



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

DIPLOMA IN TEACHER EDUCATION

PRE-PRIMARY & PRIMARY

HISTORICAL AND COMPARATIVE FOUNDATIONS OF EDUCATION

CURRICULUM DESIGN

2024

First Published in 2021

Revised 2024

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ISBN: 978-9966-31-986-9

Published and printed by Kenya Institute of Curriculum Development

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INTRODUCTION

The development of the curriculum for Diploma in Teacher Education for the Pre-Primary and Primary level (**DTE-PP&P**) is a critical milestone in the implementation of Competency Based Curriculum (CBC) in Kenya. The curriculum designs herein have been developed to prepare the teacher trainee to be able to effectively guide the learners at the Pre-Primary and Primary School level; that is from Pre-Primary One (PP1) to Grade Six (G6) in Basic Education.

It is envisaged that the teacher educator will guide the teacher trainees appropriately to embrace the shift from the Objective-Based to the Competency Based Curriculum which is hinged on use of learner-centred pedagogy for realisation of the stated expected learning outcomes. In addition, the emphasis on formative assessment to facilitate learning should be underscored as the basis for determining learner aptitude and performance. Other key aspects that have been introduced include structured micro-teaching, a longer period for the practicum and the introduction of specific Professional Courses that ensure congruence with the CBC vision, mission, pillars and guiding principles as enshrined in the *Basic Education Curriculum Framework* (KICD, 2017).

The DTE-PP&P curriculum seeks to develop the teacher to act as a facilitator in the learning process taking into consideration the different abilities and learning styles of individual target learners. The curriculum has been designed with emphasis on experiential and reflective learning to develop appropriate Pedagogical Content Knowledge (PCK); hence, the emphasis on integrated content and pedagogy for the student teachers while at college. This is to ensure that the student teacher is given adequate time to practice how to facilitate learning of the different strands prescribed in the curriculum designs.

The Curriculum designs for the DTE-PP&P are packaged according to courses of training as follows:

Professional Learning areas

1. Child Development and Psychology
2. Curriculum Studies
3. Educational Resources

4. ICT Integration in Education
5. Educational Assessment
6. Research Skills
7. Inclusive Education
8. Educational Leadership and Management
9. Sociological and Philosophical Foundations of Education
10. Historical and Comparative Foundations of Education
11. Micro Teaching
12. Practicum

Integrated Content and Pedagogy Learning areas

1. English
2. Kiswahili
3. Mathematics
4. Science and Technology
5. Agriculture
6. Home Science
7. Religious Education: CRE/IRE/HRE
8. Social Studies
9. Physical and Health Education
10. Art and Craft
11. Music
12. Indigenous Language
13. Foreign Languages: French/ Arabic/ German/ Mandarin (Chinese)/ KSL

REGULATIONS FOR DIPLOMA IN TEACHER EDUCATION -PRE-PRIMARY AND PRIMARY (DTE-PP&P)

Entry Requirements

The entry requirements for the Diploma in Teacher Education – Pre-Primary and Primary shall be **C Plain** Mean Grade in the Kenya Certificate of Secondary Education examination (KCSE) or its equivalent (as equated by the Kenya National Examinations Council (KNEC). The Special Needs Candidates (SNE) could be admitted with **C Minus (-)** Grade in KCSE or equivalent

Duration of Training

The duration for the Diploma in Teacher Education – Pre-Primary and Primary shall be **three years**.

Subjects Offered

The trainee undertaking the Diploma in Teacher Education – Pre-Primary and Primary (DTE –PP&P) shall take **ALL** courses specified in the DTE- PP&P curriculum; which includes Professional Courses and learning areas (subjects) related to the content in the Pre-Primary and Primary School Curriculum.

Micro-Teaching and Practicum

Micro Teaching shall be undertaken as a course and shall be a pre-requisite for the Practicum; hence a course design has been developed for it. There shall be two (2) school term practicum sessions for which guidelines shall be developed.

Award of the Diploma

To be awarded the Diploma in Teacher Education – Pre-Primary and Primary (DTE-PP&P), the candidate must achieve the following:

- i) Complete the required hours for coursework and pass the stipulated assessment as directed by the Kenya National Examinations Council (KNEC).
- ii) Complete the required hours for the Practicum and pass the stipulated assessment as directed by the Kenya National Examinations Council (KNEC).

Note: If the student teacher fails to meet the requirements for award of the Diploma in Teacher Education – Pre-Primary and Primary (DTE –PP&P) he/she will be allowed to repeat the specific component or learning area failed.

Grading

The Diploma in Teacher Education – Pre-Primary and Primary (DTE PP&P) shall be graded as stipulated by the Kenya National Examinations Council (KNEC).

TABLE 1: DISTRIBUTION OF PROFESSIONAL LEARNING AREAS

	SUBJECT	TERM 1	TER M 2	TER M 3	TERM 4	TER M 5	TER M 6	Sub Total	TERM 7 Micro Teaching - Subject Practicals	TE RM 8	TER M 9	TOTAL FOR PROGRAMME
PROFESSIONAL LEARNING AREAS												PROFESSIONAL LEARNING AREAS (420 Hours)
1.	Child Development and Psychology	10	10	10	10	10	10	60				
2.	Curriculum Studies	30	20	20	20			90				
3.	Educational Resources	10	10	10				30				
4.	ICT Integration in Education	10	10	10				30				
5.	Educational Assessment	10	10	10				30				
6.	Research Skills	10	10	4				30				
7.	Inclusive Education	10	10	10				30				
8.	Educational Leadership and Management				10	10	10	30				
9.	Sociological and Philosophical Foundations of Education				10	10	10	30				
10.	Historical and Comparative Foundations of Education				10	10	10	30				
11.	Micro Teaching	30						30				
SUB TOTAL		120Hrs	80Hrs	80Hrs	60Hrs	40Hrs	40Hrs	420Hrs				

TABLE 2: DISTRIBUTION OF CONTENT + PEDAGOGY (SUBJECTS)

CONTENT + PEDAGOGY (SUBJECTS)												
	SUBJECT	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6	SUB TOTAL	TERM 7 Micro Teaching - Subject Practicals	TERM 8	TERM 9	TOTAL FOR COURSE
1	English	24	34	34	35	29	30	186	30	Practicum 300 Hours	Practicum 300 Hours	CONTENT & PEDAGOGY (SUBJECTS) (1680 Hrs) + PRACTICUM (600Hrs)
2	Kiswahili	20	20	20	20	20	20	120	20			
3	Mathematics	30	30	30	30	30	30	180	30			
4	Science and Technology	20	20	20	20	20	20	120	30			
5	Agriculture	20	20	20	20	20	20	120	20			
6	Home science	20	20	20	20	20	20	120	20			
7	Religious Education:- (CRE, IRE, HRE)	20	20	20	20	20	20	120	20			
8	Social Studies	20	20	20	20	20	20	120	20			
9.	Physical and Health Education	10	10	10	30	30	30	120	30			
10.	Art and craft	10	30	30	10	20	20	120	20			
11.	Music	10	20	20	20	20	30	120	20			
12.	Indigenous Languages	10	20	20	20	30	20	120	20			
13	Foreign Languages: French/ Arabic/ German/ Mandarin (Chinese)/ KSL	10	10	10	30	30	30	120	20			
SUB TOTAL		230 Hrs	270 Hrs	270 Hrs	290 Hrs	310 Hrs	310 Hrs	1686Hrs				
TOTAL		350	350	350	350	350	350	2100	300	300	300	3000 HRS

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. Foster nationalism and patriotism and promote national unity.

Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.

2. Promote the social, economic, technological and industrial needs for national development.

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

a) Social Needs

Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following in the wake of rapid modernization. Education should assist our youth to adapt to this change.

b) Economic Needs

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and relevant domestic workforce.

c) Technological and Industrial Needs

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognizes the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

3. Promote individual development and self-fulfilment

Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.

4. **Promote sound moral and religious values.**

Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

5. **Promote social equity and responsibility.**

Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

6. **Promote respect for and development of Kenya's rich and varied cultures.**

Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.

7. **Promote international consciousness and foster positive attitudes towards other nations.**

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

8. **Promote positive attitudes towards good health and environmental protection.**

Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

LEVEL LEARNING OUTCOMES FOR DIPLOMA IN TEACHER EDUCATION - PRE-PRIMARY AND PRIMARY (DTE–PP&P)

By the end of the course the teacher trainee should be able to:

1. Model appropriate behaviour and values for Pre-Primary and Primary school learners to emulate for development of good citizenship
2. Communicate and collaborate effectively with learners, peers, parents and the community to create a conducive learning environment.
3. Use appropriate pedagogical approaches to facilitate learning for Pre-Primary and Primary school learners in and out of the classroom
4. Apply inclusive practices to support all Pre-Primary and Primary school learners including those with disabilities and special educational needs
5. Employ ICT skills in the learning process to enhance digital literacy
6. Employ appropriate assessment approaches to promote effective learning
7. Identify and nurture learner's potential and talents for appropriate placement and transition into Junior School.
8. Develop environmental conservation skills in Pre-Primary and Primary school learners to promote education for sustainable development
9. Create innovative and effective solutions to challenges in the learning process.
10. Integrate pertinent and contemporary issues in learning to enable learners to cope with daily challenges.

ESSENCE STATEMENT

Historical and Comparative Foundations of Education is one of the core professional areas of study in Teacher Education. It informs the Diploma Teacher trainee on trends of education within and across nations. Historical and Comparative Foundations of Education as an area of study is of great value to the educational stakeholders in general and particularly policy makers, curriculum developers, educational managers and teacher trainees. The content provides the teacher trainee with valuable insight into the evolution of the education system as well as exposure to different designs of education systems for the purposes of selecting best educational practices. The learning area will equip the teacher trainee with critical thinking, analytical and evaluative approaches to investigate best practices in education and how the same compares with other countries. Moreover, it exposes the teacher trainee to a dynamic society, equipping them with the 21st century pedagogical approaches. It enables the teacher trainee to be reflective, innovative and able to substantiate their arguments and judgments on the significance of the trends and events taking place in different systems of education. The learning area maps out education development locally and compares African traditional education, Islamic and Western education in order to inform trends and changes in our education system. It is informed by the Constructivism theory which emphasises objective reality in knowledge construction. This places the trainee as an active player in learning for the purpose of comparing, borrowing and implementing best practices in the current system of education in order to improve it. The learning area enables the teacher trainee to nurture values, develop core competencies and address Pertinent and Contemporary Issues in the learning process.

COURSE GENERAL LEARNING OUTCOMES

By the end of the course, the teacher trainee should be able to:

1. Trace the historical development of basic education in Kenya from pre-colonial period to the present
2. Recognize efforts made in the development of teacher education in Kenya.
3. Employ best practices and model appropriate values in the learning process.
4. Interpret and apply policies governing education systems in different countries to enhance best practices in education.
5. Demonstrate understanding of global educational trends and practices and their influence on education practices
6. Develop the necessary professional pedagogical competencies and ICT skills to facilitate effective learning.

SUMMARY OF TIME ALLOCATION

STRAND	SUB STRAND	TIME(HOURS)
1.0 Early Forms of Education	1.1 Overview of Historical and Comparative Studies.	1 Hour
	1.2 Pre-Western Forms of Education in Africa	3 Hours
2.0 Western Education before Independence in Kenya	2.1 Missionary Education	2 Hours
	2.2 Education during the Colonial Period	2 Hours
	2.3 Development of Western Education in Kenya	2 Hours
3.0 Development of Education in Kenya after Independence	3.1 Education Commissions after Independence	4 Hours
	3.2 Development of Basic Education	1 Hour
	3.3 Legal Provisions in the Development of Education	1 hour
4.0 Development of Teacher Education in Kenya	4.1 Trends in the Development of Teacher Education	2 hours
	4.2 Reforms in Teacher Education	1 hour
5.0 Systems of Education	5.1 Determinants of Education Systems	2 hours
	5.2 Global Systems of Education	1 hour
	5.3 Systems of Education in Africa	1 hour
	5.4 Systems of Education in Eastern Africa	1 hour
	5.5 International Systems of Education in Kenya	1 Hour
6.0 Global Trends in Education	6.1 Trends in Education	2 hours
	6.2 Alternative Modes of Education	2 Hours
	6.3 International Organisations and Education in Kenya	1 Hour
TOTAL TIME		30 HOURS

STRAND 1.0 EARLY FORMS OF EDUCATION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.0 Early Forms of Education	1.1 Overview of Historical and Comparative Studies.	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <p>a) explore the concept of Historical and Comparative Foundations of education,</p> <p>b) examine the rationale of Historical and Comparative foundations of education in teacher education,</p> <p>c) illustrate how knowledge of Historical and Comparative Foundations can be applied in learning process,</p>	<p>Teacher trainee to:</p> <ul style="list-style-type: none"> • brainstorm on the concept of Historical and Comparative Foundations of Education, • search the concept of Historical and Comparative Foundations of Education from the internet or other resources and make presentations of the findings, • debate on the rationale of Historical and Comparative Foundations of Education in teacher education and make a report, • search in groups for information from the internet or other resources on the rationale of Historical and Comparative Foundations of Education to a teacher. Write reports and share findings, • discuss ways of applying the knowledge of Historical and Comparative Foundations in the 	<p>Why should a teacher acquire the knowledge on Historical and Comparative Foundations of Education?</p>

		<p>d) apply the knowledge of historical and comparative foundations in learning process,</p> <p>e) acknowledge the relevance of history of education and comparative studies in teacher education.</p>	<p>learning process and make presentations.</p>	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: communication skills are enhanced as teacher trainees discuss in groups the concept of Historical and Comparative Foundations of Education. • Digital Literacy Skills: skills of interacting with technology are enhanced as teacher trainees search information from the internet on the rationale of Historical and Comparative Foundations of Education. • Self-Efficacy: self - confidence skills as teacher trainees confidently make presentations of findings of the research on rationale of Historical and Comparative Foundations of Education. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: teacher trainees accommodate ideas of others while discussing the concept of historical and comparative foundations of education. • Responsibility: teacher trainees demonstrate accountability as they use digital devices to search on the rationale of Historical and Comparative Foundations of Education in teacher education. 				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to explore the concept of Historical and Comparative Foundations of Education.	Explores with references the concept of Historical and Comparative Foundations of Education.	Explores the concept of Historical and Comparative Foundations of Education.	Explores the concept of Historical and Comparative Foundations of Education leaving minor details.	Explores the concept of Historical and Comparative Foundations of Education leaving major details.
Ability to examine the rationale of Historical and Comparative Foundations of Education in teacher education.	Examines the rationale of Historical and Comparative Foundations of Education in teacher education citing examples.	Examines the rationale of Historical and Comparative Foundations of Education in teacher education.	Examines rationale of Historical and Comparative Foundations of Education in teacher education but leaves minor details.	Examines rationale of Historical and Comparative Foundations of Education in teacher education but leaves major details.
Ability to illustrate how knowledge of Historical and Comparative Foundations of Education can be applied in the learning process.	Illustrates how knowledge of Historical and Comparative Foundations of Education can be applied in the learning process providing examples.	Illustrates how knowledge of Historical and Comparative Foundations of Education can be applied in the learning process.	Illustrates how knowledge of Historical and Comparative Foundations of Education can be applied in the learning process but leaves minor details.	Illustrates how knowledge of Historical and Comparative Foundations of Education can be applied in the learning process but leaves major details.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.0 Early Forms of Education	1.2 Pre-Western Forms of Education in Africa	By the end of the sub strand, the teacher trainee should be able to: <ol style="list-style-type: none"> a) examine the aims and characteristics of African traditional education and Islamic education in pre-independence Kenya, b) analyse the relevant methods of African traditional education and Islamic education for effective learning, c) compare and contrast African traditional education and Islamic education in Kenya, d) evaluate the limitations and successes of African traditional education and Islamic education, 	Teacher trainee to: <ul style="list-style-type: none"> • brainstorm on the concept of African traditional education, • discuss the aims, features, content, pedagogy and structure of African traditional education by engaging a resource person, make notes and share for feedback, • engage a resource person to discuss Islamic education on the aims, features, content and structure in Kenya. Write a report and present findings in class, • discuss in groups how pedagogy in African traditional education and Islamic education (<i>madrassa</i>) can be applied in modern day education, 	How did the early forms of education influence the development of education in Kenya?

		<p>e) appreciate the contribution of African traditional education and Islamic education to the development of education in Kenya.</p>	<ul style="list-style-type: none"> • discuss and share the limitations and successes of African traditional education and Islamic education (<i>Madrassa</i>) during pre-colonial period, • gather information from the internet or other resources and discuss the similarities and differences between African traditional education and Islamic education (<i>madrassa</i>). Write a summary of deliberations and share, • debate on the contributions of African traditional education and Islamic education (<i>madrassa</i>) to the development of education in Kenya and make notes. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Pedagogical Content Knowledge: teacher trainees discuss on pedagogy and structure of African traditional education and Islamic Education. 				

- **Critical Thinking and Problem Solving:** the skills of demonstrating autonomy in exploring ideas is developed, as the teacher trainees debate on the contributions of African traditional education and Islamic education (*madrassa*) to the development of education in Kenya.

Values:

- **Responsibility:** teacher trainees carry out the task of gathering information from the internet and other sources and discusses the similarities and differences between African traditional education and Islamic education (*madrassa*).
- **Respect:** teacher trainees patiently wait for others to give ideas during debate on the relevance and contributions of African traditional education and Islamic education to the development of education in Kenya.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to examine the aims and characteristics of African traditional education and Islamic education.	Examines the aims and characteristics of African traditional education and Islamic education citing relevant examples.	Examines the aims and characteristics of African traditional education and Islamic education in Pre-independence Kenya.	Examines aims or characteristics of African traditional education and Islamic education in Pre-independence Kenya.	Examines some aims or characteristics of African traditional education and Islamic education in Pre-independence Kenya.
Ability to analyze relevant methods of African Traditional education and Islamic education for effective learning.	Analyzes with simulations relevant methods of African traditional education and Islamic education for effective learning.	Analyzes the relevant methods of African traditional education and Islamic education for effective learning.	Analyzes the relevant methods of African traditional education or Islamic education for effective learning.	Analyzes some of the relevant methods of African traditional education or Islamic education for effective learning.

Ability to compare and contrast African traditional education and Islamic education in Kenya.	Compares and contrasts the traditional education and Islamic education in Kenya while giving relevant examples.	Compares and contrasts traditional education and Islamic education in Kenya.	Compares or contrasts traditional education and Islamic education in Kenya.	Compares or contrasts traditional education and Islamic education in Kenya but omits major details.
Ability to evaluate the limitations and successes of African traditional education and Islamic education.	Evaluates with citations the limitations and successes of African traditional education and Islamic education.	Evaluates the limitations and successes of African traditional education and Islamic education.	Evaluates limitations or successes of African traditional education and Islamic education.	Evaluates some limitations or successes of African traditional education and Islamic education.

STRAND 2.0 WESTERN EDUCATION BEFORE INDEPENDENCE IN KENYA

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p>2.0 Western Education before Independence in Kenya</p>	<p>2.1 Missionary Education</p>	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <p>a) evaluate the aims and characteristics of missionary education before independence,</p> <p>b) explore the role of missionaries in the development of education,</p> <p>c) assess African response to missionary education before independence using document analysis technique,</p> <p>d) recognise the contributions of missionary education in Kenya.</p>	<p>Teacher trainee to:</p> <ul style="list-style-type: none"> • discuss the aims, characteristics and management of missionary education in Kenya before independence and share in class, • research using digital or other resources aims, characteristics and management of missionary education in Kenya before independence, write a report and share the findings, • search using digital or other resources groups for information on the role played by missionaries in the development of education in Kenya. Discuss and share information, • carry out research on the African response to 	<p>1. Why were missionaries interested in educating Africans?</p> <p>2. How did Africans respond to western education?</p>

			missionary education using document analysis, make a report and present.	
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Suggested Formative Assessment Rubric				
Level Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to evaluate the aims of missionary education.	Evaluates the aims of missionary education before independence with relevant examples.	Evaluates the aims of missionary education before independence.	Evaluates aims of missionary education before independence leaving minor details.	Evaluates aims of missionary education before independence leaving major details.
Ability to explore the roles of missionaries in the development of education in Kenya.	Explores with citations the roles of missionaries in the development of education in Kenya.	Explores the roles of missionaries in the development of education in Kenya.	Explores the roles of missionaries in the development of education in Kenya leaving minor details.	Explores the roles of missionaries in the development of education in Kenya leaving major details.
Ability to assess African response to missionary education before independence using document analysis technique.	Assesses African response to missionary education before independence using document analysis technique.	Assesses African response to missionary education before independence using document analysis technique.	Assesses the African responses to missionary education before independence using document analysis technique education before independence but leaves minor details.	Assesses the African responses to missionary education before independence using document analysis technique leaving major details.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p>2.0 Western Education before Independence in Kenya</p>	<p>2.2 Education during the Colonial Period</p>	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <p>a) determine the reasons for establishment and recommendations of education commissions before independence,</p> <p>b) conduct research on the African response to colonial education before independence,</p> <p>c) examine the role of the Local Native Councils in the development of education during the colonial period,</p> <p>d) appreciate the role played by education commissions before</p>	<p>Teacher trainee to:</p> <ul style="list-style-type: none"> • brainstorm on the circumstances that led to the involvement of the colonial government in the provision of education, • search for information from the internet or other resources and discuss with peers on the reasons for the establishment of education commissions before independence (<i>Fraser 1909, Phelps Stokes 1924, Beecher 1949 and Binns 1952</i>), • research on the recommendations of education commissions before independence and their influence on education, write a report and make presentations, • discuss in groups role of the Local Native Councils in the development of education during the colonial period and share in class, • search information using digital or other resources on African response to colonial education including 	<p>Why did the colonial government develop interest in the provision of education to Africans in Kenya?</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
		independence in the development of education.	establishment of independent schools, make notes and share with peers, <ul style="list-style-type: none"> • debate on the role played by education commissions before independence in the development of education in Kenya. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital Literacy Skills: skills of interacting with digital devices as teacher trainees search for information from the internet on African response to colonial education. • Communication and Collaboration: skill of working collaboratively with group members as teacher trainees discuss the role played by Local Native Councils development of education in Kenya before independence. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: teacher trainees respect the opinions of others during discussion on the role played by Local Native Councils development of education in Kenya before independence. • Respect: teacher trainees embrace different ideas in group as they debate on the role played by education commissions before independence in the development of education in Kenya. 				

Suggested Formative Assessment Rubric				
Level Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to determine the reasons for establishment and recommendations of education commissions before independence.	Determine the reasons for establishment and recommendations of education commissions before independence with examples.	Determine reasons for establishment and recommendations of education commissions before independence.	Determine reasons for establishment and recommendations of two to three education commissions before independence.	Determine reasons for establishment and recommendations of one education commission before independence.
Ability to conduct research on the recommendations of education commissions before independence.	Conducts research and writes a comprehensive report on the recommendations of education commissions before independence.	Conducts research on the recommendations of education commissions before independence.	Conducts research on the recommendations of two to three education commissions before independence.	Conducts research on the recommendations of one education commission before independence.
Ability to examine the role of the Local Native Councils in the development of education during the colonial period.	Examines the role of the Local Native Councils in the development of education during the colonial period citing examples.	Examines the role of the Local Native Councils in the development of education during the colonial period.	Examines roles of the Local Native Councils in the development of education during the colonial period leaving minor details.	Examines roles of the Local Native Councils in the development of education during the colonial period leaving major details.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p>2.0 Western Education before Independence in Kenya</p>	<p>2.3 Development of Western Education in Kenya</p>	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <p>a) examine the strengths and limitations of western education in meeting the education needs of Africans,</p> <p>b) investigate how western education fostered social, political and economic development in Kenyan society,</p> <p>c) compare and contrast missionary education and education by the colonial government,</p> <p>d) evaluate the similarities and</p>	<p>Teacher trainee to:</p> <ul style="list-style-type: none"> • discuss the strengths and limitations of western education in meeting the education needs of Africans and share with peers, • search for information using digital or print resources on how features of western education contributed to development of formal education in Kenya and share, • conduct a survey in the community to establish how western education fostered social, political and economic development in historical and contemporary Kenyan society, write a report and share findings, • carry out research and write a paper on the comparison between colonial and missionary education in Kenya and share in class, 	<p>How did western education influence the development of formal education in Kenya?</p>

		<p>differences between western and African traditional education before independence,</p> <p>e) acknowledge the relevance of western education in economic, political and social development in Kenya.</p>	<ul style="list-style-type: none"> • discuss on the similarities and differences between Western education and African traditional education and make a presentation. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Citizenship and Leadership: skill of interacting respectfully with participants as teacher trainees carry out a survey in the community to establish how western education has fostered social, political and economic development in historical and contemporary Kenyan society. • Self-Efficacy: self-confidence skills as teacher trainees confidently makes presentations on the similarities and differences between Western education and African traditional education. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: teacher trainees take time to listen and respond during debates on the contributions of western education to the development of education in Kenya. • Patriotism: teacher trainees demonstrate love for one’s country as they carry out a survey in the community to establish how western education has fostered social and economic development in historical and contemporary Kenyan society. 				

Suggested Formative Assessment Rubric				
Level Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to examine the strengths and limitations of western education in meeting the education needs of Africans.	Examines the strengths and limitations of western education in meeting the education needs of Africans with examples.	Examines the strengths and limitations of western education in meeting the education needs of Africans.	Examines strengths or limitations of western education in meeting the education needs of Africans.	Examines some strengths or limitations of western education in meeting the education needs of Africans.
Ability to investigate how western education fostered social, political and economic development in Kenyan society.	Investigates how western education fostered social, political and economic development in Kenyan society citing relevant examples.	Investigates how western education fostered social, political and economic development in Kenyan society.	Investigates how western education fostered social, political and/or economic development in Kenyan society.	Investigates how western education fostered either social, political or economic development in Kenyan society.
Ability to compare and contrast missionary education and education by the colonial government in Kenya.	Compares and contrasts missionary education and education by the colonial government in Kenya with citations.	Compares and contrasts missionary education and education by the colonial government in Kenya.	Compares or contrasts missionary education and education by the colonial government in Kenya.	Compares or contrasts missionary education and education by the colonial government in Kenya leaving critical details.
Ability to evaluate similarities and differences between western and African traditional education before independence.	Evaluates with examples similarities and differences between western and African traditional education before independence.	Evaluates similarities and differences between western and African traditional education before independence.	Evaluates similarities or differences between western and African traditional education before independence.	Evaluates some similarities or differences between western and African traditional education before independence.

STRAND 3.0 DEVELOPMENT OF EDUCATION IN KENYA AFTER INDEPENDENCE

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
3.0 Development of Education in Kenya after Independence	3.1 Education Commissions after Independence	By the end of the sub strand, the teacher trainee should be able to: <ol style="list-style-type: none"> analyse the establishment and recommendations made by different education commissions after independence in Kenya, compare the contributions of education commissions in the development of education in Kenya after independence, develop a model showing the influence of recommendations of 	Teacher trainee to: <ul style="list-style-type: none"> brainstorm and discuss with peers the reasons for establishing education commissions in Kenya after independence and share, search for information using digital or print resources on the mandate, recommendations and implications of education commissions in Kenya after independence (<i>Ominde 1964, Bessy 1972, Gachathi 1976, Mackay 1981, Kamunge 1988, Koech 1998, Odhiambo 2012, Chege Report, 2019) Presidential Working Party on Education Reforms 2023</i>. Write notes and make presentations, discuss with peers the role played by education commissions after independence in the development of education in Kenya and make notes and share, 	How have education commissions influenced changes and development of education in Kenya after independence?

		<p>the commissions to current curriculum,</p> <p>d) recognize the role played by education commissions after independence in the development of education.</p>	<ul style="list-style-type: none"> • interact with teachers in the community to enquire on significant reforms in education since independence and their impact on basic education in Kenya. Discuss and share findings, • design a model showing the influence of recommendations of the commissions to current curriculum, display in class and make a gallery walk for critique by peers. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital Literacy Skills: skills of using digital resources as teacher trainees research on the mandate, recommendations and implications of education commissions in Kenya after independence. • Citizenship and Leadership: skills of interacting respectfully with others as teacher trainees interact with teachers in the community to enquire on significant reforms in education since independence and their impact on basic education in Kenya. 				
<p>Values:</p> <ul style="list-style-type: none"> • Integrity: teacher trainees maintain confidentiality of information while making enquiry from teachers in the community on significant reforms in education since independence and their implications on basic education in Kenya. • Unity: teacher trainees work together with peers in brainstorming and discussing the reasons for establishing education commissions in Kenya after independence. 				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to analyse the establishment and recommendations made by different education commissions after independence in Kenya.	Analyses the establishment and recommendations made by different education commissions after independence in Kenya with illustrations.	Analyses the establishment and recommendations made by different education commissions after independence in Kenya.	Analyses the establishment and recommendations made by four to seven different education commissions after independence in Kenya.	Analyses the establishment and recommendations made by one to three different education commissions after independence in Kenya.
Ability to compare the contributions of education commissions in the development of education in Kenya after independence.	Compares and contrasts the contributions of education commissions in the development of education in Kenya after independence.	Compares the contributions of education commissions in the development of education in Kenya after independence.	Compares the contributions of four to seven education commissions in the development of education in Kenya after independence.	Compares the contributions of one to three education commissions in the development of education in Kenya after independence.
Ability to develop a model showing the influence of recommendations of the commissions to current curriculum.	Develops elaborately model showing the influence of recommendations of the commissions to current curriculum .	Develops a model showing the influence of recommendations of the commissions to current curriculum.	Develops an incomplete model showing the influence of recommendations of the commissions to current curriculum.	Develops an incomplete model showing the influence of recommendations of the commissions to current curriculum omitting critical details.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
3.0 Development of Education in Kenya after Independence	3.2 Development of Basic Education in Kenya	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <ol style="list-style-type: none"> explore the trends in the development of basic education after independence, examine the influence of policy papers and executive orders on the development of basic education after independence, assess the challenges and possible solutions in the implementation of free basic education in Kenya, create a Venn diagram showing the contribution of policy papers and executive orders on the development of basic 	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> discuss with peers on the trends in the development of basic education after independence share, research and document the developments in basic education as a result of policy papers and executive orders and share findings (<i>Sessional paper No.10, 1965, Universal Primary Education of 1974, Free Primary Education Declaration of 1979, Declaration of Free Primary Education, 2003, Sessional Paper No. 1 of 2005, Kenya Vision 2030, Free Secondary Education 2008, Sessional Paper No. 1 of 2019</i>), discuss and write a paper on the influence of policy papers and executive orders on the development of basic education 	<p>Why is basic education important?</p>

		<p>education after independence,</p> <p>e) recognize the importance of free basic education in promoting literacy in Kenya.</p>	<p>after independence and share findings,</p> <ul style="list-style-type: none"> • interview teachers in the community to find out challenges in the implementation of free basic education in Kenya. Document findings and share, • carry out a research on possible solutions to the challenges that have faced implementation of free basic education and present in class, • make a Venn diagram showing the contribution of policy papers and executive orders on the development of basic education after independence, display and make a gallery walk for peer critique. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Citizenship and Leadership: skills of interacting respectfully with others as teacher trainees organise and conducts interviews with teachers in the community to find out the impacts and challenges in the implementation of free basic education in Kenya. • Learning to Learn and Reflective Practice: skills of action research are enhanced as teacher trainees carry out a research on possible solutions to the challenges that have faced implementation of free basic education. • Creativity and Innovation: skills in making connections and relating ideas as teacher trainees make a Venn diagram showing the contribution of policy papers and executive orders on the development of basic education after independence. 				

Values:

- **Peace:** teacher trainees follow laid down group rules as they discuss with peers on the trends in the development of basic education after independence in Kenya.
- **Integrity:** teacher trainees observe confidentiality while interviewing teachers in the community to find out the challenges in the implementation of free basic education in Kenya.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to explore the trends in the development of basic education after independence.	With relevant examples explores the trends in the development of basic education after independence.	Explores the trends in the development of basic education after independence.	Explores trends in the development of basic education after independence leaving minor details.	Explores trends in the development of basic education after independence leaving major details.
Ability to examine the influence of policy papers and executive orders on the development of basic education after independence.	Examines the influence of policy papers and executive orders on the development of basic education after independence citing relevant examples.	Examines the influence of policy papers and executive orders on the development of basic education after independence.	Examines the influence of four to seven policy papers and executive orders on the development of basic education after independence.	Examines the influence of one to three policy papers and executive orders on the development of basic education after independence.
Ability to assess the challenges and possible solutions in the implementation of	Assesses the challenges and possible solutions in implementation of free basic education in Kenya with elaborate examples.	Assesses the challenges and possible solutions in implementation of	Assesses challenges or possible solutions in implementation of free basic education in Kenya.	Assesses some challenges or possible solutions in implementation of

free basic education in Kenya.		free basic education in Kenya.		free basic education in Kenya.
Ability to create a Venn diagram showing the contribution of policy papers and executive orders on the development of basic education after independence.	Creates skillfully a Venn diagram showing the contribution of policy papers and executive orders on the development of basic education after independence.	Creates a Venn diagram showing the contribution of policy papers and executive orders on the development of basic education after independence.	Creates an incomplete Venn diagram showing the contribution of policy papers and executive orders on the development of basic education after independence.	Creates an incomplete Venn diagram showing the contribution of policy papers or executive orders on the development of basic education after independence.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
3.0 Development of Education in Kenya after Independence	3.3 Legal Provisions in the Development of Education	<p>By the end of sub strand, the teacher trainee should be able to:</p> <p>a) explore the contributions of current legal provisions in the development of education from the year 2002 to present,</p> <p>b) represent the contributions of current legal provisions in education through a matrix,</p> <p>c) apply the current legal provisions in the development of education from the year 2002 to present in learning,</p> <p>d) Acknowledge the contribution of legal</p>	<p>Teacher trainee to:</p> <ul style="list-style-type: none"> • use digital or other resources to search for information on the current legal provisions that assist in the implementation of basic education in Kenya, make notes and share in class (<i>TSC Act of 2012, Basic Education Act of 2013, KNEC Act of 2012, KICD Act of 2013, Public Health Act of 2012, New Children’s Act of 2022, Public Procurement and disposal Act of 2022, The Constitution of Kenya 2010, University Act of 2014, TVET Act of 2013, Persons with Disabilities Act of 2003</i>), • discuss ways in which the legal provisions in education enhance the implementation of basic education and share, • debate on the contribution of legal provisions in education 	<p>How do legal provisions affect the development of education?</p>

		provisions to the development of education in Kenya.	to the development of education and make notes, <ul style="list-style-type: none"> • make a matrix to represent the contributions of current legal provisions in education, • design various learning situations in which the current legal provisions in the development of education from the year 2002 to present in a learning situation. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital Literacy Skills: skills of using digital resources are developed as the teacher trainees search for information on the current legal provisions that assist in the implementation of basic education in Kenya. • Communication and Collaboration: team building skills are developed as teacher trainees work together with peers in debating on the contributions of legal provisions in education to the development of education. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: teacher trainees accommodate opinions of others during debate on the contribution of different legal provisions in the development of education. • Integrity: teacher trainees display honesty on information searched about the current legal provisions that assist in the implementation of basic education in Kenya. 				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to explore the contributions of current legal provisions in the development of education from the year 2002 to present.	Explores with examples the contributions of current legal provisions in the development of education from the year 2002 to present.	Explores the contributions of current legal provisions in the development of education from the year 2002 to present.	Explores the contributions of current legal provisions in the development of education from the year 2002 to present leaving minor details.	Explores the contributions of current legal provisions in the development of education from the year 2002 to present leaving major details.
Ability to represent the contributions of current legal provisions in education through a matrix.	Represents with elaborate explanation the contributions of current legal provisions in education through a matrix.	Represents the contributions of current legal provisions in education through a matrix.	Represents the contributions of current legal provisions in education through a matrix leaving minor details.	Represents of the contributions of current legal provisions in education through a matrix leaving major details.
Ability to apply the current legal provisions in the development of education from the year 2002 to present in learning.	Applies the current legal provisions in the development of education from the year 2002 to present in learning with justifications.	Applies the current legal provisions in the development of education from the year 2002 to present in learning.	Applies current legal provisions in the development of education from the year 2002 to present in learning but leaves minor details.	Applies current legal provisions in the development of education from the year 2002 to present but leaves major details.

STRAND 4.0 DEVELOPMENT OF TEACHER EDUCATION IN KENYA

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
4.0 Development of Teacher Education in Kenya	4.1 Trends in the Development of Teacher Education	By the end of the sub strand, the teacher trainee should be able to: <ol style="list-style-type: none"> trace the development of teacher education in Kenya since the colonial period, evaluate the policy documents that have guided teacher education before and after independence, select specific aspects of policy documents that have contributed to development of secondary teacher education, apply desk research to examine the 	The teacher trainee to: <ul style="list-style-type: none"> brainstorm on the development of teacher education in Kenya (<i>Pre Primary, Primary, Secondary and University, teacher education</i>) and make notes, write a research paper tracing the development of teacher education in Kenya since the colonial period and present in a plenary, search and discuss the policy documents (<i>Education Commissions and reports, Sessional Papers</i>) that have guided development of teacher education over the years, write and share the findings, discuss with peer's specific aspects of policy documents that have contributed to development of secondary teacher education, make 	Why should a teacher acquire knowledge on trends in teacher education?

		<p>growth of teacher training colleges from pre-independence period to date,</p> <p>e) acknowledge the importance of teacher education to the implementation of basic education.</p>	<p>presentations and get feedback from peers,</p> <ul style="list-style-type: none"> • research on the growth of teacher training colleges in Kenya from pre-independence period to date, make notes and present in class, • debate on the importance of teacher education to the implementation of basic education and write a report. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: skills of working collaboratively with others is enhanced as teacher trainees brainstorm on the development of teacher education in Kenya. • Self-Efficacy: self- confidence skills as teacher trainees present in a plenary the research findings on the development of teacher education in Kenya since the colonial period. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: as teacher trainees take time to listen and respond during debates on the importance of teacher education to the implementation of basic education. • Responsibility: as teacher trainees accomplish the task of writing a research paper tracing the development of teacher education in Kenya from colonial period to date. 				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to trace the development of teacher education before independence.	Traces with relevant examples the development of teacher education before independence.	Traces the development of teacher education before independence.	Traces the development of teacher education before independence but leaves minor details.	Traces the development of teacher education before independence but leaves major details.
Ability to evaluate the policy documents that have guided teacher education in Kenya.	Critically evaluates the policy documents that have guided teacher education in Kenya.	Evaluates the policy documents that have guided teacher education in Kenya.	Evaluates one policy document that has guided teacher education in Kenya.	Evaluates one policy document that has guided teacher education in Kenya omitting critical details.
Ability to select specific aspects of policy documents that have contributed to development of secondary teacher education.	Selects and categorizes specific aspects of policy documents that have contributed to development of secondary teacher education.	Selects specific aspects of policy documents that have contributed to development of secondary teacher education.	Selects specific aspects of one policy document that has contributed to development of secondary teacher education.	Selects some of the specific aspects of one policy document that has contributed to development of secondary teacher education.
Ability to apply desk research to examine the growth of teacher training colleges from pre-independence period to date.	Applies desk research to examine the growth of teacher training colleges from pre-independence period to date citing references.	Applies desk research to examine the growth of teacher training colleges from pre-independence period to date.	Applies desk research to examine the growth of teacher training colleges from pre-independence period to date but leaves minor details.	Applies desk research to examine the growth of teacher training colleges from pre-independence period to date but leaves major details.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p>4.0 Development of Teacher Education in Kenya</p>	<p>4.2 Reforms in Teacher Education</p>	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <p>a) examine the reforms in teacher education since independence,</p> <p>b) assess the gains and challenges in the development of teacher education from independence to date,</p> <p>c) describe possible solutions to the challenges faced in the development of teacher education,</p>	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> • brainstorm on the reforms in teacher education since independence (<i>Duration, qualification, curriculum, teacher professional development and Upgrade</i>), • search information using digital devices or other resources on the steps taken to reform teacher education, make notes and present the findings for feedback from peers, • discuss in groups the gains, challenges and possible solutions in the development of teacher education since independence, make notes and share with peers, • conduct a research on possible solutions to the challenges faced in the development of teacher education and present in plenary, 	<p>Why are reforms necessary in teacher education?</p>

		<p>d) utilize the established solutions to the challenges faced in the development of teacher education to improve teacher education,</p> <p>e) recognise the reforms in teacher education since independence.</p>	<ul style="list-style-type: none"> • debate on the impact of the reforms in teacher education since independence and make notes. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: the skills of using logic and evidence to arrive at solutions as teacher trainees conduct a research on possible solutions to the challenges faced in the development of teacher education. • Learning to Learn and Reflective Practice: skills of using ICT tools interactively as teacher trainees search information using digital devices on the steps taken to reform teacher education. 				
<p>Values:</p> <ul style="list-style-type: none"> • Love: teacher trainees respect others' opinions during the debate on the impact of the reforms in teacher education since independence. • Unity: teacher trainee work together with peers in discussing the gains, challenges and possible solutions in the development of teacher education since independence. 				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to examine the reforms in teacher education in Kenya since independence.	Examines with examples the reforms in teacher education in Kenya since independence.	Examines the reforms in teacher education in Kenya since independence.	Examines three to five reforms in teacher education in Kenya since independence.	Examines one to two reforms in teacher education in Kenya since independence.
Ability to assess the gains and challenges in the development of teacher education.	Assesses the gains and challenges in the development of teacher education with citations.	Assesses the gains and challenges in the development of teacher education.	Assesses gains or challenges in the development of teacher education.	Assesses gains or challenges in the development of teacher education but omits critical details.
Ability to describe possible solutions to the challenges faced in the development of teacher education.	Describes with examples possible solutions to the challenges faced in the development of teacher education.	Describes possible solutions to the challenges faced in the development of teacher education.	Describes possible solutions to the challenges faced in the development of teacher education but leaves minor details.	Describes possible solutions to the challenges faced in the development of teacher education but leaves major details.

STRAND 5.0 SYSTEMS OF EDUCATION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
5.0 Systems of Education	5.1 Determinants of Education System	<p>By the end of sub strand the teacher trainee should be able to:</p> <p>a) evaluate factors that influence the choice of a country's education system,</p> <p>b) illustrate how various factors have influenced the education system in Kenya,</p> <p>c) recognise the importance of the determinants of an education system.</p>	<p>Teacher trainee to:</p> <ul style="list-style-type: none"> • brainstorm on factors influencing the choice of the education system of a country, • search for information using digital or other resources and discuss with peers factors that influence the choice of a country's education system, write a report and share findings in class (<i>Geographical factors, Economic factors, Social and cultural factors, Historical factors, Political factors, Language factors, Technological factors</i>), • design an illustration/model showing how various factors have influenced the education system in Kenya, • debate on the factors that influence the choice of a country's education system and write a report. 	<p>Why should a teacher trainee learn about determinants of a country's education system?</p>

Core Competencies to be developed:

- **Learning to Learn and Reflective Practice:** skills of carrying out research to enrich learning as the teacher trainees search for information using digital or other resources and discusses factors that influence the choice of a country's education system.
- **Communication and Collaboration:** skills of communicating with peers as teacher trainees debate with peers the factors that influence the choice of a country's education system.
- **Citizenship and Leadership:** skills of social cultural sensitivity awareness as teacher trainees search for cultural factors that influence the choice of a country's education system.

Values:

- **Responsibility:** teacher trainees share roles in debating the factors that influence the choice of a country's education system.
- **Integrity:** teacher trainees observe internet ethics on copyright materials in searching for information using digital and other resources and discusses factors that influence the choice of a country's education system.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to evaluate factors that influence the choice of a country's education system.	Evaluates the factors that influence the choice of a country's education system citing relevant examples.	Evaluates factors that influence the choice of a country's education system.	Evaluates four to six factors that influence the choice of a country's education system.	Evaluates one to three factors that influence the choice of a country's education system.
Ability to illustrate how various factors have influenced the education system in Kenya.	Illustrates with examples how various factors influence the education system in Kenya.	Illustrates how various factors have influenced the education system in Kenya.	Illustrates how various factors have influenced the education system in Kenya but omits minor details.	Illustrates how various factors have influenced the education system in Kenya but omits major details.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
5.0 Systems of Education	5.2 Global Systems of Education	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <ol style="list-style-type: none"> examine the education practices of selected countries globally, compare and contrast the education practices of selected countries with that of Kenya, apply the best practices of selected countries in improving the education system in Kenya, appreciate the best education practices of the selected global systems. 	<p>Teacher trainee to:</p> <ul style="list-style-type: none"> brainstorm on global practices and policies in education, search for information using digital or other resources on global systems of education, (<i>curriculum, management, structure, financing, assessment, entry age, teacher education and policies in Finland, USA, Singapore, Britain</i>) make notes and present in class, write a paper and present in a plenary session on similarities and differences between the global systems of education with that of Kenya, discuss the best practices of global systems of education that can be utilised in Kenya's education system and share with peers for feedback. 	<p>Why is it important for a teacher to study the global systems of education?</p>

Core Competencies to be developed:

- **Digital Literacy Skills:** skills of finding and managing information as teacher trainees search for information using digital resources on curriculum, management, structure, financing, assessment, entry age, teacher education and policies of global systems of education.
- **Assessment Competency:** skills of monitoring own learning are enhanced as teacher trainees receive feedback from peers during discussion on the best practices of global systems of education that can be utilised in Kenya’s education system,

Values:

- **Respect:** teacher trainees appreciate others’ ideas as they discuss on the best practices of global systems of education that can be utilised in Kenya’s education system.
- **Unity:** teacher trainees respect other peers' opinions as they discuss on the best practices of global systems of education that can be utilised in Kenya’s education system.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to examine the education practices of selected countries globally.	Examines the education practices of selected countries globally and cites references.	Examines the education practices of selected countries globally.	Examines the education practices of two to three selected countries globally.	Examines the education practices of one selected country globally.
Ability to compare and contrast the education practices of selected countries with that of Kenya.	Compares and contrasts while giving relevant examples the education practices of selected countries with that of Kenya.	Compares and contrasts the education practices of selected countries with that of Kenya.	Compares and contrasts the education practices of two to three selected countries with that of Kenya.	Compares and contrasts the education practices of one selected country with that of Kenya.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
5.0 Systems of Education	5.3 Systems of Education in Africa	<p>By the end of the sub strand the teacher trainee should be able to:</p> <ul style="list-style-type: none"> a) examine the education practices of selected African countries, b) compare the education practices of selected African countries with that of Kenya, c) develop a model representing the best practices from selected education systems of countries in Africa, d) apply the best practices from selected education systems of countries in Africa, e) appreciate the best education practices of the selected countries in Africa. 	<p>Teacher trainee to:</p> <ul style="list-style-type: none"> • search for information using digital or other resources on African systems of education (<i>curriculum, management, structure, financing, assessment, entry age, teacher education and policies in education systems of education in Senegal, Ghana, South Africa and Egypt</i>) and share findings with peers in plenary, • debate on the similarities and differences between the selected education practices of countries in Africa with the Kenyan education system, write a report and share with peers for feedback, 	<p>Why should a teacher acquire knowledge on education systems in Africa?</p>

			<ul style="list-style-type: none"> • make a model representing the best practices from selected education systems of countries in Africa and display in class, • research on the similarities and differences of African countries' education systems, write a paper and share, • discuss and determine the best practices of selected education systems of countries in Africa, write notes and present in a plenary. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital Literacy Skills: skills of using digital resources as teacher trainees search for information using digital devices on the curriculum, management, structure, financing, assessment, entry age, teacher education and policies in education systems. • Creativity and Innovation: creative experimentation skills as teacher trainees make a model representing the best practices from selected education systems of countries in Africa and displays them in class. • Self- Efficacy: self – confidence skill as the teacher trainees successfully accomplish the task of making a model representing the best practices from selected education systems of countries in Africa. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: teacher trainees take turns in discussing the best practices of selected education systems of countries in Africa. 				

- **Responsibility:** teacher trainees perform their assigned roles in debating on the similarities and differences between the selected education practices of countries in Africa with the Kenyan education system.

Suggested Formative Assessment Rubric				
Level	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Indicator				
Ability to examine the education practices of selected African countries.	Examines with illustrations the education practices of selected African countries.	Examines the education practices of selected African countries.	Examines the education practices of two to three selected African countries.	Examines the education practices of one selected African country.
Ability to compare the education practices of selected African countries with that of Kenya.	Compares and contrasts the education practices of selected African countries with that of Kenya.	Compares the education practices of selected African countries with that of Kenya.	Compares education practices of two to three selected African countries with that of Kenya.	Compares education practices of one selected African country with that of Kenya.
Ability to develop a model representing the best practices from selected education systems of countries in Africa.	Develops a model representing the best practices from selected education systems of countries in Africa citing relevant examples.	Develops a model representing the best practices from selected education systems of countries in Africa.	Develops a model representing the best practices from selected education systems of two to three countries in Africa.	Develops a model representing the best practices selected education system of one country in Africa.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
5.0 Systems of Education	5.4 Systems of Education in Eastern Africa	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <ol style="list-style-type: none"> a) examine the education practices of selected countries in Eastern Africa, b) compare the education practices of selected countries in Eastern Africa with that of Kenya, c) apply best education practices of selected countries in Eastern Africa in the learning process, d) appreciate the best education practices of the selected countries in the Eastern Africa. 	<p>Teacher trainee to:</p> <ul style="list-style-type: none"> • search for information using digital or other resources Eastern Africa systems of education (<i>curriculum, management, structure, financing, assessment, entry age, teacher education and policies in Rwanda, Tanzania, Uganda and Ethiopia</i>) and make notes, • discuss the similarities and differences between the education systems of selected countries in Eastern Africa with the Kenyan education practices and document the resolutions and present in class, • discuss in groups and select the best practices from education systems of selected countries of Eastern Africa, make notes and share with peers, 	<p>Why should a teacher in Kenya learn about education systems in Eastern Africa?</p>

			<ul style="list-style-type: none"> • Simulate a learning experience to demonstrate use of best education practices of selected countries in Eastern Africa in the learning process. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: skill of teamwork is developed as teacher trainees work with peers in group discussion on the similarities and differences between the education systems of selected countries in Eastern Africa with the Kenyan education system and documents the resolutions. • Creativity and Innovation: skill of making work interesting as the teacher trainees make a model on the best practices from selected education systems of countries in Eastern Africa with that of Kenya. 				
<p>Values:</p> <ul style="list-style-type: none"> • Integrity: teacher trainees demonstrate accountability by accessing only relevant sites when searching for information using digital resources on the curriculum, management, structure, financing, assessment, entry age, teacher education and policies in Eastern African. • Unity: working together in harmony with peers as teacher trainees discuss the similarities and differences between the education systems of selected countries in Eastern Africa with the Kenyan education practices and document the resolutions. 				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to examine the education practices of selected countries in Eastern Africa.	Examines the education practices of selected countries in Eastern Africa citing relevant examples.	Examines the education practices of selected countries in Eastern Africa.	Examines the education practices of two to three selected countries in Eastern Africa.	Examines the education practices of one selected country in Eastern Africa.
Ability to compare the education practices of selected countries in Eastern Africa with that of Kenya.	Compares and contrasts education practices of selected countries in Eastern Africa with that of Kenya.	Compares the education practices of selected countries in Eastern Africa with that of Kenya.	Compares education practices of two to three selected countries in Eastern Africa with that of Kenya.	Compares education practices of one selected country in Eastern Africa with that of Kenya.
Ability to apply best education practices of selected countries in Eastern Africa in the learning process.	Applies best education practices of selected countries in Eastern Africa in the learning process with justification.	Applies best education practices of selected countries in Eastern Africa in the learning process.	Applies the best education practices of two to three selected countries in Eastern Africa in the learning process.	Applies the best education practices of one selected country in Eastern Africa in the learning process.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions (s)
5.0 Systems of Education	5.5 International Systems of Education in Kenya	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <ul style="list-style-type: none"> a) examine the selected international systems of education in Kenya, b) compare Kenya’s education system with international systems in Kenya, c) apply practices of international educational systems in Kenya to improve Kenya’s education system, d) appreciate the contribution of selected international systems in Kenya. 	<p>Teacher trainee to:</p> <ul style="list-style-type: none"> • search for the aspects of education of selected international systems in Kenya using digital and other resources, discuss, write a report and share (<i>Montessori, Accelerated Christian Education (ACE), General Certificate of Education (GCE)</i>), • discuss in groups the similarities and differences in Kenya’s education system with international systems in Kenya and make notes, • debate on practices of selected international systems of education in Kenya that can be used to improve Kenya’s education system and share, • discuss in groups on ways of applying practices of international educational systems in Kenya to improve Kenya’s education system and present in class. 	<p>How do different education systems complement each other in Kenya?</p>

Core Competencies to be developed:

- **Self-Efficacy:** teacher trainees demonstrate confidence when debating on the contribution of selected international systems of education in Kenya.
- **Citizenship and Leadership:** skills of interacting successfully and respectfully with others as teacher trainees discuss with peers on the similarities and differences in Kenya's education system with international systems in Kenya.

Values:

- **Unity:** teacher trainees work together with peers in discussing the similarities and differences in Kenya's education system with international systems in Kenya.
- **Patriotism:** teacher trainees demonstrate love for their country as they participate in a group discussion on ways of applying practices of international educational systems in Kenya to improve Kenya's education system.

Suggested Formative Assessment Rubric

Indicator \ Level	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to examine the selected international systems of education in Kenya.	Critically examines the three selected international systems of education in Kenya.	Examines the three selected international systems of education in Kenya.	Examines two selected international systems of education in Kenya.	Examines one selected international system of education in Kenya.
Ability to compare Kenya's education system with international systems in Kenya.	Compares and contrasts Kenya's education system with international systems in Kenya.	Compares Kenya's education system with the selected international systems in Kenya.	Compares Kenya's education system with the two selected international systems in Kenya.	Compares Kenya's education system with one selected international system in Kenya.

STRAND 6.0 GLOBAL TRENDS IN EDUCATION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
6.0 Global Trends in Education	6.1 Trends in Education	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <ol style="list-style-type: none"> examine the influence of international declarations on education practice in a country, determine the implications of international declarations on education practice in Kenya, develop a matrix showing the influence of international declarations on education practice in Kenya, compare the achievement of Sustainable Development Goals (SDGs)No. 4 between Kenya, Uganda and Tanzania, 	<p>Teacher trainee to:</p> <ul style="list-style-type: none"> search information using digital or other resources and discuss how the international declarations influence education practices of a country. Write a report and make presentations, discuss in groups and share in plenary international declarations that impact basic education in Kenya (<i>Education for Millennium Development, Education for All (EFA), Education for Sustainable Development – ESD</i>), carry out a research on how the international declarations have impacted on education practice in Kenya and share findings, make and display a matrix showing the influence of international declarations on education practice in 	<p>How do international declarations influence education practice?</p>

		e) appreciate the role played by the international community on the development of education in Kenya.	Kenya for peers to make gallery walk and give feedback, <ul style="list-style-type: none"> • carry out a research on similarities and differences on the achievement of Sustainable Development Goal (SDG) No. 4 between Kenya and Uganda, Kenya and Tanzania, Uganda and Tanzania. • create digital messages on ways of achieving Sustainable Development Goal No.4 and disseminate to peers. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital Literacy Skills: skill of managing information is developed as teacher trainees use digital resources to create digital messages on ways of achieving Sustainable Development Goal No.4 and disseminates to peers. • Pedagogical Content Knowledge: as teacher trainees demonstrate understanding on how the international declarations influence education practices of a country. • Creativity and Innovation: skill of applying knowledge and skills acquired in training as teacher trainees make a matrix showing the influence of international declarations on education practice in Kenya. 				
<p>Values:</p> <ul style="list-style-type: none"> • Integrity: observing copyrights as teacher trainees search for information using digital resources and other resources and discuss how the international declarations influence education practices of a country. • Social Justice: advocating for fairness as teacher trainees carry out a research on similarities and differences on the achievement of Sustainable Development Goal (SDG) No. 4 which emphasises on quality education between Kenya and Uganda and Tanzania. 				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to examine the influence of international declarations on education practice in a country.	Examines the influence of international declarations on education practice in a country citing examples.	Examines the influence of international declarations on education practice in a country.	Examines the influence of two international declarations on education practices in a country.	Examines the influence of one international declaration on education practices in a country.
Ability to determine the implications of international declarations on education practice in Kenya.	Determines with illustrations the implications of international declarations on education practice in Kenya.	Determines the implications of international declarations on education practice in Kenya.	Determines implications of two international declarations on education practice in Kenya.	Determines implications of one international declaration on education practice in Kenya.
Ability to compare the achievement of Sustainable Development Goal (SDG) No. 4 between Kenya, Uganda and Tanzania.	Compares and contrasts the achievement of Sustainable Development Goal (SDG) No. 4 between Kenya, Uganda and Tanzania.	Compares the achievement of Sustainable Development Goal (SDG) No. 4 between Kenya, Uganda and Tanzania.	Compares the achievement of Sustainable Development Goal (SDG) No. 4 between Kenya, Uganda and Tanzania but leaves minor details.	Compares the achievement of Sustainable Development Goal (SDG) No. 4 between Kenya, Uganda and Tanzania but leaves major details.
Ability to develop a matrix showing the influence of	Skillfully develops matrix showing the influence of	Develops a matrix showing the influence of international	Develops an incomplete matrix showing the influence	Develops an incomplete matrix showing the influence

international declarations on education practice in Kenya.	international declarations on education practice in Kenya.	declarations on education practice in Kenya.	of international declarations on education practice in Kenya.	of international declarations on education practice in Kenya leaving major critical aspects.
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
6.0 Global Trends in Education	6.2 Alternative Modes of Education	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <ol style="list-style-type: none"> examine alternative modes of education in Kenya, evaluate the impact of the alternative modes of education in Kenya, design an instructional strategy for homeschooling, determine ways of implementing alternative modes of education for learning, recognise the relevance of alternative modes of education in Kenya. 	<p>Teacher trainee to:</p> <ul style="list-style-type: none"> brainstorm on alternative modes of education in Kenya, gather information using digital or other resources on alternative modes of education in Kenya. Discuss and offer critique (<i>multi grade, multi shift, mobile schools, home-schooling, e-learning, open learning and exchange programs</i>), research on the use of alternative modes of education in Kenya and how they influence relevance, gender, equity, access and retention in education. Write a report and share in class, discuss the impact of the alternative modes of education in Kenya and make presentations, Discuss and share in groups ways of implementation 	<p>How do alternative modes of education influence learning?</p>

			alternative modes of education learning, <ul style="list-style-type: none"> • prepare a sample schedule for homeschooling and display for positive critique by peers. 	
Core Competencies to be developed: <ul style="list-style-type: none"> • Learning to Learn and Reflective Practice: skills of carrying out research to enrich learning as the teacher trainees research the use of alternative modes of education in Kenya and how they influence relevance, gender, equity, access and retention in education. • Creativity and Innovation: skills in undertaking creativity tasks as teacher trainees prepare a sample schedule for homeschooling. 				
Values: <ul style="list-style-type: none"> • Social Justice: advocating for equality as the teacher trainees research the use of alternative modes of education in Kenya and how they influence gender, equity, access and retention in education. • Unity: working together with peers as teacher trainees discuss the impact of the alternative modes of education in Kenya. 				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to examine alternative modes of education in Kenya.	Examines alternative modes of education in Kenya with relevant examples.	Examines alternative modes of education in Kenya.	Examines three to six alternative modes of education in Kenya.	Examines one to two alternative modes of education in Kenya.
Ability to evaluate the implications of the alternative modes of education in Kenya.	Evaluates the implications of the alternative modes of education in Kenya citing examples.	Evaluates the implications of the alternative modes of education in Kenya.	Evaluates implications of three to six alternative modes of education in Kenya.	Evaluates the implications one to two alternative modes of education in Kenya.
Design an instructional strategy for homeschooling.	Designs an instructional strategy for homeschooling and provides elaborate details.	Designs an instructional strategy for homeschooling.	Designs an incomplete instructional strategy for homeschooling.	Designs an incomplete instructional strategy for homeschooling omitting critical aspects.
Ability to determine ways of implementing alternative modes of education for learning.	Determines with relevant citations ways of implementing alternative modes of education for learning.	Determines ways of implementing alternative modes of education for learning.	Determine ways of implementing three to six alternative modes of education for learning.	Determines ways of implementing one to two alternative modes of education for learning.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
6.0 Global Trends in Education	6.3 International Organisations and Education in Kenya	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <p>a) explore the selected International Organisations involved in development of education in Kenya,</p> <p>b) investigate the contributions of the International Organisations in the development of education,</p> <p>c) illustrate the interrelationship of the contributions of the International Organisations in the development of education in Kenya,</p> <p>d) appreciate the contributions of the</p>	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> • discuss International Organisations involved in the development of education in Kenya (<i>UNESCO, UNICEF and World Bank</i>) and share with peers, • use digital or print resources to research on the role of the International Organisations in the development of education in Kenya, write notes and present, • discuss the variations in the areas of contribution of the International Organisations in the education development in Kenya, • use a diagram or a model to show interrelationship 	<p>How do the International Organisations influence the development of education in Kenya?</p>

		International Organisations in the development of education in Kenya.	of contributions of the International Organisations in the development of education in Kenya.	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to Learn and Reflective Practice: skills of sharing learnt knowledge and skills as teacher trainees share on the role of the International Organisations in the development of education in Kenya. • Communication and Collaboration: communication skills as teacher trainees discuss the variations in the areas of contribution of the International Organisations in the development of education in Kenya. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: collaborating with peers is nurtured as teacher trainees discuss the variations in the areas of contribution of the International Organisations in the development of education in Kenya. • Respect: appreciating the ideas of peers as teacher trainees discuss International Organisations involved in the development of education in Kenya 				

Suggested Formative Assessment Rubric				
Level Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to explore the selected International Organisations involved in development of education in Kenya.	Explores with illustrations the three selected International Organisations involved in development of education in Kenya.	Explores the three selected International Organisations involved in development of education in Kenya.	Explores two selected International Organisations involved in development of education in Kenya.	Explores one selected International Organisation involved in development of education in Kenya.
Ability to investigate the contributions of the International Organisations in the development of education.	Investigates the contributions of the International Organisations in the development of education citing relevant examples.	Investigates the contributions of the International Organisations in the development of education.	Investigates the contributions of two International Organisations in the development of education.	Investigates the contributions of one International Organisation in the development of education.
Ability to illustrate the interrelationship of the contributions of the International Organisations in the development of education in Kenya.	Illustrates with details the interrelationship of the contributions of the International Organisations in the development of education in Kenya.	Illustrates the interrelationship of the contributions of the International Organisations in the development of education in Kenya.	Illustrates the interrelationship of the contributions of two International Organisations in the development of education in Kenya.	Illustrates the interrelationship of the contributions of one International Organisation in the development of education in Kenya.