internet search:</b> learner to use internet to search the development of capitalism in Europe and its impact on Africa	i) <b>Brainstorming;</b> Guide learner through oral questions to give the concept of capitalism and its development ii) <b>Group discussion;</b> Guide learner in groups to discuss demands in industrial capitalism, agents of capitalism and their impacts on Africa iii) <b>Questions and answers;</b> Through different questions, guide learners on the development of	- The development of capitalism in Europe and its impact on Africa is clearly described	- Journal articles, reports, speeches and - On-line sources - IAE learner's module. - TIE history text books	7 hours	3 hours

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING STRATEGIES		ASSESSMENT CRITERIA	FACILITATION /LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
				iii) <b>Home assignment</b> : on the development of capitalism in Europe and its impact on Africa.	capitalism in Europe and its impact on Africa iv) <b>Think, pair, share;</b> Guide learners in pair to assess the impacts of capitalism on Africa				
<b>6.0</b> ANALYSING COLONIAL SYSTEM IN AFRICA		2.1.1 Demonstrate an understanding of colonial systems in Africa	a) Discuss colonial administrative systems in Africa (German, French, British and Portuguese)	i) <b>Self-conceptualization;</b> on colonial administrative systems in Africa (German, French, British and Portuguese) ii) <b>Library search;</b> learners to use library to search information on colonial administrative	i) <b>Brainstorming;</b> Through oral questions to give the concept of colonial administrative systems ii) <b>Group discussion;</b> Guide learners in groups to discuss different colonial administrative system iii) <b>Lecturette;</b> Direct learners on colonial administrative	The colonial administrative systems in Africa (German, French, British and Portuguese) are clearly discussed	- Photographs, charts, and on-line sources on colonial administrative systems in Africa - IAE learner's module. - TIE history text books	6 hours	3 hours

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING STRATEGIES		ASSESSMENT CRITERIA	FACILITATION /LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
				ve systems in Africa (German, French, British and Portuguese) iii) <b>Internet search;</b> learner to use internet to search colonial administrative systems in Africa (German, French, British and Portuguese) iv) <b>Resources centres;</b> on finding materials about colonial administrative systems in Africa (German, French,	systems iv) <b>Think, pair, share;</b> Guide learner in pair and assess different colonial administrative systems in Africa.				

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING STRATEGIES		ASSESSMENT CRITERIA	FACILITATION /LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
			b) Discuss colonial economic systems in Africa (Establishment, characteristics, sectors, labour issues)	i) <b>Library search;</b> learner to use library to search information on colonial economic systems in Africa (Establishment, characteristics, sectors, labour issues) ii) <b>Internet search;</b>	i) <b>Brainstorming;</b> Through oral questions to guide learner on the concept of colonial economic systems in Africa (Establishment, characteristics, sectors, labour issues) ii) <b>Group discussion;</b> Guide learners in groups to discuss colonial	- The colonial economic systems in Africa are accurately discussed	- IAE learner's module. - TIE history text books - On line sources	6 hours	3 hours

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING STRATEGIES		ASSESSMENT CRITERIA	FACILITATION /LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
				learner to use internet to search on colonial economic systems in Africa (Establishment, characteristics, sectors, labour issues) iii) <b>Home assignment</b> ; on colonial economic systems in Africa (Establishment, characteristics, sectors, labour issues)	economic systems in Africa (Establishment, characteristics, sectors, labour issues) iii) <b>Jigsaw</b> ; By using the jigsaw, divide learner into groups and assign each group to discuss sectors of colonial economic system in Africa				
			c) Assess the nature and patterns of colonial social services in	i) <b>Library search</b> ; learner to use library to search	i) <b>Group discussion</b> ; Guide learner in groups and assign each	- The nature and patterns of colonial social services in	- Journal articles, - On-line sources - IAE learner's	5 hours	2 hours

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING STRATEGIES		ASSESSMENT CRITERIA	FACILITATION /LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
			d) Relate colonial economic, political, infrastructure, and education systems in Africa with the current African systems	i) <b>Library search</b> learner to use library to search information on colonial economic, political, infrastructure, and	i) <b>Group discussion;</b> guide learner in groups and relate colonial economic, political, infrastructure, and education systems in Africa with the	- The colonial economic, political, infrastructure, and education systems in Africa are comprehensively related with the current	- Journal articles, - On-line sources - IAE learner's module. - TIE history text books	4 hours	2 hours

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING STRATEGIES		ASSESSMENT CRITERIA	FACILITATION /LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING STRATEGIES		ASSESSMENT CRITERIA	FACILITATION /LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
				economic, political, infrastructure, and education systems in Africa with the current African systems (focusing on similarities and differences)					
<b>7.0 ASSESSING THE HISTORY OF NATIONALISTIC MOVEMENTS IN AFRICA.</b>		7.1.1 Demonstrate an understanding of the History of nationalistic movement in Africa	a) Describe nationalist movements in Africa	i) <b>Library search</b> learner to read materials on the nationalist movements in Africa by emphasising and tracing the development of pre-nationalist movements	i) <b>Brainstorming;</b> guide learner through oral questions on the concept of nationalist movements in Africa ii) <b>Jigsaw;</b> guide learner in groups to describe nationalist movements in Africa by emphasising and tracing the	- Nationalist movements in Africa are correctly described	- Journal articles, - On-line sources - IAE learner's module. - TIE history text books	9 hours	3 hours

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				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
				(religious, peasants, welfare and workers` associations ). ii) <b>Internet search;</b> learner to use internet to search describe the nationalist movements in Africa, emphasising tracing the development of pre-nationalist movements (religious, peasants, welfare and workers` associations	development of pre-nationalist movements (Religious, peasants, welfare and workers` associations				
			b) Assess the rise of nationalist	i) <b>Library search;</b> learners to	i) <b>Group discussion;</b> guide learner in	- The rise of nationalist movements in	- Journal articles, - On-line	6 hours	2 hours

NAME OF MODULE	MAIN COMPE TENCES	SPECIFIC COMPET ENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING STRATEGIES		ASSESSMEN T CRITERIA	FACILITATI ON /LEARNING RESOURCE S	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNI NG	FACE TO FACE

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING STRATEGIES		ASSESSMENT CRITERIA	FACILITATION /LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
				nationalist movements in Africa					
			c) Appraise the lessons drawn from the nationalist movements in Africa	i) <b>Library search;</b> learner to read materials on the lessons that the current African countries can learn from nationalist movements	i) <b>Reflection;</b> In manageable groups, let learners reflect on lessons that the current African countries can learn from nationalist movements	- The lesson drawn from the nationalist movements are appropriately reviewed	- Journal articles, - On-line sources - IAE learner's module. - TIE history text books - Photograph - on-line sources on the rise of nationalist movements in Africa	4 hours	2 hours
<b>8.0</b> DEMONSTRATING THE HISTORY OF NATIONAL	8.1 Demonstrate mastery of the history of nation building in post-colonial Africa	8.1.1 Demonstrate mastery of the history of nation building in post-colonial Africa	a) Describe the concept and origin of nation building in Africa	i) <b>Library search;</b> learner to read materials on the concept and origin of nation building in Africa ii) <b>Internet search;</b>	i) <b>Brainstorming;</b> guide learner through oral questions on the concept of national building in Africa	- The concept and origin of nation – building in Africa is well described	- Journal articles, - On-line sources - IAE learner's module. - TIE history text books	5 hours	3 hours

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING STRATEGIES		ASSESSMENT CRITERIA	FACILITATION /LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
				BUILDING IN POST-COLONIAL AFRICA.					
			b) Evaluate the strategies used in nation building	i) <b>Library search;</b> learner to read materials on the strategies used in nation building ii) <b>Internet search;</b> learner to use internet to search strategies used on nation building iii) <b>Home assignment</b>	i) <b>Group discussion;</b> guide learner in groups to evaluate strategies used in building ii) <b>Question and answers;</b> guide; learners the strategies used in nation building	- The strategies used in nation building in Africa are precisely described	- Journal articles, - On-line sources - IAE learner's module. - TIE history text books	6 hours	2 hours

NAME OF MODULE	MAIN COMPE TENCES	SPECIFIC COMPET ENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING STRATEGIES		ASSESSMEN T CRITERIA	FACILITATI ON /LEARNING RESOURCE S	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNI NG	FACE TO FACE
		8.1.3 Demonstrate an understanding of the successes and challenges of nation-building in post-colonial Africa	a) Appraise the achievements and challenges of nation building in post-colonial Africa	i) <b>Library search;</b> learner to read materials on the achievements and challenges of nation building in post – colonial Africa ii) <b>Internet search;</b> learners to use internet to search the achievements and challenges of nation building in post –	i) <b>Group discussion;</b> guide learner to discuss in group on the achievements and challenges of nation building in post-colonial Africa. ii) <b>Question and answers;</b> through different questions, guide learners to appraise the on the achievements and challenges of nation building in post-colonial Africa. iii) <b>Debate;</b> Prepare a class	- The achievements and challenges of nation-building in post-colonial Africa accurately described	- Journal articles, - On-line sources - IAE learner’s module. - TIE history text books	6 hours	2 hours

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING STRATEGIES		ASSESSMENT CRITERIA	FACILITATION /LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
				colonial Africa	debate on achievements and challenges of nation-building in independent African countries.				
			b) Design and carry out a project on nation-building between the 1960s and 1970s (use one African country as a case study)	i) <b>Home assignment</b> ; on exploring a topic for a project on nation building between the 1960s and 1970s from one of the African countries.	i) <b>Group discussion;</b> Guide learner in groups and assess one African country as a case study on nation-building between the 1960s and 1970s	- The achievements and challenges of nation-building in post-colonial Africa accurately described	- Journal articles, - On-line sources - TIE history text books	6 hours	3 hours
9.0 ASSESSING AFRICA'S PARTICIPATION IN REGIONAL	9.1 Demonstrate mastery of the history of Africa's participation in	9.1.4 Demonstrate an understanding of the regional integration in Africa	a) Describe the origin and development of the Organisation of African Unity (OAU/ African Union	i) <b>Library search;</b> learner to read materials on the origin and developmen	i) <b>Brainstorming;</b> through oral questions guide learners on the concept of regional integration and its origin.	- The origin and development of the Organisation of African Unity (OAU/Africa	- Journal articles, - On-line sources - IAE learner's module. - TIE history text books	6 hours	3 hour

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING STRATEGIES		ASSESSMENT CRITERIA	FACILITATION /LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
				L AND INTERNATIONAL AFFAIRS	regional and international affairs				

NAME OF MODULE	MAIN COMPE TENCES	SPECIFIC COMPET ENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING STRATEGIES		ASSESSMEN T CRITERIA	FACILITATI ON /LEARNING RESOURCE S	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNI NG	FACE TO FACE
			b) Assess the performance of continental and regional integration efforts in Africa	i) <b>Library research;</b> learner to read materials on the performance of continental and regional integration efforts in Africa ii) <b>Project based learning;</b> on the performance of continental	i) <b>Group discussion;</b> Guide learner in groups and discuss the performance of continental and regional integration efforts in Africa ii) <b>Debate:</b> Prepare a motion on the performance of continental and regional integration efforts in Africa for students to debate	- The performance of continental and regional integration efforts in Africa is evidently assessed	- On-line sources - pictures and photographs on the performance of continental and regional integration - IAE learner’s module. - TIE history text books	4 hours	3 hours

NAME OF MODULE	MAIN COMPE TENCES	SPECIFIC COMPET ENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING STRATEGIES		ASSESSMEN T CRITERIA	FACILITATI ON /LEARNING RESOURCE S	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNI NG	FACE TO FACE
				and regional integration efforts in Africa					
		9.2.3 Demonstrate an understanding of the history of Africa's participation in the United Nations Organisation	a) Appraise African participation in the United Nations and its agencies	i) <b>Library search;</b> learner to read materials on the African participation in the United Nations and its agencies ii) <b>Internet search;</b> learner to use internet to search on African participation in the United Nations and its agencies iii) <b>Home assignment;</b> on African participation	i) <b>Group discussion;</b> Guide learner in groups and appraise African participation in the United Nations and its agencies ii) <b>Debate;</b> prepare motion for learner on assessing African participation in the United Nations and its agencies (UNICEF, UNDP, WHO, UNESCO, UNCHR, FAO) iii) <b>Think, pair, share;</b> Guide learners in pair	- African participation in the United Nations and its agencies is clearly reviewed	- Journal articles, - On-line sources - IAE learner's module. - TIE history text books	9 hours	3 hours

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED FACILITATION & LEARNING STRATEGIES		ASSESSMENT CRITERIA	FACILITATION /LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
				in the United Nations and its agencies (UNICEF, UNDP, WHO, UNESCO, UNCHR, FAO)	and share ideas on African participation in the United Nations and its agencies				

### **Bibliography**

Tanzania Institute of Education (2023). History syllabus for ordinary education forms I-IV. Tanzania Institute of Education.