

SERIES

2

ROLLOUT OF THE COMPETENCY BASED CURRICULUM

Monitoring for Improvement

The Competency Based Curriculum (CBC) is being developed based on research

and rolled out with frequent checks to monitor, learn and improve.

In 2018, KICD measured the quality of the reforms by examining:

Inputs Quality of teaching, lesson planning, and assessment

Outputs Quality of outcomes from assessment of students

Feedback from Teachers Views of teachers on their preparation and capacity

Feedback from Parents Views of parents on their child's experience

RESEARCH

A Needs Assessment study was carried out to establish the emerging concerns about the current system of education.

2016

TRY OUT

The Basic Education Curriculum Framework guided the curriculum reforms in Early Years Education (pre-primary to grade 2) which was tried out in 470 schools - 10 from each county.

2017

NATIONAL PILOT

The CBC was piloted in PP1, PP2 & Grade 1 & 2 in all primary schools. In Grade 3, it was carried out in 235 schools, which were previously involved in the 2017 trials. Two monitoring activities were undertaken to assess the level of implementation of the pilot.

2018



MINISTRY OF EDUCATION



NATIONAL ROLLOUT

The Competency Based Curriculum is officially rolled out in all primary schools across Kenya (up to Grade 3). Professional support for teachers, parents and other stakeholders to implement the reforms is ongoing.

2019

PROGRESSIVE IMPLEMENTATION

The CBC will be rolled out in phases up to grade 12. It is not a one off event but, one step at a time.

2020-2028

What did the evidence tell us?

Research established that the new curriculum has positive impact, however we need to foster better support for teachers.

WHAT IS WORKING WELL

Resource Distribution: Approved pupils' books and teachers' guides have been delivered to over 21,627 primary schools. Publishers have developed books for the new curriculum and made them available for purchase in bookshops.



Attitude of Learners: More pupils have a positive attitude towards school. They are enjoying the activities, interaction with fellow learners, teachers, school environment and the community.



Teaching Methods: More teachers have improved from lecturing only to include inquiry methods such as group discussion, role play, experimentation, outdoor activities, and demonstration. They use more of oral tests, observations and portfolios to track learners' progress.



WHERE WE NEED TO GROW

Quality of Resources: Ensure all learning institutions have adequate books and other materials that promote inquiry learning.

Attitude of Parents: Continuously engage parents to help them understand the new curriculum and how to support their children enjoy learning. Some still want their children to be ranked under the new system of education.

Quality of Teaching: Half of the teachers are comfortable using the new assessment methods (Formative). The quality of teaching was rated at only 60%, showing that we still need to ensure that all teachers can confidently use the new teaching and assessment methods.

How are we learning from evidence to improve the roll-out process?

We can all do our part to support the reforms in three key areas.

1. COACH TEACHERS

Teachers Service Commission

TSC is leading training of teachers. They are building the capacity of teachers to confidently use the new teaching and assessment methods to cater for all types of learners. TSC is also supporting Curriculum Support Officers to coach and mentor teachers for high quality learning.

2. SHIFT ASSESSMENTS

Kenya National Examinations Council

KNEC is leading reforms on assessment. They are developing an assessment framework that allows teachers to provide ongoing feedback to learners. These assessments will support the new curriculum to create stronger learning outcomes for learners.

Our Collective Mission:

We are rolling out a high-quality curriculum for 21st century teaching and learning across Kenya.

3. SUPPORT STAKEHOLDERS

Field Officers in Government

The Ministry of Education (MoE) is leading engagement of other stakeholders who support schools and children's learning. This includes: Headteachers who will support teachers to strengthen their teaching methods.

Civil Society and NGOs who will support schools to deliver the new curriculum.

Parents who will support their children to learn the skills in the new curriculum

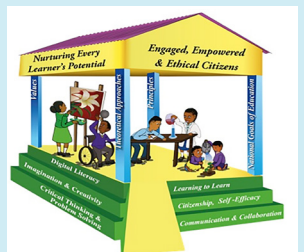
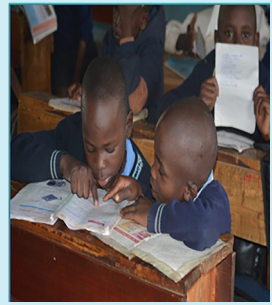
Why are these reforms so important?

Our children need 7 core skills and mindsets to thrive in a rapidly changing world:

- 1 **Communication & Collaboration**
We work together to speak and realize shared goals.
- 2 **Critical Thinking & Problem-Solving**
We observe, evaluate, and reason to find solutions.
- 3 **Citizenship**
We value our community and act with respect for all Kenyans, not only ourselves.
- 4 **Creativity & Imagination**
We are not afraid to think differently, to create new and valuable things.

- 5 Learning to Learn
We are curious and drive our own lifelong learning.
- 6 Self-Efficacy
We have the confidence to do difficult things.
- 7 Digital Literacy
We use digital devices to access and create information.

Together, we can nurture every learner's potential.



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