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Specifically, BEC was developed to ensure that learners at the basic Education level receive well rounded education capable to compete favourably anywhere in the world in terms of knowledge, skills, techniques and values and aptitude. Thus BEC addresses amongst other things, the issues of value re-orientation, poverty eradication, critical thinking, entrepreneurship and life skills. Its implementation commenced nationwide, in Primary 1 and JSS 1 classes in September respectively. The first batch of JSS students graduated in June. It is expected that by September, the cohort of pupils that benefitted from the use of BEC at the primary school level will be entering class one of the Junior Secondary School. Reason for the Review The curriculum is the main vehicle for transmitting the cultural heritage needs aspirations, knowledge and values of the past and present members of society. Since the societal needs and aspirations are continually changing, the curriculum content should, of necessity be dynamic, reflecting at every point in time the contemporary and anticipated societal values, needs, challenges and aspirations. Consequently, schools curricula need to be constantly reviewed to keep pace with global trends and developmental changes in the society. Recent feedback on the implementation of BEC suggests curriculum overload in terms of subject offerings at the Basic Education level. Delegates at the Presidential Summit on Education held in October particularly recommended a reduction in the number of subjects offered at the Basic Education level to between 6 and 13 subjects. The Curriculum Review Process Curriculum revision process at NERDC is a team work that involves consultations with stakeholders curriculum experts, subject matter specialists, teachers, policy makers, employers of labour, parents, etc. Consultations in respect of the review of BEC started in earnest in December at a Concept Formulation Workshop, when curriculum experts, subject matter specialists, teachers, policy makers, employers of labour, parents, etc. The Conceptual Framework was also presented at a National Stakeholders Forum for further input by end users and the civil society at the State and Local government levels. The Committee met from time to time to make input into policy related aspects of the curriculum review process as well as facilitate the efficient implementation of the project. Other stages in the curriculum development process; prior to the printing and dissemination of the curricula were: This will not only allow the gradual phasing out of the earlier edition of BEC in subsequent years. It will also ensure proper planning, text book review and development and provision of adequate resources for the effective implementation of the revised curriculum. The revised curriculum has been printed and distributed to all the states of the federation and the Federal Capital Territory FCT. The Framework identifies and groups related disciplines, thereby achieving a reduction in subject listings. Key concepts in the former curricula formed integrating threads for organizing the contents of the new subject into a coherent whole.

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