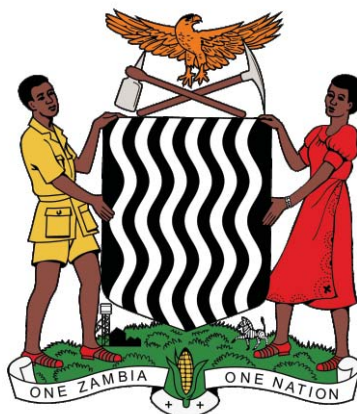




Republic of Zambia
MINISTRY OF EDUCATION

2023 ZAMBIA EDUCATION
CURRICULUM FRAMEWORK

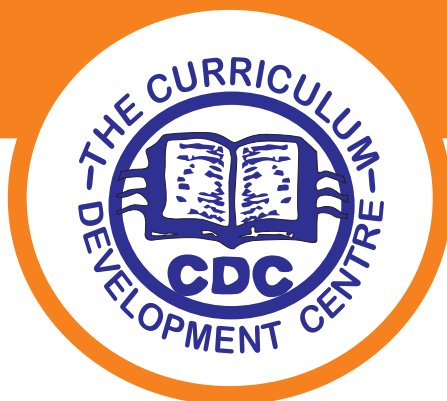




**REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION**

CURRICULUM DEVELOPMENT CENTRE

2023 ZAMBIA EDUCATION CURRICULUM FRAMEWORK



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"Education is indeed a great equaliser. 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 and it can make an orphan become a medical doctor."

Hakainde Hichilema-President of the Republic of Zambia.

PREAMBLE



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

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 mobilisation and sustainable utilisation of human and natural resources for every Zambian.

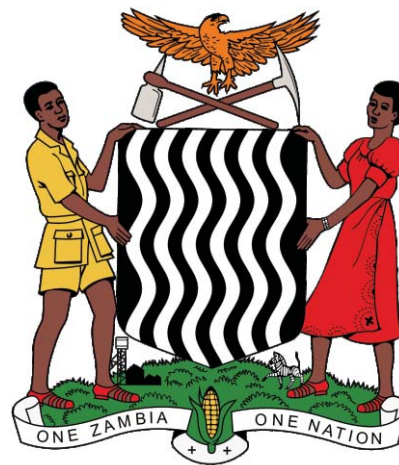
In my inaugural speech to Parliament on 10th September, 2021, I called for the need to restore the education system to international standards and best practices. My administration considers education, science and skills development as an equaliser.

It is in this regard that the reformed curriculum will act as a catalyst in our learners' acquisition of the required competences and skills which are critical to the developmental aspirations of our 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 increased access to quality and relevant education. The quest for providing increased access to quality and relevant education requires that practitioners dialogue and come up with strategies to address the challenges holistically. Hence, this curriculum is a product of wide consultations.

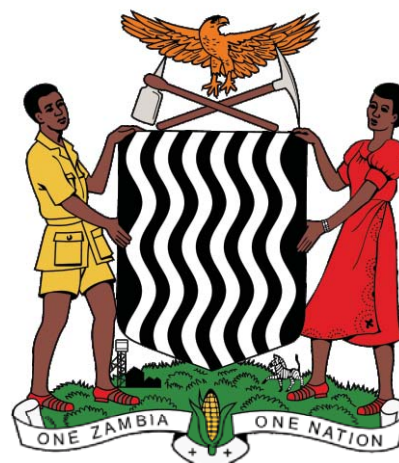
The Government of the Republic of Zambia, under the leadership of His Excellency Mr. Hakainde Hichilema, the President of the Republic of Zambia, recognises that education is the cornerstone of national development as it plays a critical role in the production of the needed human capital endowed with the required competences of the 21st Century. These competences are pivotal in the realisation of the Vision 2030 and developmental aspirations of our nation. The 2023 Zambia Education Curriculum Framework provides an avenue and the process of producing a learner with these desired competences.

Suffice to say, investment in young people through quality education provision ensures

job creation and socio-economic transformation. Thus, the realisation of the importance of education compelled our 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 education stakeholders in particular, to embrace the 2023 Zambia Education Curriculum Framework as it provides adequate guidance on our preferred education system.

Hon. Douglas Munsaka Syakalima- MP
MINISTER OF EDUCATION





PREFACE

Mr. Joel Kamoko
Permanent Secretary – Educational Services
Ministry of Education

The 2023 Zambia Education Curriculum Framework (ZECF) aims at not only providing guidance on the preferred type of education for our nation, but also 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. Furthermore, 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. In addition, the curriculum has provided eight career pathways for learners to have 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. The ECE has been reduced from 4 to 3 years while primary education level has 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 have 4 years of ordinary secondary education and 2 years of advanced Secondary ("A" level). Notably Forms have replaced Grades at Secondary school level.

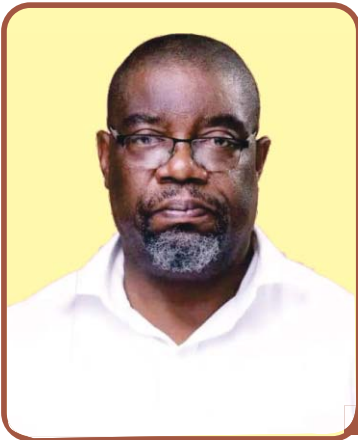
Consequently, automatic progression from primary to secondary school has been abolished together with the Junior Secondary School Leaving Examination. Learners have to pass the examination at Grade 6 to proceed to Form 1. Forthwith, candidates will write their School Certificate examination at the end of Form 4. It is expected that this Competence Based Curriculum will equip learners at all levels of education with vital competences, knowledge, skills, and values that are necessary for the actualisation 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.

A handwritten signature in dark ink, appearing to read 'Joel Kamoko', written over a light-colored background.

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

ACKNOWLEDGEMENT



Dr. Charles Ndakala
Director - Curriculum Development
Ministry of Education

The development of the 2023 Zambia Education Curriculum Framework was achieved with the cooperation and participation of various stakeholders within and outside the education system.

I, therefore, express my profound gratitude to all individuals, organisations and institutions that made submissions to the Ministry of Education on the gaps and challenges experienced during the implementation of the 2013 Curriculum, and for their immense contributions towards the development of this Curriculum Framework.

Special thanks to all the Directorates in the Ministry of Education, Examinations Council of Zambia, Universities, Colleges of Education, Technical Education Vocational and Entrepreneurship Training Authority, Teacher Unions, Subject Associations, Civic and Traditional Leaders, Provincial Education Officers, Civil Society Organisations, Individuals and Cooperating Partners for their immense contributions during the consultative process.

Last but not least, gratitude goes to ALL the Curriculum Development Specialists and staff for their commitment to work.

A handwritten signature in black ink, consisting of several overlapping loops and a final flourish.

Charles Ndakala (Dr.)
Director - Curriculum Development
MINISTRY OF EDUCATION

ACRONYMS / ABBREVIATIONS

AIDS	Acquired Immuno deficiency Syndrome
ADL	Activities for Daily Living
AMEP	Alternative Mode of Education Provision
ASG-QA	African Standards and Guidelines in Quality Assurance
CBC	Competence Based Curriculum
CDAZ	Child Development Assessment for Zambia
CDC	Curriculum Development Centre
CPD	Continuing Professional Development
CSOs	Civil Society Organisations
CTS	Creative and Technology Studies
DCD	Directorate of Curriculum Development
DODE	Directorate of Open and Distance Education
D & T	Design and Technology
ECCDE	Early Childhood Care, Development and Education
ECE	Early Childhood Education
ECZ	Examinations Council of Zambia
EFA	Education for All
EGLP	Early Grade Literacy Programme
8NDP	Eighth National Development Plan
ESD	Education for Sustainable Development
HE	Home Economics
HEH	Home Economics and Hospitality
HIV	Human Immunodeficiency Virus
ICT	Information and Communications Technology
LOI	Language of Instruction
LSEND	Learners with Special Educational Needs and/ or Disabilities.
LSHE	Life Skills and Health Education
MCDSS	Ministry of Community Development and Social Services
MoE	Ministry of Education
NCAAs	National Competence Assessments
NGOs	Non-Governmental Organisations
NLF	National Literacy Framework
NNF	National Numeracy Framework
OBE	Outcomes - Based Education
ODL	Open and Distance Learning
PCA	Performing and Creative Arts
PES	Physical Education and Sports
PLP	Primary Literacy Programme
SADC	Southern Africa Development Community

SBA	School Based Assessment
SDG	Sustainable Development Goals
SDS	Social Development Studies
SAE	Standards, Assessment and Evaluation
SEL	Social and Emotional Learning
SEN	Special Educational Needs
SHN	School Health and Nutrition
STEM	Science, Technology, Engineering and Mathematics
TCM	Teacher Curriculum Manuals
TESS	Teacher Education and Specialised Services
TEVET	Technical Education and Vocational Training
TEVETA	Technical Education, Vocational and Entrepreneurship Training
UN	United Nations
UNESCO	United Nations Educational Scientific and Cultural Organisation
UNZA	University of Zambia
UPND	United Party for National Development
YALE	Youth and Adult Literacy Education
ZAMISE	Zambia Institute of Special Education
ZECF	Zambia Education Curriculum Framework
ZNQA	Zambia National Qualifications Authority
ZPC	Zambia Primary Course

DEFINITION OF TERMS

Term	Definition
Co-Curricular	Play and educational activities that complement academic learning.
Community Language	A local language that is commonly used in a particular locality.
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.
Financial Literacy Education	This is the knowledge and skills one requires to help 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.

Life Skills	A group of psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with and manage their lives in a healthy and productive manner.
Optional Subjects	Subjects a learner may choose to study in addition to their mandatory or required subjects.
Primary Education	Refers to the education offered to Grade 1-6 learners.
School Experience	This is a programme through which student teachers undertake school-based teaching.
Screening	A check to identify possible health or developmental concerns in young children who may need a health assessment, mental health assessment or educational evaluation.
Secondary School	Institutions of learning that provide schooling from Form 1 to 4 (Ordinary Level) and Form 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 subject.
Tertiary Education	Any form of education that occurs after secondary school
Vocational and Technical Subjects	Subjects that provide learners with hands on experiences.
Youth and Adult Literacy Education	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.

1.1 BACKGROUND

Education is both the cornerstone for socio-economic development and a tool for transforming and steering Zambia towards the attainment of the Vision 2030. The Education 2030 Agenda is an integral part of the sustainable development aspirations, 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 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. Thus, the Ministry held various consultative meetings with stakeholders which indicated that there was need to comprehensively reform the education curriculum at all levels in order to:

- i. Diversify the education curriculum to make it more responsive to individual needs of learners and society;
- ii. Interlink the education curriculum at all levels of the education system; and
- 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 conducted a national curriculum review/evaluation and engaged stakeholders such as learners, educators, teacher unions, subject associations, Co-operating Partners, the academia, individuals, Law Makers, Civic and Traditional Leaders, Civil Society Organisations (CSOs), and Faith Based Organisations so as to solicit for submissions on implementation challenges and the gaps that were/are in the 2013 Curriculum. Stakeholders provided proposals on how to address the identified gaps and challenges. The submissions paved way for the development of the 2023 Zambia Education 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 the Curriculum had not realised the desired educational outcomes and aspirations of the nation. As of 2023, learners were still exiting the school system

without acquiring the necessary knowledge, skills and values needed for self-reliance and socio-economic emancipation. The gaps and challenges highlighted below were the major bottlenecks that the Stakeholders identified for the Government to address:

- i. **Education policy and curriculum mismatch.** The 2013 Education Curriculum does not respond to the aspirations of the New Education Policy of 2023;
- ii. **Limited curriculum responsiveness.** The 2013 Education Curriculum is not very responsive to individual, societal and national needs;
- iii. **Inadequate skills and competences to drive the 8NDP.** The skills base is inadequate to respond to societal and individual needs. In addition, some content in the learning areas/subjects is limited and does not provide for meaningful learning experiences that are beneficial to the individual and the nation. At the same time, in some subjects, there is content that is deemed to be at Advanced Level but done in the Ordinary Level, thereby making it difficult for some learners to comprehend;
- iv. **Curriculum does not adequately address emerging issues.** The 2013 Education Curriculum does not adequately address emerging issues such as Computer Science, Travel and Tourism, digital literacy, entrepreneurship, climate change, anticorruption and cultural diversity;
- v. **Loss of national identity.** The 2013 Education Curriculum has no countrywide recognised National Values and Principles that should provide for national identity. Moreover, some content is alien and does not promote or enhance national identity, unity and preservation of cultural norms and practices;
- vi. **Inadequate literacy and numeracy exit skills and significant resource wastage in terms of learning materials and examination resources.** Learners are not acquiring adequate literacy and numeracy skills and are just moving through the education system. Learners are advancing automatically from Grade 7 to Grade 8 despite not exhibiting desired numeracy and literacy skills. Such learners often face challenges in attaining success at Grade 9, as those with bad results at Grade 7 often perform badly or fail at Grade 9;
- vii. **Non-alignment of education system and qualifications with international standards.** Some assessment bodies equate a Degree obtained in Zambia to a Higher Diploma, while Zambians pursuing studies in some other countries are forced to undertake bridging courses before being admitted to universities. Zambia's education system is not fully aligned with international standards and practices, and not responding to 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;
- viii. **Long schooling duration and heavy workload.** Learner workload is heavy due to the high number of subjects' learners take in school as career pathways are only introduced at Secondary level. Equally the number of years of schooling is long;
- ix. **Learners expected exit competences are not well defined.** Zambia's education system is Outcome-Based Education (OBE) and doesn't adequately provide for learners to

demonstrate/exhibit their acquisition of Competences, knowledge, skills, positive attitudes and values necessary for the sustainable development of the nation. The Curriculum puts emphasis on what learners are expected to know and not on what learners are expected to do;

- x. **Inadequate inclusiveness in the current education system.** The 2013 Education Curriculum has not adequately catered for inclusiveness from ECE to Teacher Education; and
- xi. **Limited use and recognition of School Based Assessment.** The 2013 Education Curriculum has not provided for extensive use of formative assessment data for teaching and learning, and has only rolled out School Based Assessment to practical subjects. Moreover, School Based Assessment performance is not part of the overall performance, except in a few selected subjects.

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 that 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 with National Development Plans, and migrate the education system from an Outcome- Based Education (OBE) to a Competence Based Education (CBE) with a view to promoting education that will enhance the acquisition of competences, knowledge, skills, positive attitudes and values necessary for the sustainable development of the nation. It is envisioned that the 2023 Curriculum will foster the provision of quality education in Zambia that will be competitive on both the regional and global levels.

1.3. PURPOSE OF THE CURRICULUM FRAMEWORK

The 2023 Zambia Education Curriculum Framework (ZECF) prescribes guidelines and binding regulations for all levels of learning institutions that are involved in the provision of education in Zambia. 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 that 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 assessment methods 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. Thus, 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 textbooks will be reviewed every 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 competences. It leaves such level of information to the syllabuses and in some cases the Curriculum Implementation Guidelines.

The objectives of the ZECF are to:

- 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 competences at all levels to achieve Zambia's development aspirations. It is in view of this understanding that the Ministry of Education 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, 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:

- a. Technical Education, Vocational and Entrepreneurship Training Act No. 13 of 1998-Amended by Act No. 11 of 2005
- b. The Postal Services Act No. 22 of 2009
- c. The Information and Communication Technologies Act No. 15 of 2009-Amended by Act No. 3 of 2010
- d. The Constitution of Zambia Amendment Act of 2016
- e. Education Act No. 23 of 2011
- f. Higher Education Amendment Act No. 23 of 2021
- g. Higher Education Loans and Scholarships Act No. 31 of 2016
- h. Examinations Council of Zambia Act No 15 of 1983, Cap 137-Amended by Act No. 18 of 2021, Amended by Act No. 3 of 2023.
- i. Teaching Profession Act No. 5 of 2013
- j. Zambia Educational Publishing House Act No.11 of 1971
- k. Zambia National Commission for UNESCO Act No. 32 of 1966-Amended by Act No. 16 of 1981 Cap 139
- l. Zambia Qualifications Authority Act No. 13 of 2011, Amended by Act No. 8 of 2024
- m. Patents Act No. 40 of 2016
- n. Public Health Act Cap 295
- o. Local Government Act No. 2 of 2019
- p. The Data Protection Act No. 3 of 2021
- q. The Cyber Security and Cyber Crimes Act No. 2 of 2021
- r. The Electronic Communications and Transactions Act No. 4 of 2021
- s. Persons with Disabilities Act No. 6 of 2012
- t. The Children's Code Act No. 12 of 2022

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 life-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. National ICT Policy of 2023
- ii. National Health Policy of 2012
- iii. School Health and Nutrition Policy of 2006
- iv. The National Food and Nutrition Policy (2006)
- v. The National Child Health Policy (2008)
- vi. The National Policy on Disability (2015)
- vii. Child Policy of 2015
- viii. 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 the provision of education that contributed to this framework;

- i. Charter of Children's Rights (1990)
- ii. United Nations Convention on the Rights of Persons with Disabilities
- iii. The Universal Declaration of Human Rights of 1948
- iv. Sustainable Development Goals
- v. The African Union Agenda 2063
- vi. Continental Education Strategy for Africa
- vii. Addis Convention on Recognition of studies, Certificates, Diplomas-, Degrees and other academic qualifications in the higher education.
- viii. Africa Standards and Guidelines in Quality Assurance in Higher Education (ASG-QA).
- ix. The SADC Protocol on Education and Training
- x. SADC ODLE 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 recognises 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. While taking cognisance of the National Values and Principles, the following are the guiding principles that 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 marginalisation which is not in conflict with Zambia's national values and legislation, 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 their 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 with the agreed procedures and timelines.

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 education provision and 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 to a Competence-Based Curriculum. A Competence-Based Curriculum emphasises teaching and learning primarily focusing on the learner's demonstration of their desired learning competences 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 aspects of the learning process such as competences to be mastered 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:

Table 1: General Competences and Definition

COMPETENCES	DEFINITION
Analytical Thinking	Process of breaking down complex information into components and understanding how they are interconnected
Citizenship	Acting as a responsible citizen and participating 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	Working with others to achieve results as a team.
Communication	Sharing ideas, thoughts, information and messages concisely and precisely
Creativity and Innovation	Creating new ideas and products by applying processes and introducing new techniques that can add value.
Critical Thinking	Process of conceptualising, applying, analysing, synthesising, and evaluating information to form judgement or guide a belief or action
Digital Literacy	Using a broad range of Information and Communication Technologies such as a cell phone, computer, calculator in specific contexts.
Emotional Intelligence	Recognising one's emotions as well as those of others and making use of that information to effectively manage oneself and one's relationships in different situations
Entrepreneurship	Knowledge, skills and behaviour needed to identify, create, develop, manage, and grow a business venture.
Environmental Sustainability	Appropriate and sustainable use of natural resources and the preservation of the environment
Financial Literacy	Applying knowledge of key financial concepts, financial products and services to financial management.
Problem Solving	Identifying, analysing and finding solutions to challenging situations.

NOTE: *These General competences will be broken down into Specific Competences in the various subject syllabuses.*

2.3.2. Language of Instruction

The Education Act of 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 Languages 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 affect 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)

Basic Life Skills curriculum offers learners the emotional, social and intellectual tools needed to achieve success in life - on a personal level, on interpersonal level, and within their community and work places. Life Skills and Health Education (LSHE) is a curriculum-based process of teaching and learning about the cognitive, emotional, physical and social aspects of human development. Good quality school based LSHE increases correct knowledge, promotes positive attitudes, and develops the values, skills and behaviours young people need, to make informed choices. It helps develop positive and national values including respect for human rights, gender equality and develop the attitudes and skills that contribute to safe, healthy, positive relationships.

The core elements of LSHE programmes share a firm grounding in human rights and gender equality, and a recognition of the concept of sexuality as a natural part of human development. Further, LSHE promotes psycho-social 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 with stress.

3.2. GENDER

Gender refers to the socially constructed views about males and females. 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. 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 type of leadership that is in place influences the social, economic, and political development of a nation. 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 an 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 content should be integrated in the curriculum.

3.5. HUMAN RIGHTS AND FREEDOMS

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

3.6. NATIONAL VALUES AND PRINCIPLES

The National Values and Principles refer to practices, culture and traits, and way of doing things that define us as a people. They are enduring beliefs, ideas, and behaviour patterns that reflect and differentiate our society from others. The National Values and Principles are a set of beliefs and guidelines meant to provide us as a nation with a foundation upon which our identity and practices can be anchored. The National Values and Principles give us direction; they are our pillar and our foundation.

Our Republican Constitution, under Article 8, outlines our National Values and Principles which are crucial in pursuit of the economic, social, and political agenda of Zambia. The following are the National Values and Principles (NVPs):

- 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 appropriate carrier subjects with emphasis on learners' simulation of business projects in groups.

3.8. HIV AND AIDS

Despite heavy investments in sensitisation campaigns, counselling and treatment efforts, the 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 learners. 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 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 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 with 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.

3.18. DIGITAL LITERACY

The ICT sector has experienced significant structural growth due to the progressive migration from second to fifth generation of cellular networks (2G to 5G) technologies, and the resultant increased adoption rates, increased data usage and wider signal penetration rates, especially in rural areas. The Government will facilitate additional investments in building digital literacy and skills, especially among the youth to provide a sound foundation for innovation, including in science and technology. The investment in digital literacy will be embedded in the education system to ensure every learner is equipped with digital competences as they exit the education system.

4

CHAPTER FOUR CURRICULUM STRUCTURE

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). Figure 1 depicts the structure of the curriculum showing the number of years a learner spends schooling from the time one enters pre-school to the time when one attains a doctorate degree.

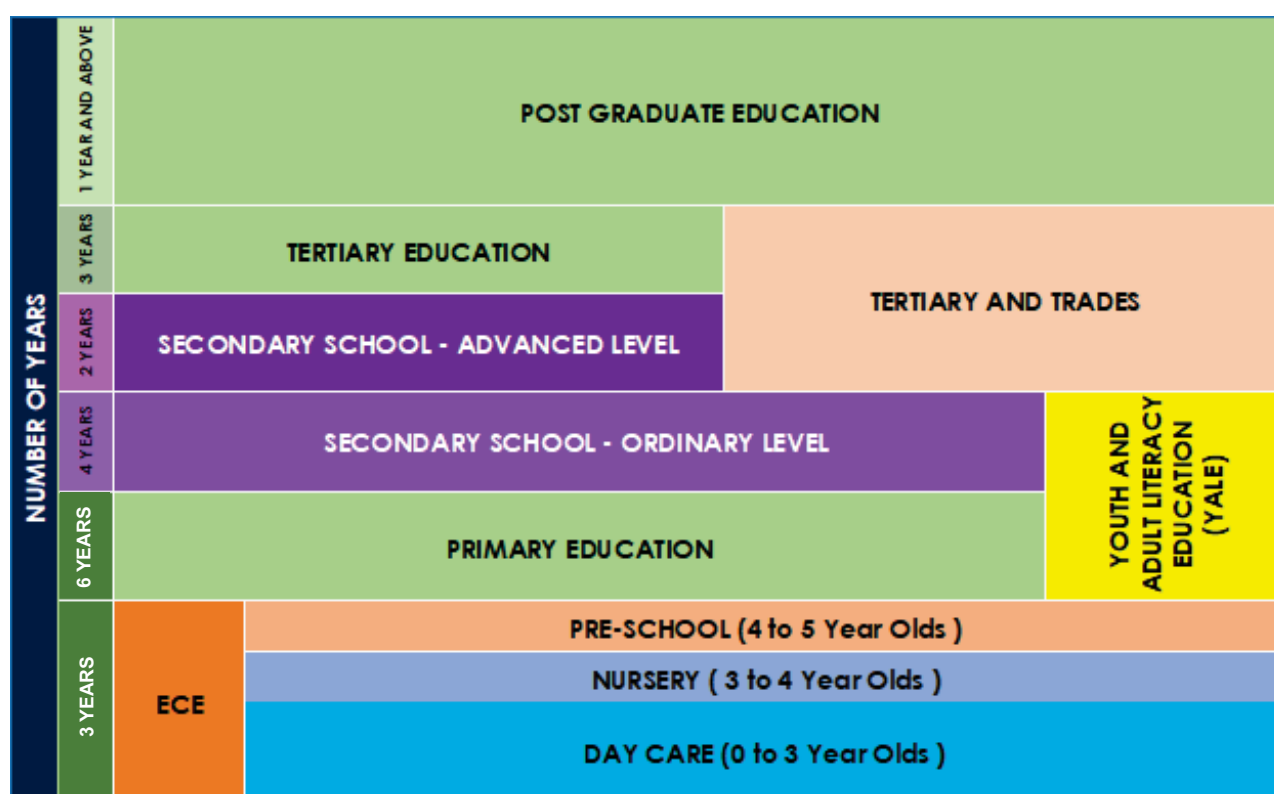


Figure 1: Structure of the Curriculum

4.1 EARLY CHILDHOOD EDUCATION

In 2013, the Ministry of Education reviewed and standardised 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 0-5 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 most learning taking place through purposeful 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 three (3) broad levels as outlined below:

4.1.2.1 Day-Care

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 responsible for Health and Ministry responsible for 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

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 learning through social interaction of children from different backgrounds through purposeful play.

4.1.2.3 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 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).

4.1.4 Contact Time

Table 2: ECE Contact Time per Week

No.	Learning Area	Time	Periods
1.	Pre –Literacy and Language		
	• English Language /Sign Language Literacy / Braille	2 hours 30 Minutes	5
	• Zambian Language	2 hours 30 Minutes	5
2.	Pre- Mathematics and Pre-Science	5 hours	10
3.	Creative and Technology Studies (CTS)	5 hours	10
Total		15 hours	30

4.1.5 Curriculum Reforms at this Level

The following are summarised 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 language and other skills that are fundamental to the subsequent learning experiences.
- iii. The Language of Instruction at this level will be English language. However, code switching with support of a community Zambian language shall be encouraged to ensure meaningful interaction between the teacher and the learner .
- iv. Expressive Arts has been replaced with Creative and Technology Studies (CTS). This is to align it to the Primary Education curriculum.
- v. Early Childhood Assessment and monitoring tools will be introduced.
- vi. The thematic approach to teaching 3-5 year children will be adopted.
- vii. 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

In order to facilitate inclusiveness, there will be provision of guidance and services by the Ministry on screening, assessment for developmental milestones and school readiness-from home to ECE Centre, and from ECE to primary school.

4.1.7. Learners with Special Education Needs and/or Disabilities (LSEND).

The curriculum at this level also caters for Learners with Special Educational Needs and/ or 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. Specialised intervention in form of Activities for Daily Living (ADL) will be provided to all LSEND to enhance their independent living in school, at home and in society. The Ministry will continue offering Home-Based Education Programme to those LSEND who cannot reach any learning institution due to the nature of their disability and this will be supported by taking advantage of digital technology and e-learning.

4.1.8 Learner Exit Profile

The significance of education at this level is to develop a child's social, physical, mental and emotional capacities with learning taking place through purposeful play. Thus, learners will be provided with an opportunity for hands-on activities and interact with peers, while inculcating the desired competences in them at a lower level. Thus, children exiting ECE will be required to exhibit elements of the competences below based on the specific competences that will be articulated in the subject syllabi.

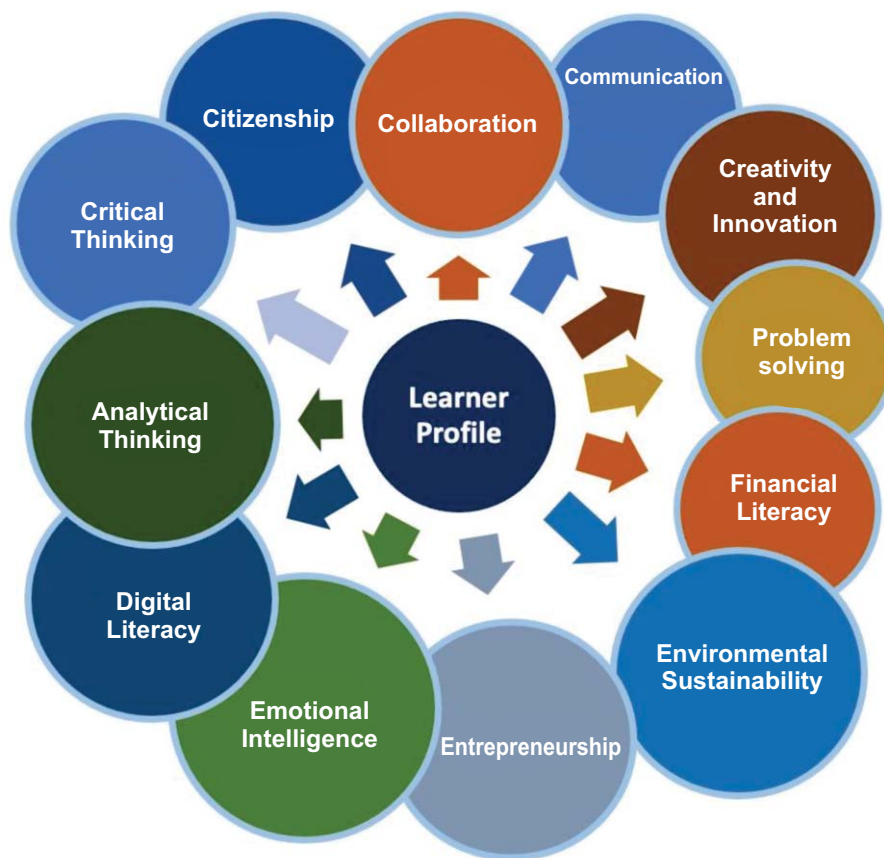


Figure 2: Learner Exit Profile at ECE

4.2 PRIMARY EDUCATION

The aim of Primary Education is to provide an education which facilitates the cultivation of the learner's full potential. Primary Education provides individual learners with a solid academic and practical foundation that serves as the basis and pre-requisite needed for continuation of education and training for 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 Education: Lower and Upper. 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 eight (8) 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)

4.2.1.1 Curriculum Reforms at Lower Primary 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. However, code switching with support of a community Zambian language shall be encouraged to ensure smooth transition. 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 for both English and Zambian Languages, 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 the end of Grades 1 and 3. These assessments will be used to establish competences acquired by the learners, thereby providing the basis for 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; and
- vii. Social Studies will be integrated into all the learning areas.

4.2.1.2 Lower Primary Contact Time

At Lower Primary, 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 per week as highlighted in table 3. The duration for a single period at the Lower Primary (Grades 1 to 3) is 30 minutes.

Table 3: Time Allocation per Week

No.	Learning Area	Time	Periods
1	Literacy and Language		
	• English Language	5 hours 30 minutes	11
	• Zambian Language	5 hours 30 minutes	11
2	Mathematics and Science	5 hours	10
3	Creative and Technology 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 or 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 Grade 4 to 6;
- ii. English Language shall continue to be used as the Language of Instruction from Grade 4 to 6 in all the Learning Areas except when teaching Zambian Language. 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. Therefore, learners at this level are expected to take seven Learning Areas. 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. Agricultural Science will be integrated in Science to make learners develop competences in farming at an early age;
- v. Mining and Zambia's mineral wealth content will be integrated in Social Studies to prepare learners for careers in mining;
- vi. 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;
- vii. All Primary School learners shall be exposed to foundational subjects which are key in choosing the Career Pathways at Secondary School;
- viii. Entrepreneurship, Financial Education and other cross-cutting themes have been integrated into appropriate learning areas to equip learners with relevant knowledge, skills and positive values; and
- ix. Learners will not automatically progress to Secondary School after sitting examinations at Grade 6. They will either have to repeat until they qualify to Form 1 or get enrolled into 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. The time allocation for Grades 4 to 6 is highlighted in table 4.

Table 4: Grades 4 to 6 Time Allocation per Week

No.	Learning Area	Time	Periods
1	English Language	4 hours	6
2	Mathematics	4 hours	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 Min	7
7	Expressive Arts/ Home Economics	4 hours 40 Min	7
	TOTAL	28 hours	42

4.2.2.3 Assessment

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 prepared by the schools and subject teachers to assess the competences at a particular Grade level as part of teaching and learning. The SBA component marks will be submitted to ECZ for addition to the final score of the Primary School Leaving Examination.

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 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 Intellectual Impairments shall be introduced in all learning areas, while for the Visually Impaired, the adapted Syllabi shall be in Mathematics, Science, and CTS; and
- 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 competeces shall be used from the syllabi 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

The contact time per week for learners with intellectual disability is highlighted in table 5.

Table 5: Time Allocation for Learners with Intellectual Disability 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 Mathematics, Learners with Intellectual Disabilities will

choose one or two practical subjects depending on their ability and interest or school discretion.

Table 6: Contact Time for the LSEND 16+ Level

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	Art and Design	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
13	Physical Education	3 hours 20 minutes
14	Music	3 hours 20 minutes

4.2.3.3 Assessment for Learners with Special Educational Needs and/ or Disabilities (LSEND)

School Based Assessment shall be administered to learners with intellectual disabilities at the end of level three to determine their suitability to proceed to 16+ level. Learners at 16+ (Plus) Level will be assessed by TEVETA.

4.2.4 Co-and Extra Curricular Activities

To complement the curriculum, all learners will be expected to take part in the following:

- i. Clubs
- ii. Sports
- iii. Preventive maintenance
- iv. Production unit
- v. Subject related activities

4.2.5 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.

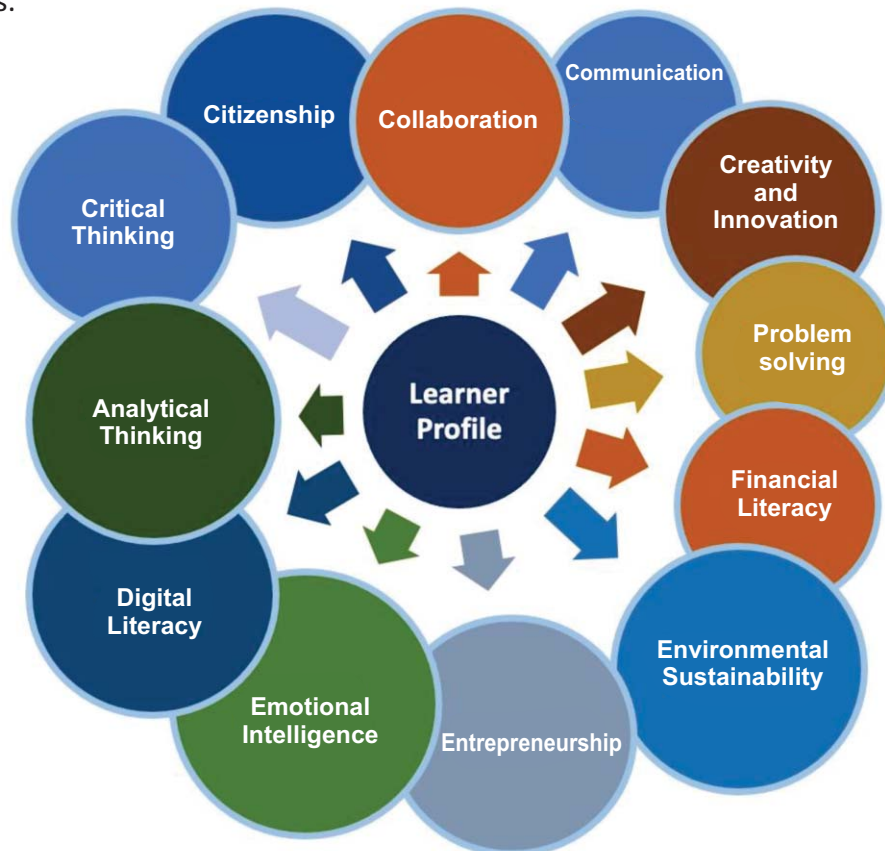


Figure 3: Learner Exit Profile at Primary School

4.3 SECONDARY 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 Form 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.**

Figure 4 shows the structure of the Ordinary Secondary school level pathways.

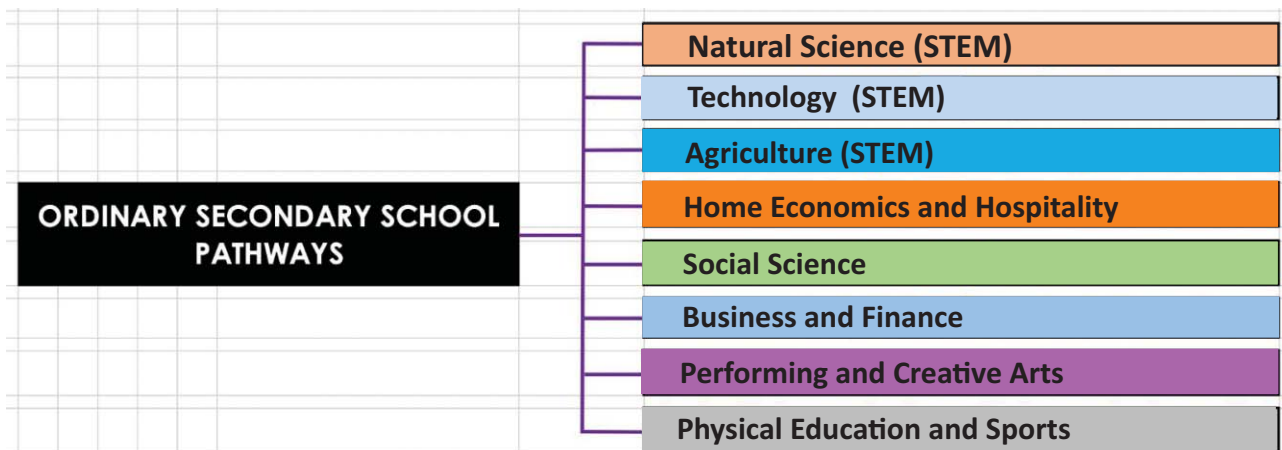


Figure 4: Ordinary Secondary School Pathways

Pathways at Ordinary level are structured to provide learners with a comprehensive understanding of various career options to enable them develop necessary competences 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 specialisation at higher education level.

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

4.3.1.1 Subject Groupings at Ordinary Level

The following are the subject groupings to guide choice of pathways at this level:

1. Language and Literature

- a. English Language (Compulsory for ALL pathways)
- b. Literature in English
- c. Zambian Languages
- d. Foreign languages (French, Chinese, Portuguese, Swahili)
- e. Literature in Zambian languages

2. Mathematics

Mathematics (Compulsory for ALL pathways)

3. Social Sciences

- a. Geography
- b. History
- c. Religious Education
- d. Civic Education (Compulsory for ALL pathways)

4. Natural sciences

- a. Agricultural Science
- b. Biology
- c. Chemistry
- d. Physics

5. Performing and Creative Arts

- a. Music
- b. Art and Design

6. Home Economics and Hospitality:

- a. Fashion and Fabrics
- b. Food and Nutrition
- c. Hospitality Management
- d. Travel and Tourism

7. Business and Finance

- a. Principles of Accounts
- b. Commerce

8. Technology

- a. Computer Science
- b. Information and Communications Technology (ICT-Compulsory for all Pathways except for those taking Computer Science)
- c. Design and Technology

9. Physical Education and Sports

Physical Education

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 except for those taking Home Economics and Hospitality, who may be allowed to take 8 subjects. The following are the subject combinations based on the available pathways.

1. **Natural Sciences (STEM):** Compulsory - English Language, Mathematics, Civic Education, Biology; Chemistry; Physics; and ICT.

2. **Agriculture Science (STEM):** Compulsory- **English Language, Mathematics, Civic Education, Agricultural Science, Chemistry, Physics and ICT.**
3. **Technology (STEM):** Compulsory- **English Language, Mathematics, Civic Education, Physics, Chemistry and ICT.** Choose one **CORE** subject either **Computer Science or Design and Technology.**
4. **Home Economics and Hospitality (STEM):** Compulsory - **English Language, Mathematics, Civic Education, Chemistry, Biology and ICT.** Choose one **CORE** subject from **Group 6,** and one **Foreign language.** Note that **Chemistry** may be optional to those taking **Travel and Tourism.**
5. **Social Sciences: Compulsory - English Language, Mathematics, Civic Education, and ICT.** Choose one **CORE** subject from **Group 3,** one subject from **Group 1** and one other subject from **Group 4** except **Agricultural Science.**
6. **Business and Finance: Compulsory - English Language, Mathematics, Civic Education, Principles of Accounts, Commerce, and ICT.** Choose one other subject from **Group 4** except **Agricultural Sciences.**
7. **Performing and Creative Arts: Compulsory- English Language, Mathematics, Civic Education, Zambian Language, and ICT.** Choose one **CORE** subject from **Group 5,** and either **Literature in English or Literature in Zambian Language.**
8. **Physical Education and Sports: Compulsory - English Language, Mathematics, Civic Education, Biology, Physical Education, and ICT.** Choose one other subject from either **Group 3 or 4** except **Agricultural Science.**

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 run from **Form 1 to Form 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. **Restructured Secondary schooling from Five (5) years to Six (6) years;** Four Years being **Ordinary Level** and Two Years of **A Level**;
- iv. Learners at **Ordinary level** shall take a minimum of **six (6)** and a maximum of **seven (7)**;
- 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 to learners at this level. This subject has been introduced to equip learners with essential knowledge and competences in the **science of the computer and programming**. Computer Science drives technological advancements, fosters innovation, and has applications in various industries such as **robotics, networks, software development, cyber security and data analysis**. It is a discipline that combines theory and practical applications so as to understand and harness the capabilities of computing;
- vii. **Information and Communication Technology (ICT)**: ICT has been introduced as a compulsory examinable subject to replace Computer Studies. ICT will equip learners with Digital Literacy, Critical Thinking, and Technical competences to enable them effectively participate in a technology-driven world and prepare for future academic and career opportunities.
- viii. **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;
- ix. **The Home Economics and Hospitality** pathway has introduced a new career path of Travel and Tourism as well as given learners chance to learn a foreign language due to the nature of the pathway;
- x. **Social Studies** has been split into its constituent subjects of Civic Education, History and Geography to allow learners to specialize at an early stage;
- xi. **Financial Literacy and Entrepreneurship shall be integrated in carrier subjects and offered to ALL learners** to enable them acquire valuable life skills, prepare them for financial encounters 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;
- xii. **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;
- xiii. **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.
- xiv. **Science 5124 has been abolished**;
- xv. Out of the five set books for Literature in English, three (3) books should be authored by Zambians;
- xvi. Learners taking practical subjects will be given an option to sit for Trade Test Certification Examinations offered by TEVETA; and
- xvii. **Schools shall offer specialised O' Level and A' Level pathways depending on the guidelines that will be provided based on the availability of staff, infrastructure and equipment.**

4.3.1.4 Contact Time

The contact time at Secondary School Level is planned in such a way as to give ample time to Practical Subjects as highlighted in table 7.

Table 7: Subject Contact Time at Secondary School Level

S/No.	Subject	Hours	Periods
1	English Language	4hrs	6
2	Mathematics	4hrs	6
3	Biology	4hrs	6
4	Physics	4hrs	6
5	Chemistry	4hrs	6
6	Geography	3hrs 20min	5
7	History	3hrs 20min	5
8	Civic Education	3hrs 20min	5
9	Commerce	3hrs 20min	5
10	Principles of Accounts	3hrs 20min	5
11	Religious Education	3hrs 20min	5
12	Literature in English/Literature in Zambian Languages	3hrs 20min	5
13	Zambian Languages	3hrs 20min	5
14	Foreign Languages	3hrs 20min	5
15	Information and Communication Technology	3hrs 20min	5
16	Design and Technology	8hrs	12
17	Home Management	8hrs	12
18	Fashion and Fabrics	8hrs	12
19	Food and Nutrition	8hrs	12
20	Agricultural Science	8hrs	12
21	Art and Design	8hrs	12
22	Physical Education	8hrs	12
23	Computer Science	8hrs	12
24	Music	8hrs	12
25	Travel and Tourism	8hrs	12
26	Braille	3hrs 20min	5

4.3.1.5 Assessment

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

School Based Assessments (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. SBA shall

also contribute to the final mark depending on the subject guidelines. The School Certificate Ordinary Level Examination will be administered at the end of Form 4 by the Examinations Council of Zambia. The purpose of this examination will be for certification of the candidates, evaluation of school performance and for progression to Advanced Level (A Level) or Tertiary Education.

Trade Tests will be conducted by TEVETA at Levels III, II and I for learners taking Practical Subjects to ascertain learner competences.

4.3.1.6 Co-Curricular Activities

To complement the curriculum, all learners will be expected to take part in the following:

- i. Clubs
- ii. Sports
- iii. Preventive Maintenance
- iv. Production Unit
- v. Subject related activities

4.3.1.7 Learners with Special Educational Needs and/or Disabilities (LSEND)

In the spirit of Inclusive Education, learners regardless of their abilities shall learn from the same class. There will be special considerations for severe cases of disability. Braille will be taught as a subject for learners with Visual Impairment from Form 1 to Form 4 as a prerequisite for them to learn other subject.

4.3.2 Advanced Level (A LEVEL)

The 2023 Curriculum has introduced 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.

4.3.2.1 Structure of 'A' Level Courses

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



Figure 5: Structure of Pathways for A Level Courses

- ii. The qualification of teachers to handle Advanced Level Education shall be a minimum of a bachelor's Degree in that area of specialisation/teaching area;
- iii. Entry Requirements for Candidates is School Certificate or its equivalent with three (3) Credits or better in the area of specialisation; and
- iv. In each pathway, the learners will take a **minimum of three (3) and maximum of four (4) subjects**. Guidance shall be provided on the subject combinations based on the pathway. The subjects to be offered and contact time at A Level are given below;

Table 8: Subjects to be Offered at Secondary School Advanced Level and Contact Time

S/N	Subject	Time Allocation per Week	Periods
1	Biology	8 Hours	12
2	Physics	8 Hours	12
3	Chemistry	8 Hours	12
4	Agricultural Science	8 Hours	12
5	Computer Science	8 Hours	12
6	Mathematics	8 Hours	12
7	Geography	6 Hours	9
8	Design and Technology	8 Hours	12
9	Fashion and Fabrics	8 Hours	12
10	Food and Nutrition	8 Hours	12
11	Hospitality Management	8 Hours	12
12	Travel and Tourism	8 Hours	12
13	Civic Education	4 Hours	6
14	English Language	4 Hours	6
15	History	4 Hours	6
16	Religious Studies	4 Hours	6
17	Literature in English	5 Hours	7.5
18	Zambian Language	5 Hours	7.5
19	Literature in Zambian Language	5 Hours	7.5
20	Foreign Language (French, Chinese, Portuguese, Swahili)	3 Hours	4.5
21	Economics	4 Hours	6
22	Business Studies	4 Hours	6
23	Accounting	4 Hours	6
24	Physical Education	8 Hours	12
25	Art and Design	8 Hours	12
26	Music	8 Hours	12

Note: The duration for a single period is 40 minutes. The contact time at Advanced level is planned in such a way as to give ample time for Lectures, Practical work and Tutorials. Therefore the time for each of the above activities will depend on the subject.

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. 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. Advanced level assessments will be conducted by the Examinations Council of Zambia.

4.3.2.3 Co-and Extra Curricular Activities

To complement the curriculum, all learners will be expected to take part in the following:

- i. Clubs
- ii. Sports
- iii. Preventive Maintenance
- iv. Production Unit
- v. Subject related activities

4.3.2.4 Learner Exit Profile

The learner exiting secondary school education shall be required to exhibit a wide range of competences encompassing attributes and skills that are crucial for learners' growth and success as shown in the following illustration:

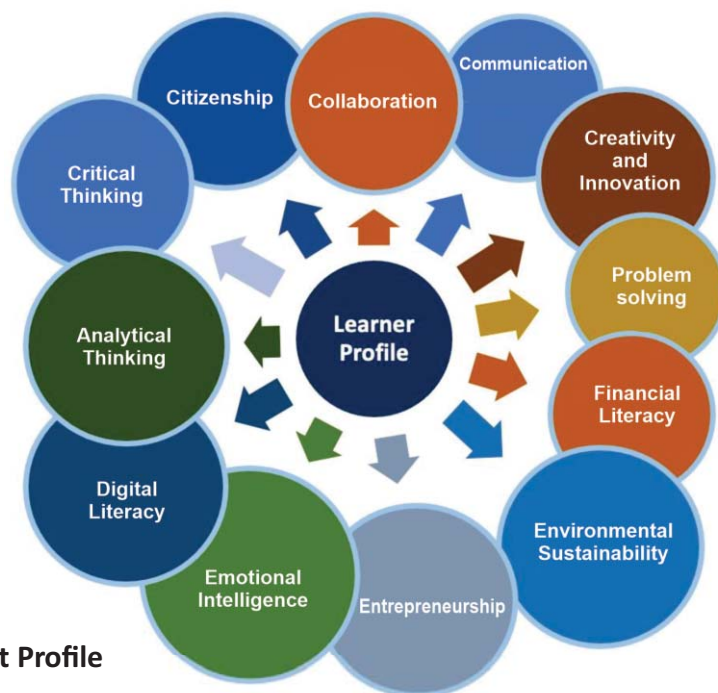


Figure 6: Learner Exit Profile

4.4 TEACHER EDUCATION

This section provides an overview of the curriculum designed for Teacher Education at Early Childhood, Primary and Secondary School Education levels. Teacher Education is important in preparing educators who can positively influence individuals and societies, especially in the constantly evolving world. This education addresses local, regional and global needs of adequately prepared teachers.

4.4.1 Categories of Teacher Education

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

4.4.1.1 Pre-service Education is intended for candidates who have no initial formal teacher education and experience. The competences, knowledge, skills, attitudes and positive values that student teachers acquire during the programme are critical for effective curriculum implementation at ECE, primary and secondary school levels. The duration for the Pre-service degree and Diploma programmes in education shall be three years in all Colleges and Universities.

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. 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 competences and upgrade their professional qualifications. The Directorates responsible for Curriculum Development, Teacher Education and Specialised 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. 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 a focus on the needs of serving teachers and education institutions;
- iii. Cost effective implementation models that reach large numbers of personnel; and
- iv. Offering of both short and long term In- service educational programmes designed by the institutions.

4.4.2 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.

4.4.3 School Experience

School Experience is an integral part of teacher preparation which offers 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 teacher education programme. School experience shall last not less than one full School Term.

4.4.4 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. The programmes for teacher education will be designed in such a way that they enable student teachers to qualify for a Diploma or Degree. The following will be the three (3) programmes to be offered by different Teacher Education institutions:

i. Early Childhood Teacher Education Programmes

These programmes will prepare teachers to teach children that are aged between 3 and 5 years in the ECE Centers. Student teachers who successfully complete these programmes will graduate with a Diploma or Degree in Early Childhood Teacher Education.

ii. Primary School Teacher Education Programmes

These programmes will cater for teachers who will teach Grades 1 to 6. Student teachers who successfully complete these programmes will graduate with a Diploma or Degree in Primary Education.

iii. Secondary School Teacher Education Programmes

These programmes will be offered by universities and colleges. Those who successfully complete the programmes will be awarded either a Bachelor's Degree or Diploma in secondary school teaching respectively. University graduates (Degree holders) will qualify to teach Forms 1 to 6 whereas diploma teachers will qualify to teach Forms 1 to 2 secondary school classes.

4.4.5 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:

4.4.5.1 Curriculum for Early Childhood Teacher Education

1. Education Courses

- i. Child Psychology
- ii. Education Management and administration
- iii. History and Philosophy of Early Childhood Education
- iv. Sociology of Early Childhood Education
- v. Guidance and Counselling
- vi. Research Methods
- vii. Health and Nutrition
- viii. Inclusive Early Childhood Education
- ix. Curriculum, Instructional Strategies and Assessment
- x. Production of Teaching/Learning Materials
- xi. ICT
- xii. Entrepreneurship and Financial Education

2. Teaching Courses

- i. Language Development Education
- ii. Creative and Technology Studies Education
- iii. Expressive Arts Education
- iv. Mathematics and Science Education

4.4.5.2 Curriculum for Primary Teacher Education

1. Education Courses

- i. Education Management and Administration
- ii. History and Philosophy of Education
- iii. Education Psychology
- iv. Sociology of Education
- v. Entrepreneurship and Financial Education
- vi. Inclusive Education
- vii. Guidance and Counselling
- viii. Curriculum, Instructional Strategies and Assessment
- ix. Research Methods
- x. Information and Communications Technology

2. Teaching Courses

- i. Mathematics Education
- ii. Science Education
- iii. Literacy and Language Education
- iv. Expressive Arts Education
- v. Creative and Technology Studies Education
- vi. Social Studies Education

4.4.5.3 Curriculum for Secondary Teacher Education (Diploma)

1. Education Courses

- i. Education Management and Administration
- ii. History and Philosophy of Education
- iii. Education Psychology
- iv. Sociology of Education
- v. Inclusive Education
- vi. Guidance and Counselling
- vii. Curriculum, Instructional Strategies and Assessment
- viii. Entrepreneurship and Financial Education
- ix. Information and Communication Technology
- x. Research Methods
- xi. Communication Skills

NOTE: Optional Teaching Subjects: *Students will be required to study utmost 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.*

4.4.5.4 Curriculum for Secondary School Teacher Education (Degree)

Students will be required to study **utmost two** teaching subjects of their own choice. Higher institutions of learning will be expected to determine the subject combinations but should be in line with the teaching subjects found in the 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.

Education Courses

- i. Education Management and Administration
- ii. History and Philosophy of Education
- iii. Education Psychology
- iv. Sociology of Education
- v. Inclusive Education
- vi. Guidance and Counselling
- vii. Curriculum, Instructional Strategies and Assessment

- viii. Entrepreneurship and Financial Education
- ix. Information and Communication Technology
- x. Research Methods
- xi. Communication Skills

NOTE: *Education Courses and Option Teaching Subjects at Advanced level. At advanced level students shall be required to study two teaching subjects of their choice. Higher Education Institutions of Learning shall be expected to determine the subject combinations in line with the teaching subjects found in the Advanced Level Curriculum.*

4.4.6 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, requiring students to specialise in one particular area from the following; autism spectrum disorder, deaf blindness, Visual Impairment, Hearing Impairment, Intellectual Impairment, and Multiple Disability. The curriculum will be as follows:

1. Education Courses

- i. Education Psychology
- ii. Neuro Psychology
- iii. Education Management and Administration
- iv. History and Philosophy of Education
- v. Sociology of Special Education
- vi. Guidance and Counselling in child with Disability
- vii. Research Methods
- viii. Curriculum, Instructional Strategies and Assessment
- ix. Information and Communication Technology
- x. 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. Hearing Impairment and a teaching subject
- ii. Intellectual Impairment and a teaching subject
- iii. Visual Impairment and a teaching subject
- iv. Autism spectrum disorder and a teaching subject
- v. Deaf blindness and a teaching subject
- vi. Multiple Disability and a teaching subject

4.4.7 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

Each Education course (Under Education Professional Studies) shall take 1 hour per week, while each teaching course shall take 4 hours. Students that successfully complete Early Childhood Teacher Education course shall teach learners aged between 3 to 5 years.

2. Primary Teacher Education

Each Education course (Under Education Professional Studies) shall take 1 hour per week, while each teaching course shall take 4 hours. Students that successfully complete Primary Teacher Education course shall teach learners from Grades 1 to 6.

3. Secondary Teacher Education (Diploma)

Each Education course (Under Education Professional Studies) shall take 1 hour per week, while each teaching course shall be determined by the institutions. Degree graduates will be qualified to teach Form 1 to 6, whereas Diploma holder teachers will qualify to teach Forms 1 and 2 classes.

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.

4.4.8 Assessment

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

4.4.8.1 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.

4.4.9 Teacher Education Curriculum Reforms

- i. Teacher Education Institutions 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 at least a full school term;
- vi. Student teachers should be well grounded in the principles of Educational Assessment; and
- vii. Student teachers undertaking primary teachers' course should be well grounded in the teaching of Literacy and Numeracy.

4.4.10 Co-and Extra Curricular Activities

All students will be expected to be involved in the 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
- ii. Sports
- iii. Preventive Maintenance
- iv. Production Unit
- v. Subject related activities

4.4.11 Student Teacher Exit Profile

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

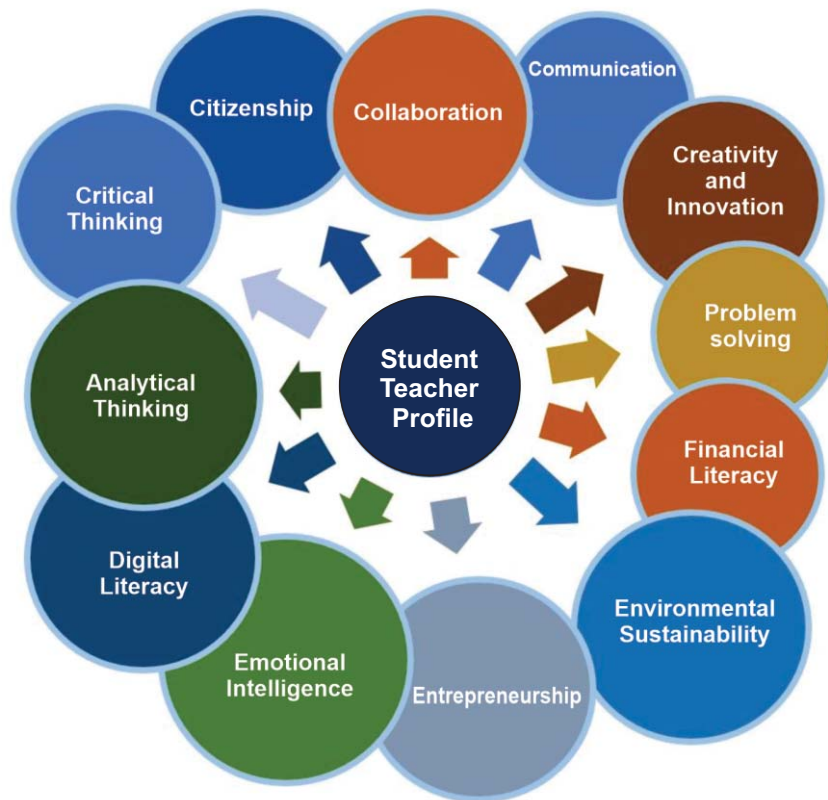


Figure 7: Student Teacher Exit Profile

4.5 YOUTH AND ADULT LITERACY EDUCATION

Youth and Adult Literacy Education (YALE) is a form of life-long and life-wide 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 Options for Youth and Adult Literacy Education

The options 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 4, 5, 6 and beyond. The curriculum has two options for the learners.

- i. **Option 1:** is for those who wish to acquire basic literacy and numeracy skills equivalent to Grade 3
- ii. **Option 2:** is for those who want to acquire vocational skills, language and literacy skills, numeracy skills and financial literacy.

4.5.1.1. 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.

Learning areas

- i. Literacy and Language (English and a Zambian Language/Sign language/Braille)
- ii. Numeracy and Financial Literacy
- iii. Creative and Technology Studies

Contact Time

Table 9: Option1 Contact Time

S/N	Learning Area	Time Allocation per Week
1	Literacy and Language in English and a Zambian Language/Sign Language/Braille	1 Hour
2	Numeracy and Financial Literacy	1 Hour
3	Creative and Technology Studies	1 Hour
	Total	3 Hours

4.5.1.2. 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
- iv. Preferred vocational subject

Contact Time

Table 10: Option 2 Contact Time

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

4.5.2 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

4.5.3 Assessment Procedures

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

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

4.5.4 Learners with Severe Special Educational Needs

Youths and Adults with severe special learning needs identified for social contacts in the community should learn the activities for daily living (ADL) to enable them lead an independent life.

4.5.5 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)
- ii. able to communicate effectively
- iii. creative and innovative
- iv. a critical thinker
- v. adaptive
- vi. self-reliant
- vii. patriotic



Figure 8: Learner Exit Profile at YALE

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' textbooks
5. Development of Curriculum support materials
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.
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
7. Preparation of infrastructure to support the new structure

Phase 3: Roll Out

1. Capacity building of targeted implementers
2. Development of curriculum support materials
3. Implementation of National Competence Assessments, School Based Assessments

and National Examinations

4. Research on various aspects of curriculum implementation.
5. 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

Table 11: Curriculum Implementation Plan

YEAR	GRADE/LEVEL					
2025	ECE	Grade 1		Form 1		
2026	Adult Literacy	Grade 2	Grade 4	Form 2	Form 5 (A Level Yr 1)	Tertiary Yr 1
2027		Grade 3	Grade 5	Form 3	Form 6 (A Level Yr 2)	Tertiary Yr 2
2028			Grade 6	Form 4		Tertiary Yr 3

5.1.2. Resource Mobilisation and Management

There is need for the Ministry to mobilise adequate financial resources from the Government, stakeholders 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. This will entail staff balancing and redeployment according to the requirements of the established specialised schools of excellence.

In addition, prudent management of resources will make the Government 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 specialised rooms necessary for the provision of quality education to the learners. There is need for the Government to develop and procure 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 has developed a Risk Management Plan and Change Management Strategy. The Risk Management Plan and Change Management Strategy 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 the Ministry to manage people through a process of change, while putting the learner at the centre of decisions. In developing a clear understanding of how the change impacts on people, the Ministry will develop an effective change strategy and successfully deliver the key objectives of the change.

5.4 SUBJECT ASSOCIATIONS/PROFESSIONAL BODIES

Subject Associations and other professional bodies that consist of teachers and experts in their discipline shall 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 professional bodies as a strategy to implement the curriculum.

5.5 STAKEHOLDER ENGAGEMENT AND COLLABORATION

Stakeholders in education are individuals or institutions with interest in the education curriculum. These include learners, teachers, individuals, school administrators, lecturers, educational officials, academicians, parents, community members, NGOs, cooperating partners, politicians, traditional, religious and civic 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, utilisation 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; and
- v. enhancement of teacher professional development by ensuring that teachers receive adequate preparation to effectively implement the curriculum.

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 LOCALISATION AND INDIGENISATION OF THE CURRICULUM

The curriculum will provide some compensation for indigenous knowledge, values and practical skills that learners would have acquired in their home environment if they had not been attending school. Thus, thirty percent of the content will be local while seventy percent will be international. Teachers are, therefore, encouraged to give local examples in their lessons to enable learners assimilate concepts easily.

5.10 CAREERS GUIDANCE AND COUNSELLING

Career Guidance and Counselling is vital in the development of a well-balanced learner who is expected to fit in and contribute positively to society. Career Guidance and Counselling is developmental, preventative and remedial in nature and compliments other activities in institutions of learning. Its five areas of Personal, Social, Vocational, Educational and Counselling have been integrated in the curriculum so as to produce a well-balanced learner at all levels of education. In a broader application, careers guidance and counselling will ensure educators receive necessary guidance and counselling knowledge and skills in order to enable them provide effective services to the learners. It will contribute to the meaningful placement of learners in suitable/appropriate career pathways through the administration and application of various career and interest inventories. Careers guidance and counselling is also a very important component in the delivery of some cross cutting and emerging issues such as life skills, HIV and AIDS, drug and substance abuse and social and emotional learning.

Therefore, Career Guidance and Counselling will be compulsory in all learning institutions to enable learners cope with the reformed curriculum.

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 learners would have acquired at each level of education. This 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 teaching 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). The proposed assessment plan is given below:

Table 12: Proposed Assessment Plan for the 2023 Education Curriculum

Colour Code Key:												
Primary School Leaving Examination (PSLE) - Old												
Primary School Leaving Examination (PSLE) - New												
Junior Sec. School Leaving Examination (JSSL)												
School Certificate (SC) 'O' Level - Old												
School Certificate (SC) 'O' Level - New												
School Certificate (SC) 'A' Level - New												
	2025	Exam	2026	Exam	2027	Exam	2028	Exam	2029	Exam	2030	Exam
Grade	G1	-	G2	-	G3	-	G4	-	G5	-	G6	PSLE
	G2		G3	-	G4	-	G5	-	G6	PSLE	F1	-
	G3	-	G4	-	G5	-	G6	PSLE	F1	-	F2	-
	G4	-	G5	-	G6	-	G7	PSLE	F2	-	F3	-
	G5	-	G6	-	G7	PSLE	F1	-	F2	-	F3	-
	G6	-	G7	PSLE	F1	-	F2	-	F3	-	F4	SC-O'L
	G7	PSLE	F1	-	F2	-	F3	-	F4	SC-O'L	F5	-
	F1	-	F2	-	F3	-	F4	SC-O'L	F5	-	F6	SC-A' L
	G9	JSSL	G10	-	G11	-	G12	SC-O'L	F5	-	F6	SC-A' L
	G10	-	G11	-	G12	SC-O'L	F5	-	F6	SC-A' L		
	G11	-	G12	SC-O'L	F5	-	F6	SC-A' L				
	G12	SC-O'L	F5	-	F6	SC-A' L						

5.12 CO-CURRICULAR ACTIVITIES

Co-curricular activities are organised 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 skills 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.

The Ministry will designate specialised schools in all districts according to available physical resources. Therefore, government working with stakeholders shall ensure that schools are equipped with specialised facilities to facilitate smooth implementation of the Competence Based Curriculum.

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.

To this effect, the Ministry will continue partnering with stakeholders such as ZICTA and internet providers to provide internet connectivity to facilitate e-learning in Schools, colleges and YALE centres.

5.15 CAPACITY BUILDING

To ensure smooth curriculum implementation, capacity building will be conducted for MoE HQ Directorates, Provincial Education staff, District Education staff, College Principals, Head teachers and School inset co-ordinators. This will be followed by implementers such as teachers and teacher educators.

5.16 EDUCATION MANAGEMENT INFORMATION SYSTEM

In order to track the implementation of the curriculum, the Ministry will create a robust education management information system. The system will enable the Ministry make timely interventions during the roll out of the curriculum. It will also facilitate the tracking of learners and teachers.

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THE 2023 ZAMBIA EDUCATION CURRICULUM FRAMEWORK

The 2023 Education Curriculum Framework is a forward-thinking plan that directs our country's educational trajectory.

This framework proposes revolutionary reforms that demonstrate our dedication to progressive education. Notably, the reduction of the number of subjects promotes concentrated learning, allowing young minds to comprehend key concepts more efficiently in their preferred pathways .

Furthermore, it establishes a two-year A-level education programme at the secondary school level. This forward-thinking step recognises worldwide educational trends and aims to strengthen students' critical thinking and academic aptitude, preparing them for higher education and professional endeavours.

