**Competence Based Curriculum**

A curriculum designed to develop learners’ competences rather than just their knowledge. The focus on what learners can do ensures their learning has greater purpose and is deeper than it would be otherwise. A competence-based curriculum is characterised by approaches that are largely learner-centred, criterion-referenced, constructivist, and focused upon learning outcomes (rather than content definition) and with an emphasis on formative assessment.

Priority Area 1 of EDPRS 2 highlights a range of crucial improvements the curriculum must deliver if it is to lead to a workforce with the necessary skills and attitudes. The key elements of the strategy relating to the curriculum are:

* In pre-primary and primary, basic skills must provide a solid foundation upon which to build. These include literacy, numeracy, language and social and life skills.
* In secondary education, a work-focused school system requires skills that are transferable to situations commonly experienced in employment.
* Emphasis on skills like problem-solving and interpersonal communication as well as specific skills in basic literacy and numeracy, language skills including a basic mastery of international languages, ICT and financial literacy.
* A strong focus on mathematics, science, English, ICT and entrepreneurship which are fundamental to laying this foundation in the school system.

***Rwanda Education Sector Objectives***

The Education Sector objectives are the reference point for the inclusion of education issues into other Rwandan policy documents. These objectives are aligned with those recommended in the Eastern African Curriculum Framework proposals. They are to:

* Educate a free citizen who is liberated from all kinds of discrimination, including gender based discrimination, exclusion and favouritism;
* Contribute to the promotion of a culture of peace and to emphasize Rwandese and universal values of justice, peace, tolerance, respect for human rights, gender equality, solidarity and democracy;
* Dispense a holistic moral, intellectual, social, physical and professional education through the promotion of individual competences and aptitudes in the service of national reconstruction and the sustainable development of the country;
* Promote science and technology with special attention to ICT;
* Develop in the Rwandese citizen an autonomy of thought, patriotic spirit, a sense of civic pride, a love of work well done and global awareness;
* Transform the Rwandese population into human capital for development through acquisition of development skills;
* Eliminate all causes and obstacles which can lead to disparity in education be it by gender, disability, geographical or social group.

**The Curriculum Vision**

The vision of Rwanda is to establish an inspiring 21st century curriculum, optimising the potential of all learners and enabling every young Rwandan to make a valuable contribution to the sustained growth of the nation.

**The Curriculum Aims**

**Curriculum Aims and Objectives**

To ensure the Curriculum: Is engaging, dynamic and aligned to the future employment needs of the nation and the global economy; Challenges all young people to optimize their achievement; Promotes standards comparable with the highest internationally in terms of competencies, knowledge and skills.

**Student Aims and Objectives**

To develop students as: Patriotic and responsible citizens, ready to play a full part in society; Confident and self-reliant people, ready to take their place in the labour market; Successful life-long learners, ready to adapt to new situations, and be agents of change; Creative and innovative individuals who are curious, adaptive and productive.

**The Curriculum Values**

**Curriculum Values**

Excellence, aspiration and optimism; Equity and inclusiveness; Learner-centeredness; Openness and transparency; The importance of family Rwandan culture and heritage.

**Basic Values**

Dignity and integrity; Self reliance; National and cultural identity; Peace and tolerance; Justice; Respect for others and for human rights; Solidarity and democracy; Patriotism; Hard work, commitment and resilience.

**Curriculum implementation related principle**

1. **Learner centred**
2. **Competence-based approach**
3. **Inclusive**
4. **Flexible**
5. **Transparent and accountable**
6. **Integrated with ICT as a tool**
7. **Interconnected with Cross-cutting issues**
	1. Genocide Studies, Environment and sustainability, Gender, Comprehensive Sexuality Education, Peace and Values Education, Financial Education, Standardisation Culture, Inclusive Education.

**Basic Competences**

* **Literacy**
* **Numeracy**
* **ICT**
* **Citizenship and National Identity**
* **Entrepreneurship and Business Development**
* **Science and Technology**
* **Communication in the official languages.**

**These have all been identified as competences with particular relevance to Rwanda on account of its history and context. Literacy and numeracy are basic to accessing learning in other subjects. Competence in ICT can be developed through the use of ICT across the subjects**

**One of the nation’s great strengths is its unity in terms of both its population and its sense of purpose. The focus on citizenship and national identity is important in this respect.**

**There is a key drive to ensure that Rwandans actively create employment opportunities rather than having a mindset of relying on others. Hence entrepreneurship and business development is regarded as basic.**

**The impact of science and technology increasingly affects all aspects of life and therefore should be considered a basic aspect of subjects across the curriculum.**