



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

**REPORT ON 3RD NATIONAL CONFERENCE ON CURRICULUM
REFORMS**

VENUE: KICC, NAIROBI COUNTY

16TH AUGUST, 2019

1.0 INTRODUCTION

Inclusion is at the centre of the current educational reforms as articulated in KICD's Mission "Nurturing Every Learner's Potential". It serves to align the education sector to the realization of the constitutional promise to every Kenyan citizen to access quality basic education.

Kenya is a member of the international community, and the 193 countries that committed to the Sustainable Development Goals (SDGs), which set targets that emphasize access to relevant, quality and equitable education. SDG 4 requires that "no education target should be considered met unless it is met by all". To ensure that no learner is left behind, active efforts are needed to identify the "furthest behind first".

As the Competency Based Curriculum expands to grade 4 in 2020, the National Conference was held on 16th August, 2019 in order for stakeholders to reflect on the progress made in reaching every learner, explore opportunities that have worked, ensure more inclusion and posit evidence-based suggestions to guide the future. Prior to this, 11 Pre-conferences had been held in specific areas/sectors.

The specific objectives of the National Conference

The conference involved different stakeholders in education that engaged and consulted on how the curriculum reforms had impacted the education system in the country. The Competence Based Curriculum is expected to expand to grade 4 in 2020, and the conference enabled stakeholders to:

- a) Reflect on the gains made in the curriculum reforms process
- b) Deepen an understanding on the approaches and pillars of the Competency Based Curriculum
- c) Provide an opportunity for stakeholders to explore inclusion in various contexts
- d) Agree on an implementation roadmap

2.0 SESSION ONE: OFFICIAL OPPENING AND KEYNOTE ADDRESS

2.1 Remarks on the Impact of the CBC by Chief Executive Officer, Teachers' Service Commission

Dr. Nancy Macharia, the Chief Executive Officer Teachers' Service Commission (TSC) appreciated the effort of the Commission in supporting the implementation of CBC. She lauded the Government of Kenya for providing finances to support the training of teachers and recruitment of intern teachers. She noted the following;

- a) Kenyan teachers have embraced the CBC which holds promise to the children of this country;
- b) County Dialogues revealed the sacrifice teachers are making on behalf of Kenyan children;
- c) Two hundred and twenty-five thousand (225,000) teachers have been trained on the new curriculum. One Hundred Thousand (100,000) teachers were trained during the April, 2019 holiday while One Hundred Thousand (100,000) more teachers would be to be trained during the August, 2019 holidays;
- d) Training of grade five teachers will commence in in 2020;
- e) 2.5 billion and 1.5 billion shillings have been set aside for the recruitment of teachers and interns respectively;
- f) TSC will walk the CBC journey till the last mile.

2.2 Keynote Address by Dr. Yaw Osei Adutwum (Deputy Minister of Basic and Secondary Education, Republic of Ghana)

Dr. Yaw Osei Adutwum said he was honoured to have attended the 3rd National Conference on Curriculum Reforms. He noted Kenya was leading in education reforms. He commended the determination of the President of Kenya, His Excellency Uhuru Muigai Kenyatta, to improve the education system in the country. He called upon all the education stakeholders to rally behind the President to meet the vision of better curriculum, and noted that challenges should not stop the country from going forward.

Highlights of the Key Note Address:

- a) Three things define the usefulness of an educational system: quality, access and relevance, and developing countries should therefore tackle these issues;

- b) It is important to focus on making the necessary steps towards improving education systems, rather than waiting for the economy to grow in terms of Per Capita GDP;
- c) The outcome of education should be skills, values and attitudes but not memorization;
- d) The country needs to establish aerospace academies. He noted that some European Countries nurtured talent or innovations from the youngest grade, on how, for example, to create an aircraft, instead of waiting till they get to the universities;
- e) There is need to create creative minds in the country in line with Bloom's Revised Taxonomy whose highest level is creating. He further noted that the highest level of learning is when students create something rather than cramming something;
- f) Ghana is ready to partner with Kenya to ensure a great future for Africa.

2.3 Remarks by the Cabinet Secretary, Ministry of Education, Prof. George A. Magoha, CBS

The Cabinet Secretary began by recognizing Cabinet Secretaries and dignitaries present among them Amb. Amina Mohammed, Cabinet Secretary Sports, Dr. Fred Matiang'i, Cabinet Secretary Ministry of Interior & Coordination of National Security, Amb. Raychelle Omamo, Cabinet Secretary Defense and Honorable Musalia Mudavadi among others. He thanked them for taking time to attend and support the quest to better education in the country by supporting the Competence Based Curriculum (CBC). Prof. Magoha said that the Ministry had engaged stakeholders in well attended and uncontrolled County Dialogues in the 47 Counties. He also noted that a multi-sector taskforce has been appointed to deliver CBC. Thereafter, he invited the President to address the Nation.

2.4 The President His Excellency Hon. Uhuru Kenyatta

In his introductory remarks, His Excellency the President of the republic of Kenya began by expressing his heartfelt gratitude to be part of the curriculum reforms. He reiterated that his administration would ensure all learners including those with disability are given an opportunity to excel. He noted that Kenyans were given an

opportunity to have a say in the kind of education they wanted for their children, by engaging them in the already held County Dialogues and the Pre-conferences. He affirmed his commitment to ensure the implementation of the reforms and sought support of everyone to make the Competency based curriculum a world class curriculum.

The highlights of the President's speech are as follows:

- a) A taskforce has been constituted to advise on the curriculum reforms and that it already operational;
- b) Lower secondary to be domiciled in secondary schools since there will be no examinations in Grade 6 and this will also ensure 100% transition to secondary schools;
- c) Training of teachers should be completed and all materials in schools by 2020;
- d) Teachers should continue to work towards improving the curriculum;
- e) The Goals of the Kenya Vision 2030 can only be realized if education plays its role. There is need, therefore, to have an education system that is practical and hands on, one that encourages creativity, problem solving, and the youth to take advantage of opportunities that are available to them; an education system set to train youth to take responsibility of its country by inculcating in them national values, patriotism and integrity. The implementers of CBC ought to ensure the Vision is achieved;
- f) The Digital Literacy Programme was introduced to prepare Kenyans for the learning revolution;
- g) The old system emphasized grades and did not give the learner enough space to grow.
- h) The Government does not have to wait for infrastructure to make steps towards improving its education systems - "it's better for a child to be under a tree with a pen, paper and book than walk on the streets taking drugs".

3.0 SESSION 2: PRESENTATIONS

3.1 Presentation from Key note speaker Vice President (Co-Impact) Mr. Rakesh Sajani

Highlights of the presentation

- a) Education is not only a matter of policies but also political. It is a field of struggle between those who want it to benefit a few and those who want it to benefit all;
- b) The idea of universal education is relatively new since human beings have been around for millions of years but it is only during the last 50 or 100 years that they have thought about education for everybody;
- c) Until recently the curriculum and the entire system was designed to serve the very few;
- d) The most profound difference between education for the elite and the ordinary person is seen by looking at the inner life of the child. In the schools of the fortunate few, children not only learn to be literate and numerate but also to think, ask questions, analyze, synthesize and be creative. They become competent and confident and believe in themselves and the agency to shape the world;
- e) He lauded Kenya's education philosophy and the ambition behind her Competency Based Curriculum, which he interpreted thus: "No, we will not accept, we will not accept normal children, weak children, and poor children to live with unqualified education." The statement rejects the idea of children going for 5, 7 or 9 years of education and still lacking the critical skills and the confidence needed in life;
- f) The three components of the CBC that are particularly compelling are:
 - Children's Learning Outcomes as education should be assessed by looking at what the student is can do.
 - Critical Thinking and Solving Problems – student's capability of thinking, analyzing, asking questions, being creative and being confident - these are the signals of success.
 - Community incorporation and citizenship - The value is ability to build understanding and mutual respect in the emotionally intelligence and the general awareness of the democratic engagement that we need.
- g) He noted that CBC is difficult to implement since it is not a simple improvement or update but a deep and profound shift in the very purpose of the experience of

education - shifting from the colonial mentality that education is for the chosen few to a much more profound deeper democratic idea;

- h) The process of roll out will not be achieved without an engagement process equally profound and commensurate to the ambition of the curricula. Unlike other reforms where circulars, materials, trainings and public participation are done, in CBC these will not be enough.
- i) The reports by KICD on roll out of the CBC have clearly told a story of what has been achieved but also clearly point out the problem. They point out that the roll out has not been smooth sailing.
- j) The roll out of the CBC is not a technical exercise - it is a political national project. For it to succeed, it needs the whole of Kenya to come together;
- k) Three groups are important in order for CBC to succeed: The Critics of the CBC, teachers, parents and the children/students;
- l) When people experience the stress of a roll out of a curriculum, it helps them if they experience the government as caring, listening and understanding. The government should be the steward by bringing the whole country together - teachers, parents, students, researchers, NGOs, trade unions and the critics together, to make them feel respected, listened to and heard. This will enable them feel that they are a part of shaping the education of the country.

3.2 Presentation of Position Statements from the Pre-conferences

Dr. Sara Ruto, the Conference Chairperson and KICD Council Chair informed the delegates that there had been a series of eleven (11) pre-conferences that had taken place in August, 2019 as a build up to the 3rd National Conference. Various stakeholders organized the pre-conferences. She then invited representatives of each pre-conference to give the position statements.

1. Competency Based Assessment in the 21st Century held on 1st August 2019

Theme: Towards Education Reforms - Presented by Joyce Kinyanjui

The sector made following recommendations to the Government:

- To ensure seamless infusion of the desired assessment in CBC;
- Development and implementation of communication strategies to ensure that all stake holders are sensitized and regularly updated on assessment in

simplified language which is comprehensible and accessible to all including parents in the remotest parts of the country;

- Continuous provision of standardized tools for assessment, training and support of all classroom teachers so as to ensure validity, reliability and equity informative assessment at classroom level;
- Development of assessments for all learners at critical exit levels (grades 6, 9 and 12) linking and balancing summative informative assessment while reducing stakes;
- Continuous training and retraining of teachers and teacher trainers while leveraging on the cumulative effect of the current cascade model of training;
- Development of assessments which are appropriate to all learners in their diverse settings including learners with special needs and disabilities in education;
- Infusion of ICT in learning and assessment;
- Lobbying parental engagement and involvement.

2. Science in Competency Based Curriculum held on 2nd August, 2019 - Presented by James Kamau

The sector made the following recommendations to the Government:

- Develop a policy framework for inclusion in STEM education including provision of adapted teaching and learning resources for learners with special needs;
- Adapt assessments to favour all learners;
- Minimum qualification for teachers teaching learners with special needs and equitable distribution of resources to all schools;
- Provision of adequate teachers;
- Put in place appropriate measures to eliminate gender disparities in participation and success in STEM education;
- Strengthen mechanisms for school-based supervision as well as quality assurance supporting teachers and learners in the implementation of STEM education;
- Promote identification of talents through establishment of STEM centres of excellence, science amusement parks and museums;
- Identification and documentation of indigenous knowledge systems.

3. Inclusive Education Held on 5th August, 2019

Theme: Inclusion of children with special needs – presented by Renalda Njamba.

The sector made the following recommendations to the Government:

- Adequate monitoring and evaluation on implementation of special needs education;
- Capacity building of all teachers and other players who support learners with special needs and disabilities in Kenya;
- Implementation of minimum standards for aligning institutions to be considered inclusive as well as adapting universal design of education;
- Capitation grants to learners with disabilities should be allocated according to the individual education needs;
- Development of standard guidelines for implementing individualized education plans - Learners with disabilities have individual needs that need to be catered for;
- Kenyan sign language be an optional subject offered just like French among others;
- Implementation of standard procedures and guidelines for education assessment and resource centres;
- Enhancement of research on special needs education to guide decision making policies and practice;
- Community sensitization and awareness creation everywhere including in the media to change negative attitude towards disability;
- Use of champions to advocate and promote inclusion.

4. Language in Education and Inclusion held on 6th August, 2019

Theme: Enhancing Learning through Language in the 21st Century - Presented by Prof. Martin Njoroge

The sector made the following recommendations to the Government:

- Establishment of a research centre and university faculties for the promotion of indigenous languages and development of orthographies;
- Providing a supportive and enabling environment for the implementation of the Language in Education Policy;
- Revising the language policy to address the introduction of indigenous languages and foreign languages in grade four;
- Creating synergy between the foreign missions, KICD and other stakeholders to enhance development of print and electronic materials for learning of indigenous languages and foreign languages;
- Making provision for the introduction of foreign and indigenous languages in the Diploma in Primary Teacher Education colleges in order to create a pool of qualified teachers fully equipped to teach these languages at the primary school level.

5. Value Based Education held 8th August 2019 - Presented by Retired Arch. Bishop Eliud Wabukhala

The sector made the following recommendations to the Government:

- Promote holistic education and allow the education system to provide the opportunity to practise values;
- Implement the whole school approach to value-based education by involving the whole school community in entrenching values among learners;
- Implement value-based education in teacher training and higher education institution of learning;
- Sensitize school management and school teachers on value-based education;
- Make character be the top consideration in recruitment of individuals into leadership roles including teachers and other public officers;
- Institute a reward system to honour those who are committed to values by identifying and recognizing them as champions;
- Create education and awareness on values at political, policy, legislative and executive levels of leadership to shape the value-based gender in society;

- Promote knowledge of ownership of Competence Based Curriculum and Value Based Education in Kenya;
- Focus on character development and minimize the culture of academic competition.

6. Inclusion and TVET held on 8th August 2019 - Presented by Dr. John Mugo

The sector made the following recommendations to the Government:

- Adapt TVET communications strategies so that government information reaches especially the youth that need it most – unemployed, from poorest families, school drop-outs, youth in arid areas, youth with disabilities and youth not on social media and those who are not members of any organized groups; as well as influencing the career attitudes of learners in the primary and secondary schools;
- Review the TVET policy framework to harmonize and create efficiency in the TVET institutional framework to enhance synergy and effectiveness especially across the National Industrial Training Authority, TVET Authority, Curriculum Development, Assessment and Certification Council, Kenya National Qualifications Authority, Kenya Institute of Curriculum Development and the Kenya National Examinations Council, Kenya Universities and Colleges Central Placement Service, TVET Fund and the Higher Education Loans Board;
- Develop a policy framework for inclusion in TVET, including minimum standards for Training Institutions, an inclusive TVET language policy that is clear about Kenya Sign Language, and differentiated funding levels for students with different learning needs, adapting HELB loan products to ALL groups deserving attention regardless of the institutions they attend, and affirmative action scholarships for the most excluded youth;
- Developing and implementing an inclusive TVET curricula through adapting CBET curricula especially to students with sensory differences, adapting examinations and assessments to favor all trainees and including ‘Inclusive Training’ as mandatory training course for all Trainers; and incorporate non-technical skills in the curricula to promote whole youth development;
- Establishing effective monitoring, evaluation and learning systems that generate and disseminate data on inclusion, and that link this evidence to policy decisions.

7. Adult and Continuing Education in inclusion held on 8th August 2019
Theme: Enhancing Implementation of the Competency Based Curriculum: Adult & Continuing Education and Empowerment – Presented by Pst. Sarah Githinji

The sector made the following recommendations to the Government:

- Strengthen the Board of Adult and Continuing Education (ACE) as a coordinating agent of the providers of ACE programme for synergy, effectiveness and efficiency for CBC implementation;
- Review ABET curricula for inclusion and harmonization to the CBC principles, the Development of Competency Based Assessment (CBA) and address the accelerated curriculum for ACE learners, and harmonize APBET and ACE policy framework to create efficiency and synergy in the sub sector;
- Replace and recruit, and train adequate number of Adult Education Instructors for effective implementation of CBC;
- Integrate ICT in ACE by developing age appropriate content and the government to pay for the open source content for learning to enable the out-of-school youth, adults and older members of society to access digital content through their mobile phones;
- Restructure the Multipurpose Development Training Institutes to offer pre-service and in-service training to ACE instructors in order to address issues of quality and standards in the programme;
- Enhance budgetary allocation to ACE to support community education and empowerment in the wake of enhanced parental roles in CBC implementation;
- Establish an effective monitoring and evaluation system, through the provision;
- of the necessary logistical resources to ensure quality, accountability and transparency.

8. Co-creating with civil society to enhance inclusion held on 9th August 2019

The sector made the following recommendations to the Government:

- Leverage and equip the capacity of Civil Societies to support effective information dissemination and public participation strategies;

- Collaborate with child focus civil society organisations to develop strategies to enhance child participation at all levels;
- Leverage the capacity and reach of local organisations to develop, implement and respond to the findings of an education reform monitoring framework that will generate community level evidence on education reform;
- Ensure all head teachers and teachers in education institutions have required competencies to deliver CBC to every child;
- Develop strategies for accelerated learning that ensure learners who are farthest behind catch up to the effective level of implementation of CBC;
- Commit to address discord within the education sector;
- Review capitation allocation to all learners;
- Develop a clear framework for financial planning and monitoring;
- Understand the unit cost and monitoring of financial resources for increased efficiency and transparency;
- Support all processes that ensure that children enjoy their right to education and support the government to successfully implement education reforms;
- Urge the government to strengthen partnership with the civil society organisations to realize the shared vision even as we hold our dear role of holding the government accountable at all times.

9. Inclusion through ICT in Education held on 14th August, 2019

Theme: Enhancing inclusion through ICT in Education - Presented by Georgina Obuta

The sector made the following recommendations to the Government;

- Provision of robust, reliable and scalable infrastructure to support ICT integration in the classroom: appropriate digital devices in 100% of schools by 2020, broadband connectivity with necessary safeguards in 85% of schools by 2021, and 100% schools connected to the national power grid or renewable energy sources by 2020 for sustainable utilization of ICT.
- Delivery of adequate and appropriate digital content and learning tools for all grades by 2022 that is accessible for all special needs learners and mainstream learners alike to ensure equity and inclusion.

- Development of 100% of teacher capacity by 2022 by sustainable approaches such as promotion of teacher professional development in ICT to advance digital literacy and collaborative learning.
- Establishment of effective monitoring and evaluation systems by 2020, effective research and development approaches that generate and disseminate data on inclusion, and that links this evidence to policy decisions 5.5. Development of Policy frameworks that promote linkage of education and ICT, guide in implementation and encourage collaboration and partnerships with the private sector by 2020.

10. Role of the Youth in Inclusion held on 12th August, 2019

Theme: Re-inventing the future - Kenyan Youth and the CBC - presented by Mr. Titus

The sector made the following recommendations to the Government:

- The stakeholders in education sector need to develop more technology powered platforms to help increase the level of engagement with the youth on the CBC if any meaningful collaboration is to be achieved;
- Critical need to incorporate youth in advisory boards at the highest levels of policy formulation and decision making;
- Set up a robust communication centre intentionally designed to effectively communicate and sensitize the youth on the CBC dynamics;
- Develop well designed meaningful exit strategies to facilitate the emergent, disruptive multiple career pathways which are embedded in the CBC.

11. Role of Universities in inclusion held on 13th August, 2019

Theme: University positions, preparedness and role in ongoing educational reforms that seek inclusivity, equity, quality and relevance - Presented by Prof. Orog

The following is a summary of the sector's recommendations:

- All universities to establish Committees to guide the universities in aligning academic programmes to CBC;

- Universities should actively get involved in more focused dialogue with MoE on CBC Education reforms for enhanced access, inclusivity, equity, quality and relevance;
- There should be a task force formed in university education to put up the strategies more structurally.

3.2 Session 3: Remarks on progress on CBC

Dr. Sara Ruto, the Kenya Institute of Curriculum Development (KICD) Governing Council Chairperson invited representatives from various organizations to make remarks on the implementation of the Competence Based Curriculum

3.2.1 Kenya Primary Schools Association (KEPSHA)

Mr. Gathemia noted that KEPSHA has fully embraced the CBC and acknowledged that the Government has provided primary schools with materials through the Ministry of Education. As an association, they are ready to soldier on with the reforms.

3.2.2 Kenya Private Schools Association (KPSA)

The Chairperson of KPSA, Ms. Mutheu Kassanga, indicated that private schools are very enthusiastic about the adoption of the CBC. For the Early Years Education (EYE), the private sector caters for 700,000 students. The association has worked with different agencies to ensure full adoption of EYE. Additionally, the association has ensured inclusion of students with special needs.

She however noted that there are outstanding barriers in the adoption of Grades 1, 2, 3 especially in rural areas. Implementation of the digital learning programme has also been a challenge and therefore there is need to collaborate with development partners to overcome the barriers.

On preparations for roll out of the Grade 4 curriculum, the chairperson pointed out that they had already collaborated with TSC for teacher training. She lauded the new curriculum for incorporating subjects that private schools handle during extra-curricular activities.

She noted that KPSA will continue to partner with all agencies to ensure that teachers are confident to prepare the next generation of children and to make Kenya a regional hub for education.

3.2.3 Kenya Secondary Schools Heads Association (KESSHA)

The Chairperson of KESSHA, Mr. Indimuli Kahi, stated that KESSHA in its meeting in June, 2019 declared that they would support the CBC. He was glad that the President had given a clear direction on where Junior Secondary will be anchored as this would guide the preparation process of receiving pupils who will have completed primary school education.

3.2.4 National Parents' Association (NPA)

The Chairperson, NPA, Mr. Nicholas Maiyo, thanked the president for initiating CBC and providing leadership to ensure its success. He also thanked the Cabinet Secretary MoE for taking up the mantle and overseeing important milestones in implementation of the curriculum reforms. He emphasized that CBC is an important pillar in the Big 4 Agenda and was confident that the next phase would be rolled out in 2020. He expressed total support for CBC by parents and appealed to the MoE and KICD to walk with the association to ensure that parents are fully sensitized and engaged.

3.2.5 Eastern and Southern African Management Institute (ESAMI)

The head of ESAMI, Prof. Dynamite Munkumba, stated the following:

- a) The constitution of Kenya has something very unique on education which the country needs to leverage on;
- b) Teachers have a lot of influence in the formative years of a child, and they therefore need to be empowered to ensure that the education system produces open minded students that are creative;
- c) According ADB (African Development Bank) report 2019 on youth unemployment, 30 % of the youth are employed and 30% are unemployed and depressed. The unemployed have no trust in education;
- d) Curriculum should produce a whole human being and CBC is a step towards achieving this;

- e) All should not relent despite the challenges facing the implementation of the CBC.

4.0 Communique and Official Closing

The Principal Secretary, Ministry of Education, Dr. Belio Kipsang thanked everyone for their patience throughout the proceedings. He also appreciated all the speakers and the entertainment crew led by Helen Mtawali. He declared that the government would continue to deliver as it strives to invest in the future of the children, through the CBC. The Cabinet Secretary, through the MoE, would issue the conference communique in due course. Thereafter, the Conference was officially closed at 3:07 with a prayer led by Sheikh Mohammed.