

# Curriculum Reforms In Kenya since Independence

- Since independence in 1963, the country had the 7-4-2-3 system of Education
- First curriculum reform in 1985; following recommendations of the 1981 'Presidential Working Party on the Establishment of the Second University in Kenya'
- Country adapted the 8-4-4 structure; with the guiding philosophy of 'Education for self-reliance'.
- Successive curriculum **reviews** undertaken in **1992, 1995 and 2002** subsequent to several Task Force reports and summative and formative evaluation reports.

# Task Force Report on The Re-alignment of The Education Sector to Vision 2030 and Constitution 2010

## Recommendations:

- Competency based curriculum
- Flexible education pathways (at senior school level) for identifying and nurturing individual learner's potential to produce intellectually, emotionally and physically balanced citizens
- A national learning assessment system
- Introduction of national values and national cohesion and their integration into the curriculum.

# Rationale For Curriculum Reforms

## CONSTITUTION OF KENYA(2010)

- ❖ **Article 53 (1) (b) states;** “Every child has a right to free and compulsory basic education”
- ❖ **Article 10;** National Values and Principles of Governance
- ❖ **Chapters 6;** Leadership and Integrity
- ❖ **Promoting Kiswahili ( national and official language) and English as an official language.**
- ❖ Emphasise on teaching and learning of learners with special needs- **KSL**
- ❖ Developing and promoting the use of **indigenous languages.**
- ❖ Emphasis on **communication formats and technologies accessible to persons with disabilities.**

# Rationale Continued...

## **THE KENYA VISION 2030**

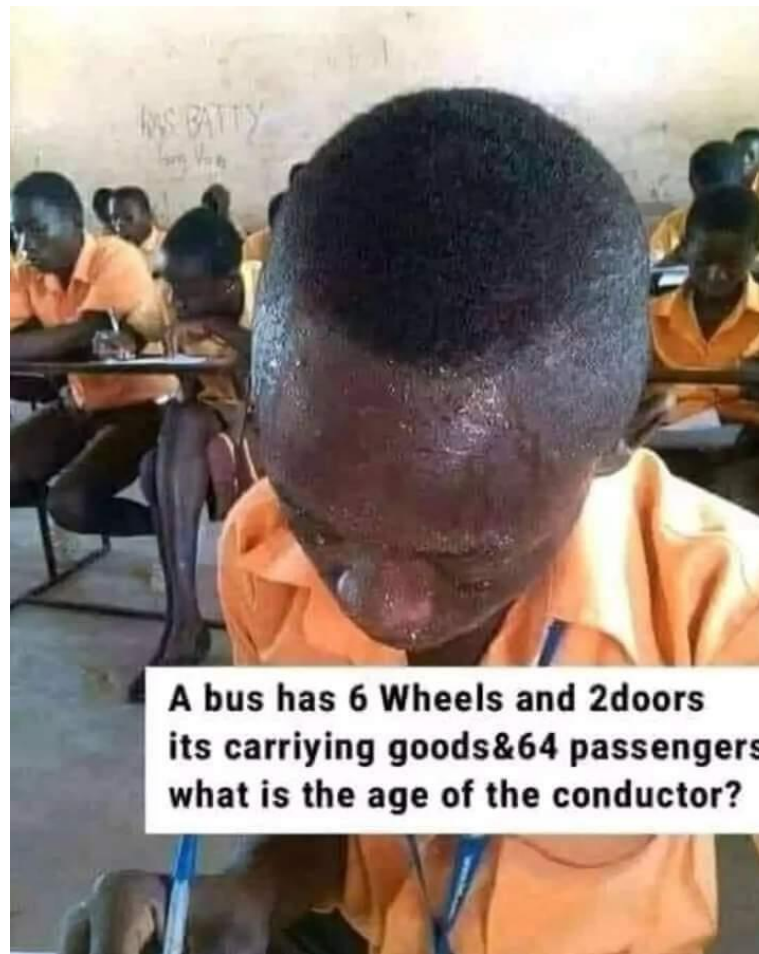
- Integrating early childhood into primary education
- Reforming secondary curricula
- Modernizing teacher training
- Developing programmes for learners with special needs among others

## Rationale Continued...

### SUMMATIVE EVALUATION OF THE 8-4-4 SYSTEM OF EDUCATION, 2009

- Academic and examination oriented. Very little use of **formative assessment** (*assessment for learning*). Assessment was limited to **summative assessment** (*assessment of learning*).
- Leads to wastage since only learners who do well in languages, maths humanities and sciences are recognized.
- Wastage! 2018: 660k KCSE candidates 343k got D and below, 2019: 679k sat, 350 got D and below.
- Where do the D's go after taxpayers money has been spent on them? (*Your guess as good as mine*)
- . Everyone has a skill or ability which society can benefit from. This ability can be identified and nurtured.

# Thou Shalt not Fail!



**A bus has 6 Wheels and 2doors  
its carrying goods&64 passengers,  
what is the age of the conductor?**

- No flexible education **pathways** for identifying and nurturing aptitudes, talents and interests of learners to prepare them for the world of work, and career progression and self-actualisation
- Skills gaps identified - agricultural, entrepreneurial, vocational and technical skills, innovation and creativity and ICT
- High unemployment - idle youth, - social vices.

# Re-alignment To EAC Curriculum Harmonization Framework

- The Eastern African states drew up, 'A Framework on Harmonization of Curricula, Structure and Examinations in the EAC' (EAC,2012).
- As a member of the East African Community (EAC), Kenya obliged to reform the basic Education curricula, structure and examination system to align to the EAC framework.
- To ease mutual recognition of certificates across the region.



# Rationale continued...

## Adherence to Global Standards

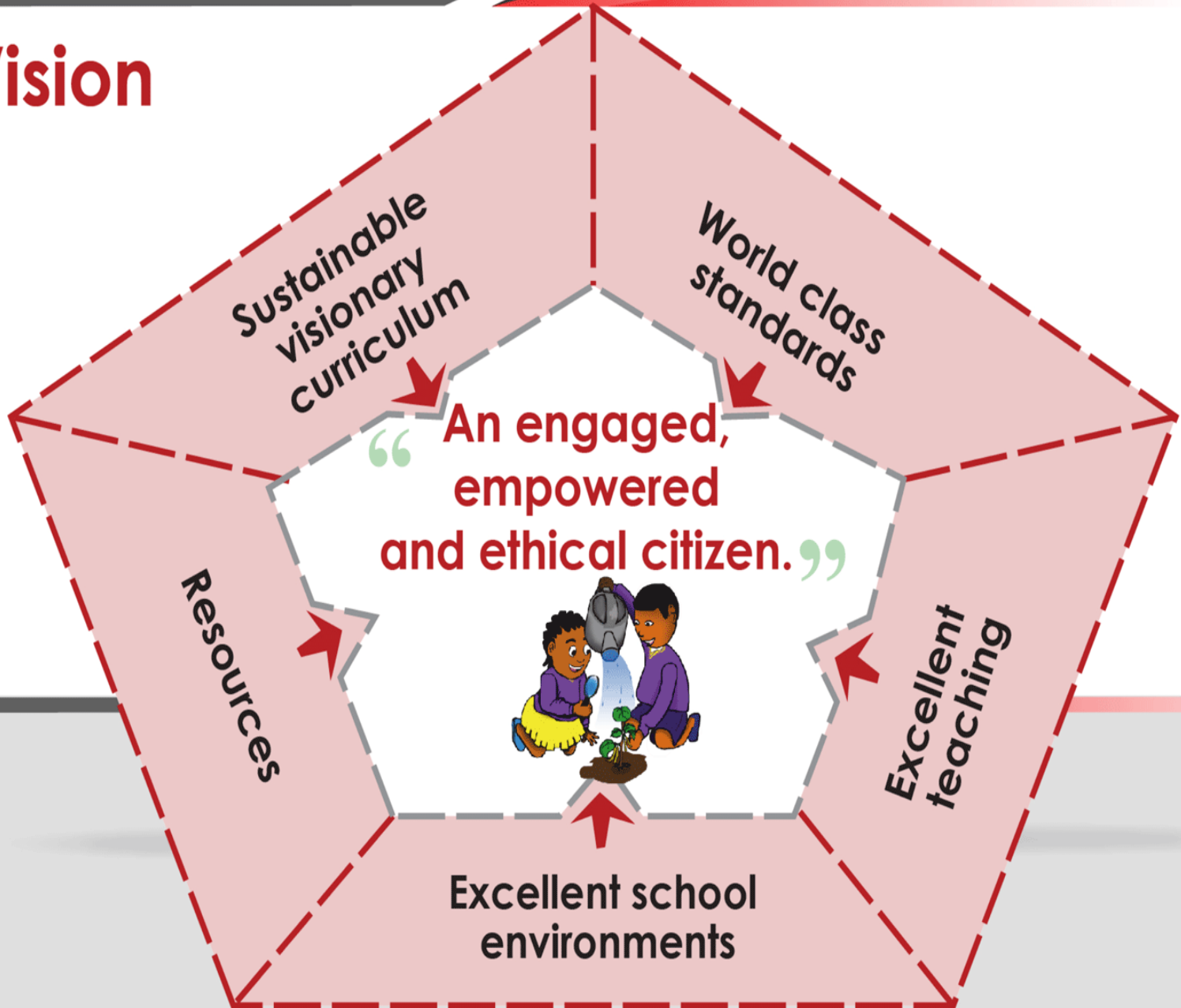
- UNESCO IBE –curriculum review **every 5 years**
- Sustainable Development Goal No 4 (Ensuring quality education)
- Benchmarking With Best International Practices
- 21<sup>st</sup> Century Learning Skills and Approaches

# The 21<sup>st</sup> C Learner is . . .



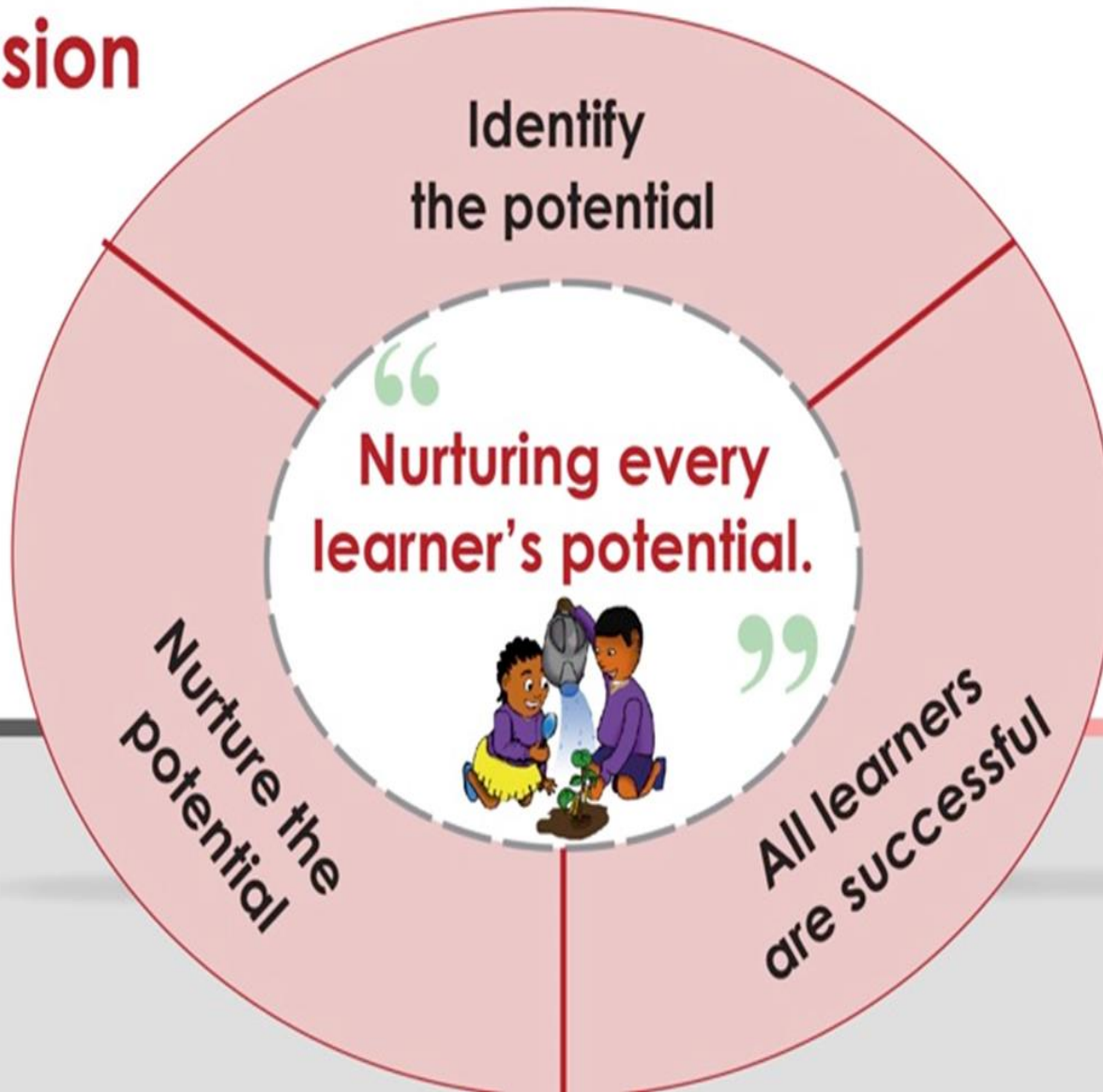


# Vision





# Mission



## Three Pillars of CBC

- Values
- Guiding Principles
- Theoretical Approaches

# Values

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

## How Values are Integrated in the Curriculum:

- Mainly through infusion and selection of learning environment and suggested learning experiences
- Guidance and Counselling programmes
- VbE will be implemented through Whole-School Approach which will involve learners, teachers, support staff, Board of Management, family members, wider school community and relevant stakeholders

# Guiding Principles

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

How the Guiding Principles have been applied in the curriculum:

Pathways open opportunity for different categories of learners

Stress on excellence in all teaching and learning

Parents are engaged through extended learner activities

Varied activities are suggested to cater for the different learning styles

Programmes on PE&E, CSL

# Theoretical Approaches

- Instructional Design Theories
- Vygotsky's Socio-Cultural Theory
- Gardner's Multiple Intelligences Theory
- Piaget's Theory of Cognitive Development

## The Theories Have Been Applied in the Curriculum in:

- Design of the curriculum and lessons.
- Selection of learning experiences
- Differentiated curriculum and learning approaches



# Seven 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

# Paradigm shifts

**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 (High stakes exams)**

**Balance between formative  
and summative assessment,  
and excellence**

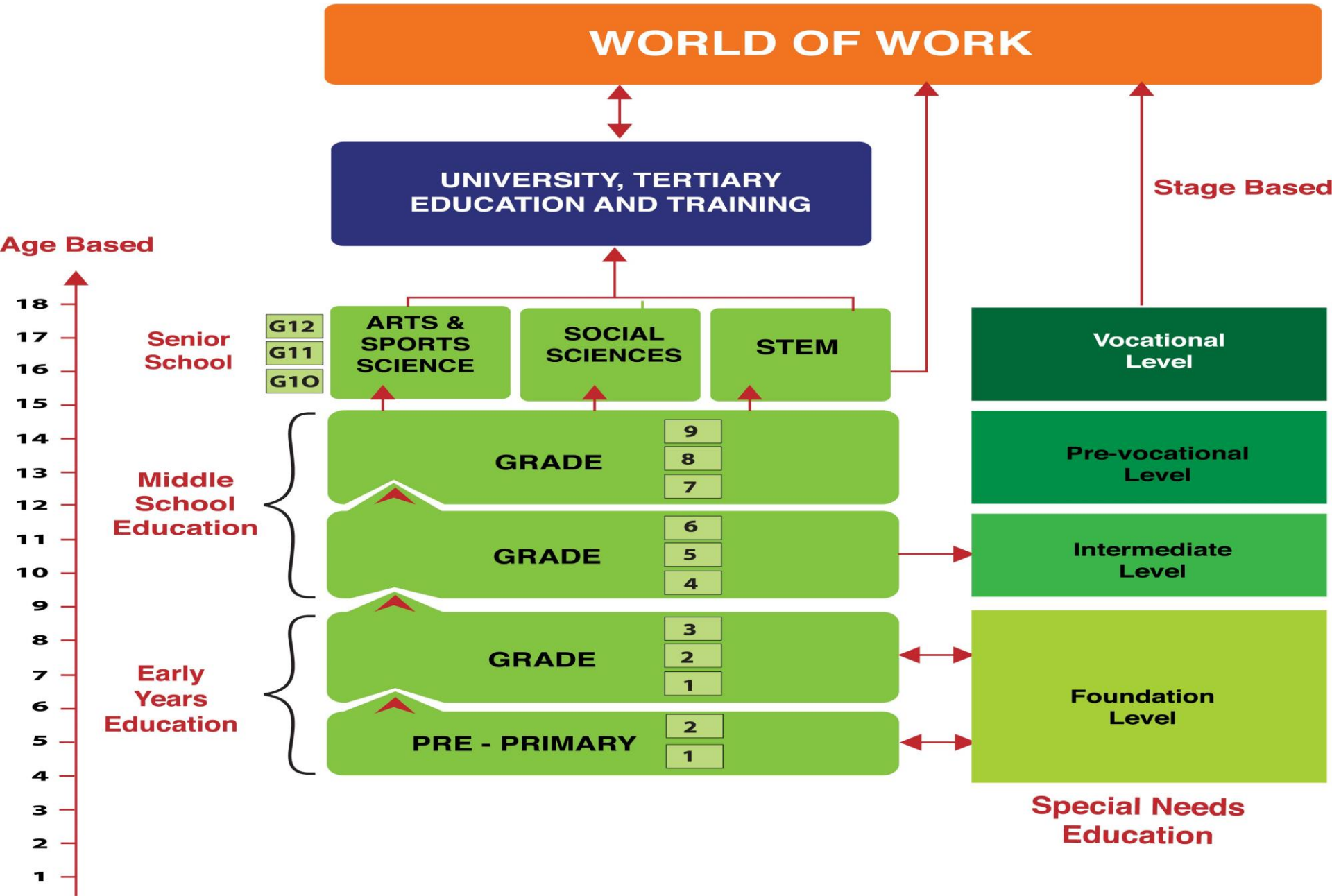
**Emphasis on Schooling**

**Emphasis on Education**

**Teaching**

**Learning**

# ORGANIZATION OF BASIC EDUCATION



# SPECIAL NEEDS EDUCATION CURRICULUM MODEL

Functional Assessment by Educational Assessment and Resource Centres

Special Need Education

Gifted and Talented

Enriched Curriculum

Visually Impaired

Hearing Impaired

Physically Handicapped

Mild Cerebral Palsy

Regular Curriculum with Adaptations and Intervention Programmes

Communication Disorders

Emotional and Behaviour Disorders

Learning Disabilities

Moderate & Severe Cerebral Palsy

Regular Curriculum with Intervention Programmes

Mentally Handicapped

Severe Autism

Deafblind

Multiple Handicaps

Specialist, Specialised Curriculum and Intervention Programmes

Profound Disabilities

Home Based / Hospital Intervention Programmes

# NATIONAL GOALS OF EDUCATION

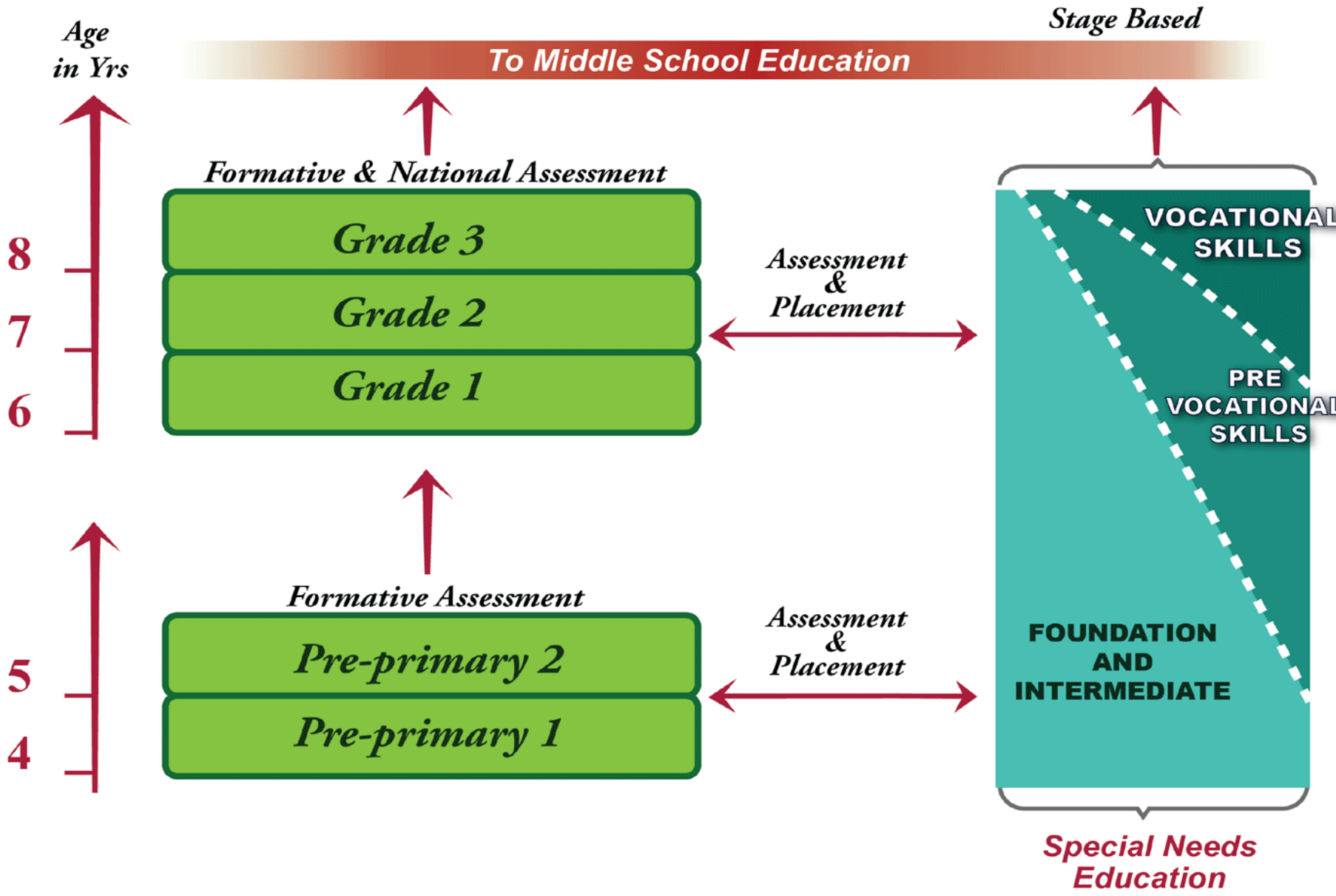
1. Foster nationalism, patriotism and promote national unity
2. Promote social, economic, technological and industrial needs for national development
3. Promote individual development and self-fulfillment
4. Promote sound moral and religious values
5. Promote social equity and responsibility
6. Promote 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

# Learning Outcomes for Early Years Education

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.

# EARLY YEARS EDUCATION



# Pre-primary And Lower Primary Learning Areas

## PRE-PRIMARY 1 and 2

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

## LOWER PRIMARY: Gradee 1-3

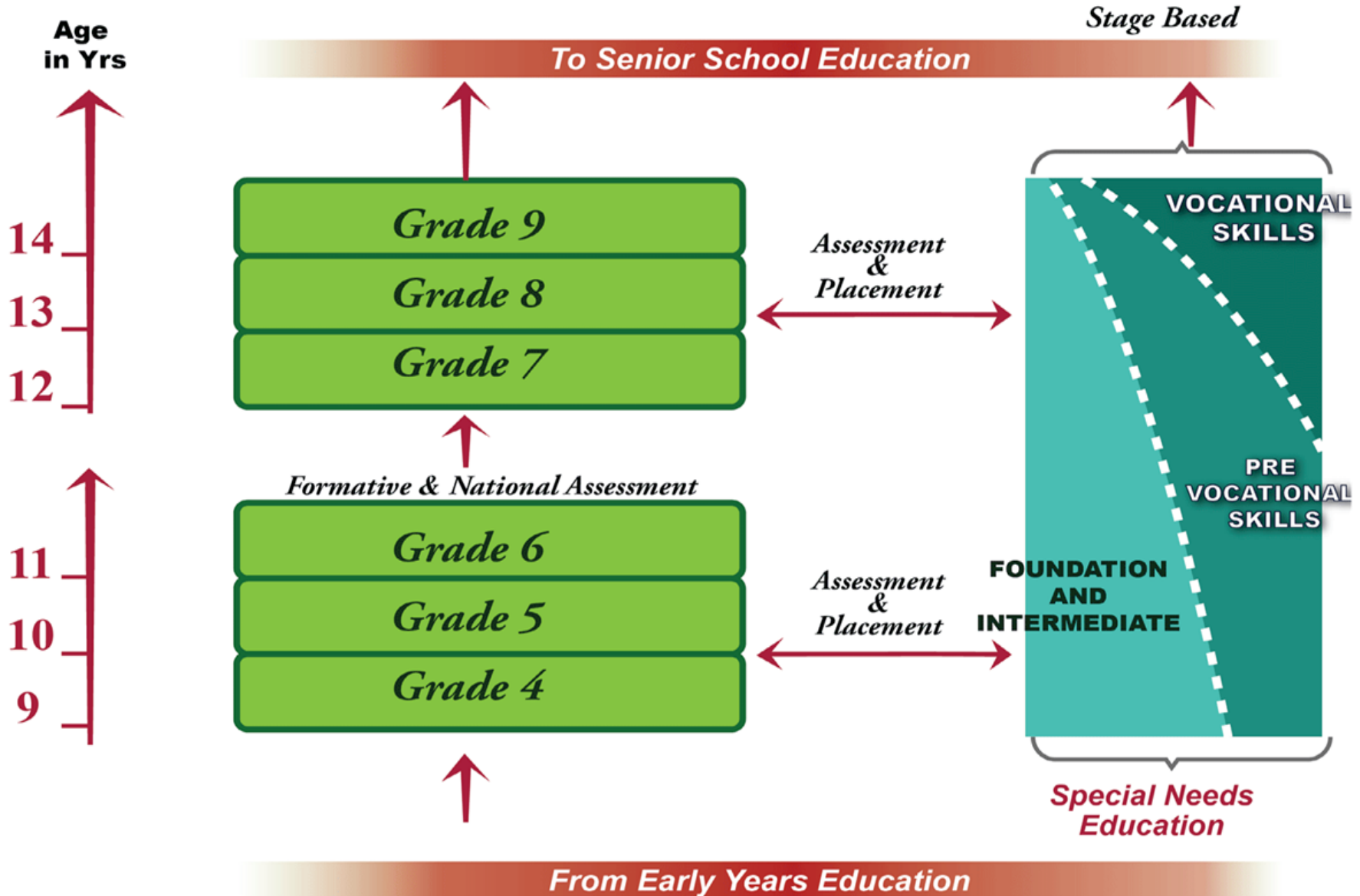
1. Literacy
2. Kiswahili Language Activities/ KSL for learners who are deaf
3. English Language Activities
4. Indigenous Language Activities
5. Mathematical Activities
6. Environmental Activities
7. Hygiene and Nutrition Activities
8. Religious Education (CRE/IRE/HRE/PPI) and Life Skills Activities
9.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



# Learning Outcomes for Middle School

1. Apply literacy, numeracy skills and logical thinking appropriately in self-expression
2. Communicate effectively in diverse contexts.
3. Apply digital literacy skills appropriately for communication and learning in day to day life.
4. Demonstrate social skills, spiritual and moral values for peaceful co-existence.
6. Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development. Practise hygiene, appropriate sanitation and nutrition to promote health.
7. Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.
8. Manage pertinent and contemporary issues in society effectively.
9. Demonstrate appreciation of the country's rich, diverse cultural heritage for harmonious living

# MIDDLE SCHOOL EDUCATION



# Upper Primary & Lower/Junior Secondary Learning Areas

## UPPER PRIMARY: GRADE 4-6

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

## LOWER SECONDARY : GRADE 7-9

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/PPI)
9. Business Studies
10. Agriculture
11. Life skills
12. Sports and Physical Education

### • One Option subject

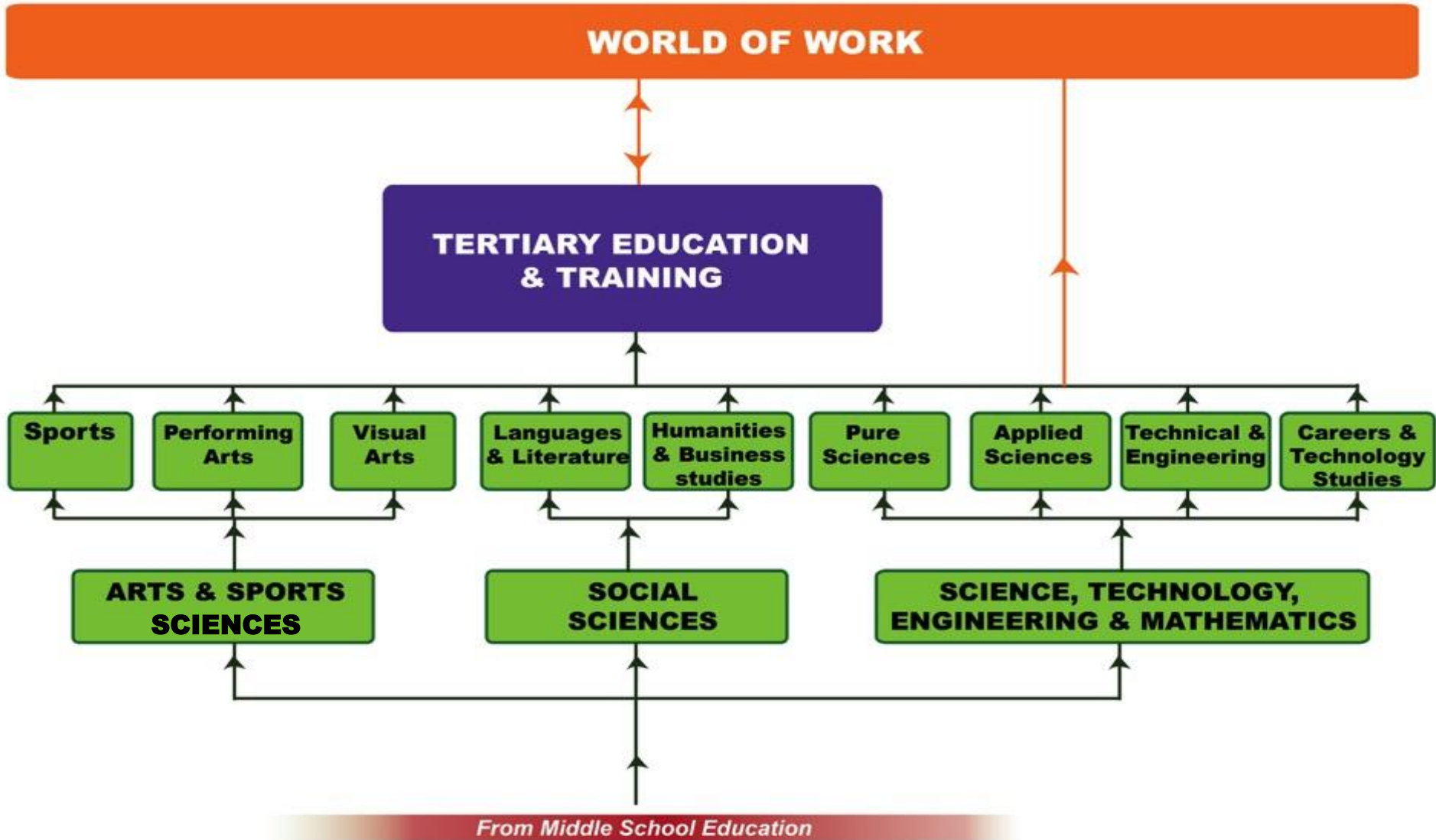
- Foreign languages ( Arabic,
- Performing Arts
- Visuals Arts
- Computer science
- Home science
- KSI

# Learning Outcomes for Senior School

By the end of senior school, the learner should be able to:

1. Communicate effectively and utilise information and communication technology across varied contexts.
2. Apply mathematical, logical and critical thinking skills for problem solving.
3. Apply basic research and scientific skills to manipulate the environment and solve problems.
4. Exploit individual talents for leisure, self-fulfilment, career growth, further education and training.
5. Uphold national, moral and religious values and apply them in day to day life.
6. Apply and promote health care strategies in day to day life.
7. Protect, preserve and improve the environment for sustainability.
8. Demonstrate active local and global citizenship for harmonious co-existence.
9. Demonstrate appreciation of diversity in people and cultures.
10. Manage pertinent and contemporary issues responsibly.

# Senior School



# Pathways at Senior School

PATHWAY	TRACK	PATHWAY	TRACK	PATHWAY	TRACK
ARTS AND SPORTS SCIENCE	1. Sports science	SOCIAL SCIENCES	1. Languages & Literature	STEM	1. Pure Sciences
	2. Visual Arts		2. Humanities		2. Applied Sciences
	3. Performing Arts		3. Business Studies		3. Technical and Engineering
					4. Careers and Technology Studies
4. Physical Education**					
5. Community Service					

# Spread of new learning areas across the levels

Pre-primary	Lower primary	Upper primary	Lower secondary	Senior secondary
	KSL (for learners who are deaf)	KSL (for learners who are deaf)	KSL (for learners who are deaf)	<b style="color: red;">ARTS</b> <b>Performing Arts</b> i. 1) Music ii. 2) Dance iii. 3) Theatre and Elocution <b>Visual and Applied Arts</b> i. 1) Fine Art ii. 2) Applied Art iii. 3) Time Based Media iv. 4) Crafts
	Literacy	Home Science	Home Science	
	Indigenous language activities	Agriculture	Integrated science	
	Hygiene & Nutrition	Science and Technology	Health Education	
		Foreign Languages (Chinese, Arabic, French, German,)	Foreign Languages (Chinese, Arabic, French, German,)	<b style="color: red;">SPORTS</b> <b>Sports Science</b> i. Human Physiology, Anatomy and Nutrition ii. Sports Ethics
		Physical and Health Education	Indigenous Language	
			Business Studies	<b style="color: red;">STEM</b> i. Pure sciences ii. Applied sciences iii. Technical and Engineering iv. Career and Technology Studies
			Pre-technical ad pre-career	
			Visual Art	
			Performing Art	
			Computer Science	

# Learner support programmes for CBC

- Values based Education (VbE)
- Citizenship
- Community Service Learning
- Non-Formal Programmes - clubs and societies, sports and games.
- Guidance services, career guidance, counselling services, peer education, mentorship, learning to live
- Parental empowerment and engagement.



# Competences required for the CBC Teacher

- Identify each learner's abilities
- Inspire each learner to achieve their potential
- Diagnose each learner's needs
- Evaluate the competence levels for learners
- Design appropriate tasks to assess the competency levels.
- Collaborate with other stakeholders who influence the learner in order to maximise learning

- Digitally literate
- Integrity and honesty in assessing learners' abilities
- Ability to provoke learners' thought processes rather leading to inquiry learning
- Flexible enough to adopt changes in pedagogy - the teacher should be able to interpret and use the curriculum designs to implement the curriculum,

# Components of Curriculum Design

- National goals of education
- Level learning outcomes
- Essence statement
- General outcomes for the learning area
- Strands and sub strands
- Specific Learning outcomes
- Suggested learning experiences

- Key Inquiry questions
- Core competencies to be developed
- Pertinent and contemporary issues
- Values
- Link to other learning areas
- Community Service learning
- Non-formal activities to support learning

- Suggested Learning resources
- Suggested assessment methods
- Assessment Rubric

# ASSESSMENT IN CBC

- CBA: Competence based assessment
- Competences to be assessed, rather than knowledge
- Less of summative and more of formative
- Summative – what has been learnt, measured as per set criteria
- Formative – what is being learnt, to provide ongoing feedback on progress

# Why assess?

- To improve instructional process
- Investigate level of competence
- Obtain feedback
- Inform practice
- Measure progress
- Identify areas of intervention

# Paradigm Shift in assessment

- Less of Summative assessment, more of formative assessment
- Less of knowledge testing and more of competence testing
- Less of competition, more of collaboration and cooperation
- Less of Rigidity, more of flexibility
- Less of national assessment, more of learner and peer assessment
- Less of quantitative reporting , more of qualitative reporting
- Less of reproduction of knowledge, more of demonstration of skill



- Teacher to play a key role in assessment
- Assessment rubrics to be used for the competences
- The attainment of the expected learning outcomes is determined using assessment rubrics
- The curriculum designs spell out these rubrics

## Indicators of Competence as spelt out in rubrics

- Exceeding Expectation
- Meeting Expectation
- Approaching Expectation
- Below Expectation

These apply to the stated expected learning outcomes.

# Current Assessment in CBC

Three types:

C.A – Classroom assessment. Prepared, administered and scored by teacher

S.B.A – School Based Assessment: Prepared and uploaded by KNEC, administered and scored by teacher who uploads scores to KNEC

S.A – Summative Assessment: Prepared, administered and scored by KNEC

- C.A. done from Grade 4 to Grade 6. (30%)
- S.B.A. Grades 4-6 (30%)
- S.A. end of Grade 6 (40%)
- The cumulative mark to be used for placement in junior secondary.

Grade	2020/21	2021/22	2022	2023	2024	2025	2026	2027	2028
G4	Grade 4								
G5	Std.5	Grade 5							
G6		Std.6	Grade 6						
G7			Std.7	Grade 7					
G8			Std.8	Std.8	Grade 8				
G9				F.1	F.1	Grade 9			
G10					F.2	F.2	Grade 10		
G11						F.3	F.3	Grade 11	
G12							F.4	F.4	Grade 12

**Key:**

- CBC Rollout
- 8-4-4
- Double Intake
- Final Year for Double Intake

*Source: CBC Taskforce, 2020*

- All factors constant, universities will receive the first group in 2029.
- We should be prepared for CBC aligned students.
- Implications on curricula, methodologies and assessment etc
- NB: current (Education) graduates being released to the world of work need to be CBC compliant.

# Thank you.

CBC Lesson 5 : How to be Landlord.

