



**DRAFT**

**DRAFT HARMONISED CURRICULUM STRUCTURES AND FRAMEWORK  
FOR THE EAST AFRICAN COMMUNITY**

**SECONDARY EDUCATION**

**EAC SECRETARIAT  
Arusha, Tanzania  
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## **Abbreviations and Acronyms**

AIDS	Acquired Immuno-Disease Syndrome
CAT	Continuous Assessment Test
CBET	Competence Based Education and Training
CSEE	Certificate of Secondary Education Examination
EAC	East African Community
EFA	Education For All
FBOs	Faith Based Organizations
FPE	Free Primary Education
FSE	Free Secondary Education
GCE	General Certificate of Education
HIV	Human Immune Virus
ICS	Information Computer Studies
ICT	Information Communication and Technology
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KICD	Kenya Institute of Curriculum Development
KIE	Kigali Institute of Education
KNEC	Kenya National Examinations Council
MDGs	Millennium Development Goals
MoE	Ministry of Education
MOES	Ministry of Education and Sports
MoHEST	Ministry of Higher Education, Science and Technology
NECTA	National Examination Council of Tanzania
NGO	Non-Governmental Organizations
PLE	Primary Leaving Examinations
PTA	Parents-Teachers Associations
PTE	Primary Teacher Education
QAS	Quality Assurance and Standards
RNEC	Rwanda National Examination Council
RNTQF	Rwanda National Qualifications Framework
SFGPA II	Strategic Framework of Growth and Poverty Alleviation II
SMT	Science, Mathematics and Technology
TSC	Teachers' Service Commission
TVET	Technical and Vocational Education and Training
UCE	Uganda Certificate Examination
UNEB	Uganda National Examinations Board

## **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 specialised 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 programmes 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 8 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.

Secondary 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 primary education. The global Education For All (EFA) effort provides added momentum for the growth in secondary 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 secondary education.

In today's world, secondary 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. Secondary education is now being recognized as the cornerstone of educational systems in the 21st century. Quality secondary 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 secondary education.

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



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

There is no question that secondary 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 secondary education institutions and current schooling practices to align them with the demands of a globalized and technology-driven world. Policymakers and educators must address the twin challenges of increasing "access to" and "quality and relevance of" secondary education for all young people. Secondary education systems everywhere will need to be more flexible, relevant, and responsive to both local needs and the global environment in the 21<sup>st</sup> Century.

The East African Community Partner States recognize the critical role of secondary education to the economic, social, and human capital development of the East African Community region. Historically, secondary education has often been neglected in developing and financing educational systems, but today its vital importance cannot be ignored. Secondary education is the crucial link between primary 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 secondary education systems of the partner states to achieve these stated goals.

### ***1.3 Rationale for Curriculum Harmonization in EAC Secondary Education***

The specific purpose of harmonization of education systems all over the world is to establish synchronized education and training system, as a strategy for strengthening the capacity of education institutions to meet many emerging educational needs. Education and Training plays a crucial role of enabling a country or region to define its priorities and aspirations. It is a means through which any nation determines the type of human resource, which will facilitate social and economic development. Through innovative forms of collaboration, education can systematically be improved against common, agreed benchmarks of excellence thereby facilitating the mobility of students and teachers across countries.

The people of East Africa have in the past shared a common educational curriculum which changed after the break-up of the former East African Community in 1977. With the re-establishment of the new Community, there has been a renewed commitment to ensure that the common goals and aspirations of the peoples of East Africa are realized through a harmonized curriculum. The overall goal of harmonization of the Secondary Education curriculum in the EAC is to foster regional integration through facilitating easy movement of learners across the five Partner States. The principles of stakeholder participation, mutual partnerships, appropriate infrastructural support and funding were also taken into consideration. The other aspect includes mobilization of all stakeholders in governments, institutions, civil society and the private sector. The harmonized curricula should enhance national systems and programs and should be viewed as a tool for improvement of quality and access and harmonize appropriate levels of competencies across the region through appropriate funding and infrastructural provisions in each country.

#### **1.4 The Curriculum Framework: Role and Functions**

The formulation, development and implementation of the EAC Secondary Education curriculum framework demonstrates the commitment of Partner States to develop an education system that will propel national, regional and international development. The intention is to give young people within the EAC a strong base for further education undertakings.

The curriculum framework sets out the agreed common goals and objectives of Secondary education and the key competences to be acquired at this level. It involves all stakeholders notably parents, schools, and the local community. It provides guidance to schools/learning centers, the administrators, in the organization, management, monitoring and evaluation of all school programmes and activities.

The curriculum framework is envisaged to be the main reference document in informing Secondary education in the EAC, including development of curricula, the revision of syllabuses, the development and use of teaching learning resources and the creation of guidelines for pre- and in-service teacher training and support.

The curriculum framework will also serve as a guideline for parents, learners and the community through the presentation of the general aims and objectives of the education system, the school mission, and school activities as

well as formal education possibilities. The Secondary education curriculum framework will further provide the basis for extended communication and cooperation between the school and the community, in order to increase equity, access and quality of education services as well as accountability.

## **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 II (SFGPA II) through the Sectoral Plan for the 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 of Burundi places equity and the involvement of the citizens in governance at the centre 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:

- i) 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);
- ii) 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);
- iii) 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);
- iv) 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);
- v) 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 to:

- i) Achieve the universal completion of primary level in 2015;
- ii) Manage in a controlled manner the fluxes of pupils beyond the primary level;
- iii) Improve the quality and relevance of public education
- iv) Guarantee an equitable education system;
- v) Assure better efficiency in the use of resources;
- vi) Develop and promote competitiveness;
- vii) Develop and promote self-reliance, open mindedness and mutual acceptability within partner states.
- viii) Reinforce the teaching of SMT (Science, Mathematics and technology)
- ix) Reinforce the quality and accuracy of the teaching curricula
- x) Empower teachers/ongoing teacher training
- xi) Introduce ICT
- xii) Teaching of HIV and AIDS
- xiii) 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 instil 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.”

National Goals of Education express the aspirations of the people of Kenya. They are long term broad intentions of aims that are expected to be achieved through education. They give the directions 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 learners, competency, content, opportunities, experiences and evaluation. The goals are:

- i) Foster nationalism, patriotism and promote national unity
- ii) Promote the social, technological and industrial needs for national development
  - a) Social Needs
  - b) Economic Need
  - c) Technological and Industrial Needs
- iii) Promote individual development and self-fulfillment
- iv) Promote sound moral and religious value
- v) Promote social equality and responsibility
- vi) Promote respect for and development of Kenya’s rich and varied cultures
- vii) Promote international consciousness and foster positive attitudes towards other nations.
- viii) Promote positive attitudes towards good health and environmental protection

### **2.3 Rwanda National Goals and Philosophies Guiding Education**

The mission of the Ministry of Education is to transform the Rwandan citizen into skilled human capital for socio-economic development of the country by ensuring equitable access to quality education focusing on combating illiteracy, promotion of science and technology, critical thinking and positive values.

The philosophy of education hinges on three issues:

- i) Rwandans are viewed as the major resource of the country;
- ii) Education is considered as a human right to be provided to all;
- iii) Education is considered as a tool for molding the desired Rwanda citizen characterized by national unity, well done work, and patriotism as is expressed through the Rwanda's motto **ubumwe** (unity), **umurimo** (Work) and **gukunda igihugu** (patriotism).

The national goals of education include:

- i) Acquisition and use of ICT skills in day to day life;
- ii) Communication skills;
- iii) Instil and promote Civic, moral, religious and cultural values;
- iv) Reason scientifically, logically, objectively and realistically
- v) Self and National development;
- vi) Acquire knowledge for problem solving;
- vii) Fight against segregation, discrimination, genocide ideology and other negative ideologies.

#### **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:

- i) Promote understanding and appreciation of the value of nation unity, patriotism and cultural heritage;
- ii) To inculcate moral, ethical and spiritual values in the individual and develop self-discipline, integrity, tolerance and human fellowship;
- iii) To inculcate a sense of service, duty and leadership for participation in civic, social and national affairs;
- iv) To promote scientific, technical and cultural knowledge, skills and attitudes needed to promote development;
- v) 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;

- vi) 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;
- (viii) 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 and;
- (ix) Enable a rational use, management and conservation of our environment.

## **2.6 The proposed EAC Goals and Philosophy is:**

### **2.6.1 The Proposed Philosophy**

Education for self-reliance, sustainable development and good governance.

### **2.6.1 EAC Goals of Education**

**EAC Regional Goals of Education are to:**

- i) Foster regional patriotism, unity and harmony;
- ii) Promote good governance, democracy and respect for human rights in the region;
- iii) Develop human resource for sustainable regional and international socio-economic growth and development;
- iv) Enhance acquisition of life skills, religious, moral and ethical values in the region;
- v) Promote transmission and preservation of the region's varied culture, traditions and customs;
- vi) Enhance education for sustainable environment conservation and management;
- vii) Promote the use of scientific and technological innovations in learning and regional development;
- viii) Promote individual development, good health and self-fulfilment.

## **3.0 Principles for Development and Implementation of the Curriculum Framework**

The EAC education curriculum for Secondary education will have a regulatory role regarding the entire curriculum system. The system should be coherent and consistent with the education Principles of the EAC, and in conformity with the aspirations of the Partner States. The principles that underpin the EAC Secondary education curriculum must be grounded on access, equity, relevance and quality.

### **3.1 *The Curriculum Development Principles***

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

- i) Consideration of national and regional values;



- ii) Inclusion of achievements of previous curricular;
- iii) Address national and regional contexts at planning stage;
- iv) Clearly state a vision and purpose for education;
- v) Clearly state the intended learning outcomes (individual, national regional);
- vi) Effectively address issues of relevance, scope, sequence, equity, integration and other cross cutting issues such as inclusive education.

### **3.2 Curriculum Implementation Related Principles.**

#### **3.2.1 Learner Centered Approach**

The curriculum framework should take into account the following:

- i) Human rights, values and best practices;
- ii) Integration of individual learners' situations, needs, interests and abilities integrated;
- iii) Provision of adequate and appropriate learning materials.

#### **3.2.2 Competence – Based Approaches**

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

- i) Clearly stated competencies;
- ii) Clear demonstration of how the competencies shall be achieved.

#### **3.2.3 Integrated Teaching and Learning**

With the integrated teaching and learning approach, there is need to have vertical and horizontal curricula analysis to avoid overlaps, over loads and repetitions.

#### **3.2.4 Flexibility and Mobility**

- i) The curriculum should cater for learners' individual needs and talents and should provide opportunities to nurture them;
- ii) Promote vertical and horizontal mobility of learners;
- iii) Ensure provision of holistic education (knowledge, skills, values and attitudes)

#### **3.2.5 Transparency and Accountability**

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

- i) Stake holders involvement;

- ii) The curriculum framework should have specifications of resources to be used, both print and non-print;
- iii) The framework should indicate the source, usage and storage of materials;
- iv) The curriculum framework should clearly indicate the guidelines for the evaluation of curriculum materials.

#### 4.0 Secondary Education Structure

##### 4.1 Current Secondary Education Admissions Requirements in EAC Countries

Burundi	Kenya	Rwanda	United Republic of Tanzania	Uganda
<b>Lower Secondary</b>				
Admission age is 12/13 years A person must have passed PLE  It is not free nor compulsory  Duration: 3 years	Admission age is 13-14 years A person must have attained a KCPE certificate  Tuition is Free and compulsory  Duration: 4 years	Admission age is 12-13 years A person must have passed PLE  It is free and compulsory  Duration: 3 years	Admission age is 12-14 years A person must have passed PSLE  It is free and compulsory for Zanzibar, cost shared and not compulsory in main land  Duration: 4 years	Admission age is 13 years A person must have passed PLE  It is free but not compulsory  Duration: 4 years
<b>Upper Secondary</b>				

<p>Admission age is 17/18 years</p> <p>A person must have passed national tests for lower secondary</p> <p>It is not free nor Compulsory</p> <p>Duration: 3-4 years</p>	<p>Not Applicable</p>	<p>Admission age is 17/18 years</p> <p>A person must have passed GCE</p> <p>It is free</p> <p>Duration: 3 years</p>	<p>Admission age is 17/18 years</p> <p>A person must have passed CSEE</p> <p>It is cost shared and not compulsory</p> <p>Duration: 2 years</p>	<p>Admission age is 17 years</p> <p>A person must have passed UCE</p> <p>It is neither free nor compulsory</p> <p>Duration: 2 years</p>
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#### 4.2 Proposed Admission Requirements for EAC Secondary Education

Level	Admission requirements
Lower Secondary	<p>12 - 16 years</p> <p>A person must have passed or attained KCPE/PSLE/PLE certificate or any other specified examination entities in the EAC</p> <p>Duration, 3-4 years</p> <p>Free and compulsory</p>
Upper Secondary	<p>16 – 18 Years</p> <p>A person must have passed the lower secondary level</p> <p>Duration, 2-3 years</p> <p>Optional and free</p>

### **4.3 Characteristics of Secondary Education Learners and their Impact on Curriculum**

This level provides a wider, deeper and more specialized process of learning, taking into consideration the future orientation of learners towards academic studies, technical and vocational qualifications and or entering the labour market as qualified workers, as well as the need to equip them with lifelong learning skills. Students shall be equipped with skills that shall prepare them to take responsibility of their own lives, to participate in society as active and competent citizens and engage successfully in competition in the labour market.

The late adolescent years are a time of rapid and intense growth; physically, mentally, and emotionally; where students continue to assert their independence and find their own identity in the world. In order to successfully navigate these changes, it is important for educationists to understand what is happening to these teenagers physically, cognitively, and socially, and understand what should be done to support their growth and development. Teachers play a significant role in the lives of adolescents, and knowledge of adolescence equips them to be sensitive to the diversity in youth's experiences and the competing forces in their lives. Armed with this knowledge, teachers can offer safe spaces for youth to explore and test their emerging ideas of who they are and who they want to become. The development of the regional curriculum framework shall take into consideration the following characteristics and their implication.

<b>CLASS LEVEL</b>	<b>CHARACTERISTICS</b>	<b>IMPACT ON THE CURRICULUM</b>
<b>LOWER SECONDARY</b>	<p><b>Intellectual characteristics</b></p> <ul style="list-style-type: none"> <li>i) Mastering abstract thinking</li> <li>ii) Like demonstrating acquired knowledge</li> <li>iii) Develop theories to explain and make sense of things</li> <li>iv) Create new possibilities from information</li> <li>v) Can consider issues from many perspectives</li> <li>vi) Grow impatient to activities they perceive to be meaningless</li> <li>vii) Can imagine impact of present behaviour on future</li> </ul>	<ul style="list-style-type: none"> <li>i) Include activities that encourage critical thinking, exploration of ideas, problem solving, effective communication, effective decision making, and conflict resolution.</li> <li>ii) Include activities that boost their self-esteem and awareness</li> <li>iii) Plan activities to enhance acquisition of life skills and values</li> <li>iv) Include activities such as projects, debates, field excursions, and independent learning.</li> <li>v) Provide opportunities to investigate, explore, analyse and interact with their environment.</li> <li>vi) Knowledge, skills and attitudes must be nurtured through learning experiences that are conceptual, practical, conceptualization and abstract thinking.</li> <li>vii) Enable learners identify their skills and talents and nurture them.</li> <li>viii) Include activities that help them think about their future, careers through independent self-evaluation. What role they want to play in society and taking</li> </ul>

<b>CLASS LEVEL</b>	<b>CHARACTERISTICS</b>	<b>IMPACT ON THE CURRICULUM</b>
		<p>responsibility for personal choices and actions.</p> <p>ix) Encourage them to plan, manage time and carry out those plans within set norms.</p> <p>x) Encourage honesty and direct discussions on sensitive issues such as drugs and substance abuse, alcohol, smoking, and sex.</p>
	<p><b>Social Characteristics</b></p> <p>i) Relate more to peers than adults for approval</p> <p>ii) Interested in opposite sex</p> <p>iii) Look for role models</p> <p>iv) Question authority and family values</p> <p>v) Seek acceptance, trust and respect</p> <p>vi) Tend to reject readymade solutions from adults in favor of their own</p> <p>vii) Seek for adult-like leadership roles</p> <p>viii) Able to commit and follow through</p> <p>ix) Renegotiate relationships, freedom, rules, finances and decisions</p>	<p>i) Provide opportunities for genders to mix in groups in clubs, sports and other social and community activities such as community service programmes within the school environment.</p> <p>ii) Engage them in setting their own rules, standards and consequences of their choices.</p> <p>iii) Invite resource persons that can be role models or mentors.</p> <p>iv) Provide opportunities to appreciate their culture and societal values</p> <p>v) Help them find information and resources</p> <p>vi) Encourage involvement in the decision making of the school such as planning activities, selection of leadership, development and review of schools rules and regulations</p> <p>vii) Provide opportunities for interactions with opposite sex, such as trips, dances, debates, community service.</p>

<b>CLASS LEVEL</b>	<b>CHARACTERISTICS</b>	<b>IMPACT ON THE CURRICULUM</b>
	<ul style="list-style-type: none"> <li>(i) Emotional Characteristics</li> <li>(ii) Compare themselves to others</li> <li>(iii) Concerned about physical development and emerging sexuality</li> <li>(iv) Concerned about peer acceptance</li> <li>(v) Want privacy and independence from adults</li> <li>(vi) Want to be part of something important</li> <li>(vii) See selves as always on center stage</li> <li>(viii) Abandoning view that parents are all powerful</li> <li>(ix) Strive for independence, yet want and need parents' help</li> <li>(x) Want to determine what happens in their world</li> <li>(xi) Desire respect</li> <li>(xii) Beginning to accept and enjoy own uniqueness</li> <li>(xiii) Develop own set of values and beliefs</li> <li>(xiv) Are introspective</li> <li>(xv) Search for career possibilities</li> </ul>	<ul style="list-style-type: none"> <li>i) Help them develop own standards to assess improvement</li> <li>ii) Avoid putting them on the spot whether commending or criticizing</li> <li>iii) Provide opportunities to practice independence within structured limits such as community service, and co-curricular activities</li> <li>iv) Let them decide when and if to be on stage</li> <li>v) Plan opportunities that allow learners to try different roles</li> <li>vi) Provide opportunities to enable them to differentiate right from wrong, willing to be wrong and vice versa.</li> </ul>
	<p><b>Physical Characteristics</b></p> <ul style="list-style-type: none"> <li>i) Rapid changes in physical appearance and this differs from one child to another.</li> </ul>	<ul style="list-style-type: none"> <li>i) Accept that physical appearance is very important</li> <li>ii) Avoid activities that could cause</li> </ul>

<b>CLASS LEVEL</b>	<b>CHARACTERISTICS</b>	<b>IMPACT ON THE CURRICULUM</b>
	<ul style="list-style-type: none"> <li>ii) Wide range of development between genders</li> <li>iii) Concerned about body image</li> <li>iv) Experiment with their physical bodies</li> </ul>	<ul style="list-style-type: none"> <li>embarrassment about their body changes.</li> <li>iii) Be patient with grooming behaviors that may seem excessive.</li> <li>iv) Provide opportunities to learn how to make selves feel accepted.</li> </ul>
	<p><b>Spiritual and Moral Characteristics</b></p> <ul style="list-style-type: none"> <li>i) Interest in ethical and religious issues grows as youth form their own standards and values.</li> <li>ii) Are generally idealistic and egocentric.</li> <li>iii) Are in transition from moral reasoning which focuses on "what's in it for me" to that which considers the feelings and rights of others</li> <li>iv) Are in a state of acceptance of adult moral judgments to development of their own personal values; nevertheless, they tend to embrace values consonant with those of their parents</li> <li>v) At times are quick to see flaws in others but slow to acknowledge their own faults</li> <li>vi) Greatly need and are influenced by adult role models who will listen to them and affirm their moral consciousness and actions as being trustworthy role models</li> </ul>	<ul style="list-style-type: none"> <li>i) Offer opportunities to explore an identity based on beliefs and values.</li> <li>ii) Provide opportunities for learners to talk about and practice their own acceptable beliefs.</li> <li>iii) Provide opportunities for spiritual growth and development.</li> </ul>



<b>CLASS LEVEL</b>	<b>CHARACTERISTICS</b>	<b>IMPACT ON THE CURRICULUM</b>
	vii) Are increasingly aware of and concerned about inconsistencies between values exhibited by adults and the conditions they see in society	
<b>UPPER SECONDARY</b>	<p><b>Intellectual Characteristics</b></p> <ul style="list-style-type: none"> <li>i) Thinking abilities expand. Many youth can think abstractly and hypothetically, and can envision the future and logical outcomes.</li> <li>ii) There is greater ability to see different perspectives, resulting in more empathy and concern for others.</li> <li>iii) Boys and girls refine and clarify their values. Many are able to see the bigger societal picture and may show an interest in justice, history, politics or patriotism.</li> <li>iv) There is a greater capacity to set goals, think about one's role in life and consider career options.</li> <li>v) Boys and girls are better able to make decisions, act independently and rely on themselves.</li> <li>vi) There is an increase in mature behaviours, especially adult-type responsibilities such as handling money,</li> </ul>	<ul style="list-style-type: none"> <li>i) Design programs to be accessible and challenging for all youth by including activities that appeal to a diverse range of talents, interests and skill levels.</li> <li>ii) Integrate new and creative experiences to keep older learners excited and motivated. Provide challenging and varied types of activities to keep them engaged in learning.</li> <li>iii) Challenge thinking and reasoning skills.</li> <li>iv) Use role-playing and “what if” scenarios to foster abstract thinking skills.</li> <li>v) Encourage learners to set goals for their future.</li> <li>vi) Offer outlets for negotiation, cooperation and compromise.</li> <li>vii) Provide opportunities for learners to mentor and tutor others.</li> <li>viii) Plan some group time where learners can discuss ideas and abstract concepts such as current political issues, world peace, virtual reality, etc.</li> <li>ix) Involve learners in carrying out plans—they are</li> </ul>

<b>CLASS LEVEL</b>	<b>CHARACTERISTICS</b>	<b>IMPACT ON THE CURRICULUM</b>
	<p>holding down a job or managing time.</p> <p>vii) Learners are able to express their thoughts and ideas more clearly. While boys experience their thoughts and feelings as separate, girls are able to process thoughts and feelings simultaneously and express them verbally.</p> <p>viii) Because the brain continues to develop their judgment and decision-making skills vary in maturity level from one time to another. Memory capabilities also vary during this time.</p>	<p>ready to be creative at a level of action, and they are at a level of responsibility to do this</p> <p>x) Plan activities where learners can experiment with different roles</p> <p>xi) Encourage greater in-depth study of leadership roles and life skills</p> <p>xii) Involve learners in more direct developmental activities such as tutoring, helping coach, leading groups, speaking to community groups, mentoring younger children, etc.—activities that place them “in front” of others</p> <p>xiii) Support learners as they set, work to reach, and evaluate long term goals</p> <p>xiv) Ask learners what new information they learned in the activities</p> <p>xv) Challenge learners to interpret and creatively communicate learning’s through symbols, pictures and graphs.</p>
	<p><b>Emotional Characteristics</b></p> <p>i) Independence increases. Learners gain a more realistic sense of themselves as adults.</p> <p>ii) Although there is less confusion regarding bodily changes, they continue to be extremely concerned with appearance.</p>	<p>i) Empower learners to make their own choices and decisions.</p> <p>ii) Link learners’ long-term participation to appealing, age-appropriate rewards and incentives.</p> <p>iii) Encourage self-directed, youth-led activities.</p> <p>iv) Provide some experiences around body image,</p>

<b>CLASS LEVEL</b>	<b>CHARACTERISTICS</b>	<b>IMPACT ON THE CURRICULUM</b>
	<ul style="list-style-type: none"> <li>iii) In the search for identity, upper secondary school students explore different roles, looks, values, lifestyles or friendships. Minority youth may try to define themselves by identifying closely with their own racial or ethnic groups.</li> <li>iv) They have a greater sense of self-control and the ability to compromise.</li> <li>v) There is a movement from self-centeredness to real sharing.</li> <li>vi) All experiences are intense and emotional.</li> </ul>	<ul style="list-style-type: none"> <li>etiquette, grooming, hair styles, health and fitness, etc.—avoid comments that criticize or compare stature, size, or shape.</li> <li>v) Provide activities to test out interactions with the opposite sex such as trips, dances, work groups, etc.</li> <li>vi) Encourage working with adult role models—emphasize guidance and counsel from adults rather than controlling direction</li> <li>vii) Be willing to admit mistakes as an adult!</li> </ul>
	<p><b>Social Characteristics</b></p> <ul style="list-style-type: none"> <li>i) Family tensions decrease as peer pressure levels off and learners establish new, adult relationships with parents.</li> <li>ii) The peer group remains important, but one-to-one relationships are increasingly significant.</li> <li>iii) Friendships are based more on real intimacy – sharing thoughts and feelings – and less on simply doing things together or common interests.</li> <li>iv) Strong same-sex friendships continue to exist, but cross-gender friendships become more common.</li> </ul>	<ul style="list-style-type: none"> <li>i) Offer opportunities to develop citizenship, service and leadership skills.</li> <li>ii) Keep structure to a minimum and allow learners the freedom to participate in the ways that work best for them.</li> <li>iii) Foster the growth of young people’s social networks by offering activities that encourage parent and community involvement and support.</li> <li>iv) Offer opportunities for learners to interact and communicate with others from diverse racial, ethnic, language, religious and cultural groups.</li> <li>v) Create safe and comfortable places for learners</li> </ul>

<b>CLASS LEVEL</b>	<b>CHARACTERISTICS</b>	<b>IMPACT ON THE CURRICULUM</b>
	v) Learners need a balance of time spent with peers and with adults.	to socialize and be with friends. vi) Provide opportunities for self-expression—emphasize leadership life skills related to social development vii) Encourage learners to plan programs (even social activities) with guidance and support from and involving adults viii)
	<p><b>Physical Characteristics</b></p> <p>i) Physical changes are levelling off and ending.</p> <p>ii) By about 16 years, boys have stopped growing but their muscles continue to develop. Boys are considerably taller and heavier than girls.</p> <p>iii) Many have achieved their full height and other adult physical milestones.</p> <p>iv) Eating disorders – such as anorexia and bulimia – may occur. Girls are more likely than boys to suffer from these disorders.</p> <p>v) Learners experience strong sexual feelings.</p>	<p>i) Include an age-appropriate variety of physical activities.</p> <p>ii) Promote a healthy and active lifestyle.</p> <p>iii) Encourage parents and guardians to support their children’s participation in physical activity, be physically active role models and include physical activity in family events.</p>
	<p><b>Moral Characteristics</b></p> <p>i) Interest in ethical and religious issues grows as youth form their own</p>	<p>i) Offer opportunities to explore an identity based on beliefs and values.</p>

<b>CLASS LEVEL</b>	<b>CHARACTERISTICS</b>	<b>IMPACT ON THE CURRICULUM</b>
	<p>standards and values.</p> <ul style="list-style-type: none"> <li>ii) Are generally idealistic, desiring to make the world a better place and to become socially useful</li> <li>iii) Are in transition from moral reasoning which focuses on "what's in it for me" to that which considers the feelings and rights of others</li> <li>iv) Often show compassion for those who are downtrodden or suffering and have special concern for animals and the environmental problems that our world faces</li> <li>v) Are moving from acceptance of adult moral judgments to development of their own personal values; nevertheless, they tend to embrace values consonant with those of their parents</li> <li>vi) Rely on parents and significant adults for advice when facing major decisions</li> <li>vii) At times are quick to see flaws in others but slow to acknowledge their own faults</li> <li>viii) Are capable of and value direct experience in participatory democracy</li> <li>ix) Greatly need and are influenced by adult role models who will listen to them</li> </ul>	<ul style="list-style-type: none"> <li>ii) Provide opportunities for learners to talk about and practice their own beliefs.</li> </ul>

<b>CLASS LEVEL</b>	<b>CHARACTERISTICS</b>	<b>IMPACT ON THE CURRICULUM</b>
	<p>and affirm their moral consciousness and actions as being trustworthy role models</p> <p>x) Are increasingly aware of and concerned about inconsistencies between values exhibited by adults and the conditions they see in society</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;

- i) Needs assessment
- ii) Policy formulation
- iii) Curriculum design and syllabus development
- iv) Approval of the curriculum and syllabus
- v) Development and approval of curriculum support materials
- vi) Capacity building of curriculum implementers/ Orientation of implementers/users.
- vii) Piloting of the curriculum
- viii) Regional rollout/ implementation of the curriculum.
- ix) Monitoring and evaluation of the curriculum.

#### **5.0 Secondary Education Aims, Objectives and Expected Outcomes**

##### **5.1 Objectives of Secondary Education in the Republic of Burundi**

The Secondary education experts recommended an addition of the following aims and objectives:

- 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.

In general, secondary education has the objective of training a human being who is deeply rooted in his culture and environment, is aware of his political, civic responsibilities as well as his duties towards the state and the family, ready to play a role as a producer and a citizen in the economic and social development of the community.

## **5.2 Objectives of Secondary Education in the Republic of Kenya**

Secondary Education provides the learner with opportunities to:

- i) Acquire necessary knowledge, skills and attitudes for the development of the self and the nation;
- ii) Promote love for and loyalty to the nation;
- iii) Promote harmonious co-existence among the people of Kenya;
- iv) Develop mentally, socially morally, physical and spiritually enhance understanding and respect for own and other people's culture and their place in contemporary society;
- v) Enhance understanding and respect for own and other people's cultures and their place in contemporary society;
- vi) Enhance understanding and appreciation of inter-relationships among nations;
- vii) Promote positive environmental and health practices;
- viii) Build a firm foundation for further education and training;
- ix) Develop ability for enquiry, critical thinking and rational judgment;
- x) Develop into a responsible and socially well-adjusted person;
- xi) Promote acceptance of and respect for all persons;
- xii) Enhance enjoyment in learning;
- xiii) Identify individual talents and develop them;
- xiv) Build a foundation of technological and industrial development;
- xv) Develop into a self-disciplined individual who appreciate work and manages time properly.

## **5.3 Objectives of Secondary Education in the Republic of Rwanda**

Upon completion of ordinary level education the students should have acquired basic knowledge, skills and attitudes which will enable him/her to:

- i) Use ICT basic knowledge and skills in his/her day to day activities;
- ii) Understand proficiently ideas in different written and oral English and Kinyarwanda texts;
- iii) Express him/herself by writing and speaking English and Kinyarwanda;
- iv) Possess basic knowledge of Mathematics, Science and Technology and use that knowledge in solving problems in his/her daily life;
- v) Reason scientifically and logically;
- vi) Reason objectively and realistically;
- vii) Show appropriate civic, moral, religious, aesthetic values and skills in physical education and sports;
- viii) Develop a sense of research, curiosity and creativity;



- ix) Show good habit of hygiene on his/her body, home, maintaining and protecting his/her environment;
- x) Show good habits that protect his /her health and others' health especially against HIV and AIDS and other diseases;
- xi) Develop him/herself and contribute to the development of his/her country, creating and managing small/ micro income generating projects adapted to local realities;
- xii) Fight against segregation, discrimination, genocide ideology and other negative ideologies;
- xiii) Strive for the culture of tolerance, peace, unity and reconciliation of Rwandans;
- xiv) Acquire general knowledge which enables him/her understand and fit in the international community;
- xv) Solve problems in his/her daily life helped by the knowledge, skills and attitudes acquired from different subjects;
- xvi) Acquire basic knowledge that enables him/her to choose and access higher studies in advanced level of secondary education, technical and professional schools.

#### **5.4 Objectives of Secondary Education in the Republic of Uganda**

The objectives of secondary education are to:

- i) Promote understanding and appreciation of the value of nation unity, patriotism and cultural heritage;
- ii) Inculcate moral, ethical and spiritual values in the individual and develop self-discipline, integrity, tolerance and human fellowship;
- iii) Inculcate a sense of service, duty and leadership for participation in civic, social and national affairs;
- iv) Promote scientific, technical and cultural knowledge, skills and attitudes needed to promote development;
- v) 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;
- vi) Contribute to the building of an integrated, self-sustaining and independent national economy.

#### **5.5 Objectives of Secondary Education in the United Republic of Tanzania**

The objectives of secondary education are to:

- i) Consolidate and broaden the scope of baseline ideas, knowledge, skills and attitudes acquired and developed at the primary educational level;
- ii) Enhance the development and appreciation of national unity, identity and ethic, personal integrity, respect for human rights, cultural and moral values, customs, traditions and civic responsibilities and obligations;
- iii) Promote linguistic ability and effective use of communication skills in Kiswahili and English;
- iv) Provide opportunities for the acquisition of knowledge, skills, attitudes and understanding in prescribed or selected fields of study;
- v) Prepare students for tertiary and higher education, vocational, technical and professional training;
- vi) Inculcate a sense and ability for self-study, self-confidence and self-advancement in new frontiers of science and technology, academic and occupational knowledge and skills;
- vii) Prepare the students to become responsible member of the society.

#### **5.6 Proposed objectives for Secondary Education in EAC**

- i) To promote harmonious co-existence among students and within the EAC;
- ii) To build a firm foundation for further education and training;
- iii) To inculcate a sense and ability for self-study, confidence and advancement in new frontiers of science and technology, academic and occupational knowledge and skills;
- iv) To acquire skills, values and knowledge that will contribute to personal, national and regional economic development;
- v) To cultivate a sense of regional consciousness, unity and self-reliance;
- vi) To Promote development in scientific knowledge, research and skills;
- vii) To encourage and promote the overall personality development in physical, mental, moral and social characteristics;
- viii) To prepare for life, work and sustainable development in the contemporary changing world dynamics;
- ix) To appreciate and promote regional cultural diversity and heritage.

#### **5.7 Proposed EAC Secondary 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 taken into consideration:

- i. Communication;
- ii. Continuous Learning;
- iii. Personal and social skills;
- iv. Creativity and Innovation;
- v. Patriotism and Civic responsibility;
- vi. Critical thinking and
- vii. Problem solving.

## 5.8 Key Competences, description and Learning outcomes

Key Competence	Description	Learning Outcomes	Suggested Key Learning Areas
<b>Communication</b>	Communication means the ability to express and interpret concepts, thoughts, feelings, facts and opinions in oral, written or non-verbal communication in a variety media and context (listening, speaking, reading, writing and signing).	<p>The learner should be able to:</p> <ul style="list-style-type: none"> <li>i) Listen, observe and respond to information on a variety of subjects;</li> <li>ii) Sign or speak fluently and effectively to express their opinions;</li> <li>iii) Read and comprehend a variety of literary and non-literary text.</li> <li>iv) Express self effectively in written form;</li> <li>v) Receive and convey information, instruction, ideas and feelings appropriately and effectively in a range of different social and cultural contexts;</li> <li>vi) Use appropriate language for different audiences and purposes relevant to the subject area;</li> <li>vii) Use vocabulary, structures and forms of expression which characterize each area of study.</li> <li>viii) Use ICT and media effectively and responsively.</li> </ul>	All subjects/ learning areas more emphasis on Languages.
<b>Continuous Learning</b>	Continuous learning is the desire to become an	i) Take responsibility by identifying one's own areas of strengths and	All subjects/ learning areas

<b>Key Competence</b>	<b>Description</b>	<b>Learning Outcomes</b>	<b>Suggested Key Learning Areas</b>
	informed, responsible and self-directed learner	<p>weaknesses and make appropriate adjustments (work effectively, independently, collectively and cooperatively).</p> <p>ii) Develop the desire and interest for life-long learning and personal growth.</p> <p>iii) Participate actively in meaningful learning activities.</p> <p>iv) Access knowledge from different sources.</p> <p>v) Develop effective management of time and information for lifelong learning.</p> <p>vi) Respond to new information by reflecting on experience and reconsidering opinions and sources of information.</p>	with more emphasis on ICT.
<b>Creativity and Innovation</b>	The process we use to develop new ideas that are unique, useful and worthy of further elaboration. Creative thinking involves calling into question the assumptions underlying	<p>i) Consider rejecting standardized formats for problem solving.</p> <p>ii) Have an interest in a wide range of related and divergent fields.</p> <p>iii) Take multiple perspectives on a problem.</p> <p>iv) Use trial-and-error methods in their experimentation.</p>	All subjects/ learning areas but more emphasis on natural sciences, ICT and technical subjects.

<b>Key Competence</b>	<b>Description</b>	<b>Learning Outcomes</b>	<b>Suggested Key Learning Areas</b>
	our customary, habitual ways of thinking and acting and then being ready to think and act differently on the basis of the critical questioning.	v) Have a future orientation. vi) Have self-confidence and trust in their own judgment.	
<b>Social and Intra and Inter personal skills</b>	<b>Social skills;</b> This refers to any skill facilitating interaction and communication with others. <b>And interpersonal skills:</b> Interpersonal skills are the skills a person uses to communicate and interact with others. They include persuasion and active listening.	i) The learner should be able to interact with others effectively, ii) He/she should be able to listen to and respect other peoples' views, opinions and ideas. iii) He/ she should Work effectively with diverse teams. iv) The learner should be able to guide and lead others. v) The learner should appreciate other peoples' differences and abilities. vi) Be aware of and conscious about the words to use(not offensive) vii) Anger management. Here the learner should learn to practice restraint viii) Be able to resolve/arbitrate conflicts. ix) Understand all forms of inequality and exploitation and develop the	History, languages, Music, dance and drama Geography Religious studies Civics/political education Games and sports/physical education Home economics/home science Business studies

<b>Key Competence</b>	<b>Description</b>	<b>Learning Outcomes</b>	<b>Suggested Key Learning Areas</b>
		<p>desire to contribute to their elimination.</p> <p>x) Participate effectively as responsible citizens and develop positive attitude towards work.</p> <p>xi) Provide constructive feedback to others</p> <p>xii) Utilize feedback from others</p>	
<b>Patriotic and Patriotism: Civic Responsibility</b>	<p>patriotism is <i>devoted love, support, and defense of one's country and national loyalty</i></p> <p><b>And</b></p> <p><b>Civic Competence:</b> <i>Civic Competence can be defined as a person's understanding and desire to be an active member of a democracy. Developing civic competence is developing a social conscience</i></p>	<p>i) Appreciate and cherish the values promoted in the community</p> <p>ii) Appreciate and Promote the indigenous cultures and languages</p> <p>iii) They should be able to protect and preserve the environment and heritage</p> <p>iv) They should be able to promote good governance and leadership skills</p> <p>v) Be able to contribute to the wellbeing of themselves, nation and region</p> <p>vi) Uphold human right as a basis of democracy.</p> <p>vii) He should be able to appreciate the diversity, equity and inclusiveness.</p>	<p>Civics</p> <p>History</p> <p>Geography</p> <p>Political education</p>
<b>Critical Thinking</b>	<p><i>Critical thinking is the intellectually disciplined</i></p>	<p>i) Identify, locate and access appropriate information</p>	<p>Literature</p> <p>Chemistry</p>

<b>Key Competence</b>	<b>Description</b>	<b>Learning Outcomes</b>	<b>Suggested Key Learning Areas</b>
	<p><i>process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.</i></p>	<ul style="list-style-type: none"> <li>ii) Develop conceptual thinking and sound reasoning</li> <li>iii) Evaluate options and make informed decisions</li> <li>iv) Link decisions with their consequences responsibly</li> <li>v) Apply knowledge in the context of problem solving through appropriate action.</li> <li>vi) Assess the quality of knowledge/information its appropriateness and value for purpose</li> <li>vii) Manage information critically, creatively and responsibly</li> <li>viii) To think reflectively and logically</li> <li>ix) Make appropriate decisions based on experience and supporting evidence</li> </ul>	<p>Physics  mathematics  Agriculture  Biology  Home economics/home science</p>



## **6.0 ORGANIZATION OF SECONDARY EDUCATION LEARNING EXPERIENCES**

Learning experiences shall be selected as according to the cognitive development of the learners and a chronological order shall be followed from the known to unknown to enable the use of learner-centered curriculum.

### **6.1 Learner Centred Teaching and Learning**

The EAC secondary education will adopt learner centered teaching and learning. This is an approach to education focusing on the interests of the learner, rather than those of others involved in the educational process, such as teachers and administrators. 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 should consider the following Key issues:

- i) Planning and organization of teaching that caters for learners' individuality, potential, needs, and interests;
- ii) Inclusiveness;
- iii) Diversity such as gender, age, ethnicity, religion, culture, social and economic backgrounds as well as special needs;
- iv) Meaningful and relevant subjects;
- v) Use of a wide range of teaching methods and a range of assessment methods.

### **6.2 Key actors in the Learner Centred Teaching and Learning Process**

In implementing learner centred approach, various actors play different roles, as described in the table below

<b>Key Actors</b>	<b>Roles</b>
The Learner	<ol style="list-style-type: none"><li>i) Is aware of learning objectives and expected learning outcomes (learner competencies)</li><li>ii) Participates in the creation of learning experiences and has a choice</li><li>iii) Participate in inquiry—and problem solving-based learning,</li></ol>

Key Actors	Roles
	<p>as well as in collaborative and community service oriented learning</p> <ul style="list-style-type: none"> <li>iv) Carries out self-assessment; Is aware of progress made and shortcomings to overcome in learning</li> <li>v) Utilizes counselling and orientation to cope with personal development issues and career choices</li> </ul>
The teacher	<ul style="list-style-type: none"> <li>i) Uses a wide range of interactive methods adapted to the learner's situation and needs.</li> <li>ii) Promotes integrated learning including cross-cutting issues, such as human rights and education for democratic citizenship; peace education; education for sustainable development; gender equality; intercultural understanding; life skills; health education; economics and entrepreneurial education; media education; ICT and e-learning</li> <li>iii) Participates in the development of customized curricula and learning resources and the establishment of study</li> <li>iv) Identifies learning problems/difficulties and provide appropriate support</li> <li>v) Conduct formative assessment to provide guidance, counselling, motivation and support to learners</li> <li>vi) Communicates well with learners, parents and other stakeholders</li> <li>vii) Facilitates student learning for and engages them in meaningful activities</li> <li>viii) Promotes team work</li> </ul>
School management and administration	<ul style="list-style-type: none"> <li>i) Provides a learner-friendly, safe, pleasant and enabling learning environment</li> <li>ii) Involves stakeholder in decision making</li> <li>iii) Provides a diversified curriculum</li> <li>iv) Engages in school networking to promote best practices of learner-centered teaching and learning</li> <li>v) Supports school-based teacher training and mentoring</li> <li>vi) Helps schools to become learning organizations for other members of the community.</li> </ul>
Parent	<ul style="list-style-type: none"> <li>i) Supports children's learning</li> <li>ii) Creates a suitable out of school learning environment</li> <li>iii) Contribute to curriculum development and implementation</li> </ul>

### 6.3 Criteria for Quality Curriculum Design and Implementation

The table below describes the qualities of the EAC secondary education curriculum

<b>Characteristics of quality curricular</b>	<b>Implications for Curriculum design</b>
Relevance	<ul style="list-style-type: none"> <li>i) Address the learner’s context, national, regional and global developments</li> <li>ii) The curriculum should enable learners to make adequate connections between theory and practices</li> <li>iii) The curriculum is appropriate in terms of age, gender, ability, talent, culture and other characteristics defining diversity</li> <li>iv) The curriculum addresses real needs and issues for Sustainable Development (ESD)</li> </ul>
Coherence (vertical and horizontal)	<ul style="list-style-type: none"> <li>i) The learning experiences should be clustered and sequenced to provide for holistic and comprehensive learning.</li> <li>ii) Should provide effective links between general, technical and vocational education, between formal, non-formal and informal education</li> </ul>
Consistency	<ul style="list-style-type: none"> <li>i) The curriculum is designed and implemented based on common principles and values applicable to all education levels and learning areas</li> <li>ii) It should be clear to avoid ambiguity</li> </ul>
Connectivity	<ul style="list-style-type: none"> <li>i) The curriculum fosters meaningful linkages among learning areas and subjects through reinforcing cross-cutting issues, thematic approaches and holistic teaching, learning and assessment</li> <li>ii) It integrates and reflects connections and interdependencies in the today’s world in science, culture, economy, politics, nature, etc.</li> </ul>
Balance	<ul style="list-style-type: none"> <li>i) The curriculum should include a “whole-person approach” (the comprehensive development of all aspects of a personality: intellectual; emotional; social; psycho - motor)</li> </ul>

<b>Characteristics of quality curricular</b>	<b>Implications for Curriculum design</b>
	<ul style="list-style-type: none"> <li>ii) It allows for the integration of emerging areas and cross-cutting issues</li> <li>iii) It allows for diversified teaching, learning and assessment</li> <li>iv) It caters for both individual and societal needs</li> <li>v) It allows for flexibility</li> </ul>
Scope	<ul style="list-style-type: none"> <li>i) It addresses a wide range of learners' needs</li> <li>ii) It is up-to-date and broad</li> <li>iii) It is flexible enough to allow for effective review and revision</li> </ul>

#### 6.4 Current Secondary Education Curriculum in the EAC

Level	Burundi	Kenya	Rwanda	United Republic of Tanzania	Uganda
<b>Lower secondary</b>	Biology, Mathematics, Chemistry, physical sciences, history, geography, civics and Human Education, drawing/music, technology, Agriculture, religion, Kirundi & French, English, economics, Physical education and Sports, Entrepreneurship	In Form 1&2 they take 13 subjects while in Form 3 & 4 they take a minimum of 7 and maximum of 9. English, Kiswahili, Secondary Mathematics Alternative A, Secondary Mathematics Alternative B, Chemistry, Biology, Physics, General Science, History and Government, Geography,	English, Kinyarwanda, Mathematics, Science (Biology, physics, chemistry), Computer Science, History, Geography, Entrepreneurship, <b>Compulsory non examinable</b> Political Education, French, Creative Performance (Music, Drama and Fine Arts), <b>Electives non examinable: Schools can choose 1</b>	Information and Computer Studies, Technical Education, Agriculture, Food and Nutrition, Textile and Clothing Technical Education, Commerce, Book keeping, Mathematics, History, Geography, Civics, Fine Arts, Music, Theatre Arts, Physics, Chemistry, Biology, English, Kiswahili, French, Arabic, Physical education	Math, English, Chemistry, Physics, Biology, Geography, history; Business studies, Home economics, ICT, Creative performance (Music, Dance, Drama and Fine Art), Physical Education and sports, Religious Education, Foreign Language ( French, German and Latin), Local Language, Kiswahili, Literature and Entrepreneurship

Level	Burundi	Kenya	Rwanda	United Republic of Tanzania	Uganda
		Christian Religious Education, Islamic Religious Education, Hindu Religious Education, Physical Education, Agriculture, Home Science, Arabic, French, German, Business Studies, Computer Studies, Music, Art and Design, Aviation, Woodwork, Metalwork, Drawing and Design Building Construction, Electricity,	Kiswahili, Agriculture, <b>Co- Curricular</b> Students can choose 1 period of one of the below activities: Sport, cultural activities, clubs, Religious Studies		

<b>Level</b>	<b>Burundi</b>	<b>Kenya</b>	<b>Rwanda</b>	<b>United Republic of Tanzania</b>	<b>Uganda</b>
		Power Mechanics, Life Skills Education, Kenyan Sign Language			
Upper Secondary	<b>Arts Section and Human Sciences.</b> Kirundi, French, English, math, biology, physics, chemistry, history geography, economics, civics, Physical Education, human sciences, religion <b>Scientific</b>		Mathematics, Physics, Computer Science, Entrepreneurship, General Paper, Technical Drawing, Biology, Chemistry, Kinyarwanda, English, Kiswahili, French, Literature, History, Geography, Economics, Accounting, Secretarial	<b>Natural Sciences and Mathematics</b> Advanced Mathematics, Physics, Chemistry, Biology, Computer Science, Food and Human Nutrition, Agriculture, <b>Social Sciences</b> History, Geography, <b>Languages</b> Kiswahili, English, French, Arabic, <b>Vocational Studies</b> Textile Technology	Math, Chemistry, Physics, Literature, Biology, Geography, history; Economics, Home economics, ICT, Creative performance (Music, Dance, Drama and Fine Art) , Religious Education, Foreign Language ( French, German and Latin), Local Language, Kiswahili and

Level	Burundi	Kenya	Rwanda	United Republic of Tanzania	Uganda
	<p><b>Section</b> Kirundi, French, English, math, biology, physics, chemistry, history geography, economics, PE, scientific drawing, Entrepreneurs hip</p>		<p>Studies, Fine Arts, Drama, Sport, Cultural Activities, Clubs, Religious Education, Study, Research in Library.</p>	<p>and Food and Nutrition, <b>Business Studies</b> Accountancy, Commerce, Economics, <b>Aesthetics</b> Music, Fine Arts, Physical Education and Sports and Theatre Arts <b>Religious Education</b> Divinity, Islamic Knowledge <b>Supplementary Subjects</b> Basic Applied Mathematics, information and Computer Studies (ICS) and General Studies.</p>	<p>Entrepreneurship</p>



## 6.5 Recommended Secondary Education Curriculum in the EAC.

Level	Subjects
Lower secondary	<p><b>Cores:</b> English, Kiswahili, ICT, Mathematics, Physics, Chemistry, Biology, Agriculture, Social studies (History, Civics, Geography, Religious Education), Business Studies,</p> <p><b>Optional</b>            Creative arts (Fine Arts, Music, Dance and Drama), Local and Foreign Languages            Sports and Physical Education            General Science, Technical Subjects and Applied Sciences</p>
Upper secondary	<p><b>Core:</b> General studies</p> <p><b>Optional</b>            Mathematics, Physics, Biology, Chemistry, ICT, Entrepreneurship, Technical Drawing, Kiswahili, Foreign and local languages, Literature, History, Geography, Economics, Creative arts (Fine Arts, Music, Drama), Religious Education, Accounts, Agriculture, Home Economics</p>

## 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. Peace education;

- ix. Patriotism;
- x. Financial literacy;
- xi. Entrepreneurship.

**6.7 Time Allocation for the Teaching and Learning Process.**

**Lower Secondary: Number of periods per week**

	<b>Core subjects</b>	<b>Uganda (40 min)</b>	<b>Tanzania (40 min)</b>	<b>Kenya (40 min)</b>	<b>Rwanda (50 min)</b>	<b>Burundi (45 min)</b>	<b>EAC (40 min)</b>
1.	English	6	5	7	5	5	5
2.	Kiswahili	3	3	5.5	1	0	3
3.	ICT	4	2	3.5	2	0	2
4.	Mathematics	6	6	6.5	6	6	5
5.	Physics	4	3.5	4.5	3	1	3
6.	Chemistry	4	3.5	4.5	3	2	3
7.	Biology	4	3	4.5	3	2	3
8.	Agriculture	3	6	3.5	1	1	3
9.	History	3	2.5	3.5	2	2	2
10.	Geography	3	3	3.5	2	2	3
11.	Religious Education	2	2	3.5	1	1	1
12.	Business Studies	3	3	3.5	2	1	2
13.	Civics/ Political Education	-	2	-	1	1	1
	<b>Total</b>	<b>41</b>	<b>42.5</b>	<b>50</b>	<b>30</b>	<b>24</b>	<b>36</b>

**Note:**

- i) Emphasis should be on development of competencies as opposed to subject content;
- ii) Kenya can have more periods because of its education structure; the computation is based on the variation between form 1 and 2 and upper secondary form 3 and 4;
- iii) Kiswahili should become a core subject because of the EAC Common Market Protocol;

- iv) In some countries Religious Education, Agriculture and Business Studies are not core subjects in lower secondary;
- v) The number of subjects decreases as individual students enter form 3 and 4.

**Lower Secondary: Number of Periods per Week**

	<b>Optional Subjects</b>	<b>Uganda (40 min)</b>	<b>Tanzania (40 min)</b>	<b>Kenya (40 min)</b>	<b>Rwanda (50 min)</b>	<b>Burundi (45min)</b>	<b>EAC (40 min)</b>
1.	Creative Arts	4	2	3.5	1	2	2
2.	Local Languages	3	N/A	N/A	4	2	2
3.	Foreign Languages	3	2	3.5	2	6	3
4.	Physical Education	2	2	1.5	1	2	2
	<b>Total</b>	<b>12</b>	<b>6</b>	<b>8.5</b>	<b>8</b>	<b>12</b>	<b>9</b>

**Note**

- i) Students in EAC shall attend a maximum of 35 periods a week to avoid overloading them with subject content to allow for other extracurricular activities;
- ii) The content in both core and optional subjects should be further reduced to be relevant and fit within the proposed time.

**Upper Secondary: Number of Periods per Week**

		<b>Uganda (40 min)</b>	<b>Tanzania (40 min)</b>	<b>Kenya</b>	<b>Rwanda (50 min)</b>	<b>Burundi (45min)</b>	<b>EAC (40 min)</b>
	<b>Core subjects</b>						
1.	General Paper/ Studies	2	4	Not applicable (N/A)	2	NA	2
	<b>Optional</b>						

	<b>Subjects</b>						
1.	Mathematics	12	10	NA	7	9	9
2.	Physics	10	10	NA	7	4	9
3.	Chemistry	10	10	NA	7	4	9
4.	Biology	10	10	NA	7	4	9
5.	ICT	4	10	NA	7	NA	9
6.	Technical drawing	6	-	NA	2	2	9
7.	Kiswahili	6	10	NA	7	NA	9
8.	Foreign Language	6	10	NA	7	7	9
9.	Local Language	6	-	NA	7	3	9
10.	Literature	6	10	NA	7	NA	9
11.	History	9	10	NA	7	2	9
12.	Geography	9	10	NA	7	2	9
13.	Economic	9	10	NA	7	2	9
14.	Creative Arts	9	10	NA	2	2	9
15.	Religious Education	9	4	NA	2	1	9

**Note:**

- i) In Burundi French and English are medium of instruction;
- ii) The member states can offer more subject than those listed. However, for core subjects they must have a minimum of 9 lessons per week;
- iii) Applied Basic Mathematics/Subsidiary Mathematics shall be offered for learners who opt for pure sciences, Economics and Accounts;
- iv) Applied Basic ICT shall be offered to all upper secondary learners who do not take ICT as the principal subject.

**EAC Proposed Minimum Contact Hours**

<b>Subject</b>	<b>Contact hours for Lower Secondary</b>	<b>Contact hours for Upper Secondary</b>	<b>Total contact hours</b>
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Mathematics	360	324	684
English	360	324	684
Kiswahili	216	324	540
ICT	144	324	468
Physics	216	324	540
Biology	216	324	540
Chemistry	216	324	540
Agriculture	216	324	540
History	144	324	468
Geography	216	324	540
Religious Education	72	324	396
Business studies	144	324	468
Civics	144	324	468
Economics	-	324	324
Entrepreneurship	-	324	324
Technical Drawing	-	324	324
Political science	72	324	396
Creative art	144	324	468
Local languages	144	324	468
Foreign language	216	324	540
Physical education	144	324	468
General studies	-	72	72

## **7.0 TEACHING AND LEARNING RESOURCES**

Teaching and learning resources to support the implementation of the EAC Secondary Education curriculum shall include human resource, physical resources, time and teaching and learning materials.

### ***7.1 Standard Teaching and Learning Resources Required for Curriculum Implementation***

The instructional materials for secondary school learners should be age appropriate in terms of concept development. The resources should stimulate the learners to think critically to conceptualize and develop key competencies. Suggested materials for use shall include: charts, readers, text books, maps, ICT facilities, classrooms, halls, laboratories, libraries, human resource and time.

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

- i) Relevance of the resources to the curriculum and subject syllabus.
- ii) Appropriateness to the age level;
- iii) Appropriateness of the language used;
- iv) Appropriate, adequate, interesting and learner friendly especially for the learners with special needs.

### ***7.2 The Role of Stakeholders in the Provision of Teaching and Learning Materials***

The stakeholders who include; parents, learners, development partners, school management, committees and local community shall be responsible in ensuring that the relevant materials are provided for use to support development of the required learning competences.

<b>Stakeholder(s)</b>	<b>Roles</b>
Parents	i) Infrastructure development, ii) Provision of instructional material

Stakeholder(s)	Roles
	iii) Resource personnel
School management	i) Procurement of school resources ii) Mobilize resources iii) Storage and inventory services
Partner States Governments	i) Policy formulation ii) Support supervision iii) Procurement of school materials iv) Mobilize resources v) Capacity building through training and other curricular initiatives vi) Coordination and mobilization of resources vii) Provision of infrastructure like classrooms, laboratories, dormitories, etc. viii) Development and provision of instructional materials such as books and other learning materials ix) Provision of the teaching personnel x) Offer administrative and leadership services xi) Provision of capacity building such as training of teachers xii) Funding educational programs and activities. xiii) Monitoring and evaluation
EAC	i) Capacity building through training and other curricular initiatives ii) Coordination and mobilization of resources
Faith Based Organizations (FBOs), Community Based Organizations (CBOs), Non-Governmental Organizations (NGOs) and other organizations(development partners)	i) Provision of infrastructure like classrooms, laboratories, dormitories, etc. ii) Development and provision of instructional materials such as books and other learning materials iii) Provision of the teaching personnel iv) Offer administrative and leadership services v) Provision of capacity building such as training of teachers vi) Funding educational programs and activities.

## **8.0 ASSESSMENT STRATEGIES**

### **8.1. Current Assessment of Secondary 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:

- i) Oral tests
- ii) Written tests
- iii) Research
- iv) Projects

Summative assessment

- Written theoretical and practical examinations

#### **8.1.2 Republic of Kenya**

Assessment is both formative and summative.

##### **At school level:**

- i) Oral tests;
  - ii) Aural tests;
  - iii) Teacher observation;
  - iv) Written tests;
  - v) Practical work;
  - vi) Projects ;
  - vii) Research;
- Kenya Sign Language Tests.

##### **National Level**

End of secondary school examination, Kenya Certification of Secondary Education (KCSE)



### **8.1.3 Republic of Rwanda**

#### **Formative Assessment**

Continuous Assessment Test (CAT) for progression from one class to another.

#### **Summative Assessment**

- i) Written theoretical examinations
- ii) For transition to secondary level, examinations are characterized by written practical and theoretical examinations.

### **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 Secondary level, learners are 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 includes 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 Secondary 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 types of assessments;

i) Formative assessment

Formative assessment gives the information which is used to adapt teaching and learning to meet student needs.

ii) Summative assessment.

Summative assessment is normally used to determine whether students are promoted to a higher grade or education level, or awarded certificates or diplomas

#### *Types of assessment strategies*

i) Continuous assessment which include: demonstration, exercises, class tests, practical tests, projects, monthly tests, and terminal examinations. Terminal test scores and projects scores are sent to NECTA as continuous assessment of the student.

ii) Examinations

In secondary education there are three official examinations

- Form two examination for diagnostic and continuous assessment
- v) Form four and Form six national examinations mark the completion of secondary education cycles

### **8.2 Proposed Assessment of the EAC Secondary Education Curriculum**

The EAC secondary education assessment framework shall provide guidelines on assessment of learners both formative and summative to encompass classroom assessment and examinations.

The framework shall indicate:

i) The purpose for the assessment;

ii) What competencies (knowledge, skills, values and attitudes) to be assessed;

iii) How these competencies, knowledge, skills, values and attitudes shall be assessed;

iv) When the competencies, skills, values and attitudes shall be assessed;

v) Who will carry out the assessment and how the evidence shall be given;

vi) How the assessment shall be monitored, evaluated and verified;

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

### **The purpose for the assessment**

- i) To assess the extent to which education objectives and competencies have been achieved;
- ii) For remedial interventions;
- iii) To make judgment for selection, placement, advancement and promotion;
- iv) To evaluate curriculum, teaching and learning process (resources, teaching methods).

### **What competencies, skills, values and attitudes to be assessed**

- i) The competencies (knowledge, skills, values, attitudes) that are indicated in the curriculum;
- ii) Assessment shall be consistent with course concepts and learning outcomes.

### **How these competencies (knowledge, skills, values, attitudes) 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, skills, values and attitudes shall be assessed**

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

### **Who will carry out the assessment and how the evidence shall be given**

Who shall be involved and their roles in the assessment of the learners, they include teachers and established statutory examination bodies and other education stakeholders.

### **How the assessment system shall be monitored, evaluated and verified**

- i) Who are the monitors and their roles and purpose? (quality assurance, curriculum developers, head teachers, examination officers);
- ii) Who shall evaluate their means of evaluation and the purpose for evaluation? ;
- iii) Specify how the assessments shall be verified;
- iv) Dissemination of the monitoring and evaluation report to relevant stakeholders.

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

The records of assessment shall be kept by the school, statutory body (certification body), parent and the student.

**Recommendations**

- i) Assessment framework shall be developed and be used by all EAC member states;
- ii) Harmonization of education structures of EAC member states to allow for assessment of learning achievements at the same levels;
- iii) Burundi should expedite the process of establishing a statutory examination body;
- iv) Allow education authorities in the region to monitor and compare the performance of learners, schools and education systems.

**9.0 IMPLEMENTATION OF THE HARMONIZED EAC SECONDARY 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 teachers, well-resourced schools, well sensitized school community and other stakeholders. The following are the critical aspects of the implementation of the curriculum framework:

- i) Advocacy;
- ii) Piloting in selected schools;
- iii) Rollout in all schools;
- iv) Quality assurance;
- v) Monitoring and Evaluation.

**9.1.1 Advocacy**

The advocacy shall employ the following;

- i) Prepare information and communication materials .i.e. fliers, posters, T-shirts or through the media, internet (websites);
- ii) Carry out awareness and sensitization campaigns among all stakeholders including students, politicians, school community, private sector, parents, Faith Based Organizations (FBOs), Non-Governmental Organizations (NGO), employers, opinion leaders and all citizens;

- iii) Develop strategies for continuous sensitization i.e. talk shows, documentaries.

### **9.1.2 Piloting in Selected Secondary Schools**

In order for the EAC Secondary school curriculum framework to be implemented, the following piloting activities shall be carried out:

- i) Develop implementation guidelines;
- ii) Select pilot schools;
- iii) Train teachers and head teachers on interpretation of the curriculum;
- iv) Provide sufficient copies of curriculum and other support materials;
- v) Monitor the piloting of the curriculum implementation;
- vi) Revise the curriculum framework based on the findings of the monitoring and other lessons learnt from the pilot;
- vii) Document the piloting process.

### **9.1.3 Regional Rollout of Secondary Education Curriculum Framework (Institutionalization)**

The roll out of the regional Secondary Education Curriculum shall involve:

- i) Training of all teachers, head teachers and other education officers;
- ii) Ensure adequate provision of the curriculum and other implementation materials;
- iii) Documentation of the rollout process.

### **9.1.4 Quality Assurance**

The quality assurance process shall involve:

- i) Developing guidelines for quality assurance of the implementation process;
- ii) Building capacity of the quality assurance officers;
- iii) Preparation of quality assurance reports and sharing among Partner States.

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

### **9.1.5 Monitoring and Evaluation of the Curriculum**

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

- i) Develop guidelines for monitoring and evaluation;
- ii) Build capacity of Partner States to carry out monitoring and evaluation;
- iii) Share the monitoring and evaluation reports among Partner States;
- iv) Determine the efficacy of the secondary education framework;
- v) Determine the effectiveness of the curriculum;
- vi) Establish availability of the curriculum at the school level.

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

<b>TERM</b>	<b>EXPLANATION</b>
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 primary education, lower secondary and upper secondary education
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).
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 primary and lower secondary education.
Curriculum policy	Formal decisions made by government or education



	<p>authorities that have a direct or significant bearing on the development of curriculum. These decisions are normally recorded in official government documents</p>
Curriculum structure	<p>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.</p>
Curriculum system	<p>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.</p>
Effective curriculum	<p>What students really learned in terms of knowledge, attitudes and skills?</p>
E-learning	<p>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.</p>
Elective curriculum	<p>Learning areas/subjects among which students can choose in compliance with their interests, talents and needs.</p>
Entrepreneurship education	<p>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.</p>
External assessment	<p>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</p>

	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 preprimary 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 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 curriculum	Specific phases of the way the curriculum unfolds 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: more transparency and precision in the articulation of education goals and tasks; the possibility of concrete guidelines for organizing school work with emphasis on specific methods, outcomes and means of evaluation; the possibility of providing new challenges with regard to students' development and to the specific goals of each key stage of the curriculum.
Knowledge	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”.
Learning area	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
Learning	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.
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
Lower secondary	The first cycle of secondary education(four years

education	duration in EA
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.
Primary education	The second period or cycle of education of ... years duration
Secondary education	The third period or cycle of schooling, may be divided into lower and upper phases
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 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