

REPUBLIC OF RWANDA



MINISTRY OF EDUCATION, SCIENCE,  
TECHNOLOGY AND SCIENTIFIC RESEARCH

**NATIONAL CURRICULUM DEVELOPMENT CENTRE**  
**6 YEAR PLAN: 2003 TO 2008 (CURRENT YEAR PLUS 5 YEARS)**

School Curriculum Revision Plan 2003 to 2008,  
Plan for all NCDC Activities for 2003,  
NCDC Staff Training Plan 2003 to 2008

NCDC March 2003

## **NATIONAL CURRICULUM DEVELOPMENT CENTRE MISSION STATEMENT**

The National Curriculum Development Centre is responsible for developing quality curricula for Pre-Primary, Primary and Secondary schools in Rwanda and preparation of Teachers' Guides and other pedagogical materials in accordance with MINEDUC Policies and Plans, with specific reference to the Curriculum Development Policy, in cooperation with other MINEDUC Departments and Institutions and other relevant non-MINEDUC partners.

Curricula are developed by NCDC according to criteria relevant to the needs and aspirations of Rwandan society relating to the education of Rwandan children who will be critical, well-informed, self-reliant, patriotic, scientifically aware, competitive in the local, regional and international labour markets, cooperative and able to resolve problems peacefully.

NCDC ensures that all school curricula are well-understood and effectively used by teachers via regular visits to schools, training seminars to orient teachers, periodic reviews and research and evaluation.

NCDC attaches great importance to the effective management and professional development of its staff, ensuring continuing education and training and the encouragement of individual and collective research programmes related to NCDC goals.

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## EXECUTIVE SUMMARY

### 1. NCDC and Its Partners

1.1 Created in 1998 from the curricular functions of the previous Bureau Pédagogique, the lead institution for the delivery of the Curriculum Development Policy and the School Curriculum Reform Plan is the National Curriculum Development Centre. It works in close association with other MINEDUC Departments, including the Inspectorate, the National Examinations Council and Teacher Training Institutions and with relevant Departments of other Ministries such as MINALOC, MIJESPOC, MINSANTE and MINAGRI. NCDC also liaises with non-MINEDUC governmental Departments such as the National Unity and Reconciliation Commission and the Human Rights Commission and with International and Non-Governmental Organisations in developing Curriculum Development Policy and related materials. Consultation with and collaboration with Civil Society and specifically, teachers, pupils and parents, Church Based Organisations and Faith Based Organisations and Business Interests is considered an essential element of NCDC's work. MINEDUC regards the Curriculum as the engine of Education.

### 2. The NCDC Mission

2.1 Responsibility. The National Curriculum Development Centre is responsible for developing quality curricula for Pre-Primary, Primary and Secondary schools in Rwanda and preparation of Teachers' Guides and other pedagogical materials in accordance with MINEDUC Policies and Plans, with specific reference to the Curriculum Development Policy, in cooperation with other MINEDUC Departments and Institutions and other relevant non-MINEDUC partners.

2.2 Curriculum Development. Curricula are developed by NCDC according to criteria relevant to the needs and aspirations of Rwandan society relating to the education of Rwandan children who will be critical, well-informed, self-reliant, patriotic, scientifically aware, competitive in the local, regional and international labour markets, cooperative and able to resolve problems peacefully

2.3 Curriculum Piloting and Evaluation. NCDC ensures that all school curricula are well-understood and effectively used by teachers via regular visits to schools, training seminars to orient teachers, periodic reviews and research and evaluation of curricula.

2.4 Research and Training. NCDC attaches great importance to the effective management and professional development of its staff, ensuring continuing education and training and the encouragement of individual and collective research programmes related to NCDC goals.

### 3. The Curriculum

3.1 Definition. The School Curriculum is defined as all learning which takes place in school or in related out-of-school activities and the systems required to assist and evaluate that learning.

3.2 UPE, EFA, Vision 2020 and the PRSP. MINEDUC believes that the curriculum is the heart of any educational system and that the establishment and delivery of effective curricula will contribute significantly to MINEDUC's ability to achieve its qualitative and quantitative targets, including Education for All by 2015 and Universal Primary Education by 2010, and the realisation of governmental aims and objectives as outlined in "Vision 2020" and the Poverty Reduction Strategy Programme.

3.3 Revision Plans. It is also felt that the curriculum can help to avoid the mistakes of the past. The education system, and specifically the school curriculum, failed the nation in 1994. It is felt that the curriculum was both silent in areas where it should have been eloquent and eloquent where it should have been silent. There was too much about human differences and too little about human similarities, too much about collective duty and too little about individual responsibility, too much about theory and too little about practice. An emergency revision of all Primary subjects took place in 1997 and of Lower Secondary in 1998. These revisions were an essential first step in the urgent process of getting the education system working again after the events of 1994. However, a much more thorough-going and systematic revision, including Upper Secondary, is now needed. Extensive and systematic revision of some subjects has already taken place, i.e. Primary Science and Technology, Primary Civics, Lower Secondary Political Education and Technical and Professional subjects at Upper Secondary. But much remains to be done. This School Curriculum Reform Plan sets out the way in which this can be achieved.

3.4 Public Consultation and the Curriculum Conference. The School Curriculum Reform Plan exists in the context of extensive public consultation and in the context of the MINEDUC Curriculum Development Policy. Public consultation regarding the curriculum is a continuous task carried out by the National Curriculum Development Centre in association with other MINEDUC Departments, most notably the Inspectorate, the National Examinations Council and the Departments of Primary and Secondary Education, via visits to schools and conducting fora for the elicitation of views from education professionals and the public. In addition to this continuous consultation process NCDC ran an international conference in May 2002 entitled "Curriculum in the Service of National Development: What Skills do our Children Need?" This Conference provided a major opportunity to elicit views from Rwandan and international experts on the future direction of the school curriculum. The Report of the Conference provides significant guidance to NCDC in its curriculum reform process.

3.5 The MINEDUC Curriculum Development Policy has as its aim to provide a detailed basis on which all future development of the content of the school curriculum and enhancement of related delivery and evaluation systems will be carried out. The Curriculum Development Policy will be the reference point for all developments in the school curriculum and only such activity as complies with the Policy will be carried forward. The Policy addresses Overarching Principles, Curricular Content, Delivery Mechanisms and Evaluation. The Curriculum Development Policy can be found as an Annex to this volume.

## **4. Plans and Textual Overview**

4.1 Plans. This document is the first in a planned series of National Curriculum Development Centre 6 Year Plans, being plans for the current year plus plans for the 5 succeeding years. Each NCDC 6 Year Plan consists of a School Curriculum Reform Plan, a Plan for all NCDC activities for the current year (curricular activities and other activities) and a Staff Training Plan. These documents will be revised annually and will be published towards the end of each year. Each will cover a five year period and will provide a detailed plan for the coming financial year. In this way the National Curriculum Development Centre 6 Year Plans will be in phase with the development of MINEDUC's proposed Education Sector Strategic Plan 2003-2008 and with MINEDUC's plan to develop a year-on-year rolling work plan for the Education sub-sector.

4.2 A Textual Overview of the Plan starts at page 7 and is followed by a series of tables analysing curricular reform needs and planning their implementation and tables planning NCDC Staff Training Needs and all NCDC activity for 2003. NCDC has particularly emphasised the selection for revision of those subjects that provide the opportunity to impart important Life Skills

messages and those subjects that are considered of particular value in realising Government of Rwanda's "Vision 2020" and in implementing the "Poverty Reduction Strategy Programme".

#### 4.3 An Overview of NCDC activity for 2003 follows.

##### Subjects selected for Curriculum Revision 2003

- Pre-Primary  
All skills
- Primary  
French P4 to 6, Mathematics P1-P6
- Lower Secondary  
French for Beginners and Geography
- Upper Secondary  
Mathematics, Physics, Biology, Chemistry, Geography, Sociology, History, Pedagogy, Swahili, Art and the following Professional/Technical Options: Veterinary, Agriculture, Forestry, Secretarial and Nursing

##### Curriculum Support and Development Activities 2003

- Writing textbooks for Civics for all levels, for French Primary 4 to 6 and contributing to the development of Mathematics Textbooks for Primary 1 to 6.
- Translating Primary Science and Technology textbooks into English.
- Orienting teachers to Civics Resource Books and Textbooks.
- Developing an NCDC Curriculum and Textbook Reference Library

##### NCDC Staff Training 2003

- Communication Skills (English and French)
- Computer Programmes ("Word" and "PageMaker" - Top Up courses)
- Project Management (For Team Leaders of Curriculum Development, Teacher Orientation and Materials Development)
- Creating, Piloting and Evaluating School Curricula
- Educational Materials Production
- Subject Upgrading (via study overseas)
- Teacher Training, and
- Awareness of the Curriculum Development Systems of Other Countries (via Study Tours)

In addition to the above specific activities NCDC hopes to participate in 2003 in discussions with its MINEDUC partners regarding the curricular implications of any plans to create a unified Basic Education of 9 years incorporating Primary and Lower Secondary and any plans to simplify the range of "Options" offered at Upper Secondary.

## TEXTUAL OVERVIEW OF PLANNING TABLES AND EXPLANATION OF CURRICULUM REVISION PLANNING PROCESS

1. The National Curriculum Development Centre 6 Year Plan 2003 to 2008 consists of:-
  - The School Curriculum Revision Plan 2003 to 2008 (Tables 1 to 6)
  - Plan for All NCDC Activities for 2003 (Table 7)
  - NCDC Staff Training Plan 2003 to 2008. (Table 8)

These 3 Plans have been developed with the assistance of the 8 Tables which follow this Overview. The School Curriculum Revision Plan is derived from Tables 1 to 6 and the sections of the Plan for All NCDC Activities for 2003 that relate to Curriculum.

2. The School Curriculum Reform Plan covers a six year period and is updated annually towards the end of each year. The six year period allows a period of planning that includes twice the textbook standard life of 3 years - the School Curriculum Revision Plan necessarily being in phase with the School Textbook Plan. New textbooks must be curriculum compliant. The School Curriculum Reform Plan provides information on each of the 6 years but provides a detailed plan for the year following the date of issue of the Report. The current plan is for the period 2003 to 2008 and provides a detailed plan for 2003.

3. The Plan analyses each of the subjects for all years of Primary and Secondary School in terms of the GOR developmental and educational vision, Life Skills potential of the subject, current plans for the provision of textbooks for that subject to schools and any other relevant information that will affect planning.

4. The sources of GOR developmental and educational vision are taken as the Poverty Reduction Strategy Paper, "Vision 2020" and, with specific regard to the curriculum, the Report of the May 2002 conference "Curriculum in the Service of National Development: What skills do our Children Need?" Criteria isolated from these sources and used as evaluative criteria for each subject for each year of the Plan include, among others,

- Employability, i.e. the value which the subject has in terms of its potential to help children join the productive labour force after school
- Life Skills, i.e. the value which the subject has in terms of its potential to impart Life Skills to school-children
- ICT and Science, i.e. the value of the subject in terms of its potential to impart skills of value in the realisation of the PRSP and the Vision 2020 aspiration to create a scientifically sophisticated society utilising and exploiting the potential of computers and modern communication systems
- Vocational/Technical Skills
- Rural Development.

5. The Report of the May 2002 conference "Curriculum in the Service of National Development: What skills do our Children Need?" makes very clear that both Rwandan and international educational experts look to the development of the curriculum as a very important means of ensuring that children leave school with a mastery of key Life Skills. The conference placed greatest emphasis on the Life Skills relating to, among others:

- Peace and Reconciliation
- AIDS Prevention
- Gender Equality and Opportunity

6. Creation of the School Curriculum Reform Plan is conducted in four stages, i.e.

Stage 1: Evaluation of each subject of each year using criteria derived from governmental vision and from the opinion of educational experts. (Columns 1 and 2 in Tables 1, 3 and 5.)

Stage 2: Consideration of current and future plans for the provision of school textbooks. It is a requirement of MINEDUC's Textbook Policy (available from Director NCDC) that all textbooks in schools should be curriculum compliant. It follows from this that if curriculum compliant textbooks have been recently introduced into schools for a particular subject, then the curriculum for that subject should not change during the normal life of the newly supplied book. This normal textbook life is taken to be 3 years, i.e. before wear and tear make it unusable. (Column 3 in Tables 1, 3 and 5.) The date for revision of curricula is taken to be one year before the planned supply of new or revised textbooks, unless other circumstances indicate otherwise.

Stage 3: Consideration of other practicalities, e.g. sources and timing of GOR and/or donor finance or general modalities for achieving the required revision. (Column 4 in Tables 1, 3 and 5.)

Stage 4: Consideration of the expected work commitments of NCDC and other staff and planning what curriculum revision to do when. (Tables 2, 4 and 6, Gantt Charts)

These four stages are carried out in the Tables which follow this Textual Overview. These tables are listed below with explanatory notes.

Table 1: Primary Curricula: Priority Identification

Table 3: Lower Secondary Curricula: Priority Identification

Table 5: Upper Secondary Curricula: Priority Identification

Each of these three tables considers each of the school curricula in terms of:

Column numbered (1):	Priority Values: After PRSP. Vision 2020 and Conference etc.
Column numbered (2):	Priority Values: Priority Life Skills Areas (Peace and Reconciliation, AIDS/Health, Gender etc)
Column numbered (3):	Date New Textbooks to be Supplied
Column numbered (4):	General Comments
Column numbered (5):	Date of Future Curriculum Revisions

Table 2: Primary: Gantt Chart 2003 To 2008

Table 4: Lower Secondary Gantt Chart 2003 To 2008

Table 6: Upper Secondary: Gantt Chart 2003 to 2008

Each of these tables allocates planned curriculum revisions to one of the 4 years of the Plan.

Table 7: Plan for all NCDC Activities for 2003

This table allocates planned curriculum revisions for all school levels for 2003 and other NCDC activities for 2003 to one of the 4 quarters of 2003 and considers human and other resources required.

7. The subjects selected by NCDC for curriculum revision in 2003 are listed in the Executive Summary.

## **TABLES**

**TABLE 1****PRIMARY CURRICULA: PRIORITY IDENTIFICATION**

Subject	Cycle	(1) Priority Values: After PRSP, Vision 2020 and Curriculum Conference (Employability, ICT and Science, Voc/Tech Skills, Rural Dev etc.)	(2) Priority Life Skills Areas (Peace and Reconciliation, AIDS and Gender, etc)	(3) Date New Textbooks to be Supplied		(4) Comments	(5) Date of Future Curriculum Revisions (All Primary subjects were revised in 1997.)
				With Current Funding Sources	After Completion of 3 Year Book Life		
English	Lower	Communication skills	Cooperative Behaviour, Self-Control, Peace and Reconciliation, AIDS and Gender	2003 (DFID)	2006 and 2009	No time to do revision in 2003 before writing process begins.	2005 and 2008
	Upper	Employability	As above	2002 (DFID) Books now in schools.	2005 and 2008	No opportunity to revise before 2004	2004 and 2007
French	Lower	Employability	As above	2002 (CF/DFID) Books now in schools.	2006 and 2009	No opportunity to revise before 2004	2005 and 2008
	Upper	Employability	As above	2003 (CF/DFID)	2006 and 2009	Will book writing be done by CF or publishing house? Will CF be able to revise curriculum in 2003 before writing process begins?	2003 and 2007

**Table 1 Continued**

Subject	(1) Priority Values: After PRSP, Vision 2020 and Curriculum Conference (Employability, ICT and Science, Voc/Tech Skills, Rural Dev, etc.)	(2) Priority Life Skills Areas (Peace and Reconciliation, AIDS and Gender, etc)	(3) Date New Textbooks to be Supplied		(4) Comments	(5) Date of Future Curriculum Revisions (All Primary subjects were revised in 1997.)
			With Current Funding Sources	After Completion of 3 Year Book Life		
<b>Kinyarwanda</b>	Employability and Rural Dev	Cooperative Behaviour Self-Control Peace and Reconciliation, AIDS and Gender	2004 (DFID)	2007	Publishers could be required to undertake curriculum revision.	2004 and 2006
<b>Maths</b>	Employability, Rural Dev	Peace and Reconciliation, AIDS and Gender and Critical Thinking	2003/4 (WB)	2007	Curriculum Revision to be undertaken by WB consultant in 2003	2003 and 2006
<b>STE</b>	ICT/Science Rural Dev Employability Voc/Tech Skills	AIDS, Gender, Self-reliance	2002/3 (GTZ)	2006 and 2009	Curricula revised before writing new textbooks for 2002/3.	2005 and 2008
<b>Hist/Geog/Civics</b>	Rural Dev, Voc. Skills, Social Integration	Peace and Reconciliation, AIDS and Gender	2004 (DFID)	2007	Publishers could be required to undertake curriculum revision. (Civics curriculum already revised.)	2003/4 and 2006/7

**Table 1 Continued**

<b>Subject</b>	<b>(1) Priority Values: After PRSP, Vision 2020 and Curriculum Conference (Employability, ICT and Science, Voc/Tech Skills, Rural Dev, etc.)</b>	<b>(2) Priority Life Skills Areas (Peace and Reconciliation, AIDS and Gender, etc)</b>	<b>(3) Date New Textbooks to be Supplied</b>		<b>(4) Comments</b>	<b>(5) Date of Future Curriculum Revisions (All Primary subjects were revised in 1997.)</b>
			<b>With Current Funding Sources</b>	<b>After Completion of 3 Year Book Life</b>		
<b>Artistic Initiation</b>	Voc Skills	Peace and Reconciliation, AIDS and Gender, Individuality and Cultural Awareness	GOR (No foreign funding available?)	GOR (No foreign funding available?)	Curriculum Revision should take place with the writing of any Teacher Guides.	2004 and 2007
<b>Physical Education</b>	Voc Skills, Social Integration, Physical Well-Being	Peace and Reconciliation, AIDS and Gender Tolerance				
<b>Religion</b>	Moral Awareness and Social Integration	Peace and Rec, AIDS, Gender				
<b>Morals</b>		Peace and Rec, AIDS, Gender				

**TABLE 2**

**PRIMARY: GANTT CHART 2003 to 2008**

	2003				2004	2005	2006	2007	2008
	Q1	Q2	Q3	Q4					
English 1 to 3						■			■
English 4 to 6					■			■	
French 1 to 3						■			■
French 4 to 6	■	■						■	
Kinyarwanda					■		■		
Maths		■					■		
STE						■			■
History/Geog/Civics				■	■		■		
Artistic Initiation					■			■	
Physical Ed					■			■	
Religion					■			■	
Morals					■			■	

**TABLE 3****LOWER SECONDARY CURRICULA: PRIORITY IDENTIFICATION**

<b>Subject</b>	<b>(1) Priority Values: After PRSP, Vision 2020, and Curriculum Conference</b> (Employability, ICT and Science, Voc/Tech Skills, Rural Dev, etc.)	<b>(2) Priority Life Skills Areas</b> (Peace and Reconciliation, AIDS, Gender etc)	<b>(3) Date New Textbooks to be Supplied</b>		<b>(4) Comments</b>	<b>(5) Curriculum Revision</b> (Last revision was 1998)
			<b>With Current Funding Sources</b>	<b>After Completion of 3 Year Book Life</b>		
<b>English</b>	Employability, ICT and Science	Communication, Peace and Rec, AIDS/Health, Critical Thinking	GOR	GOR		2004 and 2007
<b>French</b>	Employability, ICT and Science	As above	2001 (CF)	2004 and 2007	Comprendre et s'exprimer, 1:3	2003 and 2006
<b>Kinyarwanda</b>	Rural Dev, Employability	As above	GOR			2004 and 2007
<b>Physics</b>	Voc/Tech, Science and ICT	Environment	2003 to 2007? (BTC)		Curriculum Revision as part of Belgian project.	2006
<b>Biology</b>	Science and ICT, Rural Dev	AIDS/Health, Gender, Environment	2003 to 2007? (BTC)		Curriculum Revision as part of Belgian project.	2006
<b>Chemistry</b>	Science and ICT, Rural Dev	Environment, Gender, AIDS/Health	2003 to 2007? (BTC)		Curriculum Revision as part of Belgian project.	2006
<b>Maths</b>	Employability, Science and ICT, Rural Dev.	Critical Thinking	2002 Books for Teachers (CF)	2005 and 2008	Link to 2002 revision of Primary.	2004 and 2007

**Table 3 Continued**

<b>Subject</b>	<b>(1) Priority Values: After PRSP, Vision 2020 and Curriculum Conference</b> (Employability, ICT and Science, Voc/Tech Skills, Rural Dev, etc.)	<b>(2) Priority Life Skills Areas</b> (Peace and Reconciliation, AIDS and Gender, etc)	<b>(3) Date New Textbooks to be Supplied</b>		<b>(4) Comments</b>	<b>(5) Curriculum Revision</b> (Last revision was 1998)
			<b>With Current Funding Sources</b>	<b>After Completion of 3 Year Book Life</b>		
<b>History</b>	Rural Dev	Peace and Rec, Gender, Critical Thinking	GOR	GOR	Key subject for Peace and Rec. Need to revise soon	2004 and 2007
<b>Geography</b>	Rural Dev	Environment, AIDS/Health	GOR	GOR		2003 and 2006
<b>Economics</b>	Rural Dev, ICT and Science	Peace and Rec, Gender	GOR	GOR		2004 and 2007
<b>Political Education</b>	Rural Dev, Moral and Social Dev	Peace and Rec, AIDS/Health, Gender, Environment, Communication, Critical Thinking	GOR	2005, 2008	2002 Teachers' Guide and Curriculum Revision	2007
<b>Physical Education</b>	Voc/Tech	Peace and Rec, AIDS/Health, Gender	GOR	GOR		2004 and 2007

**Table 3 Continued**

<b>Subject</b>	<b>(1) Priority Values: After PRSP, Vision 2020 and Curriculum Conference</b> (Employability, ICT and Science, Voc/Tech Skills, Rural Dev, etc.)	<b>(2) Priority Life Skills Areas</b> (Peace and Reconciliation, AIDS and Gender, etc)	<b>(3) Date New Textbooks to be Supplied</b>		<b>(4) Comments</b>	<b>(5) Curriculum Revision</b> (Last revision was 1998)
			<b>With Current Funding Sources</b>	<b>After Completion of 3 Year Book Life</b>		
<b>Religion</b>	Moral and Social Dev, Voc/Tech Skills	Peace and Rec, AIDS/Health Gender	GOR	GOR	Key subject for Life Skills. Need to revise soon.	2004 and 2007
<b>Morals</b>	Moral and Social Dev, Voc/Tech Skills	Peace and Rec, AIDS, Gender	GOR	GOR		2004 and 2007
<b>Artistic Initiation</b>	Employability, Voc/Tech, Rural Dev	Peace and Rec, AIDS/Health, Gender, Environment, Communication, Critical Thinking	GOR	GOR		2004 and 2007

**TABLE 4****LOWER SECONDARY: GANTT CHART 2003 to 2008**

	2003				2004	2005	2006	2007	2008
	Q1	Q2	Q3	Q4					
English					■			■	
French				■			■		
Kinyarwanda					■			■	
Physics							■		
Biology							■		
Chemistry							■		
Maths					■			■	
History					■			■	
Geography			■	■			■		
Economics					■			■	
Political Education								■	
Physical Education					■			■	
Religion					■			■	
Morals					■			■	
Artistic Initiation					■			■	

**TABLE 5****UPPER SECONDARY CURRICULA: PRIORITY IDENTIFICATION**

<b>Subject</b>	<b>Sections</b>	<b>(1) Priority Values: After PRSP, Vision 2020 and Curriculum Conference (Employability, ICT and Science, Voc/Tech Skills, Rural Dev, etc.)</b>	<b>(2) Priority Life Skills Areas (Peace and Reconciliation, AIDS/Health, Gender, Environment, Family Planning, Critical Thinking, Observation etc.)</b>	<b>(4) Comments</b>	<b>(5) Next Curriculum Revision</b>
<b>Political Ed.</b>	One curriculum for all Sections	Rural Dev	All	Tronc Commun revised 2002	2005 and 2008
<b>Physical Ed.</b>	One curriculum for all Sections	Rural Dev	Peace and Rec, AIDS/Health	Must be revised	2004 and 2007
<b>Religion/Morals</b>	One curriculum for all Sections	Voc/Tech, Rural Dev	All	Opportunity to include many LS messages inc. AIDS prevention.	2004 and 2007
<b>Kinyarwanda</b>	(1) Science (2) Human Sciences, Languages, Pedagogy	Employability, Voc/Tech	All	Must be revised	2005 and 2008
<b>French</b>	(1) Sciences, Human Sciences (2) Languages (3) Pedagogy	Employability, Voc/Tech ICT and Science	All	Must be revised	2004 and 2007
<b>English</b>	(1) Sciences, (2) Human Sciences, Pedagogy (3)Languages	Employability, Voc/Tech ICT and Science	All	Must be revised	2004 and 2007

**Table 5 Continued**

<b>Subject</b>	<b>Sections</b>	<b>(1) Priority Values: After PRSP, Vision 2020 and Curriculum Conference (Employability, ICT and Science, Voc/Tech Skills, Rural Dev, etc.)</b>	<b>(2) Priority Life Skills Areas (Peace and Reconciliation, AIDS/Health, Gender, Environment, Family Planning, Critical Thinking, Observation etc.)</b>	<b>(4) Comments</b>	<b>(5) Next Curriculum Revision</b>
<b>Maths</b>	(1) Maths-Phys (2) Bio-Chem (3) Pedagogy (4) Human Sciences	Science and ICT, Voc/Tech	Critical Thinking, Problem Solving	Must be revised	2003 and 2006
<b>Physics</b>	(1) Maths-Phys (2) Bio-Chem (3) Pedagogy	Science and ICT, Voc/Tech	Environment, Problem Solving	BTC Project to revise Tronc Commun 2003 to 7. US could be revised at same time.	2003
<b>Biology</b>	(1) Maths-Phys (2) Bio-Chem (3) Pedagogy	Science and ICT, Voc/Tech	AIDS/Health, Environment, Family Planning, Observation		
<b>Chemistry</b>	(1) Maths-Phys (2) Bio-Chem (3) Pedagogy	Science and ICT, Voc/Tech	Environment, Health		

**Table 5 Continued**

<b>Subject</b>	<b>Sections</b>	<b>(1) Priority Values: After PRSP, Vision 2020 and Curriculum Conference (Employability, ICT and Science, Voc/Tech Skills, Rural Dev, etc.)</b>	<b>(2) Priority Life Skills Areas (Peace and Reconciliation, AIDS/Health, Gender, Environment, Family Planning, Critical Thinking, Observation etc.)</b>	<b>(4) Comments</b>	<b>(5) Next Curriculum Revision</b>
<b>Technology</b>	Pedagogy	All		Must be revised	2004 and 2007
<b>Scientific Drawing</b>	Maths-Phys	Voc/Tech		Must be revised	2005 and 2008
<b>Geography</b>	(1) Human Sciences (2) Maths-Phys, Bio-Chem, Languages, Pedagogy	Rural Dev	Environment	Must be revised	2003 and 2006
<b>Economics</b>	Human Sciences	Rural Dev	Management	Must be revised	2005 and 2008
<b>Sociology</b>	Human Sciences	Employability, Rural Dev	All	Key subject for Life Skills. Need to revise soon.	2003 and 2006
<b>Philosophy</b>	Human Sciences	Employability, Rural Dev	All	Must be revised	2004 and 2007
<b>Psychology</b>	Human Sciences		Peace and Rec, AIDS, Gender	Must be revised	2004 and 2007
<b>History</b>	(1) Languages (2) Pedagogy	Voc/Tech	All	Key subject for Life Skills. Need to revise soon.	2003 and 2006
<b>Aesthetics</b>	Languages	Voc/Tech	Environment	Must be revised	2005 and 2008
<b>Kiswahili</b>	Languages	Employability	All	Must be revised	2003 and 2006
<b>Pedagogy Subjects</b>	Music, Drawing, Teaching Theory, Meeting Mgmt, First Aid, Educ Psych	Employability, Voc/Tech	All	Need to liase with KIE etc	2003 and 2006
<b>Tech/Prof</b>	Nursing, Vet, Cars etc.	All	All	GTZ helped revise 2000 -2	2004 and 2008. Art 2003

**TABLE 6****UPPER SECONDARY: GANTT CHART 2003 TO 2008**

Subject	Sections	2003				2004	2005	2006	2007	2008
		Q1	Q2	Q3	Q4					
<b>Political Ed.</b>	All									
<b>Physical Ed.</b>	All									
<b>Religion/Morals</b>	All									
<b>Kinyarwanda</b>	(1) Science (2) Human Sciences, Languages, Pedagogy									
<b>French</b>	(1) Sciences, Human Sciences (2) Languages (3) Pedagogy									
<b>English</b>	(1) Sciences, (2) Human Sciences, Pedagogy (3)Languages									
<b>Maths</b>	(1) Maths-Phys (2) Bio-Chem (3) Pedagogy (4) Human Sciences									
<b>Physics</b>	(1) Maths-Phys (2) Bio-Chem (3) Pedagogy									
<b>Biology</b>	(1) Maths-Phys (2) Bio-Chem (3) Pedagogy									

**Table 6 Continued**

Subject	Sections	2003				2004	2005	2006	2007	2008
		Q1	Q2	Q3	Q4					
<b>Chemistry</b>	(1) Maths-Phys (2) Bio-Chem (3) Pedagogy									
<b>Technology</b>	Pedagogy									
<b>Scientific Drawing</b>	Maths-Phys									
<b>Geography</b>	(1) Human Sciences (2) Maths-Phys, Bio-Chem, Languages, Pedagogy									
<b>Economics</b>	Human Sciences									
<b>Sociology</b>	Human Sciences									
<b>Philosophy</b>	Human Sciences									
<b>Psychology</b>	Human Sciences									
<b>History</b>	(1) Languages (2) Pedagogy									
<b>Aesthetics</b>	Languages									
<b>Kiswahili</b>	Languages									

**Table 6 Continued**

Subject	Sections	2003				2004	2005	2006	2007	2008
		Q1	Q2	Q3	Q4					
<b>Pedagogy Subjects</b>	Music, Drawing, Teaching Theory, Meeting Mgmt, First Aid, Educ Psych									
<b>Tech/Prof</b>	Vet, Agriculture, Forestry for Q2 2003 to Q1 2004 Art for Q2 and Q3 2003 Nursing for Q2 to Q4 2003 Accountancy									

**TABLE 7**

**PLAN FOR ALL NCDC ACTIVITIES FOR 2003**

<b>SECTION (A): REVISION OF PRIMARY CURRICULA 2003</b>						
<b>Activity Reference Number</b>	<b>Description of Activity</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>Resources Needed</b> (MINEDUC Budget, Foreign Assistance, NCDC Staff, External Staff, Equipment)
<b>1</b>	French P4 to P6					<b>List of NCDC Staff:</b> MG, MMB <b>Other Resources:</b> CF, KIE, IGE, Teachers
<b>2</b>	Maths P1 to P6					<b>List of NCDC Staff:</b> MB, JR, PK, 1 NCDC Methodology expert <b>Other Resources:</b> IGE, KIE, Teachers
<b>SECTION (B): REVISION OF LOWER SECONDARY CURRICULA 2003</b>						
<b>3</b>	French for Anglophones					<b>List of NCDC Staff:</b> MJ, MMB <b>Other Resources:</b> CF, UNR, IGE, KIE, Teachers
<b>4</b>	Geography					<b>List of NCDC Staff:</b> TBA <b>Other Resources:</b> UNR, IGE, KIE, Teachers

**SECTION (C): REVISION OF UPPER SECONDARY CURRICULA 2003**

<b>Activity Reference Number</b>	<b>Description of Activity</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>Resources Needed</b>
<b>5</b>	Maths					<b>List of NCDC Staff:</b> JR, MB, PK, NM, CG, AA <b>Other Resources:</b> IGE, KIE, Teachers
<b>6</b>	Physics					<b>List of NCDC Staff:</b> JR, MB, PK, NM, CG, AA <b>Other Resources:</b> IGE, KIE, Teachers
<b>7</b>	Biology					<b>List of NCDC Staff:</b> AN, NB, AM, Veneranda, Lili, Elisabeth <b>Other Resources:</b> KIE, IGE, Teachers
<b>8</b>	Chemistry					<b>List of NCDC Staff:</b> AN, NB, AM, Veneranda, Lili, Elisabeth <b>Other Resources:</b> KIE, IGE, Teachers
<b>9</b>	Geography					<b>List of NCDC Staff:</b> CT, AM <b>Other Resources:</b> IGE, UNR, KIE
<b>10</b>	Sociology					<b>List of NCDC Staff:</b> MA, GC, AA <b>Other Resources:</b> UNR, KIE, IGE, CNRU, Teachers
<b>11</b>	History					<b>List of NCDC Staff:</b> Yassin, Jean d’Arc, NB <b>Other Resources:</b> UNR, KIE, IGE, CNRU, Parliament, Teachers
<b>12</b>	Pedagogy					<b>List of NCDC Staff:</b> AM, CG, AA, NB <b>Other Resources:</b> IGE, KIE, Teachers
<b>13</b>	Swahili					<b>List of NCDC Staff:</b> AR, AA <b>Other Resources:</b> IGE, KIE, UNR, Teachers
<b>14</b>	Art					<b>List of NCDC Staff:</b> NCDC Writers <b>Other Resources:</b> Resource Persons

**SECTION (C) Continued: REVISION OF UPPER SECONDARY CURRICULA 2003 – TECHNICAL/PROFESSIONAL SUBJECTS**

<b>Activity Reference Number</b>	<b>Description of Activity</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>Resources Needed</b>
<b>15</b>	Vet, Agriculture, Forestry for Q2 2003 to Q1 2004					<u>List of NCDC Staff:</u> Mwima Bitegetsimana <u>Other Resources:</u> APEFE
<b>16</b>	Nursing for Q2 to Q4 2003					<u>List of NCDC Staff:</u> TBA <u>Other Resources:</u> USAID etc
<b>17</b>	Secretarial Studies					<u>List of NCDC Staff:</u> TBA <u>Other Resources:</u> V V O B

**SECTION (D): REVISION OF PRE-PRIMARY CURRICULA 2003**

<b>Activity Reference Number</b>	<b>Description of Activity</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>Resources Needed</b>
<b>18</b>	Pre-Primary					<b>List of NCDC Staff:</b> NCDC Methodology Experts <b>Other Resources:</b> KIE, Director Primary MINEDUC, TTCs, Teachers

**SECTION (E): NON-CURRICULUM REVISION NCDC ACTIVITIES FOR 2003**

<b>19</b>	Translation of STE Textbooks into English					<b>List of NCDC Staff:</b> JR, NM <b>Other Resources:</b>
<b>20</b>	Training Teachers to Use Civics Materials					<b>List of NCDC Staff:</b> All NCDC Staff <b>Other Resources:</b>
<b>21</b>	Writing Civics Textbooks					<b>List of NCDC Staff:</b> All NCDC Staff <b>Other Resources:</b> UNICEF
<b>22</b>	Writing P3 to P4 French Textbooks					<b>List of NCDC Staff:</b> JM, MMB <b>Other Resources:</b> CF, KIE
<b>23</b>	Writing Primary Maths Textbooks					<b>List of NCDC Staff:</b> JR, MB <b>Other Resources:</b> KIE, IGE, Teachers
<b>24</b>	Creating and Organising an NCDC Textbook and Curriculum Reference Library					<b>List of NCDC Staff:</b> Gade and Francine <b>Other Resources:</b> DFID, Local Consultant

**TABLE 8****NCDC STAFF TRAINING PLAN 2003 TO 2008**

<b>Training Topic</b>	<b>Training Provider</b>	<b>Staff to be trained</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
Teacher Training	KIE	20 Curriculum Writers		9 mts part-time	9 mts part-time			
Communication Skills - English and French	KIST/KIE	30 Curriculum Writers	25 weeks-5 hrs per week, 2 groups of 15 = 250 hrs					
“Word” – Advanced Techniques	Commercial Trainer	30 Curriculum Writers	3 groups of 10 for 10 hrs = 30 hrs					
“PageMaker” – Advanced Techniques (Commercial Trainer)	Commercial Trainer	10 Curriculum Writers	1 group of 10 for 10 hrs = 10 hours					
Practical Project Management (Commercial Trainer)	Commercial Trainer	30 Curriculum Writers	2 groups of 15 for 10 hrs = 20 hrs					

**Table 8 Continued**

<b>Training Topic</b>	<b>Training Provider</b>	<b>Staff to be Trained</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
Creating, Piloting and Evaluating Curricula	International Consultant	30 Curriculum Developers	2 weeks consultancy					
Educational Materials Preparation	International Consultant	30 Curriculum Developers	2 weeks consultancy					
Subject Upgrading to Masters/PhD Level (e.g. Maths, Vet, Science etc.)	Overseas University	12 Curriculum Developers	2 staff	2 staff	2 staff	2 staff	2 staff	2 staff
Awareness of Curriculum Development Systems of other Countries	Foreign Curriculum Centres – Study Visits	3 NCDC Managers and 2 Curriculum Developers	3 staff, 3 weeks each	2 staff, 3 weeks each				

**ANNEX**

THE MINISTRY OF EDUCATION, SCIENCE, TECHNOLOGY AND SCIENTIFIC  
RESEARCH PRIMARY AND SECONDARY SCHOOL CURRICULUM  
DEVELOPMENT POLICY

**THE MINISTRY OF EDUCATION, SCIENCE, TECHNOLOGY AND SCIENTIFIC  
RESEARCH PRIMARY AND SECONDARY SCHOOL CURRICULUM  
DEVELOPMENT POLICY**

**Preamble**

MINEDUC believes that the curriculum is the heart of any educational system and that the establishment and delivery of effective curricula will contribute significantly to MINEDUC's ability to achieve its qualitative and quantitative targets, including Education for All by 2015 and Universal Primary Education by 2010, and the realisation of governmental aims and objectives as outlined in "Vision 2020" and the Poverty Reduction Strategy Programme.

**Background**

As part of the wider political environment, the education system, and specifically the school curriculum, failed the nation in 1994 and contributed to the genocide. It is felt that the curriculum was both silent in areas where it should have been eloquent and eloquent where it should have been silent. There was too much about human differences and too little about human similarities, too much about collective duty and too little about individual responsibility, too much about theory and too little about practice.

An emergency revision of all Primary subjects took place in 1997 and of Lower Secondary in 1996. These revisions were an essential first step in the urgent process of getting the education system working again after the events of 1994. However, a much more thorough-going and systematic revision, including Upper Secondary, is now needed and this Curriculum Development Policy will be the basis for all future activity in this area.

**Definition**

The School Curriculum may be defined as all learning which takes place in school or in related out-of-school activities and the systems required to assist and evaluate that learning.

**Aim of the School Curriculum Development Policy**

The aim of this Policy is to provide a detailed basis on which all future development of the content of the school curriculum and enhancement of related delivery and evaluation systems will be planned.

## **Lead Institution**

The lead institution for the delivery of the Curriculum Development Policy will be the National Curriculum Development Centre in close association with other Ministry of Education, Science, Technology and Scientific Research Departments, including the Inspectorate, the National Examinations Council and Teacher Training Institutions. NCDC will also liaise with non-Ministry of Education, Science, Technology and Scientific Research governmental Departments such as the National Unity and Reconciliation Commission and the Human Rights Commission in developing Curriculum Development Policy and related materials. NCDC will further liaise with other International and Non-Governmental Organisations involved in the Education and Social Sectors and with stakeholders within civil society such as pupils, parents and Community and Faith-Based Organisations.

## **Principles**

The development of the curriculum will:-

- Support the establishment of an educated, knowledge based and technologically led society.
- Be based on the principle that only curricula and delivery systems that comply with strict quality criteria will be accepted.
- Be a continuous and flexible process, responding to changes in government policy and practice and to the changing needs of learners, society and employers.
- Be the result of carefully evaluated and costed choices within a unified, comprehensive and rational plan.
- Drawn from prevailing Ministry of Education, Science, Technology and Scientific Research and other relevant non-Ministry of Education, Science, Technology and Scientific Research governmental policies.
- Take account of the Human Rights of children.
- Take account of the Linguistic Rights of children.
- Promote Peace and Reconciliation and a unified and tolerant national identity.
- Promote the role of women in society and the education of girls in school.
- Be responsive to differing local needs and aspirations.
- Promote traditional and modern Rwandan customs, culture and skills that are beneficial to Rwandan society.

- Promote respect for and an understanding of the value to society of the mentally and physically disabled and those suffering from emotional distress.
- Take cognisance of the fact that agriculture will continue to be important in the life of Rwandans
- Cater to all levels of the ability range from those with learning difficulties to the specially gifted.
- Be in line with best local, regional and international practice.
- Be consonant with and supportive of governmental strategies for Human Resource Development.

## **Content**

The content of the curriculum will:-

- Be determined by rational criteria and not by exclusive reference to precedent.
- Be integrated one subject with another, one year to another, one cycle to other cycles.
- Be enjoyable.
- Be optimistic and practical in outlook but mindful of the dangers exemplified by history.
- Be balanced according to the needs of those children who will leave school at the end of the Primary or Secondary cycles and those who will continue to Secondary or Higher Education.
- Support Pre-School Education.
- Ensure that every school leaver is, at least, literate and numerate.
- Support the acquisition of Scientific and ICT skills within the context of local availability of equipment and infrastructure.
- Emphasise Learning by Doing and Active rather than Passive Learning and the acquisition of Skills, whilst recognising the role of Knowledge, especially for further studies.
- Promote, via the integration of Life Skills across all subjects, the learning of Life Skills such as:-
  - o entrepreneurship
  - o peaceful problem resolution within the national framework of Peace and Reconciliation
  - o moral values and control of emotions
  - o gender awareness

- preservation of health (malaria, clean water and oral rehydration for diarrhoea etc),
  - HIV/AIDS, and
  - agricultural techniques and respect for the environment.
- Be an adequate preparation for Lifelong Learning.
  - Provide content that encourages girls to have a developed sense of self-worth and to be ambitious about their role in society and to provide content that encourages teachers and boy and girl pupils to respect these ambitions.
  - Provide content that links the world of the school to the world of the child's family and community, both through in-school and out-of-school activities.
  - Provide differentiated content that allows teachers to tailor individual curricula to local needs and aspirations.
  - Ensure that the teaching of the Expressive Arts is provided with adequate content to ensure that the physical and aesthetic needs of Rwandan children are fully met.
  - Provide content that encourages pupils to have a "can do" attitude to life whereby they are optimistic about their ability to control their own lives and to be successful.
  - Provide content that ensures understanding of the nature of mental and physical disability and promotes a positive attitude to those suffering from such disabilities.
  - Provide a detailed understanding of Rwandan institutions, traditions and culture within a regional and international context.
  - Provide an objective and truthful account of Rwandan, regional and world History.
  - Provide content that will ensure a smooth transition from school to the labour market via Careers Guidance, Prevocational Education (rights and duties of an employee, working in teams, ICT skills etc) and Vocational Education (car maintenance, hairdressing, nursing etc.)
  - Be made available to all teachers, parents, educationists and to the wider community.

### **Delivery**

- The curriculum will be clearly stated in a booklet available to all teachers for each subject for each year indicating aims and desired learning outcomes.
- Indications of how the curriculum should be delivered by the teacher will be clearly stated in Teacher Guides for each subject for each year available to all teachers.

- The number of hours to be allocated to each subject throughout the school day and the school year will be clearly stated in syllabuses for Pre-School, Primary and Secondary levels and will be available to all teachers.
- Curriculum compliant textbooks for each subject for each school year will be available to pupils on the basis of at least one textbook per three pupils.
- Curriculum compliant Supplementary Materials will be made available to teachers and pupils.
- The training of teachers will ensure a complete understanding of the overall principles of the curriculum and a detailed understanding of subject curricula according to the career plans of individual teachers.
- Examination of the school curriculum will be conducted by the National Examinations Council and locally by schools, with examinations being based exclusively on the curriculum and accrediting what children have learnt.
- Delivery of the curriculum in schools will be according to the principles of the Democratic and Child-Centred Classroom.
- The delivery of the school curriculum will be a cooperative task to which all Departments of the Ministry of Education, Science, Technology and Scientific Research and especially the National Curriculum Development Centre, the Inspectorate, the National Examinations Council and Teacher Training institutions, parents and the community at large will be fully subscribed.

## **Evaluation**

- Evaluation of the curriculum will be a continuous process.
- The conclusions of evaluations will be translated into revisions of the curriculum itself and/or the mechanisms for its delivery.
- The National Curriculum Development Centre will be responsible for evaluation of the Curriculum but will liaise closely with other Departments to do this. The curriculum will be evaluated by the National Curriculum Development Centre by regular formal consultations with teachers, parents, community leaders, employers Ministry of Education, Science, Technology and Scientific Research policy makers and other Government of Rwanda policy makers and via regular field visits, questionnaires and focus groups and periodically by seminars and conferences.
- The Inspectorate will review progress in the teaching and learning of the school curriculum and will make reports of such reviews available to the National Curriculum Development Centre.
- Evaluation of materials will include pupil and teacher discussion of curriculum content in order to ensure that teachers are well informed of school opinion regarding the curriculum and are thus able to inform the National Curriculum Development Centre and Inspectorate visitors.
- The National Examinations Council will conduct examinations according to modern principles based exclusively on the school curricula and will make

reports regarding pupil achievement in these examinations available to the National Curriculum Development Centre to assist curricular review.

- The curriculum will be evaluated against any developments in Government of Rwandan policies or objectives.
- The effectiveness of school leavers in the workplace, in further education and in society in general will be evaluated and any shortcomings will be addressed by considering how best the curriculum might be revised in order to eliminate these shortcomings.