

Kigali, on 29/09/2022
N°: 63.98./REB/CTLRD/22

To:

- Mayor of District (All)
- District Executive Administrators (All)

Dear Sir/ Madam,

Re: Guidelines on the implementation of the Ministerial Order n° 002/MINEDUC/2021 of 20/10/2021

In the framework of implementing the Ministerial Order N°: 002/MINEDUC/2021 of 20/10/2021 establishing curriculum in general, professional, technical and vocational basic education, Rwanda Basic Education Board (REB) has developed guidelines for schools, education partners and stakeholders to adequately implement what the Ministerial Order entails. These guidelines explain changes on subjects affected by the above mentioned Ministerial Order. They will be accompanied by the adapted syllabi, content distribution and the adapted content in teachers' guides to facilitate teachers, partners in education and stakeholders to put into practice changes in weekly time allocation.

It is in this regards that I am pleased to submit to you the developed Ministerial Order implementation guidelines to guide its implementation starting 2022-2023 academic year. With the help of these adapted teaching and learning materials, teachers will facilitate learners to acquire appropriate competences and apply them in real life situations. Hence, they will make a difference not only in their own lives but also in the life of the country in general.

Therefore, I would like to request your support by making sure that by the start of this academic year, all teaching and learning activities in Basic Education in your District will be done in accordance with the new Ministerial Order requirements.

For more details, Please find the attached guidelines. The adjusted syllabi for the concerned subjects will be soon distributed in schools.

Yours sincerely,


Dr. MBARUSHIMANA Nelson
Director General



Cc:

- Hon. Minister of Education
- Hon. Minister of MINALOC
- Hon. Minister of State in charge of Primary and Secondary Education
- Hon. Minister of State in charge of ICT and TVET
- Permanent Secretary/ MINEDUC

GUIDELINES FOR THE IMPLEMENTATION OF THE MINISTERIAL ORDER N° 002/MINEDUC/2021 OF 20/10/2021 ESTABLISHING CURRICULUM IN GENERAL, PROFESSIONAL, TECHNICAL AND VOCATIONAL BASIC EDUCATION.

1. INTRODUCTION

Rwanda Basic Education Board (REB) is honored to present the *guidelines for the implementation of the new Ministerial Order n° 002/MINEDUC/2021 of 20/10/2021* establishing curriculum in general, professional, technical and vocational basic education.

The new Ministerial Order reviewed the Ministerial Order n° 006/2016 of 08/01/2016 determining curriculum, teaching hours and language of instruction in primary, secondary and specialized schools. The new Ministerial Order determines the subjects, teaching hours in each grade and each level of basic education. In addition, it provides the combinations and options to be studied at advanced level of basic education and TVET.

REB has endeavored to develop and disseminate these guidelines to facilitate partners and stakeholders in education, including school leaders and teachers, to implement this Ministerial Order. These *guidelines* were developed after analyzing the existing syllabi. The analysis helped to adapt the syllabi and teachers' guides basing on the time allocation as determined by the new Ministerial Order.

The summary of changes and respective guidelines is provided below:

2. CHANGES MADE DURING THE SYLLABI ADAPTATION

a) Changes made in Lower Primary Syllabi (P1 – P3)

Changes in existing subject

Subject	Ministerial Order 2016 weekly time allocation	Ministerial Order 2021 weekly time allocation	Changes and Guidance
Mathematics	6	8	<ul style="list-style-type: none"> - Unit numbers and titles in the syllabi remained the same; - There were changes in the number of periods for some units to fit the provision of the new time allocation as per the new Ministerial Order; - The syllabi were adapted by including more practical activities; - Content distributions is developed to guide school leaders, teachers and other partners in education on how to effectively curriculum implementation; - Students' books were not changed; - Guidance on teaching and learning of unit content and lessons for each grade is provided in the Teacher's Guide (TG).
SET	2	4	
English	7	8	
Physical Education and Sports	1	2	



New subjects

▪ French

French is a new subject in lower primary.

- P1 to P3 pupils are beginners in French;
- Teaching and learning materials developed for P1 (Student's Book and Teacher's guide) will be used fully in P1 and partly in P2 and P3 in the first two years of the new Ministerial Order implementation, because pupils need to be prepared progressively so as to reach the desired competences;
- Content distribution was done to guide school leaders, teachers and other partners in education to effectively implement the syllabus.

Suggested content selected from P1 syllabus to be taught in P2 before starting P2 Syllabus

- Salutations et présentations
- L'alphabet français
- Vocabulaire relatif à l'environnement immédiat: A la maison, sur le chemin de l'école, à l'école.
- Grammaire: Les verbes s'appeler, être, avoir, aller, venir, entrer, sortir, lire et écrire.
- Activités intensives de langage, lecture et écriture.

Suggested content selected from P1 and P2 syllabi to be taught in P3 before starting P3 Syllabus

- Salutations et présentations
- L'alphabet français
- Vocabulaire relatif à l'environnement immédiat: A la maison, sur le chemin de l'école, à l'école.
- Vocabulaire relatif à la location, l'orientation, le temps.
- Grammaire: Les verbes s'appeler, être, avoir, aller, venir, entrer, sortir, lire et écrire et des verbes du premier groupe.
- Emploi des temps verbaux du présent, passé (Imparfait et passé composé) et futur simple des verbes du premier groupe.
- Activités intensives de langage, lecture et écriture.
- Activités intensives de langage, lecture et écriture basées sur contexte 3 de la 2ème année: Expression du temps
- Emploi des temps verbaux du présent, passé (Imparfait et passé composé) et futur simple des verbes du premier groupe.



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b) Changes made in upper primary syllabi (P4 – P6)

Subject	Ministerial Order 2016 weekly time allocation	Ministerial Order 2021 weekly time allocation	Changes and Guidance
Mathematics	7	8	<ul style="list-style-type: none"> - Unit numbers and titles of the syllabi remained the same; - There were changes in the number of periods for units to fit the provision of the new time allocation as per the new Ministerial Order; - The syllabi were adapted by including more practical activities; - Content distributions is done to guide school leaders, teachers and other partners in education to effectively Curriculum implementation; - Students' books were not changed; - Where necessary, some unit contents were either deleted, added or shifted to other grades; - Guidance on the teaching and learning of the unit content and lessons for each grade is provided in the Teacher's Guide (TG).
SET	5	6	
English	7	8	
Physical Education and Sports	1	2	
Social and Religious Studies	4	6	
Creative Arts	1	2	
Kinyarwanda	4	8	
French	2	4	

Specific changes in some subjects

▪ **Social and Religious Studies**

- Social Studies will be taught four periods per week; while Religious Studies will be taught two periods per week;
- For Religious Studies, schools will choose either to teach Christian or Islamic Religious Studies;
- Specific units were deleted to only keep common units for Christian Religious Studies;
- The content within a unit was increased to cater for the added periods.

▪ **Creative Arts**

Fine arts and Crafts as well as Music, Dance and Drama will be taught one period per week each.

▪ **Ikinyarwanda**

- There is one period per week for reading activities.
- Kinyarwanda teachers in P4 will use the first 3 weeks for reinforcement of the content previously learnt in P3 basing on the new P4 texts.

▪ **French**

- In 2022-2023 academic year, P4 learners are beginners in the French Language. They therefore need upgrading.
- Some content and activities in lower primary will be taught to prepare learners to acquire expected P4 competences in accordance with lower primary learner's profile.
- Learners should be able to communicate through speaking and writing on some themes: home, school, time, human body, etc.
- Before starting P4 syllabus, the following content and activities are necessary:
 - L'alphabet français
 - Salutations et présentations
 - Vocabulaire employé à la maison, à l'école ,
 - Vocabulaire se rapportant au temps, à la localisation, à l'orientation, au corps humain....
 - Les différents temps verbaux: Le présent, le passé et le futur des verbes usuels.
 - Les différentes structures des phrases
 - Les activités intensives de langage, lecture et écriture.

c) Changes made in lower secondary syllabi (S1 – S3)

Subject	Ministerial Order 2016 weekly time allocation	Ministerial Order 2021 weekly time allocation	Changes and Guidance
Physical Education and Sports	1	2	<ul style="list-style-type: none"> - There were changes in the number of periods of units to fit the new time allocation as per the new Ministerial Order; - The syllabi were adapted by including practical activities; - Some clarifications were provided in key unit competences, assessment criteria, learning objectives and in learners' activities; - Content distributions is developed to guide school leaders, teachers and other partners in education for effective curriculum implementation; - Guidance on the teaching and learning for each grade is provided in the Teacher's Guide (TG).
Kinyarwanda	3	5	
History and Citizenship	3	2	
French	2	3	



Specific changes in some subjects

- **Physical Education and Sports**
 - Physical Education and sports is a core subject and examinable at school level.
 - The first three units in the existing syllabus (Motor Control, Body Control and Gymnastics) were combined in one unit (Physical conditioning).

- **Ikinyarwanda**
 - Unit numbers and titles of the syllabus remained the same, but some content was added to help learners acquire the expected competences.

- **History and Citizenship**

Some content was either removed, merged or transferred to other units to fit the required periods as per the new Ministerial Order.

d) Changes made in upper secondary (S4 – S6)

Changes in existing subject

Subject	Ministerial Order 2016 weekly time allocation	Ministerial Order 2021 weekly time allocation	Changes and Guidance
Subsidiary Mathematics for PCB	3	4	<ul style="list-style-type: none"> - Number of units and unit titles of the syllabi remain the same except for entrepreneurship subject; - There were changes in the allocation of number of periods for units; - During the syllabi adaptation, some contents that have similarities were merged; - In syllabi adaptation, focus was put on teaching and learning activities that develop reading, critical analysis, writing and speaking skills. Theoretical contents were reduced to allow learners practice what they learn through group discussions, presentations and debating; - Some content titles were revised to make them clearer and more specific; - Students' books were not changed, except entrepreneurship textbooks. - Additional activities are provided in the Teacher's Guide to enrich the teaching and learning activities prepared in the students' books. - Content distributions is developed to guide school leaders, teachers and other partners in education for effective curriculum implementation.
Ikinyarwanda* (for other combinations in general education and accounting option)	4	3	
Entrepreneurship* (for all combinations in general education)	6	3	
Kiswahili *	7	6	
English for all combinations except HLP	4	3	
French (For non-language combinations)	4	3	

New subjects

▪ **Subsidiary Mathematics for LFK, HLP and HGL**

- Subsidiary Mathematics is a new subject in the combination of Literature in English–French–Kinyarwanda-Kiswahili (LFK), History-Literature in English–Psychology (HLP), History-Geography-Literature in English (HGL) combinations as per Ministerial Order No: 002/MINEDUC/2021 of 20/10/2021;
- Subsidiary Mathematics is a core subject and examinable at school level and has 3 periods per week
- Content distribution is developed to guide school leaders, teachers and other partners in education for effective curriculum implementation;
- Students' books for Mathematics in the Language Education Option for TTCs will be used;
- Guidance on the teaching and learning of the content for each grade is provided in the Teachers' Guide (TG).

▪ **ICT**

- ICT is a core subject and examinable at school level and has 3 periods per week;
- Content distribution is done to guide school leaders, teachers and other partners in education for effective curriculum implementation;
- Guidance on the teaching and learning of the content for each grade is provided in the Teachers' Guide (TG).

▪ **English for HLP**

- English for HLP is a core subject and examinable at school level and has 2 periods per week;
- Some units were developed to cater for psychology concepts;
- Guidance on how teaching and learning process is provided in the Teachers' Guides;
- Content distribution is done to guide school leaders, teachers and other partners in education for effective curriculum implementation.

▪ **Psychology**

- Psychology is a new subject, examinable at National level and has 7 periods per week;
- Content distribution was developed to guide school leaders, teachers and other partners in education for effective curriculum implementation;
- Student's books and teacher's guides are written.

▪ **Physical Education and Sports**

- Physical Education and Sports is a core subject, examinable at school level and crosscutting for all combinations;
- PF (Physical Fitness) unit is provided in the S6 syllabus and PFT (Physical Fitness Test) is mandatory and is done at school level for S6 students.

Specific changes for some subjects

* Ikinyarwanda

- Some of the units were merged in S4 and S5;
- In S5 and S6 the number of units was reduced from 7 to 6.

-

* Kiswahili

The content in some units was either added, merged or removed to fit the required periods as per Ministerial Order of 2021.

* Entrepreneurship

- Entrepreneurship syllabus was adapted to fit the new period time allocation, from 6 to 3 periods per week. Some content was therefore either removed, merged, or transferred to other units. The new time allocated focused more on entrepreneurial competences and coherence through project-based learning, skills Lab pedagogy and application of real life situations.

3. PHASES OF NEW SUBJECTS CURRICULUM IMPLEMENTATION

The implementation of the new subjects and new combinations as per the new Ministerial Order will be done progressively so that learners study and complete the three-year program. Hence, the year of implementation follows the same pattern as follows:

New subjects	Grade Level	Academic year 2022-2023	Academic year 2023-2024	Academic year 2024-2025
1) Subsidiary Mathematics for new combinations: LFK, HLP and HGL	S4			
	S5	NA		
2) ICT				
3) English for HGL	S6	NA	NA	
4) Psychology				

Notes:

- Green colour in the tables means that the students are doing the combination in the given academic year and corresponding grade.
- NA (Not Applicable) means that the students are not doing the combination in that given academic year and corresponding grade.

4. COMBINATIONS AND PROFESSIONAL OPTIONS AT ADVANCED LEVEL

4.1. Combinations at Advanced Level of General Education

Secondary education lasts 6 years consisting of 3 years of lower secondary education with award of Ordinary Level (O-Level) Certificate and 3 years of upper secondary education with award of Advanced Level (A-Level) Certificate.

Upper secondary education comprises general and professional education options / combinations. In general education, there are a total of 10 combinations categorized into

seven science combinations (PCM, PCB, MPG, MEG, MCE, MPC and MCB); two humanities combinations (HLP and HGL) and one combination for languages (LFK).

The language combinations (LFK, LKK, LKF) as per the Ministerial Order of 2016 were combined and changed into one combination (LFK: Literature in English, French, Kinyarwanda and Kiswahili) as per the new Ministerial Order **no 002/MINEDUC/2021 of 20/10/2021**. For Arts and Humanities, two combinations with religious education and three combinations with economics subject were removed from the list of humanities combinations; while one combination of HGL (History, Geography and Literature in English) was retained on the list of new combinations. A new combination of History, Literature in English and Psychology was also introduced. Concerning eight existing Science combinations as per the Ministerial Order 2016, only seven combinations were retained; while one science combination of BCG was removed from the list.

The implementation of the new combinations in general education will be progressively done so that students study and complete three-year program in each combination before sitting for the national examinations aligned to the new **Ministerial Order no 002/MINEDUC/2021 of 20/10/2021** and the adapted curriculum. Hence, the year of implementation follows the same pattern in each combination and grade, as shown in the following tables for implementation phases of combinations in general education:

- **Phasing out of combinations in general education**

Combination	Academic year	S4	S5	S6
HEG, BCG, LKK, LFK LEG,RHL,RGH ,LKF	2022-2023	NA		
	2023- 2024	NA	NA	

- **New combinations in general education**

Combination	Academic year	S4	S5	S6
LFK, HLP, HGL	2022-2023		NA	NA
	2023- 2024			NA
	2024-2025			

- **Combinations with no changes in general education**

Combinations	Academic year 2022-2023	Academic year 2023-2024	Academic year 2024-2025
	S4	S5	S6
PCM, PCB, MPG, MEG, MCE, MPC, MCB			



Notes:

- Students doing existing combinations that are in line with the Ministerial Order of 2016 will complete that level following the existing curriculum and will sit for national examinations accordingly.
- The shaded areas in the tables mean that students are doing the combination in the given academic year and corresponding grade.
- NA (Not Applicable) means that the students are not doing the combination in the given academic year and corresponding grade.

4.2. Professional Options in Advanced Level

Upon completion of Lower Secondary Education/Ordinary Level program, students may enroll for professional options that last three (3) years in **Teacher Training Colleges (TTCs)**, **Professional Accounting** or in **Associate Nursing Program**. Teacher Training Colleges (TTCs) comprise four combinations (ECLPE, SSE, LE and SME), and the revised TTC program started in 2019 and the first graduates sat for the national examinations during the academic year 2021-2022. Associate Nursing Program started in 2020 with candidates in senior 4 and progressively the three year' cycle will be completed in the academic year 2023-2024. Professional Accounting program will start in the academic year 2022-2023 with S4 and the three year' cycle will be completed in the academic year 2024-2025.

Subjects to be taught in professional options are in two specific categories: professional subjects and general subjects. The table below shows core subjects/compulsory subjects that are examinable in the national exams and core subjects examinable at school level in each professional option:

a) Professional Accounting Option

Core subjects/compulsory and examinable in national exams	Core subjects examinable at school level
1. Financial Accounting 2. Taxation 3. Management Accounting 4. Auditing 5. General Studies and Communication Skills 6. Mathematics for Accountants 7. Entrepreneurship 8. English	1. ICT for Accountants 2. Kinyarwanda 3. Physical Education and Sports 4. French



b) Associate Nursing Program

Core subjects/compulsory and examinable in national exams	Core subjects examinable at school level
<ol style="list-style-type: none"> 1. Fundamentals of nursing 2. Biology 3. Chemistry 4. Mathematics 5. Physics 6. English 7. Clinical attachment 	<ol style="list-style-type: none"> 1. Ethics and professional code of conduct 2. Medical pathologies & infectious diseases 3. Surgical pathologies 4. Pharmacology 5. Maternal and child health 6. Individual learning 7. Kinyarwanda 8. French 9. Entrepreneurship 10. Citizenship 11. ICT 12. Sports/clubs

c) Teacher Training Colleges (TTCs)

Core subjects/compulsory and examinable in national exams	Core subjects examinable at school level
Early Childhood and Lower Primary Education (ECLPE) option	
<ol style="list-style-type: none"> 1. Foundations of Education 2. English 3. Kinyarwanda 4. Mathematics 5. Integrated Sciences 6. Social Studies 7. Creative Performance (Music and Fine Arts) 8. Entrepreneurship 9. Teaching Methods and Practice (TMP) 	<ol style="list-style-type: none"> 1. Physical Education and Sports 2. ICT 3. Special Needs and Inclusive Education 4. Religious Education 5. French 6. Kiswahili 7. Co-Curricular Activities 8. Individual Study 9. School Attachment
Social Studies Education (SSE) option	
<ol style="list-style-type: none"> 1. Foundations of Education 2. Social studies 3. Geography 4. History 5. Economics 6. Religious education 7. Creative Performance 8. Kinyarwanda 9. English 10. Entrepreneurship 11. Teaching Methods and Practice (TMP) 	<ol style="list-style-type: none"> 1. Physical Education and Sports 2. Integrated Sciences 3. Mathematics 4. French 5. ICT 6. Special Needs and Inclusive Education (SN and IE) 7. Kiswahili 8. Co-curricular activities 9. Individual Study 10. School Attachment



Languages Education (LE) option	
<ol style="list-style-type: none"> 1. Foundations of Education 2. French 3. English 4. Kinyarwanda 5. Creative performance (Music & Fine Arts) 6. Kiswahili 7. Entrepreneurship 8. Teaching Methods and Practice (TMP) 	<ol style="list-style-type: none"> 1. Physical Education and Sports 2. Integrated Sciences 3. Mathematics 4. ICT 5. Special Needs and Inclusive Education (SN and IE) 6. Religious education 7. Social Studies 8. Co-Curricular activities (clubs, sports, public lectures) 9. Individual study (Research, library, Teaching Resource Center, etc.
Science and Mathematics Education (SME) option	
<ol style="list-style-type: none"> 1. Foundations of Education 2. Mathematics 3. Integrated Sciences 4. Chemistry 5. Biology 6. Physics 7. English 8. Kinyarwanda 9. Entrepreneurship 10. Teaching Methods and Practice (TMP) 	<ol style="list-style-type: none"> 1. Creative Performance (Music and Fine arts) 2. Physical Education and Sports 3. French 4. ICT 5. Special Needs and Inclusive Education (SN and IE) 6. Religious Education 7. Kiswahili 8. Social Studies 9. Co- Curricular activities 10. Individual Study 11. School Attachment

5. GUIDANCE ON IMPLEMENTING CO-CURRICULA ACTIVITIES IN SCHOOLS

The new Ministerial Order has allocated time for co-curricular activities to different levels. Co-curricular activities help learners to translate the acquired competences in the real life situations, develop their talents through innovative and creative activities that are enjoyable and in the interest of the learners.

Co-curricular activities will focus mainly on various activities. Depending on the levels, the school can choose relevant activities. Each level has indicated number of periods for such activities. Lower primary (3 periods), upper primary (4 periods), lower secondary (2 periods), upper secondary for general education (between 5-12 periods) and upper secondary for professional Education (between 1-6 periods). Co-curricular activities include:



- Drawing
- Story writing and composition
- Drama
- Singing and dancing
- Sports activities
- Arts and crafts
- Poetry competition
- Essay competition
- Debating
- Research in library and Computer lab
- Skills lab
- Projects in exhibitions
- Project design and implementation
- Reading story books and novels
- Club activities
- Manual work and Gardening
- Volunteering for social work
- Field visits
- Organizing social and cultural events
- Public speaking
- Science competitions
- Mathematics Olympiads
- Religious activities

6. ASSESSMENT GUIDELINES

Assessment is an integral part of the national curriculum and an essential element of the teaching and learning process.

The following principles are the essential characteristics of assessment which complement and support the curriculum, and which enable learners to understand their progress and make good choices for their future.

Comprehensive assessment is conducted at the following levels: School based assessment for term 1, district based assessment for end of term 2 and national based assessment for end of term 3. In addition to that, there are National Examinations which are conducted at the end of Primary level, Ordinary level and Advanced Level.

Description of levels of assessments

1. Daily lesson assessment

- Daily lesson/session assessments are set by subject teachers/tutors under the supervision of the Director of Studies (DoS) and/or the Head teacher in order to provide technical guidance on the quality of assessment tools (question papers, marking guides/checklists);
- *Direct feedback* should be provided to students and remedial measures should be taken with immediate effect (in the same lesson or the following lesson);

2. End unit assessment

- Assessments and their corresponding marking guide/checklist are set by subject teachers/tutors, moderated by departmental teams under the supervision of the DoS and/or the Head teacher in order to provide guidance on the quality of assessment tools (question papers, marking guides/checklists);
- Depending on the grade and nature of competences to be assessed, the assessment can be oral, practical or written.



- A clear plan on the implementation of end of unit assessments (taking into consideration the scheme of work) should be elaborated by the class teacher and approved by the DoS/ and/or the HT;
- Practical Based Assessment which should be conducted at the end of a unit or at least twice a term: Practical learning are activities that the teacher assigns students to undertake after teaching a given lesson or unit (s) to practically demonstrate their mastery of one or several competences.
- This assessment should be graded, recorded and evidence filed in the students' portfolios;
- *Direct feedback* should be provided to students and remedial measures/reassessment (coaching and assessment) taken.

3. End of Term 1 assessment

- Assessments and their corresponding marking guides are set by subject teachers/tutors, moderated by departmental teams under the supervision of the DoS/ and/or the HT/ in order to provide technical guidance on the quality of assessment tools (question papers, marking guides/checklists);
- Depending on the grade level and nature of competences to be assessed, the assessment can be oral, practical or written.
- This assessment should be graded, recorded and evidence filed in students' portfolios;
- Teachers should provide feedback and remedial measures should be taken at the beginning of the second term;
- The HT or the DoS generates a report and provides feedback to teachers in their respective classes and subjects.

4. End of Term 2 Assessment

- End-of-term two assessments for primary and secondary (general and professional education) will be organized, set and moderated at the district level by teams of selected teachers within the district.
- Depending on the grade and nature of competences, the assessment can be oral, practical or written.
- Moderation of these assessments is done by teachers selected from schools located in the concerned district using the blueprint/standards developed by NESA.
- This assessment should be graded, recorded and evidence filed in students' portfolios;
- Teachers should provide feedback to learners and remedial measures taken at the beginning of the third term.



5. End of Term 3 (End of Year) Assessment

- End of term 3 assessments and their corresponding marking guides are prepared at the national level by selected teachers under the supervision of NESAs to set and moderate assessment papers. District Education Officials will also coordinate the administration and marking of these assessments.
- Depending on the grade and nature of competences to be assessed, the assessment can be oral, practical or written.
- End of term 3 assessments should cover the whole syllabus/year;
- NESAs will provide technical guidance on the quality of assessment tools and guidelines. It will also monitor the entire process of administration and marking of assessments.
- End of term 3 assessments should be graded, recorded and evidence filed in students' portfolios;

7. RECORDS KEEPING

All scores from all assessment procedures should be carefully recorded and stored in students' portfolios because they will contribute to the final assessment of the students. Besides, it will serve as a verification tool for each learner who completed a given grade before sitting for summative assessment. Records of a student's performance are kept for remedial actions, for alternative instructional strategy and feedback to the learner and to the parents to check the learning progress and to advise accordingly.

8. CONCLUSION

This document provides guidelines on how stakeholders and partners in education will use the adapted syllabi, content distribution, textbooks and teachers' guides basing on the content and time allocation as determined by the new Ministerial Order. With the help of teachers who are on the front line in the implementation of the curriculum using these guidelines, learners will gain appropriate competences and be able to apply what they have learned in real life situations. Hence, they will make a difference not only in their lives, but also in the success of the nation.

Done on 22/09/2022


Dr. MBARUSHIMANA Nelson
Director General

