



DRAFT

**DRAFT HARMONISED CURRICULUM STRUCTURES AND FRAMEWORK
FOR PRIMARY TEACHER EDUCATION CERTIFICATE**

**EAC SECRETARIAT
Arusha, Tanzania
August, 2014**

Table of Contents

Contributors	1
Forward	1
Acknowledgements.....	1
1.0 INTRODUCTION.....	3
1.1 The EAC Context.....	3
1.2 The International and Global Context.....	4
1.3 Rationale for Curriculum Harmonization in EAC Primary Teacher Education	5
1.4 The Curriculum Framework: Roles and Functions.....	6
2.0 National Goals and Philosophies of Education among EAC Partner States .	6
2.1 Burundi National Goals and Philosophies Guiding Education.....	6
2.2 Kenya National Goals and Philosophies Guiding Education	8
Philosophy of Education.....	8
2.3 Rwanda Goals and Philosophies of Education.....	9
2.4 Uganda National Goals and Philosophies of Education	10
2.5 United Republic of Tanzania.....	11
2.6 The Proposed Philosophy:.....	12
3.0 PRINCIPLES FOR DEVELOPMENT AND IMPLEMENTATION OF THE PTE CURRICULUM FRAMEWORK.....	12
3.1 The Curriculum Development Principles.....	13
3.2 Curriculum Implementation Related Principles.....	13
4.0 PRIMARY TEACHER EDUCATION STRUCTURE.....	14
4.1 Current Primary Teacher Education Admissions Requirements in EAC Countries	14
4.2 Proposed admission requirements for EAC Primary Teacher Education	

4.3 Characteristics of Primary Teacher Education Learners and their Impact on the Curriculum	16
4.4. Curriculum Development Process	21
5.0 OBJECTIVES OF PRIMARY TEACHER EDUCATION	22
5.1 Objectives of Primary Teacher Education in the Republic of Burundi	22
5.2 Objectives of Primary Teacher Education in the Republic of Kenya	22
5.3 Objectives of Primary Teacher Education in the Republic of Rwanda ..	23
5.4 Objectives of Primary Teacher Education in the Republic of Uganda ..	23
5.5 Objectives of Primary Teacher Education in the United Republic of Tanzania	24
5.6 Proposed objectives for Primary Teacher Education in EAC	25
5.7 Proposed EAC Primary Teacher Education Key Competencies	25
5.8 Key Competences, Description and Learning outcomes	26
6.0 ORGANIZATION OF PRIMARY TEACHER EDUCATION LEARNING EXPERIENCES.....	34
6.1 Learner-centred teaching and learning.....	34
6.2 Key actors in the Learner-centred teaching and learning process	34
6.3 Criteria for quality curriculum design and implementation	36
6.4 Current Primary Teacher Education Curriculum in the EAC	43
6.5 Recommended Primary Teacher Education Curriculum in the EAC...	46
6.6 Cross cutting Issues	48
6.7 Time allocation for the teaching and learning process	49
7.0 TEACHING AND LEARNING RESOURCES	61
7.1 Teaching and learning Resources required for Primary Teacher Education Curriculum Implementation:	61
7.2 The role of stakeholders in the provision of teaching and learning Resources	62

8.0 ASSESSMENT STRATEGIES	64
8.1. Current Assessment for Primary Teacher Education in the East African Community	64
8.2 Proposed Assessment of the EAC Primary Teacher Education Curriculum	66
9.0 IMPLEMENTATION OF THE HARMONIZED EAC PRIMARY TEACHER EDUCATION CURRICULUM FRAMEWORK.....	68
9.1 Implementation process	68

Contributors

Forward

Acknowledgements

Abbreviations and Acronyms:

CA	Continuous Assessment
T & L	Teaching and Learning
OMR	Optical Mark Reader
CBET	Competence Based Education and Training
DICECE	District Center for Early Childhood Education
DIS	District Inspector of Schools
SFGPA II	Strategic Framework of Growth and Poverty Alleviation
ICT	Information Communication and Technology
HIV	Human Infection Virus
AIDS	Acquired Immunity Disease Syndrome
KNEC	Kenya National Examinations Council
TSC	Teachers Service Commission
KICD	Kenya Institute of Curriculum Development
EAC	East African Community
EAEC	East African Examination Council
ECDE	Early Childhood Education and Development
EDPRS	Economic Development Poverty Reduction Strategy

1.0 INTRODUCTION

1.1 The EAC Context

The 21st Century poses a number of challenges to all societies. This calls for governments and stakeholders to enhance integrated investments in education, research and human capital development in order to prepare citizens to operate effectively in the globalized economy. The East African Community Partner States have made deliberate decision to cooperate in various spheres of regional development. Among these areas of cooperation is the education sector. In this regard, emphasis has been placed on capacity building; joint efforts to develop specialized training facilities; and division of responsibilities in training and research as well as harmonizing of curricula within the Partner States.

It is envisaged that when this is realized, the Partner States will have a common framework to promote equal access to education opportunities, harmonious quality assurance and accreditation systems. This process as well as the credit transfer modalities and frameworks for learners and labour mobility within the EAC region, provision of services, and greater articulation of the education systems of the Partner States, among other things, will be the attendant benefits. This desire is more specially driven by the shared vision which is articulated in the EAC treaty.

Article 5 and Article 102 of the EAC Treaty spells out the Partner States commitment to undertake concerted measures to foster cooperation in education and training within the Community. In this respect, the Article requires partner states to;

- i) Coordinate their human resource development policies and programmes;
- ii) Develop such common programs in basic, intermediary and tertiary education and a general programme for adult and continuing education in the Partner States as would promote the emergence of well trained personnel in all sectors relevant to the aims and objectives of the Community;
- iii) Harmonize curricula, examination, certification and accreditation of education and training institutions in the Partner States through the joint action of the relevant national bodies charged with the preparation of such curricula;
- iv) Encourage and support the mobility of students and teachers within the community;

- v) Exchange information and experience on issues common to the educational systems in Partner States; and
- vi) Collaborate in putting in place education and training programmes for people with special needs and other disadvantaged groups.

In respect to the above, this curriculum framework undertakes to provide a set of policies, regulations and guidelines central to curriculum development and implementation within the EAC. Partner states will be expected to domesticate the framework in their national curricula framework.

1.2 The International and Global Context

Education is central to the realization of all the eight Millennium Development Goals as elaborated by the United Nations. According to UNICEF, with education, people can: grow and develop, learn and know, be equal and just, survive and live, be healthier, think of the future and work together.

Education is a gateway to the opportunities and benefits of economic and social development. Demand for access to higher levels of education is growing dramatically as countries approach universal education. The global Education For All (EFA) effort provides added momentum for the growth in education. Furthermore, globalization and the increasing demand for a more sophisticated labour force combined with the growth of knowledge-based economies gives a sense of urgency to the heightened demand for education.

In today's world, education has a vital mission - one which combines the policy peculiarities of being at the same time terminal and preparatory, compulsory and post-compulsory, uniform and diverse, general, technical and vocational. Education is now being recognized as the cornerstone of educational systems in the 21st century. Quality education is indispensable in creating a bright future for individuals and nations alike.

Since the mid-1990s, four factors have promoted a rapid increase in the share of lending to general education.

- i. As completion rates have risen, the demand for places has grown.
- ii. The equitable and sustainable financing and management of education has become a major challenge, especially in low-income countries.
- iii. The role of education in economic and social development is being reassessed in the context of globalization and competitiveness in the information age.

- iv. Changes in education are being driven by rapid transformations in technology and labor markets.

Education has a key role to play in the social, economic, and human capital development of countries around the world. The task before today's societies is to transform education institutions and current schooling practices to align them with the demands of a globalized and technology-driven world. Policy makers and educators must address the twin challenges of increasing "access to" and "quality and relevance of" education for all young people. Education systems everywhere will need to be more flexible, relevant, and responsive to both local needs and the global environment in the 21st century.

The East African Community Partner States recognize the critical role of education to the economic, social, and human capital development of the East African Community region. Historically, education has often been neglected in developing and financing educational systems, but today its vital importance cannot be ignored. Education is the crucial link between schooling, tertiary education, and the labour market. Its ability to connect the different destinations and to take young people where they desire to go in life is more important than ever before. In recognition of this, the community has thought it prudent to harmonize the education systems of the partner states to achieve these stated goals.

1.3 Rationale for Curriculum Harmonization in EAC Primary Teacher Education

The specific purpose of harmonization of Primary Teacher Education Curriculum within the EAC is to establish synchronized education and training system, as a strategy for strengthening the capacity of education institutions to meet many emerging educational needs. Through innovative forms of collaboration, education can systematically be improved against common, agreed benchmarks of excellence thereby facilitating the mobility of teacher trainees and teacher trainers across Partner states.

The overall goal of harmonization of Primary Teacher Education curriculum in the EAC is to advocate and raise awareness of its potential and value within the Partner States. The principles of stakeholders participation, mutual partnerships, appropriate infrastructural support and funding should be taken into consideration. The other aspect includes mobilization of all stakeholders in government institutions, civil society and the private sector. The harmonized

curricula should promote quality teacher education and facilitate free movement of teachers in the EAC. It will also enhance exchange programmes amongst teachers and teacher trainers across the member states.

1.4 The Curriculum Framework: Roles and Functions

The formulation, development and implementation of the EAC Primary Teacher Education curriculum framework, demonstrates the commitment of Partner States within the EAC to develop primary teacher education and training programmes capable of producing teachers who are able to prepare our youth for the rapidly changing world. Teachers who are capable of enhancing an education system that will propel national, regional and international development. The intention of the Primary Teacher Education framework is to give prospective teachers within the EAC a strong base for future education undertakings.

The Primary Teacher Education (PTE) curriculum framework sets out aims and objectives of Teacher Education as well as the specific features of what should be learned. The teacher is prepared to operate in an education system that involves all stakeholders notably parents, schools, and the local community.

The Primary Teacher Education curriculum framework is envisaged to be the main reference document in informing the implementation of the PTE in the EAC partner states. This will include development of curricula, the revision of syllabuses, the development and use of teaching and learning resources. It offers the basis for the creation of guidelines for pre- and in-service teacher education, training and professional development.

2.0 National Goals and Philosophies of Education among EAC Partner States

2.1 Burundi National Goals and Philosophies Guiding Education

The priorities of education in Burundi are inspired by the strategic framework of growth and poverty alleviation programme (SFGPA II) through the sector strategic plan for education development and training 2012-2020 as well as the constitution arrangements and the international engagements taken in view of the realization of the objectives of the Millennium Development Goals (MDGs)

and education for all (EFA).The Constitution of the republic places equity and the involvement of the citizens in governance at the center of the rights of the citizens and the obligations of the government.

The national arrangements should guide the education authorities in the establishment of priorities in order to empower the citizens in such a way that they gain knowledge of their rights and obligations. The constitution states that:

- Every citizen has an equal right to education and culture. The government has the duty to organize public education. However, the right to create private schools is guaranteed in the condition fixed by the law (9 articles 34).
- Every individual has the duty to participate, directly or indirectly through his/her fellow representative, in the governance and management of the country as provided for in the constitution (article 31).
- Every individual has the duty to respect and to consider his/her fellow citizens without any discrimination, and to maintain with them the relations that relations that permit to promote, to protect and to reinforce reciprocal respect and tolerance (article 47).
- Every Burundian shall have good relations in the society, to the preservation and promotion of the Burundian values and to contribute to the establishment of a morally healthy society (article 68).
- Every Burundian is eligible to a political function, has the duty to accomplish it with consciousness, devotion and loyalty in the common interest (article 71).

The national goals guiding education in Burundi include

- 1) To achieve the universal completion of the primary cycle in 2015.
- 2) To manage in a controlled manner the fluxes of pupils beyond the level.
- 3) To improve the quality and relevance of public education
- 4) To guarantee an equitable education system.
- 5) To assure better efficiency in the use of resources.
- 6) Develop and promote competitiveness.
- 7) Develop and promote self-reliance, open mildness and mutual acceptability within partner states.
- 8) Reinforce the teaching of SMT (Science, Mathematics and technology).
- 9) Reinforce the quality and accuracy of the teaching curricula.
- 10) Empower teachers/on-going teacher training.
- 11) Introduce ICT.

- 12) Teaching of HIV/AIDS.
- 13) To ensure and guarantee a better efficiency in assessment process.

2.2 Kenya National Goals and Philosophies Guiding Education Philosophy of Education

Education in Kenya is guided by the Constitution of Kenya 2010, Vision 2030, the National Philosophy, Education Act 2013, Teachers Service Commission (TSC) Act 2012, Kenya National Examinations (KNEC) Act 2012, Kenya Institute of Curriculum Development (KICD) Act 2013 and Sessional Paper No. 14 of 2012 which places education at the Centre –stage of the country’s national development strategies. It focuses on the acquisition of knowledge and skills as well as provision of lifelong learning. Education in Kenya shall focus on the development of individual potential in a holistic and integrated manner, while producing individuals who are intellectually, emotionally and physically balanced. The provision of a holistic, quality education and training that promotes the cognitive, psychomotor and affective domains of learners will be a priority. As such it will instill values such as patriotism, equality, honesty, humility, mutual respect, and high moral standards. The Philosophy is summarized in the statement “Education and Training for Social Cohesion as well as Human and Economic Development.”

The National Goals of Education express the aspirations of the people of Kenya. They are long term broad intentions or aims that are expected to be achieved through education. They give the direction to a set of detailed intentions for the present and future. They spell out what is considered to be educationally valuable and worthwhile for the society, nation and the people of Kenya. Therefore, the National Goals of Education provide a framework for developing a national curriculum where the key learning areas focus on learner's competency, opportunities and experiences. The goals are:

1. Foster nationalism, patriotism and promote national unity

2. Promote the social, technological and industrial needs for national development
 - i. Social Needs
 - ii. Economic Need
 - iii. Technological and Industrial Needs
3. Promote individual development and self-fulfillment
4. Promote sound moral and religious value
5. Promote social equality and responsibility
6. Promote respect for and development of Kenya's rich and varied cultures
7. Promote international consciousness and foster positive attitudes towards other nations.
8. Promote positive attitudes towards good health and environmental protection

2.3 Rwanda Goals and Philosophies of Education

Primary Teacher Education is under the responsibility of the University of Rwanda – College of Education (former KIE). To become a primary school teacher, a person must gain entry into an accredited primary teacher training college (PTTC) after successfully completing 9 years of basic education, and initially undertake a 3-year programme of teacher training including Teaching Practice. By the end of the 3 years, a Primary teacher certificate is awarded to successful candidates. The training is organized around four options namely Mathematics and sciences, Social Studies, Languages and Early Childhood Education.

The philosophy of education hinges on various issues:

1. Rwandans are viewed as the major resource of income for the country.
2. Education is considered as a human right to be provided to all Rwandan children.
3. Education is considered as a tool for molding the desired Rwanda citizen characterized by national unity, work and patriotism as is expressed through the Rwanda's motto ubumwe (unity), umurimo (work), gukunda igihugu (patriotism).
4. Imparting cultural Knowledge, Skills and attitudes needed for development of all aspects of life.
5. Eradicating illiteracy and building self sustaining economy.

The above goals have been identified to support the Rwanda Ministry of Education in achieving its mission of facilitating the development of human capital for the socio-economic development of Rwanda. These goals are: Promoting access to education at all levels, improving the quality of education and training, and strengthening the relevance of education and training to meet labour market demands. Equity in access to education is emphasised across all three goals to ensure that disadvantaged students, such as girls, the poor and disabled, have access to meaningful learning opportunities.

2.4 Uganda National Goals and Philosophies of Education

Since independence, Uganda has laid down several guidelines for the realization of an integrated, self-reliant and self-sustained national economy with a view to ensure that its citizens have a better and improved quality of life.

This has often caused government development policies to be geared towards attaining not only sustained economic growth, increased agricultural and industrial productivity but also promoting the feelings of national unity, self-reliance, social, moral and ethical values. Thus, education for national integration and development is the philosophy of education in Uganda.

The national goals of education include:

1. Promote understanding and appreciation of the value of nation unity, patriotism and cultural heritage
2. To inculcate moral, ethical and spiritual values in the individual and develop self-discipline, integrity, tolerance and human fellowship
3. To inculcate a sense of service, duty and leadership for participation in civic, social and national affairs.
4. To promote scientific, technical and cultural knowledge, skills and attitudes needed to promote development.
5. To eradicate illiteracy and to equip the individual with basic skills and knowledge to exploit the environment for self (Better health, nutrition and family life, and capacity for continued learning) and national development.
6. To contribute to the building of an integrated, self-sustaining and independent national economy.

2.5 United Republic of Tanzania

Since Independence in 1961 Tanzania, the government passed the education act of 1962 to regulate the provision of education. It was not until 1967 when the philosophy of Education for Self Reliance was introduced to guide planning and practice of education.

The goals of education in the United Republic of Tanzania are to:

- (i) Guide and promote the development and improvement of the personalities of the citizens of Tanzania, their human resources and effective utilization of their economic resources in bringing about individual and national development.
- (ii) Promote the acquisition and appreciation of culture, customs and traditions of the citizens of Tanzania
- (iii) 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.
- (iv) Develop and promote self-confidence and an inquiring mind, an understanding and respect for human dignity and human rights and a readiness to work hard for personal self-advancement and national improvement.
- (v) Enable and expand the scope of acquisition, improvement and upgrading of mental, practical productive and other life skills needed to meet the changing needs of industry and the economy.
- (vi) Enable every citizen to understand the fundamentals of the national constitution as well as the enshrined human and civic rights, obligations and responsibilities.
- (vii) Promote the working commitment of employees and to enhance production efficiency in goods and services. Inculcate principles of national ethics and integrity,
national and international cooperation, peace and justice through the study, understanding and adherence to the
provisions of the National Constitution and International Charters.
- (viii) Enable a rational use, management and sustainable conservation for national development

2.6 The Proposed Philosophy:

2.6.1 “Education for self-reliance, sustainable development and good governance”

2.6.2 EAC Regional goals of Education are to:

1. Foster regional patriotism, unity and harmony.
2. Promote good governance, democracy and respect for human rights in the region.
3. Develop human resource for sustainable regional and international social-economic growth and development
4. Enhance acquisition of life skills, religious, moral and ethical values in the region.
5. Promote transmission and preservation of the region’s varied culture, traditions and customs.
6. Enhance education for sustainable environmental conservation and management.
7. Promote the use of scientific and technological innovations in teaching and learning process for regional development.
8. Promote individual development, good health and self-fulfillment.

3.0 PRINCIPLES FOR DEVELOPMENT AND IMPLEMENTATION OF THE PTE CURRICULUM FRAMEWORK

The EAC education curriculum framework for Primary Teacher education will have a regulatory role regarding the teacher education sector. The framework and curricula should be coherent and consistent with the education Philosophy, and principles of the EAC, and in conformity with the teacher education aspirations of the Partner States. The principles that underpin the EAC primary teacher education curriculum must be grounded on relevance, quality, access and equity, and must be aligned to the contemporary society and political changes within the EAC. The curriculum framework and structure should uplift the status of teacher and teacher educators in the region.

3.1 The Curriculum Development Principles

The approach adopted in primary teacher education curriculum development shall be guided by the following:

- a) Inclusion of the respected traditions and achievements of the previous curricula;
- b) Address national and regional contexts at all levels;
- c) Clearly state a vision, purpose, and goals for teacher education;
- d) Clearly state the intended learning outcomes that focus on individual, national and regional interests.
- e) Effectively address issues of relevance, scope, sequence, equity, integration and other cross cutting issues such as inclusive education and the environment.
- f) Address issues of professional development.

3.2 Curriculum Implementation Related Principles

3.2.1 Learner Centered approach.

The curriculum framework should take into account the following:

- a) Human rights, values and best practices;
- b) Ensure that individual learners' situations, needs, interests and abilities are integrated into teacher education;
- c) Ensure that learners take charge of their own learning
- d) Provision of adequate and appropriate teacher education.
- e) Development of life skills education.

3.2.2 Competence – based approach

The curriculum framework of the EAC shall be competence- based and be guided by:

- a) Clearly stated competencies;
- b) Clearly demonstrate how the competencies shall be achieved;
- c) Clearly state how the competence will be shared with learners;
- d) Clearly state the assessment procedures of the competencies.

3.2.3 Integrated Teaching and Learning

Have a teacher education curriculum that provides avenues for interdisciplinary, flexibility, simplicity, and reflectivity and provides opportunities for lifelong learning.

3.2.4 Flexibility and mobility

- a) The teacher education curriculum shall cater for learners’ individual needs and talents, and provide opportunities for nurturing;
- b) Promote vertical mobility of learners;
- c) Ensure provision of holistic education that encompasses knowledge, skills, values and attitudes.

3.2.5 Transparency and accountability

The following shall be considered in curriculum development and implementation for transparency and accountability to be achieved:

- a) Stake holders involvement;
- b) The curriculum frame work shall have specifications of resources to be used, both print and non-print;
- c) The framework shall indicate the source, usage and storage of materials;
- d) The curriculum frame work shall clearly indicate the guidelines for the evaluation of curriculum materials

3.2.6 Ethics and Integrity

The framework shall emphasize issues of ethics and integrity covering among others professional conduct, professional responsibility and personal conduct.

4.0 PRIMARY TEACHER EDUCATION STRUCTURE

4.1 Current Primary Teacher Education Admissions Requirements in EAC Countries

Burundi	Kenya	Rwanda	Tanzania	Uganda	Recommended
O' Level Certificate D7 Diploma	A minimum grade of C (plain) in the	O level certificate, D- Pass	Division III of the Certificate of	O level – Certificate, six passes(• “O” Level Certifi

Burundi	Kenya	Rwanda	Tanzania	Uganda	Recommended
(4 years after lower cycle level)	Kenya Certificate of Education (KCSE) or its equivalent. One must also have obtained a minimum of D in Mathematics and C- in English. A minimum grade of C- in the Kenya Certificate of Education (KCSE) is allowed for candidates with Special Needs.		Secondary Education Examination (CSEE)	A pass in English language and mathematics plus any two sciences from any two of the three categories- Biological, physical and agriculture) The visually impaired and hard of hearing persons are admitted with a minimum of any 6 passes	<p>cate (pass in mathematics and the language of instruction), subject to examinations experts equivalence</p> <p>Or</p> <ul style="list-style-type: none"> • “A” Level with at least one principal pass

4.2 Proposed admission requirements for EAC Primary Teacher Education

O Level Certificate (pass in Mathematics and the language of instruction), subject to examinations experts' equivalence Or A Level with at least one principal pass

4.3 Characteristics of Primary Teacher Education Learners and their Impact on the Curriculum

CHARACTERISTICS	IMPACT ON THE CURRICULUM
<p>1. Learning Environment</p> <p>This means a safe environment supported by the teacher in which high, clear expectations and positive relationships are fostered; active learning is promoted</p> <p>a. Creates learning environments where learners are active participants as individuals and as members of collaborative groups</p> <p>b. Motivates learners and nurtures their desire to learn in a safe, healthy and supportive environment which develops compassion and mutual respect</p> <p>c. Cultivates cross cultural understandings and the value of diversity</p> <p>d. Encourages learners to accept responsibility for their own learning and accommodates the diverse learning needs of all students</p> <p>e. Displays effective and efficient classroom management that includes classroom routines that promote comfort, order and appropriate learner behaviors</p> <p>f. Provides learners equitable access to technology, space, tools and time</p> <p>g. Effectively allocates time for learners to engage in hands-on experiences, discuss and process content and make meaningful connections</p> <p>h. Designs lessons that allow learners to</p>	<p>a) specify participatory teaching and learning methods</p> <p>b) emphasizes provision of conducive child friendly learning environment</p> <p>c) emphasizes cross-cultural issues and appreciation of diversity</p> <p>d) emphasizes on inclusive learning and opportunities for interaction</p> <p>e) provide opportunities for learners to take part in classroom management</p> <p>f) promote the use of ICT for all learners in the teaching and learning processes</p> <p>g) provide and specify clear time for practical work</p> <p>h) lay emphasis on innovation and creativity in learning</p> <p>i) include activities that boost learners self esteem and awareness</p> <p>j) cater for provision,</p>

CHARACTERISTICS	IMPACT ON THE CURRICULUM
<p>participate in empowering activities in which they understand that learning is a process and mistakes are a natural part of learning</p> <p>i. Creates an environment where the learner's work is valued, appreciated and used as a learning tool</p> <p>j- Makes and applies child friendly teaching and learning resources in the teaching and learning process</p> <p>h- The teacher fosters self discipline, responsibility and creativity among learners</p>	<p>production and use of child friendly instructional materials</p> <p>k) engage them in setting their own rules, standards and consequences of their choices</p>

CHARACTERISTICS	IMPACT ON THE CURRICULUM
<p><u>2. Classroom Assessment and Reflection-</u> In Teacher Education, there shall be a clear classroom assessment system that is understood by both the teacher and learners to enable them to collaboratively gather information and reflect on the teaching and learning.</p> <ul style="list-style-type: none"> a. Uses multiple methods to systematically gather data about learner understanding and ability b. Uses learners’ work/data, observations of instruction, assignments and interactions with colleagues to reflect on and improve teaching practice c. Revises instructional strategies based upon student achievement data d. Uncovers learners’ prior understanding of the concepts to be addressed and addresses students’ misconceptions/incomplete conceptions e. Co-develops scoring guides/rubrics with learners and provides adequate modeling to make clear the expectations for quality performance f. Guides students to apply rubrics to assess their performance and identify improvement strategies g. Provides regular and timely feedback to learners and parents that moves learners forward h. Allows learners to use feedback to improve their work before a grade is assigned i. Facilitates learners in self- and peer-assessment j. Reflects on instruction and make adjustments as learning occurs 	<ul style="list-style-type: none"> a. Specify the assessment tools, time frame, what to assess, methods of assessing, and types of assessment; b. Provide guidelines on using assessment data; c. Provide mechanisms of giving feedback for teaching and learning improvement; d. Provide guidelines to address misconceptions in learning; e. Clearly state the objectives of assessment; f. Provide the assessment rubrics and scoring guidelines

CHARACTERISTICS	IMPACT ON THE CURRICULUM
<p>3. Instruction and Learner Engagement- The teacher supports and encourages a learners commitment to initiate and task using inquiry-based learning requiring creative and critical thinking with attention to problem solving</p>	
<p>a. Teacher gives clear instruction to explain concepts, principles, and differentiates strategies that make learners understand</p> <p>b. Teacher scaffolds instruction to help learners reason and develop problem-solving strategies.</p> <p>c. Teacher orchestrates effective classroom discussions, questioning, and learning tasks that promote higher-order thinking skills.</p> <p>d. Teacher provides meaningful learning opportunities for learners.</p> <p>e. Teacher challenges learners to think deeply about problems and encourages/models a variety of approaches to a solution.</p> <p>f. Teacher integrates a variety of learning resources with classroom instruction to increase learning options.</p> <p>g. Teacher structures and facilitates ongoing formal and informal discussions based on a shared understanding of rules and discourse</p> <p>h Teacher integrates the application of inquiry skills into learning experiences.</p> <p>i. Teacher clarifies and shares with learners learning intentions/targets and criteria for success.</p> <p>j. Teacher uses child friendly approaches, methods and techniques for teaching</p> <p>k. Uses the local environment as the teaching resources</p> <p>l. Provides timely and appropriate feedback in the process of learning</p>	<p>a) emphasizes use of appropriate instructions in teaching and learning</p> <p>b) provide opportunities for use of discovery learning from known to unknown</p> <p>c) provide opportunities for interaction in activities such as debates, projects and excursion</p> <p>d) provide opportunities for investing exploring, analyzing and interacting</p> <p>e) emphasize use of different methods of teaching</p> <p>f) lay emphasize variety of learning resources for interacting</p> <p>g) create opportunities for learners to engage in formal and non formal discussion</p> <p>h) provide activities which promote development of inquiry skills</p> <p>i) lay emphasis on sharing of learning intention/target and criteria for success</p> <p>j) emphasizes use of learner friendly approaches and methods</p> <p>k) promote use of local</p>

CHARACTERISTICS	IMPACT ON THE CURRICULUM
	<p>environment as a resource</p> <p>l) emphasize timely feedback to the learners</p>
<p>4. Instructional Relevance</p> <p>The Teacher Education shall be relevant as to facilitate learning experiences that are meaningful to learners and prepare them for their futures.</p> <p>a. Teacher designs learning opportunities that allow students to participate in empowering activities in which they understand that learning is a process and mistakes are a natural part of the learning.</p> <p>b. Teacher links concepts and key ideas to students' prior experiences and understandings, uses multiple representations, examples and explanations.</p> <p>c. Teacher incorporates student experiences, interests and real-life situations in instruction.</p> <p>d. Teacher selects and utilizes a variety of technology that support student learning.</p> <p>e. Teacher facilitates the development of competences to effectively cope with 21st Century challenges.</p> <p>f. Teacher works with other teachers to make connections between and among disciplines.</p> <p>g. Teacher makes lesson connections to community, society, and current events.</p>	<p>a. Emphasize use of participatory teaching approaches</p> <p>b. Put emphasis on the use of ICT and other new technologies</p> <p>c. Emphasize lifelong learning components</p> <p>d. Provide activities that promote cross-cutting contemporary issues such as climate change, globalization, regional integration etc..</p>
<p>5. Knowledge of Content</p> <p>A teacher understand and application of the current theories, principles, concepts and skills of a discipline.</p> <p>a. The teacher understands the relationship between the curriculum content and children's</p>	<p>a) provide opportunities for the teacher to identify, appreciate and caters for the learners needs</p> <p>b) emphasize in-depth mastery of content</p> <p>c) provide opportunity for lifelong learning</p>

CHARACTERISTICS	IMPACT ON THE CURRICULUM
<p>learning needs and experiences</p> <p>b. The teacher demonstrates and understands an in-depth knowledge of content and maintains an ability to convey this content to students</p> <p>c. Teacher maintains on-going knowledge and awareness of current content developments.</p> <p>d. Teacher designs/implements standards-based courses/lessons/units using state and national standards</p> <p>e. Teacher uses and promotes the understanding of appropriate content vocabulary.</p> <p>f. Teacher provides essential support for learners to enable them to understand the content</p> <p>g. Teacher uses a variety of instructional practices, strategies, resources and applies them appropriately</p> <p>g. The teacher understands and interprets content in the education curriculum</p>	<p>d) emphasizes implementation of partner states standards</p> <p>e) cater for different learning abilities</p> <p>f) provide opportunities for use of varieties of methods and teaching/learning resources</p> <p>g) provide opportunities for interpreting education curriculum</p>

4.4. Curriculum Development Process

The EAC adopts a dynamic and holistic approach to curriculum development. The process begins by examining the goals and aims of education in society, perceived as the broad purpose of education. The process is dynamic to ensure that emerging needs of East Africans are addressed through the curriculum. The EAC curriculum development process shall involve the following processes;

- a) Needs assessment
- b) Policy formulation
- c) Curriculum design and syllabus development
- d) Approval of the curriculum and syllabus
- e) Development and approval of curriculum support materials
- f) Capacity building of curriculum implementers/ Orientation of implementers/users.
- g) Piloting of the curriculum
- h) Regional rollout/ implementation of the curriculum.
- i) Monitoring and evaluation of the curriculum.

5.0 OBJECTIVES OF PRIMARY TEACHER EDUCATION

5.1 Objectives of Primary Teacher Education in the Republic of Burundi

In Burundi, there is an office which is responsible for teacher training program and the supervision of the practice of them (BEPES). Primary Teacher education also focuses on training qualify teachers for the normal section of 4 years after the college cycle. There are also those who are trained on qualify teaching section of 1 year after humanities training. The objectives are:

- i) To promote peaceful co-existence among the Burundian people
- ii) To develop Burundian students morally, physically and spiritually
- iii) To promote environmental security.
- iv) To ensure and guarantee a better efficiency in assessment process.
- v) To put forward an education system that promotes the socio-economic, technological and industrial needs for national development.
- vi) To foster positive attitudes to other countries especially sub-regional and international communities.

5.2 Objectives of Primary Teacher Education in the Republic of Kenya

Teacher Education derives its level objectives from the National Goals of Education. The objectives are:

- a. To develop the basic theoretical and practical knowledge about the teaching profession, so that the teacher's attitude and abilities can be turned towards professional commitment and competence.
- b. To develop in the teacher the ability to communicate effectively.
- c. Bearing in mind the child as the centre of education, teacher education should prepare teachers who can:
 - Provide suitable learning opportunities.
 - Develop the child's communicative skills.
 - Develop the individual child's potential abilities to the maximum through a variety of creative learning experiences.
 - Develop the child's sense of citizenship and National attitude.
 - Develop awareness of and appreciation for other national and international community.
 - Develop the child's ability in critical an imaginative thinking in problem solving and self/expression.
 - Develop positive attitude to the moral and religious values of his community.

- d. To create a national consciousness for educational excellence in every teacher.
- e. To provide opportunities to develop special interests and skills and to promote initiative on the part of the teacher.
- f. To develop in the teacher the ability to adapt to change or new situation.
- g. To develop an awareness and appreciation of innovation in the fields of education and an ability to utilize them.
- h. To develop an awareness of the principles which underline good human relationship and use of these in their dealings with the children and community.
- i. To promote national unity, national development and social equality.
- j. To foster in the teacher an appreciation and respect for our rich and varied cultural heritage.
- k. To develop in every teacher awareness and appreciation of the role of technology in national development.
- l. To develop in the teacher an awareness and appreciation for good health and environmental conservation.

5.3 Objectives of Primary Teacher Education in the Republic of Rwanda

As stated earlier, primary teacher education is under the responsibility of the college of education in the UR. The following are the aims and objectives of Teacher Education:

- To train qualified teachers who can compete not only locally but regionally and internationally;
- To instill professional ethics and develop an inquiring mind for innovative education;
- To prepare teachers adequately for efficiency in education, administration, management, evaluation and measurement;
- To produce competent, reliable, honest and responsible teachers.
- To equip teachers with potentials that enable them to explore the learners' abilities and interests
- To develop the child's ability in critical thinking, free expression and ideas.

5.4 Objectives of Primary Teacher Education in the Republic of Uganda

The Aims of Teacher Education in Uganda are:-

- a) To broaden and deepen the student teacher's own academic knowledge of the teaching subjects as well as his or her understanding of the development stages and needs of the child
 - b) To produce competent, reliable, honest and responsible teachers
 - c) To produce highly motivated, conscientious and efficient teachers
 - d) To develop and deepen attitudes conducive to development, respect for work, loyalty, self-reliance and to cultivate the desire for lifelong education
 - e) To instill professional ethics and develop an inquiring mind for innovative education
 - f) To cultivate a sense of national consciousness, patriotism and allegiance to the professional code of conduct
 - g) To prepare teachers for co-curricular activities as well as for guidance and counseling as part of their duties
 - h) To prepare teachers adequately for efficiency in education administration, management, evaluation and measurement.
- To enable student teachers acquire basic knowledge on how children grow, develop and learn
 - To enable student teachers acquire knowledge, skills and attitudes that would enable them prepare children for further education
 - To stimulate objective and dialectical appreciation and awareness of society's economic, political and specific needs and potential
 - To enable student teachers develop positive attitudes towards work and self-reliance and guide pupils appropriately in vocational education
 - To enable student teachers enhance moral and ethical values in the school and community
 - Provide student teachers with more academic education so as to deepen and strengthen their knowledge of the environment, the world and build up their intellectual powers as well as self confidence

To equip student teachers with knowledge and skills of counseling and guiding to enable them support children for their future education and employment careers

5.5 Objectives of Primary Teacher Education in the United Republic of Tanzania

The aims and objectives of teacher education are:

- a. To impart to teacher trainees theories and principles of education, psychology, guidance and counselling;
- b. To impart to teacher trainees principles and skills of pedagogy, creativity and innovation;
- c. To promote an understanding of the foundations of the school curriculum;
- d. To sharpen the teacher trainees, teachers and tutors' knowledge and mastery of selected subjects, skills and technologies
- e. To impart skills and techniques of research, assessment and evaluation in education;
- f. To enable both teacher trainees and serving teachers and tutors to acquire organizational, leadership and management skills in education and training.

5.6 Proposed objectives for Primary Teacher Education in EAC

The objectives of EAC Primary Teacher Education shall be to:

1. Prepare competent and innovative teachers for the education system;
2. Develop basic theoretical and practical knowledge of the teaching profession;
3. Inculcate professional ethics and allegiance to the teachers code of conduct;
4. Provide opportunity for continuous learning;
5. Prepare teachers for various professional duties that support the teaching and learning process;
6. Cultivate a sense of regional consciousness, integration and social equity;
7. Appreciate and promote regional cultural diversity and heritage;
8. Develop the teacher's ability to communicate effectively;
9. Embrace ICT in the teaching and learning process;
10. Develop the teacher's awareness and appreciation for cross-cutting issues.

5.7 Proposed EAC Primary Teacher Education Key Competencies

The term competence is defined here as a combination of knowledge, skills and attitudes appropriate to the context. The EAC Partner States shall be expected to promote the acquisition of Key competencies. The effective acquisition and promotion of learning competencies shall enable learners to participate

effectively in multiple context or social fields that will contribute to life of an individual as well national level and functioning regional societies at large.

The world is becoming so dynamic and associated with many complex situations, aspirations and demands from the education system. This calls for equally rapid adjustment of our education systems to match with these changes. There is need to move away from teaching approaches that promote rote learning based on memorizing and reproducing of prefabricated knowledge to competence based approaches. Therefore, by the end of this academic phase, learners shall be expected to exhibit practical life skills that appropriately address the challenges of the time.

The following competencies will be expected in primary teacher education:

- i. Communication
- ii. Subject Matter Competence
- iii. ICT Competence
- iv. Pedagogical Competence
- v. Social Competence
- vi. Innovation and Creativity
- vii. Learning to Learn
- viii. Civic Competence
- ix. Entrepreneurship Competence

5.8 Key Competences, Description and Learning outcomes

Key Competence	Description	Learning Outcomes	Suggested Key Learning Areas
Communication	This competence refers to the ability to: <ul style="list-style-type: none"> • Express one’s ideas, feelings, thoughts, • Transmit messages clearly, • Interpret materials written and non-written in a variety of media and other contexts (reading, writing, listening, 	The learner (student teacher) competent in communication should be able to: <ul style="list-style-type: none"> • Listen, observe and respond to information on a variety of subjects. • Sign or speak fluently and effectively to express their opinions. • Read and comprehend a variety of literary and 	All subjects or learning areas with more emphasis on Languages

Key Competence	Description	Learning Outcomes	Suggested Key Learning Areas
	speaking and signing, gesture)	non-literary text. <ul style="list-style-type: none"> • Express self effectively in written form. • Receive and convey information, instruction, ideas and feelings appropriately and effectively in a range of different social and cultural contexts. • Use appropriate language for different audiences and purposes relevant to the subject area. • Use vocabulary, structures and forms of expression which characterize each area of study. • Use ICT and media effectively and responsively 	
Subject Matter(Content) Competence	It involves understanding and mastery of the content of the different subjects in the primary school curriculum. Its relationship with the needs of the learners; the relationship between different subjects	The learner should be able to :- <ul style="list-style-type: none"> • Understand and interpret the EAC aims and objectives of education • Demonstrate knowledge of curriculum content • Demonstrate professional knowledge of statutory instrument and other legal frame works which govern the teaching 	All subjects across the EAC curriculum Professional Education Studies including ECD & SNE) Mathematics English

Key Competence	Description	Learning Outcomes	Suggested Key Learning Areas
		<ul style="list-style-type: none"> profession • Demonstrate knowledge of current and other cross cutting issues in education • Relate curriculum content with learners needs and experiences • Explain the relationship between different subjects in the curriculum • Understand sociology, philosophy and management of education • Understand the primary school education system and how it relates with other sectors • Understand children’s learning needs at various developmental stages • Assess learning • Explain the current policy reforms in primary Education • Describe the roles of various stakeholders • Devote time to his or her duties • Lives up the highest standards of the profession 	<p>Kiswahili ICT Integrated Science Agriculture Social Studies Religious Education Entrepreneurship Creative art Local languages Foreign language Physical education</p>
Information	ICT refers to technologies	The learner shall be able to:	All

Key Competence	Description	Learning Outcomes	Suggested Key Learning Areas
Communication Technology (ICT)	that provide access to information through telecommunication. It involves use of internet, cell phones and other communication mediums.	<ul style="list-style-type: none"> • Demonstrate knowledge and skills of ICT • Apply ICT in the teaching and learning process • Support learners to develop basic ICT skills • Support Learners to use ICT in solving simple problems 	learning areas/subject
Pedagogical Competence	The pedagogical competence consists of the ability of an individual to use a coordinated, a synergistic combination of tangibles resources (e.g. instructional materials such as books, articles and cases and technologies including software and hardware) and intangible resources (e.g. knowledge, skills, experience) to achieve efficiency and / or effectiveness in pedagogy.	<p>The learner (student teacher) with pedagogical competence should be able to:</p> <ul style="list-style-type: none"> • Have a strong pedagogical-content – knowledge (PCK) in Pedagogy (e.g. planning lessons, scheme of work, log book, attendance register management, setting and supervise exams, etc...) • Create and develop the teaching and learning environment (physical, social, information); • Organize classes; • Managing groups / learners’ emotional state and learning process; • Evaluate classes quality; • Managing own professional development; • Reflect and evaluate pedagogical experiences; • Prepare and run the learning events; 	All subjects or learning areas (academic and professional) with more emphasis on pedagogy of academic subjects.

Key Competence	Description	Learning Outcomes	Suggested Key Learning Areas
		<ul style="list-style-type: none"> • Identify and use teaching and learning methods; • Use ICT in the teaching-learning process Assess learners' achievement.	
Social competence Intra and inter personal skill	<p>Social skills refer to any abilities facilitating interaction and communication with other.</p> <p>Intra skills are skill of knowing and living with oneself</p> <p>Interpersonal skill deals with knowing and living with others</p>	<p>The learner should be able to :-</p> <ul style="list-style-type: none"> • Interact with others effectively • Listen to and respect other people's views, opinions and ideas • Work effectively with diverse teams • Guide and lead others • Appreciate other people's differences and abilities • Resolve conflicts amicably • Appreciate and promote the indigenous cultures and languages • Appreciate and cherish the values promoted in the EAC • Shares relevant information with others • Promotes good working relationships • Maintains harmony between his/her activities and those of others • Treats others with respect and without discrimination • Works collaboratively with all stakeholders • Promotes community 	Religious Education Professional Education Studies including ECD & SNE) ICT Social Studies Religious Education Entrepreneurship Local languages Foreign language

Key Competence	Description	Learning Outcomes	Suggested Key Learning Areas
		<ul style="list-style-type: none"> • Demonstrates honesty and self-respect • Uphold integrity • Serves as a good role model • Show respect for rules • Dress appropriately , decently and smartly • Conducts all lessons without discrimination or bias • Seeks permission to be out of school • Appreciates diversity, equity and inclusiveness 	
Innovation and creativity	<p>The process used to develop new ideas that are unique, useful and worthy of further elaboration. Creative thinking involves calling into question the assumptions underlying our customary, habitual ways of thinking and acting and then being ready to think and act differently on the basis of the critical questioning.</p>	<ul style="list-style-type: none"> • Consider alternative ways of solving problems • Explore a wide range of / widen the scope of thinking to a wide range of experiences. • Use a wide range of methods to promote learning • Adapt curriculum content and support materials to learners needs • Make and use child friendly learning aids to support teaching and learning 	All areas of the curriculum
Learning to Learn	<p>Learning is the desire to become an informed, responsible and self-directed learner</p>	<p>The learner (student teacher) competent in learning to learn should be able to:</p> <ul style="list-style-type: none"> • Take responsibility by 	All subjects/ learning areas with more emphasis

Key Competence	Description	Learning Outcomes	Suggested Key Learning Areas
		<p>identifying one's own areas of strengths and weaknesses and make appropriate adjustments (work effectively, independently, collectively and cooperatively).</p> <ul style="list-style-type: none"> • Develop the desire and interest for life-long learning and personal growth. • Participate actively in meaningful learning activities. • Access knowledge from different sources. • Develop effective management of time and information for lifelong learning. <p>Respond to new information by reflecting on experience and reconsidering opinions and sources of information.</p>	on ICT.
Civic Competence	<p>Civics is the study of the theoretical and practical aspects of citizenship, its rights and duties</p> <p>Citizens are actively involved in their own governance;</p>	<p>The learner should be able to :-</p> <ul style="list-style-type: none"> • Participate effectively as responsible citizen • Develop positive attitude towards work • Uphold human rights as a basis of democracy • Promotes good governance and 	Kiswahili ICT Social Studies Religious Education Local languages Foreign language

Key Competence	Description	Learning Outcomes	Suggested Key Learning Areas
		<p>leadership skills</p> <ul style="list-style-type: none"> • Contributes to the wellbeing of themselves, nation and region • Protect and preserve the environment • Upholds rule of law • Take part in governance process • Demonstrates loyalty to the nation and the region • promotes understanding of the ideals of democracy • shows commitment to democratic governance • carries out civic duties • respects and protects human rights 	
Entrepreneurship	<p>Creating an entrepreneurship mind-ship/culture that fosters innovation problem solving and active citizenship and where individuals have self-confidence and belief in the ability to succeed in whatever they choose.</p>	<ul style="list-style-type: none"> • Demonstrate basic knowledge and skills of entrepreneurship • Demonstrate the understanding of how to launch the learners entrepreneurial career • Recognize a business opportunity that fits individual learners • Support learners to develop entrepreneurship skills 	<p>All subjects/ learning areas but with more emphasis on mathematics, social studies, language and integrated science</p>

6.0 ORGANIZATION OF PRIMARY TEACHER EDUCATION LEARNING EXPERIENCES

Learning experiences shall be selected based on EAC aims and objectives of education and the education curriculum. The scaffold approach shall be adopted to make learning progress from the known to unknown to enable the use of learner-centered curriculum.

6.1 Learner-centred teaching and learning

The EAC primary teacher education will adopt learner centered teaching and learning. This is an approach to education focusing on the interests of the learner. The teacher acts as a facilitator in the teaching and learning process. This approach has many implications for the design of the curriculum, course content and interactivity of courses.

During implementation of learner-centred learning, partner states shall consider the following Key issues:

- a) Planning and organization of teaching that caters for learners' individuality, potential, needs, and interests;
- b) Diversity and inclusiveness in areas such as gender, age, ethnicity, religion, culture, social and economic backgrounds as well as special needs;
- c) relevant of learning experiences with the different subjects;
- d) Use of a wide range of teaching methods, instructional materials and a range of assessment strategies.

6.2 Key actors in the Learner-centred teaching and learning process

In implementing learner centered approach, various actors play different role, as described in the table below

Key Actors	Roles
The Learner	<ul style="list-style-type: none">• To be aware of learning objectives and expected learning outcomes (learner competencies)• To participate in the creation of learning experiences

Key Actors	Roles
	<ul style="list-style-type: none"> • To participate in inquiry and problem solving-based collaborative and community service oriented learning • To carries out self-assessment to be aware of progress made and shortcomings to overcome in learning • To utilize counseling and orientation program to cope with personal development issues and career choices
The Teacher	<ul style="list-style-type: none"> • To use a wide range of interactive methods adapted to the learner's situation and needs. • To promote integrated learning including cross-cutting issues. • To participate in the development of customized curricula and learning resources. • To identify challenges faced by and provide appropriate support • To assess and provide appropriate feedback, • To offer guidance, counseling, motivation to learners • Communicate effectively with learners and other stakeholders • Facilitate learning for and engages learner in meaningful activities • Promote team work
College Management	<ul style="list-style-type: none"> • ensure safe and conducive learning environment • Involve stakeholder in decision making • Provide a diversified curriculum • promote networking to facilitate learner-centered teaching and learning • Support college-based teacher training and mentoring • Promote college community relation. • Maintain discipline in the college • Mobilize resources for the college • Offer support to needy learners
Parent	<ul style="list-style-type: none"> • Support learning and provision of required resources • create a suitable out of college learning environment • Contribute to curriculum development and implementation
Community	<ul style="list-style-type: none"> • Offer volunteer service • Support college management

Key Actors	Roles
	<ul style="list-style-type: none"> • Participate in decision making • Mobilize resources for the college • Participate in college development activities
Sponsors	<ul style="list-style-type: none"> • Offer financial support • Provide spiritual support • Provide technical support • Participate in decision making
Partner states	<ul style="list-style-type: none"> • Policy formulation • Support supervision • Procurement of school materials • Mobilize resources • Capacity building through training and other curricular initiatives • Coordination and mobilization of resources • Provision of infrastructure like classrooms, laboratories, dormitories, etc. • Development and provision of instructional materials such as books and other learning materials • Provision of the teaching personnel • Offer administrative and leadership services • Funding educational programs and activities. • Monitoring and evaluation

6.3 Criteria for quality curriculum design and implementation

The table below describes the qualities of the EAC primary teacher education curriculum

Characteristics of quality curricula	Implications for Curriculum design
Relevance	<ul style="list-style-type: none"> • Address the learner's context, national, regional and global developments • enable learners to make adequate connections between theory and practice • Address issues of age, gender, ability, talent, culture and

Characteristics of quality curricula	Implications for Curriculum design
	<p>other characteristics defining diversity</p> <ul style="list-style-type: none"> • Address society needs and issues of education for Sustainable Development (ESD)
Coherence	<ul style="list-style-type: none"> • The learning experiences are clustered and sequenced to provide for holistic and comprehensive learning. • provide effective links between formal, non-formal and informal education
Consistency	<ul style="list-style-type: none"> • Designed and implemented based on common principles and values applicable to all education levels and learning areas • Is clear and devoid of ambiguity
Connectivity	<ul style="list-style-type: none"> • foster meaningful linkages among learning areas and subjects through reinforcing cross-cutting issues, thematic approaches and holistic teaching, learning and assessment • integrates and reflects on the connections and interdependencies in the today's world in science, culture, economy, politics, nature, etc.
Balance	<ul style="list-style-type: none"> • Adopt a “whole-person approach” (the comprehensive development of all aspects of a personality: intellectual; emotional; social; psycho - motor) • Allow for the integration of emerging areas and cross-cutting issues • Promote diversified teaching, learning and assessment • Cater for both individual and societal needs • Is flexible
Scope	<ul style="list-style-type: none"> • address a wide range of learners' needs • Is up-to-date and broad • Is flexible enough to allow for effective review and revision

6.4 Current Primary Teacher Education Curriculum in the EAC

Level	Burundi	Kenya	Rwanda	Tanzania	Uganda
IST	<p>Primary school teachers are trained in the normal section and the main content covers the following subjects: French, English, Mathematics, General pedagogy, social psychology, school planer, Education, History,</p>	<ul style="list-style-type: none"> • Mathematics including aspects of Business Studies • English including aspects of Library Science, Mother Tongue and Drama. • Kiswahili including aspects of Mother Tongue and Drama • Science Integrated with Home Science and Agriculture • Religious Education (CRE / IRE) • Social Studies including some aspects of Business Studies, Geography, History and Government, civics • Education including Special Needs Educations, Guidance and Counseling and legal issues in 	<p>Primary School Teachers are trained in PTCs after completing Lower Secondary School. The content covers subjects studied in primary schools and practicing. The subjects include; Mathematics – Science Education (MSE) Social Studies Education Languages (English and Kinyarwanda)</p> <p>Professional Courses Foundations of Education Psychology Teaching methods, and Internships.</p> <p>Culture Subjects Music</p>	<p>Professional Studies(Ualimu) ICT Communication Skills English (academic and pedagogy) Haibana Michezo (academic and pedagogy) Hisabati (academic and pedagogy) Uraia (academic and pedagogy) TEHAMA (pedagogy) Vielelezo na</p>	<p>The current areas of teaching for Primary teacher Education in Uganda comprise 13 major disciplines clustered in 4 parts as below:-</p> <p>Professional Educational studies Foundations of Teacher Education SNE, General methods)</p> <p>Traditional Discipline -English language Education, -Social Studies Education, -Integrated Science Education -Mathematics</p>

Level	Burundi	Kenya	Rwanda	Tanzania	Uganda
	<p>science studies, practicing teaching, and Kirundi. Civic education, music and Drama</p>	<p>Education.</p> <ul style="list-style-type: none"> • Creative Arts (Music, Art and Craft and Drama integrated) • Physical Education • Information Communication and Technology (ICT) • Kenyan Sign Language 	<p>Drama, Dance & Fine arts</p>	<p>Teknolojia Kiswahili (academic and pedagogy) Stadi za kazi (academic and pedagogy) Sayansi (academic and pedagogy) Historia (academic and pedagogy) Jografia (academic and pedagogy) French (academic and pedagogy)-option Dini</p> <ul style="list-style-type: none"> • Sports education 	<p>Education) Cultural Disciplines and sports Education Religious Education i.e CRE and IRE Integrated Production Skills Art and technology wood work metal work mechanics home economics, entrepreneurship Newly Performing Art, i.e. MDD Physical Introduced Disciplines Kiswahili Education Local language Education Agriculture Education ECD</p>

Level	Burundi	Kenya	Rwanda	Tanzania	Uganda
				<ul style="list-style-type: none"> • Special needs education (SNE) • Home economics Teaching Practice	
2ND year		In the second year of the course, students study nine subjects as follows: Core subjects English Kiswahili/ Kenya sign language Education Physical Education, ICT Electives A student chooses four subjects from either option A or B as follows: Option A Science, Home Science,		In the second year, student teacher continue with all subjects studied in the first year. Emphasis on Single lesson Teaching Practice	

Level	Burundi	Kenya	Rwanda	Tanzania	Uganda
		Agriculture, Mathematics Option B Music, Art and Craft, Social Studies Religious Education		(SLPT) and Block Teaching practice	

6.5 Recommended Primary Teacher Education Curriculum in the EAC

Level	Subjects
Year 1	<p>Cores: English, Kiswahili, ICT, Mathematics, Integrated Science (Physics, Home Science, Chemistry, Biology, Agriculture), Social studies (History, Civics, Geography), Physical Education, Religious Education, Professional education studies including ECD and special needs Creative arts (Fine Arts, Music, Dance and Drama) Local/ Foreign Languages/Sign language</p>
Year 2	<p>Cores: English, Kiswahili, ICT, Mathematics, Integrated Science (physics, Chemistry, Biology, Agriculture, Home Sciences), Social studies (History, Civics, Geography), Physical Education, Religious Education, Teaching Practice, Professional education studies including ECD and special needs.</p> <p>Other languages (partners are free to teach other languages such as Mother Tongue, other foreign languages and sign language)</p>

Level	Subjects

6.6 Cross cutting Issues

Partner states should mainstream cross cutting issues in the respective national curricula. The cross cutting issues may be regional or national specific. The following are the proposed cross cutting issues that should be mainstreamed:

- i) Human rights, child rights and other rights.
- ii) HIV and AIDs
- iii) Environmental Conservation and Preservation
- iv) Disaster risk reduction
- v) Integrity and anti-corruption
- vi) Gender responsiveness
- vii) Drugs and substance abuse
- viii) Life skills
- ix) Peace Education
- x) Patriotism
- xi) Financial Literacy
- xii) Entrepreneurship

6.7 Time allocation for the teaching and learning process

Year 1: The current Number of contact hours per week for the five member states

	Core Subjects	Uganda (hrs)	Tanzania (hrs)	Kenya (hrs)	Rwanda (hrs)				Burundi (hrs)
					MSc E	SSE	Lang	ECE	
1.	English	4	5	4	3	3	7	3	4
2.	Kiswahili	3	5	4	2	2	2	2	-
3.	ICT / Computer Sc	-	2	1	2	2	2	2	-
4.	TEHAMA	-	2	-					
5.	Mathematics	4	5	4	5	-	1	1	7
6.	Physics	-	-	-					2
7.	Chemistry	-	-	-					2
8.	Biology	-	-	-					2
9.	Integrated Science	3	5	4	7	-	-2	2	
10.	Agriculture	2	-	-					-
11.	History	-	4	-					2
12.	Geography	-	4	-					2
13.	Religious Education	2	1	3	-	-	-		1
14.	Business Studies / Entrepreneursh ip	-		-	2	2	2	2	-

15.	Social Studies	3	-	4	-	7		2	-
16.	Integrated production skills	3	-	-					-
17.	ECD	4		-					-
18.	Communication skills	-	2	-					-
19.	Civics/Political Education	-	3	-					1
20.	Education Media & Technology (VielelezonaTeknolojia)	-	1	-					
21.	Foundation of Teacher Education /Education/ Ualimu/	2	2	4	6	6	6	6	-
22.	Special Needs Education	1		-					
23.	Generic methods / TMPPr	2		-	4	4	4		-
24.	Creative Arts	2	4	4	-				
25.	Foundation of Early childhood							6	

	Education								
26.	Local Languages	3		-	2	2	5	2	
27.	Foreign Languages		3	-	-	-	3	2	
28.	Physical Education	2	-	3	2	5	2		
29.	Sign language	-	-	4					
30.	Drama	-	-	-	-	2			
31.	Co-curricular activities (Non examinable)				2	2	2	2	
32.	Haibana Michezo (Personality development and sports)		4						
33.	Total	39	52	35	40	36	36	36	23

Year 2: The current number of contact hours per week for the five member states

		Uganda (hrs)	Tanzania (hrs)	Kenya (hrs)	Rwanda (hrs)				Burundi (hrs)
					MSc E	SSE	Lang	ECE	
	Core subjects								
1	Foundation of Teacher Education /Education/ Ualimu/	2	2	5	6	6	6	6	-
2	Special Needs Education	1	2	-					-
3	Generic methods	2			4	4	4	5	1
4	Physical Education	2	-	3	-	-	-		1
	Mathematics	4	5	4	5	-	1	1	4
6.	Physics	-	-	-	-	-	-		2
7.	Chemistry	-	-	-	-	-	-		2
8.	Agriculture	2	-	3	-	--	-		-
9.	Home science	-	-	4	-	-	-		-
10.	Biology	-	-	-	-	-	-		2
11.	Integrated Science	3	5	-	7	-	-2	2	-
12.	Science	-	-	4	-	-	-		-
13.	ICT / Computer Sc	-	2	1	2	2	2		-

14.	Technical drawing	-	-	-	-	-	-		1
15.	English	4	5	5	3	3	7		4
16.	Kiswahili	3	5	4	2	2	2		-
17.	Kenyan Sign language	-	-	4	-	-	-		-
18.	French				2	2	6	2	
19.	Social Studies	3	-	4	-	-	-	2	-
20.	Entrepreneurs hip/ Business studies	-	-	-	2	2	2	2	-
21.	Integrated production skills	3	-	-	-	-	-		-
22.	ECD	4	2	-	-	-	-		-
23.	Foreign Language	-	-	-	-	-	3		6
24.	Local Languages	3		-	2	2	5	2	-
25.	Literature	-	-	-	-	-	-		-
26.	Psychology	-	-	-	-	-	-		1
27.	History	-	-	-	-	-	-		2
28.	Geography	-	-	-	-	-	-		2
29.	Economic	-	-	-	-	-	-		1
30.	Creative Arts	2	4	-	-	-	-		-
31.	Creative performance &				2	5	2	3	-

	Physical Education								
32.	Art and craft	-	-	4	-	-	-	-	-
33.	Co-Curricular activities	-	-	-	2	2	2	2	-
34.	Music	-	-	3	-	-	-	-	1
35.	Religious Education	2	1	3	-	-	-	-	1
TOTAL		40	29	35	40	36	36	36	31

Year 3: Current Number of contact hours per week for Rwanda and Burundi

		Uganda (1hr)	Tanzania (1hr)	Kenya (1hr)	Rwanda (1hr)				Burundi (1hr)
		NA	NA	NA	MSc E	SSE	Lang E	ECE	
	Core subjects								
									-
2	Foundation of Teacher Education				6	6	6	6	-

	/Education/ Ualimu								
					-	-	-		-
4	Generic methods/Teac hing methods and Practice				4	4	4		1
5	Physical Education				-	-	-		1
6.	Mathematics				5	-	-	1	3
7.	Physics				-	-	-		2
8.	Chemistry				-	-	-		1
9.									
10.									
11.	Biology				-	-	-		2
12.	Integrated Science				7	-	-	2	-
13.					-	-	-		-
14.	ICT / Computer Sc				2	2	2	2	-
15.	Technical drawing				-	-	-		1
16.	English				3	3	7		3
17.	Kiswahili				2	2	2	2	-
18.	Entrepreneur ship				2	2	2	2	-
19.	Foreign				-	-	3		5

	Language								
20.	Local Languages				2	2	5	2	2
21.	Psychology				-	-	-		3
22.	History				-	-	-		1
23.	Geography				-	-	-		1
24.	Economic				-	-	-		1
25.	Creative Arts/ Performing				-	-	-		-
26.	Creative performance &Physical Education				2	5	2	3	-
27.									
28.	Co-Curricular activities				2	2	2		-
29.	Music				-	-	-		1
30.	Religious Education				-	-	-		1
31.	Practical lessons				-	-	-		2
TOTAL					40	36	36	36	31

Year 4: current contact hours per week for Burundi

		Uganda (1hr)	Tanzania (1hr)	Kenya (1hr)	Rwanda (1hr)			Burundi (1hr)
					MSc E	SSE	Lang	
	Core subjects							
4	Generic methods/Teaching methods and Practice							1
5	Physical Education							1
6.	Mathematics							3
7.	Physics							1
8.	Chemistry							1
9.	Biology							1
10.	Technical drawing							1
11.	English							3
12.	Foreign Language							4
13.	Local Languages							2
14.	History							1
15.	Geography							1
16.	Economic							1
17.	Creative Arts/							-

	Performing							
18.	Music							1
19.	Religious Education							1
TOTAL								23

Current Status of Teaching Practice for the five Partner States

Country	
Burundi	Teaching practice is carried out in year 3 and 4 for duration of nine weeks
Uganda	Teaching practice is carried out in year 2 term two and term three for duration of six weeks of which two weeks are for scheming
Kenya	Teaching practice is carried out in the first and second years of study for total duration nine weeks.
United Republic of Tanzania	Teaching practice is carried out in year 1 and year 2 term two respectively for eight weeks
Rwanda	During term two of year 3 student teachers go for school practice which lasts three months (12 weeks) They also carry out action research

Proposed Primary Teacher Education Subjects and their time allocation for EAC

Subject	Contact hours per week for Year 1	Contact hours per week for Year 2	Total contact hours per year
Professional Education Studies including ECD & SNE)	4	4	240
Mathematics	4	4	240
English	4	4	240
Kiswahili	4	4	240
ICT	2	2	120
Integrated Science	5	5	300
Social Studies	4	4	240
Religious Education	2	2	120
Creative art	2	2	120
Local languages/Foreign language	2	2	120
Physical education	2	2	120
Total	35	35	2,100

1. Contact hours shall take 10 weeks
2. Proposed weeks for teaching practice in EAC shall be 12 weeks..
3. Entrepreneurship shall be integrated in relevant subjects

7.0 TEACHING AND LEARNING RESOURCES

7.1 Teaching and learning Resources required for Primary Teacher Education Curriculum Implementation:

The instructional resources for learners shall be appropriate for development of knowledge, skills and attitudes. The resources shall stimulate the learners to

think critically, conceptualize and develop key competencies. Suggested teaching and learning resources for use shall include: charts, readers, text books, maps, ICT facilities, models, laboratory equipment and materials.

The EAC Primary teacher education curriculum framework encourages the member states to take into consideration the following key issues when developing the instructional resources.

- a) Relevance of the curriculum support materials.
- b) Appropriateness of the language used.
- c) Adequate, interesting and learner friendly
- d) Be adaptable to learner special needs.
- e) Provide variety of resources that support the learning process
- f) Affordability and durability
- g) Promote positive cultural values

7.2 The role of stakeholders in the provision of teaching and learning Resources

The stakeholders who include; Partner States governments, parents, learners, development partners, College management boards shall be responsible in ensuring that the relevant materials are provided to support development of the required learning competences.

Stakeholder(s)	Roles
Partner State Governments	<ul style="list-style-type: none"> • Policy formulation • Support supervision • Procurement of school materials • Mobilize resources • Capacity building through training and other curricular initiatives • Coordination and mobilization of resources • Provision of infrastructure like classrooms, laboratories, dormitories, etc.

Stakeholder(s)	Roles
	<ul style="list-style-type: none"> • Development and provision of instructional materials such as books and other learning materials • Provision of the teaching personnel • Offer administrative and leadership services • Funding educational programs and activities. • Monitoring and evaluation
Community	<ul style="list-style-type: none"> • Infrastructure development, • Provision of instructional materials • Resource personnel
College management	<ul style="list-style-type: none"> • Procurement of college materials • Mobilization of resources • Provision of storage and inventory services
EAC	<ul style="list-style-type: none"> • Capacity building through training and other curricular initiatives • Coordination and mobilization of resources
Development partners Faith Based Organizations (FBOs), Community Based Organizations (CBOs), Non-Governmental Organizations (NGOs) and other organizations	<ul style="list-style-type: none"> • Provision of infrastructure like classrooms, laboratories, dormitories, etc. • Development and provision of instructional materials such as books and other learning materials • Provision of the teaching personnel • Offer administrative and leadership services • Provision of capacity building such as training of teachers • Funding educational programs and activities.

8.0 ASSESSMENT STRATEGIES

8.1. Current Assessment for Primary Teacher Education in the East African Community

8.1.1 Republic of Burundi

Assessment of instruction

Assessment of teaching learning focuses on acquisition of competences through mastery of cognitive, psycho-motor and affective domains. The purpose is to ascertain attainment of learning outcomes at the end of each level as defined by the curriculum.

Formative assessment

Continuous assessment tests for progression from one level to another:

- Oral tests
- Written tests

Summative assessment

- Written theoretical and practical examinations

8.1.2 Republic of Kenya

The national examination is carried out by a semi autonomous body under the Ministry of Education called Kenya National Examination Council (KNEC). However, colleges are expected to continuously assess the learners during curriculum implementation. The practical and projects assessment in many subjects are school based and results are forwarded to KNEC for inclusion in the final national examination. The curriculum is assessed after two years and the candidates are issued with a Primary Teacher Education (PTE) certificate. Assessment is both formative and summative.

At college level:

- Oral tests
- Teacher observation
- Written tests
- Practical work
- projects
- research

National Level

End of college level, Primary Teacher Education Certificate.

8.1.3 Republic of Rwanda

The assessment takes place in form of formative assessment in terms of continuous tests assessment (CAT) and Summative assessment in terms of written exams. At the end of year three, learners (Student Teachers) sit for a national exam set and administrated by the College of Education with a practical component. Successful candidates are awarded a Primary Teacher Certificate (PTC).

8.1.4 Republic of Uganda

Assessment of Instruction

Assessment is integrated in the implementation of the curriculum and involves participation of teachers and learners in various activities. Assessment of teaching/learning focuses on acquisition of competences through mastery of cognitive, psycho-motor and affective domains. The purpose is to ascertain attainment of learning outcomes. Internal assessment within the school is integrated within the teaching and learning process by teachers, following what is covered during the teaching/learning process.

Assessment is done in two categories.

Formative Assessment

This is intended to inform the stakeholders (teachers, parents and learners) about the effectiveness of the teaching/learning process and the progress of the learner. At Primary level, learners shall be assessed through testing and non-testing approaches to establish the intellectual, physical, emotional, social and mental aspects, personal sanitation and other quality traits as well as attitude and behaviour.

Assessment shall include continuous assessment in all subjects. This assessment may be through non formal approaches such as observation, non-timetabled test, oral question and others. Formative assessment strategies recognize learners with learning difficulties so as to provide remediation.

Summative Assessment

Summative assessment is minimized and limited to end of term, end of year as well as end of the Primary education. It is judgmental in such a way that results are used in promotion, selection and placement.

8.1.5 The United Republic of Tanzania

There are two major assessments. Formative and Summative assessment.

A systematic formative and summative assessment during the certificate teacher training is conducted through:

- a) Continuous Assessment which includes exercises, tests and examination, self assessment, portfolio, Single Lesson Teaching Practice (SLTP), essay writing, Micro-teaching, Practical sessions, Projects and Block Teaching Practice (BTP). It carries 30% in the final assessment of the student teachers.
- b) Final examination which is conducted by The National Examinations Council of Tanzania -NECTA). It carries 70% of the total marks for the course.

During Block Teaching Practice (BTP), the minimum of five assessments is conducted, 3 for the first year and 2 during the second year. Tutors, Head Teachers and Subject Academic Officers are responsible for submitting the assessment records. Tutors are responsible for compiling all assessment records conducted by Head teachers and subjects' academic officers.

The Block teaching practice (BTP) Assessment is on Fail/Pass basis. Every student teacher must pass BTP in order to be awarded a certificate.

8.2 Proposed Assessment of the EAC Primary Teacher Education Curriculum

The EAC Primary Teacher Education assessment framework shall be competence based, and provide guidelines on formative and summative assessment.

The framework shall indicate:

- a) Why the assessment;
- b) What competencies to be assessed;
- c) How the competencies shall be assessed;
- d) When the competencies shall be assessed;
- e) Who will carry out the assessment and how the evidence shall be given;
- f) How the assessment shall be monitored, evaluated and verified;

g) Who shall keep the records of assessment and how shall they be kept.

Why the assessment

- a) To assess the extent to which education objectives and competencies have been achieved;
- b) For remedial interventions;
- c) To make judgment for placement, advancement and promotion;
- d) To evaluate curriculum, teaching and learning process and provide feedback.

What competencies to be assessed

- a) The competencies that are indicated in the curriculum;
- b) Assessment shall be consistent with course concepts and learning outcomes.

How these competencies shall be assessed

Provide a variety of assessment methods which shall be formal or non-formal such as observation, written, practical, project and research.

When the competencies shall be assessed

Indicate the frequency of assessment for both formative and summative. The formative assessment shall include assessment within the term at the College level while summative assessment shall be carried out at the end of the course

Who will carry out the assessment

Tutors and established statutory examination bodies shall be involved in the assessment of the learners.

How the assessment system shall be monitored, evaluated and verified

A monitoring and evaluation report shall be prepared and disseminated to relevant stakeholders.

Who shall keep the records of assessment

The records of assessment shall be kept by the college management, statutory body certification body, parent and the learners.

Recommendations

1. Assessment framework and guidelines shall be developed and used by all EAC member states;

2. Harmonization of education structures of EAC member states to allow for assessment of learning achievements at the same levels;
3. Education authorities in the region shall monitor and compare the performance of learners, colleges and education systems.

9.0 IMPLEMENTATION OF THE HARMONIZED EAC PRIMARY TEACHER EDUCATION CURRICULUM FRAMEWORK

9.1 Implementation process

Effective implementation of the curriculum framework will rely on many factors such as political good will, availability of trained, motivated, qualified and competent teacher trainer, adequately resourced colleges, sensitized school community and other stakeholders. The following are the critical aspects of the implementation of the curriculum framework:

- a) Advocacy
- b) Piloting in selected colleges
- c) Rollout in all colleges
- d) Quality Assurance
- e) Monitoring and Evaluation

Advocacy

The advocacy shall involve the following;

- a) Preparation of information and communication materials .i.e. fliers, posters, T-shirts or through the media, internet.
- b) Carrying out awareness and sensitization campaigns among all stakeholders including students, politicians, college community, private sector, parents, Faith Based Organizations (FBOs), Non-Governmental Organizations (NGO), employers, opinion leaders and all citizens;
- c) Developing strategies for continuous sensitization .i.e. talk shows, documentaries

Piloting in selected colleges

In order for the EAC Primary Teacher Education curriculum framework to be implemented, the following piloting activities shall be carried out:

- a) Develop implementation guidelines;
- b) Select pilot colleges;

- c) Train teacher trainers and college principals on interpretation of the curriculum;
- d) Provide sufficient copies of curriculum and other support materials;
- e) Monitor the piloting of the curriculum implementation;
- f) Document the piloting process.
- g) Revise the curriculum based on the findings of the monitoring and other lessons learnt from the pilot;
- h) Disseminate revised curriculum

Regional rollout of Primary Teacher Education Curriculum Framework (Institutionalization)

The roll out of the regional Primary Teacher Education Curriculum shall involve:

- a) Training teacher trainers, principals and other education officers;
- b) Providing the curriculum and other implementation materials
- c) Documenting the rollout process.

Quality Assurance

The quality assurance process shall involve:

- a) Developing guidelines and tools for quality assurance of the implementation process;
- b) Building capacity of the quality assurance officers;
- c) Preparing quality assurance reports and sharing among Partner States.
- d) Disseminating quality Assurance report to all relevant stakeholders.

The Quality Assurance reports shall inform strategies for improvement of the colleges' infrastructure, funding and capacity building of all players.

Monitoring and evaluation of the curriculum

The monitoring and evaluation process will look into the following aspects:

- a) Developing guidelines for monitoring and evaluation.
- b) Building capacity of Partner States to carry out monitoring and evaluation.
- c) Sharing the monitoring and evaluation reports among Partner States.
- d) Determining the efficacy of the Primary Teacher Education curriculum Framework;

- e) Determining the efficacy of the Primary Teacher Education Curriculum;
- f) Establishing availability of the curriculum and support materials.

The results of monitoring and evaluation of curriculum implementation will feed into strategies for continuous curriculum revision as well as plans for ongoing adjustment of the new curriculum along different implementation stages.

EAC Curriculum Framework Glossary

TERM	EXPLANATION
Accountability	Concept of ethical governance (including ethical school governance) that is based on the acknowledgement and assumptions of responsibility for decision, actions and their consequences, and is associated with the expectation of account-giving to stakeholders
Assessment	The process of gathering information and making judgments about a student's achievement or performance
Assessment Methodology	The strategies and activities employed, normally by teachers (internal assessment) or by specialized agencies (external assessment), to gauge a student's achievement or performance.
Attitude	Internal positioning towards people, facts, phenomena, actions, beliefs and situations; internal readiness for action.
Basic Education	The years of schooling considered necessary to reach a minimum standard of mastering key competencies
Child-friendly Environment	Learning settings that are friendly, rights-based, inclusive, healthy and protective to all children. They also involve strong school community/ family relations
Classroom- and teacher- based assessment	Assessment that is carried out on a regular basis by classroom teachers as part of their teaching and learning Strategies. It provides immediate and constant feedback with regard to the learners' achievements and problems in learning.
Competency	A broad capacity to apply knowledge, skills, attitudes, routines, values and emotions in independent, practical and meaningful ways.
Compulsory Education	Length of schooling that is considered mandatory by law and is (usually) free of any charges for students and their families. The composition of 'compulsory education' in EAC includes education, lower and upper education

TERM	EXPLANATION
Contact period	The time allocated for the systematic interaction between teachers and students in the context of subjects, learning units and/or lessons.
Core curriculum	Common requirements for all students, in terms of key competencies, common subject timetables and general orientations
Cross-cutting Issues	Important curriculum content that does not belong to one subject or learning area exclusively, but which is best taught and learned in a number of subjects. Common examples include peace education, Human Rights and citizenship education, gender issues, communication skills, intercultural education.
Curriculum	The aggregate of learning areas, subjects, and cross-cutting issues available in an education system. The term normally applies to the ‘formal’ or ‘intended’ (written) curriculum, but can also include the ‘unintended’ or ‘hidden’ curriculum. Distinctions are also made between the “intended” (official), “applied”, “interactive” (resulted from classroom interactions) and “effective curriculum” (what students really learn).
Curriculum Framework	A set of policies, regulations, directions and guidelines central for curriculum development and implementation that govern the development of syllabuses and other curriculum documents. Given the status of the curriculum as the hub of education systems, curriculum frameworks are usually considered as “constitutions” of pre-university education. Curriculum Frameworks can be developed for the entire system, for specific stages (like basic education) and/or for specific learning areas or issues (such as a framework for integrating cross-cutting issues in the curriculum).

TERM	EXPLANATION
Curriculum Integration	Process of combining/articulating learning content and subjects with a view to promote holistic and comprehensive learning. It leads to the reduction of the number of discrete subjects and is usually applied in and lower education.
Curriculum policy	Formal decisions made by government or education authorities that have a direct or significant bearing on the development of curriculum. These decisions are normally recorded in official government documents
Curriculum Structure	The way in which the curriculum of any system is organized, including the subjects or learning areas, when they must be studied and the 'pattern' in which they must be studied. The curriculum may be composed, for example, of core and optional or elective subjects studied with some variation between grades.
Curriculum System	The totality of curriculum provisions and documents through which orientation is given to teachers and other stakeholders with regard to why, what, how and how well students should learn. The curriculum system usually comprises of education acts, curriculum framework(s), syllabuses, assessment standards, textbooks and other learning resources.
Effective Curriculum	What students really learned in terms of knowledge, attitudes and skills.
E-learning	Learning that is based on using new information and communication technologies with a view to enhance access to information, as well as its effective and responsible usage in the context of (commonly) networked and distance activities.
Elective Curriculum	Learning areas/subjects among which students can choose in compliance with their interests, talents and needs.

TERM	EXPLANATION
Entrepreneurship Education	In a narrow sense: preparing children and young to take over entrepreneurial roles in economy i.e. create their own businesses/enterprises. In a broader sense: equipping children and young with entrepreneurial skills, such as initiative, decision making, risk taking leadership, organization and management skills.
External assessment	Assessment that is carried out by out of- school agencies or is based on procedures and tools provided by such out-of-school agencies (i.e. external examinations; tests provided by specialized/statutory agencies). It should be based on (national) evaluation standards so that subjectivity in assessment is reduced to the maximum.
Extra-curricular Activities	Structured learning activities that take place outside the context of formal subjects or learning areas. In some systems, these might include work experience or organized sport
Formal curriculum	The learning experiences and opportunities that are provided to learners in the context of formal education. The formal curriculum serves as a basis for socially recognized certification and diploma awarding.
Formal education	The hierarchically structured, chronologically graded educational system running from pre education through the university and including, in addition to general academic studies, a variety of specialized programs and institutions for full-time technical and professional training. The outcomes of, and qualifications obtained from formal education are socially recognized by certification and diploma awarding
Formative assessment	Assessment that is basically classroom- and teacher-based, aiming at supporting students to make progress in learning throughout a certain period of time. It

TERM	EXPLANATION
	envisages learning as a process, not just a result (see also Assessment for learning, to which it is connected).
Holistic Development	The harmonious growth/progress of all personally dimensions, i.e. intellectual, emotional, motor aspects
Inclusive Education	Inclusive education seeks to address the learning needs of all children with a specific focus on those who are vulnerable to marginalization and exclusion. It implies all learners – with or without disabilities - being able to learn together through access to common pre-school provisions, schools and community educational setting with an appropriate network of support services.
Informal Education	Acquisition and development of knowledge, skills and attitudes outside formal or non-formal settings during every day experiences and in the absence of intended and systematic processes of learning
Information and Communication Technologies (ICT)	New tools and processes of accessing and processing information, as well as communicate it based on electronic means, such as computers, TV, Internet, other digital means.
Interactive classroom	Learning environment at classroom level that is based on constant exchanges among teachers and students in the context of inquiry based, problem-solving and hands-on activities.
Interactive teaching and learning	Philosophy and practice of involving students in defining and constructing their learning experiences by taking into account their needs, interests, previous knowledge and context
Key competencies	Competencies considered by the education and training system to be important in the learning of every student and significant contributors to the lives of every member of society. The Key Competencies most relevant to Basic Education might be referred to as 'basic competencies
Key stage of the	Specific phases of the way the curriculum unfolds

TERM	EXPLANATION
curriculum	<p>across different education levels/grades and age groups. Periods which share some common features in terms of children’s development, of curriculum requirements and of teaching/learning approaches to students’ development and progression in learning. In the Kosovo Curriculum Framework, key stages are phases of a given education level to ensure:</p> <p>more transparency and precision in the articulation of education goals and tasks;</p> <p>the possibility of concrete guidelines for organizing school work with emphasis on specific methods, outcomes and means of evaluation;</p> <p>the possibility of providing new challenges with regard to students’ development and to the specific goals of each key stage of the curriculum.</p>
Knowledge	<p>Concepts and factual information (data), as well as relations among them (i.e. structures and patterns) about the natural and man-made environment, people and society, culture and economy, and our understanding of the world, people and society. Declarative knowledge points to knowing “what”, while procedural knowledge to knowing “how”.</p>
Learning area	<p>A broad category of learning grouping subjects which share common objectives and tasks in the teaching and learning of knowledge, skills, values and attitudes. The affiliation of subjects to a given learning area takes into consideration their specific contribution to students’ development, in accordance with the general and specific aims of teaching and learning in schools. It also takes into consideration the possibility for multi- and interdisciplinary approaches, as well as the pursuit of cross-curricular objectives</p>
Learning	<p>Process of acquiring, internalizing and developing new knowledge, skills, values and attitudes that are integrated in pre-existing structures while also constituting a basis for new acquisitions.</p>

TERM	EXPLANATION
Learning content	The topics, themes, beliefs, behaviors, concepts and facts, often grouped within each subject or learning area under knowledge, skills, values and attitudes, that are expected to be learned and form the basis of teaching and learning.
Learning Experience	Situation(s) and process(es) through which learners acquire/develop knowledge, attitudes and skills
Learning Outcomes	Statements describing what students should know, believe, value and be able to do. Outcomes are expressed in the Curriculum Framework in a range of domains, including knowledge, understanding, skills and competencies, values and attitudes.
Learning resource	Reference to, and support for student learning including textbooks, education software, experimental kits, atlases, dictionaries, work books, etc.
Life skills	Skills which provide the learners with the capacity to undertake tasks or processes related to their day to day Lives
Non-formal education	Any organized and sustained activity that does not correspond exactly to the definition of formal education. Non-formal education may therefore take place both within and outside educational institutions and cater to persons of all ages. It may cover educational programmes to impart adult literacy, basic education for out of school children, life-skills, work skills and general culture. Non-formal education programmes do not necessarily follow the “ladder” system and may have different durations, and may or may not confer certification of the learning achieved.
Summative Assessment	Assessment that summarizes the progress and achievement of learning outcomes by learners at a particular time
Syllabus	A document describing the learning objectives, learning

TERM	EXPLANATION
	outcomes and content related to a specific subject. Modern syllabuses also provide guidance on implementation including relevant teaching and assessment methodologies.
Teaching	Activity carried out with a view to foster learning in students by using a wide range of methods that are adjusted to the learners' learning styles.
Values	What people cherish as guiding principles and main references of their choices and behaviors
Vocational education and training	Education and training to enable learners to gain employable skills and professional qualifications for specific occupations, in addition to achievement of the key competencies as defined by the Curriculum Framework