REPORT ON COMPETENCE BASED CURRICULUM ACTIVITIES
presented to

THE NATIONAL STEERING COMMITTEE
3rd January 2018
Figure 1: Curriculum Development Cycle
Figure 2: Basic Education Structure for EYE
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)

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.)

*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
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>
<thead>
<tr>
<th>STRAND</th>
<th>Sub-strand</th>
<th>Specific learning outcomes</th>
<th>Suggested learning experiences</th>
<th>Key inquiry questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loco- motor Activities</td>
<td>Jumping</td>
<td>• Identify the skill of jumping (K)</td>
<td>Learners could be guided to jump on or over various apparatus (ropes, benches, mats)</td>
<td>What do you need to do to jump high? Can you jump on one foot/both feet? How did you feel jumping on or over the apparatus? How high/far can you jump?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Acquire the technique of jumping vertically and horizontally (S)</td>
<td>Learners explore different forms of jumping in fun games</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Acquire the technique of jumping forward, backwards and sideways (S)</td>
<td>Learners to participate in jumping activities in pairs and in groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Appreciate participation in jumping activities with others (A)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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:**

<table>
<thead>
<tr>
<th>Exceeds expectation</th>
<th>Meets expectation</th>
<th>Approaching expectation</th>
<th>Below expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner can jump for height, distance and direction correctly in different expressive ways.</td>
<td>Learner can jump for height, distance and direction correctly.</td>
<td>Learner can jump with ease in any two forms- height, distance or direction.</td>
<td>Learner can jump with ease in only one form – height, distance or direction.</td>
</tr>
</tbody>
</table>
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.
There is need to ensure that there is provision of various ICT devices for learning.

Figure 5: Availability of ICT devices in the schools
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.

*NR- No Response

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 to 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.

*Fig 15: Respondents’ Rating on Success of the Pilot of CBC in their Schools*
### Table 2: Preparation of curriculum support materials

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>TIMEFRAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submission of proposals</td>
<td>10\textsuperscript{th} November 2017- 12.00 pm</td>
</tr>
<tr>
<td>Opening of bids</td>
<td>10\textsuperscript{th} November 2017 – 3.00 pm</td>
</tr>
<tr>
<td>Completion of evaluation of submissions</td>
<td>8\textsuperscript{th} December 2017</td>
</tr>
<tr>
<td>Formal approval by MTVC</td>
<td>19\textsuperscript{th} December 2017</td>
</tr>
<tr>
<td>Release of evaluation results</td>
<td>21\textsuperscript{th} December 2017</td>
</tr>
<tr>
<td>Publishers undertake corrections and resubmit for correction</td>
<td>22\textsuperscript{nd} Dec 2017 – 8\textsuperscript{th} January 2018</td>
</tr>
<tr>
<td>Development of English Mathematics and Kiswahili Grade 3 books</td>
<td>Completed and under production</td>
</tr>
</tbody>
</table>
STATUS OF TEACHER ORIENTATION ON CBC FOR EARLY YEARS EDUCATION
Master Trainers

Mentorship and support

Orientation of Head Teachers and Teachers

Orientation of CSOs and Champion Teachers

TOTs training

*Fig 16: CBC Teacher Orientation Cascade Model*
Table 3: Training Workshops Undertaken

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

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
<table>
<thead>
<tr>
<th>Grade</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
<th>2025</th>
<th>2026</th>
<th>2027</th>
</tr>
</thead>
<tbody>
<tr>
<td>PP1-G1&amp;2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G3</td>
<td></td>
<td>Std.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G4</td>
<td></td>
<td></td>
<td>Std.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G5</td>
<td></td>
<td></td>
<td></td>
<td>Std.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Std.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Std.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Std.8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>F.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>F.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>F.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>F.4</td>
<td></td>
</tr>
</tbody>
</table>
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
<table>
<thead>
<tr>
<th>Activity</th>
<th>Time line</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td>Dec. 2015 to March 2016</td>
<td>Launched on 10th March 2016</td>
</tr>
<tr>
<td>Review of digital content standards to CBC. Call for content submission Content quality assurance</td>
<td>15th Jan. to 30th Jan. 2018</td>
<td>Work plan developed</td>
</tr>
<tr>
<td>On-Premise Cloud developed Public Cloud Operationalization on going</td>
<td>Nov. 2017 to Feb. 2018</td>
<td>On schedule</td>
</tr>
</tbody>
</table>
### READINESS ON KENYA EDUCATION CLOUD

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time line</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop online orientation course on implementation of CBC for primary school teachers</td>
<td>Feb. to March 2018</td>
<td>Work plan developed</td>
</tr>
<tr>
<td>Operationalize &amp; upgrade: (<a href="http://kec.ac.ke">kec.ac.ke</a>) Curriculum management portal</td>
<td>Dec. 2017 to April 2018</td>
<td>On schedule</td>
</tr>
<tr>
<td>Content dissemination and leaner resource portal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CBC implementation analytics portal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuous digital content submission</td>
<td>Feb. 2017 to April 2018</td>
<td>Work plan developed</td>
</tr>
<tr>
<td>Content quality assurance (<a href="http://cms.kec.ac.ke">cms.kec.ac.ke</a>)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### PRINTING AND PROVISION OF CURRICULUM DESIGNS AND BECF

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time line</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Production of printed copies and dissemination to schools, COG, KICD &amp; outlets</td>
<td>27\textsuperscript{th} Dec. 2017 to 26\textsuperscript{th} Jan. 2018</td>
<td>Work plan developed</td>
</tr>
<tr>
<td>On line hosting final copy of Curriculum Designs and BECF</td>
<td>15\textsuperscript{th} Jan. 2018</td>
<td>Work plan developed</td>
</tr>
<tr>
<td>Activity</td>
<td>Timeframe</td>
<td>Output</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Completion of Sessional Paper and Curriculum Policy</td>
<td>Quarter One, 2018</td>
<td>Finalized Sessional Paper and Curriculum Policy</td>
</tr>
<tr>
<td>Parliamentary brief on curriculum reform</td>
<td>Quarter One, 2018</td>
<td>Legal framework for Curriculum Reform</td>
</tr>
<tr>
<td>Engagement with Council of Governors on anchoring of Pre-Primary Education</td>
<td>Quarter One, 2018</td>
<td>Framework of engagement between national and county governments on management of pre-primary education</td>
</tr>
<tr>
<td>Evaluation of the CBC to inform the roll out</td>
<td>Quarter Two 2018</td>
<td></td>
</tr>
<tr>
<td>National Conference on rollout of curriculum reform</td>
<td>Quarter Three 2018</td>
<td>Adoption of the rollout plan</td>
</tr>
<tr>
<td>Full Roll out of Competence Based Curriculum</td>
<td>January 2019</td>
<td>Implementation framework for CBC</td>
</tr>
</tbody>
</table>
- **TSC;** Teacher Professional Development on CBC
- **KNEC;** Development of CBC assessment framework

Jan 2018

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

Dec
THANK YOU

Kenya Institute of Curriculum Development