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Press Release

Kenya Institute of Curriculum Development (KICD)

Close to 2,000 teachers participating in the piloting of the proposed curriculum have been taken through a mentorship programme.

"The teachers had an opportunity to interact with more than 30,000 learners from the 47 counties, using teaching and learning methods in the new curriculum," Kenya Institute of Curriculum Development (KICD) Director, Dr Julius Jwan said.

The one week mentorship that came after the teachers had been trained about the education reforms, was done under the guidance of curriculum developers from KICD and Curriculum Support officers (CSOs) at the counties.

Dr Jwan said the teachers are putting into practice the different learner-centred methodologies and assessment modes they have been exposed to, as they interact with the revised content in classrooms.

The current 8-4-4 education system has been widely criticized for being exam centered and failing to recognize and nurture learners' talents and abilities.

"The new curriculum was developed by a team of experts that relied on national needs assessment study conducted countrywide," Dr Jwan said in Nairobi.

The needs assessment study on Early Childhood Development, Primary and Secondary Education including Special Needs Education was undertaken in January 2016 in a National Conference on March 30, 2016 where the findings were disseminated.

The resounding recommendation was that the country needed a curriculum that would embrace the differences in ability and learning styles of the recipients.

This would ultimately enable each learner to realize success and fulfillment within their individual capacities.

This set the stage for conceptualization of the relevant learning areas that would make these goals a reality.

Later on the monitoring and evaluation team will go out to analyse feedback and flag out areas that require further interventions.

The trainings focused on, inquiry based learning, multiple intelligence to recognize differentiated learning styles, value-based education, learning resources, assessment, collaboration and teamwork, which are all critical components of the reformed curriculum.

Out of the 470 schools selected for the pilots, 5 are pre-primary and 5 other primary schools in each county.

Schools offering special needs education, have also been selected to participate in the piloting to ensure the interests of all categories of learners are catered for.

The selected schools are drawn from public, private, rural and urban schools which are a representation of the types of schools found in the country.

The 2-6-3-3 curriculum replaces the current standard one to form four education system with grade 1 to grade 12.

The focus now for the piloting, is on the early years, these being two years of pre-school education, and the first two years of primary education.

The pilot phase began with an initial meeting with all the headteachers of the selected pilot schools on April 21, 2016 at KICD, which was presided over by the cabinet secretary, ministry of education, Dr. Fred Matiang'i.

Quality assurance and standards officers and curriculum support officers were also trained to enable them effectively execute their supervisory role during the piloting of the curriculum.

The pilot will progress through the second term which ends in July before a report is prepared.

On January 30, 2017 the proposed Basic Education Curriculum Framework was presented to stakeholders for adoption before the curriculum designs were formulated.

Subsequently, the curriculum designs for Early Years Education (Pre-primary 1 and 2, Grade 1, 2 and 3 have been validated and approved for use in the pilot by the KICD Course Panel and Academic Committee.

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