MEETING OF EDUCATION STAKEHOLDERS
TO VALIDATE THE FINAL REGIONAL REPORT
ON THE EAC EDUCATION HARMONIZATION

BUJUMBURA, BURUNDI
15TH - 16TH APRIL, 2010

REPORT OF THE MEETING

(REF: EAC/TF/32/2010)
1.0 INTRODUCTION:

The Meeting of Burundi Stakeholders in Education was convened in accordance with the EAC Calendar of activities January-June 2010. It was attended by Senior Officials from the Ministry of Primary and Secondary Education, Ministry of Vocational Training and Adult Literacy, Ministry of East African Community Affairs and the EAC Secretariat. The names of the participants are hereto attached as Annex I.

1.1 CONSTITUTION OF THE BUREAU

The Meeting was chaired by Mrs Corinthe Nzohabonayo, Inspector General of Education and the National Team Leader on Harmonization of Education Systems and Curricula within the EAC Partner States, and the Rapporteurs were Mrs Immaculée Mpeberane and Mr. Félix Mpozeriniga respectively Advisor in charge of Social Affairs in the East African Community Ministry and Director of the Department of Public Technical Secondary Education in the Ministry of Primary and Secondary Education.

1.2 ADOPTION OF THE AGENDA

The Agenda was adopted without amendments and is hereto attached as Annex II.

1.3 OPENING REMARKS

- **Madam NZOHABONAYO Corinthe, Chairperson of the workshop**

The Chairperson welcomed the representative of the East African Community, Mr Aloysius Chebet and the stakeholders. She thanked the EAC Secretariat for organizing the workshop and the Participants for attending it. She then announced the subject of the workshop and urged the participants to provide relevant inputs to the report. She ended her remarks by wishing the participants fruitful deliberations.

- **Principal Education Officer of the EAC Secretariat**

In his opening remarks, the representative of the East African Community, Mr Aloysius Chebet, highlighted the main objective of the stakeholders' workshop which was to validate the Report on harmonization of the EAC Education Systems conducted by the Inter University Council for East Africa.

He gave the background of the work done by the Inter University Council for East Africa on the Harmonization of Education Systems. He explained why and how the Harmonization of the EAC Education Systems and Curricula...
needs to be undertaken. He noted that the purpose of the harmonization of Education Systems in EAC Partner States is to allow free movement of the citizens of each Partner State. Indeed, the curricula are to be harmonized in order to reach the same competences and also the mutual recognition of professional and academic qualifications.

He also stated that a regional technical Committee and a regional team of Experts were put in place to undertake the process of the said Harmonization.

He gave the guidelines on how the workshop was going to be conducted. A group approach was going to be used thus:

- Pre-Primary and Primary education
- Technical and Vocational education
- Secondary education
- Teacher Training education
- Recommendations (chapter five of the report).

1.4 PRESENTATION OF THE REPORT

Mr. Donatien Muryango, Member of the Team of Experts, made an exposé on the report of Harmonisation of the East African Education Systems. His presentation covered the context, the terms of Reference of the comparative study on Harmonisation of Education Systems and training Curricula in the EAC Partner States, the process and the approaches used in the report development on the Harmonisation. He highlighted the Articles 102 and 103 of the EAC Treaty urging the Partner States to undertake concerted measures to foster cooperation in education and training within the community. In this respect, the Team of Experts enumerated a number of activities which will be done in the sector of education as follows:

- Develop such common programmes in basic, intermediary and tertiary education and a general programme for adult and continuing education in the partner states as would promote the emergence of well trained personnel in all sectors relevant to the aims and objectives of the community;
- 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;
- Encourage and support the mobility of students and teachers within the community;
- Exchange information and experience on issues common to the education systems in Partner States; and
- Collaborate in putting in place education and training programs for people with special needs and other disadvantaged groups.
He mentioned the main areas of focus that the Study contains as follows:

- 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

Emphasis on: Capacity sharing, joint development of specialized training facilities, division of responsibilities in training and research, as well as harmonising of qualification frameworks across the EAC region.

This is expected to result into a common framework to promote equal access to education opportunities, harmonious quality assurance and accreditation system/process as well as credit transfer modalities and frameworks to student and labour mobility within the EAC region, provision of services, and greater articulation of the education systems of the Partner States.

EAC Partner States have made an explicit decision to cooperate in various spheres of socio-economic and political development, including in education.

2.0 REPORTS ON GROUP WORK ON EACH EDUCATION SECTOR

a) Group I: Pre-Primary and Primary Education

On Accuracy, Adequacy and Relevance on Data

Observations:

- The figures given on page 17 should be verified for Primary and Secondary Education in the light of official education statistics;
- the French translation should be improved, for instance on page 30, it looks as if in service training for Primary Schools/ Education Staff started in 2006 whereas many sessions of that kind had been taking place earlier than that:
  - On page 37 le System d enseignement est confié a trois Ministère et non contrôlé par trois Ministère,
  - On the same page the translation is not good too, "les défis à relever/mette ensemble... jusqu'à la fin du cycle primaire », « les milieux urbains » but not « les secteurs urbains ».
Recommendation related to Accuracy, Adequacy and Relevance on Data

The Stakeholders recommend that:

- The November Report is considered since there are some issues that have been revised or deleted in more recent version;
- The Evaluation Directorate be fully established and provided with enough human, financial resources and equipment.

On Aims and Objectives

The Group recognizes that the aims and objectives are stated correctly. However suggest that the following words in brackets be added:

- (Better) interact with the environment for its conservation and protection
- (Better) use the 4 mathematical operations: addition, subtraction, division and multiplication.
- That word should also appear in the EAC training Curricula.

On Subjects to be taught:

- The Subjects taught are adequate but should be specific on when the students should start learning different languages i.e. Kiswahili, English and French besides the mother tongue.

On Number of Contact Hours

The Stakeholders recommend an effort to reach the UNESCO Standards in that matter, i.e. the maximum of 1200 hours a year, the minimum of 900 hours, at least 5.45 contact hours a day.

On Points which will lead to successful harmonization of the EA Education System and Curricula:

- Harmonize the School Calendar and the duration of Cycles;
- Harmonize the designation of Ministries and Syllabuses in various levels of education;
- Alleviate Curricula in EAC Partner States to focus on the Community and learners’ real needs;
- The Stakeholders would like to point out that the report did not leave much room for Pre-Primary Education and feel they are not very much informed about the achievements at that level.
b) GROUP II: Secondary Education

On Aims and Objectives of Education

- Develop and promote competitiveness
- Develop and promote self-confidence, open-mindedness and mutual acceptability while circulating in Partner states
- Reinforce the quality and accuracy of the teachings/curricula
- Reinforce the teaching of SMT (sciences, Mathematics, Technology)
- Empower teachers/ ongoing teacher training
- Introduce ICT (Information, Communication and Technology)
- Training on HIV/AIDS

On Accuracy, Adequacy and Relevance of Data

Missing relevant data:

- Admission criteria
  - Duration: it lasts 7 years/8 years

- Quality Assurance:
  - unqualified teachers
  - absence of adequate curricula
  - poor working conditions of teachers
  - insufficiency of classrooms
  - high rate of pupils/class

- Curricula Contents

  Missing subjects/courses:
  - O’ level:
    - English
    - Economics
    - Physical Education and Sports
On Subjects to be taught

Stakeholders recommend additional subjects as follows:

- mathematical sciences
- technology
- new techniques of communication
- environmental subjects
- entrepreneurship

On Contact Hours Necessary

The Stakeholders recommended an option out of the following:

- seven periods per day, 35 periods per week, each lasting 45 minutes (813 hrs during 31 weeks per year)
- seven periods per day, 35 periods per week, each lasting 50 minutes (904 hrs during 31 weeks per year)
- seven periods per day, 35 periods per week, each lasting 60 minutes (1085 hrs during 31 weeks per year)

On Points for successful harmonization of EA Education System

The Stakeholders recommend the following:

- Increase teaching aids and materials;
- Harmonize the teaching calendar;
- Reinforce the teaching of English;
- Alleviate teaching curricula;
- Education on the dangers of HIV/AIDS.

c) GROUP III: Teacher Education

On Accuracy, Adequacy and Relevance of Data

Missing data:
- Teacher training sections:
  - Pedagogical School:
  - Psycho pedagogy
  - Methodology
In fact, at this juncture when Burundi is undergoing serious social, political and economic changes, this syllabus comes at the right moment for the whole teaching community and the Burundian society. The population is constantly growing while the economy still relies mainly on agriculture. Its industries and services are weak. It is then timely re-convert this economy by alleviating the load of Primary sector for the benefit of the Secondary and (A ....

This Secondary Technical Education Curriculum is in keeping with the directions of the strategic sectoral policy of the ministry of Primary and Secondary Education.

In fact, at this juncture when Burundi is undergoing serious social, political and economic changes, this syllabus comes at the right moment for the whole teaching community and the Burundian society. The population is constantly growing while the economy still relies mainly on agriculture. Its industries and services are weak. It is then timely re-convert this economy by alleviating the load of Primary sector for the benefit of the Secondary and
The post-conflict context, the globalization due to economic stakes, the search for sustainable development require that new dimensions appear in the Educational curricula: the concepts of human rights, protection of the environment, fight against HIV/AIDS, Education for citizenship, new information and communication techniques. This new curriculum will use the purpose-driven pedagogy which implies a learner-centred activity rather than a teacher-centered one. It is for that purpose that practice using integrated objectives will be privileged in order to give a meaning to school learning and later employment. May this curriculum help the Partner States that, in this era of globalization, have to face worldwide economic stakes in full competitiveness.

**On Accuracy, Adequacy and Relevance of Data**

The Stakeholders found that TVET has almost been omitted from the final regional report. It is necessary that different levels, the aims and objectives of TVET, the subjects taught in TVET and the curricula taught, etc., be integrated in the regional report.

The relevant data that are missing in this report but which are important include:

- National goals and philosophies of TVET education
- Curriculum content of TVET
- TVET education structures, policies and legal frameworks.
- TVET examination regulations and organization
On Aims and Objectives

The aims and objectives of TVET are also neglected in this report. There are some aims and objectives that must have been noted but not mentioned in final report:

- The policy of the government adopted in Burundi describes the TVET sector as the alternative programs for the young men and women who cannot have access to elementary education or dropped out school.

- The technical and vocational education in Burundi has a little number of learners. So, in order to develop qualified human resources which are necessary for industrial development, it is necessary to change attitudes to hold learners in TVET sector.

- The sector of TVET has many important investments in 3 sectors:
  - Infrastructures
  - Human resources
  - Equipments

On this point, the government must provide in service training all public and private workers with a view of adding value for world of working at national and international levels. That is the reason of developing a centre for professionally competencies.

On Subjects to be taught

The number and type of subjects to be taught at that level in order to achieve the aims and objectives of integrated curricula are the following:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEM (Vocational Training centre)</td>
<td>- Sewing</td>
</tr>
<tr>
<td></td>
<td>- Computer</td>
</tr>
<tr>
<td></td>
<td>- Electricity</td>
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<tr>
<td></td>
<td>- Mechanics</td>
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<tr>
<td></td>
<td>- Building Technology</td>
</tr>
<tr>
<td></td>
<td>- Woodwork</td>
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<tr>
<td></td>
<td>- Agriculture Technology</td>
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<tr>
<td></td>
<td>- Metalwork</td>
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<tr>
<td></td>
<td>- Type writing and office</td>
</tr>
<tr>
<td></td>
<td>- Life skills education (Entrepreneurship)</td>
</tr>
</tbody>
</table>
### SECONDARY TECHNICAL EDUCATION

<table>
<thead>
<tr>
<th>Section</th>
<th>Level</th>
<th>General Courses</th>
<th>Technical Courses and Practice Works</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group 1: Management-Economy</strong></td>
<td></td>
<td></td>
<td>General accountancy, analytic accountancy, Societies accountancy, Financial mathematics, Financial</td>
</tr>
<tr>
<td>2. Management computer</td>
<td>A2</td>
<td>Mathematic s and</td>
<td>economics, Enterprises organization, Correspondence course and professional Essay, Commercial law, Civil</td>
</tr>
<tr>
<td>3. Banks and Assurances</td>
<td>A2</td>
<td>Statistics and</td>
<td>law, Introduction to law study, Family and persons law, Computer, Programmation, Typing and Bureaucratic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>History, Geography,</td>
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<td></td>
<td></td>
<td>Human and Civic</td>
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<td></td>
<td></td>
<td>formation, Sports</td>
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<tr>
<td></td>
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<td>education, Physics,</td>
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<td></td>
<td></td>
<td>Moral religion,</td>
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<tr>
<td></td>
<td></td>
<td>Sciences, Chemistry,</td>
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<td></td>
<td></td>
<td>Psychology and Biology.</td>
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<tr>
<td><strong>Group 2: Mechanic Engineering</strong></td>
<td></td>
<td></td>
<td>Technical drawing, General technology, Petrol Technology, Diesel technology, Practical mechanics,</td>
</tr>
<tr>
<td>2. General Mechanic</td>
<td>A3</td>
<td>Mathematic</td>
<td></td>
</tr>
<tr>
<td>Group 3: Civil Engineering</td>
<td>A3</td>
<td>s and Statistics, History, Geography, Human and Civic formation, Sports education, Physics, Moral religion, Sciences, Chemistry, Psychology and Biology.</td>
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<tr>
<td>3. Rural engineering</td>
<td>A3</td>
<td></td>
<td></td>
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<tr>
<td>4. Building</td>
<td>A2</td>
<td></td>
<td></td>
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<tr>
<td>5. Leadworks</td>
<td>A2</td>
<td></td>
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<tr>
<td>6. Plumbing</td>
<td>A3</td>
<td></td>
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<tr>
<td>7. Wood</td>
<td>A3</td>
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</table>
### Group 4: Electrical Engineering

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>3. Industrial Electricity</td>
<td>A3</td>
<td>Schedule of conditions, Price studies and measuring, Soils mechanics, Building workshop, Hydrology, Rural roads, Rural engineering construction.</td>
</tr>
</tbody>
</table>

### Group 5: Electronics Engineering

<table>
<thead>
<tr>
<th>1. Electronics A2</th>
<th>A2</th>
<th>Kirundi, French, English, Mathematics and Statistics, History, Geography, Human and Civic formation, Sports education, Physics, Moral religion,</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Operations and computer A2</td>
<td>Kirundi, French, English, Mathematics and Statistics, History, Geography, Human and Civic formation, Sports education, Physics, Moral religion,</td>
<td></td>
</tr>
<tr>
<td>3. Management computer A2</td>
<td>Kirundi, French, English, Mathematics and Statistics, History, Geography, Human and Civic formation, Sports education, Physics, Moral religion,</td>
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</tr>
<tr>
<td>5. Electronics Engineering A2</td>
<td>Kirundi, French, English, Mathematics and Statistics, History, Geography, Human and Civic formation, Sports education, Physics, Moral religion,</td>
<td></td>
</tr>
</tbody>
</table>

**Drawing, Electricity, Computer, Bureaucratic, Electronics, Telecommunication, Mechanics Workshop (mechanics, Electricity, Computer, Integration).**
<table>
<thead>
<tr>
<th>Group 6: Artistic</th>
<th>Group 7: Family economy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Artistic</td>
<td>1. Family economy</td>
</tr>
<tr>
<td></td>
<td>2. Hostelry and Tourism</td>
</tr>
<tr>
<td></td>
<td>3. Sewing</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Level</th>
<th>Subjects</th>
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<table>
<thead>
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<th></th>
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</thead>
<tbody>
<tr>
<td>1. Agriculture</td>
<td></td>
<td>Agro-forest, Vegetables productions, Rural engineering, Bureacratic, Rural economy, Management, Animal productions, Life sciences, Ecology-conditioning, Practice works and Agriculture, Practice works on water and forest, Microbiology, Nutrition, Medical pathology, Animal Health.</td>
</tr>
<tr>
<td>2. Water and Forest</td>
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<td></td>
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<tr>
<td>3. Foodstuffs</td>
<td></td>
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<tr>
<td>4. Industries</td>
<td></td>
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<tr>
<td>5. Technologies</td>
<td></td>
<td></td>
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<tr>
<td>6. Veterinary</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 10 : Secretariat</th>
<th>A2</th>
<th>Kirundi, French,</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secretariat</td>
<td></td>
<td>Professional writing and correspondance, Typing, Bureacratic, General economy, Entreprises organization, Civil</td>
</tr>
</tbody>
</table>
It is necessary to note that this is the actual situation proposed by the programmes offices.

The number contact hours needed per day/week/year between the learners and the teacher in order to acquire the needed knowledge, skills and values are 8 hours per day, 40 hours per week, 1200 hours per year.

It is necessary to note that this is the actual situation proposed by the programmes offices.
**On points to Successful Harmonization of Education System**

It is necessary to harmonize teachers training in partner states in order to assure the quality and equity in TVET

- To encourage gender parity in TVET
- Exchange of examiners system in partner states must be elaborated
- Language of instruction at different levels must be harmonized.

**e) Group 5: Comments on recommendations (Chapter 5)**

**On Harmonization of Education and Training Curricula**

<table>
<thead>
<tr>
<th>No.</th>
<th>Recommendation</th>
<th>Viable/Not Viable</th>
<th>Reasons</th>
<th>Recommendations</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Establishment of regional body for harmonisation</td>
<td>Viable</td>
<td>A regional body for: report -follow up</td>
<td>The period of time (2 years) is too short for the coordinating body. The coordinating body should have five members per Partner State and respect the different level for representatives: pre-primary education, primary education, general and pedagogical education, technical education, vocational and literacy training</td>
<td>- the period of time (2 years) is too short for coordinating body instead recommend 5 years - the budget should be worked out by experts - The central places would be rotating</td>
</tr>
<tr>
<td>2</td>
<td>Harmonization of curriculum</td>
<td>Viable</td>
<td>- For the free movement of students, workers and business - For the competitiveness: the accuracy, the equity, the</td>
<td>Harmonization of the level of education: transitional levels: pre-education: 3 years primary education: 7 years -Identify the common core</td>
<td>NB: In Burundi, the secondary education is 7 years not 6 years as it written in final report chapter 5 '1' page 81</td>
</tr>
<tr>
<td></td>
<td>3 Harmonising education structures</td>
<td>viable</td>
<td>There is no special public education in Burundi</td>
<td>Primary education will cover ages 6-13 years secondary education will cover ages 13-19</td>
<td>Schools for special needs (deaf, dumb, disabled ...) are only private, no public schools for that category.</td>
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</tr>
<tr>
<td></td>
<td>4 Learning outcomes and competences</td>
<td>viable</td>
<td>- efficiency - performance - specialization - better planning - appropriate training - employment</td>
<td>- Improve the education system by introduction of update technology of communication and information - reduce and adapt the subjects and content of the subjects according to the need of the candidate - Standardize basics subjects which can enable a candidate to continue his studies in any partner of EAC</td>
<td>- That system exists in the EAC partners except Burundi - No free movement of pupils, workers,...</td>
</tr>
<tr>
<td></td>
<td>5 Teaching capacity viable</td>
<td>unequal distribution of teachers - disparity in salary many teachers who are not qualified - wrong school orientations - no planning - no motivation</td>
<td>- Motivation - Training of trainers - exchange teachers to improve competences in teaching (English, Kiswahili)</td>
<td>- There is a brain drain - Strikes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 Language of instruction Viable</td>
<td>learning foreign languages is easier when the mother tongue is already known</td>
<td>- learning mother tongue since pre-primary education - learning mother tongue and French since primary education</td>
<td>Need of harmonization of language of instruction</td>
<td></td>
</tr>
</tbody>
</table>
1. Identify the relevant persons for the regional committee: competent persons to design and develop curricula (to be done by an ad hoc commission).
2. The ad hoc commission identify the core subjects to be taught in the EAC partners.
3. Make up an inventory of the country needs.
4. Stakeholders work together to review and adapt the curricula.
5. Improve the conditions of work: place of work, indemnity, salaries...
6. Design language curricula and teacher training, exchange teachers, multiply teaching aids.

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**On Implementation strategies for recommendations**

1. Set up a special budget to finance subjects which will be discussed for harmonization of EAC education system.
2. Set up management committees.
3. The budget is important to finance education.
4. Bad management of the staff, of budget, free movement of the staff,...

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Kiswahili and English since standard 1 - bilingualism in the administration: French and English

7 Gender disparities and inequalities viable - equity - chance equality Gender parity Nowadays there is not parity

8 Quality and equity of the systems viable - equity: all children should have the same chance to education - quality: update the programs and methodology, reinforce the supervision Education for all - much disparity in access to education and uphold children to school, - disparity in evaluation system - special needs group not taken into account

9 Management administration and good practices viable - implement viable - equity: all children should have the same chance to education - quality: update the programs and methodology, reinforce the supervision Education for all - much disparity in access to education and uphold children to school, - disparity in evaluation system - special needs group not taken into account

On Implementation strategies for recommendations

1. Identify the relevant persons for the regional committee: competent persons to design and develop curricula (to be done by an ad hoc commission).
2. The ad hoc commission identify the core subjects to be taught in the EAC partners.
3. Make up an inventory of the country needs.
4. Stakeholders work together to review and adapt the curricula.
5. Improve the conditions of work: place of work, indemnity, salaries...
6. Design language curricula and teacher training, exchange teachers, multiply teaching aids.
Set up training centre: excellence centre
7. sensitize and encourage vulnerable groups
8. review the curricula of teacher training schools, better selection of candidates for those schools
9. improve good governance in schools and set up management committee (decentralize with self management);
   Fund the follow up of those activities
10. Consider the committee competences, availability and their TORs.
On Activities to be executed

<table>
<thead>
<tr>
<th>No.</th>
<th>Recommendation</th>
<th>Strategies</th>
<th>Programmes/activities</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>From No. 1 to No. 8</td>
<td></td>
<td></td>
<td>After the Heads of States Summit.</td>
</tr>
</tbody>
</table>

**Question 4: Budgetary and Financial Plans**

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Activity/Item</th>
<th>Frequency</th>
<th>Rate</th>
<th>Other</th>
<th>Amount in USD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishment of regional Body/Committee for Harmonisation</td>
<td>Meeting of the Regional Body</td>
<td>Twice a year</td>
<td>with the EAC Salary scale for Steering Committees</td>
<td>Extraordinary Meeting of the National Committee</td>
<td>Extraordinary Meeting of the Regional Body</td>
</tr>
<tr>
<td></td>
<td>Meeting of the National Body</td>
<td>Four times in a year</td>
<td>The same</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Harmonisation of the curriculum</td>
<td>National Body: Continuous Meetings</td>
<td>Thrice a year</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Regional Body: Continuous Meetings</td>
<td>Twice a year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Harmonising</td>
<td>Same</td>
<td>Same</td>
<td></td>
<td></td>
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</tbody>
</table>
On Points for Successful Harmonization of Education System

The Stakeholders recommend the following:

- Introduce French language in regional meetings with simultaneous interpretation
- Fund the national committee needs a funds
- Reinforce the stakeholders capacities in English and Swahili

4.0 ANY OTHER BUSINESS

There being no other business the meeting ended at 8.50 p.m.
Signed this Friday, 16th day April 2010 by respective Education Stakeholders:

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EAST AFRICAN COMMUNITY

MEETING OF EDUCATION STAKEHOLDERS TO VALIDATE THE FINAL REGIONAL REPORT (FRR) ON THE EAC EDUCATION HARMONIZATION

BUJUMBURA, BURUNDI
15TH -16TH APRIL 2010

AGENDA

1.0 OPENING OF THE MEETING

- Constitution of the Bureau
- Adoption of the Agenda
- Opening Remarks

2.0 GROUP WORK ON EACH EDUCATION SECTOR

a) Pre-Primary and Primary Education
b) Secondary Education
c) TVET
d) Teacher Education
e) Recommendations of the Final Regional Report

3.0 ANY OTHER BUSINESS