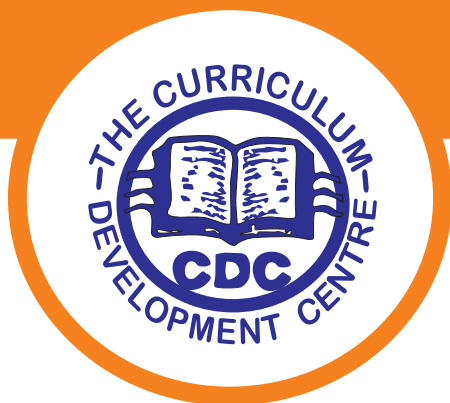**REPUBLIC OF ZAMBIA**

MINISTRY OF EDUCATION

CURRICULUM DEVELOPMENT CENTRE

2023 ZAMBIA EDUCATION CURRICULUM FRAMEWORK

TABLE OF CONTENT

"Education is indeed a great equalizer. It can make a boy from a village become President of Zambia, it can make a daughter of a maid become Chief Executive Officer of a Multi-National Company, it can make an orphan become a medical doctor."

Mr. HAKAINDE HICHILEMA - PRESIDENT OF THE REPUBLIC OF ZAMBIA.

PREAMBLE

His Excellency
The President of the Republic of Zambia
Mr Hakainde Hichilema

My government places very high premium on Education as espoused in the Eighth National Development Plan and the Vision 2030 of Zambia becoming "A Prosperous Middle Income Country."

Undoubtedly, our mission is to foster accelerated national development through the mobilization and sustainable utilization of human and natural resources for every Zambian.

In my inaugural speech to Parliament on 10th September, 2021, I called for the need to restore the education system to international standards and best practices. My administration considers education, science and skills development as an equaliser.

It is in this regard that the curriculum has been reformed to ensure that it provides the required competences and responds to developmental aspirations and goals of the country. To this effect, the education system has been re-aligned to ensure that it

contributes to job creation and economic development.

I, therefore, present to our nation, the 2023 Zambia Education Curriculum Framework.

Mr. Hakainde Hichilema
PRESIDENT OF THE REPUBLIC OF ZAMBIA
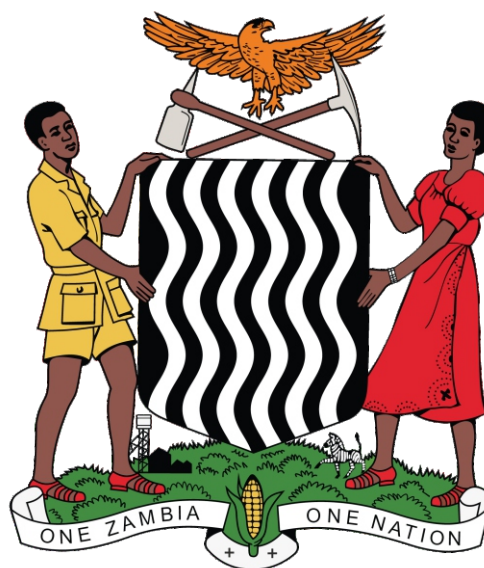
FOREWORD

Hon. Douglas Munsaka Syakalima- MP
MINISTER of EDUCATION

Quality education is at the centre of the 2030 Agenda for Sustainable Development. The Continental Education Strategy for Africa also advocates for increasing access to quality and relevant education. The quest for lasting solutions to education problems in Africa requires that practitioners dialogue and come up with strategies to address the challenges holistically.

The Government of the Republic of Zambia, under the leadership of His Excellency Mr. Hakainde Hichilema, the President of the Republic of Zambia, recognizes that education is the cornerstone of national development as it plays a critical role in producing the needed human capital endowed with the required knowledge, values and skills of the 21st Century competences to realize the National Vision 2030 and developmental aspirations. The National Education Curriculum provides the avenue and the process of producing such a learner from the education system.

This, therefore, calls for the investment in young people through education to ensure job creation and socio-economic transformation by providing quality and relevant education.

The realization of the importance of education compelled the Government to declare free education from Early Childhood Education to the Secondary school level.

I, therefore, want to appeal to the Zambians in general, and the education stakeholders in particular, to embrace the 2023 Zambia Education Curriculum Framework as it provides adequate guidance on the education system.

Hon. Douglas Munsaka Syakalima- MP
MINISTER - MINISTRY OF EDUCATION
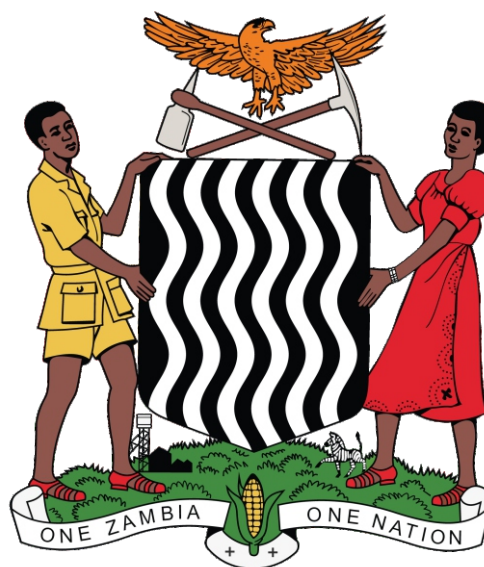
PREFACE

Mr Joel Kamoko
Permanent Secretary – Education Services
MINISTRY OF EDUCATION

The 2023 Zambia Education Curriculum Framework (ZECF) has been developed not only to provide guidance on the preferred type of education for our nation, but also to provide clear curriculum guidelines, as well as the structures at all levels, from Early Childhood Education (ECE) to Tertiary Education and Youth and Adult Literacy Education. In addition, the ZECF forms the basis for the development of syllabi, teaching and learning materials and procurement of subsequent educational materials.

The Curriculum Framework has also emphasised the use of Information Communications Technology (ICT) in teaching and learning, management and research through the provision of innovative, technology-based education programmes and services as well as the promotion of STEM Education.

The Curriculum has also integrated cross-cutting and emerging issues such as Climate change; Education for Sustainable Development; Digital Literacy; Collaborative and inclusive Learning; Entrepreneurship; Anti-Corruption; Global Citizenship Education; Human Rights and Cultural Diversity; Renewable and Clean Energy; in order to respond to societal needs.

The new curriculum shows clear linkages at all levels of education, from ECE to tertiary education and Youth and adult literacy education. The necessary career paths for learners have been provided. This will accord learners an opportunity to progress according to their abilities and interests.

Above all, the 2023 Education Curriculum has adjusted the structure of the education system from 4-7-2-3 to 3-6-4-2. ECE has been reduced from 4 to 3 years , while primary education level has also been reduced from 7 to 6 years, with eligible age entry also being reduced from 7 to 6 years. The secondary education level has been restructured and increased from 5 to 6 years to accommodate 2 years of A- levels. Thus, learners will be provided with 4 years of ordinary secondary education and 2 years of advanced Secondary ("A" level). Notably, Forms have replaced Grades at Secondary school evel.

Consequently, automatic progression from primary to secondary school has been abolished together with the Junior Secondary School Leaving Examination. Forthwith, candidates will write their School Certificate examination at the end of Form 4. It is expected that this Competence Based Curriculum will equip learners at all levels of education with vital knowledge, skills, and values that are necessary for the actualization of our Vision 2030.

As we roll out the 2023 Zambia Education Curriculum, may I hasten to state that government, working in collaboration with cooperating partners, will provide adequate resources for the effective implementation of the curriculum.

Joel Kamoko (Mr)
Permanent Secretary - Educational Services
MINISTRY OF EDUCATION

ACKNOWLEDGEMENTS

Dr. Charles Ndakala
Director - Curriculum Development
MINISTRY OF EDUCATION

ACRONYMS / ABREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
ADL	Activities for Daily Living
AMEP	Alternative Mode of Education Provision
CSOs	Civil Society Organisations
EFA	Education for All
CDAZ	Child Development Assessment for Zambia
CPD	Continuing Professional Development
CTS	Creative and Technology Studies
CDC	Curriculum Development Centre
D & T	Design and Technology
DCD	Directorate of Curriculum Development
DODE	Directorate of Open and Distance Education
ECCDE	Early Childhood Care, Development and Education
ECE	Early Childhood Education
8NDP	Eighth National Development Plan
ECZ	Examinations Council of Zambia
ESD	Education for Sustainable Development
CBC	Competence Based Curriculum
HE	Home Economics
HEH	Home Economics and Hospitality
HIV	Human Immunodeficiency Virus
TCMs	Teacher Curriculum Manuals
ICT	Information and Communications Technology
LSEND	Learners with Special Educational Needs and/or Disabilities
SDG	Sustainable Development Goals
MCDSS	Ministry of Community Development and Social Services
MoE	Ministry of Education
NCA	National Competence Assessment
LSHE	Life Skills and Health Education
UPND	United Party for National Development
NGOs	Non-Governmental Organizations
NLF	National Literacy Framework
NNF	National Numeracy Framework
ODL	Open and Distance Learning
OBE	Outcomes- Based Education

PCA	Performing and Creative Arts
PES	Physical Education and Sports
EGLP	Early Grade Literacy Programme
SEL	Social and Emotional Learning
PLP	Primary Literacy Programme
SHN	School Health and Nutrition
ASG-QA	African Standards and Guidelines in Quality Assurance
STEM	Science, Technology, Engineering and Mathematics
LOI	Language of Instruction
SBA	School Based Assessment
SDS	Social Development Studies
SADC	Southern Africa Development Community
SEN	Special Educational Needs
SE	Standards and Evaluation
SDG	Sustainable Developmental Goals
TESS	Teacher Education and Specialised Services
TEVET	Technical Education, Vocational and Entrepreneurship Training
TEVETA	Technical Education, Vocational and Entrepreneurship Training Authority
UN	United Nations
UNESCO	United Nations Educational Scientific and Cultural Organisation
UNZA	University of Zambia
YALE	Youth and Adult Literacy Education
ESD	Education for Sustainable Development
ZECF	Zambia Education Curriculum Framework
ZNQA	Zambia National Qualifications Authority
ZPC	Zambia Primary Course
ZAMISE	Zambia Institute of Special Education

DEFINITION OF TERMS

Term	Definition
Co-Curricular	Play and educational activities that complement academic learning.
Compulsory Subjects	Subjects to be taken by all learners at a particular level or in a career pathway.
Cross-Cutting Issues	National concerns which affect a cross-section of society such as democracy, good governance, HIV and AIDS, drug and substance abuse.
Curriculum	The sum total of all learning experiences and opportunities that are provided to learners in the context of formal and non-formal education.
Curriculum Framework	A document that contains guiding principles that direct the cohesion and consistency of the planned education activities namely: education aims, values and principles underpinning the curriculum, learning outcomes, orientation architecture and learning content, teaching and learning, assessment in different learning areas and across the curriculum.
Distance Education	The education of learners who may not always be physically present at school/learning institution.
Early Childhood Education	Education provided to children of 3-5 years old which prepares them for formal schooling
Entrepreneurship Education	Formal teachings that informs, trains, and educates anyone to stimulate entrepreneurship awareness, business creation, or small business development.
Community Language	A local language that is commonly used in a particular locality.
Financial Literacy Education	This is the knowledge and skills one requires to make financial decisions.
Foreign Languages	Languages other than English which are not indigenous to Zambia such as French and Chinese
Language of Instruction	Language used in teaching and learning
Learning Area	A study discipline consisting of learning experiences drawn from different subjects.
Optional Subjects	Subjects a learner or student may choose to study in addition to their mandatory or required subjects
Primary Education	Refers to the education offered to Grades 1 - 6 learners

School Experience	This is a programme through which teacher trainees undertake school based teaching.
Secondary School	Institutions of learning that provide schooling from Forms 1 to 4 (Ordinary Level) and Forms 5 to 6 (Advanced Level) education
Social Interaction	Any form of communication that occurs between two or more individuals.
Special Educational Needs	The term is used to describe learning difficulties or disabilities that make it harder for children to learn than most children of the same age.
Syllabus	A document that outlines all the essential information about a subject.
Tertiary Education	Any form of education that occurs after secondary school .
Vocational and Technical Subjects	Subjects that provide learners with hands on experiences Subjects
Youth and Adult Literacy	A learning process equipping the youth and adults with knowledge and skills for adapting and responding to the day to day activities. This knowledge and skills includes reading, writing and numerical calculations.
Zambian Language	Any of the prescribed Zambian Languages for use in school

CHAPTER ONE
INTRODUCTION TO THE FRAMEWORK

1.1 BACKGROUND

Education is the cornerstone for socio-economic development and a tool for transforming and steering Zambia towards the attainment of the Vision 2030. Education 2030 is an integral part of the sustainable development agenda, forming Goal 4 of the Sustainable Development Goals (SDG). Achieving universal access to education, as espoused in the Vision 2030 and SDGs, remains one of Zambia's policy agenda on education. This, therefore, calls for the curriculum to be relevant and responsive to the needs of the individual, the society, the nation and the global dictates. The Ministry of Education, through the Directorate of Curriculum Development, is mandated to review the curriculum every 10 years. The review process allows for the incorporation of emerging issues in the areas of social, economic, political and technological changes. The Ministry held various consultative meetings with stakeholders which indicated that there was need to comprehensively reform the education curriculum at all the levels in order to:

i. *Diversify the education curriculum in order to make it responsive to individual needs of learners and society;*

ii. *Interlink the education curriculum at all levels of the education system;*

iii. *Strengthen content in the learning areas/subjects in order to provide for meaningful learning experiences that are beneficial to the individual and the nation.*

In preparing for the reform of the 2013 Curriculum, the Ministry of Education, conducted a national curriculum review/evaluation and engaged stakeholders such as Teacher Unions, Subject Associations, the Academia, Co-operating Partners, Civil Society Organisations (CSOs), and Faith Based Organisations so as to solicit for submissions on the gaps that are in the 2013 Curriculum and the challenges in implementing the curriculum. Stakeholders were requested to provide proposals on how the identified gaps and challenges could be addressed. The submissions paved way for the development of the 2023 Curriculum Framework.

1.2 RATIONALE

The evaluation and review of the 2013 Zambia Education Curriculum revealed a number of gaps and challenges pointing to the fact that it had not realised the desired educational outcomes and aspirations of the nation. As of 2023, learners were still exiting the school system without the acquiring the necessary knowledge, skills and values needed for self-reliance and socio-economic emancipation.

Consequently, the government has repositioned itself towards the provision of education as outlined in the Eighth National Development Plan (8NDP), and the Vision 2030. There is also urgent need for the curriculum to be aligned with international commitments which include the provision of Education for All (EFA), Sustainable Development Goals (SDG), the African Union Agenda 2063, and the Continental Education Strategy for Africa.

Therefore, the rationale of the 2023 Zambia Education Curriculum is primarily to reform the education system and align it with global trends, address the identified gaps and challenges of the 2013 Curriculum, integrate emerging issues, align the education system to National Development Plans, and migrate from an Outcome- Based Education (OBE) to Competence Based Education (CBE) with a view to promoting education that will enhance the aquisition of knowledge, skills, positive attitudes and values necessary for the sustainable development of the nation.

Thus, it is envisioned that the 2023 Curriculum will foster the provision of quality education in Zambia which will be competitive on both the regional and global levels.

1.3 PURPOSE OF THE CURRICULUM FRAMEWORK

The Zambia Education Curriculum Framework (ZECF) prescribes guidelines and binding regulations for all levels of learning institutions that are involved in the provision of education. It serves as a tool for teachers and teacher educators/instructors in the implementation of the national policy on education. It is underpinned by the principles of access, participation, quality, equity, excellence, partnerships and efficiency which are essential to the holistic provision of education for all. Thus, the Education Curriculum Framework provides the guiding principles, goals, structure, and elements for the development of Curricula, subject syllabi, teaching and learning materials including play materials, textbooks and supplementary books/materials, teacher education and training, and assessment methods that will be developed by the relevant authorities in line with the Curriculum Framework.

The Education Act No.23 of 2011 entrusts the Ministry of Education as the custodian of the provision of quality education in Zambia. Therefore, all education providers and stakeholders shall adhere to the policy and regulations on curriculum provided therein. Therefore, all learning institutions should have the ZECF and other important curriculum-related documents and syllabuses. These documents shall function as key daily guides and tools to ensure the provision of quality education.

In order to keep abreast of the current local, regional and global trends, the curriculum will either be reviewed or reformed every 10 years. However, change drivers such as political, economic, social, technological, ecological and legal factors could trigger curriculum change. In addition, curriculum support materials such as syllabuses and text books will be reviewed every after 5 years in order to keep them up-to-date.

It should, therefore, be noted that the ZECF 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 Curriculum Implementation Guidelines.

The objectives of the ZECF

i.   interpret government's policies for the education system at all levels;
ii. define the basic values and principles of the education system so as to help education providers 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 effective curriculum implementation strategies

According to the 2023 National Policy on Education (Education for Sustainability), the aim of education is to enable learners acquire knowledge, competences, positive values and attitudes to enhance the quality of life. Additionally, the policy guides the process of producing learners with 21st century skills at all levels to achieve Zambia's development aspirations. 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 2023 National Education Policy calls for the restructuring of the education system so that it is more efficient, effective and in tandem with regional, continental and global trends. This has necessitated the adoption of the following education structure: Early Childhood Education (3 years), Primary Education (Grades 1-6), Secondary Education (Forms 1-4 Ordinary Level), Secondary Education-Advanced Level (Forms 5-6) and Tertiary. Within this structure, Youth and Adult Literacy Education (YALE) will be offered to those who might have missed formal schooling. Additionally, Alternative Mode of Education Provision (AMEP) offers a pathway for continuing education, which provides an opportunity for learners to obtain formal qualifications outside the regular schooling.

CHAPTER TWO
POLICIES AND GUIDING PRINCIPLES

This Chapter outlines policy documents and principles that guide the provision of quality education in Zambia. These are laws, policies/plans, guiding principles, curriculum design and language of instruction (LoI) and international instruments

2.1 LAWS, POLICIES/PLANS AND INTERNATIONAL INSTRUMENTS

2.1.1 Government Laws

The following legislation have contributed to the development of this education blueprint for Zambia:

i.   The Constitution of the Republic of Zambia
ii.   Education Act No. 23 of 2011
iii. Higher Education Act No. 4 of 2013
iv.   Technical Education, Vocational and Entrepreneurship Training Act No. 13 of 1998
v.   Higher Education Loans and Scholarships Act No. 31 of 2016
vi.   Examinations Council of Zambia Act No 15 of 1983
vii. Teaching Profession Act No. 5 of 2013
viii. Zambia Educational Publishing House Act No.11of 1971
ix.   Zambia National Commission for UNESCO Act No. 32 of 1966
x.   Zambia Qualifications Authority Act No. 13 of 2011
xi.   Computer Misuse Act
xii) Patents and Copyright Law
xiii) Public Health Act
ivx) Local Government Act No. 2 of 2019

2.1.2 Policies/plans

2.1.2.1 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.

2.1.2.2 The Eighth National Development Plan (8NDP)

The 8NDP sets to enhance access to quality, Equitable and Inclusive Education; improve Technical Education, Vocational and Entrepreneurship Training; Increase access to higher education; and enhance science, technology and innovation. It further guides that the education curriculum will be reviewed to ensure that it provides relevant knowledge and skills and promote the application of national values and principles.

2.1.2.3 2023 National Education Policy

The theme of the 2023 National Education Policy is Education for Sustainability. In light of this, the 2023 Curriculum has responded to the aspirations of the education policy.

The other policies that have informed this curriculum include the following:

i. Data Protection Policy
ii. National ICT Policy
iii. National Health Policy
iv. Disability Policy of 2016
v. School Health and Nutrition Policy of 2006
vi. The National Food and Nutrition Policy (2006)
vii. The National Child Health Policy (2008)
viii. The National Policy on Disability (2012)
ix. Child Policy of 2015
x. National Information and Communication Technology Policy-2006

2.1.3 International Instruments

The following are some of the global and international instruments that impact on provision of education which contributed to this framework:

I. Charter of Children's Rights (1990)
ii. The Universal Declaration of Human Rights of 1948
iii. Sustainable Development Goals
iv. The African Union Agenda 2063
v. Continental Education Strategy for Africa
vi. Addis Convention on Recognition of studies, Certificates, Diplomas-, Degrees and other academic qualifications in the higher education.
vii. Africa Standards and Guidelines in Quality Assurance in Higher Education (ASG-QA).
viii. The SADC Protocol on Education and Training
ix. SADC ODL Policy

2.2 EDUCATION GUIDING PRINCIPLES

Quality education is at the centre of the 2030 Agenda for Sustainable Development. The Continental Education Strategy for Africa (CESA) also advocates for increasing access to quality and relevant education and learning. The Government of the Republic of Zambia recognizes the critical role that education plays in human capital development and in the realisation of the National Vision 2030. This therefore calls for the curriculum to be relevant and responsive to the needs of the individual, the society, the nation and the global dictates. The following are the guiding principles which have informed the 2023 Curriculum Framework:

2.2.1 Inclusiveness and Equity

All learners, irrespective of differences in age, gender, ethnicity, language, disability or any other form of marginalization which is against Zambia national values and legislations, shall access, participate in, and benefit from quality education. In view of this, institutions of learning should put in place measures to promote inclusiveness and equity in their programmes.

2.2.2 Accountability

Accountability plays a pivotal role in achieving the provision of education for all. The Government shall be responsible and answerable to its citizens and stakeholders in its delivery of the objectives and measures in education. Measures have been put in place to create opportunities for learners to access education.

2.2.3 Transparency

The information on education performance shall be accessible to all key stakeholders in the education sector as and when it shall be required in accordance to the agreed procedures.

2.2.4 Partnerships

The Government will promote stakeholder participation in the provision of education services. A conducive atmosphere will be provided in order for stakeholder participation to be realized.

2.2.5 Social Justice

Social justice refers to the overall fairness of a society in its divisions and distributions of rewards and burdens. In the implementation of the curriculum, the poor and vulnerable learners will be given special consideration.

2.2.6 Integrity

Integrity is about doing the right thing and acting in ways that are aligned with someone's personal values. The Government will operate with integrity in meeting the objectives and measures in the Education sector.

2.3. CURRICULUM DESIGN AND LANGUAGE OF INSTRUCTION

2.3.1 Curriculum Design

Zambia has moved from an Outcome Based Curriculum to a Competence Based Curriculum. A Competence-Based Curriculum is an approach to teaching and learning that primarily focuses on the learner's demonstration of their desired learning outcomes as central to the overall learning process. It is a Curriculum that puts emphasis on what learners are expected to do as opposed to what they are expected to know. It is largely premised on the progression of learners through the curriculum (as their competences are proven) based on their speed, pace, depth of the curriculum, and other similar parameters.

In addition, a competence-based curriculum emphasises the various complex outcomes of the learning process such as knowledge, skills and positive attitudes to be applied by learners. This provides an array of benefits for the individual learner, parents, society and the industry. The acquired competences resulting from this type of education can be applied to various situations and would act as catalyst for value addition in many situations. The following general competences will guide the process of curriculum design.

COMPETENCES	DEFINITION
Analytical Thinking	Process of breaking down complex information into components and understanding how they are interconnected
Citizenship	The ability to act as a responsible citizen and participate fully in civic and social life based on the understanding of social, cultural, economic, legal and political principles as well as global trends and sustainability
Collaboration	The act of working with others to achieve results as a team.
Communication	The ability to share ideas, thoughts, information and messages concisely and precisely
Creativity and Innovation	The ability to create new ideas and products by applying processes and introducing new techniques that can add value.
Critical Thinking	The process of conceptualizing, applying, analysing, synthesizing, and evaluating information to form judgement or guide a belief or action
Digital Literacy	Ability to use a broad range of Information and Communication Technologies such as a cell phone, computer, calculator in specific contexts.
Emotional Intelligence	The capacity to recognise one's emotions as well as those of others and make use of that information to effectively manage oneself and one's relationships in different situations
Entrepreneurship	The knowledge, skills and behaviour needed to identify, create, develop, manage, and grow a business venture.
Environmental Sustainability	The appropriate and sustainable use of natural resources and the preservation of the environment
Financial Literacy	Ability to apply knowledge of key financial concepts, financial products and services to personal financial management.
Problem Solving	The ability to identify, analyse and find solutions to challenging situations.

2.3.2 Language of Instruction

The Education Act 0f 2011 gives legal guidance on language of instruction in Zambia. It prescribes the use of the English language as the official Language of Instruction from Early Childhood Education (ECE) to Tertiary. This continuity in language of instruction helps build a solid learning foundation for young learners.

Zambian languages could be used to explain concepts while English Language remains as a medium of instruction across the curriculum except when teaching a Zambian or foreign Language as a subject. Sign Language will be used as medium of instruction for learners with hearing impairment at all levels.

CHAPTER THREE
NATIONAL CONCERNS (CROSS-CUTTING THEMES)

Cross cutting and emerging issues are national concerns that affect the nation. They have potential to impact the well-being of people, national resources and the environment. National concerns are cardinal and must be integrated across the curriculum at all levels of the education system. The following are prominent cross cutting themes included in this curriculum:

3.1 LIFE SKILLS AND HEALTH EDUCATION (LSHE)

Life Skills are abilities that promote positive behaviour and enable individuals to deal effectively with the demands and challenges of everyday life. Life Skills are categorised as vocational and psychosocial skills. Vocational skills enable an individual to acquire a practical skill by becoming proficient in a craft, trade or occupation. Psychosocial skills, which are psychic in nature, include; self-awareness, decision making, problem solving, critical thinking, creative thinking, effective communication, empathy, interpersonal relationship, coping with emotions and coping with stress.

Health Education is any combinations of learning experiences designed to help individuals and communities improve their knowledge or influence their health. It promotes an understanding of how to maintain one's physical, mental and social wellbeing. Therefore, it is necessary that Life Skills and Health Education is part of the curriculum.

3.2 GENDER

Gender refers to the socially constructed views about males and females based on social and cultural values rather than biological attributes. It includes norms, behaviours and roles associated with being a man or woman, a boy or girl and extends to relationships between males and females. Being a social construct, gender is dynamic and varies from society to society. However, if not checked, gender may encourage inequalities and conflicts that can consequently affect the social, physical, mental, health and economic well-being of victims.

3.3 GOVERNANCE

Governance is the organisation, maintenance, regulation, and accountability of laws, conventions, and behaviours. The social, economic, and political development of a nation is influenced by the type of leadership that is in place. Therefore, it is crucial that educational institutions incorporate practices and activities into the curriculum that support good governance.

3.4 CORRUPTION

Corruption is soliciting, accepting, obtaining, giving, promising or offering of a gratification by way of a bribe or other, temptation or inducement, or the misuse or abuse of a public office for advantage or benefit for oneself or another person. Corruption is a challenge on both the public and personal levels. It destroys public trust, hinders good governance, distorts markets and denies people access to services. In this regard, combating corruption offers many advantages for both individuals and the country as a whole. Therefore, corruption-related issues have been integrated in the curriculum.

3.5 HUMAN RIGHTS

People have the same basic legal rights, regardless of their gender, colour, nationality, ethnicity, language and religion as guided in the Zambian Constitution. Human rights cover a wide range of rights, such as the freedom from slavery and torture, the right to life and liberty, the freedom of speech, the right to and education.

3.6 NATIONAL VALUES AND PRINCIPLES

The National Values and Principles stated in Article 8 under Part 11 of the Republican Constitution are crucial in the pursuit of the economic, social, and political agenda of Zambians. The following are the National Values and Principles:

i.   Morality and Ethics
ii. Patriotism and National Unity
iii. Democracy and Constitutionalism
iv. Good Governance and Integrity
v.   Human Dignity, Equity, Social Justice, Equality and Non-Discrimination

vi. Sustainable Development

3.7 ENTREPRENEURSHIP EDUCATION

Entrepreneurship Education is aimed at empowering learners with knowledge, skills and positive attitudes that will help them to identify business opportunities, create jobs by starting their own businesses for self-employment. Entrepreneurship Education shall be integrated in the carrier subjects while learning institutions are encouraged to ensure that they practically incorporate it in relevant learning activities.

3.8 HIV and AIDS

Despite heavy investments in sensitisation campaigns, counselling and treatment efforts, HIV and AIDS pandemic continues to devastate individuals, families, communities and the nation at large. HIV and AIDS has been integrated in the curriculum to create awareness on prevention, counselling, testing and treatment.

3.9   ENVIRONMENTAL HEALTH AND POLLUTION MANAGEMENT

Environmental Health and Pollution Management promotes sustainable use of natural resources for poverty reduction and socio-economic development. It reduces waste generation, pollution, and enhances waste management activities. Poor practices, such as deforestation, forest degradation, and illegal human settlements, contribute to environmental degradation. To create awareness and a sense of responsibility among learners on the importance of Environmental Management, the curriculum will promote knowledge, skills, positive attitudes and values on environmental sustainability, waste management, green growth, climate change mitigation and adaptation measures and disaster risk reduction.

3.10 CLIMATE CHANGE EDUCATION

Climate change impacts on the social, economic, political sectors of society as well as the ecological system. Human activities such as open burning, use of fossil fuel, mining, poor environmental management practices and greenhouse emissions affect the climate negatively. Climate change has been integrated in the curriculum to create awareness among the learners.

3.11 HEALTH AND NUTRITION

Poor health and nutrition affects the attendance, retention and performance of learners. Poor health can also negatively affect national development since an unhealthy population does not function at its optimum production and thinking levels. It is in this regard that nutrition and health is integrated in the curriculum.

3.12. DRUG AND SUBSTANCE ABUSE

Drug and substance abuse is increasing at alarming rates in Zambia especially among young people. The devastating effects include addiction, absenteeism, poor performance, risky behaviours, criminal activities, violence, depression and mental health disorders. Drug and Substance abuse has been integrated into the curriculum to curb the adverse effects of this vice on the social, economic, political and cultural well-being of the nation.

3.13 MENTAL HEALTH

Mental Health is a state of mental well-being that enables an individual to cope with the stress, realise one's abilities, engage in meaningful learning and work in society. Poor mental health has resulted in increased cases of suicide, mental disorder and depression in Zambia. Mental Health Education has; therefore, been integrated in the Curriculum.

3.14 SOCIAL AND EMOTIONAL LEARNING

Social and Emotional learning (SEL) is a process through which learners of all ages learn and apply a set of social, emotional, and related skills, attitudes, behaviours, and values that help guide them. These learned behaviours help learners make positive, responsible decisions such as

coming up with plans to achieve their goals and building positive relationships with others in their vicinities. Learners hail from a range of different backgrounds, with different beliefs and with unique capabilities. Incorporating SEL in the curriculum will help them appreciate and learn from each other in more effective ways and also to be inclusive by empathising for others.

3.15 FINANCIAL EDUCATION

Financial Education provides learners with knowledge, skills and confidence to enable them make prudent financial decisions. Teaching Financial Education will enable learners to be financially literate from a young age. It has been integrated in the curriculum in order to give learners the tools and resources they need to be financially secure later in life.

3.16 SPECIAL AND INCLUSIVE EDUCATION

Special Education is the provision of education which is designed to meet the special educational needs of the learner who by reason of disability or condition is unable to benefit from the regular mainstream education while Inclusive Education is education for all which enables all learners to learn and participate effectively within the mainstream education system. Therefore, special and inclusive education have been integrated in the curriculum to respond to all the educational needs of learners with special educational needs and/or disabilities.

3.17 EDUCATION FOR SUSTAINABLE DEVELOPMENT

Education for Sustainable Development (ESD) is the response to the urgent and dramatic challenges the planet faces. It refers to the development that meets the needs of the present and future generations without excessive use or abuse of natural resources.

The curriculum has integrated ESD in order to equip learners with knowledge, skills, positive attitudes and values in the use of the environment and natural resources.

This Chapter presents the structure of the curriculum for all levels of the education system; Early Childhood Education, Primary, Secondary, Tertiary Education and Youth and Adult Literacy Education (YALE). The figure below depicts the structure of the curriculum showing the number of years a learner spends schooling at each of the education levels
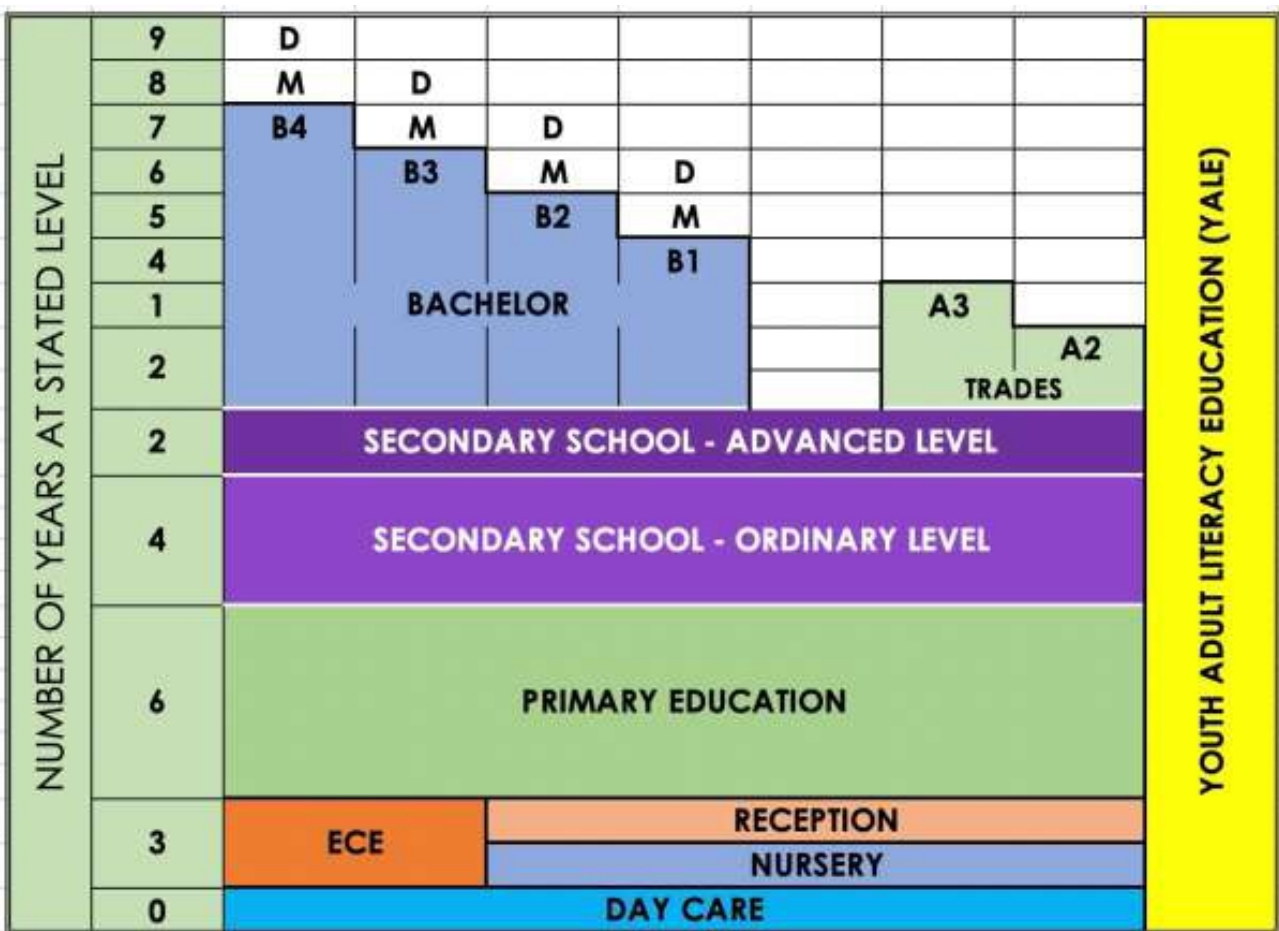
Figure 1: Structure of the Curriculum

Key to the Figure:

A = Various vocational programmes e.g. trades, nursing, teaching, agriculture leading to certificate or diploma - A1 trades, certificates and diplomas

B = University degree

D = Doctorate, M = Masters, B = Bachelor

3	Years Ordinary degree
5	Years Engineering, Agriculture, Pharmacy etc.
5	Years Veterinary Medicine
6	Years Medicine
6	Years of Primary Education
4	Years of ordinary Secondary Education
2	years of advanced level Secondary Education

NB: *In A and B there are also some courses which take less than 2 years. From Primary to Secondary education year represents a Grade or a Form.*

4.1 EARLY CHILDHOOD EDUCATION

Early Childhood Education and Development has been the responsibility of local government and was provided in community social welfare centres. To that effect, the pre-school education curriculum was highly decentralised as each local government designed and developed its own curriculum. This trend had continued for many years which resulted in uncoordinated, fragmented and sub-standard early childhood education. In 2013, the Ministry of Education decided to review and standardise the provision of early childhood education in the country by developing a national curriculum. Such provision refers to both non-formal and formal service provision for learners/children aged 0-6 years offering a social and educational experiences for children thereby preparing them for primary education.

Early Education is a transitional stage between learning at home and learning at school. The significance of education at this level is to develop a child's social, physical, mental and emotional capacities with much of the learning taking place through play. Early Childhood Education prepares learners for a more formal learning atmosphere of subsequent education by nurturing them to ensure holistic development in major domains.

4.1.1 Child Developmental Domains

The following are the child developmental domains:

I. Physical development (fine and gross motor skills)
II. Cognitive and intellectual development (creativity, thought process/pattern, attention, memory)
III. Language development (receptive and expressive language)
IV. Social and Emotional development (social, emotional, spiritual and moral aspects of a child's life)
V. Aesthetic development (appreciation of beauty)

4.1.2 Eccde Levels

Early Childhood Care Development and Education (ECCDE) caters for two (2) broad levels as outlined:

4.1.2.1 Day-Care/Cretche

This level provides early education for children aged 0-3 years. Basically, the Day Care Centre will provide early learning opportunities in accordance with the Nurturing Care Framework. This will also provide early stimulation for developmental milestones. Day care stage is critical for brain development. The provision of education and day care services will be in collaboration with the line ministries: Ministry of Health and Ministry of Community Development and Social Services, which have sectorial policies and strategies specific for such children. However, the Ministry of Education, working with these ministries will provide guidance, interventions and monitoring at this level.

4.1.2.2 Nursery and Reception

The Ministry of Education will offer nursery and reception services to learners aged 3-4 and 4-5 years. These are nursery and reception.

a)   Nursery

The Nursery Level will cater for learners aged 3-4 years. This level will provide an opportunity for learners to develop socially, physically, mentally and emotionally through interactions and play. The focus of nursery centres is to promote social interaction of young children from different backgrounds through play.

b   Reception

The Reception Level will accommodate learners aged 4-5 years. This level is meant to prepare the learners for smooth transition into Grade 1. Hence, the teaching and learning at this level is ultimately informal through guided and unguided play.

4.1.3 Curriculum for Early Education

Learning at this level will be achieved through play activities in the following learning areas:

> i.   Pre-Literacy and Language
> ii.   Pre - Mathematics and Science
> iii.   Creative and Technology Studies (CTS).

The language of instruction at this level will be English language.

4.1.4 Contact Time

No.	Learning Areas	Time Allocation per Week
1	Pre-Literacy and Language	5 hours
	English Language/ Sign Language literacy/Braille	2hours 30 minutes
	Zambian Language	2hours 30 minutes
2	Pre-Mathematics and Science	5 hours
3	Creative and Technology Studies CTS)	5 hours
	Total	**15 hours**

4.1.5 Curriculum Reforms at this level

The following are summarised proposed curriculum reforms:

i   The number of Learning areas has reduced from five (5) to three (3).

ii   More time has been allocated to each of the learning areas; Pre- Literacy and Language, Pre-Mathematics and Science, and CTS. This is to give more time to learners to acquire basic pre-maths and science, pre-literacy and other skills that are fundamental to the subsequent learning experiences.

iii Expressive Arts has been changed to Creative and Technology Studies (CTS). This is to align it with the Primary curriculum.

iv   Early Childhood Education is free and compulsory.

v   Early Childhood Assessment and monitoring tools will be introduced using technology.

vi   Various modes of ECCDE delivery (annexed, hub centres, stand alone, zonal, centres of excellence) will be introduced and established.

vii The thematic approach to teaching 3-4 year children will be adopted.

viii Specialised and practical learning classrooms (computer lab, science lab, music and dance, Home Economics, gamification rooms, simulation rooms) will be introduced.

4.1.6 Assessment Procedures

4.1.6.1 National Assessment Strategy

Assessment at Early Childhood Education level will be used to ascertain school readiness and to examine the developmental milestones of children aged 3 to 5 years. Various assessment tools will be used to assess the developmental milestones that children will have attained at each level. These tools shall be used to administer both formative and summative assessments.

4.1.6.2 School Readiness Assessment

School Readiness Assessment will be conducted at the end of Preschool level before entry into Primary Education to determine the developmental milestones and acquisition of key competences during the period children have been exposed to Early Childhood Education.

4.1.7 Learners with Special Educational Needs and/or Disabilities

The curriculum at this level also caters for Learners with Special Educational Needs and Disabilities (LSEND). This category of learners includes; Autism Spectrum Disorder, Behavioural and Emotional Disorders, Deaf blindness, Giftedness, Hearing impairments, Health impairments, Intellectual and Developmental Disability, Multiple disability, Orthopaedic and Physical impairments, Specific Learning Difficulties, Speech and Language impairments, Traumatic brain injury and Visual impairments. All these forms of disabilities will use the mainstream curriculum. However, learners with severe learning disabilities who will not benefit from the regular curriculum will have an adaptive curriculum in addition to adapted technology suitable for their disabilities. Ultimately, specialised intervention in form of Activities for Daily Living (ADL) and Home based-care will be provided to all LSEND to enhance their independent living in school, at home and in society.

4.1.8 Screening and Assessment at ECE

Assessment for transiting from home into ECE will also be conducted. The curriculum will cater for the screening and assessment of, and for disabilities using various tools.

4.2 PRIMARY SCHOOL EDUCATION

The aim of Primary Education is to provide an education which facilitates the cultivation of each learner's full potential. Primary Education provides individual learners with a solid academic and practical foundation that serves as the basis and pre-requites needed for continuation of education, training, the world of work and good citizenship.

The Primary Education Level is from Grades 1 to 6 and has an entry age of six (6) years. There will be two levels of Primary School Education: Lower and Upper Primary School. The Lower Primary School level will run from Grades 1 to 3 while the Upper Primary School level shall be from Grades 4 to 6.

At Lower Primary School level, there will be three (3) learning areas whilst seven (7) learning areas will be offered at Upper Primary School level.

4.2.1 Core Learning Areas at the Lower Primary

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

i.   Literacy and Language
ii. Mathematics and Science
iii. Creative and Technology Studies (CTS)

4.2.2.1 Curriculum Reforms at Lower Primary School Level

i   Lower Primary is from Grades 1 to 3;

ii   The Language of Instruction (LoI) from Grades 1 to 3 in all the Learning areas shall be English Language except when teaching Zambian language as a subject. For the Learners with Hearing Impairment, the medium of instruction will be Sign Language;

iii   The Ministry will continue with the implementation of the **Early Grade Literacy Programme (EGLP)** in the teaching of literacy which follows the internationally recognised methods of teaching literacy based on key Literacy Skills that include Phonological and Phonemic Awareness, Phonics, Vocabulary, Comprehension, Writing and Oral Reading Fluency.

iv   Learners will take National Competence Assessments in Literacy and Numeracy at Grades 1 and 3. These assessments will be used to inform the teaching and learning process and help to establish appropriate interventions.

v   The Lower Primary School will offer three learning areas, namely: Literacy and Language, Mathematics and Science, and Creative and Technology Studies. Literacy and Language will comprise English Language and a Zambian Language.

vi   Creative and Technology Studies will consist of Technology Studies, Home Economics and Expressive Arts.

vii   Social Studies will be integrated into Literacy and Language, Mathematics and Science, and Creative and Technology Studies.

4.2.1.2 Lower Primary Contact Time

At Grades 1 and 2, much time will be devoted to teaching Initial Literacy and Numeracy skills so that learners acquire the competences for further learning. This level shall be the consolidation stage of the pre-school education hence the linkage in the number and similarity of subjects. The minimum learner-teacher contact time for Lower Primary level is 21 hours. The duration for a single period at the Lower Primary (Grades 1 to 3) is 30 minutes.

Table 1: Grades 1 to 3 Time Allocation per Week

No.	Learning Area	Time	Periods
1	**Literacy and Language**	11 hours	22
	• English Language	5hours 30 minutes	11
	• Zambian Language	5 hours 30 minutes	11
3	**Mathematics and Science**	5 hours	10
4	**Creative and Techn ology Studies**	5 hours	10
	Total	**21 hours**	**42**

4.2.2 Core Learning Areas at the Upper Primary

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

i.   English Language/Sign Language
ii.   Zambian Language
iii.   Mathematics
iv.   Science
v.   Social Studies
vi.   Technology Studies
vii.   Expressive Arts
viii   Home Economics

4.2. 2.1 Curriculum Reforms at Upper Primary

i   Upper Primary is for Grades 4 to 6;

ii   English Language shall continue to be used as Language of Instruction from Grades 4 to 6 in all the learning areas except when teaching Zambian language as a subject. For the Learners with Hearing Impairment, the medium of instruction will be Sign Language.

iii   The Upper Primary will offer eight (8) Learning Areas namely; English Language, Zambian Language, Mathematics, Science, Social Studies, Technology Studies, Expressive Arts and Home Economics . Learners will have to choose an optional practical subject between Home Economics and Expressive Arts as a basis for a Career Pathway. To increase the catchment for STEM related pathways, Mathematics, Science and Technology Studies will be compulsory. In addition, Technology Studies is also meant to equip all the learners with digital literacy.

iv At this level, Practical Subjects will consist of simple crafts, processes and techniques which will gradually extend a little more explicitly to complex practical skills at Secondary school level.

v All Primary School learners shall be exposed to foundational subjects which are key in choosing the Career Pathways at Secondary School.

vi Entrepreneurship, Financial Education and other cross-cutting themes have been integrated into all learning areas to equip learners with relevant knowledge, skills and positive values.

vii Learners will not automatically progress to Secondary School after sitting examinations at Grade 6. They will either have to repeat until they qualify for form 1, or get enrolled in a skills centre to pursue a skill of choice.

4.2.2.2 Upper primary school contact time

The learner-teacher contact time for Upper Primary level (Grades 4 to 6) is 28 hours per week. The duration for a single period at this level is 40 minutes.

Table 2: Grades 4 to 6 Time Allocation per Week

No.	Learning Area	Time	Periods
1	English Language	4 hours	6
2	Mathematics	4hours	6
3	Science	4 hours	6
4	Zambian Language	3 hours 20 Min	5
5	Social Studies	3 hours 20 Min	5
6	Technology Studies	4 hours 40 Mins	7
7	Expressive Arts/ Home Economics	4 hours 40 Mins	7
	TOTAL	28 hours	42

4.2.2.3 Assessment procedures

School Based Assessments (SBAs) shall be compulsory to all learners at Grades 4, 5 and 6 to enhance teaching and learning in the classroom. The SBA will be conducted in all subjects and shall contribute 30 percent of the final mark for each subject. The 30 percent contribution shall be broken down as 10 percent at Grade 4, 10 percent at Grade 5 and 10 percent at Grade 6. The assessments will not be set and time-tabled by the Examinations Council of Zambia (ECZ), but they will be planned by the schools and subject teachers as part of teaching and learning. The SBA component marks will be presented to ECZ for addition to the final score of the Grade 6 Composite Examinations.

4.2.3 Learners with Special Educational Needs and/or Disabilities

Learners with Special Educational Needs and/or Disabilities (LSEND) at Primary will be exposed to all the regular curriculum. More emphasis will be on teaching and learning of practical subjects to provide them with skills for independent living as follows:

i. There will be specific specialised interventions for LSEND in form of Activities for Daily Living (ADL) at Primary School level as it will help them enhance their functional status. The school will have to create time to expose learners when the need for ADL is identified.

ii. Braille shall be compulsory to all learners with visual impairments at Primary School.

iii. Sign Language shall be compulsory to all learners with hearing impairments at Primary School level.

iv. Adapted Syllabi for learners with Visual Impairments shall be introduced in all learning areas.

v. Another level for Learners with Intellectual Disabilities known as 16+ will be introduced after level three (3). At this level, Learners with Intellectual Disabilities who would have gone through three levels will be exposed to pre-vocational skills as a foundation to those who want to advance to skills trade training institutions.

4.2.3.1 Learning areas for learners with intellectual impairments

Learners with intellectual disabilities shall be offered an adapted curriculum which should bring out learning areas with practical contents. Learning will be organized in levels: Level One, Level Two and Level Three. An adapted set of outcomes shall be used from the syllabuses of these Learning Areas to form guidelines for the following:

i. Mathematics and Science
ii. English Language or Sign Language
iii. Creative and Technology Studies
iv. Activities for Daily Living

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

No.	Learning area	Time	Periods
1	Mathematics and Science	2 hours 40 minutes	4
2	English Language/Sign Language	2 hours 40 minutes	4
3	Creative and Technology Studies	6 hours 40 minutes	10
4	Activities For Daily Living (ADL)	2 hours 40 minutes	4
	Total	**14 hours 40 minutes**	**22**

Important note: The time allocation will be based on the ability and levels of learners in accordance with the available time and other circumstances that may prevail.

4.2.3.2 Learners with intellectual disabilities - 16+ level

After Level Three, the learners will proceed to 16+ (Plus) Level. In addition to the English Language or Sign Language and Numeracy, Learners with Intellectual Disabilities will choose one or two practical subjects to be assessed by TEVETA from the following table depending on their ability and interest or school discretion.

No.	Learning Area	Time Allocation per Week
1	English Language or Sign Language	3 hours 20 minutes
2	Mathematics and Science	3 hours 20 minutes
3	Zambian Language	3 hours 20 minutes
4	Agriculture and Gardening	3 hours 20 minutes
5	Home Economics	3 hours 20 minutes
6	Fine Art	3 hours 20 minutes
7	Landscaping	3 hours 20 minutes
8	Tailoring and Embroidery.	3 hours 20 minutes
9	Carpentry and Joinery	3 hours 20 minutes
10	Welding/Blacksmith	3 hours 20 minutes
11	Bricklaying and Plastering	3 hours 20 minutes
12	ICT Studies	3 hours 20 minutes

4.2.4 Learner Exit Profile

At Primary School level, the curriculum emphasises that the learner should be at the centre of the entire education process. Thus, it is expected that the learner should be able to acquire essential literacy, numeracy and communication skills that will help to develop practical skills in one or more relevant areas. The learner should be able to think reflectively, logically, scientifically, creatively and critically so as to promote the formation of positive social behaviour and socially desirable attitudes. It is desired that the learner should have an education that will shape the development of a personally held set of civic, moral and spiritual values as well as further the acquisition of knowledge and understanding of Zambia's democratic and cultural institutions.

4.3. SECONDARY SCHOOL EDUCATION

Secondary Education plays a crucial role in the educational journey of learners. It serves as a transitional phase between primary and tertiary education or the world of work. It equips learners with the necessary competences, knowledge, skills, positive attitudes and values for a productive life.

Secondary Education shall be in two levels namely; Ordinary Level and Advanced Level. Ordinary Level shall run for four (4) years from Forms 1 to 4 whilst Advanced Level shall run for two years from Forms 5 to 6.

4.3.1 Pathways at Ordinary Level

There shall be **eight Pathways** offered at this level namely; **Social Sciences, Natural Sciences, Business and Finance, Agriculture, Home Economics and Hospitality, Technology, Performing and Creative Arts, and Physical Education and Sport.**

The following figure shows the structure of the Ordinary Secondary school level pathways.
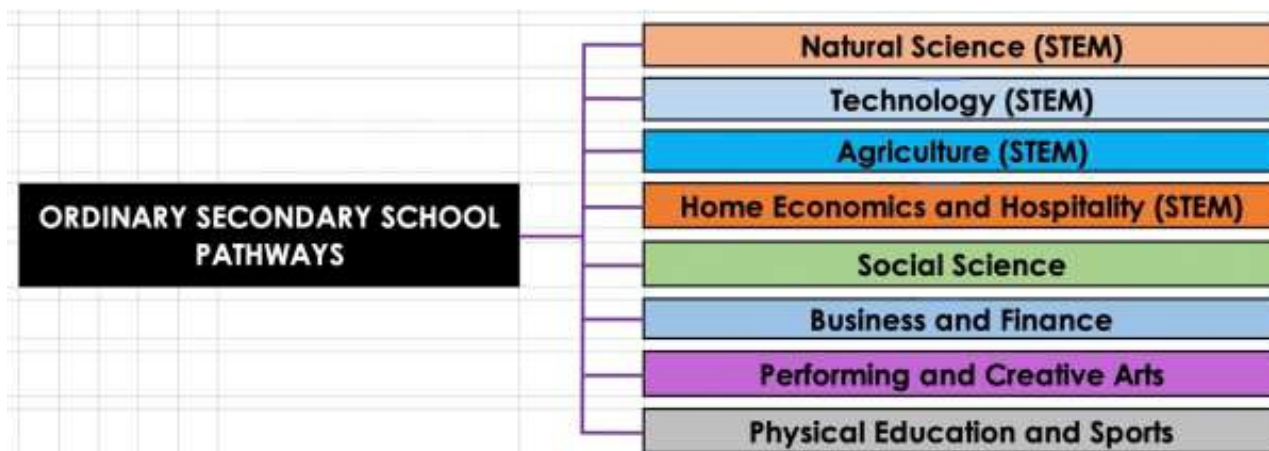
Figure 3: Ordinary Secondary School Pathways

Pathways at Ordinary level are structured to provide learners with a comprehensive understanding of various career options to enable them develop necessary competences, knowledge, skills, positive attitudes and values for future career decisions. In other words, pathways offer learners opportunity to explore their interests, passions, and strengths while gaining valuable insights into the future career options.

Placing of learners in the different pathways shall be done based on the results obtained at the end of the primary education examination and the interests of the learners. This shall be carefully done in order to properly guide the learners to make sound choices of the pathways, which will eventually allow them to have their desired fields of study and specialization at higher education level.

Schools shall be encouraged to closely collaborate with key stakeholders to enhance learners' skills and competences in various areas of specializations.

4.3.1.1 Subjects Groupings at Ordinary Level

The following are the subject groupings at this level:

1. **English Language (Compulsory for ALL pathways)**
2. **Other Languages (Zambian and Foreign languages)**:
   a.   Zambian Languages;
   b.   Foreign languages (French, Chinese, Portuguese, Swahili)

3. **Mathematics:**
   a.   Mathematics (Compulsory for ALL pathways)
   b.   Additional Mathematics

4. **Social Sciences:**
   a.   Literature in English;
   b.   Geography;

c.   History;

d.   Religious Education;

e.   Civic Education (Compulsory for ALL pathways)

5. **Natural sciences:**
    a.   Agricultural Science;
    b.   Biology;
    c.   Chemistry;
    d.   Physics;

6. **Performing and Creative Arts, Physical Education and Sports:**
    a.   Music;
    b.   Art and Design;
    c.   **Physical Education**

7. **Home Economics and Hospitality:**
    a.   Fashion and Fabrics;
    b.   Food and Nutrition;
    c.   Hospitality Management
    d.   Travel and Tourism

8. **Business and Finance**
    a.   Principles of Accounts;
    b.   Commerce

9. **Technology**
    a.   Computer Science
    b.   Computer Studies (Compulsory for all Pathways, but non-examinable)
    c.   Design and Technology

4.3.1.2 Guidelines on Pathways and Subject Combinations

Learners at Ordinary level shall take a minimum of six (6) and a maximum of seven (7) subjects. The following are the subject combinations based on the available pathways.

1. **Natural Sciences (STEM):** Compulsory - **English Language, Mathematics, Civic Education, and Computer Studies**. Choose three CORE subjects from 5, and one other subject from any subject grouping.

2. **Agriculture Science (STEM)**: Compulsory- **English Language, Mathematics, Civic Education, Agricultural Science and Computer Studies**. Choose any other two subjects from any of the subject groupings.

3. **Technology (STEM):** Compulsory- **English Language, Mathematics, Civic Education, and Computer Studies.** Choose one CORE subject either 9e or 9c, and any other two subjects from any of the subject groupings. Learners taking Computer Science will not be required to take Computer Studies (9b).

4. **Home Economics and Hospitality (STEM)**: Compulsory - **English Language, Mathematics, Civic Education, and Computer Studies**. Choose one CORE subject from 7 and any other two subjects from any of the subject groupings.

5. **Social Sciences: Compulsory** - **English Language, Mathematics, Civic Education, and Computer Studies**. Choose one CORE subject from 4, and two other subjects from any of the subject groupings.

6. **Business and Finance**: Compulsory - **English Language, Mathematics, Civic Education, Principles of Accounts, Commerce, and Computer Studies**. Choose one other subject from any of the subject groupings.

7. P**erforming and Creative Arts:** Compulsory- **English Language, Mathematics, Civic Education, and Computer Studies**. Choose one CORE subject from 6, and two other subjects from any of the subject groupings.

8. **Physical Education and Sports**: Compulsory - 1 **English Language, Mathematics, Civic Education, Biology, Physical Education, and Computer Studies**. Choose one other subject from any of the subject groupings.

4.3.1.3 Curriculum Reforms at this level

The following are the reforms at this level:

i.   Junior and Senior Secondary school levels have been combined into one level called Secondary School Ordinary Level and will be from Form 1- 4 non-stop progression;

ii. Subject names shall run for a period of four years without being changed as learners progress from one grade level to the next;

iii. Reduction of Secondary schooling from Five (5) years to Four (4) years for the Ordinary level Certificate;

iv. Learners at Ordinary level shall take a minimum of six (6) and a maximum of seven (7) subjects, except those in STEM- Natural Sciences who may be allowed to take eight (8) Subjects;

v.   There shall be **eight Pathways** offered at this level namely; Social Sciences; Natural Sciences; Business and Finance; Agriculture Science; Home Economics and Hospitality; Technology; Performing and Creative Arts; and Physical Education and Sport;

vi. Computer Science has been introduced as a practical subject to learners at this level. This subject has been introduced to equip learners with essentially knowledge in the science of the computer and coding. Computer Science drives technological advancements, fosters innovation, and has applications in various industries such as robotics, networks, software development, cybersecurity and data analysis. It is a discipline that combines theory and practical applications to understand and harness the capabilities of computing.

vii. The Technology Pathway has two routes-the Computer Science pathway or the Design and Technology pathway. Learners will then have to make a choice of taking Computer Science or Design and Technology as the CORE practical subject.

viii. The Home Economics and Hospitality pathway has introduced a new career path of Travel and Tourism;

ix.   Social Studies has been split into its constituent subjects of Civic Education, History and Geography to allow learners to specialize at an early stage.

x.   Financial Literacy and Entrepreneurship shall be integrated in all carrier subjects and offered to ALL learners to enable them acquire valuable life skills, prepare them for financial challenges in adulthood, and contribute to their overall financial well-being and success. It empowers them to make sound financial decisions and build a solid foundation for their future financial security.

xi.   Religious Education syllabi, (2044 and 2046) have been merged into one syllabus. This is to promote unity of purpose among teachers offering these subjects and also to allow similar content to be taught to all learners taking Religious Education.

xii.   Integrated Science has been split into its constituent subjects of Biology, Chemistry and Physics. This will offer learners a better preparation for higher education and careers in the specific science fields.

xiii.   Science 5124 has been abolished. Learners in the pathways that offered Science will now be required to take either Physics or Chemistry or both depending on their desire and field of specialization.

xiv.   The set books for Literature in English, three (3) of the five (5) books should be authored by Zambians.

xv.   Schools shall offer specialized O'Level and A' Level pathways depending on the guidelines that will be provided based on availability of staff, infrastructure and equipment.

4.3.1.4 Assessment

Assessment for the four-year Ordinary Level Secondary Education programme shall include a variety of methods to evaluate the competences of learners in terms of knowledge, skills, and general understanding. Formative and summative assessments shall be conducted at school and national levels.

School Based Assessment (SBA) shall take the form of assignments, class tests, projects, practical work, research and end of term tests. SBA results shall be used to inform the teaching and learning process, the content, timetabling, groupings of learners, monitoring and how learners are supported to overcome barriers to learning. Standardised national examinations will be administered at the end of Form 4 by the Examinations Council of Zambia. The purpose of these examinations will be for certification, evaluation of school performance and for progression to Advanced Level (A Level) or tertiary education.

4.3.1.5 Co-Curricular activities

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

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

4.3.2 Advanced Level (A LEVEL)

The 2023 Curriculum introduces Advanced Level Education at secondary school level, which is a more specialized and in-depth education, that prepares learners for higher education or entry into the workforce. Advanced Level Education will play a vital role of bridging the gap between Ordinary Secondary and Tertiary education. A-levels or Pre-University education, aims to develop critical thinking, analytical skills, and subject expertise in a chosen career.
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4.3.2.1 Structure of 'A' Level Courses

i.   Secondary School Advanced Level shall be from Form 5 to Form 6. The structure for courses at 'A' level is that subjects will be clustered in five (5) pathways namely **STEM, Social Sciences and Languages, Business Studies, Sports Science and Creative and Performing Arts .**
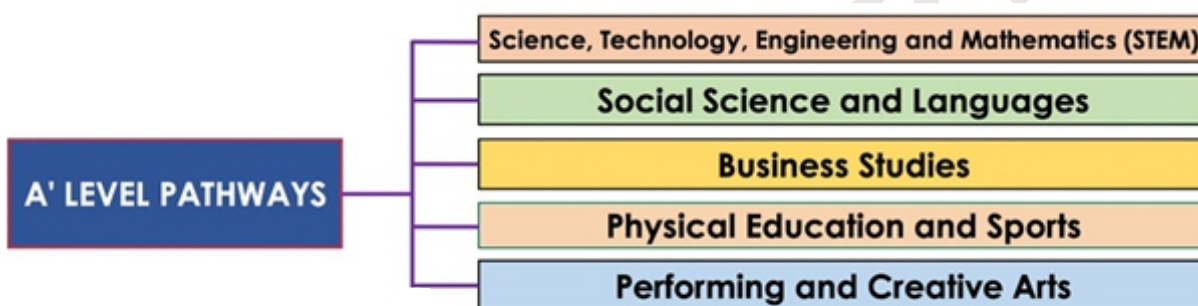
Figure 4: Structure of pathways for A Level Courses

ii.   The qualification of teachers to handle Advanced level education shall be a minimum Degree in that area of specilisation/teaching area.

iii. Requirements guidelines by schools including infrastructure to handle Advanced level education (Schools, Materials, Equipment, facilities etc.) based on the pathway shall be provided.

iv.   Entry Requirements for Candidates is School Certificate or its equivalent with three (3) Credits in the area of specialisation.

v.   In each pathway the learners will take **a minimum of three (3) and maximum of four (4) subject**s.

Guidance shall be provided on the subject combinations based on the pathway. The subjects to be offered at A Level are given below;

1. Biology

2. Physics

3. Chemistry

4. Agricultural Science

5. Computer Science

6. Mathematics

7. Geography

8. Design and Technology

9. Fashion and Fabrics;

10. Food and Nutrition;

11. Hospitality Management

12. Travel and Tourism

13. Civic Education

14. English Language

15. History

16. Religious Studies,

17. Literature in English

18. Zambian Language

19. Foreign Language (French, Chinese, Portuguese, Swahili)

20. Economics

21. Commerce

22. Accounting

23. Business Studies

24. Physical Education

25. Art and Design

26. Music

4.3.2.2 Assessment

Assessments for the two-year Advanced Level course or pre-university programme shall include a variety of methods to evaluate learners' competences, knowledge, skills, and understanding. Practical assessments shall be incorporated for subjects that involve hands-on skills, such as sciences or arts, allowing learners to demonstrate their abilities through experiments, performances, or projects. Coursework assignments and school based assessment shall provide opportunities for independent research, data analysis, and report writing, fostering critical thinking and problem-solving skills.

4.3.2.3 Co-curricular activities

All learners at this level shall be expected to be involved in the following activities, which are part of the education curriculum:

i.   Club and Societies
ii.   Sports
iii.   Preventive Maintenance
iv.   Production Unit

4.3.2.4 Learner profile

The learner profile for secondary school education shall encompass a range of attributes and skills that are crucial for learners' growth and success as shown in the following illustration:

Figure 2: Learner profile attributes

4.4 TEACHER EDUCATION

This section provides training in specialised fields, to qualified students that have completed their Secondary Education. It provides an overview of the curriculum designed for Teacher Education and training at Early Childhood Education (ECE), Primary Teacher Education and Secondary School Teacher Education.

Teacher Education and training is important in preparing competent educators who can positively influence individuals and societies, especially in our constantly evolving world. The training addresses local, regional and global needs of adequately trained teachers in education.

4.4.1 Categories of Teacher Education

All Colleges of Education at each level shall provide Pre- service and In-service teacher training.

4.4.1.1 Pre-service Education is intended for candidates who have no initial formal teacher training or experience. The competences, knowledge, skills, attitudes and positive values that student teachers acquire during the course are critical for effective curriculum implementation.

4.4.1.2 In-service Education is where a serving teacher upgrades his/her professional skills and competences in the teaching profession. It is an essential aspect in the provision of 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 of Education will continue to exercise a coordinating function and ensure that programmes fit within the framework of an overall comprehensive scheme.

The strategic approach under the Pre and In-service Teacher Education will embody a number of basic education provision principles such as:

i. Demand driven programmes which will be responsive to local, regional and global needs.
ii. Institutionalised and Resource Centre based In-service programmes with focus on the needs of serving teachers and education institutions.
iii. Cost effective implementation models that reach large numbers of personnel.
iv. offering of both short and long term In- service Educational programmes designed by the institutions.

4.4.1.3 Duration of programmes

The duration for the Pre-service degree and Diploma programmes in education shall be three years in all colleges and universities. The duration of short courses shall vary from one week to twelve weeks; through workshops, seminars, conferences and face-to-face teaching and e-learning modes to enhance the teaching profession. The long-term courses meant for Continuing Professional Development 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.

The courses shall be designed to help In- service teachers to enhance their skills and competencies and upgrade their professional qualifications. The Directorate of Curriculum Development, Teacher Education and Specialized Services, Colleges of Education and Universities shall be instrumental in designing and providing long term courses to teachers who wish to upgrade their professional qualifications.

4.4.1.4 Distance education

The institutions of learning providing Teacher Education will develop Distance Education programmes for In-Service teachers in line with the Ministry's provisions or guidelines. The Ministry of Education shall also ensure that all In-Service programmes delivered through the Distance Education mode are handled by educators who are qualified in Distance Education methodologies.

4.4.1.5 School experience

The School Experience is an integral part of teacher preparation, offering student teachers the opportunity to immerse themselves in a real school environment. Student teachers shall be required to undertake school experience in the second and third years of their training. School experience shall last not less than one full School Term.

4.4.1.6 Teacher education programmes

The programmes to be developed under this Curriculum will be aimed at preparing teachers for different sub-sectors of the education system. Three (3) 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 . The following will be the programmes to be offered by different Teacher Education institutions:

I)   Early Childhood Teacher Education Course

This programme shall prepare teachers to teach children that are aged between 3 and 5 years in the ECE Centres. Student teachers who successfully complete this course will graduate with a Diploma in Early Childhood Teacher Education.

ii)   Primary School Teacher Education Course

This programme will cater for teachers who will teach at Grades 1 to 6 in the Primary Schools. Student Teachers who successfully complete this course will graduate with a Diploma in Primary Education.

iii) Secondary School Teacher Education Course

This programme will be offered by colleges and universities. Those who successfully complete the course will be awarded either Bachelor's degrees or diploma in secondary school teaching. Degree graduates will be qualified to teach Forms 1to A' levels whereas diploma teachers will qualify to teach Forms 1 and 2 secondary school classes.

4.4.2 Curriculum for Teacher Education

The programmes will vary according to what the teacher will specialise in. The following will be the curricula for Teacher Education.

4.4.2.1 Curriculum for Early Childhood Teacher Education

1.   **Education Foundational Courses:**
     i   Child Psychology
     ii   Education administration/ History and Philosophy of Early Childhood Education
     iii   Sociology of Early Childhood Education
     iv   Guidance and Counselling
     v   Research Methods
     vi   Health and Nutrition
     vii   Inclusive Early Childhood Education
     viii   Curriculum, Instructional Strategies and assessment
     ix   Production of Teaching/Learning Materials

2.   **Teaching Courses**
     i.   Language Development Education
     ii.   Creative and Technology Studies Education
     iii.   Expressive Arts Education
     iv.   Mathematics and Science Education

4.4.2.2 Curriculum for primary teacher Education

1.   Education Foundation Courses
     i.   Education Administration, History and Philosophy of Education
     ii.   Psychology and Sociology of Education
     iii.   Special and Inclusive Education
     iv.   Guidance and Counselling
     v.   Curriculum, Instructional Strategies and assessment
     vi.   Entrepreneurship and Financial Education
     vii.   Information and Communication Technology
     viii.   Research Methods

2.   **Teaching Courses**
     i.   Mathematics Education
     ii.   Science Education
     iii.   Literacy & Language Education
     iv.   Expressive Arts Education
     v.   Creative and Technology Studies Education
     vi.   Social Studies Education

4.4.2.3 Curriculum for secondary teacher education (Ordinary Level)

1.   Education Foundation Courses
     i.   Education Administration, History and Philosophy of Education
     ii.   Psychology and Sociology of Education
     iii.   Special and Inclusive Education

iv.   Guidance and Counselling

v.   Curriculum, Instructional Strategies and assessment

vi.   Entrepreneurship and Financial Education

vii.   Information and Communication Technology

viii.   Research Methods

NOTE: Optional Teaching Subjects

Students will be required to study at least two teaching subjects of their own choice. Colleges of Education will be expected to determine the subject combinations but should be in line with the teaching subjects found in the Ordinary Level Secondary School Curriculum.

4.4.2.4 Curriculum for secondary school teacher education (Advanced Level)

NOTE: Education and Foundation Courses and Option Teaching Subjects at Advanced level Students shall be required to study at least two teaching subjects of their own choice. Higher institutions of learning shall be expected to determine the subject combinations but should be in line with the teaching subjects found in the Secondary School/Advanced Level Curriculum listed in this framework under their respective headings. They will also cover advanced level foundational courses so as to enhance students' competences.

4.4.3 Special education curriculum

Pre-Service Teacher Education Programmes will provide inclusive education to all student teachers. However, Zambia Institute of Special Education (ZAMISE) and any other specialized universities and colleges will offer specialised programmes in Special Education that will require students to specialise in one particular area; Visual impairments, Hearing impairments, Intellectual and Developmental Disability, Orthopaedic and Physical impairments, Deaf blindness, Autism Spectrum Disorder, Speech and Language impairments, Specific Learning Difficulties, Multiple disability, Behavioural and Emotional Disorders, Health impairments, Traumatic brain injury and Giftedness. The curriculum will be as follows:

1.   **Education Foundation Courses**
    I   Educational and Neuro Psychology
    ii   Education Administration, History and Philosophy of Education
    iii   Sociology of Special Education
    iv   Guidance and Counselling in Child with Disability
    v   Research Methods
    vi   Curriculum, Instructional Strategies and assessment
    vii   Information and Communication Technology
    viii)   Entrepreneurship and Financial Education

2.   **Special Education Courses (for Specialised Special Education Teachers)**
    Students will opt to specialise in one of the following areas:
    I.   Visual impairments

ii.   Hearing impairments
iii   Intellectual and Developmental Disability
iv.   Orthopaedic and Physical impairments
v.   Deaf blindness
vi.   Autism Spectrum Disorder
vii.   Speech and Language impairments,
viii   Specific Learning Difficulties
ix.   Multiple disability
x.   Behavioural and Emotional Disorders,
xi.   Health impairments
xii.   Traumatic brain injury and
xiii.   Giftedness.

4.4.3.1 The contact time for 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 provided for at school level. However, the following table shall be a guide for contact time:

1.   **Early Childhood Teacher Education**

No.	Learning Area	Time Allocation per Week
1.	Language Development Education	4 hours
2.	Creative and Technology Studies Education	4 hours
3.	Expressive Arts Education	4 hours
4.	Mathematics Education	4 hours

NOTE: All Education Foundational Courses (Under Education Professional Studies) shall take 1 hour per week.

2.   **Primary Teacher Education**

No.	Learning Area	Time Allocation per Week
1.	Mathematics Education	4 hours
2.	Literacy and Language Education	4 hours
3.	Integrated Science Education	4 hours
4.	Expressive Arts Education	4 hours
5.	Creative and Technology Studies Education	4 hours
6.	Social Studies Education	4 hours

NOTE: All Education Foundational Courses (Under Education Professional Studies) shall take 1 hour per week.

3. **Secondary Teacher Education (Ordinary Level)**

No.	Education Foundational Courses	Time Allocation per Week
1.	Education Administration, History and Philosophy of Education	1 hour
2.	Psychology and Sociology of Education	1 hour
3.	Special and Inclusive Education	1 hour
4.	Guidance and Counselling	1 hour
5.	Curriculum and Instruction Strategies	1 hour
6.	Research Methods	1 hour

NOTE: Contact time for Option Teaching Subjects shall be determined by the institutions.

4. **Secondary Teacher Education (Advanced Level)**

Contact time for Educational Foundation Courses and Teaching Subjects at this level shall be determined by the institutions. Contact time for Educational Foundation Courses and Teaching Subjects for institutions offering Special Education Courses (for Specialised Special Education Teachers) shall follow the prescribed time for Colleges of Education.

4.4.3.2 Assessment procedures

The assessment process in Teacher Education is composed of two key components: **continuous assessment tasks,** which account for 60% of the overall assessment, and **examinations**, which make up the remaining 40%. This balanced approach allows for a holistic evaluation of student teachers' knowledge skills, and competences.

Continuous Assessment Tasks

Continuous Assessment tasks encompass a diverse range of evaluation methods to accurately gauge a student's performance and academic growth throughout the course.

4.4.4 Teacher Education Curriculum Reforms

i. Colleges of Education shall not offer distance education programmes to pre-service teachers.
ii. At all levels of Teacher Education, Entrepreneurship and Financial Education shall be taught as Education Foundational Course.
iii. Colleges of Education shall continue to offer Diploma Programmes while the Universities shall have the preserve of offering Degree Programmes.
iv. All Colleges of Education will offer Inclusive Education to students under Pre- and In-service Programmes.

v.   School Experience shall last for a full school term.

vi.   Students that successfully complete Early Childhood Teacher Education course shall teach learners aged between 3 to 5 years.

vii.   Students that successfully complete Primary Teacher Education course shall teach learners from Grades 1 to 6.

viii.   Degree graduates will be qualified to teach Forms 1to 6-A' levels whereas diploma holder teachers will qualify to teach Forms 1 and 2 ordinary secondary school classes.

4.4.5 Co-Curricular Activities

All students will be expected to be involved in the following activities which are part of the education curriculum. The activities are aimed at equipping students with a holistic education and a sense of purpose beyond the classroom environment.

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

4.4.6 Student exit profile

The student profile for teacher education must encompass a diverse set of attributes and skills necessary for fostering the growth and success of the teachers demonstrated in the conceptual framework below:

4.5. YOUTH AND ADULT LITERACY EDUCATION

Youth and Adult Literacy Education (YALE) is a form of life-long education provision to the youths and adults (aged 15 and above) who may have dropped out of school or had no chance to go through formal schooling. YALE's overriding objective is to empower out-of-school youths

and adults with basic literacy, (the 3R's; reading, writing and arithmetic) and functional skills to enable them participate effectively in community and national development. The pursuit of adult education stems from a desire for self-improvement, a professional need for a specific skill or a want to expand available job possibilities.

4.5.1 Curriculum for Youth and Adult Literacy

The curriculum at this level offers the learners the opportunity to proceed from lower levels into higher levels in the formal education. The learners can proceed to Grade 3, Grade 6 and beyond. The curriculum has two options for the learners.

1) Option 1: is for those who wish to acquire basic literacy equivalent to Grade 4
2) Option:2 is for those with basic literacy skills and are interested in acquiring the vocational skill(s).

Option 1

This option will provide the learners with the basic foundation for entry into open classes at Grade 4. The option has two levels; (Level 1 and level 2. Level 1 is equivalent to Grade 1 while level 2 is equivalent to Grades 2 and 3. From the two levels, learners will then proceed into open classes at Grade 4. The duration for this option remains two years.

NOTE: The learners under option 1 will be required to study Creative and Technology Studies in line with what is offered at lower primary and continue at upper primary.

4.5.2 Learning Areas

i. Literacy and Language (English and a Zambian Language)/Sign language/Braille
ii. Numeracy and Financial Literacy
iii. Creative and Technology Studies
iv. Civic Education
v. Environmental and Health Education

4.5.3 Curriculum Reforms at this Level

i   The introduction of two learning options
ii   Introduction of Creative and Technology Studies (CTS) in Option 1 for the learners progressing into the main stream.
iii Introduction of Financial Literacy

S/N	Learning Area	Time Allocation per Week
1	Literacy and Language in English and Zambian Language/Sign Language/Braille	1 Hour
2	Numeracy and Financial Literacy	1 Hour
3	Creative and Technology Studies	1 Hour
4	Environmental and Health Education	1 Hour
5	Civic Education	1 Hour
	Total	**5 Hours**

OPTION 2

The learners under option 2 focus on the acquisition of vocational skill(s) with an addition of Literacy and Language, Numeracy and Financial Literacy to help them function effectively in society. Upon completion, the learners will be tested by TEVETA and will obtain a level 3 certificate in the specialised skill(s). The duration for the course is 6 months to 1 year depending on the clientele.

Learning Areas
  i.   Literacy and Language (English and a Zambian language)/Sign language/Braille
  ii. Numeracy and Financial Literacy
  iii. Entrepreneurship skills and ICT

2. Contact Time-Option 2

S/N	Learning Areas	Time allocation per Week
1	Language and Literacy (English and a Zambian Language)/Sign Language/Braille	1 Hour
2	Numeracy and Financial Literacy	1 Hour
3	Entrepreneurship and ICT	2 Hours
	Total	**4 Hours**

4.5.4 Assessment Procedures

The assessment at this level will be formative and administered through different academic activities in order to measure achievement of the teaching and learning processes. These may include;

1. Standard-based projects
2. Assignments that require learners to apply their competences, knowledge, skills, positive attitudes and values.

4.5.5 Learners with Educational Needs and Disabilities

Adults with severe special learning needs identified as social contacts in the community should learn the activities for daily living (ADL) so that they are independent.

4.5.6 Learner Exit Profile

The focus of Youth and Adult Literacy Education at this level is to produce a learner who is:

i   Literate (read, write and do arithmetic) and able to communicate effectively
ii   creative and innovative
iii a critical thinker
iv   adaptive
v   Self-reliant

CHAPTER FIVE
STRATEGIES FOR EFFECTIVE CURRICULUM IMPLEMENTATION

Effective implementation of the curriculum depends on many factors such as inputs, processes and the outcomes of the education system.

This Chapter highlights key strategies for effective implementation of the curriculum as follows:

5.1 PLANNING

Planning in curriculum implementation refers to the process of preparing for and organising the actual implementation of the curriculum through an implementation strategy.

5.1.1 Implementation Strategy

The implementation of this curriculum will be effected in four (4) phases namely; Phase 1 Preparation, Phase 2 Pilot/Pretesting, Phase 3 Roll Out and Phase 4 Curriculum Review.

Phase 1: Preparation
1.   Printing and distribution of Curriculum Framework
2.   Development of Curriculum Implementation Framework
3.   Development and printing of Syllabi and Assessment Schemes
4.   Development of learners text books
5.   Development of Curriculum support materials such as the National Literacy Framework, the National Numeracy Framework, the Curriculum Implementation Framework)
6.   Formation of Curriculum Orientation Technical Teams comprising implementing directorates; DCD, TESS, Standards, ECZ, DODE, Planning, Primary, Secondary and ECE).

Phase 2: Pilot or Pretesting
1.   Orientation of HQ, Provincial, District, Colleges of Education, Head teachers and School Insert Coordinators on Curriculum Reforms and materials.
2.   Orientation of teachers and administrators in the pilot schools
3.   Distribution of Curriculum Framework, Syllabi and Curriculum Support materials (including NLF, NNF. Curriculum Implementation Strategy) which can be done during orientation.
4.   Piloting and pretesting of new Syllabi, Competence Assessment, School Based Assessment
5.   Monitoring and mentorship
6.   Validation and Consolidation of Syllabi with input from the pilot
6.   Preparation of infrastructure to support the new structure

Phase 3: Roll Out
1.   Capacity building of targeted implementers such as ECE Teachers, Literacy and Language Teachers at Lower primary, Teachers of practical subjects, teachers of technology subjects, teachers of Visual and Performing Arts, Special Education Teachers and STEM teachers

2. Implementation of National Competence Assessments, School Based Assessments and National Examinations
3. Research on various aspects of curriculum implementation such as the effectiveness of the Language of Instruction, new subject combinations, career paths, instructional materials, Special and Inclusive Education and Elearning.
4. Monitoring and Evaluation

Phase 4: 2023 Curriculum Review

1. Curriculum evaluation and review
2. Development of data collection tools
3. Data collection
4. Consultative meetings
5. Curriculum Evaluation report dissemination

2023 Curriculum Implementation Plan

YEAR	GRADE/LEVEL						
2025	ECE	1	4	Form 1	A' Level 1	Tertiary Year 1
2026	Adult Literacy	2	5	Form 2	A' Level 2	Tertiary Year 2
2027		3	6	Form 3		Tertiary Year 3
2028				Form 4		

5.1.2 Resource Mobilisation and Management

There is need for the Ministry to mobilise adequate financial resources from the Government and cooperating partners in education. This would enable development and procurement of relevant and sufficient number of quality teaching and learning materials- textbooks, libraries, equipped specialised labs/rooms, sporting equipment, and other equipment to support quality learning of practical subjects such as Science, Technology, Engineering and Mathematics (STEM) and Performing and Creative Arts.

Resource management will be critical in planning, scheduling and allocation of human and financial resources to the successful implementation of the Curriculum. In addition, prudent management of resources will guarantee the Government to reduce costs, improve efficiencies and boost productivity. In this regard, effective resource management will be important in the achievement of the goals and objectives of the intended curriculum. Therefore, there will be need to enhance transparency, accounting, auditing and prudent utilisation of resources in all learning institutions.

5.2 CURRICULUM SUPPORT MATERIALS

The successful implementation of the curriculum requires adequate supply of educational support materials and infrastructure such as practical subject equipment, text-books, teaching aids, science and computer laboratories and specialized rooms necessary for the provision of quality education to the learners. There is need; therefore, for the Government to secure all necessary curriculum support materials for the successful implementation of curriculum.

5.3 CHANGE MANAGEMENT

Change management is a systematic and structured process of developing and implementing strategies and interventions for organisations transitioning from current state to a desired state. The primary goal of change management is to enhance organizational performance ability and capability through proactive or reactive actions to cope with either internally induced or externally imposed changes.

The Ministry of Education has a new Policy on Education, New Strategic Plan as well as New Curriculum. There is need to prepare various stakeholders to manage the curriculum reform. The Ministry shall develop a Change Management Strategy. Change management will support the stakeholders through uncertainty as they face complex, volatile or ambiguous situations. The Change Management Strategy will provide guidance and resources to assist organisations to manage people through a process of change, while putting the learner at the centre of decisions. Developing a clear understanding of how the change impacts on people and the Ministry of Education will be key to enabling change leaders to develop an effective change strategy and successfully deliver the key objectives of the change.

5.4 SUBJECT ASSOCIATIONS

Subject Associations are professional bodies that consist of teachers who are experts in their subjects. They play a complementary role of;

i   sharing new teaching methodologies in the teaching and learning process.

ii   conducting research on specific subjects with a view to generating new knowledge in the area;

iii   evaluating the curriculum content in terms of its relevance to the societal needs;

iv   suggesting means and ways of teaching specific subjects and contribute by determining the best type of evaluation procedures to employ in assessment of learners' performance in different subject areas.

v   influencing effective implementation of the curriculum at different levels.

The Ministry of Education will continue collaborating with Subject Associations as a strategy to implement the curriculum.

5.5. STAKEHOLDER ENGAGEMENT AND COLLABORATION

Stakeholders in education are individuals or institutions with interest in the outcome of the school curriculum. These include learners, teachers, school administrators, lecturers, educational officials, academicians, parents, community members, NGOs, cooperating partners, politicians, traditional and religious leaders. Thus, the success of curriculum implementation requires stakeholder engagement and collaboration. Some stakeholders may be engaged to provide financial resources while some may be engaged for technical expertise.

5.6. MONITORING AND EVALUATION

Monitoring and Evaluation is an integral element of effective curriculum implementation. Its primary foci include the:

i   evaluation of learning competences by regularly assessing the progress and performance of learners.

ii   assessment of teaching methods through observations of classroom activities, and gathering feedback from educators,

iii assessment of the availability, suitability, utilization and management of teaching and learning materials.

iv   appraisal of stakeholder engagement by assessing the levels of involvement and satisfaction of stakeholders with the curriculum.

v   enhancement of teacher professional development by ensuring that teachers receive adequate preparation to effectively implement the curriculum.

The outcomes of the monitoring and evaluation process of the curriculum shall serve as the foundation for informed decision-making, ongoing enhancements, accountability, and the adaptation of the curriculum to meet evolving needs of learners and society.

5.7 RESEARCH

Research plays a vital role in the provision of quality education at every level. When research is carried out in the education sector, it establishes a solid basis for assessing how well the curriculum is implemented. In addition, research provides valuable insights to educators and policymakers. It serves as a resource for tracking progress, leading to making informed decisions and continually improving of instructional practices. Ultimately, research is essential for meeting the unique requirements of learners and enhancing educational results overall. To this end, research will be used as a strategy for effective curriculum implementation.

5.8 TEACHING METHODS

The curriculum is aligned with local and international teaching and learning trends and strategies. Therefore, it is encouraged that teachers and teacher -educators use a variety of teaching techniques and methods in order to cater for the range of learning needs taking into account the available local resources. Educators are advised to use methods that promote active learner participation and interaction.

5.9 DECOLONISATION OF THE CURRICULUM

Education is meant to bring individual, economic, as well as social transformation. As such, the curriculum has been made flexible and responsive to local conditions, environment and societal needs. In this way, the curriculum will provide some 30 percent (%) 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.

5.10 CAREERS GUIDANCE AND COUNSELLING

Careers Guidance and Counselling are vital in the development of a well-balanced learner who is expected to fit in society and contribute positively to society. The four areas of Careers Guidance and Counselling of: Personal, Social, Vocational and Educational have been integrated in the curriculum so as to produce a well-balanced learner at all levels of education.

5.11 ASSESSMENT

Assessment, which is the process of gathering information to monitor progress of learners so as to make educational decisions, is an integral part of any curriculum. It is used as a tool to evaluate the teaching and learning process. Assessment shall include a variety of methods to evaluate the competences of learners would have acquired at each level of education. These shall include formative and summative assessment. Formative assessment is the process of evaluating the learners' knowledge and competences during the teaching and learning processes. The goal of formative assessment is for monitoring, informing, guiding and improving the instructional process. At both Primary and secondary school levels, Formative Assessment may include School Based Assessment, School projects and class tests which will contribute to the final grades of the Summative Assessment administered by the Examinations Council of Zambia (ECZ).

5.12 CO-CURRICULAR ACTIVITIES

Co- curricular activities are organized activities which are part of the formal education system. Although they take place outside the classroom setting, co-curricular activities are programmed to complement what happens inside the classroom. They are included in the academic life for the purpose of skill development and formation of positive values and attitudes among learners. Co-curricular activities also enhance academic performance and development of learners. Therefore, all learners will be expected to be involved in co-curricular activities, which will promote their holistic development. Some of the activities which will be incorporated in the education curriculum include: Clubs and Societies; Sports; Preventive Maintenance; and Production Unit

5.13 PHYSICAL ENVIRONMENT

Learning institutions should have appropriate infrastructure such as classrooms, lecture rooms/ lecture theatres, Libraries, tutorial rooms and specialized rooms, laboratories, workshops and resource rooms. They should also have adequate indoor and outdoor playing facilities for sports

such as: football, netball, volleyball and other sporting activities. There shall also be space for production work where learners will be involved in the acquisition of practical skills.

5.14 ALTERNATIVE MODES OF EDUCATION PROVISION

Alternative Modes of Education Provision (AMEP) provides education to learners outside the formal education system. It gives an opportunity for continuing education to children and adults who may have dropped out of school, and those who may not be in school due to various reasons such as medical issues, incarceration, for them to learn and obtain formal qualifications. The modes employ various methodologies and approaches of delivering education through Open Learning, Distance Education in addition to E-learning programmes. AMEP shall extensively be used in conventional education as well as during emergencies, epidemics and national disasters.

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