



## **KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

**Speech by KICD Director/CEO Dr. Julius Jwan during the Kenya Primary School Head teachers Association Conference in Mombasa on December 06, 2017.**

In the last two decades, curriculum reforms have been driven by rapid technological and social changes; the need to address the new challenges of contemporary life; the emergence of a knowledge society that depends on lifelong learning; the growing emphasis on assessment for improving learning; and the prominence of issues related to equity, quality and inclusion among other factors. The overarching global goal for the 2030 Agenda for Sustainable Development is to ensure equitable and inclusive quality education for all. Sustainable development demands that every human being acquires the 21st Century skills which include learning & Innovation Skills, Information, Media and Technology Skills and Life & Career Skills.

International Bureau of Education (IBE) recommendation that curricula should be reviewed every five years recognizes the dynamism of society. Education provided must be relevant and appropriate to its recipients within the diverse backgrounds, aspirations, needs and circumstances of the population it serves. Since the last review of the curriculum in 2002, there have been numerous developments both on the national and international level. These include the inauguration of the

Constitution of Kenya, 2010, the Kenya Vision 2030, the East African Protocol and most recently the Sustainable Development Goals. All these instruments have implications on the different levels of education yet most of the aspects they propagate are not included in the current curriculum.

During the Summative evaluation of primary and secondary education in 2009 the skills gaps identified included agricultural skills, entrepreneurial skills, vocational and technical skills, innovation and creativity and ICT skills. Additionally, the curriculum is objective-based and thus tends to lay emphasis on acquisition of knowledge at the expense of development of competences.

The ongoing curriculum reforms seeks to introduce competence-based education to ensure that each learner is nurtured within an environment, both in and out of school that provides opportunity and support to realize their potential and develop it progressively from an early age. It seeks to build on the learner's interests and abilities to achieve self-actualization.

### **Paradigm shift to Competencies**

	<b>FROM (less)</b>	<b>TO (more)</b>
1.	Content Focus	Focus on Competencies
2.	Rigid and Prescriptive curriculum with limited flexibility	Flexible curriculum with opportunities for specialization and lifelong learning
3.	Primarily focused on summative assessment and competition	Balance formative & summative assessment and excellence
4.	Emphasis on schooling	Emphasis on education

5.	Teaching	Learning
----	----------	----------

The curriculum reform process is being undertaken following the Kenya Institute of Curriculum Development nine stage process of curriculum development – Needs Assessment, Policy Formulation, Curriculum Design/Syllabus development, Curriculum Design/syllabuses approval, development of support materials, piloting, teacher preparation, national implementation and monitoring and evaluation.

The Basic Education Curriculum Framework (BECF) was developed through a consultative process involving the Parliamentary Committee on Education and Research, Government ministries and agencies, Religious leaders, Professional organizations, Teachers Unions, Universities, Private sector and Civil Society amongst others. The National Steering Committee comprising of various stakeholders has been fundamental in the advisory role it has played in the process. Basic Education has been organized in three levels of learning as follows

- a. Early Years Education (Pre-primary 1 and 2 and Lower Primary Grade 1, 2 and 3)
- b. Middle School (Upper Primary Grade 4-6 and lower secondary Grade 7-9)
- c. Senior secondary (Grade 10 - 12);

The implementation of the CBC will be implemented progressively beginning with the Early Years Education (EYE). The development of the curriculum designs, digital content, Pupils Books and Teachers Guides for EYE was successfully undertaken by subject panels of 20 members each drawn from practicing teachers, teacher trainers, Quality Assurance and Standards Officers, Curriculum Support officers, University lecturers, KNEC officers and KICD officers. Curriculum

designs include the content for each subject at a given level, the learning experiences, specific outcomes, the assessment modes and suggested teaching and learning resources for each topic. The adaptation of the curriculum designs for learners with special needs provided the opportunity to ensure that they are relevant to the needs of the specific learners.

The success of any curriculum is dependent on whether it meets the needs of the population it was intended for. In this regard, the Competency Based Curriculum for Early Years Education was piloted in 470 schools drawn from across the country (10 schools per County - 5 public and 5 private primary and pre-primary schools including schools for Special Needs Education).

The objectives of the pilot were to

1. Examine the extent of teachers' **understanding and interpretation of curriculum designs** through self-reflections.
2. Assess teachers' understanding and ability to **use Inquiry based Learning** for the Early Years Education.
3. Establish teachers' opinions on the **appropriateness of the instructional support materials** in attainment of the desired learning outcomes.
4. Establish how teachers are **incorporating core competences** in teaching and learning.
5. Explore teachers' reflections on level **of difficulty** in implementation of the Competency Based Curriculum in relation to the previous curriculum.
6. Establish the extent of **parental engagement** during the piloting phase.
7. Find out how the **support** provided by various stakeholders is enriching the implementation process.

The pilot was undertaken in two phases in term two (May-July 2017) and term three (September-October 2017). The pilot commenced with an orientation of the head teachers of the pilot schools. A 2-day training workshop was then conducted for the field officers who included Curriculum Support Officers (CSOs), Education Assessment Resource Centre (EARC) and Quality Assurance and Standards Officers (QASO). This was followed by a 3-day training of Head teachers and teachers from the pilot schools. The training of head teachers and teachers was a critical component of the pilot as they were expected to play certain roles in their schools as instructional leaders and practitioners of the competency based curriculum respectively.

Monitoring was undertaken to track progress of the pilot and assess whether the implementation is going on as planned. This was done through visits by KICD subject specialists and utilization of tools filled by Head teachers, teachers and CSOs to continuously collect information on the implementation process. The tools used were; questionnaire for Head teachers, Teachers reflection and CSOs Mentorship and support; Classroom observations schedule; and Parents Interview Schedule. This culminated into a mid-evaluation of the pilot in June 2017 which gave positive indications of the implementation of the CBC.

A total of 1,232 teachers and 460 head teachers were trained. A majority of the head teachers (83%) affirmed that the training had done enabled them to effectively guide their teachers to implement the CBC. Additionally, 85.4% of the teachers indicated that they were able to derive information from the designs to teach. A good interpretation of the curriculum design is the most critical component of the teaching process. It forms the foundation in preparation for

lessons and selection of the teaching and learning experiences that are most appropriate to facilitate acquisition of the required competences.

The inquiry-based-learning approach is the main methodology that underlies the CBC. It is a learner centered approach which lays more emphasis on "how we come to know" rather than "what we know." Learners are more involved in the construction of knowledge through active involvement. The teacher, therefore, has to understand and plan how to encourage and enable each learner to take responsibility for his or her learning. A substantial number of teachers (55.7%) found application of this methodology challenging. In preparation for term three, the teachers received support from the KICD subject specialists and this was reinforced by the CSOs.

Instructional materials are an essential component in any learning environment. They comprise of 'tools' used in a teaching-learning context to assist the learners acquire the intended knowledge, skills and attitudes and thereby develop the required competencies. 70% of the teachers found the teaching and learning materials developed for EYE pilot appropriate. The major issue raised was the inadequacy of the Pupil's Books as the learners had to use one book amongst three. Consequently, for phase 2 of the pilot in third term, adequate materials were provided to enable each learner to have a book across the learning areas.

The ongoing digital literacy programme provides a platform for teacher training in which they are able to improve their digital skills.

Building capacity of the head teachers and teachers is a major component of the curriculum reform. The training of head teachers, teachers and CSOs is currently

going on. The Master Trainers induction was undertaken from 29<sup>th</sup> -3<sup>rd</sup> November 2017 while that of Trainer of Trainers (ToTs) is on from 4<sup>th</sup> -8<sup>th</sup> November 2017. The above trainings will have laid a solid ground of trainers. This pool of trainers will proceed to train the Curriculum Support Officers at county level from 11<sup>th</sup> - 15<sup>th</sup> November 2017. The training of teachers of the Early Years Education (EYE) at the sub-county level will be undertaken from 18<sup>th</sup> -23<sup>rd</sup> November 2017 in the zones to ensure ease of reach to the teachers. Even as we roll out the new curriculum in the Early Years Education, as from January next year, there will be Continuous Professional Development Programmes mounted by Teachers Service Commission. The whole of next year, we will prepare teachers for the next roll out in standard 4 and five. We are implementing the new curriculum in phases spread out in 7-8 years, as opposed to a one off approach.

The teachers, parents and field officers have embraced the competence-based-curriculum. Teachers found it flexible; it enabled them attend to slow learners; lessons were more lively due to varied activities that enable learners to explore their abilities; instilling values to the learners has been made easier; and they were able to identify individual learners abilities. Parents hailed their involvement in classroom participation. They found it easier to engage their children in activities at home to enhance the concepts that they had learnt in school.

“We need a system where parents can spend more time with their children as opposed to complaining when the children are at home for holidays because they feel only teachers can control and nurture them to be responsible citizens.”

As part of the roll out plan, the whole school approach will be used to ensure that all school and community are working together for learners to benefit from learning by participation in relevant real life situations. This will build their

capacities to handle various situations they encounter and promote their engagement in developing the society around them. The curriculum will be rolled out progressively as follows:

2018-roll out of pre-primary 1 and 2 and grade 1 to grade 3

In this year, curriculum designs, learning materials and teaching guides for grade 4 to 6 will be developed in readiness for the next phase of roll out that will follow. There will also be in service re-tooling of Grade 4 and Grade 5 teachers in Competency Based Curriculum.

In 2019- there will be roll out of the grade 4 and grade 5.

In same year there will be development of curriculum designs, learning materials and teaching guides for grade 7 to grade 9. There will also be re-tooling of grade 5 and grade 6 teachers in competence based curriculum.

In 2020-Roll out in grade 6, which will go alongside development of curriculum designs, learning materials and teaching guides for Grade 10 to Grade 12, there will also be in service re-tooling of Grade 7 to Grade 12 teachers in competence Based curriculum.

2021-Roll out in Grade 7 and in-service retooling of grade 8 and grade 9.

2022-Roll out in Grade 8 -Inservice retooling of grade 8 and 9.

2023-Roll out in grade 9.

2024-Roll out in Grade 10. First cohort in the pathways/specialization.

Therefore, last form four class will be in 2025 according KICD timelines, which are subject to further consultations.

Learners will be through with Standard six in 2020 and transition to lower secondary schools. There will be no exams for the learners to move from grade six to the lower secondary schools.

Exams as currently constituted shall be modified. We will conduct formative assessment where we shall be able to identify the skills we expect to have gathered as a country.

*Ends....*