

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 4TH TO 5TH MARCH 2010

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

March, 2010

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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

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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

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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:

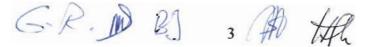
The Chairperson of the Technical Committee of the harmonization of the EA Education system, Rwanda who is also the former chairperson of the Regional Technical Committee, Mr. Charles Gahima introduced the FRR to the stakeholders. The Power Point Presentation of the Report is hereto attached as Annex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



- 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

Ouestion 1:

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

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Question 2:

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

Ouestion 3:

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

Ouestion 4:

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

Ouestion 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

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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

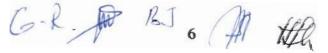
The specific objectives of TVET policy are to:

- 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



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

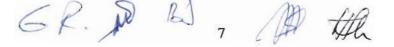
1. The accuracy of the data given in the report

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



 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)

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• 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

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Question 3. Subjects to be taught in secondary

Lower secondary	Upper secondary		
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	Number of hours	Number of hours	
per day	per week	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



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



Page 95, 2nd paragraph, the 2nd 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".

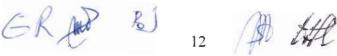
The last sentence should read "It further recommends that universities should establish a B.Ed. degree programme with specializations in (ECD), (Primary), (Secondary), (Teacher education)."

Page 97. 5.2. 4th paragraph, 2nd last sentence should read ... " no country is taken advantage of by another."

- 1. Implementation strategies
- a. Establish a harmonization committee to fast-truck 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.



SIGNED by the Leaders of Delegation this 5th day of March, 2010

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GROUP LEADER	Preparations	GROUP LEADER	Faculty of	education
PRE-PRIMARY	Administrative	TVET	Education	Council,
AND PRIMARY	Unit.	EDUCATION	(KIE).	GROUP
EDUCATION	GROUP		GROUP	LEADER
	LEADER		LEADER	GENERAL
1	SECONDARY		TEACHER	RECOMMEND
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Annex ii

EAST AFRICAN COMMUNITY SECRETARIAT

NATIONAL STAKEHOLDERS' WORKSHOP ON HARMONISATION OF THE EA EDUCATION SYSTEM AND TRAINING CURRICULA.

KIGALI, RWANDA

4TH TO 5TH 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

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