

13th KEPSHA Annual Delegates Conference

“Competence Based Curriculum for Quality Education”

presented by

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Kenya Institute of Curriculum Development

Venue: Sheikh Zayed Children Welfare Centre, Mombasa.

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by

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Rationale for Curriculum Reforms

Constitution of Kenya 2010

- Article 53 (1) (b) states, that every child has a right to free and compulsory basic education
- Article 10, National values and principles of governance

The Kenya Vision 2030

- integrating early childhood into primary education;
- Reforming secondary curricula
- modernizing teacher training

Global Standards

- UNESCO IBE (curriculum review every 5 years)
- East African Community Protocol
- Sustainable Development Goal No 4 (ensuring quality education)

KICD Needs Assessment Survey 2016

- Need to embed a national values system
- Need to enhance acquisition of pre-requisite competences (21st Century Skills)



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Fundamental questions curriculum developers need to answer

- Which knowledge, skills and values should we include in our curriculum?
- Are the ‘subjects’ constituted in the curriculum adequate?
- How can we make learning relevant and interesting to students?
- Would the acquisition and development of such knowledge, skills and values, and of the associated capabilities and competencies, enable our young people to lead meaningful and productive lives?
- How can we determine whether these competences are being attained?



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Envisaged changes in the reformed curriculum

FROM (less)	TO (more)
Content Focus	Focus on Competencies
Rigid and Prescriptive curriculum with limited flexibility	Flexible with Opportunities for specialisation - pathways
Focus on summative assessment and competition	Balance between formative and summative assessment, and excellence
Emphasis on Schooling	Emphasis on Education
Teaching	Learning



21ST CENTURY SKILLS

Learning & Innovation Skills	Information, Media & Technology Skills	Life & Career Skills - [Values & EQ]
<ul style="list-style-type: none">• Critical Thinking & Problem Solving• Creativity & Innovation• Communication• Collaboration	<ul style="list-style-type: none">• Information Literacy• Media Literacy• ICT (Information, Communications & technology) literacy	<ul style="list-style-type: none">• Flexibility & Adaptability• Initiative & Self-Direction• Social & Cross-Cultural Skills• Productivity & Accountability• Leadership & Responsibility

What is competency based education?

- Competency based education is an **organizational** or **systems approach** to schooling and learning where students move ahead primarily based on the demonstration of **what they know and can do**, rather than time **spent in class**
- The approach allows students to advance based on **their ability to master a skill** or **competency** at **their own pace** regardless of environment.
- It is tailored to meet **different learning abilities** and can lead to more **efficient student outcomes**.



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The 21st C Learner is . . .



THE BASIC EDUCATION CURRICULUM FRAMEWORK



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NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism and promote national unity
2. Promote social, economic, technological and industrial needs for national development
3. Promote individual development and self-fulfillment
4. Promote sound moral and religious values
5. Promote social equality and responsibility
6. Promote respect for and development of Kenya's rich and varied cultures
7. Promote international consciousness and foster positive attitude towards other nations
8. Promote positive attitude towards good health and environmental protection



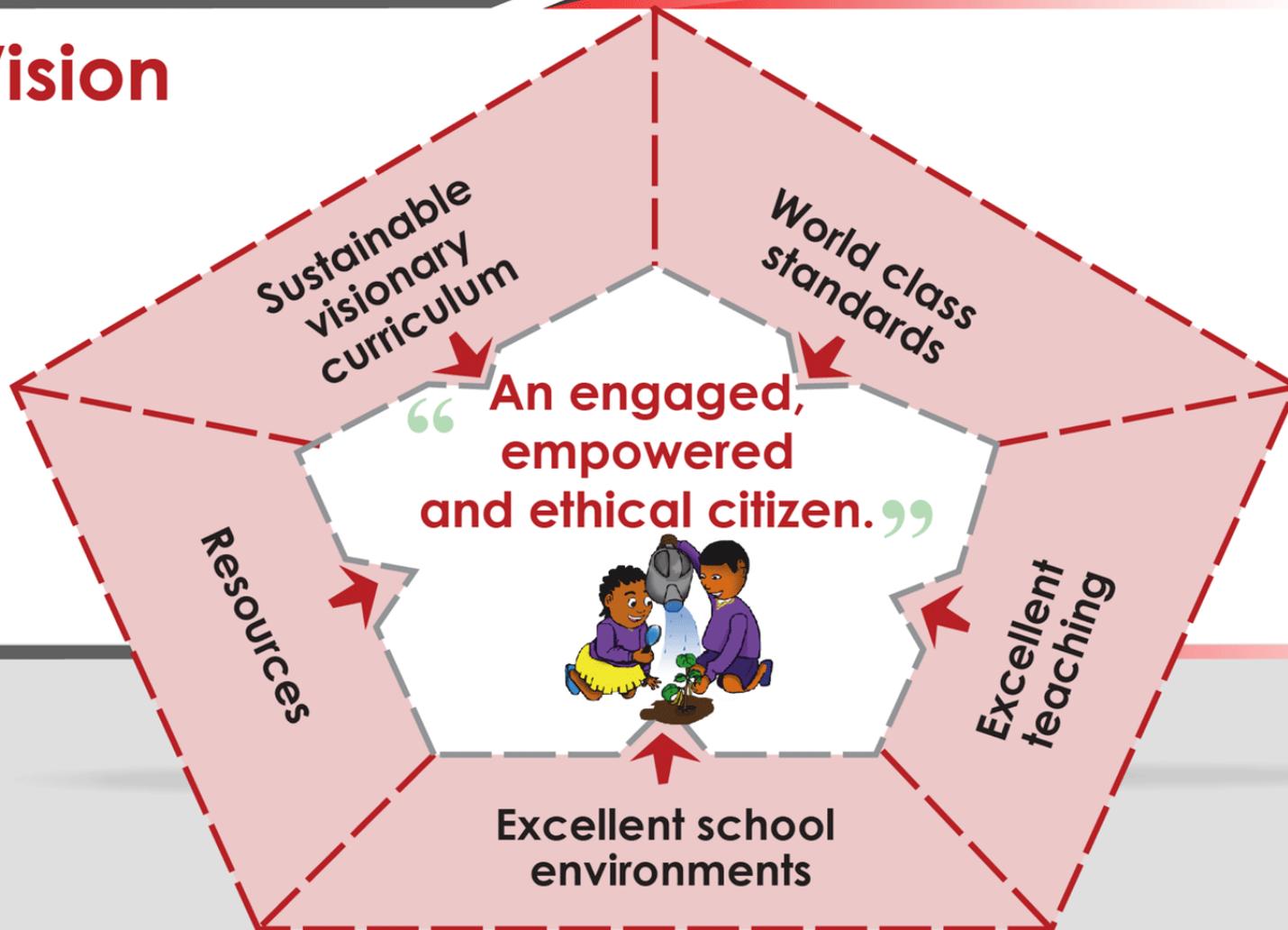
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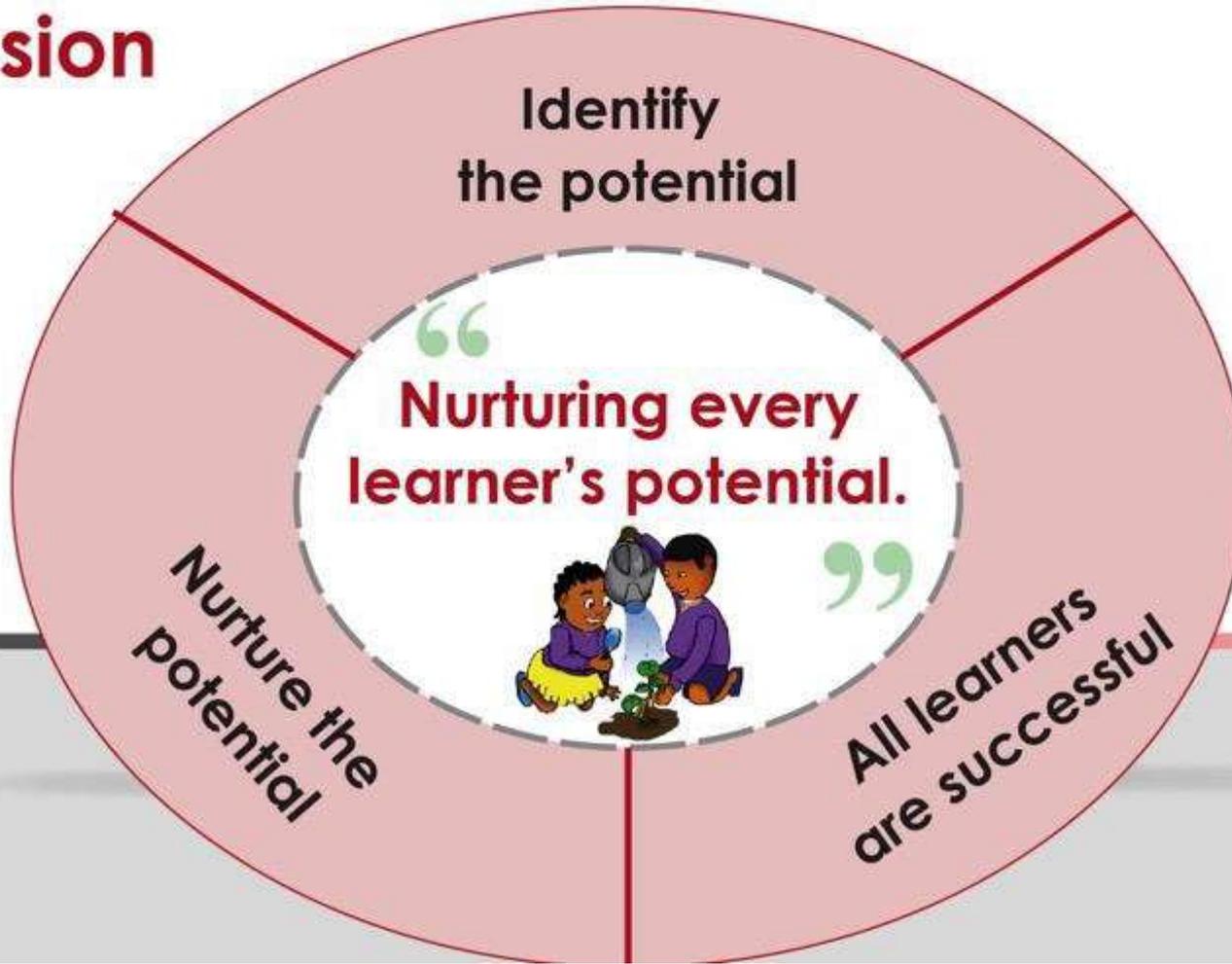
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 **Vision**



 **Mission**



Values

- Love
- Responsibility
- Respect
- Unity
- Peace
- Patriotism
- Social Justice
- Integrity

Guiding Principles

- Opportunity
- Excellence
- Diversity and Inclusion
- Parental Empowerment and Engagement
- Community Service Learning
- Differentiated Curriculum and Learning

Theoretical Approaches

- The Instructional Design Theory
- Vygotsky's Social-Cultural Theory
- Gardner's Multiple Intelligences Theory
- Piaget's Theory of Cognitive Development



Core Competencies for Basic Education

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](#)

Next topic 



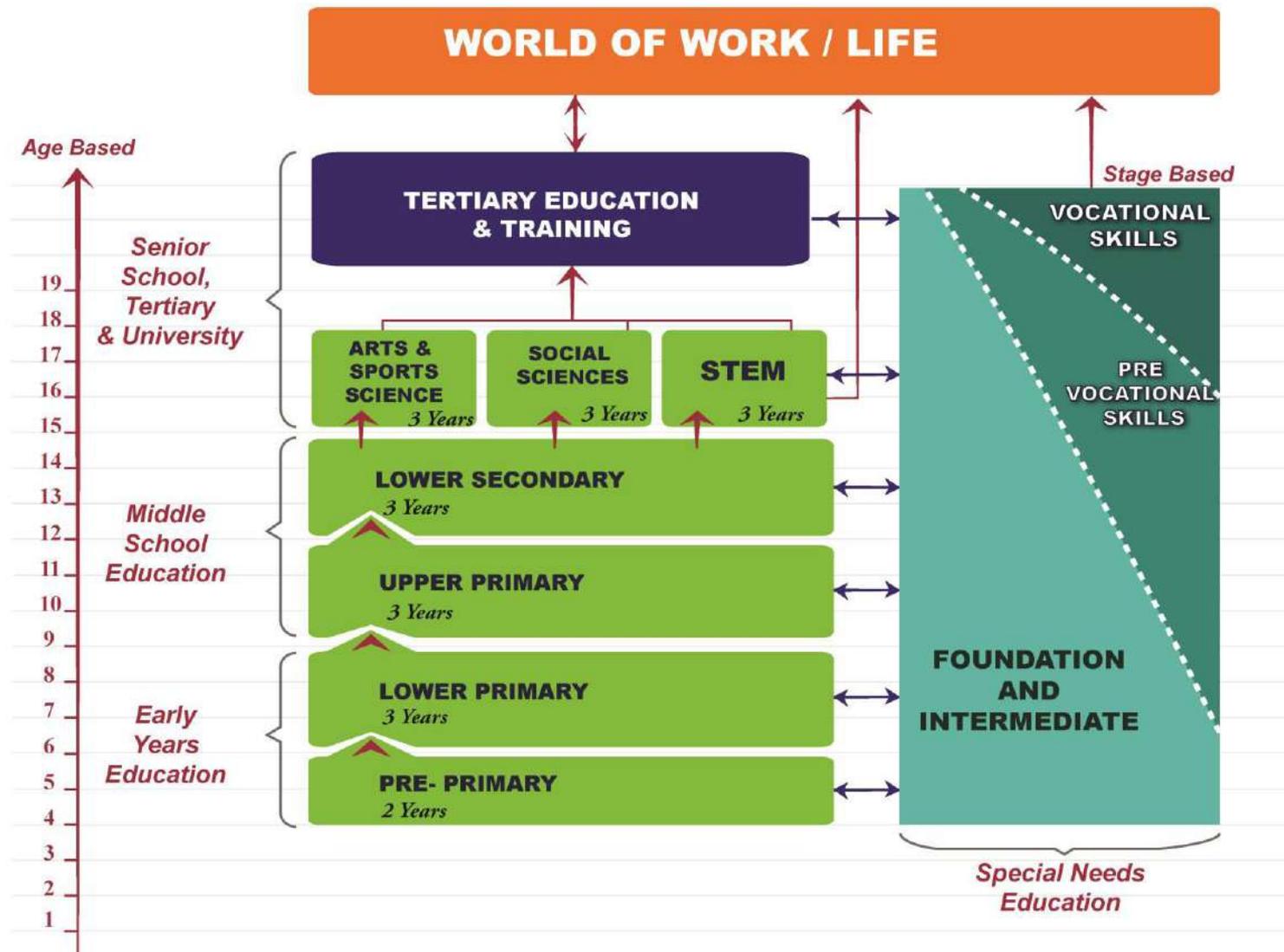
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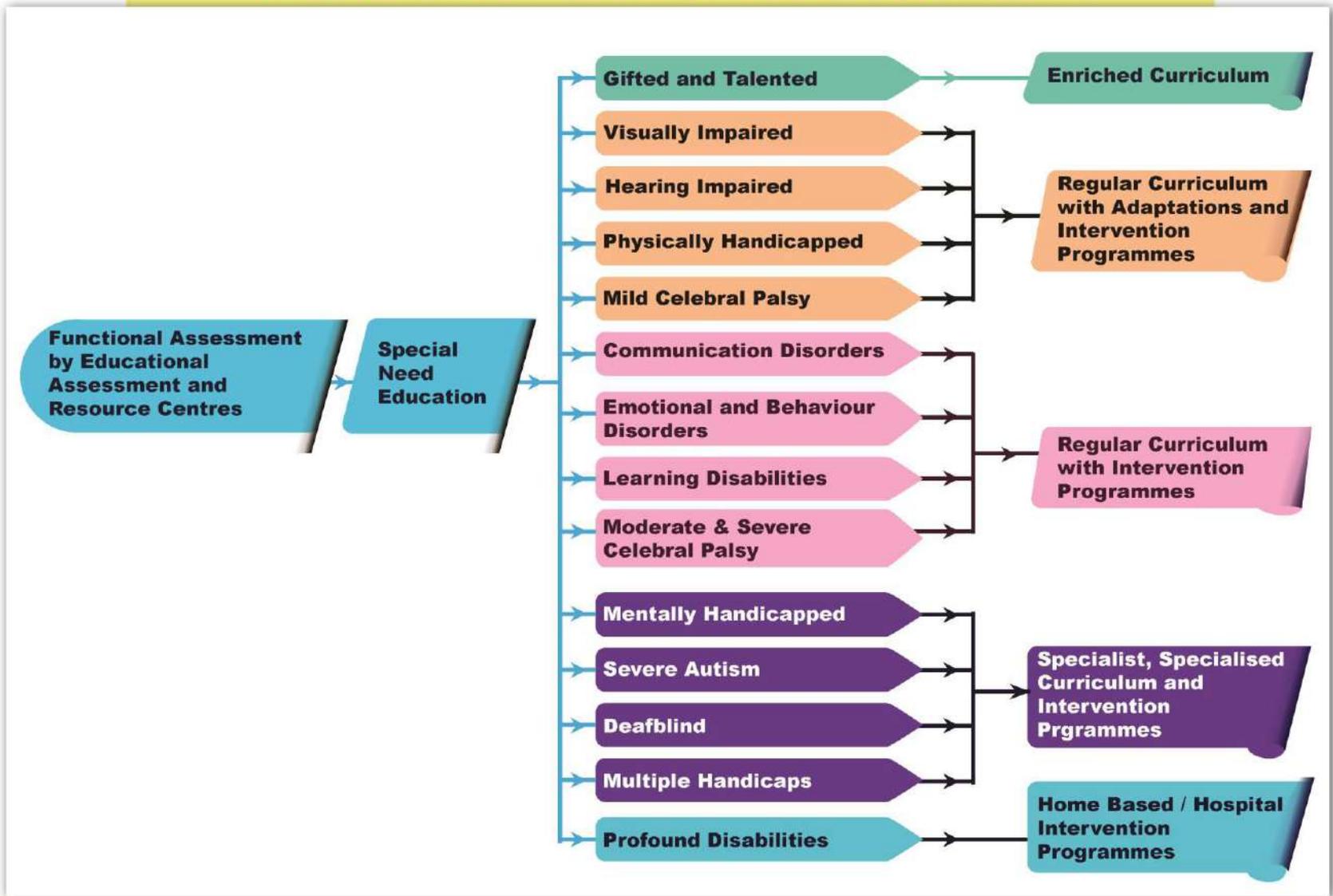
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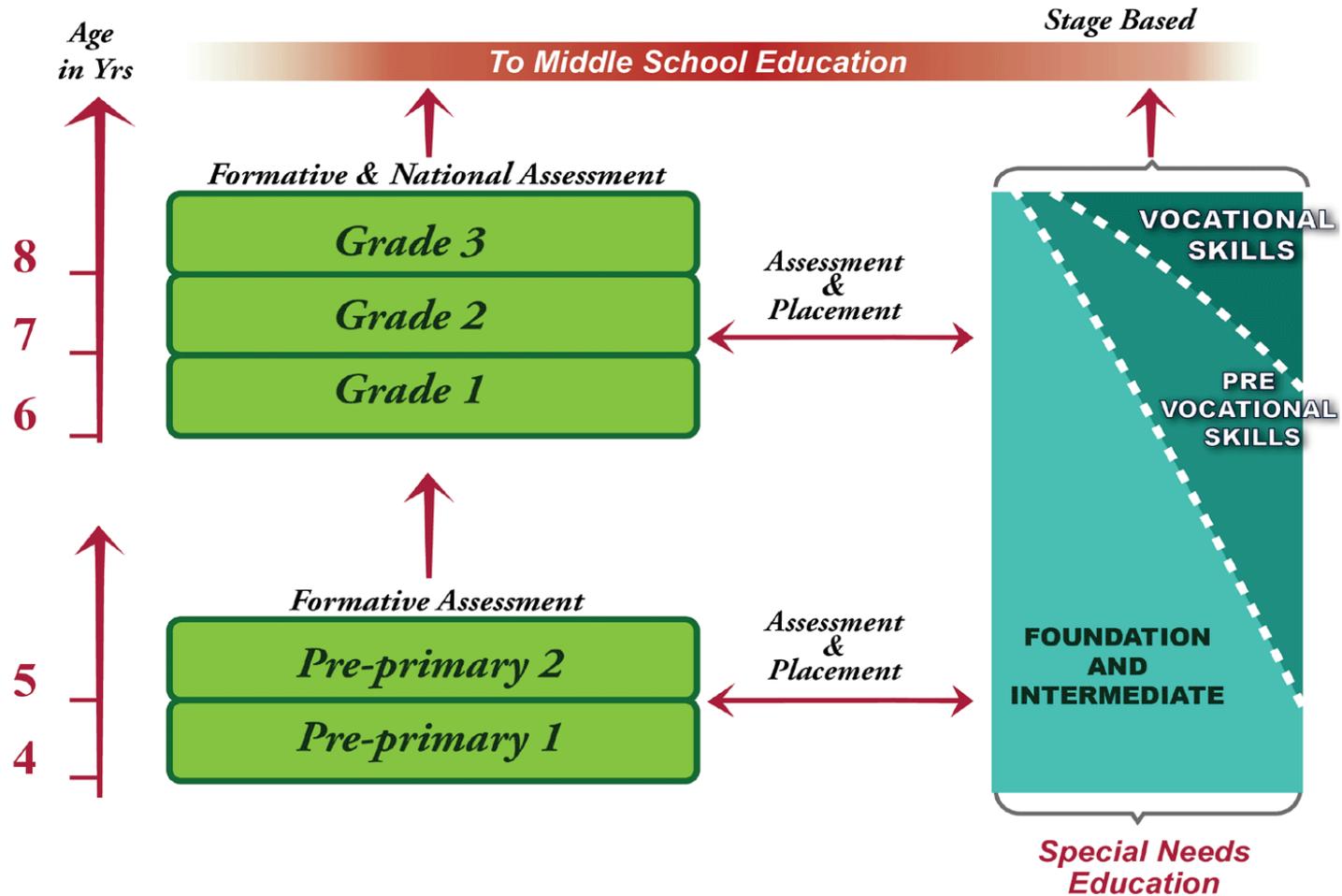
ORGANIZATION OF BASIC EDUCATION



SPECIAL NEEDS EDUCATION CURRICULUM MODEL



EARLY YEARS EDUCATION



PRE-PRIMARY AND LOWER PRIMARY LEARNING AREAS

Communication and Collaboration,
Critical Thinking and Problem Solving,
Creativity and Imagination, Citizenship,
Digital Literacy, Learning to Learn &
Self-efficacy

Cross – Curricular Competencies

1. Language Activities
2. Mathematical Activities
3. Environmental Activities
4. Psychomotor and creative Activities
5. Religious Education activities (CRE/IRE/HRE/PPI)

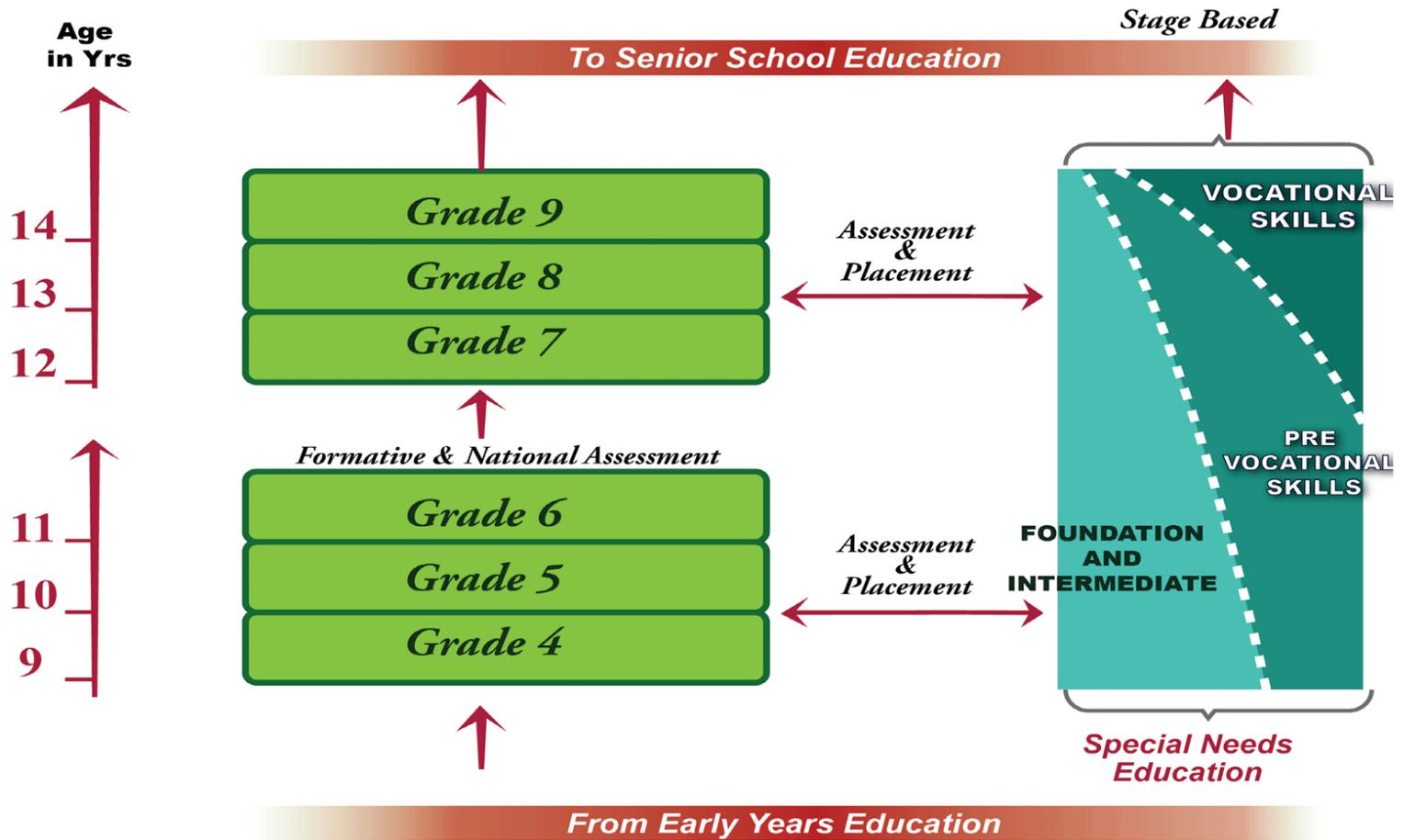
1. Literacy
2. Kiswahili Language Activities/ KSL for learners who are deaf
3. English Language Activities
4. Indigenous Language Activities
5. Mathematical Activities
6. Environmental Activities
7. Hygiene and Nutrition Activities
8. Religious Education (CRE/IRE/HRE/PPI) and Life Skills Activities
9. Movement and Creative Activities (Art, Craft, Music and Physical Ed.

PRE-PRIMARY 1
and 2

LOWER PRIMARY
Grade 1-3



MIDDLE SCHOOL EDUCATION



PROPOSED UPPER PRIMARY & LOWER SECONDARY LEARNING AREAS

Communication and Collaboration,
Critical Thinking and Problem Solving,
Creativity and Imagination, Citizenship,
Digital Literacy, Learning to Learn &
Self-efficacy

Cross – Curricular Competencies

1. Kiswahili Language /KSL for learners who are deaf
2. English language
3. Science and Technology
4. Social Studies (Citizenship, Geography, History)
5. Mathematics
6. Home science
7. Agriculture
8. Religious Education (CRE/IRE/ HRE/PPI)
9. Creative Arts (Art, Craft, Music)
10. Physical and Health Education
11. Pastoral Programme of Instruction (PPI)

Optional subjects

UPPER PRIMARY
GRADE 4-6

1. English
2. Kiswahili / KSL (for learners who are deaf)
3. Mathematics
4. Integrated Science
5. Health Education
6. Pre technical and Pre Career Education
7. Social Studies (Citizenship, Geography, History)
8. Religious Education (CRE/IRE/ HRE)
9. Business Studies
10. Agriculture
11. Life Skills Education
12. Sports and Physical Education
13. Pastoral Programme of Instruction (PPI)

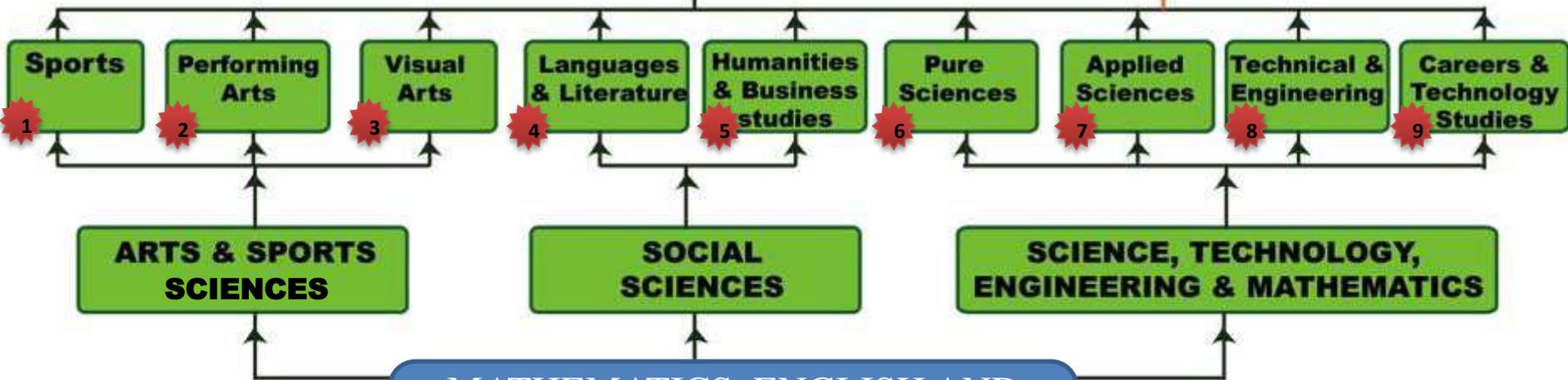
Optional subjects

LOWER SECONDARY
GRADE 7-9



WORLD OF WORK

TERTIARY EDUCATION & TRAINING



MATHEMATICS, ENGLISH AND SCIENCE IS A REQUIREMENT IN ALL THE PATHWAYS

From Middle School Education

Next topic

SPORTS

Core Subjects:

1. Community Service Learning
2. Physical Education
3. Human Physiology and Nutrition
4. Legal and Ethical Issues in Sports
5. Life Skills in Sports

Options:

- Ball Games
- Athletics
- Indoor games
- Gymnastics
- Swimming
- Boxing
- Martial Arts
- Outdoor pursuit
- Advanced Physical Education

Select a maximum of **two** from the options



PERFORMING ARTS

Core Subjects:

1. Community Service Learning
2. Physical Education
3. Legal and Ethical Issues in Art
4. Communications Skills

Options:

- Music
- Dance
- Theatre and Elocution

Select a minimum of **one** from the options



VISUAL ARTS

Core Subjects:

1. Community Service Learning
2. Physical Education
3. Life Skills in Arts
4. Legal + Ethical Issues in Art.
5. Communication Skills

Options:

- Fine Art
- Applied Art
- Time Based Media
(Photography, Video, Film)
- Crafts

Select a minimum of **one**
from the options



LANGUAGES & LITERATURE

Core Subjects:

1. Community Service Learning
2. Physical Education

Options:

- English Language
- Literature in English
- Lugha ya Kiswahili
- Fasihi ya Kiswahili
- Kenyan Sign Language
- Indigenous Languages
- Foreign Languages:
(Arabic, French, German, Chinese)

Select a minimum of **3** subjects and a maximum of **5** from the options



HUMANITIES & BUSINESS STUDIES

Core Subjects:

1. Community Service Learning
2. Physical Education

Options:

- History
- Citizenship
- Geography
- Christian Religious Education
- Islamic Religious Education
- Hindu Religious Education
- Business Studies

Select a minimum of **3** subjects and a maximum of **5** from the options



PURE SCIENCES

Core Subjects:

1. Community Service Learning
2. Physical Education
3. ICT

Options:

- Mathematics
- Biology
- Chemistry
- Physics

The learner will select a **minimum** of **three** from the options



APPLIED SCIENCES

Core Subjects:

1. Community Service Learning
2. Physical Education
3. ICT

Options:

- Agriculture
- Computer Studies
- Foods and Nutrition
- Home Management

The learner will select a minimum of **one** of the optional subjects



TECHNICAL AND ENGINEERING

Core Subjects:

1. Community Service Learning
2. Physical Education
3. ICT
4. Mathematics
5. Physics
6. Chemistry/Biology

Options:

- Agricultural Technology
- Geosciences Technology
- Marine and Fisheries Technology
- Aviation Technology
- Wood technology
- Electrical technology
- Metal technology
- Power mechanics technology
- Construction technology
- Media technology
- Electronics technology
- Manufacturing technology
- Mechatronics Technology

The learner will select a minimum of **one** of the optional subjects



CAREER & TECHNOLOGY STUDIES (CTS)

Core Subjects:

1. Community Service Learning
2. Physical Education
3. ICT

Options:

- Fashion and Interior Design
- Leather Work
- Culinary Arts
- Hairdressing and Beauty
- Therapy
- Plumbing
- Ceramics
- Welding and Fabrication
- Tourism and Travel
- Air Conditioning and Refrigeration
- Animal Keeping
- Exterior Design and Landscaping
- Building Construction

- Garment and Dressmaking
- Photography
- Graphic Design and Animation
- Food and Beverage
- Motor Vehicle Mechanics
- Carpentry and Joinery
- Fire Fighting
- Metalwork
- Land Surveying
- Science Laboratory
- Technology
- Electronics
- Printing Technology
- Crop Production

The learner will select a minimum of **one** of the optional subjects



Pertinent and Contemporary Issues in the Curriculum

Broad Area	Pertinent and Contemporary Issue
1. Citizenship	Peace education, integrity, ethnic and racial relations, social cohesion, patriotism and good governance, human rights and responsibilities, child's rights, child care and protection, gender issues in education.
2. Health Education	HIV and AIDS Education, alcohol and drug abuse prevention, life style diseases, personal hygiene, preventive health, common communicable and chronic diseases.
3. Life Skills Education and Values Education	Life skills, values, moral education and human sexuality, etiquette.
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.
5. Non-Formal Programmes	Guidance services, career guidance, counselling services, peer education, mentorship, learning to live together, clubs and societies, sports and games.
6. Community Service Learning and Parental Engagement	Service learning and community involvement, parental empowerment and engagement.



STATUS OF CURRICULUM REFORM



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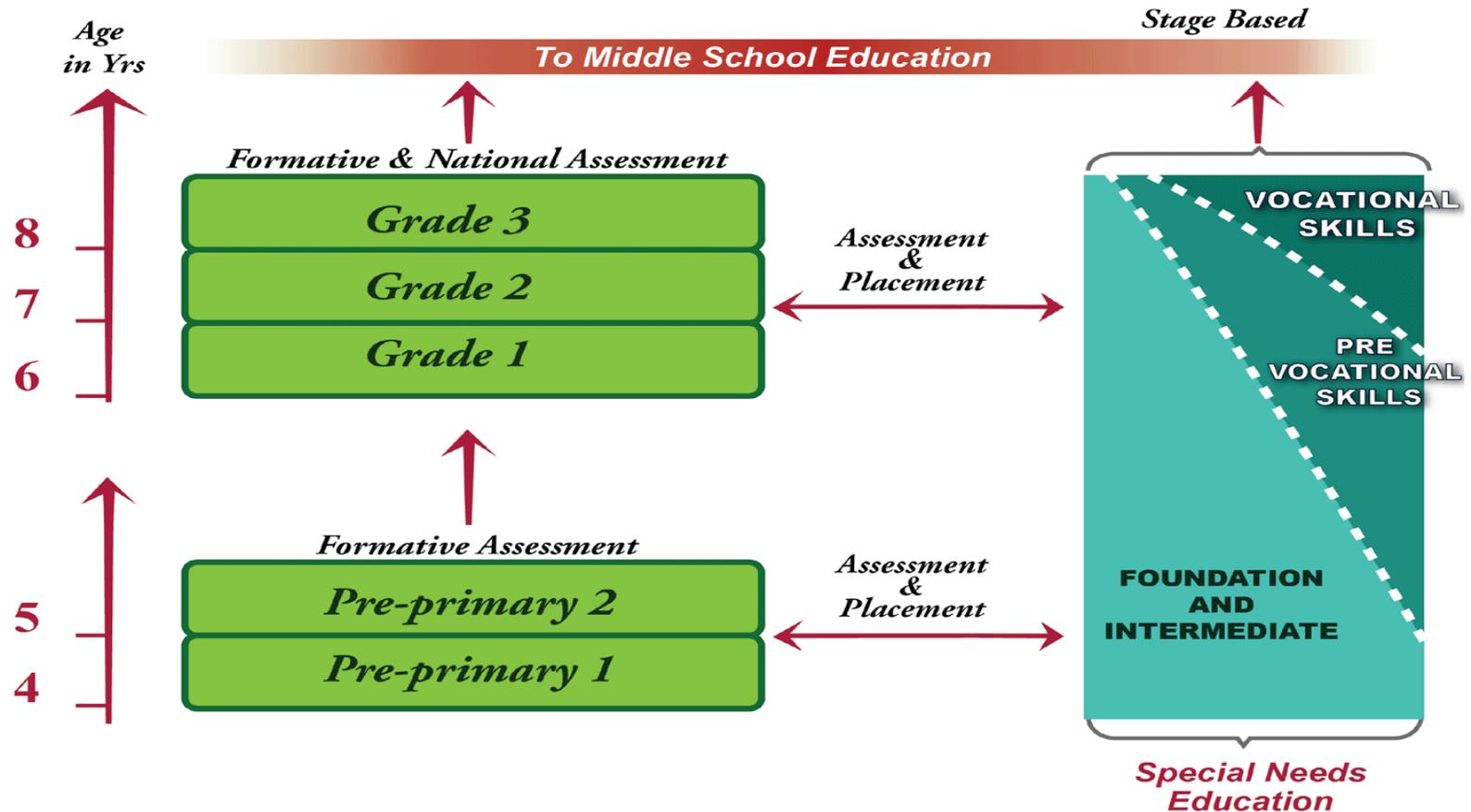


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CURRICULUM DESIGN FOR EARLY YEARS EDUCATION

EARLY YEARS EDUCATION



Curriculum Design

National Goals of Education

Learning Outcomes for Early Years Education

Essence statements for pre-primary curriculum

Subject outcomes

Strands(topics/themes)



Features of the curriculum design

- a) Strands/sub-strands
- b) Specific Learning outcomes
- c) Suggested Learning Experiences
- d) Guiding inquiry questions
- e) Core competences to be developed
- f) Link to Pertinent and Contemporary Issues
- g) Link to other subjects
- h) Community Service Learning
- i) Assessment



Learning Outcomes for Early Years Education

1. Demonstrate basic literacy and numeracy skills for learning.
2. Communicate appropriately using verbal and/or non-verbal modes in a variety of contexts.
3. Demonstrate appropriate etiquette in social relationships.
4. Apply creativity and critical thinking skills in problem solving.
5. Explore the immediate environment for learning and enjoyment.
6. Practice hygiene, nutrition, sanitation, safety skills to promote health and wellbeing.
7. Demonstrate the acquisition of emotional, physical, spiritual, aesthetic and moral development for balanced living.
8. Demonstrate appreciation of the country's rich and diverse cultural heritage for harmonious co-existence.
9. Apply digital literacy skills for learning and enjoyment.



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Curriculum Support Materials

- Teachers Guides
- Pupils Work books
- Digital content
- Radio programmes
- TV PROGRAMMES



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Paradigm Shift in Assessment

Less	More
Norm referenced	Criterion referenced
Competitive learning	Collaboration, Cooperative Learning
Assessment of learning (summative assessment)	Assessment for learning (formative assessment)
Rigidity	Flexibility



Assessment in Competency based education

Assessment **of** Learning (Summative Assessment)

- Includes tests, examinations, performances, presentations, portfolios, and a variety of written, oral and visual methods.
- This provides feedback on learner's achievement to make decisions for placements or further studies and career paths
- It comes at the end of a unit or tier or a term.



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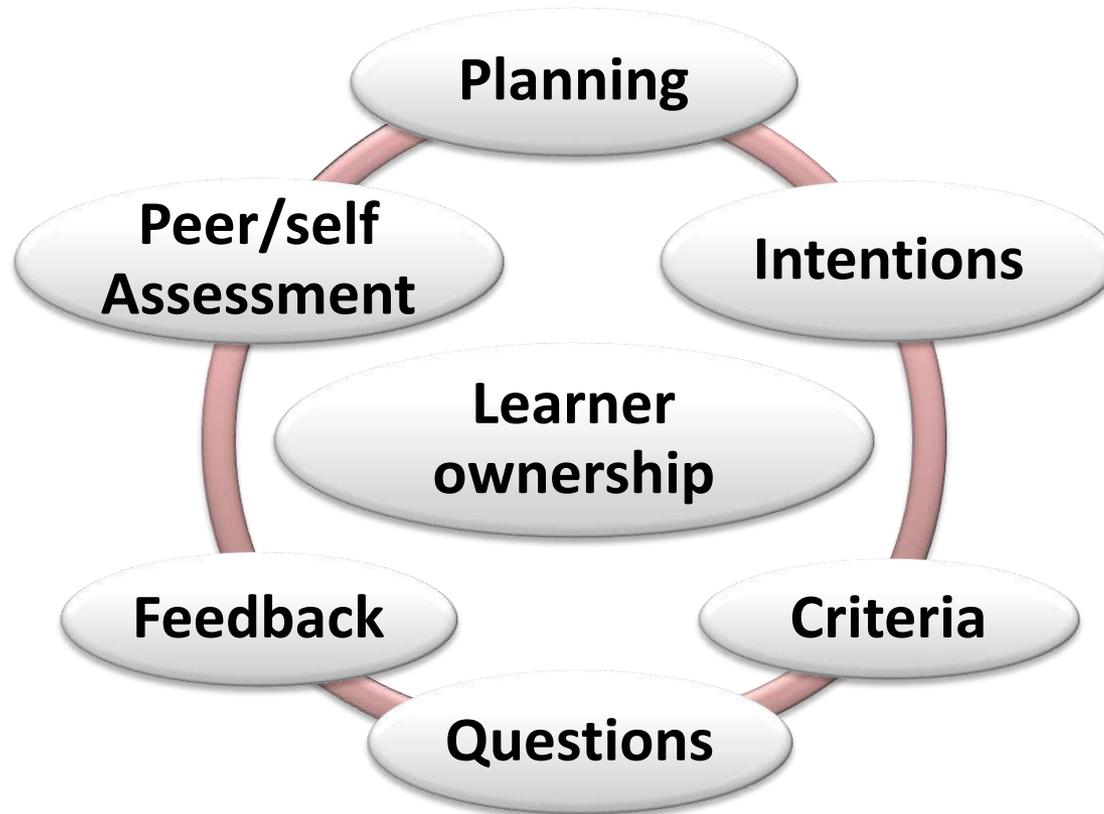


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Assessment **as** Learning

The learner is independent, self directed to set individual goals, monitor own progress self assess, and reflect on learning.



Assessment **for** Learning (Formative Assessment)

- It involves gathering data during the learning process, and provides **feedback** to both the learner and teacher to improve learning.
- **Diagnostic Assessment**- discover what learners know and are able to do learning styles, strengths, and needs.
- Design assessment with **flexibility (content, affective and responsive, observation)** to reflect a student's achievement against a set criteria, not against another student
- Develop a **tracking system** for each learners progress
- Students take and active role in learning
- Innovative assessment strategies (*observation, rating scales, rubrics, diaries, journaling, portfolios, profiling etc*)



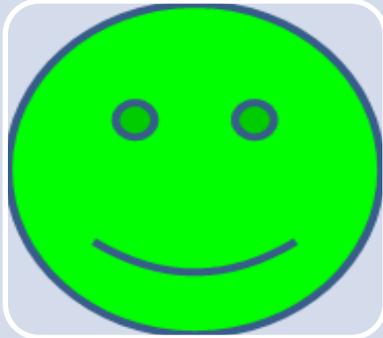
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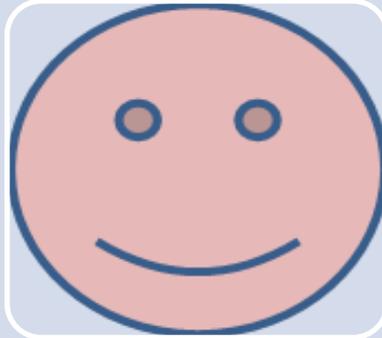
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Assessment Rubrics



**Learner
Exceeds
expectation**



**Learner
Meets
expectation**



**Learner
Approaching
expectation**



**Learner
Performing
Below
Expectation**



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Implications of curriculum reform

- Retooling of curriculum implementers (teachers, head teachers, institutional managers, curriculum support officers).
- Development of modules for training on
 - competence-based learning and
 - instructional leadership
 - Continuous professional development
- Development of a monitoring framework for feedback and review of programmes
- Development of a platform for performance evaluation and experience sharing
- Establishment of communities of learning to encourage peer mentorship among teachers



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Objectives of the pilot

- Establish the adequacy of the **learning areas** in promoting attainment of core competencies among learning in early years education
- Assess the adequacy of the **learning methods** in promoting achievement of core competencies among learners
- Assess the adequacy of **allocated time** for various learning areas
- Establish the relevance of the **instructional materials** in promoting achievement of core competencies among learners
- Assess the **assessment modes** in measuring achievement of core competencies among learners
- Identify effective **parental engagement** strategies for the early years education level.



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Sample Schools

- **Targeted levels:**
 - Pre-Primary 1 & 2
 - Lower primary Grades 1 & 2
- **Type of school**
 - Public Urban
 - Public Rural
 - Private Urban
 - Private Rural
 - Special Needs Education (Integrated or independent)
- Single stream schools



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Teachers positive Reflections on CBC based on the Pilot

- It is flexible and learner centered,
- There are varied activities and learners can explore their abilities;
- Instilling values to the learners has been made easier;
- Burden of marking homework had reduced
- Reaching out the slow learners;
- Identifying learners abilities;
- Instilling values in learners;
- Focusing on outcomes and use of enquiry questions;
- Facilitating the learning ie, interaction between the teachers and the learners is enhanced



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Teachers' concerns on CBC based on the Pilot

- Handling information that requires digital devices
- Guiding parents on assessment and homework;
- Grading according to assessment rubrics;
- Changing from thematic to Inquiry based approach
- Large classes;
- Generating KIQ;
- Lessons too many;
- takes a long time to plan;
- It takes time to assess individual learners;
- Lack of guidance in dealing with learners who exceed expectations;



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WAY FORWARD



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Training on Pedagogical Approaches for Inquiry Based Learning

- Case method instruction
- Team-based learning
- Project-based instruction,
- Problem based learning
- Observation
- Dialogue and reflection
- Self paced learning
- Experiential Learning
- Experimentation



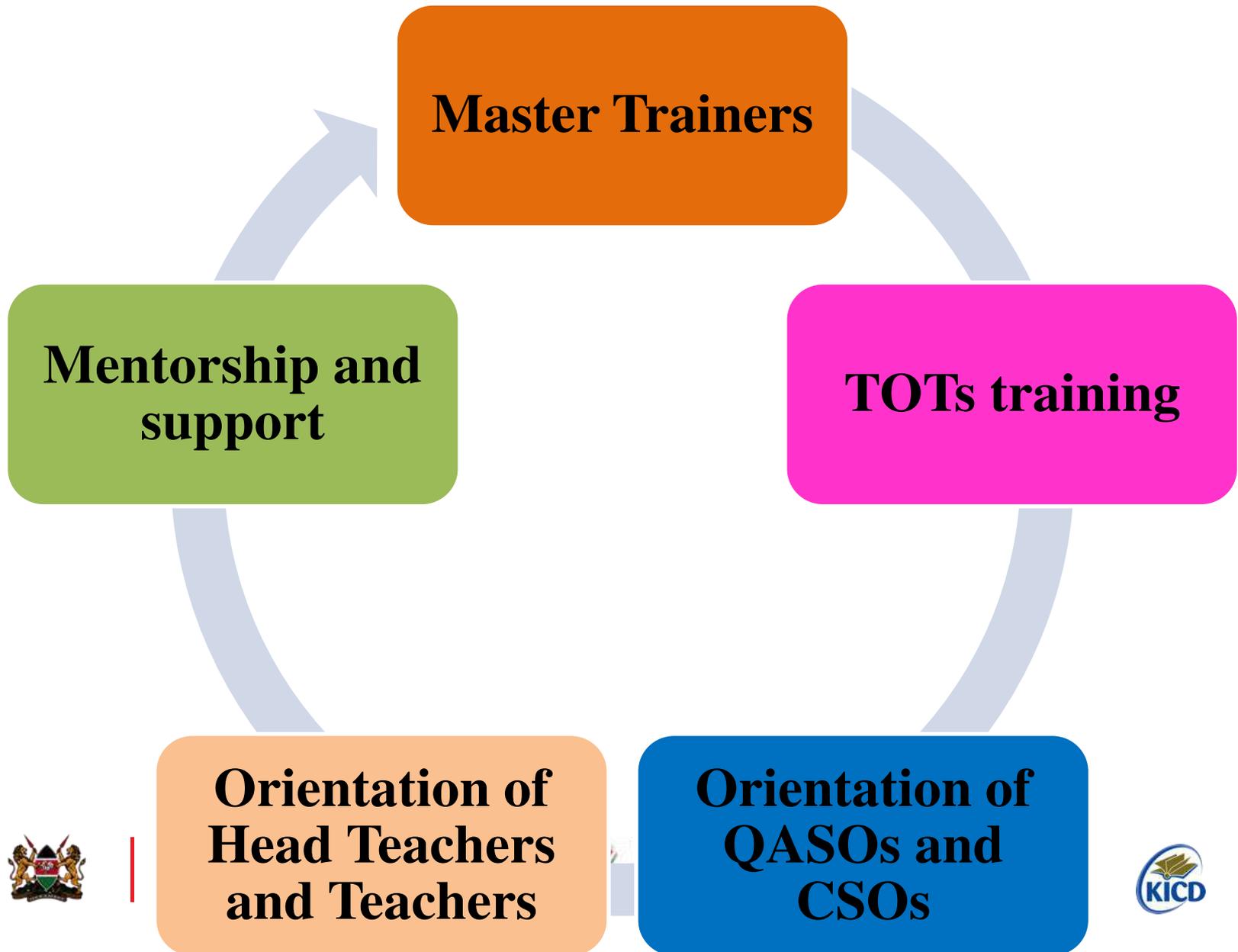
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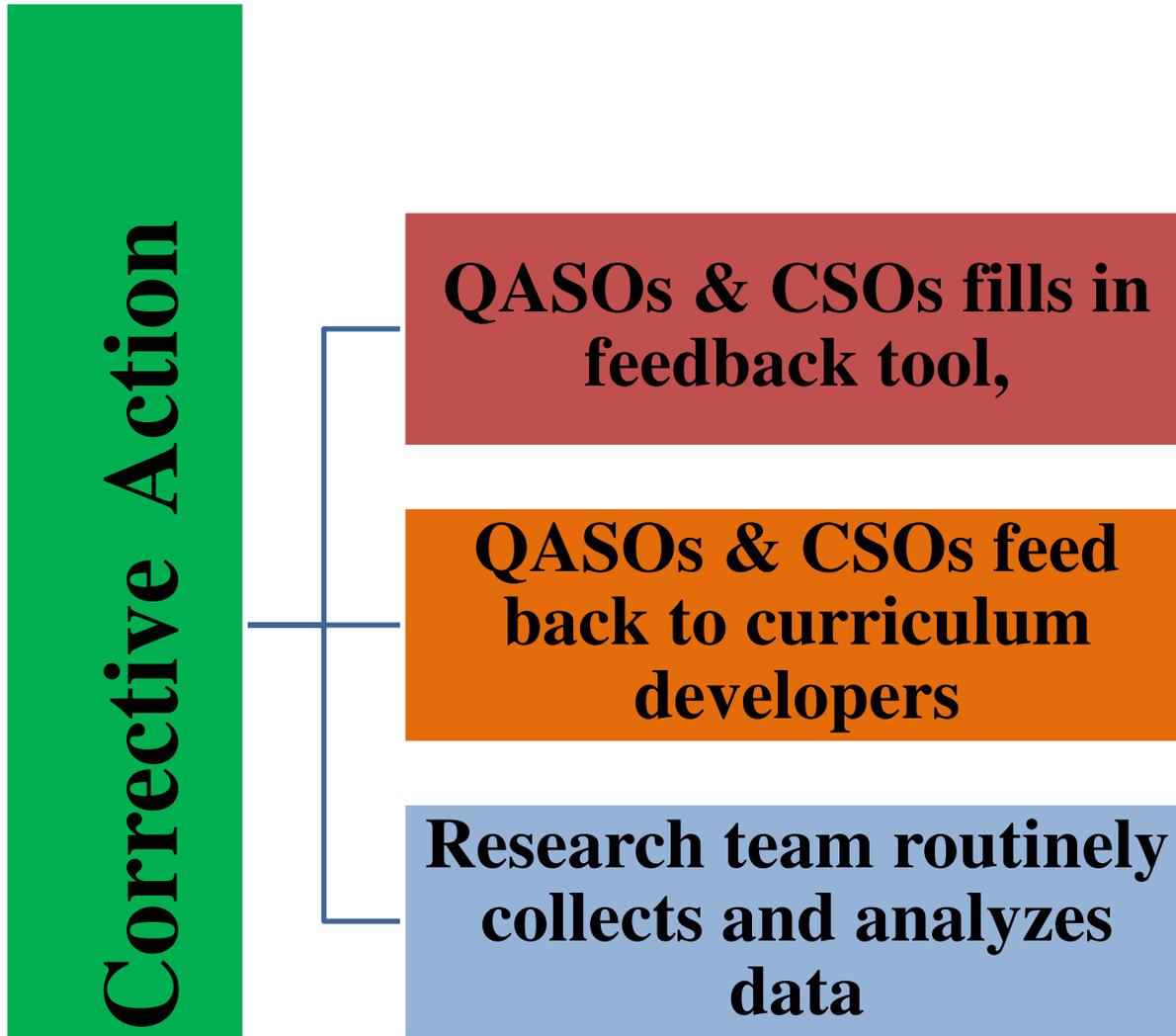
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Implementation strategy



Monitoring and Learning from Implementation



IMPLEMENTATION PLAN



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BASIC EDUCATION IMPLEMENTATION MATRIX

2018

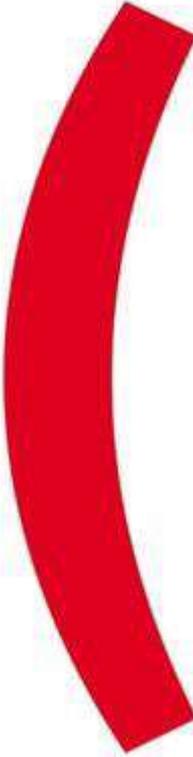
- Roll out of PP1&2 and G1 to G3
- Development of curriculum designs, learning materials and teaching guides for G4 to G6
- In-service re-tooling of G4 and G5 teachers in CBC

2019

- Roll out G4 and G5
- Development of curriculum designs, learning materials and teaching guides for G7 to G9
- In-service re-tooling of G5 and G6 teachers in CBC curriculum

2020	<ul style="list-style-type: none"> • Roll out G6 • Development of curriculum designs, learning materials and teaching guides for G10 to G12 • In-service re-tooling of G7 to G12 teachers in CBC
2021	<ul style="list-style-type: none"> • Roll out G7 • In-service re-tooling of G8 and G9
2022	<ul style="list-style-type: none"> • Roll out G8 • In-service re-tooling of G8 and G9
2023	<ul style="list-style-type: none"> • Roll out G9 • In-service re-tooling of G8 and G9
2024	<ul style="list-style-type: none"> • Roll out G10 First cohort in the pathways





Thank You



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