



**EAST AFRICAN COMMUNITY**

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

BUJUMBURA, BURUNDI  
15<sup>TH</sup> - 16<sup>TH</sup> APRIL, 2010

**REPORT OF THE MEETING**

(REF: EAC/TF/32/2010)

**EAC SECRETARIAT  
ARUSHA, TANZANIA  
APRIL, 2010.**

A.V.

## **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 organising 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.

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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 Ministere et non contrôle par trois Ministere,
  - On the same page the translation is not good too, "les défis à relever/mettre ensemble.... jusqu'à la fin du cycle primaire ». « les milieux urbains » but not « les secteurs urbain »

## **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

because it is the Ministry for Vocational Training that is in charge of it.

## **b) GROUP II: Secondary Education**

### **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 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 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

- Teacher Training:
  - General Pedagogy
  - Methodology General
  - Psychology applied to Education
  - History of Education
  - School Administration and Management

### **On Subjects to be taught**

Stakeholders recommend the integration of new techniques of communication in all levels. Focus also need to be put on teaching sciences and on practice rather than on theory methodological hints on subjects of Primary Education must be focused on. This means that practice comes before theory. Language of Education should be English, French and Kiswahili.

### **On Contact hours necessary**

Contact hours in primary Teacher Education should shift from 45 minutes per period to 50 minutes per period.

### **On Points for successful harmonization of EA Education System**

- Harmonize the teaching calendar
- Reinforce the teaching of English, French and Kiswahili

### **d) GROUP IV/TVET(to be placed after the chart on page 85 of the final regional report)**

## **INTRODUCTION**

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

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Tertiary sectors by increasing the number of technicians who are capable of self-employment. This training curriculum comes to increase its training offer in terms of quality in order to achieve the Burundi Education system as provided for in the order in council n°1/025 the July 13th 1989, related to the re-organization of Education in Burundi.

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

**The same order-in-council assigns to Secondary Technical Education the objective of giving a basic general training to pupils and enough practical preparation allowing them to access to employment for skilled workers in all the areas of the country's socio-economic life or to settle as a craftsman. He can also prepare High Education.**

This Education Curriculum has then revised the Teaching methods, timetable, general subjects, the duration and organization of trainings, the profiles and final levels because since the 1990's no reform has been carried out.

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 of 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

- Admission criteria at different levels in TVET
- TVET certification and accreditation
- TVET quality assurance and control
- TVET teacher training and qualifications
- TVET educational management and administration

### **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:

Institution	Subjects
CEM (Vocational Training centre)	<ul style="list-style-type: none"> <li>- Sewing</li> <li>- Computer</li> <li>- Electricity</li> <li>- Mechanics</li> <li>- Building Technology</li> <li>- Woodwork</li> <li>- Agriculture Technology</li> <li>- Metalwork</li> <li>- Type writing and office</li> <li>- Life skills education (Entrepreneurship)</li> </ul>

CFP (Professional education centre)	<ul style="list-style-type: none"> <li>- Sewing</li> <li>- Computer</li> <li>- Electricity</li> <li>- Domestic installation</li> <li>- Metalwork</li> <li>- Mechanics</li> <li>- Electro mechanics</li> <li>- Handcraft on wood</li> <li>- Agriculture Technology</li> <li>- Drawing</li> <li>- Life skills education (Entrepreneurship)</li> </ul>
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### SECONDARY TECHNICAL EDUCATION

Section	Level	General courses	Technical courses and practice works
Group 1 : Management- Economy			General accountancy, analytic accountancy, Societies accountancy, Bank accountancy, Financial mathematics, Financial management, Public financing, Technical customs, Technical assurance, Bank organization, General economics, Enterprises organization, Correspondence course and professional Essay, Commercial law, Civil law, Introduction to law study, Family and persons law, Computer, Programmation, Typing and Bureaucratic.
1. Management-accountancy	A2	Kirundi, French, English, Mathematics and Statistics, History, Geography, Human and Civic formation, Sports education, Physics, Moral religion, Sciences, Chemistry, Psychology and Biology.	
2. Management computer	A2		
3. Banks and Assurances	A2		
Group 2 : Mechanic Engineering			Technical drawing, General technology, Petrol Technology, Diesel technology, Practical mechanics, Automatism, Industrial organization, Electrotechnics, Bureaucratic, Tools machines, Maintenance
1. General Mechanics	A2	Kirundi, French, English, Mathematic	
2. General Mechanic	A3		

3. Automobile Mechanic (Light weights)	A3	s and Statistics,	and Repairing, Electricity,
4. Automobile Mechanic (heavy weights)	A3	History, Geography, Human and Civic formation,	Labo-Automatism, Petrol technology, Diesel technology, Electricity automobile, Notions of mechanics.
		Sports education, Physics, Moral religion, Sciences, Chemistry, Psychology and Biology.	
Group 3 : Civil Engineering			Construction Technology, Statistics, Materials technology, Environment protection, RDM
1. Projector drawer	A2	Kirundi,	(materials resistance), second
2. Topography geometry	A2	French,	work technology, Civil
3. Rural engineering	A3	English, Mathematic	engineering hydraulic, Metallic constructions, Materials
4. Building	A3	s and	technology, Big job technology,
5. Leadworks	A2	Statistics,	Armed concrete and concrete
6. Plumbing	A2	History,	technology, Professional
7. Wood	A3	Geography,	calculation, Building
	A3	Human and	organization, Bureaucratic,
	A3	Civic	Building drawing, Technical
		formation,	drawing, Notion of
		Sports	geomorphology, Theoretical
		education,	topometry, Land and Common
		Physics,	Law, Cartography,
		Moral	Photogrametry, Theory of
		religion,	errors, Land register,
		Sciences,	Topometry calculation, Notions
		Chemistry,	of town planning, Schedule of
		Psychology	conditions, Technical
		and Biology.	calculation, Notions of
			computer, Practice topometry,
			Technical drawing,
			Topography drawing, Rural
			engineering hydraulic,
			Draining and irrigation,
			Organization and rural
			engineering programme, Preservation and agriculture, Rural engineering diagram,

			Schedule of conditions, Price studies and measuring, Soils mechanics, Building workshop, Hydrology, Rural roads, Rural engineering construction.
<p>Group 4 : Electrical Engineering</p> <p>1. Industrial Electricity</p> <p>2. Electro mechanics</p> <p>3. Industrial Electricity</p>	<p>A2</p> <p>A2</p> <p>A3</p>	<p>Kirundi, French, English, Mathematics and Statistics, History, Geography, Human and Civic formation, Sports education, Physics, Moral religion, Sciences, Chemistry, Psychology and Biology.</p>	<p>Automatism, Knowledge of the materials, Industrial drawing, Industrial electronics, Electrotechnics, General mechanics, Industrial organization, Materials resistance, Electric diagrams, Electricity technology, Bureaucratic and Specific Software, Electricity practice works, Hydraulics and laboratory, Practice works and mechanic measuring, Adjusting sheet-iron manufacture and soldering.</p>
<p>Group 5 : Electronics Engineering</p> <p>1. Electronics</p> <p>2. Operations and computer</p> <p>3. Management computer</p> <p>4. Computer and Telecommunications</p>	<p>A2</p> <p>A2</p> <p>A2</p> <p>A2</p>	<p>Kirundi, French, English, Mathematics and Statistics, History, Geography, Human and Civic formation, Sports education, Physics, Moral religion,</p>	<p>Drawing, Electricity, Computer, Bureaucratic, Electronics, Management, Telecommunication, Mechanics, Workshop (mechanics, Electricity, Computer, Integration).</p>

		Sciences, Chemistry, Psychology and Biology.	
Group 6 : Artistic  1. Artistic	A2	Kirundi, French, English, Mathematics and Statistics, History, Geography, Human and Civic formation, Sports education, Physics, Moral religion, Sciences, Chemistry, Psychology and Biology.	Decoration and paint, Artistic drawing, Technical drawing, Artistic history, Ceramic, Publicity, Bureaucratic, Infography.
Group 7 : Family economy  1. Family economy 2. Hostelry and Tourism 3. Sewing	A2 A2 A3	Kirundi, French, English, Mathematics and Statistics, History, Geography, Human and Civic formation, Sports education, Physics, Moral religion, Sciences, Chemistry, Psychology and Biology.	Psychopedagogy, Psychosociology, Scientific organization of work, Nutrition, Art of cooking, Clothing, Textile technology, Health, Dwelling, Craftsmen technology, Bureaucratic, Modeling art, General accountancy, General economics, Technical English, Hostelry, Lodging, Restoration, Cooking and Nutrition, Tourism, Management control, Hostelry administration, Tourist marketing management, Clothing technical drawing, Textiles technical drawing, Material technology, Work organization, Professional calculation, Bureaucratic.

<p>Group 8 : Social assistance</p> <p>1. Social</p>	<p>A2</p>	<p>Kirundi, French, English, Mathematics and Statistics, History, Geography, Human and Civic formation, Sports education, Physics, Moral religion, Sciences, Chemistry, Psychology and Biology.</p>	<p>Social methodology, General sociology, Social psychology, Labour psychology, General psychology, Psychopathology, Genetic psychology, Feeding, Clothing, Health, Bureaucratic, Agriculture-breeding, Economics-accountancy.</p>
<p>Group 9 : Agronomy</p> <p>1. Agriculture 2. Water and Forest 3. Foodstuffs Industries Technologies 4. Veterinary</p>	<p>A2 A2 A2 A2</p>	<p>Kirundi, French, English, Mathematics and Statistics, History, Geography, Human and Civic formation, Sports education, Physics, Moral religion, Sciences, Chemistry, Psychology and Biology.</p>	<p>Agro-forest, Vegetables productions, Rural engineering, Bureaucratic, 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.</p>
<p>Group 10 : Secretariat</p> <p>Secretariat</p>	<p>A2</p>	<p>Kirundi, French,</p>	<p>Professional writing and correspondance, Typing, Bureaucratic, General economy, Entreprises organization, Civil</p>

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		English, Mathematics and Statistics, History, Geography, Human and Civic formation, Sports education, Physics, Moral religion, Sciences, Chemistry, Psychology and Biology.	law, Secretariat office.
Group 11 : Legal Legal	A2	Kirundi, French, English, Mathematics and Statistics, History, Geography, Human and Civic formation, Sports education, Physics, Moral religion, Sciences, Chemistry, Psychology and Biology.	Civil law, Family and persons law, Commercial law, Penalty law, Land register law, Essay of judgement, Introduction to law study, General accountancy, Administration and political organization, Organization and legal competencies, Administrative law, private legal work, Customs law, Assurance law, International organizations, General economy, Public financing, Psychosociology, Public accountance, Commercial office, Professional essay, Typing.

### **On Contact Hours Necessary**

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 partners states in order to assure the quality and equity in TVET

- To encourage gender parity in TVET
- Exchange of examiners system in partners 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

N°	Recommendation	Viable /Not viable	Reasons	Recommendations	Remarks
1	Establishment of regional body for harmonisation	viable	A regional body for: - report -follow up	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	- 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
2	Harmonization of curriculum	viable	- For the free movement of students, workers and business - For the competitiveness: the accuracy, the equity, the	- Harmonization of the level of evaluation: transitional levels: * pre-education: 3 years * primary education: 7 years -Identify the common core	NB: In Burundi, the general secondary education is 7 years not 6 years as it written in final report chapter 5 '1 page 81

			quality	subjects in EAC education	
3	Harmonizing education structures	viable	There is no special public education in Burundi	Primary education will cover ages 6-13 years secondary education will cover ages 13-19	Schools for special needs (deaf, dumb, disabled ...) are only private, no public schools for that category.
4	Learning outcomes and competences	viable	<ul style="list-style-type: none"> <li>- efficiency</li> <li>-performance</li> <li>-specialization</li> <li>-better planning</li> <li>-appropriate training</li> <li>employment</li> </ul>	<ul style="list-style-type: none"> <li>-Improve the education system by introduction of update technology of communication and information</li> <li>- reduce and adapt the subjects and content of the subjects according to the need of the candidate</li> <li>- Standardize basics subjects which can enable a candidate to continue his studies in any partner of EAC</li> </ul>	<ul style="list-style-type: none"> <li>- That system exists in the EAC partners except Burundi</li> <li>- No free movement of pupils, workers,...</li> </ul>
5	Teaching capacity	viable	<ul style="list-style-type: none"> <li>- unequal distribution of teachers</li> <li>- disparity in salary</li> <li>- many teachers who are not qualified</li> <li>- wrong school orientations</li> <li>- no planning</li> <li>- no motivation</li> </ul>	<ul style="list-style-type: none"> <li>- Motivation of trainers</li> <li>-Training of teachers to improve competences in teaching (English, Kiswahili)</li> <li>-exchange teachers to improve competences in teaching (English, Kiswahili)</li> </ul>	<ul style="list-style-type: none"> <li>- There is a brain drain</li> <li>- Strikes</li> </ul>
6	Language of instruction	Viable	<ul style="list-style-type: none"> <li>- learning foreign languages is easier when the mother tongue is already known</li> </ul>	<ul style="list-style-type: none"> <li>- learning mother tongue since pre-primary education</li> <li>- learning mother tongue and French since primary education</li> <li>- learning</li> </ul>	<ul style="list-style-type: none"> <li>Need of harmonization of language instruction</li> </ul>

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

### 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,

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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

N°	Recommendation	Strategies	Programmes/activities	Remarks
From N° 1 to N° 8			<ul style="list-style-type: none"> <li>- In 2011 set up the regional body: 5 members, meeting twice a year</li> <li>- Three months after the setting of regional body set up national committees: 15 members, meeting every 3 months</li> <li>- After 4 months, the national committee management committees</li> <li>- Regional committee work with national committee on the content of bullets 2 to 8</li> </ul>	After the Heads of States Summit.
9			<ul style="list-style-type: none"> <li>- National Committee give report every 3 months and every year</li> <li>- Regional Committee gives report every six months.</li> </ul>	

### Question 4: Budgetary and Financial Plans

Recommendation	Activity/Item	Frequency	Rate	Other	Amount in USD
Establishment of regional Body/Committee for Harmonisation	Meeting of the Regional Body	Twice a year	with the EAC Salary scale for Steering Committees	Extra ordinary Meeting of the Regional Body	US\$250 per a day
	Meeting of the National Body	Four times in a year	The same	Extraordinary Meeting of the National Committee	The same amount per Day
Harmonisation of the curriculum	National Body: Continuous Meetings	Thrice a year			
	Regional Body: Continuous Meetings	Twice a year			
Harmonizing	Same	Same			

education structures					
Learning outcomes and competencies	Same	Same			
Teaching capacity	Same	Same			
Language of instruction	Same	Same			
Gender disparities and equity of the system	Same	Same			
Management, administration and good practices	Management committee (work time: 2 years)	Four times per a year			Gratis
Financing	A part of member country contribution	According to the treaty	30% of the contributions	Fund donors	Refer to the contributions

### **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.

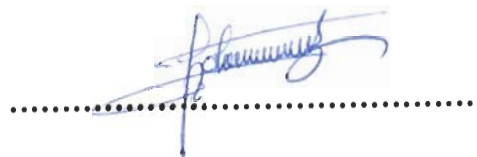
Signed this Friday, 16<sup>th</sup> day April 2010 by respective Education Stakeholders:

Immaculée Mpeberane  
Advisor in charge of Social Affairs  
**Ministry East African  
Community Affairs**



A handwritten signature in blue ink, appearing to be 'Immaculée', written over a horizontal dotted line.

Corinthe Nzohabonayo  
General Inspector of Education  
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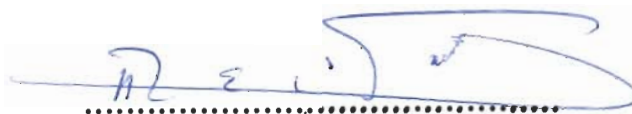
A handwritten signature in blue ink, appearing to be 'Corinthe', written over a horizontal dotted line.

Victoire Nahimana  
General Director of Pedagogical Offices  
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Secondary Education**



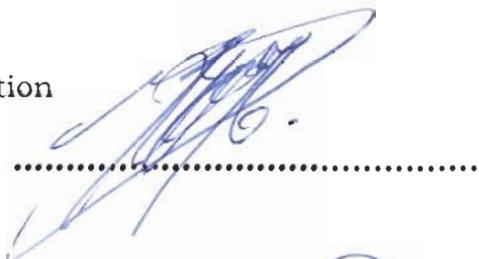
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Enoce Ruratebuka  
Head of Primary Education  
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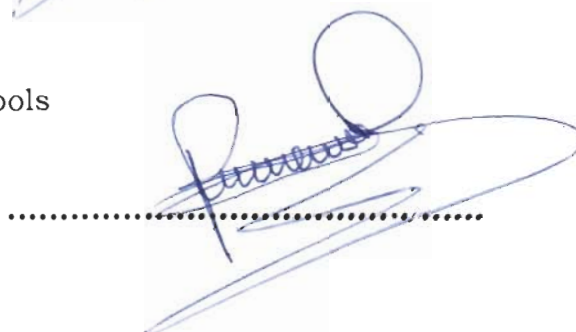
A handwritten signature in blue ink, appearing to be 'Enoce', written over a horizontal dotted line.

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A handwritten signature in blue ink, appearing to be 'Herménégilde', written over a horizontal dotted line.

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A handwritten signature in blue ink, appearing to be 'Jean Marie Ruraknkiriza', written over a horizontal dotted line.

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

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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  
15<sup>TH</sup> -16<sup>TH</sup> 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**