

A Critical Review of the Revised 9-Year Basic Education Curriculum (BEC) in Nigeria

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Abstract

Globally, education is acknowledged as a critical engine for economic development. Nigeria is facing a lot of developmental challenges including a high rate of poverty and astronomical youth unemployment. Education has been advanced as one of the key strategies to address the challenges. The 9-Year Basic Education Curriculum (BEC) for Primary (elementary) and Junior Secondary Schools (JSS) in Nigeria was revised in response to the country's need for relevant, dynamic, and globally competitive education that will ensure socio-economic and national development. This paper critically reviewed the adequacy of the revised 9-Year BEC. The review showed an improvement in the curriculum development process and in primary (elementary) and Junior Secondary School (JSS) curriculum contents over previous attempts of curriculum development in Nigeria. However, factors such as inadequate trained teachers, inappropriate pedagogy and poor learning environment pose threats to successful implementation of the revised 9-Year BEC. The implication for the field of curriculum development is that availability of adequate "quality teachers", appropriate pedagogy and conducive school learning environment are of utmost importance in ensuring that a well-designed curriculum meets its objectives.

Keywords

curriculum, deliberative – process, implementation, unemployment

Education is the veritable source through which an individual can be adequately equipped to realize her full potentials in life. It is one of the important investments a country can make in her people and future to foster rapid economic development. Investment in education is the single most effective way of reducing poverty (Global Partnership for Education, 2015). Though learning is a lifelong process not limited to that obtained through formal education, formal education paves the foundation for forging life-long competencies for an individual. Nations, Schools and other educational institutes define the basic framework of formal education depending on their goals for the learner, the community, the nation and world at large in a “curriculum”.

Curriculum is a complex concept which has been defined in various ways embodying learners' acquisition of knowledge and development. It addresses questions such as what learners should learn and be able to do, why and how well. The objective of “curriculum” is to provide learners with the knowledge, skills, values and attitudes to be successful in their lives (United Nations Educational, Scientific and Cultural Organization, 2006). Schwabs (1983, p. 240) defined curriculum as what is successfully conveyed to differing degrees to different students by committed teachers using appropriate materials and actions, of legitimated bodies of knowledge, skill, taste, and propensity to act and react, which are chosen for instruction after serious reflection and communal decision by representatives of those involved in the teaching of a specified group of students who are known to the decision makers. Many things are important in ensuring that a curriculum meets its purpose such as, its method of design, clear inspired and motivational contents, implementation, buy-in and competence of the drivers (the teachers) quality of teaching, teaching pedagogy, availability of instructional materials and learners assessment method. Different approaches to “curriculum development” have evolved over time. Each approach depends on issues curriculum designers consider to be of utmost importance in curriculum development.

The Problem

Nigeria, the most populous country in Africa, has an estimated population of about 170 million from a projected 146 million-census population in 2006, (National Bureau of Statistics, 2010). Nigeria has the largest economy in Africa, in addition to being the eighth exporter of crude oil in the world. Despite its oil wealth and vast natural resources, the country has been facing challenges including youth unemployment and poverty put at 37.7% and 62.6% respectively as of 2013 (United Nations Development Program, 2014, p. 5).

According to Adeyinka, 1988, Balogun, 1995 & Woolman, 2001 (as cited in Abang, Agba, Asuquo, Eme, Isangadighi & Ogaboh, 2011) the unemployment situation is not unconnected with the inadequacies in the country's curriculum contents and where the curriculum is adequate, poor implementation; government inadequate finance of education bedevils its achievement. The inability of secondary schools curriculum to provide trained manpower in applied services, technology and commerce at sub-professional grades is even more worrisome (John et al; 2011, 32-42). These challenges led to the review of the 9-Year Basic Education Curriculum (BEC) for primary (elementary) and junior secondary schools (JSS) in Nigeria.

Objectives of the Paper

1. To find out the adequacy of the revision process of the 9-Year BEC;
2. To find out if the Curriculum contents of the revised 9-Year BEC are adequate to meet the stated objectives of the revised 9-Year BEC; and
3. To add to the body of knowledge in curriculum development in Nigeria and in other developing countries facing similar challenges.

Organization of the Study

This paper is broadly divided into three sections. Section one covers the background, objectives and the methodology of the study. Section two presents the literature review of some studies on curriculum development and the history of curriculum development in Nigeria, as well as the goals and features of the 9-Year Revised BEC. Section three reviews the adequacy of the deliberative process and implementation of the Revised 9-Year BEC, together with findings and recommendations.

Methodology

Schwab's Curriculum Development Theoretical Framework

The theoretical framework of Schwab's (1983) curriculum development as enunciated in "The Practical 3: Translation into Curriculum" will be used to evaluate the process involved in the review process of the 9-Year Universal Basic Education Curriculum while the implementation of the revised curriculum will be evaluated against the Finish School System (Compton & Wagner, 2011).

In his 'Practical', Schwab (1983) emphasized the need for the curriculum to be developed through a participatory, communal and deliberative process. He argued that curriculum development should be undertaken by "five bodies of experience" consisting of what he called the "four common places" of equal rank namely; (i) subject matter-in depth understanding of the subject matter (ii) learner-deep knowledge of the learner (iii) milieus-familiarity and understanding of the learning environment and the community (iv) teachers - trained and experienced teachers who have in-depth knowledge of the learners and (v) curriculum-making- "the deliberative process". Schwab emphasized that the "four common places" should be given equal importance in the deliberation process, signifying that curriculum deliberation is to be centered on who teaches, what gets taught, who gets taught and the cultural climate in which it is taught. First, the framework has attraction because of Schwab's detailed analysis of the important players in a curriculum development process, their roles and interrelationship between them. Second, Schwab emphasized the need for dynamic and forward-looking curriculum contents that will empower the learner to meet the present, the future and community needs development.

The Finnish School System Framework

The Finnish School System has been rated as one of the best in the world by almost every measure; it is said that no student is left behind (Compton & Wagner, 2011). The major factors that are acclaimed to contribute to the excellent

performance of the Finnish Schools will be used as proxy to evaluate the implementation of the 9-year Revised BEC in Nigeria. The success of Finnish Schools has been adduced largely to (i) adequacy of quality teachers who are committed (ii) student centered approach to learning (iii) small class size and (iv) adequacy of infrastructural and instructional facilities. These factors, which could be argued to be the pillars for any effective curriculum implementation, are not culturally oriented. Hence, they could be developed in any country irrespective of cultural context. More so, Nigeria is blessed with abundant human and natural resources.

Literature Review

Past Studies of Curriculum Development in Nigeria

Akudolu (2012, pp. 153-166) examined the emerging trends in curriculum development in Nigeria and suggested that there was need to overhaul teacher education programs in Nigeria. John et al (2012, pp. 32-42) examined the views of education stakeholders in south-south States of Nigeria on issues facing curriculum development in the country, especially at secondary level, using the qualitative focus group discussion (FGD). They concluded that the curriculum content, pedagogy, evaluation techniques among others in secondary schools were inadequate, unreliable and should be reviewed. Omosewo et al (2013, pp. 73-79) traced the evolution of functional basic and senior education in Nigeria from the colonial times to the present. They concluded that the trade and entrepreneurship contents included in the revised 9-Year BEC are steps in the right direction to meet the country's developmental objectives and address the high rate of youth unemployment in the country. However, they cautioned that ineffective implementation of the curriculum would derail the stated objectives of the 9-Year BEC.

History of Curriculum Development in Nigeria

Curriculum development in Nigeria could be broadly grouped under three phases; (i) the pre-colonial era, (ii) the missionaries / colonial era and (iii) the post-colonial era.

The Pre-Colonial Era (before 1842)

In pre-colonial era, education in Nigeria was informal through social learning acquired in families, age-grade systems, indigenous ceremonies, apprenticeship, story-telling, dramatizations, imitating and watching adults (Akudolu, 2012, p. 156). The goals according to Fafunwa (1974) were; (i) to develop the child's latent physical and intellectual skills (ii) to develop the character and to inculcate in the child respect for elders and those in position of authority (iii) to develop communal relationship and (iv) to foster understanding, appreciation and promotion of the cultural heritage of the community at large.

The Missionaries and the Colonial Era (1842-1959)

Formal education in Nigeria started with the coming of the missionaries to Nigeria. The missionaries' objective was evangelization and they had no written curriculum. Their education was centered on the 4Rs, namely; writing, reading,

arithmetic, and religion which were necessary to train people as interpreters and catechists. This was soon followed with colonial government interest in education in the country not tailored to the local needs and empowerment of the citizens for future employment but to train workers for the civil service (Adeyinka, 1988).

Post-Colonial Era (1960-date)

Nigeria became independent in 1960. There was need for rapid industrialization of the country and for uniformity in education curriculum across the country. Experts from United States of America (USA) were invited to make appropriate recommendations for the education system in Nigeria. Their recommendation led to the introduction of new subjects such as Geography, African History and French while subjects like British History and Latin introduced by the then colonial government were dropped from Nigeria's education curriculum. In 1969, Nigerian Educational Research Council (now Nigerian Educational Research and Development Council (NERDC) held a National Conference to find a well defined philosophy of education for Nigeria. Recommendations from the Conference led to the National Policy of Education published in 1977 (Adeyinka, 1988). The policy, which unified education curricula across Nigeria, advocated for the 6-3-3-4 system (six years in elementary school, three years in junior secondary school (JSS), three years in senior secondary school and four years in tertiary level). It also suggested that the junior secondary school (JSS) should operate a comprehensive curriculum in preparation for learners' specialization at the upper levels of education.

9-Year Basic Education Curriculum (BEC)

Nigeria adopted the free and compulsory 9-year Universal Basic Education (UBE) program (6 years of primary education and 3 years of junior secondary education) from 2006 (operational in 2008) with the objectives for learners to acquire functional numeracy and literacy competencies to serve as foundation for senior secondary school, to meet the home grown National Economic Empowerment and Development Strategy (NERDC, 2006), Education for All (EFA) and the Millennium Development Goals (MDG'S). The existing primary and junior secondary schools (JSS) curriculum were restructured into a 9-year Basic Education Curriculum (BEC). BEC comprised of 20 subjects. Learners were offered twelve subjects in primary school and fifteen subjects in the JSS.

Revised 9-Year Basic Education Curriculum (BEC)

Due to the complaints of subject overload in the 9-Year BEC at the basic education level and the need to revise BEC to incorporate emerging trends ((Obiora, 2012, p.4), the 9-Year BEC was revised in June 2013 in line with the recommendation of the Presidential Summit on Education held in October 2010. Its implementation commenced September 2014.

Revised 9-Year Basic Education Curriculum (BEC) Deliberative Process

The Revised 9-Year BEC deliberation process involved Nigerian Educational Research and Development Council (NERDC) consultation with all education stakeholders. The conceptual framework was adopted by the High Level Policy Committee (H LPC) for the review (NERDC, 2012). It was approved by the Joint Consultative Committee on Education (JCCE) in June 2013. The implementation started in September 2014, beginning from Primary 1 and JSS1 and will gradually phase out the old BEC.

Tables 1a, 1b and 1c (pages 9-11) show the revised BEC for the primary and junior secondary schools (JSS 1-3) in Nigeria.

Philosophy and Goals of Revised 9-Year Basic Education Curricula (BEC)

Specifically, BEC was developed to ensure that learners at the basic Education level receive well-rounded education capable to compete favorably anywhere in the world in terms of knowledge, skills, techniques, values and aptitude (NERDC, 2013). The philosophy for the revised 9-Year BEC is that:

Every learner who has gone through 9-years of basic education should have acquired appropriate levels of literacy, numeracy, manipulative and life skills; as well as the ethical, moral, and civic values needed for laying a solid foundation for life long-learning as a basis for scientific and reflective thinking (NERDC, 2013).

The goals of BEC are (i) developing in the entire citizenry a strong consciousness for education and literacy (ii) providing free and compulsory, universal basic education for every Nigerian child of school going age (iii) ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life-skills for laying a solid foundation lifelong learning (iv) ensuring acquisition of ethical, moral and civic values through teachings of religion and national values (v) Reducing drastically the incidence of early leaving from the formal school system (vi) catering for the learning needs of young persons who, for one reason or another, have had to interrupt their schooling through appropriate forms of complementary approaches and (vii) provision of basic education that is relevant, dynamic, and of global standard that will ensure socio-economic and national development of the country (viii) To ensure that learners at the basic education level receive well rounded education that will make them globally competitive.

Structure of the Revised 9-Year Basic Education Curriculum (BEC)

The revised 9-Year Basic Education Curriculum (BEC) was structured into three levels, namely; (i) Lower Basic Education Curriculum (Basic 1-3) for primary 1-3 (age 6-8 years) (ii) Middle Basic Education Curriculum (Basic 4-6) for primary 4-6 (age 9-11) and (iii) Upper Basic Education Curriculum (Basic 7-9) for Junior Secondary School (JSS 1-3) age 12-14.

Basic Features of the Revised 9-Year Revised Basic Education Curriculum (BEC)

1. Reduction of subject overload without compromising quality in line with global best practice
2. Elimination of subject matter overlap, repetitions and redundancies
3. Subjects are divided into core compulsory and elective subjects
4. Content organization are thematic and spiral
5. Systematic connection between primary and junior secondary school contents
6. Introduction of Technology, Vocational subjects, Business Studies, Agriculture, French and Religious studies
7. Inclusion of contents on global issues.

Assessment Policy for the Revised 9-Year Basic Education Curriculum (BEC)

1. Standardized school based continuous assessment
2. Pupils who successfully complete primary 6 will proceed to JSS1. No placement test
3. Abolition of terminal examination for primary 6 pupils
4. Junior Secondary Certificate Examination is replaced with Basic Education Certificate Examination (BECE) at the end of the 9-year basic education

Critical Review of the Revised 9-Year Basic Education Curriculum (BEC) Review of the Deliberative Process

Schwab (1983) advocated for an education curriculum that incorporates the situational, local conditions and the learning environment of the learner, which should be developed through a participatory, communal and deliberative process. A critical analysis of the process revealed that the deliberative process of the revised 9-Year BEC satisfies the framework of Schwab's (1983) curriculum development deliberative process. In line with Schwab's (1983) advocacy for the need for curriculum to address local situations, curriculum contents in the revised 9-Year BEC emphasize subjects such as Agriculture, Home Economics, Basic Technology, Religion Studies, Information Technology in Basic Sciences and Technology, pre-Vocational Studies, Religion and National Values Education. The numbers of subjects in the curriculum were streamlined in line with global practice. The subjects/themes were designed for learners to acquire life skills in preparation for life and work and to address emerging issues and the challenges of unemployment, insecurity and national value orientation in Nigeria (Obioma, 2012, p. 2).

Review of the Implementation

The implementation of the 9-Year revised BEC in Nigeria commenced in Primary 1 and Junior Secondary (JSS) 1 in September 2014 to allow for the gradual phasing out of the earlier edition of BEC (NERDC, 2013). Textbooks were reviewed and Teachers' Guides were developed for each of the subjects to enhance teachers' delivery of subjects. However, when compared to the Finish School System, the primary success factors which can foster the successful implementation of the 9 year revised BEC in Nigeria are absent. For example, the prescribed minimum teaching

qualification for primary (elementary) school teachers in Nigeria is the Nigeria Certificate in Education (NCE) (lower than an undergraduate degree), compared to the minimum qualification of Master's Degree for their counterpart in Finland. While it is said that teachers in Finland are selected from the top 10 per cent of graduates, the teaching profession in Nigeria does not attract the best candidates due to poor motivation. As of 2005/2006, over 50 per cent of primary school teachers and 73.3 per cent of secondary school teachers did not have the minimum teaching qualification of NCE in Nigeria (UNESCO, 2006, pp. 12-15). There is no sufficient evidence to show that this situation has been redressed as of now. Also the class teacher-student ratio is high in many public schools in urban cities in Nigeria. Though the National policy on Education (1977 revised in 1981) specified 30 students in elementary and maximum of 40 in high school, this directive is often flouted in urban areas as a result of population density. Teaching pedagogy which is not student centered still tends towards the "banking deposit form" (Freire, 1994) in which the teacher merely "deposits instructions to the learner" in public schools in Nigeria.

Findings and Recommendations

Based on the review, the following issues need to be addressed so as to foster effective implementation of the 9 Year revised BEC in Nigeria. First, to prepare learners for effective life in this 21st century, the instructional process in the Country must shift from textbook – driven and teacher – centered methodologies to flexible, creative, innovative and learner-centered methodologies (Akudolu, 2012). Also, the instructional strategy should overcome the present bias for lecture and include projects and field-based work using ICT to encourage collaborative knowledge application and creation by learners (Bose 2011, p.2 as cited in Akudolu, 2012). Second, the quality of teachers must be improved through increased remunerations so as to continuously attract the best of graduates to the profession. Also, emphasis must be placed on training and retraining of teachers to help them develop emergent instructional skills and expertise in the use of educational technology. Also, the Teacher Training Colleges must be adequately staffed. Fourth, the National Policy on class size should be enforced. Fifth, there is need for the Federal Government in Nigeria to improve funding of education sector from the current average of about \$2 USD Billion annually which is about 7.8 % of aggregate Federal Government spending (Nwoko, 2015) in addition to sound and transparent distribution of the resources to teaching and teaching support functions. Sixth, provision of adequate infrastructure and instructional facilities such as computers, laboratory equipment, furniture, toilets, workshops and equipment for vocational subjects in schools is paramount. Seventh, transparent supervision of the educational sector and co-operation of all stakeholders in Education is of critical.

Table 1a. Lower Basic Education Curriculum (Primaries 1-3)

Subjects	Explanatory Notes
1. English Studies	<ul style="list-style-type: none"> • Official national language • Medium of instruction in schools • The subject predisposes itself for the infusion of the following Road Safety Education, Disaster Risk Reduction Education, Consumer Education • Subject includes Literature-in-English
2. Mathematics	<ul style="list-style-type: none"> • Fundamental discipline for science and technological development • Important in everyday life
3. Nigerian Languages (One Nigerian Language)	<ul style="list-style-type: none"> • National Policy on Education (NPE) stipulates that the medium of instruction should be the language of the immediate environment of the child. • Schools are free to select such Nigerian Language to be taught.
4. Basic Science and Technology (BST) <ul style="list-style-type: none"> • Basic science • Basic Technology • Physical and Health Education • Information Technology (IT) 	<ul style="list-style-type: none"> • Each of the listed components will serve as themes for the Basic Science and Technology Curriculum • Climate change is part of the Basic Science theme • Disaster Risk Reduction Education and Consumer Education are infused into Basic Science and Technology Curriculum • Create enabling environment for the subject in all schools by making computer available in schools.
5. Religion and National Values (RNV) <ul style="list-style-type: none"> • Christian Religious Studies/Islamic Studies • Social Studies • Civic Education • Security Education 	<ul style="list-style-type: none"> • Listed components will serve as themes in the Religion and National Values Curriculum • Contents are planned for all children to take Social Studies, Civic education and Security Education themes • Separate classes should be run for CRS theme and IS theme • Consumer Education, Disaster Risk Education and Peace and Conflict Resolution curricula are infused into the Civic Education, Social Studies and Security Education themes • Create enabling environment for the subject in all schools
6. Cultural and Creative Arts (CCA)	<ul style="list-style-type: none"> • Important for preservation of our cultural heritage and fostering creativity.
7. Arabic Language	<ul style="list-style-type: none"> • Optional
Note:	
<ul style="list-style-type: none"> • Minimum of 6 subjects; Maximum of 7 subjects • Emphasis should be on basic concepts and their explanations • Teaching and learning activity must be creative, innovative, and practical. • Avoid content repetitions across themes and subjects • Admit only basic contents from old curriculum. 	

Source: NERDC, 2013.

Table 1b. Middle Basic Education Curriculum (Primaries 4-6)

Subjects	Explanatory Notes
1. English Studies	<ul style="list-style-type: none"> • Official national language • Medium of instruction in schools • The subject predisposes itself for the infusion of the following: Road Safety Education, Disaster Risk Reduction Education, Consumer Education • Subject include Literature-in-English
2. Mathematics	<ul style="list-style-type: none"> • Fundamental discipline for science and technological development • Important in everyday life
3. Nigerian Language (One Nigerian Language)	<ul style="list-style-type: none"> • Schools are free to select such Nigerian language to be taught.
4. Basic Science and Technology (BST) <ul style="list-style-type: none"> • Basic science • Basic Technology • Physical and Health Education • Information Technology (IT) 	<ul style="list-style-type: none"> • Each of the listed components will serve as themes for the Basic Science and Technology Curriculum • Climate change is part of the Basic Science theme • Disaster Risk Reduction Education and Consumer Education are infused into Basic Science and Technology Curriculum • Create enabling environment for the subject in all schools by making computer available in schools.
5. Pre-Vocational Studies <ul style="list-style-type: none"> • Home Economics • Agriculture • Entrepreneurship 	<ul style="list-style-type: none"> • Each of the listed components will serve as themes for the Pre-Vocational Studies • Consumer Education is infused into Pre-Vocational Studies • Create enabling environment for the teaching of pre-vocational studies in schools
6. Religion and National Values (RVN) <ul style="list-style-type: none"> • Christian Religious Studies/Islamic Studies • Social studies • Civic Education • Security Education 	<ul style="list-style-type: none"> • Listed components will serve as themes in the Religion and National Values Curriculum • Contents are planned for all children to take Social Studies, Civic Education and Security Education themes • Separate classes should be run for CRS theme and IS theme • Consumer Education, Disaster Risk Education and Peace and Conflict Resolution curricula are infused into the Civic Education, Social Studies and Security Education themes • Create enabling environment for the subject in all schools
7. Cultural & Creative Arts(CCA)	<ul style="list-style-type: none"> • Important for preservation of our cultural heritage and fostering creativity
8. French Language	<ul style="list-style-type: none"> • Nigeria's second official language • Nigeria is surrounded by Francophone countries • The study of French Language will make our children more competitive at the global level.
9. Arabic Language	<ul style="list-style-type: none"> • Optional

Note:

- Minimum of 8 subjects; Maximum of 9 subjects
- Emphasis should be on basic concepts and their explanations
- Teaching and learning activities must be creative, innovative, and practical.
- Avoid content repetitions across themes and subjects
- Admits only basic contents from old curriculum

Table 1c. Upper Basic Education Curriculum (Junior Secondary 1-3)

Subjects	Explanatory Notes
1. English Studies	<ul style="list-style-type: none"> • Official National Language • Medium of Instruction in schools • The subject predisposes itself for the infusion of the following Road Safety Education, Disaster Risk Reduction Education, Consumer Education. • Subject include Literature in English
2. Mathematics	<ul style="list-style-type: none"> • Fundamental discipline for science and technology development • Important of everyday life
3. Nigerian Languages (One Nigerian Language)	<ul style="list-style-type: none"> • Schools are free to select such Nigerian language to be taught
4. Basic Science and Technology (BST) <ul style="list-style-type: none"> • Basic science • Basic Technology • Physical and Health Education • Information Technology (IT) 	<ul style="list-style-type: none"> • Each of the listed components will serve as themes for the Basic Science and Technology Curriculum • Climate change is part of the Basic Science theme • Disaster Risk Reduction Education and Consumer Education are infused into Basic Science and Technology Curriculum • Create enabling environment for the subject in all schools by making computer available in schools.
5. Pre-Vocational Studies <ul style="list-style-type: none"> • Home Economics • Agriculture • Entrepreneurship 	<ul style="list-style-type: none"> • Each of the listed components will serve as themes for the Pre-Vocational Studies • Consumer Education is infused into Pre-Vocational Studies • Create enabling environment for the teaching of pre-vocational studies in schools
6. Religion and National Values (RNV) <ul style="list-style-type: none"> • Christian Religious Studies/Islamic Studies • Social studies • Civic Education • Security Education 	<ul style="list-style-type: none"> • Listed components will serve as themes in the Religion and National Values Curriculum • Contents are planned for all children to take Social Studies, Civic education and Security Education themes • Separate classes should be run for CRS theme and IS theme • Consumer Education, Disaster Risk Education and Peace and Conflict Resolution curricula are infused into the Civic Education, Social Studies and Security Education themes • Create enabling environment for the subject in all schools
7. Cultural & Creative Arts (CCA)	<ul style="list-style-type: none"> • Important for preservation of our cultural heritage and fostering creativity • Tourism is a theme in Cultural and Creative Arts Curriculum
8. Business Studies	<ul style="list-style-type: none"> • It is desirable for every child to have some idea of business enterprise • Enterprise is treated in Business Studies • Consumer Education is infused into Business Studies Curriculum
9. French Language	<ul style="list-style-type: none"> • Nigeria's second official language • Nigeria is surrounded by Francophone countries • The study of French Language will make our children more competitive at the global level
10. Arabic Language	Optional

Note:
 • Minimum of 9 subjects; Maximum of 10 subjects
 • Emphasis should be on basic concepts and their explanations
 • Teaching and learning activities must be creative, innovative, and practical.
 • Avoid content repetitions across themes and subjects
 • Admits only basic contents from old curriculum

Source: NERDC, 2013.

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