

# REPUBLIC OF RWANDA



**RWANDA EDUCATION**

**BOARD (REB)**



**REB HEADQUARTERS BUILDING**

## **VOLUME I: PROCEDURES MANUAL**

**FOR**

## **CURRICULUM AND PEDAGOGICAL MATERIALS DEPARTMENT (CPMD)**

This procedures manual for Curriculum and Pedagogical Materials Department is Volume I of the REB comprehensive manual. Volumes within this series are:

<b>VOLUME</b>	<b>DEPARTMENT/UNIT</b>
	<b>CORE DEPARTMENTS</b>

<b>I</b>	<b>Curriculum Pedagogical Materials Production and Distribution (CPMD) Department</b>
<b>II</b>	Education Quality and Standards (EQS) Department
<b>III</b>	Teacher Development and Management (TDM)
<b>IV</b>	Examinations and Accreditation (EA) Department
<b>V</b>	ICT in Education and Open Distance and E-Learning (ICTE& ODEL) Department
<b>VI</b>	Higher Education Student Loans (HESL) Department
<b>SUPPORT DEPARTMENTS/UNITS</b>	
<b>VII</b>	Corporate Services Division
<b>VIII</b>	Planning & Research
<b>IX</b>	ICT support Unit

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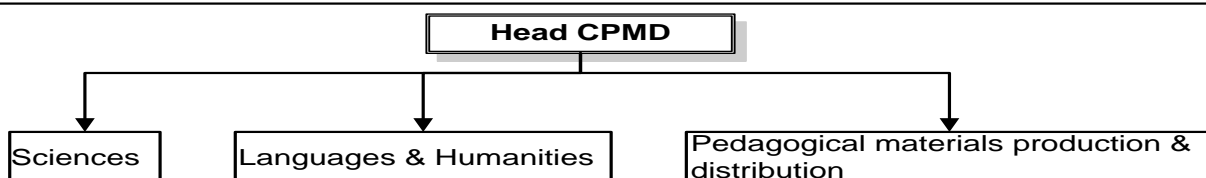
## 1.0 INTRODUCTION

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The Curriculum & Pedagogical Materials Department (CPMD) has the responsibility to ensure that all school curricula are well prepared and understood and effectively used by teachers via regular visits to schools, training seminars to orient teachers, periodic reviews, research and evaluation of curricula. The Department attaches great importance to ensuring continuing education and training.

## 1.1 CPMD MICRO STRUCTURE

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## 1.2 FUNCTIONAL RESPONSIBILITIES

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Functional responsibilities of this Department are the following:

- Produce and make available high quality and appropriate curricula and learning and teaching materials;
- Train teachers in the use of produced curricula and teaching materials;
- Ensure that materials are distributed and correctly used by teachers and learners
- Evaluate learning and teaching materials;

### 1.2.1. RESPONSIBILITIES OF THE VARIOUS UNITS

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#### 1.2.1.1 Science, Languages and humanities

- Design, develop, produce and distribute teaching materials such as curricula, teachers' guides and learners' text books;
- Experiment with and test teaching materials such as curricula, teachers' guides and learners' texts books;
- Design teaching aids to supplement learner's text books;
- Ensure follow-up and evaluation of curricula, teaching methods and text books;
- Undertake research aimed at improving the quality of curricula.
- Train teachers on the use of these curricula and other instructional materials.

### 1.2.1.2 Pedagogical material production and distribution

- Produce printed and non-printed teaching and learning materials;
- Print teaching and learning materials for primary and secondary schools including:
  - Curricula
  - Teachers' guides
  - Textbooks
  - Wall charts
  - Interactive video & audio programs for literacy
- Distribution of teaching materials;
- Other services like Graphic design.

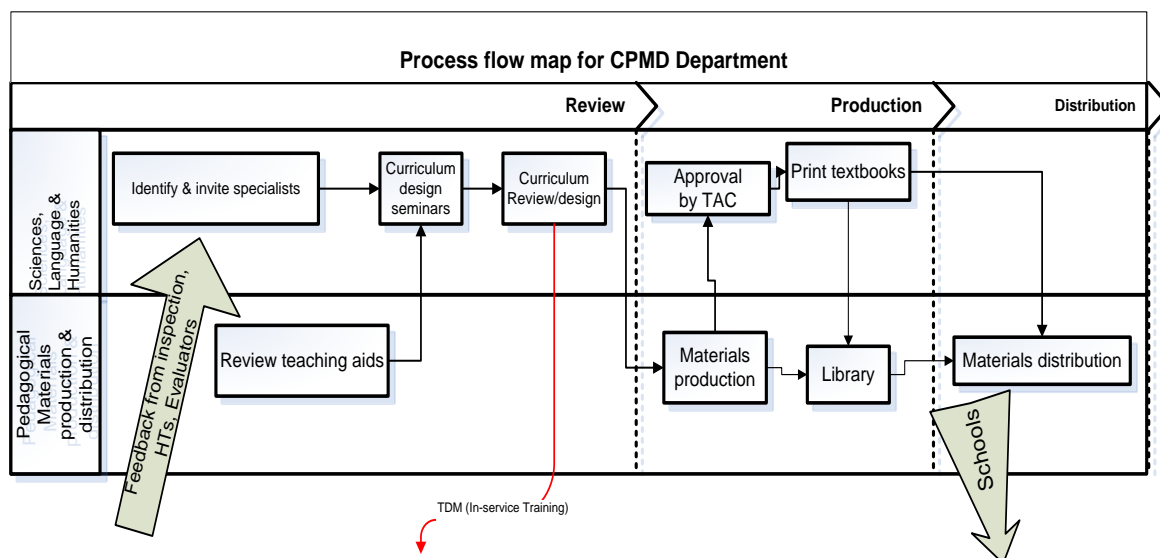
## 1.3 CPMD CORE PROCESSES ACTIVITIES

The functional activities of the three units that make up the administrative structure of the CPMD department indicate the following core activities:

- Review and production of appropriate curricula and pedagogical materials
- Training teachers on the use of produced curricula and teaching materials;
- Distribution of curricula and pedagogical materials and ensuring they are used by teachers and learners

The above processes are core to the achievement of the overall department's goal of developing appropriate curricula and ensuring its effective implementation by schools. The flow of these activities is indicated in the process map provided in the next sub-section.

### 1.3.1 CPMD PROCESS MAP



### 1.3.2 CROSS DEPARTMENTAL PROCESS RELATIONSHIPS IN CPMD

Cross-departmental process relationships in the CPMD with other core departments are tied to three key processes namely: review of teaching materials/aids, curriculum review and design, and curriculum materials distribution. In those processes, the CPMD department closely interacts with the following departments: EQS, TDM, ICTE & ODeL and EA. The nature of the process relationships with these departments is elaborated upon:

#### Review of teaching materials/aids

The role of EQS in relation to CPMD is to carry out inspection in schools to see whether or not the distributed materials are present in schools and are actually being used.

#### Curriculum review and design

During the review and design of curriculum, EQS is invited to be part of this process. The CPMD will also work closely with the TDM department to develop a program for in-service training of teachers in produced curricula & teaching materials. The role of ICTE & ODeL in relation to CPMD in this process is such that the staff of ICTE & ODeL department utilizes the curriculum content reviewed and turns it into appropriate digital content.

#### Curriculum Materials Distribution

The CPMD department works with EQS department at the end of the distribution chain in order to ensure that materials distributed to schools are actually utilized to support teaching and learning in schools.

#### Other processes

CPMD and EA in this process are connected during the process of examination items development as well as during processing and analysis of examination results. CPMD department staff must ensure the developed examination items meet the requirements and that content and the average cognitive complexity of items match curriculum standards. During the processing and analysis of examination results CPMD department staff should provide insights regarding curriculum content.

### 1.4 RULES, REGULATIONS AND PROCEDURES FOR CPMD DEPARTMENT

S/N	PROCESS	RULES, REGULATIONS AND PROCEDURES
1	Content Development	<u>Principles:</u> The development of the curriculum will: <ul style="list-style-type: none"><li>• Support the establishment of an educated, knowledge based and technologically led society;</li><li>• Be based on the principle that only curricula and delivery systems that comply with strict quality criteria will be accepted;</li><li>• Be a continuous and flexible process, responding to changes in government policy and practice and to the changing needs of learners, society and employer;</li><li>• Be the result of carefully evaluated and costed choices within a unified, comprehensive and rational plan;</li><li>• Be drawn from prevailing MINEDUC policies ;</li></ul>

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		<ul style="list-style-type: none"> <li>• Take account of the Human Rights of children;</li> <li>• Take account of the Linguistic Rights of children;</li> <li>• Promote Peace and Reconciliation and a unified and tolerant national identity;</li> <li>• Promote the role of women in society and the education of girls in school;</li> <li>• Be responsive to differing local needs and aspirations;</li> <li>• Promote traditional and modern Rwandan customs, culture and skills that are beneficial to Rwandan society;</li> <li>• Promote respect for and an understanding of the value to society of the mentally and physically disabled and those suffering from emotional distress;</li> <li>• Take cognizance of the fact that agriculture will continue to be important in the life of Rwandans;</li> <li>• Cater to all levels of the ability range from those with learning difficulties to the specially gifted;</li> <li>• Be in line with best local, regional and international practice;</li> <li>• Be consonant with and supportive of governmental strategies for Human Resource Development.</li> </ul> <p><u>Guidelines</u></p> <p>The content of the curriculum will:-</p> <ul style="list-style-type: none"> <li>• Be determined by rational criteria and not by exclusive reference to precedent;</li> <li>• Be integrated one subject with another, one year to another, one cycle to other cycles;</li> <li>• Be enjoyable;</li> <li>• Be optimistic and practical in outlook but mindful of the dangers exemplified by history;</li> <li>• Be balanced according to the needs of those children who will leave school at the end of the Primary or Secondary cycles and those who will continue to Secondary or Higher Education;</li> <li>• Support Pre-School Education;</li> <li>• Ensure that every school leaver is, at least, literate and numerate;</li> <li>• Support the acquisition of Scientific and ICT skills within the context of local availability of equipment and infrastructure;</li> <li>• Emphasize Learning by Doing and Active rather than Passive Learning and the acquisition of Skills, whilst recognizing the role of Knowledge, especially for further studies;</li> <li>• Promote, via the integration of Life Skills across all subjects, the learning of Life Skills such as:- <ul style="list-style-type: none"> <li>○ Entrepreneurship</li> <li>○ Peaceful problem resolution within the national framework of Peace and Reconciliation</li> <li>○ Moral values and control of emotions</li> <li>○ Gender awareness</li> <li>○ Preservation of health (malaria, clean water and oral rehydration for diarrhoea etc.),</li> <li>○ HIV/AIDS, and</li> <li>○ Agricultural techniques and respect for the environment;</li> </ul> </li> <li>• Be an adequate preparation for Lifelong Learning;</li> <li>• Provide content that encourages girls to have a developed sense of self-worth and to be ambitious about their role in society and to provide content that encourages teachers and boy and girl pupils to respect these ambitions;</li> <li>• Provide content that links the world of the school to the world of the child's family and community, both through in-school and out-of-school activities;</li> <li>• Provide differentiated content that allows teachers to tailor individual curricula to local needs and aspirations. Ensure that the teaching of the Expressive Arts is provided with adequate content to ensure that the physical and aesthetic needs of Rwandan children are fully met;</li> <li>• Provide content that encourages pupils to have a "can do" attitude to life whereby they are optimistic about their ability to control their own lives and to be successful;</li> <li>• Provide content that ensures understanding of the nature of mental and physical</li> </ul>

S/N	PROCESS	RULES, REGULATIONS AND PROCEDURES
		<p>disability and promotes a positive attitude to those suffering from such disabilities;</p> <ul style="list-style-type: none"> <li>• Provide a detailed understanding of Rwandan institutions, traditions and culture within a regional and international context;</li> <li>• Provide an objective and truthful account of Rwandan, regional and world History;</li> <li>• Provide content that will ensure a smooth transition from school to the labour market via Careers Guidance, Prevocational Education (rights and duties of an employee, working in teams, ICT skills etc.) and Vocational Education (car maintenance, hairdressing, nursing etc.);</li> <li>• Be made available to all teachers, parents, educationists and to the wider community.</li> </ul> <p><u>The Process</u> The curriculum development process will involve the following:</p> <ul style="list-style-type: none"> <li>• Designing</li> <li>• Developing</li> <li>• Editing</li> <li>• Experimentation (Piloting)</li> <li>• Implementation</li> <li>• Monitoring</li> <li>• Evaluating</li> <li>• Reviewing</li> </ul> <p>A curriculum will be conceptualized and attention paid to the varied components of the design process. Considerations include the focus on the philosophical underpinnings and principles, goals, objectives, subject matter, learning experiences and evaluation; these will be established in consultation with departments like EQS, EA, within REB.</p> <p>The development process will involve planning, construction and the logical step-by-step procedures used to produce written documents, as well as print and non-print resource materials. The curriculum document will include vision statements, goals, standards, performance benchmarks, learning activities and instructional strategies, interdisciplinary connections, and other integration activities that guide curriculum implementation.</p> <p>Several workshops in this stage will be organized with other related desks in EQS, EA, and ICT in education and ODeL department to validate what is at hand and how to improve it. It is very important that senior teachers, university lecturers, and other partner institutions in education are invited to participate in this exercise. After the development, editing should be done to ensure that developed curricula are free from errors. Editing could be done in-house or outsourced depending on the urgency and amount of work involved.</p> <p>To support the curriculum developed, teaching materials and textbooks are identified for use with the different syllabi. Textbooks identified for use in schools take two forms: Those that are advertised and selected in a competitive procurement process and the second form are those brought in by publishers/authors for possible consideration in schools.</p> <p>The list of books titles and other teaching material recommended for different syllabi which is selected in a competitive process will be sent to schools by CPMD. The schools will make choices of which books they require and inform CPMD by filling a form generated through the books requisition software. CPMD then generates a budget for the books and requests for these materials through procurement process.</p> <p>Once the publishers/suppliers are selected, a contract to supply the intended books and other teaching materials is signed with REB. The publishers/suppliers have a duty of supplying and distributing the books to all schools concerned. A committee within CPMD will oversee managing the integration of school orders, selection of suppliers through the procurement process and monitor and supervise the distribution to ensure that schools that require the books and other teaching material do receive them in the right quantities and within the time scheduled.</p> <p>Books brought in by publishers or authors for possible consideration in schools is</p>



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		<p>scrutinized by both curriculum and norm specialists to check if the book satisfies the quality and standards and are appropriated for the various syllabi. The chosen materials are then taken to the Textbook Approval Committee (TAC) for vetting. Those selected are recommended to schools.</p> <p>Pilot study: At this stage, a sample of schools is identified to pilot the new curriculum. Teachers from different subject areas are drawn from these schools to form Curriculum Writing Teams for each subject. Teachers with specific subject or curriculum development skills from other schools are also included in the teams. The outputs of this phase include learning outcomes specific to each subject that contribute to the fulfilment of the national outcomes; subject content; and teaching, learning, and assessment strategies to support the outcomes.</p> <p>Various stakeholders shall become part of the implementation process by making their contribution to operationalise the curriculum as designed and developed. The process is managed by the officers of the Curriculum Materials production and distribution Department. It requires close interaction between various officers of the department of EQS, TDM and EAA. It also includes, teachers, parents, students and the general public. Since implementation is a change activity, CPMD shall also engages in in-service teacher education through seminars and workshops to facilitate the required alteration of individuals' knowledge, skills and attitude</p> <p>Implementation of the curriculum is a dynamic process, requiring collaboration of the developers and teachers. In implementation, teachers are expected to use the formal curriculum, as described in the Curriculum Guides, to plan work and teach in a manner that accomplishes the objectives described. Teachers translate those objectives into units of study, determining the appropriate sequence and time allocation according to the learning needs of their students.</p> <p>The Department of Education quality and standards shall be used in monitoring implementation process. Regional and school inspectors shall visit schools to verify that classroom practice is consistent with the established goals and objectives of the national curriculum. Data are gathered to inform policy and decision making relative to the curriculum. The monitoring activities also capture best practices for generalization and develop the working relationship between officers of the Curriculum Department and management, allow for technical support at the school level to be provided where needed.</p> <p>Officers from the inspectorate shall analyse data collected on the field to determine the effectiveness of the curriculum design and its implementation as they relate to the child. The process will entail comprehensive study of the data with the view of identifying possible deficiencies and root causes that can lead to corrective action. It is the findings from this exercise that directly influence the final stage of review.</p> <p>The information gained from data analysis will be used to guide appropriate adjustments to the curriculum documents. Such adjustments will incorporate identified strengths and address any weaknesses of the curriculum. Working with ICT and ODeI Department new information will continuously be shared. Updates, links to resource material and successful teaching and learning experiences can be easily incorporated in curricula. These considerations are all geared towards curriculum improvement and improved student performance in meeting national, developmental and educational goals.</p>
2	Pedagogical Materials production and distribution	<p><u>Book design</u></p> <p>The Interior look of the book is decided on and a style sheet set up to ensure that this look remains consistent throughout. It includes choosing a font style for text and headings, determining margin widths, setting word and letter spacing, choosing a chapter heading and number style, and so on.</p> <p>The style should be consistent with REB's guidelines. Once the style sheets have been set up, typesetting begins. The combination of book design and typesetting is what gives a</p>

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		<p>book its professional look and feel on the inside. Book design and typesetting may take anything from one to two week s, depending on size and amount of work present</p> <p><u>ISBN application and barcode generation:</u> This may not apply for short training booklets, teachers guide etc. However it is important for original works of the REB for subjects like social studies for primary level and other subjects to have an ISBN number. Every book needs an ISBN number which is a unique identification number</p> <p><u>Cover design and makeup</u> Everybody or especially learners will judge a book by its cover, so it is very important that the cover is carefully considered and put together. The title, by-line, blurb and cover images should all work together to create a cover that has impact and conveys the essence of the book. Therefore this stage needs the skill of the designer. The curriculum designer may have suggested a given book cover, however the Production Unit is charged with duty of providing professional help and advice. First draft copy is then printed.</p> <p><u>First and second page proofs</u> This stage is where the Production Unit sends the first draft copy back (both soft and hard) to the curriculum designer. The curriculum designer has an opportunity to make final changes before the book goes off for printing. It is advisable to let a few teachers to help you with the task of reading the proofs and highlighting anything that may have slipped through. Any corrections that need to be made should be done so in writing - a copy of which should be kept by both ends. The Unit should check if corrections were made. Once all is fine, the production unit will require the Director of unit, Norm specialist and Head of Department to sign a proof /approval sheet giving the go-ahead for printing or eBook creation. This sheet will include the number of copies requested or needed per school and per district</p> <p><u>Printing and/or e-book creation</u> The material is now ready for printing. The Production Unit should have specialists who decide what kind of printing to use, depending on the work involved. This should take about two weeks, however; the team may need to take a shorter time if it is a print on demand. The pages are arranged bound and sorted for packing. Printing may however be outsourced basing on quality of material needed or nature of work.</p> <p>For eBooks, CPMD works closely with the ICT in Education and ODeL Department to create an eBook/material version.</p> <p><u>Packaging and Distribution for books produced by CPMD</u> School orders are sorted and arranged. These sorted materials are then placed in boxes clearly labelled with names of different districts and schools. The materials are then distributed down to the intended owners with the help of curriculum developers. Sometimes the process of distribution is outsourced.</p> <p>Whether outsourced or distribution is in-house, a delivery sheet shall accompany every allocation. The recipient will receive the material, sign a copy of the delivery sheet and give it back to the distributor. He will remain with a copy of the delivery sheet.</p> <p>A list of deliveries per school shall be passed over to the department of EQS who will make a follow of utilisation of delivered materials during their routine inspection.</p> <p><u>The Library</u> Any form of material produced by CPMD is archived in the Library in both hard and soft copy. The Library is open to REB staff, students and the general public and acts as a reference point for all sets of curriculum and related materials generated. The library too is to provide access to Online Resources</p>

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		<p><u>Staff Responsibilities</u></p> <ul style="list-style-type: none"> <li>• Open the library and ensure it has been cleaned;</li> <li>• Check for identification of those using the library to rule out school going children during school time;</li> <li>• Check for hand luggage not allowed within the library;</li> <li>• Ensure free access to any material to the user at all times;</li> <li>• Monitor library environment to ensure calm and peace;</li> <li>• Take record of all books going out;</li> <li>• Follow up on books to ensure their return and initiate appropriate actions;</li> <li>• Ensure the User's Guide is displayed along library entrance and encourage all to read. Showing all rules.</li> </ul> <p><u>Internal Procedures (Incoming Books)</u></p> <ul style="list-style-type: none"> <li>• Cross check with the printing press and curriculum developers to ensure a copy of all teaching and learning material, curriculum and other reports are received for display.</li> <li>• Catalogue all new books and ensure soft copy/data entry</li> <li>• Labels all books and materials received in the library. Old labels should be removed, if possible, and the new one put in its place. If the old label cannot be removed, the new label is placed over it to hide the old label. After labelling, books are sorted into stacks for: laminating, and plastic jackets.</li> <li>• Display Books/Materials are taken to the areas marked for each display and should never be placed in any other area.</li> <li>• Display Materials in their rightful place</li> <li>• Inspect materials for mending, sort according to work needed. A work slip must be placed in each book, listing the repairs to be made. Books which are very old or in very poor condition should be put aside for evaluation to determine if they are worth mending. If not worth mending, they should be withdrawn.</li> <li>• Keep a soft copy of all books received at all times.</li> </ul> <p><u>Internal Procedures (Outgoing books)</u></p> <ul style="list-style-type: none"> <li>• Loaning books: (books going out) ask the user to read the instruction note for books leaving the library. Take record of all books going out. Records should include names of user, ID number, contact details, book title and volume, author, date taken, return date and signature</li> </ul> <p><u>Ensuring discipline in the Library</u></p> <ul style="list-style-type: none"> <li>• Give a verbal warning once or twice. If the behaviour is so destructive and harmful, ask the user to leave the library .if misbehaviour continues restrain the user from using the library for some time. For REB staff showing persistent misconduct, a letter is written to the DGG informing her/him about the staff</li> <li>• Produce an annual report every year. This should clearly show new material received, number mended and recommendations.</li> </ul>