



EAST AFRICAN COMMUNITY

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

PRIMARY EDUCATION

**EAC SECRETARIAT
Arusha, Tanzania
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Contributors

Foreword

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Abbreviations

AIDS	Acquired Immunity Disease Syndrome
CBET	Competence Based Education and Training
CPD	Continuous Professional Development
DIS	District Inspector of Schools
ICT	Information Communication and Technology
KNECK	Kenya National Examinations Council
TSC	Teachers Service Commission
KICD	Kenya Institute of Curriculum Development
EAC	East African Community
EAEC	East African Examination Council
EDP	Education Development Partners
EFA	Education For All
FPE	Free Primary Education
HIV	Human Infection Virus
GoK	Government of Kenya
GWPE	Government White Paper on Education
IGE	Inspectorate General of Education
KCPE	Kenya Certificate of Primary Education
KENSHIP	Kenya School Improvement Project
KESSP	Kenya Education Sector Support Programme
KIE	Kenya/Kigali Institute of Education
KISE	Kenya Institute of Special Education
KNECK	Kenya National Examinations Council
MDGs	Millennium Development Goals
MoE	Ministry of Education
MOES	Ministry of Education and Sports
MOES&T	Ministry of Education, Science and Technology
MoHEST	Ministry of Higher Education, Science and Technology
MoEVT	Ministry of Education and Vocational Training
NAC	National Assessment Centre
NCDC	National Curriculum Development Center
NGO	Non-Government Organization
PLE	Primary Leaving Examinations
PTA	Parents-Teachers Associations
QAS	Quality Assurance and Standards
RNEC	Rwanda National Examination Board
RNTQF	Rwanda National Qualifications Framework
SADE	Senior Assistant Director of Education
SBTD	School Based Teacher Development
SEOs	Senior Education Officers
SEP	School Empowerment Programme
SMCs	School Management Committees

SNE	Special Needs Education
TAC	Teacher Advisory Centre
TSC	Teachers' Service Commission
UNEB	Uganda National Examinations Board
UPE	Universal Primary Education

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, Intermediate 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 of Education

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

The East African Community as part of the International community subscribes to the international declarations for development and transformation of education systems. The Millennium Development Goals (MDGs) for education focus on achieving Universal Primary Education (UPE) and eliminating gender disparities at all levels of education by the year 2015. To ensure the achievement of these goals, a conference on 'Education for All' was held in Dakar in the year 2000 and the following goals were set:

- i) Expanding and improving early childhood care and education
- ii) Ensuring access to education for all children
- iii) Meeting the learning needs of all children and adults
- iv) Achieving a 50% improvement in levels of adult literacy
- v) Eliminating gender disparities in primary and secondary education
- vi) Improving all aspects of the quality of education.

In an effort to achieve the MDGs and EFA targets, the Partner States have invested in improved access and equity in education. The harmonization of education will play a major role in ensuring that every child in the region acquires quality and relevant education.

The source of prosperity has never been merely how ably the country accumulates wealth, but how well it educates its people. This has never been truer than it is today. In the 21st Century world where jobs can be shipped

wherever there's an Internet connection, where a child born in Africa is now competing with a child born in Europe or America, where your best job qualification is not what you do, but what you know—education is no longer just a pathway to opportunity and success, it is a prerequisite for success.

Children within the EAC will not compete for jobs in a global economy that our schools do not prepare them for. In a global economy where the most valuable skill you can sell is your knowledge, a good education is no longer just a pathway to opportunity—it is a prerequisite.

The world is changing rapidly. Students need to graduate from school not only ready for college, but globally competent. The EAC needs to prepare the rising generation to connect, compete and cooperate with their peers around the world.

1.3 The Rationale for Curriculum Harmonization in EAC Primary Education

Harmonization of the Primary Education curriculum in the EAC region will foster regional integration through facilitating easy movement of learners across the five Partner States. This will only be achieved when the education systems in the respective countries domesticate the regional goals of education, objectives of primary education and key learning competencies.

1.4 The Curriculum Framework: Role and Functions

The formulation, development and implementation of the EAC Primary 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 future education undertakings.

The curriculum framework sets out the agreed common goals and objectives of primary education and the key learning outcomes and competencies to be achieved. It involves all stakeholders notably parents, schools, and the local community. It provides guidance to schools/learning centres, school/learning centre administrators, management, monitoring and evaluation of all school programmes and activities.

The curriculum framework is envisaged to be the main reference document in informing primary education in the EAC, including development of curricula, the revision of syllabuses, the development and use of teaching and learning

resources and the creation of guidelines for pre- and in-service teacher training and support.

Movement of teachers, learners and other persons within the community will only be meaningfully realized when East Africans are guaranteed that the education offered in all Partner States is of comparable quality. The harmonization process will play a major role in this regard.

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

2.0 National Goals and Philosophies of Education among EAC Partner States

2.1 Republic of Burundi

National Goals and Philosophies guiding education

National policies of education are inspired by the UNESCO recommendations and the Millennium Development Goals, the Strategic Framework of Growth and Poverty Alleviation II (SFGPA II), Sector Plan for Education Development and Training (SPEDT).

Below are the national goals

- i) Ensuring Education for All
- ii) Promoting human resource development
- iii) Improving security and good governance
- iv) Promoting equitable and lasting economic growth
- v) Promoting mental and physical health

2.2 Republic of Kenya

Philosophy of Education

Education in Kenya is guided by the Constitution of Kenya 2010, Vision 2030, the National Philosophy , Education Act 2013, Teachers Service Commission (TSC) Act 2012, Kenya National Examinations (KNEC) Act 2012, Kenya Institute of Curriculum Development (KICD) Act 2013 and Sessional Paper No. 14 of 2012 which places education at the Centre –stage of the country’s national development strategies It focuses on the acquisition of knowledge and

skills as well as provision of lifelong learning. Education in Kenya shall focus on the development of individual potential in a holistic and integrated manner, while producing individuals who are intellectually, emotionally and physically balanced. The provision of a holistic, quality education and training that promotes the cognitive, psychomotor and affective domains of learners will be a priority. As such it will instill values such as patriotism, equality, honesty, humility, mutual respect, and high moral standards. The Philosophy is summarized in the statement “***Education and Training for Social Cohesion as well as Human and Economic Development.***”

The following are the National Goals of Education in Kenya.

Education in Kenya should:

- (i) Foster nationalism, patriotism and promote national unity.
- (ii) Promote the socio-economic, technological and industrial skills for the country’s development.
- (iii) Promote individual development and self-fulfillment.
- (iv) Promote sound moral and religious values.
- (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 Republic of Rwanda

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 moulding the desired Rwanda citizen characterized by unity, work well done and patriotism as is expressed in Rwanda’s motto (ubumwe (Unity), (umurimo (work), gukunda igihugu (patriotism)
- IV. Cultural knowledge, skills and attitudes needed for development of all aspects of life
- V. Eradicating illiteracy and building a self-sustaining economy

2.4 Republic of Uganda

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, in Uganda, education is for national integration and development.

National Goals and Philosophy of Education

The national goals of education as stated in the Government White Paper (1992) include:

i) Forging national unity and harmony

This implies unity between various ethnic groups, social integration of the elite with the masses, evolution of common national values, removal of regional imbalances and economic disparities and the democratic establishment of a central authority.

ii) Evolving democratic institutions and practices in society

This implies political or organizations of all the people, ensuring their purposeful participation in organizing social service programmes, preventing individuals from imposing dictatorship and tyranny on society, or promoting their sectarian interests; and, therefore, enabling people to plan, manage and administer their own, community and national affairs.

iii) Guaranteeing fundamental human rights

This includes the provision of shelter, clothing, adequate nutritious food, education, health care, and freedom of expression and communication, the citizens' right to property, and to control adequately and benefit from product of their labour, elimination of their lawlessness, ensuring personal security, and rule of law for all citizens.

iv) Creating national wealth

This refers to the development of an independent national economy and improving the quality of life of people. It involves the appropriate and trained

manpower with productive skills required for economic development, and developing the national economy in an integrated and self-sustaining manner.

v) Upholding and maintenance of national independence and patriotic feelings

This includes development of a sense of love for all citizens, and a feeling of patriotism in the citizens with a readiness to make important sacrifices in defense of Uganda's unity and sovereignty.

vi) Promoting moral and ethical values

This implies such values as honesty, sense of responsibility, integrity in the use of public funds and property, love for productive and constructive work, and respect for those who labour to produce material, intellectual and social wealth.

vii) Promoting a feeling of humanitarianism and co-operation

This refers to the promotion of empathy and concern for others, and the inclusion of a philosophy of working selflessly on a co-operative basis for the good of all rather than for the narrow self-interests.

2.5 United Republic of Tanzania

The Philosophy of Education

Since Independence in 1961, the United Republic of Tanzania government passed the Education Act of 1962 to regulate the provision of education. It was not until 1967 when the philosophy for **Education for Self Reliance** was introduced to guide planning and practice of education. Since then, the emphasis has been to implement curriculum reforms that integrate theory with the acquisition of practical life skills. The national policies like the Vision 2025 considers education as key for mind-set transformation and for the creation of a well-educated nation, sufficiently equipped with the knowledge needed to competently and competitively solve the development challenges which face the Nation. The goal of this Vision among others is to prepare a well-educated, knowledgeable and skilled Tanzanian able to competently and competitively cope with political, social, cultural, economic and technological development challenges at national and international levels. Along this are the programs and plan that supports the implementation in order to achieve the required goal.

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

2.6 Proposed EAC Goals and Philosophy of Education

2.6.1 The proposed EAC Philosophy is “Education for self-reliance, sustainable development and good governance”.

2.6.2 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 social- economic growth development.
- IV. Enhance acquisition of life skills, moral, religious 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 development on environmental management and preservation.
- VII. Promote the use of scientific and technological innovations in learning and regional development.

3.0 Principles for development and implementation of the curriculum framework

The EAC education curriculum for Primary education will have a regulatory role regarding the entire curriculum as implemented in the EAC. The system shall 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 Primary Education curriculum shall be grounded on quality, access and equity.

3.1 The Curriculum Development Principles

Whatever approach is adopted in curriculum development or change, there are a number of principles which should guide decision-makers. These include:

- i) The best curriculum grows naturally out of what has gone before – a respect for the traditions and achievements of the previous curriculum
- ii) Success will depend on understanding the context and planning the achievable
- iii) Change processes begin with defining a vision and purpose for education in relation to a country's development aspirations
- iv) Curriculum developers need to acknowledge the co-existence of 'intended' and 'implemented' curriculum
- v) The curriculum should effectively address issues of relevance, sequence and integration

- vi) Change should bring about a diversity of outcomes – national, economic, social, communal, personal
- vii) Curriculum and related policies should promote equity and inclusive education (gender, religion, ethnicity, multi ability, including education for children with disabilities), location (urban / rural / marginalized).

3.2 Curriculum Implementation Related Principles

3.2.1 Learner Centered teaching and learning

The proposed curriculum framework should take into account human rights and children's rights, life skills and values and practices. As a result, a learner-centered approach should be adopted to ensure that learners' individual situations, needs, interests and abilities are integrated in the planning. The EAC curriculum framework on learners' individual background, experiences, interest, and capabilities is important in order to have meaningful and child-friendly experiences. The emphasis will be to organize learning to meet the specific needs of individual learners rather than using a one size fits all approach.

3.2.2 Competence – based approaches

The curriculum framework of the EAC shall mainly be competence-based since competencies provide an effective platform for experiential learning and achievement of the 21st Century skills such as critical thinking, innovativeness and problem solving among others. This provides a sound basis for socio-economic development as well as shaping the child into a productive citizen.

3.2.3 Integrated teaching and learning

This entails linking specific content to cross-cutting issues and themes and development of key competences. It encourages meaningful connections between learning areas and subjects which are supported by appropriate teaching and learning methodologies and procedures.

Given the challenges in our context, that is socio-economic and political challenges, the EAC curriculum shall prepare learners to deal with the more complex challenges and opportunities within a knowledgeable society and economy by focusing on given competences.

3.2.4 Flexibility and mobility

Flexibility refers to planning and use of school time that allows interactive teaching and learning. To ensure provision of holistic education (knowledge, skills, values and attitudes), schools should maximize time to develop their

learners. They should also develop additional curriculum elements to meet learners' individual needs and reflect the circumstances where the school operates. The EAC curriculum framework shall promote a horizontal and vertical mobility of learners within the primary education system. The key competences required in the formal education will relate to the non-formal, informal and adult education.

3.2.5 Transparency and accountability

The stakeholders and beneficiaries of the curriculum will need accountability and feedback. The Partner States therefore shall provide the necessary support for effective implementation. Schools and teachers too shall be held accountable for the way they use resources. This will require a communication loop among all stake holders.

4.0 Primary Education Structure

4.1 Current Primary Education Admission structures in EAC Countries

Burundi	Kenya	Rwanda	United Republic of Tanzania	Uganda
<ul style="list-style-type: none"> • Legal entry age is 6yrs • It is free and compulsory • Lasts 6 years 	<ul style="list-style-type: none"> • Legal entry age is 6 years • It is free and compulsory • Lasts 8 years 	<ul style="list-style-type: none"> • Legal entry age is 6yrs • It is free and compulsory • Lasts 6 years 	<ul style="list-style-type: none"> • Legal entry age is 6yrs for mainland 6 years for Zanzibar • It is free and compulsory • Lasts 7 Years for Mainland and 6 years for Zanzibar 	<ul style="list-style-type: none"> • Legal entry age is 6yrs • It is free and compulsory • Lasts 7 years

4.2 Proposed Admission Requirements for EAC Primary Education

An analysis of the structure of Primary education and age of entry reveals varied status in the five Partner States. Whereas the harmonization process primarily does not aim to create homogeneity and uniformity, there is need to explore the possibilities of reducing the difference in the structure and age of entry. Therefore, it is proposed that the entry age for primary education should be six years.

4.3 Characteristics of Primary Education learners and their impact on curriculum

The Primary Education cycle provides the foundation for learning throughout the formal education system. It forms a basis of developing literacy, numeracy, life skills, social, emotional and physical development, building self-confidence and self-worth through formal and social development in order to promote the growth and development of each learner as an individual and as a member of the school and society.

The EAC framework puts the learner at the centre of learning. It is important to know that children develop at different paces and exhibit different characteristics. Therefore, it is essential that every Primary school learner including those with special learning needs in the EAC region benefits from learning. The development of the EAC curriculum framework shall take into consideration the following characteristics and their implications.

CLASS LEVEL	CHARACTERISTICS	IMPLICATIONS
LOWER PRIMARY	<p>Intellectual characteristics</p> <ul style="list-style-type: none"> • Children have short attention span. This means that they may not engage in a single activity for a long time. Depending on the activity, developmental interest and maturation of the child, the attention span is limited to about 15 minutes for a single activity. • Certain amount of repetition is enjoyed and provides sense of security. • They always want to be involved. • They may be discouraged when tasks are difficult to master. • They are easily motivated and enjoy discovery and exploration. • They enjoy music and rhythmic activities. • They are imaginative and love dramatics. • Children are curious, imaginative and inquisitive about things and about what happens around them. 	<ul style="list-style-type: none"> • There is need to change activities and tasks often. • Routine is necessary with favourite activities being repeated. • There is need for a variety of learner-centered activities. • There is need for step-by-step teaching and learning to allow for approximations of the task. • There is need for a variety of learning experiences. • There is need to provide activities that incorporate music and rhythm. • There is need to provide for experiences in self-expression. • Provide a rich learning environment that responds to their questions and make learning meaningful. • There is need to allow for small group discussions and for conversation during certain activities.

CLASS LEVEL	CHARACTERISTICS	IMPLICATIONS
	<ul style="list-style-type: none"> • They like to talk. • Children are very active and love working on their own. This is visible even before children start to walk. This inherent need for mobility and physical activity has to respect. • Children resist any attempt to prevent them from being active. • Children learn through doing things. They are eager to handle and manipulate objects in their environment. They have not developed the ability for abstract thinking. • Children have different abilities and learning needs. 	
	<p>Social characteristics</p> <ul style="list-style-type: none"> • Social awareness is developing and they are beginning to understand and enjoy taking turns in games and conversation. • They enjoy approval from peers and adults. 	<ul style="list-style-type: none"> • It is necessary to use partner and small group activities to teach cooperation, responsibility, consideration and empathy. • It is necessary to provide learning experiences that allow for personal expression and positive reinforcement.

CLASS LEVEL	CHARACTERISTICS	IMPLICATIONS
	<p>Emotional Characteristics</p> <ul style="list-style-type: none"> • Children are easily confused and enjoy repetition. • Children demonstrate varying degrees of control over emotions. • They are very creative, curious, and imaginative. • They enjoy risk and may not recognize danger. • They are impatient • Children are self-centred. They look at situations from their own point of view. • Children are interested in play and respond spontaneously to opportunities for play. • Children naturally develop likes and dislikes spontaneously and are demonstrative about expressing to others. 	<ul style="list-style-type: none"> • There is need for activities of short duration, simple teaching directions and repetition of enjoyable activities. • There is need to foster an awareness of the significance of emotions and the development of socially acceptable ways of expressing emotions without unreasonable conformity. • There is need for opportunities to apply and extend their creativity. • There is need to create awareness about safety and danger. Emphasize the importance of self-responsibility. • There is need for advance preparation of activities appropriate for independent involvement.
	<p>Physical Characteristics</p> <ul style="list-style-type: none"> • Gross motor skills are more developed than fine motor skills. 	<ul style="list-style-type: none"> • There is need to provide many large muscle activities combined with a variety of activities designed to enhance fine motor development.

CLASS LEVEL	CHARACTERISTICS	IMPLICATIONS
	<ul style="list-style-type: none"> • They are usually far-sighted; quick or accurate focusing may be difficult; spatial judgement may be difficult but improves with age. • Physical capabilities are unaffected by gender differences. • Children grow fast not only physically but also in all aspects of development and move from one stage to another within a matter of days. For them, every new opportunity poses a new challenge to be conquered. • Children enjoy new experiences and learn by doing. 	<ul style="list-style-type: none"> • There is a need for attention to selection and arrangement of the physical environment. • The same activities are appropriate for boys and girls. • There is need to provide activities that allow for movement. • There is need for opportunities to interact physically with a variety of learning resources.
	<p>Spiritual and Moral Characteristics</p> <ul style="list-style-type: none"> • They have developed a concept of right and wrong which may or may not be justified. • They tend to have an uninhibited sense of curiosity, excitement and wonder. 	<ul style="list-style-type: none"> • It is necessary to recognize basic emotions: love, anger, fear, guilt; how to deal appropriately with the feelings and understand situations which may evoke the feelings. It is also necessary to differentiate between appropriate and inappropriate reactions. • There is need to provide quiet time for reflection.
UPPER PRIMARY	<p>Intellectual characteristics</p> <ul style="list-style-type: none"> • Short and long term memory is improving but may lapse periodically. 	<ul style="list-style-type: none"> • There is need for continuity and building on previous experiences.

CLASS LEVEL	CHARACTERISTICS	IMPLICATIONS
	<ul style="list-style-type: none"> • Ability to concentrate varies. • Work is becoming more directed with meaning and purpose. • They continue to want to be always. • They may be discouraged when tasks are difficult to master. • They are imaginative and love dramatics. • Their ability to reason is improving. 	<ul style="list-style-type: none"> • There is need for flexibility in duration and type of activity. • New skills and mastery should be encouraged and opportunity provided for mastery. • There is need for a variety of student-centered activities. • There is need for step-by-step teaching and to allow for approximations of the task. • There is need to provide for experiences in self-expression. • There is need to encourage participation in group activities.
	<p>Social characteristics</p> <ul style="list-style-type: none"> • Social awareness is developing and they are beginning to understand and enjoy taking turns in games and conversation. • They enjoy approval of peers and adults. • They enjoy fun and participation in games with definite rules. 	<ul style="list-style-type: none"> • It is necessary to use partner and small group activities to teach cooperation, responsibility, consideration and empathy. • It is necessary to provide learning experiences that allow for personal expression and positive reinforcement. • It is necessary to provide learning centres and encourage active participation in games and other activities.
	<p>Emotional Characteristics</p> <ul style="list-style-type: none"> • Children demonstrate varying degrees of control over emotions. • They are becoming less 	<ul style="list-style-type: none"> • There is need to foster an awareness of the significance of emotions and the development of socially acceptable ways of expressing emotions without unreasonable conformity.

CLASS LEVEL	CHARACTERISTICS	IMPLICATIONS
	<p>egocentric, ready for working in groups but not necessarily for common goals.</p> <ul style="list-style-type: none"> • They are gradually becoming more independent and enjoy success. • They are creative, curious, and imaginative. 	<ul style="list-style-type: none"> • There is need to encourage consideration of others. • There is need for learning experiences that are appropriately challenging for individual ability levels. • There is a need for opportunities to apply and extend their creativity.
	<p>Physical Characteristics</p> <ul style="list-style-type: none"> • Children mature at different rates in terms of <ul style="list-style-type: none"> < body changes < muscle size and strength < posture < heart and lungs in proportion to body size • Gross motor skills are still developed than fine motor skills. • They are usually far-sighted; quick or accurate focusing may be difficult; spatial judgement may be difficult but improves with age. 	<ul style="list-style-type: none"> • There is need to guide the learners to accept and appreciate themselves to promote self esteem. • There is need to provide many large muscle activities combined with a variety of activities designed to enhance fine motor development. • There is need for attention to selection and organization of the physical environment.
	<p>Spiritual and Moral Characteristics</p> <ul style="list-style-type: none"> • They tend to conform in order to avoid disapproval. • They have developed a concept of right and wrong which may or 	<ul style="list-style-type: none"> • There is need to create an environment of acceptance and correction • It is necessary to recognize basic emotions: love, anger, fear, guilt; how to deal appropriately with the feelings

CLASS LEVEL	CHARACTERISTICS	IMPLICATIONS
	<p>may not be justified.</p> <ul style="list-style-type: none"> • They tend to enjoy discussing moral issues that emerge from their own experience. • Needs supportive reinforcement from parents and other adults. • Develops an awareness of justice and fair play. • Recognizes need for guidelines and rules. 	<p>and understand situations which may evoke the feelings. It is also necessary to differentiate between appropriate and inappropriate reactions.</p> <ul style="list-style-type: none"> • There is need to nurture a child's spiritual development with emphasis on their relationships with nature and with other people. • Provide opportunity for children to interact with parents and other adults. • There is need to promote concepts that require sharing and participation. For example electing own leaders at class and school level. • Need to provide opportunity where learners' participate in the formulation of rules and regulations at class and school level.

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 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 Primary Education Aims, Objectives and Expected Outcomes

5.1 Objectives of Primary Education in the Republic of Burundi

The Primary Education in Burundi should enable the learner to:

- I. Develop and promote competitiveness
- II. Develop and promote self-confidence, open mindedness and mutual acceptability
- III. Promote patriotism and unity
- IV. Develop awareness of culture and values
- V. Develop awareness of environment protection
- VI. Acquire literacy, numeracy and communication skills
- VII. Foster positive attitudes towards others

5.2 Objectives of Primary Education in the Republic of Kenya

Primary Education in Kenya should provide the learner with opportunities to:

- I. Acquire literacy, numeracy, creativity and communication skills
- II. Enjoy learning and develop desire to continue learning
- III. Develop ability for critical thinking and logical judgment.
- IV. Appreciate and respect the dignity of work.
- V. Develop desirable social standards, moral and religious values.
- VI. Develop into a self-disciplined, physically fit and healthy person
- VII. Develop aesthetic values and appreciate own and other peoples' cultures.
- VIII. Develop awareness and appreciation of the environment.

- IX. Develop awareness and appreciation for other nations and international communities.
- X. Instill respect and love for own country and the need for harmonious coexistence.
- XI. Develop individual talent.
- XII. Promote social responsibility and make proper use of leisure time.
- XIII. Develop awareness and appreciation of the role of technology in national development.

5.3 Objectives of Primary Education in the Republic of Rwanda

Upon completion, the learner should:

- I. Have acquired basic knowledge, skills and attitudes to express him/her self and understand written and oral English and Kinyarwanda.
- II. Possess basic knowledge of Mathematics, Science and Technology and apply that knowledge in solving problems in his/her daily life.
- III. Show appropriate attitude related to environmental conservation, interaction with others and emotional management.
- IV. Demonstrate his/her role in economic growth.
- V. Show appropriate civil, moral, religious, aesthetic values and physical fitness.
- VI. Show good habits that promote his/her health and that of others.
- VII. Strive for a culture of tolerance, peace, unity and reconciliation among Rwandese
- VIII. Access studies in ordinary level of secondary education

5.4 Objectives of Primary Education in the Republic of Uganda

The main goal of Primary education is to prepare children for Secondary education. Its specific objectives are:

- i) To enable individuals to acquire functional literacy, numeracy and communication skills in Ugandan local languages and English.
- ii) To develop and maintain sound mental and physical health.
- iii) To instill the value of living and working co-operatively with other people and caring for others in the community.
- iv) To develop cultural, moral and spiritual values of life.
- v) To inculcate an understanding of and appreciation for the protection and utilization of the natural environment using scientific and technological knowledge.
- vi) To develop a sense of patriotism and unity, an understanding of one's rights and responsibilities, and appreciation of the need to participate actively in civic matters.
- vii) To develop the pre-requisite for continuing education and development.
- viii) To develop adequate practical skills for making a living.

5.5 Objective of Primary Education in the United Republic of Tanzania

The objectives of Primary Education are to:

- I. Enable every child to understand and appreciate his or her human person, to acquire, value, respect and enrich our cultural background and moral values, social customs and traditional as well as national unity, identity, and “pride”.
- II. Provide opportunity and enable every child to acquire, appreciate and effective use of Kiswahili and to respect the language as a symbol of national unity, identity and pride.
- III. Enable every child to understand the fundamentals of the national constitution as well as enshrined human and civic rights, obligations and responsibilities of every citizen.
- IV. Enable every child to acquire basic learning tools of literacy, communication, numeracy and problem solving as well as basic learning content of integrated relevant knowledge, skills and attitudes needed for survival and development to full capacity.
- V. Provide the child with the full foundation of self-initiative, self-advancement and self-confidence.
- VI. Prepare the child for second level education (secondary, vocational, technical and continuing education).
- VII. Prepare the child to enter the world of work.

5.6 Proposed Objectives for Primary Education in EAC

Primary Education in the EAC shall enable the learner to:

- I. Acquire literacy, numeracy, communication and problem solving skills.
- II. Build a culture of tolerance, peace, unity and cooperation among learners.
- III. Develop a firm foundation for self-initiative, self-advancement and self-confidence.
- IV. Develop cultural, moral, civic, spiritual, and aesthetic values of life.
- V. Develop an understanding and appreciation for protection of the environment.
- VI. Build a firm foundation for using scientific and technological innovations for national development.
- VII. Develop a sense of patriotism and unity, an understanding of one’s rights and responsibilities, and appreciation of the need to participate actively in civic matters.
- VIII. Acquire and apply ICT skills in learning and problem solving.

5.7 Proposed EAC Primary Education Key Competences

The term competence is defined here as a combination of knowledge, skills and attitudes a learner acquires to perform a given task. The EAC Partner States shall be expected to provide opportunities in their respective national primary curricular for the acquisition of Key competences. This will facilitate free movement of the learners across the region.

The proposed EAC Primary Education key competence:

- i) Communication
- ii) Mathematical competences
- iii) Personal and social competences
- iv) Learning to learn
- v) ICT, scientific and technological skills
- vi) Creative and critical thinking
- vii) Cultural awareness.

5.8 Key competences, descriptions, learning outcomes

Key competence	Description	Learning Outcomes	Suggested Key Learning areas
Communication	Communication means the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written language (listening, speaking, reading and writing). Focus on improving the learner's understanding of the language demands in the required learning	The learner should be able to: <ul style="list-style-type: none"> ❖ Listen and respond to information on a variety of subjects. ❖ Speak fluently and effectively to express his/her opinions. ❖ Read and comprehend a variety of 	❖ All learning areas.

Key competence	Description	Learning Outcomes	Suggested Key Learning areas
	areas.	literary and non-literary text. ❖ Express self effectively in written form. ❖ Convey and receive information, instruction, ideas and feelings appropriately and effectively in a range of different social and cultural contexts. ❖ Use language for different audiences and purposes relevant to oneself and the subject area. ❖ Understand and use the vocabulary, structures and forms of expression which characterize each area of study.	

Key competence	Description	Learning Outcomes	Suggested Key Learning areas
Mathematical competence	<p>It is the ability to:</p> <ul style="list-style-type: none"> • Develop and apply mathematical thinking in order to solve a range of problems in everyday situation. • Demonstrate an understanding of the quantitative and logical aspects in different fields. 	<p>The learner should be able to:</p> <p>a) Organize information to support logic reasoning.</p> <p>b) Recognize and use numerical patterns and relationships confidently and competently.</p> <p>c) Recognize, understand, analyze and respond to information which is presented in numerical and mathematical forms such as statistics, graphs, tables and charts as applied within the subject area.</p> <p>d) Use a range of mathematical instruments, including electronics, confidently and competently.</p> <p>e) Provide basic estimates and calculations accurately and</p>	<ul style="list-style-type: none"> ❖ Mathematics ❖ Science ❖ ICT

Key competence	Description	Learning Outcomes	Suggested Key Learning areas
		proficiently.	
Personal and social competence	<p>These include:</p> <ul style="list-style-type: none"> • Personal, interpersonal and intercultural competence and cover all forms of behaviour that enable individuals to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary. • Psychosocial competences that are commonly taught through life skills education should be emphasized here. 	<p>The learner should be able to:</p> <p>a) Respect one self, others and the environment. b) Relate and apply learnt knowledge and skills to personal, moral and socio-cultural context. c) Cultivate compassionate, empathetic and fair-minded attitudes which will make positive contribution to society. d) Understand all forms of inequality and exploitation (prejudice, discrimination, racism, harassments) and develop the desire to contribute to their elimination. e) Take responsibility as a member of a group for</p>	<ul style="list-style-type: none"> ❖ Religious Education ❖ Science ❖ Social Studies ❖ Creative Arts ❖ Languages

Key competence	Description	Learning Outcomes	Suggested Key Learning areas
		<p>jointly decided actions and decisions.</p> <p>f) Acknowledge individual differences and demonstrate respect for the rights of others.</p> <p>g) Participate effectively as a responsible citizen and develop positive attitude towards different types of work.</p>	
Learning to learn	<p>Learning to learn is the ability to pursue and persist in learning, to organize one's own learning, including through effective management of time and information, both individually and in groups.</p>	<p>The learner should be able to:</p> <p>a) Take responsibility for his/her own learning.</p> <p>b) Work effectively, independently and cooperatively.</p> <p>c) Develop the desire and interest for life-long learning and personal growth.</p> <p>d) Take appropriate roles as responsible</p>	❖ All learning areas

Key competence	Description	Learning Outcomes	Suggested Key Learning areas
		citizen in the society. e) Participate actively in meaningful learning activities. f) Access knowledge from a variety of sources.	
ICT, scientific and technological competences	ICT, scientific and technological competences entail a confident, efficient and effective use of science and technology to access, assess, produce, store, present, exchange information, communicate and participate in collaborative networks.	The learner should be able to: a) Develop awareness of scientific and technologic changes. b) Appreciate the value and limitations of science and technology in the society. c) Make decisions related to scientific and technological developments for positive development of the individual and the society. d) Participate appropriately in harnessing resources and energy for mutual benefit. e) Make	❖ All learning areas.

Key competence	Description	Learning Outcomes	Suggested Key Learning areas
		<p>appropriate use of science and technology in solving problems at the individual and community level.</p> <p>f) Collect, process and use information in a critical and systematic way.</p> <p>g) Use ICT devices competently.</p> <p>h) Avoid negative use technology</p>	
Creative and critical thinking.	<p>These are integral to activities that require a learner to think broadly and deeply use skills, behaviours and dispositions. They are fundamental in enabling a learner become an independent thinker. They involve logical reasoning, resourcefulness, imagination, interpreting, analyzing, explaining and sequencing in all learning areas.</p>	<p>The learner should be able to:</p> <p>a) Think reflectively and logically.</p> <p>b) Make connections and establish relationships.</p> <p>c) Analyze problems from a variety of different perspectives.</p> <p>d) Design and try out innovative and original ideas.</p> <p>e) Make appropriate decisions on the basis of</p>	❖ All learning areas

Key competence	Description	Learning Outcomes	Suggested Key Learning areas
		<p>experiences and supporting evidences.</p> <p>f) Manage time effectively and efficiently.</p> <p>g) Plan, evaluate and achieve realistic personal goals.</p> <p>h) Demonstrate initiative, commitment, perseverance, courage and enterprise.</p> <p>i) Develop an understanding of how knowledge is created, evaluated, refined and changed within subject areas.</p> <p>j) Think intuitively and imaginatively and evaluate ideas, processes, experiences in meaningful contexts</p> <p>k) Apply knowledge in performing different practical tasks.</p>	

Key competence	Description	Learning Outcomes	Suggested Key Learning areas
Cultural awareness	Cultural awareness entails empowering the learner with abilities to appreciate own and other people's customs and traditions. The learner should appreciate and be tolerant to the similarities and differences in the various cultures.	The learner should be able to: a) Appreciate one's own culture b) Develop a sense of identity and respect own culture c) Appreciate, respect and be tolerant to other people's culture.	❖ Languages ❖ Creative arts ❖ Religious education ❖ Social studies

6.0 Organization of Primary Education Curriculum

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 Primary 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 centered approach, various actors play different roles, as described in the table below

Key Actors	Roles
The Learner	<ol style="list-style-type: none">i) Is aware of learning objectives and expected learning outcomes (learner competencies)ii) Participates in the creation of learning experiences and has a choiceiii) Participate in inquiry and problem solving-based learning, as well as in collaborative and community service oriented learning

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

6.3 Criteria for Quality curriculum design and implementation

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

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

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

6.4 Current Primary Education Curriculum in the EAC.

Burundi	Kenya	Rwanda	United Republic of Tanzania	Uganda
<p>Primary P1-2 and P3-4 Mathematics Languages(Kirundi, French, English, Kiswahili) Environment Physical Education, Religious Education, Musical Expression, Human Training Education and Civics</p>	<p>Lower Primary P1-3 Mathematics, English, Kiswahili, Creative Arts, Science, Social Studies, Physical Education, Mother Tongue, Religious Education (CRE, IRE, Hindu Religious Education), Life Skills Education, Kenyan Sign Language</p>	<p>Lower Primary P1-3 Kinyarwanda; Mathematics, English, Social Studies, Sports, Religious Education, Music, Fine Art, Cultural Activities, Practical Work, Clubs</p>	<p>Standard I – II for main land Mathematics Kiswahili English Science ICT Vocational Studies Personality Development and Sports Religion Zanzibar Lower primary Standard 1-4 Mathematics Kiswahili English Science Sports Religion Arabic Social studies</p>	<p>P1-P3 Learning Areas Literacy News, Mathematics, Literacy I, Literacy II, English, Creative Performing Arts (Music, Art and Crafts) , Physical Education, Religious Education, Free Activity and Oral Literature</p>
<p>Primary P5-6 Mathematics Languages(Kirundi, French, English, Kiswahili) Environment Physical Education,</p>	<p>Upper Primary P4-8 Mathematics, English, Kiswahili, Creative Arts, Science, Social</p>	<p>Upper Primary P4-6 Kinyarwanda, English. Religious Education Mathematics, Socio studies,</p>	<p>Standard III –VII for main land Mathematics Kiswahili English Science ICT Vocational Studies</p>	<p>Upper Primary P4-7 English, Integrated Science, Math, Social Studies, Art and Technology,</p>

Burundi	Kenya	Rwanda	United Republic of Tanzania	Uganda
Religious Education, Musical Expression, Human Training Education and Civics	Studies, Physical Education, Religious Education (CRE, IRE, Hindu Religious Education), Life Skills Education, Kenyan Sign Language	science and technology, Sports, Music, Fine Art, Cultural Activities, Practical Work, Clubs	Personality Development and Sports History Geography Civics Religion. Option French Upper primary standard 5-6 for Zanzibar Mathematics Kiswahili English Science ICT Vocational Studies Sports History Geography Civics Religion Arabic	Creative Performing Arts, Kiswahili, Local Language MDD, PE & Religious Education

6.5 Recommended Primary Education Curriculum in the EAC

Partner States will be expected to teach the following subjects. However, the countries may teach other subjects as the national contexts dictate.

- English
- Science
- Mathematics
- Social studies
- Kiswahili
- Creative Arts
- Physical Education
- ICT
- Religious Education

- Other languages (Partner states are free to teach other languages like the Mother Tongue and foreign languages.)

In an effort to achieve harmonization of the curriculum content and promote integration in the region, partner States will be expected to develop learning outcomes, competencies and objectives that expose learners to the history, culture, geography, literature and other attributes of countries in the region. Instructional materials will also provide many opportunities to include content that is regional-specific.

6.6 Cross cutting Issues

Partner States should mainstream cross cutting issues in their respective national curricula. The cross cutting issues may be regional or national specific. The following are the proposed but not limited cross cutting issues that should be mainstreamed:

- Child labour and child rights
- HIV/AIDs
- Environmental Conservation and Preservation
- Disaster risk reduction
- Integrity and anti-corruption
- Gender responsiveness
- Drugs and substance abuse.
- Financial literacy
- Entrepreneurship

6.7 Time allocation for the teaching and learning process

The current Number of lessons per week for Lower Primary in the five Partner States

	Country	Kenya	United Republic of Tanzania		Rwan da	Burundi		Uganda		
			Main land	Zanzi bar						
	Subject		P1-P2	P1-P4	P1-P3	P1-P2	P3-P4	P1	P2	P3
1.	News		-	-		-		5	3	5

2.	Mathematics	5	7	8	7	8	9	5	5	5
3.	Literacy I	-	-	-	-	-	-	5	5	6
4.	Literacy II	-	-	-	-	-	-	5	5	6
5.	English	5	7	8	7	2	4	5	5	10
6.	Art and Crafts	3	-	-	-	1	1	2	2	2
7.	Music	-	-	-	-	1	1	3	3	3
8.	Physical Education	5	-	-	-	2	2	5	5	5
9.	Religious Education	2	2	3	-	1	1	3	3	3
10.	Free Activity	-	-	-	-	-	-	2	2	-
11.	Library	-	-	-	-	-	-	-	-	4
12.	Oral Literature	-	-	-	-	-	-	-	2	4
13.	Kiswahili	5	6	8	-	2	2	-	-	-
14.	Science	2	2	4	-	-	-	-	-	-
15.	Social Studies	2	-	4	7	-	-	-	-	-
16.	Mother Tongue/local language	5	-	-	8	8	4	-	-	-
17.	Life Skills Education	1	-	-	-	-	-	-	-	-
18.	Sign Language	5	-	-	-	-	-	-	-	-
19.	Pastoral program	1	-	-	-	-	-	-	-	-
20.	ICT	-	1	-	-	-	-	-	-	-
21.	Vocational Studies	-	3	-	-	-	-	-	-	-
22.	Personality Development and Sports	-	2	2	-	-	-	-	-	-
23.	Arabic	-	-	3	-	-	-	-	-	-
24.	French,	-	2	-	-	8	9	-	-	-
25.	Environment Studies	-	-	-	-	4	5	-	-	-
26.	Human Training and civics	-	-	-	-	1	1	-	-	-
27.	Civics	-	-	-	-	-	-	-	-	-
28.	Fine Art,	-	-	-	-	-	-	-	-	-
29.	Curricular	-	-	-	4	-	-	-	-	-

	activities									
30.	Agriculture Practical Work	-	-	-	-	1	1	-	-	-

The current Number of Periods per week for Upper primary in the five Partner States

	Country	Kenya	United Republic of Tanzania		Rwanda	Burundi	Uganda			
			Mai n land	Zanzibar			P4	P5	P6	P7
S/N	Subject	P3-P7	P3-7	P5-6	P4-7	P5-6	P4	P5	P6	P7
1.	English	7	7	6	7	1	5	5	5	5
2.	Science	5	4	4	6	-	6	6	6	6
3.	Social Studies	5	-	-	3	-	5	5	5	5
4.	Mathematics	7	7	6	7	9	5	5	6	6
5.	Religious Education	3	2	2	-	1	3	3	3	3
6.	Creative Arts	3	-	-	-	1	-	-	-	-
7.	Music Dance Drama			-	-	1	3	3	3	3
8.	Physical Education	4	-	-	-	1	3	3	3	3
9.	Art and Technology	-	-	-	-	-	2	2	2	2
10.	Mother tongue/Local language	-	-	-	4	4	3	3	2	2
11.	Library	-	-	-	-	-	2	2	2	2
12.	Civics	--	2	2	-	-	-	-	-	-
13.	Human Training and	-	-	-	-	1	-	-	-	-

	civics									
14.	French,	-	2	-	-	9	-	-	-	-
15.	Kiswahili	5	7	6	-	2	3	3	3	3
16.	Environment Studies	-	-	-	-	5	-	-	-	-
17.	Life Skills Education,	1	-	-	-	-	-	-	-	-
18.	Sign Language	5	-	-	-	-	-	-	-	-
19.	Pastoral programme	1	-	-	-	-	-	-	-	-
20.	ICT	-	2	2	-	-	-	-	-	-
21.	Vocational Studies	-	2	3	-	-	-	-	-	-
22.	Personality Development and Sports	-	2	2	-	-	-	-	-	-
23.	History	-	2	2	-	-	-	-	-	-
24.	Geography	-	3	3	-	-	-	-	-	-
25.	Arabic	-	-	2	-	-	-	-	-	-
26.	Agriculture Practical Work	-	-	-	-	1	-	-	-	-
27.	Cultural Activities	-	-	-	3	-	-	-	-	-

The current and proposed number of minutes per lesson in EAC

S/N	Level	Kenya	United Republic of Tanzania	Rwanda	Burundi	Uganda	Proposed EAC
1	Lower Primary	30min	40 min	30 min	40 before break 35 after break	30min	30min
2	Upper Primary	35min	40min	40 min	40 before break 35 after break	40min	40min

Note:

In view of the characteristics of learners in Primary Education as discussed in 4.3 above, it is necessary that Partner States organize the instructional process

based on the minutes per lesson recommended above. Emphasis should be put on development of competences as opposed to subject content.

7.0 Teaching and learning resources

Effective Instructional Strategies

Effective curriculum delivery is to a large extent determined by the teachers and teaching methods adopted. It is imperative that teachers adopt participatory and interactive methods that engage the learner throughout the learning process as individual and in groups. This ensures that learning is personalised and translates into life-long desire to continue learning. Such methods include brainstorming, debates, discussions, projects, pair-share, role play and storytelling.

7.1 Teacher as a Resource

Teachers are an important resource for effective curriculum implementation. There is need for Partner States to develop recruit and retain highly competent teachers. Further, the Partner States need to develop strategies for Continuous Professional Development for serving teachers. Regional collaborations should also be encouraged for experience sharing and adoption of best practices.

7.2 Physical Resources

For efficient implementation of the EAC primary Education curriculum the following physical resources and facilities should be availed in schools: classrooms, seats, toilet facilities, laboratories, libraries and ICT facilities.

7.3 Teaching and learning materials

Teaching and learning materials are central to curriculum implementation. Partner States should provide materials that address the needs of all learners including those with special needs. The framework recommends the learner is provided with rich and learner friendly environment. The approach emphasises the need for the use of varied teaching and learning resources including those which can be easily prepared, improvised or collected by the teachers and learners from the surrounding environment. Partner States should adopt appropriate strategies to engage the school communities in management of schools and curriculum implementation.

7.4. Time as a resource

Time is an important resource for effective implementation of the curriculum. The Partner States will be encouraged to build capacities of curriculum

implementers on optimum utilization of time. School terms shall be determined for a year and time to be covered in the subject contents shall be included.

7.5 Standard Resources required for Curriculum Implementation

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

The instructional materials for primary school learners should be age appropriate in terms of language and concept development. The materials should stimulate the learners to think critically, create mental images and develop key competences. They should be relevant to the curriculum and subject syllabus, enough, adequate, interesting and learner friendly especially for the learners with special needs. Suggested materials include: work cards, flash cards, charts, sentence cards, picture

7.6 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.

Stakeholder(s)	Roles
Parents	<ul style="list-style-type: none"> i) Infrastructure development, ii) Provision of instructional material iii) Resource personnel
School management	<ul style="list-style-type: none"> i) Procurement of school resources ii) Mobilize resources iii) Storage and inventory services
Partner States Governments	<ul style="list-style-type: none"> 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,

Stakeholder(s)	Roles
	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 Primary Education in the East African Community

8.1.1 Republic of Uganda

Assessment of teaching/learning focuses on acquisition of competences through mastery of cognitive, psycho-motor and affective domains.

Formative and summative assessment is used.

- I. At Lower Primary levels P1-3 continuous assessment is emphasized. This is integrated in the teaching and learning process.
- II. At Upper Primary level P4-7 continuous assessment is integrated in the teaching and learning process for all subjects as well as pen and paper for the examinable subjects.
- III. Uganda Primary Leaving Examination (PLE) is done at the end of primary seven.

8.1.2 Republic of Kenya

Assessment is both formative and summative

At school level:

- Oral tests
- Teacher observation
- Written tests

National Level

- Monitoring learning achievement in Class 3 (Focus on literacy and numeracy only)
- Kenya Certificate of Primary Education (KCPE)

8.1.3 Republic of Rwanda

Formative Assessment

Continuous Assessment at school level during term time

Summative Assessment

- Written theoretical examinations at the end of primary cycles

8.1.4 The United Republic of Tanzania

Assessment is based on formative and summative assessment. The formative assessment employs different assessment techniques with the use of tools.

These includes; written and oral tests, students portfolio, project work, Individual and group assignments, practical work. These are used in order to assess whether the learner has achieved the required skills, knowledge and attitudes. Summative assessment is conducted at the end of the primary cycle of learning and Primary education forms the basis of transition to ordinary level secondary education. Pupils also sit for the final examination.

8.1.5 Republic of Burundi

- Both the summative and formative evaluation are used. These may be conducted in oral and written form. Formative assessment is done during the teaching and learning process at school level or district level while summative assessment is conducted at the end of each term or end of year
- A national exam is offered at the end of P6 level to prepare pupils for entry into the Secondary education cycle.

8.2 Proposed Assessment of the EAC Primary Education Curriculum

The EAC Primary Education framework shall provide guidelines on assessment of learners in order to achieve the following objectives:

- a) Provide EAC teachers with information on learner's knowledge, attitudes, interests and skills to enable teachers and students monitor teaching and learning.
- b) Allow progression through EAC school systems or selection within it.
- c) Provide stakeholders and employers with data on achievement of learning outcome in the region.
- d) Allow education authorities in the region to monitor and compare the performance of schools and education systems.
- e) Enable the establishment of achievement indicators (enrolment rates and dropout rates) by grade, year or level, achievement levels, achievement rates in the regional achievement tests.

- f) Enable the formulation of new frameworks for the revision and updating of the EAC curriculum.
- g) Enable the revision of the EAC goals and objectives of education in the contexts of emerging realities, visioning or imaging the growth and development of the region.

8.3 Proposed types of assessment

Assessment will be mainly formative and summative.

In the implementation of the EAC Primary Education curriculum framework, priority shall be given to formative assessment (continuous assessment) to ensure learners' acquisition of competences as envisaged.

Summative assessment will be used to determine the extent to which learners have acquired the key competences and also for certification.

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 concepts and learning outcomes.

Methods of assessing the competencies (knowledge, skills, values, attitudes)

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.

9.0 Implementation of the Harmonized EAC Primary 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, 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;

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

9.1.1 Advocacy

Advocacy shall employ the following;

- (i) Preparing information and communication materials .i.e. fliers, posters, T-shirts.
- (ii) Carrying out awareness and sensitization campaigns among all stakeholders including politicians, school community, private sector, parents and all citizens
- (iii) Developing strategies for continuous sensitization e.g. talk shows, documentaries

9.1.2 Piloting in selected primary schools

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

- (i) Developing implementation guidelines
- (ii) Selecting pilot schools
- (iii) Training teachers and head teachers on interpretation of the curriculum
- (iv) Providing sufficient copies of curriculum and other support materials
- (v) Monitoring the piloting of the curriculum implementation
- (vi) Revising the curriculum framework based on the finding of the monitoring and other lessons learnt.
- (vii) Documenting the piloting process.

9.1.3 Regional rollout of Primary Education Curriculum Framework (Institutionalization)

The roll out of the Regional Primary Education Curriculum shall involve:

- (i) Training of all teachers and head teachers
- (ii) Ensuring adequate provision of the curriculum and other implementation materials
- (iii) Documenting 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) Preparing of quality assurance reports and sharing among Partner States.

9.1.5 Monitoring and evaluation of the curriculum

The monitoring and evaluation process will focus on:

- Developing guidelines for monitoring and evaluation.
- Building capacity of Partner States to carry out monitoring and evaluation
- Sharing the monitoring and evaluation reports among Partner States.
- Determining the efficacy of the Primary Education curriculum framework.

The results of monitoring and evaluation of curriculum implementation will inform the strategies for curriculum revision.

EAC Curriculum Framework Glossary

TERM	EXPLANATION
Accountability	Concept of ethical governance (including ethical school governance) that is based on the acknowledgement and assumptions of responsibility for decision, actions and their consequences, and is associated with the expectation of account-giving to stakeholders

TERM	EXPLANATION
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.
Competence	A combination of knowledge, skills and attitudes a learner acquires to perform a given task.
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'

TERM	EXPLANATION
	(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 authorities that have a direct or significant bearing on the development of curriculum. These decisions are normally recorded in official government documents
Curriculum structure	The way in which the curriculum of any system is organized, including the subjects or learning areas, when they must be studied and the ‘pattern’ in which they must be studied. The curriculum may be composed, for example, of core and optional or elective subjects studied with some variation between grades.
Curriculum system	The totality of curriculum provisions and documents through which orientation is given to teachers and other stakeholders with regard to why, what, how and how well students should learn. The curriculum system usually comprises of education acts, curriculum framework(s), syllabuses, assessment standards, textbooks and other learning resources.

TERM	EXPLANATION
Effective curriculum	What students really learned in terms of knowledge, attitudes and skills.
E-learning	Learning that is based on using new information and communication technologies with a view to enhance access to information, as well as its effective and responsible usage in the context of (commonly) networked and distance activities.
Elective curriculum	Learning areas/subjects among which students can choose in compliance with their interests, talents and needs.
Entrepreneurship education	In a narrow sense: preparing children and young to take over entrepreneurial roles in economy, i.e. create their own businesses/enterprises. In a broader sense: equipping children and young with entrepreneurial skills, such as initiative, decision making, risk taking leadership, organization and management skills.
External assessment	Assessment that is carried out by out of- school agencies or is based on procedures and tools provided by such out-of-school agencies (i.e. external examinations; tests provided by specialized/statutory agencies). It should be based on (national) evaluation standards so that subjectivity in assessment is reduced to the maximum.
Extra-curricular activities	Structured learning activities that take place outside the context of formal subjects or learning areas. In some systems, these might include work experience or organized sport
Formal curriculum	The learning experiences and opportunities that are provided to learners in the context of formal education. The formal curriculum serves as a basis for socially recognized certification and diploma awarding.
Formal education	The hierarchically structured, chronologically graded educational system running from 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 that is basically classroom- and teacher-

TERM	EXPLANATION
assessment	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

TERM	EXPLANATION
	phases of a given education level to ensure: <ul style="list-style-type: none"> • 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

TERM	EXPLANATION
	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 education	The first cycle of secondary education(four years 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

