

Republic of Zambia

**Ministry of Education, Science,
Vocational Training and Early Education**



THE ZAMBIA

Education Curriculum Framework 2012

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PREFACE

Zambia is undergoing rapid socio-economic development and the education sector is no exception. Education is an agent of change. While education has always been perceived as a social sector, it is also an economic tool for development. In 1996, the Ministry of Education developed the National Policy on Education, 'Educating Our Future', in order to respond to the developmental needs of the nation as well as those of the individual learners. This policy has since become the basis of all the educational strategies that ensure the provision of quality education through suitable teaching and learning at all levels of the education system. It is against this background that the Zambia Education Curriculum Framework (ZECF) has been developed to provide further guidance on the preferred type of education for the nation. This ZECF, therefore, provides the curriculum guidelines as well as the structure at all the levels, from Early Childhood Care, Development and Education (ECCDE) to Tertiary Education and Adult Literacy. In addition, the ZECF is the basis for the development and procurement of other subsequent educational materials.

The new curriculum has also been linked at all the levels, from ECCDE to tertiary education and adult literacy. The necessary career paths for learners at secondary school have been provided. This will accord learners an opportunity to progress according to their abilities and interests.

It is envisaged that the curriculum will equip learners at all levels of education with vital knowledge, skills, positive attitudes and values that are necessary for contributing to the achievement of the Vision 2030.

The framework has been developed through a consultative and participatory process. There has been close liaison among the Ministry's Directorates, Examinations Council of Zambia (ECZ), Universities, Colleges of Education, Non-Governmental Organizations (NGOs), Civic and Traditional Leaders as well as

other Government departments.

I wish to convey the Ministry's sincere gratitude to each and every person and institutions that contributed to the development of this Zambia Education Curriculum Framework.

Mirriam Chonya Chinyama (Mrs.)

Permanent Secretary

**THE MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY
EDUCATION**

ACKNOWLEDGEMENTS

Curriculum development is a consultative and participatory process. Therefore, the development of the Zambia Education Curriculum Framework could not have been achieved without the cooperation of various stakeholders in the education system and outside. We appreciate the efforts from both parties.

Special thanks also go to the Universities, Colleges of Education, TEVET, Civic and Traditional Leaders, Provincial Heads of Department and Civil Organizations for their tireless contributions during the consultative process.

I also recognize the effort of the former Director - Standards and Curriculum, Mrs. Florence C. Mfula, the former Chief Curriculum Specialists, Miss O. M. Mweembe and Miss Georgina Hamaimbo, and the late Principal Curriculum Specialist (Natural Sciences), Miss Mary Mulaula Lungu, who were part of the team that spearheaded the process of the comprehensive curriculum review.

Sakala C. N. M. (Mrs.)

Director - Standards and Curriculum

THE MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

Acronyms

ADL	Activities for Daily Living
AIDS	Acquired Immune Deficiency Syndrome
BESSIP	Basic Education Sub-Sector Investment Programme
CDAZ	Child Development Assessment for Zambia
CDC	Curriculum Development Centre
CPD	Continuing Professional Development
CTS	Creative and Technology Studies
DODE	Directorate of Open and Distance Education
ECCDE	Early Childhood Care, Development and Education
ECZ	Examinations Council of Zambia
ESS, S & C	Education Specialised Services, Standards and Curriculum
FNDP	Fifth National Development Plan
GCE	General Certificate of Education
HE	Home Economics
HE H	Home Economics and Hospitality
HIV	Human Immuno-deficiency Virus
ICT	Information and Communication Technology
IK	Indigenous Knowledge
ISS	Integrated Social Sciences
MCDSS	Ministry of Community Development and Social Services
MDGs	Millennium Development Goals
MoE	Ministry of Education
MESVTEE	Ministry of Education, Science, Vocational Training and Early Education
NEAP	National Environmental Action Plan
NGOs	Non-Governmental Organizations
NISTCOL	National In-Service Teacher's College
OBE	Outcomes- Based Education
ODL	Open and Distance Learning
PE	Physical Education
PopFLE	Population and Family Life Education
SADC	Southern Africa Development Community
SDS	Social Development Studies
SEN	Special Educational Needs
SHN	School Health and Nutrition
SNDP	Sixth National Development Plan
TEVET	Technical Education, Vocational and Entrepreneurship Training
TEVETA	Technical Education and Vocational Training Authority
UN	United Nations
UNESCO	United Nations Educational Scientific and Cultural Organisation
UNZA	University of Zambia
ZATEC	Zambia Teacher Education Course
ZBEC	Zambia Basic Education Course
ZECF	Zambia Education Curriculum Framework
ZNQF	Zambia National Qualifications Framework
ZPC	Zambia Primary Course

DEFINITION OF TERMS

Adult Literacy	Reading, writing and numerical calculations designed for adults and youths who missed formal schooling.
Co-Curricular	Play and educational activities that complement academic learning. They also include the general character and organization of an institution of learning.
Community Language	A dialect which is widely used in a particular area by adults and young people, and may be a mother-tongue for the majority of the people in the area.
Compulsory Subjects	Subjects to be taken by all learners at a particular level or in a career pathway.
Cross-Cutting Issues	Issues that touch on general principles such as democracy, good governance, gender equality, sustainable environment, life skills and HIV and AIDS.
Curriculum	A prescribed programme of study for learners in institutions of learning.
Distance Education	Learning that is done through open and distance programmes.
Early Childhood Education	Education provided to young children of 3-6 years which prepares them for formal schooling.

Entrepreneurship Education	This is the type of education which instils entrepreneurial skills to learners.
Familiar Zambian Language	A local language that is commonly used by children in a particular locality. It could be a zone or a community language.
Junior Secondary Education	Refers to the education provided at Grades 8 and 9.
Senior Secondary School	Institutions of learning that provide Grades 10 to 12 education.
Learning Area	A study discipline consisting of learning experiences drawn from different subjects.
Lower Primary Education	Refers to the education offered to Grades 1–4 learners.
Middle Primary Education	Refers to the education offered to Grades 5–7 learners.
Optional Subjects	Subjects where learners have an opportunity to choose what they want to study.
Vocational & Technical Subjects	Subjects that provide learners with hands-on and minds-on experiences.
School Experience	This is a programme through which teacher trainees undertake school based teaching.
Social Interaction	This is the interaction that takes place among children involving guided and unguided play activities in an organized

environment in order to overcome their social barriers.

Special Educational Needs

Refers to the education services and strategies provided to learners with different abilities and challenges.

THE CURRICULUM REVIEW CONCEPTUAL FRAMEWORK

In order to have a clear and focussed direction of the curriculum review, a conceptual framework had to be developed. It was this conceptual framework which served as a guide to all the participants and monitors of the national curriculum review process. The concept outlined the principles and key issues in the review process.

There are many pressures for the curriculum review, including responding to internal and external requirements driven by the Government or professional bodies, the need to create and maintain the learning “market”, delineating content, delivering that content, and developing learners.

1. Principles in the Curriculum Review Process

Although there are different approaches to curriculum review, it is possible to isolate a number of basic principles. These are that the:

(a) Curriculum Review needs to result in curricula which are:

- holistic and coherent;
- comprehensive, diversified, inclusive, and accessible;
- learner-centred and interactive;
- encouraging independence in learning;
- interlinked from ECCDE to tertiary level of education;
- based upon or has linkages with research; and
- based on feedback from periodic evaluations and reviews.

(b) Curriculum Review needs to take into account the:

- nature and characteristics of the learners;
- type and quality of intakes into the education system;
- inputs and outputs of the education system;
- organisation and management of the learning environment;

- resources;
- academic and support staff; and
- learning environment and opportunities.

2. Issues in the Curriculum Review Process

2.1 Vision

To have holistic learners who are:

- creative, innovative and productive learners;
- connected to family, community, national and global developments;
- actively involved ;
- capable of learning and living with others;
- life-long learners; and
- leaders and agents of change in the transformation of the society.

Review Questions

- Do we have a shared vision for learners and their learning?
- Does the vision sufficiently represent what we want for our learners and our education system?
- How do we incorporate our vision in the national curriculum?
- Do we have professionally trained and motivated teachers and lecturers?
- Do we have appropriate infrastructure and resources?

2.2 Values

- Excellence
- Innovation, inquiry and curiosity
- Diversity
- Equity and empathy
- Citizenry, community and participation
- Ecological sustainability
- Honesty and integrity
- Respect and honour
- Faith in God

- Love
- Professionalism
- Discipline
- Tolerance
- Patriotism
- Hardwork

Review Questions

- Have we identified and agreed on those values that we believe and agree as important for our country?
- Are the values that we have identified and agreed upon complimentary to the Vision 2030?
- Do we know how our identified and agreed values will be integrated in teaching, learning and the whole education system?
- Have we identified the systems and processes that we shall use to determine our effectiveness in promoting our values?

2.3 Key Competences

- Critical, analytic, strategic, and creative thinking
- Problem-solving
- Effective use of language, symbols and text
- Self-management
- Relationships with others
- Participation and teamwork
- Innovation
- Entrepreneurship and productivity
- Life Skills
- Civic competences

Review Questions

- Have we identified the competences that we would like to nurture and develop in our learners?

- Have we developed the necessary conditions that will facilitate the development of these competences?
- Do we have procedures to guide learners towards monitoring their own development and how they might demonstrate their competences?

2.4 Subjects/Learning Areas

- Natural and Environmental Sciences
- Design, Technology and Entrepreneurship
- Mathematics
- Performing and Creative Arts
- Languages
- Social Sciences
- Business and Entrepreneurship
- Music
- Religious Knowledge
- Health and Physical Education
- Community Studies
- Environmental Education

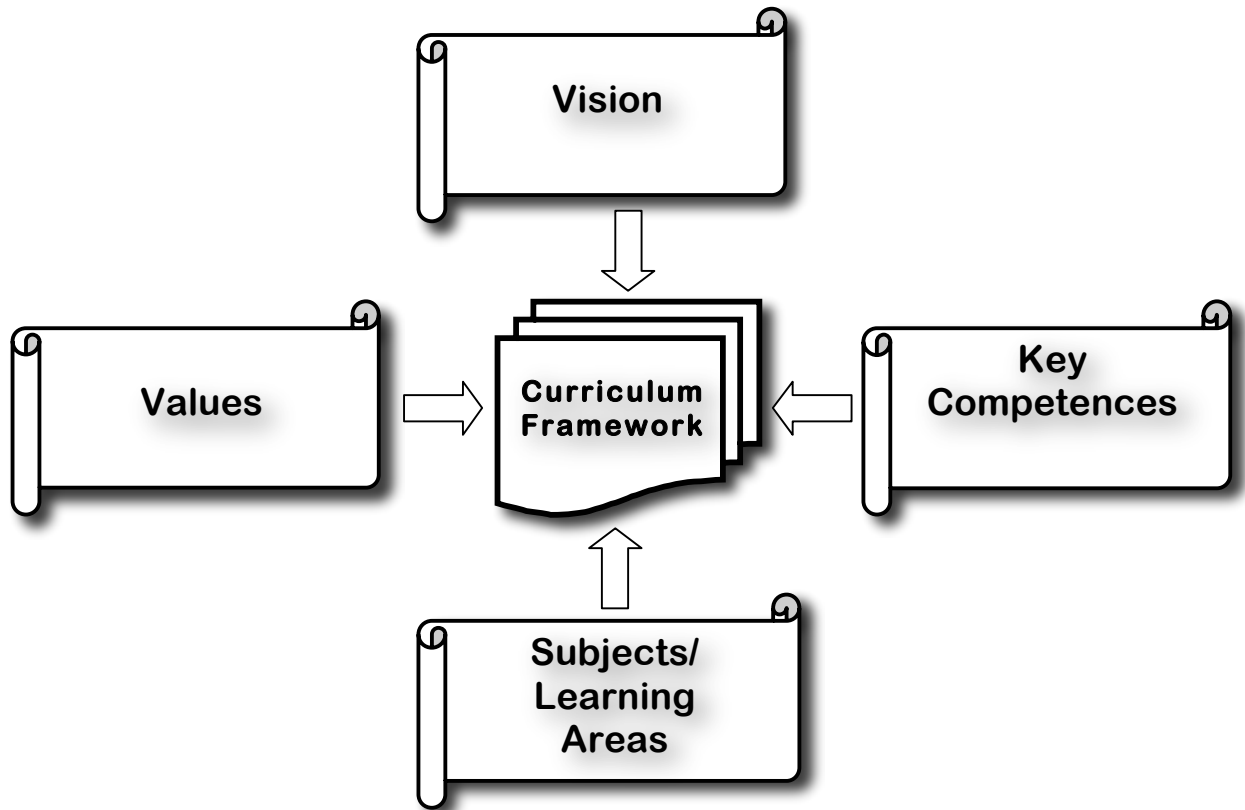
Review Questions

- Have we clearly defined all the critical dimensions of purposeful learning, subjects, and learning areas?
- Do we have the means of verifying whether our education system is meeting the needs and interests of learners?
- What possibilities exist for cross-linking the vision, values, competences and learning areas?
- Do we have systems and procedures for monitoring learning and progression in relation to learning objectives?

3. Conclusion

The Conceptual Framework was drawn on common practices in the Curriculum Review and Development. The decision areas and key questions were intended to serve as a checklist in the curriculum review process in order to minimise

waste of efforts and resources and sought optimal learning outcomes. The various influences are illustrated below:



CHAPTER ONE

The Education Curriculum Framework

Introduction

The Zambia Education Curriculum Framework (ZECF) is a guide and set of binding regulations for schools, colleges of education, Technical Education, Vocational and Entrepreneurship Training (TEVET) institutions and universities that are involved in the provision of formal education. It shall function as a tool to assist teachers and teacher-educators/instructors in the implementation of the national policy on education. The provision of education in Zambia is guided by the democratic principles of liberalisation, decentralisation, equality, equity, partnership and accountability. The principles of liberalisation and decentralisation entail that many individuals and organisations are involved in the provision and management of education, therefore, the need to develop a standard curriculum regulatory framework to be followed by all.

According to the Education Act of 2011, the Ministry of Education is the custodian of quality education provision and will ensure that all providers adhere to the policy and regulations on curriculum. Therefore, all learning institutions should have the ZECF and other important curriculum-related documents and the syllabuses. These documents shall function as key daily guides and tools to ensure the provision of quality education. In order to keep the curriculum up to date, ZECF will be comprehensively reviewed after ten (10) years in response to change drivers that will include Political, Economical, Social, Technological, Ecological and Legal Factors. However, curriculum support materials such as syllabuses and books should be reviewed after every five (5) years in order to keep the teaching and learning content up to date.

While the ZECF contains a number of binding regulations for learning institutions, it defines the freedom such institutions enjoy in the decentralized and liberalized education system. It should therefore, be noted that the

document does not provide detailed descriptions of subject content or desired learning outcomes. It leaves such level of information to the syllabuses and in some cases, the Teacher Curriculum Manuals.

The objectives of ZECF are to:

- i. interpret Government's aims and objectives for the formal education system at all levels and help education providers translate the aims into effective teaching and learning experiences;**
- ii. define the basic values of the education system and help education providers to translate them into the teaching and learning experiences, taking into account the local and cultural environment;**
- iii. provide guidelines for education providers on the curriculum coverage, teacher-learner contact time, subject combinations and other curriculum priorities; and**
- iv. provide guidelines for the allocation of public and private resources**

According to the policy on education, the aim of education is to promote the full and well-rounded development of the physical, intellectual, social, affective, moral and spiritual qualities of all learners so that each can develop into a complete person for his or her own fulfilment and for the good of society. It is in view of this understanding that the Ministry has developed this framework so that the provision of education is well focused and directed. The Zambian Education system is made up of this structure: ECCDE, Primary (Grades 1 – 7), Secondary (Grades 8 – 12) and Tertiary. Within this structure, Adult Literacy programme is also offered for the semi-literate and illiterate people.

In realising the aim of education and the aspirations of the Vision 2030, the Ministry desires to design and develop a curriculum that produces a learner who is acquainted with the national attributes and values listed below:

- i. maintains and observes discipline and hard work as the basis of personal and national development**
- ii. is animated by a personally held set of civic, moral and spiritual values within the national and international content**
- iii. is analytical, innovative, creative, versatile, employable, entrepreneurial, productive and constructive**

- iv. appreciates the relationship between mathematical and scientific thought, action and technology on the one hand and sustenance of the quality of life on the other
- v. is free to express own ideas and exercises tolerance towards other peoples' views
- vi. cherishes and safeguards individual liberties and human rights
- vii. appreciates Zambia's ethnic cultures, customs and traditions, upholding national pride and unity
- viii. participates in the preservation of the ecosystem in one's immediate and distant environments and for future generations
- ix. apply entrepreneurial knowledge, skills, positive attitudes and values to accomplish greater achievements in life
- x. is technically competent
- xi. is scientifically, technologically and financially literate and
- xii. is able to provide competent leadership and teamwork

CURRICULUM SITUATIONAL ANALYSIS

General and Teacher Education

Since independence in 1964, the Ministry of Education (MoE) has undertaken three major education policy reforms in its quest to improve the quality of education provided to learners at different levels. The Education Act of 1966 was meant to overhaul the whole system in order to meet the aspirations of an independent African country. The Act paved way to some reforms in Primary and Secondary education which were aimed at standardizing and diversifying the curriculum, besides relating the content to the needs of the learners. At the Secondary School level, for example, new topics of Modern Mathematics were introduced, and in Science a course based on the United Nations Educational, Scientific and Cultural Organization (UNESCO) Scheme was adapted where Science was required to be taught with experiments. There was also the expansion of Commercial Studies and Agricultural Science in the schools that previously followed a strictly non-vocational curriculum. At the Primary School level, the Government introduced English Language as a Medium of Instruction from Grades 1 to 7. There was also the integration of some learning areas such as Homecraft, Needlework and Hospitality as Home Economics; Carpentry and Joinery, Metal Work, Leather Work and Bricklaying to Industrial Arts; while

Agricultural Science and Nature Studies became General Science. In addition, History and Geography were integrated and offered as Social Studies.

At teacher education level, in 1966, the Government introduced the Zambia Primary Course (ZPC) whose focus was to develop competences in students that would enable them teach all grades; Grades 1 to 7. Besides, the course imparted English language skills in students in order for them to use English as a Medium of Instruction and communication in all the subjects. The National In-service Training College (NISTCOL) played a pivotal role in retraining teachers in the Zambia Primary Course (ZPC). Before this reform, Primary School teachers were trained to teach either at Lower Primary or Upper Primary. The two courses were: 2 Year Lower Primary Teacher's Course (L2) and 2 Year Upper Primary Teacher's Course (U2). The reform was meant to train teachers who could teach from Grades 1 to 7.

The *Educational Reform* of 1977 brought changes in the education system. The Primary School and part of the Junior Secondary School Education (Forms 1 and 2) became Basic School Education while the Senior Secondary Education and part of the Junior Secondary School Education (Form 3) became High School Education. Basic School Education was to be done in nine years – Grades 1 to 9; whereas High School Education became a three year course - Grades 10 to 12. At the Teacher Education level, the Zambia Primary Teacher's Course was renamed Zambia Basic Education Teacher's Course in order to link it to the school course. The curriculum for the Basic School Education underpinned the importance of teaching survival skills and communication skills. Practical subjects such as Industrial Arts and Home Economics and Hospitality were revamped and communicative methodology became the main feature in the teaching and learning process. These reforms were implemented in the middle of the 1980s.

Based on the national policy on education, *Educating Our Future* of 1996, the Teacher Education Department in 2000 reformed the Zambia Basic Education Teacher's Course to Zambia Teacher Education Course (ZATEC) and the curriculum was changed, too.

The Zambia Basic Education Teacher's Course consisted of a large number of separate subjects among which there were only few links. The subjects competed amongst each other creating both superficiality and overcrowding. ZATEC assumed that children do not view their life and their experience in neatly

compartmentalised segments but rather holistic with no boundaries. In view of this idea, ZATEC adopted a concept of Study Areas in which the subjects were grouped according to clearly definable relationships among them. From twelve(12)traditional subjects that ZBEC offered; English, Mathematics, Science, Home Economics and Hospitality, Physical Education, Music, Creative Activities, Industrial Arts, Social Studies, Spiritual and Moral Education, Education, Zambian Languages, ZATEC integrated them into Six (6)Study Areas: Literacy and Languages; Education, Mathematics and Science, Expressive Arts, Technology Studies and Social, Spiritual and Moral Education.

According to this course, students spent one year in college and the other in the school. The one year School Experience was meant to give students enough practice in their training and at the same time increase the number of teachers, and subsequently reducing the number of untrained teachers in Basic Schools.

In the same year, 2000, the Curriculum Development Centre (CDC) also embarked on the school curriculum review starting with the Lower and Middle Basic Education (Grades 1 – 7). The purpose of the review was to link the school curriculum to teacher education. Specifically, the review that commenced in 2000 was meant to: re-define the desired learner, re-define the teacher-educator/instructor and re-define the teaching/learning themes and outcomes so as to make education relevant and responsive to the individual and society.

The Secondary School curriculum was last comprehensively reviewed in the early 1970s. It consists of a small number of core subjects but a wide range of optional subjects. However, evidence from the Junior Secondary School and School Certificate Examinations results show that almost all learners take academic subjects, with less than 15% taking practical subjects of any kind.

In regards to the performance, there is some improvement in the achievement levels but Practical Subjects, Mathematics and Sciences continue to record unsatisfactory results in all kinds of assessments. On average, less than two-thirds of the candidates who sit for either the Junior Secondary School Leaving Examinations or the School Certificate Examinations pass Mathematics each year. Cumulatively, one-third of boys, and two-thirds of girls, have registered complete fail in Mathematics since 2005, while only half of the boys and one-fifth of the girls have managed to obtain a pass or better. In Sciences, the

scenario is slightly better but not satisfactory. A massive proportion of candidates obtain a fail or only mediocre passes each year, with girls always lagging far behind boys. With regard to Language and Communication, much as the learners are taught Languages at various levels, a number of them are unable to communicate effectively. This is indicative of the absence of the communication skills component in the teaching of the Languages.

Quality education requires the availability and use of educational materials. The current situation in Secondary Schools is that educational facilities and resources are not available for the learning process, effective teaching and learning. Most of the teaching and learning is done theoretically, even for Practical and Science subjects.

Regarding the ability to read and write among adults and youths who missed chances to attend formal education, arrangements have always been made to cater for them through Adult Literacy Programmes.

Adult Literacy in Zambia was introduced in 1966 and abated in 1970. In 1972 it was re-launched as *Functional Literacy* which spearheaded skills development programmes in areas of agriculture, such as growing more maize through (Muzenge in Chitonga, Shibukeni in Icbemba, Busile in Silozi). Generally, Adult Literacy during this period lacked connection to other levels of learning. Learner's attended it for two years and ended there and nothing beyond was offered. During this period Adult Literacy was under the Ministry of Community Development and Social Services (MCDSS). Since 2004 the mandate to oversee the provision of adult literacy has been given to the Ministry of Education, Science, Vocational Training and Early Education.

Adult Literacy did not tap into existing learning designs that included basic adult education at Open Learning and Skills Training Centres of the Ministry of Education, Science, Vocational Training and Early Education and line Ministries. In its design Adult Literacy did not promote learning that was associated with different life styles and human activities but promoted monolithic knowledge confined to few areas.

Technical Education, Vocational and Entrepreneurship Training

Before the coming of the missionaries, vocational educational and training was provided through the family socialisation systems. After the coming of the missionaries, they introduced schools that had workshops in which some Trades or Crafts were taught outside the family social system. These were mainly for the purpose of servicing the expansion or maintenance needs of Mission Stations and associated schools. Later, Government followed the example of missionaries and established Carpentry and Bricklaying trades as part of training in some educational institutions. This was the beginning of Trades Schools in Zambia.

Following the Saunders Report of November 1967, it was recognised that technical education and vocational training deserved the highest priority as a contributor to national development. This led Government to formally establish technical education aimed at providing comprehensive training programmes. Therefore, the objective in technical education was to train Zambians to meet the needs and requirement of industry for skilled manpower.

The volatile economic environment brought about by the changing demographic (youth population growth), high oil prices, declining copper prices and privatisation of the parastatal companies (which displaced skilled labour from the formal into the informal sector of the economy) compelled the Government to review the 1968 TEVET policy.

In 1994 the Government of the Republic of Zambia began to review the 1968 post-independence policy on Technical Education and Vocational Training. In 1996 the new policy was adopted. The policy incorporated and mainstreamed entrepreneurship, and as such became known as the Technical Education, Vocational and Entrepreneurship Training (TEVET) policy. The aim of the policy was to create a national system of providing TEVET that would satisfy the labour market, address socio-economic concerns and exploit resource based opportunities in the economy. More specifically the new policy sought to:

- i. balance the supply of skilled labour at all levels with the demands of the economy;**
- ii. act as a vehicle for improved productivity and income generation; and**
- iii. be an instrument for the minimisation of inequalities among the people.**

The objectives of the new policy were grouped into economic and social contexts as follows:

Economic objectives to:

- i. improve the productivity of the labour force in both formal and informal sectors;**
- ii. promote entrepreneurship, and economic participation in both the formal and informal sectors with the aim of increasing the efficiency of the national economy;**
- iii. develop a Zambian society with people that will be versatile, creative, employable, entrepreneurial and productive;**
- iv. provide qualitative training for imparting appropriate vocational skills relevant to the socio-economic development needs of Zambia.**
- v. promote a rational use of local resources in training and post-training activities of entrepreneurs; and**
- vi. promote the economic empowerment of the women in our society.**

Social objectives to:

- i. provide skills and opportunities that will respond to Zambia's needs such as poverty reduction, improved housing and improved health care;**
- ii. instil a culture of preventive maintenance and stimulate the development of quality assurance;**
- iii. provide access to training opportunities to all the people in the community;**
- iv. acquire a culture of entrepreneurship and promote self-reliance in the Zambian society and;**
- v. ensure greater participation of the women in the development process.**

Recognising curriculum as a key input into the training system, Government made a commitment to work towards creating an environment in which the development and review of the curricula is end-user driven through increased coordination between end-users and training institutions. The mandate to develop curriculum for the TEVET sector based on this policy principle was later enshrined in TEVET Act No. 13 of 1998 as one of the functions of a new institution called the Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA).

CHAPTER TWO

Policies and Principles

EDUCATION GUIDING POLICIES AND PRINCIPLES

Curriculum Guiding Law and Policies

The Zambia Education Curriculum Framework is based on the many policy documents that are in existence in the country. Some documents are law while others are policy guidelines. There are also those that are in form of official directives and circulars. It also suffices to mention that international instruments have also been considered when drawing this framework.

GOVERNMENT LAWS

The Education Act of 1966

This was the first post-independence Government Law on education. It was meant to overhaul the colonial education system in order to meet the aspirations of an independent Zambia. The act paved way to a number of curriculum reforms, for example, the introduction of English as a language of instruction from Grade One to Tertiary.

The teaching of Business Studies, Civics and Agricultural Sciences and Practical Skills were encouraged. Another reform was the teaching of Science in a practical manner.

The Constitution of Zambia, Act No. 1 of 1991 and the Amendment Act No. 18 of 1996

The constitution of Zambia was reformed in 1991 in order to take into account plural politics which are guided by democratic principles. This meant that the education system was also to be reformed in accordance with democratic dispensation. Thus, there was an amendment of the Act in the constitution in 1996. The Act became the cornerstone for educational restructuring and subsequent reviews in Zambia.

The Disability Act of 1996.

The Act was put in place to provide for the needs of persons living with disabilities in the light of discriminations against them in different environments, which include the curriculum.

The Technical Education, Vocational and Entrepreneurship Training Act No. 13 of 1998 and TEVET (Amendment Act No. 11 of 2005)

Implementation of the new TEVET policy required legislation to put into effect the various measures and ideas it contained. TEVET Act No. 13 of 1998 was the main instrument. It was later amended in 2005 to enhance quality.

The Education Act of 2011

This is a law on the Zambian education system. It stipulates guiding policies on how best education in Zambia could be provided at all levels in the light of democratic dispensation. The Act adheres to the education development principles of Liberalisation, Decentralisation, Equality, Equity, Partnership and Accountability. It is from this Act that the emphasis on the need to clearly include knowledge, skills and values in the curriculum from ECCDE to Tertiary is based.

Zambia Qualifications Authority Act No.13 of 2011

Liberalisation of the educational and training services sector in Zambia resulted in the emergence of many private providers who tended to be accredited to foreign qualification awarding bodies. This was partly in response to the growing global trade in educational and other knowledge based professional services. This has resulted in initiatives at international and regional levels, to develop mechanisms for mutual recognition of qualifications to facilitate mobility of skilled labour as promoted and provided for under the General Agreement on Trade in Services (GATS) through the World Trade Organization (WTO) framework. The initiatives started in the early 1980s with international and multilateral agreements involving member states of the United Nations Organisation.

In 2011, a law was passed to establish the Zambia Qualifications Authority whose purpose was to provide:

- i. for the registration and accreditation of qualifications on the Zambia Qualifications Framework; and
- ii. measures to ensure that standards and registered qualifications are internationally comparable.

The objectives of the Framework were prescribed in the Act, and these were to:

- i. create a single integrated national framework for learning achievements;
- ii. facilitate access to, and mobility and progression within, education, training and career paths;
- iii. enhance the quality of education and training; and
- iv. Promote education, training and employment opportunities.

The national curricula at various levels of the education and training system will provide the underpinning quality standards.

GOVERNMENT POLICIES

Educational Reform of 1977

This was the first comprehensive reform in the education system, which aimed at making education as an instrument for personal and national development. The main features of this reform were the introduction of Basic and High School education system and the focus on skills orientation in Basic and High Schools.

Focus on Learning of 1992

The declining economy in the 1980s had a negative effect on the provision of social services including education. All Government institutions of learning experienced serious inadequate resources of all kinds, including materials to support the curriculum. In 1990, Zambia attended the *World Conference on Education for All*, and in 1991 a *National Conference on Education for All* was held in Zambia. The proposals and working strategies aimed at improving education delivery were drafted at the conference and compiled as *Focus on Learning*. The document was used to lobby Government and Cooperating Partners to consider allocating enough resources to the education sector in order to improve the quality and quantity of education in Basic Schools.

Educating Our Future of 1996

The Zambian Education Curriculum Framework adheres to the National Policy on Education, *Educating Our Future (1996)*. It is developed according to the aims of education outlined as goals in this Education Policy Document.

Technical Education, Vocational and Entrepreneurship Training Policy of 1996

In 1996, the Government of the Republic of Zambia reviewed the 1969 post-independence policy on Technical Education and Vocational Training. Thereafter, a new policy, which incorporated and mainstreamed Entrepreneurship, was adopted; thereby giving the country the Technical Education, Vocational and Entrepreneurship Training (TEVET) policy. The aim of the new policy was to create a national system of providing TEVET that would satisfy the labour market, socio-economic concerns and resource based opportunities in the economy in general, but more specifically seeks to:

- i. balance the supply of skilled labour at all levels with the demands of the economy;**
- ii. act as a vehicle for improved productivity and income generation and be an instrument for the minimisation of inequalities among the people.;**

National Implementation Framework, 2008 to 2010

This is a Fifth National Development Plan's operational tool in the Ministry of Education, Science, Vocational Training and Early Education. It is a guide for the articulation of the broad developmental objectives of the FNDP into identified activities that would later be defined in the annual work plans and budgets. One of the programmes identified in FNDP is curriculum development and educational materials whose main objectives are to: (a) design a comprehensive and diversified curriculum that is interlinked throughout the educational levels and (b) provide relevant educational materials.

Table 1 below shows the levels in the Zambia National Qualifications Framework (ZNQF).

Table 1: ZNQF

ZNQF Levels	Levels	Equivalent qualification
	10	Doctorate Degree
	9	Master's Degree
	8	Post Graduate qualification
	7	First Degree
	6	Diploma (Technologist)
	5	Advanced Certificate (Technician)
	4	Craft Certificate
	3	Trade Certificate
	2	Senior Secondary Education
1	Primary to Junior Secondary Education	

BROAD NATIONAL POLICIES

The National Environmental Action Plan of 1994

Zambia has experienced various environmental problems, including deforestation, air and water pollution, land degradation, inadequate sanitation and depletion of fish and wild species. These problems impose greater socio-economic costs to the people of Zambia. Given that the majority of the people, will in many years to come, depend on natural resources for their livelihood, environmental problems will always undermine the future of the people. It is against this background that the Government supported the initiative of putting in place mechanisms to enhance the establishment of legislations to regulate the

management of the environment. In 1994 a *National Environmental Action Plan* (NEAP) was adopted which became the basis for the preparation of a National Policy on environment and a guide to Curriculum Development in Environmental Education.

The National Gender Policy of 2000

The Government recognises the need for equal and full participation of women and men at all levels of national development. Thus, the Government has committed itself to the process of removing gender imbalances by adopting and advocating for implementation of the *National Gender Policy*. The implementation of the policy entails that all curricula materials highlight matters which are gender responsive and promote equity of access to education.

The Fifth and Sixth National Development Plans of 2005 and 2011

These are five year National Plans that cover the period 2005 to 2015. The Fifth National Development Plan embraces *Vision 2030*. The Sixth National Development Plan supplements the earlier plan by spelling out the key strategies in terms of education delivery. The plans embrace formal, technical and vocational education with the broad objective of developing, revising and improving the overall framework for quality education.

Vision 2030

This is a long term national development plan for the country. It provides a strategic focus of where the nation is expected to be by 2030. The specific theme of the vision is of Zambia becoming *A Prosperous Middle-income Nation*.

The Vision spells out the kind of a citizen the country desires. Hence, the Ministry has taken into consideration the issues therein in defining the learner in the curriculum.

INTERNATIONAL CONVENTIONS AND AGREEMENTS

The Universal Declaration of Human Rights of 1948

The United Nations General Assembly adopted the declaration on 10th December, 1948. It was established for all people of the world in order to promote and have respect for human rights and freedoms which include access to education by all. In 1989 a convention on the rights of the child aged between **0 to 18** years was adopted. The instrument stipulates the rights and freedoms of

children including the disabled. It is, therefore, imperative that through the curriculum these rights are explicitly defined and taught to all learners.

The SADC Protocol on Education and Training of 1997

In order to standardise education certificates in the sub-region, SADC countries put in place a framework which would lead to the harmonisation of curricula in the institutions of learning among member countries. The protocol demands that qualifications attained at various levels of the education systems are similar or the same. This is the *Protocol on Education* which compels our curriculum to have direct relationship with other curricula in the sub-region.

EDUCATION GUIDING PRINCIPLES

Education is an integral part of the social system and responds to the requirements of society. This therefore, means that for the curriculum to be progressive, relevant, dynamic and responsive, a number of considerations must be met. These are called Education Guiding Principles or Education Assumptions. They include:

Outcomes-Based Education

Outcomes-Based Education (OBE) is an approach to learning that the Ministry of Education, Science, Vocational Training and Early Education has adopted, moving away from Behavioural Approach. The approach seeks to link education to the real life experiences as it gives learners skills to access, criticize, analyse and practically apply knowledge. Learners are given practical experiences during the teaching and learning processes that help them gain life skills. In the recent years, there has been a concern that teaching was not responding to the needs of the society. Hence, the focus on Outcomes-Based Education.

In **OBE** the quality of an education system is judged from the following three perspectives:

- i. the inputs to the system;**
- ii. what happens within the system; and**
- iii. the outputs from the system.**

Those who are interested in inputs will focus their attention primarily on finances, resources and infrastructure. Those interested in what happens within the system will focus their attention on the processes used to organise, control

and deliver education and training. Lastly, those interested in outputs will focus their attention primarily on the products or results of the system. These aspects are important and apply to the Zambian education system. The quality of general and teacher education, therefore, should not be judged from one narrow perspective but from all the three perspectives.

There are a number of principles that must be observed to ensure effective implementation of OBE in the learning institutions. These include:

i. Clarity of focus

This means that everything that the teacher and teacher-educator do must be focused on what learners want to know, understand and be able to do successfully. When teachers and teacher-educators plan and teach, they should focus on helping learners acquire the necessary knowledge, skills and dispositions that will enable them achieve the desired outcomes.

ii. Reflective designing

The starting points for all curriculum design are clearly defined learning experiences that learners are to achieve during the programmes. Therefore, all instructional decisions should be made by **tracing back from the desired end result** and identifying the 'building blocks' that will be required to achieve that end. This entails that there should be direct and explicit links between planning, teaching, assessment decisions and the outcomes that learners should achieve.

iii. Setting high expectations for all learners

Teachers and teacher-educators must establish challenging standards of performance for all learners to encourage them engage in successful learning. When learners experience success, it reinforces their learning, builds their confidence and encourages them to accept further learning challenges.

iv. Appropriate opportunities

Intellectual ability is something expected of all learners. It is not a preserve of a few learners. Therefore, teachers and teacher-educators must provide expanded opportunities for all learners including those with Special Educational Needs. This principle is based on the understanding that not all learners can learn the same thing in the same way and at the same pace in spite of the fact that they all have to complete a specific level in a stipulated time.

Therefore, in order to develop the desired learner, the Zambian curriculum has been designed following the OBE principles.

Dynamism of the Curriculum

From time to time, individual, community, national and global needs change, knowledge expands and new technologies emerge. Considering that an effective curriculum should meet these changes, the Ministry of Education, Science, Vocational Training and Early Education will revise the curriculum periodically. It will also review other documents that go with the curriculum such as the syllabuses, teachers' and teacher-educators' materials.

Learning

Learning is a tool for society in the social, economic and political development. Therefore, every individual should be given an opportunity to access it. One gains knowledge, skills, values and positive attitudes that enable them to function in any given environment. Therefore, this curriculum has been designed to meet the individual and societal needs through learning.

Reflective Education

Education involves the passing on of cultural heritage, values, traditions, language, knowledge and skills from generation to generation. In the past, traditional education was provided by adults and peers in an informal setting. With the introduction of formal education, learning institutions share the responsibility with the home and local communities of passing on to learners that part of the cultural heritage which is meaningful and useful in today's society.

The curriculum should, therefore, respect and retain elements of the past and also be able to develop and assess competences needed for tomorrow's Zambia.

Life-Long Learning

The concept of Life-Long Learning entails that learning takes place not only in classrooms but in all kinds of contexts, including personal experiences and being in contact with other people. It starts before the child is born and continues throughout their lifetime. It should respond to personal and societal needs. The curriculum, therefore, should take into account the fact that formal learning is, among other things, meant to function as a starting point for continued Life-

Long Learning.

Equity and Equality

The education system seeks to promote equality of access, participation and benefit to all regardless of their individual needs and abilities. In view of this, institutions of learning should put in place measures to promote Equity and Equality in their programmes. These may include the following:

- i. Allocating more resources to those in greatest need.**
- ii. Providing appropriate support systems such as bursary schemes, provision of school meals and remedial activities for slow learners.**
- iii. Changing the tangible and intangible qualities of the system to cater for the diverse educational needs and interests of the population.**
- iv. Employing strategies to support children at risk, such as those with Special Educational Needs (SEN) and the Orphans and Vulnerable Children (OVCs).**
- v. Eliminating sources of educational disadvantages in order to enhance equity. Such educational impediments may be due to gender, physical, sensory, mental, economic or social factors.**

In addition, the Education Policy values and promotes a multifaceted development of the individuals, taking into account their uniqueness. The concept of equity in education, therefore, necessitates the diversification of curriculum in order to suit different abilities, talents and interests.

Cross-Cutting Issues

Cross-Cutting Issues are an integral part of the curriculum at all levels of the education system. In addition to the learning areas, there are a number of cross-cutting themes identified in policy documents that should be considered when providing education at all levels. In the light of these issues, teachers and teacher-educators should be able to understand these issues better so that they are integrated in the curriculum. However, all learning institutions are cautioned that the curriculum should not be unduly fragmented or overloaded with Cross-Cutting Issues or else the curriculum will not be implemented effectively.

Language of Instruction

The policy on education recognizes the use of familiar Zambian languages as the

official languages of instruction in the Pre-Schools and early Grades (Grades 1-4). All the teaching and learning in all the learning areas at the Lower Primary will be instructed in familiar Zambian Languages. This is because there is evidence that children learn more easily and successfully through languages that they know and understand well. English will be offered as a subject, beginning at Grade 2 in the second term. After the children have acquired sufficient literacy skills in the Zambian languages, it will be easier for them to transfer these skills quickly and with ease to Literacy in English at Grade 2.

In view of this consideration, learners in Pre-Schools and lower primary (Grades 1 – 4) will be given an opportunity to learn not only the initial basic skills of literacy and numeracy in a language of play but also all knowledge, skills and values in the other learning areas. In Zambia, the seven (7) zonal languages; Cinyanja, Chitonga, Ibibemba, Kiikaonde, Lunda, Luvale and Silozi as well as the widely used community languages in specific school catchment's areas will be used for this purpose. It should also be noted that the use of a familiar language should be extended to learners with Special Educational Needs. English will still remain as the official medium of instruction beginning at Grade 5 up to tertiary.

It is hoped that this approach will foster better initial learning, enhance the status of Zambian Languages and integrate the schools more meaningfully into the life of the local communities.

CHAPTER THREE

Cross-Cutting Themes

Introduction

Cross-Cutting Issues are emerging challenges that cut across the curriculum in order to ensure a holistic development of a learner. Cross-Cutting Issues are cardinal and therefore, integrated across the curriculum at all levels of the education system. Those that cannot be integrated will be structured as special modules that can be offered within the framework of an appropriate learning area/subject. The following are some of the prominent Cross-Cutting Themes to be included in the curriculum:

3.1 Special Educational Needs (SEN)

Learners have different learning abilities. The category of learners with Special Educational Needs, include the hearing, visually, physically, intellectually impaired as well as the gifted/talented ones. Teachers and teacher-educators should be equipped with knowledge and skills to enable them identify, screen and assess them. They should also provide appropriate interventions to learners with Special Educational Needs in learning institutions.

Therefore, learning institutions should ensure that learners with Special Educational Needs are provided with appropriate resources for quality learning. Children with special educational needs will require adapted curriculum and adapted technology relevant to their disabilities. However, learners of Intellectual Impairments as well as others with severe disabilities who cannot benefit from the inclusive curriculum will have an alternative curriculum that suits their needs and abilities. Such learners will be sent to special education units and schools. Teacher Education institutions should also include special education in their programmes in order to equip teachers with necessary knowledge, skills, positive attitudes and values in this area.

While striving for Inclusive Education provision, the Intellectually Impaired

learners have an Alternative Education Curriculum that responds to their needs. The curriculum is divided into 3 levels. Level 1 is the initial while Level 3 the highest. It is planned that under Expressive Arts and Technology Studies, teachers will be encouraged to teach pre-vocational skills to equip learners that may not advance to skills training colleges. Information and Communication Technology (ICT) will also be taught under Technology Studies. Activities for Daily Living (ADL) are of particular importance to such kind of learners as they help them enhance the mastery of what is to be done on daily basis.

The transcription of print materials into Braille will be an important ingredient for effective learning for the visually impaired learners, just like Sign Language for the hearing impaired learners.

Careers Guidance and Counselling

Education is an important tool for preparing an individual for a better life in adulthood. It is also an important tool for national development. To achieve this, Careers Guidance and Counselling are important to produce a well-balanced individual who will fit in society and contribute positively for his or her own good and society at large. The four areas of Careers Guidance and Counselling are: Personal, Social, Vocational, Educational and Counselling. These should be provided to the learner in a well-balanced manner in order to develop a holistic individual. The four components revolve around the following three main areas, learning to live; learning to learn; and learning to work.

The basic concepts in Careers Guidance and Counselling should be offered to all teachers. This will enable them offer basic guidance and counselling to their learners. Therefore, teacher education institutions should include Careers Guidance and Counselling into their programmes. In addition, they should design learning activities that will equip student teachers with the knowledge and skills of Careers Guidance and Counselling.

Environmental Education and Climate Change

Environmental Education focuses on certain sets of values, knowledge-perspectives and attitudes which can contribute to environmental friendly action and solving of environmental problems.

Education for Sustainable Development (ESD) is a distinctive form of environment related education, which focuses on adopting an educative approach about sustainability issues to improve the capacity of learners to comprehend, participate, in and become better at resolving the contentious clash of ecological, social and economic interests in our environments. Learning institutions, at all levels, should provide aspects of Education for Sustainable Development, and Environmental Education in their programmes so as to impart knowledge, skills, positive attitudes and values. This should enable learners and teachers to uphold the values and importance of the environment. Schools should also ensure that they come up with appropriate activities that will promote the teaching and learning of Environmental Education.

Climate Change is an ecological problem as well as a social problem because all societies are affected in one way or another. For this reason, it is important that the school curriculum provides for this education so that learners become aware of the ecological aspects of the climate crisis and learn how to contribute towards preventing and combating the issue.

Life Skills

Life Skills are abilities for adopting positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life.

These include:

- i. Livelihood(or vocational or practical or productive or survival) skills;**
- ii. Practical health related skills;**
- iii. Expressive skills (e.g. sports, music and art);**
- iv. Literacy skills;**
- v. Numeracy and Mathematical skills; and**
- vi. Psychosocial life skills (Skills related to behaviour and interaction with other people and the environment).**

Governance

Governance is about developing, implementing laws, and evaluating policies and rules which guide and govern the actions of every society at all levels. Governance issues are an integral part of every society and therefore, should be included in the curriculum. The type of leadership in place has an influence on

the social, economic and political development. It is important that learning institutions expose learners to good governance by upholding democratic tendencies. It is, therefore, important that learning institutions include activities and practices in programmes that promote good governance.

Gender

Gender refers to the socially constructed relations between men and women. Learning institutions should address gender issues of equity and equality in the curriculum. This has been strengthened by adopting gender sensitive teaching methodologies in the provision of education.

Human Rights

Zambia is a signatory to the United Nations (UN) conventions on Human Rights. In view of this, learning institutions should integrate Human Rights across the curriculum by way of involving learners in activities and practices that expose them to Human Rights awareness.

Population and Family Life Education

In Zambia, *Population and Family Life Education* (PopFLE) as a concept and issue, addresses a wide range of dynamics of human population and their relationships to different environments, health needs and challenges. The focus is directed at children, adolescents, and family, reproductive and sexual health. Healthcare services, health education and analysis of the impact of the social policy on education are the main broad themes of PopFLE. The school curriculum should be tailored in such a way that PopFLE is well integrated and implemented.

Reproductive Health and Sexuality

Reproductive Health is essential in helping learners appreciate the functions of their bodies and knowing how to handle issues of sexuality. Learning institutions should, therefore, equip learners with knowledge, skills, values, and positive attitudes about their reproductive health and sexuality for their benefit and that of society.

HIV and AIDS

Learning institutions should incorporate HIV and AIDS education into their programmes to allow learners acquire knowledge, positive attitudes, values and skills that they should use in their day to day lives.

Health and Nutrition

The health and nutrition of learners are of great importance in the teaching and learning process. If not attended to, it will affect their performance, attendance and retention. This can be achieved through the implementation of *School Health and Nutrition* (SHN) interventions in a holistic and complementary manner, and includes water, sanitation and hygiene education. It is, therefore, imperative that institutions of learning include in their curriculum issues on health and nutrition education. Where possible, learning institutions should work closely with agencies and government institutions that work to improve the nutritional and health status of the communities and vulnerable learners. The benefits in terms of learner achievements resulting from the SHN interventions may be difficult to measure immediately, but these will play both the preventive role as well as the curative one.

Entrepreneurship Education and Training

Entrepreneurship education and training that is meant to inculcate abilities for learners at all levels with knowledge, values, skills and motivation to encourage entrepreneurial success in a variety of settings. Such education is important because learners will be able to transform innovative ideas into economic goods and services. This is the cornerstone for wealth creation at all levels. Variations of entrepreneurship education are offered at all levels.

Entrepreneurship education and training will be integrated into the curriculum at all levels. The Curriculum Development Centre will work with key stakeholders in identifying and defining vital entrepreneurial learning outcomes which will be integrated across the curriculum.

Curriculum Localisation

In making the curriculum flexible and responsive to learner and societal needs, institutions of learning, teachers and teacher-educators are encouraged at all levels of our education system to localise some aspects of the school curriculum. The localisation of the school curriculum will allow schools to adapt aspects of the curriculum to match local needs and circumstances. In this way, the curriculum will provide some compensation for the indigenous knowledge, values and practical skills that learners would have acquired in their home

environment if they had not been attending school.

In the light of this, learning institutions will closely work with local **people and developing** in localising some curriculum aspects to match local needs and situations. The Ministry shall provide guidelines for the implementation of this type of curriculum.

Vocational and Technical Subjects

Practical Subjects constitute a form of knowledge, skills, positive attitudes and values that every person should possess to help him or her deal with the physical world. They also possess a potential relationship to the world of work. Hence, these help to prepare learners for post-school employment or vocational training.

In recognition of the importance of Practical Subjects, every institution of learning will be required to offer Practical Subjects as part of their curriculum. At Lower and Upper Primary Education all learners will learn all Practical Subjects as compulsory since these will be integrated. From Grade 8 to 12, learners will be required to take at least one Practical Subject.

In the Lower Primary Education, Practical Subjects will consist of simple crafts, skills, processes and techniques which will gradually extend to a little more explicitly, but complex practical skills in the Upper Primary Education.

Since the Practical Subjects will provide sufficient practical skills to prepare learners for subsequent training or entry into the world of work, the curriculum should provide learners with opportunities for hands-on practical experience which is the essence for all the Practical Subjects. The following are considered as Practical Subjects:

- i. Agricultural Science**
- ii. Art and Design**
- iii. Computer Studies**
- iv. Design and Technology**
- v. Home Economics** (Home Management, Fashion and Fabrics, and Food and Nutrition)

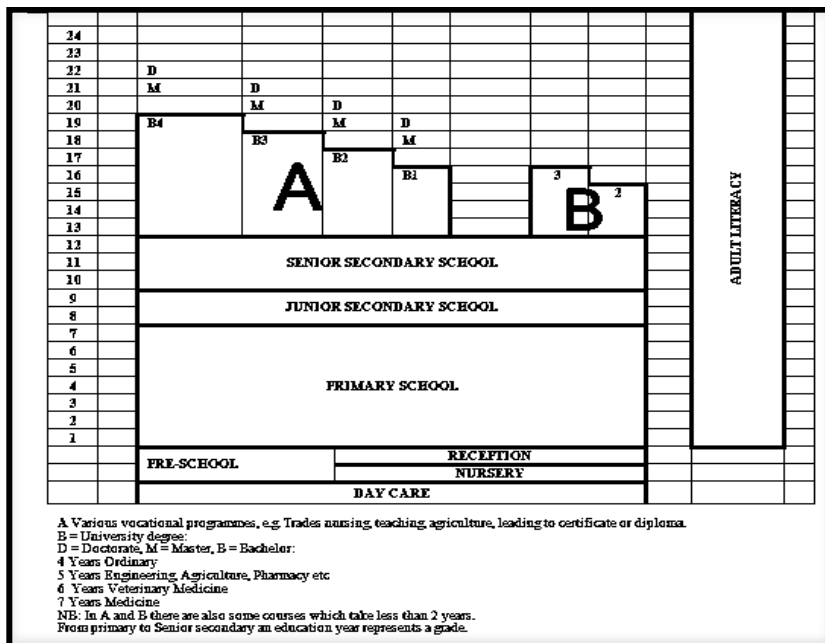
- vi. Information and Communication Technology**
- vii. Physical Education**
- viii. Musical Arts Education**

CHAPTER FOUR

Curriculum Structure

Introduction

This Chapter presents the structure of the curriculum for all levels of the education system; ECCDE, Primary, Secondary, Teacher Education, Adult Literacy and Trades Institutes.



Early Childhood Care, Development and Education

The Early Childhood Care, Development and Education refer to non-formal and formal service provision, which prepares children for entry into Primary School Education. It is considered a developmental support for children aged 0 to 6 years. ECCDE focuses on the holistic development of the child in the following developmental areas:

- i. **Physical development – Fine and Gross Motor Skills Development;**
- ii. **Social, Emotional, Spiritual and Moral Development;**
- iii. **Language Development (receptive and expressive language);**
- iv. **Aesthetic Development or Appreciation of Beauty; and**

v. Cognitive and Intellectual Development.

ECCDE Levels

ECCDE caters for two (2) broad levels and these are:

i. Day-Care

This level caters for children aged 0 to 2 years. Day-Care is a service provided to parents who work or have other commitments which makes it difficult for them to look after their young children at home. The children are dropped at the Day-Care Centre in the morning and picked later in the day when parents are through with their work schedules. The centre stands in for the parents as it provides the care, affection and love to the young children.

ii. Pre-School

a. Nursery

A nursery is an institution which helps children aged 3 to 4 years to develop socially, physically, mentally and emotionally by providing them with playmates and play resources. The focus of nursery centres is promotion of social interaction of young children from different social backgrounds through play.

b. Reception

Reception level is the last stage in the ECCDE classification hierarchy which caters for the 5 and 6 years old learners. This is a preparatory stage for entry into Grade 1. The teaching and learning at a pre-school is largely informal through guided and unguided play with formal teaching (pre-academic) taking about 40 percent of the programme. The academic learning prepares them for smooth transition to formal education at Grade 1.

However, the Ministry of Education, Science, Vocational Training and Early Education will only offer Levels **ii a.** and **ii b.** in its programmes.

Key Competences for Learners at Pre-School Education

At this level the child should demonstrate:

- i. social interaction skills**
- ii. elementary pre-literacy skills**
- iii. elementary pre-numeracy skills**

iv. Fine and Gross Motor skills

Curriculum for Pre-School Education

The curriculum for these levels will be dominated by play and pre-learning activities based on the following learning areas:

- i. Social Studies
- ii. Environmental Science
- iii. Numeracy
- iv. Literacy and Language
- v. Expressive Arts

Curriculum Changes at this level

The curriculum at this level has been standardised and linked to the Lower and Middle Basic Education level. Previously centres used different curricula and some learning activities did not link Grade 1. To avoid this, there will be need to:

- i. developing a national curriculum for ECCDE for use by all the providers in Zambia and;
- ii. create learning areas linked to Primary School.

At this level, much time shall be devoted to **Social Interaction** which forms the main purpose of Pre-school Education. The Social Interaction will consist of guided and unguided activities of different types which are meant to develop various skills, positive attitudes and values. The initial pre-literacy skills should be taught in a familiar Zambian Language.

Contact Time

Table 2: Time Allocation at Nursery and Pre-School

No.	Learning Areas	Time Allocation per Week
1	Social Studies	2 hours
2	Environmental Science	2½ hours
3	Literacy and Language	3½ hours
4	Numeracy	3 ½ hours
5	Expressive Arts	3½ hours
	Total	15 hours

Child Development Assessment

Assessment at this level focuses on assessing the developmental milestones of children aged 0 to 6 years. It can be done continuously through the various activities that children are engaged in. The assessment results should not be used for judging the child or comparing them with other children. Early identification of developmental challenges (screening) is the key purpose for assessing children at this level. It should facilitate the child's development in all the domains with a view to finding solutions.

Assessment tools such as Child Development Assessment Tool for Zambia (CDAZ) should be used when you want to find out how the child is growing from one age level to another, or when you see that the child is not growing well. This can be used on a day to day basis. The tool offers multiple opportunities for one to develop an understanding of children's developmental challenges and respond to their needs.

Curriculum for Primary Education

Education offered at Grade 1 is meant to provide the first competence level necessary for the learner to assimilate the learning in Grade 2. As such the teaching and learning at Grade 1 will start with imparting pre-learning skills in all learning areas. At Grade 2 the emphasis is to develop and consolidate the levels of literacy and basic mathematical skills achieved earlier. Primary curriculum should form the foundation for the Junior Secondary School education.

Key Competences for Learners at Primary School Level

At this level the learner should demonstrate:

- i. Literacy Skills in English and a Zambian Language or Sign Language**
- ii. Numeracy Skills**
- iii. Information and Communication Technology Skills**
- iii. Life Skills**

The levels of achievement to be attained should be such that when they continue in school they have adequate basis for further education.

Prominent Curriculum Changes at this Level

The following are some of the significant changes in the curriculum for Grades 1

to 7:

- i. Language of instruction from Grades 1 – 4 in all the learning areas will be in the seven (7) Zonal Official Regional Languages or familiar languages of play, while English will be an official language of instruction from Grade 5 upwards.
- ii. Learners will take competence tests in Literacy and Numeracy at Grades 1 and 4 to establish appropriate interventions. The Grades 1 and 4 syllabuses will prescribe the key competences which learners should acquire for them to be assessed. These will be selected from the many specific outcomes which are available at Grades 1 and 4. To start with, the competence tests will be centrally set but administered by districts.
- iii. At the Primary School level, learners will have an opportunity to discover their abilities, interests and talents. This implies that all Primary School learners shall be exposed to all the two Career Pathways; academic and technical.
- iv. One of the learning areas at this level is Creative and Technology Studies. This learning area has been split into:
 - a. Expressive Arts
 - b. Technology Studies
 - c. Home Economics

Expressive Art are made up of Physical Education, Art and Design, and Music Arts Education. **Technology Studies** is made up of ICT and Design and Technology

- v. Two new options have also been introduced in Literacy and Languages to serve some learners of Special Educational Needs, and these are:
 - a. Sign Language
 - b. Braille

Core Learning Areas at the Primary

The Core Learning Areas to be offered at this level of education are:

- i. Literacy and Languages, or Sign Language or Braille
- ii. Integrated Science
- iii. Social Studies

- iv. Expressive Arts
- v. Technology Studies
- vi. Mathematics
- vii. Home Economics

Learning Areas for the Intellectually Impaired Learners

A carefully **adapted** set of outcomes shall be used from the syllabuses of these Learning Areas to form guidelines for the following:

- i. Mathematics**
- ii. Literacy and Languages or Sign Language or Braille**
- iii. Technology Studies**
- iv. Expressive Arts**
- v. Activities for Daily Living**

Table 3: Time Allocation for Learners with Intellectual Disabilities per Week

No	Learning area	Time	Periods
1	Social Studies	1hr 20 minutes	2
2	Integrated Science	1hr 20 minutes	2
3	Technology Studies	1hr 20 minutes	2
4	Literacy and Languages	3hrs 20 minutes	5
5	Mathematics	3hrs 20minutes	5
6	Home Management	40 minutes	1
7	Expressive Arts	1hr 20 minutes	2
8	Activities For Daily Living (ADL)	2hrs 40 minutes	4

Important note: The proposed Time Table is a suggested one and teachers will base it on the ability and levels of learners. It can also be adjusted in accordance with the available time and other circumstances that may prevail.

Lower Primary School Contact Time

At Grade 1 and 2, much time will be devoted to teaching Initial Literacy and Numeracy skills so that learners acquire the competences for further learning. The minimum learner-teacher contact time for Lower Primary level is at least 21 hours. The duration for a single period at the Lower Primary (Grades 1 to 4) is 30 minutes.

Table 4: Grades 1 to 4 Time Allocations per Week

	Learning Area	Time	Periods
1	Literacy and Languages	6hrs 30 min	13
2	Mathematics	3hrs 30 min	7
3	Social Studies	2hrs 30 min	5
4	Integrated Science	2hrs 30 min	5
5	Expressive Arts	2hrs	4
6	Technology Studies	2hrs	4
7	Home Economics	2hrs	4
	Total	21	42

Lower Primary School Contact Time

The minimum learner-teacher contact time for Upper Primary level (Grades 5 to 7) is at least 27 hours 40 minutes per week. The duration for a single period at this level is 40 minutes.

Table 5: Grades 5 to 7 Time Allocation per Week

	Learning Area	Time	Periods
1	English Language	4hrs	6
2	Mathematics	4hrs 20min.	7
3	Integrated science	4hrs	6
4	Zambian Languages	4hrs	6
5	Expressive Arts	2hrs 40min	4
6	Social Studies	3hrs 20min	5
7	Technology Studies	2hrs 40min	4
7	Home Economics	2hrs 40min	4
	TOTAL	27 hours 40 minutes	42

Junior Secondary School Curriculum

The Junior Secondary School Curriculum is a two year course that covers Grades 8 and 9 of the Zambian Education system. It forms the basis for the acquisition of knowledge, skills, positive attitudes and values needed for learning in subsequent formal studies at Senior Secondary School. The curriculum at this

level also equips learners with knowledge and skills to either continue with the academic education or pursue pre-vocational and life skills.

Key Competences for Learners at the Junior Secondary School Level

The focus at this level is to produce a learner with basic competences in:

- i. **Communication Skills**
- ii. **Mathematical Skills**
- iii. **Technological and Hospitality Skills**
- iv. **Scientific Skills.**
- v. **Pre-Vocational and Life Skills**

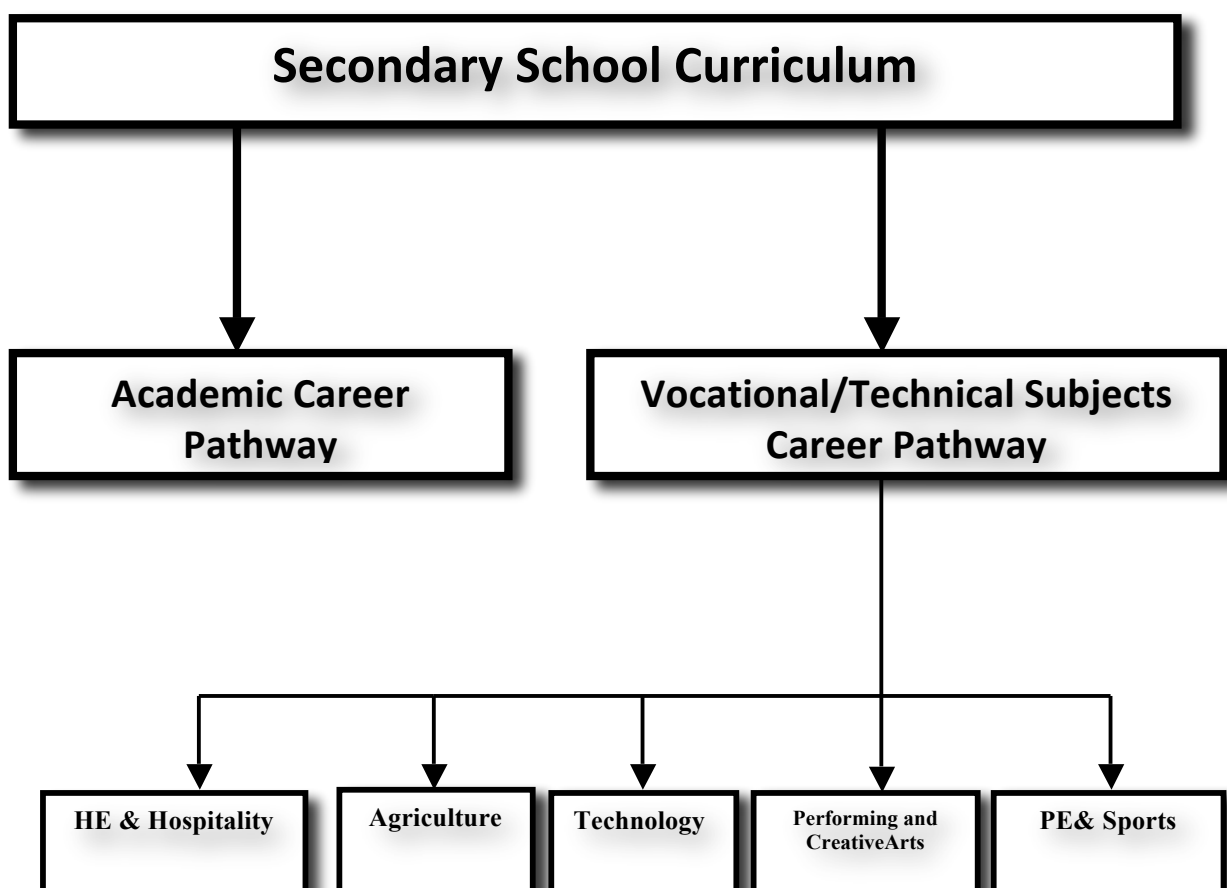
Curriculum Changes in the Junior Secondary School Education

Major changes at this level are:

- i. There will be two **Career Pathways** at this level, **Academic** and **Technical**. The academic pathway is meant for learners with passion for academic subjects and desire for careers in that direction. The Vocational and Technical Career Pathway is for learners with ambitions and interests in technical and practical jobs. The curriculum will provide practical skills to such learners starting at Grade 8 through to Grade 12. In the provision of this curriculum schools will closely collaborate with trade institutes and other key stakeholders in various areas of specialisations.
- ii. Junior Secondary Schools **will offer both** Academic and Technical Career Pathways in the same institution. However, each Junior Secondary School will be restricted to offering only two (2) Technical and Vocational options.
- iii. Wood work, Metal work, Technical Drawing and Building Crafts have been integrated into **Design and Technology**. This has been done in order to produce holistic learners with knowledge and skills in these areas.
- iv. Book Keeping and Office Practice have been integrated into **Business Studies**. The subjects have been integrated in order to equip learners with essential business skills necessary for them to have basic knowledge of the business world.

- v. Civic Education, Geography and History have been integrated into **Social Studies** because the content in the subjects is interrelated. Making these subjects stand alone and optional will deny some learners vital essential knowledge, skills and values found in these subjects.
- vi. **ICT** has been introduced as a subject at this level. The subject has been introduced in order to equip learners with essential skills necessary for them to have basic knowledge of ICTs.
- vii. **Zambian Languages** shall be offered in the new curriculum as core subjects to be studied by all learners at this level.
- viii. **Vocational and Technical subjects** have been allocated more time in order to enable the learners apply skills learnt. A single period will last one (1) hour.
- ix. **Entrepreneurship Education** has been integrated in appropriate subjects at this level with emphasis on learners running small business projects in groups.

Career Pathways at Secondary School



Academic Career Pathway

Learners pursuing this career direction will study the following **compulsory subjects**:

- i. Business Studies
- ii. English Language
- iii. Information and Communication Technology
- iv. Integrated Science
- v. Social Studies
- vi. Mathematics
- vii. Religious Education
- viii. Zambian Languages

Optional Subjects

- i. French
- ii. Chinese
- iii. Portuguese

Academic Career Pathway Contact Time

Each period is of 40 minutes duration at the Junior Secondary School level.

Table 6: Grades 8 and 9 Time Allocation per Week

	Subject	Time	Periods
1	English Language	4hrs 40min	7
2	Mathematics	4hrs 40min	7
3	Zambian Languages	3hrs 20min	5
4	Integrated Science	4hrs	6
5	Social Studies	4hrs	6
6	Business Studies	3hrs20min	5
7	ICT	3hrs 20min	5
8	Religious Education	2hrs 40min	4
9	Foreign Languages	2hrs 40min	4
	Total	32hrs 40min	48

Vocational and Technical Career Pathway

The Technical Career Pathway will offer five (5) options. Learners will choose one option according to their aspirations and ambitions. The four options are:

- i. Agriculture
- ii. Technology
- iii. Expressive Arts
- iv. Physical Education and Sports
- v. Home Economics and Hospitality

In order to enhance the acquisition of skills by learners, **a single period in the Technical/Practical Subject** will take **60 minutes** while a single period for the support subject will last **40 minutes**. Learners studying the Technical Career Pathway, will be allowed to take a maximum of seven (7) subjects.

A. Agriculture

- i. Agricultural Science (Entrepreneurship integrated)
- ii. Information and Communication Technology
- iii. English Language
- iv. Mathematics
- v. Integrated Science
- vi. Social Studies
- vii. Business Studies

B. Technology

- i. Design and Technology(Entrepreneurship integrated)
- ii. Information and Communication Technology
- iii. English Language
- iv. Mathematics
- v. Integrated Science
- vi. Social Studies
- vii. Business Studies

C. Performing and Creative Arts

- i. Art and Design/Music Education (Entrepreneurship integrated)
- ii. Information and Communication Technology
- iii. English Language
- iv. Mathematics

- v. Integrated Science
- vi. Social Studies
- vii. Zambian Languages

D. Physical Education and Sports

- i. Physical Education (Entrepreneurship integrated)
- ii. Information and Communication Technology
- iii. English Language
- iv. Mathematics
- v. Integrated Science
- vi. Social Studies
- vii. Business Studies

E. Home Economics and Hospitality (Entrepreneurship integrated)

- i. Home Economics
- ii. Information and Communication Technology
- iii. English Language
- iv. Mathematics
- v. Integrated Science
- vi. Social Studies
- vii. Business Studies

Vocational and Technical Career Pathway Contact Time

Table 7: Time Allocation per Week

	Subject	Time	Periods
1	English Language	4hrs40 min	7
2	Mathematics	4hrs40min	7
3	Vocational and Technical Subject*	8hrs	8
4	ICT	3hrs 20 min	5
5	Integrated Science	4hrs	6
6	Social Studies	4hrs	6
7	Zambian Languages	3hrs 20min	5
	Total	32hrs	45

Note: When placing learners in different Career Pathways, schools shall assess learners after the **first month in school**. However, learners interest need to be considered also and not withstanding the availability of teachers.

Co-curricular Activities

All learners will be expected to be involved in the following activities which are part of the school curriculum:

- i. Clubs and Associations**
- ii. Sports**
- iii. Preventive Maintenance**
- iv. Production Units**

4.4 Senior Secondary School Curriculum

Senior Secondary School education is provided from Grades 10 to 12. It is expected that Senior Secondary School learners are adequately prepared for Tertiary Education and the world of work. It is highly desired that entrepreneurial skills are acquired by all learners to contribute positively to the development of the nation and take up adult roles.

The duration of the Senior Secondary School programme leading to the School Certificate or General Certificate of Education at Ordinary Level (GCE 'O' level), examinations shall be three years. However, the duration for external candidates and those of alternative programmes of learning will be stipulated by the institutions offering those programmes but shall not be less than three years. These institutions should take into account the minimum qualifications that Tertiary Education institutions demand for entry.

Key Competences for Learners at the Senior Secondary School Level

The content, structure and processes of teaching at Senior Secondary schools, the range of co-curricular activities should all be directed towards developing a learner who is accountable, well-educated and capable of:

- i. communicating effectively in both speech and writing;**
- ii. understanding, interpreting and applying mathematical, scientific and technological concepts;**

- iii. **applying the knowledge, skills, positive attitudes and value systems of vocational and life skills in real life.**

Some Changes in the Curriculum for Senior Secondary School Education

- i. **Career Pathways** have been created in the curriculum to meet the needs and ambitions of different learners. The Career Pathways at this level have been linked to the Career Pathways at the Junior Secondary. There are two pathways; Academic and Technical.
- ii. **Senior Secondary Schools** will offer both Academic and Technical Career Pathways in the same institution. However, the Senior Secondary School will be restricted to offering two (2) options under Academic and two (2) options under Technical Career Pathways.
- iii. Wood Work, Metal Work, Technical Drawing and Building Crafts have been integrated into **Design and Technology**. The reason for this is the same as the one at the Junior Secondary School, to equip learners with a complete *set of Design and Technology skills*.
- iv. **Computer Studies** has been introduced as a new learning area at this level as it will stimulate creative and analytical skills in ICT and entrepreneurship so as to be competitive at global level.

Academic Career Pathway

The Academic Career Pathway at this level will consist of the following options:

1. **Social Studies**
2. **Business Studies**
3. **Natural Sciences**

Social Sciences Oriented Curriculum

Compulsory Subjects	Optional Subjects At least one subject from these subjects:
i. Mathematics ii. English Language iii. Biology iv. Science v. Geography/History vi. Civic Education vii. Literature in English	i. Zambian Languages ii. Religious Education iii. Foreign Languages

Table 8: Time Allocation for Social Sciences

	Subject	Hours	Periods
1	English	4hrs 40 min	7
2	Mathematics	4hrs 40 min	7
3	Biology	3hrs 20 min	5
4	Geography/History	3hrs 20 min	5
5	Civic Education	3hrs 20 min	5
6	Science	4hrs	6
7	Literature in English	3hrs 20 min	5
8	Foreign Languages/Religious Education/Zambian Languages	3hrs 20 min	5
	Total	30 hrs	45

A. Business Studies Oriented Curriculum

Compulsory Subjects	Optional Subjects. At least one subject from these subjects:
i. Mathematics ii. English Language iii. Biology iv. Civic Education v. Computer Studies vi. Principles of Accounts/Commerce vii. Science	i. Religious Education ii. Geography/History iii. Zambian Languages iv. Literature in English v. Foreign Languages

Table 9: Time Allocation for Business Studies

	Subject	Hours	Periods
1	English	4hrs 40 min	7
2	Mathematics	4hrs 40 min	7
3	Biology	4hrs	6
4	Commerce/Principles of Accounts	3hrs 20 min	5
5	Computer Studies	3hrs 20 min	5
6	Civic Education	3hrs 20 min	5
7	Science	4hrs	6
8	Geography/History/Literature/Religious Education/Foreign Languages/Zambian Languages	3hrs 20 min	5
	Total	30hrs40 min	46

B. Natural Sciences Oriented Curriculum

Table 10: Subject Combination for Natural Sciences

Compulsory Subjects	Optional Subjects. At least one Subject from this group:
i. Mathematics ii. English Language iii. Chemistry iv. Physics v. Biology vi. Computer Studies/Additional Mathematics vii. Civic Education	i. Geography/History ii. Zambian Language iii. Religious Education

Table 11: Time Allocation for Natural Sciences

	Subject	Time	Periods
1	English Language	4hrs 40 min	7
2	Mathematics	4hrs 40 min	7
3	Biology	3hrs 20 min	5
4	Chemistry	4hrs	6
5	Physics	4hrs	6
6	Additional Mathematics/Computer science	4hrs 40min	7
7	Civic Education	3hrs 20min	5
8	Zambian Languages/RE/Geography/History	3hrs 20min	5
	Total	32hrs	48

Vocational and Technical Career Pathway

The Vocational and Technical Career Pathway will offer the same options as the Junior Secondary Course. The options are: Agriculture, Technology, Home Economics and Hospitality, Performing and Creative Arts and Physical Education and Sports.

A. Agriculture Curriculum

Compulsory Subjects	Optional Subjects. Any two Subjects from this group:
<ul style="list-style-type: none"> i. Agricultural Science ii. English Language iii. Mathematics iv. Science v. Biology 	<ul style="list-style-type: none"> i. Religious Education/ Civic Education/Zambian Languages ii. Geography/History

Table 12: Time Allocation per Week (Agriculture)

	Subject	Hours	Periods
1	English Language	4hrs 40 min	7
2	Mathematics	4hrs 40 min	7
3	Agricultural Science	10hrs	10
4	Science	4hrs	6
5	Biology	3hrs 20 min	5
6	Geography/History	3hrs 20 min	5
7	Zambian Languages/Religious Education/Civic Education	3hrs 20 min	5
	Total	33 hrs 20 min	45

B. Technology Curriculum

Compulsory Subjects	Optional Subjects. Any two Subjects from this group:
<ul style="list-style-type: none"> i. Design and Technology/Computer studies ii. English Language iii. Mathematics iv. Science v. Biology 	<ul style="list-style-type: none"> i. Zambian Language ii. Religious Education/ Civic Education iii. Geography/History

Table 13: Time Allocation per Week (Technology)

	Subject	Hours	Periods
1	English Language	4hrs 40 min	7
2	Mathematics	4hrs 40 min	7
3	Design & Technology/Computer Studies	10hrs	10
4	Science	4hrs	6
5	Biology	3 hrs 20 min	5
7	Civic Education/Religious Education/ Zambian Languages	3 hrs 20 min	5
8	Geography/History	3 hrs 20 min	5
	Total	33 hrs 20 min	45

C. Performing and Creative Arts Curriculum

Compulsory Subjects	Optional Subjects. Any one Subject from this group:
<ul style="list-style-type: none"> i. Art and Design/Music Education ii. English Language iii. Mathematics iv. Science v. Literature in English vi. Biology 	<ul style="list-style-type: none"> i. Zambian Language ii. Religious Education/ Civic Education iii. Geography/History

Table 14: Time Allocation per Week (Art and Design)

	Subject	Hours	Periods
1	English Language	4 hrs 40 min	7
2	Mathematics	4 hrs 40 min	7
3	Art and Design/Music Education	10 hrs	10
4	Literature in English	3 hrs 20 min	5
5	Science	4 hrs	6
6	Biology	3 hrs 20 min	5
7	Religious Education/Civic Education/ Geography/History	3 hrs 20 min	5
	Total	33 hrs 20 min	45

C. Physical Education and Sports

Compulsory Subjects	Optional Subjects.
<ul style="list-style-type: none"> i. Physical Education ii. English Language iii. Mathematics iv. Science v. Biology 	Any two Subjects from this group: <ul style="list-style-type: none"> i. Zambian Language ii. Religious Education/Civic Education iii. Geography/History iv. Civic Education

Table 15: Time Allocation per Week (Physical Education and Sports)

	Subject	Hours	Periods
1	English Language	4 hrs 40 min	7
2	Mathematics	4 hrs 40 min	7
3	Physical Education	10 hrs	10
4	Civic Education/RE	3 hrs 20 min	5
5	Science	4 hrs	6
6	Biology	3 hrs 20 min	5
7	Geography/History	3 hrs 20 min	5
8	Zambian Languages	3 hrs 20 min	5
	Total	36 hrs 40 min	50

D. Home Economics and Hospitality

Compulsory Subjects	Optional Subjects. Any two Subjects from this group:
<ul style="list-style-type: none"> i. Fashion and Fabrics/Food and Nutrition/Home Management ii. English Language iii. Mathematics iv. Science v. Biology 	<ul style="list-style-type: none"> i. Zambian Languages ii. Religious Education/ Civic Education iii. Geography/History

Table 16: Time Allocation per Week (Home Economics)

	Subject	Hours	Periods
1	English Language	4hrs 40 min	7
2	Mathematics	4hrs 40 min	7
3	Fashion and Fabrics/Food and Nutrition/Home Management	10hrs	10
4	Biology	3hrs 20 min	5
5	Science	4hrs	6
6	Geography/History	3hrs 20 min	5
7	Civic Education/Religious Education/Zambian Languages	3hrs 20 min	5
	Total	33hrs 20min	45

Co-Curricular Activities

All learners will be expected to be involved in the following activities, which are part of the education curriculum:

- i. Club and Associations**
- ii. Sports**
- iii. Preventive Maintenance**
- iv. Production Unit**

TERTIARY EDUCATION

Teacher Education

This section covers the curriculum for Teacher Education at all levels; ECCDE, Primary Teacher Education and Secondary School Teacher Education.

Pre-Service and In-Service

All institutions of learning at each level will provide two forms of programmes under Teacher Education. These will be Pre-Service and In-Service Teacher Education programmes.

Pre-Service is the kind of Teacher Education intended for candidates who have no initial formal teaching orientation or experience. The knowledge, skills, positive attitudes and values that student teachers acquire during the course should enable them implement the school curriculum effectively.

The duration of the course leading to a diploma in education shall be three years. The rationale is to accommodate more content in the college curriculum so as to adequately prepare the student teachers.

However, the duration for the degree programme will be as stipulated in the respective institutions of learning but shall not be less than four years.

In-service Education is a very important aspect of providing Continuing Professional Development (CPD) to serving teachers and teacher educators.

Teacher Education institutions will offer programmes of various durations depending on identified needs. The Ministry will continue to exercise a co-ordinating function and ensure that programmes fit within the framework of an overall comprehensive scheme, and are not just haphazard.

The strategic approach under the In-Service Teacher Education will embody a number of basic principles of provision, among them the following:

- i. Programmes will be demand driven, responding to the identified societal needs.
- ii. The majority of the In-Service programmes will focus on institutional needs and will be institutional based or based in Resource Centres.
- iii. Cascade models will be given special consideration, subject to avoiding too much dilution at the lower levels.
- iv. Cost effective programmes that reach large numbers of personnel will be given high priority.
- v. Programmes offered under In-Service mode shall be both short and long term as designed by the institutions.

The duration of these short courses shall vary from *one week* to *twelve weeks*; through workshops, seminars, conferences and face-to-face teaching and learning modes to enhance the teaching profession.

The long-term courses are usually upgrading courses for teachers who are qualified for subject-based teaching. The duration of these courses shall be about *twelve to twenty-four weeks*.

These courses should be designed to help upgrade the professional and academic qualification of teachers and teacher educators to appropriate

academic and professional levels. Higher institutions of learning shall be instrumental in providing long term courses to teachers who wish to upgrade their professional and academic qualifications.

Distance Education

The institutions of learning providing Teacher Education, guided by the Ministry of Education, will develop Distance Education programmes for Pre-Service and In-Service Teacher Education. The Ministry of Education shall ensure that all Pre and In-Service programmes delivered through the Distance Education mode are handled by educators who are qualified in Distance Education methodologies.

School Experience

School Experience is a very important component of teacher preparation. It is during this period that student teachers experience the real school environment and demonstrate progressive proficiency in a variety of learning areas, teaching and professional skills. The success of the School Experience will depend on the collective input of the colleges/ institutions of education, the practicing schools and the student teacher. School Experience shall last not less than **one full** School Term.

Teacher Education Programmes

The programmes to be developed under this Education Curriculum Framework will be those aimed at preparing teachers for different sub-sectors of the education system. Four Teacher Education Programmes will be developed. The programmes will be designed in such a way that they will enable teachers to qualify for a Diploma or Degree. However, the aspirations of the Ministry are to have all teachers with a degree as a minimum qualification. The following will be the programmes to be offered by different Teacher Education institutions:

i. Early Childhood Care, Development and Teacher Education Course

This programme will prepare teachers to teach children that are aged between 0 to 6 years in the ECCDE centres. The programme will prepare teachers to qualify for a Diploma or Degree.

ii. Primary School Teacher Education Course

This professional course will cater for teachers who will teach at Grades 1 to 7 in the Primary Schools. Students who successfully complete this course will

graduate with a Diploma or Degree in the Primary Education.

iii. Secondary School Teacher Education Course

This is an academic and professional course to be offered by university colleges or universities. Those who successfully complete the course will be awarded either Bachelor of Education or Bachelor of Arts/Science with Education Degrees. The Secondary School Teacher Education Course graduates will be qualified to teach Grades 8 to 9 and Grades 10 to 12.

Key Competences for Teachers at all the Levels

Teachers' professional life revolves around knowledge and learners. The knowledge is always increasing and changing while the learners are uniquely different and live in the changing social environment. Against this background, Teacher Education Programmes will focus at producing a teacher with high levels of competences in:

- i. material that is to be taught ;**
- ii. skills in communicating that material to the learners (Teaching methodologies);**
- iii. understanding educational foundations (See next page);**
- iv. creativity, constructiveness and innovation (Skill acquired); and**
- v. providing competent leadership.**

Some Changes in the Teacher Education Curriculum

The following are some significant changes in the Teacher Education Curriculum:

- i.** In the area of Special Education, Teacher Education institutions providing specialised education will offer opportunities for student teachers to major in **one area of Special Education**. This kind of specialisation will enable student teachers to master the necessary competences in those areas.
- ii.** Study Areas in the tertiary (Teacher Education) curriculum have been **linked** to school curriculum so that the student teachers become familiar with school curriculum while at college.
- iii. Entrepreneurship Education** shall be integrated in the curriculum for teacher education.

- iv. All student teachers shall be exposed to adequate skills in **Sign Language and Braille** so as to enable them to communicate effectively with learners who have severe hearing and visual impairments respectively.
- v. **Information and Communication Technology** shall be offered by all the Teacher Education institutions in order to equip student teachers with sufficient skills in this new learning area.
- vi. **Practical subjects** have been allocated more time in order to equip student teachers with sufficient skills.

Special Education Curriculum

Pre-Service Teacher Education Programmes will provide Basic Special Education to all student teachers. However, Zambia National Institute for Special Education (ZAMISE) and University of Zambia Special Education will offer specialised programmes in Special Education. Students will opt to specialise in one particular area; Hearing, Intellectual and Physical or Visual Impairments. The curriculum will be as follows:

Education Foundations

- i. Education Psychology
- ii. History and Philosophy of Education
- iii. Production of Aids (Teaching/Learning Aids)
- iv. Sociology of Education
- v. Research Methods
- vi. Information Communication Technology
- vii. Entrepreneurship Education
- viii. Curriculum Studies

Special Education Courses (for Specialised Special Education Teachers)

Learners will opt to specialise in one of the following areas:

- i. Hearing Impairment and a teaching subject
- ii. Intellectual Impairment and a teaching subject
- iii. Physical Impairments and a teaching subject
- iv. Visual Impairment and a teaching subject

CURRICULUM FOR ECCDE - TEACHER EDUCATION

Education Foundations

- i. Child Psychology
- ii. Theory and Practice of Education
- iii. Production of Aids (Teaching/Learning Aids)
- iv. Sociology of Education
- v. Research Methods
- vi. Health, Nutrition and First Aid
- vii. Special Education
- viii. Entrepreneurship Education

Teaching Courses

- i. Language Development
- ii. Music, games and Dances
- iii. Art and Design
- iv. Mathematics
- v. Information and Communication Technology
- vi. Integrated Science

CURRICULUM FOR PRIMARY TEACHER EDUCATION

Education Foundations

- i. Education Administration, History and Philosophy of Education
- ii. Psychology and Sociology of Education
- iii. Special Education and Guidance and Counselling
- iv. Curriculum Studies
- v. Teaching Methods
- vi. Entrepreneurship Education
- vii. Information and Communication Technology Education
- viii. Research Methods

Teaching Courses

- i. Mathematics Education
- ii. Integrated Science Education
- iii. Literacy & Language Education
- iv. Expressive Arts

- v. Technology Studies
- vi. Social Sciences

CURRICULUM FOR JUNIOR SECONDARY TEACHER EDUCATION

Education Foundation

- i. Education Administration, History and Philosophy of Education
- ii. Psychology and Sociology of Education
- iii. Special Education and Guidance and Counselling
- iv. Curriculum Studies
- v. Teaching Methods
- vi. Entrepreneurship
- vii. Information and Communication Technology Education
- viii. Research Methods

Optional Teaching Subjects

Students will be required to study at least two teaching subjects of their own choice. Higher institutions of learning will be expected to determine the subject combinations but should be in line with the teaching subjects found in the Junior Secondary School Curriculum.

CURRICULUM FOR SENIOR SECONDARY SCHOOL TEACHER EDUCATION

Education Foundations

- i. Education Administration, History and Philosophy of Education
- ii. Psychology and Sociology of Education
- iii. Special Education and Guidance and Counselling
- iv. Curriculum Studies
- v. Teaching Methods
- vi. Entrepreneurship Education
- vii. Research Methods
- viii. Information and Communication Technology Education

Option Teaching Subjects

Students will be required to study at least two teaching subjects of their own choice. Higher institutions of learning will be expected to determine the subject combinations but should be in line with the teaching subjects found in the Senior Secondary School Curriculum.

Contact Time in Teacher Education Institutions

Time allocation to the learning areas/subjects will be determined by institutions themselves. More time should be allocated to practical subjects in line with what has been done at school level.

Co-Curricular Activities

All learners will be expected to be involved in the following activities which are part of the education curriculum:

- i. Clubs and Associations
- ii. Sports
- iii. Preventive Maintenance
- iv. Production Unit

TECHNICAL EDUCATION, VOCATIONAL AND ENTREPRENEURSHIP TRAINING

The policy of government regarding the development and review of TEVET curricula requires that it is end-user driven. The **labour market demand** dictates the kind of curriculum and content to be provided by institutions of learning.

Key Competences for Learners at TEVET level

To ensure relevance, quality and economic demand responsive of a TEVET learner, the content, structure and processes of training and learning should be tailored towards producing a learner possessing the following attributes:

- i. **Foundational Competences.** Demonstrate an understanding of the knowledge and thinking which underpins actions taken.
- ii. **Practical Competences.** Demonstrate ability in an authentic context to consider a range of possibilities for action and follow through with the most appropriate for that trade or profession.
- iii. **Reflective Competences:**
 - Demonstrate ability to integrate or connect performances and decision making with understanding.
 - Demonstrate ability to adapt to change in unforeseen circumstances and rationalise these adaption within the context of a given trade or profession.

TEVET Curriculum

Table 11 below shows the approved general structure of the curriculum for Technical and Vocational Training.

Table 17: TEVET Curriculum Structure

Qualification or Award Description	TEVET Qualifications Framework Level
Diploma	Level 6
Advanced (Technician) Certificate	Level 5
Certificate/Craft Certificate	Level 4
Trade Test Certificate	Level 3

Note: For TEVET institutions, specific competences and outcomes pertaining to the above will be spelled out in the curriculum charts, detailed syllabi and qualifications descriptors.

Adult Literacy

Formerly Adult Literacy was offered in terms of developmental skills programmes. The current design of Adult Literacy is divergent enough to offer learners the opportunity to proceed from the lower levels into formal education. These learners can proceed into Grade 5 to Grade 7 and beyond, i.e. Secondary and Tertiary levels of education.

Key Competences for Learners at Adult Literacy Level

The focus at this level is to produce a learner who will demonstrate:

- i. **Literacy Skills in either English or a Zambian Language or both**
- ii. **Numeracy Skills**
- iii. **Entrepreneurial Skills**

Curriculum for Adult Literacy

The curriculum at this level has been **standardised** because previously the curriculum was fragmented. This has been achieved through:

- i. developing a national curriculum for **Adult Literacy Education** for use by all the providers in Zambia;
- ii. the inclusion of contemporary **entrepreneurship and other Life Skills** in the curriculum,

- iii. making Information and Communication Technology **part of the core** Curriculum and;
- iv. Providing of Civic Education as a learning area.

Learning Areas

Adult Literacy curriculum consists of the following learning areas:

- i. **Literacy**
- ii. **Numeracy**
- iii. **Entrepreneurship**
- iv. **Civic Education**
- v. **Environment and Health Education**

Contact Time

Table 18: Time Allocation for Adult Literacy

No.	Learning Areas	Time Allocation per Week
1	Literacy and Language	2 hours
2	Numeracy	1 hour
3	Entrepreneurship	1 hour
4	Civic Education	1 hour
5	Environmental and Health Education	1 hour
	Total	6 hours

CHAPTER FIVE

Effective Curriculum Implementation Strategies

Introduction

Successful implementation of the curriculum depends on many factors if quality education is to be provided. These consist of inputs, processes and the outcomes of the education system. The following are some of the key factors:

Teaching Methodologies

The curriculum development process should take a global view of the new trends, strategies and practices, and embrace indigenous heritage and thoughts that could fit in the local and national situations.

It is important that teachers and teacher-educators use a variety of teaching methods and techniques in order to cater for the range of learning needs taking into account the available local resources. The teachers and teacher-educators should as much as possible, use methods that promote active learners' participation and interaction. In addition, they should use methods that encourage learners to reflect, think and do rather than reproduce from rote learning. In this regard, teachers and teacher-educators are strongly advised to use the Learner-Centred Approach in the teaching and learning process.

ASSESSMENTS

Assessment is an important tool in the teaching and learning process and is used to determine whether teaching and learning have taken place or not. Standardised tests are not the only way of gauging learner achievement. Performance assessments are also used to measure what learners know and can do. These may include:

- i. **standard-based projects and assignments that require learners to apply their knowledge skills, positive attitudes and values;**
- ii. **Clearly defined rubrics (or criteria) to facilitate a fair and consistent assessment of learner's work and;**
- iii. **Clearly defined performance targets at key stages of learning such as Grades 1 and Grade 4.**

Therefore, teachers and teacher-educators should create opportunities for learners to benefit from the feedback of teachers and teacher-educators, peers, and outside experts.

It must be noted that using assessments in the classroom enhances learners' achievement levels. It is based on the idea that learners will improve if they understand the aim of the assessment and where they are, in relation to this aim and how they can achieve it.

It, therefore, follows that teachers and teacher-educators should employ varying types of assessments. This should not only be as a way of measuring the learners' strengths and weaknesses, but it should also help learners to get used to the assessment procedures and environment.

Since **Outcomes-Based Education** encourages the parents to take an active part in the teaching and learning process, it is imperative that from time to time, parents/guardians are encouraged to take interest in the education progress of their children. This can be done, for example, by looking at the work their children do at school and by interacting with teachers and school management.

PLANNING AND RESOURCE MANAGEMENT

Planning

Planning is important in the work of a teacher and teacher-educator. This works as a guide for the effective delivery of lessons and other activities in and outside the classroom.

Resource Management

Effective resources management is important in the achievement of the organizational goals. Learning institutions should use and manage teaching and learning resources prudently in their institutions.

The institutions should expose learners to a variety of teaching and learning resources that they can use in the teaching-learning process. The teachers and teacher-educators must make the learners appreciate the need to make maximum use of the following resources in the local environment:

i. Human Resources

Learning institutions should ensure that they put in place the right numbers with correct academic and professional qualifications for teaching and non-teaching staff. This will help in the effective implementation of the curriculum at different levels.

ii. Time Allocation and Management

Time is a very important resource that should be managed properly. In this regard, all concerned stakeholders should attend to their assignments as required. In the same way, the time allocated to each learning area/subject must be utilized correctly. Teachers and teacher-educators should not spend time **on activities that are not in the curriculum.**

iii. Finance

The agencies or proprietors must source enough finances to run their learning institutions effectively. Financial resources should be spent largely on the acquisition of teaching and learning materials. The learning institutions should prudently spend the financial resources according to the laid down procedures and regulations.

PHYSICAL ENVIRONMENT

Learning institutions should have appropriate infrastructure such as classrooms, lecture rooms/lecture theatres, tutorial rooms and specialised rooms, laboratories, workshops and resource rooms. This infrastructure should be well stocked with adequate equipment and materials needed for effective teaching and learning. They should also have user-friendly facilities for learners, and learners with Special Educational Needs and Pre-School. The Library is a very important resource-room in a learning institution. Therefore, it must have adequate and appropriate reading and other learning materials for both learners and staff.

Other facilities should include adequate playing grounds for the learners. These

are indoor and outdoor designated spaces for football, netball, volleyball and other play and sporting activities. Sporting and play activities are necessary for learners' physical health and fitness. There should be space for production work where learners will be involved in the acquisition of practical skills.

CO-CURRICULAR ACTIVITIES

Co-curricular activities are organised activities, which are part of the formalized teaching schedule. They are a major channel for the development of life skills and formation of positive attitudes and behaviour patterns. With the foregoing, learning institutions should deliberately include in their programmes co-curricular activities for all learners. Learners should participate in activities like sports, clubs, societies, debates, drama, gardening, cultural presentations, and meetings of cultural and religious groups. They can also extend the services to the school's immediate neighbourhood. The institutions of learning should develop rich and varied programmes of such activities which promote a balanced and healthy development of learners.

CONTINUING PROFESSIONAL DEVELOPMENT

Teachers and teacher-educators are key players in any education system and should regularly attend *Continuing Professional Development (CPD)* programmes. This helps in updating pedagogical approaches, pastoral care for learners, assessment procedures, school organization and management, and relationship with parents/guardians and the community. Learning institutions should develop in teachers and teacher-educators the spirit of Continuing Professional Development in order for them to effectively implement the curriculum.

Learning institutions should have well-organised CPD programmes for members of staff. Such programmes should be predominantly institutional based. There should be regular paper presentations and professional discussions in identified areas.

SUBJECT ASSOCIATIONS

Subject Associations are professional bodies so they are encouraged in the effective implementation of the education curriculum. To this effect, subject

associations are expected to play a complementary role in suggesting solutions to challenges encountered during the teaching and learning process. Some of the key roles of the *Subject Associations* are that they should help in:

- i. sustaining and strengthening subject professionalism;**
- ii. furthering the study and teaching of different subjects;**
- iii. contributing to the development of a specialist professional community of practice;**
- iv. providing a means of communication among all persons and bodies of persons concerned with the teaching of the subject in particular and education in general;**
- v. Providing an authoritative medium through which the opinions of teachers regarding educational matters of the subject may be expressed; and**
- vi. supporting subject leadership in the institutions of learning and enhance the quality of specialist teaching, initial teacher education, and continuous professional development.**

RESEARCH

Research is an important intervention at all levels of education. There is need to find out what obtains and what needs to be adjusted or changed completely to suit the obtaining situations. Therefore, in curriculum design and development, it is cardinal to carry out both *Action Research* and *Case Studies* to help improve learning and cater for content and the learners. Educational surveys should form part of research work to alleviate all challenges in the education system and sectors.

Learning institutions should establish a more systematic approach to the use of empirical data in decisions that support improvements in the performance of learners at all levels.

MONITORING AND EVALUATION

Monitoring and Evaluation improve teaching practices. Therefore, learning institutions should monitor, evaluate and analyse the effectiveness of their programmes and the teaching and learning strategies. In undertaking monitoring

and evaluation activities, the following should be paid attention to:

- Are the aims and objectives reasonable and appropriate?
- Are they being achieved? If not, why?
- Are resources (staff, money, time, facilities) used to their optimum?

There should be follow-ups and continuous monitoring and evaluation.

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