



**EAST AFRICAN COMMUNITY**

**WORKSHOP ON THE HARMONISATION  
OF THE EAST AFRICA EDUCATION SYSTEMS AND TRAINING  
CURRICULA**

**NATIONAL STAKEHOLDERS' WORKSHOP, KIGALI, RWANDA**

**RWANDA NATIONAL EXAMINATIONS COUNCIL  
4<sup>TH</sup> TO 5<sup>TH</sup> MARCH 2010**

**REPORT OF THE MEETING  
(Ref: EAC/TF/SW/01/2010)**

**March, 2010**

*Handwritten signature*

*BJ*

*Handwritten signature*

*G.R. [Signature]*

## **1.0 INTRODUCTION**

### **1.1 Convening of the Workshop**

The Rwanda National Stakeholders' workshop to review the Final Regional Report (FRR) was convened in accordance with approved EAC Calendar for the period January – June, 2010. The purpose of the Workshop was to review the FRR on the harmonization of the EA Education system and training curricula.

### **1.2. Participation**

The Stakeholders Workshop was attended by a cross section of critical stakeholders as reflected on the attendance list hereto attached as **Annex I**.

### **1.3. Constitution of the Bureau**

The Stakeholders' Workshop was chaired by Dr. Erasme Rwanamiza, Director General of Education, Ministry of Education, Rwanda. The Rapporteur was Mr. Emmamuel Bamusananire from Rwanda National Examinations Council.

### **1.4. Adoption of the Agenda**

The Agenda was adopted and is hereto attached as **Annex II**.

### **1.5. Opening Statements:**

#### **1.5.1 The Chairperson of the meeting;**

In his opening remarks, the Chairperson welcomed the members and emphasized the importance of the meeting. He thanked the participants for responding positively. He introduced the facilitator from the East African Community Secretariat, Mr. Chebet. He wished members fruitful deliberations.

#### **1.5.2 The EAC Secretariat**

The Workshop was opened by the Principal Education Officer, Mr. Aloysius Chebet from the EAC Secretariat. In his opening remarks, he stated that Article 5 of the Treaty Establishing the East African Community clearly states that in order to achieve the objectives of the

G.R.  B.J. 1  

Community, Partner States agreed to undertake concerted measures to foster co-operation in education and training within the Community.

In this respect, the Article requires Partner States to;

- i) coordinate their human resources development policies and programmes;
- ii) develop such common programs in basic, intermediary and tertiary education and a general program 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 programs for people with special needs and other disadvantaged groups.

It is within these underpinning objectives that the EAC assigned the IUCEA the tasks that have led to this report. Within these Terms of Reference, the IUCEA was expected to;

- i) Undertake a comprehensive study on the Harmonization of East African Education System & Training Curricula taking into account the prevailing political, socio- economic environment in the East African region,
- ii) Demonstrate a high level of professionalism in the conduct of the study,
- iii) Interview relevant stakeholders, partners and key informants in the conduct of the study,
- iv) Review, analyze and verify correctness of all relevant literature, information, data and reports obtained from EAC and Partner States, regional economic bodies, donors and any other relevant source,
- v) Treat all such information, data and reports in (IV) above as confidential and return it to EAC upon completion of the study,
- vi) Submit all reports to the Technical Committee which will have the right of ownership of such documents,
- vii) Be responsible for the printing of all reports pertaining to the study.

The Terms of Reference provided sought to identify commonalities and differences within the different aspects of education in the respective

GR-nd B.J 2/11/11

Partner States and their implications to the achievement of the relevant EAC policies and strategies regarding education.

The main areas of attention included in this study are:

- National goals and philosophies of education
- Curriculum content
- Education Structures, Policies and Legal Frameworks.
- Examination regulations and organization
- Admission criteria at different levels
- Certification and accreditation
- Quality Assurance and Control
- Financing
- Teacher training and qualifications
- Educational Management and administration

### **1.6 Introduction of the Final Regional Report:**

The Chairperson of the Technical Committee of the harmonization of the EA Education system, Rwanda who is also the former chairperson of the Regional Technical Committee, Mr. Charles Gahima introduced the FRR to the stakeholders. The Power Point Presentation of the Report is hereto attached as Annex **iii**

### **2.0 Reviewing of the FRR:**

#### **2.1 Group Consultations:**

In the Group consultations, the stakeholders reviewed the FRR using the guideline below:

1. Verify the accuracy of the data given in the report concerning these levels. Fill in any data that is missing in this report and is considered relevant.
2. Review the aims and objectives of education in each of the partner states at this level. Suggest additional aims and objectives, if any, which will enhance the integration of the various philosophies of education of the Partner States into an EAC Education Philosophy.
3. Based on the expected learning achievements for the learners at this level, suggest the type and number of subjects to be taught at that level in order to achieve the aims and objectives of the anticipated harmonised curricula.

G.R. [Signature] B.J. 3 [Signature] [Signature]

4. From (3) above, suggest the number of contact hours needed per day/week/year in order to acquire the needed Knowledge, Skills and Values. Bear in mind the required time needed to effectively cover each of the chosen curricula for this level/cycle.
5. Make any further suggestions that may lead to the successful harmonisation of the EA Education System and training curricula in the coming future.

The workshop was divided into five groups namely, pre-primary and primary education Group, Secondary education Group, TVET education Group, Teacher Education Group and General recommendations group.

The Group reviewing the Recommendations made in the FRR had the following task:

- Review chapters 4 and 5 of the final report on the harmonization of the EA education and training curricula. Ascertain the viability of each of the recommendations made. Make suggestions to counter what is not viable;
- Suggest implementations strategies for the recommendations you have deemed viable;
- Draw programmes from the strategies given above and clearly indicate activities to be executed while implementing the programme;
- Draw budgetary/financial plans for the programmes you have identified; and,
- Suggests any further points which will lead to the successful harmonization of the EA Education System and training curricula.

### **2.1. Group Reports:**

Each Group produced its Report and the reports are provided below.

### **3.0 Observations and recommendations from the Group Reports:**

#### **Group I: pre-primary and primary education**

##### **Comments and observations**

##### **Question 1:**

- Referring to page 14 of the report, regarding curriculum, Rwanda governments also has prescribed ECE curricula and plans are catered for.

GR. BJ 4



**Question 2:**

- The primary level leavers' profile should be included in this report.

**Question 3:**

- Religious education should be included in Rwandan curriculum
- Sports and Music need to be included in this report for pre-primary and primary programs.
- There is a need to add ICT in primary curriculum.

**Question 4:**

The number of hours suggested are: 4 hrs/day; 20hrs/week and 640hrs/yr.

**Question 5:**

**Recommendations**

- **There is need to harmonize time duration (years) in relation to the program at each level of education system in order to facilitate pupils and students who may wish to study in any partner state.**
- **Introduction of Swahili and French in primary level is necessary.**
- **Government should take full charge of Early Childhood Education (ECE) by:**
  - **establishing schools**
  - **training of ECE teachers**
- **Harmonization of technical words in this report for instance the use of the word basic education and primary education (for these words do not mean the same from one country to another).**

**Group II: TVET in Rwanda**

**Question 1:**

According to the report, the information given on TVET in Rwanda is accurate but not adequate.(Consult Rwanda TVET Policy).

**Relevant data missing in the report**

The priority areas of intervention for the TVET policy:

- Development of integrated TVET system
- Improvement of access to TVET programmes
- Improvement of quality of TVET programmes provision
- Provision of adequate, well trained TVET teachers, and
- Ensuring sustainable financing of TVET programmes

G-R. [Signature] BJ 5 [Signature] [Signature]

## Question 2:

### Suggested objectives of TVET

- **Overall Objectives**

The overall objective of the TVET policy is to provide the economy with qualified and competitive workers and to train citizens able to participate in sustainable growth and poverty reduction by ensuring training opportunities to all social groups without discrimination. To achieve the goals of democratization and social, cultural and economic development, the empowerment of people to contribute to environmental sound sustainable development is decisive.

- **Specific objectives**

The specific objectives of TVET policy are to:

- Assure guidance and counseling, planning, coordination, monitoring and evaluation of TVET activities;
- Provide theoretical and practical trainings in all sectors matching with the needs of enterprises and international standards;
- Satisfy quantitative and qualitative needs of priority sectors by training required manpower for the relevant qualification areas;
- Provide the graduates with required skills for profession i.e. ensure their employability and develop their ability to learn with autonomy during their professional life without any forms of discrimination and prepare them to self employment; and
- Develop work values and attitudes of individuals towards professionalism expressed in quality, efficiency, creativity, adaptability, commitment, responsibility, and accountability, the spirit of service and genuine love of well done work.

## Question 3.

Based on professional facts and education achievements required for the learners at TVET level, in Rwanda, we have TVET institutions where by each institution has many options/fields and each option has its own curriculum.

Some of these options/fields include; Electricity, Electro-mechanics, Electronics, Construction, Mechanics, ICT, Hotel management, Tourism and hospitality, Tailoring, Plumbing, Automobile, Machine tools, Telecommunications, Agriculture (Agronomy) and Veterinary, etc. Therefore, in order to achieve the above aims and objectives of an integrated curriculum, there should be consultation of curriculum for

G.R. BJ 6

each option to determine the relevant number and type of subjects to be taught. However, we suggest that entrepreneurship be included among the subjects taught at optional level.

#### **Question 4.**

Based on professional facts and education achievements required for the learners at TVET level, the number of contact hours needed per day/week/year between the learners and the teacher in order to acquire the needed knowledge , skills and values can be as follows;

The contact hours between a learner and the teacher are 6 hours/day, 30 hours per week (6 hrs x 5 days), and 930 hours per year (30 hrs x 31 weeks per year).

In addition to the above, 60% of these hours are spent on practical work, and the remaining 40% of the contact hours is left for theoretical work. Note, this depends on the different levels found in TVET e.g. Certificate and Diploma levels.

#### **Question 5.**

For the successful harmonization of the EAC Education System and training curricula, the following points may be considered;

1. Establishment of a regional regulatory body for accreditation, certification, and quality assurance
2. Uniform academic calendar.
3. To adopt English language as a medium of instruction.
4. Exchange of expertise among the Partner States.

#### **Group III: Teacher education**

##### **1. The accuracy of the data given in the report**

The information given in the final report on the harmonization of education system and Training Curricula on the area of teachers' education in Rwanda is inaccurate and inadequate.

#### **Paragraph 1, p.65**

The following information is missing in the report:

- There are 10 (ten) Primary Teachers Colleges
- There are 10 distance teacher training Coordinating Centres and



GR BJ 7



- An Institute for training secondary school teachers and primary colleges tutors

Kigali Institute of Education (KIE) is responsible for teacher training education. It produces the following categories of teachers:

- Teachers of secondary schools with Bachelors degree of Science with Education
- Teachers of Secondary Schools with Bachelors degree of Arts & Social Sciences with Education
- Teachers of Primary Teachers Colleges with Bachelors degree of Education

**Paragraph 2, p. 65**

The teachers are recruited by Teachers' Service Commission in collaboration with the districts. They are paid by the Central Government (MINEDUC) through the districts; their salaries depend on the level of the qualifications.

**2. The Aims and Objectives of Education at each level**

- Train qualified teachers for the upper section of 9 years basic education
- Train qualified teachers for secondary education
- Train qualified teacher for special need education
- Train qualified teacher for pre - primary
- Train qualified teachers for adult education

**3. The number and types of subjects to be taught at this level**

- **Core subjects:** English, Mathematics, History, Geography, Biology, Chemistry, physics, ICT, Entrepreneurship, Kinyarwanda and French
- **Professional courses :** Foundations of Education, Educational Psychology, Teaching methods and Internships
- **Cultural subjects:** Music, drama, dance and fine arts

**4. The number of hours needed to acquire knowledge, skills and values**

- Diploma course of 2 years 2400 hours
- Degree course of 4 years 4800 hours
- Distance learning equivalent to the Diploma course (240 hours)

G.R. [Signature] B.J. [Signature] 8 [Signature] [Signature]

- TTC 3 years  
Total hours/week 32 (core subjects 28hrs, elective subjects 4hrs)

### **5. Other Points which will lead the successful harmonization of the EA Education Teacher Education System**

- Teacher trainee to be given relevant information about the conditions of areas that they will be serving
- To develop a Pre – Primary degree program at Kigali Institute of Education
- Lecturers in higher training institutions should have professional training in teaching and learning
- Head teachers should be given training in leadership and management
- Distance training program to be established for primary school teachers
- Train teachers for special needs education
- Train teachers for cultural subjects
- To construct infrastructures that cater for needs of children with disabilities

### **Group IV: SECONDARY EDUCATION**




#### **Question 1**

The information provided in the report is inadequate. The report should be updated and references provided.

#### **Question 2**

**The objectives are general without specific reference to secondary school.**

- Inculcate into the secondary school leaver a culture of entrepreneurial spirit with ability to create own job at the end of the training.
- Carry out and help in carrying out a scientific research related to his/her education field
- Acquire basic knowledge that enables him/her to choose and access higher studies in advanced level of secondary education, technical and professional school
- Know and correctly use the right given by the law
- Acquire general knowledge which enables him/her understand and fit in national and international community

GR.  25 9  

**Question 3. Subjects to be taught in secondary**

<b>Lower secondary</b>	<b>Upper secondary</b>
Physics	Biology
English	Physical education
Physical education	Kiswahili
Domestic science	French
French	Economics
Chemistry	Geography
Kinyarwanda	History
Mathematics	Physics
Biology	Chemistry
Chemistry	Computer science
Computer science	Mathematics
History	Entrepreneurship
Geography	General paper
Entrepreneurship	Kinyarwanda
Fine art	Technical Drawing
MDD	English
Political education	
Kiswahili	
Agriculture	

**Question 4. Number of contact hours per day/week/year**

Number of hours per day	Number of hours per week	Number of hours per year
8	40	1280

**Question 5. Further points which may lead to successful harmonization**

- Revise and update of curricula
- Regular training and seminars among countries in Education
- Common grading system
- Use of similar books for principle(core) subjects in EA countries
- Study tours for teachers, learners and Education officials
- Inter school visits

GR. *Ased*

BJ

*AM*

*HR*

## Group V: RECOMMENDATIONS OF THE REPORT

### Review of chapters 4 and 5

#### 4.1. The education structure of member countries OK

#### 4.3.(page 85) Frequency of curriculum reviews;

Concerning the periodic curriculum review, for Rwanda it is done after every 5 years and whenever necessary. It is recommended that reviews should be conducted at the end of every cycle (Pre-primary, Primary, Secondary and Tertiary). The Kenyan example is strongly recommended for the region.

#### Some of the outstanding instances are presented below.

(Page 87) 3 substitute last sentence to read. The process of harmonization needs to verify what actually goes on in the classroom ie. It should be more specific on methodology to verify quality issues of the teaching /learning process; teacher student ratio and common quality standards for all countries if we are to plan for the training of skilled manpower for the community.

(page 88) 4.e. **Languages**. More languages also need to be included on the curriculum, but the number should be reduced as students progress from one level of education to another but using English as the medium of instruction throughout the school system and as an examinable subject up to university where necessary.

(pg 89) 4.g. The content is fine, but the Sub-heading should be **Multiculturalism** the rest remains the same.

(page 89) The heading should read "**Curriculum and quality assurance**". This should include curriculum development, monitoring and examination. We recommend that there should be established a **Curriculum and quality assurance Agency** which will be responsible for the overall education quality assurance at the regional level.

(page 94) 5.1c. Harmonization of education structures (is in line with what was proposed on page 81) Sub-areas to consider for harmonization:

- Early childhood education (this will cover ages 3-5 years)
- The educational levels; primary level covers ages 7-14 partner states should ensure that this is available as **basic** education for all.
- Secondary education (this will be for ages 15-17).

d) Learning outcomes and competencies; the last sentence should read **required** competencies instead of **minimum** competencies.

**Page 95**, 2<sup>nd</sup> paragraph, the 2<sup>nd</sup> sentence should read: “It also proposes to exploit the principle of free movement of labour in order to solve problems of shortage of teachers where it may occur”.

The last sentence should read “ It further recommends that universities should establish a B.Ed. degree programme with specializations in (ECD), (Primary), (Secondary), (Teacher education).”

**Page 97. 5.2.** 4<sup>th</sup> paragraph, 2<sup>nd</sup> last sentence should read ... “ *no country is **taken advantage of by another.*** “

**1. Implementation strategies**

- a. Establish a harmonization committee to fast-track the process
  - b. Set up a Regional Agency for Curriculum and Quality Assurance
  - c. Establish a Committee for working out the implementation of the harmonization process
2. Consider number 2 above
  3. There is a need to have time and budget experts to do that after identification of the detailed activities
  4. Ensure the participation of all stockholders in the harmonization process

**NB:** The Logos (Inter University Council and East African Community ) should be modified to include Rwanda and Burundi

1. Chapter in the FRR are mixed up. There is need for coherence in the format of the report
2. **The education structures should be uniform throughout the Partner States;**
3. **The inter-University Council should harmonize fees structures, where by members should pay the same amount.**
4. **Religious education should be taught in schools as it is the case in other Partner States, as a cornerstone on which the moral fiber of our youth should be anchored.**
5. **Career guidance and counseling should be introduced in schools to orient students to the appropriate courses in higher levels of learning.**






**4.0 AOB:** There being no any other business, the workshop was a adjourned at 4 pm.

GR  BJ



SIGNED by the Leaders of Delegation this 5<sup>th</sup> day of March, 2010

 ..... Mrs. Badanyizigiye Jean d'Arc, Curriculum Developer-NCDC. <b>GROUP LEADER          PRE-PRIMARY          AND PRIMARY          EDUCATION</b>	 ..... Mr. Gasinzigwa Gatare Peter, Director of Examinations Preparations Administrative Unit. <b>GROUP          LEADER          SECONDARY          EDUCATION</b>	 ..... Mr. Mtatiro Senseri, Curriculum Developer-WDA. <b>GROUP LEADER          TVET          EDUCATION</b>	 ..... Prof. Nzabalirwa Wenceslas, Dean of the Faculty of Education (KIE). <b>GROUP          LEADER          TEACHER          EDUCATION</b>	 ..... Prof. Geoffrey Rugege, Executive Director Higher education Council, <b>GROUP          LEADER          GENERAL          RECOMMEND          ATIONS</b>
--	---	---	---	--

## Annex i

### LIST OF PARTICIPANTS

1. Florian Rutiyomba  
Economics & Entrepreneurship Curricula Developer  
National Curricula Development Centre (NCDC)  
Po Box 608  
Kigali, Rwanda  
Phone: +250788866131  
Email: [floruty@yahoo.co.uk](mailto:floruty@yahoo.co.uk)
  
2. Habiyakare Poponi  
Examiner,  
Rwanda National Examinations Council  
Po Box 3817  
Kigali, Rwanda.  
Phone: +250788489236  
Email: [hpoponi@yahoo.fr](mailto:hpoponi@yahoo.fr)
  
3. Gatebuke Louis  
Professional (in Geography)  
Rwanda National Examination council  
Po Box 3817  
Kigali, Rwanda  
Phone: +250788422947  
Email: [lewisgateh@hotmail.com](mailto:lewisgateh@hotmail.com)
  
4. Munyaneza Samuel  
Examiner (Physics)  
Rwanda National Examination Council,  
Po Box 3817  
Kigali, Rwanda  
Phone: +250788454857  
Email:

5. Mukantahondi Venantie  
Examiner Kinyarwanda  
Rwanda National Examination Council  
Po Box 3817  
Kigali, Rwanda  
Phone: +250788839125  
Email: [mukantahondiv@yahoo.fr](mailto:mukantahondiv@yahoo.fr)
6. Musabeyezu Narcisse  
General Inspector of Education  
Inspector of Education  
Rwanda.  
Phone: +250788304526  
Email: [musabeyesu@yahoo.fr](mailto:musabeyesu@yahoo.fr)
7. Muhiire A. Cassian  
Principial,  
Rukara College of Education,  
Po box 55  
Rwamagana  
Rwanda.  
Phone: +2507884878  
Email: [muhiire2008@gmail.com](mailto:muhiire2008@gmail.com)
8. Munyaneza Jean Claude  
Labour & Employment unit  
MIFOTRA.  
Kigali, Rwanda.  
Phone: +250788651316  
Email: [munyanezajcl@yahoo.fr](mailto:munyanezajcl@yahoo.fr)
9. Mtatiro Senseri  
Curricula developer  
Workforce development Authority (WDA)  
Kigali, Rwanda  
Phone: +250788534436  
Email: [mtatiro2002yahoo.com](mailto:mtatiro2002yahoo.com)

25. Mukarugina Anne Marie  
Alphonse Rutaganda (SNEC)  
Po box 36  
Kigali,Rwanda  
Phone: +250788461448/788517357  
Email:ineckigali@yahoo.com
26. Rurangwa Wilson  
Coordinator of planning  
Ministry Of Education  
Po Box 622,  
Kigali, Rwanda  
Phone: +250788543939  
Email:wilsonone2@gmail.com
27. Nsengimana Jean Pierre  
Examiner in Mathematics  
Rwanda National Examination Council  
Po Box 3817  
Kigali, Rwanda  
Phone: +250788473780  
Email:jpnseng@yahoo.fr
28. Nkundimana Paul  
National Curriculum Development Centre: Geography Curriculum Developer  
Po Box 608  
Kigali, Rwanda  
Phone: +250788483909  
Email: [nkundipaul@yahoo.fr](mailto:nkundipaul@yahoo.fr)
29. Jeanne d'Arc Baranyizigiye  
Social Studies and History Curricula developer  
National Curricula Development Centre  
Po Box 608  
Kigali, Rwanda  
Phone: +250788778980  
Email:jeanneba@yahoo.fr

HL

AA

G.R. 6

JB

30. Didus Mushabe  
Specialist (Examiner) in Technical Subjects  
Rwanda National Examinational Council,  
Po Box 3817  
Kigali, Rwanda  
Phone: +250788673727  
Email: didusmushabe@yahoo.com
31. Dusenge Angelique  
Social Sector Expert  
Ministry of EAC Rwanda  
Po Box 267  
Kigali, Rwanda.  
Phone: +250788721132  
Email: duse\_ange@yahoo.com
32. Bamusananire Emmanuel  
Exams Management Coordinator  
Rwanda National Examination Council  
Po Box  
Kigali, Rwanda  
Phone: +250788536775  
Email: bamusananire@yahoo.com
33. Vianney Mutabazi  
EDPRS M&E Facilitator/Youth  
Ministry of Youth  
Po Box 3738  
Kigali, Rwanda.  
Phone: +250788544503  
Email: muviny@yahoo.com
34. Yseit Keytelyn Eseult  
Education Officer  
UNICEF, Rwanda  
Email: ibestelyn@unicef.org

Handwritten signatures and initials in blue ink at the bottom of the page. From left to right, there are several distinct marks: a signature that appears to be 'Hh', a signature that appears to be 'AA', the initials 'G-R', the initials 'JB', and a signature that appears to be 'MD'.



35. James Gasana  
Examination Preparation Officer  
Rwanda National Examinations Council  
Po Box 3817(RNEC)  
Kigali, Rwanda  
Phone: +250788740028  
Email:james.gasana@yahoo.com
36. Nyandwi Léonidas  
Examiner in Science, Biology (RNEC)  
Rwanda National Examination Council  
Po Box 3817  
Kigali, Rwanda  
Phone: +250788838721  
Email:nyandwil@yahoo.fr
37. Simpenzwe Théophile  
Examination Preparation Administration Officer  
Po Box 3817  
Kigali,Rwanda  
Phone: +250788611196  
Email:simpenzwet@yahoo.fr
38. James Nzabonimpa  
Examiner (Technical Subjects)  
Rwanda National Examination Council  
Po Box 3817  
Kigali, Rwanda  
Phone: +250788412905  
Email:nzabonimpaj2006@yahoo.fr
39. Gasinzigwa Gatare Peter  
Director Examination Preparation Administration  
Rwanda National Examination Council  
Po Box 3817  
Kigali, Rwanda  
Phone: +250788599144  
Email:gasipeter@yahoo.com

APR AD GR 8 JB MD

40. Jean Bosco Iryagaragaye  
District Education Officer  
Po Box 152  
Gakenke District  
Rwanda.  
Phone: +250788626086  
Email: [educationgakenke@yahoo.fr](mailto:educationgakenke@yahoo.fr)
41. Bigilimana Cyprien  
Examiner (Physics)  
Rwanda National Examinations Council  
Po Box 3817  
Kigali, Rwanda.  
Phone: +250788646771  
Email: [bigiricyp@gmail.com](mailto:bigiricyp@gmail.com)
42. Mbabazi Mugoboka  
An Officer  
Rwanda National Examination Council  
Po Box 3817  
Kigali, Rwanda.  
Phone: +250788673047  
Email: [mugobokaa@yahoo.com](mailto:mugobokaa@yahoo.com)
43. Rutebuka James  
Lecturer at K I E  
Kigali Institute of Education  
Po Box 5039  
Kigali, Rwanda  
Phone: +250788457400  
Email: [revrutebuka@yahoo.com](mailto:revrutebuka@yahoo.com)
44. Mukandera Pascalie  
Examinations Preparation Officer (RNEC)  
Po Box 3817  
Kigali, Rwanda  
Phone: +250788898183  
Email: [mukandera@yahoo.com](mailto:mukandera@yahoo.com)

Handwritten signatures and initials at the bottom of the page, including a signature that appears to be 'G.F.' and another that appears to be 'JB'.

45. Hakizimana Philippe  
Academic vice Rector  
Gitwe Higher Institute of Education  
Po Box 01  
Phone: +250788524039  
Email: [haphil.fr](mailto:haphil.fr)
46. Hon Gashegu Jean Paul  
Chairman of Team Boards  
FRPEP(Private Schools)  
Kigali, Rwanda  
Phone: +250788519433  
Email: [jpgashegu@yahoo.fr](mailto:jpgashegu@yahoo.fr)
47. Vincent Byusa  
Lecturer  
National University of Rwanda  
Po Box 117  
Butare, Rwanda  
Phone: +250788771144  
Email: [vbyusa@nur.ac.rw](mailto:vbyusa@nur.ac.rw)
48. Mukazi Monique  
Rwanda National Examination Council  
Po Box 3817  
Kigali, Rwanda  
Phone: +250788650813  
Email: [tesiremarie@yahoo.fr](mailto:tesiremarie@yahoo.fr)
49. Nyiramariza Ndagije Aimee'  
Administrative assistance  
Rwanda national Examination Council  
Po Box 3817  
Kigali, Rwanda  
Phone: +250788428828  
Email: [marizaim3@yahoo.fr](mailto:marizaim3@yahoo.fr)

Handwritten signatures and initials in blue ink, including 'HH', 'AD', 'GR', '10', 'JB', and 'AD'.

50. Mr. Gahima Charles  
General Director,  
National Curriculum Development Centre  
Kigali, Rwanda  
Phone: +250788305990

**EAC SECRETARIAT**

51. Aloysius Chebet  
Principal Education Officer  
East African Community  
Po Box 1096  
Arusha, Tanzania  
Phone: +255784348472

52. Rachael Kibe  
Intern  
East African Community  
Po Box 1096  
Arusha, Tanzania  
Phone: +254723985589  
Email: raykibe@yahoo.com

HLH AA G.R. 11 JB ASD

## Annex ii

**EAST AFRICAN COMMUNITY SECRETARIAT**  
**NATIONAL STAKEHOLDERS' WORKSHOP ON HARMONISATION OF THE EA**  
**EDUCATION SYSTEM AND TRAINING CURRICULA.**

**KIGALI, RWANDA**

**4<sup>TH</sup> TO 5<sup>TH</sup> MARCH 2010**

### **AGENDA**

#### 1.0 OPENING SESSION

- Constitution of the Bureau
- Adoption of the Agenda
- Welcoming/Introductory Remarks

#### 2.0 REVIEWING OF THE HARMONISED REGIONAL REPORT ON EDUCATION

#### 3.0 RECOMMENDING ON THE WAY FORWARD

#### 4.0 ANY OTHER BUSINESS

Handwritten signatures and initials at the bottom of the page, including "Allh", "M", "G.R.", "BJ", and a signature.