

**THE UNITED REPUBLIC OF TANZANIA**  
**MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**



**TEXTILES AND GARMENT CONSTRUCTION SYLLABUS FOR ADVANCED**  
**SECONDARY EDUCATION FORM V-VI**

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## Abbreviation and Acronyms

CAD	Computer Aided Design
CAM	Computer Aided Manufacturing
CIM	Computer Integrated Manufacturing
ICT	Information and Communication Technology
NECTA	National Examinations Council of Tanzania
TIE	Tanzania Institute of Education
TSL	Tanzania Sign Language
VIPP	Visualization and Participatory Program

## Acknowledgements

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Dr Aneth A. Komba

Director General

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## **1.0 Introduction**

Textiles and Garment Construction is a compulsory subject at Advanced Secondary Education for students who choose to join Creative Art stream taking Textiles and Garment Construction among the subjects in their combinations. The purpose of learning Textiles and Garment Construction is to enable student to creatively design various styles and to equip them with skills and positive attitudes pertaining textiles technology, fabric decoration, maintenance of clothes and textiles business. The subject also enables the student to consolidate and extend the tailoring skills, and use them in constructing garment in different contexts. Furthermore, the subject serves as a bridge to enable the students to appreciate the values of textiles related resources available in Tanzania and develop the ability to explore them and create authentic works for self-employment.

This syllabus is designed to guide the teaching and learning of Textiles and Garment Construction for Advanced Secondary Education, Form V-VI in the United Republic of Tanzania. The syllabus interprets the competences indicated in the 2023 Advanced Secondary Education Curriculum. It provides information that will enable teachers to plan their teaching process effectively. It also provides teaching and learning opportunities that guide teachers to apply different methods and strategies to promote student's textile literacy, garment constructions skills and develop 21<sup>st</sup> Century skills which include critical thinking, creativity, communication, collaboration and problem solving.

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

The main objectives of education in Tanzania are to enable every Tanzanian to:

- (a) Develop and improve his or her personality so that he or she values himself or herself and develops self-confidence;
- (b) Respect the culture, traditions and customs of Tanzania; cultural differences; dignity; human rights; attitudes and inclusive actions;
- (c) Advance knowledge and apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for his or her own development and the sustainable development of the nation and the world at large;

- (d) Understand and protect national values, including dignity, patriotism, integrity, unity, transparency, honesty, accountability and the national language;
- (e) Develop life and work-related skills to increase efficiency in everyday life;
- (f) Develop a habit of loving and valuing work to increase productivity and efficiency in production and service provision;
- (g) Identify and consider cross-cutting issues, including the health and well-being of the society, gender equality, as well as the management and sustainable conservation of the environment; and
- (h) Develop national and international cooperation, peace and justice per the Constitution of the United Republic of Tanzania and international conventions.

### **3.0 Objectives of Advanced Secondary Education**

The objectives of Advanced Secondary Education are to:

- (a) Strengthen, broaden and develop a deeper understanding of the knowledge, skills and attitudes developed at the Ordinary Secondary Education;
- (b) Safeguard customs and traditions, national unity, national virtues, democracy, respect for human and civil rights, duties and responsibilities associated with such rights;
- (c) Develop self-confidence and the ability to learn in various fields, including science and technology as well as theoretical and technical knowledge;
- (d) Improve the use of language in academic communication. Strengthen accountability for cross-cutting issues, including health, security, gender equality and sustainable environmental conservation;
- (e) Develop competence and various skills which will enable the student to employ himself or herself, to be employed and to manage his or her life by exploiting his or her environment well; and
- (f) Develop readiness to continue to a college education.



#### **4.0 General Competences for Advanced Secondary Education**

The general competences for Advanced Secondary Education are to:

- (a) Apply the knowledge and skills acquired in Ordinary Secondary Education to strengthen and broaden academic understanding;
- (b) Demonstrate an appreciation of citizenship, national virtues, human rights and civil rights;
- (c) Demonstrate confidence in learning various fields, including Science and Technology, theoretical knowledge and vocational education;
- (d) Use language skills in academic communication;
- (e) Apply knowledge of cross-cutting issues to master the surrounding environment;
- (f) Use knowledge and skills to enable him/her to employ oneself, be employed as well as manage life and his/her environment; and
- (g) Demonstrate readiness to proceed to the next level of education.

#### **5.0 Main and Specific Competences**

The main and specific competences to be developed are presented in Table 1.

**Table 1: Main and Specific Competences for Form V-VI**

Main Competences	Specific Competences
1.0 Demonstrate mastery of the properties of textile fibres, yarn and fabric	1.1 Demonstrate an understanding of the basic properties of fabrics used in cloth and garment construction 1.2 Decorate fabrics for garment construction 1.3 Design and construct traditional clothing from selected ethnic groups in Tanzania
2.0 Use ICT in textile design and garment construction	2.1 Use ICT in textile design and garment construction
3.0 Conduct a project in Textile and Garment Construction	3.1 Prepare a portfolio of prototypes of textile products

## **6.0 Roles of Teachers, Students and Parents in Teaching and Learning**

A good relationship between a teacher, student and parent or guardian is fundamental in ensuring successful learning. This sections outlines the roles of each participant in facilitating effective teaching and learning of Textiles and Garment Construction.

### **6.1 The teacher**

The teacher is expected to:

- (a) Help the students to learn and acquire the intended competences in Textiles and Garment Construction;
- (b) Use teaching and learning approaches that will allow students with different needs and abilities to:
  - i. develop the competences needed in the 21<sup>st</sup> century; and
  - ii actively participate in teaching and learning process.
- (c) Use student centred instructional strategies that make the student a centre of learning which allow them to think, reflect and search for information from various sources;

- (d) Create friendly teaching and learning environment;
- (e) Prepare and improvise teaching and learning resources;
- (f) Conduct formative assessment regularly by using tools and methods which assess theory and practice;
- (g) Treat all the student equally irrespective of their differences;
- (h) Protect the student while at school;
- (i) Keep track of the student's daily progress;
- (j) Identify individual student's needs and provide the right interventions;
- (k) Involve parents/guardians and the society at large in the student's learning process; and
- (l) Intergrade cross-cutting issues and ICT in the teaching and learning process.

## **6.2 The student**

The student is expected to:

- (a) Develop the intended competences by participating actively in various learning activities inside and outside the classroom; and
- (b) Participate in the search for knowledge from various sources, including textbooks, reference books and other publications in online libraries.

## **6.3 The parent**

The parent/guardian is expected to:

- (a) Monitor the child academic progress in school;
- (b) Where possible, provide a child with the needed academic support;
- (c) Provide the child with safe and friendly home environment which is conducive for learning;
- (d) Keep track of the child progress in behaviour;
- (e) Provide the child with any materials required in the learning process; and
- (f) Instill in the child a sense of commitment and positive value towards education and work.

## **7.0 Teaching and Learning Methods**

The teaching and learning methods are instrumental in developing student's competences. This syllabus suggests teaching and learning methods for each activity which includes but not limited to discussions, presentations, field visits, practical work, research, scientific experiments, and project works. However, a teacher is advised to plan and use other appropriate methods based on the environment or context. All the teaching and learning methods should be integrated with the everyday lives of students.

## **8.0 Teaching and Learning Resources**

The process of teaching and learning requires different resources. In that regard, both the teacher and the student should work together to collect or improvise alternative resources available in the school and home environment when needed. The teacher and student are expected to constantly seek for information from various sources in order to effectively facilitate teaching and learning. The list of the approved textbooks and reference books shall be provided by the TIE.

## **9.0 Assessment**

Assessment is important in teaching and learning of Textiles and Garment Construction subject. It is divided into formative and summative assessments. Formative assessment informs both the teacher and students on the progress of teaching and learning, and in making decisions on improving the teaching and learning process. Teachers are, therefore, expected to apply a wide range of formative assessment methods which include but not limited to discussions, presentations, oral questions, experiments, observations, practical and projects.

Summative assessment, on the other hand, will focus on determining student's achievement of learning. Teachers are expected to use a variety of summative assessments including mid-term tests, terminal, mock examinations and projects. The scores obtained from these assessments will be used as Continuous Assessment (CA). Therefore, the continuous assessments shall contribute 30% and the National Form VI Examination shall be 70% of the student's final achievement, as presented in Table 2.

**Table 2:** *Contribution of Continuous Assessment and National Examination in the final score*

Type of Assessment	Form V	Form VI
First Term Examination	5%	6%
Second Term Examination	5%	-
Project	-	7%
Mock Examination	-	7%
National Examination	-	70%
<b>Total</b>	<b>100%</b>	

### **10.0 Number of Periods**

The Textiles and Garment Construction Syllabus for Advanced Level Secondary Education provides estimates of the time that will be spent in teaching and learning in consideration of the complexity of the specific competences and the learning activities. Ten periods of 40 minutes each, have been allocated for this subject per week.

### **11.0 Teaching and Learning Contents**

The contents of this syllabus are presented in matrix form with seven columns which include main competences, specific competences, learning activities, suggested teaching and learning methods, assessment criteria, suggested teaching and learning resources and number of periods as presented in Tables 3-4.

## Form V

**Table 3:** *Detailed Contents for Form V*

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
1.0 Demonstrate mastery of the properties of textile fibres, yarn and fabric	1.1 Demonstrate an understanding of the basic properties of fabrics used in cloth and garment construction	(a) Describe textile fibres, yarn and fabric ( <i>meaning, classification and properties</i> )	<p><b>Brainstorming:</b> Organize the students in manageable groups and provide them with textile fibres, yarn and fabrics. Guide them to identify the provided samples and give their meaning, classification and properties</p> <p><b>Questions and Answers:</b> Ask the students to classify textile fibres basing on their sources and give example from each class</p>	Textile fibres, yarns and fabrics are described clearly	Pictures/diagram of textile fibres, yarns and fabrics, chart of classification of textile fibres, yarn and fabrics	70

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Perform different tests to identify types of fibres using different methods ( <i>physical inspection, microscope, burning, chemical</i> )	<p><b>Brainstorming:</b> Guide the students to brainstorm the different methods used for identifying textiles fibres</p> <p><b>Demonstration:</b> Show the student examples of fibre tests using different methods</p> <p><b>Laboratory work:</b> Task the students to conduct various fibre tests by using various methods and record their findings accordingly</p>	Different tests for identifying types of fibres are performed correctly using different methods	Various types of fibres, chemicals, hand lens, microscope and source of fire	
	1.2 Decorate fabrics for garment construction	(a) Describe different methods of fabric and garment decoration	<b>Brainstorming:</b> Provide the students with different types of decorated pieces of fabrics. Ask them to identify types of decoration found on the provided fabrics.	Different methods of decorating fabrics and garments are described correctly	Audio visual clips, sample for different decorated fabrics and garments	120

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Decorate fabrics, using dyeing, printing and painting techniques	<p><b>Brainstorming:</b> Guide the students to identify resources used for decorating fabrics using dyeing, printing and painting techniques</p> <p><b>Practical work:</b> Guide the students to decorate fabrics using dyeing and printing techniques</p> <p><b>Gallery work:</b> Guide the student to display their work for gallery walk to observe and share experiences</p>	Fabrics are decorated properly by using dyeing, printing and painting techniques	Dyes, paints/ colour paste, brushes, stencils film, screen-printing frame, craft knife & cutting mat, mounting adhesive spray, tote bags, fabric or garment, masking tape, squeegee, plastic spatula, soft bristle brush, containers, soda ash, rubber bands, rack (to dye on), plastic bin (to catch the dye), ziploc bag, video clip showing dyeing, printing and painting different articles	



Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(c) Use decorated fabric to construct own garment taking into consideration elements and principles of design	<p><b>Observation:</b> Organise the students in manageable groups and provide them with various garment to identify elements of designs</p> <p><b>Exploration:</b> Guide the students to explore how the element and principle of design affect the construction of any garment</p> <p><b>Hands-on-activity:</b> Using decorated fabric, assign each student to construct own garment by considering the elements and principles of design</p>	Garments are constructed properly using the decorated fabric taking into considerations the elements and principles of design	Decorated fabric, tailoring equipment and tools	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	1.3 Design and construct traditional clothing from selected ethnic groups in Tanzania	(a) Explore traditional garments from selected ethnic groups in Tanzania (materials and designs used)	<b>Think-Pair-Share:</b> Provide students with various traditional garments found in Tanzania to identify both their origin and materials used to make such designs <b>Exploration:</b> Assign the students to make use of online/offline sources to search more traditional garments. Guide them to present their work in plenary discussion	Traditional garments from different tribes are explored correctly	Chart or pictures showing different traditional garments and video clips showing culture for different tribes, online/offline sources	70
		(b) Construct selected traditional garment	<b>Project Activity:</b> Assign students to select suitable materials and accessories for designing and making traditional garment	Selected traditional garment well-constructed.	Fabric, sewing equipment and tools	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
2.0 Use ICT in textile design and garment construction	2.1 Use ICT in textile design and garment construction	(a) Create fabric design patterns using CAD/ CAM/ CIM ( <i>graphic representation, regular repeating patterns and colour design</i> )	<p><b>Brainstorming:</b> Guide the students to identify different types of computer pattern design software</p> <p><b>Demonstration:</b> In manageable groups, demonstrate to the students how to develop various fabric design patterns using the existing computer design software</p> <p><b>Practical Work:</b> Task the students to create any fabric design pattern of their choice using computer design software</p>	Fabric design patterns are created correctly using CAD/ CAM/CIM system	Computer, CAD/CAM/ CIM software's, books, catalogue instructional manuals and Interactive tools/ audio visual tutorials	80
		(b) Produce prototypes of various fabrics designs	<b>Project Activity:</b> Task each student to make prototypes of various fabric designs using CAD. Guide the students to present their work for sharing	Prototypes of various fabric designs are produced correctly using CAM/ CIM system	Printing machine for producing decorated designs	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
3.0 Conduct a project in Textile and Garment Construction	1.1 Prepare a portfolio of prototypes of textile products	(a) Make a portfolio of prototypes of textile products ( <i>fibres, yarns, print and dyed sample, fabric design pattern, garment patterns</i> )	<b>Project Activity:</b> Assign each student to develop a portfolio of prototype of all the practical work done during the entire coursework. Guide them to display their portfolio for sharing	Portfolio for keeping prototype of textile products made properly	Portfolios, maker pens and masking tapes	10

## Form VI

**Table 4:** *Detailed Contents for Form VI*

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
1.0 Demonstrate mastery of the properties of textile fibres, yarn and fabric	1.1 Demonstrate an understanding of the basic properties of fabrics used in cloth and garment construction	(a) Perform different tests on fabrics ( <i>tensile strength, tear strength, pilling, colourfastness, dimensional stability</i> )	<p><b>Brainstorming:</b> Guide the students to brainstorm the different methods of fabric tests</p> <p><b>Exploration:</b> Use online/ offline sources, guide the students to observe various methods of fabric tests</p> <p><b>Practical work:</b> Task the students to perform pilling and colourfastness tests</p> <p><b>Study tour:</b> Organise a study tour for the students to visit textile mills to observe the production of yarn and fabrics)</p>	Different tests on fabrics are performed clearly	Fabric samples, salt, washing agents, CDs with short video, water containers and rubbing surface, online/offline sources	60

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Make informed decision on fabric type for different purposes basing on their properties	<b>Brainstorming:</b> Guide the students to brainstorm the importance of identifying fabric properties on fabric selection and caring <b>Self-reflection:</b> Guide the students to make decision on the selection of fabrics basing on their purpose	Informed decision on fabric type for different purposes basing on their properties were well made	Assorted fabrics pieces	
	1.2 Decorate fabrics for garment construction	(a) Design and make household articles using embroidery, applique and quilt techniques	<b>Plenary Discussion:</b> Guide the students to conduct a plenary discussion on various decorative methods (embroidery, applique and quilt techniques) to design and make the household articles <b>Project Activity:</b> assign each students to design and produce household articles using decorative methods such as embroidery, applique and quilt techniques. Guide them to display their work for sharing	Household articles using embroidery, applique and quilts techniques were well designed and made	Fabrics, sewing tools and equipment, prototypes of decorated fabrics	65

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	1.3 Design and construct traditional clothing from selected ethnic groups in Tanzania	(a) Design a potential Tanzanian national dress basing on traditional designs	<b>Brainstorming:</b> Guide the students to brainstorm the different types of traditional features that can be suitable for a national dress <b>Project Activity:</b> Assign students to design a potential Tanzanian dress based on the traditional designs. Allow them to present and display their design	A potential Tanzanian national dress basing on traditional designs were well designed	Design illustrations, fabrics, magazines, books catalogue, library and internet	120
2.0 Use ICT in textile design and garment construction	2.1 Use ICT in textile design and garment construction	(a) Design garment parts using CAD/CAM software ( <i>design and draft</i> )	<b>Brainstorming:</b> Guide the students to brainstorm different types of garment parts that can be made using (Computer Aided Design software (CAD) <b>Project Activity:</b> Assign students to design and draft various garment parts using CAD. Guide them to display their designs for sharing	Garment parts using CAD/CAM software were well designed	Design (CAD/CAM) software, computer, fabrics, paper scissors, hard paper or cardboard	85

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
3.0 Conduct a project in Textile and Garment Construction	1.1 Prepare a portfolio of prototypes of textile products	(a) Make a portfolio of prototypes of textile products ( <i>embroidered, applique and quilt samples, garment patterns</i> )	<b>Project Activity:</b> Assign each student with the task of developing a portfolio of prototype of all practical works done during the entire course. Guide them to design a portfolio for keeping their product	A portfolio of prototypes of textile products was well made	Selected material, sewing tools, Pattern and sewing machine,	20



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