

REPORT ON COMPETENCE BASED CURRICULUM ACTIVITIES

presented to

THE NATIONAL STEERING COMMITTEE
3rd January 2018



MINISTRY OF EDUCATION

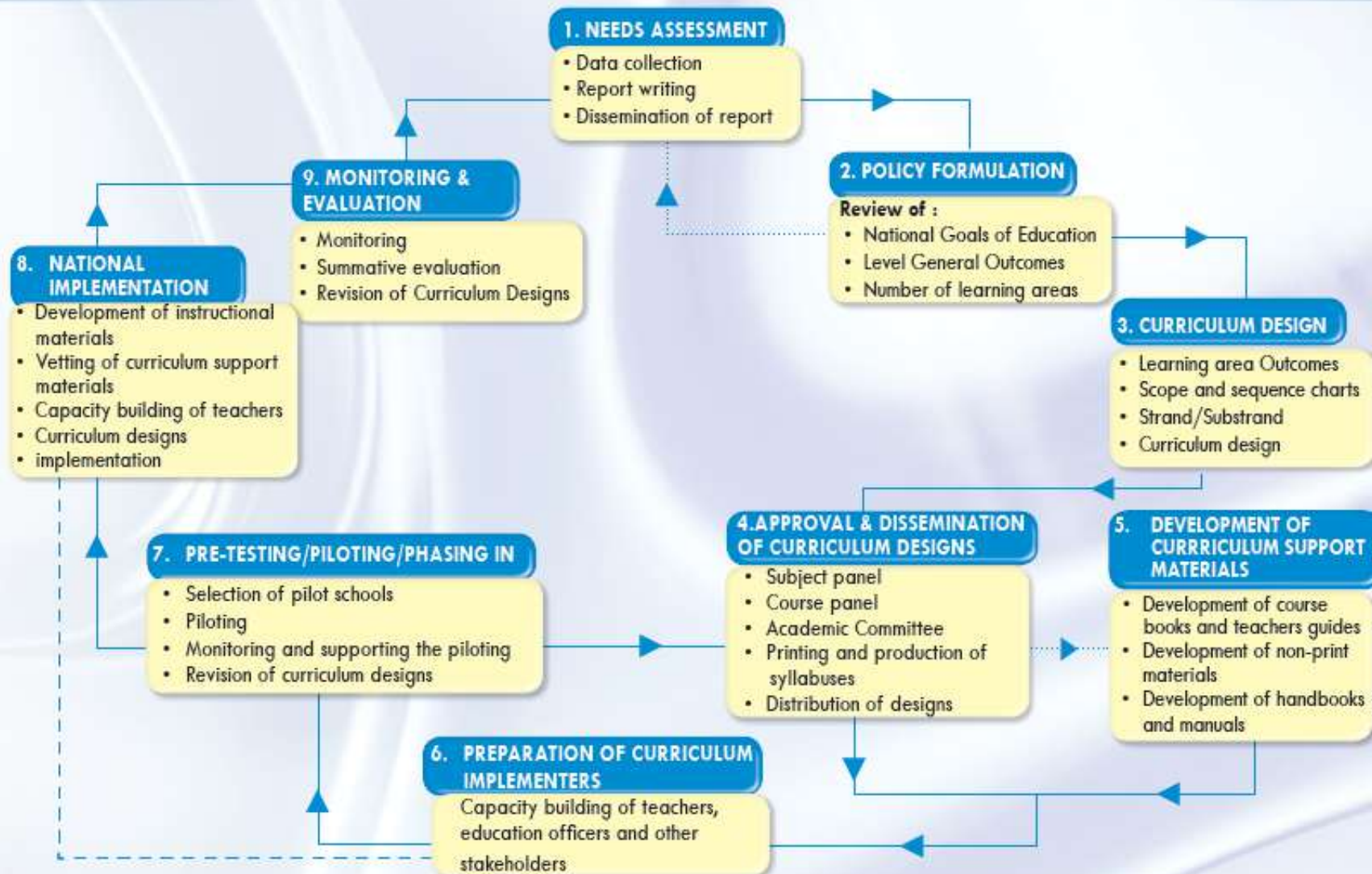


CURRICULUM REFORMS



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

CURRICULUM DEVELOPMENT CYCLE



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Figure 1: Curriculum Development Cycle

EARLY YEARS EDUCATION

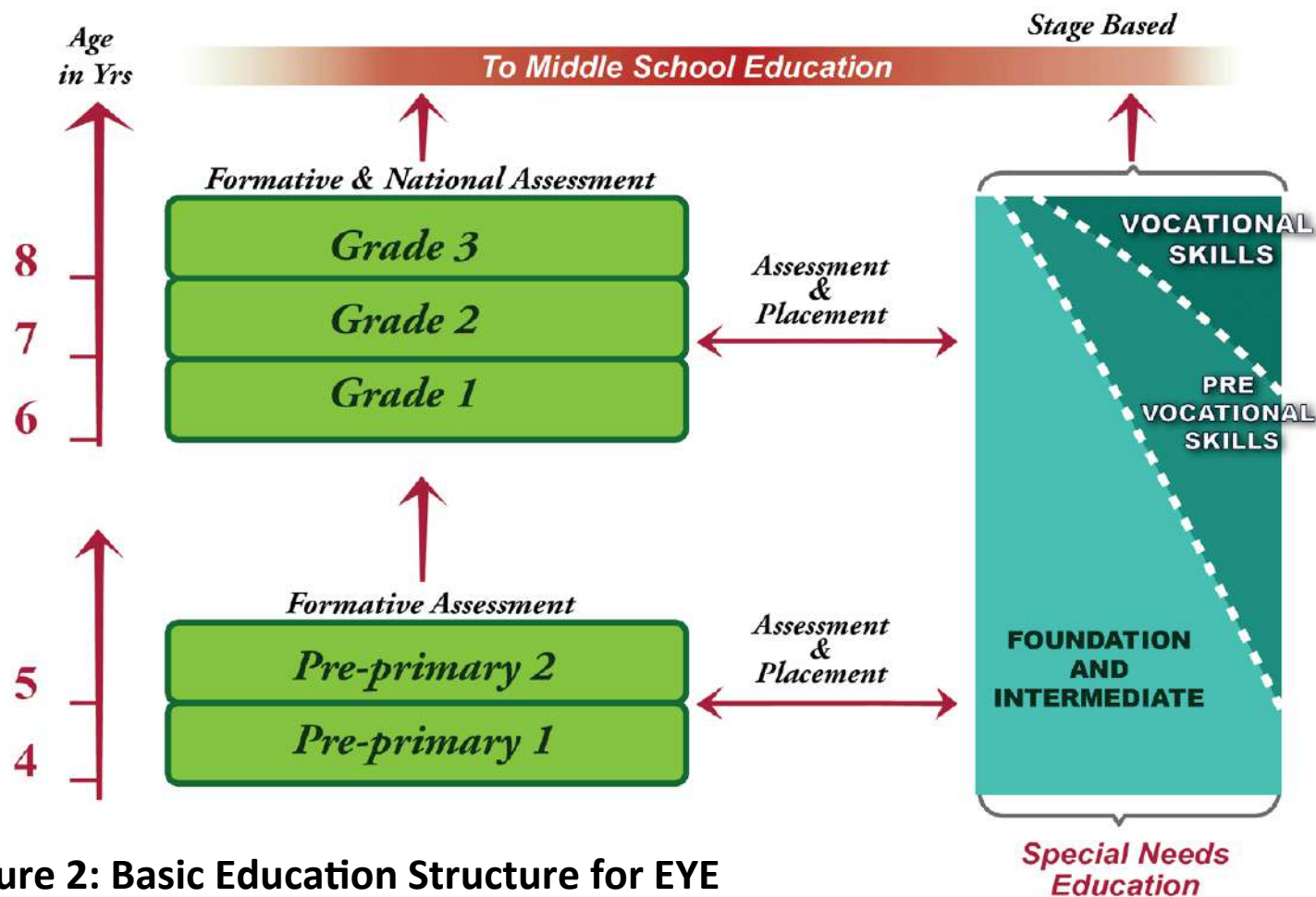


Figure 2: Basic Education Structure for EYE



PRE-PRIMARY AND LOWER PRIMARY LEARNING AREAS

1. Language Activities or Kenyan Sign Language (KSL)
2. Mathematical Activities
3. Environmental Activities
4. Psychomotor and creative Activities
5. Religious Education activities (CRE, IRE, HRE and PPI)

**PRE-PRIMARY 1
and 2**

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

**LOWER PRIMARY
Grade 1-3**

***Learning areas have been adapted to suit learners with special needs education.**

LEARNING AREAS FOR FOUNDATION LEVEL

Learners with SNE may not follow the regular curriculum will take specialist learning areas.

1. Communication, social and pre-literacy skills
2. Sensory integration and creative activities
3. Activities of daily living skills
4. Pre numeracy skills
5. Orientation and mobility skills

**DESIGN OF OBJECTIVE BASED
CURRICULUM**

VS

**DESIGN OF THE COMPETENCE BASED
CURRICULUM**

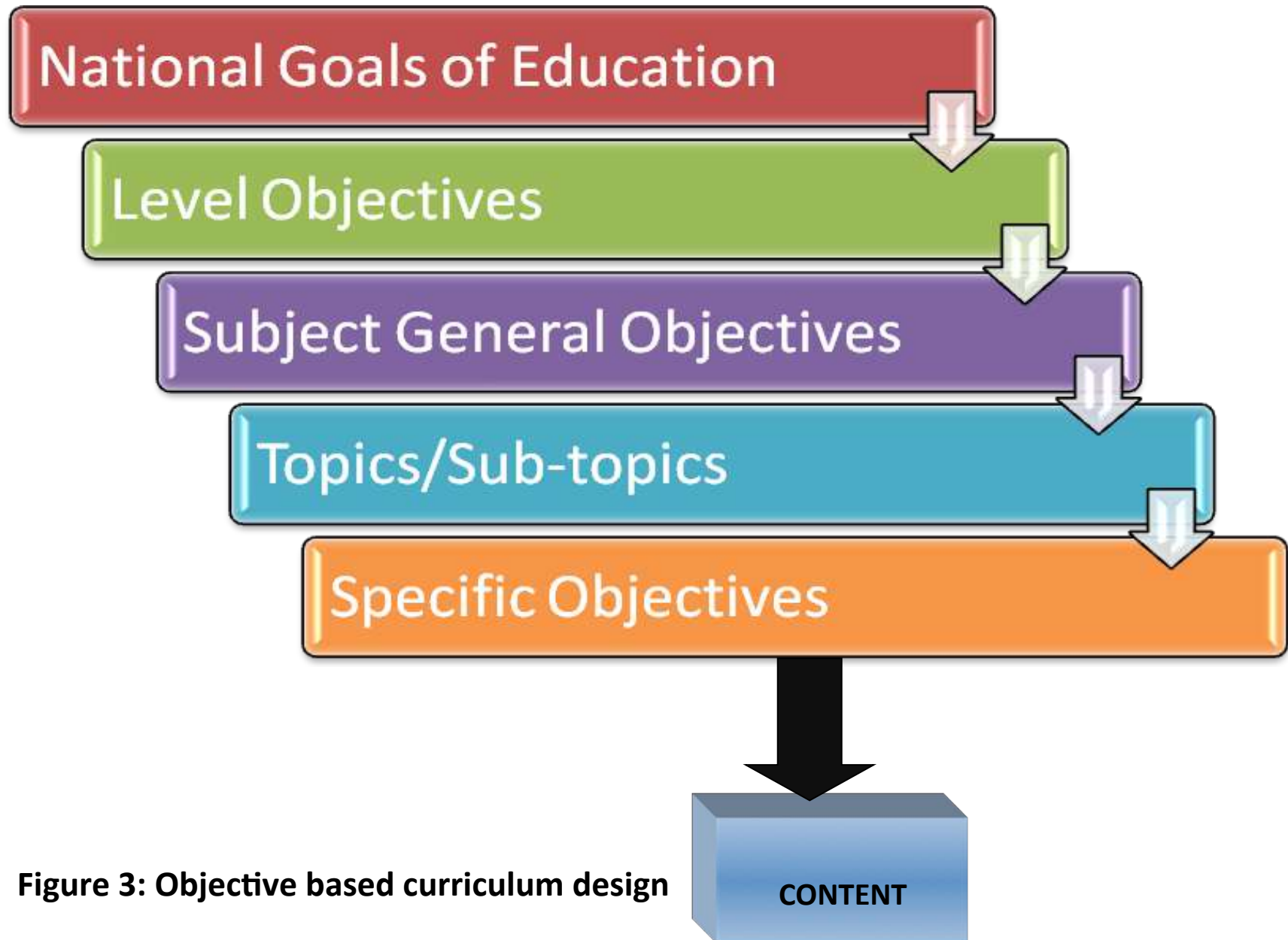


Figure 3: Objective based curriculum design

Topic/ Theme	Sub- topic	Objectives	Content	Teaching and learning experiences	Teaching and learning resources	Assessment	Time Allocation

THEME: LIVING TOGETHER IN OUR HOME AND SCHOOL

1.0 OUR HOME

1.1 Specific Objectives

By the end of this topic, the learner should be able to:-

- a) state the meaning of a home
- b) name different types of houses
- c) identify materials used in building houses

1.2 Content

- A home
- Types of houses
- Materials used in building houses

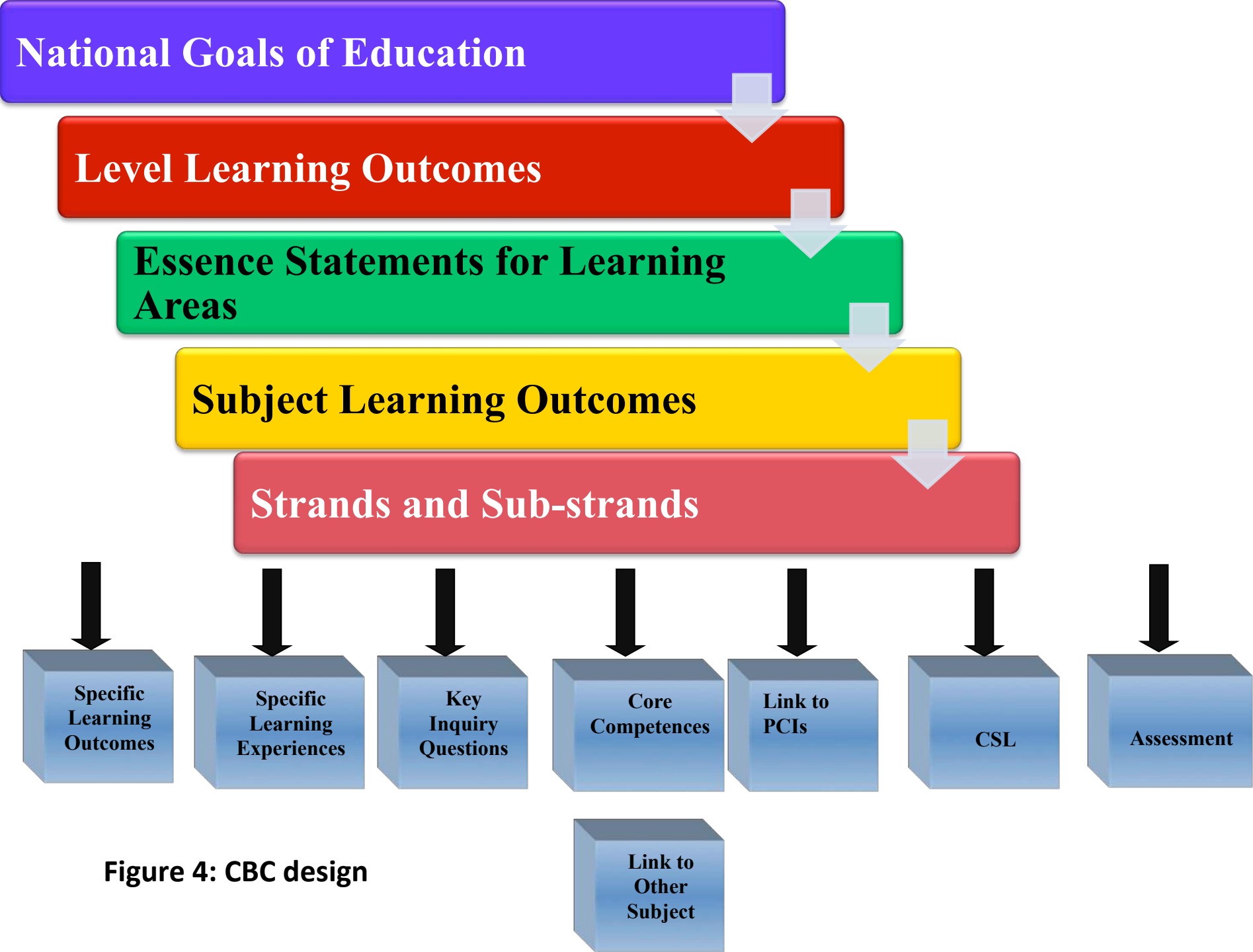


Figure 4: CBC design

Table 1: Sample of CBC Design

STRAND	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
Locomotor Activities	Jumping	<ul style="list-style-type: none"> • Identify the skill of jumping (K) • Acquire the technique of jumping vertically and horizontally (S) • Acquire the technique of jumping forward, backwards and sideways (S) • Appreciate participation in jumping activities with others (A) 	<p>Learners could be guided to jump on or over various apparatus (ropes, benches mats)</p> <p>Learners explore different forms of jumping in fun games</p> <p>Learners to participate in jumping activities in pairs and in groups</p>	<p>What do you need to do to jump high?</p> <p>Can you jump on one foot/both feet?</p> <p>How did you feel jumping on or over the apparatus?</p> <p>How high/far can you jump?</p>

Core competences to be developed:

- communication and collaboration: learners may communicate as they participate in various activities
- learning to learn: continued development of skills
- Self- efficacy: continued improvement in acquisition of skills and participation and cooperation with others
- Creativity and imagination: appreciating each other's abilities and participation

Link to PCIs and Values:

Life Skills: self-awareness, self-esteem, interpersonal relations, cooperation

Link to other subjects:

- Languages: enhanced vocabulary
- Mathematics and Environmental Activities: concept of height and distance

Community Service Learning: Learners can practice jumping activities and discuss their experiences during their leisure time. They may also observe related sports activities undertaken in their communities and in the media.			
Assessment Rubrics:			
Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Learner can jump for height, distance and direction correctly in different expressive ways.	Learner can jump for height, distance and direction correctly.	Learner can jump with ease in any two forms- height, distance or direction.	Learner can jump with ease in only one form – height, distance or direction.

Highlights of the pilot

Objectives of the Pilot

1. Establish the appropriateness of the **curriculum designs** in promoting attainment of core competencies among learning in early years education
2. Assess the ability of teachers to use the **inquiry based learning approach** in promoting achievement of core competencies among learners
3. Assess the adequacy of **allocated time** for various learning areas
4. Establish the relevance of the **instructional materials** in promoting achievement of core competencies among learners
5. Identify effective **parental engagement** strategies for the early years education level.

Baseline Survey

Rationale

- a) to establish pre-pilot conditions and information required for the capacity building of teachers
- b) to judge progress and effectiveness during and after the pilot by comparing data of the baseline study with what emerges during evaluation.

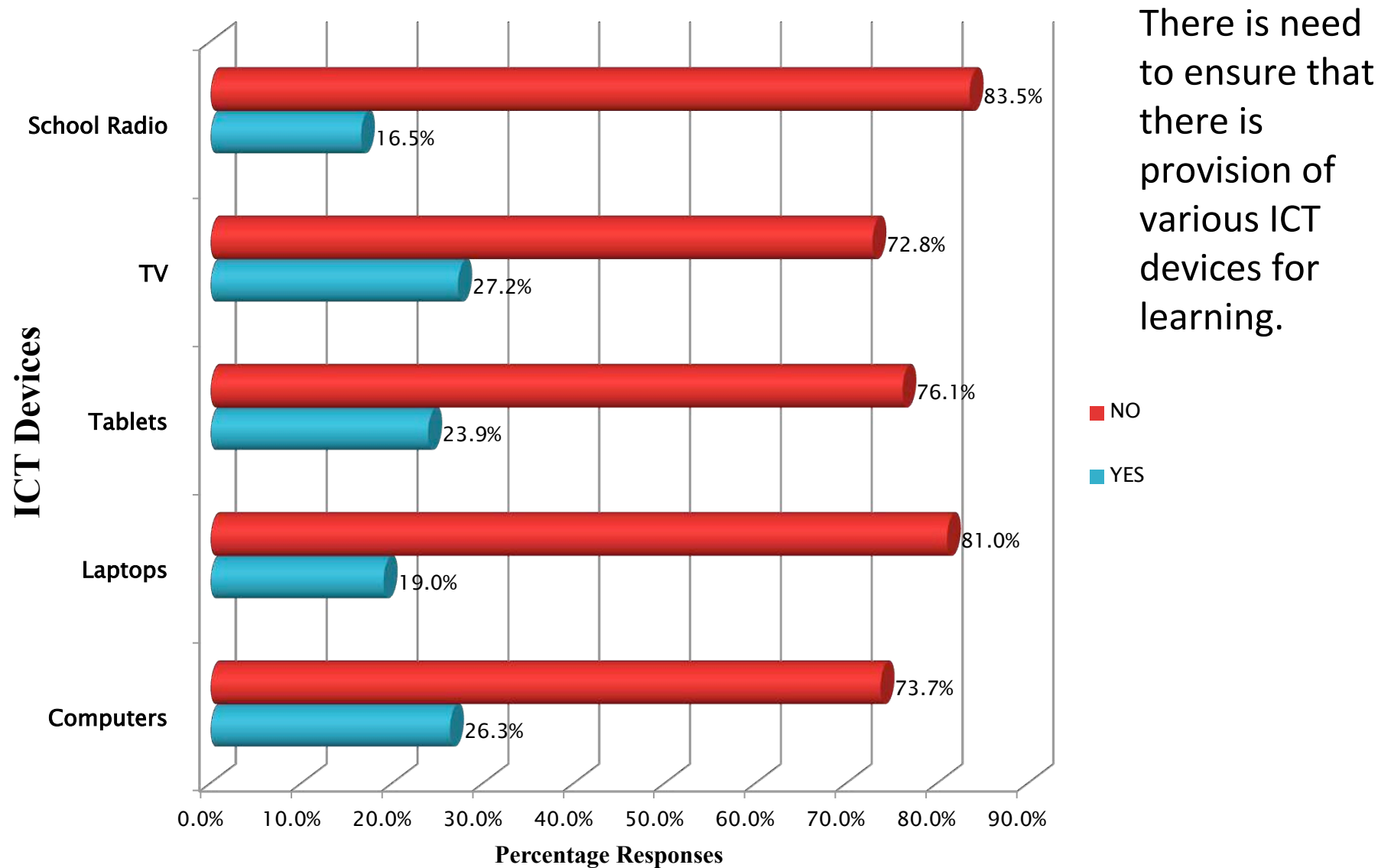
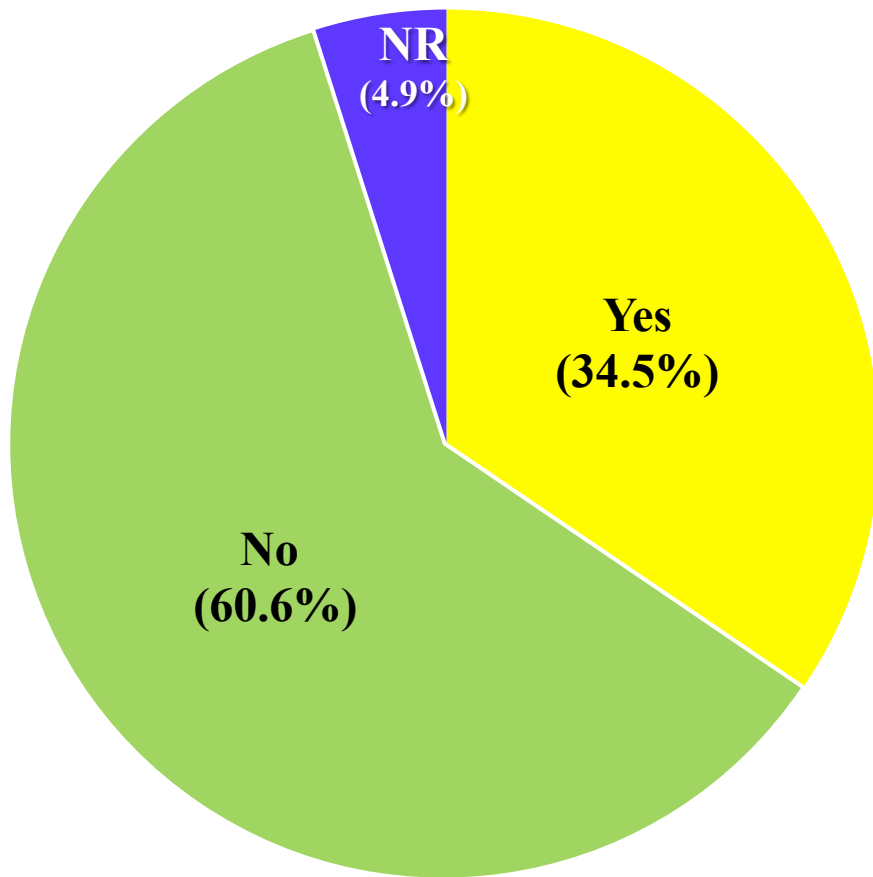


Figure 5: Availability of ICT devices in the schools

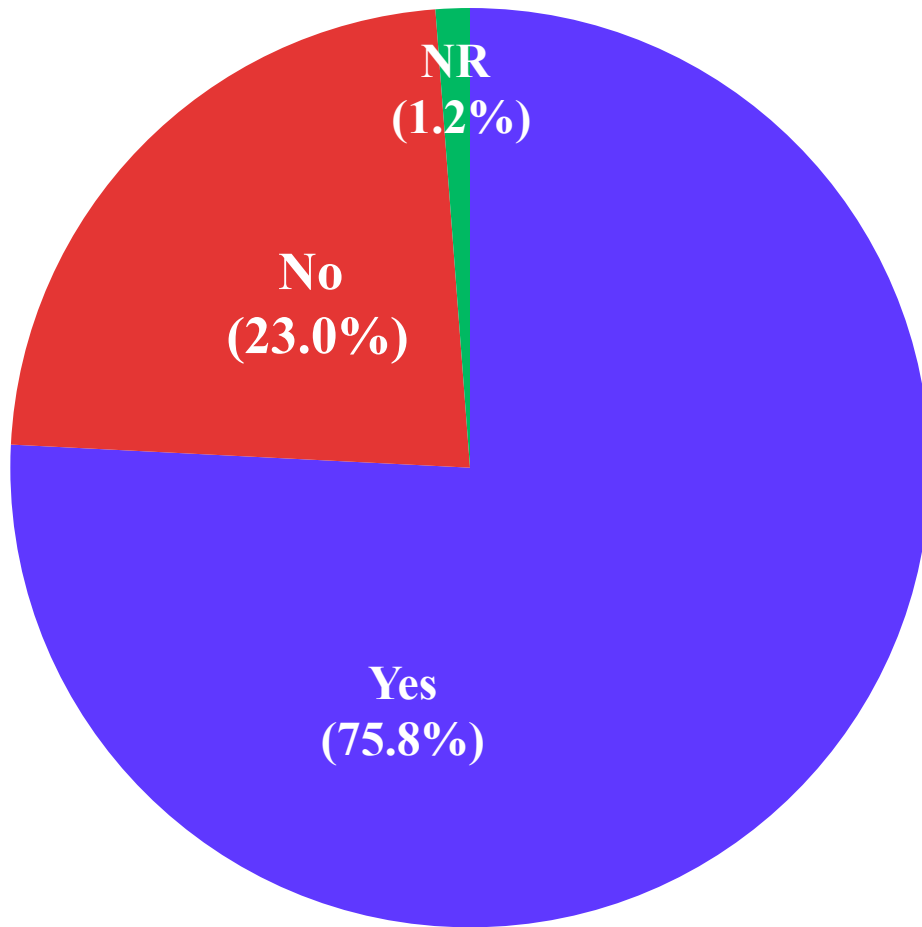


***NR-** No Response

61% of the respondents are not trained on ICT.

- Digital literacy is a core competence, all the teachers for this level should be conversant with all aspects of digital learning.

Figure 6: Teachers Trained on ICT Integration

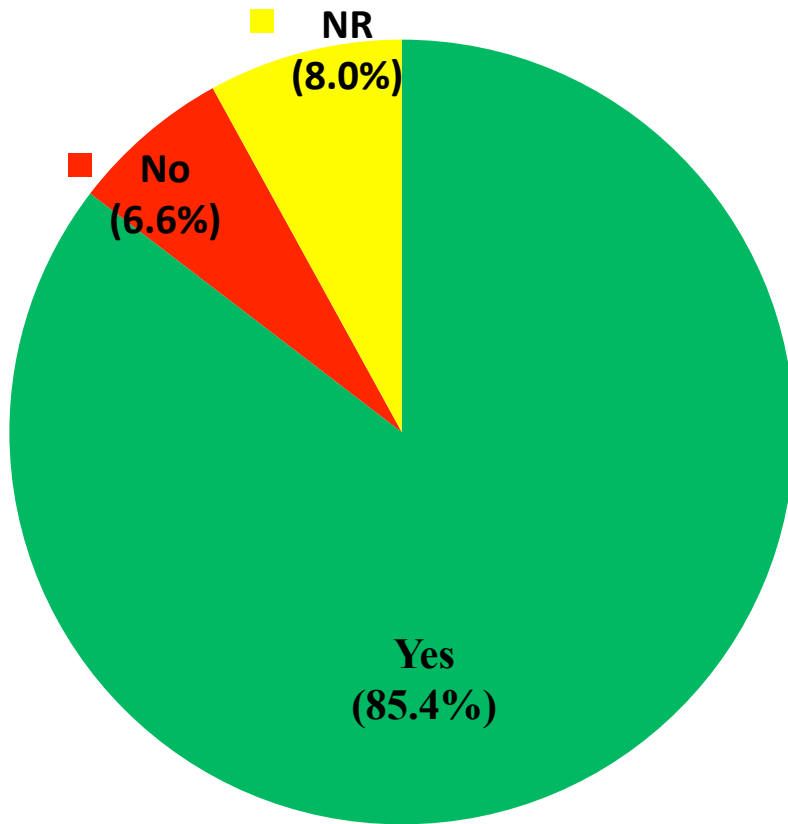


Most of our classroom (75.8%) have adequate space. However all our classes should have adequate space to allow for learning activities.

*NR- No Response

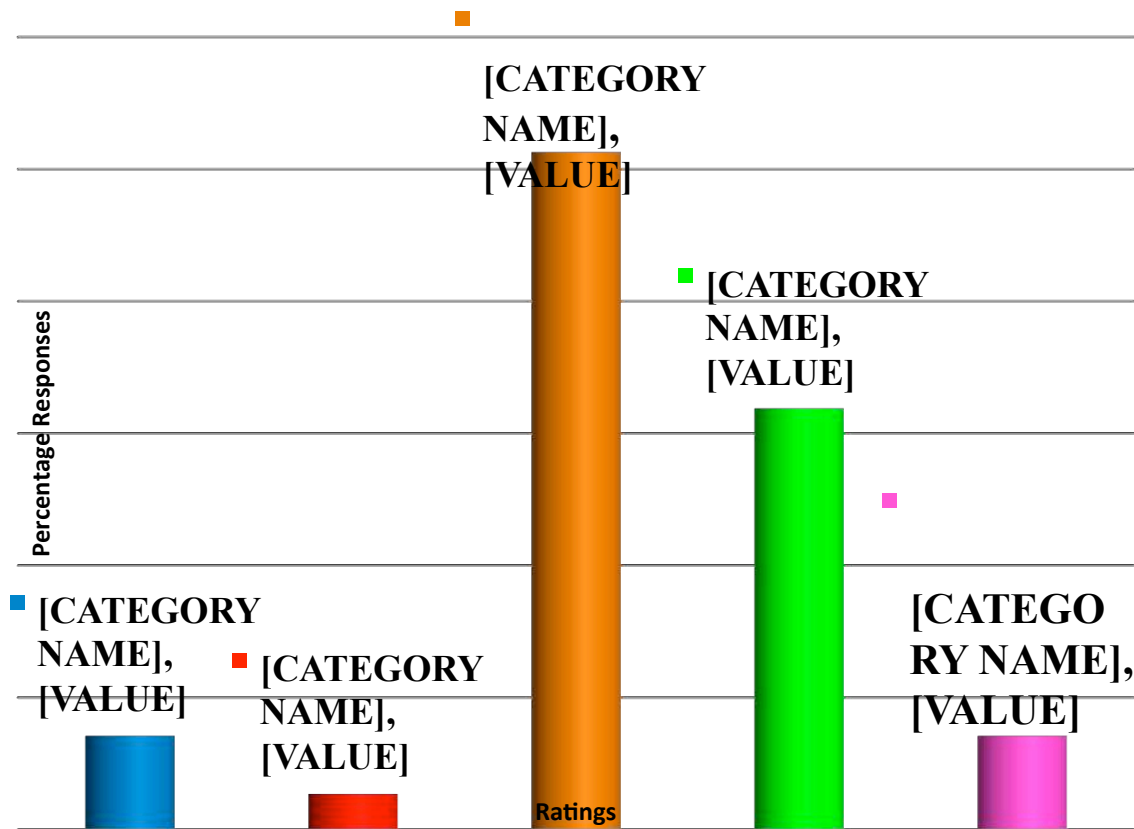
Figure 7: Adequacy of space in the classroom

Summarized findings of monitoring of the Pilot



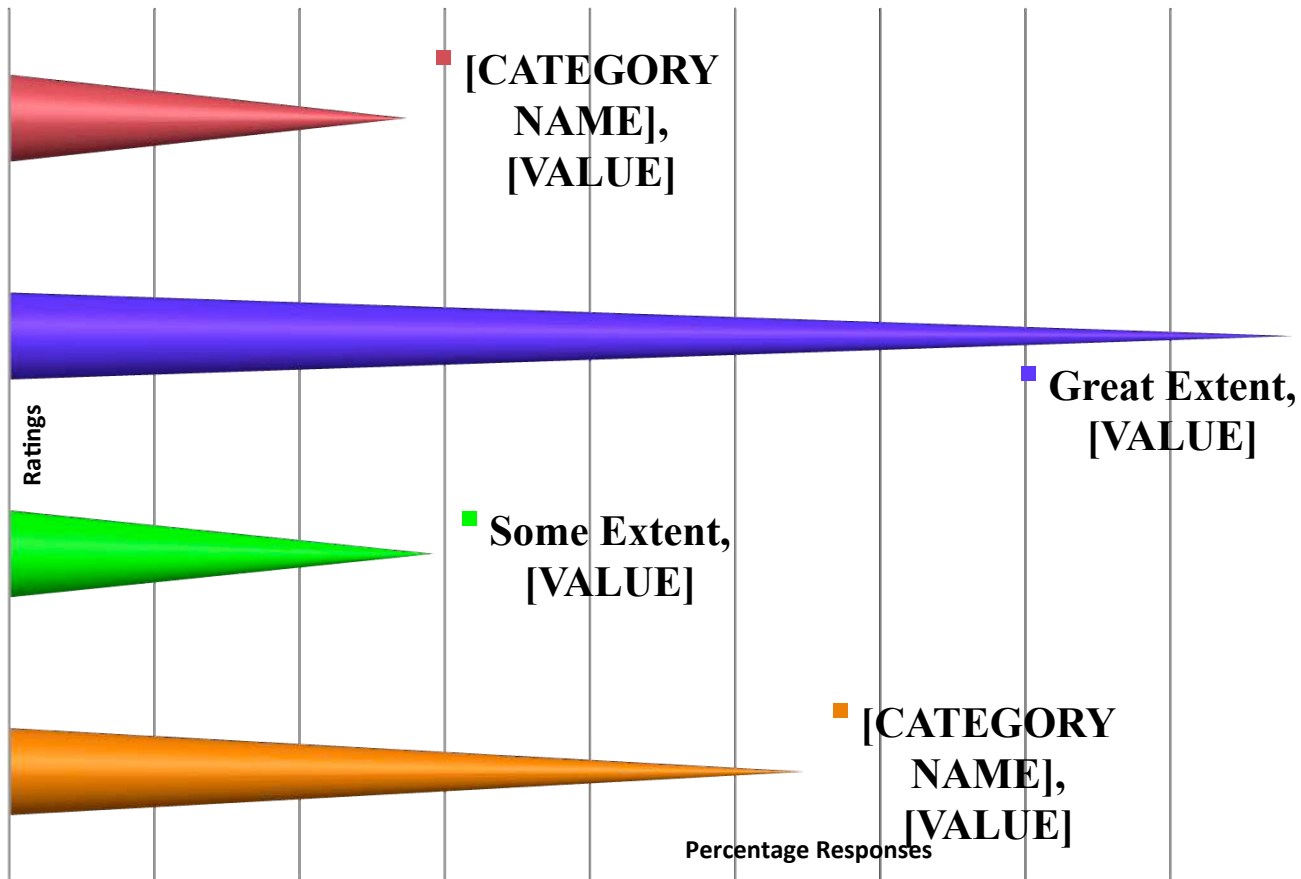
Majority of the teachers, (85.4%) have the ability to derive content from the curriculum designs.

Figure 8: *Teachers Ability to derive content from the designs.*



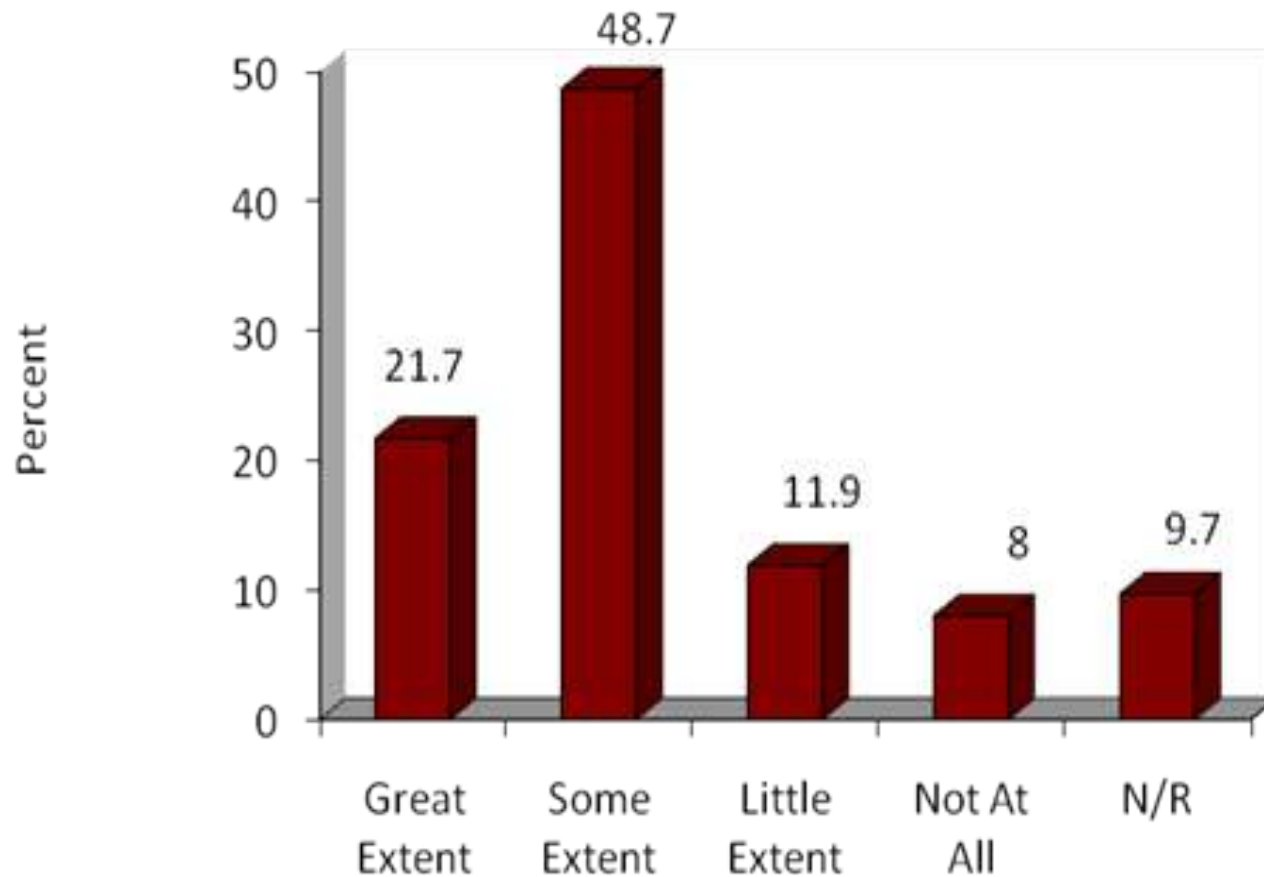
Majority (83.2%) agreed that the curriculum designs are appropriate for the development of the core competencies.

Figure 9: Appropriateness of Curriculum Designs in development of core competencies.



Over half of the respondents expressed that they were able to use inquiry based learning approach. There is need for adequate teacher training on IBL which is ideal for CBC.

Figure 10: Teachers Ability to use Inquiry Based learning Approach



70.4% of the respondents found the instructional support materials relevant for CBC implementation as they were activity based.

Figure 11: Relevance of the instructional support materials

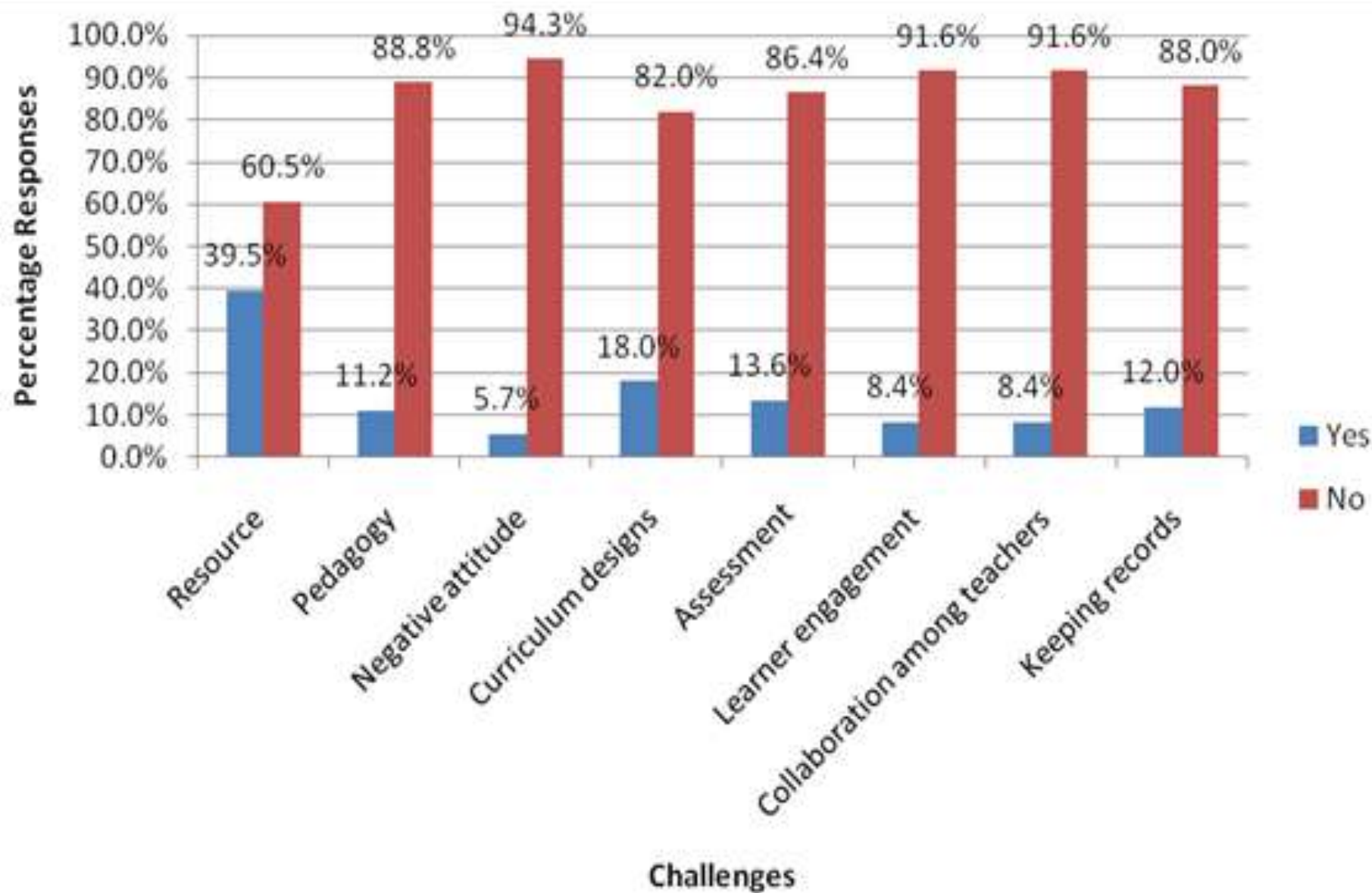
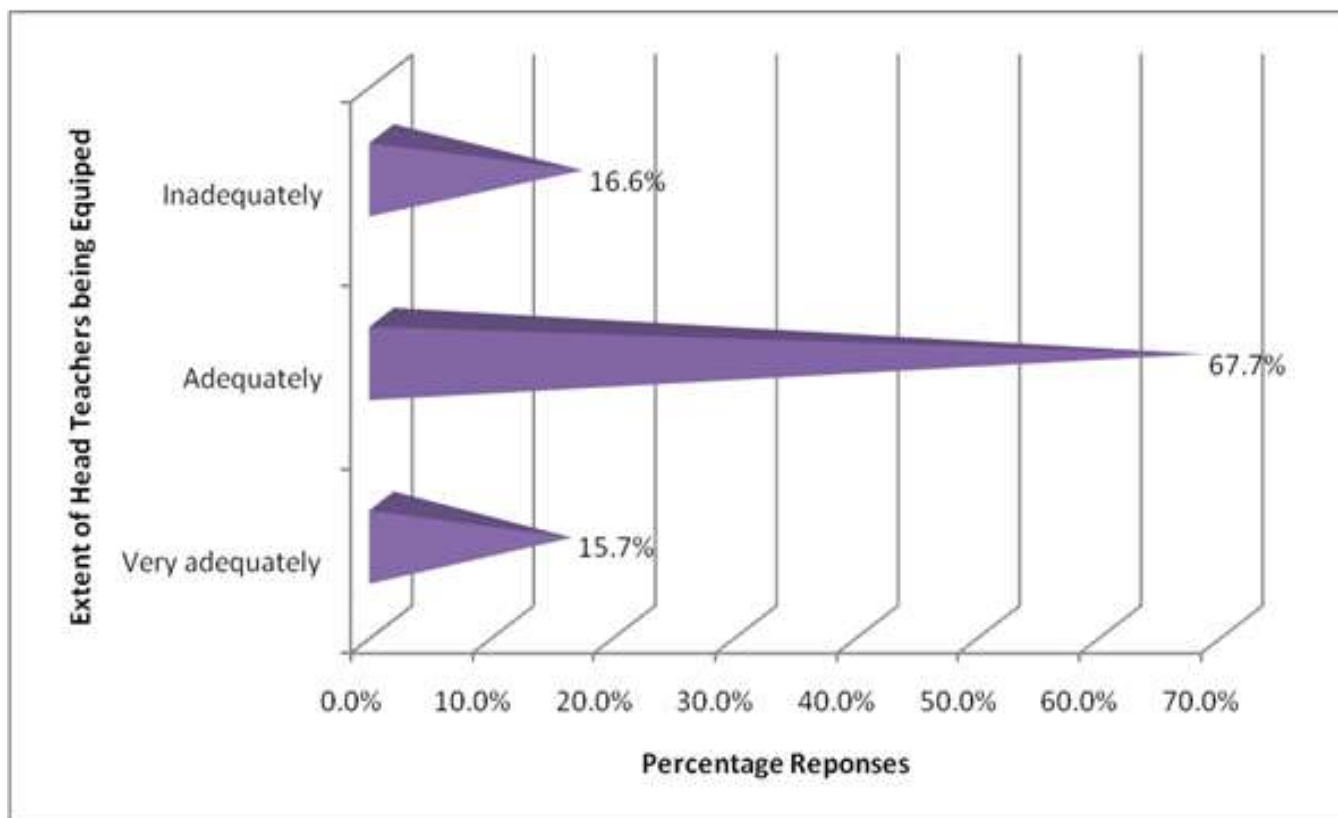
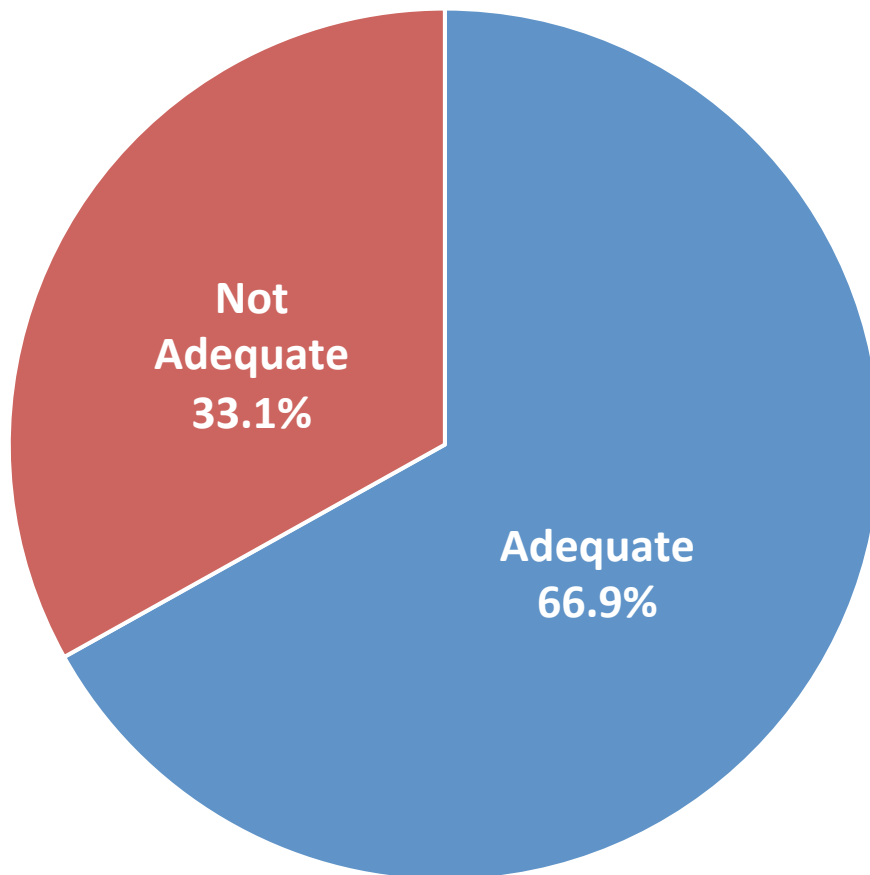


Figure 12: Challenges in implementation of CBC



Majority of head teachers indicated that they were able to mentor and support teachers implement CBC.

Fig 13: Head teachers ability to mentor and support teachers to implement CBC



Majority of the teachers (66.9%) indicated that they were adequately supported by the CSOs

Fig 14: Teachers Rating of support from CSOs

Parental Engagement

Parents indicated that

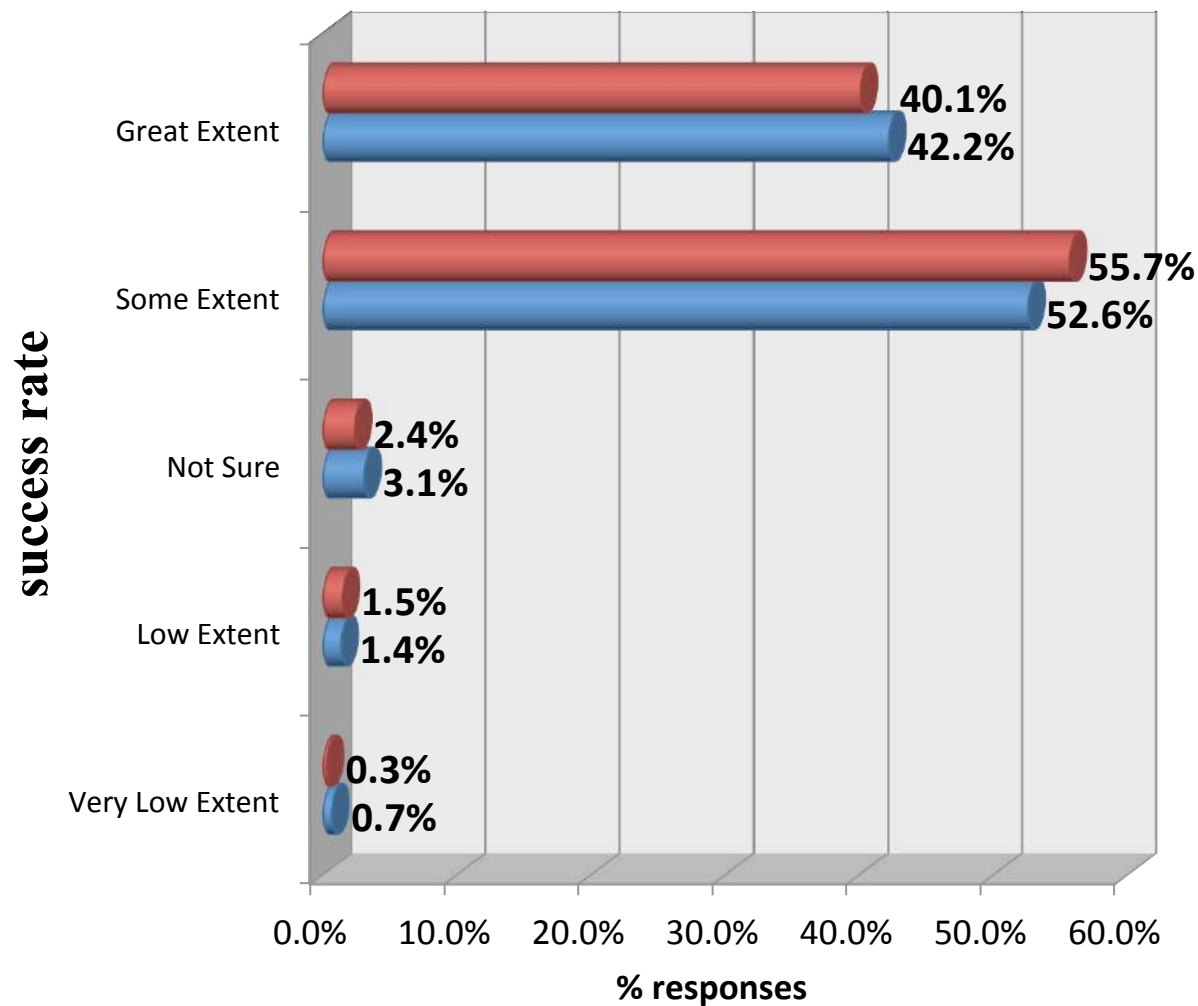
- They were aware of the new changes
- Children were sharing information about what they were learning at school
- They got Information from the school administrators and the media
- They were involved in provision of resources,
- They participated in instilling values and discipline of the child
- They follow up of child's learning progress.
- They were keeping track on assessment and health of their children. However they still expected them to be graded and ranked.

Teachers positive Reflections on CBC based on the Pilot

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

Teachers' concerns on CBC based on the Pilot

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



Majority of teachers and head teachers indicated that the pilot of CBC was a success.

Htr %
Trs %

Fig 15: Respondents' Rating on Success of the Pilot of CBC in their Schools

Table 2: Preparation of curriculum support materials

ACTIVITY	TIMEFRAME
Submission of proposals	10 th November 2017- 12.00 pm
Opening of bids	10 th November 2017 – 3.00 pm
Completion of evaluation of submissions	8 th December 2017
Formal approval by MTVC	19 th December 2017
Release of evaluation results	21 th December 2017
Publishers undertake corrections and resubmit for correction	22 nd Dec 2017 – 8 th January 2018
Development of English Mathematics and Kiswahili Grade 3 books	Completed and under production



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STATUS OF TEACHER ORIENTATION ON CBC FOR EARLY YEARS EDUCATION



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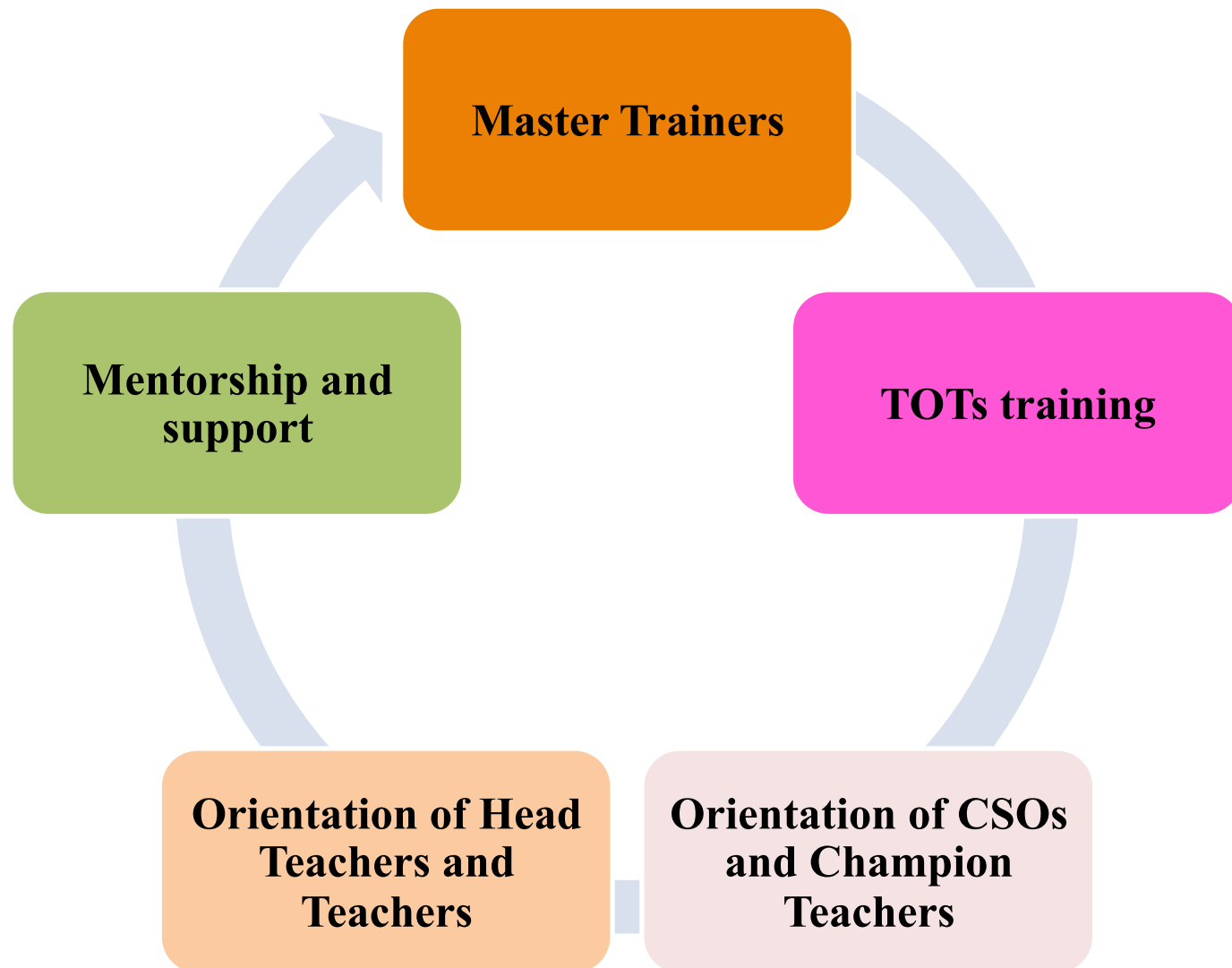


Fig 16: CBC Teacher Orientation Cascade Model

Table 3: Training Workshops Undertaken

Activity	Time line and Suggested Venue	Key Players
MASTER 24 Master Trainers for primary & 47 for Pre Primary	27 th Nov. – 2 nd Dec. 2017 18 th – 19 th Dec 2017	KICD, MOE, TSC, KEMI, KISE, RTI, CEMASTEIA, KNEC, CoGs
TOTs 180 Trainer of Trainers (TOTS) for primary & 327 sub county ECD coordinators	4 th – 9 th December 2017	KICD, MOE, TSC, KEMI, KISE, RTI, CEMASTEIA, KNEC, CoGs
REGIONAL 3360 CSO's & Champion Teachers training	11 th – 16 th December 2017 (At county level in 43 Venues)	KICD, MOE, TSC, KEMI, KISE, RTI, CEMASTEIA, KNEC, CSOS and Champion Teachers
ZONAL 168,000 Head teachers and Teachers targeted for EYE Training	December 2017 – January 2018 Training at Zonal level	KICD, MOE, TSC, KEMI, KISE, RTI, CEMASTEIA, KNEC, CSOS, Champion Teacher, EYE Teachers and their Head teachers

Note: *KICD partnered with the Private Schools and the Counties to train their teachers at the zonal level. KICD provided the trainers. Private schools and counties catered for transport and meals for teachers.*

Feedback on training

- The Trainers from different Institutions have worked very well together and delivered content effectively.
- Teachers turn out was very good in all the centres.
- Monitoring of the exercise was done by various officers from institutions (Senior officers from TSC, MOE and KICD). The Council Chair KICD and members also took time to attend various sessions. The feedback received is very positive.
- Teachers have embraced the CBC and are looking forward to implementation in January.

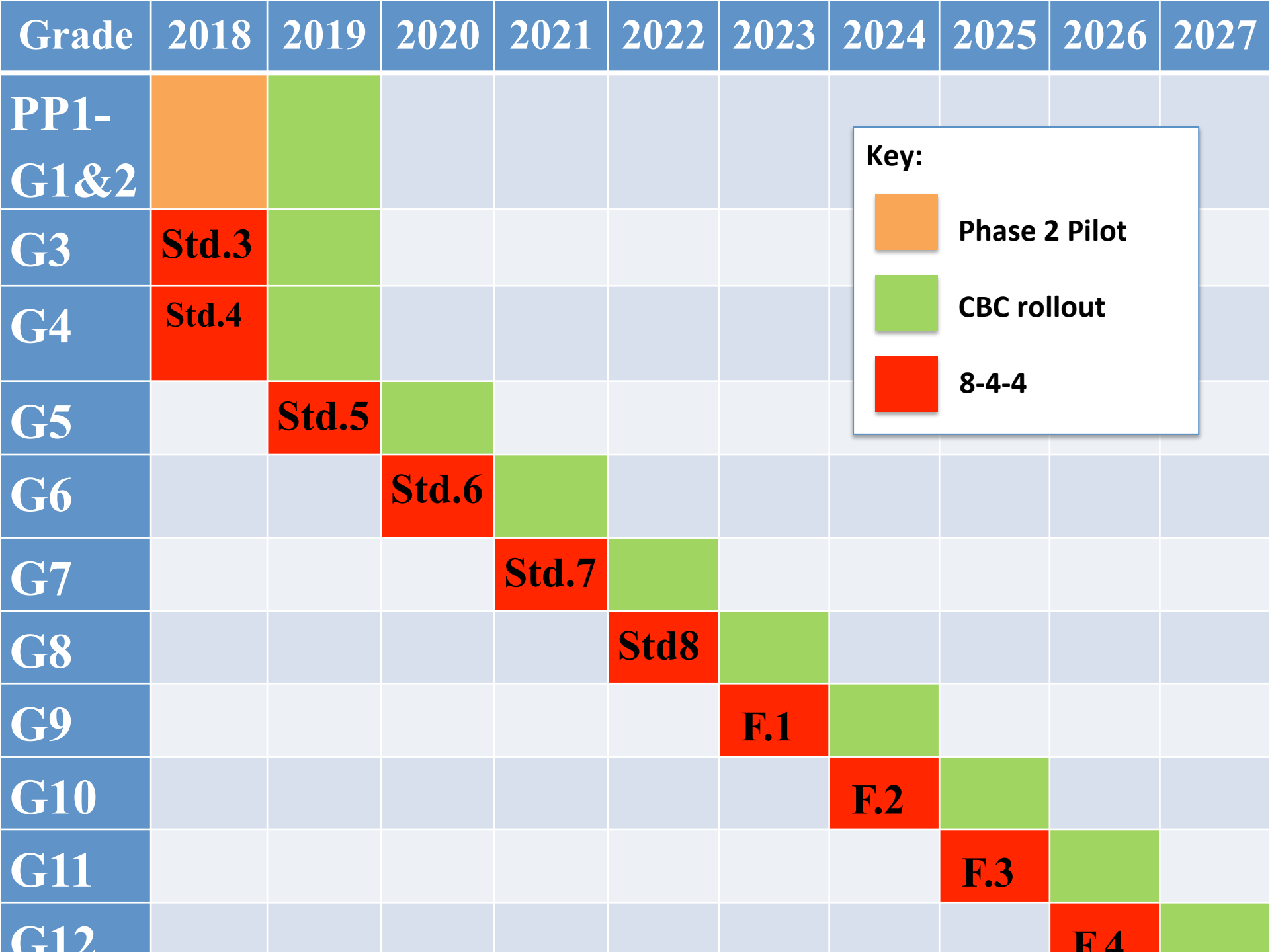
Areas of follow up

- Dissemination of curriculum designs and curriculum support materials
- Continuous teacher capacity building and support
- The training of teachers in areas not completed e.g Garissa, Wajir and Mandera scheduled for January 2018
- Pre service teacher education curriculum to be developed in 2018

Recommendations

1. The national pilot for PP1, PP2 and Grade 1 and 2 be carried out in all schools for in-depth evaluation of CBC to address identified gaps and strengthen strategies for national rollout in 2019
2. Pilot schools continue with implementation of CBC in grade 3 for evaluation of competences achieved for this level
3. TSC spearhead continuous teacher capacity development to support effective implementation of CBC
4. KNEC to finalize the development of the Assessment framework for CBC
5. Finalization of the Sessional Paper

IMPLEMENTATION OF CBC FOR EARLY YEARS EDUCATION



Notes on Implementation Matrix

2018 – Phase 2 National Pilot of CBC in PP1, PP2, G1, G2 in all schools

- Pilot of G3 in the selected Pilot schools

2019 – Roll out in PP1 - G4 (Last cohort of 8-4-4 will be the Standard 4)

2020 – Roll out in G5

2021 – 2027 – Yearly Roll out of G6 – 12

2024 – The first cohort of CBC join G9 (There is need to confirm where this level will be domiciled)

2025 – The first cohort in the CBC will join G10 and will be segregated according to the three pathways. By this time the required number of schools, infrastructure, facilities and human resource required for the pathways should be in place.

2027 – first cohort of CBC complete Basic Education

READINESS ON KENYA EDUCATION CLOUD

Activity	Time line	Status
Development of Standards for Online Curation of Curriculum Support Materials; Course, Supplementary, OERs, Education Apps and Platforms. Also guidelines for User Generated content. (Multi-sectoral approach)	Dec. 2015 to March 2016	Launched on 10 th March 2016 Content Curation Nov. 2016 to March 2017
Review of digital content standards to CBC. Call for content submission Content quality assurance	15 th Jan. to 30 th Jan. 2018	Work plan developed
On-Premise Cloud developed Public Cloud Operationalization on going	Nov. 2017 to Feb. 2018	On schedule

READINESS ON KENYA EDUCATION CLOUD

Activity	Time line	Status
Develop online orientation course on implementation of CBC for primary school teachers	Feb. to March 2018	Work plan developed
Operationalize & upgrade: (<i>kec.ac.ke</i>) Curriculum management portal Content dissemination and learner resource portal CBC implementation analytics portal	Dec. 2017 to April 2018	On schedule
Continuous digital content submission Content quality assurance (<i>cms.kec.ac.ke</i>)	Feb. 2017 to April 2018	Work plan developed

PRINTING AND PROVISION OF CURRICULUM DESIGNS AND BECF

Activity	Time line	Status
Finalization of Curriculum designs G1 to G3 – Vol. I to Vol. VI PP1 & PP2 – Vol. I & Vol. II BECF – One Vol.	2 nd to 22 nd Dec. 2017	Completed
Production of printed copies and dissemination to schools, COG, KICD & outlets	27 th Dec. 2017 to 26 th Jan. 2018	Work plan developed
On line hosting final copy of Curriculum Designs and BECF	15 th Jan. 2018	Work plan developed

Proposed Activities for 2018

ACTIVITY	TIMEFRAME	OUTPUT
Completion of Sessional Paper and Curriculum Policy	Quarter One, 2018	Finalized Sessional Paper and Curriculum Policy
Parliamentary brief on curriculum reform	Quarter One, 2018	Legal framework for Curriculum Reform
Engagement with Council of Governors on anchoring of Pre-Primary Education	Quarter One, 2018	Framework of engagement between national and county governments on management of pre-primary education
Evaluation of the CBC to inform the roll out	Quarter Two 2018	
National Conference on rollout of curriculum reform	Quarter Three 2018	Adoption of the rollout plan
Full Roll out of Competence Based Curriculum	January 2019	Implementation framework for CBC



- **TSC**; Teacher Professional Development on CBC
- **KNEC**; Development of CBC assessment framework

Jan

2018

Dec

- **KICD**; Development of Pre-service Education Diploma aligned to CBC
- **KICD**; Development of curriculum scope and sequence, and design for grade 4 to 6





THANK YOU



Kenya Institute of Curriculum Development