KINGDOM OF LESOTHO
MINISTRY OF EDUCATION AND TRAINING

CURRICULUM AND ASSESSMENT POLICY

EDUCATION FOR INDIVIDUAL AND SOCIAL DEVELOPMENT

JUNE 2008

CURRICULUM AND ASSESSMENT POLICY FRAMEWORK

EXECUTIVE SUMMARY

Table of Contents

1. Rationale
2. Philosophy of Education
3. Language Policy
4. National Goals of Education
    - Aims of Basic Education
    - Aims of Secondary Education
5. Curriculum and Assessment
6. Integrated Curriculum Organization
7. Curriculum Aspects
9. Learning Areas
10. Core Competencies
11. Organization of School Curriculum
12. Pedagogy
13. Assessment
    - Formative Assessment –CASS
    - National Assessment
    - Summative—Terminal/ Public Exams

Introduction

The Ministry of Education and Training has embarked on the review of the entire primary and secondary education curricula with the purpose of making education at these levels accessible, relevant, efficient and of the best quality. In that regard, the ministry has developed the Curriculum and Assessment Policy Framework (the framework) which is to guide the transformation of teaching and learning as well as assessment at these levels.

Aims of the Framework

The Framework aims at:

- Determining the nature and direction of the national curriculum and its objectives.
- Monitoring quality, relevance and efficiency of basic and secondary education.
- Aligning the assessment methods to what is taught so that there is established necessary link between what is taught, learned and assessed.
- Addressing the emerging issues pertaining to new demands, practices and life challenges of the modern global world.
- Integrating curriculum and assessment functions so as to strike the necessary balance between the two and avoid the excessive paper-pencil nature of the examinations as is currently the case.
- Proposing a fully localized secondary education curriculum and assessment.

Rationale

This new approach to curriculum and assessment issues has been motivated by several factors among which are the following:

- The realization of the need for well articulated and comprehensive policy guidelines which offer universal direction to desired educational practices.
- New developments, including the free primary education strategy, which require policy re-articulation and refinement.
- The need to redesign the primary education system to accommodate for an increase in the programme duration from seven to ten years of basic education.

Philosophy of Education

The framework is derived from the Basotho philosophical statements of justice, equality, peace, prosperity, participatory democracy and mutual co-existence which underpin their way of life. These have been aptly captured in various documents including the report on the Views and Recommendations of the Basotho Nation Regarding the Future of Education in Lesotho of 1978 and most recently Lesotho Vision 2020,(2004). In summary, it is these principles which form the core of Basotho national consciousness that have informed the development of this framework.

Language Policy

The framework recognizes the pluralism of the Basotho nation and the existence of other languages besides the two official languages of Sesotho and English. In that regard, the framework boldly asserts that mother tongue will be used as a medium of instruction up to class 3(resources permitting), while English will be taught as a subject at this and other levels. It goes further to indicate that sign language shall also form part of the new language policy.

The national goals of education, aims of both basic and secondary educations, as well as their pedagogical objectives have been identified in order to facilitate clearer understanding of the framework.

Curriculum and Assessment

The framework advocates the establishment of a very strong link between curriculum and assessment so that the feedback on the learning progress should be used to formulate strategies that will improve the teaching and learning processes. Thus assessment strategies should assist in improving the learning processes and achievement of the curriculum goals and objectives. Assessment if correctly done should also indicate what the learner knows and is able to do in addition to the usual paper and pencil examinations.

Integrated curriculum

Unlike in the past where traditional school subjects were used as organizing elements to achieve curriculum integration, the framework uses curriculum aspects and learning areas which are juxtaposed to identity competencies to be promoted in different contexts. *Curriculum aspects* highlight the life challenges and contexts in which the learner is expected to function as an individual and a member of the society. *Learning areas* indicate a body of knowledge necessary to equip the learners with competencies necessary to address these life challenges.

Curriculum Aspects and Learning Areas

The five curriculum aspects which are used in the process of curriculum planning and organization are the following: Effective Communication; Awareness of self and others; Environmental adaptation and sustainable development; Health and healthy living; and Production and work-related competencies. The five learning areas which are juxtaposed with the above curriculum aspects are the following:

Linguistic and Literacy; Numerical and Mathematical; Personal, Spiritual and Social; Scientific and Technological; and Creativity and Entrepreneurial.

Core Competencies

Core Competencies indicate the capabilities which learners acquire as they go through the education system at different levels. They also indicate the learners' ability to apply knowledge and acquired skills and to demonstrate values and attitudes which are necessary to address current and new situations. The core competencies identified by the framework are: Effective and functional communication, Problem solving, Scientific, technological and creative skills, Critical thinking, Collaboration and co-operation, Functional numeracy and Learning to learn.

Organization of School Curriculum

The most distinguishing feature of this framework is its ability to organize the school curriculum into learning areas at primary education level with subjects emerging in the last three years of basic education i.e. first three years of current secondary education. This new arrangement has reduced the currently overloaded primary education curriculum (eleven subjects) to a mere six with the inclusion of life skills. Thus the purpose of primary education is to serve as a foundation for providing reading, writing, arithmetic skills, as well as respect for environment and acquisition of necessary life skills. At secondary education level, its purpose should be to serve as preparation for tertiary education, further personality development as well as preparation for the world of work. The greatest challenge is maintaining a fair balance between the three. Thus the integrated approach of the organization of the school curriculum assures continuity of knowledge construction and acquisition of appropriate skills and values from the core contributing subjects that have been identified.

Pedagogy

The framework calls for radical approaches to teaching which could be summarized as follows:

Pedagogy must shift more towards methods that can develop creativity, independence and survival skills of learners. In essence learners should assume greater responsibility for their own learning processes. Therefore, the new trend should be a move from teaching to facilitating learning; from transfer of facts to student construction of knowledge; from memorization of information to analysis, synthesis, evaluation and application of information; from knowledge acquisition to development of knowledge, skills, values and attitudes; from categorized knowledge (traditional subjects) to integrated knowledge (broader learning areas); from didactic teaching to participatory, activity-centered and interactive methodologies.

Assessment

Assessment should evaluate the attainment of educational and curriculum aims of educational programmes at all levels. Thus there is need to broaden the modes of assessment to include the following: *Formative assessment* which comprises both diagnostic and continuous assessment/ classroom based assessment, *monitoring of educational progress* through national educational assessment carried out at regular intervals; and *summative assessment* (which usually tests mostly cognitive domain) for selection and certification purposes. In summary, assessment will be broadened to test achievement not only in one domain area but also in a range of other domains.

INTRODUCTION....2
HISTORICAL BACKGROUND AND CURRENT CONTEXT....3
RATIONALE....4
PHILOSOPHY OF EDUCATION....5
LANGUAGE POLICY....7
NATIONAL GOALS OF EDUCATION....7
AIMS OF BASIC EDUCATION....8
CURRICULUM AIMS OF BASIC EDUCATION....9
AIMS OF SECONDARY EDUCATION....9
CURRICULUM AIMS OF SECONDARY EDUCATION....10
CURRICULUM AND ASSESSMENT....10
Integrated curriculum organisation....12
Curriculum Aspects....12
Learning Areas....14
Core competencies....16
ORGANISATION OF SCHOOL CURRICULUM....17
Curriculum for Secondary Education....17
PEDAGOGY....18
ASSESSMENT....19

INTRODUCTION

Education has been one of the major strategies for promoting socio-economic development in Lesotho since independence. As a result the Government of the Kingdom of Lesotho has prioritised education as one of its major poverty eradication tools. To this end the goal of the Ministry of Education and Training has been to ensure accessibility, quality, equity and relevance in the education sector. As a response to the aforesaid goal, the Government has introduced Free Primary Education as a significant strategy towards the achievement of Basic Education for All by the year 2015. The initiatives towards the achievement of the latter includes: free accesses to primary education, provision of textbooks and stationery for primary education and book rental scheme for secondary education learners: bursary scheme for the orphans and the needy, primary school feeding scheme, integration of learners with special needs into the education system and equal opportunities for all learners irrespective of gender and ethnicity.

Alongside these egalitarian drives elements of quality, equity and relevance inherent in the concept of basic education have placed a vital need for development of curriculum systems and modes of assessment which ensure efficient and effective development of personal and social, practical, and vocational skills of learners. Noting this need the Poverty Reduction Strategy Paper[1] (PRSP) recognises a necessity for educational "interventions of vocational and life skills oriented programmes" as a cornerstone to poverty reduction and suggests that "this should be included into the Curriculum and Assessment Policy Framework." The efforts towards the development of integrated national Curriculum and Assessment Policy Framework (the Framework) are aimed at transforming teaching and learning at both basic and secondary education levels.

The aims of this Framework are:

- To determine the nature and direction of the national curriculum and assessment system.
- To address the emerging issues pertaining to new demands, practices and life challenges of the modern global world.
- To monitor quality, relevance and efficiency of basic and secondary education.
- To coordinate and maintain consistency of what is taught, learned and assessed.

1 Education and Cultural Affairs Sector Working Group on Poverty Reduction Strategy Paper

HISTORICAL BACKGROUND AND CURRENT CONTEXT

Upon attaining independence in 1966, Lesotho set itself to reforming the content of education to address its developmental needs. In the 1970s attempts were made to relate educational planning to overall national development plans. People's opinions and aspirations were solicited through a series of *Lipitso* held throughout the country to serve as anchor points in directing education policy reforms. Since education was seen as the main vehicle towards achieving the national aspirations of self-reliance and economic independence, change of educational content and practice was seen as a central task towards achievement of these aspirations. These aspirations had been translated into education policy goals captured in several policy documents and subsequent clarification and implementation papers, as well as international conventions and protocols.[2].

Policy statements related to curriculum and assessment pointed to:

- Inclusive curriculum and assessment methods aimed at high quality, relevant, harmonised, comparable and standardised levels of education.
- Improved system of assessment and examinations to measure competencies specified by curriculum objectives and provide relevant information to key stakeholders in education.
- Introduction of continuous assessment to monitor learning progress and provide information for remediation, and contribute to final examination mark.
- Attainment of education objectives critical to the country's socio-economic development through promotion of principles of self-reliance and maintenance of environmental well-being.

The above policy intentions were geared towards integrating curriculum and assessment and a number of initiatives were undertaken to this effect:

- Minimum competencies were identified in Standards 3 and 6 and monitored by means of attainment tests; end-of-level tests and skills check lists as monitoring mechanisms of curriculum at primary level. However, this reform was never implemented beyond trial stage.
- Practical subjects were strengthened to promote productive activities through programmes of *Education with Production* and *Curriculum Diversification.* Community mobilisation towards support of these practical areas was done through activities such as Education Day.
- Continuous assessment component in practical subjects was strengthened and has continued to be part of external examinations in secondary education. It was also piloted in science subject but was not implemented beyond pilot stage.
- Attempts to place examinations under ECoL as a central administrative body were made to strengthen efficient linkages with curriculum objectives. These included the transfer of PSLE

2 These include the Education Sector Survey Task Force (1982), Five-year Comprehensive Curriculum for secondary and high Schools held in 1984 and 1985, the Policy Clarification Seminars held in 1987 and 1988, Education Sector Development Plan 1991/92 – 1995/96, the Seminar on Basic Education in 1992 and Localisation Policy Seminar in 1995, The Education sector development Project, The Free Primary Education Programme(2001), Education and Cultural Affairs Sector Working group on Poverty Reduction Strategy Paper (PRSP), Vision 2020, The Constitution of Lesotho and the Education Act 1995. In addition to this list there is international educational policy trend flowing from several international conventions, protocols and partnerships ratified by the Government of Lesotho- UN Declaration of Human rights, EFA Declaration- Jomtien (1990) and Darker (2000), SADC Protocol on Education, the Millennium Goals, and Agenda22 of the UN etc.

from the Ministry of Education and Training to ECoL and localisation of O' level curriculum and examinations. Nonetheless localisation of O' level has not yet been completed. However, the framework provides principles which will guide the process.

Although the policy intentions had the eventual aim of integrating curriculum and assessment functions, examinations still wield a great influence on curriculum and to a larger extent assessment is still mainly a pen and paper activity geared towards selection and certification. It has been observed that due to high stakes nature of examinations, practical skills and attitudes that are not examined tend to be neglected at school level and teacher training institutions regardless of their envisaged contribution towards attainment of national goals. This heavy reliance on examinations has made it difficult to assess the affective domain and practical application of concepts and skills in most subjects.

Continuous assessment (CASS) has been undertaken in practical subjects but has been mainly targeted towards examinations requirements and not necessarily to promote self-reliance. Trial testing of CASS in subjects like science raised concerns over issues of reliability and validity impeding implementation. Eventually, the system of national continuous assessment is non-existent.

Despite efforts to integrate curriculum and assessment functions as signalled by the move to place examinations administrations under one body, they continue to run parallel. Examinations at all levels still partially address the assessment of curriculum objectives especially cognitive domain.

RATIONALE

Curriculum content distortion by examinations does not seem to tally well with the goals of expanded access to vocational skills training, life long learning and increasing awareness on emerging global issues such as functional knowledge on crippling effects of HIV/AIDS, deteriorating climatic and environmental elements, and others. To address such challenges curriculum and assessment should be reviewed within the current and anticipated future demands on the educational systems, particularly in relation to the demands of the current global world. The rise of globalisation in all fronts has added a new impetus for drastic change in the economies of developing countries as well as their socialisation and skills development infrastructure. Lesotho's economy and educational system, being no exception to this global trend has been confronted with multiple challenges such as sudden economic backlash as the world economy reduced its dependence on exploitation of raw materials and cheap labour, rising poverty levels in the face of escalating unemployment, resultant rural- urban labour force migration and the paradoxical realisation of unproductive nature of that workforce when it comes to urban demands of the modern day knowledge based economies.

With the foregoing in mind the formulation of this Policy Framework is oriented towards approaches placing primacy on survival of a learner, not only in his/her daily school routine but also as a member of a broad community life, today and tomorrow, locally and globally. To this end it notes the need to catch up with renewed recognition of the decisive role educational system plays in fostering relevant and positive social attitudes and civil values and as a self emancipation tool from ever- threatening harnesses of poverty, needs and diseases. This involves acknowledgement of a need to root teaching\learning content and processes in the philosophical environment of a child while widening both teachers' and learners' scope towards independent

and critical high order thinking and other related skills necessary for the competitive world "out there."

The concerns over the relationship between the educational policy aspirations and existing curriculum and assessment structures and the proposed new approach to curriculum and assessment issues have been motivated by several factors. First was the realisation that the intended far reaching policy pronouncements need well articulated, comprehensive and collectively agreed upon policy guidelines offering universal direction to desired educational practices. Secondly was the realisation that, notwithstanding the valuable inputs of the 1982 Education Sector Survey Report emanating from such broad-based collective approach, there have been new developments including Free Primary Education which require policy re-articulation and refinement. Finally, it is the strategic intent "to redesign the primary education system to accommodate for an increase in programme duration from seven to ten years of basic education. By their large scale nature these reforms will require fundamental structural changes in the existing curriculum and assessment setting.

PHILOSOPHY OF EDUCATION

It is befitting that whenever a nation decides to undertake a major change in the education enterprise, it revisits the philosophy of education to check for the current state of affairs for proper alignment and the future course of action. This revisiting is necessary because a philosophy of education serves like a radar that guides a given education system towards an intended vision. A philosophy of education helps to shape the rationale for the promotion of a body of desirable values, norms, ethos, attitudes, morality, knowledge and skills by, amongst others, the education system put in place.

It may also be worth noting that invariably an education system is provided by the state whose priority, in a host of values to be attained, is the question of national identity and its accompaniments such as unity, patriotism, peace, tolerance, democracy and good governance. The philosophy of education in Lesotho has evolved as a direct response to socio-economic challenges of the times over many years and generations. The foregoing aspects that form the core in formulating a philosophy of education were captured in the report on the ***Views and Recommendations of the Basotho Nation Regarding the Future of Education in Lesotho of 1978.***

This has been further entrenched by The Constitution of Lesotho and Education Act which upholds the rights of children to education and the promotion of the fundamental freedoms.

Thus education provision should be directed toward *individual* and *social development*. Education should help an individual to lead a full life as an individual and a member of the community and cherish the principles of justice, peace, equality, equity, integrity and human rights as prescribed by the laws of the land. As a member of the community the child should learn the norms and values of his/her society. Education is not only preparation for life but life itself. The child is already a full member of the community and education must help him/her to live such life fully by equipping him/her with necessary skills and competencies to meet the challenges of life such as the need for food, clothing, shelter and security, intellectual, and emotional, physiological and psychological stability. Education should impress the child with the realisation that even whilst at school, his/hers is an inextricable involvement with the rest of the community in its actual development and that his/her success and dedication mean the advancement of the community.

The needs of the community which the child should associate himself/herself with, include: the need for social security against lawlessness and disorder, ill health, starvation and so on, the need for education, economic and political stability, socio-cultural identity and for national and international peace. In Lesotho we have proverbial saying(s) which depict the core of the spirit that makes us tick as a nation. One such saying on which our own educational philosophy was based is '*Mphe-mphe ea lapisa, (molekane) motho o khonoa ke sa ntlo ea hae'*, which means 'Unless you have your own means you cannot live to your heart's content'. This philosophy of life must be enshrined in our education system because only then can our people acquire the means for the real independence and the self-reliance they need for survival.

The Basotho nation has been founded on principles of justice, peace, and aspects of humanity such as help of the needy as exemplified by the *mafisa*[3] *system*; their belief in co-operative efforts [*matsema*] to solve social problems while still believing in the freedom of an individual; in social democracy and resultant legal safeguards which ensure social security and peace; and their striving for family and social self-sufficiency and self-confidence. Concern for economic independence of families and Basotho society was in-built in the day-to-day games and work. Play and entertainment were a very significant aspect of their lives. Thus the Basotho culture is a rich legacy from which education should learn a great deal while cautiously using what is of value from other cultures to supplement and complement where necessary. This fact must therefore be reflected in school curricula and policies.

The spirit conveyed in the previous paragraph has been well articulated by Basotho during the consultations leading to the development of the national vision (***Vision 2020)*** that they would like to have a stable democracy, a united and prosperous nation at peace with itself and its neighbours. To realise this they saw education and training as fundamental for the development of human resource base necessary for promoting strong economy, technology and well managed environment.[4]

Education shall foster participation in democratic processes so as to promote peace, stability and prosperity and preparing people to take control of their own destiny. Education shall strive to equip learners with skills that promote good personal health and healthy environment. Similarly education shall equip learners with skills in conserving and maintaining their environment for the benefit of all. In developing a strong national economic base, education shall equip learners with entrepreneurial skills necessary for participation in national, regional and international economic levels. Increasingly, technology, especially Information and Communication Technology (ICT), is becoming a driving force in every economic sector. Education should therefore provide technological skills to learners in responding to individual and social needs.

In pursuing the educational aspirations, the currently emerging issues such as HIV and AIDS, gender equity, human rights and democracy, and others should be integrated within the educational process in a dynamic and evolving nature.

In its entirety education provision must be geared towards enhancing self-realisation, developing better human relationships, promoting individual as well as national efficiency and effective citizenship, developing national consciousness and national unity. In conclusion, the educational provision should be directed towards the following:

3 In the earlier days, those who had cows would give the have-nots so that they could use them for livelihood.
4 Vision 2020 (2005), page, 4

a) The inculcation of national consciousness and national unity;
b) The inculcation of the right type of values and attitudes for the survival of the individual and the Basotho society;
c) The training of the mind in the understanding of the world; and
d) The acquisition of the appropriate life skills, abilities and competencies both mental and physical as tools for the individual to live in and contribute to the development of his/her society.
e) Conformity to the egalitarian ideal that all people can and should achieve basic learning as a minimal educational attainment.

LANGUAGE POLICY

While acknowledging, as the Lesotho Constitution states, that Sesotho and English are the two official languages, and in recognition of the fact that there are other languages besides Sesotho and English, mother tongue will be used as a medium of instruction up to class 3 while English will be taught as a subject at this and other levels. From grade 4 English shall begin to be used as a medium of instruction and to be taught as a subject as well. English shall cease to be an impediment to further learning and success. Sign language and its use in the teaching and learning processes shall form an integral part of the new Language policy in order to ensure access to information and effective communication.

NATIONAL GOALS OF EDUCATION

It is the Government of Lesotho's commitment to promote and support the following goals:

1. The attainment of *Basic Education* so that everyone has the opportunity to develop competencies for personal growth and social development. Every child shall have the opportunity to complete *Basic Education*, and therefore Basic Education shall be free and compulsory. Non-formal Basic Education should be available to all who have not received formal Basic Education.

2. Educational programmes will reflect Lesotho's requirements and development needs: in particular, greater attention will be given to scientific thinking, problem-solving, entrepreneurial and technological skills; linking productive skills and learning; and the practical application of knowledge to the improvement of living conditions.

3. Educational programmes shall incorporate cultural values and activities that are compatible with individual and social development. The role of the family and the community in school activities will be expanded.

4. Opportunities for continuing education will be provided at all levels of the education system through: non-formal programmes in literacy, numeracy and basic skills; agricultural, community development, vocational, and technical training programmes; and continuing education in industry, business, government and organisations. The government shall support the establishment of a statutory authority to ensure interrelationships between formal and non-formal education programmes.

5. Promotion of active co-operative partnership in educational administration and provision between and among churches, private sector, non-governmental organisations, Community and the Government.

6. Formulation of integrated curriculum and assessment strategies to ensure attainment of educational aims.

7. Accessible language policy in relation to medium of instruction as well as effective communication.

AIMS OF BASIC EDUCATION

Basic Education is a minimum package of knowledge, skills, values and attitudes essential to enable individuals to survive, to develop their full potential, to live and work in dignity, to participate fully in the development processes, to improve the quality of their lives, to make informed decisions, and to continue learning[5]. It forms the basic foundation for secondary, technical and vocational education and life-long learning. It covers all children and adults alike irrespective of their ability and gender. Basic Education covers the first ten years of schooling which consists of grades one up to ten.

Basic Education aims at:

1. Developing functional and permanent literacy and numeracy as well as creative and critical thinking for effective living and life-long learning.

2. Equipping learners with knowledge, attitudes and skills which enable them to respond to socio-economic and technological changes.

3. Promotion of understanding and acceptance of high standards of living, social and moral values and awareness of emerging issues and their impact in socio-economic development.

4. Developing understanding, appreciation as well as awareness of environmental interactions in ensuring sustainable development.

5. Developing appreciation and acceptance of national culture and cultural diversity, history, values and norms basic for national unity and development.

6. Developing scientific, social, entrepreneurial and technological skills to promote independent and critical thinking in solving socio-economic problems.

7. Ensuring promotion of aesthetic and creative skills through different forms of literary work.

8. Providing suitable opportunities for a variety of practical and creative skills aimed at improving health and healthy living styles.

9. Promoting basic understanding of democratic principles and human rights and responsibilities for effective participation in and contribution to the life of the society.

[5] The Dakar Framework of Action. Education for All: Meeting our collective commitments. Adopted by the World Education Forum Dakar, Senegal, 26-28 April 2000

10. Providing moral and religious awareness as a foundation for promoting positive attitudes, acceptable social behaviour and skills for coping with life challenges.

11. Preparing learners to respond to social, economic and technological challenges.

CURRICULUM AIMS OF BASIC EDUCATION

At the completion of ten years of Basic Education, learners should:

1. Have acquired communication skills of listening, speaking, reading and writing in Sesotho and English and apply them in everyday life.

2. Have acquired numeracy skills of counting, adding, subtracting, multiplying and dividing and apply them in everyday life.

3. Have developed creative, productive and entrepreneurial skills for survival.

4. Be able to appreciate interdependence existing between human beings and the environment for sustainable development and good health.

5. Have developed positive attitude and aesthetic awareness towards cultural and religious heritage.

6. Have acquired scientific and technological concepts and principles for everyday living.

7. Have acquired knowledge and understanding of the civil and human rights, and gender, equity and equality for effective participation in society.

AIMS OF SECONDARY EDUCATION

Secondary education builds upon Basic Education and continues to prepare learners for further education and training and the world of work. It takes two years of schooling after completion of Basic Education.

Secondary education aims at:

1. Building on Basic Education for preparing learners for higher learning locally and outside the country.

2. Equipping learners with knowledge, attitudes and skills which enable them to respond to socio-economic and technological changes.

3. Providing learners with advanced entrepreneurial, vocational and technological skills for the world of work and further studies.

4. Providing suitable opportunities for environmental exploration to promote socio-economic development.

5. Providing students with moral and religious education for the development of a socially and culturally acceptable character, promoting the spirit of co-operation and service to others.

6. Promoting advance skills in literacy and numeracy for effective communication in all areas of life.

7. Providing opportunities for learners to participate in activities promoting democratic principles, human rights and emerging issues in a society.

8. Promoting scientific and technological skills in responding to socio-economic challenges.

9. Promote psycho-social skills to deal with personal and social developmental challenges.

CURRICULUM AIMS OF SECONDARY EDUCATION

At the end of secondary education, students should:

1. have acquired knowledge, skills and attitudes that enhance permanent and functional literacy and numeracy for continuous effective learning and for application in various situations

2. have developed advanced entrepreneurial, technological and vocational skills for world of work and further studies

3. have acquired knowledge, skills and attitudes to interact appropriately with the environment and promote socio-economic development

4. have acquired religious knowledge, skills and attitudes to promote socially and morally acceptable behaviour

5. be able to apply scientific and technological knowledge and skills in developing new ideas to respond to socio-economic challenges

6. apply acquired knowledge, skills and attitudes necessary for effective participation in democratic processes and social activities

CURRICULUM AND ASSESSMENT

Education provision should be directed towards personal and social development. This could be achieved by a balanced and flexible curriculum. Such curriculum should respond to the needs of the learners and the society as a whole, and enable learners to participate actively and responsibly in their communities. To respond to the needs of

learners and society, curriculum development process faces a number of challenges emanating from various spheres of life of operation; locally, regionally or globally. While education should address national aspirations, globalisation exerts tremendous pressure on curriculum systems. Education systems face a challenge of balancing national needs and globalisation, particularly regarding advancement in technology and communication. This is even more critical taking into account the globally intertwined nature of economic development. Thus, each country has the onus of acquiring, utilising and disseminating necessary scientific, technological and economic skills for survival and maintaining competitiveness.

To achieve the national educational aspirations and ensure successful learning, it is important to select knowledge and ideas to be learned carefully, bearing in mind the provision of necessary balance, the appropriate context and ideal perspective. In addition, the selected knowledge should be planned and organised in a manner that will foster commitment and motivation among all those entrusted with the success of the learning process, including the learners themselves. It should create enthusiasm and willingness to participate in the learning process.

Curriculum should therefore promote the creation, acquisition and utilisation of knowledge and skills as well as development of attitudes and values necessary for participation in advancing personal and socio-economic development and participation in globalisation. It should help learners to select relevant concepts and skills to better understand the world. Curriculum should strive to endow learners with skills, attitudes and values such as creativity, critical thinking, initiative, working with others, communication, problem solving, scientific, technological, entrepreneurship, psycho-social and a willingness to learn in order to promote personal and social development and to achieve an improved quality of life for all.

The design of the curriculum should reflect the interconnectedness of knowledge and ideas within the areas of learning, and the relevance of the areas of learning to each other and to the learner's everyday life individually and communally.

Increased awareness and participation in democratic processes and promotion of human rights, peace, stability and prosperity are necessary to promote stable democracy and social development. Curriculum should therefore provide opportunities for learners to think about major democratic and social issues, to form opinions and come up with values that will shape their lifestyles, and be responsible for their own destiny. Furthermore, curriculum should develop knowledge, skills and attitudes, including moral and spiritual values which are socially acceptable and that will in turn promote responsible citizenry.

To ensure quality of learning and teaching, evaluation and monitoring mechanisms, including assessment principles and strategies should provide feedback on the learning progress. The feedback should be used to formulate strategies that will improve the teaching and learning processes. Assessment strategies should assist in improving the learning process and achievement of the curriculum goals and educational aspirations. This means that the reliance on summative paper and pencil examinations should be

supplemented by authentic assessment strategies that indicate what the learner knows and is able to do.

Integrated curriculum organisation

The emerging trend towards knowledge production and problem solving is inter-disciplinary, seeing life as an integrated whole with no distinctive compartments as reflected by various disciplines of knowledge. The framework sees curriculum integration as a model for effectively addressing the issues discussed earlier. Integration here refers to the holistic view and treatment of issues related to intelligence, maturity, personal and social development of the learner for survival purposes and economic development of the nation as opposed to the compartmentalised subject-based form of instruction. This is in recognition of cross-cutting issues that have to be treated in this manner. This approach recognises that the learner is part of a community and that learning should take into account everyday experiences of learners. School life should thus be integrated with community life and that of the individual learner. This perspective does not negate or undermine the contribution of academic subjects in provision of knowledge, but rather advocates flexible use of knowledge beyond superficial understanding of isolated events. Thus curriculum integration organises education to a more manageable and relevant approach.

To achieve the goals of curriculum integration, organising elements have been identified. These elements encompass life challenges and issues facing Basotho as a nation and member of the global village. Critical among these challenges are high unemployment rate and slow economic growth, high poverty, rampant HIV/AIDS and other contentious diseases, environmental degradation, gender equality and equity, human rights and democracy and many more. Traditional school subjects within the current school system do not adequately address most of these problems and challenges. Hence they have to be refocused, by placing them within the social context. In doing this, two major strategies have been identified, namely curriculum aspects and learning areas. Curriculum aspects highlight the life challenges and contexts in which the learner is expected to function as an individual and a member of the society. Learning areas indicate body of knowledge necessary to equip the learners with competencies necessary to address the life challenges. The curriculum aspects and learning areas are juxtaposed to identify competencies to be promoted in different contexts, as captured by the matrix below.

Curriculum Aspects

Education is central to the survival of both an individual and a society. It should equip individuals with competencies necessary for advancement of their respective societies in different spheres of operation such as political, socio-cultural, technological and economical; and to cope with the challenges posed thereof. Some of these challenges are environmental degradation, unemployment, infectious diseases such as tuberculosis, HIV/AIDS and others, poverty, hunger and emerging issues.

In planning education, individual and societal needs should be taken into account. Thus curriculum as a planning tool for education should be as broad and inclusive to reflect both individual and societal needs. There is a need to develop learners holistically, whereupon the challenges should be addressed to improve the livelihoods of people. To achieve this, learners should be helped to acquire competencies to deal with challenges and improve their lives in a sustainable manner.

Curriculum aspects advanced here are intended to act as a tool to assist in curriculum planning and organisation. They form an integral part of education for equipping learners with necessary knowledge, skills, values and attitudes. These aspects would enable learners to face and cope with challenges they meet in their daily lives. Because the life challenges cut across all the aspects, each aspect will have a specific role to play in addressing the challenges. Therefore the aspects below should be taken into account when planning curricula for schools.

Effective communication

In order to meet the life challenges and cope with different experiences, communication is important as a means to express ideas and feelings. Thus the learners should have the ability to communicate effectively in words, symbols, colours, signs, sound, media (print, electronic), and actions. Therefore, learners should be helped to develop the following skills: listening, speaking, writing and reading.

Awareness of self and others

This aspect prepares learners to understand and appreciate themselves and others. They should understand their developmental processes, physiologically and psychologically, and how they affect their relationships.

Learners need to acquire skills towards managing emotional and sexual feelings and enjoyment of safe and responsible relationships. They should be aware of their rights and responsibilities, and respect the rights of others.

This aspect should help learners to:

- Understand and appreciate the physiological and psychological developmental processes.
- Understand and appreciate oneself and others in terms of abilities, culture and beliefs.
- Develop culture of human rights and democracy.
- Develop intrapersonal and interpersonal skills in promoting peace and harmony

- Promote values that pertain to dignity, equity, gender sensitivity, tolerance and conflict resolution.

Environmental Adaptation and Sustainable Development

This aspect addresses the survival of the learners in their own environment. The survival can be achieved by utilizing and maintaining available resources in such a way that the future generations can also enjoy them. Learners should therefore develop knowledge and skills towards sustainable use of the environment for individual and societal development.

The learners should therefore be helped to:
- Understand and appreciate the biophysical, political, social and economic parts of the environment and their interrelationships.
- Develop appropriate skills and positive attitudes to interact sustainably with the environment for socio-economic development

Health and Healthy Living

This aspect provides understanding and appreciation of the physiological and psychological well being of an individual in promoting healthy and safe lifestyles.

This aspect:
- promotes acquisition of knowledge and skills for taking care of oneself, others and the environment to maintain and promote good life and healthy living.
- develops appreciation of the physical and mental well being of an individual in promoting healthy and safe lifestyles
- develops positive attitudes and values towards maintaining good life and high standard of living

Production and Work-related competencies

This aspect prepares learners for the world of work. It should equip learners with knowledge and skills to participate in productive and income generating activities. Learners should develop entrepreneurial skills that would facilitate creation of employment and alleviation of poverty.

This aspect should help learners to:
- Apply knowledge and skills in exploiting suitable resources in the environment profitably and sustainably.
- Apply knowledge and skills for income generation
- Develop and demonstrate positive attitudes and values towards self-reliance and world-of-work.

Learning Areas

Curriculum aspects spell out the ultimate intentions of education. To address these curriculum aspects, there is need to organize the body of knowledge into systematic and logical learning

chunks. These chunks become means and modes by which life challenges are addressed. These chunks are referred to as learning areas. Learning areas as categorisation of body of knowledge are a source of disciplined pool of knowledge which learners should acquire to fulfil the expected role in their lives and their society. They are used as filtering mechanisms meant to select concepts and principles derived from subject areas that address real life issues and challenges. Learning areas facilitate in designing adequately coordinated learning programmes. They also serve as quality control mechanisms, ensuring relevance and coverage of key competencies in curriculum planning and organisation. They are built from concepts which cut across a number of themes and should therefore provide the full range of experiences to which learners are entitled. Use of these learning areas fosters an integrated approach and facilitates incorporation of emerging societal issues. All learning areas should serve as foundation for further learning and development.

The identified areas are *Linguistic and Literary*; *Numerical and Mathematical*; *Personal, Spiritual and Social*; *Scientific and Technological*; and *Creativity and Entrepreneurial*.

Linguistic and Literary

This area is concerned with the foundations of language and its usage. It is a medium through which all learning areas can be adequately and effectively delivered. It promotes effective communication in all its forms.

This area should develop:

- acquisition and understanding of linguistic skills necessary for effective communication in different contexts,
- application of linguistic, creative and other skills in promoting literary works for socio-economic development
- positive attitudes and values necessary for effective communication

Learners should be helped to:

- communicate effectively through listening, speaking, reading, and writing in formal and informal situations
- use and select appropriate words, colours, signs, sounds, graphics, symbols and media to communicate and interpret scientific, social, economic, technological, and political information

Numerical and Mathematical

This area promotes numerical and mathematical skills for everyday life and further learning.

This area promotes:

- the acquisition of numerical and mathematical skills for effective participation in scientific, technological and socio-economic development.
- application of numerical and mathematical skills in solving everyday problems and promoting socio-economic development
- appreciation of the contribution of numerical and mathematical skills in scientific, technological and socio-economic development
- development of positive attitudes towards mathematics as a foundation for further learning and career development

Personal, Spiritual and Social

The area promotes the development of the learner as an individual and a member of the community she or he lives in.

The area should:

- develop knowledge and understanding of the self
- develop appropriate skills and attitudes towards development and nurturing of positive relationships with others regardless of cultural, social, religious or political differences and special needs
- cultivate desirable attitudes, ethical and moral values for personal and social development

Scientific and Technological

This area concerns the understanding of scientific and environmental phenomena in terms of physical, economic, social, political and technological development.

Science and Technology learning area should promote:

- the acquisition and understanding of scientific and technological concepts, principles and processes for socio-economic development
- understanding of environmental phenomena in terms of physical, socio-economic and technological developments
- application of scientific and technological skills in solving everyday life challenges
- positive attitudes and values towards the use of science and technology in everyday life situation

Creativity and Entrepreneurial

Creativity and entrepreneurship learning area promotes understanding and application of creative and entrepreneurial concepts, principles and skills in addressing everyday needs, as well as attitudes and values in responding to such needs.

This learning area should:

- promote understanding of physical, socio-economic and technological environment as a prerequisite for earning a living.
- promote acquisition and application of creative and entrepreneurial skills in solving everyday life challenges.
- inculcate appropriate attitudes and values for promoting creative and entrepreneurial culture.

Core competencies

Both curriculum aspects and learning areas identify the core competencies which education and curriculum should focus on. Competencies indicate capabilities learners acquire as they go through the education system at different levels. They indicate the ability of learners to apply knowledge and skills and to demonstrate values and attitudes to address current and new situations. The national aims of education stated above express specific *skills* and *attitudes and values* to be developed in the learners as well as *knowledge* they will acquire and develop as a result of learning. In addition to process skills, knowledge, skills, attitudes and values for

personal, moral and social development form the core of the curriculum. Thus the core competencies are:

- Effective and functional communication
- Problem-solving
- Scientific, technological and creative skills
- Critical thinking skills
- Collaboration and co-operation
- Functional numeracy
- Learning to learn

ORGANISATION OF SCHOOL CURRICULUM

The first seven years of Basic Education shall follow an integrated approach managed through five learning areas, with the gradual emergence of subjects in the last three years. The learning areas will form the basis of learning. These learning areas are:

- ***Linguistic and Literary Area***
- ***Numerical and Mathematical***
- ***Personal, Spiritual and Social***
- ***Scientific and Technological***
- ***Creativity and Entrepreneurial***

In the last three years of Basic Education curriculum will be drawn from the core contributing subjects to the respective five learning areas. However, learners/schools will be expected to take content from only eight of the contributing subjects.

Learning area	**Core Contributing subjects**	**Compulsory subjects**
Linguistic and literary	Sesotho, English, Art & Crafts, Drama, Music and other languages	Sesotho and English
Numerical and mathematical	Mathematics	Mathematics
Personal, Spiritual and Social	History, Religious Education, Health and Physical Education, Development Studies	Life Skills
Scientific and Technological	Science, Geography, Agricultural Science, Technical Subjects	Science
Creativity and Entrepreneurial	Business Education, Home Economics, ICT	Any subject

Note: The two remaining subjects can be selected from any learning area. Other languages may include French, German, Spanish and any other internationally recognised language. The maximum number of languages that a learner can take is three.

Curriculum for Secondary Education

Learners will take a minimum of six subjects and a maximum of eight subjects at secondary level.

Learning area	**Core Contributing subjects**	**Compulsory subjects**
Linguistic and literary	Sesotho, English, Art & Crafts, Drama, Music and other languages	Sesotho and English
Numerical and mathematical	Mathematics	Mathematics
Personal, Spiritual and Social	History, Religious Education, Health and Physical Education, Development Studies, Life Skills	Life Skills
Scientific and Technological	Physical Science, Biological Science, Geography, Agricultural Science, Technical Subjects	Science
Creativity and Entrepreneurial	Business Education, Clothing and Textile, Food and Nutrition, Home Management, ICT, Accounting	Any subject

PEDAGOGY

The aim of Lesotho education goes beyond ensuring acquisition of certain knowledge to developing skills for personal and social development. This is to enable learners to become able citizens in the society while still in the learning process. The focus in pedagogy has therefore shifted more to teaching and learning methods that can further develop creativity, independence and survival skills of learners. Learners are to become more responsible for their own learning processes and thus should be able to identify, formulate and solve problems by themselves and evaluate their work. Hence teaching methods which are *learner-centred* based more on learners' own activities.

The current feature in Lesotho policies is the emerging issues as reflected in, among others, the Millennium Declaration adopted by Lesotho in 2000 reinforcing development goals into a global agenda. The role of education, particularly curriculum development, has greatly been challenged by this feature in striving for peace, prosperity and freedom for all. For instance, dealing with environmental issues and creating a generation of environmentally conscious young people, issues of health, in particular HIV and AIDS, eradication of poverty, democracy, human rights, gender and others has called for a more *interdisciplinary and integrated approach* to curriculum design and teaching. Integration will further be enhanced if communities are involved in the learning processes. Thus *project work* should not be confined to schools but involve communities as well to *enhance action* competence among the learners.

Thus *integrated* and *learner-centred* approaches to teaching and learning will be used in the implementation of curriculum in schools. Embedded within this is identification of behaviours associated with learning at different developmental stages of the young. The methods of teaching

should thus enable development of skills and attitudes which equip learners, and hence society more generally to influence the rapid social and economic change.

ASSESSMENT

Assessment will evaluate the attainment of educational and curriculum aims of educational programmes at all levels. Assessment will fulfil different purposes such as:

- Formative (diagnostic and continuous assessment)
- Monitoring of educational progress
- Summative (Selection and Certification)

Guidelines will be provided to facilitate implementation of assessment strategies.

Assessment Strategies

a) **Formative Assessment:** *Continuous Assessment (CASS)* will be used in schools at all levels of education to check the learning progress. It will be used by teachers for *diagnosis* of learning difficulties to identify areas requiring remediation. This will be in terms of quarterly tests, course work, projects, portfolios and practical tests in order to develop higher order skills, attitudes and life skills. Marks of CA results will be used to monitor the performance of learners while national assessment will assess the performance of the educational system.

b) **Monitoring of Educational Progress:**

(i) National educational assessment will be used to monitor the curriculum by checking attainment of defined minimum competencies at different levels of education as outlined by curriculum aims in pages 8 and 9 of the this document. These will be conducted at the end of grades 4, 7 and 9 (form B).

(ii) At grade 4 national assessments will be in the form of surveys and analysis will not necessarily cover all learners.

(iii) At grade 7, national assessment will be used for two purposes: to check attainment of competencies for individual learners in individual learning areas and their level of readiness to proceed to grade 8 (Form A), and to monitor the progress of the education system. Consequently, **statements of success** indicating attainments of candidates in key areas will be available at the end of grade 7. These together with school reports will provide evidence

of candidate's performance when a learner is required for transfer from one school to the other.

(iv) At grade 9 (Form B) assessment will be in the form of a national survey focusing on broad educational objectives.

c) **Summative (for selection and certification):**

(i) At the end of grade 10 (Junior Certificate) and grade 12 (Senior Secondary) levels respectively, assessment will be in the form of examinations that are used for selection of learners to higher education levels. Performance will be checked at all learning areas per learner and all learners will be assessed.

(ii) Examinations will assess acquired knowledge and skills as defined by the curriculum namely: knowledge with understanding, application and interpretation, problem solving and analysis, critical thinking and evaluation though various modes: paper and pencil tests, objective tests, coursework or alternative to coursework papers, practical tests or projects or alternative to practical papers.

(iii) Grades will be defined by standards of achievement likely to have been displayed by candidates. Grade descriptions will be interpreted in relation to the syllabus content and not designed to define content, Such grades will depend in practice upon the extent to which candidates have met the overall assessment objectives as outlined.

(iv) Each subject syllabus will be graded as an aggregate of the components and will lead to the award of a grade for certification.

(v) Both group examinations and subject examinations will be available for candidates of different abilities and circumstances.

Curriculum organisation matrix

Learning areas / *Curriculum aspects*	***Linguistic and Literary Area***	***Numerical and Mathematical***	***Personal, Spiritual and Social***	***Scientific and Technological***	***Creativity and Entrepreneurial***
Effective communication	Use linguistic and literary knowledge and skills to communicate and interpret scientific, social, economic, technological and political information effectively Understand and appreciate the use of linguistic and literary works in communicating effectively	Use numerical and mathematical skills to communicate and respond to everyday life situations and challenges Understand and appreciate the use of numerical and mathematical knowledge and skills in communicating and interpreting scientific, social, economic, technological and political information	Use interpersonal skills, personal and spiritual disposition to communicate ideas and beliefs in a socially acceptable manner Appreciate inter- and intra-personal skills in communicating effectively	Apply scientific and technological knowledge and skills and use ICTs to communicate effectively Appreciate the use of scientific and technological knowledge and skills, and ICTs in communicating effectively	Use creative and entrepreneurial skills to communicate ideas effectively Appreciate creativity and entrepreneurial skills in promoting effective communication
Awareness of self and others	Use linguistic and literary skills to promote understanding of human physiological and psychological development processes Appreciate use of language and literary works as media for promoting personal and social development	Use numerical and mathematical skills in promoting personal and socio-economic development Appreciate numerical and mathematical skills in promoting personal and social development	Demonstrate tolerance and respect of other people's beliefs, moral values and culture as well as respect of human rights to promote good relations and responsible citizenry Demonstrate an understanding and respect for human rights in promoting gender equity, good relations, gender equity and responsible citizenry Apply personal and social skills to develop socially and morally acceptable characteristics Demonstrate humility, assertiveness, selflessness and honesty in interacting with others	Use scientific and technological knowledge and skills to appreciate oneself and others Use scientific and technological knowledge to understand and appreciate own and others' physiological and psychological development Appreciate the use of scientific and technological knowledge and skills (indigenous and other forms of knowledge) to promote personal and social development	Use creative and entrepreneurial knowledge and skills for personal and social development Understand and appreciate one's creativity and entrepreneurial skills in promoting personal and social development

Environmental adaptation and sustainable development	Use linguistic and literary knowledge and skills to promote environmental care and management Understand and appreciate the use of linguistic and literary works to advance environmental adaptation and sustainable development	Use numerical and mathematical skills to address environmental issues and promote sustainable use of resources for socio-economic development Appreciate the use of mathematical and numerical knowledge and skills to respond to environmental challenges and enhance sustainable development	Apply social skills to respond and adapt to environmental changes Demonstrate understanding and appreciation of interdependence of the social, political, economic and physical environments Interact with and exploit environment in an appropriate and sustainable manner	Apply scientific and technological knowledge and skills to respond appropriately to environmental challenges Appreciate the use of scientific and technological skills to interact with the environment in a sustainable way	Apply creative and entrepreneurial knowledge and skills to respond to changing environment and manage resources sustainably Appreciate creativity and entrepreneurial skills in using resources in the environment sustainably
Health and Healthy living	Use linguistic and literary knowledge and skills to promote good health and healthy lifestyles Appreciate use of linguistic and literary works in promoting good health and healthy lifestyles	Apply numerical and mathematical knowledge and skills to promote and maintain good health Apply numerical and mathematical skills in understanding and appreciation of health issues and problems and advancing healthy living styles Appreciate use of numerical and mathematical knowledge and skills in understanding health issues and problems to promote good health	Apply psycho-social skills to promote health and maintain healthy lifestyles Appreciate the role of culture and religion in promoting healthy life styles Appreciate the impact of health problems socially, economically and politically Understand and appreciate the interdependence of socio-economic and political issues with health issues	Apply scientific and technological knowledge and skills in promoting personal and environmental health for sustainable development Apply scientific and technological knowledge and skills to promote good health and healthy living Apply scientific and technological knowledge and skills to understand and appreciate the impact of socio-economic and political development on people's health	Apply creative and entrepreneurial knowledge and skills to promote good health and healthy lifestyles Apply creative and entrepreneurial knowledge and skills to promote good health and safety standards Appreciate creative and entrepreneurial knowledge and skills in enhancing healthy lifestyles
Production and Work related competencies	Use linguistic and literary knowledge and skills to promote income generating activities for economic benefit Appreciate the use of linguistic and literary knowledge and skills in career development and in	Apply numerical and mathematical skills to participate in practical and productive activities for economic development. Appreciate the use of numerical and mathematical knowledge and skills in practical and vocational activities	Assess ones capabilities, potentials and inclinations in selecting appropriate career Appreciate the role of learning in preparing one for future career and changing demands of the world of work Apply appropriate skills in engaging	Apply appropriate scientific knowledge and technological skills in enhancing production Appreciate appropriate use of locally available material in productive activities Apply scientific and technological skills in utilising	Apply creative and entrepreneurial skills in exploiting resources for socio-economic development Apply creative and entrepreneurial knowledge and skills in promoting good health and safety in places of work

	enhancing income generating activities		in income generating and productive activities for promoting self-reliance Demonstrate an understanding of safety standards in places of work	locally available material to enhance production	
Possible subjects contributing to learning areas					
Core contributing subjects	Sesotho, English, Music, Art and Crafts	Mathematics	Religious Education, History, Health and Physical Education, Art and Crafts, Development Studies	Science, ICT, Technical subjects, Agriculture, Geography	Business Education, Home Economics, Technical subjects, ICT, Accounting, Art and Crafts.
Contributing Subjects	Accounting, Agriculture, Business Education, Development Studies, Geography, Health and Physical Education, History, Home Economics, ICT, Mathematics, Religious Education Science, other languages and literature, Social Studies, Technical Subjects	Accounting, Agriculture, Art & Crafts Business Education, Development Studies, Economics, Geography, Home Economics, ICT, Languages, Mathematics, Music, Science, Social Studies, Technical Subjects	Agriculture, Business Education, Geography, Guidance and Counselling, Home Economics, ICT, Languages, Mathematics Music, Religious education, Science, Sesotho, Social Studies, Technical Subjects	Accounting, Business education, Development Studies, Economics, Geography, Health and Physical Education, History Home Economics, ICT, Languages, Mathematics, Technical Subjects	Agriculture, Art and Crafts, Business Education, Development Studies, Drama, Guidance and Counselling, Health and Physical Education Home Economics, ICT, Languages, Mathematics, Music, Science, Technical Subjects

Appendix 2

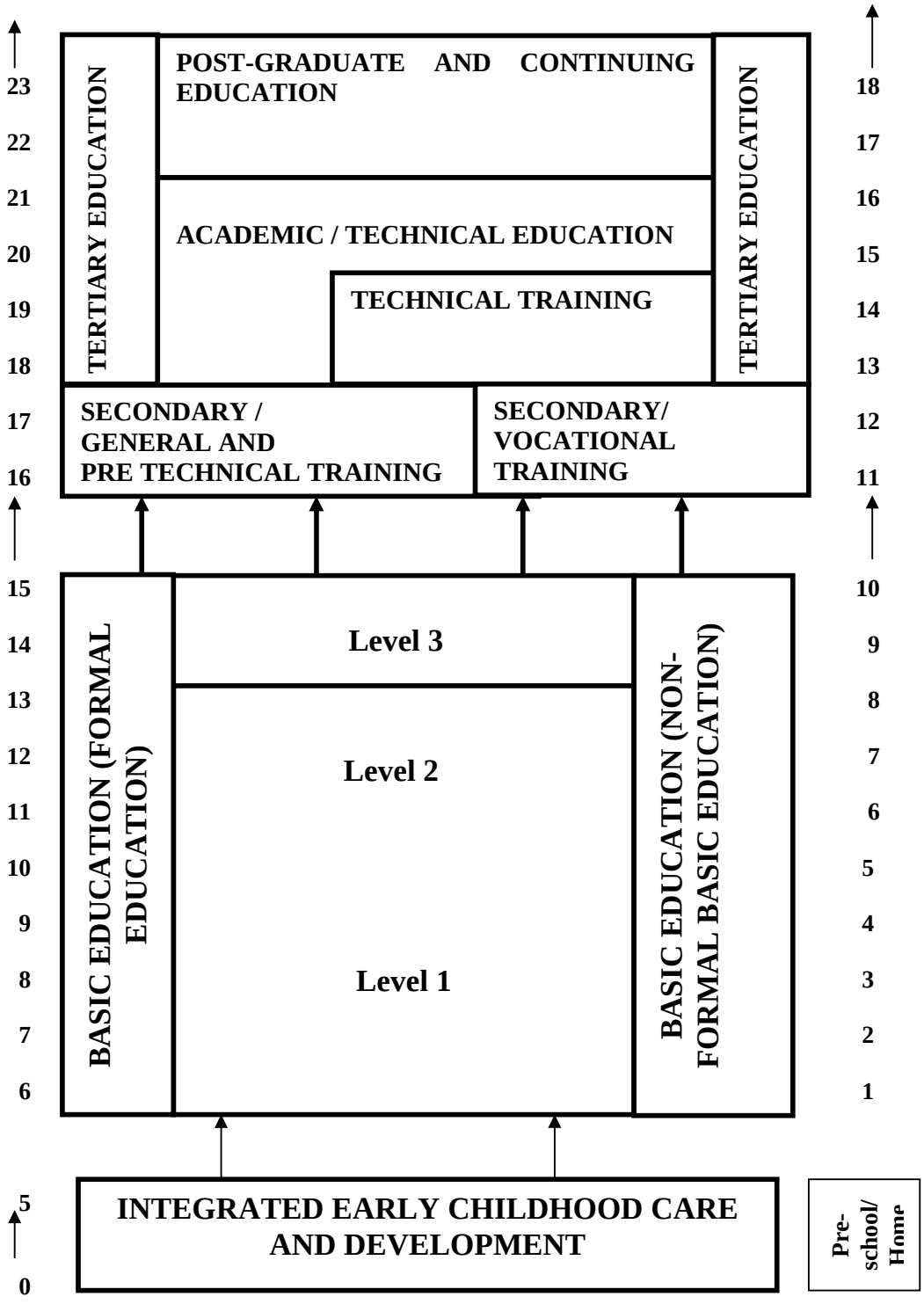
ASSESSMENT STRATEGIES

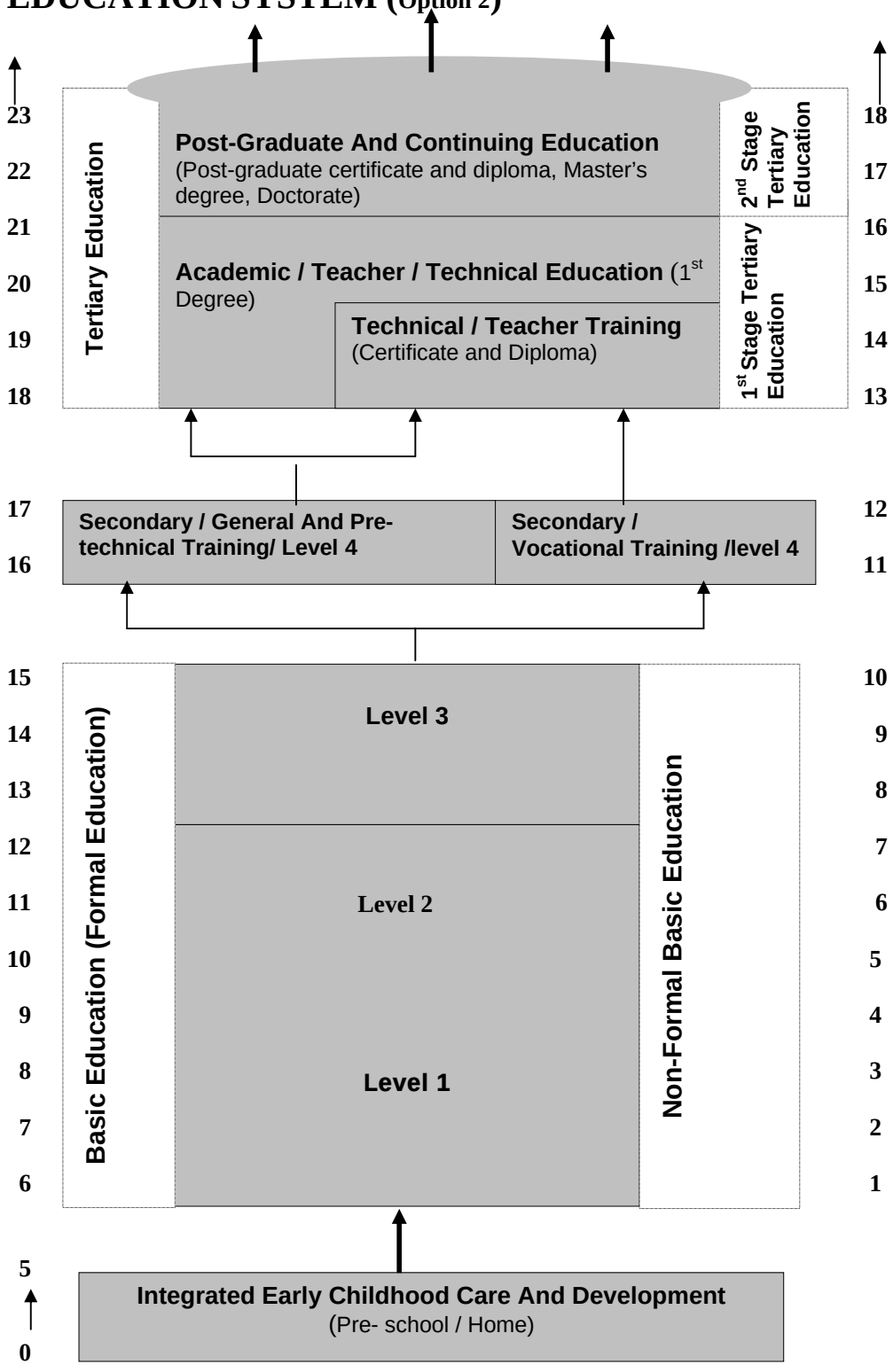
Age of Learner	LEVEL		ASSESSMENT STRATEGY		School YEAR
0 ⟶5	IECCD				
6 7 8 9	**Level 1**	**BASIC EDUCATION**	**CASS**	**SKILLS CHECKLISTS REMEDIAL LEARNING** **END-OF-LEVEL TESTS NATIONAL ASSESSMENT (SAMPLE)**	1 2 3 4
10 11 12	**Level 2**		**CASS**	**END-OF-LEVEL TESTS** **NATIONAL ASSESSMENT (NATION WIDE)**	5 6 7
13 14 15	**Level 3**		**CASS**	**NATIONAL ASSESSMENT (SAMPLE)** **EXAMINATIONS (PUBLIC) – SELECTION & CERTIFICATION**	8 9 10
16 17	**Level 4**	**SECONDARY**	**CASS**	**EXAMINATIONS (PUBLIC) – SELECTION & CERTIFICATION**	11 12

IECCD – Integrated Early Childhood Care and Development
CASS – Continuous Assessment

Appendix 3A

EDUCATION SYSTEM (option 1)



Appendix 3B

EDUCATION SYSTEM (Option 2)