



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

**STANDARDS FOR CURATION OF DIGITAL
SUPPLEMENTARY
CURRICULUM SUPPORT MATERIALS**

JANUARY 2018

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Definition of Terms

Active Learning: Any instructional method that engages learners' in the learning process

Animation: Movies with drawings, computer graphics, or photographs of static objects, including all techniques other than the continuous filming of live-action images.

Approved Digital Course Materials: Those that have been curated and approved by KICD in accordance with the specified standards.

Community of Practice (CoP): It is a group of people who share common interest for something that they all do and learn how to do it better through their regular interaction. A CoP, in this case, will come about because members are motivated to share their digitally generated resources which they want to improve through their collective quality assurance process.

Community Service Learning: A teaching and learning approach that incorporates meaningful community service with instruction and reflection to enrich the learning experience.

Competence: The ability to apply appropriate knowledge and skills to successfully perform a function.

Course Content (CC): Course content refers to any information or subject matter that is related to a specific subject taught in Kenyan institutions of learning which is submitted to the KICD Education Cloud Platform (KICD EdCP) for online curation.

Course: An accredited unit of curriculum.

Curriculum Design: An outline of what is to be covered in a given course.

Digital Learning Content: Assembly and aggregation of discreet, digital (or electronic for display on a computing device) learning objects designed to meet intended learning outcomes. Content is a specific package of material for use in an overall curriculum.

Guidelines: Suggested or recommended approaches to performing a task.

Instructional Design: Systematic method of planning, developing, evaluating and managing instruction to ensure competent performance by the learner.

Interactive: allowing a two-way flow of information between a computer and a computer-user; responding to a user's input.

Learning Content: Assembly and aggregation of discreet learning objects designed to meet intended learning outcomes.

Learning Outcomes: They are statements of what learners are expected to do at the end of a learning experience.

Learning resource: A learning asset or assets designed to address an intended learning outcome(s).

Metadata: Information that identifies content during submission.

Multimedia: Multimedia is a computer application which represents information through audio, animation, text, drawings, still and moving images, and any other media where every type of information can be represented, stored, transmitted and processed digitally.

Plug-in: A file containing data used to alter, enhance, or extend the operation of a parent application program.

Revision Material: Materials that provide further practice and review the knowledge, skills and attitudes acquired through activities, assignment and tests. Revision materials involve revision books and workbooks.

Standards: Document descriptions that have received a stamp of approval or accreditation from KICD.

Strand: Specific theme in a learning area.

Supplementary Content: These are materials which assist in the implementation of the curriculum by supporting Course materials in further interpreting the designs.

List of Acronyms and Abbreviations

1. **CBC**- Competence Based Curriculum
2. **EYE** – Early Years Education
3. **GIF**- Graphic Interchange format
4. **JPEG** - Joint Photographic Experts Group
5. **KEC** - Kenya Education Cloud
6. **MP3** - MPEG Audio Layer-3
7. **MP4** - MPEG Layer-4
8. **MPEG** - Motion Picture Express Group.
9. **OER** – Open Education Resources
10. **PCIs**- Pertinent and Contemporary Issues
11. **PNG**- Portable Network Graphics
12. **TIFF**- Tagged Image File Format
13. **TVET**- Technical Vocational Education and Training

General Information

The standards are intended for the development, curation and approval of digital Supplementary Curriculum Support Materials. Early Years Education (EYE) resources should comply with Standards that are in tandem with the Competence Based Curriculum (CBC). These standards are subject to regular review and refinement.

Invitation for submission of Digital Supplementary Curriculum Support Materials

Invitation for submission will be availed by KICD through its official website (www.kicd.ac.ke).

Eligibility

Submissions will only be accepted from individuals, groups and publishers who are legally incorporated and registered in Kenya, and who can therefore provide, on request, valid certification of such incorporation/company registration and legal operation.

Content developers who wish to submit materials on behalf of firms that are not locally registered should make available a certified copy of the Agency Agreement or Representation Authority.

Registration

During registration, the developer is required to provide the following:

- i. KRA Pin registration (Required)
- ii. Certificate of originality (A declaration of ownership)
- iii. Evidence of payment of required submission fee.
- iv. Where necessary, evidence of official registration and incorporation in Kenya.
- v. Evidence of agency agreement or power of attorney for company's action on behalf of foreigners.
- vi. Contacts (phone number, email address, physical address)

Submission areas

Eligible content developers may submit digital Supplementary Curriculum Support Materials for any of the learning areas in basic education and tertiary levels. Content may also be submitted for these levels addressing pertinent and contemporary issues in the broad areas of Global Citizenship, Health Education, Life Skills and Values Education, Education for Sustainable Development (ESD), Community Service Learning, Parental Empowerment and Engagement. **(See Appendix 6)**

The choice of education level, subject/learning area and category of material(s) to submit is entirely at the discretion and judgment of the interested/submitting developer. A developer can submit in different learning areas and categories. Each Submission will be curated solely in terms of its relevance and suitability for the requirements of the specific curriculum area and categorization as outlined in the necessary specific standard.

Submission requirements

- Materials submitted for curation and approval should strictly be finished products.
- Any material that a content developer intends to be curated and considered for more than one level should be submitted in the distinct sets for each level, each set constituting a submission.
- Any material that bears information that purports it to have been ‘Approved’ by MoE or KICD prior to the current Submission, Curation and Approval process, shall still be curated.
- Electronic teaching aids which require operations must be accompanied by an operational manual. The parts and components of such submissions should be in good working condition. Testing to confirm workability of equipment will constitute the curation process.

Technical specifications

All materials presented for curation and approval must satisfy the requirements as outlined in the specific standards.

- The software used to package the content should be supported across various operating systems.
- They should be branded.

Costs of curation and approval

The submission fees will be communicated during invitation.

Schedule for Submission, Curation and Approval of Digital Supplementary Curriculum Support Materials

This schedule will provide details on activities in regard to submission, curation and approval of digital Supplementary Curriculum Support Materials.

Submission form

This form will be filled by digital content developers who would wish their digital Supplementary Curriculum Support Materials to be curated. A duly completed form should be submitted to KICD before uploading the materials for curation. The form contains the content developer's profile.

Specific standards

These have been provided for use when curating the submitted digital Supplementary Curriculum Support Materials.

Disclaimer

Any digital material which is awarded 'Approved' status as a result of the curation procedures will be maintained on the approved list for as long as there are no changes in the existing curriculum.

KICD will not accept any responsibility for marketing approved digital Supplementary Curriculum Support Materials to the learning institutions. Equally, the Institute will not accept any responsibility if approved digital Supplementary Curriculum Support Materials fail to achieve acceptable sales.

Invitation to Submit digital Supplementary Curriculum Support Materials for Curation and Approval

The Kenya Institute of Curriculum Development wishes to invite educational digital content developers represented in Kenya to submit their digital Supplementary Curriculum Support Materials. This Standard contains details on what to submit and the requirements for submission including assessment details where applicable.

Educational digital content developers should therefore submit digital Supplementary Curriculum Support Materials to the Kenya Institute of Curriculum development (KICD) in accordance with the requirements as stipulated in this document.

The Standards for digital Supplementary Curriculum Support Materials may be downloaded from the KICD website portal www.kicd.ac.ke at no cost. You can access and interact with the standards before submission.

All submissions will be received continuously at the Institute through the portal. All prospective content developers should submit their content online after filling the digital Supplementary Curriculum Support Materials submission form as well as the Meta Data. The learning resource (content) will undergo various quality assurance processes:

- To assure quality
- For efficiency of processing
- To place the content in the right context/category

The learning resource must be peer reviewed through communities of practice, publishers, organization or peers before submission for curation to KICD.

The **digital Supplementary Curriculum Support Materials** will be used for learning purposes within Kenya and should therefore be appropriate for achievement of learning outcomes (**See Appendix 6**) for the following levels:

- a. Early Years Education (Pre-primary, lower primary and Foundation level).
- b. Middle school (Upper Primary and Lower Secondary)
- c. Senior School
- d. Tertiary Level (Teacher Education and TVET)

Note: Digital Supplementary Curriculum Support Materials for the current curriculum for Upper Primary, Secondary and Tertiary levels are still relevant.

Digital Supplementary Curriculum Support Materials are required for all learning and activity areas across the different levels of education for both regular and special needs learners.

Each submission has to be accompanied by a non-refundable curation fee paid online as stated in the invitation for submission.

All enquiries should be directed to:

Director General

Kenya Institute of Curriculum Development

P O Box 30231 – 00100 NAIROBI GPO – Kenya

Tel (254 2) 3749900-9, 3748204, 3747994; (254) 20 – 2053419 Fax (254 2) 3639130

E-Mail: info@kicd.ac.ke

General Standards for Curation and Approval of Digital Supplementary Curriculum Support Materials

Digital supplementary materials will be curated on the following broad areas:

- Conformity to the curriculum
- Accuracy and currency of the content in the material
- Language use
- Promotion of positive values and attitude
- Responsiveness to Pertinent and Contemporary Issues
- creativity of packaging to enhance the information
- provision of assessment activities to deepen the understanding of concepts and develop required skills
- Multimedia elements
- Technical design
- User guide
- Cloud content attributes

Generally, the content should be:

- Sensitive to Kenyan societal values, cultural, ethnic and environmental diversity.
- Illustrations and examples should be age appropriate

Specific Standards

Specific Standards for Digital Language and Non-Language Readers (Story Materials, Novels, Poem, Plays, Comics and Biographies)

Content

- The setting should be appropriate and to the level of the learner
- The plot should be well developed and appropriate for the level of the learner
- The characters should be credible, appropriate and well developed
- Themes should be well developed and to the level of the learner
- Themes should be appropriate for the level of the learner
- The material should have no factual errors
- The length should be appropriate for the level of the learner
- Development of core competences.
- Integration of pertinent and contemporary issues.
- Development of values
- Promotion of positive attitude.

Note: For Pre-primary digital readers, the plot should have an appropriate ending

Language

- Vocabulary and sentence structures should be suitable for the target learner.
- Language should be accurate and appropriate to the level of the target learner
- The reader should be creatively written.

Editorial quality

- The reader should be free of typographical errors.
- The reader should be free of grammatical errors

Multimedia elements (photographs, animations, illustrations, sound and video)

- All multimedia elements must be relevant.
- Content features should be interesting to the users.

- All multimedia elements should contribute to understanding of the text and not distract the user.
- Multimedia should be varied and adequate.
- Multimedia elements must be clear, properly proportioned and appropriate colour colour used.
- Pictures and illustrations should be well captioned or labelled.
- All audios must be clear and appropriate
- Proper synchronization, pronunciation, articulation, intonation and pace.

Note:

- *Pre-primary and lower primary content should have a font size of minimum 14points and an appropriate font type (appropriate rendition of g, a, k and l).*
- *Content should be presented in single columns.*

Adapting Multimedia Elements for Special Needs

Learners with visual impairment

- Provision of compatible software that facilitates reading of the content.
- Content should be easily navigable using keyboard navigation keys or/and voiced commands.
- Materials that require sight should be provided with accompanying audio
- Content should be scalable to cater for learners with low vision.
- Colour enhancement and contrast to cater for learners with low vision.

Learners with Hearing Impairment

- Audio should be accompanied with appropriate sign language caption or text.
- Video elements should have accompanying text.

Learners with physical impairment

- Content should require minimum navigation.

Technical Design

- Navigation aids should be provided and well positioned appropriately for ease of use.
- Provision of exit points.
- Links & hyperlinks provided should be functional and useful.
- Screen layout should be logical and consistent.
- The screen/forms should be scalable without distortion.
- Content composition should not be media dependent.
- Availability of essential modules
- The search and help facility should be available and functional.
- The glossary facility provided should be functional.
- Plug-in facility provided should be functional
- The system should support a reasonably varied range of video resolution

Content Architectural attributes

The content should:

- function fully.
- support interoperability.
- be robust.
- be portable

Content attributes in the cloud

The content should:

- stream smoothly
- download easily

The user manual

- The user manual should contain information about specifications required to run the software.
- It should explain how to run / install and uninstall the programme.
- It should provide a step-by-step guide on how the users should use the content.
- The information in the user manual should be correct and accurate.
- The user manual should give specific information to a user with special needs on how to use digital content.

Meta Data

Subject Level

Class

Category of Learners (Regular or SNE).....

Category of Special Need (if Applicable)
For Example, Visually Impaired – VI, Hearing Impaired – HI,
Others (specify).....

Title.....

Digital Content ID.....

Content Developer(s).....

Content Developer (s) Credentials.....

Content Provider(s).....

Country.....

Community of Practice (Where Applicable)

Type of License (Applicable to OERs)

Language

Brief Description:
.....
.....
.....

Format (such as e-Pub, Interactive Digital Content)

Year of Production.....

Edition/Version Number.....

Rights (Where application)

Price..... Date

Specific Standards for Readers on Pre-primary Activity Areas

Content

- Themes should be well developed for the level of the learner
- Themes should be appropriate for the level of the learner
- Concepts should be theme based
- Concepts should be appropriate to the level of the learner
- Concepts should be relevant to the level of the learner
- Concepts should be clear and well developed
- The content should be accurate
- Content should promote positive values and attitudes
- The length should be appropriate to the level of the learner.
- The reader should integrate pertinent and contemporary issues.

Language

- The vocabulary and sentence structure should be appropriate for the target learner
- The language should be accurate and appropriate to the level of the target learner
- The reader should be written creatively

Editorial quality

- The content should be grammatically accurate
- The content should not have typographical errors.

Activities:

The activities should:

- Be appropriate
- Be relevant
- Be varied
- Develop various competences
- Have clear instructions

Multimedia Elements (Photographs, Animations, Illustrations, Sound and Video)

- All multimedia elements must be relevant.
- Content features should be interactive and interesting to the users.
- All multimedia elements should contribute to understanding of the text without distracting the user.
- Multimedia should be varied and adequate.
- Multimedia elements must be clear, properly proportioned and proper colour used.
- All pictures and illustrations should be well captioned or labelled.
- All videos must be audible and proper sound effects applied.
- Proper synchronization, pronunciation, articulation, intonation and pace.

Adapting Multimedia Elements for Learners with Special Needs

Learners with Visual Impairment

- Provision of compatible software that facilitates reading of the content.
- Content should be easily navigable using keyboard navigation keys or/and voiced commands.
- Materials that require sight should be provided with accompanying audio
- Content should be scalable to cater for learners with low vision.
- Colour enhancement and contrast to cater for learners with low vision.

Learners with Hearing Impairment

- Audio should be accompanied by an appropriate sign language caption or text.
- Video elements should have accompanying text.

Learners with physical impairment

Content navigation should be minimal.

Technical Design

- Navigation aids should be provided and appropriately positioned for ease of use.
- Provision of exit points.
- Links & hyperlinks provided should be functional and useful.

- Screen layout should be logical and consistent.
- The screen/forms should be scalable without distortion.
- Content composition should not be media dependent.
- Availability of essential modules
- The search and help facility should be available and functional.
- The glossary facility provided should be functional.
- Plug-in facility provided should be functional
- The system should support a reasonably varied range of video resolution

Content Architectural attributes

The content should:

- function fully.
- support interoperability.
- be robust.
- be portable.

Content attributes in the cloud

- Content should stream smoothly
- Content should download easily

The user manual

- The user manual should contain information about specifications required to run the software.
- It should explain how to run/install and uninstall the programme.
- It should provide a step-by-step guide on how the users should use the content.
- The information in the user manual should be correct and accurate
- The user manual should give specific information to a user with special needs on how to use digital content.

Meta Data

Subject Level

Class

Category of Learners (Regular or SNE).....

Category of Special Need (if Applicable)

For Example, Visually Impaired – VI, Hearing Impaired – HI,

Others (specify).....

Title.....

Digital Content ID.....

Content Developer(s).....

Content Developer (s) Credentials.....

Content Provider(s).....

Country.....

Community of Practice (Where Applicable)

Type of License (Applicable to OERs)

Language

Brief Description:

.....

.....

.....

Format (such as e-Pub, Interactive Digital Content)

Year of Production.....

Edition/Version Number.....

Rights (Where application)

Price.....

Date

Specific Standards for Models

Representation of the model

The model should be:

- an actual representation of the realia
- proportioned
- of appropriate size

Model relevance to the learning area and the target learner.

- The model should meet the requirements of the learning area and target learner.
- The model should be factually accurate, have current information and appropriate to target level.
- The language used should be appropriate and to the level of the learner
- It should not have grammatical errors.
- It should not contain typographical errors
- The model should be easy to manipulate and use; easy to assemble and disassemble
- Colour should be used appropriately, consistently and should be appealing, clear and bold

Multimedia Elements (Photographs, Animations, Illustrations, Sound and Video)

- All multimedia elements must be relevant.
- Content features should be interactive and motivating to the users.
- All multimedia elements should contribute to understanding text without distracting the user.
- Multimedia should be varied and adequate.
- Multimedia elements should be clear, proportional and appropriate colour used.
- All pictures and illustrations should be properly captioned or labelled.
- All videos, audios and animations must be audible and have appropriate sound effects.
- Proper synchronization, pronunciation, articulation, intonation and pace.
- They should promote and safeguard values and positive attitudes.

Technical Design

- Navigation aids should be provided and properly positioned.
- Exit points should be provided.
- Links and hyperlinks provided should be functional and useful.

Interface/layout architecture

- Screen layout should be logical and consistent.
- The model should be scalable without distortion.
- The model should not be device dependent.
- The search and help facility should be available and functional.
- The glossary facility provided should be functional.
- Plug-ins provided should be functional.
- The system should support a reasonably varied range of video resolution

Adapting Multimedia Elements for learners with Special Needs

Learners with Visual Impairment

- Provision of compatible software that facilitate reading of the content.
- Content should be easily navigable using keyboard navigation keys or/and voiced commands.
- Materials that require sight should be provided with accompanying audio
- Content should be scalable to cater for learners with low vision.
- Colour should be enhancement and contrast to cater for learners with low vision.

Learners with Hearing Impairment

- Audio should be accompanied with appropriate sign language caption or text.
- Video elements should have accompanying text.

Learners with physical impairment

Content should require minimum navigation

Architectural quality attributes

The model should:

- be fully functional.
- support interoperability.
- be robust.

Cloud content attributes

- Model should stream smoothly
- Model should download easily

The user manual

- The user manual should contain information about specifications required to run the software.
- It should explain how to run/install and uninstall the programme.
- It should provide a step-by-step guide on how the users should use the model.
- The information in the user manual should be correct and accurate
- The user manual should give specific information to a user with special needs on how to use digital content

Meta Data

Subject Level

Class

Category of Learners (Regular or SNE).....

Category of Special Need (if Applicable)

For Example, Visually Impaired – VI, Hearing Impaired – HI,

Others (specify).....

Title.....

Digital Content ID.....

Content Developer(s).....

Content Developer (s) Credentials.....

Content Provider(s).....

Country.....

Community of Practice (Where Applicable)

Type of License (Applicable to OERs)

Language

Brief Description:

.....

.....

.....

Format (such as e-Pub, Interactive Digital Content)

Year of Production.....

Edition/Version Number.....

Rights (Where application)

Price.....

Date

Specific Standards for Pertinent and Contemporary Issues

The content envisaged in this category include Life Skills Education, Guidance and Counseling, Drugs and Substance Abuse, National Cohesion and Integration, Disaster Preparedness and Management, Environmental Conservation and Management, HIV and AIDs, Gender among many others.

Content

- All information should be relevant to the target learner.
- All concepts covered should be relevant and well developed
- Skills covered should be relevant and well developed.
- Content should be accurate and current
- Content should be appropriate to the level of the learner.
- Content should be well organized and properly sequenced throughout the material.
- The Content should promote positive values and attitudes
- The material should emphasis on concepts and skills and competence development
- The material should have vocabulary and sentence structures should be for level of the learner/user

Learning experiences

Activities should be:

- Appropriate for the level of the learner/user
- Adequate
- Varied
- Learner centered

Assessment and activities:

Exercises

The assessment should have:

- clear questions
- clear instructions
- correct answers

Projects (Where applicable)

- Should have clear instructions
- Relevance to target learner
- Age appropriate
- Ease of availability of materials
- Project duration

Multimedia Elements (Photographs, Animations, Illustrations, Sound and Video)

- All multimedia elements must be relevant.
- Content features should be interactive and motivating to the users.
- All multimedia elements should contribute to understanding text without distracting the user.
- Multimedia should be varied and adequate.
- Multimedia elements must be clear, proportional with appropriate colour.
- All pictures and illustrations should be properly captioned/labelled.
- All videos, audios and animations must be audible and have appropriate sound effects.
- Proper synchronization, pronunciation, articulation, intonation and pace.
- They should promote and safeguard positive values and attitudes.

Technical Design

- Navigation aids should be provided and properly positioned.
- There should be provision of exit points.
- Links and hyperlinks provided should be functional and useful.

Interface/layout architecture

- Screen layout should be logical and consistent.
- The model should be scalable without distortion.
- The model should not be device dependent.
- The search and help facility should be available and functional.
- The glossary facility provided should be functional.
- Plug-ins provided should be functional.

- The system should support a reasonably varied range of video resolution

Adapting Multimedia Elements for learners with Special Needs

Learners with Visual Impairment

- There should be a compatible platform that enables print to be read.
- Content should be easily navigable using keyboard navigation keys or/and voiced commands.
- Materials that require sight should be provided with accompanying audio
- Content should be scalable to cater for learners with low vision.
- Colour should be enhanced to cater for learners with low vision.
- There should be an accurate audio description of the model

Learners with Hearing Impairment

- Audio should be accompanied with appropriate sign language caption or text.
- Video elements should have accompanying text.

Learners with physical impairment

- Content should require minimum navigation.

Architectural quality attributes

- Interoperability.
- Robustness.

Cloud content attributes

- Smooth streaming
- Easy download

The user manual

- The user manual should contain information about specifications required
- It should explain how to run/install and uninstall the programme
- It should provide a step-by-step guide to the users.
- The information in the user manual should be correct and accurate
- The user manual should give specific information to a user with special needs on how to use digital content

Meta Data

Subject Level

Class

Category of Learners (Regular or SNE).....

Category of Special Need (if Applicable)

For Example, Visually Impaired – VI, Hearing Impaired – HI,

Others (specify).....

Title.....

Digital Content ID.....

Content Developer(s).....

Content Developer (s) Credentials.....

Content Provider(s).....

Country.....

Community of Practice (Where Applicable)

Type of License (Applicable to OERs)

Language

Brief Description:

.....

.....

.....

Format (such as e-Pub, Interactive Digital Content)

Year of Production.....

Edition/Version Number.....

Rights (Where application)

Price..... Date

Specific Standards for Digital Charts

Appropriateness of content

The content presented should:

- support relevant topics and themes
- be presented logically with clear headings
- enhance learning experiences
- have accurate and current information
- Develop knowledge, skills and values
- Address pertinent and contemporary issues

Language

The language used in the charts should:

- be appropriate for the target learner
- be grammatically correct
- have no typographical errors

Captioning

- Should be in suitable size and type face for the target learner
- Should be appropriately highlighted
- Should communicate the intended information accurately.

Labelling

- Should be clear
- Lines used should be straight, non-arrowed and should not cross each other

Layout

- Page layout should be appropriate to the target learner
- Should enhance readability and ease of use
- Should use appropriate type face and size.
- Illustrations should be correctly positioned in relation to the relevant text
- Margins should be used appropriately
- have appropriate detail and density of information for the target

Multimedia Elements (Photographs, Animations, Illustrations, Sound and Video)

Multimedia elements should:

- be relevant to the theme
- be interactive and have interesting feature
- enhance learning experiences without distracting the learner.
- be varied and adequate
- be clear,
- be proportional
- use colour appropriately
- be audible and have proper sound effects applied where applicable.
- have correct pronunciation, articulation, intonation and pace
- be properly synchronized, and correctly represent the intended object.
- promote values

Adapting Multimedia Elements for learners with Special Needs

Learners with Visual Impairment

- There should be a compatible platform that enables print to be read with ease.
- Content should be easily navigable using keyboard navigation keys or/and voiced commands.
- Materials that require sight should be provided with accompanying audio
- Content should be scalable to cater for learners with low vision.
- Colour should be enhanced to cater for learners with low vision.
- There should be an accurate audio description of the chart.
- Should not be crowded with unnecessary details.

Learners with Hearing Impairment

- Audio should be accompanied with appropriate sign language caption or text.
- Video elements should have accompanying text.

Learners with physical impairment

- Content should require minimum navigation.

Technical Design

Where applicable, the technical design should have the following attributes

- The material should provide appropriate navigational aids to enable the user move easily around the resource and foster independent use (e.g. forward and backward arrows and exit points)
- Provision of useful and functional links and hyperlinks
- Provision for bookmarking, flagging and saving
- Screen layout should be logical and consistent
- Page layout should be appropriate to the level of the user.
- The layout should enhance readability and ease of reference
- There should be rational use of font size and type throughout the material
- The multimedia elements should be correctly positioned throughout the material
- The content should be media responsive (No distortion across devices and platforms).
- The material should have functional essential modules such as help, search, glossary
- The architectural quality attributes should encompass total functionality, interoperability, portability and system robustness.
- The system should support a reasonably varied range of video resolution

Interface/layout architecture

- Screen layout should be logical and consistent.
- The chart should be scalable without distortion.
- The charts should not be device dependent.
- The search and help facility should be available and functional.
- The glossary facility provided should be functional.
- Plug-ins provided should be functional.

Cloud content attributes

- Chart should stream smoothly

The user manual

- The user manual should contain information about specifications required to run the chart.
- It should explain how to run/install and uninstall the programme

- It should provide a step-by-step guide on how the users should use the chart.
- The information in the user manual should be correct and accurate
- The user manual should give specific information to a user with special needs on how to use digital content

Meta Data

Subject Level

Class

Category of Learners (Regular or SNE).....

Category of Special Need (if Applicable)

For Example, Visually Impaired – VI, Hearing Impaired – HI,

Others (specify).....

Title.....

Digital Content ID.....

Content Developer(s).....

Content Developer (s) Credentials.....

Content Provider(s).....

Country.....

Community of Practice (Where Applicable)

Type of License (Applicable to OERs)

Language

Brief Description:

.....

.....

.....

Format (such as e-Pub, Interactive Digital Content)

Year of Production.....

Edition/Version Number.....

Rights (Where application)

Price..... Date

Specific Standards for Curation of E-Bibles

Presentation

- The Bible should provide a preface/introduction
- The Bible should provide a comprehensive table of contents, specifying books of the Bible
- The Bible should be complete with the 66 canonical books
- The Bible should meet ecumenical standards
- The Bible should contain no scriptural errors
- Sub-heading should be put under relevant chapters.

Language

- The vocabulary and sentence structures used should be appropriate for the level of the learner.
- The Bible should not have typographical errors

Layout

Page layout should:

- be appropriate to the level of the learner
- enhance readability and ease of reference
- have appropriate font type and size across the text
- have appropriate use of highlighting.
- have correctly positioned illustrations in relation to the relevant text (where applicable)
- have appropriate use of margins

Index and concordance

The Bible should have an exhaustive and easy to use index/concordance

Glossary

The Bible should have an adequate glossary

Multimedia elements (Photographs, Animations, Illustrations, sound and video)

Where applicable, multimedia elements should have the following attributes:

- relevant to the content
- contain features that make it interesting and interactive
- contribute to/enhance understanding of the learning area.
- not distract the user
- varied and adequate
- graphics are clear, appropriately coloured and proportional
- responsive to users with special needs
- incorporate and address pertinent and contemporary issues.
- well captioned and labelled
- sound audible, clear and properly synchronized
- proper pronunciation, articulation, intonation and pace
- appropriate sound effects

Adapting Multimedia Elements for learners with Special Needs

Learners with Visual Impairment

- There should be a compatible platform that enables print to be read.
- Content should be easily navigable using keyboard navigation keys or/and voiced commands.
- Materials that require sight should be provided with accompanying audio
- Content should be scalable to cater for learners with low vision.
- Colour should be enhanced to cater for learners with low vision.
- There should be an accurate audio accompanying text and graphics.

Learners with Hearing Impairment

- Audio should be accompanied by an appropriate sign language caption or text.
- Video elements should have accompanying text.

Learners with physical impairment

- Content navigation should be minimal

Technical Design

Where applicable, the technical design should have the following attributes

- The material should provide appropriate navigational aids to enable the user to move easily around the resource and foster independent use (e.g. forward and backward arrows, exit points)
- Provision of useful and functional links and hyperlinks
- Provision for bookmarking, flagging and saving
- Screen layout should be logical and consistent
- Page layout should be appropriate to the level of the user.
- The layout should enhance readability and ease of reference
- There should be rational use of font size and type throughout the material
- The multimedia elements should be correctly positioned throughout the material
- The content should be media responsive (No distortion across devices and platforms).
- The material should have functional essential modules such as help, search, glossary
- The architectural quality attributes should encompass total functionality, interoperability, portability and system robustness.
- The system should support a reasonably varied range of video resolution

The user manual

- The user manual should contain information about specifications required to run the e-Bible.
- It should explain how to run/install and uninstall the programme
- It should provide a step-by-step guide on how the users should use the E-bibles.
- The information in the user manual should be correct and accurate
- The user manual should give specific information to a user with special needs on how to use digital content

Meta Data

Subject Level
.....
Class
Category of Learners (Regular or SNE).....
Category of Special Need
(For Example, Visually Impaired – VI, Hearing Impaired – HI among others if
Applicable).....
Title.....
Digital content ID
Content Developer(s)
.....
Content Developer (s)
Credentials.....
Content provider(s)..... Content ID
Country.....
Community of Practice (Where Applicable).....
Type of License (Applicable to OERs).....
Language.....
Brief Description:
.....
.....
.....
Format (such as: e-Pub and Interactive Digital
Content).....
Year of Production.....
Edition/Version Number.....
Rights (Where application)
Size (Bytes) Code of Curator
Price..... Date

Specific Standards for Curation of E-Dictionaries

Content profile

The following parameters should be adhered for electronic dictionaries.

- Should provide adequate guidance on usage.
- The number of headwords- should be based on specific relevant grades and learning areas.
 - A minimum of 1000 headwords for lower primary English
 - A minimum of 8000 headwords for upper primary English
 - A minimum of 1000 headwords for lower primary Kiswahili
 - A minimum of 5000 headwords for Upper Primary Kiswahili
 - A minimum of 40,000 headwords for Secondary English
 - A minimum of 15,000 headwords for Secondary Kiswahili, French, German and Arabic.
 - *Note: Learning Area- Specific Dictionaries may have fewer headwords.*
- All entries should give pronunciation, definition, examples of usage and grammar as may be relevant to the learning area.
- relevant multimedia should be appropriate to the headwords
- The dictionary should have adequate number of multimedia elements depending on the target learner.
- The choice of headwords should be consistently relevant to the target learner and the Kenya environment, and support the basic requirements of the learning areas. However, for dictionaries in international languages, Kenya environment may not apply.
- The definitions and examples should be relevant
- The definitions and examples should be consistently clear, accurate and well presented to target learner.

Language use and editorial quality

- The content should be grammatically correct
- The content should not have typographical errors

Multimedia elements (Photographs, Animations, Illustrations, sound and video)

Attributes of multimedia elements should:

- be relevant to the content
- contain features that make it interactive and interesting.
- contribute to understanding of the learning area without distracting the learner
- varied and adequate
- incorporate and address pertinent and contemporary
- responsive to persons with special needs
- be clear, proportional and have appropriate use of colour
- be well captioned and labelled
- Audio and videos should be audible and properly synchronized
- Audio and videos should have proper pronunciation, articulation, intonation and pace
- Have appropriate sound effects

Adapting Multimedia Elements for learners with Special Needs

Learners with Visual Impairment

- There should be a compatible platform that allows print to be read.
- Content should be easily navigable using keyboard navigation keys or/and voiced commands.
- Materials that require sight should be provided with accompanying audio
- Content should be scalable to cater for learners with low vision.
- Colour should be enhanced to cater for learners with low vision.
- There should be an accurate audio accompanying text and graphics.

Learners with Hearing Impairment

- Audio should be accompanied with appropriate sign language caption or text.
- Video elements should have accompanying text.

Learners with physical impairment

- Content should require minimum navigation

Technical Design

Where applicable, the technical design should have the following attributes

- The material should provide appropriate navigational aids to enable the user move easily around the resource and foster independent use (e.g. forward and backward arrows and exit points)
- Provision of useful and functional links and hyperlinks
- Provision for bookmarking, flagging and saving
- Screen layout should be logical and consistent
- Page layout should be appropriate to the level of the user.
- The layout should enhance readability and ease of reference
- There should be rational use of font size and type throughout the material
- The multimedia elements should be correctly positioned throughout the material
- The content should be media responsive (No distortion across devices and platforms).
- The material should have functional essential modules such as help, search, glossary
- The architectural quality attributes should encompass total functionality, interoperability, portability and system robustness.
- The system should support a reasonably varied range of video resolution

The user manual

- The user manual should contain information about specifications required to run the programme.
- It should explain how to run/install and uninstall the programme
- It should provide a step-by-step guide on how the users should use the- dictionaries.
- The information in the user manual should be correct and accurate
- The user manual should give specific information to a user with special needs on how to use digital content

Meta Data

Subject Level

Class

Category of Learners (Regular or SNE).....

Category of Special Need (if Applicable)

For Example, Visually Impaired – VI, Hearing Impaired – HI,

Others (specify).....

Title.....

Digital Content ID.....

Content Developer(s).....

Content Developer (s) Credentials.....

Content Provider(s).....

Country.....

Community of Practice (Where Applicable)

Type of License (Applicable to OERs)

Language

Brief Description:

.....

.....

.....

Format (such as e-Pub, Interactive Digital Content)

Year of Production.....

Edition/Version Number.....

Rights (Where application)

Price.....

Date

Specific Standards for Curation of Digital Reference Materials

Note: These standards are applicable to a variety of reference materials. Some sections may be unique to specific materials

Relevance to curriculum

The materials should:

- adequately cover relevant syllabus topics or themes, concepts and skills.
- be relevant to subject specific objectives
- provide accurate information (no factual errors)
- provide current information
- provide content appropriate to the target learner or user
- be organized in a logical sequence
- Integrate pertinent and contemporary issues
- Develop values
- Promote positive attitudes

The language used in the material should:

- Not have grammatical errors
- Not have typographical errors.
- be appropriate for the level of the learner

Assessment exercise

These standards are applicable to materials with the assessment exercises component.

Assessment exercises should:

- be relevant to the syllabus.
- be appropriate to the level of the target learner
- be adequate
- capture different levels of knowledge
- capture various domains of learning
- have logical flow
- be varied in assessment methods

- have clear and consistent instructions, questions
- have answers (where applicable)

Multimedia elements (Photographs, Animations, Illustrations, sound and video)

Attributes of multimedia elements should:

- be relevant to the content
- contain features that make it interactive and interesting.
- contribute to understanding of the learning area without distracting the learner
- varied and adequate
- incorporate and address pertinent and contemporary issues
- responsive to persons with special needs
- be clear, proportional and have appropriate use of colour
- be well captioned and labelled
- have audible audio and videos that are properly synchronized
- have audio and videos with proper pronunciation, articulation, intonation and pace
- have appropriate sound effects

Learners with Visual Impairment

- There should be a compatible platform that enables print to be read.
- Content should be easily navigable using keyboard navigation keys or/and voiced commands.
- Materials that require sight should be provided with accompanying audio
- Content should be scalable to cater for learners with low vision.
- Colour should be enhanced to cater for learners with low vision.
- There should be an accurate audio accompanying text and graphics.

Learners with Hearing Impairment

- Audio should be accompanied with appropriate sign language caption or text.
- Video elements should have accompanying text.

Learners with physical impairment

- Content should require minimum navigation.

Technical Design

Where applicable, the technical design should have the following attributes

- The material should provide appropriate navigational aids to enable the user move easily around the resource and foster independent use (e.g. forward and backward arrows and exit points)
- Provision of useful and functional links and hyperlinks
- Provision for bookmarking, flagging and saving
- Screen layout should be logical and consistent
- Page layout should be appropriate to the level of the user.
- The layout should enhance readability and ease of reference
- There should be rational use of font size and type throughout the material
- The multimedia elements should be correctly positioned throughout the material
- The content should be media responsive (No distortion across devices and platforms).
- The material should have functional essential modules such as help, search, glossary
- The architectural quality attributes should encompass total functionality, interoperability, portability and system robustness.
- The system should support a reasonably varied range of video resolution

The user manual

- The user manual should contain information about specifications required to run the programme.
- It should explain how to run/install and uninstall the programme
- It should provide a step-by-step guide on how the users should use the digital reference materials.
- The information in the user manual should be correct and accurate
- The user manual should give specific information to a user with special needs on how to use digital content

Meta Data

Subject Level

Class

Category of Learners (Regular or SNE).....

Category of Special Need (if Applicable)
For Example, Visually Impaired – VI, Hearing Impaired – HI,
Others (specify).....

Title.....

Digital Content ID.....

Content Developer(s).....

Content Developer (s) Credentials.....

Content Provider(s).....

Country.....

Community of Practice (Where Applicable)

Type of License (Applicable to OERs)

Language

Brief Description:
.....
.....
.....

Format (such as e-Pub, Interactive Digital Content)

Year of Production.....

Edition/Version Number.....

Rights (Where application)

Price..... Date

Specific Standards for Curation of Digital Revision Materials

Relevance to curriculum

The materials should:

- adequately cover all syllabus topics or themes, concepts and skills.
- be relevant to specific objectives.
- provide accurate information (no factual errors)
- provide current information
- provide content appropriate to the target learner or user
- be organized in a logical sequence
- Integrate pertinent and contemporary issues
- Develop values
- Promote positive attitudes

Language use and editorial quality

The language used in the material should:

- not have grammatical errors
- not have typographical errors.
- be appropriate for the level of the learner

Assessment exercise

These standards are applicable to materials with the assessment exercises component.

Assessment exercises should:

- be relevant to the syllabus topics.
- be appropriate to the level of the target learner
- be adequate
- capture different levels of knowledge
- capture various domains of learning
- have logical flow
- be varied in assessment methods
- have clear and consistent instructions, questions
- have answers (where applicable)

Multimedia elements (Photographs, Animations, Illustrations, sound and video)

Attributes of multimedia elements should:

- be relevant to the content
- contain features that make it interactive and interesting.
- contribute to understanding of the learning area without distracting the learner
- varied and adequate
- incorporate and address pertinent and contemporary
- responsive to persons with special needs
- be clear, proportional and have appropriate use of colour
- be well captioned and labelled
- incorporate well synchronized and audible and videos
- ensure proper audio and video pronunciation, articulation, intonation and pace
- have appropriate sound effects

Adapting Multimedia Elements for learners with Special Needs

Learners with Visual Impairment

- There should be a compatible platform that enables print to be read with ease.
- Content should be easily navigable using keyboard navigation keys or/and voiced commands.
- Materials that require sight should be provided with accompanying audio
- Content should be scalable to cater for learners with low vision.
- Colour should be enhanced to cater for learners with low vision.
- There should be an accurate audio accompanying text and graphics.

Learners with Hearing Impairment

- Audio should be accompanied with appropriate sign language caption or text.
- Video elements should have accompanying text.

Learners with physical impairment

- Minimum content navigation.

Technical Design

Where applicable, the technical design should have the following attributes

- The material should provide appropriate navigational aids to enable the user move easily around the resource and foster independent use (e.g. forward and backward arrows, exit points,)
- Provision of useful and functional links and hyperlinks
- Provision for bookmarking, flagging and saving
- Screen layout should be logical and consistent
- Page layout should be appropriate to the level of the user.
- The layout should enhance readability and ease of reference
- There should be rational use of font size and type throughout the material
- The multimedia elements should be correctly positioned throughout the material
- The content should be media responsive (No distortion across devices and platforms).
- The material should have functional essential modules such as help, search, glossary
- The architectural quality attributes should encompass total functionality, interoperability, portability and system robustness.
- The system should support a reasonably varied range of video resolution

The user manual

- The user manual should contain information about specifications required to run the content.
- It should explain how to run/install and uninstall the programme
- It should provide a step-by-step guide on how the users should use digital revision materials.
- The information in the user manual should be correct and accurate
- The user manual should give specific information to a user with special needs on how to use digital content

Meta Data

Subject Level

Class

Category of Learners (Regular or SNE).....

Category of Special Need (if Applicable)

For Example, Visually Impaired – VI, Hearing Impaired – HI,

Others (specify).....

Title.....

Digital Content ID.....

Content Developer(s).....

Content Developer (s) Credentials.....

Content Provider(s).....

Country.....

Community of Practice (Where Applicable)

Type of License (Applicable to OERs)

Language

Brief Description:

.....

.....

.....

Format (such as e-Pub, Interactive Digital Content)

Year of Production.....

Edition/Version Number.....

Rights (Where application)

Price..... Date

Specific Standards for Curation of Digital Workbooks

Structure

- The material should primarily be activity oriented with very little content.
- Allow flexibility for learners to create their own ideas

Relevance to curriculum

The materials should:

- adequately cover relevant syllabus topics or themes, concepts and skills.
- be relevant to the specific objectives.
- provide current and accurate information (no factual errors)
- provide activities that are appropriate to the target learner or user
- be organized in a logical sequence
- develop core competences
- Integrate pertinent and contemporary issues
- develop values
- Promote positive attitudes

Language use and editorial quality

The language used in the material should:

- not have grammatical errors
- not have typographical errors.
- be appropriate for the level of the learner

Activities

Activities should:

- provide opportunity for creativity and critical thinking
- enhance the learner's manipulation skills
- Provide opportunity to create new knowledge.
- be relevant to the syllabus topics.
- be appropriate to the level of the target learner

- create room for collaboration amongst learners
- be adequate
- capture different levels of knowledge
- capture various domains of learning (cognitive, affective and psychomotor).
- have clear and consistent instructions

Multimedia elements (Photographs, Animations, Illustrations, sound and video)

Attributes of multimedia elements should:

- Provide opportunities for the learner to be involved in developing multimedia elements

Adapting Multimedia Elements for learners with Special Needs

Learners with Visual Impairment

- There should be a compatible platform that enables print to be read.
- Content should be easily navigable using keyboard navigation keys or/and voiced commands.
- Materials that require sight should be provided with accompanying audio
- Content should be scalable to cater for learners with low vision.
- Colour should be enhanced to cater for learners with low vision.
- There should be an accurate audio accompanying text and graphics.

Learners with Hearing Impairment

- Audio should be accompanied with appropriate sign language caption or text.
- Video elements should have accompanying text.

Learners with physical impairment

- Minimum content navigation.

Technical Design

Where applicable, the technical design should have the following attributes

- The material should provide appropriate navigational aids to enable the user to move easily around the resource and foster independent use (e.g. forward and backward arrows, exit points)

- Provision of useful and functional links and hyperlinks
- Provision for bookmarking, flagging and saving
- Screen layout should be logical and consistent
- Page layout should be appropriate to the level of the user.
- The layout should enhance readability and ease of reference
- There should be rational use of font size and type throughout the material
- The multimedia elements should be correctly positioned throughout the material
- The content should be media responsive (No distortion across devices and platforms).
- The material should have functional essential modules such as help, search, glossary
- The architectural quality attributes should encompass total functionality, interoperability, portability and system robustness.
- The system should support a reasonably varied range of video resolution

The user manual

- The user manual should contain information about specifications required to run the programme.
- It should explain how to run/install and uninstall the programme
- It should provide a step-by-step guide on how the users should use digital workbooks.
- The information in the user manual should be correct and accurate
- The user manual should give specific information to a user with special needs on how to use digital content.

Meta Data

Subject Level

Class

Category of Learners (Regular or SNE).....

Category of Special Need (if Applicable)
For Example, Visually Impaired – VI, Hearing Impaired – HI,
Others (specify).....

Title.....

Digital Content ID.....

Content Developer(s).....

Content Developer (s) Credentials.....

Content Provider(s).....

Country.....

Community of Practice (Where Applicable)

Type of License (Applicable to OERs)

Language

Brief Description:
.....
.....
.....

Format (such as e-Pub, Interactive Digital Content)

Year of Production.....

Edition/Version Number.....

Rights (Where application)

Price..... Date

Appendices

Appendix 1: Submission Form

Where applicable, the following information should be provided when submitting digital content in order to generate a tracking number.

KRA PIN Registration:

Declaration of Originality: By agreeing with this statement, I hereby declare that this is my original work and that any additional sources of information have been appropriately acknowledged.

I agree I disagree

Evidence of official registration and incorporation in Kenya: (Scan and attach copy of registration document):

Evidence of agency agreement or representation of Evidence of official registration and incorporation in Kenya (Scan and attach copy of agreement document):

.....

Contact (Phone, e-mail and physical address):

Appendix 2: Meta Data

Meta Data

Subject Level

Class

Category of Learners (Regular or SNE).....

Category of Special Need (if Applicable)

For Example, Visually Impaired – VI, Hearing Impaired – HI,

Others (specify).....

Title.....

Digital Content ID.....

Content Developer(s).....

Content Developer (s) Credentials.....

Content Provider(s).....

Country.....

Community of Practice (Where Applicable)

Type of License (Applicable to OERs)

Language

Brief Description:

.....

.....

.....

Format (such as e-Pub, Interactive Digital Content)

Year of Production.....

Edition/Version Number.....

Rights (Where application)

Price.....

Date

Appendix 3: Online Submission, Curation and Approval Schedule

NO	ACTIVITY
1.	Continuous submission of digital content, apps and platforms
2.	Formal alert of the beginning of curation for the digital content, apps and platforms
3.	Digital content developers conference (content, apps and platforms)
4.	Curation process
5.	Formal approval and recommendation
6.	Dissemination of curation report
7.	Uploading the online list of approved content, apps and platforms on KEC

Appendix4: Core Competencies for CBC

1. Communication and Collaboration
2. Critical Thinking and Problem Solving
3. Imagination and Creativity
4. Citizenship
5. Digital Literacy
6. Learning to Learn
7. Self - Efficacy

Appendix 5: Learning Outcomes for Early Years Education **(Pre-Primary and Lower Primary)**

By end of Early Years Education, the learner should be able to:

1. Communicate appropriately using verbal and/or non-verbal modes
2. Demonstrate basic literacy and numeracy skills
3. Apply digital literacy skills for learning and enjoyment
4. Apply creative and critical thinking skills in problem solving
5. Practice hygiene, proper sanitation, safety and nutrition to promote health
6. Practice appropriate etiquette for interpersonal relationships
7. Explore the immediate environment for learning and enjoyment
8. Demonstrate acquisition of emotional, physical, spiritual, aesthetic and moral development
9. Demonstrate appreciation of the country and its rich, diverse cultural heritage for harmonious living
10. Exhibit appropriate organizational skills.

Appendix 6: Pertinent and Contemporary Issues

Global Citizenship; Peace Education, Integrity, ethnic and racial relations, social cohesion, patriotism and good governance, child’s rights and, child care and protection

Health Education: HIV and AIDS Education, Alcohol and drug abuse prevention, Life style diseases, personal hygiene, Common Communicable and chronic diseases

Life Skills and Values Education:Life Skills, Core Values and Human sexuality,

Education for Sustainable Development (ESD): Environmental Education, Disaster Risk Reduction, Safety and security Education (small arms, human trafficking, Financial Literacy, Poverty eradication, Countering terrorism, extreme violence and radicalization, Gender Issues and Animal Welfare Education.

Learner Support Programmes: Guidance services, Career guidance, counselling services, Peer education, mentorship, learning to Live together, clubs and societies, Sports and games.

Community Service Learning, Parental Empowerment andEngagement: Service learning and community involvement and parental empowerment and engagement.

Broad area	Pertinent and Contemporary issue
1. Global Citizenship	Peace Education, Integrity , ethnic and racial relations, social cohesion, patriotism and good governance, child’s rights and, child care and protection
2. Health Education	HIV and AIDS Education, Alcohol and drug abuse prevention, Life style diseases, personal hygiene, Common Communicable and chronic diseases
3.Life Skills and Values Education	Life Skills, Core Values and Human sexuality,

4. Education for Sustainable Development (ESD)	Environmental Education, Disaster Risk Reduction, Safety and security Education (small arms, human trafficking, Financial Literacy, Poverty eradication, Countering terrorism, extreme violence and radicalization, Gender Issues and Animal Welfare Education.
5. Learner Support Programmes	Guidance services, Career guidance, counselling services, Peer education, mentorship, learning to Live together, clubs and societies, Sports and games
6. Community Service Learning, Parental Empowerment and Engagement	Service learning and community involvement, parental empowerment and engagement